

# **Doctor Who's Who in Time Travellin' Communities**

Final Curriculum Unit/ Summer 2018

by May Freeman

# Introduction

## Rationale

Why are the skills, content, and concepts presented in this unit important for students to learn?

There are a variety of reasons that people are drawn to each other. People typically form groups because they share similar interests, live in the same geographic location, work in the same field of business, want to make changes in society, or because mere circumstance has put them in touch with each other somehow. The curriculum unit that is presented focuses on the concept of community and how it generates culture. A community is defined as a unified body of individuals which includes, but is not limited to groups of people that live in the same area that share the same interests, geographical location or have a common history.

Over the course of the week, students will think critically about dynamics of community, the culture that can be created and how it relates to the overwhelming fan base of the BBC series, "Doctor Who". They will *collaborate* with their peers using oral and written communication so they may develop and demonstrate a concrete understanding of cultural shifts that influence the structure of a community. Through analysis, students will ultimately determine how community generates culture and be able to independently create a product that embodies connections made from the beginning of the course to the end. The skills that students will use are important because they increase student awareness of the world in which they live. They also learn the necessity to collaborate and how those relationships are crucial to resolve everyday challenges.

The content is important because students delve deeper into the reasons "why", how their actions influence outcomes, and how they can use logical reasoning to consciously make connections to the overarching concept with the real world in mind. When students can use the skills necessary to understand a particular content, the concepts presented become increasingly important because students are then able to use what they have learned in new situations and apply it to other concepts. As students make connections between the content and concept they will create their own classroom community and culture.

[Classroom Community/Cultural Shifts](#)

# Differentiation

What elements of this unit make it particularly beneficial or appropriate for gifted learners? (Be sure to discuss the dimensions of differentiation: Content, Process, Product, and Learning Environment AND the features of differentiation: Complexity, Challenge, Depth, Creativity, and Acceleration)

The element of the unit which makes it beneficial and appropriate for gifted learners are the instructional models used. The models include Taba, Questioning, Visual Thinking Strategies, and Socratic Seminar. The lessons created for the unit are designed specifically to allow differentiation. The content of the lessons incorporates tiered assignments which allow students from novice to expert levels the opportunity to be successful based on their level of readiness. Each lesson includes activities and content that is readily accessible for all levels and includes extended learning activities that allow flexibility for independent learning for early finishers. Because gifted learners must be challenged, Lexile levels of text have also been adjusted to accommodate student challenge.

The student environment is also crucial to differentiation. When students have more flexibility and choice in their seating arrangement they perform better than other students that may be limited to sitting at desks and rows. Students are grouped based on their understanding of the content, their personality and learning style. They are not limited to sitting at desks or rows. They may use the classroom and space around them freely without disruption to others. Extended learning provides the complexity needed as well as the challenge. All activities require higher order thinking and students are encouraged to use their own ideas for generating responses or products as well as collaborate with peers. The products that are created during the course of a lesson include online forums, open discussion, and the performance task. The performance task is produced based on the online forums, discussions, and creativity of the student group. By completing the performance task students demonstrate a measurable understanding of the content, concept, and application.

# Goals and Outcomes

## Content Goal

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. R.I. 3.3

## Outcomes

A) Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

B) Students will be able to compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

C) Students will be able to analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text.

(NC Standard Course of Study)

## Process Goal

Students will integrate and evaluate content presented in diverse media and formats. (R.I. 5.7 )

## Process Outcomes

- A) Students will draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.
- B) Students will present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- C) Students will conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

(NC Standard Course of Study)

## Concept Goal

Goal 3: To understand the the relationship between community and culture.

## Concept Outcomes

- A) Students will be able to analyze the relationships between community and culture.
- B) Students will be able to combine learned information to successfully create a product that highlights the generation of culture from community based relationships.
- C) Students will be able to participate in group discussions about the effectiveness of each group performance tasks.

(NC Standard Course of Study)

# Assessment Plan

What evidence will show that students understand? Describe formative assessments and summative assessment (performance task) that will be used to monitor student progress in meeting established goals throughout unit. Include student work samples (copies and/or photos) that demonstrate student content knowledge, skill development, and understanding of the unit's concept.

Students are required to complete several assessments during the week. Each assessment builds upon the first and encompasses the general understanding gathered during the lesson and individual practice.

Students will compile their understanding of the structure of community, cultural influences and shifting networks within. Students will be given formative assessments on days 1-3. All assessments will be used to gauge levels understanding and student's ability to apply learning. The assessment required students to As a final summative assessment, the performance task, required students to generate an original script based on the foundations of community and cultural influence of a popular television series.

**Lesson 1 Formative Assessment:** Lesson 1 is a Taba lesson and introduces students to the concept of the community. Students will be divided into three groups and begin an in-depth analysis of community. They will clearly define community and culture. Students will examine the texts and media of the *Doctor Who* series and analyze the cultural impact the series has had on its viewers. Students will compare and contrast their personal communities to the *Doctor Who* community in order to make a direct comparison. Google Classroom will be used as a formative assessment to check for understanding.

**Student Formative Assessment Sample 1:** [Google Classroom Discussion](#)

[Student Collage/Doctor Who Character Button](#)

**Lesson 2 Formative Assessment:** Lesson 2 is an extension of lesson 1 and uses the Questioning instructional model to allow students to answer open-ended questions, generate their own questions and have meaningful discussions about the concept of community and it's relationship to culture. This lesson adds character analysis to build up to the performance task which is introduced at the end of the lesson. Students will use online polling to discuss community and create their own *graphic organizers* to capture information about character motivation. The graphic organizer includes the character, the action, and the motivation.

**Lesson 3 Formative Assessment/Summative Assessment:** Lesson 3 includes both formative assessments and the performance task (Summative assessment). Lesson 3 uses the Visual Thinking Strategies model to delve deeper into the structures of community and shared experiences that exist within them. Students will analyze community relationships presented in an art form and generate personal reflections written on

notecards that explain their evaluation. They will be discussed in groups and shared with the class.

**Lesson 4 Summative Assessment:** Students participate in a Socratic Seminar. They complete a [graphic organizer](#) for observation and learning. Students are required to create a one to two scene script to introduce a new character in the *Doctor Who* series. They will determine the target audience and create a storyline that includes one of the Doctors. Students will need to use what they know about community, cultural shifts, and fandom.

[Performance Task](#)

[Performance Task Rubric](#)

[Student Product Sample 1: Doctor Who Script](#)

[Student Product Sample 2: Time Travel](#)

[Student Product Sample 3: Doctor Who Episode](#)

**TEACHER NAME**

May Freeman

**GRADE LEVEL**

6th-8th

**NC CURRICULUM STANDARDS**

*C English Language Arts Standard Course of Study*

R.I.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

R.I.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**CCSS.ELA-LITERACY.RST.6-8.9**

Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

**CCSS.ELA-LITERACY.CCRA.SL.1**

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.CCRA.SL.2**

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.CCRA.SL.5**

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.CCRA.SL.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.W.6.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.



**CONCEPT**

Community

**ESSENTIAL UNDERSTANDING**

Community generates culture

**ESSENTIAL QUESTION**

How does community generate culture?

