

Interdisciplinary Instructional Plan for [Grade 9 Art, Drama, Physical Education, and English Language Arts]

By: Aly Dandach and Jane Patterson

<b>“Lord of the Flies” and Various Story Elements</b>	
<p><b>Description</b></p> <p><i>We will explore the novel, “Lord of the Flies”, through various subject areas such as Art, Drama, Physical Education and of course English Language Arts. We will also be exploring how the novel can be represented through a range of assessment tasks, and we hope to foster a creative aspect to this novel study for the students. We will be assessing the students learning based on 6 assessments that a focused on 6 different story elements.</i></p> <p><b>Description of Summative Assessment</b></p> <p><i>After reading the novel, students will have a choice of task when it comes to representing the novel as a whole. Throughout the unit, students have built up the necessary skills to analyze and think critically about different elements, and will therefore be equipped to model their understanding of the novel for this summative assessment (i.e. movie trailer, movie poster, written or oral book review, etc.).</i></p>	<p><b>Overall Expectations:</b></p> <ul style="list-style-type: none"><li>• <i>Each lesson has it’s Overall Expectations highlighted below in Key Lessons.</i></li></ul> <p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"><li>• <i>Different modes and methods of analysing a novel/story.</i></li><li>• <i>Showing and understanding various elements of story through creative means of expression.</i></li><li>• <i>Using creativity (both written and other) to express elements of a story.</i></li><li>• <i>Using critical thinking and knowledge of the elements of story to express “Lord of the Flies” through the arts.</i></li></ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• <i>What strategies can you use to make a text come alive for a reader?</i></li><li>• <i>What is the relationship between language and the arts when it comes to influencing themes in a novel?</i></li><li>• <i>What does it mean to think critically and creatively, when analyzing a novel study?</i></li></ul> <p><b>Big Idea(s):</b></p> <ul style="list-style-type: none"><li>• <i>Expressing story elements</i></li><li>• <i>Arts expressing language</i></li><li>• <i>Novel study through creativity</i></li><li>• <i>Understanding media</i></li></ul>

## Key Lessons and Assessments

Key Lessons and Assessments		
<p><b>Title of Lesson</b></p> <p><i>Chapt. 1/2: Characters and Journal Entry</i></p> <p><b>Description</b></p> <p>Students will discuss their knowledge and understanding of the first 2 chapters of the novel. The teacher will demonstrate the key aspects of a journal entry. Students will then produce a journal entry as one of the characters from the book, using proper journal formatting.</p>	<p><b>Overall Expectations</b></p> <p><i>English (Academic)- Writing...</i></p> <ol style="list-style-type: none"> <li>1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;</li> <li>2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;</li> <li>3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;</li> </ol>	<p><b>Assessment</b></p> <p><i>Diagnostic/Formative</i></p> <ul style="list-style-type: none"> <li>● Observational Record, Anecdotal Notes, Providing Feedback, Questioning and Discussion</li> <li>● Journal Entry - assessment tool: Rubric             <ul style="list-style-type: none"> <li>○ students will be assessed on completion of entry as a character from the novel</li> <li>○ students must use every aspect of a journal entry outlined on the anchor chart/demonstration from the lesson</li> </ul> </li> </ul>
<p><b>Title of Lesson</b></p> <p><i>Chapt. 3/4: Setting and Painting</i></p> <p><b>Description</b></p> <p>Students will discuss their knowledge and understanding of the 3rd and 4th chapters of the novel. Then the teacher will discuss the importance of details in a novel in order to</p>	<p><b>Overall Expectations</b></p> <p style="padding-left: 20px;">Creating and Presenting</p> <p>A2. The Elements and Principles of Design: apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;</p> <p style="padding-left: 20px;">Reading and Literature Studies</p> <ol style="list-style-type: none"> <li>1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;</li> </ol>	<p><b>Assessment</b></p> <p><i>Diagnostic/Formative:</i></p> <ul style="list-style-type: none"> <li>● Observational Record, Anecdotal Notes, Providing Feedback, Questioning and Discussion,             <ul style="list-style-type: none"> <li>○ Students listing the description they used for the novel are marked based on how they have displayed that visually.</li> </ul> </li> <li>● Students must include details described in the novel to formulate their painting. They as</li> </ul>

<p>visually picture a story's setting. Students are then asked asked to paint their interpretation of the novel's setting based on details from the book.</p>		<p>well as have to show some of their own interpretation of the setting in their painting.</p>
<p><b>Title of Lesson</b></p> <p><i>Chapt.5/6: Plot and News Article</i></p> <p><b>Description</b></p> <p>Students will discuss their knowledge and understanding of the 5th and 6th chapters of the novel. Then the teacher will discuss key components of news articles. Students may even be given examples and asked to find the components within them. Students then write their own newspaper article based on a key moment of the plot in the novel thus far.</p>	<p><b>Overall Expectations</b></p> <p>Reading and Literature Expectations</p> <ol style="list-style-type: none"> <li>1. Reading for Meaning: read and demonstrate an understanding of a variety of contemporary literary, informational, and graphic texts, using a range of strategies to construct meaning;</li> <li>2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate an understanding of how they help communicate meaning;</li> </ol> <p>Media Studies</p> <ol style="list-style-type: none"> <li>1. Understanding Media Texts: demonstrate an understanding of a variety of media texts;</li> <li>2. Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;</li> <li>3. Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</li> <li>4. Reflecting on Skills and Strategies: reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.</li> </ol>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>● Observational Record, Anecdotal Notes, Providing Feedback, Questioning and Discussion <ul style="list-style-type: none"> <li>○ Checklist of who, what, where, when, how, as well as proper title, by line, author, image. etc.</li> </ul> </li> <li>● Students will be marked on having all the key elements in the article and if they are able to use them in a way that properly mimics the style of a news article.</li> </ul>

