

Ghostly Tarheels

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EDUC.622.02.1Su15**





Curriculum Unit

II. Introduction

Rationale-

The Ghostly Tarheels Unit focuses on folklore and creative writing. The writing process is important for students to learn because writing is a form of self-expression, and students have to learn how to correctly express themselves. Writing is one of the ways in which they can do this. Writing is a form of communication, and communication is a skill students will need and will utilize for the rest of their lives. I chose North Carolina ghost stories because ghost stories are part of the history of North Carolina, and as residents of North Carolina, it makes sense to learn North Carolina history and folklore. It also helps students learn more about the geography, landmarks, and famous figures and stories of North Carolina. I chose this unit because it is an integration of two of my favorite subjects, creative writing and history.

Differentiation for Gifted Learners-

The content of this unit could be changed to heroic figures in North Carolina history rather than ghost stories. The process and product of it could be differentiated by including computers for the use of videos and using the internet to search for North Carolina ghost stories. The students could also use computers to type their ghost stories. For the writing process students could use partners as a way to ease any anxiety about writing. The product could be differentiated in a variety of methods. Students who do not like to write, or who struggle with the writing process could use storytelling as a way to share their original ghost stories. Students could also use blank books instead of simple writing paper to write their stories.

The Visual Thinking Strategy lesson that is included in this unit is beneficial for gifted students because it connects art to curriculum and makes students more aware of how art connects to life. It also teaches students how to support their thinking with evidence and creates classroom discussions.

The Bruner Model lesson that is included in this unit is beneficial for gifted students because it allows for authentic practice of a real world discipline. It also makes students more aware of disciplines they may have heard of, but knew little about. A Bruner Model lesson also improves observation, critical thinking, and reflecting skills. It is also hands on and engaging.

Both of these lesson formats also address complexity, because they both require critical thinking and include material that can be more complex in nature. Creativity is also addressed. The Visual Thinking Strategy lesson includes art which lends itself to creativity. The Bruner Model requires the students to think creatively by placing themselves inside a field they may not know much about. The activity itself also requires creativity because the students are required to write an original ghost story.

The Population-

This unit is appropriate for gifted students in grades 3 and up. It specifically is appropriate for fourth grade students as an extension or integration in their study of North Carolina. The students who participated in this unit this summer were 4 rising 4th and 5th grade students, three girls and one boy. Two of the girls displayed a giftedness in the area of language arts, the boy was highly gifted, while the last girl's area of giftedness was not as obvious as the others. This unit is appropriate for gifted students because it addresses creativity and written expression, as well as the use of research skills.



III. Goals and Outcomes

Content Goal- The content goals for this unit included the following Common Core Standards...

RL.3.2-Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3-Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

SL.3.4-Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

L.3.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

W.3.3-Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.3.A-Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3.B-Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3.C-Use temporal words and phrases to signal event order.

W.3.3.D-Provide a sense of closure.

3.G.1.5-Summarize the elements (cultural, demographic, economic and geographic) that define regions (community, state, nation and world).

The students are to write an original ghost story after studying ghost stories from across the state of North Carolina.

Process Goal- The process goals for this unit included students being able to...

- Analyze imagery to determine mood and tone.

- Access, organize, and apply knowledge.

- Use spoken, written, and visual forms of art to express emotion and tell a story.

- Apply the techniques of a storyteller to recount a ghost story they know .

- Analyze the performance of a storyteller to create generalizations about storytelling.

- Identify and apply techniques and methods used by a storyteller.
- Use their imaginations to create their own ghost story.
- Students will be able to use the strategies storytellers use as they tell their original ghost stories.
- Research ghost stories from the three regions of North Carolina.
- Use their imaginations to create their own ghost story.
- Students will be able to use the strategies storytellers use as they tell their original ghost stories.

Concept Goal-

The concept goal for this unit using art to evoke emotion. The focus of this unit was meant to help students understand that art is meant to cause a reaction in those who read it or view it. Ultimately my objective was to get students to understand that ghost stories are supposed to be spooky and evoke a feeling of fear in those who read it. The students need to know that art evokes emotion to elicit the appropriate emotion in their writing.



IV. Assessment Plan

The final assessment for this unit is the ghost story completed as part of the performance task that is based on the following scenario.

You are a local folklore historian and storyteller. Your task is to write a new ghost story for one of the haunted places in North Carolina without a known ghost story for the state's Bureau of Tourism. You need to create a ghost story to be included in the state's travel guide that convinces potential tourists to take the ghost tours offered in the different regions of North Carolina.