## CRITICAL CONTENT - Students will know that...

Students will know that:

- Historical context is used in science fiction to create personal connections.
- Culture changes due to shifts in community dynamics.
- Terminology specific to the Doctor Who series enhances the community base.
- Culture- is a community built around a shared enjoyment or belief of an aspect among a group of people.
- Community is a unified body of individuals. (*Merriam-Webster*)
- Humanity - quality or state of being.
- T.A.R.D.I.S.- A fictional time machine in the "Doctor Who" Series. (Time and Relative Dimension in Space)
- Daleks are genetically engineered mutants originating from planet Skaro; first appearing the Doctor Who series in 1963).
- Fandom - A subculture of fans who share a camaraderie and common interest with others.
- Fanon - fan fiction (Doctor Who, Twilight, etc.)
- Time Lord - Extraterrestrial from the planet Gallifrey on which the series is based; uses time travel technology;
- The Master is the archnemesis of The Doctor, first appearing in the series in 1971.
- Science Fiction is a sub-genre of fiction that focuses on the
  - the impact of actual or imagined science on society or individuals. It has a scientific basis.
  - Sonic Screwdriver is a multifunctional tool used by The Doctor.
  - Sonic Sunglasses - Replaced the Sonic Screwdriver by the Twelfth Doctor
  - Cybermen are a race of cyborgs which first appeared in 1966 on the Tenth Planet.
  - Gallifrey is the home planet of Doctor Who.
  - Regeneration is a biological ability of the Time Lords to renew themselves.
  - Jelly Babies are an English sweet candy eaten and shared frequently by The Doctor, most memorable Tom Baker.

## PROCESS SKILLS - Students will be able to...

- Students will be able to analyze various forms of media
- Students will be able to make generalizations.
- Students will compare and contrast.
- Students will use be able to use inquiry and research to create a new product.

## MATERIALS

Doctor Who Product Rubric

Various Media (Video, Magazines, Articles)

Article: [What is Community Anyway? \(15 Copies\)](#)

"Doctor Who: The David Tennant Specials" (2010) - **Per Amazon**

["Doctor. Who Confidential" Video](#)

[Who Do We Think We Are?](#)

History of the Doctors (Lives and Times by James Goss & Steve Tribe)

[50 Years of Doctor Who Interactive Time Map](#)

[The "T.A.R.D.I.S." Website](#)

[Original Doctor Who Theme Music](#)

[Doctor Who Theme Music Through 2014](#)

### Web Based Tools

- Technology (Chromebook/ laptop/ tablets, etc)
- Google Classroom
- Vimeo (optional)
- Canva (optional)

## GUIDING QUESTIONS

Pre-Lesson Questions	During Lesson Questions	Post Lesson Question
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- How do you define community? (All Groups)
- How do you define culture (FC)? (All groups)
- What are the building blocks of a community?
- How does community change over time?
- How would you evaluate cultural influence?

- How would you describe the connection between community and culture?
- How has Doctor Who influenced the way we understand community?
- How has the past Doctor Who fanbase community influenced the way we view cultures ? What are some examples or what evidence would you provide to support your decision about the fan-base?
- How would you describe your cultural perception of time travel based on the Doctor Who series?
- Based on what you know about Doctor Who, how might the influence of community alter the series' future structure?
- Why do events in the story line have the power to effect our view of other cultures?
- How does the existence of the Whoniverse influence our real life relationships?
- If you were Doctor Who and you could travel in time, how would you use this ability to ?

- What are the structural elements that have created Doctor Who culture?
- How does a fan based community allow people to create long lasting connections to others?
- How does the Whoniverse offer solutions to real world problems?
- How has community participation in the Whoniverse created a world that functions independent of real life?
- How does community generate culture?

## PLANNED LEARNING EXPERIENCES

### Ice Breaker For Day 1 (20 Minutes)

The teacher tells students they must create a mini community. First, they must define community. Split students into 3 groups of 5. The teacher gives each student a slip of paper with the icebreaker question: What defines a community?

Each group must have at least one person that was born in Fall, Winter, Spring, and Summer. The group must also have a person that belongs to fan club. No person may be shared with another group. No group may have more than 5 members. Once students have had time to formulate their groups, they will post their answers to their section in the room. (3 Corners)

When students have completed the icebreaker activity they will design a Doctor Who Fandom buttons. These will be used later to create a class community collage similar to the one in the VTS lesson.

**(20 Minutes) Engage/Activator: (ADD PRE-LESSON QUESTIONS)** [Doctor Who theme music](#) will be played as students enter the class. The teacher will welcome students to the Whoniverse. There are descriptive labels of characters or companion and questions posted around the classroom. Students may use their mobile devices to answer the questions.

The teacher tells students: In order to board the T.A.R.D.I.S. they must show proof they are Whovians and truly ready to take the journey with the Doctor.

**Teacher says:** Take a look at your ticket. You have been chosen to take the first part of the journey with several of your peers. On the back of your ticket is a number. You will have 2 minutes to locate the rest of your group members. (Set the timer and allow time for students to group themselves).

The teacher now asks students to work with their group members to identify as many images or representations from the images as they can in 1 minute rotations doing a Doctor Who gallery walk. Once the final rotation is completed students will be grouped based on the number and specific questions they answered correctly. There will be three groups. Students will stay with their groups throughout the day.

*Lesson/Topic Introduction- The fan culture phenomenon of the "Doctor Who" series:* Today you will embark on a journey where you will analyze various texts and video clips ultimately going back in time to follow the Doctor Who timeline from the beginning to 2018. Each group will be assigned specific periods of time that span the past 50 years. While you examine the texts and media be mindful of the cultural impact Doctor Who has had on its viewers.

**Novice Group (A): History of Doctor Who/ Last 12 Years**

**Intermediate Group (B): History of Doctor Who/ Middle 12 Years**

**Expert (C): History of Doctor Who/ 1st 12 Years**

**Explore:** Students are divided into groups by readiness based on their level of knowledge of Doctor Who and the Whoniverse (gathered from the gallery walk data). A calculation from 1-10 correct responses will be used to determine the group students are assigned to.

**Activity 1:** Once students are grouped they will Students will have paper, markers and other supplies necessary to complete their tasks.

Teacher asks: How do you define culture? (Allow at least 2-5 minutes for discussion).

Students will read the article "What is Community Anyway?" Novice: *Introduction*; Intermediate: *It's all About People and Communities are nested within each other*; Expert: *Communities have formal and informal institutions and Communities are Organized in Different Ways*.

Teacher asks students: Read the pages assigned to you. As you read, look for and highlight words or phrases which help you understand what constitutes a community. (35 Minutes to read and discuss)

Teacher: **Listing** Next ask students to make a list of at least 20 words that are characteristics of a community. After **5 minutes** you should have a list and be able to tell why the words you chose are characteristics. (Allow at least **10** minutes depending on the discussion)

Teacher: **Grouping** Now think about the list you have created. Do any of these items belong together?

**Labeling:** What would you call these groups you have formed? Why would you group them together? (Allow 5 minutes). The teacher will facilitate each group.

The teacher will ask the students:

**Subsume (word fits into more than one category)** - Could some of these belong in more than one group? Can we put these same items in different groups? Why would you group them that way? (Discuss 5-7 minutes).

**Explain:** The teacher asks pre-lesson questions 2 and 4. Students will collaborate with their group members to construct their answers. Students will answer the remaining pre-lesson questions.

**Elaborate:** Activity 2 Students will be asked to read and evaluate text and/or video on Doctor Who and culture. Students will create a presentation to demonstrate what they have learned about their topic

**Evaluate:** Each student will be given a rubric and a choice board with numbered tasks. Each group will be responsible for a different task based on the assigned group numbers one, two, or three (four groups if large group). Students will present their product which demonstrates what they've learned.

*Teacher:* What is one statement you can make about a true community? (Students will submit their responses in Poll Everywhere)

End of class: Students will answer the essential question; How does community generate culture? They will share their response in an online forum. Each student must respond to at least one other student's response.

**End of Class:** The teacher will introduce the performance task if time allows using GRASP.

## ASSESSMENTS

Students will compare and contrast their individual communities to the Doctor Who community.

# DIFFERENTIATION

## CONTENT

Tiered assignments:

Tier 1(Novice): Watch video of the timeline of Doctor Who

Tier 2 (Intermediate): Analyze the use of companions in Doctor Who.

Tier 3 (Expert): Evaluate character conflict in Doctor Who

## PROCESS

## PRODUCT

## LEARNING ENVIRONMENT

Flexible seating: Students will not be limited to where they can sit in the classroom. They may use most areas in the class without hindrance to others.