<p><b>Title of Lesson</b></p> <p><i>Chapt. 7/8: Tone/Mood and Dramatic Reading</i></p> <p><b>Description</b></p> <p>Students will learn the importance of mood and tone in a story but most importantly the difference between the two. Using that knowledge students will learn how to portray tone and mood through an oral and reading of a portion of this week's chapters. They are to learn about dramatic elements of oral performances.</p>	<p><b>Overall Expectations</b></p> <p>Oral Communication</p> <ol style="list-style-type: none"> <li>1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</li> <li>2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;</li> <li>3. Reflecting on Skills and Strategies: reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations</li> </ol> <p>Creating and Presenting</p> <p>A3. Presentation Techniques and Technologies: use a variety of presentation techniques and technological tools to enhance the impact of drama works and communicate for specific audiences and purposes.</p>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>● Observational Record, Anecdotal Notes, Providing Feedback, Questioning and Discussion</li> <li>● Students can use their voices, gestures, pauses, eye contact, and other dramatic elements to portray the mood and tone of their chosen excerpt. Students will also hand in a written version of their excerpt with their own blocking/ strategies or how they plan to express the tone and mood.</li> </ul>
<p><b>Title of Lesson</b></p> <p><i>Chapt. 9/10: Theme and Game</i></p> <p><b>Description</b></p> <p>Students will be demonstrating their understanding of chapters 9 and 10 through the creation of a game related to one of the</p>	<p><b>Overall Expectations</b></p> <p><i>English (Academic):</i> Oral Communication</p> <ol style="list-style-type: none"> <li>2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;</li> </ol> <p><i>Physical Education (Open)</i></p> <p>Active Living:</p> <p>A2. demonstrate an understanding of the importance of being physically active, and apply</p>	<p><b>Assessment</b></p> <p><i>Diagnostic/Formative</i></p> <ul style="list-style-type: none"> <li>● Observational Record, Anecdotal Notes, Providing Feedback, Questioning and Discussion</li> <li>● Game - assessment tool: Checklist <ul style="list-style-type: none"> <li>○ students will be creating and demonstrating a game to their peers</li> <li>○ this game must be related to one of the themes from the novel (such as civilization vs savagery, loss of innocence, etc.)</li> </ul> </li> </ul>

<p>themes from the novel. Students will be given a checklist of the must-sees for this game, and will refer back to the novel for reference. Students will work in groups of 4 and will demonstrate their game to their peers in the gymnasium. Students will have access to some of the gym equipment to enhance their games, if they so choose.</p>	<p>physical fitness concepts and practices that contribute to healthy, active living;  A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.</p> <p>Movement Competence: Skills, Concepts, and Strategies:  B1. perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;  B2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.</p>	
<p><b>Title of Lesson</b></p> <p><i>Chapt. 11/12: Symbols and Poster</i></p> <p><b>Description</b></p> <p>Students will go through discussion and refresher of what a symbol is and represents in a novel. Then they will identify the symbols from Lord of the Flies. Students will then have the</p>	<p><b>Overall Expectations</b></p> <p><i>English (Academic):</i> Oral Communication  2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;</p> <p><i>Integrated Arts (Open)...</i>  A1. The Creative Process: apply the creative process to create integrated art works/productions, individually and/or collaboratively;</p>	<p><b>Assessment</b></p> <p><i>Diagnostic/Formative</i></p> <ul style="list-style-type: none"> <li>● Observational Record, Anecdotal Notes, Providing Feedback, Questioning and Discussion</li> <li>● Poster - assessment tool: Rubric <ul style="list-style-type: none"> <li>○ students will be creating a poster that focuses on one symbol from the novel</li> <li>○ this poster will be on an 8x11 blank piece of paper, and students will have choice for the way the represent that symbol on the poster</li> </ul> </li> </ul>

<p>chance to create a poster and represent one of the discussed symbols. This activity will foster creativity in the classroom and enable students to explore representation and deeper meaning of the novel through the use of symbols.</p>	<p>A2. Elements and Principles: apply key elements and principles from various arts disciplines when creating, modifying, and presenting art works, including integrated art works/productions;</p> <p>A3. Tools, Techniques, and Technologies: use a variety of tools, techniques, and technologies to create integrated art works/productions that communicate specific messages and demonstrate creativity;</p> <p>A4. Presentation and Promotion: present and promote art works, including integrated art works/ productions, for a variety of purposes, using appropriate technologies and conventions.</p>	
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<b>Summative Assessment Overview</b>	
<p>Enduring Understanding</p> <ul style="list-style-type: none"> <li>• Different modes and methods of analysing a novel/story.</li> <li>• Showing and understanding various elements of story through creative means of expression.</li> <li>• Using creativity (both written and other) to express elements of a story.</li> <li>• Using critical thinking and knowledge of the elements of story to express “Lord of the Flies” through the arts.</li> </ul> <p>Essential Question</p>	<p>Title of Culminating Task(s)</p> <ul style="list-style-type: none"> <li>• Expressing and Understanding Literature Through Creative Means</li> </ul> <p>Description</p> <ul style="list-style-type: none"> <li>• After finishing the novel, students can work in a group and will have the option on how they want to represent the novel (movie trailer, acting out a scene, creating a book review, etc.). Another option for students (who may want to work individually) will be to choose one of the formative assessment tasks in the unit, generally one they enjoyed the most, and do that task representing the novel as a whole.</li> </ul>

