

Explorers

Teacher's Guide



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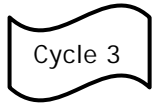
Duration: 5 weeks

Explorers

Project level: **advanced**



Intensive Learning & Evaluation Situation



Goal: To enable students to demonstrate expressions of peace and tolerance within various cultures

Broad Area of Learning
 ↻ **Citizenship and community life**

Focus of Development
 Culture of peace

Cross-Curricular Competencies	ESL Competencies	
	1	2
Intellectual CCC 1 ↻ To use information Methodological CCC 5 ↻ To adopt effective work methods Personal and social CCC 8 ↻ To cooperate with others	↻ To interact orally in English <ul style="list-style-type: none"> • The student reacts to messages using strategies • The student takes the initiative to transmit oral messages using strategies • The student maintains oral interaction using strategies 	↻ To reinvest understanding or oral and written texts <ul style="list-style-type: none"> • The student prepares to listen to and read texts using strategies • The student demonstrates understanding of oral and written texts using strategies • The student carries out meaningful tasks using strategies
Evaluation Criteria <ul style="list-style-type: none"> • Completion of the task • Persevere in performing the task • Appropriate attitudes and behaviours • Commitment to the work of the team 	<ul style="list-style-type: none"> • Use of functional language • Use of strategies • Participation in exchanges • Pronunciation 	<ul style="list-style-type: none"> • Use of strategies • Demonstration of understanding of key elements and overall meaning • Carrying out tasks

Essential Knowledge

- Functional language for expressing agreement and disagreement, promoting harmonious exchanges and teamwork, making requests and rejoinders, expressing ideas, opinions and preferences, identifying and describing
- Vocabulary related to culture, travel, history and geography
- Strategies: Use of prior knowledge, Resourcing, Scanning, Planning, Practice, Cooperation, Note-taking
- Intonation and pronunciation
- Key elements: person, place, actions, sequence of events
- Contextual cues: illustrations, synopsis
- Cultural products: historical characters, explorers

Overview

Explorers

	Handouts	Teacher References	Interaction Posters	Materials Needed
Preparing the task	0.1, 0.2			
1 Explorers Around the World	1.1, 1.2, 1.3, 1.4, 0.2	1.1	#1, #2	small blank world maps large class world map string, pins or gum blank tags
2 Battuta's Logbook	2.1			
3 Shared Reading	2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 0.2	3.1, 3.2		
4 Who's Who? What Did You Do?	4.1, 4.2, 0.2	4.1, 4.2		
5 The Task	4.2, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6	5.1, 6.1, 6.2, 6.3	#2	transparency of Explorers Handout 6.3, Internet, books, magazines, people to be interviewed, maps, pictures
Assimilation & Transfer of Learning	0.2, 7.1			

<p>each group: one 'explorers' card and one 'natives' card.</p> <ul style="list-style-type: none"> • Have students to pair up and choose their roles. • Allow them a few minutes to prepare their role play. • Invite one group to present their skit. • Elicit from the rest of the class the attitudes demonstrated by the actors. • Have students determine whether or not these attitudes promote peace and tolerance and write them in the appropriate column in the t-chart. • Proceed in the same manner with the other teams. • Explain the task. <div style="border: 2px solid black; padding: 10px; text-align: center; margin: 10px 0;"> <p>The Task Exploring and Presenting a Culture from the Past.</p> </div> <ul style="list-style-type: none"> • Inform the students that in order to do this task they will need to: <ul style="list-style-type: none"> - know expressions for identifying and describing elements of a culture; - demonstrate how elements of a culture promote peace and tolerance; - use the Internet and other research resources; - use information in new ways; - adopt effective work methods; - use a storyboard to prepare an original presentation; - use functional language to work harmoniously with partners. • Distribute <u>Explorers Handout 0.2</u> • Draw students' attention to the class goals, making sure students understand how they can be attained. • Inform them they will reflect on their goals throughout the project. • Go over the list of personal goals for this task and ask students to choose one for themselves. • Invite students to set a personal goal for the task. • Point out the competencies that will be developed in this task: 	<ul style="list-style-type: none"> • Choose their partners and their roles. • Prepare their skits. • Present their skits. • Watch and describe various ways for greeting strangers. • Express their opinions concerning these attitudes. • Listen and mentally prepare for the task. • Think of what they know and need to learn. • Refer to <u>Explorers Handout 0.2</u> and take note of class goals. • Set a personal goal. • Colour the appropriate star. • Become aware of the competencies that will 	<ul style="list-style-type: none"> • Observe students' participation and understanding of attitudes and behaviours that promote peace and tolerance. • Observe their level of motivation. • Circulate and monitor, helping out where needed.
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<p>ESL 1: To interact orally in English ESL 2: To reinvest understanding of oral and written texts</p> <p>CCC 1: To use information CCC 5: To adopt effective work methods CCC 8: To cooperate with others BAL: Citizenship and community life</p> <ul style="list-style-type: none"> • Inform students that this will be done through activities that promote a culture of peace. 	<p>be developed.</p> <ul style="list-style-type: none"> • Become aware of the context in which the competencies will be developed. 	
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CARRYING OUT THE TASK

