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UNIT 4: HEROES AND VILLAINS

Unit Overview

Stories for children and adults are full of “good guys” and “bad guys.” Why are heroes and villains such an important part of storytelling?

By studying the representation of pirates in literature, the media, and in history, students discover that pirates can be seen in many different ways—as heroes or villains, romantic figures, or irresponsible rogues.

This unit explores how a specific point of view is constructed. Students learn that storytellers can create heroes or villains out of complex historical figures by emphasizing certain characteristics and qualities of individuals.

By researching the life of Sir Francis Drake, the famous English explorer who sailed around the world in the 16th century, students learn that in the real world, people are more complex than in fictional stories.

The “essential questions” of this unit are:

- **What role did pirates play in world exploration?**
- **What are the characteristics of heroes and villains in historical stories?**
- **How does an author’s point of view shape the way a historical character is represented?**
- **How do language, images, music, and other elements shape the construction of a media message?**
- **How can the Internet and library research be used to learn about new topics?**



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UNIT 4: HEROES AND VILLAINS

Learn how the words and images used in a media message can suggest a point of view. Use the Internet and the library to research the life of Sir Francis Drake, explorer, and discover different facts about him that could be heroic or villainous.

CLASSROOM ACTIVITIES

4.1 Heroes and Villains

Find the vocabulary words that suggest positive or negative points of view in two different passages about pirates.

4.2 What Flavor is Your Pirate?

Read three different passages as pirates, then make inferences, draw pictures, and describe the pirates.

4.3 Listening for Learning

Listen to a story about explorer Sir Francis Drake, then answer critical thinking questions.

4.4 Ahoy, Matey! Pirate Vocabulary Words

Match the meanings to the words to increase your pirate vocabulary.

4.5 You Write the Voice-over

Use the library and the Internet to learn about what makes Sir Francis Drake a hero, a villain, or a victim.

PRODUCTION ACTIVITY

You Write the Voice-over

Using Internet research sources, students write voice-overs emphasizing different points of view about Sir Francis Drake.

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UNIT 4: HEROES AND VILLAINS

CONNECTIONS TO MARYLAND STATE CONTENT STANDARDS

The *Assignment: Media Literacy* curriculum has been designed to align with Maryland State Content Standards. Many of the activities and lessons are modeled upon the structure and format used in the MSPAP tests for language arts and social studies.

For each unit, the Grade 3 standards are listed first for each subject area, followed by the Grade 5 standards. The numbers at the end of each line refer to specific instructional goals identified in the Maryland Content Standards.

Use the chart below to identify the specific instructional objectives developed in each unit of the program.

ELEMENTARY LANGUAGE ARTS

Grade 3 Content Standards

1.3.5	Comprehension and Interpretation of Informational Text (all)
1.3.7	Reading Fluency (all)
2.3.2	Comprehension, Interpretation, and Analysis of Text (all)
2.3.4	Evaluation of Literary Works (all)
3.3.1	Organization and Focus (all)
3.3.2	Research (all)
3.3.3	Revision and Evaluation of Writing (all)
3.3.4	Personal Narrative Writing (all)
3.3.7	Persuasive Writing (all)
4.3.1	Acquisition and Application on New Vocabulary (#2,3,4)
4.3.2	Comprehension and Application of Standard English Language Conventions (all)
5.3.1	Active Listening Strategies (all)
5.3.2	Comprehension and Analysis (all)
6.3.1	Organization and Delivery Strategies (all)
6.3.2	Oral Presentations (all)

ELEMENTARY SOCIAL STUDIES

Grade 3 Content Standards

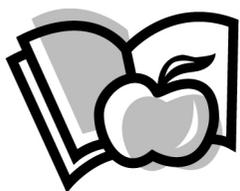
1.3.5	Interpret information from diagrams, charts, and graphs that display social studies data.
1.3.8	Determine the author's purpose in a primary or secondary document.
1.3.9	Identify and summarize different viewpoints on a single issue.
1.3.10	Distinguish fact from fiction by comparing documentary sources on historical figures with fictionalized characters and events.
1.3.11	Frame questions that can be answered by historical study and research.