- What strategies can you use to make a text come alive for a reader?
- What does it mean to think critically and creatively, when representing a novel?

#### Big Ideas

- Furthering creative development
- Novel as a whole

#### Overall Expectations:

Each student gets to choose which lesson and formative assessment they enjoyed the most and recreate with the entire novel in mind. Therefore the overall expectations for their summative would be based on the project they select. I.E. Dramatic arts expectations would not be applicable to a painting. Here are the expectations that would be applicable to all projects:

#### Reading and Literature Expectations

1. Reading for Meaning: read and demonstrate an understanding of a variety of contemporary literary, informational, and graphic texts, using a range of strategies to construct meaning;
2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate an understanding of how they help communicate meaning;
4. Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

For this option, please see formative assessment tools above. As per the first group option, students will be assessed by a rubric (see below). Either option, students will also need to submit a reflection piece where they will need explain their creative processes, etc. (please see Component 2 below).

## Components of Summative Assessment

Name of Component: Creative Piece (in groups or individually)

Assessment Task & Tool: Students will have the option to complete a group project or individual assignment where they are representing the novel as a whole, through some creative means. If students are completing an individual assignment, they will be assessed using an adapted version of the formative assessment tool from the lessons within the unit. If the students choose the group option, they will be assessed using a rubric (see Appendix for options: movie trailer and project rubric).

### Overall Expectations

Each student gets to choose which lesson and formative assessment they enjoyed the most and recreate with the entire novel in mind. Therefore the overall expectations for their summative would be based on the project they select. I.E. Dramatic arts expectations would not be applicable to a painting. Here are the expectations that would be applicable to all projects:

### Reading and Literature Expectations

1. Reading for Meaning: read and demonstrate an understanding of a variety of contemporary literary, informational, and graphic texts, using a range of strategies to construct meaning;

Name of Component: Written Reflection

Assessment Task & Tool: Individually, students are to describe their process in creating part one of their project. They are to highlight how they took key components from the novel and applied them to their creative piece. Questions that could be answered in the reflection are not limited to but include: How did you come up with this idea? If applicable, how was your experience creating your project in a group setting? How did you incorporate the elements of a story into your creative piece? Etc.

Guideline to write about:

- summary of project
- why did you choose your project?
- process (group/individual)
- creation of idea
- inclusion of story elements
- other observations

Rubric:

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Student responds briefly and not thoughtfully.	Student responds to several of the guidelines but lacks focus and includes few details.	Student responds completely and thoughtfully to several of the suggested guidelines.	Student responds completely and thoughtfully to all of the suggested guidelines



2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate an understanding of how they help communicate meaning;  
 4. Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Student has a reflection with very little to no proper spelling, grammar, and organization.	Student has a some reflection with proper spelling, grammar, and organization.	Student has a mostly complete reflection with proper spelling, grammar, and organization.	Student has a fully complete reflection with proper spelling, grammar, and organization.
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### Overall Expectations

#### Writing

1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. Reflecting on Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

#### Reading and Literature Expectations

1. Reading for Meaning: read and demonstrate an understanding of a variety of contemporary literary, informational, and graphic texts, using a range of strategies to construct meaning;

	<p>2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate an understanding of how they help communicate meaning;</p> <p>4. Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.</p>
<p>Resources/Technology Needed:  The Ontario Curriculum Documents  Projector  Chalkboard  Lord of the Flies novel  etc.</p>	

**LESSON PLANS AND FORMATIVE ASSESSMENT TASKS/TOOLS:**

Lesson Plan 1 - Language: Getting to Know the Characters  
Jane Patterson

<b>Date:</b> *first lesson*	<b>Activity:</b> Characters and Journal Entry	<b>Time:</b> 50 minutes	<b>Grade:</b> 9
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**Learning Goals/Objectives:**

1. Students will discuss their knowledge and understanding of the first 2 chapters of the novel.
2. Students will then produce a journal entry as one of the characters from the book, using proper journal formatting (that the teacher will first demonstrate).

**Materials:**

- Computer and projector/Smartboard - to show video
- Chart paper/chalkboard, something to write with
- Lined paper or “Quickwrite” Journals for class; something to write with
- Rubrics/handout
- Lord of the Flies novel - for reference
- Example of journal entry

**Connections**

<i>Cross-Curricular:</i> <ul style="list-style-type: none"><li>- media studies, language, art (creative aspect)</li></ul>	<i>To Student’s Lives:</i> <ul style="list-style-type: none"><li>- students may write in personal journals about significant events in their lives</li></ul>
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**Differentiated Instruction - Accommodations & Modifications:**

- Increase time, partner work, oral and written explanation, provide additional instruction, provide multilingual dictionaries (for ESL students), use of chromebooks for students with IEPs, etc.

