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| **21st Century Lesson: PhotoStory Poem: Robert Frost** | | |
| **Grade: 9 Subject: ELA**    **Unit: Novel Studies: The Outsiders** | | |
| Driving Question: Students will use Photo Story 3 to critically analyse and represent effectively, with illustrations and music, a Robert Frost poem. | | |
| **Curriculum Outcomes:**   * **Compare text events with his/her own and other readers’ experiences.** * **Draw upon his/her own background to provide connection to texts.** * **Respond to informational texts such as discussions, , oral interpretations, and graphic displays.** * **Give personal opinions through connections and reactions** * **Aware that language is used in appropriate settings** * **Interpret, select and combine information using strategies and technology** * **Evaluate the effectiveness of literary techniques** * **Create texts collaboratively and independently, using a variety of**   **forms for a range of audiences and purposes** | | |
| **Expected Time:**  **This particular lesson takes 3-4 forty-minute periods. The elements of poetry and the introduction to Robert Frost are usually done before this final assignment. “Nothing Gold can Stay” is the introduction to Robert Frost as it in in the novel.** | | |
| **Resources:**  [**Element of poetry slideshow**](http://www.slideshare.net/bnspataro/elements-of-poetry)  **BYOD**  [**Photostory tutorial**](https://youtu.be/pWYlzJWRosE) **(YouTube)**  [**Venn Diagram**](https://www.eduplace.com/graphicorganizer/pdf/venn.pdf)  [**Elements of poetry handout**](http://www.readwritethink.org/files/resources/lesson_images/lesson1160/poetry_analysis.pdf)  [**Adobe Voice video of criteria.**](https://youtu.be/tLpDLdBB0nk) | | |
| **Lesson Procedure** | | **21st century skills** |
|  | Teacher does (I Do):  The elements of poetry and the introduction to Robert Frost are done before this final assignment. “Nothing Gold can Stay” is the introduction to Robert Frost as it in in the novel. The students will be asked to:   * Develop the storyline for the project. * Create a storyboard and script to organize all scenes; identify special effects and transitions; and set the length for each clip * Use digital video software (i.e., Photo Story 3 to capture and edit clips; insert transitions, special effects, and audio tracks; add titles and credits. * Clearly symbolically represent the poem using PhotoStory. Save their final project to Edmodo. | find, validate  remember, understand  **collaborate, communicate**  analyze, synthesize  **critical thinking**  evaluate, leverage  **create**, publish  **citizenship** |
| Individual student work (You Do):   * Each student will post on Padlet some of the images that Robert Frost used when we looked at the poem “Nothing Gold can Stay”.    Each student must find a Robert Frost **poem** and add to the Padlet post, the similarities used by Robert Frost in the poem they found.   * Then, to activate earlier learning, each student will find at least 5 different elements of poetry found in the poem they picked out and record their answers in Pages. | find, validate  remember, understand  **collaborate, communicate**  analyze, synthesize  **critical thinking**  evaluate, leverage  **create**, publish  **citizenship** |
| Group work (We Do):   * The students will then do a circle share with at least 5 other people in the class. They will share the literary devices of poetry that Robert Frost uses. They will make a list of the similarities and differences using a Venn diagram. * From there, the students will find a partner and they will choose the poem they would like to do together from the ones they have analyzed. * Then they will find and analyze images that could best symbolically represent the verses in the chosen poem. They will add the lines of the poem to the images in PhotoStory. (They have used PhotoStory before, therefore, a lesson on its use does not need to be taught) However, here is a link to a [PhotoStory tutorial](https://youtu.be/pWYlzJWRosE). | find, validate  remember, understand  **collaborate, communicate**  analyze, synthesize  **critical thinking**  evaluate, leverage  **create**, publish  **citizenship** |
| Class share (We Share):  Each group will present their Photostory to the class. It will also be posted on Edmodo. | find, validate  remember, understand  **collaborate, communicate**  analyze, synthesize  **critical thinking**  evaluate, leverage  **create**, publish  **citizenship** |
| **Lesson Wrap Up:**  **Give them a 10-minute warning so they may save or organize their material after each class. It is important that we talk about what still needs to be accomplished in case more time is needed on the assignment.**  **Exit pass: self-evaluation of how much they felt they accomplished in the class. They will blog on Edmodo.** | | |
| **Differentiation/Modification/Enrichment:**   * Create a Pic Collage that describes the Robert Frost poem. * Create a booklet using original art that describes the Robert Frost poem. * Write an analytical essay describing how Robert Frost uses similar elements of poetry in his poems comparing two poems. | | |
| **Assessment:**  [Venn diagram](https://www.eduplace.com/graphicorganizer/pdf/venn.pdf) to see if they understand the similarities and differences of the poems.  Padlet allows for self-assessment and teacher checklist f the understanding of the concepts of the elements of poetry.  PhotoStory rubric (Appendix 1)  Poster Rubric for Pic Collage (Appendix 2)  [Collaboration rubric](http://www.intel.com/content/dam/www/program/education/us/en/documents/project-design/density/density-peer-rubric.pdf) | | |

