

Once Upon A Time: Demonstrating Social Responsibility Through Storytelling Unit Plan

Grade: Middle School (Grade 6-9)
Subject: English, ESL and other Language Arts
Time: 12/ 80min lessons
Topics <ul style="list-style-type: none"> • Story telling both written and oral • Cause and effect of actions • Social responsibility and social values • Environmental awareness
Goals of the unit <p>Dr. Pamela Rutledge said, “Stories are how we think. They are how we make meaning of life. Call them schemas, scripts, cognitive maps, mental models, metaphors, or narratives. Stories are how we explain how things work, how we make decisions, how we justify our decisions, how we persuade others, how we understand our place in the world, create our identities, and define and teach social values.” The main goal of this unit is to explore themes of social responsibility and engage students in story telling as a way to teach values and lessons. Students will create their own stories to teach about a social responsibility theme of their choosing and then create a Prezi presentation with illustrations or photography and voice recording to present to the class.</p>
Curriculum expectations <ul style="list-style-type: none"> • Support students’ English development of reading, writing, listening and speaking. • Introduce concepts of social responsibility and themes. • Support students’ critical thinking and reflective skills development.
Suggested Accommodations and Modifications <ul style="list-style-type: none"> • Have two students act as peer tutors during the completion of the culminating activity. It will work best if the peer tutors are students with a high level of English fluency and act as the teacher’s assistant. • The groups for both the pre-lesson, learning through stories, and the culminating assignment can be chosen by the teacher and students can be grouped by ELL level. For example the level 1.5 ELLs can be in a group together. A peer tutor can be assigned to support this group. • Students will choose if they want to draw their illustrations or if they want to use photography or other images as their story illustrations. • For students who are struggling to brainstorm ideas the teacher can guide them with providing three options to support students to start their work. • For podcast recording, groups will be able to choose which members will do the recording. If there are students whose oral level is very low, they will not be required to record their voice. • There is minimal instruction time, providing the teacher opportunity to circulate and offer support and make assignment modifications.

Resources

- *Explore: The Lost Islands* Ed. Kazu Kibuishi and copies of the story “Rabbit Island” for lower level students in class. ([Chapters Link](#))
- *Explore: The Mystery Box* Ed. Kazu Kibuishi and copies of the story “The Soldier’s Daughter” for higher level students in class. ([Chapters Link](#))¹
- 10 folders to keep groups’ work in (8 groups and 2 peer tutors).
- 10 large paper clips to keep handouts together in folder (8 groups and 2 peer tutors)
- 10 Culminating Assignment Handouts with grading rubric and checklist.
- Copies of all handouts.
- Knowledge of how to use Prezi Presentation Software (prezi.com) and make podcast recordings. If you are using MAC you can make podcasts with Garage Band.
- Exemplar by teacher of a completed Social Responsibility Story Assignment created in Prezi with voice over podcasts and illustrations or pictures.
- Paper for groups drawing their stories’ illustrations.
- Access to cameras/iPads/smartphone cameras for groups photographing their stories’ illustrations.
- Computer room access for groups to prepare their stories in Prezi and record their podcasts.
- In class computer with screen and internet access to show the final group Social Responsibility Story Assignment during the last lesson.

Lessons	Teaching Plan
<p style="text-align: center;"># 1 Learning Lessons Through Stories (See Appendix A for Lesson Plan)</p>	<p>In this lesson students will work in small groups to read a graphic story, make connections between the characters’ actions and the results of those actions. Then in larger groups students will further explore the actions characters made and identify three good or positive choices, and articulate the stories lesson and greater connection of that lesson to their lives.</p> <ol style="list-style-type: none"> 1. Hook students with a quote by Philip Pullman “After nourishment, shelter and companionship, stories are the thing we need most in the world.” Ask students if they agree with the quote. Ask what they think about storytelling and if they like to hear or read stories. 2. In small groups students read a graphic story from Kibuishi’s book and complete the first activity sheet. 3. Each small group will combine with one other small group who read the same story to form a large group. Students will combine their learning from the first activity sheet to complete the second activity sheet.

¹ The books by Kibuishi are intended to be an example of what can be used. Other books or graphic stories can be used instead, depending on availability, students levels and teacher’s preference.