ELEMENTARY LANGUAGE ARTS**Grade 5 Content Standards**

1.5.1	Concepts of Print and Structural Features of Text (#5)
1.5.5	Comprehension and Interpretation of Informational Text (all)
1.5.6	Evaluation of Informational Text (all)
1.5.7	Reading Fluency (all)
2.5.2	Comprehension, Interpretation, and Analysis of Text (#1,2,3,5)
2.5.4	Evaluation of Literary Works (all)
3.5.1	Organization and Focus (all)
3.5.3	Revision and Evaluation of Writing (all)
3.5.4	Personal Narrative Writing (all)
3.5.6	Informational Writing (all)
3.5.7	Persuasive Writing (all)
4.5.1	Acquisition and Application of New Vocabulary (all)
4.5.2	Comprehension and Application of Standard English Language Conventions (all)
5.5.1	Active Listening Strategies (all)
5.5.2	Comprehension and Analysis (all)
6.5.1	Organization and Delivery Strategies (all)
6.5.2	Oral Presentations (all)

ELEMENTARY SOCIAL STUDIES**Grade 5 Content Standards**

1.5.3	Summarize the key events of the era they are studying and explain their historical context.
1.5.5	Identify and interpret the multiple causes and effects of historical events.
1.5.7	Describe the difference between primary and secondary source documents and the relationships between them, distinguishing among facts, supported inferences, and opinions.
1.5.8	Analyze historical issues by stating the issue, identifying and summarizing viewpoints, and drawing conclusions based on evidence.
1.5.11	Develop effective questions to acquire information about people, events, civilizations, and other social studies concepts.
1.5.3	Describe the social, economic, and political characteristics of Western European society that led to the exploration of the Americas.
2.5.1	Trace routes taken by early explorers, from the 15 th to 17 th centuries, around Africa, to the Americas, and across the Pacific and the technological developments that made sea exploration possible.
2.5.2	Compare French, English, Portuguese, and Dutch goals for exploration and colonization with those of the Spanish.
2.5.3	Describe the Spanish, French, English, Dutch, and Portuguese competition for control of North America and their interactions with each other and with societies indigenous to the region.



TEACHER NOTES

UNIT 4 | ACTIVITY 4.1 | HEROES AND VILLAINS

This activity provides an opportunity for students to analyze how word choice can reshape the meanings of images and express a specific point of view.

Getting Started

Children already have a lot of knowledge about pirates from their media experiences. Ask these questions and write the answers on chart paper or the blackboard.

- What do pirates do?
- What does a pirate look like? What kind of clothes do they wear?
- What are pirates like in terms of their personality?
- What are the names of some famous real-life pirates?
- What are the names of some movies, books, or TV shows that feature pirates?

Point out that, just like other people, pirates are complicated. People have different opinions about pirates. Are pirates good or bad? That depends on your point of view.

Play the Video

Explain to children that they will see two versions of a TV show about pirates.

Play the videotape for this activity, which presents the same video imagery with two different voice-overs. You might want to pause in between the two versions, to help students understand they are seeing two different segments. You can label these “Version #1” and Version #2.”

Ask children to describe what they noticed about the two versions. Do students notice that the images are repeated? Do students notice that two different points of view are presented about pirates? The first voice-over presents a negative point of view about pirates. The second voice-over presents a positive point of view about pirates. Even though the images are identical, the voice-over gives a completely different meaning to what is shown.

Rewind the tape and pass out the activity sheet. Ask students to follow along with the script as they watch the video.

After viewing a second time, read the directions aloud to students, asking them to circle the words or phrases that suggest a positive or a negative point of view.

You may want to provide examples to review the concepts of “positive” and “negative” with children.

