

6th Grade

Name: _____

WEEK AT A GLANCE!

Story:

"The Internet of Things"

Genre: Video

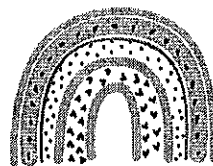
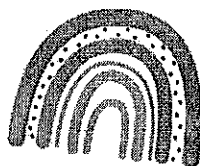
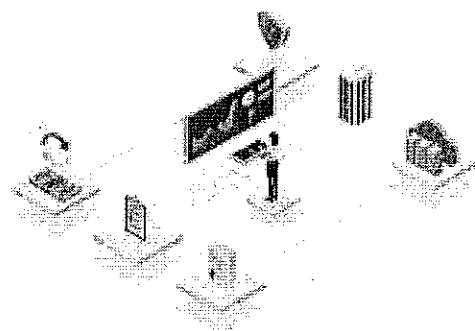
Writing: Summarize

Comprehension: Analyze
Media

Speaking & Listening: Oral
Report

Vocabulary:

- Images or graphics: representation of a person or thing
- animation: process of making films or cartoons from drawings, computer graphics, or photos
- audio: recorded audio
- voiceover: voice commenting of the action or narrating a film off camera
- narrator: person who tells a story



Name:

[illegible]

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SHORT-RESPONSE QUESTIONS

DIRECTIONS: Complete the following items after you have viewed the video.

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

1. **(a) Determine the meaning of phrases as they are used in a text, including figurative and technical meanings.**

At 00:17–00:41 the speaker explains that data from different sources are now connected and that the planet has grown a “central nervous system.”

What is the central nervous system in humans? How does the figurative meaning of the phrase “central nervous system” in the video help the viewer understand how new data connections affect the planet? Use a print or online encyclopedia to research “central nervous system” if necessary.

- (b) Determine the meaning of phrases as they are used in a text, including connotative meanings.**

The speakers in this video discuss the idea of a “smarter” planet. What does the connotation of the word *smarter* suggest about the value of the ways in which the planet is changing? Are these changes likely to benefit, or help, the planet?

RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

2. **Integrate information presented in different media to develop a coherent understanding of an issue.**

What do the speaker’s description of his ideal day (01:50 to 02:39) and the images shown in this part of the video help the viewer understand about our daily lives and how technology can improve our daily lives?



SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

3. Interpret information presented in diverse formats and explain how it contributes to a text under study.

What does the double image of a city street, above ground and below, at 04:00–04:10, communicate about technology in cities? How does the double image, including the white line that separates the two parts, help you understand the idea of a “matrixing of services”?

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MEDIA VOCABULARY

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WORD LIST

images

animation

audio

voiceover

narrator

A. DIRECTIONS: In each of the following items, think about the meaning of the italicized word or phrase, and then answer the question.

1. You're making a documentary on chocolate. What types of *images* would you use to show where it comes from?

2. How might you use *animation* to show how a chocolate bar is made?

3. What *audio* would you use in a scene where farmers are harvesting cocoa? Explain.

4. Who might provide a *voiceover* in a scene showing a chocolate bar factory? Why?

5. How might the *narrator* move the story forward from harvesting cocoa to chocolate production?

B. DIRECTIONS: You're creating a documentary about the history of riverboat travel in the United States. How might you incorporate the following into your film?

1. Images:

2. Animation:

3. Audio:

Name:

Date:

WRITING TO SOURCES OBJECTIVE SUMMARY

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An **objective summary** is a kind of writing that restates and condenses, or shortens, a writer's main ideas and essential details. Summarizing is an important skill to master for critical thinking. To write a good summary, you must learn to tell the difference between essential details and non-essential details. In addition, you do not interject your opinion into the summary.

Throughout "The Internet of Things," three different speakers discuss the effects of the "global data field" of some one to two billion Internet users. Meanwhile, streaming visuals reinforce the meaning of each speaker's discussion.

- A. DIRECTIONS:** After you view "The Internet of Things," take notes on the content of the presentation so that you can write a summary. Stop the viewing occasionally to make sure you capture the main idea of that particular section. Complete the following chart to help you condense the information and to decide between essential details and a nonessential details. Part of the chart has been completed to give you examples of note taking.

Parts 1 and 2:	Main Idea	Essential Details
Speaker 1		
Speaker 2	System of systems	
Speaker 3	Planet of information and creation system	See patterns in the data to become more efficient and innovative. Generate better decisions.

- B. DIRECTIONS:** Write a one-sentence introduction to your objective summary based on the notes you have taken.
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SPEAKING AND LISTENING ORAL REPORT**The Internet of Things**

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An **oral report** is an informational presentation in front of a group, such as your classmates and teachers. A report may be written out and then read aloud. It may also be a list of statements or **talking points**. This form of an oral report is more relaxed; however, the presenter still needs to prepare information so that the oral report is meaningful.

DIRECTIONS: For the oral report assignment on “The Internet of Things,” analyze the video. Consider what you are hearing and what you are viewing during the video’s two parts. Listen for facts and opinions. Complete this chart to help you prepare your talking points for an oral report. Some information has been filled in for you as examples. Add rows to the chart, if necessary.

Source of Video: _____

Purpose of Video: _____

Speakers (see names listed): _____

Spoken Ideas	Graphics	Fact?	Opinion?	Talking point
1. Fields of data grown and interconnected	Spinning globe showing maps of natural data changing into lines of connection	yes		The earth has always had systems that were interconnected but now we can see them because of technology.
2.	DIKW triangle			
3.				

Unit 1 Independent Reading Log

Reading Time	Title and Author	What is it about?	How would you rate it?	Explain your rating.
<i>Monday</i> From _____ to _____			Great 5 4 3 2 Awful 1	
<i>Tuesday</i> From _____ to _____			Great 5 4 3 2 Awful 1	
<i>Wednesday</i> From _____ to _____			Great 5 4 3 2 Awful 1	
<i>Thursday</i> From _____ to _____			Great 5 4 3 2 Awful 1	
<i>Friday</i> From _____ to _____			Great 5 4 3 2 Awful 1	