**Assessment:**

<i>Diagnostic</i> <ul style="list-style-type: none"><li>- Observation, providing feedback, anecdotal notes, questioning and discussion</li></ul>	<i>Formative</i> <ul style="list-style-type: none"><li>- Observation, questioning, notes and feedback, and <b>journal entries</b></li></ul>	<i>Summative</i> <ul style="list-style-type: none"><li>- *students working towards this*</li></ul>
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**Curriculum Expectations:**

- Academic: English, Writing Overall and Specific Expectations
  1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;
    - A. 1.1 identify the topic, purpose, and audience for several different types of writing tasks

- B. 1.3 locate and select information to support ideas for writing, using several different strategies and print, electronic, and other resources, as appropriate
- 2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
  - A. 2.2 establish an identifiable voice in their writing, modifying language and tone to suit the form, audience, and purpose for writing
  - B. 2.4 write complete sentences that communicate their meaning clearly and accurately, varying sentence type, structure, and length for different purposes and making logical transitions between ideas
- 3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
  - A. 3.1, 3.2, 3.3, 3.4, 3.5

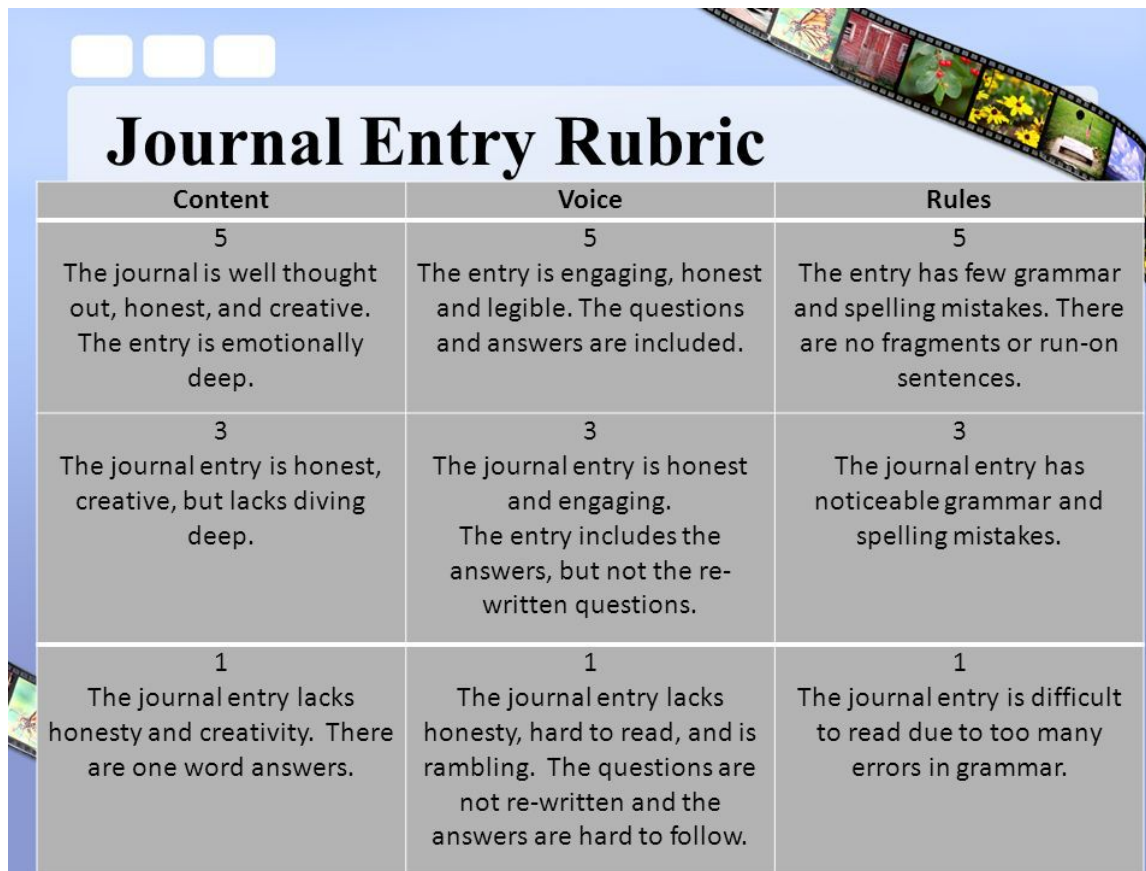
	Time	Lesson Activities	Assessment
<b>Minds On</b>	5 mins	Gather students over to smartboard, where we will be watching video on journal writing/formatting <ul style="list-style-type: none"> <li>- Start by asking students if anyone has written in a journal before. Either in school or at home.</li> <li>- Play the video to refresh minds on what needs to be included in a journal entry. See link: <a href="https://www.youtube.com/watch?v=QAIrOGWNHus">https://www.youtube.com/watch?v=QAIrOGWNHus</a></li> <li>- Have example of journal entry you created to show students.</li> </ul>	Diagnostic...
	10 mins	<ul style="list-style-type: none"> <li>- Ask students to repeat back some of the important components of journal entries/the "Must-Sees" and record it on an anchor chart.               <ul style="list-style-type: none"> <li>- I.e. Date, time period (today, then, etc.), personal pronouns, what happened, how it made you feel, etc.</li> </ul> </li> <li>- Discuss some of the characters from Lord of the Flies with the class, and get opinions/predictions on how the</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Identify prior knowledge regarding journal formatting</i></li> </ul>

