**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 discussion8.3 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 computerIndividual 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** |

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|  | Entry | I | II | III | IV |
| Find and Validate |  | ✔ | ✔ |  |  |
| Communicate and Collaborate | ✔ |  | ✔ | ✔ |  |
| Analyse and Synthesize |  |  | ✔ | ✔ |  |
| Apply and Connect | ✔ |  | ✔ | ✔ |  |
| Evaluate and Leverage |  |  | ✔ | ✔ |  |
| Create and Publish |  |  |  | ✔ | ✔ |

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| **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.

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|  | 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.jpgUse of graphic organizer for UP character traits.  | **Resources:**  |