Teacher's Role	Student's Role	Ongoing Evaluation
<p style="text-align: center;">Activity 1: Explorers Around the World</p> <ul style="list-style-type: none"> • Prepare ahead of time an envelope for each group containing : <ul style="list-style-type: none"> – one set of four clue cards from Explorers Handout 1.1 – a small blank world map * You may wish to use www.mapquest.com or similar sites. • Prepare ahead of time one card from Explorers Handout 1.2 for each student. • Inform students they will learn more about explorers and their travels around the world. • Distribute one card from Explorers Handout 1.2 to each student. • Invite them to identify the oceans and continents and countries on the class world map, using appropriate resources. • Remind students that various explorers travelled to all of these places in the past. • Tell them they will read a comic strip about one of these explorers. • Distribute Explorers Handout 1.3. • Draw students' attention to the title and the illustrations. • Have them predict when the story takes place and who it is about. 	<ul style="list-style-type: none"> • Read the card. • Take turns placing the cards at the appropriate place on the map. • Look at the title and the illustrations. • Predict the time: 1499. • Predict the person: Vespucci, an explorer. 	<ul style="list-style-type: none"> • Observe students' level of motivation. • Take note of students' ability to choose and use appropriate resources.

- Ask students to read the comic strip.
- Verify their understanding with questions such as:

- Who is the main character?
- What was his main occupation?
- What was his point of departure?
- Where did he go?
- Why did he go there?

- How did he go?
- When did he go?
- How did he promote peace and tolerance?

- Elicit from students the strategies they used to find and reinvest the appropriate information.

- Prepare a large sample clue card on the board in the following manner:

Name of explorer	Place of exploration
Point of departure	Year

- Have students scan the comic strip again ([Explorers Handout 1.3](#)) for the corresponding information.
- Write the appropriate information in the corresponding box on the sample clue card.

Name of explorer Amerigo Vespucci	Place of exploration New World/America
Point of departure Spain	Year 1499

- On the map of the world, attach a string from Amerigo Vespucci's point of departure (Spain) to his point of arrival (Brazil).
- I identify his route with the date (1499) and his name (Amerigo Vespucci) on a tag.
- Model a presentation of Vespucci's travels using functional language such as

- Read the comic strip.
- Answer the questions:


- *Amerigo Vespucci*
- *Explorer*
- *Cadix, Spain*
- *To the new world*
- *To learn about new people, places and customs*
- *By boat*
- *10 May, 1499*
- *He offered gifts, he smiled, he was friendly, he didn't have any weapons, etc.*

- Name useful strategies: *Attention, Use of prior knowledge, Inferencing, etc.*

- Visualize Vespucci's travels.

- Observe students' understanding of the comic strip.

- Take note of students' ability to identify appropriate strategies.