		<p>characters will continue to be presented in the novel.</p> <ul style="list-style-type: none"> <li>- Explain what the task is: Students will be choosing a character from the novel, and posing as them as they write a journal entry, making sure to include the key aspects of journaling.</li> <li>- Explain that the anchor chart created collaboratively will be posted for their reference. And that this will be assessed/a rubric will be handed out.</li> <li>- Encourage students to be creative with these entries and make the “journal” their own.</li> </ul>	
<b>Action</b>	30 mins	<p>*Hand out the rubric and post the anchor chart for the class to see Students may write this on lined paper, or in Quickwrite Journals Students should refer back to the novel for specific character quotes, traits, etc.</p> <p><i>Writing the Journal Entry</i></p> <ul style="list-style-type: none"> <li>- Work period: students may have questions - circulate and monitor everyone being on task/ answer any questions about journaling or the novel</li> <li>- Foster discussion about characters if any students are experiencing “writer’s block”</li> <li>- Compliment creativity, etc.</li> </ul>	Diagnostic/Formative (see rubric below)
<b>Closure</b>	5 mins	<p>If students are not done, they will be continuing it at home and working on it during the next class. Encourage students to share their ideas with a classmate.</p> <p>Time permitting: complete the extension activities (in Think, Pair, Share, then as group discussion) to solidify knowledge.</p>	

**Extension Activities:**

- Find other examples of journal entries online... examine them to see if they include key aspects of a journal entry.
- \*Discuss why it might be a good idea to keep a journal as one of the characters from the book, or from personal experience.

**Formative Assessment Tool:** Basic Rubric



The graphic features a blue background with a film strip border on the right side. The film strip contains various images including a butterfly, a red door, a green plant, yellow flowers, and a white car. At the top left, there are three white squares. The title 'Journal Entry Rubric' is centered at the top in a large, bold, black font. Below the title is a table with three columns: Content, Voice, and Rules. The table has three rows corresponding to scores of 5, 3, and 1.

Content	Voice	Rules
5 The journal is well thought out, honest, and creative. The entry is emotionally deep.	5 The entry is engaging, honest and legible. The questions and answers are included.	5 The entry has few grammar and spelling mistakes. There are no fragments or run-on sentences.
3 The journal entry is honest, creative, but lacks diving deep.	3 The journal entry is honest and engaging. The entry includes the answers, but not the re-written questions.	3 The journal entry has noticeable grammar and spelling mistakes.
1 The journal entry lacks honesty and creativity. There are one word answers.	1 The journal entry lacks honesty, hard to read, and is rambling. The questions are not re-written and the answers are hard to follow.	1 The journal entry is difficult to read due to too many errors in grammar.

Aly Dandach Lesson

**Title:** Transferring Chapters 5 and 6 into the News.

**Lesson:** #3

**Time:** 50 minutes

**Description:**

Hook: The board has story arc on one side and news article written on the other. Any students who have a word to associate with those titles can write it on the board.

Part 1- Students, split into groups will be given a news article and the following sheet:

# 1 KEY TERMS IN A NEWS ARTICLE:

AUDIENCE - the intended reader

PURPOSE - the author's reason for writing the piece

LEAD- located in the beginning, it should capture the reader's attention, introduce the topic or problem, and move smoothly into the rest of the piece

TEXT FEATURES- lists, charts, graphs, tables of contents, captions, diagrams, central image, headings, subheadings

WHO

WHAT

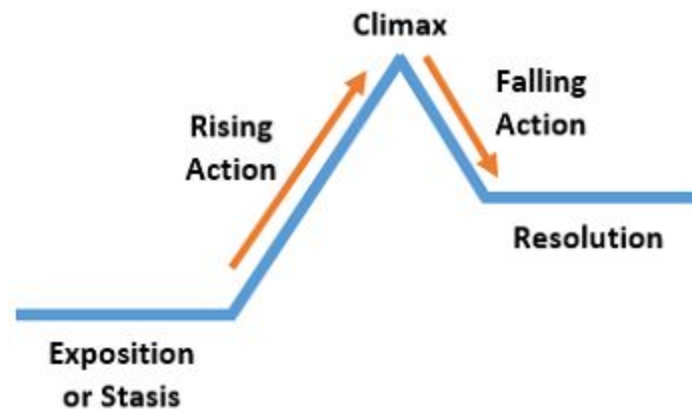
WHERE

WHEN

WHY

HOW

# 2 PLOT



**EXPOSITION:** This is the beginning of the story in which characters are introduced and the setting is revealed. Includes who, where, and when and maybe a brief introduction to the conflict.

**RISING ACTION:** A series of relevant incidents that create suspense, interest, and tension in a narrative. It includes all decisions, characters' flaws, and background circumstances that lead to a climax.