**TEACHER NAME**

May Freeman

**GRADE LEVEL**

6th-8th

**NC CURRICULUM STANDARDS**

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CCSS.ELA-LITERACY.CCRA.SL.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.W.6.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**CONCEPT**

Community

**ESSENTIAL UNDERSTANDING**

Community Generates Culture

**ESSENTIAL QUESTION**

How does community generate culture?

## CRITICAL CONTENT - Students will know that...

Students will know that:

- culture is a shared belief among a group of people.
- community generates cultural responses.
- the actions of characters have significant effects on fan community and the overall storyline.
- **culture** is a community built around a shared enjoyment or belief of an aspect.
- **character motivation** is what drives a character to do something.
- **literary elements** are parts of a literary work that make up the story; setting, plot, characters, characterization, point of view, theme, tone.
- a **screen play** is the script of a movie, tv show.
- **historical science fiction** is sub-genre of science fiction based on historical events with containing scientific basis.

## PROCESS SKILLS - Students will be able to...

Students will be able to:

- analyze character motivations
- compare and contrast actions of main characters and minor characters
- determine cause and effect relationships
- Integrate and evaluate themes
- analyze correlations of events
- Identify, and analyze effects of literary devices

## MATERIALS

Chart or poster paper

Character analysis rubric

Mind Map Instructions

Mind Map Examples

Construction Paper

Markers

Scissors

Glue Sticks

Pre-Selected Video

Technology

Amazon Video- Doctor Who Episode(s)

[Ratatouille](#)

Blue Pill/Red Pill Scene ([The Matrix](#))

[Amy's Choice](#) (Doctor Who)

[Trenzalore](#)

[River Song \(Forest of the Dead\)](#)

[Doctor Who: One Man, Many Faces](#)

[How to Find Your Character's Motivation](#)

List of character traits

Doctor Who companion list: Rose Tyler, Adam Mitchell, Capt. Jack Harkness, Mickey Smith, Martha Jones, Astrid Peth, Donna Noble, Jackson Lake, Rosita Farisi, Lady Christina De Souza, Adelaide Brook, Wilfred Mott, Amy Pond, Rory Williams, Professor River Song, Craig Owens, Clara Oswin, Bill Potts.

Companion pops (characters on popsicle sticks):

Character Biographies

[Extended Learning Activities](#)

**[Performance Task:](#)**

**[Performance Task Rubric](#)**

# GUIDING QUESTIONS

Pre-Lesson Questions	During Lesson Questions	Post Lesson Question
<ol style="list-style-type: none"> <li>1. How do you define community?</li> <li>2. How do you define culture?</li> <li>3. In what ways are community and culture interconnected?</li> <li>4. What is character motivation?</li> <li>5. How does character motivation enable fans to create a culture of a popular series?</li> <li>6. What is the role of a community in determining character motivation?</li> <li>7. How would you create a culture for a popular series?</li> </ol>	<ol style="list-style-type: none"> <li>1. How do the motivations of Doctor Who effect the storyline outcome?</li> <li>2. How might the characters motivations in regards to historical events alter culture?</li> <li>3. How does story progression facilitate a cultural shift?</li> <li>4. How does the dialogue between the primary characters influence community?</li> <li>5. How do the themes presented demonstrate a connection between community and culture?</li> <li>6. How do you determine the benefit of character motivation ?</li> <li>7. In what ways does the Doctor's decisions cause negative/positive responses in a community?</li> <li>8. How does the emotional response of the Doctor's companions effect the cultural community?</li> <li>9. Based on the relationship of the Doctor and his companions, what role does community play in creating cultural relationships?</li> <li>10. What factors determined your participation in multiple-communities based on the Doctor's motivation.</li> </ol>	<ol style="list-style-type: none"> <li>1. How might altering the storyline influence a members choice to be part of a specific community?</li> <li>2. Based on your analysis of character motivations, how could you establish participatory culture?</li> <li>3. In what ways do literary elements initiate viewer engagement?</li> <li>4. What judgment would you make about the importance of character motivation?</li> <li>5. How does community generate culture?</li> </ol>

## PLANNED LEARNING EXPERIENCES

### Activate Learning (Introduce Community and Culture)

As students enter the classroom they will find their group roles posted at their stations/desks as well as their character name tags for the day. The teacher will play the Red/ Blue pill scene from The Matrix.

The teacher will then ask: What did you observe? (Allow students time to discuss- 2-5 minutes).

Teacher records responses on a thinking map/brainstorm map then asks. Based on your observations, you have all created an idea of what you understood the scene to mean.

The teacher will say: I will replay the scene. This time think about how the characters react or not in the scene. (Play the scene a second time). What did you notice about the characters actions? Use a graphic organizer to log information.

Teacher Asks: What are some reasons that they would have behaved this way? (Allow 1 minute discussion) then record student responses in a circle map leaving the inside circle empty ([circle map](#)). After discussion, ask students how would they define character actions. Students should generate responses which will include motivation. Add motivation to the center circle. Reiterate to students that the reasons they listed to justify the character's actions are called motivations.

Next ask students: Based on your observations, what is the role of community in determining character motivation? Allow discussion. Remind students that you have discussed community, culture, character motivation and now ask students to generate a second circle map in which they define culture. How do you define culture? Allow students think time? How does character motivation enable a community of fans to create a culture of a popular series? How would you create a culture for a popular series?

The teacher then says: Let's find out a little more. Today we will examine several scenes from various Doctors and his companions. In each scene you will focus on the motivations of the character and how those actions determine community engagement.

### Explore

Students are divided into groups based on their level of readiness; expert group (knowledgeable on Doctors ranging the 50 year span), Intermediate group (Knowledgeable on select doctors based on initial survey, and novice group (only familiar with the 10- current Doctors). Each group will be assigned their Doctor Who and companions.

Students will watch the clip from *Amy's Choice*. They should focus on community and character motivation and determine the impact to the culture of the fan. The teacher will rotate around the classroom during their discussion to ensure understanding.

Students will be provided a graphic organizer to collect their ideas as they watch the video. The video will be shared online so they may revisit it if necessary.

### Explain

Students will answer the pre-lesson questions for

*Amy's Choice*.

### Elaborate

Students will be provided a specific scene/script from their Doctor and his companions. They will identify the critical decisions made, identify the character motivations, and the ramifications of the choices. Each group will be monitored. Students will answer during lesson questions. Students will share their responses.

The teacher explains the end product students are responsible for at the end of class. Students will create a Doctor Who culture mock webpage based on the Doctor assigned to their group. The mock webpage should encourage others to join their group. Students may create a paper product or electronic.

The teacher then asks post lesson questions. Students will provide feedback.

### **Evaluate**

The teacher will end independent work time and conclude class with a ticket out the door.

Ask students to discuss in their groups what was something that surprised them about their journey today. Allow discussion time. Then have one person from each group visit another group and share their information. Allow all groups to rotate.

Finally using an online polling system, ask students: Based on what you have learned, how does community generate culture?

## **ASSESSMENTS**

Students will complete graphic organizers based on discussion.

Students will submit responses to essential question using online polling.

# DIFFERENTIATION

## CONTENT

## PROCESS

Groups will be assigned different time spans.

Novice groups may use video and script.

Students that complete assignments early will complete extended learning activities 1-3.

## PRODUCT

Groups may choose to create a product that is physical or electronic based.

## LEARNING ENVIRONMENT



**TEACHER NAME**

May Freeman

**GRADE LEVEL**

6th-8th

**NC CURRICULUM STANDARDS**

**R.L.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**R.L.2** Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.

**R.L. 6** Assess how point of view, perspective, or purpose shapes the content and style of a text.

**R.L. 7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**W.4** Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

**W.5** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**W.6** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

6.CX.2.2: Understand the connections between art and other disciplines.

B.CX.1.4: Interpret art in terms of cultural and ethnic context.

B.CX.1.5: Explain the effect of the geographic location and physical environment on the media and subject matter of art.