Answers:

Voice-over #1 expresses a **negative** point of view:

ransacked	brutal
without warning	ugly
kill	tortured
vicious	murdered
disturbing	
robbed	
violence, surprise, and fear	

Voice-over #2 expresses a **positive** point of view:

vast golden riches	capture booty
encouraged	on behalf of
given permission	great wealth
by leaders	not only an explorer
job	

Chart Student Responses and Discuss

Review the answers with students and put the list of positive and negative words up on chart paper or the blackboard. Encourage students to reflect on how word choice affects our feelings and attitudes about a topic.

Watch the video segments a third time, asking students to look at how the words and images fit together—do children think the images are more positive or more negative?

Ask them to notice the images that seem positive and the images that seem negative. Add these items to the list, explaining that not only words but images can have a positive or negative point of view.

Name _____ Class _____ Date _____

UNIT 4 | ACTIVITY 4.1

HEROES AND VILLAINS

Instructions: Circle the words that suggest positive or negative points of view after reading these two scripts from a video about pirates.

VOICE-OVER #1

A ship is sailing across the open sea when suddenly, it is attacked. Armed men climb aboard, kill the captain in a vicious attack, and make off with the treasure. Pirates have been an important part of our history for more than 8,000 years. They robbed from people using violence, surprise, and fear. Pirate attacks were often brutal and ugly. Pirates tortured and murdered thousands of victims.



VOICE-OVER #2

For much of history, pirates were used by European nations to get hold of the vast golden riches of South American native people. In the 1500s, sailors were encouraged to become pirates. These pirates were called *privateers*. Their job was to capture booty from enemy nations on behalf of their own country. Sir Francis Drake, the first person to sail around the world, brought back great wealth for Queen Elizabeth by being not only an explorer, but a pirate.

CHALLENGE: Use a dictionary to look up the meanings of four of the words you circled and write a definition for each on the back of this page.



TEACHER NOTES

UNIT 4 | ACTIVITY 4.2 | WHAT FLAVOR IS YOUR PIRATE?

This activity provides an opportunity for students to make inferences about character from a short reading passage, and to express their understanding using words and pictures.

Before Class

Before class, make copies of the three different activity sheets, which are labeled A, B, and C. Make enough copies so that each student has one activity sheet. Give different sheets to students in the class.

Each of these activity sheets uses a different passage from a children's book about pirates.

Grace the Pirate by Kathryn Lasky features a positive, loyal representation of a pirate.

The Great Pirate Activity Book by Deri Robbins presents an exciting representation of a pirate.

Blackbeard and Other Pirates of the Atlantic Coast by Nancy Roberts features a negative, violent representation of a pirate.

Students will work on one of the activity sheets and then will read aloud their writing, noting the similarities and differences between responses. Papers will be posted on the board so that students can see each other's writing and drawing in response to the three different writing passages.

Getting Started

Tell students that pirates are like ice cream—they come in many different flavors. In this activity, students are to work individually to read the passage on the activity sheet and write a description of what their pirate might be like. Then they should draw a picture of what their pirate might look like.

Warn students that the sheets are different, so they shouldn't copy ideas from friends.

Developing Inferences about Character

Students are asked to describe the character depicted in the paragraph. They must use their imagination and the clues presented in the paragraph to do this. You may want to encourage students to identify the specific words in the paragraph that give them some ideas about what the pirate might be like. Some students will need your assistance in simply trusting that their interpretation is valuable.

Encourage students to write in complete sentences when they describe what the pirate might be like.

For example, in passage A, the pirate is a girl who is going along with her pirate father on a dangerous journey. In passage B, the pirates are boisterous, loud, and threatening, but not dangerous. In passage C, the pirates are cruel, violent, and heartless.

Sharing Student Work

When students are finished, invite them to share some of the written descriptions aloud. Children will notice major differences between the written descriptions. You may want to read passage A aloud and ask students to stand up and group their papers on the board, following through with the same process for passages B and C.

Conclude by asking students to look at the “pirate gallery” of drawings and writing and emphasize the idea that pirates come in many flavors—they can be complicated, just as real people often are.

UNIT 4 | ACTIVITY 4.2(A)



WHAT FLAVOR IS YOUR PIRATE?

Instructions: Read the short passage below from a book about pirates. Use clues to determine what the writer thinks about the pirate. Write down a description of what you think this pirate might be like, based on the clues in the reading.

