**21st Century PBL**

**Grade 9 - ELA**

**PBL: How is story important in 21st century?**

**Overview**

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| **Lesson Goal** | **Develop an appreciation of story in the 21st century.**  |
| **Outcomes** | 3.1 listen when people talk and show respect for them and their ideas/feelings5.1 find and select the right information for your needs8.1 use writing to explore, clarify, and express your thoughts8.3 choose words carefully for a desired effect 9.2 make good choices of content and form for the audience9.3 determine if other people’s reaction to your writing is appropriate and fair |
| **Driving Question** | **How is story important in 21st century?** |
| **Materials** | Overhead projector and online computerIndividual online devices [Text: Am I Blue?](http://www.livingston.org/cms/lib9/NJ01000562/Centricity/Domain/1008/Bruce%20Coville%20-%20Am%20I%20Blue%20Text.pdf)[Video: Whiteboard History of Storytelling](https://youtu.be/p6E8jpFasR0)[Padlet: 21st C Story](https://padlet.com/DavisonTeach/21stCStory)[Observation Tracking](https://docs.google.com/document/d/124A65VCFhfGAtgfsPVdgSZBZWeHfa7X-Mk2YFp3XzmM/edit?usp=sharing) |
| **21 Century Competencies** |

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|  | Entry | 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** | 300 minutes |

**Lesson:**

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| **Entry Event (Teacher organized)**Teacher reading of choice short story. Text: Am I Blue? - Why is this story important to me? Way of sharing an important message and challenging people’s perceptions/stereotypes. Entertaining, yet meaningful.  | **Resources:**[Text: Am I Blue?](http://www.livingston.org/cms/lib9/NJ01000562/Centricity/Domain/1008/Bruce%20Coville%20-%20Am%20I%20Blue%20Text.pdf) |

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| **II. Guided Learning (Teacher/student collaboration)**Brainstorm:Where do we see and hear story in our 21st century lives? What forms does it take? Watch video after class discussion. | **Resources:**[Video: Whiteboard History of Storytelling](https://youtu.be/p6E8jpFasR0) |

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| **III. Collaborative Learning (Student focused activity)** Part OneIn small groups, students will be assigned one of the forms of 21st C story to research. Each group will post their findings to the padlet to share with others. Guiding Questions:1. How does \_\_\_\_\_\_\_\_ tell a story? (form)
2. What story does it tell? (content)
3. Why is this story important? (purpose)

Part TwoStudents work independently or in small groups to plan and prepare short presentations. Each segment should be less than 90 seconds, depending on the number of people involved. Possibilities:Monologue on relevant green screen imageShort skitSpoken word poemAnimationStopMotionGuiding questions:1. How is story important in your life?
2. What would be lost without story?
3. How is your participation in creating story different today than your parents’ or grandparents’ participation?

Develop a class video which captures everyone’s perspective on why story is important to them.  | **Resources:**[Padlet: 21st C Story](https://padlet.com/DavisonTeach/21stCStory)Will be dependent on how students prepare their segments.  |

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| **IV. Grande Finale**Presentation of video to switch class.  | **Resources:** Overhead projector and online computer |

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| **Reflection/Feedback/Assessment**Padlet of Praise - each class creates a Padlet page to give switch class feedback about their video. Observation of group work. | **Resources:**Individual online devices [Observation Tracking](https://docs.google.com/document/d/124A65VCFhfGAtgfsPVdgSZBZWeHfa7X-Mk2YFp3XzmM/edit?usp=sharing) |

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| **Differentiation**Depth of participation will depend entirely on student’s individual ability and level of comfort.  | **Resources:**  |