

Learning and Evaluation Situation What Makes You Who You Are?

An LES for Secondary Cycle One, Year Two

Scott Emery
Carmen Bowles
Anne Lemay

CCC – Exercises Critical Judgment

BAL – Health and Well-being

SS Comp – I. Uses Talk to communicate and learn, III. Writes a variety of genres for personal and social purposes

Leading Question: What Makes You Who You Are?

Copyright and Creative Commons:

The teacher will have to be aware that some of the included learning activities require graphics, media and topical articles that have not been included due to copyright issues. The teacher is responsible for respecting the copyright of the sources they choose. It is highly recommended that the teacher explore the resources that are protected by Creative Commons Attribution Share Alike licenses. An abundance of Creative Commons material is offered on the Internet and can be found using the following search engine: <http://search.creativecommons.org/>. More resources are available on the LEARN website: <http://learnquebec.ca/en/content/student/studentcr.html>

LA = Learning Activity

CT = Complex Task

1 - LA : Who Am I?

Purpose:

This opening activity aims to engage the students' interest and get them thinking about how appearances may be deceiving. Students will engage in discussion (think-pair-share) at end of activity in order to discuss their ideas.

Summary:

Students are given pictures of people whose faces have appeared in the news or media. The photos chosen should represent a cross-section of notorious criminals, and persons in famous situations. They quickly write what they imagine they do in life, and then match the pictures with the description.

Procedure:

- Teacher will organize students into groups of four.
- One sheet of photos will be distributed to each group.
- Students will individually quick-write what they think each person does in life. Students take a few minutes to discuss their ideas.
- One worksheet will be distributed to each group. Students work together in their groups to match each photo with the right description.
- The class corrects the matched descriptions together as a large group.
- The teacher will initiate a think-pair-share activity with the students.
- The questions for the think-pair-share may include “What surprised you the most?” and “What conclusions can you draw from this activity?”

Instruction for materials:

The teacher will need to select photos of at least 6 people who have appeared in the news and who may not appear to fit their situation. The teacher will create a worksheet with a description of each of the persons in the photo that the students will use to match with the photos.

Resources/Tools – The teacher may wish to consult magazines, newspapers or journals as well as copyright free materials on the Internet

Other suggestions – The teacher may wish to present the photos of the famous persons on a smartboard or white screen.

Recommended Time: approx. 30 min

2 - LA: Begin Anchor Novel

Purpose:

The anchor novel is used to model reading strategies, response and to help develop students’ understanding of the codes and conventions (literary elements) of the novel.

Summary:

The teacher gives a “teaser” book talk on the anchor novel and begins reading aloud to class.

Procedure:

- Teacher will introduce the novel with a short book talk that gives just enough information to engage students’ interest.
- “Character Sketch” graphic organizer will be distributed to students.
- Teacher will explain that the class will be filling it in as students progress through the novel, and that this is practice for filling in the same graphic organizer for their levelled novels.

- Students must note information about the main character that would help them get a clear picture of that character.
- Teacher will begin reading the novel to the class. It is recommended that the teacher read from the novel for at least 15 minutes per class.
- As teacher reads, they will stop at significant passages to practise a certain strategy, share reactions, or explore the codes and conventions of the text (e.g. character development, plot, setting, point of view, etc.).
- Time is given to students to think-pair-share information to include on the “Character Sketch” graphic organizer.
- Novel should be completed a few classes before the final writing activity. If necessary, less interesting parts of the novel can be skipped or summarized in order to keep the action moving along.

Recommended Time: 4 weeks

Resources/Tools – Anchor novel suggestions: *Stargirl* by Jerry Spinelli, *The Giver* by Lois Lowry, “Character Sketch” graphic organizer ,

3 - LA/CT: Pieces of Me

Purpose:

Students will begin thinking about their own identity and how they may represent themselves to others.

Overview:

Students bring in 3 objects that represent who they are and present them in a formal talk situation.

Procedure:

- Teacher will distribute the handout that explains the activity and evaluation criteria to the students and go over it with them.
- Teacher will model the activity by bringing in their own 3 objects and explain in detail how they represent who you are. (Students could be asked to evaluate teacher using the rubric in the handout).
- It should be explained to the students that they should bring in items that demonstrate an exploration of their identity – who they are, at a deeper level, and that explanations need to be detailed.
- Teacher will ask students to prepare for this activity for the next class.

Recommended Time: 20 minutes to explain and model, at least one class for students’ presentations

Resources/Tools – “Pieces of Me” handout (rubric included) (3_1)

Other suggestions: For a technology rich environment, the students may wish to create an “avatar” of themselves using a graphics program. The exercise would require the students to create a meaningful representation of who they are using icons, symbols and other visual imagery. The avatar could be used as a profile graphic in an online environment.

4 - LA : Guiding Question / Mind Map

Purpose:

Students will gather ideas about the different aspects of their own identity as they explore characterization in their novel and do various activities. This will help them write about their own identity at the end of the LES.

Summary:

Students mind map their initial response to the question “What makes you who you are?” Throughout the LES, they will add ideas to their mind map.

