Grade 5 Playlist: Analyze Visual and Multimedia Elements

Aligns with CCSS.ELA-LITERACY.RL.5.7:

- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Welcome

Some books are made up of only written words. Readers of these books have to imagine what is going on by creating images of the characters and setting in their minds. Other books, however, include visual elements—drawings or photos that readers can see. Sometimes, books are even made into films or online activities that include multimedia elements such as sounds and animations. These visual and multimedia elements affect how readers interact with and respond to the story.

Objective

In this playlist, students will learn how to:

- analyze how visual and multimedia elements contribute to a text.

Review

Key Terms

- **Visual elements** are images, such as photographs and drawings.

- **Multimedia elements** include sound, video, graphics, and animations.

- The **tone** of a text is the attitude that an author takes toward the subject or the audience.

Exploring the Standard

Nearly everyone is familiar with the tale of Cinderella. One of the most popular versions of the story was written in 1697 by the French author Charles Perrault. This version included a wicked stepmother, a fairy godmother, and a glass slipper. Since then, many different versions have been written.

Like most children's stories, printed copies of "Cinderella" are usually illustrated. There are several film versions of the story as well (both animated and with real-life actors). These visual and multimedia elements greatly affect the tone and meaning of this familiar story.

Read!

Read Perrault's version of Cinderella at this website.

- http://www.gutenberg.org/files/29021/29021-h/29021-h.htm#Cinderilla_or_The_Little_Glass_Slipper

In his version of the story, Perrault uses a serious tone. The story has a happy ending, but the narrator does not make jokes or describe any silly characters. Perrault's narrator also uses a sympathetic tone toward Cinderella. He feels sorry for

her because she is a good person who has a difficult life. For example, he says that "the poor girl bore all patiently" and mentions that she "was no less good than beautiful." In contrast, the narrator describes her sisters as proud and cruel.

Practice!

This video uses sound and animation to retell the story of Cinderella. How do these multimedia elements affect the tone and meaning of the story? Are the tone and meaning of this version different from Perrault's version?

- http://www.pbslearningmedia.org/resource/6a7aea2b-a0d7-42c2-99cb-c9b93164262b/6a7aea2b-a0d7-42c2-99cb-c9b93164262b/

Watch!

Watch this video to learn more about analyzing multimedia:

- https://www.opened.com/video/espark-learning-analyzing-multimedia-elements-instructional/427351

A Closer Look: Illustrations

Well-known stories such as "Cinderella" have been illustrated by many different artists. Each artist may have a different understanding of the story. Artists can choose specific colors, lines, and shapes to reflect their unique understanding. A bright, colorful illustration can make one impression, while a dark, shadowy one may give the opposite impression.

The British illustrator Charles Robinson was one of many artists to illustrate "Cinderella." How might the illustration below contribute to the tone and meaning of Perrault's version of "Cinderella"?

"Cinderella" illustrated by Charles Robinson, 1900

Teaching Notes: Analyze Visual and Multimedia Elements

The goal of RL.5.7 is for students to be able to analyze how visual and multimedia elements contribute to the reader's understanding of a literary text. Teachers can incorporate the following activities into their classroom instruction to develop this skill.

Activities

1. Choose a picture book and give students only the text of the book. Have students discuss the book's tone and meaning. Ask them to predict what the illustrations will look like. Then read the picture book to the class. Discuss with students how the illustrations affect the reader's experience with the text.

2. Literary texts, especially poems, do not have to rely entirely on illustrations as visual elements. The text's features themselves can be very effective in creating tone and meaning. Share some examples of concrete poetry with the class (examples can be found at https://www.poets.org/poetsorg/text/brief-guide-concrete-poetry) and discuss how this form of poetry serves as a type of visual presentation.

Writing Prompts

1. Have students write an updated graphic novel version of Perrault's "Cinderella." (Teachers may choose to have students adapt the whole story or just one scene.) Students should use contemporary language and modern illustrations. Then, have students present their graphic novels and explain how the illustrations contribute to the story's tone and meaning.

2. Have students research the work of Gustave Doré or another prolific illustrator. Instruct them to choose one of Doré's engravings from a story they are unfamiliar with. Then have them write a brief analysis of the illustration. Based on the illustration, what might the tone of the written story be?

Additional Resource

Consider this resource when teaching RL.5.7:

Shape and Theme Poems: This resource gives ideas and strategies for teaching about shape poetry and other ways in which poets use text features to create tone and meaning.

- http://www.readwritethink.org/parent-afterschool-resources/activities-projects/write-theme-poems-30173.html