

# Lights, Camera, MEDIA Literacy!

## Lesson Plan # 5

**Topics:**

**Journal Writing  
Grandparents' Stories**

**Outcomes:**

Students will follow organizational procedures.  
Students will *see, hear, and use* applicable vocabulary.  
Students will tell grandparent stories to the class audience.  
Students will analyze the components of storytelling style.

**Materials:**

Writing journals  
LCD projector  
Chart paper  
Post-its  
Individual student pocket folders

**HANDOUTS:** Student Storytelling Rating Sheets (each student gets a class set.)

**New Vocabulary:** *no new vocabulary*

**Sequence of Events:**

**I. Journal Writing (15)**

1. Prompt:

**What aspects of storytelling do you find  
the most challenging and why?**

**II. Grandparents Stories (170)**

1. Tell students that they will be presenting their grandparent stories in a random order by your pulling a name from a box that holds all class names.
2. Hand out enough individual feedback forms for all students in the class.

**HANDOUT: Student Storytelling Rating Sheets**

*(Each student gets as many as are in the class.)*

3. A student name is picked. The student tells the story or shows the video of their telling the story.
4. The class asks questions about the content of the story.
5. Students in the audience write their reactions of this storyteller on one of the feedback forms.
6. Randomly select the next storyteller and while (s)he is preparing to present, collect and hold onto all of the feedback forms for the previous storyteller.

*Make sure to review these sheets before stapling them together as a packet to return to the storyteller. Your grade sheet should be stapled to the top of the packet. Discard any inappropriate or hurtful comment sheets. Hand out these packets at the next class session after all stories have been told.*

### III. Reflection: (15)

1. Direct students to the hanging chart paper labeled:

**What did you learn about being a storyteller?**

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.