<p><u>"Amerigo Vespucci travelled from Spain to the New World in 1499."</u></p> <ul style="list-style-type: none"> • Write this model sentence on the board. • Collect Explorers Handout 1.2. • Inform students they will work in groups to read about other explorers and identify their routes on the class world map in the same way. • Draw students' attention to Interaction Poster #1 and Interaction Poster #2. • Elicit from the students how these posters can help them in their activity. • Form cooperative groups of 4 and assign roles: <ul style="list-style-type: none"> – student A: Materials Manager – student B: Noise and Time Manager – student C: Reporter – student D: Facilitator/Checker * You may wish to use Explorers Handout 1.4 to identify the roles and give students a tool for using the corresponding functional language. • Distribute to each group : <ul style="list-style-type: none"> – an envelope containing the four clues concerning one explorer from Explorers Handout 1.1 – a piece of string – a blank tag  – a small blank world map. • Ask groups to use the clues in the envelope to write the name and year of their explorer on the blank tag and to prepare a brief presentation of their explorer, using the model sentence on the board. 	<ul style="list-style-type: none"> • Read the posters. • Give reasons: <i>to help me to work better in my group, to help us to work together.</i> • Get into groups and become aware of their roles. • Take one clue each from the envelope. • Read the clues. • Share the information with their group. • Find the point of departure and the place of exploration on their map. • Trace a line between the two points. • Prepare a name and date tag. • Practice their presentation. 	<ul style="list-style-type: none"> • Give feedback on items that need further explanation. • Circulate and monitor, helping out where needed. • Take note of students' demonstration of their understanding of key elements and their use of appropriate attitudes and behaviours. • Circulate and monitor a few groups, using the observation grid.
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<ul style="list-style-type: none"> • Invite students to present their explorers and identify their routes with the string and tags on the class world map, • Inform students they will reflect on what they have learned and how they did it. • Ask a few students to name two things they learned during the activity. • Ask them to take out Explorers Handout 0.2 and complete the first column for the class goals. • Have students complete the first column for the personal goals. • Invite them to continue working towards their goals. <p style="text-align: center;">Activity 2: Battuta's Logbook</p> <ul style="list-style-type: none"> • Inform students that we know about explorers because they kept notes about their explorations in logbooks. • Distribute Explorers Handout 2.1 • Inform students this page is an excerpt from Battuta's logbook. • Ask students to find the following information in the text, and elicit their responses: <ul style="list-style-type: none"> - the year of his voyage, - his point of departure, - where he intended to go. • Ask students how they found the information. <ul style="list-style-type: none"> • Inform them that this strategy they used is called <i>Scanning</i>. • Invite students to continue using this strategy in order to adjust Battuta's route on the class map. • Have them scan the text and find the names of the places Battuta visited. <ul style="list-style-type: none"> • Draw students' attention to these places on the 	<ul style="list-style-type: none"> • Present their explorers to the class. • Think about what they have learned and share it with the class. <ul style="list-style-type: none"> • Write the date • Draw and color the appropriate happy faces. • Focus on their goals. <ul style="list-style-type: none"> • Become aware of what an explorer's logbook is. <ul style="list-style-type: none"> • Look at the text and find the information: <ul style="list-style-type: none"> - 1341 - Casablanca, Morocco - China • Explain the strategy they used to find the information: <i>I looked for specific information in the text; I looked just for numbers, etc</i> <ul style="list-style-type: none"> • Scan Explorers Handout 2.1 • Identify the 6 places: <i>the Mediterranean Sea, the Sinai Desert in Egypt, Saudi Arabia, the Red Sea, Delhi in India, the Maldives</i> 	<p>observation grid, Explorers Teacher Reference 1.1</p> <ul style="list-style-type: none"> • Take note of students' general understanding of explorers and their ability to work in teams. • Give feedback. <ul style="list-style-type: none"> • Take note of students' understanding of the strategy <i>Scanning</i>. <ul style="list-style-type: none"> • Observe students' ability to find the information quickly.
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<p>class map as they name them.</p> <ul style="list-style-type: none"> • Invite a few students to adjust the string on the map of the world accordingly. • Ask students to scan Explorers Handout 2.1 for key words about the weather that Battuta encountered and list them on the board. <p>• Repeat the modelling of how to use the strategies <i>Scanning</i> and <i>Note-taking</i> with Battuta's modes of transportation and feelings.</p> <p>• Inform students that grouping and writing down keywords is a useful research strategy called <i>Note-taking</i>.