The ghost story should be an original ghost story set on the coast, in the mountains, or in the piedmont of North Carolina. It should include an illustration that matches the ghost story, and be easy enough to be read and understood by people of various ages.

As noted in the scenario the story must be original with matching illustrations, and it should be able to be read and understood by people of various ages.



V. Lesson Plans

TEACHER NAME		Lesson #
Nakita Carson		1
MODEL	CONTENT AREA	GRADE LEVEL
Visual Thinking Strategy model	ELA	3
CONCEPTUAL LENS		LESSON TOPIC
Emotion		Using art to evoke emotion
LEARNING OBJECTIVES (from State/Local Curriculum)		
CCSS.ELA-LITERACY.RL.3.2-Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. CCSS.ELA-LITERACY.RL.3.7-Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) CCSS.ELA-LITERACY.W.3.3-Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand as a result of this lesson?)		THE ESSENTIAL QUESTION (What question will be asked to lead students to "uncover" the Essential Understanding)
Art evokes emotions.		How does art evoke emotion?
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)
-Harris Burdick was a man who visited an editor friend of Chris VanAllsburg. He presented the editor with some original illustrations and one sentence captions, and told the editor if he liked them he would return the next day with the full stories that went with each of the illustrations. He never returned. --The writing process. -Writing and illustrations are art. -Art is meant to evoke emotion from those who view it.		Analyze imagery to determine mood and tone. -Access, organize, and apply knowledge. -Use spoken, written, and visual forms of art to express emotion and tell a story.

GUIDING QUESTIONS			
What questions will be asked to support instruction? Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding			
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:	
-What does Harris Burdick's illustration make you think of? -What could Harris Burdick have been trying to say? -What emotions does Harris Burdick's illustration make you feel? - What could have happened before the illustration? -What could have happened after the illustration? -What do you think happened to Harris Burdick?	-What do you think is going on in this picture? -What do you see that makes you say that? -What else can you find in this picture? -Who are the people in the picture? -What do you think the people in the picture are feeling? -How do you feel about the people in Harris Burdick's picture?	-What position might the woman in the picture hold? -What does the minimal background tell you? -What does the picture tell you about how illustrators can portray tone and mood through visual imagery? - Why do you say that? -What time period might this picture take place in? -What other pictures have you seen that remind you of this one? -How does art evoke emotion?	
DIFFERENTIATION			
(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.			
Content	Process	Product	Learning Environment
The Mysteries of Harris Burdick by Chris VanAllsburg is a book many students do not know about.	-Students will use observation and critical thinking to create individual and personal meaning by using the VTS model.		

PLANNED LEARNING EXPERIENCES
<i>(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)</i>
Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students. When students enter the classroom a poster version copy of The Mysteries of Harris Burdick by Chris VanAllsburg will be displayed, except Just Desert. The students will observe the individual illustrations for five minutes. The teacher will then read the books background information to the students. The teacher will then ask the pre-lesson questions. -What does Harris Burdick's illustration make you think of? -What could Harris Burdick have been trying to say? -What emotions does Harris Burdick's illustration make you feel? What could have happened before the illustration? -What could have happened after the illustration? -What do you think happened to Harris Burdick? The teacher will then give the students five minutes to observe the pictures again followed by allowing the students the chance to brainstorm the idea for a story based on an illustration of their choosing. The class will move forward by discussing the ideas the came up with. (20 min)

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

The teacher will then reveal Just Desert, one of the pictures from The Mysteries of Harris Burdick. The teacher will instruct the students to come up in small groups and observe the picture in silence for five minutes. After the groups have observed the picture the students will write on index cards the emotions they felt viewing the picture and caption and share their cards with everyone as a whole group. After that, the teacher will then ask the During Lesson questions.

-What do you think is going on in this picture?

-What do you see that makes you say that?

-What else can you find in this picture?

-Who are the people in the picture?

-What do you think the people in the picture are feeling?

-How do you feel about the people in Harris Burdick's picture?

Answers should reveal that the woman in the picture is possibly a cook. All other answers are open for thoughtful discussion.

(30 min)

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

The students will be given a piece of drawing paper and an index card with an emotion listed on it. On the paper the students are to create a picture and a one sentence caption evoking that emotion. The students will be instructed that their picture and caption should evoke their given emotion in others, but without naming what emotion they want to evoke. The students will share their pictures and on a piece of paper list the emotions they felt from each others pictures. The students are to reveal the emotion they were trying to evoke after the others reveal what emotion they felt looking at their drawings and hearing their one sentence captions.

(40 min)

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways.

Students are divided into small groups. The post-lesson questions (see post-lesson questions above) are displayed on the projector. The students discuss the questions in their small groups with one person recording their answers. After 10 minutes the class will come back together and discuss the answers to the questions each group came up with, with the teacher leading the discussion.

(20 min)

Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

The teacher will provide a summary to the lesson:

-How do authors express emotions in their works?

-How do illustrators take an author's words and use them to express the emotions of the author's piece using pictures?

-What emotions does this picture evoke?

-What words would you use to express the emotions of this picture?

-What words would you use to tell the story this picture is telling?

The students are then given a blank sheet of paper and in small groups they should pick one of the poster pictures from The Mysteries of Harris Burdick. The students will describe the feeling the picture causes in them and back up those feelings with details from the picture.
(10 min)

TEACHER NAME

Lesson #

Nakita Carson		2
MODEL	CONTENT AREA	GRADE LEVEL
Bruner	ELA	3rd
CONCEPTUAL LENS	LESSON TOPIC	
Emotion	Storytelling as an art.	
LEARNING OBJECTIVES (from State/Local Curriculum)		
RL.3.2-Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.3-Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events SL.3.4-Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. L.3.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. W.3.3-Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.3.3.A-Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. W.3.3.B-Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. W.3.3.C-Use temporal words and phrases to signal event order. W.3.3.D-Provide a sense of closure.		
THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand as a result of this lesson?)	THE ESSENTIAL QUESTION (What question will be asked to lead students to “uncover” the Essential Understanding)	
Art evokes emotion.	How does art evoke emotion?	
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)	PROCESS SKILLS (What will students be able to do as a result of this lesson?)	
-Students will know that storytelling is an art. -Students will know that storytellers use specific techniques to tell a story. -Students will know that tone and mood drive storytelling. -Students will know that storytelling, as an art, can elicit emotions.	Students will be able to... -Apply the techniques of a storyteller to recount a ghost story they know . -Analyze the performance of a storyteller to create generalizations about storytelling. -Identify and apply techniques and methods used by a storyteller. -Use their imaginations to create their own ghost story. -Students will be able to use the strategies storytellers use as they tell their original ghost stories.	

GUIDING QUESTIONS			
What questions will be asked to support instruction? Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding			
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:	
-What do storytellers do? -What kind of emotions could a good storyteller evoke from their audience? -What are some spaces where storytellers may work? -What techniques do storytellers use to tell a story? -What skills should an effective storyteller possess? -What are some tools that storytellers may use? -What strategies and techniques impact how storytellers work? -What kinds of stories might a storyteller tell?	-What techniques did you observe the storytellers use in the video? -What tools did the storytellers use in the video? -What kind of emotions did you experience when watching the storyteller in the video? -What kind of strategies do you think the storytellers have to use during a storytelling? -Why are these strategies important? -Would the story the storyteller told elicit as much emotion if it were simply read instead of told? Why or why not? -What evidence did the video show you that proves that storytelling is an art?	-What did you learn about being a storyteller? -What inferences did you make about storytelling from the video? -How did you reach the conclusions you reached from the video? -What strategies/methods did you decided to use when telling your ghost story? -What strategies did you create for yourself? -How did you decide on these rules? -How important is tone and mood in storytelling? -How did the storytellers connect to their audiences? -What kind of emotions can a good storyteller evoke by telling their stories?	
DIFFERENTIATION			
(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.			
Content	Process	Product	Learning Environment
		-Students will be able to present their ghost stories orally or in writing.	

PLANNED LEARNING EXPERIENCES
<i>(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)</i>
Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students. When students enter the classroom they will see a picture of The Devil's Tramping Ground in Chatham County, North Carolina. The teacher will model telling a ghost story using The Devil's Tramping Ground Ghost story. The teacher will then ask if the students have ever heard a ghost story? The teacher will then give the students five minutes to brainstorm and discuss any ghost stories they have heard. The teacher will then ask students what is a storyteller and how could what they do help us write an original ghost story? The class will create a list of KSDs(What they Know, What they Say, and What they Do) of a storyteller. The teacher will list the student's responses on a board.

The teacher will then ask the pre-lesson questions and students will respond orally as a whole group. (See above list of questions.)

After the video the teacher will also ask ; What tools did you see the storyteller use? What other tools might a storyteller use?

(30 min)

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

The teacher will then show the video clips of the two storytellers; ART Station's "A Tour of Southern Ghosts " Storytelling Festival-<https://www.youtube.com/watch?v=3UFKnAjo3vk> , and Cynthia Moore Brown Storyteller at Storyfest-Cynthia Moore Brown Storyteller at Storyfest <https://www.youtube.com/watch?v=AJLyZN4Ak94> . They are to focus on the techniques and tools that storytellers use in their storytelling.

After the video the class is to create a list on chart paper divided into three sections. The list should include:

What did the storytellers do in the video?

What techniques and strategies did they use when telling their stories?

How did the storytellers tell their stories?

The students will have 5 minutes to complete this chart in small groups. The class will then discuss the chart.

The teacher will then ask the during the lesson questions and the students will respond orally.(See above list of questions)

The teacher will then set up four stations with North Carolina ghost stories for the students to read. In small groups the students rotate through the four stations and read each of the stories. Students are provided a pencil and paper to note their observations of the ghost stories and what they think these observations mean and generalizations about how to tell a ghost story. As the students are moving through the stations they should be thinking as a storyteller. They should note things such as; What did the author mean when he or she wrote the ghost story? What emotions were the author trying to elicit? How should this story sound when it is being told by a storyteller? What parts should receive extra emphasis? What voice should I as a storyteller use when telling this story? The groups meet and discuss what their findings and generalizations.

(45 min)

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

After the groups have observed each station, the teacher will then give them time to meet and discuss their findings and generalizations. Each group will then report their findings to the whole group and each and as a class come to a final conclusion about how storytellers feel, think, and act to create emotions, and how tone and mood affect a story. The teacher will then ask the after lesson questions.

(See above list of questions)

(30 min)

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

Students are then to brainstorm on what techniques and strategies they will use when telling a ghost story to an audience and together the class will create and record on chart paper a list of storyteller techniques and strategies.

(10 min)

Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

Each student will be provided a piece of paper. On the paper the students are to reflect on how they connected with their audience when telling ghost stories and if storytelling is an art.

(5 min)

TEACHER NAME	Lesson #
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Nakita Carson		#3
MODEL	CONTENT AREA	GRADE LEVEL
Performance Task	ELA and Social Studies	3rd
CONCEPTUAL LENS	LESSON TOPIC	
Emotion	The art of local folklore and culture.	
LEARNING OBJECTIVES (from State/Local Curriculum)		
RL.3.2-Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.3-Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events SL.3.4-Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. L.3.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. W.3.3-Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.3.3.A-Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. W.3.3.B-Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. W.3.3.C-Use temporal words and phrases to signal event order. W.3.3.D-Provide a sense of closure. 3.G.1.5-Summarize the elements (cultural, demographic, economic and geographic) that define regions (community, state, nation and world).		
THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand as a result of this lesson?)	THE ESSENTIAL QUESTION (What question will be asked to lead students to “uncover” the Essential Understanding)	
Art evokes emotion	How does art evoke emotion?	
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)	PROCESS SKILLS (What will students be able to do as a result of this lesson?)	

The students will know... That folklore is traditional customs, beliefs, stories, and sayings: ideas or stories that are not true but that many people have heard or read. Know folklore from the three regions of North Carolina Know how to write an original ghost story..	The students will be able to... Research ghost stories from the three regions of North Carolina
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GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
What is folklore? How can folklore be considered an art? How does folklore create art? How can folklore tell the story of a region or a community? What ghost stories do you know from the Piedmont? What ghost stories do you know from the Mountains? What ghost stories do you know from the Coast? What ways can we tell the stories of the folklore of these areas?	What ghost stories have you found from the Piedmont? How are these ghost stories part of the local folklore of the region? What ghost stories have you found from the Mountains? How are these ghost stories part of the local folklore of the region? What ghost stories have you found from the Coast? How are these ghost stories part of the local folklore of the region? Are there any similarities in any of the stories you have found in the different regions? If so what is similar about them?	What qualities do these ghost stories possess that make them a form of art? What other forms of art are exclusive to the Piedmont? How does this art evoke emotion? What other forms of art are exclusive to the Mountains? How does this art evoke emotion? What other forms of art are exclusive to the Coast? How does this art evoke emotion?

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
		Students can create a website telling ghost stories from each region using wordpress.com.	

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

When students enter the room they will see a map of North Carolina separated by regions. They will see sections of the room decorated with items representing each region of North Carolina. We will then enter into a discussion about each of the regions. The students will be asked what they know about the Piedmont, the Coast, and the Mountains. The teacher will then ask the Pre-Lesson questions (listed above).

(10 minutes)

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

The teacher will then introduce the performance task scenario:

You are a local folklore historian and storyteller. Your task is to write a new ghost story for one of the haunted places in North Carolina without a known ghost story for the state's Bureau of Tourism. You need to create a ghost story to be included in the state's travel guide that convinces potential tourists to take the ghost tours offered in the different regions of North Carolina.

The ghost story should be an original ghost story set on the coast, in the mountains, or in the piedmont of North Carolina. It should include an illustration that matches the ghost story, and be easy enough to be read and understood by people of various ages.

(1 ½ hours)

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

The students will be divided into small groups. Each group will be given a copy of the During lesson questions (listed above). The students are to answer the during lesson questions on a sheet of notebook paper. Each group member will then share their brochure with the other members of their group.

(10 minutes)

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

The post lesson questions (see above) will be listed on a sheet on chart paper. In their groups each of the students will first answer the questions on a sheet of notebook paper, and then share their answers with the other members of their group.

(5 min)

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

On a notecard the students will answer the question How does the art of folklore evoke emotion? as a ticket out the door. **(5 min)**

TEACHER NAME		Lesson #
Nakita Carson		#4
MODEL	CONTENT AREA	GRADE LEVEL
	ELA	3rd
CONCEPTUAL LENS		LESSON TOPIC
Emotion		Storytelling
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. W.3.3.B-Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. W.3.3.C-Use temporal words and phrases to signal event order. W.3.3.D-Provide a sense of closure.		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
Art evokes emotion		How does art evoke emotion?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
Students will know... -Students will know that storytelling is an art. -Students will know that storytellers use specific techniques to tell a story. -Students will know that tone and mood drive storytelling. -Students will know that storytelling, as an art, can elicit emotions.		Students will be able to... -Use their imaginations to create their own ghost story. -Students will be able to use the strategies storytellers use as they tell their original ghost stories.

GUIDING QUESTIONS			
What questions will be asked to support instruction? Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding			
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:	
-What was similar about the two storytellers techniques? -What was different about their techniques? -Which story did you find more interesting? -What did the storytellers do that captured your attention? -What did they do that lost your attention? -What kind of language did the storytellers use that made the story captivating? -What things are you going to take away from these clips to engage your audience?	-How can the language you use capture the attention of your audience? -What language will you use to capture the attention of your audience? -What haunted location will you write about?	Who wants to share a sentence from their ghost story? What emotions did their story evoke?	
DIFFERENTIATION			
(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.			
Content	Process	Product	Learning Environment
		-Students can buddy write their ghost stories. Coming up and composing an original story together.	

PLANNED LEARNING EXPERIENCES
(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)
Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students. To begin, the students will come into the room they will hear spooky music playing. They will then watch two video clips from youtube of storytellers telling ghost stories. https://www.youtube.com/watch?v=PkttkZ-WFaA https://www.youtube.com/watch?v=rIrp5mPgOU8 They will then compare and contrast the storytellers styles, techniques, and audience engagement and complete the pre-lesson questions (see above). (30 min.) Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

The class will determine that the overall mood of a ghost story is supposed to be spooky. The teacher will have the students model what spooky looks like, how spooky sounds, what spooky feels like, and how someone might react in a spooky situation. The teacher will ask the during lesson questions (see above). The students will return to the following website: <http://www.hauntedplaces.org/state/North-Carolina> . The students are then to complete their plan to compose their own ghost story using one of the places from the haunted places website as their location.

(45 min.)

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

During this part of the lesson the students will compose their original ghost story.

(35 min.)

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

The students will answer the post-lesson questions (see above) and are to share what they have completed of their stories with one another as a small group. The group will share ideas with one another on how to improve and edit stories.

(5 min.)

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

The students will make revisions based on the suggestions of the group. On a notecard the students will share how they plan to share their original ghost stories; orally or in writing, and turn those cards into the teacher before they leave.

(5 min.)



VI. Resources

1. ART Station's "A Tour of Southern Ghosts" Storytelling Festival. (n.d.). Retrieved July 30, 2015.
2. CCPL presents Charleston Tells - Ghost Stories - Donna Washington - 3-9-13. (n.d.). Retrieved July 30, 2015.
3. | Search Results | Haunted Places. (n.d.). Retrieved August 1, 2015.
4. North Carolina Ghost Stories and Legends. (n.d.). Retrieved August 1, 2015.
5. Allsburg, C. (1984). The mysteries of Harris Burdick. Boston: Houghton Mifflin.

Other supplies needed for this unit...

1. Notebook paper
2. Pencils
3. A good imagination!
4. A blank book or some type of paper to write the final copy of the ghost story on