

# Course Profile

## **English**

Grade 9  
Applied

• *for teachers by teachers*

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#### Acknowledgements

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## Unit #1: Narrative Forms and Voices

**Time:** 25 hours

**Unit Developers:** Linda May Bell, Laura Cannon-Sherlock, Karen Fraser, Larry Hincks, Peggy Raeburn-Bell, Wilf Smyth, Meg Young

**Development Date:** February-April 1999

### Unit Description

The students will develop an understanding of the conventions of narrative literature and language. The students will read and study a range of short narratives including: short stories, novellas, narrative poetry, myths, legends, short animated films, and short feature films. The students will use their knowledge of the elements of narrative, such as plot, character, setting, conflict, theme, and atmosphere to understand and interpret narrative texts. The students will record their thoughts, ideas, and feelings in a variety of personal and interactive responses, and will create and share their own narratives. The students will write descriptive and expository paragraphs, thereby providing a foundation for writing the five-paragraph essay. On-going personal reading and writing are essential for students to develop mature communication.

### Strands and Expectations

**Strands:** Literature Studies and Reading, Writing, Language, and Media Studies

**Overall Expectations:** LIV.02P, LIV.03B, WRV.03P, WRV.04B, WRV.05B, LGV.01P, LGV.02B, MDV.01P

**Specific Expectations:** LI1.02P, LI1.03B, LI1.07P, LI3.01P;  
WR1.03P, WR2.01P, WR2.02P, WR2.03P, WR2.04P, WR3.03P,  
WR3.04P, WR4.02B, WR4.03P, WR4.04B, WR5.06P, WR5.07B,  
WR5.09B, WR5.10B, WR5.11B, WR5.14B, WR5.12B, WR5.15B,  
WR5.16B;  
LG1.01B, LG1.02B, LG1.05P, LG1.06B, LG1.07B, LG2.01P, LG2.03P,  
LG2.04;  
MD1.02P, MD2.01P.

### Activity Titles

Activity 1	Introduction to Narrative Form	150 minutes
Activity 2	The Structure of Narrative Fiction	225 minutes
Activity 3	Setting and Atmosphere: "It was a dark and stormy night..."	150 minutes
Activity 4	Narrative Point of View	150 minutes
Activity 5	Characterization: A Blueprint for Character	225 minutes
Activity 6	Themes in Narrative Fiction	225 minutes
Activity 7	The Whole Picture	75 minutes
Activity 8	Create Your Own Narrative	300 minutes

### Unit Planning Notes

- The teacher needs to develop a collection of short narratives (ballads, media works, music videos, and short films).
- The teacher-librarian will prove invaluable in co-planning this unit.

### Prior Knowledge Required

- Students should be familiar with Response Journals and co-operative learning principles as outlined in the [The Ontario Curriculum Grades 1-8: Language](#) document.
- Students should have knowledge of print and electronic thesauri, and dictionaries.

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## Teaching/Learning Strategies

Since students learn in a variety of ways, teachers must accommodate various learning styles in their teaching. For this applied course, approaches should be more concrete than abstract. The students must be given opportunities to work independently, with partners, in small groups, and with the whole class. There should be a range of activities to provide the students with optimal opportunities to develop their language skills. In addition to teacher lectures or instruction, the Socratic lesson and whole class discussion, students should be provided with opportunities for brainstorming, experimenting, discussing, debating, interviewing, researching, writing, role playing, dramatizing, designing, and constructing. In the English classroom, the use of personal and interactive Response Journals will help students to identify their ideas for writing and discussion and focus their awareness on their own learning.

## Assessment/Evaluation

The teacher must develop and utilize a full repertoire of assessment and evaluation tools and strategies: check lists, rubrics and exemplars, criterion-referenced tests, examinations, performance-based tasks, and assignments to measure students' achievement against the course expectations.

Both formative and summative evaluation must be used to enhance student learning and to ensure fair evaluation. All evaluation procedures must include opportunities for learning. Students must be given opportunities for peer-evaluation, self-evaluation, and involvement in the design of evaluation criteria.

Accommodations in assessment are necessary to ensure that the assessment accurately measures student learning. Such accommodations are appropriate for exceptional students and those for whom English is a Second Language. Assessment tools and strategies should reflect a sensitivity to the cultural diversity within the English classroom.

## Resources

- National Film Board of Canada, C.B.C., TVO web site, Clio Awards  
Barry, J. (Ed.) Coast to Coast Stories, Poetry, Non-fiction and Drama. Toronto: Nelson Canada, 1995. ISBN 0-17-604-704-2  
Canadian Oxford Dictionary. Don Mills: Oxford University Press, 1999.  
ISBN 0-19-541120-X  
Geddes, G. (Ed.) Art of Short Fiction. Toronto: Addison Wesley Longman, 1993.  
ISBN 0-00-647424-1  
Moss, D. and T. Goldie. (Eds.) An Anthology of Canadian Native Literature in English. Toronto: Oxford University Press, 1992.  
Perreault, J. and S. Vance. (Eds.) Writing the Circle/Native Women of Western Canada. Edmonton: Newest Publishers Ltd., 1993. ISBN 0-920897-882  
Transparencies for Writing: Literature: The English Tradition. Englewood Cliffs, NJ: Prentice-Hall, 1991. ISBN 0-13-981929-0

## Activity #1: Introduction to Narrative Form

**Time:** 150 minutes

### Description

This introductory activity is a diagnostic tool to assess students' prior knowledge of the narrative form. Information from this activity will enable teachers to determine the focus of activities in this unit and to prepare to meet the needs of students for remediation, consolidation, and for enrichment.

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## Strands and Expectations

**Strands:** Literature Studies and Reading, Writing, and Language

### Overall Expectations:

At the end of Grade 9, students will

- LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts.

### Specific Expectations:

Students will

- LI1.02P - select and read texts for a variety of purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and using information, extending personal knowledge, and responding imaginatively;
- LI2.02P - use knowledge of elements of the short story, such as plot, character, setting, conflict, theme, and atmosphere, to understand and interpret texts in the genre;
- WR5.07B - identify and correct sentence fragments, run-on sentences, and comma splices;
- LG2.01P - use listening techniques and oral communication skills to participate in group discussions. ✨

## Planning Notes

- The teacher will determine parameters for classroom management and course expectations.
- The teacher will establish criteria for notebook assessment.
- The teacher will have selected a short story suitable for the level and the composition of the class.
- The teacher will generate a fill-in-the-columns organizer which reviews narrative elements:

Plot	Setting	Atmosphere	Point of View	Character	Theme
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- The teacher will find a short narrative video which contains the six elements outlined above.

## Prior Knowledge Required

- The students will have some knowledge of the narrative form.
- The students will have met expectations as outlined in [The Ontario Curriculum Grades 1-8: Language](#) document. The teacher may benefit from contacting feeder schools to establish the content of specific Grade 8 programs.

## Teaching/Learning Strategies

1. At the outset of the unit, the teacher will clearly establish parameters regarding classroom management and course expectations (e.g., policy regarding late assignments, attendance procedures, resources or materials for class, course outline, assessment and evaluation practices, personal response journals, media logs, writing portfolio, notebooks, and other departmental policies).
2. To allow students to become acquainted with each other, the teacher will engage them in an introductory activity (e.g., Would you rather?). Students will circulate, ask questions of each other, and then explain why they made the choices they did.
3. The teacher will distribute questionnaires to students which serve a three-fold purpose: a diagnostic tool for writing complete sentences, information gathering about students, and self-esteem building for students. Alternatively, students could be asked to write a Letter of Intent to the teacher outlining their previous school history, their strengths and weaknesses, their needs, their skills to share, their intended final mark, what they are willing to do to achieve this mark, and what they need from their peers and teacher to be successful.
4. The teacher will review note-taking techniques and will provide evaluation criteria for notebooks.

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5. The teacher will explain to students that Activity #1 is a diagnostic activity to help focus their unit of study on the narrative structure. The results can be used by the teacher for remediation, consolidation, and enrichment.
  6. The teacher will share the following quotation: “We dream in narrative, daydream in narrative, remember, anticipate, hope, despair, believe, doubt, plan, revise, criticize, construct, gossip, learn, hate, love by narrative” (Barbara Hardy). Using this quotation, the teacher and the students will define what a narrative is.
  7. The teacher will review the definitions of the narrative elements. The students will record definitions in a glossary in their notebooks. This glossary will be expanded regularly throughout the course. The first entry will be a definition of “narrative”.
  8. All students will read a second short story silently, and the teacher will lead a discussion applying the elements of fiction to that story.
  9. The students will view a narrative video, then each student will complete the organizer independently, identifying the narrative elements from the video.
  10. Each student will write independently a four to five sentence plot summary of the video and submit for teacher evaluation.
  11. Using information from the organizer, the teacher will modify the following activities to suit the students’ needs (i.e., remediation, consolidation, or enrichment).

### **Assessment/Evaluation**

1. Formative:
  - teacher’s observation notes on participation (LG2.01P)
  - letter of intent or questionnaire
  - materials preparation
2. Diagnostic:
  - assessment of knowledge of narrative elements from organizer based on video
  - assessment of writing skills based on paragraph summary and letter/questionnaire

### **Resources**

- Appleford, D. (Ed.) SF: Inventing the Future. Agincourt: Books Society of Canada, 1972. ISBN 0-7725-5065-4
- Barton, B. and D. Booth. Stories in the Classroom: Storytelling, Reading Aloud and Roleplaying with Children. Markham: Pembroke Publishers, 1990. ISBN 0-435-08527-1
- Bemister, M. Thirty Indian Legends of Canada. Vancouver: J.J. Douglas, 1973. ISBN 0-88894-025-4
- Booth, D. and C. Thornley-Hall. (Eds.) Classroom Talk. Markham: Pembroke, 1991. ISBN 0-435-09596-4
- Ellsworth, B. and A. Keller. (Eds.) English Simplified Canadian. Toronto: Addison Wesley Longman, 1996. ISBN 0-673-99962-9
- Fisher, D., and S. Jeroski. Voices 1: Contemporary Short Fiction. Toronto: Oxford University Press, 1993. ISBN 0-19-540887-X
- Fisher, D., and S. Jeroski. Voices 2: Contemporary Short Fiction. Toronto: Oxford University Press, 1993. ISBN 0-19-540888-8
- Gordon, J. Fiction: The Elements of the Short Story. Illinois: National Textbook Co., 1999. ISBN 0-8442-5991-8
- Hargreaves, H. North By Two Thousand: A Collection of Canadian Science Fiction. Toronto: Peter Martin, 1975.
- Hayakawa, S. Language In Thought and Action. 3<sup>rd</sup> ed. New York: Harcourt Brace Jobanovich Inc., 1972. ISBN 0-15-550118-6
- Hill, K. Glooscap and His Magic: Legends of the Wabanaki Indians. Toronto: McLelland and Stewart, 1973. ISBN 0-89845-479-4
- Kooy, M. (Ed.) Reading Response Logs. Markham: Pembroke, 1996. ISBN 0-435-07208-0
- Moss, S. (Ed.) The World’s Shortest Stories. Santa Barbara, CA: Fithian Press, 1995. ISBN 1-880284-11-1

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- Norton, S., and B. Green. The Bare Essentials, Form A Canada: Harcourt Brace and Co., 1996. ISBN 0-7747-3361-6
- Roman, T. (Ed.) Voices Under One Sky: Contemporary Native Literature: Reflections and Fiction & Non-Fiction. Scarborough: International Thomson Publishing Nelson Canada, 1994. ISBN 0-89594-720-X
- School Achievement Indicators Program: Report on Reading and Writing Assessment 1998. Toronto: Council of Ministers of Education, Canada, 1999. ISBN 0-88987-116-7
- Tesenga, S. and M. Bell. Character, Plot, and Setting: Contemporary English Modules. Morriston, NJ: Silver Burdett, General Learning Corp., 1975.

### **Accommodations**

1. Peer mentors could assist with the reading and writing tasks (see diagnostic paragraph, questionnaire, and letter of intent).
2. In consultation with the teacher-librarian, Circular 14, and MET book selection procedures, consider a variety of stories that reflect various cultural backgrounds.
3. Talking books are available from the W. Ross McDonald School for the Blind and local public libraries for those who are sight impaired or language impaired.
4. Televisions equipped with closed-captioning should be available for students who are hearing impaired.
5. Complete a diagnostic check for knowledge and understanding of content for those students for whom English is a second language.

### **Activity #2: The Structure of Narrative Fiction**

**Time:** 225 minutes

#### **Description**

In this activity, students will review the structure of a narrative plot graph and will know the following literary terms: introduction, inciting incident, crisis, conflict, climax, dénouement, resolution. The students will apply this structure to a variety of narrative texts. The students will recognize that plot structures vary. These variations represent the diversity of human experience and help to prompt enjoyment of life and reading by eliminating the predictability that accompanies sameness.

#### **Strands and Expectations**

**Strands:** Literature Studies and Reading, Writing, Language, and Media Studies

##### **Overall Expectations:**

At the end of Grade 9, students will

- LGV.01P – use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly;
- LGV.02B – use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences.

##### **Specific Expectations:**

Students will

- LI1.07P – identify how readers' different backgrounds might influence the way they understand and interpret a text;
- LI2.02P – use knowledge of elements of the short story, such as plot, character, setting, conflict, theme, and atmosphere, to understand and interpret texts in the genre; ✪
- WR4.03P – make constructive suggestions to peers, using prompts, check lists, open-ended statements, and questions;

- WR4.04B – edit and proofread their own and others’ writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation;
- WR5.15B – use punctuation correctly, including period, question mark, exclamation mark, comma, dash, apostrophe, colon, quotation marks, parentheses and ellipses;
- LG1.06B – recognize, describe, and correct sentence errors in oral and written language;
- LG2.01P- use listening techniques and oral communication skills to participate in group discussions;
- MD1.02P – identify and describe the elements used to structure media works in a variety of forms.