	<p>Assessment:</p> <ul style="list-style-type: none"> The second activity sheet will act as an assessment of learning to determine if the students are ready to proceed with the unit.
<p># 2 Social Responsibility Cause and Effect</p>	<p>Students will learn more about the term “social responsibility” and complete an activity where they will choose the results of choices that could be made from different situations.</p> <ol style="list-style-type: none"> Hook students by telling them you have found a lost wallet with no ID and 500RMB (\$85 CAN). Ask them what you should do. On the board write down the suggestions given. Thinking out loud modeling how you would make your choice and share your reason with the class. E.g. I would choose to give the wallet to the school guards so they can keep it safe and hopefully the person who lost the wallet would ask them if it was found. Show a picture that represents the word “social.” Ask if they know the word’s meaning. Write the definition on the board “living or disposed to live in companionship with others or in a community” (Dictionary.com). Show a picture that represents the word “responsibility.” Ask if they know the word’s meaning. Write the definition on the board “the state or fact of being responsible, answerable, or accountable for something within one's power, control, or management” (Dictionary.com). In groups (3-4, of their choosing) students will be given a card with a situation on it. Their task will be to identify two socially responsible choices the person can make and the possible results of those choices. They will record their answers. Students will change cards with another group 3-4 times depending on how long the activity needs or class time available. Before leaving students will complete an exit slip where they will define the term social responsibility and one choice their group came up with and explain why they think it was socially responsible. <p>Assessment:</p> <ul style="list-style-type: none"> As part of assessment for learning students will submit Exit Slips so the teacher can assess how well they understand the term social responsibility.
<p># 3 Culminating Assignment</p>	<p>Students will be introduced to the unit’s culminating assignment, assigned their groups and given time to start brainstorming ideas for their children’s story.</p>

<p>Introduction and Brainstorming</p> <p>(See Appendix B for Lesson Plan)</p>	<ol style="list-style-type: none"> 1. Tell students that today will start the first day of a large project where they will be making their own children's stories to teach a lesson about social responsibility. 2. Teacher shows short exemplar of the Prezi with podcast voice over and photos/illustrations to show the assignment expectations. 3. Students are assigned to groups of 3 based on their ESL levels. Peer tutors will be assigned to support the two lowest level groups. 4. The remainder of class time will be used to start the assignment, ask questions and brainstorm ideas. <p>Assessment:</p> <ul style="list-style-type: none"> • Groups will complete a learning log on the brainstorming handout, which will act as both assessment as learning for the students and assessment for learning for the teacher. • General formative assessment will also be done by the teacher as students work on their assignment and the teacher circulates to ask questions and ensure everyone is able to start the assignment.
<p># 4 Story Plot Outline</p> <p>(See Appendix C for Handout)</p>	<p>Students will become familiar with basic plot structure and terminology. Groups will then put their story into a story plot outline and complete a learning log.</p> <ol style="list-style-type: none"> 1. Teacher will present a mini lesson on plot structure and basic terms such as; setting, exposition/beginning, rising action and conflict, climax, falling action and resolution/ending. 2. Teacher will show an exemplar of plot using the original exemplar made to show the final culminating assignment. 3. Groups complete their own story's plot outline and learning log. <p>Assessment:</p> <ul style="list-style-type: none"> • Groups will complete a learning log on the story plot outline handout, which will act as both assessment as learning for the students and assessment for learning for the teacher.
<p># 5 & # 6 Writing and Illustrations</p> <p>(See Appendix D for Handout)</p>	<p>Groups will be provided a handout with the tasks and instructions for these classes and learning log questions.</p> <p>Note: For groups choosing to use photographs for their illustrations the teacher will need to preplan and organize for the use of classroom computers or the computer lab to allow students time to prepare their images.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Groups will complete a learning log on the writing and

	illustrations handout, which will act as both assessment as learning for the students and assessment for learning for the teacher.
# 7 & #8 Editing and Corrections (See Appendix E for Handout)	Groups will be provided a handout with the editing process provided. They will first have a peer edit their work and then the teacher. Groups will also complete a learning log after the editing has been completed.
	Assessment: <ul style="list-style-type: none"> Groups will complete a learning log on the editing and corrections handout, which will act as both assessment as learning for the students and assessment for learning for the teacher.
# 9 Story Board (See Appendix F for Handout)	Before going to the computer lab students will break their story and illustrations up into sections to be organized into a Story Board so they know what podcast to record for which pictures. Groups will also complete a final learning log before creating their Prezis.
	Assessment: <ul style="list-style-type: none"> Groups will complete a learning log on the Story Board handout, which will act as both assessment as learning for the students and assessment for learning for the teacher.
# 10 & #11 Computer Lab	Students will prepare their Prezi and record their podcasts to add to the Prezi.
	Note: During computer lab work the teacher and students will need to scan their drawn illustrations onto a computer to put the images into the Prezi. Assessment: <ul style="list-style-type: none"> Informal assessment will take place as the teacher circulates and supports groups record their podcasts and prepare their Prezis.
# 12 Story/Prezi Presentations	The teacher will use the URLs from the groups' Prezis to present the stories to the class. Students will watch each groups' Prezi and complete an exit slip with their favorite story chosen and three positive comments about the presentation.
	Assessment: <ul style="list-style-type: none"> Each groups' Culminating Assignment will be graded using the grading rubric as a summative assessment. Exit Slips will act as information assessments to ensure students understood the presentations.