</p> <p style="text-align: center;">Activity 3: Shared Reading</p> <ul style="list-style-type: none"> • Inform students that they will continue scanning other pages of Battuta's logbook for more information by dividing up the work and then, sharing it as a team. • Form groups of four. • Distribute four copies of Explorers Handout 3.1 to each Materials Manager. • Draw students' attention to the categories. <ul style="list-style-type: none"> • Distribute Explorers Handout 3.2 to student A, Explorers Handout 3.3 to student B, Explorers Handout 3.4 to student C, and Explorers Handout 3.5 to student D. • Invite students to scan their assigned part of the logbook to see which team member has the information for the first item, <i>nationality</i>, on the 	<ul style="list-style-type: none"> • Visualize Battuta's route. • Name the key words about weather in Explorers Handout 2.1: <i>the sun was bright, the winds were strong, favourable winds, extremely hot and dry.</i> • Name the key words about modes of transportation in Explorers Handout 2.1: <i>crew of 20 sailors, by camel, merchant caravan, boat.</i> • Name the key words about feelings in Explorers Handout 2.1: <i>nervous, excited, good fortune, gratefully, dangerous, lucky, safely.</i> • Become aware of how and when to take notes. <p>• Become aware of the nature of the activity.</p> <p>• Get into groups of four.</p> <p>• Focus on the types of information they will be looking for.</p> <p>• Scan their page of Battuta's logbook for the first item,</p>	<ul style="list-style-type: none"> • Observe students' growing ability to use the strategy <i>Scanning</i> and give corrective feedback with the help of Explorers Teacher Reference 3.1
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<p>grid, Explorers Handout 3.1.</p> <ul style="list-style-type: none"> • Elicit the name of the nationality (<i>Maldivian</i>). • Ask students to write the answer in the appropriate place on their grid. • Draw their attention to the next item, <i>languages</i>, on the grid, Explorers Handout 3.1. • Invite students to scan their assigned part of the logbook to see which team member has the name of the language. <ul style="list-style-type: none"> • Ask students A and D to write the names of the languages on his or her grid. • Remind students that all the team mates do not have all the information to complete the grid. • Invite students to continue using the strategies <i>Scanning</i> and <i>Note-taking</i> in order to fill in as much information as possible on the grid. <ul style="list-style-type: none"> • Ask team mates to take turns sharing the information they found in order to complete each category of their grids. <ul style="list-style-type: none"> • Inform students that these categories are elements of culture. • Lead a class discussion about how the Maldivian culture promotes tolerance and peace with the help of Explorers Teacher Reference 3.1. • Ask students to write their answers at the bottom of Explorers Handout 3.1. <ul style="list-style-type: none"> • Inform students they will reflect on what they have learned and how they did it. • Ask a few students to name two things they learned during the activity. • Ask them to take out Explorers Handout 0.2 and complete the second column for the class goals. 	<p><i>nationality</i>.</p> <ul style="list-style-type: none"> • Become aware that they each have the keyword <i>Maldivian</i> in their part of the logbook. • Complete the first box on the grid. <ul style="list-style-type: none"> • Scan their page of Battuta's logbook for the second item, <i>languages</i>. • Realize that only students A and D have the names of the languages (<i>Divehi and Arabic</i>) in their part of the logbook. • Scan their page of Battuta's Logbook. • Find the information for their grid. • Take notes in the corresponding categories on Explorers Handout 3.1. • Share their findings with their team mates. • Complete the whole grid accordingly. • Share their understanding of the text and write down examples of how the Maldivian culture promotes peace and tolerance. <ul style="list-style-type: none"> • Think about what and how they have learned. <ul style="list-style-type: none"> • Write the date • Draw in colour the appropriate happy faces. 	<ul style="list-style-type: none"> • Take note of students' ability to use the strategies <i>Scanning</i> and <i>Note-taking</i> and to do their fair share of the work in English. <ul style="list-style-type: none"> • Circulate and monitor a few groups, using the observation grid Explorers Teacher Reference 3.2. • Give feedback on items that need further explanation and on the quality of their work. • Take note of students' general understanding of reading strategies and their ability to work in groups. <ul style="list-style-type: none"> • Circulate and monitor, helping out where needed.
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<ul style="list-style-type: none"> • Have students complete the second column for the personal goals. • Invite them to continue working towards their goals. <p>Activity 4: Who's Who? What Did You Do?</p> <ul style="list-style-type: none"> • Prepare ahead of time Explorers Handout 4.1 and one identification card from Explorers Handout 4.2 for each student. • Inform students they will play the game <i>Who's Who? What Did You Do?</i> in order to find out about other explorers and places. • Tell them that the object of the game is to find the name of 30 famous explorers by asking questions of everyone in the class. • Distribute one identification card from Explorers Handout 4.2 to each student. • Tell them to keep their 'explorer' identification secret. <ul style="list-style-type: none"> • Elicit from students the categories of information on their explorer identification cards. • Write them on the board. <ul style="list-style-type: none"> • Elicit from students the questions they could use to find the answers for the information in each category. • Write the questions on the board. <ul style="list-style-type: none"> • Distribute Explorers Handout 4.1. • Draw students' attention to number 1. • Model the game with a student in the following manner, using the questions on the board. <p>Player A: Where did you go? Player B (consults his explorer identification card in secret): To the South Pacific Ocean.</p> <p>Player A: Where did you leave from? Player B (consults his explorer identification card in secret): France</p> <p>Player A: What's your name?</p>	<ul style="list-style-type: none"> • Focus on their goals. <ul style="list-style-type: none"> • Become aware of the purpose of the activity. <ul style="list-style-type: none"> • Assume the role of the explorer on their identification card. • Name the categories: <i>name, place of exploration, point of departure, year of exploration.</i> • Suggest questions : <i>Where did you go? When did you go? Where did you leave from? What was your point of departure? What's your name? What did you explore? What did you do?</i> <ul style="list-style-type: none"> • Observe the modeling. • Ask clarification questions if necessary. 	<ul style="list-style-type: none"> • Observe students' level of motivation.