Tonight would be the first time Grace would be on board during a raid of a foreign vessel. She had been made to promise three things:

- 1) to climb into an old wine cask as soon as they began to sail from the cave and to stay there quietly through the entire raid, until told to come out;
- 2) to obey any order given to her by her father or one of his sailors;
- 3) and finally, perhaps most important, never to tell her mother she had plundered and pirated with her father.

—From *Grace the Pirate* by Kathryn Lasky

Describe what this pirate might be like:

Draw a picture of what this pirate might look like:

UNIT 4 | ACTIVITY 4.2(B)



WHAT FLAVOR IS YOUR PIRATE?

Instructions: Read the short passage below from a book about pirates. Use clues to determine what the writer thinks about the pirate. Write down a description of what you think this pirate might be like, based on the clues in the reading.

Pirates would lie in wait for any likely-looking ships that passed by. Then, with flags fluttering and cannons blasting, they swept up alongside their terrified victims and scrambled aboard. They waved around a lot of pistols, pikes, cutlasses and daggers. However, all-out battles were quite rare. Not many sailors were brave enough to fight back!

—From *The Great Pirate Activity Book* by Deri Robbins

Describe what this pirate might be like:

Draw a picture of what this pirate might look like:

UNIT 4 | ACTIVITY 4.2(C)



WHAT FLAVOR IS YOUR PIRATE?

Instructions: Read the short passage below from a book about pirates. Use clues to determine what the writer thinks about the pirate. Write down a description of what you think this pirate might be like, based on the clues in the reading.

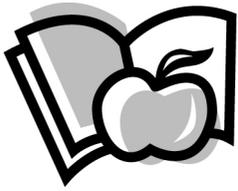
“I don’t like the look on your face!” he shouted, and slashed the man across the body with his cutlass, instantly killing him. This action started a slaughter. Some wanted to burn the galley, but instead they began to slash the rigging and sails to pieces. Captain Low then set the remainder of the crew adrift on their ravaged vessel, at the mercy of the sea.

— From *Blackbeard and Other Pirates of the Atlantic Coast*
by Nancy Roberts

Describe what this pirate might be like:

Draw a picture of what this pirate might look like:





TEACHER NOTES

UNIT 4 | ACTIVITY 4.3 | LISTENING FOR LEARNING

Students strengthen listening skills and reflect on the similarities and differences between reading and listening. Students design their own storyboards to plan how images can be used in constructing a media message.

Getting Started

Start this activity by explaining to children the important role of listening in everyday life. Becoming a good listener is not easy—you have to work hard to focus your attention, keep out distracting thoughts, and really concentrate on the ideas that are expressed in a person’s voice. Are they good listeners?

Play the audio segment for this activity found on the videotape.

A Listening Experiment

Divide students into three groups. **Group 1** reads the script on Activity Sheet 4.3 (A) silently. Then they leave the room while Group 2 and 3 work. **Group 2** listens to the script being read on videotape at the same time **Group 3** listens and reads using the script on Activity Sheet 4.3 (A). Group 1 returns. Then, pass out Activity Sheet 4.3 (B) and give all students time to complete the questions.

After reviewing the answers, discuss with children the differences between reading, listening, and reading plus listening. What patterns did children notice among the three groups? They will be able to describe the different feelings of paying attention to a spoken message as compared with a written message.

Designing a Storyboard

Pass out copies of 4.3 (C), which shows an example of a simple storyboard format. Explain that a storyboard is a planning tool that provides a series of graphic drawings that illustrate what a TV show or film will look like after it is constructed. The storyboard is used to help imagine what the media message will look like visually.

Help students to see the connection between what is shown and what is heard, as the storyboard includes space for the script below each of the boxes.

Ask students to use the handout 4.3 (D) to create a storyboard for specific sentences from the script, "Sir Frances Drake, Explorer," used earlier in conjunction with the listening activity. This activity can be done individually or with a partner.

