Lesson 4 – Plot

Curricular Fit: Grade 9

Time: 120 instructional minutes

Objectives:

2.2 Express the themes of oral, print or other media texts in different forms or genres
2.2 Consider peers' interpretations of oral, print and other media texts, referring to the texts for supporting or contradicting evidence
2.3 Compare the development of character, plot and theme in two oral, print or other media texts.
2.3 Summarize the content of media texts, and suggest alternative treatments
2.3 Compare a main character in one text to the main character in another text from a different, genre or medium
2.3 Create oral, print and other media texts that inter relate plot, setting and character, and reveal the significance of the action

Rationale:

This lesson uses the wealth of images on The Women of Aspenland Virtual Exhibit to explore the concept of plot and narrative sequence.

Materials:

➢ Computer with internet access and a word processor for every student
➢ Whiteboard with markers
➢ Teacher computer with projection device and screen - optional

Prerequisite Skills:

1. Access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs) (ICT Div 2 Outcome C1 2.1)
2. Navigate through a document that contains links to locate, copy and then paste data in a new file (ICT Div 2 Outcome P5 2.1)
3. Create and revise original text to communicate and demonstrate understanding of forms and techniques (ICT Div 2 Outcome P1 2.1)
4. Edit and format text to clarify and enhance meaning, using such word processing features as the thesaurus, find/change, text alignment, font size and font style (ICT Div 2 Outcome P1 2.2)
5. Vary font size and font style, and placement of text and graphics, in order to create a certain visual effect (ICT Div 2 Outcome P1 2.2)

Procedure:

Pre-Lesson:
1. Load the Women of Aspenland Virtual Exhibit on all the computers (This will save time both at the beginning of the lesson as well as operational time as it will cache the site which will put less strain on the network, hopefully making it run faster).

Lesson:
1. Review Women of Aspenland Virtual Exhibit using the projection devise. Place emphasis on the "Search" function and the "Search Artifacts" section.
2. Review the "Copy/paste" functions in the word processor you are using.
3. Students then explore the exhibit looking for images that they can link together in a narrative. Using the copy/paste function, they put these images into a word processor document.
4. The cumulative effect of this is a story "written" in images. On a separate piece of paper, students should write down a brief plot summary of their story.
5. Students then share their "stories" with classmates to see how clear they have managed to make their "stories." Can classmates write a brief plot summary based solely on looking at the "story board?" How close does it match the original summary?
6. Debrief the class discussing the following topics:
   ➢ How successful were we in communicating the plot using only pictures?
   ➢ What elements helped or hindered communication?
   ➢ What did the stories have in common?
   ➢ How did the stories differ?
   ➢ What needs to be added to make the stories more comprehensible?
   ➢ What kind of "stage directions" would have made your story board more comprehensible?
   ➢ What elements make a story interesting?

Evaluation:

The evaluation for this activity should be formative. The debrief can function as an informal evaluation.