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| Teacher | John Scopelleti |
| School/District | South Shore Vo-Tech |
| Subject Area(s) | ELA |
| Grade Level(s)/Course | English 12 (Honors) |
| Lesson/Unit Duration | 3 periods of 84 minutes |
| Date Submitted | 11/19/12 |

**Southeast Technology Network Grant Project**

**Lesson Plan Template**

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| Lesson/Unit Title | The Animoto-ne of *The Woman Who Walked into Doors* |
| Lesson Goals | Students will understand the following:* The tone of a narrative and how characters contribute to it
* The set-up, use, and presentation of an Animoto film
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| Lesson Objectives | Students will do the following:* **Identify** the elements of character that create tone in a narrative (actions, thoughts, dialogue, diction, dialect, etc.)
* **Apply** an understanding of the elements of tone to one major character of the novel.
* **Create** an Animoto film to identify and explain how a major character contributes to the tone of the narrative.
* **Present** the Animoto film to the class, in class or online.
* **Analyze** and **evaluate** the Animoto films of their peers.
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| Curriculum Frameworks Standards Addressed (Copy and past # and text of standards) | RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| Learners  |
| Characteristics of LearnersMost students will have a strength in verbal learning, but this lesson will appeal to a diverse group of learners and learning styles. | Meeting the Needs of all LearnersThe use of Animoto will address the needs of the following learning styles in the following ways:* Visual—incorporation of visuals in Animoto
* Verbal—the use of direct quotations from the book
* Kinesthetic—the interaction with the keyboard
* Oral—the presentations
* Musical—incorporation of music in Animoto
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| Technology/Resources NeededStudents will need the following:* A copy of *The Woman Who Walked into Doors*
* A laptop with internet access
* An Animoto account
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| Levels of Critical Thinking | *Check all that apply*\_X\_\_Remembering \_X\_\_Applying \_X\_\_Evaluating\_X\_\_Understanding \_X\_\_Analyzing \_X\_\_Creating |
| 21st Century Learning and Innovation Skills\*\* | *Check all that apply*\_\_\_\_ Creativity and Innovation\_X\_\_ Critical Thinking and Problem Solving\_X\_\_ Communication and Collaboration\_X\_\_ Information, Media, and Technology Skills |
| 1. *Instructional Plan*
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| Introduction/Pre-InstructionStudents will have read the entirety of *The Woman Who Walked into Doors.* |
| Instruction |
| Teacher Role* Review tone.
* Review how character contributes to tone.
* Introduce and explain Animoto.
* Assist (when necessary) in creation of Animoto film.
 | Student Role* Choose a major character.
* Describe how the elements of that character contribute to tone.
* Create an Animoto explaining how the character contributes to the tone of the narrative.
* Present an Animoto film.
* Critique other Animoto films.
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| ClosureThis project/unit will be the final, summative assessment for the unit of study on *The Woman Who Walked into Doors*. |
| Assessment (*How will you know students reached lesson goals?)*Students will demonstrate their understanding and level of proficiency through the following graded assessments:* A quiz on the elements of character and how they contribute to a narrative’s tone
* An Animoto film
* A formal presentation of an Animoto film

The instructor will also conduct several informal check-ins at all stages of the lesson. |
| Reflections on Lesson This lesson will not only be a useful way to encourage new and emerging technologies, but it will also serve as an effective way to gauge student understanding of character, tone, and the interconnection of the two. |
| Sample Animoto Project on Lesson Follow this link for a sample: <http://animoto.com/play/j2RaaIAyUfSMq12TzqpMmg>. |

\* Massachusetts Curriculum Frameworks found at <http://www.doe.mass.edu/frameworks/current.html>

\*\* Partnership for 21st Century Skills, P21 Framework Definitions found at <http://www.21stcenturyskills.org/documents/P21_Framework_Definitions.pdf>

Massachusetts Technology Literacy Standards and Expectations found at <http://www.doe.mass.edu/edtech/standards/itstand.pdf>