Title of Lesson: Literary Elements Culminating Task

Standards:
3.4 Organize and categorize important information, revise ideas, and report relevant findings.
5.2 Employ past and present learning in order to monitor and guide inquiry.
8.1 Analyze how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; determine the impact of contextual influences on setting, plot, and characters.
1.1 Prepare for and engage in conversations to explore complex concepts, ideas, and texts; share ideas and consider alternate viewpoints.
1.2 Participate in discussions; ask probing questions and share evidence that supports and maintains the focus of the discussion.
1.3 Apply effective communication techniques and the use of formal or informal voice based on audience, setting, and tasks.
1.4 Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.

Objectives:
- SWBAT interpret a literary work.
- SWBAT create a visual representation of a literary work where they will provide an accurate explanation of plot using ALICE programming software.

Materials Needed: ALICE Software Program (v 2.4); previously read literary texts (student choice)

Text: Learning to Program with ALICE (as needed); previously read literary texts (student choice)

Duration: 5 days

INSTRUCTIONS FOR IMPLEMENTING LESSON

Setting the Stage (Raise the Level of Concern, Generate Interest, Review/Background, Goals and Objectives):
APK: Show sample world created in ALICE; review major concepts of ALICE
Introduce topic; rubric analysis and explanation; review of literary terms and plot progression
**Acquisition of Skills (Explanation {say}, Modeling {see}, Structured Practice {do}):**
Review basis components of ALICE programming→ evaluate several sample projects using the rubric given for the assignment.

**Consolidation (Guided Practice, Generalization and Discrimination, Independent Practice):**
- TSW create storyboard for their individual topic→ peer reviewed using Gallery Walk→ revise and edit storyboard based on peer feedback
- TSW create world using rubric
- TSW present individual worlds to the class explaining their story and methods used for creation.
- During presentations: each student will complete a plot diagram for the world being presented.

**Closure (Review Objectives, Homework, Set stage for next day):**
Discuss the individual feedback. Was the overall goal of the unit effective? How can this be translated into real world skills? How does the virtual world of ALICE relate to the world around you?

**Assessment/Labs:**
Worlds will be graded using a rubric.

Written Assessment will be over:

Knowledge of literary elements (vocabulary→ theme, setting, etc.)

(Modified from: [http://www.yale.edu/glc/tangledroots/form.pdf](http://www.yale.edu/glc/tangledroots/form.pdf))
Elements of plot (categories of conflict etc.)