|  |  |  |
| --- | --- | --- |
| **21st Century Lesson: Creating and Publishing a Rant** | | |
| **Grade: 9 English Language Arts Subject: English Language Arts**    **Creating a Rant** | | |
| **Driving Question:**  The students will create and publish a rant based on the their previous lessons on persuasive essays. They have viewed and understood the criteria for writing a rant through viewing Canadian comedian, Rick Mercer. The students are cognizant that viewers should be entertained, but at the same time are left with a lasting impression about the topic. The students are able to incorporate the criteria learned during the persuasive essay-writing unit into their rant, linking prior knowledge. | | |
| **Curriculum Outcomes:**  1.4 Explains and advocates point of view and supports it with evidence from various sources.  2.2 Uses appropriate vocabulary, sentence structure, speed of talking, and tone for different audiences and purposes.  3.4 Demonstrates an awareness of the power of spoken language to influence and manipulate, to reveal ideas, values and attitudes.  3.5 Recognizes that different situations require different convention (questioning techniques, persuasive talk, formal language).  5.4 Develops approaches and strategies for conducting research (narrowing topics, webbing, note-taking, drafting an outline, using graphic organizers).  7.3 Recognizes increasingly complex tools that authors use to achieve their purpose (language choice, literary devices, imagery).  7.2 Evaluates the relevance and reliability of the content presented.  10.3 Uses various technologies for the purpose of communicating (video, audio, internet).  10.2 Uses the appropriate writing and presenting strategies when creating texts. | | |
| **Expected Time:**  **This lesson may take a few classes, depending on the creativity level of the students. It should be able to be completed in 4-5, 40-minute classes. However, time restrictions sometimes limit creativity. Go with it! They love this lesson!** | | |
| **Resource:**  **BYOD, YouTube, Explain Everything, and rubrics**  **Graphic organizer for Rants**  <https://www.youtube.com/watch?v=3os8R1Zw2OY> (Explain Everything: How to write a Rant)  [**https://youtu.be/F3Upaaiv2nU**](https://youtu.be/F3Upaaiv2nU)(Rick Mercer: Snow Days)  **Rubrics:**  [Collaboration Rubric](http://bie.org/object/document/6_12_collaboration_rubric_non_ccss)  [Critical Thinking Rubric](http://bie.org/object/document/3_5_critical_thinking_rubric_non_ccss)  [Presentation Rubric](http://bie.org/object/document/6_12_creativity_innovation_rubric_non_ccss) | | |
| **Lesson Procedure** | | **21st century skills** |
|  | **Teacher does (I Do):**  The students will make reference to this video as well as their notes to be sure they have a clear understanding. In class, already been taught, the students know to do the following:   * Choose a topic that is current * Clear and concise message * Effectively convinces the audience of opinion * Clear Beginning (establish the topic of the rant) * Middle (statement which makes the listener/viewer think…The “AHA!” moment) * End (Wrap up with a statement that leaves the listener/viewer with an understanding of the opinion)   As in previous lessons, remind the students to click on the links to access the rubrics! They then have a clear idea as to what is needed. | find, validate  remember, understand  **collaborate, communicate**  analyze, synthesize  **critical thinking**  evaluate, leverage  **create**, publish  **citizenship** |
| **Individual student work (You Do):**   * Review the Explain Everything flip lesson on Writing a rant. <http://youtu.be/3os8R1Zw2OY> * Review the Rick Mercer Rant on “Snow Days” [**https://youtu.be/F3Upaaiv2nU**](https://youtu.be/F3Upaaiv2nU) * Write down finding on the graphic organizer (PDF) so that the student can collaborate with another * [PDF Rant](http://allinclusiveclassroom.weebly.com/uploads/4/3/3/6/4336564/graphic_organizer_rants.pdf) | find, validate  remember, understand  **collaborate, communicate**  analyze, synthesize  **critical thinking**  evaluate, leverage  **create**, publish  **citizenship** |
| **Group work (We Do):**  **(WE DO)**  ***Topic Selection.*** Choose from one of the information topics addressed in your essays and decide how you want to format the idea:  • Health   Cell phone use  • Education (homework, snow days)  • Environment  • Staying up late  • Your own idea (teacher approval)  ***Planning:***  Use the ***guidelines***, ***questions and graphic organizers*** to help plan and develop the “Rant.” Or, create your own storyboard.  [**Graphic Organizers**](http://allinclusiveclassroom.weebly.com/uploads/4/3/3/6/4336564/planning_your_rant_graphic_organizers.pdf)  [**Things to remember when creating the final draft PDF**](http://allinclusiveclassroom.weebly.com/uploads/4/3/3/6/4336564/things_to_consider_when_writing_the_rant.pdf)**.** | find, validate  remember, understand  **collaborate, communicate**  analyze, synthesize  **critical thinking**  evaluate, leverage  **create**, publish  **Citizenship** |
| **Class share (We Share):**  **EVALUATE and LEVERAGE CREATE and PUBLISH**  Students need to decide on the mannerisms and/or actions that might accompany the “Rant.” Use facial expressions and body language to convey the message effectively. Publish using Imovie, or Garage Band, or Telligami, or any other medium to produce the product.  \*\*\*\*\* Practice, practice, practice | find, validate  remember, understand  **collaborate, communicate**  analyze, synthesize  **critical thinking**  evaluate, leverage  **create**, publish  **citizenship** |
| **Lesson Wrap Up:**  **Students are to share with the class the Padlet posts: this can be seen immediately on the smart board as soon as they post. We talk about the differences of then and now. We talk about how society changes throughout the years. We reflect on what has been completed and touch base as to their feelings about needing another class to wrap up.** | | |
| **Differentiation/Modification/Enrichment:**   * Edmodo allows for UDL differentiation approach where the students can access the lesson with the links. * Explain Everything lesson: on You Tube and Edmodo * Multiples means of representing their final product. | | |
| **Assessment: Rubrics and checklists**  [Collaboration Rubric](http://bie.org/object/document/6_12_collaboration_rubric_non_ccss)  [Critical Thinking Rubric](http://bie.org/object/document/3_5_critical_thinking_rubric_non_ccss)  [Presentation Rubric](http://bie.org/object/document/6_12_creativity_innovation_rubric_non_ccss)  Thaw Space:ssrsb:Desktop:Screen Shot 2014-11-29 at 10.32.35 AM.png | | |
|  | | |