

Unit Title: Telling your story - Moth Story Slam

Grade Level: (example: 9, 10, 11, 12 or 7-8) **10**

Subject Area: (example: Science, Physics; English, Short Stories) *AVID*

Duration/Length/Number of class periods: (example: 5 class periods) **1 quarter**

Description: **Students will write and deliver a personal narrative story based on a theme chosen by the class (In collaboration with English Class). Students will ultimately present their stories in front of a large group.**

Established Goals (National, State, Local):

1. **ELA 10 (R.2.B.1)** Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text including analysis of how and when the author introduces concepts, ideas, or characters.
2. **ELA 10 (R.3.B.1)** Evaluate the impact of the author's use of literary elements on the structure of a text (e.g., narrator point of view, foreshadowing, pacing and flashbacks).
3. **ELA 10 (R.3.B.2)** Evaluate how an author's ideas or claims are developed and refined by given sentences, paragraphs, or larger sections of an informational text.
4. **ELA 10 (R.4.B.1)** Analyze the extent to which historical, cultural, and/or global perspectives may affect author's stylistic and organizational choices.
5. **ELA 10 (R.5.B.2)** Analyze the impact of specific word choices, including word origins that allude to culture, time period, or geography.
6. **ELA 10 (W.7.B.1)**, Apply basic and advanced narrative techniques as observed in mentor texts to various tasks and purposes.
7. **ELA 10 (W.7.B.2)** Model use of structural elements from mentor texts.
8. **ELA 10 (W.7.B.3.)** Create a written response of a self selected literary text, choosing either a deeper or wider analysis of narrative elements.

What Enduring Understandings are desired?

Big Idea: Crafting, Revising and Performing a Personal Narrative

Students will understand:

<ul style="list-style-type: none"> - Their stories are powerful tools to influence the world around them - The importance of and how to structure a story to include all of the critical elements - That narrative elements have the ability to create themes and emphasize “lessons” of a story - The value of peer review both in writing and performance - The elements of an effective story performance
<p>What <u>Essential Questions</u> will be considered?</p> <p>Why do we tell stories?</p> <p>What are the critical elements of a story?</p> <p>How does an author use literary elements to best create themes and purpose within a story?</p> <p>How do I identify important/formative personal narratives in my life?</p> <p>How do I perform a story in order to connect with my audience?</p>
<p>Students will know / be able to:</p> <p>Identify critical elements of a story https://www.literacyideas.com/teaching-story-elements</p> <p>Identify and write a formative story about their own life</p> <p>Perform their story in front of a large group (live or on screen)</p>

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
<p>Units must include at least one of each formative, summative, introductory activity and learning activity. Check this</p> <p>Why do we tell stories - video and written reflection</p> <p>https://www.mprnews.org/story/2017/11/21/what-happens-to-somali-storytelling-when-it-moves-to-minnesota</p> <p>https://www.youtube.com/watch?v=8H_vJ33lrRo</p>			X	X			
<p>How do I find my story - Students choose 2 brainstorming activities</p> <p>https://www.youtube.com/playlist?list=PLb4nf3EZb-HrHsmZiRGsug4GZQbAOxrgy (students</p>			X	X			

<p>Use Flipgrid to practice presentation of student story and complete self-evaluation using story rubric</p> <p>https://info.flipgrid.com</p>	X				
<p>Peer Review a classmates story on flipgrid using the story rubric - Teacher will also provide a formative review based on the story-telling rubric</p> <p>https://drive.google.com/file/d/18uvx8ZYjVO03QzW2_tBnT2uqDBsk3AaT/view?usp=sharing</p>					
<p>Perform Story (Live or online) for Story Slam (peer judging for winner on online platform)</p> <p>https://drive.google.com/file/d/18uvx8ZYjVO03QzW2_tBnT2uqDBsk3AaT/view?usp=sharing</p>	X			X	X

<p>Materials, tools and resources:</p> <p>Why do we tell stories?</p> <p>Stories in the Somali Community</p> <p>How do I find my story - brainstorming activities</p> <p>Moth Story Hour</p> <p>Elements of a story</p> <p>Ishmael Beah - Moth Story</p> <p>Socratic Seminar Rubric</p> <p>Story Telling Jigsaw Video 1</p> <p>Story Telling Jigsaw Video 2</p> <p>Story Telling Jigsaw Video 3</p> <p>Story Telling Jigsaw Video 4</p> <p>Story Telling Jigsaw Video 5</p> <p>Story Rubric</p> <p>Flipgrid</p>	<p>Unit Plan Author Christine Selby, Heritage Academy, Minneapolis Public Schools</p> <p>Additional credit given to:</p>
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