Appendix A

Lesson #1 and Handouts
Learning Lessons Through Stories

Objective: To encourage students to think about the lessons they can learn through reading stories and how those lessons can support them in life.		
Outline	Students	Teacher
Hook	Students read the quote and quietly reflect on the questions asked. Students can choose to share their ideas, but it is not necessary.	Write the quote by Philip Pullman on the board “After nourishment, shelter and companionship, stories are the thing we need most in the world.” Ask students if they agree with the quote. Ask what they think about stories and what can be learnt through story telling.
Class Activity Introduction	Listen to instructions and ask questions.	Introduce the small group activity. (see below for First Activity Sheet Handout)
Groups Assigned	Get into groups and start reading their story.	Tells students the groups they are in, give time for them to get organized and hand out the stories and First Activity Sheet.
Working time	Work in their groups to read, understand and answer the questions on the first activity sheet.	Circulate and answer questions while providing support where needed.
Large groups form	Groups form into their large groups and combine their learning from the first activity sheet to complete the second activity sheet	Instruct each small group to combine with one other small group who read the same story to form a large group. Tell students to complete the large group activity (see below for Second Activity Sheet Handout). Circulate to provide support.

First Activity Sheet Handout

Names: _____, _____, _____, _____, _____





Story Title: _____

By: _____

What happened in the story?	
•	•
•	•
•	•
•	•
•	•



Actions Done

Example 1	Example 2	Example 3	Example 4
 Result	 Result	 Result	 Result

Thoughts about story	Opinions about story	Feelings about story
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Second Activity Sheet Handout

Names: _____, _____, _____, _____, _____, _____,
_____, _____, _____

Story Title: _____

By: _____

In your large group look at what both groups wrote on your pieces of paper (graphic organizers). Talk about your answers, thoughts, feelings and opinions. As a large group answer the questions below.

Top 3 Actions

Choose three **GOOD or POSITIVE** actions that the characters in your story chose and explain why you picked them. (6 marks)

Action #1	Action #2	Action #3



Why...	Why...	Why...
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

What was the lesson of your story? Explain (2 marks)

How can you use this lesson in your life? Explain (2 marks)

/10

Appendix B

Lesson #3 Exemplar and Handouts
Culminating Assignment Introduction and Brainstorming

Objective: Students will be introduced to the unit’s culminating assignment, assigned their groups and given time to start brainstorming ideas for their children’s story.		
Lesson Plan Outline		
Outline	Students	Teacher
Culminating Assignment	Students learn about assignment.	Introduce the group Social Responsibility Story Assignment and assignment checklist (see below for sample).
Exemplar Prezi	Students watch the exemplar to see what they are expected to do.	Show the short exemplar of the Social Responsibility Story Assignment.
Organizing Groups	Students form groups and collect handouts and folders.	Tell students the groups they will be working in and provide assignment handouts, folder and ask peer tutors to work with the lowest level groups.
Brainstorming	Students start to brainstorm ideas about social responsibility and their story. When they are done they will complete the learning log.	Ensure students are using their brainstorming handout (see below for a sample) and understand the assignment.

Culminating Assignment Handout

Names: _____

Social Responsibility Story Assignment

In this unit we have been talking about social responsibility and storytelling. In groups of 3 you will chose a social responsibility topic and write a story to teach children about your topic. Your story will include illustrations and be presented using Prezi with podcast recording. Please read the grading rubric below and the assignment checklist on the back of this page.

Social Responsibility Story Assignment Grading Rubric

	3	2	1
The Story	The story had a clear beginning, rising action with conflict, climax, falling action and resolution. The story was easy to follow and made sense.	The story had a beginning, rising action with conflict, climax, falling action and resolution. The story was fairly easy to follow, but a little unclear.	The story did not seem finished and/or was confusing. There was detail missing and it could not be understood.
The Illustrations	Illustrations or pictures match the podcast recording and are easy to understand and give detail to the story.	Illustrations or pictures mostly match the podcast recording and can be understand and give some detail to the story.	Some illustrations or pictures are missing or they do not match the podcasts. There is detail missing.
Presentation	The presentation was clear and included 6-10 pictures with matching oral podcast and could be understood well.	The presentation was mostly clear and had at least 6 pictures with matching oral podcasts, but may be missing detail.	The presentation was sort of clear, but hard to follow in some places and/or was missing detail.
Time	Presentation was 8-10 mins.	Presentation was close to 8mins.	Presentation was much less than 8mins.
			Total: /12

Comments: _____

Social Responsibility Story Assignment Checklist

- Read assignment and ask questions if needed.
- Brainstorm social responsibility topics.
- Brainstorm story ideas.
- Complete the brainstorming learning log.

