

Inquiry Demonstration Plan

Lesson Title: Writing a Short Story **Lesson #** 5 **Date:** _____
Name: Tyson McMillan **Subject(s):** English **Grade(s):** 8

Rationale & Overview

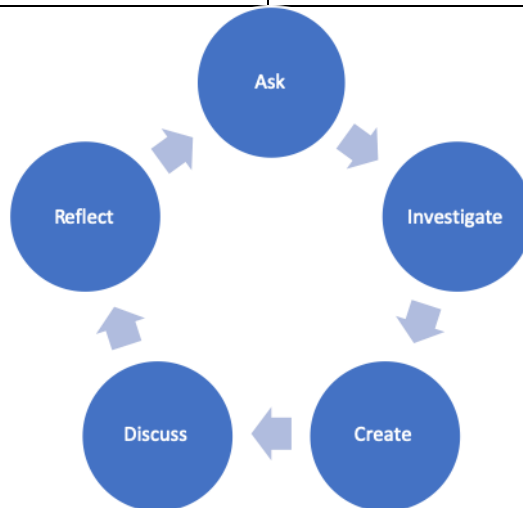
Why does this topic matter to students?
 Students are learning to clarify and articulate their own views in a fictional construct and going through the writing and revision process as a professional author would.

How does this lesson fit within the larger inquiry project?
 This is the culmination of a unit that facilitates the students clarifying their moral philosophies and honing their storytelling techniques

How does this project incorporate the inquiry cycle?

Key Questions For Inquiry

Core Question & Supporting Questions for Inquiry Project	Question(s) Addressed in This Lesson
What makes a person/character morally good? What impact can storytelling have on the world? Why do we root for some people/characters and not others?	What makes a person/character morally good? What impact can storytelling have on the world? Why do we root for some people/characters and not others?



Inquiry Approach and Rationale

This undertaking has many elements of a **discipline-based inquiry**. “Educators advocating for this approach argue that each discipline (e.g., science, mathematics, history) has its own particular ways of generating knowledge, verifying what counts as quality work, and communicating. The job of teachers thus becomes to apprentice young people into these practices” (Friesen 2015). Students are going through the writing process much in the way that an author would: they are clarifying the themes that they want to promote in their literature and making those come alive through the process of planning,

organizing, drafting, editing, and crafting a final product. Throughout the process, there will be opportunities for peer and teacher feedback as well as self-reflection.

Core Principles of Effective Teaching (Sharon Friesen) Focus on one or more core principles in the lesson

<p>Core Principle 1: Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically. <i>*What aspects of the inquiry are the most challenging and meaningful for students?</i></p>	<p>Transferring a moral philosophy into a story in a fully fleshed out world with deep characters can be a challenging undertaking that leads adds depth to students' worldviews</p>
<p>Core Principle 2: The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live. <i>*What makes this inquiry valuable, meaningful, and "alive" for the students and teachers?</i></p>	<p>This inquiry is deeply connected to the world of literature and the history of storytelling. Students are becoming part of this world by telling purposeful stories with actionable lessons.</p>
<p>Core Principle 3: Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions. <i>*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?</i></p>	<p>Formative assessment is frequent in this lesson. The activity is scaffolded; students are to map out the plot, setting, description of characters, all of which the teacher will give feedback on before the final draft. Students will also engage in peer assessment of a draft of their stories based on the criteria that they have helped craft throughout this unit. After the story is written, students will engage in a reflective journal activity.</p>
<p>Core Principle 4: Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning. <i>*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?</i></p>	<p>Students will be frequently connected to the discipline of fiction writing by exploring methods and processes used by professional authors. Additionally, students are connected to each other during the peer revision process; they are exposing themselves to the styles and viewpoints of others.</p>
<p>Core Principle 5: Teachers improve their practice in the company of peers. <i>*How do I reflect on the inquiry together, and/or collaborate with others?</i></p>	<p>Like with any lesson or unit, it can be valuable to talk to other teachers in the same subject area (and especially those teaching the same grade level as you) to share ideas. Additionally, this could open a great opportunity to collaborate with other grade-level teachers; I could talk to, say, the Socials or Science teachers to see how asserting one's moral philosophy can be applied to the material being covered in their classrooms.</p>

BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

- "Language and text can be a source of creativity and joy
- Texts are socially, culturally, and historically constructed"

**BC Curriculum Learning Standards
(STUDENTS DO)**

(STUDENTS KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> - "Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages 	<p>"• forms, functions, and genres of text • text features</p>

<ul style="list-style-type: none"> - Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts - Construct meaningful personal connections between self, text, and world - Exchange ideas and viewpoints to build shared understanding and extend thinking - Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences - Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message - Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation - Select and use appropriate features, forms, and genres according to audience, purpose, and message - Transform ideas and information to create original texts” 	<ul style="list-style-type: none"> • literary elements <ul style="list-style-type: none"> - • literary devices - writing processes • language usage and context • elements of style • syntax and sentence fluency <ul style="list-style-type: none"> - • conventions”
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BC Curriculum Indigenous Connections/ First Peoples Principles of Learning

How will I incorporate Indigenous knowledge and principles of learning?

Frequent reference will be made to the First Nations history of purposeful storytelling that has been discussed in previous sections of this inquiry.

Respectful Relations

How will I invite students of all backgrounds, interests and skills into the inquiry?

Students will be making a story according to their own interests and beliefs and the contexts that inform these. Those who have difficulty writing will be helped by the frequent feedback and peer editing process.

Lesson Activities

Students will begin by mapping out a plot that would express a moral point of view of theirs to the reader while following the classic plot structure of a story. Teacher will give feedback.

Students will then choose the genre that they want to work in, while discussing the conventions of various genres. Teacher will give feedback.

Next, they will fully flesh out their setting and characters to fit the genre and theme of their story. Teacher will give feedback.

Students will then create a draft of their story. Once students have created their draft, they will exchange stories with two other students for peer feedback.

Students will then revise their stories and present a final copy.

After this, students will make a reflective journal entry discussing what they learned throughout the process and what they found most challenging.

Materials and Resources

Pen
Paper
Handouts
Chromebooks

