Lesson 5 - Putting It All Together

Curricular Fit: Grade 9

Time: 200 instructional minutes

Objectives:

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
5.2 Contribute to group efforts to reach consensus or conclusions, by engaging in dialogue to understand the ideas and viewpoints of others
5.2 Discuss and choose ways to coordinate the abilities and interests of individual group members to achieve group goals
5.2 Share responsibility for the completion of team projects by establishing clear purpose and procedures for solving problems, monitoring progress and making modifications to meet stated objectives

Rationale:

This lesson is designed to put the three elements studied in the previous lessons together into a dramatic narrative.

Materials:

- Computer with internet access and a word processor for every two students
- 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 (TCT 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. Divide class into groups of two or three (the same groups as for Lesson 3)

Lesson:
1. Review Women of Aspenland Virtual Exhibit using the projection devise.
2. Review the lessons on character, setting, and plot.
3. Students write a 2-3 page script using the characters and setting from the earlier lessons.
   Things to note:
   ➢ Groups can add secondary characters
   ➢ Groups can use their dialogue as a springboard, but they don't have to
   ➢ Groups must add stage direction
   ➢ Groups can use whatever script style they want (Play, film, and radio play).
   Show students examples of a film script, a radio script, a stage script
4. Option - The groups can stage/film/record their brief plays. This will take more
   time and the instructional time would then have to be modified.

**Evaluation:**

As this is the last lesson in the sequence, summative evaluation would be appropriate. The
following simple rubric could be used as a baseline:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Somewhat</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The characters are believable and true to their development</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The dialogue is believable and appropriate to the scene</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The setting is consistent with the characters and plot</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The setting is clearly described</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The plot is sequenced logically and generally comprehensible</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Proper script format has been followed compete with stage directions</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The group members cooperated during the project</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>