**CLIMAX:** This is the point of greatest tension in the story and is the turning point in the narrative from the rising action to the falling action.

**FALLING ACTION:** A release of tension leading toward the resolution of the conflict. Shows how the characters have been changed due to the conflict and their actions or inactions.

**RESOLUTION:** Where the problems of the story and of the protagonists are usually resolved.

Students are to try and indicate each of the vocabulary words within their assigned articles. Then the teacher can have a discussion with the class about the elements and their importance in the article. Using a separate article the class will do the same activity as a class with the teacher.

Part 2- Taking a well known fairy tale the class as a whole, with the teacher, will identify each part of a story arc for that fairy tale. Then the class will highlight the parts of the story arc for *Lord of the Flies* thus far. The teacher could even ask what plot points from previous chapters would make good articles and talk through what would work for each of the vocabulary terms for that plot point.

Closure: Students are told they have a week to write their own news articles for the plot of *Lord of the Flies* thus far. They are to include all components of the news article and story arc that are present in the chapters they have read. In their writing, students are reminded to be creative in their attempt to learn the style and form of a newspaper article. Checklist and rubric is given to help guide writing.

- **Enduring Understanding:**

- Different modes and methods of analysing a novel/story.*

- *Showing and understanding various elements of story through creative means of expression.*

- *Using creativity (both written and other) to express elements of a story.*

**Essential Question**

- *What does it mean to think critically and creatively, when analyzing a novel study?*

**& Big Idea**

- *Expressing story elements*

- *Understanding media*

- *Novel study through creativity*



### **Learning Goal and Success Criteria;**

- Students should be able to distinguish all the key terms within a news article express the importance of each individual term within a whole.
  - This is shown through group work dissecting a given article and then being able to discuss examples from the plot of the novel thus far that would have all the parts to make an article.
- Taking this knowledge forward, students should be able to write their own articles based on significant plot points of this week's chapters properly mimicking the style of the article with all the key elements.

### **Overall Expectations (with accompanying Specific Expectations, as appropriate)**

#### Reading and Literature Expectations

1. Reading for Meaning: read and demonstrate an understanding of a variety of contemporary literary, informational, and graphic texts, using a range of strategies to construct meaning;
2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate an understanding of how they help communicate meaning;

#### Media Studies

1. Understanding Media Texts: demonstrate an understanding of a variety of media texts;
  - Purpose and Audience 1.1 explain how both simple and complex media texts are created to suit particular purposes and audiences
2. Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
  - Conventions and Techniques 2.2 identify several different conventions and/or techniques used in familiar media forms and explain how they convey meaning and influence their audience
3. Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. Reflecting on Skills and Strategies: reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.
  - Metacognition 4.1 describe several different strategies they used in interpreting and creating media texts, explain which ones they found most helpful, and identify several specific steps they can take to improve as media interpreters and producers

### **Student Products and Processes**

- After the lesson students will have a week to take their new knowledge about news articles and try to create their own.
- They have a week to write, print and submit it. Having a week to write gives students time to ask questions and peer edit for one another.

- By this point in the unit students have created 2 other projects so a level of creativity and neatness is expected in the article.

**Resources/Technology Requirements**

- Above handout (one per student) and at least 4 different articles for group.
- Novels for all students.
- Digital article for class to study as a whole on a powerpoint with a reminder as to what plot is as well as the parts of a plot, also included in above handout.

**Accommodations/Modifications (real or imagined)**

- Students with IEP's ESL, etc will be put into groups with leader students in order to ensure everyone can participate.
- If need be, a new rubric can be made in order to allow students to try writing the article and succeed if they have any IEP or learning issues that forbid them from doing the activity in full. (ie two weeks for the article assignment)

**All necessary teaching/learning materials (e.g., teacher notes, student handouts, lecture notes)**

- See resources
- Teacher will have copies of all the articles with news key terms already highlighted in the article.

**Assessment Task & Tool for 'Assessment for Learning' (AfL) with complete student hand-out/instructions**

- Observations that every member in the group is trying to dissect their article.
- Students are participating when the class looks at a new article together.
- Students should easily be able to identify parts of a story arc for a fairy tale and then within the novel thus far.
- Article is marked using a checklist and rubric:

**CHECKLIST FOR ARTICLE STYLE AND FORM**

- Is who, what, where, when, why, and how answered within the article?
  - Are relevant parts of the story arc present?
- Is the intended audience clear?
- Does the article capture attention from the start?
- Is there a Heading, byline and central image?
- Is there efficient spelling and grammar.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
STYLE AND	Few components of the	Some components of	Most components of	All components of the

FORMAT	news article form are present and few signs of style is present.	the news article form are present and some style is present.	the news article form are present and the style is present.	news article form are present and the style is abundantly present.
CREATIVITY	Article has some a few signs of being creatively presented.	Article has some signs of being creatively written and presented.	Article is creatively written and presented.	Article is interesting, exciting, and creatively written and presented.