**CONCEPT**

Community

**ESSENTIAL UNDERSTANDING**

Community generates culture.

**ESSENTIAL QUESTION**

How does community generate culture?

## CRITICAL CONTENT - Students will know that...

Students will know that:

- culture is a community built around a shared enjoyment or belief of an aspect.
- Community and culture are interrelated.
- Subculture is a social group exhibiting characteristic patterns of behavior sufficient to distinguish it from others within an embracing culture or society (*Merriam-Webster*)
- Textual evidence is used to support a statement.
- Visual text refers to visual elements of an image to relay comprehension.

## PROCESS SKILLS - Students will be able to...

Students will be able to:

- analyze relationships
- Compare and contrast various media including text, video, visual arts.
- Evaluate the various media formats.
- Write comprehensive reflections.
- Create new products based on ideas generated from the lesson.
- Make judgments.
- Integrate art and content.

## MATERIALS

Paintings/Images (Doctor Who/Community)

- [In the Streets in the Mission \(East\)](#)
- [Tardis With the Doctor](#)
- [Companion Collage](#)

Pencils

Colored Pencils

Markers

Crayons

Handout

# GUIDING QUESTIONS

Pre-Lesson Questions	During Lesson Questions	Post Lesson Question
<ul style="list-style-type: none"> <li>• What is your general perception of community?</li> <li>• How do you determine what constitutes a community?</li> <li>• How might different communities share similar cultural experiences?</li> <li>• How do individual biases influence the stability of a community?</li> <li>• Why is there a need to make connections to like-minded people?</li> </ul>	<ul style="list-style-type: none"> <li>• What do you see?</li> <li>• What do you see that makes you say that?</li> <li>• What more can we find?</li> <li>• What other observations can you make about the picture?</li> <li>• What do you think the person/people in the picture is/are feeling?</li> <li>• How does that make you feel?</li> <li>• What type of environment does the artist create?</li> <li>• How did you determine what type of environment the artist wished to portray?</li> <li>• What purpose do the colors serve in the painting?</li> <li>• How does the artist appeal to the emotions of the viewer?</li> <li>• How do the colors effect your perception of the actions of the children?</li> </ul>	<ul style="list-style-type: none"> <li>• What comparison/contrast can you make between the painting and the texts that we have read. Provide specific texts and examples.</li> <li>• How does belonging to one community create internal conflict?</li> <li>• How do you determine which culture a member of a community belongs to?</li> <li>• What argument can you make about the relationships between community and subculture?</li> <li>• How does community generate culture?</li> </ul>

## PLANNED LEARNING EXPERIENCES

### Engage

As students enter the room they will complete a writing prompt displayed on the whiteboard: What is the connection between community and culture?

Once students have finished their writing prompt, they will share with their group what they wrote. Students must formulate at least two questions to ask their group members about their prompt.

The teacher will monitor discussions and provide feedback during this time. Next the teacher will ask pre-lesson questions.

- What is your general perception of community?
- How do you determine what constitutes a community?
- How might different communities share similar cultural experiences?
- How do individual biases influence the stability of a community?
- Why is there a need to make connections to like-minded people?

### Explore

Students have been reading various texts which focus on community and culture. The teacher shows students the painting "Int the Streets, In the Mission (east)" by multiple artists . The teacher asks students to take a few minutes to observe what is going on in the painting without sharing any information yet.

### Explain

Once students have finished making initial observations the teacher will then ask the during lesson questions.

What is going on in the picture?

What do you see that makes you say that?

What other observations can you make about the picture?

What do you think the person/people in the picture is/are feeling?

How does that make you feel?

What type of environment does the artist create? How does that influence your perceptions?

Students should mention the differences in characters in the painting. This should cause students to think about the differences in community and culture which will allow them to make connections and elaborate on them.

### Elaborate

Students will be divided into groups to further analyze the ideas presented by the painting. Students will make connections to the previous readings and additional image. They will analyze one or more previous texts in order make comparisons to the art work by providing specific evidentiary support. The texts will be based on student readiness. Students will select texts specifically for their group.

The teacher will explain the product that students are expected to generate at the end of the lesson. Students will have allotted time to answer post lesson questions and post in an open forum in Google Classroom. They must respond to at least two of their peers responses. The teacher will facilitate.

### Evaluate

Students will write a personal reflection about community using the texts and art as a reference. They must edit their responses in accordance with the writing process previously taught.

How does community generate culture

## **ASSESSMENTS**

Students will create a personal reflection.

## **DIFFERENTIATION**

### **CONTENT**

### **PROCESS**

### **PRODUCT**

Students will create personal reflections.

### **LEARNING ENVIRONMENT**

Students will work in a variety of environments in small groups.

**TEACHER NAME**

May Freeman

**GRADE LEVEL**

6th-8th

**NC CURRICULUM STANDARDS**

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.7.3 Analyze the interactions between individuals, events, and ideas in a text

**CONCEPT**

Community

**ESSENTIAL UNDERSTANDING**

Community generates culture.

**ESSENTIAL QUESTION**

How does community generate culture?

## CRITICAL CONTENT - Students will know that...

Students will know that:

- **Cultural Norm** refers to attitudes and patterns of behavior in a given group that are considered normal, typical or average within that group.
- A cultural connection is a connection shared with members of the same community.
- Communities can change due to social changes.
- There are various types of community
  - Interest communities include members who share similar interests.
  - Action Communities include people that want to bring about change.
  - Place Communities are communities where people are brought together because of geographical location.
  - Practice - People in the same profession doing the same activities.
  - Circumstance - Brought together by external events.

## PROCESS SKILLS - Students will be able to...

Students will be able to :

- Analyze cause and effect relationships
- Evaluate problems and solutions
- Make evidence-based predictions
- Defend their positions.
- Develop plans specific to the lesson content.

## MATERIALS

**Article:** [Why Fans Matter](#) (Culture/Fandom) By

**Videos:**

Ted Talks: [What Makes a Community?](#)

[Who Created Doctor Who? Me, You, and Doctor Who \(BBC\)](#)

Writing Utensils

Technology: Chromebooks/Ipads/Mobile Device

Google Classroom



## GUIDING QUESTIONS

Pre-Lesson Questions	During Lesson Questions	Post Lesson Question
<ul style="list-style-type: none"> <li>• What did you observe in the video?</li> <li>• What is a sustainable community?</li> <li>• How do social norms effect community?</li> <li>• How do you determine cultural connections to community?</li> <li>• How does community infiltration impact the stability of the group?</li> </ul>	<ul style="list-style-type: none"> <li>• Why do communities exist?</li> <li>• What are the needs of a community?</li> <li>• What are the relationships between community and culture?</li> <li>• What are the advantages/disadvantages of belonging to one community?</li> <li>• What problems can result from the lack of a cohesive community?</li> <li>• How are communities changing?</li> <li>• How can communities</li> <li>• Who is most effected by cultural shifts?</li> <li>• How are shifts noticeable in your community?</li> <li>• How does an individual effect the structure of the community?</li> </ul>	<ul style="list-style-type: none"> <li>• What additional points should have been included in the text?</li> <li>• How did this seminar help you better understand community and culture?</li> <li>• What challenges did you experience through the seminar?</li> <li>• How did your role in the seminar (inner/outer) impact how you felt about the seminar?</li> <li>• What will you do differently as a result of participating in the Socratic Seminar?</li> <li>• How does community generate culture?</li> </ul>

## PLANNED LEARNING EXPERIENCES

### **Engage**

When students enter the classroom there will be a looping video of about community. The video will play on a loop until all students have viewed the video. Students will be asked to divide their paper into 3 sections (Observation- Understandings-Questions). They will complete each section.

### **Explore.**

Students will receive a transcript from the Ted Talk Video. They will be assigned separate parts from the transcript. Students will be placed in groups of 2-3 members. They will discuss what they have read. Students will mark up the text highlighting any questions or comments they may have about the article. They will share these during their group discussion. The teacher monitor each group and provide feedback as necessary.