Procedure:

- Teacher will distribute one blank mind map per student and explain that students will be filling it in with information and ideas about the different facets of their own identity.
- Students will develop ideas as they progress through the activities of the LES and add it to their mind map.
- Students will use this information to write a response to the guiding question, “What makes me who I am?”
- Students will be shown an example of a mind map (one is provided or teacher may make their own)
- Students will be given time to map ideas they already have.
- Students should be asked to keep mind map handy throughout the LES as they will be asked to add to it periodically.

Resources/Tools – Mind map graphic (4_1)

Other suggestions: Students could use mind mapping software such as Inspiration or Freemind or web-based mind mapping applications, such as mindmeister (<http://www.mindmeister.com/>)

5 - LA: Introduce Books / Literature Circles

Purpose:

Students will be given a clear explanation of how literature circles work and how they will be evaluated.

Summary:

The teacher introduces the levelled novels with mini book talks and explains how the literature circles will work.

Procedure:

- Teacher will prepare ahead of time which book each student will be assigned, based on reading level and interest.
- Teacher will explain to the students that they will be assigned a novel at their reading level, but that they will all be exploring the same ideas (e.g. character) and working on the same tasks.
- Teacher will introduce each novel with a mini book talk to engage interest.
- The literature circle packages will be distributed to each student.
- The teacher will explain the functioning of the literature circles based on the provided handout.
- The teacher will assign dates for the lit circle meetings, and ask groups to discuss how many pages to read for each meeting and which roles they will take on for each meeting.

Recommended time: 30-40 minutes

Resources/Tools – Literature Circle graphic organizers and handouts (5_1, 5_2, 5_3, 5_4, 5_5). Suggested novels: *Juice* by Eric Walters, *Define Normal* by Julie Peters, *Bone* by Jeff Smith, *The Pigman* by Paul Zindel, *Al Capone Does My Shirts* by Gennifer Choldenko

6 - CT: Begin Levelled Novel

Purpose:

Students will practice what the teacher demonstrated during the modelling sessions using the anchor novel.

Summary:

Students read, activate reading strategies, respond, share in their literature circles and carry out tasks to build their understanding of character.

Procedure:

- Teacher will distribute novels to students each class and allow them to read silently for a sustained period of time (30 minutes or more).
- Students will fill in any pertinent information about their main character on their “character sketch” graphic organizer, work on their literature circle role sheet and complete any other tasks teacher has assigned them (e.g. response journal)
- Teacher will visit different students to conference with them about their reading as students are reading or working in their literature circles.
- Teacher will use an observation grid to evaluate their talk (handout)

Recommended time – Four weeks

Resources/Tools – Observation evaluation grid (6_1), novels for each student

7 - LA: Nature vs. Nurture

Purpose:

Students explore the influence of heredity and upbringing on who they are.

Summary:

Students read articles discussing the two theories. They do a think-pair-share to answer the question “ How have nature and /or nurture influenced who you are?”

Procedure:

- Teacher will place students into pairs.
- Two texts on the topic of nature vs nurture will be given to each pair of students. Each student will read one of the texts.
- Students will be given time to read the text, highlight important ideas and prepare to explain the contents of the article to their peer.
- Students will take turns explaining the contents of their article.
- Teacher will distribute the graphic organizer “Exercising Critical Judgment” and students will fill in their opinion on which factor (nurture or nature) most influences who they are.
- Pairs share and compare their opinion.
- Students will then be asked to add whatever new ideas they have to their mind map.

Recommended Time: approx. 40 min

Resources/Tools – Focus tool – Exercising Critical Judgment, CCC 3_11, appropriate articles on Nature vs Nurture

8 - LA: Believe It or Not?

Purpose:

Students reflect on whether when they were born, what name they were given or birth order influences who they are.

Summary:

Students read and discuss “esoteric” theories regarding influences on personality (astrology, numerology and birth order) and how vague, right on or wrong they may be.

Procedure:

- Students are divided into groups of four.
- One set of texts is distributed to each group. The set should include texts on the 12 signs of the Zodiac, Chinese astrology, numerology and birth order.
- A copy of the graphic organizer, “Believe it or Not” is distributed to each student.
- Students read one text at a time and find out what it says about them and fill in the graphic organizer for each text.
- When they have finished each text, students discuss their findings and reactions. Question for discussion: Do you think who you are is influenced by any of these phenomena?
- Students may write a personal response to the activity or simply add ideas to their mind map.
- Extension activity: Students may choose one “theory” and apply it to the main character of their novel and explain whether it matches that character or not.

Resources/Tools – Graphic organizer, “Believe it or Not” (8_1), Teacher will have to provide either web links or hard copies of texts based on the twelve signs of the zodiac, Chinese astrology, numerology and birth order.

Recommended sites – <http://pbskids.org/itsmylife>, <http://members.aol.com/AspireA1/index2.html>, wikipedia for western and Chinese zodiac signs

9 - LA: That’s What Friends and Foes Are For

Purpose:

Students explore how friends and foes influence who they are.

Summary:

Students consider how the protagonist is influenced by both his/her friends (allies) and foes (i.e. antagonists). Students use their levelled novels to complete a t-chart to map their ideas.