Students should pick six sentences and write them in the spaces provided. Then they should imagine what kinds of images could go with each sentence. Ask students to draw a simple picture in each of the boxes.

UNIT 4 | ACTIVITY 4.3(A)**LISTENING FOR LEARNING
“SCRIPT”**

Sir Francis Drake was one of the most famous explorers of all time. He was the first Englishman to sail around the world. During the 1500s, Spanish ships were taking treasure from the vast riches of the Native American civilizations in Peru, Chile, and other parts of South and Central America. Queen Elizabeth gave Sir Francis Drake money and ships to raid and plunder the Spanish ships. She shared in the treasure that Drake brought back from his pirating activity, and this strengthened her rule as queen.

Drake was one of the most famous “sea dogs,” the nickname for English pirates who stole from Spanish ships. As a young man, he worked as a slave trader, selling Africans to plantation owners in the Caribbean. On one of these journeys, a fleet of Spanish ships approached them, pretended to be friendly, but then attacked. Many of Drake’s sailors were killed and Drake returned to England hating the Spaniards and vowing revenge.

Drake’s more famous voyage began in 1577, when he and more than 150 men began the voyage that would take them around the world. He traveled down the coast of Brazil to the Straits of Magellan, then up the west coast of South America, plundering Spanish ships along the way. Drake renamed his ship the *Golden Hind*, which was loaded with gold, silver, and jewels. When he returned to England three years later, the King of Spain insisted that Drake be punished. Instead, he was knighted by Queen Elizabeth. This sparked a major war between the two countries.

UNIT 4 | ACTIVITY 4.3(B)

LISTENING FOR LEARNING

***Instructions:** After listening to the audio information about Sir Francis Drake, answer the questions below.*

1. Why was Sir Francis Drake famous?

2. What does the nickname “sea dog” mean?

3. What world leader was responsible for the decision to send Drake to plunder from Spanish ships?

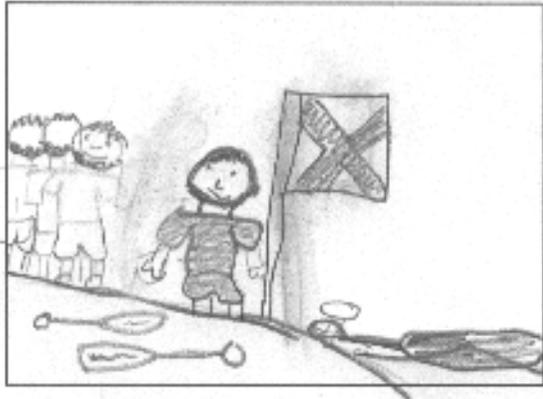
4. Where did all the gold, silver, and jewels come from?

5. Why was Drake so angry with the Spaniards?

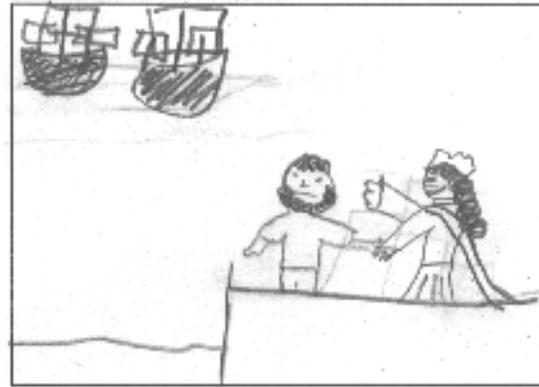
6. Why did Queen Elizabeth support Drake’s pirate activities?

