**21st Century Lesson**

**Grade 9 ELA**

**L2: How are dynamic characters created?**

**Overview**

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| **Lesson Goal** | **Create an animated sequence to introduce a character.** |
| **Outcomes** | 2.1 participate in a positive way in different types of discussion  8.3 choose words carefully for a desired effect  10.3 experiment with technology to communicate |
| **Driving Question** | **How are dynamic characters created?** |
| **Materials** | Overhead projector and online computer  Individual online devices  [App Link (Android): Heads Up!](https://play.google.com/store/apps/details?id=com.wb.headsup&hl=en) OR [App Link (Android): Charades](https://play.google.com/store/apps/details?id=com.fatchicken007.headsupcharades2&hl=en)  [Slideshow: Character Clips](https://docs.google.com/presentation/d/1wlzN_1o_OPBLi_rwiHQSqDxt2cnSNINDO6D00upoTjM/edit?usp=sharing)  [Video: What A Character!](https://www.powtoon.com/c/dNFfQrSwajk/1/m)  [Video: What A Character! Analysis](https://www.powtoon.com/c/f8H2EEUyQEy/1/m)  [Video: UP 1](https://www.youtube.com/watch?v=VR8hlvLghrs)  [Video: UP 2](https://www.youtube.com/watch?v=lLprjxFhs8s)  Possible Animation Apps/Websites:  [App Link (Apple): Toontastic](https://itunes.apple.com/ca/app/toontastic/id404693282?mt=8)  [Powtoon](http://www.powtoon.com)  [Flipbook](http://www.benettonplay.com/toys/flipbookdeluxe/guest.php)  [ZimmerTwins](http://www.zimmertwins.com/)  [Tellagami](https://tellagami.com/)  [Blabberize](http://blabberize.com/)  [Peer Evaluation: What A Character!](https://docs.google.com/document/d/1h6ZnbsGxWIbYDwAQpwY82Pue6oVRj-DCcYBarSkqGYA/edit?usp=sharing) |
| **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** | 180 minutes |

**Lesson:**

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| **Entry Event**  Play a game of Heads Up! Or Charades (Characters/People only)  Player puts device on forehead and group members need to act out role of person/character, so that player can guess who’s name is on the device.  Debrief how you were able to determine who the person/character was.  Example: What they said, how they talk, body language etc.  Discuss:  Who are your favourite characters? Why do you like them? | | **Resources:**  Individual online devices  [App Link (Android): Heads Up!](https://play.google.com/store/apps/details?id=com.wb.headsup&hl=en)  [App Link (Android): Charades](https://play.google.com/store/apps/details?id=com.fatchicken007.headsupcharades2&hl=en) |

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| **I. Introduction (Teacher organized)**  Why is character so different from a child’s story to a powerful author’s description?   * As our understanding of human nature grows, we can create more three dimensional, dynamic characters. * Vocabulary proficiency allows greater nuance. * Use a variety of methods to reveal character.   Introduction to the ways authors reveal character in story.  Students are to record the ways authors reveal character. | | **Resources:**  Overhead projector and online computer  [Slideshow: Character Clips](https://docs.google.com/presentation/d/1wlzN_1o_OPBLi_rwiHQSqDxt2cnSNINDO6D00upoTjM/edit?usp=sharing)  [Video: What A Character!](https://www.powtoon.com/c/dNFfQrSwajk/1/m)  [Video: What A Character! Analysis](https://www.powtoon.com/c/f8H2EEUyQEy/1/m) |

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| **II. Guided Learning (Teacher/student collaboration)**  Watch the video clips from the movie UP.  Record and discuss each character’s traits, evidence from the clips, and method of characterization, completing the chart together as a class.   |  |  |  |  | | --- | --- | --- | --- | |  | Description | How do I know? | Method | | Carl |  |  |  | | Ellie |  |  |  |   Discuss: Are Carl and Ellie dynamic characters? Why do you think that?  Students work with a partner to select their own short Youtube clip which reveals a character’s traits in some way.  Share a selection of videos, having students explain what they learned about the character and how the author/creator revealed their traits.  Teacher points out any subtleties students may have missed.  Maintain discussion focus on what makes a dynamic character. | **Resources:**  [Video: UP 1](https://www.youtube.com/watch?v=VR8hlvLghrs)  [Video: UP 2](https://www.youtube.com/watch?v=lLprjxFhs8s)  Individual online devices |

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| **III. Collaborative Learning (Student focused activity)**  Students work together in partners to create their own animated sequence which reveals a character.  Students are encouraged to use as many of the ways authors reveal character as feasible, and to create dynamic, deep characters. | **Resources:**  Individual online devices  [App Link (Apple): Toontastic](https://itunes.apple.com/ca/app/toontastic/id404693282?mt=8)  [Powtoon](http://www.powtoon.com)  [Flipbook](http://www.benettonplay.com/toys/flipbookdeluxe/guest.php)  [ZimmerTwins](http://www.zimmertwins.com/)  [Tellagami](https://tellagami.com/)  [Blabberize](http://blabberize.com/) |

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| **IV. Grande Finale**  Animations are shared with the class in a round robin set-up  (leave devices with animations running/available at a station and move around the room to view others’ work.) | **Resources:**  Individual online devices |

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| **Reflection/Feedback/Assessment**  As students are engaged in round robin viewing, they will leave feedback at each station. | **Resources:**  [Peer Evaluation: What A Character!](https://docs.google.com/document/d/1h6ZnbsGxWIbYDwAQpwY82Pue6oVRj-DCcYBarSkqGYA/edit?usp=sharing) |

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| **Differentiation**  Selective partnering for animation task.  9780439548977-006_p02_428x473.jpg  Use of graphic organizer for UP character traits. | **Resources:** |