### **Explain**

Students will answer the during lesson questions and discuss them.

### **Elaborate**

Students will be separated into two groups, the inner circle and outer circle. The inner circle members will begin dialogue while the outer circle members take notes about the dialogue of their partner and formulate questions. Students will draw a card to determine who will begin the discussion. The inner circle students will use dialogue to answer questions. Students will follow the rules for the Socratic Seminar as previously explained. The teacher will facilitate the group and provide additional questioning if students need support. Students will continue for 10 minutes and then exchange places. The new outer circle will take notes, formulate questions and observe their partner in the inner circle. Students will answer post lesson questions.

### **Evaluate**

Students will work in their small group and conduct research, analyze data, which will allow them to

- Construct a graph highlighting important information
- Create a video about the authenticity of a community.

## ASSESSMENTS

Students will design a community based on the structure discussed throughout the lessons.

# DIFFERENTIATION

## CONTENT

Selected text will be above grade level.

## PROCESS

Students will participate in Socratic Seminar. They will lead the seminar.

## PRODUCT

## LEARNING ENVIRONMENT

# Unit Resources

Provide a listing of books, Web sites, videos, and/or other instructional materials that are intended to supplement the unit. Include resources intended for both teacher and student use. Be sure to use APA style for books/articles and provide a brief (1-2 sentence) annotation for Web sites and instructional materials.

## **LESSON 1 RESOURCES**

Article: [What is Community Anyway?](#)

"Doctor Who: The David Tennant Specials"( 2010) - **Per Amazon**

["Doctor. Who Confidential" Video](#)

[Who Do We Think We Are?](#)

[History of the Doctors](#) (Lives and Times by James Goss & Steve Tribe)

[50 Years of Doctor Who Interactive Time Map](#)

[The "T.A.R.D.I.S." Website](#)

[Original Doctor Who Theme Music](#)

[Doctor Who Theme Music Through 2014](#)

Notecards

## **Web Based Tools**

- Technology (Chromebook/ laptop/ tablets, etc)
- Google Classroom
- Vimeo (optional)
- Canva (optional)

## **LESSON 2 RESOURCES**

Amazon Video- Doctor Who Episode(s)

[Ratatouille](#)

[The Matrix](#) (Blue Pill/Red Pill Scene)

Doctor Who: [Amy's Choice](#) (Season 5/ Episode Number 7)

[Trenzalore](#)

[River Song \(Forest of the Dead\)](#)

[Doctor Who: One Man, Many Faces](#)

[How to Find Your Character's Motivation](#)

**LESSON 3 RESOURCES**

Paintings/Images (Doctor Who/Community)

- [In the Streets in the Mission \(East\)](#)
- [Tardis With the Doctor](#)
- [Companion Collage](#)

**LESSON 4 RESOURCES**

**Article:**

[Why Understanding Fans is the New Superpower](#) by Susan Kresnicka (Variety Magazine, 2016)

**Videos:**

Ted Talks: [What Makes a Community?](#)

[Who Created Doctor Who? Me, You, and Doctor Who \(BBC\)](#)

Writing Utensil

Technology: Chromebooks/Ipads/Mobile Device

Google Classroom

[Socratic Seminar Organizers](#)

[Performance Task Rubric](#)

\*\* Instructor will use the smart technology/whiteboard/ laptop/iPad


Appendix item: TARDIS picture.jpg - 891x182 - 900x184

[Show location](#)



[TARDIS picture.jpg - 891x182 - 900x184](#)

png (204 KB)

## Why Understanding Fans is the New Superpower (Guest Column)

By [SUSAN KRESNICKA](#)



CREDIT: COURTESY OF THE CW

I completely admit it. I'm obsessed with fandom.

When my daughter turned 13, and my patience with her teen attitude was absolutely depleted, fandom stepped in to help. At that point, almost the only thing she would talk to me about was a show that she and her friends had discovered on Netflix, the CW's "Supernatural." She would enthusiastically recount whole episodes to me, one tiny detail at a time. Finally, she asked me to watch the pilot with her so I could understand the basics firsthand. Since that day, we have watched every episode together – 232 to date (please don't judge), attended one of the show's conventions (and have tickets to another one), bought matching t-shirts (and phone cases), and shared countless show-based memes, videos and crafting ideas with one another (sigil cookies, anyone?). More than anything, we've found a new language, a way to communicate and connect through the show when our previous mode was failing us.

immersive dramas and adult animation, to game shows and slot machines, to professional sports and video games. Regardless of what form their fandom takes, fans are my favorite types of consumers to learn from. Deeply knowledgeable, forthcoming with information, and passionate about the topic, fans make great teachers.

Over the last two years running the Research and Insights team at [Troika](#), I've watched many of our clients come to similar conclusions about the importance – and value – of fans and fandom. Many of them have shifted their language, now targeting “fans” instead of “viewers” or “audiences.” Marketing strategies are increasingly crafted to drive not just breadth but depth of engagement. And the conversation has in large part moved from how to “manage” fans to how to “relate” to fans, even learn from them.

Why the shift?

In short, it's digital empowerment – from streaming content to connecting through social media to creating fan works. When we became capable of consuming, connecting and creating on our own terms, with access to multitudes of others who share our passion for a show, movie, book, story, character, sport, band, artist, video game, brand, product, hobby, etc., the power of fandom began to show. In research we conducted last September, 85% of those surveyed reported being fans of something – 97% in the 18-24 age range. And when we define ourselves as fans, we do more – we watch more, share more, buy more, evangelize more, participate more, help more.\*

Yet, for all its power, there are many things we don't really understand about fandom. Why do some stories, characters, experiences, and brands give rise to strong fandom and not others? Can someone go from just liking something to becoming a true fan? How is fandom born, sustained and fractured within the individual? How does it spread and reproduce socially? What sparks, sustains, strengthens and weakens fan communities? What makes fandom the same no matter what form it takes? And what makes it different depending upon what form it takes?

The answers to these fundamental questions have real implications for our businesses, from programming to marketing to corporate social responsibility. They may also offer a new paradigm for organizing audiences and even modeling the business of entertainment.

So, my team – a mix of anthropologists and “fanthropologists” – is out to answer these questions. For the next 12 months, we will be embarking on a year-long study on fandom. Using a variety of research methods, both qualitative and quantitative, we will be studying fans of all kinds including fans of entertainment, sports, video games, music, celebrities and digital influencers. We'll learn about the big events and the everyday practices of fandom; we'll engage deeply with fans over extended periods through digital ethnography and take a broad quantitative snapshot at one specific moment; we're talking directly with fans and observing them passively (in public forums both digital and in-person); we're reading relevant academic research and scanning the mainstream headlines.

And while we're admittedly nerdy enough to do all of this for the fun of learning about something so fascinating, we're doing it because we need to. Because in business – especially in the rapidly changing business of entertainment – we need to understand the deepest forms of value we create for people if we ever want to fully translate that value into stock prices, dividends, and paychecks. Call me a dreamer, but we may even find ourselves deriving greater meaning from our work.

The comic book writer Kelly Sue DeConnick once told an interviewer how scores of fans had emailed her photos of their tattoos — designs patterned on her fictional heroine's logo. To explain their motivation, she quoted a friend's pithy comment: “You don't get that tattoo because you are a fan of something in the book,” it went. “You get that tattoo because that book is a fan of something in you.”

How different will our businesses look when we understand how to purposefully create that kind of value for people?



May Freeman  
Summer 2018

Doctor Who Performance Task 06/25  
***Community Generates Culture***

You and your team have been asked by a television production company to help them develop an original script to introduce a new character for the Doctor Who television series. Your *goal* is to help determining how to best introduce the character and determine the best audience for the script. Your knowledge of fan base community, cultural shifts, types of characters, character impact, character motivation and interrelationships will be important as they (production company) will need to determine the effectiveness of the character in the script.

