

The Dream Factory
Lesson I TAKS Style Open-Ended Questions

Subject: English language Arts

Grade Level: 9-12

Rational or Purpose: They say a picture is worth a thousand words. Is this true? By studying the Los Angeles postcards, students will understand the image of a dream city created to increase tourism. They will study artistic details that create emotion and thought and translate this emotion and thought into words.

Materials: Computer with internet access
The Dream Factory
http://www.hrc.utexas.edu/exhibitions/online/teachingthetwenties/theme_viewer.php?theme=small§ion=dream&subsect=1.
Instructions: 5 Sentence Open-Ended Response (included)
Open-Ended Questions (included)

Lesson Duration: 2 class blocks

Objectives: English III

- 1A-C The student writes in a variety of forms
- 2A-E The student uses recursive writing processes
- 3A-E The student relies increasingly on the conventions of standard grammar
- 4A-F The student uses writing as a tool for learning
- 8A-D The student reads in varied sources including American literature
- 9A-B The student recognizes the shared characteristics of culture
- 10A-B The student responds to information and aesthetic elements
- 19A-C The student understands and interprets visual representations
- 20A-F The student analyzes and critiques the significance of visual representations

Activity: This is a good activity to explore the visual as used on the TAKS Exit Level Exam as well as the open-ended questions.

- Step 1: Share with students the 5 Sentence Open-Ended Response shown Below. Illustrate examples of how it can be used effectively with a piece with which they are familiar.

Open-Ended Response Questions

5 Sentence Response

1. **ANSWER** with a **REASON**.
2. **EXPLAIN** what you mean.
3. Use a **QUOTE** or **IMPORTANT DETAIL** from the story/ picture that **ILLUSTRATES** your reason.
4. Explain **HOW** this detail **SUPPORTS** your reason.
5. **TIE** your reason **BACK** to the question. *OR*

EXPLAIN how this affects a major theme of the piece.

- Step 2: Have students access The Dream Factory- Los Angeles Postcards
http://www.hrc.utexas.edu/exhibitions/online/teachingthetwenties/theme_viewer.php?theme=small§ion=dream&subsect=1.
Review and discuss various elements orally
What colors are used? Why?
What do the scenes suggest?
What pieces of the scenes make you want to visit?
What pieces of the pictures make them seem more than real?
Review mood or tone words other than happy/ sad etc.
What is the overall tone of the cards?
- Step 3: Using two local Austin postcards similar in mood and illustrating city/country repeat the previous exercise. Discuss the various elements that make these scenes attractive and why they would appeal to prospective visitors.
- Step 3: Students are to answer the following open-ended questions using the 5 Sentence Response:
1. What elements do the Los Angeles card create? Use specific details about the cards in your response.
 2. What mood do the Austin cards create? Use specific details from the card in your response.
 3. What common elements do the cards share? Consider tone,

emotions, mood, artistic elements, themes. Be sure to use details from both Austin and Los Angeles cards in your response.

Modifications: *Reluctant Learners* might partner with another student, or have them eliminate the third question and refer to that one orally as a class.

Accelerated Learners might look at all cards and establish a common theme for them and then use details from all cards to support their ideas.

Student Product: Open-Ended Responses and discussion

Closure: Read open-Ended Responses aloud and discuss details, looking closely at unusual or interesting responses.

Assessment or Evaluation: Use the TAKS open-ended response score guide

Extension: Student will create their own Austin postcard to show the “Real” Austin. They should use cameras and their pictures should be designed to bring in tourists to Austin.

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