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<p>Player B: Bougainville Player A writes Bougainville and player B's real name in the appropriate columns on Explorers Handout 4.1.</p> <ul style="list-style-type: none"> • Remind students to use the questions on the board in order to find the names of all the explorers. • Have them engage in the activity. • Correct with the class using the correction key, Explorers Teacher Reference 4.1 <ul style="list-style-type: none"> • Inform students they will reflect on what they have learned and how they did it. • Ask a few students to name two things they learned during the activity. • Ask them to take out Explorers Handout 0.2 and complete the third column for the class goals. • Have students complete the third column for the personal goals. • Invite them to continue working towards their goals. <p>The Task: Exploring and Presenting a Culture from the Past.</p> <ul style="list-style-type: none"> • Tell students that they are now ready to explore a culture from the past. <p>Steps 1 to 4</p> <ul style="list-style-type: none"> • Inform students that they will work in their cooperative groups of four to research one of the cultures their explorers encountered (Explorers Handout 4.2) and share their discoveries with the class. • Have them place their explorers identification cards face up on their desks. • Invite teams to discuss and choose one of the places of exploration to research for the task. <ul style="list-style-type: none"> • Post Interaction Poster #2 on the wall and remind students that the expressions on it could help them come to a consensus. 	<ul style="list-style-type: none"> • Play the game. • Participate in the correction. <ul style="list-style-type: none"> • Think about what and how they have learned. • Write the date • Draw in colour the appropriate happy faces. • Focus on their goals. <ul style="list-style-type: none"> • Sit with their team. <ul style="list-style-type: none"> • Place their explorers identification cards face up on their desks for everyone in the team to see. • Read the four explorer identification cards. • Discuss, using the functional language on Interaction Poster #2. • Choose one place to explore. 	<ul style="list-style-type: none"> • Take note of students' ability to select appropriate information and ask and answer questions, using the observation grid Explorers Teacher Reference 4.2. <ul style="list-style-type: none"> • Circulate and monitor, observing students' goal-setting and offering advice where needed. <ul style="list-style-type: none"> • Circulate and monitor, helping out where needed.
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<ul style="list-style-type: none"> • Distribute Explorers Handout 5.1 to each student. • Inform students that this is a planning tool to help them develop effective work methods step by step. • Draw their attention to Step 1 and invite them to fill in their names. • Draw their attention to Step 2 and invite them to complete it, using the explorer identification card they chose as a group. • Elicit from students resources they could use to find out about their chosen place. • Have students complete Step 3. • Draw their attention to Step 4 of Explorer Handout 5.1. • Elicit techniques for taking notes and write them on the board. • Distribute Explorers Handout 5.2, Explorers Handout 5.3, Explorers Handout 5.4 and Explorers Handout 5.5. • Invite team mates to come to an agreement on the categories each one will research and take the corresponding handout. • Draw students' attention to the question at the bottom of the page: <i>How does this culture promote peace and tolerance in the world?</i> • Remind them to look for elements of an answer during their research. • Set a time limit for the research. • Have students engage in the task. • Invite team mates to present their findings to their cooperative group. 	<ul style="list-style-type: none"> • Become aware of a useful planning tool for their research. • Write their names. • Fill in the information in Step 2. • Name various research resources: <i>Internet, books, magazines, people, maps, pictures, etc.</i> • Suggest ways of taking notes: <i>Highlighting, using point form, numbering, grouping, sequencing main ideas, webbing, saving references, etc.</i> • Write note-taking techniques in Step 4 of Explorers Handout 5.1 • Discuss and come to a consensus on who does what. • Remember to take note of elements of peace and tolerance. • Find information about their chosen culture by researching their assigned section. • Take notes on the corresponding handout. • Share their discoveries with their cooperative groups. 	<ul style="list-style-type: none"> • Take note of students' ability to use functional language and to select and manage materials using the observation grid Explorers Teacher Reference 5.1.