## Table of Specifications

**Courses:** Secondary Level (Grade 9): English Language Arts, Drama, Arts, (Physical Education)

Expectation	Reading		Oral Communication	Media Studies	Writing			Art	Drama/PE
<b>Overall Expectation</b>	Reading and Literature Expectations 1. Reading for Meaning: read and demonstrate an understanding of a variety of contemporary literary, informational, and graphic texts, using a range of strategies to construct meaning;	2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate an understanding of how they help communicate meaning;	1-3 Listening to Understand, Speaking to Communicate, Reflecting on Skills and Strategies	Media Studies 1-4 (listed above)	1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;	2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience	3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively	A1. The Creative Process: apply the creative process to create integrated art works/productions, individually and/or collaboratively; A2. Elements and Principles: apply key elements and principles from various arts disciplines when creating, modifying, and presenting art works, including integrated art works/productions; A3. Tools, Techniques, and Technologies: use a variety of tools, techniques, and technologies to create integrated art works/productions that communicate specific messages and demonstrate creativity;	Creating and Presenting A3. Presentation Techniques and Technologies: use a variety of presentation techniques and technological tools to enhance the impact of drama works and communicate for specific audiences and purposes.  PE: A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

								A4	
<b>Assessment</b>									
<b>1. Expressing and Understanding Literature Through Creative Means</b>									
<b>Creative Piece and Written Reflection</b>	Ap/U/R	Ap/U/R	(Ap/C/U depending on project)	(Ap/C/U depending on project)	Ap/C/U	Ap/C/U	Ap/C/U	(Ap/C/U depending on project)	(Ap/C/U depending on project)
Journal Entry	Ap/U	Ap/U			C/Ap/U				
Painting	Ap/U	Ap/U						C	
News Article	Ap/U	Ap/U		Ap/U/C	C/Ap/U				
Dramatic Reading	Ap/U	Ap/U	U/Ap						C/ An
Game	Ap/U	Ap/U							C/Ap
Poster	Ap/U	Ap/U							C/Ap

## Appendix:



# Movie Poster Project Rubric



Names: \_\_\_\_\_

Points	0	5	10	15	Score
<b>Book Title (10 Points)</b>	Title is omitted from poster	Title is used incorrectly on poster	Title is correctly capitalized on the poster	<b>X</b>	
<b>Author's Name and Publisher (10 Points)</b>	Author AND publisher are omitted from poster	Either the author OR publisher is omitted from poster	BOTH author and publisher included on the poster	<b>X</b>	
<b>Movie Rating with explanation (10 Points)</b>	Rating AND explanation are omitted from poster	Rating OR explanation omitted from poster	BOTH the rating and explanation included on the poster	<b>X</b>	
<b>2 Movie Reviews (15 Points)</b>	Movie reviews omitted from poster	One movie review listed with/without critic's name	Two movie reviews included with/without critics names	Two reviews with critics names included on the poster	
<b>Opening Date (5 Points)</b>	Opening date omitted	Opening date clearly listed	<b>X</b>	<b>X</b>	
<b>Main Characters and Actors (15 Points)</b>	Main characters and actors omitted	Either the main characters OR the actors listed only	Main characters with actors listed but are an inappropriate match	Main characters with starring actors listed and labeled properly	
<b>Character Trait Summary Quote (15 Points)</b>	Summary quote with character trait is omitted	Summary quote with character trait listed does not relate to story	Trait listed but quote does not make a strong statement	Summary quote with character trait included and makes a bold statement	
<b>Everyone's Name and Period on front (5 Points)</b>	Student names are omitted	All students names are listed	<b>X</b>	<b>X</b>	
<b>Overall Movie Poster Appearance (15 Points)</b>	Overall Project Not Presentable	Movie Poster somewhat messy; appears very little forethought was used	Movie Poster is good, but could be neater/better	Movie Poster reflects effort/forethought and creativity; looks like a real POSTER!!!	

### Legend (Bloom's revised taxonomy):

- C - Create
- E - Evaluate
- An - Analyze
- Ap - Apply
- U - Understand
- R - Remember

**Summative Assessment in bold**

Formative Assessment not in bold

Total Score: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Project Rubric

Criteria	4	3	2	1
<b>Accuracy/Content Knowledge</b> (x 2)	All information/content appears to be accurate and in chronological order.	Almost all information/content appears to be accurate and in chronological order.	Most of the information/content is accurate and in chronological order.	Some of the information/content is accurate and in chronological order.
<b>Required Elements</b>	Student included more information than was required.	Student included all the information that was required.	Student included most information that was required.	Student included some information that was required, but important information was missing.
<b>Comprehension</b>	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
<b>Final Product</b> (x 2)	The final product is exceptional in regards to meeting the project instructions and expectations.	The final product is very good in regards to meeting the project instructions and expectations.	The final product is good in regards to meeting the project instructions and expectations.	The final product does not reflect the project instructions or expectations.
<b>Clarity and Relevance</b>	Graphics/skits are all clear and relevant, and make the content easier to understand.	Almost all graphics/skits are clear and relevant and make the content easier to understand.	Some graphics/skits are clear and relevant and make the content easier to understand.	Few graphics/skits are clear and relevant or they do not make the content easier to understand.
<b>Originality</b>	Project reflects an exceptional degree of student creativity.	Project reflects strong student creativity.	Project reflects some creativity by the student, but may be based on the designs/ideas of others.	Project lacks overall student creativity.
<b>Attractiveness</b>	The project is exceptionally attractive in terms of design, layout, neatness and overall presentation.	The project is attractive in terms of design, layout, neatness and overall presentation.	The project is acceptably attractive and laid out, although more time could have been spent on the overall presentation of the project.	The project lacks attractiveness and the overall presentation is lacking in design, neatness or layout. The project is still in the "draft" stage and not fully complete.
<b>Oral Presentation</b>	Speaks clearly and with confidence, maintaining eye contact during the entire presentation. Very well prepared to present.	Speaks clearly and with confidence, maintaining eye contact during much of the presentation. Prepared to present.	Speaks fairly clearly and with some confidence, maintaining eye contact during some of the presentation. Student(s) could have used more time to prepare.	Lacking in clarity when speaking, lacking in eye contact and/or confidence. Not prepared to adequately present.

Comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Total: \_\_\_\_\_

**Reflection:**

Our unit plan will address the emotional, social, physical and cognitive needs of the intermediate learner through several facets. This interdisciplinary instructional plan will address the physical needs of the intermediate learner in three ways. First, we know that adolescents are going through puberty and this comes with bodily changes, that can make young individuals uncomfortable in their skin. We hope that by including a variety of assessment tasks, students will be able to adapt to each lesson so that they can explore their learning through physical or tactile experiences (i.e. painting, games, drama aspects, etc.). Secondly, using this strategy in our plan will help students to engage in their learning in a safe space, where we will not tolerate any bullying or judgements. We want our students to feel that this is a community, and we want them to be able to feel that they can express themselves freely as their bodies and brains are going through significant changes. I would also like to add that in terms of physical development, students are very much aware of their self-image and how others interpret them. This is also why we included a variety of assessment tasks, because we have now given students multiple platforms to develop their self-image and personalities. Students will be communicating meaning through each of these lessons, and each time they will be revealing a small part of who they are and how they want to be seen/understood. I think that offering this variety over the unit will greatly benefit our intermediate learners. Finally, I think that the summative assessment task will address the physical needs of an intermediate learner because we are giving them choice. We were all intermediate learners at one point, and if I was given a choice for a final culminating project in grade 9 where I could put my physical skills to good use, I would



have had a lot more fun learning and completing that assignment. Speaking from personal experience, I was never really into art projects and expressing myself that way, however, I was always comfortable in the gym environment where I could be moving around and explaining things in a more physical sense. I think that for the students that we get who are more “kinesthetic” learners, who prefer to be active and moving, the choice for the summative task will be beneficial to their learning and solidifying what they have learned over the course of the unit.

In terms of cognitive needs for our adolescent learners, I think that our unit plan does a good job in ensuring that students opinions, working habits, preferences, and overall learning are prioritized in the classroom. It’s important that we are making sure the students at this age are feeling like they matter in the classroom, and that they are heard as well as seen. Furthermore, we believe that this interdisciplinary plan will foster creativity and growth cognitively. This will be done where students are analyzing a text through various means, and this will give students the chance to explore different styles and elements that they can continue to practice in future classes.

When it comes to adolescent learners, not matter their age, are going through their own emotional struggles and schooling is a good opportunity to control their emotions. Language and the arts have always a great form of expressions for those in need of a safe and controlled outlet. This unit allows students to explore methods of expression that we have chosen for them in order to ensure that each students tries something new and has an opportunity to find something they like. Then when it comes down to the summative, students could pick the assignment they liked best or create their own way to express

their thoughts on the novel as a whole. *Lord of the Flies* has great themes and ideas for students to use to deal with their own emotional issues. They are then able to explore these ideas as well as connect the novel to themselves using an art, language, or physical form of expression of their choice while able to getting a grade. Every single aspect of the union, even those not in the arts, leaves room for students to be creative and therefore emotionally connect to the text and emotionally understand themselves.

Within the lives of these adolescents, emotions are very interconnected with the socialization students have both within their schools and outside. The novel, *Lord of the Flies*, is an extreme commentary on the social behaviours when youth are put into extreme situations. For these students, they most likely would not be trapped on an island with all their friends, however schooling can seem like an extreme social situation to these students. This unit allows them to work both individually and as a group. Formative assessments are done alone at home, however developing the skills required for the assessments will be done through group work with the teacher in class. For the summative, they are using creation to express and connect themselves to the novel and have a chance to do this in a group therefore connecting themselves to each other. Each student has to individually submit a reflection on the project. In this section students have a chance to reflect on their experience working and creating in a group setting. Ideally students may make connections to issues their group had to issues that occurred within the novel.

In their first year of highschool, these youths are trying to make friends whilst still trying to figure out who they are. Their bodies and minds are still in the prime of development and everything around them is trying to make their lives harder. Not all students will chose to take a class in the arts or physical education, but all students have to take grade 9 english. This project forces students to learn, grow, try, create, express, and feel without them realize they are doing so. Students will build critical skills and tactics to help them within any class they may take throughout their time in highschool, post-secondary education, and the working world. In this world nothing is black and white or english or math. Everything we do is interconnected and crossed over. We should get out students thinking in interdisciplinary colours starting at a young age since that is how life will continue to be for them. We should set them up for success early on and we think this unit is capable of doing that.