Procedure:

- Teacher will use an overhead or projection of a blank T-chart to model this activity.
- Teacher will ask students for ideas about how friends and foes influence the main character in the anchor novel.
- Teacher will fill in the blank t-chart with the class so the students may see how it is done.
- T-charts are distributed to each student.
- Students are asked to fill in the chart with information from their novel.
- Students are given time in their literature circles to compare ideas and add new information to their T-chart.
- Students should keep t-chart as a source of information of ideas for the writing of the character sketch.
- Students add any new ideas to their mind map about how friends and foes influence who they are.

Recommended time: approx. 30 minutes

Resources/Tools – T-chart (9_1)

10 - CT: Character Sketch

Purpose:

Students demonstrate their understanding of the characterization in their novel with a detailed analysis

Summary:

When students have finished their leveled readers, they write a character sketch on the main character of their novel.

Procedure:

- Teacher will explain that students will write a character sketch about the main character, using the information they have gathered on the “Character Sketch” graphic organizer and t-chart from the previous activity.
- Students will be asked to provide a good sense of who their character is, why he/she is that way (influences) and how they evolved over the course of the novel.

- Teacher will model the writing process with the students by collectively writing on the main character of the anchor novel.
- Students will be given a copy of the “Character Sketch” checklist to use during their writing and for peer revision.
- Teacher may want to evaluate the writing activity using the provided rubric.

Extension Activity: Teacher may ask the students to present their character sketch in the form of a formal talk (a rubric has been provided for this option).

Resources/Tools – Character Sketch checklist (10_1), rubric for sketch evaluation (10_2), rubric for formal talk (10_3)

Other suggestions - Students use an online environment to share their character sketches in order to facilitate peer review and share with an audience. The environment may be a learning management system (such as moodle or sakai), a wiki, or a blog.

11: LA/CT: Me-Dia

Purpose:

Students explore how the media, and more specifically advertisers, influence who they are by tapping into and creating their new wants and needs.

Summary:

Students learn about how advertisers target audiences with specific persuasive techniques. They use their knowledge to produce an ad that would effectively target their own consumer group.

Procedure:

- Students view a video clip from a television or Internet commercial (recommended: Dove evolution video) that promotes a product using persuasive techniques.
- Students then are asked to react to the commercial using the think-pair-share technique by responding to the questions, “What point do you think they are trying to make?” and “How does the message help them sell their own products?”
- Students are divided into groups of four and asked to describe 3 techniques advertisers use (in general).
- The handout “Persuasive Techniques in Advertising” is distributed to the students and the class goes over the main techniques.
- Students compare their responses to the techniques identified on the handout.
- Additional ads from magazines, other print sources, or the Internet are provided to the students and analyzed using the questions on the handout, “The Great Ad Hunt”.

- Students are asked to use the handout “Analyzing a TV ad from Home” as an at-home exercise and present it to the class the following day.
- Students are asked to find their own example of an ad that focuses on masking reality from media sources and analyze it according to the questions on the handout, “Persuasive Techniques in Advertising”.
- Students will present their ad in a formal talk. (evaluated using formal talk rubric)
- Students are divided into pairs and asked to create a dynamic print or video ad to sell one of the following ordinary “image” products (acne medication, hair product, beauty product, clothing, scent product).
- Students use Focus graphic Organizer CCC4_4 –“Exploring Different Modes” to generate some ideas on how to create their ad
- Students present their ad to the class and reflect on their ad. They should explain why they think their ad is effective and what techniques they used. Teacher may evaluate this production using the rubric provided.
- Students are asked to add whatever new ideas they have to their mind map.

Recommended time: 150 minutes (or longer depending on media chosen for presentation)

Resources/Tools – Handouts - “Persuasive Techniques in Advertising”, “The Great Ad Hunt”, and “Analyzing a TV ad from Home” (11_1). Focus Graphic Organizer CCC 4_4 – “Exploring Different Modes” – Evaluation Rubric – Ad (11_2), Rubrics for Talk (10_3) – Graphic Organizer – Storyboard (11_3)

12 - CT: Me, Myself, and Why

Purpose:

Students use what they have learned throughout the LES about identity and influences, to analyze who they are, and what has influenced them to become who they are.

Summary:

Students write to respond personally to the guiding question, “What Makes Me Who I Am,” using the ideas they have collected on their mind map.

Procedure:

- Teacher explains that students will now do a kind of “character sketch” about themselves.
- Students will use a writing process (a draft, revision and editing, peer revision, and a final copy) to respond to the guiding question: Me, myself and why – What makes me who I am?
- Students are encouraged to use ideas on their mind map as a resource

- Teacher will suggest ideas for development: Describe what kind of person you are (the good and bad). Describe the different influences that have helped shape who you are. Describe how you are changing.
- Teacher will use the writing activity rubric in order to evaluate the students.

Resources/Tools – “Me, Myself and Why” Writing Checklist (12_1), Writing evaluation rubric (12_2)

Other suggestions - Students may use online environment in order to revise, edit, conduct peer review and display to a wider audience. Suggested environments include learning management system (e.g. moodle, sakai), blogs, wikis or collaborative documents such as google docs