### Planning Notes

- The teacher will need a sample of a basic plot graph and a collection of short stories, narrative ballads, media works such as television commercials, short films, and/or music videos, that represent a variety of plot structures, including flashback, open-ended, multiple climaxes, and multiple endings.
- The teacher will prepare criteria and suggestions for oral presentations and co-operative learning.
- This activity may be enriched by making cross-curricular links with teachers from other subject areas.

### Prior Knowledge Required

- The students will be familiar with the elements of the plot graph and writing Response Journals.
- The students will be familiar with co-operative learning principles and expectations from The Provincial Report Card 1-8, 1998 and The Ontario Curriculum Grades 1-8 : Language 1997.

### Teaching/Learning Strategies

1. The teacher will review the expectations of co-operative learning and will explain the roles of group members: how to participate actively, how to express and listen to ideas within a group, how to deal with conflict within a group, and how to organize tasks and ideas (i.e., positive interdependence and individual accountability).
2. The teacher will present a short story, a short animated cartoon, or a television advertisement, that contains a simple plot to the class. Teachers must ensure that students understand the story (e.g., summarize, role play, response journal, explore unfamiliar terms utilizing a dictionary).
3. The class will graph the plot of the story to show how narrative events can be visually represented on a line. Then, using the plot graph, students will write definitions of elements in their glossaries.
4. The teacher will organize students into small groups, giving each group a visual stimulus (e.g., a photograph, a picture, an object) to provoke an idea for a storyline. Groups could be structured based on personal information gathered in questionnaires or Letters of Intent.
5. Each group will agree on a genre, such as myth, legend, fable, horror, action-adventure, science fiction, or mystery. Each group will brainstorm a series of plot events for a storyline in that genre and then plot these events on a line graph. Alternatively, the class could generate a story using a progressive story-writing technique (i.e., each student writes four lines based on the previous student’s four lines until contributions have been made by all students).
6. Groups will present their stories to the whole class by telling their stories and by displaying their line graphs (on chalkboard, overhead, or chart paper).
7. Students should be given an opportunity to comment on the stories they hear.
8. In a whole class discussion, students will be encouraged to describe stories, television episodes, and film treatments that represent a variety of plot structures. For example, *Star Wars* is open-ended because it leaves the door open for a sequel; *ER* depends on multi-climaxes to mirror the intensity of an emergency ward; flashbacks demonstrate how the decisions and actions of a character have repercussions on plot developments, as in many soap operas; or in *Star Wars: Episode I; Choose Your Own Adventure* series books demonstrate multiple endings; *Titanic* would

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not have been as popular if Jack had survived in the “they lived happily ever after” mode. A board/overhead chart will be developed and the teacher will consolidate the lesson by helping students to define the four alternative narrative structures: flashback, open-ended, multiple climaxes, and multiple endings. These structures, with definitions and an appropriate example, will be added to students’ glossaries.

9. Each student will be given a card identifying one of these structures. Each student will write an adapted version of his/her original small group plot line using this structure.
10. Group members will edit and proofread their own and others’ adapted versions of the story. One might have Peer Editors at the Script Meeting with specific assignments such as Grammar Checker, Spell Checker, Punctuation Proofer, and Content Analyst. The teacher will have instructed students to keep comments positive and constructive and to ask thoughtful questions of the writer to help him/her improve the final product prior to conferencing with and submission to the Production Assistant (teacher) for final evaluation.
11. In their Response Journals, students will: a) assess the merits of the plot structure they were assigned and suggest for which medium it would be most appropriate (e.g., an advertisement, a music video, a cartoon, a video game, film); b) reflect upon the diverse narrative structures and relate them to their own lives; and c) consider which storyline, television show, or movie their life stories resembles most.
12. Extension: After considering their own lives in Strategy #11 above, students will play the board game “Life” or one created by students and/or the teacher. Students move forward or backward on a board on a trip through life (or adolescence) depending on a series of instructions on game cards. For example, “You get a pimple on the day of the big DATE. Return to the drug store for Oxy-5.” or “Your parents give you extra allowance to go to the movies. Advance to the theatre: 3 spaces.” The students and the teacher will create the format, the rules of the game, and the board (on a computer if possible). They will observe problems and reflect at the end of the game on how they dealt with those “life issues.”

### **Assessment/Evaluation Techniques**

1. Formative:
  - informal teacher observation of group dynamics
  - peer evaluation of group participation
  - tracking sheet for class participation
  - Response Journal evaluation (LI2.02P)
2. Summative:
  - each group’s storyline
  - students’ stories
3. Diagnostic:
  - oral presentation skills

### **Resources**

National Film Board of Canada catalogue for short feature films.

CBC web site, TVO web site, Clio Awards for international commercials.

Hays, M., P. Joong and J. Shallhorn. *Grass Roots II*. Toronto: OSSTF, 1993.

Moses, D., & Goldie, T. (Ed.) *An Anthology of Canadian Native Literature in English*. Toronto: Oxford University Press, 1998. ISBN 0-19-541282-6

Midwood, D. K. O’Connor and M. Simpson. *Assess for Success*. Toronto: OSSTF, 1993.

Videos: *Clue* (multiple endings).

### **Accommodations**

1. The teacher could allow students to record their stories on tape.
2. A storyboard or cartoons would assist students for whom English is a second language.

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### **Activity #3: Setting and Atmosphere: “It was a dark and stormy night...”**

**Time:** 150 minutes

#### **Description**

This activity will review the literary terms setting, atmosphere, and foreshadowing. It will teach vocabulary to help students identify and describe atmosphere. It will review the steps of the writing process and paragraph structure. In the course of writing a descriptive paragraph, the teacher will review the following parts of speech: nouns, verbs, adjectives, and adverbs.

#### **Strands and Expectations**

**Strands:** Literature Studies and Reading, Writing, Language, and Media Studies

##### **Overall Expectations:**

At the end of Grade 9, students will

- WRV.03P – use a variety of forms of writing to express themselves, clarify their ideas, and engage the audience’s attention, imagination, and interest;
- WRV.04B – revise their written work, independently and collaboratively, with a focus on support for ideas, accuracy, clarity, and unity;
- WRV.05B – edit and proofread to produce final drafts, correctly using the grammar, spelling, and punctuation conventions of standard Canadian English with the support of print and electronic resources when appropriate.

##### **Specific Expectations:**

Students will

- LI3.01P – explain how authors use stylistic devices, such as simile, metaphor, personification, imagery, and foreshadowing, to achieve intended effects;
- WR3.03P – use a unifying image, emotion, or sensation to structure descriptive paragraphs or poems;
- WR5.06P – construct complete and correct compound and complex sentences, using the following sentences components: subject, predicate, object, subject complement; main and subordinate clauses; prepositional phrases;
- WR5.14B – use a variety of resources to correct errors in spelling;
- LG1.01B – describe strategies used to expand vocabulary;
- MD1.02P – identify and describe the elements used to structure media works in a variety of forms. \_

#### **Planning Notes**

- The teacher, possibly with student assistance, will locate two short video clips with contrasting settings (e.g., dark, stormy night vs. serene, sunny day) and generate a vocabulary list of words to describe atmosphere.
- The teacher will be familiar with the writing process and paragraph structure (i.e., the hamburger model). As preparation for the writing of the descriptive paragraph, the teacher will organize a work sheet on nouns, verbs, adjectives, and adverbs, several models of descriptive paragraphs, and pictures/video clips/music to stimulate creative ideas.

#### **Prior Knowledge Required**

- The students will require a basic knowledge of setting, atmosphere, and foreshadowing; nouns, verbs, adjectives, and adverbs; the writing process and structure of the paragraph.
- The students will know how to use dictionaries and thesauri, in both print and electronic formats.

#### **Teaching/Learning Strategies**

1. The teacher will introduce the literary terms “setting”, “atmosphere”, and “foreshadowing” through short contrasting video clips. The class will include these terms in their personal glossaries. The teacher may wish to have the students predict what they think will happen next in the video based on what they have gleaned from the setting and atmosphere.

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2. The teacher will provide a key “atmosphere” word list (calming, soothing, tranquil; grim, ominous, foreboding), and the students will use dictionaries and thesauri, electronic where possible, to generate additional words.
  3. The teacher will divide the class into groups, review the roles of group participants and remind them of the group process. Each group will be given a visual stimulus (e.g., photos, slides, collages, magazines) and will brainstorm a list of words that could describe the setting and atmosphere. The group will describe its visual image to the class using the word list and explain how the medium helped create this image.
  4. The teacher will distribute models of paragraphs describing setting, and the class will explore the methods writers have used to evoke atmosphere, particularly through the use of evocative nouns, verbs, adjectives, and adverbs. The teacher will also review the requisite steps of the writing process: plan, draft, revise and edit, and publish.
  5. A prepared worksheet on nouns, verbs, adjectives, and adverbs will be completed to ensure that students can discern these four parts of speech. The teacher should select, for instance, an entertaining or interesting paragraph (e.g., a review of a popular movie, a humorous descriptive paragraph) in which students identify a certain number of the four parts of speech.
  6. After examining model paragraphs and reviewing paragraph structure, students will be given a variety of visual stimuli (pictures, objects, slides) to write their own descriptive paragraphs. They will use the steps of the writing process to write the paragraph.
  7. Extension: Students will view a scene from a silent film or a video with the sound turned off. They will write a script appropriate for this scene, using dialogue and description to create atmosphere and indicate what sound effects would be used.

### **Assessment/Evaluation**

1. Formative:
  - vocabulary lists/comparisons
  - group evaluation rubric (MD1.02P)
  - teacher observation tracking sheet
2. Summative:
  - quiz on use of parts of speech (e.g., nouns, verbs, adjectives, adverbs)
  - rubric for writing (writing process included in rubric)
  - completed vocabulary list

### **Resources**

Chapman, M. (Ed.) Windows and Mirrors: Short Stories. Scarborough, Prentice-Hall, 1987.

ISBN 0-13-960444-8

Pratt, L. Grammar: Step-By-Step. Illinois: National Textbook Co., 1985. ISBN 0-8442-5490-8

Sebranek, P. Writers Inc. Wisconsin: Write Source, 1992. ISBN 0-939045-78-8

National Film Board of Canada catalogue

dictionaries and thesauri, both electronic and in print

teacher-created word lists

picture folios

computer lab

### **Accommodations**

1. Visually impaired students might benefit from the visual stimuli being translated for them by a peer so that they can “see” or they might be provided with mood music as a stimulus.
2. Augmentative communication may be provided for those who cannot write.
3. For students who have difficulty organizing information need structure, templates, sample paragraphs, words lists or a peer scribes might be useful.

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## Activity #4: Narrative Point of View

**Time:** 150 minutes

### Description

In this activity, the students will review pronouns, and the correct use of pronouns in order to prepare for the study of narrative point of view. The teacher will introduce the literary terms related to point of view, first-person and third-person, in preparation for an analysis of narrative point of view and students' application of the narrative point of view to their own writing and reading.

### Strands and Expectations

**Strands:** Literature Studies and Reading, Writing, Language, and Media Studies

**Overall Expectations:**

At the end of Grade 9, students will

- WRV.03P – use a variety of forms of writing to express themselves, clarify their ideas, and engage the audience's attention, imagination, and interest;
- LGV.01P – use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly;
- LGV.02B – use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting for specific purposes and audiences.

**Specific Expectations:**

Students will

- LI1.O2P – select and read texts for a variety of purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and using information, extending personal knowledge, and responding imaginatively;
- LI1.O3B – describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts;
- LI1.07P – identify how readers' different backgrounds might influence the way they understand and interpret a text;
- WR3.04P – use changes in time, place, or speaker to structure narrative paragraphs;
- WR5.O9B – make pronouns agree with their antecedents in number and gender;
- WR5.10B – use consistent and appropriate verb tense and voice (i.e., active and passive) for clarity in narrative and expository writing;
- LG1.05P – recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:
  - parts of speech: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections;
  - simple, compound, and complex sentences;
  - components of sentences: subject, predicate, object, subject complement, prepositional phrases, main and subordinate clauses;
  - agreement between subject and verb, and between pronoun and antecedent;
  - consistency of verb tense and voice; ✱
- LG2.03P – work with a partner to plan and make oral presentations to a small group, selecting and using vocabulary and methods of delivery to suit audience and purpose.

### Planning Notes

- The teacher will collect short narrative works (e.g., brief short stories, fairy tales, myths, narrative ballads) that illustrate the two narrative points of view. Students could be involved in providing examples.
- The teacher will prepare worksheets on the correct use of pronouns and pronoun agreement.

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### **Prior Knowledge Required**

- The students will recognize pronouns and will know the function of pronouns and will be familiar with the terms first- and third-person.
- The students will know the expectations for co-operative learning.

### **Teaching/Learning Strategies**

1. The teacher will review the correct use of pronouns focusing on person and case in order to clarify Strategy #2 (below). The worksheet could be in the form of a re-written, error-riddled narrative text that students will enjoy reading.
2. The teacher will introduce short narrative texts written from different points of view, including multiculturally diverse perspectives. The students will contrast the points of view (e.g., third-person point of view in the traditional version of “The Three Little Pigs” to the first-person point of view “The True Story of the Three Little Pigs”).
3. The teacher will lead a discussion on differences between the stories, specifically, narrative points of view. The class will construct Venn diagrams or comparison organizers to explore these differences: Who is telling each story? What discrepancies exist or what new information is provided? Does the narrator have any obvious bias? Is this bias positive or negative? In a discussion of bias, the teacher will explore other types of bias, including racial, cultural, and gender-related bias.
4. The class will brainstorm a brief scenario (e.g., a rewritten segment of a fairy tale, a fight, a current news event). The teacher will list the events so that students have a scene on overhead or chalkboard as an organizer for writing. Students will work in pairs: one person will write a description of the event from the first-person point of view, and the other will write a description from the third-person point of view.
5. After students have shared their descriptions, the class will examine the differences between the effects of first- and third-person narration (e.g., first-person is more immediate, experiential, and subjective; third-person is more distanced, observational, and objective).
6. The students will examine some practical examples of how a shift from first to third person point of view can alter one’s perceptions of an issue, an event, or a narrative text. For instance, using a news reporter’s version of an event and then examining an eye-witness’s account of the same story may reveal obvious differences.

