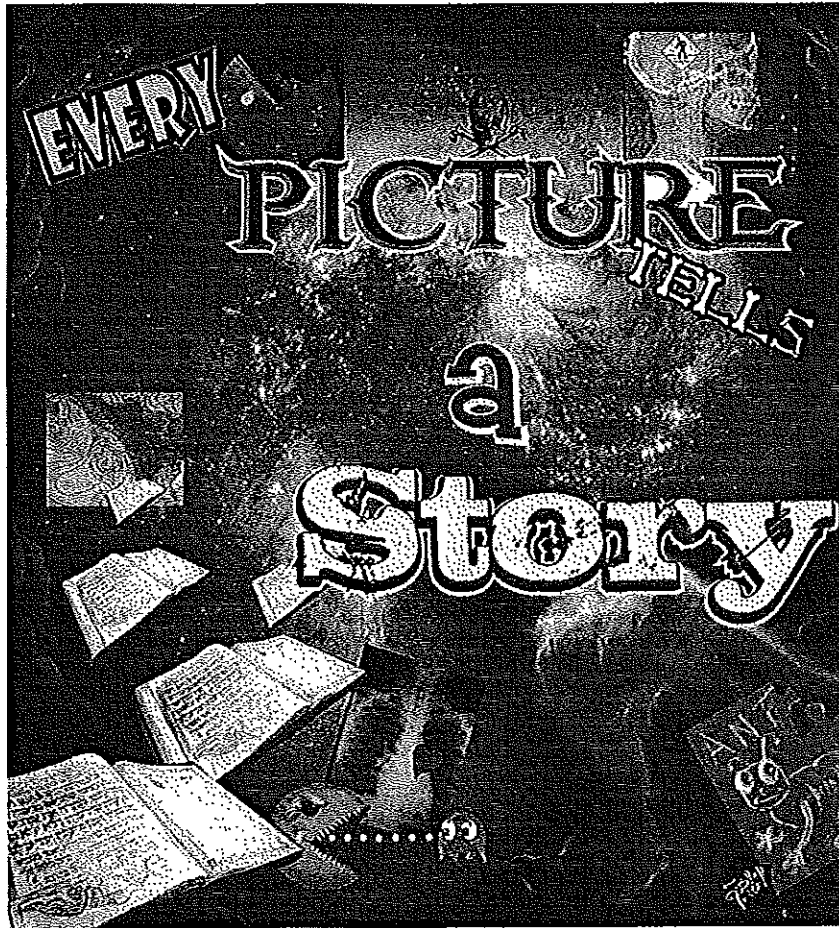


EVERY PICTURE

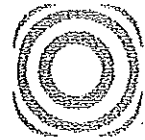


TELLS A STORY

Star Teacher Awards 2008

www.mybighthouse.com/teachers

bright house
NETWORKS



Applicant(s) Information

Select one: Single Teacher Applicant Team of Applicants (1-3 teachers only)

LIST PRIMARY TEAM CONTACT FIRST.

Teacher Name: Bill Ferrell Teacher Title/Position: Art Teacher

Home Address: [REDACTED]

City/State/Zip: [REDACTED]

Home Phone Number: () .

E-mail Address: [REDACTED]

Teacher Name: Chris Mackmin Teacher Title/Position: Math Teacher

Home Address: [REDACTED]

City/State/Zip: [REDACTED]

Home Phone Number: () .

E-mail Address: [REDACTED]

Teacher Name: Linda Shepard Teacher Title/Position: Media Spec.

Home Address: [REDACTED]

City/State/Zip: [REDACTED]

Home Phone Number: () .

E-mail Address: [REDACTED]

School Information

School Name: Braden River High School

School Address: 6545 State Road 70 East

City/State/Zip: Bradenton, Florida 34203

School Phone Number: () -

School District: Manatee County Public Schools Principal's Name: Jim Pauley

Tell us a little about yourself/yourselfes:

We teach in a wall-to-wall academy high school where interdisciplinary curriculum is encouraged. Collectively, we have more than seventy years of teaching experience and realize the importance of making connections and presenting material in a variety of ways. We enjoy creating learning experiences for our students and helping them realize success.