Your screen writing department has been hired to help a group of senior writers create a script which introduces a new character. The writing department will need help creating the script, making content decisions, and determining the target audience. Your *role* will be that of a writer.

Your audience will be producers of the culturally popular T.V. series, Doctor Who, who desperately need to increase the fan base among specific demographics.

This is your situation. Your screen play group must determine what is necessary to successfully introduce the new character and grow the fan community. Your knowledge of community and cultural shifts will help increase viewer participation. You will write a script that is written for the fans. You will determine what type of historical context should be included.

The *product* you are responsible for creating is an original script for a new character which will be able to continue after the introductory script is written. A small blurb about the introduction of a new character will also be shared with the online community in various forums to increase curiosity and following.

***Need Analysis:***

You will need to determine how to build the fanbase of the new character. You will need to think about the characteristics of the targeted audience.

- How much time will it take to promote the character?
- What steps will be taken to ensure the character is believable and maintains the integrity of the companion character?
- How large is the fanbase?
- Who is the target audience?

### Performance Task Rubric (Doctor Who Script)

<b>Script Rubric</b>	<b>Outstanding 4</b>	<b>Good 3</b>	<b>Fair 2</b>	<b>Poor 1</b>
Grammar	No typos Formatted according to guidelines No Grammar, spelling or punctuation errors Title Page Formatted	No more than 1-3 GSP errors No format errors Title Page Formatted	4-6 Typos and GSP errors Some formatting errors Title page lacks key information	More than 7 Typos and GSP errors. Format incorrect No Title Page
Depth of Characterization	Real /honest Compelling Vivid Emotionally engaging	Generally believable Some complexity in main character Generally engaging	Unusual dialogue Predictable Not connected to original story	Illogical behavior Stereotypical No substance
Storytelling Craft (Related specifically to the Doctor Who Series)	Transports viewer/reader to another world Plot is constructed with precision Emotionally engaging	Has a strong beginning, middle and end  Characters and conflict clearly achieved  Suspenseful	Basic understanding of structure  Scenes are not consistent from beginning to end  Lacks engaging levels of suspense	No structure Plot sequence unclear Not genuine
<b>Observation</b>				
Group Collaboration	Always considered all views Was always cooperative Offered valuable information and ideas	Usually considered all views  Offered information  At times	Was usually cooperative.  Offered limited information	Did not relay any information to teammates Was not cooperative Did not offer any new ideas

# Socratic Seminar Observation Checklist

Your Name: \_\_\_\_\_ Partner's Name: \_\_\_\_\_

*Directions: Each time your partner does one of the following put a check in the box.*

**Speaks in the discussion**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Makes eye contact with other speakers or as she/he speaks**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Refers to the text**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Asks a new or follow-up question**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Responds to another speaker**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Paraphrases and adds to another speaker's ideas**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Encourages another participant to speak**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Interrupts another speaker**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Engages in side conversation**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Dominates the conversation**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**AFTER the discussion:** What is the most interesting thing your partner said?

--

**AFTER the discussion:** What would you like to have said in the discussion?

--

# Socratic Seminar Observation Notes

Name: \_\_\_\_\_

*Directions: Choose three participants in the seminar to observe. Write examples of the behaviors listed below as you see or hear them occur.*

Participant Name	Offers New Idea	Asks a Question	Refers to Text	Builds on Other's Idea	Distracting Behavior	Other Notes/Observations
1.						
2.						
3.						

# Socratic Seminar Self-Assessment

## *Participant*

Name: \_\_\_\_\_ Seminar Text: \_\_\_\_\_

**Directions:** *Score your performance in today's seminar using the following criteria:*  
**4 = Excellent 3 = Good 2 = Showing Progress 1 = Needs Improvement**

- \_\_\_\_\_ I read the text closely, marked the text, and took notes in advance.
- \_\_\_\_\_ I came prepared with higher level questions related to the text.
- \_\_\_\_\_ I contributed several relevant comments.
- \_\_\_\_\_ I cited specific evidence from the text to support an idea.
- \_\_\_\_\_ I asked at least one thoughtful, probing question.
- \_\_\_\_\_ I questioned or asked someone to clarify their comment.
- \_\_\_\_\_ I built on another person's idea by restating, paraphrasing, or synthesizing.
- \_\_\_\_\_ I encouraged other participants to enter the conversation.
- \_\_\_\_\_ I treated all other participants with dignity and respect.

**Overall Score (circle one):** 1   1.5   2   2.5   3   3.5   4

**Two goals I have for our next seminar are:**

**1.**

**2.**

**An area where I would like help:**

# Socratic Seminar Self-Assessment Leader

Name: \_\_\_\_\_ Seminar Text: \_\_\_\_\_

Group

Members: \_\_\_\_\_

---

**Directions: Score your performance in today's seminar using the following criteria:  
4 = Excellent 3 = Good 2 = Showing Progress 1 = Needs Improvement**

\_\_\_\_\_ I listened carefully and helped clear up confusion.

\_\_\_\_\_ I asked questions to clarify or probe for higher-level thinking.

\_\_\_\_\_ I helped the group get back on track if they strayed from the text or moved to debate.

\_\_\_\_\_ I helped participants work together cooperatively.

\_\_\_\_\_ I did not dominate the conversation.

\_\_\_\_\_ I encouraged other participants to enter the conversation.

\_\_\_\_\_ I treated all other participants with dignity and respect.

\_\_\_\_\_ The group used the text as a reference throughout the Socratic Seminar.

\_\_\_\_\_ Group members shared in the discussion of the topic.

\_\_\_\_\_ The group asked in-depth questions.

\_\_\_\_\_ Everyone in the group was respectful of other ideas.

\_\_\_\_\_ The group was able to take the Socratic Seminar to a high level of understanding.

**Overall Score (circle one):** 1 1.5 2 2.5 3 3.5 4

**Two goals I have for my leadership development:**

1.

2.

**An area where I would like help:**

# Socratic Seminar Rubric for Individual Participants

Name: \_\_\_\_\_ Seminar Text: \_\_\_\_\_

---

## Exemplary

- reads closely, takes notes, and develops high-level questions before the seminar
  - uses prepared text, notes, and questions to contribute to the dialogue
  - moves the conversation forward
  - asks for clarification when needed
  - asks probing questions for higher level thinking
  - speaks to all participants and is heard clearly
  - thinks before answering
  - refers directly to the text
  - makes connections to other speakers
  - builds on others' comments
  - considers all opinions
  - writes down thoughts and questions
  - listens actively
  - demonstrates patience and respect toward others' opinions/ideas
- 

## Competent

- comes prepared with marked text, notes, and questions
  - contributes to the dialogue
  - responds to questions
  - refers to text
  - offers interesting ideas
  - asks questions
  - takes notes
  - pays attention
  - is respectful of others' ideas
- 

## Developing

- comes with some text preparation
  - emphasizes own ideas; may lean toward debate rather than dialogue
  - ideas not always connected
  - refers to text
  - repeats some ideas
  - asks a few questions and/or questions are lower level
  - takes some notes
  - loses track of conversation
  - judges others' ideas
- 

## Needs Improvement

- does not participate or participation is inappropriate
- repeats same ideas
- few or no notes taken
- no questions asked
- seems lost/overwhelmed with the seminar

# Evaluating a Socratic Seminar as a Whole

*Consider the following questions as you prepare to talk about the strengths of a seminar and the areas for growth.*

## **Did the participants . . .**

- seem prepared?
- speak loudly and clearly?
- cite reasons and evidence for their statements?
- use the text to find support?
- build on each other's ideas?
- paraphrase accurately?
- ask for help to clear up confusion?
- ask higher level questions to move the dialogue forward?
- stick with the subject?
- listen to others respectfully?
- talk to each other, not just the leader?
- encourage everyone's involvement and avoid dominating the conversation?
- avoid hostile exchanges and debate?
- question each other in a civil manner?

