**21st Century Lesson**

**Grade 9 - ELA**

**L4: Why are the 3 C’s critical to plot?**

**Overview**

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| **Lesson Goal** | **Identify and represent the 3 C’s of plot.** |
| **Outcomes** | 4.2 read lots of different things from many different places7.3 analyze a text for its meaning, structure, bias, and influence on the reader9.1 use different forms of writing and other ways of representing for specific reasons and audiences |
| **Driving Question** | **Why are the 3 C’s critical to plot?**  |
| **Materials** | Overhead projector and online computerIndividual online devices Sets of Google gogglesApp for VR Rollercoasters[Video: Catalyst](https://drive.google.com/file/d/0B4eOu4cKeMCsXzlEY0pOb1BGZU0/view?usp=sharing)Copies of original Grimm fairy tales[PosterMyWall](http://www.postermywall.com) or Google Slides[Google site: The 3 C's of Grimm](https://sites.google.com/a/gnspes.ca/grimm/)[Zaption: Carl and Ellie](http://zapt.io/tns4q7w7) [Observation Tracking](https://docs.google.com/document/d/124A65VCFhfGAtgfsPVdgSZBZWeHfa7X-Mk2YFp3XzmM/edit?usp=sharing)[Assessment](https://docs.google.com/document/d/1xAba7IHm-GXpILWl3eD8qdPVF8t87DDrtETh5KI5Bqs/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** | 90 minutes |

**Lesson:**

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| **Entry Event**Allow students time to play with Google goggles and VR Rollercoaster app. Discuss: How is a rollercoaster an analogy for plot? | **Resources:**Individual online devices Sets of Google gogglesApp for VR Rollercoasters |

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| **I. Introduction (Teacher organized)**Return to plot diagram and Cinderella exercise from L1: Effective Story. Discuss: Why are the 3 C’s the most critical parts of plot? How does the reader feel at each part?3C’s of story: Conflict, catalyst, and climax.  | **Resources:**[Video: Catalyst](https://drive.google.com/file/d/0B4eOu4cKeMCsXzlEY0pOb1BGZU0/view?usp=sharing) |

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| **II. Guided Learning (Teacher/student collaboration)** | **Resources:** |

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| **III. Collaborative Learning (Student focused activity)** Students are to work in small groups (up to 4) to read an original Grimm fairy tale. On a single Google slide or PosterMyWall, visually represent the catalyst, conflict, and climax of the story. Students need to save final image as .jpg file. | **Resources:**[PosterMyWall](http://www.postermywall.com) or Google Slides |

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| **IV. Grande Finale**All images will be posted to a common Google site location for sharing. Class viewing of posters and discussion:1. Why are the 3 C’s critical to plot?
2. Are they effectively represented?
 | **Resources:** [Google site: The 3 C's of Grimm](https://sites.google.com/a/gnspes.ca/grimm/) |

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| **Reflection/Feedback/Assessment**Observation of group work.Assessment of final visual representation.  | **Resources:**[Observation Tracking](https://docs.google.com/document/d/124A65VCFhfGAtgfsPVdgSZBZWeHfa7X-Mk2YFp3XzmM/edit?usp=sharing)[Assessment](https://docs.google.com/document/d/1xAba7IHm-GXpILWl3eD8qdPVF8t87DDrtETh5KI5Bqs/edit?usp=sharing)Optional[Zaption: Carl and Ellie](http://zapt.io/tns4q7w7)  |

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| **Differentiation**Adapted versions of the fairy tales.Representation of story can be connected to individualized outcomes.  | **Resources:**  |