

Section One: Project/Lesson Overview

Grade: 9/10

Subject: English Language Arts

Lesson Title: What's *Your* Story? A moving snapshot in time.

Lesson Description: Using images from the 1800s and early 1900s, students will assume the voice of a person in a photograph, writing a 1st person account of the day the photograph was taken. Students will then use computer software to create a movie and an audio file for the chosen photograph.

Time required: 10 x 60 minute classes

Specific Curriculum Outcomes:

1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

- construct ideas about issues by asking relevant questions and responding thoughtfully to questions posed

3. Students will be expected to interact with sensitivity and respect considering the situation, audience, and purpose.

- demonstrate an awareness of varieties of language and communication styles

- recognize the social contexts of different speech events

8. Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and

learning; and to use their imagination.

- use writing and other ways of representing to

- extend ideas and experiences

- reflect on their feelings, values, and attitudes

- describe and evaluate their learning processes and strategies

- choose language that creates interesting and imaginative effects

9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

- demonstrate skills in constructing a range of texts for a variety of audiences and purposes

- create an organizing structure appropriate to the purpose, audience, and context of texts

- select appropriate form, style, and content for specific audiences and purposes
- use a range of appropriate strategies to engage the reader/viewer
- analyse and reflect on others' responses to their writing and audiovisual productions and consider those responses in creating new pieces

10. Students will be expected to use a range of strategies to develop effective writing and other ways of representing, and to enhance clarity, precision, and effectiveness.

- demonstrate an awareness of what writing/representation processes and presentation strategies work for them in relation to audience and purpose
- consistently use the conventions of written language in final products
- experiment with the use of technology in communicating for a range of purposes
- demonstrate commitment to crafting pieces of writing and other representations
- use a range of materials and ideas to clarify writing and other ways of representing for a specific audience (e.g. graphs, illustrations, tables)

Section Two: Project/Lesson Implementation

Equipment/Materials Required:

- 6+1 Traits Writing – particularly voice and word choice
- List of adjectives for character description (see attached)
- rubric for final pieces (see attached)
- audio recording software such as Audacity.
- Movie making software such as iMovie or Windows Movie Maker.
- NBM Museum Images: Gathering Places 1987-17-1223-41.JPG, 1988-73-4.JPG, Emerson,CV-1.jpg, X9990.JPG, X9993.JPG, X10625(1).JPG, X16706-78(2).JPG, X16706-152(2).JPG

Lesson Procedures/Teaching Strategies:

1. Review the 6+1 Traits of writing, specifically the traits of voice and word choice
2. Using one of the images, teacher models brainstorming what a person in the photograph may be thinking at the time the picture was taken – teacher should begin with examining the physical appearance of the subjects in the image and then venture to describe the personality characteristics. The goal is to create a “character” for the photo subject – give them a personality, and make them come to life.

3. Using the attached images, students will choose one image that they find particularly interesting.
 4. Students should then use the attached list of adjectives to describe a character to formulate a list of words that would describe one of the subjects in the photograph.
 5. After making a list of descriptive words, students should brainstorm a list of possible situations that would be occurring at the time the image was taken.
 6. Teacher hands out and reviews the rubric for narrative writing, with a concentration on descriptive language.
 7. Students should choose one situation from the list they created (step 5) and then begin writing a short story from the point of view of the character they have chosen, set at the time the image was taken.
 8. After completing the story for one person in an image, students should then choose another person from the same image and write their “story”. After repeating this for 2-3 of the characters in the photograph, students then use audio software and record the stories. They can then be used a voice over for the movie, creating an audio “story” of a snapshot in time.
 9. Students can create a movie of the image – repeating the image, but zooming in on the subject who is telling their story.
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Section Three: Project/Lesson Resources

Teacher Generated Resources: All of the teacher generated resources contributed to support this lesson are available for download by clicking on the link(s) below:

Supplementary Resources:

Web-Based Resources: www.nbm-mnb.ca Virtual Exhibition “Gatherings”

Disclaimer: The recommended web-resources included here have been scrutinized for their grade and age appropriateness; however, contents on links on the Internet change continuously. It is advisable that teachers preview all links before recommending them to students.

Section Four: Additional Information

Modifications:

Additional Comments:

Credits:

Contact Information Including Name, Email, School and District:

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**Awesome
Adjectives**

able	calm	depressed	frustrated
active	careful	determined	funny
adventurous	careless	discouraged	gentle
affectionate	cautious	dishonest	giving
afraid	charming	disrespectful	glamorous
alert	cheerful	doubtful	gloomy
ambitious	childish	dull	good
angry	clever	dutiful	graceful
annoyed	clumsy	eager	grateful
anxious	coarse	easygoing	greedy
apologetic	concerned	efficient	grouchy
arrogant	confident	embarrassed	grumpy
attentive	confused	encouraging	guilty
average	considerate	energetic	happy
bad	cooperative	evil	harsh
blue	courageous	excited	hateful
bold	cowardly	expert	healthy
bored	cross	fair	helpful
bossy	cruel	faithful	honest
brainy	curious	fearless	hopeful
brave	dangerous	fierce	hopeless
bright	daring	foolish	humorous
brilliant	dark	fortunate	ignorant
busy	decisive	foul	imaginative
	demanding	fresh	impatient
	dependable	friendly	impolite

inconsiderate	peaceful	selfish	trustworthy
independent	picky	serious	unfriendly
industrious	pleasant	sharp	unhappy
innocent	polite	short	upset
intelligent	poor	shy	useful
jealous	popular	silly	warm
kindly	positive	skillful	weak
lazy	precise	sly	wicked
leader	proper	smart	wise
lively	proud	sneaky	worried
lonely	quick	sorry	wrong
loving	quiet	spoiled	young
loyal	rational	stingy	
lucky	reliable	strange	
mature	religious	strict	
mean	responsible	stubborn	
messy	restless	sweet	
miserable	rich	talented	
mysterious	rough	tall	
naughty	rowdy	thankful	
nervous	rude	thoughtful	
nice	sad	thoughtless	
noisy	safe	tired	
obedient	satisfied	tolerant	
obnoxious	scared	touchy	
old	secretive	trusting	