- Do your story outline.
- Complete the story outline learning log.
Teacher's signature _____

- Decide if your group will draw illustrations or use photos.
- Choose who will write the story.
- Choose who will work on the illustrations.
- Complete the writing and illustrations learning log.

- Have a peer group edit your story.
Peer's signature _____
- Have the teacher edit your story.
Teacher's signature _____
- Complete the editing and correction learning log.

- Do your Story Board.
- Complete the Story Board learning log.

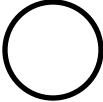
Computer Lab

- Choose a Prezi template.
- Put your illustrations into the Prezi.
- Record podcast readings of your story.
- Add podcasts to the Prezi and preview presentation.
- Give your teacher your Prezi's URL.

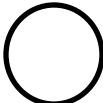
Names: _____

Brainstorming Handout²

A. Use this space to brainstorm ideas about social responsibility.



B. Use this space to brainstorm ideas for your story.



C. When you are done your brainstorming, answer the Learning Log questions.

1. What social responsibility topic did your group choose to write about?

2. What did each group member do today?

3. Does your group have any questions?

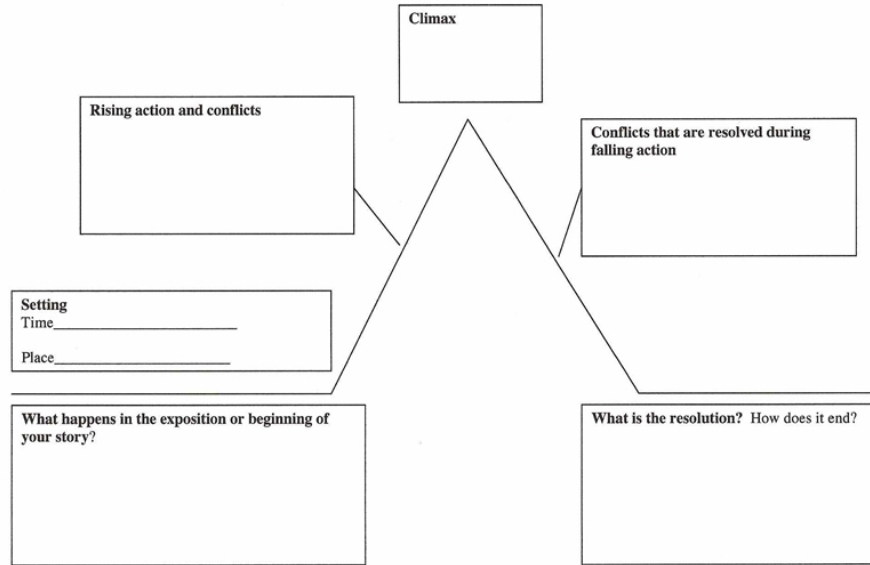
² Note: This handout is just a sample, I would make the brainstorming boxes much larger to use with students.

Appendix C

Names: _____

Story Plot Outline Handout³

A. Using your brainstorming ideas complete the story plot outline to further develop your story.



B. When you are done your outline, answer the Learning Log questions.

1. Write 3 things your group learnt by doing the brainstorming and plot outline.
 - 1) _____
 - 2) _____
 - 3) _____
2. Write 2 ways your group worked together on the plot outline.
 - 1) _____
 - 2) _____
3. Write 1 question you have about the plot outline, assignment or class.
 - 1) _____

³ For my class I would provide a larger copy of the story plot outline. This outline is a sample and came from the website "From Rubbish to Publish."

Link: <http://rubbishtopublish.com/writing-tools/general-writing-information/story-structure-plot/>

Appendix D

Names: _____

Writing and Illustrations Handout

A. Now is the time for you to start to write your story and create the illustrations.

- Writing paper is at the front of the room.
- Drawing paper and colour pens are at the front of the room.
- If you need to use the computer for your illustrations (photography) talk to the teacher.

B. When you are done writing your story answer the Learning Log questions.

1. What did each group member work on?

2. How do you feel about your story? Are there any changes you want to make?

3. Do you have any questions or need any help?

Appendix E

Names: _____

Editing and Corrections Handout

A. Editing and Correction steps.

1. First, when you have finished writing your story, ask another group to edit it for you and have them sign their name on your assignment checklist.
2. Second, ask the teacher to edit your story and get their signature on your assignment checklist.
3. Third, make the corrections to your story.

B. When your story has been edited and corrected answer the Learning Log questions.

1. How does your group feel about the edits made?

2. What did each group member do today?

3. Do you have any questions?

Appendix F

Names: _____

Story Board Handout

A. Complete the Story Board.

Prezi Screen (What will the audience see?)	Podcast Script (What will the audience hear?)
Picture	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Picture	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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B. When you are done your Story Board answer the Learning Log questions.

1. Is your group ready to work on the computer? **Y** **N**
2. If no, what do you still need to do?

3. Do you have any questions before starting to create your Prezi and podcasts?