Bright House Networks Contact Name: Amy VanDell

Deadline: March 1, 2008.
Completed entries from a teacher (or a team of up to three teachers) must be received no later than March 1, 2008. (Materials submitted will not be returned. Please make a copy of your entry before mailing.)
All project materials to support your entry need to be submitted in an 8.5 x11" binder. Lesson plans, student examples, and other printed materials that support your entry should be included. Audiovisual entries must be on VHS format tapes (3/4" or 1/2") or DVD, and not more than four minutes in length. Indicate start/stop cues on tape label or provide a cue sheet if more than one clip is on the tape. Please label all materials completely with a project title, teacher name(s), school name, address and phone number. All entries must be shipped pre-paid. Send all entry materials to:
Bright House Networks
ATTN: National Star Teachers Awards
301 E. Pine Street
Suite 600
Orlando, FL 32801

About the Project

Project Name: Every Picture Tells A Story
 Number of Students Involved in Project: Approximately 450
 Course of Study: Art, Mathematics and Reference and Research
 Grade Level: 9th, 10th, 11th and 12th Grade Students
 Duration of the Project: Three Months
 Network Program(s) Utilized: A & E, Discovery Ch., History Ch., Ovation Ch., PBS

Please Indicate Channel(s) Used:

- A&E
- ABC Family
- American Life TV Network
- Animal Planet
- Bay News 9
- BET
- Biography
- Bravo
- Central Florida News 13
- C-SPAN Classroom
- CNBC
- CNN
- Court TV
- The Discovery Channel
- Discovery Health
- Disney Channel
- ESPN
- ESPN Classic
- ESPN2
- Food Network
- G4TV
- Game Show Network
- Hallmark Channel
- History Channel
- History International
- HTN-TV
- HGTV
- Lifetime
- MSNBC
- MTV
- Nickelodeon
- Noggin
- Ovation
- Pentagon Channel
- Sci Fi Channel
- Showtime
- The Learning Channel
- The Weather Channel
- The Travel Channel
- USA Network
- VH1
- Other: PBS

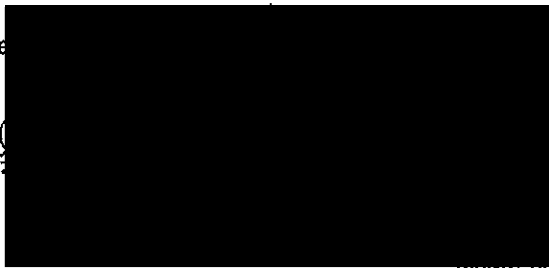
Respond to the following (A-H) and attach your answers on a separate page:

- A. Project Description (Include a general overview and any activities performed).
- B. List Materials and Resources used.
- C. What was your learning objective for this project?
- D. Describe how Cable In the Classroom programming was incorporated into the lesson.
- E. Evaluate the effectiveness of the project in relation to the learning objective.
- F. List any benefits of the project to students, including curriculum enhancement, attitude changes, research results, community and/or school involvement generated as a result.
- G. Does the project tie to State Standards? If so, how?
- H. If this is a team application, describe each team member's contribution to the overall project.

Application Checklist

Project properly submitted in an 8.5x11" binder? yes no
 Support materials enclosed? yes no (Materials cannot be returned. Copies acceptable.)
 Type of materials enclosed:
 completed application binder with materials
 vhs dvd other
 Indicate number of pages attached:
 Did you fill out both sides of application and sign the application?
 yes no

Signature



THIS MAY BE COPIED.
 QUESTIONS OR COMMENTS TO:

BRIGHT HOUSE NETWORKS
 ATTN: NATIONAL STAR TEACHER AWARDS, 301 E. PINE STREET, SUITE 600, ORLANDO, FL 32801
 PHONE: 407-215-5005

Project Name: Every Picture Tells a Story

Number of Students Involved in Project: Approximately 450

Course of Study: Algebra 1, Geometry, Algebra 2, 2-D Art 1 & 2, Commercial Art 1 & 2

