**21st Century Lesson**

**Grade 9 - ELA**

**L1: What Makes An Effective Story?**

**Overview**

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| **Lesson Goal** | **Evaluate a story for its effectiveness.** |
| **Outcomes** | 1.3 give and support your point of view in a convincing way  2.1 participate in a positive way in different types of discussion  5.1 find and select the right information for your needs  6.2 express your opinion about a text and use examples to prove why you feel that way  7.3 analyze a text for its meaning, structure, bias, and influence on the reader |
| **Driving Question** | **What makes an effective story?** |
| **Materials** | Overhead projector and online computer  Individual online devices  [Animated Short: Sweet Cocoon](https://youtu.be/D0a0aNqTehM)  [Padlet: Effective Story](https://padlet.com/DavisonTeach/effectivestory)  [Is it an effective story?](https://docs.google.com/document/d/1qxAnStE2ee_y-HuCJwVprxOriLsqRoPrX0-HFWVP2eg/edit?usp=sharing)  [Assessment](http://goo.gl/forms/VaGoqc8TMfaWAD5Y2) |
| **21 Century Competencies** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | Entry | I | II | III | IV | | Find and Validate |  |  |  | ✔ |  | | Communicate and Collaborate |  |  | ✔ | ✔ |  | | Analyse and Synthesize |  |  |  | ✔ |  | | Apply and Connect |  |  | ✔ | ✔ |  | | Evaluate and Leverage | ✔ |  |  | ✔ |  | | Create and Publish |  |  |  |  | ✔ | |
| **Estimated Time** | 120 minutes |

**Lesson:**

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| **Entry Event**  Together:  View the short animated film.  Discuss: What did you pay attention to?  Is this an effective story?  Why do you think that? | | **Resources:**  Overhead projector and online computer  [Animated Short: Sweet Cocoon](https://youtu.be/D0a0aNqTehM) |

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| **I. Introduction (Teacher organized)** | | **Resources:** |

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| **II. Guided Learning (Teacher/student collaboration)**  Brainstorm:  What makes a text a story?  Essentially, what are the characteristics or structures within a story that set it apart from other types of texts?  Possible answers include: action, characters, visual language, strong moral or message, personal connection to reader, etc.  Students may discuss and record answers collectively on Padlet. This resource will then be used as a foundation for their collaborative work. | **Resources:**  Individual online devices  [Padlet: Effective Story](https://padlet.com/DavisonTeach/effectivestory) |

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| **III. Collaborative Learning (Student focused activity)**  Partner work:  **Select a text that you think is a story.**  Text can be written or visual.  Text must be less than 10 minutes long, to read or view.  Use the essential effective story criteria form to guide discussion for analyzing the text and evaluating whether or not it’s an effective story. | **Resources:**  Independently selected via individual online devices  [Is it an effective story?](https://docs.google.com/document/d/1qxAnStE2ee_y-HuCJwVprxOriLsqRoPrX0-HFWVP2eg/edit?usp=sharing) |

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| **IV. Grande Finale**  Share selected stories and justification with class.  Allow for class dis/agreement and discussion of rationale. | **Resources:**  Overhead projector and online computer |

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| **Reflection/Feedback/Assessment**  Student self assessment and teacher assessment using the same form. | **Resources:**  [Assessment](http://goo.gl/forms/VaGoqc8TMfaWAD5Y2) |

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| **Differentiation**  Teacher-chosen partnerships allowing for peer mentoring.  Self selected text allows for multiple reading levels.  Analysis questions/chart can be modified to meet individualized outcomes. | **Resources:** |