

Lights, Camera, MEDIA Literacy!

Lesson Plan # 4

Topics:

Journal Writing
Storytelling Assignment
Storytellers Techniques
Storytelling

Outcomes:

Students will follow organizational procedures.
Students will see, hear, and use applicable vocabulary.
Students will express understanding of the storytelling assignment.
Students will observe and react to the styles of professional storytellers.
Students will analyze components of storytelling.
Students will practice the components of storytelling.

Materials:

Writing journals
Camcorder
Tripod
Mini-dv tapes or memory cards
LCD projector
Chart paper
Post-its
Individual student pocket folders

HANDOUTS: Grandparent Storytelling Project
Rating Storytelling Skills

YouTube urls: Storyteller samples

New Vocabulary: troubadour, griot, pacing, expression, emphasis, gestures, props, eye contact, projection.

Sequence of Events:

I. Journal Writing (15)

1. Prompt:

What surprised you about the timeline of media?

II. Introduction to Storytelling (20)

1. Tell students that in the earliest times, most people did not venture more than seven miles from the spot where they were born their entire lives!

If you can... use a map to show students a perimeter of seven miles from your school and discuss what that would mean in today's world.

The only way that people could get their information was through storytellers who passed down stories from one generation to another and through TROUBADOURS (GRIOTS in West Africa) who traveled from village to village and sang the latest news.

2. Tell students that although troubadours are no longer around, the art of telling a story is still valued. Ask if any have had the experience of being told a story around a campfire or perhaps when power goes out during a storm. Ask if they know folks in their everyday life that tell a great story...maybe just about things that have happened to them...maybe even gossip. Do they know others who are really boring when they tell a story and the listeners can't wait for them to be finished?

3. In groups, have students brainstorm what makes the difference in storytelling styles.

4. Review and list the groups' answers as a class.

Make sure they realize that although auditory learners have the advantage when listening to a story, a good storyteller will make use of visuals and kinesthetics to make the story reach a wide audience.

Tell students that they are going to learn skills to make them the storyteller that others love to hear!

III. Storytelling Assignment (15)

1. Tell students the date for Grandparents Day.

(usually the second Sunday in September...Check with Hallmark.com)

Explain that the storytelling assignment is in honor of their grandparents or other special older persons in their lives.

HANDOUT: Grandparent Storytelling Project

2. Review the directions on the handout together.
3. Assign a due date one week from today.

IV. Observing Storytellers (60)

1. View the following storytellers on YouTube and discuss what makes each storyteller effective. Note the use of:
EXPRESSION, EMPHASIS, GESTURES, PROPS, EYE CONTACT, PROJECTION.

Diane Ferlatte... BRER RABBIT'S DANCE (8:53 partial story)

<http://www.youtube.com/watch?v=QEoEGr955tw>

Pat Speight... THE THREE WISHES (3:21)

<http://www.youtube.com/watch?v=J6YiOxlhjRI>

Donna Washington... RED RED LIPS (4:48)

<http://www.youtube.com/watch?v=roGcGfUAe6k>

HANDOUT: Rating Storytelling Skills

V. Practicing via Taping (75)

1. Students recall the story of "The Three Little Pigs."
2. Each student is videotaped by their group as they retell this story (or other short children's story) in their own words, changing the story as they please, never giving away that perhaps they forgot a detail.

3. The entire class watches and analyzes these first storytelling attempts. They should share what was effective and what could be improved. *Tell students that this is exactly what TV and sports personalities do to improve their onscreen performances.*

VI. Reflection: (15)

1. Direct students to the hanging chart paper labeled:

What makes a storyteller effective?

2. Hand out Post-its on which students write an item to post on the chart.
3. Review the comments on the Post-Its with the class, so students have a sense of what was learned. Make sure to clear up any misconceptions.