UNIT 4 | ACTIVITY 4.3(C)

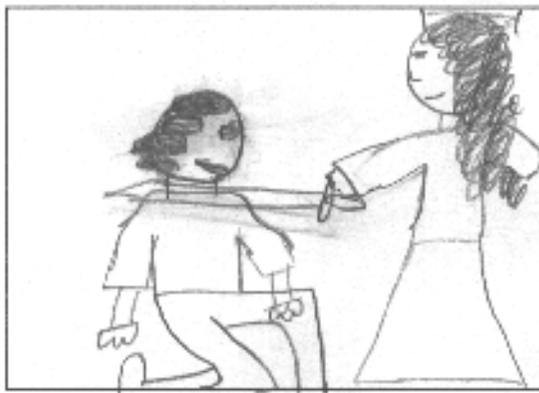
LISTENING FOR LEARNING



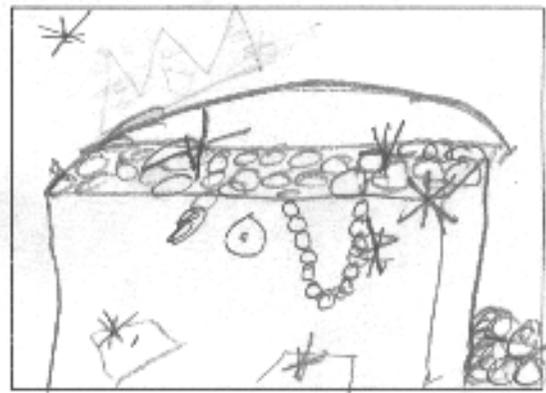
Sir Francis Drake
was a famous
explorer.



Queen Elizabeth
gave Drake money
and ships.



Drake was
knighted by Queen
Elizabeth.



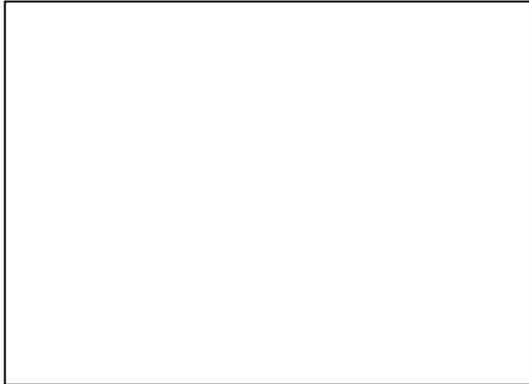
She shared in
the treasure.

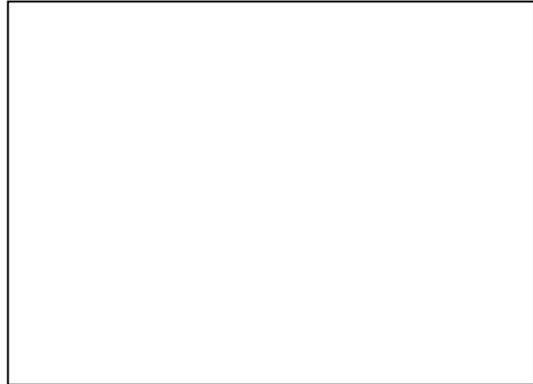
Name _____ Class _____ Date _____

UNIT 4 | ACTIVITY 4.3 (D)

LISTENING FOR LEARNING

***Instructions:** Use this storyboard to design four shots for a TV show about Sir Francis Drake. Use the sentences from the script or write your own sentences based on the information you learned.*











TEACHER NOTES

UNIT 4 | ACTIVITY 4.4 | AHOY, MATEY! PIRATE VOCABULARY WORDS

Students learn vocabulary words in this activity that promotes dictionary use and develops writing skills as students use new words in sentences.

Getting Started

Begin by asking students about their favorite films or TV shows or books that feature pirates. Make a list of student responses on the board.

You should note the fact that, in film and TV, pirates have their own special way of talking. Pirates use **jargon**, a specialized vocabulary that refers to objects and activities that are unique to pirating.

Even though children have never met a real pirate, they know a lot of pirate vocabulary words just by watching film and TV shows and reading books that feature pirates.

Check on the Pirate Vocabulary Children Already Know

Hand out the activity sheet and ask students to identify one of the words on the list that they know.

You might ask them to use the words in a sentence, as a way to help students to realize how many of the words are already familiar to them, as a result of their media exposure to pirates.

Check to see that students understand the task. Encourage them to use a dictionary for words they don't know.

Emphasize the *challenge* activity. Ask students to use their imagination and select three words. Ask students to use the words in three sentences that they write on the back of the page.