Grade Level: 9th, 10th, 11th and 12th grade students

Duration of the Project: 3 months

Network Programs Utilized: "Concepts in Geometry," "Patterns, Symmetry, and Beauty," "Mathematics: Geometry Parts 1 & 2," "Great Books: Homer's *Odyssey*," (Discovery Channel), "The Lost Frescoes," "The Immortal Emperor," "Rings of Passion: Five Emotions in World Art," (Ovation Channel), "Ken Burns' American Stories: Thomas Hart Benton," (PBS), "Biography Special – Post-Impressionists: Van Gogh and Gauguin," "Biography: Norman Rockwell," (A&E), "The Lost Book of Nostradamus," (History Channel)

A. Project Description: Every Picture Tells a Story examines images as a form of communication that has enhanced our lives from the beginning of time. We used Bright House Network media along with additional photographs and artwork as a springboard for mathematical inquiry, integrating media and technology to discover, interpret, appreciate, and create images. We viewed artwork in its context to understand who we are in the real world. Students participated in a variety of challenging activities independently and in teams. Through lessons, activities, presentations, and gaming, we encouraged students to see patterns and relationships in all types of imagery, including photographs, art, graphs, charts, x-ray and MRI images, weather radar, maps, microscopic and close-up images, diagrams, illustrations, and building structures. They learned how to decode, interpret, and draw conclusions from imagery, to create types of imagery to communicate nonverbally and convey meaning to others, to understand digital ethics and the purpose of image alteration, and to appreciate how images enhance, inform and give meaning and pleasure to our lives. Students learned how images can be persuasive both positively and negatively in various media including television programming and advertisements. Authentic applications of learning were tied to quality assessments of the FCAT benchmarks. The culminating activities included the "Game Show" where teams of students competed for prizes, and the "Art Show" held in the evening for the school community and families.

Activities performed:

- Algebra 1 students viewed a variety of Cable in the Classroom programs that gave real-life applications to algebraic algorithms, created PowerPoints, and taught mathematical concepts to the class using the images incorporated into the presentation
- Algebra 2 students researched types of graphs, interpreted the message contained in the graphs, and created matching activities where twelve graphs corresponded to real-life applications and graphs. Students exchanged activities to provide practice in identifying polynomial relations and functions.
- Geometry students observed and researched the form and function of geometric shapes in Cable in the Classroom programs as seen in both natural and man-made structures in the real world, and presented the results to the class in the form of an electronic or tactile album.
- Art students learned history, use of context, and use of images throughout time, and how they may be interpreted.
- 2-D Art 1 students, learning to effectively communicate through images, studied how to break down images of artists and use that knowledge to examine art of various cultures around the world. This is the "winter project."
- 2-D Art 2 used patterns and textures to tell a story with images. They created images from real reference of the combinations of patterns and textures to create a story.
- Commercial art 1 students created a music poster to promote a particular concert, and reinterpreted two pages of a children's book by developing original illustrations.
- Commercial art 2 students selected a work in their portfolio that they felt most accurately told a story and prepared it for the Art Show

B. Materials and Resources Used: Internet and Print resources in the media center, Cable in the Classroom programming, digital projectors, art supplies, prize ribbons, easels, prizes, teacher made resources and activities, teacher purchased materials, computer lab, Power Points

C. Learning objectives: To investigate how pictures and other types of imagery, including media, convey meaning and enhance an appreciation for our lives and how to responsibly create and use images in the real world around us.

D. How Cable in the Classroom programming was incorporated: The programming was the catalyst for informing students' interpretations of images and the responsibilities associated with them in the real world. The videos were the basis of the teacher-created activities. Students viewed videos from Cable in the Classroom and used the websites found through Cable in the Classroom website and magazine for their research and inclusion on the library media resource web page during our project. The *Cable in the Classroom* and *Access Learning* magazines were invaluable teacher resources for information literacy and ethics during our project.

E. Evaluate the effectiveness: Pre- and post-tests were given to all students in both math and art. Students

produced and presented Power Points or tactile products to be used for peer instruction, created artwork in various media to convey a message, and participated in critiques and discussions. Students demonstrated growth in the understanding of interpreting images and being responsible in the use of them. They became ethics experts, illustrators, teacher resource designers, graphic designers, and photographers, representing various careers that use non-verbal imagery every day.