## **Did the leader . . .**

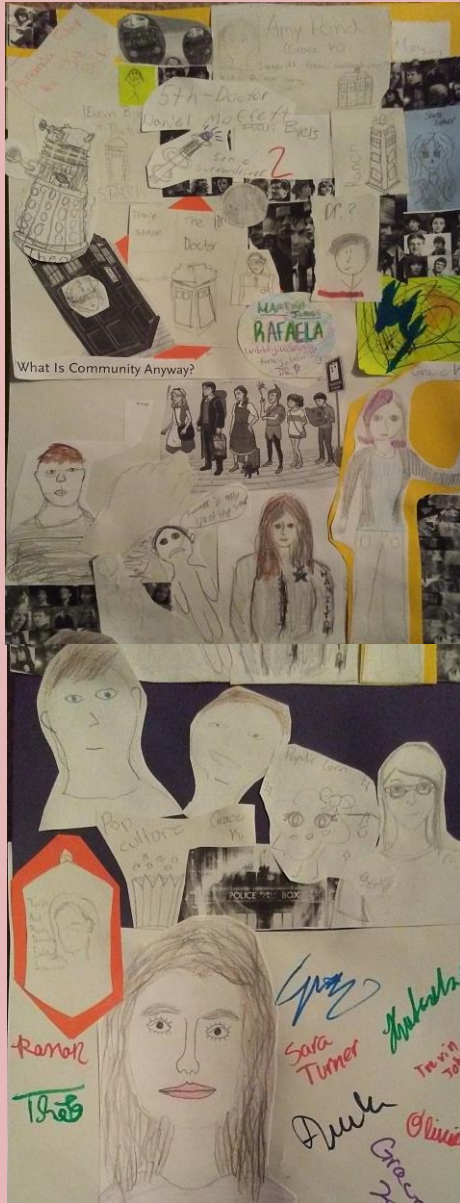
- get participants engaged early? How?
- make sure that questions were understood?
- ask questions that led to further questions?
- draw out reasons and implications?
- keep attention on ideas in the text being discussed?
- question misreadings of the text?
- allow time (pauses) for thinking?
- draw in all participants?
- listen carefully to participants' statements?
- accept participants' answers without judgment?
- allow for discussion of disagreements?

**Our class/seminar group demonstrated these major strengths:**

**Our class/seminar group can grow in the following ways:**



# Student Doctor Who Button Challenge/ Collage





## Doctor Who Community Spark.jpg

jpg (84 KB)

**Description:** Students create their own Doctor Who Community Mug-Shot

**Doctor Who Script For Group 2**

**By: Sara Turner, Eva Monson, Katelyn Elliott, and Owen Tuttle**

**(The Tardis)Int. No specific Point of View**

**No Music**

The eleventh doctor is dashing around the Tardis, messing with the controls. Amy is sitting on the edge part of the control panel.

**Amy:**

"So, Doctor, where are we going today?" (She says with a hint of excitement hidden in her voice). *Sitting on control panel, right of screen, right*

**The Doctor:**

(straightens up, and looks at Amy with a half smile) "What do you think about going to the Lava Falls on the Planet Trestro?" *Messing with control panel, middle of screen, back to camera.*

**Amy:**

(looks at The Doctor) "What are Lava Falls?" (says with hint of skepticism in her voice.) *Same as above.*

**The Doctor:**

"Waterfalls full of lava." (keeps straight face, tries not to laugh, like that was obvious *Same as above*).

**Amy:**

"Sure, why not." (Eager to see Lava Falls *Jumps off of panel, right of screen*).

**The Doctor:**

(bends down to controls with satisfied look on his face)  
"Okay" (Pulls lever to Tardis *Left of screen, side profile*.)

**Cut To: P.O.V of Catheryn**

Planet Rigaun (A hot, trashed planet in the middle of a war and famine). We arrive at a poor village with small, rundown cottages. In the scene a young woman known as Catheryn is standing next to her (streaked with dirt) mother, father, and little brother wishing them good bye.

We are inside cottage.

**Catheryn:**

(looks at mother with tears in her eyes, but refuses to let herself cry. The wind whips through her purple and black streaked hair adding a look of anger). I'll miss you, but I will make enough money to send us all to Sylo. (She says with a sense of determination. [Btw, Sylo is 55.7 million miles away.] *Facing camera*)

**Quite Faded Sad Music Begins Here**

**Mother:**

We love you, honey. we'll miss you too. (Has tears streaming down her face standing next to father holding Logan's hand in middle of screen *Camera view changes. She is facing camera, and catheryn is facing away. Middle of screen. Catheryn is middle-right.*)

**Catheryn:**

Thanks, Mom. (looks at father and smiles. *Side profile.*) I love you, Father. Please make sure Logan is okay. (*Back towards the screen Middle of screen.*)

**Father:**

Will do. I love you and please take care of yourself out there, as you're only 24. (*Right side of screen standing next to mother and Logan*)

**Catheryn:**

Don't worry Dad, I've got it covered. (bends down to Logan with a look of love and longing in her eyes.) You, Logan, I'll miss most of all. But don't worry, I'll see you soon enough. You'll love Planet Sylo, where the whole family will be together again. All I have to do is make enough money to send you and the whole

family over. ( *Catheryn on left, Logan on right. Side profile of both.* )

**Brother:**

( *Standing on left side of screen next to mother, jerks his hands away while he cries and runs to his room* )

**Catheryn:**

Well, I'll miss you all. (turns around, her face hardening. Without looking back, she turns and pulls hood up as she walks outside and away, full of determination, sadness, and longing. Back towards the screen you see her walking towards a hot sun while sounds of distant gunshots echo around her. *Walks away from camera, middle of screen.* )

**End Music Here**

**Cut To: No Specific Point Of View**

Tardis Materializing on a planet that is red, with pools of red-hot lava.

Ext.

**Amy:**

"Are we here?" (opens Tardis doors, steps outside right side of screen)

**The Doctor:**

"Yep! The planet Trestro. It is inhabitable." (he says while stepping outside left of the screen)

**Amy:**

"Who is that?!" (Sees someone holding onto outside of Tardis, and wears a face of shock while stumbling back a few steps in surprise. Right side of screen, *front facing screen*).

**Quite Action Music**

There is a blur as the mysterious figure (Catheryn) runs past The Doctor and snatches the Sonic Screwdriver from his coat. They then dash away.

The Doctor: "What?! Hey! That's impossible! You can't hold on to the Tardis while it's moving!" (Wears a face of shock and anger and tightens up, while the camera zooms in on his and Amy's faces. *Middle of screen*).

**Cut To:**

Amy, The Doctor, and Catheryn take off running towards the lava rivers. (*all their backs are facing the screen*)

**End Music Here**

(They all arrive at the rivers and stop suddenly).

**The Doctor:**

"Who are you?! What do you want?" (looking suspicious with hair messed up and lots of surprise and anger in his voice. *Middle of screen, Facing camera.*)

**Amy:**

(leaning over panting) "And give back the Sonic Screwdriver!" (*she says with anger! Slightly behind The Doctor on the left side facing the screen*)

**Catheryn:**

(With one hand on hip, examines The Doctor and Amy disapprovingly) "Hmm, yeah, not going to happen. Just think about how much this would get me." (holds up Sonic Screwdriver in three fingers and smiles menacingly. *facing The Doctor, standing sideways, her right side facing the screen, shes on the right of the screen,*).

**Quiet Suspenseful Music**

**Amy:**

"Give that back!" (she says with determination and anger hidden in her voice. *Side profile, facing right, middle of screen*).

**Catheryn:**

"Yeah, I don't think so." (She smiles with raised eyebrows then smiles. She draws back her hood to reveal herself. (She then snaps her finger and vanishes.)

**Amy:**

"What! Where is she? *Who* is she? And how are we going to get the Sonic Screwdriver back?" (She says with determination and confusion. *Zoom in on face, Middle-left of screen.*)

**The Doctor:**

"I don't know." (He says, worried. *Diagonal view of body.*)

**End Music Here (On A Loud Note)**

End, leaving Amy and The Doctor stuck on Planet Trestro without The Doctor's Sonic Screwdriver missing along with Catheryn.

