



WHEN THE BORDER VANISHES



Listen Up! A Guided DVD Activity

Active listening, coupled with note-taking, has a high impact on learning. This is a process that must be practiced in order to obtain mastery in retaining spoken information. It also connects to one of the most used sensory modalities: auditory learning.

Skills will be enhanced through guided listening activities. Selecting terms, specific to events, or organizations, can guide listening, so students focus on information and ideas that the teacher identifies as important for them to know. The content selected can be used as a spring board for later discussions or to help students with additional lessons.

The glossary included in this instructional DVD provides a list of locations, historical figures, historical terms, and events, and key terms, which are used through the DVD. A script of the DVD narration is also included as a resource. Both the glossary and script can be used to develop pre-DVD activities, pre- or post-viewing assessments, or an active listening assignment for the student to use while watching the DVD.

Standard: The standard supported will depend on the content selected by the teacher.

Grade Level: 7–12

Objectives: The student will:

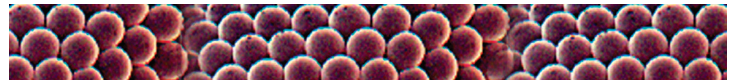
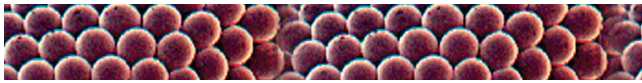
- Develop listening and recognition skills
- Build vocabulary with names and terms related to the DVD content
- Identify key locations, people, events, treaties, and policies in the video
- Relate key names and terms to each other and to a larger context in the scaffold manner

Time: Variable

Materials: DVD script
Glossary
DVD
Television with DVD player
Teacher-made materials (optional)

Procedures: The glossary identifies important vocabulary necessary for understanding the events and concepts in the DVD. The DVD includes two sections. It is suggested that the DVD be used in two distinct sections for younger students.

1. Review the glossary to identify the locations, people, events, treaties, or policies that will be included in a particular guided listening activity.
2. Review the DVD script to identify other vocabulary that will be included in the guided listening activity.
3. Using the DVD Script and the Glossary, prepare a response sheet that lists the glossary terms or other vocabulary for a particular guided listening activity. (This is optional and may be based on group levels.) Suggestions for preparation of the response sheet include:
 - Place the terms and vocabulary in the same order as they appear in the DVD.
 - Leave sufficient space for students to write their definition or description, or to make notes about each item.



(Instead of a response sheet, the list could be written on a chalk or white board or a transparency.)

- 4.** Clearly communicate to students the purpose of the guided listening activity and the directions they are to follow.
- 5.** Show the video and have students complete the guided listening response sheet.

Please note: More than one guided listening activity can be prepared for this two-part DVD. Each would have a different focus.

Extension Activities:

- 1.** Have students identify, either orally or in writing, what they know about each glossary term before watching the DVD. Make notes about what they report.
 - a.** Compare this to their responses after viewing the DVD.
 - b.** Have students describe in writing or discuss how their knowledge or perspective of a particular glossary term changed and why it changed.
- 2.** Instead of having all students do the same guided activity, prepare several guided listening activities. Create a different focus for each one by using different terms and vocabulary. Distribute them to the class (randomly, by rows, or some other method). After viewing the DVD, have students with different guided listening activities:
 - a.** Join groups to share what they learned; or
 - b.** Share with the class what they have learned, and compare and discuss responses.
- 3.** Write open-ended questions related to glossary terms. Prepare a response sheet that lists the questions in the same order that the terms appear in the DVD script, and leave appropriate space after each item.
 - (Instead of a response sheet, the list could be written on a chalk or white board or a transparency.)
- 4.** Write two different kinds of critical thinking questions—"Compare and Contrast" or "Cause and Effect"—that relate to two or more glossary terms. Give all students the entire list, or distribute different questions to individual students (randomly, by rows, or some other method).
 - a.** Have students with the same questions form groups to share what they have learned, and compare and discuss their responses; or
 - b.** Have students with different questions form groups to share what they learned, and compare and discuss their responses; or
 - c.** Have all students share with the class what they have learned. Compare and discuss responses. ■