

The following will outline one strategy for integrating the arts in English Language Arts courses.

- I. Select a text that is conceptually complex, but easily transformative in terms of artistic interpretation. For example, I decided to select an excerpt from Mary Shelley's *Frankenstein*, specifically chapter five, when the monster awakens.
- II. Students spent one week reading the text. They read the text at least three times, and engaged in purposeful reading (reading that has an objective).
 - a. Read one: Students will read for context and explain the who, what, why, where, when, and how of the text.
 - b. Read two: Students will read and annotate the text, looking specifically at diction (word choice) and syntax (how the words are arranged to create meaning).
 - c. Read three: Students will complete Avid's Charting-the-Text assignment (also posted on my site) and focus specifically on what the author is doing and saying.
- III. Students will then engage in a brief Socratic seminar (I follow Avid's Socratic Seminar protocol, which can be downloaded from the Internet). The Socratic is brief because the objective is to get students to think and discuss the text in terms of its creativity. For example, why did the author decided to use colloquial language here, and how does that change the meaning of the text. This level of arts integration is especially important because we are discussing the art of writing.
- IV. Once students have demonstrated a full understanding of the text, I allow them to interpret the text through drawings and storyboards. At this stage the artist (film teacher) is teaching them about point of view from a visual standpoint. They learn about various shots, angles, pacing, graphics and music.
- V. The advantage I have at the Cleveland High School for Digital Arts is that it is an urban arts school, and so collaboration with artists is less difficult than a traditional school where artists are not readily available.
- VI. Once students return from film class, the film teacher and I teach the remainder of the lesson together; relating the text's literary elements to the visual elements the students will create.