**End Scene:**

**Doctor Who**  
Season 2  
Episode 1  
Script by Group 2

By: Daniel, Ranon, **Olivia**, Amanda , Theodore  
Doctor Who and the Hyenas from Planet Keebler

The Eleventh Doctor/The Doctor  
Human companion is Chell

Scene 1

Keebler: Sector C-00-K13S

Fade in

EXT. KEEBLER TOWN- NIGHT

Come in to an icy wasteland with a small village of huts,  
abandon by humans who got lost on the planet, but later  
colonized by aliens. We Can faintly see a male figure thrown out  
of a tavern, and a blizzard in the distance.

Zoom in on the Doctors face

Third Person View

The Doctor

"\*Thump\* Well those were some cheeky fellows."

Unseen man

"And stay out you dim witted bastard!"

The Doctor starts wandering around in the mist surrounding the  
village. But soon he gets lost in the blizzard.

The Doctor



*"What in the bloody hell is that!"*

*The scaley, blue head of a bleeding alien is lying in the snow, its body not to far away*

*The Doctor*

*"I don't feel so well..."*

*The doctor groans, passing out in the mist, falling face first in the snow.*

*Fades in to Doctors P.O.V*

INT. UNDERGROUND TUNNEL

*The Doctor wakes up, unable to move on something that resembles a stretcher with multiple human-like figures carrying him through a tunnel on some sort of a gurney.*

*The Doctor (dazed)*

*"What happened? Where am I?"*

*There was no answer.*

*The Doctor*

*"I said, where am I! Answer me!"*

*Switches to Third Person View*

*A small humanoid figure walking aside the gurney takes its hood off.*

*Humanoid woman*

*"You're in an underground village. We found you lying in the snow, so we carried you down."*

*The Doctor*

*"Who are you though?"*

*Humanoid woman*

*"Oh, sorry that was a bit rude, my name is Chell"*

*Chell walked into the fluorescent light of the dark cave. She appeared to be about 16 years old, tall, and wearing a big furry coat. Her face was brown with two hazel eyes, charcoal black hair, and a wide smile.*

*The Doctor*

*"Well, you need to let me go. I need to get back to my Tardis!"*

*Chell*

*"What's a Tardis?"*

*The Doctor*

*"So you didn't see the big blue box, lying in the snow behind me when you brought me here? It's a tardis. A time and relative dimension in space machine."*

*Chell*

*"Oh that. We can get it soon but not now, we need to hurry, they're coming."*

*The Doctor*

*"Who's coming and what the bloody hell do they have to do with the tardis?"*

*Chell*

*"You don't know what's coming? You're as clueless about them as I am about the tardis. Hyena's, when we came here some found their way aboard the ship. At first it was fine, they were our pets, but soon enough, they had evolved and became the monstrous bloodsucking creatures they are today"*

*They stand in a dimly lit by fluorescent lights with small wooden huts around them, other villagers milling around the small houses. The Doctor gets off his stretcher and takes a breath of ice cold air.*

*The Doctor*

*"So you're from earth aren't you?"*

*Chell*

*"That's a story for another time." Short pause with breathing*

*"Well we should get going, they should have..."*

*Switches too Doctors P.O.V*

*A quiet growl came from somewhere in the darkness as pebbles start falling from the ceiling.*

*The Doctor*

*"What was that?"*

*Chell*

*"No! It can't be!"*

*The Doctor*

*"What, what is it!"*

*Chell*

*"Run!"*

*Switches to third person view*

*Suddenly, There were many furry creatures leaping out of the darkness, growling and slashing at them, one barely clipping the Doctors arm.*

*The Doctor*

*"Ow!"*

*The background blurs behind the two running figures just focusing on The Doctor and Chell. The two breathed heavily as they ran, but the hyenas were much faster, catching up very fast.*

*Play Intro*

*:0 riddle: why does waldo always wear stripes*

Answer: he doesnt want to be spotted

DOCTOR WHO

SERIES 7

EPISODE 6

"Wonders of the Companion"

Script by

Group 3

**New Companion:**

Name: Alex (Short for Alexis) Brown

Sex: Female

Age: 21

Race: Tan

Eye color: Brown

Hair: Dirty Blonde hair down to shoulders-Wavy

Origin: Texas, USA

Visiting Europe when she finds the doctor, he saves her from an alien called Enkir that can control electricity and he can become invisible. He tries to drive her car off London bridge. The doctor saves the girl when she falls in

Enkir: A male and green version of nebula. Wearing a black tight t-shirt and a pair of black pants. Has big hands to hold electricity. Weakness- Rubber

1. On London bridge Car-Night Ext middle of screen, driving

One rainy night in London, a small car was driving along London bridge. (The driver was a small but strong woman named Alexis Brown. She was visiting from her small town in Texas) She has a puzzled look on her face and is messing with the controls. POV:Alexis

Alexis Brown:  
What the heck...

Sounds:  
BANG! SCREECH!  
(The car swerves to the left side)POV alexis

Alexis Brown:  
Ahhhhhh!!!!!!!

(The Tardis appears on the bridge and the doctor steps out (Left screen) in a little outfit that is a little torn up.)

Doctor:  
That sure was a bumpy ride.

(The doctor hears her scream and the car swerve off the side. He gets back into the Tardis, it flies toward the water. He reaches out the door window and barely catches her. He pulls her into the Tardis.)

Alexis Brown :  
What just happened!

The Doctor :  
I'm the doctor and I just saved you.

(The Doctor steps out of the Tardis. (Left Screen) Alexis slowly follows him. The doctor gets out the sonic screwdriver and scans the area.)

The

Doctor:

Ah... That's it. An Enkir.

(Alexis from behind him with a tremor in her voice:  
What's that, I don't see anything.)

\*Omitted \*

Enkir:

(Right Screen)I'm an Enkir and you will not survive me.

The Doctor:  
Thats an Enkir.

(The Enkir shoots a bolt of electricity out of his hands at the doctor and he jumps out of the way. The bolt hits the ground of the bridge and it starts to shake. The shaking stops and the Enkir fires another bolt.)

The Doctor:

It can harness electricity and can become invisible.

The minute the doctor says that the Enkir disappears.

The Doctor:

Oh, nice trick. (walks toward center screen)

(He then shines his sonic screwdriver on the Enkir and it appears suddenly until it moves out of the way.)

The Doctor hears a scream and sees Alexis flying in the air.  
(Top Left screen)

Alexis:  
Ahhhhhh What's happening!

The Doctor:

The Enkir is invisible and is carrying you to the side of the  
bridge!

Alexis:  
Well stop him! Nowwwwww!

The Doctor:  
Oh right. Enkir, electricity, oh what is it?

(He paces back and forth in frustration.)

The Doctor:  
(Stops at Left screen) Aha! Rubber. I need rubber.

The  
Doctor:  
Ahh... the tires.

Alexis:

DOCTOR!

\*Omitted\*

[Insert Dramatic music]

The doctor runs over to a random other car (right screen) he  
tries to pull the wheel off the car and can't so he uses the  
sonic screwdriver to unlatch it. He picks it up and drags in  
behind the car. (Left Screen)POV: Alexis

Enkir:  
Where are you doctor. (POV Enkir)

(We see the doctor behind the car with the tire watching the



visible Enkir walking by with Alexis in his arms.)

Enkir:

I have your precious human, and I will soon destroy her.

(The doctor pops out from behind the car and puts the tire over Enkir's head.) POV: Enkir

Enkir:

What did you do!

The Doctor:

The Judoons will be here soon to pick you up. I already made the call.

(He picks Alexis off the ground and carries her to the TARDIS. )

The Doctor:

By the way what is your name?

Alexis:

Alex, Alex Brown.

**\*Intro\***