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<p>Steps 5 to 7</p> <ul style="list-style-type: none"> • Prepare ahead of time a set of cards for each cooperative group from Explorers Handout 6.2 and one transparency of Explorers Handout 6.3. • Remind groups they will present the results of their research to the class in an original way. • Tell them they will discover a new tool to help them plan original presentations. • Distribute Explorers Handout 6.2, the pictures, and the text cards from Explorers Handout 6.1, the illustrator's instructions. • Invite groups to match the pictures with the appropriate texts. • Correct with the class using Explorer Teacher Reference 6.1. • Elicit from students the techniques they used to match the texts with the pictures. • Tell them this tool (sketches with instructions) is called a storyboard. Writers use storyboards to prepare their productions of one act plays, comic strips, picture strip novels, transparencies, multimedia slide shows, and videos. • Show the class a blank transparency of Explorers Handout 6.3. • Inform them that this is a skeleton to be used for combining their notes into a story form, which they will then use for creating their storyboard. • Draw students' attention to the box 'characters'. • Elicit the names of the characters from the storyboard, Vespucci: an Explorer, and write the names in the box 'characters' on the blank transparency of Explorers Handout 6.3. • Continue in the same manner with all the elements of the story skeleton: time, place, events, ending. 	<ul style="list-style-type: none"> • Read the cards from Explorers Handout 6.1 carefully. • Observe the pictures. • Match the texts and the illustrations. • Participate in the correction. • Name useful techniques: <i>reading carefully, paying attention to the details in the pictures, etc.</i> • Become aware of how a storyboard works. • Become aware of how a storyboard is constructed. • Observe Explorers Handout 6.1 and Explorers Handout 6.2 and name the characters: <i>Amerigo Vespucci and crew.</i> • Participate in the completion of the story skeleton by naming elements of the model storyboard. 	<ul style="list-style-type: none"> • Observe students' understanding of the elements of a story skeleton.
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<ul style="list-style-type: none"> • Distribute one copy of Explorers Handout 6.3 to each team. • Invite students to develop their own story skeleton using the information they gathered in Steps 1 to 4. • Draw students' attention to the model storyboard Vespucci: an Explorer, Explorers Handout 6.1. • Elicit the 5 essential categories of a storyboard. <ul style="list-style-type: none"> • Draw a parallel between the elements in the model story skeleton on the transparency, the 5 categories of the storyboard and the sketches. • Point out how the story skeleton helps to create a storyboard. • Distribute Explorers Handout 6.4 to each student. • Draw students' attention to the next steps of the plan. • Tell students they will use a storyboard to help them develop their original presentation for the class. • Ask them to agree on a presentation technique and check it off in Step 5, Explorers Handout 6.4 • Distribute one copy of Explorers Handout 6.5 to each team. • Invite teams to complete their story board using their story skeleton and their notes from Explorers Handout 5.2, Explorers Handout 5.3, Explorers Handout 5.4 and Explorers Handout 5.5 and Explorers Handout 6.3. • Ask students to verify their storyboard using the check list on the plan, Step 6, Explorers Handout 6.4. • Inform students of the group evaluation criteria, using Explorers Handout 6.6. • Have students decide on roles and responsibilities, and prepare and practice their presentations. <p>Steps 8 to 9</p> <ul style="list-style-type: none"> • Distribute and explain the group evaluation grid Explorer Handout 6.6. • Ask teams to present their projects to the class. 	<ul style="list-style-type: none"> • Use their notes and share information to develop their story skeleton. • Focus on the model storyboard. • Name the categories of a storyboard: <i>characters, action, view point, background, dialogue</i>. • Integrate how and why to build a storyboard. <ul style="list-style-type: none"> • Come to an agreement on a presentation technique and complete Step 5. • Fill in the instructions for the illustrations. • Sketch the pictures. <ul style="list-style-type: none"> • Verify and check off the elements as completed. • Become aware of the evaluation criteria. • Come to a consensus, prepare and practice their presentations. <ul style="list-style-type: none"> • Participate in their 	<ul style="list-style-type: none"> • Circulate and assess a few groups' carrying out of the task, using the observation grid Explorers Teacher Reference 6.1. <ul style="list-style-type: none"> • Observe students' understanding of the use of a storyboard. <ul style="list-style-type: none"> • Observe students' autonomy in using the functional language on Interaction Poster #2 to come to a consensus. <ul style="list-style-type: none"> • Circulate and assess a few other groups' carrying out of the task, using the observation grid Explorers Teacher Reference 6.2
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<ul style="list-style-type: none"> • Have students complete the grid Explorers Handout 6.6 for each presentation. 	<p>presentation for the class.</p> <ul style="list-style-type: none"> • Watch and listen to their classmates' presentations. • Share their opinions and come to an agreement on the evaluation of each presentation. • Give the completed evaluation sheets, Explorers Handout 6.6, to the corresponding teams. • Read evaluation grids and discuss the strengths and weaknesses of their presentations. 	<ul style="list-style-type: none"> • Observe the presentations and assess students' ability to produce a personalized message using Explorers Teacher Reference 6.3.
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ASSIMILATION & TRANSFER OF LEARNING

