

Online Resource 7.13 Lesson Planning Example

<p>Description of Unit: The following unit enables students to learn how to develop a story along a typical story arc and one that incorporates multiple characters that uses dialogue to convey feelings, meaning, and intent in decisions. The unit culminates in students designing a story that may be conveyed in a variety of different mediums.</p> <p>The following lesson illustrates how the unit is introduced to students. The transfer success criteria are focused on during this lesson.</p>	<p>Learning Intention, <i>I will . . .</i> Design a story involving multiple characters.</p> <p>Success Criteria:</p>		
	Surface	Deep	Transfer
	<p>I will . . .</p> <ul style="list-style-type: none"> Recognize how we can tell what a character (in a play) is thinking or feeling through dialogue and events Recite the stages of the Hero's Journey Identify key adjectives for describing actions and feelings 	<p>I will . . .</p> <ul style="list-style-type: none"> Deconstruct the actions and dialogue of different characters throughout the Hero's Journey Relate a character's dialogue to the stages of the Hero's Journey 	<p>I will . . .</p> <ul style="list-style-type: none"> Design a story that follows the Hero's Journey Incorporate dialogue in the story to convey feelings of each character.
<p>Leverage</p>	<ul style="list-style-type: none"> Students are asked to listen to the song <i>Aaron Burr, Sir</i> by Lin-Manuel Miranda and asked to describe what happened between the characters in the song. Next, the teacher shows a clip of <i>Star Wars</i> and asks students to describe the feelings of Luke Skywalker on Tatooine. Finally, the teacher asks the students to read an excerpt of the <i>Call of the Wild</i> and describe the thoughts and feelings of the dog. <p>The teacher asks the students to discuss the similarities and differences between the three stories. The teacher may also ask students to think of other stories that are similar to the three stories shared here. The teacher provides them with success criteria and asks them to look at the surface and deep criteria and match those criteria to the three examples.</p> <p>Next, the teacher discusses the context behind these three situations and shows the Hero's Journey illustrating how all of these situations are showcasing the "call to adventure." The teacher then states to the learners that they will be writing a story that involves multiple characters in different contexts.</p> <ul style="list-style-type: none"> <i>Review the learning intention of the unit</i> <i>Review the success criteria for the lesson</i> <i>Review students' current knowledge/ideas/questions</i> 		

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Link	<ul style="list-style-type: none">• Students receive three stories that students have written in the past and are asked to evaluate the work based on the success criteria. The teacher gives students time to read the stories and talk with a partner about the story.• Next, the students share their thoughts about the three pieces of work and the teacher assesses the students' ability to evaluate work (prior to instruction).• Next, the teacher walks through the three pieces and how he/she evaluates the work. The teacher emphasizes to students that they will be going through the process of writing a story and giving and receiving feedback in the same way over the course of the unit.• <i>Align feedback, instruction, and learning strategies to surface, deep, and transfer</i>• <i>Align tasks to the surface, deep, and transfer</i>• <i>Focuses students on "progress of learning"</i>
Lift	<p>The conclusion of the lesson is that students have a clear expectation of the learning intention and success criteria. Moreover, students understand that there are multiple mediums in which to convey stories and that they have the option to create a story in different mediums (e.g. a video game storyline). Students should review the success criteria and identify the specific areas they need to learn to design a story and be prepared to share this information when class starts the following day.</p> <ul style="list-style-type: none">• Summarize student learning relative to learning intentions and success criteria• Review individual performance and next steps in learning