F. Benefits of the project: A number of subjects were integrated into this unit, including: math (algorithms, polynomial relations and functions, geometric form and function), art (artists, context, storytelling, process and design), and media (information and media literacy, copyright ethics, digital ethics, research and reference skills). Students were enthusiastic during this unit, with many students going above and beyond required assignments. They also expressed their ability to make connections historically between an historical image, its mathematical function, and the influences of the cultural time period. As a result of their research, they began "seeing" and analyzing the universal language of images everywhere. The math and art projects were shared with the community on our school website and in the "Art Show" with two BRHS academies of study involved in this project. Students were introduced to copyright laws and the ethics involved in using Photoshop. Students were able to use the knowledge gained in each of the subject areas throughout the integrated unit to compete in the Game Show at the end. Student artwork from this project was published in the *East County Business Directory* and *Myakka Living magazine*. As a result of the work our students did for these projects, Park View Subsidiary requested our students design a logo for one of their Las Vegas hotel properties, the Desert Tides. In addition, our students were given the opportunity to design a coloring book for the Myakka Community Center. This coloring book helped them raise money for their Early Learning Center Program. The advertising money raised in this project went to aid the E.L.C program by providing supplies, reading and teaching materials.

G. Florida State Standards used:

1. Mathematics: MAA 1.4.1, MAA 1.4.3, MAA 1.4.4, MAA 2.4.1, MAA 2.4.2, MAA 3.4.1, MAA 3.4.2, MAA 3.4.3, MAA 4.4.1, MAB 1.4.1, MAB 1.4.2, MAB 3.4.1, MAC 1.4.1, MAC 2.4.1, MAC 3.4.2, MAD 1.4.1, MAD 1.4.2, MAD 2.4.2
2. Art: VA. A.1.4.1, 2, 3, 4; VA.B.1.4.1, 2, 3, 4; VA.C.1.4.1, 2.; VA.D.1.4.1, 2, 3, ; VA.E.1.4.1, 2, 3.
3. Language Arts: LA.910.3.5.1, LA.910.3.5.2, LA.910.3.5.3, LA.910.5.2.5, LA.910.6.1.1, LA.910.6.1.2, LA.910.6.2.1, LA.910.6.2.2, LA.910.6.2.4, LA.910.6.3.1, LA.910.6.3.2, LA.910.6.3.3, LA.910.6.4.1, LA.910.6.4.2, LA.1112.2.2.1, LA.1112.3.5.2, LA.1112.3.5.3, LA.1112.6.3.2, LA.1112.6.4.1, LA.1112.6.4.2

H. Team members' contributions – all three teachers planned collaboratively, set timelines, and gathered ideas for the project using Cable in the Classroom, print and internet sources.

Chris Mackmin, Mathematics teacher

- Created a comprehensive unit that would highlight the importance of images in understanding abstract ideas.
- Purchased or created materials for classroom activities, centers, team competition and the gallery.
- Evaluated student progress through oral and written questions.
- Taught mathematics lessons on algebraic expressions and equations, polynomial relations and functions and geometric form and function as a basis for student understanding and created a model for each of the projects.

Bill Ferrell, Art teacher

- Developed a rigorous curriculum based upon Benchmarks and Florida Sunshine State Standards
- Sought guidance and direction from an instructor at Ringling School of Art and Design
- Created activities to address all art courses taught
- Created a children's book library as a reference in the art classroom
- Purchased materials used in this project
- Administered a pre-test to assess student understanding and a post-test to evaluate student growth
- Worked in conjunction with the math teacher and media specialist to create real-world experiences for the students to apply the lessons learned

Linda Shepard, Media Specialist

- Assisted with the Cable in the Classroom videotapes used for the unit
- Scheduled time in the media center for students to research, use PowerPoint and Word to create their product, and for the final image interpretation game
- Created and delivered a series of lessons in PowerPoint on the history of man's use of images, how the various types of images communicate information, the importance of digital ethics to photojournalism, finding meaning, important information, beauty, and creativity in images, how the brain responds to images, and how math relates to images
- Worked with individual students to find images and use PowerPoint for four periods per class