Teacher's Role	Students' Role	Ongoing Evaluation
<ul style="list-style-type: none"> • Inform students they will reflect on what they have learned and how they did so. • Ask them to name some elements of culture that promote peace and tolerance that they discovered from the cultures presented in the task. • Elicit from students the elements of their own culture that promote peace and tolerance. • Ask them to take out Explorer Handout 0.2 and complete the final column for the class goals. * You may wish to help students visualize their efforts by creating a graph with the total of the class' green happy faces for each class goal. • Have students discuss their successes and challenges with these goals in their teams. • Invite a few students to share some of their team's observations with the class. 	<ul style="list-style-type: none"> • Prepare themselves to reflect individually on their learning. • Respond, demonstrating their understanding of elements of culture that promote peace and tolerance. • Draw and colour the appropriate happy face. • Become aware of their strengths and weaknesses as a class. 	<ul style="list-style-type: none"> • Circulate and monitor, helping out where needed. • Take note of common problems.

<ul style="list-style-type: none"> • Elicit from students suggestions for overcoming any difficulties with class goals. • Have students complete the final column for the personal goals on Explorer Handout 0.2 • Distribute Explorer Handout 7.1. • Have students complete the self-evaluation sheet individually. • Ask them to set a personal goal for the next project. 	<ul style="list-style-type: none"> • Participate and search for solutions. • Reflect on their efforts. • Draw and colour the appropriate happy face. • Reflect on what and how they learned. • Complete the self-evaluation sheet. • Set a personal goal for the next project. 	<ul style="list-style-type: none"> • Circulate and comment on students' self-evaluation and goal setting. * All traces of the process, the final product and the evaluation tools may be saved for students' portfolios.
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Analysis of What Took Place

Most Successful Activities:

Why?

Least Successful Activities:

Why?

Things I will do differently next time:

How?