



Date	Day no.	Day	Period	Time	Class	Teacher	Grade	No. of students
Dec 5 17	2	Tuesday	5	12:45 pm	Rm.204	Daley	5/6	21-3

### Title

What does it mean to go viral? (mini-inquiry)

### Resources

- laptop with wi-fi + MS Word
- Post-It notes and pencils
- Chrome books / laptopss
- Google Document (or MS Word version) of task “What does it mean to go viral?”

### Description, strategies & actions

- remind students of library inquiry question guiding our lessons (Fame / What does it mean to be famous?)
- brainstorm with class what they think it means to go viral > teacher records responses and credits contributors on MS Word file (or blackboard, chart paper if computer not available)
- ask students to use the Post-It notes to write 3 things: 1. their name, 2. their room number, 3. one eg. of something that has gone viral in the past or is currently considered viral
- sort sticky notes > What categories emerge? What do you notice?
- watch the YouTube video <https://www.youtube.com/watch?v=BpxVlwCbKK0>, pausing where needed to clarify understanding and answer the questions from the upcoming Google Document (e.g. Who made this? When? Why? Who is Jimmy Kimmel? What does Kevin Allocca consider are the factors that makes something go viral?)
- model how to complete the chart in their Google Classroom
- divide the class into 4 groups and use a jigsaw strategy to complete the table portion (but individuals must answer the last two questions, re: factors & impact, on their own)

### Curriculum expectations: 2

**English Overall Expectations: Oral and Visual Communication** 1.3 = express opinions about ideas, issues and/or experiences presented in media texts and give evidence from the texts to support their opinions  
 1.5 = identify whose point of view is presented or reflected in a media text. citi  
 1.6 = identify who produces various media texts and the reason for their production

### IS expectations: 3

**Information & Society / Overall Expectations** IS-OV5 3 – demonstrate an understanding of varied ways of creating and communicating information

**Information Technologies / Overall Expectations** IT-OV5 3 – use information technology to explore information, collaborate with others, test ideas and present findings

**Inquiry & Research / Overall Expectations: Process information** IR-OV 3c – sort information using a variety of organisers and formats

### ICT expectations: 2

**Communication & Collaboration** 5ict3CC - independently communicate and collaborate electronically with people inside and outside the classroom (e.g., consult an expert, use Silver Birch Banter Conference on TEL)

**Research & Inquiry** 5ict4RI - identify and distinguish points of view express in electronic sources on a particular topic (e.g., explore different periodical databases to discover varied viewpoints on an environmental issue)