### **Assessment/Evaluation Techniques**

1. Formative:     - teacher observation tracking list  
                      - teacher observation of co-operative learning
2. Summative:    - quiz on correct use of pronouns (LG1.05P)  
                      - a rubric, written on a written or oral point-of-view paragraph

### **Resources**

- Building English Skills: Orange Level. Evanston, IL. Houghton-Mifflin, 1981.  
ISBN 0-88343-874-7
- Chapman, M. (Ed.) The Reader Writes the Story. Toronto: Prentice-Hall, 1991.  
ISBN 0-13-763509-5
- Gill, S. and I. Sullivan. Native American Myths. Toronto: Oxford University Press, 1994.  
ISBN 0-19-508602-3
- Kalman, J., F. Ahenakew and G. Leitenberg. (Eds.) Voices of the First Nations. Toronto: McGraw-Hill Ryerson, 1995. ISBN 0-07-551691-8
- Robinson, S.D. Glide Path Destinations. Scarborough: Prentice-Hall Canada Inc., 1991.  
ISBN 0-13-356247-6
- Robinson, S.D. Overdrive Destinations. Scarborough: Prentice-Hall Canada Inc., 1991.  
ISBN 0-13-647546-9
- Simmons, J. S. The Short Story and You. Illinois: National Textbook Co., 1996.  
ISBN 0-8442-5545-9

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## Accommodations

1. Teachers should be careful when pairing students who have difficulty in peer relationships.
2. Students who have difficulties with task completion or visualizing the entire assignment work more confidently from models of completed assignments.

## Activity #5: Characterization: A Blueprint for Character

**Time:** 225 minutes

### Description

In this activity, the students will learn how a writer reveals and develops a character in a narrative work. They will also learn the conventions of writing dialogue as they explore how characters reveal themselves. As they write dialogue, students will consider the different levels of language, including the use of slang, jargon, dialect, colloquialism, and standard Canadian English.

### Strands and Expectations

**Strands:** Reading and Literature Studies, Writing, Language

#### Overall Expectations:

At the end of Grade 9, students will

- LGV.01P – use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly;
- LIV.03B – identify and explain the effect of specific elements of style in a variety of literary and informational texts.

#### Specific Expectations:

Students will

- LI2.01P – use knowledge of elements of drama, such as plot and subplot, character development and revelation, conflict, dialogue, and stage directions, to understand and interpret texts in the genre;
- WR2.02P – identify the specific audience for each piece of writing;
- WR5.16B – adapt punctuation and capitalization for the special requirements of direct quotations, scripts, dialogue, and poetry;
- LG1.01B – describe strategies used to expand vocabulary;
- LG1.02B – identify and explain examples of slang, jargon, dialect, and colloquialism as well as of standard Canadian English, in literary texts and their own oral and written work;✳
- LG1.07B – recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation, including:
  - spelling: homophones and possessive pronouns and adjectives;
  - capitalization of proper nouns and in direct quotations, scripts, dialogue, and poetry;
  - punctuation: period, question mark, exclamation mark, comma, dash, apostrophe, colon, quotation marks, parentheses, ellipses;
- MD2.01P – adapt a work of literature for presentation in another media form.

### Planning Notes

- The teacher will select short stories that provide examples of flat and round characters and that illustrate the methods of developing character (e.g., “showing” through a character’s words, actions, and thoughts; “telling” through other characters’ statements and through the author’s/narrator’s statements about a character).
- The teacher will prepare a worksheet on the use of punctuation in narrative dialogue, a list of adjectives and adverbs to describe character, and examples to illustrate the appropriate use of informal versus formal language (e.g., slang, jargon, dialect, colloquialism, and standard Canadian English).

- The teacher will book the cross-curricular computer lab and co-plan with the teacher-librarian or computer liaison.

### Prior Knowledge Required

- The students will have some knowledge of how an author reveals character.
- The students will recognize types of conflict and the terms protagonist and antagonist.
- The students will be familiar with adjectives and adverbs, the use of quotation marks, and levels of language (i.e., formal and informal).

### Teaching/Learning Strategies

1. Volunteers in the class will be given a card that describes a character (e.g., street person, member of a school clique, fairy tale character, entertainer). Each volunteer will improvise the character and the rest of the class must identify the type of character and character traits (and the character if it is a well-known figure). Alternatively, volunteers from the community (e.g., drama class students, actors) could be invited to portray various characters to achieve the same effect.
2. The teacher will debrief students, posing the following questions: How did the actors reveal character? Did they use words? body language? actions? all of the above? What levels of language were used to depict the character? What stereotypes were apparent? Who can identify the intended audience based on the language the actor(s) used?
3. The teacher will lead a discussion of the different levels of language the actors used in the above strategy. The teacher will define the terms slang, jargon, dialect, colloquialism, and students will brainstorm examples. The class will discuss different levels of English and when they can be used appropriately.
4. The teacher will introduce a generic list of vocabulary words that describe character and teach the methods writers use to delineate character such as “showing and telling” (see Planning Notes). A distinction will be made between author and narrator, protagonist and antagonist.
5. Students will read a story with clearly developed characters. They will then create and complete an organizer on the computer, using the sample below. The teacher-librarian may assist the class with this process. Computer lab orientation and/or a review of protocol may be necessary.

Character's Name	Character Traits	Technique(s) Used to Reveal Character	Textual Evidence
Little Red Riding Hood	generous	LRRH's actions	LRRH travels to her ill grandmother's house to deliver treats

6. The teacher will conduct a lesson on the conventions of narrative dialogue, focusing on the use of quotation marks, the placement of punctuation (e.g., commas, exclamation marks, question marks), and the use of new paragraphs for each new character's speech. The teacher will use examples from texts or worksheets to illustrate these conventions. Instruction on the conventions of script writing will be necessary, depending on the type of text being studied in class.
7. The students will select a character who is not physically present in a narrative work, but is either alluded to or could be included. The students will re-write a specific section of the story, delineating the new character using at least two of the techniques studied throughout this activity. Alternatively, the students, in pairs, will choose two characters from different texts and have them meet and clash in a struggle. Using a narrative text (script, dialogue, letters), the students will resolve the characters' conflict logically and effectively. The students might also assume the persona of a famous individual (e.g., entertainer, world leader, historical

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figure) and recall an incident that was a catalyst to the person's rise to fame. This latter strategy could involve library and Internet research, as well as cross-curricular learning.

8. Extension: The students will write and/or present their work in a choice of formats (e.g., audio or video recording of their script, dramatic reading, etc.).
9. Extension: The students may create a character profile of themselves that could be used as a measurement of their employability skills.

### **Assessment/Evaluation**

1. Formative: - participation rubric
2. Summative: - character organizer will be evaluated on the bases of completion, accuracy, depth and maturity of responses  
- quiz on dialogue and punctuation  
- rubric for writing assignment (e.g., character delineation) (LG1.02B)

### **Resources**

- Booth, D. The Writing Program 9. Toronto: Globe/Modern Curriculum Press, 1987.  
ISBN 0-88996-124-7
- Boswell, W., B. Lamont and J. Martyn. The Writer's Voice 1. Agincourt: Methuen Publications, 1984. ISBN 0-458-98450-7
- Hertsberg, J. Myths and Their Meaning. Boston: Allyn and Bacon, Inc., 1984.  
ISBN 0-205-08001-4
- Rosenberg, D. and S. Baker. (Eds.) Mythology and You: Classical Mythology and Its Relevance To Today's World. Chicago: National Textbook Co., 1992. ISBN 0-8442-5561-0
- Struthers, J.R. The Possibilities of Story. Toronto: McGraw-Hill Ryerson Ltd., 1992.  
ISBN 0-07-551198-3
- Struthers, J.R. The Possibilities of Story: Volume 2. Toronto: McGraw-Hill Ryerson Ltd., 1992.  
ISBN 0-07-551200-9

### **Accommodations**

1. Talking books may be borrowed from the Ross W. McDonald School for the Blind or the local public library. Some famous stories have already been brailled for the blind.
2. A partner who offered in the Letter of Intent or questionnaire to provide oral reading skills could read the story aloud.

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## Activity #6: Themes in Narrative Fiction

**Time:** 225 minutes

### Description

In this activity, students will learn to do the following: distinguish between plot and theme; distinguish between topic statement and theme; identify theme in a work of narrative fiction; and analyze the writer's purpose for exploring a particular theme.

### Strands and Expectations

**Strands:** Reading and Literature Studies, Writing, Language, and Media Studies

**Overall Expectations:**

At the end of Grade 9, students will

- LIV.03B – identify and explain the effect of specific elements of style in a variety of literary and informational texts;
- WRV.03P – use a variety of forms of writing to express themselves, clarify their ideas, and engage the audience's attention, imagination, and interest.

**Specific Expectations:**

Students will

- LI1.03B – describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts;\*
- WR2.01P – identify the purpose for each piece of writing;
- WR2.02P – identify the specific audience for each piece of writing;
- WR2.04P – use the third-person singular and an appropriate level of language in expository forms requiring objectivity;
- MD2.01P – adapt a work of literature for presentation in another media form.

### Planning Notes

- The teacher will carefully compile a selection of appropriate short narrative texts, either in print or on video, focusing on a central character's development.
- The teacher will require resources to teach the terms subject and predicate.
- The teacher will prepare a sample reader response to use as a model.
- The teacher will have prepared models of expository writing.
- The teacher will be familiar with de Bono's theories of critical thinking.

### Prior Knowledge Required

- The students will know the definition of plot and the methods of characterization.
- The students will be able to identify and apply the terms subject and predicate.

### Teaching/Learning Strategies

1. The teacher will conduct a mini-lesson on the use of subject and predicate to enable students to make complete thematic statements later in this activity.
2. The students will read or view a narrative text. The students will observe the main character's development in the story as a method of understanding the story's theme(s).
3. The teacher will review the definition of plot and distinguish it from the definition of theme. This definition will be added to the students' glossaries of literary terms. The students will write a response to the text, on computer if possible, describing the character's personality at the beginning and at the conclusion of the story. What conflicts has the character experienced? What has the character learned from these conflicts? How has the character changed as a result of his/her experiences? What are the students' personal reactions to the character and the character's experiences?
4. The class will discuss what the character has learned and/or how the character has changed, and then will list these changes using single words or phrases. From this list, the teacher will help the students identify the story's major topics or issues (e.g., love, regret, prejudice, power).

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5. The teacher will demonstrate how to take the story's topic (i.e., the subject of the sentence) and develop it to become a complete thematic statement by adding the predicate. For example, a topic is "power", but a theme is "Power corrupts those who abuse it." By changing the predicate, one can change the theme completely: "Power ennobles when used wisely."
  6. The students will, as a class, propose a thematic statement for the narrative they have just studied. They will continue writing about this theme, following their response in #3 above, to discover why the writer created this text. Do the students agree or disagree with the theme? Explain. Can they think of evidence to support their theories about that theme?
  7. Once the students have completed their informal responses to character and to theme, they will have some of the ideas necessary to write an expository paragraph on how a writer develops theme in a literary text. The teacher will provide the format and models of expository writing, explaining that it will be formal as opposed to students' Response Journals, which are informal.
  8. Extension: In pairs, the students will create a thematic statement and, in point form, create a short plot that illustrates that statement.
  9. Extension: The students will choose a thematic statement and, using magazine photographs, newspapers, and pictures, create a collage that will illustrate that theme.
  10. Extension: The students will select a theme or themes from a narrative text and will produce a soundtrack which would reflect the theme(s). They will identify the songs and the artists chosen, present the lyrics of the songs, and explain why they have chosen particular songs for that soundtrack.

### **Assessment/Evaluation**

1. Formative: - assessment of Reader Response(s) (LI1.03B)
2. Summative: - quiz on the use of subject and predicate  
- expository paragraph rubric  
- creative project rubric  
- completion mark for glossary and notebook

### **Resources**

- Banel, et al. More Strawberries: Reflections in Fiction. Scarborough: Nelson Canada, 1990. ISBN 0-17603044
- Barry, J. (Ed.) Coast to Coast: Canadian Stories, Poetry, Non-Fiction and Drama. Toronto: Nelson Canada, 1994. ISBN 0-17-604704-2
- de Bono, E. Lateral Thinking: Creativity Step by Step. New York: Harper and Rowe Publishers, 1973. ISBN 0-06-090325-2
- de Bono, E. de Bono's Thinking Course. London: British Broadcasting Corp., 1982. ISBN 0-56316500-6
- George, J. (Ed.) On Common Ground (3). Toronto: Oxford University Press, 1994. ISBN 0-19-541020-3
- Haberman, A. On the Edge: Literature and Imagination. Don Mills: Oxford University Press, 1993.
- Hilker, D. Transitions. Canada: Harcourt Brace & Co. Canada Ltd., 1995. ISBN 0-7747-0151

### **Accommodations**

1. Volunteers, community or student, can audiotape several short stories for the use of students with visual impairments or attention deficits.
2. Students who have difficulties expressing ideas in written form could tape their personal Response Journals, or have a volunteer transcribe them, or work from templates, outlines, or structured notes when writing the formal expository paragraph.

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## Activity #7: The Whole Picture

**Time:** 75 minutes

### Description

This activity will help the teacher and the students to assess the students' overall knowledge of the elements of the narrative text. The students will understand that the form of a work should suit its purpose and its audience. It will prepare students for the task of completing the culminating activity.

### Strands and Expectations

**Strands:** Literature Studies and Reading, Writing, Language

#### Overall Expectations:

At the end of Grade 9, students will

- LIV.02P – demonstrate an understanding the elements of a variety of literary and informational forms, with a focus on plays, short stories, and newspaper and magazine articles;
- WRV.05B – edit and proofread to produce final drafts, correctly using the grammar, spelling, and punctuation conventions of standard Canadian English with the support of print and electronic resources when appropriate.