Answers:

- | | |
|------------------|--------------|
| 1. cutlass | 6. bounty |
| 2. buccaneer | 7. mariner |
| 3. mutiny | 8. privateer |
| 4. jolly roger | 9. maroon |
| 5. merchant ship | 10. plunder |

UNIT 4 | ACTIVITY 4.4

**AHOY, MATEY!
PIRATE VOCABULARY WORDS**

Instructions: On the line provided, write the words from the list below that best match the meanings.

1. A short, heavy, single-edged sword, once used by sailors

2. A pirate adventurer of the sea

3. When a crew goes against a captain in the army or navy

4. Typically a black flag bearing drawn white bones; indicates a pirate ship

5. A ship that is involved in trade or is carrying cargo

6. Reward or payment, usually from a government, for the capture of a criminal

7. One who helps steer a vessel

8. A pirate who sails with the permission of a government against an enemy

9. To leave shipmates on a deserted island, without any means of survival

10. To steal money, jewels or other valuable items

USE THESE WORDS:

privateer

jolly roger

buccaneer

maroon

mariner

mutiny

merchant ship

cutlass

bounty

plunder

CHALLENGE: Select three words and write sentences using each word on the back of the page.



TEACHER NOTES

UNIT 4 | ACTIVITY 4.5 | THE LIFE OF SIR FRANCIS DRAKE

This activity involves students in searching for information about the life of Sir Francis Drake. After gathering many different facts about Drake, students evaluate his accomplishments. They write and perform a voice-over script showing their interpretation of Drake.

Background and Rationale

This activity is an ideal pre-writing exercise to develop knowledge and background for the Production Activity for this unit.

The unique component of this research is that students don't just read facts about the life of an explorer and re-write them into a report. They organize facts into three categories—hero, villain, and victim. This helps students to personally evaluate the information they receive from historical source materials.

Getting Started

Share the activity sheet with students and read aloud the assignment. You may want to have students use the Internet to complete this activity, or you may prefer they use library sources. The main idea in this assignment is to help students categorize the facts they find by identifying whether the information makes Drake seem like a hero, a villain, or a victim.

You may want to review these concepts:

Hero: someone admired for their accomplishments, deeds or personal qualities

Villain: someone disliked for their behavior or personal qualities

Victim: someone we pity because of their life circumstances, life experiences, or personal qualities

Here are some Internet websites that children can use to find more information about pirates, including the life of Sir Francis Drake.

<http://www.piratemuseum.com/pirate/educ.htm>

Museum site with photos and good background information about pirates.

<http://library.thinkquest.org/16438/main.shtml>

Well-organized collection of materials suitable for children.

<http://www.mesa.k12.co.us/pirates/coloring.html>

A pirate coloring book with downloadable pages.

<http://www.mcn.org/2/oseeler/drake.htm>

Extensive materials on the life of Sir Francis Drake.

You might want to pre-set these sites on your classroom computer and have pairs of students work together to complete their charts.

Managing the Process

Encourage children to select only those facts that fit in terms of the three categories: hero, victim, or villain. For example, facts about where Drake was born should not be included.

UNIT 4 | ACTIVITY 4.5

THE LIFE OF SIR FRANCIS DRAKE

***Instructions:** Writers and historians have viewed Sir Francis Drake in many different ways. You will decide whether to represent him as a hero, a villain, or a victim for the voice-over you will make to complete the TV segment about this important figure in English history.*

As you research the life of Sir Francis Drake, look for information and facts that might fit into one of these three roles:

Example:

HERO: He helped Queen Elizabeth make England into a major world power.

VILLAIN: He participated in selling Africans as slaves.

VICTIM: His ship was attacked by the Spanish and he saw many of his sailors killed.

What facts can you find?

HERO

VILLAIN

VICTIM



TEACHER NOTES



UNIT 4

WRITE THE TV VOICE-OVER

Write a short script for a voice-over to accompany the scene from the video.

Getting Started

This activity provides students with the opportunity to practice writing and speaking skills in a real-world simulation activity where they script a voice-over to a TV segment provided on the videotape.

