

21st Century PBL
Grade 9 - ELA
PBL: How is story important in 21st century?

Overview

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/feelings 5.1 find and select the right information for your needs 8.1 use writing to explore, clarify, and express your thoughts 8.3 choose words carefully for a desired effect 9.2 make good choices of content and form for the audience 9.3 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 computer Individual online devices Text: Am I Blue? Video: Whiteboard History of Storytelling Padlet: 21st C Story Observation Tracking																																							
21 Century Competencies	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 10%;">Entry</th> <th style="width: 10%;">II</th> <th style="width: 10%;">III</th> <th style="width: 10%;">IV</th> </tr> </thead> <tbody> <tr> <td>Find and Validate</td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Communicate and Collaborate</td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Analyse and Synthesize</td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Apply and Connect</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Evaluate and Leverage</td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Create and Publish</td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>						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:

<p><u>Entry Event (Teacher organized)</u></p> <p>Teacher reading of choice short story.</p> <p>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.</p>	<p>Resources:</p> <p>Text: Am I Blue?</p>
<p><u>II. Guided Learning (Teacher/student collaboration)</u></p> <p>Brainstorm: Where do we see and hear story in our 21st century lives? What forms does it take?</p> <p>Watch video after class discussion.</p>	<p>Resources:</p> <p>Video: Whiteboard History of Storytelling</p>
<p><u>III. Collaborative Learning (Student focused activity)</u></p> <p><u>Part One</u> In 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.</p> <p>Guiding Questions:</p> <ol style="list-style-type: none">1) How does _____ tell a story? (form)2) What story does it tell? (content)3) Why is this story important? (purpose) <p><u>Part Two</u> Students 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.</p> <p>Possibilities: Monologue on relevant green screen image Short skit Spoken word poem Animation StopMotion</p>	<p>Resources:</p> <p>Padlet: 21st C Story</p> <p>Will be dependent on how students prepare their segments.</p>

<p>Guiding questions:</p> <ol style="list-style-type: none"> 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? <p>Develop a class video which captures everyone's perspective on why story is important to them.</p>	
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<p><u>IV. Grande Finale</u></p> <p>Presentation of video to switch class.</p>	<p>Resources:</p> <p>Overhead projector and online computer</p>
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<p><u>Reflection/Feedback/Assessment</u></p> <p>Padlet of Praise - each class creates a Padlet page to give switch class feedback about their video.</p> <p>Observation of group work.</p>	<p>Resources:</p> <p>Individual online devices</p> <p><u>Observation Tracking</u></p>
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<p><u>Differentiation</u></p> <p>Depth of participation will depend entirely on student's individual ability and level of comfort.</p>	<p>Resources:</p>
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