#### Specific Expectations:

Students will

- LI1.03B – describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts;
- WR1.03P – sort and group information and ideas, assess their relevance and accuracy, and discard irrelevant material;
- WR2.03P – demonstrate an understanding of literary and informational forms of writing, such as letters, personal narratives, short stories, answers to homework questions, summaries, and reports on research topics, by selecting a form appropriate to the specific purpose and audience for each piece of writing;✳
- WR4.02B – revise drafts to ensure consistency in use of first- or third-person and use of an appropriate level of language;
- LG1.07B – recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation, including:
  - spelling: homophones and possessive pronouns and adjectives;
  - capitalization of proper nouns and in direct quotations, scripts, dialogue, and poetry;
  - punctuation: period, question mark, exclamation mark, comma, dash, apostrophe, colon, quotation marks, parentheses, ellipses.

### Planning Notes

- The teacher will select a challenging narrative sight passage.
- The teacher will replicate the organizer on the elements of narrative used in Activity #1.

### Prior Knowledge Required

- The students will know the concepts taught throughout Activities #1-6.

### Teaching/Learning Strategies

1. The teachers will distribute a challenging sight passage and an organizer which outlines the elements of the short story.
2. The students will read the passage independently and complete the organizer in point form. The organizer should be completed in more detail than the one completed in Activity #1. The students will submit their organizers at the end of the class for teacher evaluation.

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3. At the beginning of the following class, the students will be given approximately 15 to 20 minutes to complete an entry in their learning logs in order to evaluate their own learning progress. They will consider: what they did, what they learned about the narrative form, what questions they still have, what skills they have developed, what skills they still need to develop, and what goals they will set regarding how to improve their learning and thinking skills.
  4. This will also be an opportunity for students to start writing an assessment of the Narrative Forms and Voices Unit in their Response Journals.
  5. Extension: The teacher will prepare a formal unit test to assess students' knowledge of narrative elements.

### **Assessment/Evaluation Techniques**

1. Formative: - self-evaluation using learning log (WR2.03P)
2. Summative: - teacher evaluation of organizer  
- unit test (optional)

### **Resources**

- Aker, D. Hitting the Mark. Markham: Pembroke Publishers Ltd., 1995. ISBN 1-55138-062-5
- Considine, D. and G. Haley. Visual Messages: Integrating Imagery Into Instruction. Toronto: Prentice-Hall Inc., 1992. ISBN 0-87287-912-7
- Graham, N. Marking Success: A Guide to Evaluation for Teachers of English. Markham: Pembroke, 1992. ISBN 0-921217-85-4
- Iveson, M., and S. Robinson. What's Fair? Scarborough: Prentice-Hall Canada Inc., 1993. ISBN 0-13-020256-8
- MacNeill, J. A. Three Way Mirror. Scarborough: Nelson Canada, 1989. ISBN 0-17-603093-X

### **Web Sites**

- <http://www.schoolnet.ca/>
- <http://www.wier.yorku.ca/~wier/cdnauthor.html>
- <http://www.cyberscol.qc.ca/>
- <http://humanitas.ucsb.edu/users/hwang/English30/index.html>
- <http://www.osee.org> (free CD Rom of "Towards Ecozoic Curriculum")
- <http://eden.scbe.on.ca>

### **Accommodations**

1. For students who have visual impairments, attention deficit disorder, or learning disabilities, the stories could be presented orally or on audio tape.
2. To reinforce basic concepts, a slow learner or a student for whom English is a second language could view a video version of the narrative.

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## Activity #8: Create Your Own Narrative

**Time:** 300 minutes

### Description

Using information from the activities in this unit, the students will create and share their own narratives in the form of a short story, narrative ballad, myth, legend, fairy tale, radio, or television drama.

### Strands and Expectations

**Strands:** Literature Studies and Reading, Writing, Language, and Media Studies

#### Overall Expectations

At the end of Grade 9, students will:

- WRV.04B – revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity, and unity;
- WRV.05B – edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English, with the support of print and electronic resources when appropriate;
- LGV.02B – use listening techniques and oral communication skills to participate in classroom discussions and in more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences.

#### Specific Expectations:

Students will

- LG1.05P – recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:
  - parts of speech: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections;
  - simple, compound, and complex sentences;
  - components of sentences: subject, predicate, object, subject complement, prepositional phrases, main and subordinate clauses;
  - agreement between subject and verb, and between pronoun and antecedent;
  - consistency of verb tense and voice;
- LG2.03P – work with a partner to plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit audience and purpose;★
- LG2.04P – use eye contact, specific examples, humour, and visual aids and technology, as appropriate, to engage the audience’s interest during oral presentations.

### Planning Notes

- The teacher will have prepared a writer’s checklist to help students organize their tasks and manage their time effectively.
- A detailed outline to plan and write a narrative will be available to students.
- Students will be given the assessment scheme before they begin the assignment.
- The teacher may arrange for a storyteller to visit the class.
- The teacher must know how to create certificates on the computer for the Writers Festival.
- The teacher will establish a date for the Writers Festival.
- Teachers may contact community groups such as: literary guilds, public libraries, historical societies, art galleries, and newspapers to help make practical links between this activity and the local community.

### Prior Knowledge Required

- The students will know the major concepts related to narrative structure: plot, setting, atmosphere, point of view, characterization, and theme.
- The students will be familiar with the writing process.

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- They will know the conventions of paragraphing and punctuation, particularly with regard to writing dialogue.

### **Teaching/Learning Strategies**

1. The teacher will preface this activity with an inspirational quotation, such as the following one by science fiction author Ray Bradbury: “Writing lets the world burn through you” or “In the tale, in the telling, we are all one blood. Take the tale in your teeth, then bite til the blood runs, hoping it’s not poison; and we will all come to the end together, and even to the beginning: living as we do, in the middle” (Ursula K. Le Guin). The teacher will review the assignment with students and outline the writing choices available.
2. The teacher will review the writing process, explaining that methods will vary. The teacher will describe several approaches to story writing: for instance, a highly structured approach for those students who need support and guidance (e.g., a story planner), or brainstorm/thought-web approach for those who are confident writers.
3. The teacher will distribute the assessment scheme and explain the criteria for evaluation.
4. The teacher will schedule time for conferencing, peer evaluation for each student, and computer use. (The teacher must be sensitive to the fact that not all students will have equal access to computers).
5. The students working on the same type of project (e.g., narrative ballad or radio drama) will create their own peer-evaluation criteria for oral presentations with guidance from the teacher.
6. The students working on the same type of projects will serve as peer editors to prepare the presentations for the Writers Festival and the final draft to be submitted to the teacher for evaluation.
7. The students will present their narratives to the whole class using a variety of forms such as reading, acting, audio or video recording. This presentation will constitute the “Writers Festival.” A local storyteller could be asked to participate in this event.
8. The students will be given an opportunity to continue their reflections on and assessment of the Narrative Unit in their Response Journals.
9. Extension: The students will present their stories at a library, a bookshop, an elementary school, a coffee house, a senior citizens’ home.
10. Extension: The students will create their own certificates of achievement on the computer. The class will vote for which one they like best for presentation at the awards ceremony.

### **Assessment/Evaluation**

1. Formative:       - assessment of effort during creation of the product and participation in the Writers Festival  
                          - group co-operation for peer-editing
2. Summative:     - oral presentation based on student-generated assessment criteria (LG2.03P)  
                          - rubric for narrative writing  
                          - student assessment of Narrative Unit

### **Resources**

#### **Web Sites**

<http://www.cyberscol.qc.ca/>

<http://www.imt.net/~gedison/bookbind.html>

<http://www.wier.yorku.ca/~wier/cdnauthor.html>

### **Accommodations**

1. Augmentative communication devices may be needed for those with severe communication disabilities so that all writers can participate and reach their audience.

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## Unit # 2 - Poetic Forms and Voices

**Time :** 15 hours

**Unit Developers:**

**Development Date:** July 1999

### Unit Description

The students will read and study a variety of poetic texts and learn to identify certain types of poems: prose poems, limericks, concrete poems, found poems, lyrics, haiku, and songs. The students will apply appropriate strategies to read, understand, and interpret poetic texts. They will learn to understand the value of sound devices in creating powerful poetry, and will understand the importance of appeals to the senses and figurative language. During this unit, students will demonstrate their understanding of poetry by recording their responses to poems in their Response Journals, by participating in class poetry activities and readings, and by creating a poetry scrapbook, Personal Poetry Portfolio, media product or collection of original poems.

### Strands and Expectations

**Strands:** Literature Studies and Reading, Writing, Language and Media Studies

#### Overall Expectations:

At the end of Grade 9, students will

- LIV.02P – read and demonstrate an understanding of a variety of literary and informational texts;
- LIV.03B – identify and explain the effect of specific elements of style in a variety of literary and informational texts;
- WRV.05B – edit and proofread to produce final drafts, using correct grammar, spelling and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate;
- LGV.01P – use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly;
- MDV.02P – use knowledge of a variety of media forms, purposes, and audiences to create media works.

#### Specific Expectations:

Students will

- LI3.01P – explain how authors use stylistic devices, such as simile, metaphor, personification, imagery, and foreshadowing, to achieve intended effects;
- LI3.02P – explain how authors choose words and phrases to achieve intended effects;
- WR3.03P – use a unifying image, emotion, or sensation to structure descriptive paragraphs or poems;
- WR5.13B – use the apostrophe correctly when spelling contractions and possessives;
- LG1.01B – describe strategies used to expand vocabulary;✳
- MD2.01P – adapt a work of literature for presentation in another media form;
- MD2.02P – create media works for different purposes;
- MD2.03P – analyze the characteristics of different audiences and create media works designed specifically for them.

### Activity Titles

Activity 1	Introducing the Poem	150 minutes
Activity 2	Sensing the World	150 minutes
Activity 3	Sounding It Out	150 minutes
Activity 4	Using the Human Imagination	150 minutes
Activity 5	Responding To Poems	150 minutes
Activity 6	Creating and Collecting Poems	150 minutes

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## Unit Planning

- The teacher will collect a wide variety of poems and anthologies for students, that reflect the wide variety of student tastes and the cultural diversity of the classroom.
- The teacher-librarian is a valuable colleague in the collection of poetry.
- The teacher needs to decide on a department policy for appropriate language for the classroom, involving students in the process.
- The teacher will look for audiences for student writing, such as magazines, newspapers, web sites.

## Prior Knowledge Required

- The Ontario Curriculum Grades 1-8: Language.

## Teaching and Learning Strategies

1. The students will read a wide variety of poems.
2. The student will learn the power of poetic language and sound devices through group assignments and class activities like chants, games, music, and choral reading.
3. They will create responses both personal and creative responses and keep Response Journals and reading logs.
4. Local poets, local artists, and student writers are valuable contributors to this unit. Invite local poets and storytellers to visit the class and assist with the writing workshops. They might act as judges in a poetry competition.
5. Students will create media products, portfolios, scrapbooks and multi-media responses.

## Assessment and Evaluation

1. Formative:     - Response Journals  
                      - self-evaluation
2. Summative:    - portfolio  
                      - performance rubric (LG1.01B)

## Resources

Best Poems: Poems For Young People. Illinois: Jamestown Publishers.

NTC/Contemporary Publishing Group, Inc., 1998. ISBN 0-89061-848-8 (softbound)

Cameron, B. Prism of Poetry: Pathways to Writing. Scarborough: Prentice-Hall Canada Inc., 1995. ISBN 0-13-435330-7

Diltz, B. and R.J. McMaster. (Eds.) New Horizons. Toronto: McLelland & Stewart Ltd., 1955.

Franceschi, M. Pillars of Lace: The Anthology of Italian-Canadian Women Writers. Toronto, ON: University of Toronto Press, 1998. ISBN 1-55071-055-9

Hogan, H. Listen: Songs and Poems of Canada. Toronto: Methuen, 1972. ISBN 0-458-90900-9

Kellow, B. Poetry and Language. Toronto: McGraw-Hill Ryerson, 1995. ISBN 0-07-548620-2

Kingston, E.F. (Ed.) Poems to Remember. Toronto: J.M. Dent & Sons Ltd., 1962.

Kingston, E.F. (Ed.) Poems for Pleasant Study. Toronto: J.M. Dent & Sons Ltd., 1957.

Kirkland, G. and R. Davies. Inside Poetry. Toronto: Harcourt Brace, 1996.

ISBN 0-7747-1224-4

McMaster, R.J. (Ed.) Fire and Ice. Don Mills: Longman Canada Ltd., 1970. ISBN 0-7747-1074-8

Mouland, E. (Ed.) Tracing One Warm Line: A Selection of Canadian Poetry. Saint John's, NF: Breakwater Books, 1995. ISBN 1-55081-089-8

Sloan, M. Moving Borders: Three Decades of Innovative Writing by Women. Jersey City, NJ: Talisman House, 1998. ISBN 1-883689-47-3

Wallace, A. (Ed.) Daughters of the Sun, Women of the Moon: Poetry by Black Canadian Women. Lawrenceville, NJ: Africa World Press, 1992. ISBN 0-86543-195-7

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## Unit #3: Dramatic Forms and Voices

**Time:** 15 hours

**Unit Developer(s):**

**Development Date:** June 1999

### Unit Description

The students will apply the skills learned in the preceding units to the analysis and study of drama. The students will identify, analyze, and interpret the elements of dramatic structure, character and characterization, theme, setting, and stylistic features of drama, including movement and voice. The students will understand the importance of the context (social, cultural, political) in which a literary work was created. The students will use their knowledge and understanding of drama to reach a fuller understanding and appreciation of the writer's ability to integrate all the elements of drama to create a complex, stimulating, and satisfying work of literature. The students will demonstrate their understanding by recording their thoughts, ideas, and feelings about the characters, conflicts, and themes of the work in a variety of personal and interactive responses, and by writing and publishing a literary exposition, by rehearsing and performing a dramatic scene, or by creating and sharing a media work.

### Strands and Expectations

**Strands:** Literature Studies and Reading, Writing, Language and Media Studies

#### Overall Expectations:

At the end of Grade 9, students will

- LIV.02P – demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and newspaper and magazine articles;
- LIV.03B – identify and explain the effect of specific elements of style in a variety of literary and informational texts
- WRV.03P – use a variety of forms of writing to express themselves, clarify their ideas, and engage the audience's attention, imagination, and interest;
- WRV.05B – edit and proofread to produce final drafts, using correct grammar, spelling and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate;
- LGV.01P – use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly;
- LGV.02B – use listening techniques and oral communication skills to participate skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;
- MDV.02P -use knowledge of a variety of media forms, purposes, and audiences to create media works.

#### Specific Expectations:

Students will

- LI1.01P – describe information, ideas, opinions, and themes in texts they have read during the year from a variety of print and electronic sources including, biographies, short stories, poems, plays, novels, brochures, and articles from newspapers, magazines and encyclopedias;
- LI1.02P – select and read texts for a variety of purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and using information, extending personal knowledge, and responding imaginatively;
- WR2.01P – identify the purpose for each piece of writing;
- WR2.03P – demonstrate an understanding of literary and informational forms of writing, such as letters, personal narratives, short stories, answers to homework questions, summaries, and reports on research topics, by selecting a form appropriate to the specific purpose and audience for each piece of writing;

- WR4.03P – make constructive suggestions to peers, using prompts, checklists, open-ended statements, and questions;✳
- WR5.08B – make compound subjects agree with verbs in simple and compound sentences;
- WR5.16B – adapt punctuation and capitalization for the special requirements of direct quotations, scripts, dialogue, and poetry;
- LG1.04B – select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;
- LG2.02P – use techniques of effective listening and demonstrate an understanding of oral presentations by restating the main ideas presented and identifying the strengths and weaknesses of presentations;
- LG2.04P – use eye contact, specific examples, humour, and visual aids and technology, as appropriate, to engage the audience’s interest during oral presentations;
- LG2.07P – analyze their own and others’ oral communication skills, identifying strengths and weaknesses and suggesting ways to improve;
- MD2.01P – identify and describe the elements, intended audiences, and production practices of a variety of media forms;
- MD2.03P – analyze the characteristics of different audiences and create media works designed specifically for them.

### Activity Titles (Time and Sequence)

Activity 1	Setting the Stage	75 minutes
Activity 2	Reading Between the Lines	75 minutes
Activity 3	Voice	75 minutes
Activity 4	Movement and Language	75 minutes
Activity 5	Creating a Script	150 minutes
Activity 6	Design	150 minutes
Activity 7	Performance	225 minutes
Activity 8	Media Adaptations	75 minutes

### Unit Planning Notes

- The teacher should strive to select plays from a variety of cultures and traditions.
- The teacher should use Canadian materials.

### Prior Knowledge Required

- The Ontario Curriculum Grades 1-8: Language.

### Teaching/Learning Strategies

Students will participate in these kinds of activities:

- improvisation, interpretative readings, data sheets, role cards
- drama games
- writing in role, scripts and monologues
- collaborative and co-operative learning
- Reader’s Theatre
- translating story to script
- use of computer to design sets, costumes, and lighting
- guest speaker: actor, director, writer
- field trip to a local theatre
- performance

### Assessment and Evaluation

1. Formative:
  - writing in role with peer editing process
  - teacher assessment of group dramatization
2. Summative:
  - dramatic presentation of scene or scenes (WR4.03P)

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## Resources

- Beissel, H. Cues and Entrances. Toronto: Gage Educational Publishing Company, 1993.  
ISBN 0-77151002-0
- Boni, F. (Ed.) Rhubarb-O-Rama! Plays and Playwrights from the Rhubarb! Festival. Winnipeg, MB: Blizzard Publishing, 1998. ISBN 0-921368-78-X
- Cavanagh, G. and G. van V. Trip. (Eds.) The Players: Book 2: An Anthology of Plays for Student Production in the Classroom. Toronto: McClelland and Stewart Ltd., 1979.  
ISBN 0-7710-1941-6
- Doolittle (Ed.) Heroine. Red Deer, AB: Red Deer College Press. ISBN 0-88995-081-4
- Kemp, D. A Different Drummer. Toronto: Oxford University Press, 1990. ISBN 0-7710-4518-2
- Kozelka, P. (Ed.) 15 American One-Act Plays. New York: Washington Square Press, 1971.  
ISBN 671-47851-6
- Gifford, T. (Ed.) The Play's the Thing For Original Television Dramas. Toronto: MacMillan, 1976. ISBN 0-7705-1291-7
- Ladousse, G. P. Role Play Resource Book for Teachers. Ed. Alan Marley. Oxford: Oxford University Press, 1987. ISBN 0-19-437095-X
- MacNeill, J. A. Front Row, An Anthology of Plays. Toronto: Nelson, 1984.  
ISBN 0-17-602054-3
- Maitlan, M. and I. Waldron. (Eds.) Twelfth Night. Toronto: Harcourt Brace and Company, 1990.  
ISBN 0-7747-1365-9
- Neelands, J. and T. Good. (Ed.) Structuring Drama Work: A Handbook of Available Forms in Theatre and Drama. Cambridge: Cambridge University Press, 1990. ISBN 0-521-37635-1
- Parkin, A. and J. Stevens. (Eds.) Stage One: A Canadian Scenebook. Toronto: Van Nostrand Reinhold Ltd., 1973. ISBN 0-442-26452-6
- Playwrights Canada Press Staff Singular Voices. Toronto, ON: Playwrights Canada Press, 1997.  
ISBN 0-88754-510-6
- Ravel, A. (Ed.) Canadian Mosaic. Toronto, ON: Simon and Pierre Publishing Company, 1995.  
ISBN 0-88924-264-X
- Richard-Amato, P. Making It Happen. Interaction in the Second Language Classroom, From Theory to Practice. London: Longman, 1988. ISBN 0-8013-0027-4-75692
- Saliani, D. Midsummer Night's Dream: The Global Shakespeare Series. Toronto: International/Thompson Publishing (Nelson), 1998. ISBN 0-17-606617-9
- Saliani, D. and C. Ferguson and T. Scott. The Tragedy of Romeo and Juliet With Related Readings: The Global Shakespeare Series. Toronto: International/Thompson Publishing (Nelson), 1997.  
ISBN 0-17-606613-6
- Shakespeare, W. MacBeth. Toronto, ON: Penguin Books Canada, 1999. ISBN 0-14-0711478-2
- Stevens, J. Ten Canadian Plays. Toronto: Dell Publishers, 1975. ISBN 0-440-95754-0
- Stott (Ed.) Anthology of Drama & Poetry. Toronto, ON: Harcourt Brace and Company.  
ISBN 0-03-998644-6
- Swartz, L. Dramathemes: A Practical Guide for Teaching Drama. Markham: Pembroke, 1998.  
ISBN 0-921217-21-8
- Vine, E. and W. Fairhead. Remove The Blindfold, Book 2. Toronto: Oxford University Press, 1987. ISBN 19-540523-4



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## Unit #4: Informational Forms and Voices

**Time:** 30 hours

**Unit Developers:** Joanne Bridgeman, Patti Collins, Phil Midgley, Wilf Smyth, Judy Stormes,  
Ann Varty

**Development Date:** February-April 1999

### Unit Description

The students will develop an understanding of the conventions and language of informational texts. The students will read and study a variety of informational texts, including newspaper and magazine articles, surveys, reports, letters, journals, memoirs, biographies, autobiographies, web sites, databases, documentary films, and other media works. The students will develop a variety of strategies to understand and interpret informational texts, to distinguish between fact and opinion, and to recognize bias, both positive and negative. The students will learn how to gather, select, and use research data to create their own informational texts and presentations for a variety of purposes. The unit will provide an opportunity to integrate learning across the curriculum.

### Strands and Expectations

**Strands:** Literature Studies and Reading, Writing, Language and Media Studies  
**Overall Expectations:** LIV.01P, LIV.02P, LIV.03B WRV.01P; WRV.02P, WRV.03P, WRV.04B, WRV.05B, LGV.01P, LGV.02B, MDV.01P, MDV.02P  
**Specific Expectations:** LI1.01P, LI1.02P, LI1.03P, LI1.04B, LI1.04P, LI1.06B, LI1.07P, LI3.01P, LI3.02P, LI3.03P;  
WR1.01P, WR1.02P, WR1.03P, WR1.04P, WR2.01P, WR2.02P, WR2.03P, WR2.04P, WR3.01P, WR3.02P, WR3.05P, WR3.06P, WR3.07P, WR4.01B, WR4.03P, WR4.04B, WR5.04B, WR5.05P;  
LG1.02B, LG1.03B, LG1.04B, LG1.05P, LG1.06B, LG2.01P, LG2.02P, LG2.03P, LG2.04P, LG2.05P, LG2.06P, LG2.07P;  
MD1.01B, MD1.02P, MD1.03P, MD1.04P, MD2.02P, MD2.03P.

### Activity Titles

Activity 1	Introduction to Environmental Text	375 minutes
Activity 2	Presentation and Listening Skills	150 minutes
Activity 3	Interviewing Skills	150 minutes
Activity 4	Fact, Opinion, and Reliability	450 minutes
Activity 5	Language of Print Advertisements	375 minutes
Activity 6	A Model Culminating Activity	300 minutes

### Unit Planning Notes

- The teacher must work in close co-operation with the computer lab personnel and the teacher-librarian to co-plan and co-develop this unit so that students have a block of sequential periods for research.
- The teacher will ensure students follow school policies regarding appropriate use of the Internet.

### Prior Knowledge Required

- The students will be familiar with the elements of short stories.
- The students should have a knowledge of audience and bias.
- The students should be familiar with the elements of media.
- The students should know the conventions of standard Canadian English.
- The students should have good presentation skills.

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## Teaching/Learning Strategies

- The unit supports a wide variety of learning styles and familiarizes the student with print and media forms.
- The resource centre and the expertise of the teacher-librarian are important elements in the success of this unit.

## Assessment and Evaluation

The assessment of the student's work in this unit will include:

- rubric for bulletin boards
- teacher observation check lists
- teacher-designed rubric
- peer feedback form
- chart mark
- self-evaluation check list

## Resources

Booth, D., et al, Media 5 Sense. Toronto: Harcourt Brace & Co, 1996.

Duncan, B. et al, Mass Media and Popular Culture, Version 2. Toronto: Harcourt Brace, 1996.

Spitzer, E. and Lowe. Information Literacy: Essential Skills for the Information Age. ERIC Clearing House on Information and Technology, 1998.

## Activity #1: Introduction to Environmental Text

**Time:** 375 minutes

### Description

“Environmental” texts are any print or media texts present in the “world at large.”

Environmental texts include signs, bulletin boards, PA announcements, posters, newspapers, digital message boards, magazines, t-shirts, graffiti, radio, and television. The students will be introduced to “environmental” texts through a scavenger hunt. As a result of this activity, the students will compare their own and peers’ reactions to the text. They will begin to develop an understanding of how the media use explicit and implicit messages to present their products.

### Strands and Expectations

**Strands:** Literature Studies and Reading, Writing, Language, and Media Studies

**Overall Expectations:**

At the end of grade 9, students will

- LIV.03B – identify and explain the effects of specific elements of style in a variety of literary and informational texts;
- LGV.02B – use listening techniques and oral communication skills to participate in classroom discussions and more formal activities such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;
- WRV.01P – use print and electronic sources to gather information and explore ideas for their own written work;
- MDV.02P – use knowledge of a variety of media forms, purposes, and audiences to create media works.

**Specific Expectations:**

Students will

- LI1.04P – locate and use explicit information and ideas from texts in forming opinions and developing generalizations;
- LI1.05P – make inferences based on the information and ideas presented in texts;
- LI3.03P – explain how authors and editors use design elements to help convey meaning;

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- WR3.07P – present directions, instructions, and reports of investigations in a logical order, using an organizational pattern such as examples, chronological order, or comparison;
  - LG2.03P – work with a partner to plan and make oral presentations to a small group selecting and using vocabulary and methods of delivery to suit audience and purpose;
  - MD1.01B – demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works; ✱
  - MD1.03P – compare the reactions of different people or groups to a variety of media works;
  - MD2.03P – analyze the characteristics of different audiences and create media works designed specifically for them;
  - MD1.02P – identify and describe the elements used to structure media works in a variety of forms.

### **Planning Notes**

- The teacher will collect bulletin board/poster materials (paper, pens, scissors, glue).
- The teacher will collect examples of environmental texts.
- The teacher will book the computer room.
- The teacher will co-plan with the teacher-librarian.
- The teacher will collaborate with the computer teacher/student expert/community expert to assist in teaching Internet research techniques.
- The teacher will understand the dramatic form of “Voices-in-the-Head.”
- The teacher will co-develop rubrics with the students.
- The teacher will obtain/prepare charts and sample bulletin boards/poster displays, perhaps from a computer program such as WordPerfect, HyperStudio, or MS Publisher.

### **Prior Knowledge Required**

- The students will be familiar with collaborative and co-operative work habits.
- The students will be familiar with the use of the Internet.

### **Teaching/Learning Strategies**

1. The teacher will provide a rubric, chart, and checklist for this activity. In co-operation, the teacher and students will develop the evaluation rubric for the bulletin board/poster display.
2. The teacher will review the communication model: message, medium, sender, and receiver.
3. The teacher will introduce the concept of environmental texts, show examples, and help the students to define and analyze explicit and implicit messages found in these texts.
4. The students will learn how to appropriately use a search engine on the Internet. This may require the assistance of the computer studies teacher, student expert, or community volunteer.
5. After touring the school and the Internet, students will use the chart provided to list all the examples of environmental texts they have found. Alternatively, teachers will provide examples of environmental texts, and students will complete the chart using the materials provided in class.
6. The students will add to the environmental text chart using examples from outside the school.
7. In groups of four, the students will produce “Voices-in-the-Head” presentations that demonstrate the impact of environmental texts. “Voices-in-the-Head” is a drama technique that has group members vocalize their numerous responses to an external stimulus. It shares some elements of the soliloquy or monologue.
8. The students will analyze the impact of environmental texts by inferring the intended audiences from the explicit and implicit messages found in each text.
9. The students will create a bulletin board or poster display to communicate the range and variety of environmental texts and the explicit and implicit messages found in each. This assignment will reflect the rubric they created.
10. The students will present their bulletin board/poster displays to the class.

11. The students will create a statement that has an implicit message, such as a bumper sticker or an advertising slogan, as part of their presentations to the class.
12. The students will write Response Journals entries on what they have learned.
13. Extension: The teacher and the students will discuss and generate a code of ethics for environmental text messages for their school or local community. School councils may be involved in this activity.

### Student Record of Environmental Texts

Medium	Sender	Receiver	Message	Explicit /Implicit
e.g., electronic bulletin board	student	school population		

### Assessment/Evaluation

1. Formative:
  - chart of environmental texts
  - participation in class discussion (group work rubric for peer- and self-evaluation)
2. Summative:
  - teacher observation of group process (checklist)
  - teacher/student-created rubric for bulletin board or poster display (MD1.01B)
  - oral presentation rubric

### Resources

- Association of Media Literacy. Anthology. Toronto: Theatre Books.
- Booth, D. Media Sense, Level 5. Toronto: Harcourt Brace and Co. Canada, Ltd., 1998. ISBN 0-7747-0551-5
- Duncan, B. et al. Mass Media and Popular Culture, 2. Toronto: Harcourt Brace, 1996. ISBN 0-7747-0170-6
- Ontario Ministry of Education. Media Literacy Resource Guide. Toronto: Queen's Printer, 1989.
- Wrsnop, C. Screening Images: Ideas for Media Education. Toronto: General Publishing Co. Ltd., 1994. ISBN 0-96997954-0-8

### Web Sites

- <http://www.dogpile.com>
- <http://www.37.com>

### Accommodations

1. A peer scribe might assist students with physical impairments and/or learning disabilities.
2. Information could be presented on slides in videos, or as a display in class for students unable to participate in out-of-school class activities.
3. Teachers or peers might provide samples of finished products as models for students with learning disabilities.
4. Sighted students should be partnered with those who are visually impaired for the bulletin board assignment.
5. Students for whom English is a second language should be given a partner who is proficient in the English language to assist with interpretation.

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## Activity #2: Presentation and Listening Skills

**Time:** 150 minutes

### Description

In order to prepare for subsequent activities, the students will demonstrate successful presentation and listening skills. The students will choose a topic which lends itself to comparison and prepare a short oral presentation based on their research. The assessment will include self-evaluation and peer-evaluation.

### Strands and Expectations

**Strands:** Literature Studies and Reading, Writing, Language, and Media Studies

#### Overall Expectations:

At the end of Grade 9, students will

- LIV.01P – read and demonstrate an understanding of a variety of literary and informational texts;
- WRV.02P – identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing with an emphasis on communicating information accurately;
- LGV.02B – use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, reporting/presenting for specific purposes and audiences.

#### Specific Expectations:

Students will

- LI1.05P – make inferences based on the information and ideas presented in texts;
- WR3.07P – present directions, instructions, reports of investigations in a logical order, using an organizational pattern, such as examples, chronological order or comparison;
- WR4.01B – revise drafts to ensure that ideas are adequately developed with supporting details to achieve clarity and unity;
- WR4.03P – make constructive suggestions to peers, using prompts, checklists, open-ended statements, and questions;
- LG2.02P – use techniques of effective listening and demonstrate an understanding of oral presentations by restating the main ideas presented and identifying the strengths and weaknesses of presentation;
- LG2.04P – use eye contact, specific examples, humour, and visual aids and technology, as appropriate to engage the audience's interest during oral presentations;
- LG2.05P – practise with cue cards and with breathing exercises (and with visual aids and technology, if used) to ensure confident delivery in oral presentations;
- LG2.07P – analyze their own and others' oral communications skills, identifying strengths and weaknesses and suggesting ways to improve;✳
- MD2.02P – create media works for different purposes.

### Planning Notes

- The teacher and the student will create a list of topics which lend themselves to comparison (e.g., two sports teams, two fast-food restaurants, two automobiles, two movies).
- The teacher will obtain/prepare a rubric for oral presentations and one for listening skills. The students will be involved in this activity.

### Prior Knowledge Required

- The students will have research, note-taking and outlining skills.

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## Teaching/Learning Strategies

1. The teacher and the students will brainstorm the main “real-life” situations where oral communication is important. Guidance and Resource personnel, Teacher Advisors, and community experts will be invited to share their knowledge about presentation and listening skills expected in the workplace. Additionally, co-op teachers and students will be asked to share their workplace experiences.
2. Students will select a topic and compare two examples of that topic (e.g., Raptors vs Bulls, Mozart vs Beethoven) in order to present their findings to the class.
3. The teachers will use the rubrics for oral presentation and listening skills.
4. The students will create an outline for their oral-presentations that summarizes their points.
5. The students will devise visual aids (e.g., overheads, charts, presentations, slides) to complement the oral presentation.
6. The students will rehearse and deliver their presentations.
7. The students will evaluate the presentations using the oral presentation rubric to further clarify those elements that make an effective presentation (e.g. facial expression, gesture, voice). The students will provide constructive criticism for each presentation.
8. The teacher will evaluate students’ listening skills using the rubric (e.g., eye contact, note-taking, questioning).
9. The students will write a paragraph on how to improve their own presentation and listening skills.
10. Extension: The students will participate in a debate on a current issue and present the debate in class, in a multi-class setting, or at a school-wide event.

## Assessment/Evaluation Techniques

1. Formative: - peer use of rubrics during rehearsal
2. Summative: - rubrics for listening and oral-presentations skills (LG2.07P)  
- self-evaluation paragraph

## Resources

Choices into Action: Guidance and Career Education program Policy for Ontario Elementary and Secondary Schools. Ontario: Queen’s Printer, 1999.

Simmons, C. Public Speaking Made Simple. Toronto: Doubleday, 1996. ISBN 0-385-48185-3

## Web Site

Ontario Student Debating Union.

## Accommodations

1. The teacher will provide audio or visual materials to accommodate the learning styles and needs of blind, low vision, or deaf students.
2. The teacher could provide a signer or mediator to assist with facilitated communication.
3. The teachers could provide organizers to assist learning disabled students who have difficulty with time management or thought production.
4. The teacher could provide a check list of specific steps for students who find it difficult to attend to tasks.

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## Activity #3: Interviewing Skills

**Time:** 150 minutes

### Description

In order to complete the subsequent activities, the students will develop an understanding of closed-ended and open-ended questions and apply this knowledge to preparing an interview. The information from the interview will be used to write a short biography.

### Strand and Expectations

**Strands:** Literature Studies and Reading, Writing, Language, and Media Studies

#### Overall Expectations:

At the end of Grade 9, students will

- WRV.03P – use a variety of forms of writing to express themselves, clarify their ideas, and engage the audience’s attention, imagination, and interest;
- WRV.04B – revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity, and unity;
- WRV.05B – edit and proofread to produce final drafts, using correct grammar, spelling and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate;
- LGV.01P – use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly.

#### Specific Expectations:

Students will

- WR1.01P – investigate potential topics by asking questions, by identifying information needs, and developing research plans to gather data;✳
- WR1.03P – sort and group information and ideas, assess their relevance and accuracy, and discard irrelevant material;
- WR2.04P – use the third-person singular, and an appropriate level of language in expository forms requiring objectivity;
- WR3.01P – use key words in questions or prompts to organize information and ideas, in homework answers;
- WR3.05P – use a single controlling idea to structure a series of paragraphs;
- WR3.06P – provide an introduction, body, and conclusion in written reports;
- WR4.01P – revise drafts to ensure that ideas are adequately developed with supporting details and to achieve clarity and unity;
- WR4.04P – consider reactions from teachers, peers, and others in revising and editing written work;
- WR5.04P – edit and proofread their own and others’ writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation;
- LG1.04P – select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;
- LG1.06P – recognize, describe, and correct sentence errors in oral and written language;
- LG2.06P – identify examples of the use of oral communication skills in school and the world outside the school.

### Planning Notes

- The teacher will obtain a short biography as a sample.
- The teacher will prepare a list of sample questions, some of which are closed-ended and some of which are open-ended.
- The teacher and the students will be sensitive to the issues of privacy.
- The teacher will obtain/prepare rubrics on questioning and biography.

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### **Prior Knowledge Required**

- The students will understand the biographical form.
- The students will have experience with the writing process.
- The students will be aware of the elements of effective oral communication.

### **Teaching/Learning Strategies**

1. The students will read a short biography and formulate the questions that may have been asked initially in preparation of that biography.
2. The students and the teacher will generate open-ended and closed-ended questions. In this discussion, the purpose and appropriateness of each type of question will be addressed.
3. The students will view television interviews or listen to radio interviews to analyze the types of questions. The students will chart the types of questions asked, and draw inferences about their effectiveness.
4. The students will create a list of 15 to 20 questions to pose to a person in order to write a brief biography. The students will ensure that their questions are a combination of closed-ended and open-ended and that they will provide sufficient information about their subject (e.g., age, name, occupation, personal history, plans, dreams, family, education, hobbies, awards). Questions must be formed using a level of language appropriate for the individual being interviewed.
5. The teacher and the students will check all student questions to ensure appropriateness.
6. The students will interview someone whom they find interesting, and/or who has made a difference in their lives. Possible subjects for interviewing include parents, grandparents, teachers, neighbours, or local figures.
7. The students will conduct the interview, recording their subject's answers in point form, and noting especially interesting or important comments verbatim. Interviewers may consider tape recording the interview and transcribing the relevant parts of the interview.
8. The students will get written permission to share information received from the person interviewed.
9. The students will write a biography using this writing process: rough draft, peer editing, polished copy.
10. Extension: Other possible final products include introductions for guest speakers, character collages, a monologue in role, or a re-enactment of the interview in role. The interview could be for a job.

### **Assessment/Evaluation**

1. Formative: - chart of radio/television questions (WR1.01P)
2. Summative: - a rubric for the writing process for a biography

### **Resources**

Newspaper in Education Program, through local newspapers, provides current newspapers at low cost for classroom use.

### **Accommodations**

1. The teacher might provide a step-by-step outline for students with learning disabilities and behavioural problems (e.g., impulsive, compulsive).
2. Peer mentors or assistants or community or parent volunteers could provide taped readings for students with visual impairments or learning disabilities.
3. The teacher could pair students to assist with tasks to accommodate students with cultural differences or learning disabilities.
4. The teacher could alter the mode of student presentation to accommodate students with physical disabilities, learning disabilities, and behavioural problems (e.g., present to a smaller audience; present on video or audio tape; visual presentation instead of oral presentation for a student with a speech impairment).

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## Activity #4: Fact, Opinion, and Reliability

**Time:** 450 minutes

### Description

As a follow-up to Activity #1 on explicit and implicit meanings in text, the students will develop an understanding of the difference between fact and opinion. The students will develop the reading and thinking skills in order to recognize bias within texts. Texts will include newspaper and magazines articles, editorials, and web sites.

### Strand and Expectations

**Strands:** Writing and Language

**Overall Expectations:**

At the end of Grade 9, students will

- LIV.01P – read and demonstrate an understanding of a variety of literary and informational texts;
- LIV.02P – demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and newspaper and magazine articles;
- WRV.03P – use a variety of forms of writing to express themselves, clarify their ideas, and engage the audiences’ attention, imagination, and interest;
- WRV.04B – revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity, and unity;
- LGV.01P – use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly.

**Specific Expectations:**

Students will

- LI1.02P – select and read texts for a variety of purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and using information, extending personal knowledge and responding imaginatively;
- LI1.03P – describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand text;
- LI1.04P – locate and use explicit information and ideas from texts in forming opinions and developing generalizations;
- LI1.05P – make inferences on the information and ideas presented in texts;
- LI1.06P – use specific references from a text to support opinions and judgements;
- LI2.03P – use knowledge of newspaper and magazine articles, such as headlines, leads, the 5W's (*who, what, when, where, and why*), titles, sub-titles, and photographs to understand and interpret texts in the genre;✳
- LI3.03P – explain how authors and editors use design elements to help convey meaning;
- WR1.01P – investigate potential topics by asking questions, identifying information needs, and developing research plans to gather data;
- WR1.02P – locate and record information and ideas from print and electronic sources, including newspapers and magazines, dictionaries, encyclopedias, vertical files, and electronic data bases;
- WR2.04P – use the third-person singular and an appropriate level of language in expository forms requiring objectivity;
- WR3.02P – structure expository paragraphs using a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence;
- WR3.06P – provide an introduction, body, and conclusion in written reports;
- LG2.02P – work with a partner to plan and make oral presentations to a small group selecting and using vocabulary and methods of delivery to suit audience and purpose;
- LG2.04P – use eye contact, specific examples, humour and visual aids and technology, as appropriate, to engage the audience's interest during oral presentations;

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- MD2.03P – analyze the characteristics of different audiences and design media works specifically for them.

### **Planning Notes**

- The teacher and the students will gather news stories, opinion pieces, and editorials dealing with the same current event.
- The teacher might use a community as a source.
- The teacher and the students will gather newspapers and magazines written for different audiences (e.g., cultural, geographical, or political). The teacher will ensure that materials gathered are suitable for classroom use. The teacher and the students will, wherever possible, reuse and recycle newspapers and magazines.
- The teacher will plan with the teacher-librarian, computer studies teacher, student expert, or community expert, and book the cross-curricular computer lab.
- The teacher will obtain/prepare the rubrics, graphic organizers, inventory, and media log for this activity. The teacher will use a problem-solving model that includes the following steps: 1) defining a task; 2) determining information seeking strategies; 3) locating and accessing the information; 4) using the information; 5) synthesizing the information; and, 6) evaluating the information.
- With the teacher-librarian, the teachers will develop a lesson on the use of the MLA style for citations of non-print media, especially web site material.

### **Prior Knowledge Required**

- The students will have an understanding of narrative points of view.
- The students will have an understanding of implicit and explicit messages.
- The students will have an understanding of web-browsing.

### **Teaching/Learning Strategies**

#### **Part A: Newspaper and Magazine Stories and Opinion Pieces**

1. With the students' input, the teacher will provide the evaluation rubrics, graphic organizer, inventory, and media log for this activity.
2. The teacher will provide a graphic organizer and demonstrate with student participation how a simple topic can be dealt with using this chart. (A graphic organizer is used to list the facts as well as the feelings/associations pertaining to a topic).
3. The teacher will give a news story and an editorial/opinion piece based on the same current event to the students. The teacher may ask the students to contribute these, and together they will choose the story to study.
4. The students will read the news story, identifying what information is given, and the types of questions required to obtain this information (who, what, when, where, why and how). Which of these questions are closed-ended? Which of these questions are open-ended? Which of these questions lead to facts (objective, precise, certain, verifiable)? Which of these questions lead to opinions (subjective, emotionally-loaded, personal, value judgements)?
5. The students will learn the difference between fact and opinion and will identify the difference by charting the facts and opinions in both the news story and the editorial/opinion piece.
6. The students will study how the author of the editorial/opinion piece organized the piece of writing as a whole (introduction, body, and conclusion) and within each paragraph (topic sentence, supporting details, linking words, and concluding sentence).
7. The students will write a supported-opinion paragraph, either summarizing their conclusions or stating their views on the same topic. They might include a description of the intended audience and the possible publication placement.
8. Extension: The students will explore the concepts of purpose and of audience by comparing the treatment of the same current event by two different publications. The teacher should select sources that have a variety of purposes and audiences (such as cultural, geographical, and political). This is an opportunity for cross-curricular collaboration.

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## Part B: Web Sites

1. Based on the readings above or on additional short articles read, the students will choose a topic to research on the world wide web. The teacher may provide a list of topics or may brainstorm an additional list with students, which might include topics from their reading response journals, earlier literature studied in this course, or personal writing portfolio topics.
2. The students will keep a reflective media log during this activity, which might include personal responses to media encountered in the course, personal viewing, and related courses.
3. The students will generate a list of questions pertaining to their topic (who, what, when, where, why, and how; both closed-ended and open-ended). They will try to answer these questions during their research on the web.
4. The students will visit at least two web sites dealing with their topic. The students will cite their sources correctly based on the MLA style guide.
5. The students will gather information in an attempt to answer their questions.
6. The students will prepare a short oral report in which they clearly and accurately summarize the information they found. They will design visual aids (e.g., overhead graphic organizer, web map, herringbone note, or Powerpoint/WordPerfect Presentation/HyperStudio production).
7. The students will re-examine each web site and answer the following questions to assess the quality of the sites: Who created the web site? Is the author identified? Is the author known? How? When was the item posted? What is the purpose of this site? Is it to inform, to persuade, or both? Who is the audience? How is this shown? How is it aesthetically pleasing? How might this influence a “reader”? Does the domain (.gov, .edu, .com, .org, .net) suggest that the site is reliable or unreliable? How is this shown? How has this site been reviewed by an online reviewing agency or rated by the browser? Are these facts or opinions? How do you know? How did you decide? Support your answer. Consider evidence of negative or positive bias.
8. Based on the information gathered, the students will draw conclusions about the reliability of the two web sites. The students will determine which web site is more reliable (more factual information, less opinionated). The students will prepare and share a chart comparing the two sites.
9. The students will write a short report, using the information gathered. It will include an introductory paragraph, body paragraphs, linking words between paragraphs, and a conclusion.

## Assessment/Evaluation Techniques

1. Formative:
  - teacher’s observation inventory
  - graphic organizers
  - response journal check list or rubric (LI2.03P)
  - peer-evaluation of the comparison chart and oral presentation
2. Summative:
  - oral presentation rubric
  - supported-opinion paragraph rubric
  - short report evaluation rubric
  - media log
  - sight test based on two related articles asking for comparison, supported-opinion analysis, and a personal response using a particular style for an intended audience

## Resources

- Anderson, N. Media Works. Toronto: Oxford University Press, 1989. ISBN 0-19-540730-X
- Anderson, N., Marcuse, G., & Pungente, J. Scanning Television. Toronto: Harcourt Brace, 1997. ISBN 0-7747-0173-0
- Association for Media Literacy. Anthology. Toronto: Theatre Books.
- Booth, D., B. Cameron and P. Lashmar. The Writing Programme 9. Toronto: Globe/Modern Curriculum Press, 1997.

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- Cable in the Classroom. 360 Albert St., Suite 1030, Ottawa, Ontario K1R 7X7. 3 editions/year.  
Free from your cable company.
- Carpenter, D. and W. Smart. Media Images and Issues. Don Mills: Addison Wesley, 1989.  
ISBN 0-20191207-1
- Davies, R. and G. Kirkland. Imagining, Second Edition. Toronto: Gage Educational Publishing Co., 1990.
- Durham Board of Education. Information and Electronic Literacy, INF 3A1. A credit course approved by the Ministry for Grade 11.
- Eisenberg, M. and R. Berkowitz. Information Problem-Solving: The Big Six Skills Approach To Library and Information Skills Instruction. New Jersey: Ablex Publishing Corp., 1990.
- Green, J., J. Little and B. Protheroe. Your Voice and Mine: Book 1. Toronto: Holt, Rhinehart and Winston of Canada Ltd., 1987.
- Livesley, J. and J. Pungente. Meet the Media. Toronto: Prentice-Hall Globe Modern, 1990.
- Media Construct Reality. Waterloo: Waterloo County Board of Education, 1995.
- McClymont, C., D. Stone and G. Mowbray. Features. Scarborough: Nelson Canada, 1991.
- Ontario Curriculum Clearinghouse. The Bias Assessor. Toronto: OCC, 1998.
- Responding to Media Violence. Toronto: Toronto Board of Education, 1997.
- Worsnop, C. Popular Culture. Toronto: McGraw-Hill Ryerson Ltd., 1994.
- Worsnop, C. Screening Images for Media Education. Mississauga: Wright Communications, 1994.

### Web Sites

Media Awareness Network. <http://www.schoolnet.ca/medianet/eng/www.interact.uoregon.edu/MediaLit/homepage>

### Accommodations

1. The teacher could provide step-by-step outlines for students with learning disabilities and behavioural problems (e.g., impulsive, compulsive behaviour).
2. Tape recorded readings could be provided for students with visual impairments or learning disabilities.
3. The teacher might pair students to assist with tasks to accommodate students with cultural differences or learning disabilities.
4. The mode of presentation could be altered to accommodate students with physical disabilities, learning disabilities, and behavioural problems (e.g., present to a smaller audience, present on video or audio tape, visual presentation in place of oral presentation for student with speech impairment).

### Activity #5: Language of Print Advertisements

**Time:** 375 minutes

### Description

In order to develop an understanding of how advertisers use language, the students will collect samples of magazine advertising that rely strongly upon language. As a follow-up to the previous activity on fact, opinion, and reliability, the students will analyze how advertisers present information that is both factual and opinionated, using language, including parts of speech and syntax, to attempt to sell their products. In the process, the students will examine the purpose and the audience for the advertisements. Also, students will determine the reliability of the information in the advertisements.

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## Strands and Expectations

**Strands:** Literature Studies and Reading, Writing, Language, and Media Studies

### Overall Expectations:

At the end of Grade 9, students will

- LIV.03B – identify and explain the effect of specific elements of style in a variety of literary and informational texts;
- WRV.03P – use a variety of forms of writing to express themselves, clarify their ideas, and engage the audience’s attention, imagination, and interests;
- LGV.01P – use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly;
- MDV.01P – identify and describe the elements, intended audiences, and production practices of a variety of media forms.

### Specific Expectations:

Students will

- LI1.07P – identify how readers' different backgrounds might influence the way they understand and interpret a text;
- LI3.02P – explain how authors use words and phrases to achieve intended effects;
- WR2.01P – identify the purpose for each piece of writing;
- WR2.02P – identify the specific audience for each piece of writing;
- WR5.05P – identify and use parts of speech correctly: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections;
- LG1.02P – identify and explain examples of slang, jargon, dialect, and colloquialism as well as of standard Canadian English, in literary texts and in their own oral and written work;
- LG1.03P – identify words borrowed from other languages and words and terms recently introduced to describe new ideas, inventions, and products, and explain their origins;
- LG1.05P – recognize, describe, and use correctly in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage;\*
- MD1.02P – identify and describe the elements used to structure media works in a variety of forms;
- MD1.04P – identify factors that influence media production, distribution, and advertising;
- MD2.02P – create media works for different purposes.

## Planning Notes

- The teacher and the students will collect a supply of magazines in the classroom.
- The teacher will ensure that the magazines and their advertisements are suitable for classroom use.
- The teacher will ensure that, where possible, these print materials are reused and/or recycled.
- The teacher will select two or three examples of advertisements that use effective rhetoric to show the class before students collect their own advertisements.
- The teacher will use this activity as a context for teaching the parts of speech and syntax.
- The teacher will develop rubrics and an assignment sheet for this activity.

## Prior Knowledge Required

- The teacher will review such rhetorical techniques as figurative language, sound devices, diction, and syntax.
- The students will know the concepts of fact, opinion, and reliability.

## Teaching/Learning Strategies

1. The teacher and the students will develop rubrics and a project assignment sheet.
2. The students will be shown how to cite sources for advertisements.
3. The students will prepare a scrapbook with five examples of print advertisements that rely strongly upon the use of language. The teacher may wish to limit the choice of advertisements to one particular product (e.g., perfumes or automobiles).
4. The students will properly cite the source of each advertisement.

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5. The students, in pairs, will determine the purpose and the audience for, and the reliability of, the messages by studying the language in the advertisements. The students will identify the parts of speech and the syntax used in the advertisements, and types of non-standard language (e.g., slang, jargon, dialect, colloquialism) used in the advertisements. The students will analyze how the language used helps to identify the purpose, the audience, the reliability, the bias, and the values suggested in each advertisement.
  6. The students will write a supported-opinion paragraph for each advertisement, explaining their findings.
  7. The students, in pairs, will create a print advertisement that relies on the effective use of rhetorical devices and language to promote a product or service.
  8. Extension: The students will compare how language choices change when the medium changes, by examining how a specific product is advertised in forms of media or web sites.
  9. Extension: The students will invite a person from the advertising industry to talk about the use of language in advertising. The students will write a letter of invitation, introduce and thank the speaker, and write a letter of thanks.

### **Assessment/Evaluation Techniques**

1. Formative:     - pair or group work rubric  
                      - project assignment sheet with due dates and marking criteria
2. Summative:   - supported opinion paragraph rubric (LG1.05P)  
                      - creative project rubric

### **Resources**

- Donaldson, C.. The Communications Handbook, Second Edition. Scarborough: Nelson Canada, 1996.
- Fitton, C. and D. McBeath. Sentence Combining: Choices in Writing. Scarborough: Prentice-Hall Canada, Inc., 1991.
- Gardner, J., T. Palmer and J. Shallhorn. The Reading Edge. Toronto: OSSTF, 1987.
- Schrank, J. Understanding Mass Media, 3<sup>rd</sup> Edition. Lincolnwood, ILL.: National Textbook Co., 1988. ISBN 0-8442-5330-8
- Ontario Ministry of Education. Media Literacy Resource Guide. Toronto: Queen's Printer, 1989.

### **Accommodations**

1. The teacher could keep a collection of finished products at the different levels of achievement as guides for students who think holistically or who need structure.
2. The teacher could arrange a scribe for visually or physically impaired students.
3. Teachers could use peer mentors to assist with language translation and cultural issues.
4. The teacher might consider altering the mode of presentation to accommodate the particular needs of students with behavioural, physical, and learning disabilities.

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## Activity #6: A Model Culminating Activity

**Time:** 300 minutes

### Description

This research activity is designed as a model to draw together all the learning from the previous five activities. The teacher may decide not to use the culminating activity at all, relying on these previous activities to consolidate all the expectations for the unit. The students will research a topic, design a media product, and present that product to an audience.

#### *Sample Topic One: “Our Town, Our Community”*

The students will prepare a presentation in an appropriate medium to promote their community. Research will include print, electronic, and human resources. The students will research their community, and the ways communities promote themselves (e.g., web sites, brochures).

#### *Sample Topic Two: “Our School”*

The students will prepare an informational or promotional presentation in an appropriate medium to promote their school to a specific audience, grade 8 students, for example.

#### *Sample Topic Three: “My Year”*

The students will prepare an informational presentation in an appropriate medium summarizing the significant historical and cultural events in the year they were born. This task lends itself to a collaborative approach.

### Strands and Expectations

**Strands:** Literature Studies and Reading, Writing, Language, and Media Studies

#### **Overall Expectations:**

At the end of Grade 9, students will

- LIV.01P – read and demonstrate an understanding of a variety of literary and informational texts;
- WRV.03P – use a variety of forms of writing to express themselves, clarify their ideas, and engage the audience’s attention, imagination, and interests;
- LGV.01P – use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly;
- MDV.02P – use knowledge of a variety of media forms, purposes, and audiences to create media works.

#### **Specific Expectations:**

Students will

- LI1.01P- describe information, ideas, opinions, and themes in texts they have read during the year from a variety of print and electronic sources including, biographies, short stories, poems, plays, novels, brochures, and articles from newspapers, magazines and encyclopedias;
- LI1.02P – select and read text for a variety of purposes, with an emphasis on recognizing literary genres and the organization of informational materials, collecting and using information, extending personal knowledge, and responding imaginatively;
- LI1.04P – locate and use explicit information and ideas from texts in forming opinions and developing generalizations;
- WR1.02P – locate and record information and ideas from print and electronic sources, including newspapers and magazines, dictionaries, encyclopedias, vertical files, and electronic data bases
- WR1.04P – use the information and ideas generated by research to explore topic for written work;

- WR2.03P – demonstrate an understanding of literary and informational forms of writing, such as letters, personal narratives, short stories, answers to homework questions, summaries, and reports on research topics, by selecting a form appropriate to the specific purpose for each piece of writing;✳
- WR5.02P – select the publication method or vehicle most accessible or appealing to the intended audience;
- LG2.01P- use listening techniques and oral communication skills to participate in group discussions;
- LG2.05P – practise with cue cards, use breathing exercises, and rehearse with peers (and with visual aids and technology, if used) to ensure confident delivery in oral presentations;
- MD1.02P – identify and describe the elements used to structure media works in a variety of forms;
- MD2.02P- create media works for different purposes;
- MD2.03P – analyze characteristics of different audiences and create media works designed specifically for them.

### Planning Notes

- The teacher will develop a list of specific topics for research.
- This unit provides opportunities for integration of the technologies (e.g., desktop publishing, presentations, graphics).

### Prior Knowledge Required

- The student should have the knowledge and skills taught in Activities #1 to 5.

### Teaching/Learning Strategies

1. Process
  - i) Focus the Task/Narrow the Topic
    - Evaluate present knowledge. What do we know about our topic? Identify areas for further research. What further information do we need? Where can we find this information?
  - ii) Gathering and Organizing Information
    - In a group, brainstorm possible sources of information: print, human, electronic, other. Examine and explore other promotional media to use as a model. The following chart summarizes the different resources that teachers may consider in their design of the information-gathering activity.

Print Sources	Computer Resources	Audio-Visual Sources	Human Resources
vertical files non-fiction books encyclopedias almanacs yearbooks periodicals indices biographical dictionaries books of quotations directories pamphlets atlases	CD-ROMs online data bases World Wide Web	videos compact discs cassettes multimedia kits films	e-mail interviews surveys

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- iii) Create a plan for identifying the audience.
    - Identify key characteristics of audience and list methods to engage audience.
  - iv) Evaluate the information.
    - Prioritize information. Determine the need for further research. Complete research.
  - v) Design and prepare the presentation.
    - Choose a media form (e.g., brochure or newsletter). Prepare a plan for the production of a media product, and produce that product.
  - vi) Oral Presentation
    - Students will prepare, rehearse, and deliver oral presentations based upon their media products.

### **Assessment/Evaluation Techniques**

1. Formative:
  - research notes and outline
  - plan for media product
  - presentation rubric for peer evaluation of rehearsal of oral presentation
2. Summative:
  - media product rubric
  - presentation rubric for oral presentation (WR2.03P)

### **Accommodations**

1. The teacher could pair students or provide an educational assistant to accommodate students with physical disabilities and/or learning disabilities.
2. Prepared questions could be provided for students needing comprehension or organizational strategies.
3. The teacher could allow alternative forms of presentation (e.g., storyboard, overhead transparencies, WordPerfect Presentations/HyperStudio/MS Publisher) to accommodate gifted students' needs for differentiated learning.

**Grade 9 Rubric**  
**Culminating Activity for Unit 4: Informational Forms and Voices**

Category	Level 1	Level 2	Level 3	Level 4
<b>Group Interaction</b>	<ul style="list-style-type: none"> <li>requires constant prompting to stay on task</li> <li>expresses ideas in a way that is insensitive to the feelings or knowledge base of others</li> <li>weak listening skills – easily distracted</li> </ul>	<ul style="list-style-type: none"> <li>participates in group interaction with prompting</li> <li>sometimes expresses ideas and opinions appropriately</li> <li>listens but may be distracted</li> </ul>	<ul style="list-style-type: none"> <li>participates in group interaction without prompting</li> <li>expresses ideas in a way that is sensitive to the feelings and knowledge base of others</li> <li>listens with no interruptions</li> </ul>	<ul style="list-style-type: none"> <li>actively promotes effective group interaction</li> <li>always sensitive to the ideas and opinions of others</li> <li>actively listens and responds appropriately</li> </ul>
<b>Group Roles</b>	<ul style="list-style-type: none"> <li>rarely performs a role in the group</li> <li>distracts others from their roles</li> </ul>	<ul style="list-style-type: none"> <li>makes an attempt but requires assistance to perform a role in the group</li> <li>commitment to the group goals is inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>effectively performs the assigned role in the group</li> <li>communicates a commitment to the group goals</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates ability to perform multiple group roles</li> <li>volunteers to help others</li> </ul>
<b>Research Skills</b>	<ul style="list-style-type: none"> <li>research includes a limited use of resources</li> <li>relevancy of materials collected is lacking</li> </ul>	<ul style="list-style-type: none"> <li>research includes less than the required amount of information</li> <li>investigation includes some materials that are relevant</li> </ul>	<ul style="list-style-type: none"> <li>research includes information from three different sources of information</li> <li>investigates and records relevant information from a variety of sources</li> </ul>	<ul style="list-style-type: none"> <li>research includes a variety of multiple sources of information</li> <li>relevancy of information collected is creative</li> </ul>
<b>Organization of Presentation</b>	<ul style="list-style-type: none"> <li>poor organization with limited preparation</li> <li>lacks connection between ideas and examples</li> </ul>	<ul style="list-style-type: none"> <li>organization is attempted but is incomplete</li> <li>needs additional connections between ideas and examples</li> </ul>	<ul style="list-style-type: none"> <li>organization has a clear beginning, middle, and end</li> <li>ideas and examples are logically related</li> </ul>	<ul style="list-style-type: none"> <li>organization is clear and creative</li> <li>creative use of ideas, examples, and resources</li> </ul>
<b>Delivery</b>	<ul style="list-style-type: none"> <li>words unclear</li> <li>voice monotonous</li> <li>speaks too quickly or slowly with inappropriate pausing</li> <li>little attempt to interest the audience</li> <li>responds minimally to the audience</li> </ul>	<ul style="list-style-type: none"> <li>some words unclear</li> <li>voice rarely varied</li> <li>speaks too quickly or slowly at times with little pausing for emphasis</li> <li>some attempt to engage the audience</li> <li>responds hesitantly to the audience</li> </ul>	<ul style="list-style-type: none"> <li>most words clear</li> <li>voice often varied</li> <li>generally speaks at correct speed; frequent pausing for emphasis</li> <li>engages audience to be receptive</li> <li>responds capably to the audience</li> </ul>	<ul style="list-style-type: none"> <li>words clear</li> <li>voice varied</li> <li>speaks at correct speed; effective pausing for emphasis</li> <li>body language enhances message</li> <li>engages audience to be responsive</li> <li>responds insightfully to the audience</li> </ul>
<b>Media Product</b> (such as a newsletter)  NOTE: the “purpose” refers to the intent of the product (such as to inform, to advertise)	<ul style="list-style-type: none"> <li>lacks clarity and focus with little attempt to achieve the purpose</li> <li>final product is not neat and lacks necessary detail</li> <li>limited use of language, with little consideration of the audience</li> </ul>	<ul style="list-style-type: none"> <li>states the purpose but does not effectively achieve it</li> <li>final product’s appearance has limited impact</li> <li>suitable use of language, with some consideration of the audience</li> </ul>	<ul style="list-style-type: none"> <li>is focused, clear, and authentically achieves the purpose</li> <li>final product’s appearance is attractive and engaging</li> <li>convincing use of language, appropriate for the audience</li> </ul>	<ul style="list-style-type: none"> <li>is focused, clear, and authentic, and creatively achieves the purpose</li> <li>final product’s appearance is uniquely engaging</li> <li>varied use of language in a creative and persuasive manner, appropriate for the audience</li> </ul>

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## Unit #5: Finding Our Voices

**Time:** 25 hours

**Unit Developer:**

**Development Date:** June, July 1999

### Unit Description

*Finding Our Voices* is a culminating activity to practise the skills of narration, poetry, drama, media, and research. The students will move beyond their immediate personal experience to explore literature and media that reveal the stories, ideas, and opinions of other time periods or cultures. This unit could focus on the literature of a particular region or country, for example the Maritimes, Caribbean or Australia. It could explore a specific theme or motif, such as the role of the hero, or the outsider, or Aboriginal rights, or speaking out against injustice. Alternatively, this unit could be designed to develop an understanding of a genre: science fiction, mythology, or adventure. The students will develop and record their thoughts, ideas, and feelings about significant issues in a variety of personal responses, as well as in exposition and creative works. By the end of the unit, students will better understand themselves in a diverse society through cross-curricular learning.

### Strand(s) and Expectations

**Strands:** Literature Studies and Reading, Writing, Language and Media

#### Overall Expectations:

At the end of Grade 9, students will

- LIV.01P – read and demonstrate an understanding of a variety of informational texts;
- LIV.02P – demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories and newspaper and magazine articles;
- WRV.01P – use print and electronic sources to gather information and explore ideas for their written work;
- WRV.02P – identify the literary and informational forms suited to specific purposes and audiences and use the forms appropriately in their own writing, with an emphasis on communicating information accurately;
- WRV.05B – edit and proofread to produce final drafts, correctly using the grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate;
- LGV.01P – use knowledge of vocabulary and language conventions to speak, write and read clearly and correctly;
- LGV.02B – use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;
- MDV.01P – identify and describe the elements, intended audiences, and production practices of a variety of media forms.

#### Specific Expectations:

Students will

- LI1.01P – describe information, ideas, opinions and themes in texts they have read during the year from a variety of print and electronic sources including, biographies, short stories, poems, plays, novels, brochures, and articles from newspapers, magazines, and encyclopedias;
- LI1.02P – select and read text for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and using information, extending personal knowledge, and responding imaginatively;

- LI1.07P – explain how readers’ backgrounds might influence the way they understand and interpret text;
- WR5.01P – identify sources of ideas, information, and quotation in written work;✳
- WR5.03P – provide documentation of the writing process;
- WR5.04B – edit and proof read their own and other’s writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed;
- LG1.03B – identify words borrowed from other languages and words and terms recently introduced to describe new ideas, inventions, and products, and explain their origin;
- LG1.05P – recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:
  - simple, compound, and complex sentences;
  - components of sentences: subject, predicate, object, subject complement, prepositional phrases, main and subordinate clauses;
  - agreement between subject and verb, and between pronoun and antecedent;
  - consistency of verb tense and voice;
- LG2.01P – use listening techniques and oral communication skills to participate in group discussion;
- LG2.02P – use techniques of effective listening and demonstrate an understanding of oral presentations by restating the main ideas presented and identifying the strengths and weaknesses of presentations;
- MD2.01P – adapt a work of literature for presentation in another media form.

### Activity Titles

Activity 1	Feeling the Pressure	150 minutes
Activity 2	Inner Voices	150 minutes
Activity 3	Protest Around the World	150 minutes
Activity 4	Shaping Your Thoughts	150 minutes
Activity 5	I’m Unique!	150 minutes
Activity 6	Is It Worth the Fight?	150 minutes
Activity 7	The Culminating Activity	600 minutes

### Unit Planning Notes

- The teacher should collaborate with the teacher-librarian to gather resources on important individuals of the past and present from magazines, books, Internet sites, newspapers, and documentary films.
- The teacher should make use of community expertise: ethnocultural groups, librarians, police and firefighters, writers, theatre guilds, businesses, historical societies, churches, and retired teachers.
- The teacher could draw on the expertise of the school board’s Professional Support Staff: social workers, probation officers, child care workers, attendance counsellors, speech and language pathologists, psychometrists, and public health care workers.
- The teacher could create a library of short videos about violence and peer pressure and related articles from newspapers and magazines.
- The teacher may examine careers and research them with the assistance of the Guidance Department.

### Prior Knowledge Required

- This is a culminating unit. It is expected that students will have mastered the skills taught in Units #1 - 4.

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## Teaching/Learning Strategies

This is an integrated unit which reviews and uses many of the teaching and learning strategies of Units #1-4:

- critical viewing of video essays and documentaries
- writing in role
- debating
- persuasive writing and opinion papers
- interviews
- essays
- reports
- presentations
- novel study
- production of portfolios and anthology
- self-evaluation and reflection
- course evaluation
- reading magazines and newspapers

## Assessment/Evaluation

Assessments will be developed for all four strands and will include rubrics (WR5.03P), checklists, peer- and self-evaluation. This unit could be used as a culminating activity which fulfills the 30% final evaluation criteria.

## Resources

Antiracism and Ethnocultural Resources”, Bibliography 99-3, published by the Terry James Resource Centre, Upper Grand District School Board (includes an overview of themes and titles like: “Untie the Knot and Prejudice: a literature based anti-racist education resource kit”, “Brother Eagle, Sister Sky, Malcolm’s Village, Looking at the Environment, 1992 and Beyond”, Our Family, Our Friends, Our World: an annotated Guide to Significant Multicultural Books for Child and Teenagers.)

Armstrong, S. Far and Wide: Essays From Canada. Scarborough: ITP Nelson, 1994. ISBN 0-17-60475-0

Barry, J. Global Safari: Reflections in World Literature. Toronto: Nelson, 1994. ISBN 0-17-603980-5

Borovilos, J. Breaking Free: A Cross Cultural Anthology. Scarborough: Prentice-Hall, 1994. ISBN 0-13-307430-7

Lottridge, C. and A. Dickie. Mythic Voices: Reflections in Mythology. Scarborough: Nelson, 1991. ISBN 0-17-603713-6

MacNeill, J. (Ed.) Three-Way Mirror: Reflections in Fiction and Non-Fiction. Scarborough: Nelson, 1989. ISBN 0-17-603093-X

Resourcelines. Toronto: Prentice-Hall, 1999. (In press)

Sightlines. Toronto: Prentice-Hall, 1999. (In press)

Toutant, A. Endless Possibilities. Don Mills: Oxford, 1999. ISBN 19-54-173644

## Guidance and Career Education

Bell, L.M. (Ed.) Power Learning Steps to Success. Guelph, Wellington County Board of Ed., 1992.

First Folio Resource Group, Inc. Take Our Kids To Work: Teacher’s Resource. Toronto: The Learning Partnership, 1997.

Misner, J. and S. Kearns. Exploring Your Horizons: Career and Personal Planning. Toronto: McGraw-Hill Ryerson, 1998.

Cook, D. and P. Auty. Focus on The Future: Grade 9 Guidance Curriculum. Peel Board of Education, Sept. 1986.

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**Web Sites**

<http://forum.theglobeandmail.com/globen>

<http://www.afn.ca> (The Assembly of First Nations)

<http://ayn-o.ayn.ca> (Aboriginal Youth Network)

<http://www.inac.gc.ca> (Indian and Northern Affairs Canada)

<http://indy4.fdl.cc.mn.us> (Canadian Native Nations)