Review the Checklist

Read aloud the checklist on the Production Activity worksheet so children understand the sequence of tasks required for this assignment.

Researching the Facts

Students should use Activity 4.5 to collect information about Sir Francis Drake. Encourage them to collect information that provides a clear, unified point of view. If they choose to show Drake as a hero, students should include facts that emphasize this. If they see Drake as a villain, they should choose only facts to present this point of view. Perhaps some children will see Drake as a victim.

Screen the Video without Voice-over

Play the videotape which show a series of images depicting pirate life in the 1500s. Students should write a voice-over to help students learn more about Sir Francis Drake.

Planning to Write

The videotape is forty-five seconds in length. Tell students that professional announcers usually speak at a rate of 120 words per minute. You may want students to set up the math equation to figure out how many words can be spoken in forty-five seconds.

120 words per minute
60 seconds in a minute
45-second presentation

$$\begin{array}{l} 120 \text{ words} / 60 \text{ seconds} = \\ 2 \text{ words per second} \\ \hline 45 \text{ second presentation} \times \\ 2 \text{ words per second} = \\ 90 \text{ words total} \end{array}$$



Practice Reading Aloud

Students will enjoy the opportunity to practice reading their voice-overs while the videotape plays. You will be able to comment on how the images match their verbally presented ideas. You can also give them feedback on the need to speak loudly, slowly, but with good energy to make their voices sound professional.

Evaluation

Provide the Evaluation Rubric so that students can see how this assignment will be evaluated. You might want students to evaluate each other's work using this evaluation sheet or you might want to use this as an evaluation tool yourself.

Publishing Student Work on www.AssignmentMediaLit.com

See the Resources section on page 151 to learn how you or your students can send completed scripts to be published on the *Assignment: Media Literacy* website.

ASSIGNMENT



UNIT 4

YOU WRITE THE VOICE-OVER

- (**ASSIGNMENT:** *Write the script for a voice-over showing one specific point of view about Sir Francis Drake, one of the most famous explorers, and perform your voice-over to accompany the scene from the video.*

CHECKLIST TO COMPLETE THIS ACTIVITY:

Research the life of Sir Francis Drake.

- Read at least three different source materials: books, Internet, encyclopedia.
- Make notes on the most interesting facts from these sources.

Identify your point of view.

- Organize information using the HERO, VILLAIN, VICTIM chart.
- Decide how your voice-over will represent Sir Francis Drake's life: Is he a hero, a victim, or a villain?

Write and perform your voice-over.

- Calculate the number of words using the formula provided by your teacher.
- Write sentences about Drake that support your point of view.
- Practice reading them aloud, time them, and edit them until they sound smooth.
- Read the sentences aloud while the TV plays the video segment.
- Have others review your performance and list strengths and weaknesses.

EVALUATION



V4.5

UNIT 4

YOU WRITE THE VOICE-OVER

Student Name: _____

Research the life of Sir Francis Drake.

4	The information gathered is of high quality and three sources are used.
3	The information gathered is of high quality but three sources are not used.
2	The information gathered is not appropriate to the task.
1	There is little evidence of information gathering.

Identify your point of view.

4	Sentences show a clear point of view.
3	Some sentences show a clear point of view.
2	Sentences do not show a clear point of view.
1	Sentences seem copied directly out of a book.

You have written your script using short sentences that sound like spoken language.

4	You have used short sentences and your writing sounds like someone who is talking.
3	You have used short sentences but your writing doesn't sound enough like talking.
2	Your sentences are too long but your writing sounds like someone who is talking.
1	Your sentences are too long and your writing doesn't sound like spoken language.

You read your script using a loud, fast-paced and energetic voice.

4	Your performance is loud enough, fast-paced, with good energy in your voice.
3	Your performance is not loud enough, but has good pace and energy.
2	Your performance is loud enough but is not fast-paced enough and lacks energy.
1	Your performance is not loud enough and needs a faster pace and more energy.

Comments:

Grade:

