

9th ELA Instagram
Materials Interview

Interviewer: Please describe the instructional materials that you're using for this lesson.

Teacher: Okay, so because we're using the Springboard curriculum, we use as a foundation ... They'll be jotting their notes down on that, just as a visual ... It will be their check for understanding also. That will also be an evidence to what they're doing, but most importantly it's the pictures. I actually picked out pictures from the 1930s, issue from the 1930s, and then the 1960s because "To Kill a Mockingbird" was written ... The setting was 1930s and then 1960s when it was published. So a lot of those issues. I printed those out, so I have about maybe one per pair so about sixteen pictures; different pictures. So that's important. They're all in black and white. They're going to have that, each person will have that. They'll have the SpringBoard book. They'll have a poster page, which it will be their Instagram page. You know, and just glue, so very minimal things, it's the picture that will be the one that they're going to focus on.

Interviewer: Why did you consider choosing these materials?

Teacher: Well for one, of course, it's there; the SpringBoard book, the lesson is there. The particular pictures that I did choose, I wanted to vary it. I know that, of course, the research was both the 1930s and the 1960s; it was ongoing, so I need to also vary some of those pictures. There were also women's rights. There was also the idea of there were no jobs, so I wanted to make sure that that was incorporated. I also had to think about the type of picture. I didn't want the picture to be all morose pictures, very sad, because there were some pockets in time where what was happening led to something great; so I need to make sure that there was a balance of positive pictures and, of course, what was happening then which was more than negative.

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Interviewer: What is it that you like about these materials?

Teacher: I think it's just the balance of it. In my mind as I pick them, I pick them from a teacher's point of view but I do have to step back and say, "Hm, what would the kids think about this?" I had to, obviously, think about some of the words in the pictures, just because of how they would react to it; but I think for the most part I picked pictures that will be engaging, will get them enough to talk about it, will allow them to connect to something.

Interviewer: Are there any changes you'd make to the materials?

Teacher: I think it's just the modification adding and the Instagram for the purpose of having the kids a little bit more engaged, well a lot more engaged, than originally just writing it down.

Interviewer: How would you describe these materials as meaningful or relevant to student's lives.

Teacher: Okay, so doing this activity, obviously, will lead to a greater understanding of what "To

Kill a Mockingbird" is about. Looking at these pictures stir up a lot of the human emotions, and that is natural; that didn't have to think if it's right or wrong. It is about the kids so picking these particular pictures I wanted them to react naturally and then, hopefully again, that lowers anxiety of what happening when we read "To Kill a Mockingbird."

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Interviewer: And then applying it to their every day life.

Teacher: Of course, yes, yes.

Interviewer: Awesome. I love it.

Teacher: Okay.

Interviewer: Yeah, so good.