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| Category | A=4 | B=3 | C=2 | D=1 |
| Purpose of Poem | Clearly identifiable purpose, title slide that hooks the reader, maintains a clear focus throughout, point of view clearly developed. | Identifiable purpose, title slide that hooks the reader, maintains focus for most of the presentation, point of view developed. | Purpose is somewhat clear, title slide evident maintains focus for some of the presentation, point of view somewhat developed. | Purpose is not clear, no title slide, very little focus in the presentation, point of view not developed. |
| Content | Content creates a distinct atmosphere or tone that matches different parts of the poem. The images contain symbolism/imagery and/or metaphors that relate to the poem. | Content creates an atmosphere or tone that matches different parts of the poem. Most of the images contain symbolism/imagery and/or metaphors that relate to the poem. | Content creates some atmosphere or tone that matches different parts of the poem. The images contain some symbolism/imagery and/or metaphors that relate to the poem. | Content creates little distinct atmosphere or tone that matches different parts of the poem. The images contain very little symbolism/imagery and/or metaphors that relate to the poem. |
| Multi-media | Visuals match the message perfectly Text with visual features is used in a creative manner that adds to the digital text, creative transitions that add to the presentation. | Visuals match the message. Text with visual features is used in a manner that adds to the digital text, transitions add to the presentation. | Some visuals match the message. Text with visual features is used in a manner that somewhat adds to the digital text, some transitions add to the presentation. | Very few visuals match the message. Text with visual features is not used in a creative manner that adds to the digital text, transitions do not add to the presentation. |
| Meaningful Audio  track | Music stirs a rich emotional response that matches the poem well, and images are coordinated with the music. | Music stirs a rich emotional response that somewhat matches the poem and images mostly coordinate with the music. | Music stirs an emotional response that matches the poem somewhat, and images are somewhat coordinated with the music. | Music stirs little emotional response and does not matches the poem well, and images are not coordinated with the music. |
| Quality of Images | Images create a distinct atmosphere or tone that matches different parts of the poem. The images communicate symbolism/imagery. | Images create an atmosphere or tone that matches some parts of the poem. The most images communicate symbolism/imagery. | Images create an atmosphere or tone that matches a few parts of the poem. The some images communicate symbolism/imagery. | Images do not create an atmosphere or tone that matches different parts of the poem. The images do not communicate symbolism/imagery. |
| Grammar and  Language Usage | Correct spelling and punctuation as copied from poem. | 2-3 errors in spelling and punctuation. | 4-6 errors in spelling and punctuation. | More than 6 errors in spelling and punctuation. |
| Oral Presentation | Pace appropriate at all times, consistent eye contact, speaks clearly, confidently, loudly, and with expression. Completely memorized. | Pace appropriate most of the time, shows a lot of eye contact, speaks clearly, confidently, loudly, and with expression most of the time. Mostly memorized. | Pace appropriate some of the time, some eye contact, speaks clearly, confidently, loudly, and with expression some of the time. Some of poem memorized. | Pace rarely appropriate, rarely shows eye contact, rarely speaks clearly, confidently, loudly, and with expression. Not memorized. |

PhotoStory Rubric: Robert Frost Poem

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| **Making A Poster: Poster rubric (Appendix 2)**  **Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

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| **CATEGORY** | **4** | **3** | **2** | **1** |
| **Required Elements** | The poster includes all required elements as well as additional information. | All required elements are included on the poster. | All but 1 of the required elements are included on the poster. | Several required elements were missing. |
| **Labels** | All items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away. | Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away. | Many items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away. | Labels are too small to view OR no important items were labeled. |
| **Graphics - Relevance** | All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation. | All graphics are related to the topic and most make it easier to understand. Some borrowed graphics have a source citation. | All graphics relate to the topic. One or two borrowed graphics have a source citation. | Graphics do not relate to the topic OR several borrowed graphics do not have a source citation. |
| **Attractiveness** | The poster is exceptionally attractive in terms of design, layout, and neatness. | The poster is attractive in terms of design, layout and neatness. | The poster is acceptably attractive though it may be a bit messy. | The poster is distractingly messy or very poorly designed. It is not attractive. |
| **Grammar** | There are no grammatical/mechanical mistakes on the poster. | There are 1-2 grammatical/mechanical mistakes on the poster. | There are 3-4 grammatical/mechanical mistakes on the poster. | There are more than 4 grammatical/mechanical mistakes on the poster. |