

A Picture is Worth a Thousand Words

Driving Question: A picture is worth a thousand words, so how does changing simple elements (eg: the background or location of a picture) change the story?

Essential Question: What information can a student infer from an image? What information can be inferred from the image that is not visually presented in the actual digital picture?

Basic Storyboard: Above the Surface / Below the Surface
Good Characters: Bad Characters:
Conflict:
Complications in Plot: 1. 2. 3.
Climax:
Resolution:

Literary Focus:

Plot and Setting: What detail about the setting seems important? How does the writer emphasize its importance?

Reading Focus:

Retelling: Use the 4-step Summary Paragraph format to retell the story based on the *new* information you see in the digital picture.

Unit Plan Details:

Stage 1: Original Story – ELM students will draw their interpretation of a story on their own paper. Applied Technology students use Photoshop to recreate the story in one story board panel. (**~1500 pixels to 2000 pixels in width**)

ELM students then meet in the Applied Tech classroom to compare and contrast their hand-drawn rendition with a Photoshop version.

Lastly, all ELM students will do a gallery walk to view all the Photoshop images and recognize and decipher which story each Photoshop picture is representing.

The stories for this project are:

Little Red Riding Hood
3 Little Pigs
Rumpelstiltskin
Goldilocks and the 3 Bears
Jack and the Beanstalk
Hansel and Gretel
The Pied Piper
The Goose Girl

Stage 2: Changing setting/location – Applied Tech students will then display another digital picture of the same story but with a different background/setting/location/time.

ELM students will view, analyze, and interpret how a *single* change in background/setting/location/time has changed and affected the entire story.

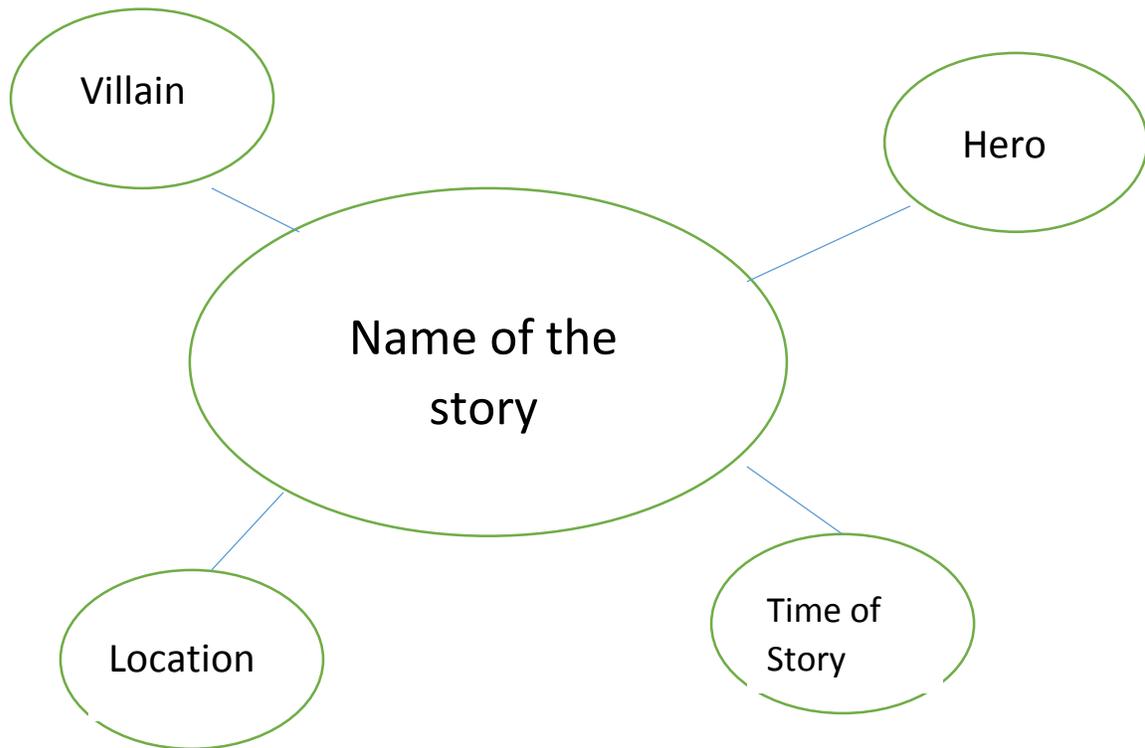
All students will write a narrative on how they would re-write the story based on this single change.

Stage 3: Redeeming the villain – After experiencing how a single change in the location of a story can change the story, now ELM students will re-write the story/fable/fairy-tale with a twist. They will change the character traits of the main villain in the story and redeem the villain of the story.

ELM students will use academic register to re-write the entire story. Story cubes may be used to help direct the ELM students as to how to change certain plot elements to help redeem the villain.

The ELM students will work together with an Applied Tech student to create the new story. ELM will work on the narrative while the Applied Tech will work on digitally translating their written work into a brand new Photoshop image.

Applied Tech students will turn in a Mind Map of the new Stage 3 storyboard before creating the new digital image. The Mind Map should have the following information:



Applied Tech students will also have to elaborate on character traits and what makes the character a hero or villain.

Both groups of students must work together simultaneously and collaboratively. Once the story is complete, each group will present their new revised story with the redeemed villain with a Photoshop poster of their work advertising their new story.

Final Presentation:

Students will present this new story to the class as they would pitch a new movie or script to a group of producers (eg. The other students in the classroom).

The students will allow the producers to infer and interpret what has changed from the original story simply by looking at the Photoshop Poster first. The group that can get the producers/audience to infer the most from a single image of their storyline/plot wins.

Then the students will pass out the new story/script to the producers and demonstrate how closely they have interpreted the storyline from the Photoshop poster.

The audience will then vote and rate the presentation using Google Form.

English and History Common Core Standards

8th Grade – Reading Standards for Literature

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Reading Standard for Literature (RL 8.3)

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provide a decision.

Essential Skills and Concepts:

- Understand causal relationship of dialogue and/or events on plot development
- Identify character traits or aspects

8th Grade Speaking & Listening Standards:

Anchor Standard: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to tasks, purpose, and audience.

SL 8.4

Present claims and findings (**eg., argument, narrative, response to literature presentations**), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen detail; use appropriate eye contact, adequate volume, and clear pronunciation.

- a. **Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (eg. Dialogue, pacing, description, and sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience.**

Essential Skills:

- Plan and deliver a presentation
- Distinguish between a claim and a finding
- Understand the structure for a narrative presentation
- Establish a context and viewpoint
- Present events in a logical sequence
- Understand sequencing ideas logically
- Use techniques such as dialogue, pacing, description and sensory language when presenting information
- Speak with adequate volume and clear pronunciation
- Provide a conclusion based on experience

8th Grade Writing Standards:

Text Types and Purposes W8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Reading and History Standards (RH.6-8.7)

Integration of Knowledge and Ideas

Integrate visual information (eg., in charts, graphics, photographs, videos, or maps) with other information in print and digital texts.

Corresponding College and Career Readiness (CCR) Anchor Standard

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.