



Moving Tales High-School Lesson Plan Grade 8-9

Based on Moving Tales' "The Pedlar Lady of Gushing Cross" App and Ebook

*(Cited references are from the BC Ministry of Education's
"Language Arts 8 to 12, Integrated Resource Package 2007")*

March, 2012

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Big Objective

Through the exploration, analysis, and application of narration techniques, visual imagery, sound effects, music, and expressive vocabulary, and poetic language students will explore a variety of ways in which these elements can be purposefully crafted and combined to create emotional impact and mood in the creation of narratives that combine written, oral, audio, and visual (multi-media) elements.

Rationale

Integration of the Language Arts

“All the language arts (i.e., speaking, listening, reading, viewing, writing, and representing) are interrelated and interdependent: facility in one strengthens and supports the others. Students become confident and competent users of all six language arts through having many opportunities to speak, listen, read, write, view, and represent in a variety of contexts.” (p. 17)

Multiple Literacies

“Jim Burke (2001) writes, “In our world of multiple texts – web sites, hypertexts, textbooks, and newspapers – many of which incorporate words, images, sounds, visual explanations (e.g., graphs and tables), and even video clips, our students need to graduate able to read these increasingly complicated texts in different media so they can have the textual power needed to be successful in their adult lives” (pp. 15-16).... Students “need to be able to make meaning from the array of multi-media, complex visual imagery, music and sound, and virtual worlds that confront us each day in addition to spoken and written words” (Tasmanian Department of Education, 2005, p. 2).” (p. 20)

Oral Language

Stories the world over provide powerful structures for creating meaning in our lives and for helping us make sense of the world and of our experience in it and to communicate that meaning to others. They make room for new experiences and can teach us to think creatively and problem solve. Critical thinking, vocabulary and language skills are enhanced through the use of stories and storytelling. As such, stories make ideal learning tools.

Our story apps employ all the best of oral, written and image based storytelling traditions in an interactive form to expand the parameters of what we might think of as traditional storytelling. The spoken word option and ambient soundscapes encourage and develop listening skills in the development and appreciation of the range, beauty and rhythm of language. These stories introduce words in context, helping readers to understand unfamiliar words while increasing their vocabulary. When new language is



used in the context of a story, and when listeners are invested, they will often grasp it as they reach for new understanding.

Prior Learning

Knowledge of poetic devices and elements of stories such as tone, mood, setting, plot, character development, story writing (climax, hero's journey, etc.), symbolic language, figurative language

Materials

- at least one ipad with *The Pedlar Lady of Gushing Cross* app loaded to it
- speakers
- computer
- downloaded audio tracks from MT website (narration, sound, music):
- photocopied pdf files - Pedlar Lady - with and without text

Download the resources listed above at: <http://moving-tales.com/resources/>

Themes

- dreams
- journey
- solitude
- change
- intuition
- natural environment

Note to Educators

The following five lessons have been designed to build upon each other in a sequence. Each lesson, however, can be taught independently from the others. These interdisciplinary lessons are planned for the English classroom and also incorporate learning in the visual and performing arts.



Lesson Sequence Overview

Lesson 1

Introduction to Storytelling Apps and Making Personal Connections to *The Pedlar Lady of Gushing Cross* by Posing Questions and Journalling

Lesson 2

Analyzing the Use of Language in *The Pedlar Lady of Gushing Cross*

Lesson 3

Analyzing Features of Oral Storytelling in the *The Pedlar Lady of Gushing Cross* and Exploring Narration and Sound Effects

Lesson 4

Analyzing Point of View and Perspective in the Moving and Still Images in *The Pedlar Lady of Gushing Cross*

Lesson 5

Re-writing and Recording a Section of *The Pedlar Lady of Gushing Cross* to Create an Exquisite Corpse Re-telling of the Story



Lesson 1: Introduction to Storytelling Apps and Making Personal Connections to *The Pedlar Lady of Gushing Cross* by Posing Questions and Journaling

Objectives:

Students will be introduced to the concept of storytelling apps - they will learn that these apps combine images, animation, sounds, narration, and written language to create narratives. Students will consider ways in which the various elements of a storytelling app impact their understanding and experience of a story. Students will be invited to consider personal connections to the characters and events in *The Pedlar Lady of Gushing Cross* through posing questions for the characters and through journaling in response to the story.

Prescribed Learning Outcomes (BC English Curriculum):

- B8. Explain and support personal responses to texts, by: making connections with prior knowledge and experiences; describing reactions and emotions; generating thoughtful questions; offering and supporting opinions using evidence
- C1. Write meaningful and personal texts that explore ideas and information to: experiment; express self; make connections; reflect and respond; remember and recall

Materials:

at least one ipad connected to computer/projector/speakers, paper, pens/pencils

Time Allotment:

One 60-90min. class period

Activity 1: Introduction to storytelling apps

Introduce the concept of a storytelling app. Discuss: What is an app? Explain that a storytelling app is made up of a number of elements that they should pay close attention to: animation, still imagery, narration, music, sound effects, written words. All of these elements combine and contribute to development of setting, character, mood, tone, and plot.

Activity 2: Viewing *The Pedlar Lady of Gushing Cross* and posing/sharing personal questions

Hand each student 3 slips of paper. Have them number them 1 through 3. View *The Pedlar Lady of Gushing Cross* as a class (it takes about 15min. to view the story from start to finish), pausing briefly at 3 different intervals throughout the story. At each pause, pose the following question to the class:

- “At this point in the story, what would you ask the character(s) (i.e. pedlar lady, crow, or foot guard) about their feelings, thoughts, decisions, life, surroundings, etc.?”



- Examples of questions could include: “Do you really like living all alone?”, “Where is your family?”, (To the crow) “Why do you stay with the pedlar lady when you could fly anywhere?”

Ask the students to quickly jot down the first question that comes to mind (there is no right or wrong question). Continue like this until the end of the story. At the end of the story, collect each group of questions separately (1 through 3). Ask volunteers to randomly select and read from each of the 3 groups of questions. Without answering the questions, discuss the differences and similarities amongst the questions posed within and across each of the 3 groups.

Activity 3: *Discussing the impact of the storytelling app features*

Pose the following questions to the class:

- How is viewing *The Pedlar Lady of Gushing Cross* different or similar to playing a computer/video game?
- How is viewing *The Pedlar Lady of Gushing Cross* different or similar to watching an animated film?
- How did the moving and still images contribute to (or detract from) your understanding of the setting, characters, mood and plot?
- How did the music and sound effects contribute to (or detract from) your understanding of the setting, characters, mood and plot?
- How did the narration contribute to (or detract from) your understanding of the setting, characters, mood and plot?

Activity 4: *Introduce larger project (if teaching the sequence of five lessons)*

You will work in small groups to re-write and re-record a section of the story. Each group will create their own version, not knowing what the other groups are doing. Each group will record a narration of their version over the visuals. After every group has recorded their version, we will listen to the entire story all the way through. It’s possible that it will be completely different from the original, and that it will no longer make sense!

Activity 5: *Personal response through journalling*

Choose one of the following statements and write a one-page journal response answering and expanding upon this statement. If there is no time left, this can be assigned for homework.

- “This story reminds me of _____ book/film/cartoon/game/graphic novel because...”
- “An example of a journey in my own life that was significant is....”
- “An example of significant dream that I once had is...”



- “An example of a time when I came to an interesting/important new discovery/ conclusion after spending time alone is...”
- “An example of a time when I truly enjoyed being alone is....”
- “An example of a time when the natural environment affected my emotional/ psychological state (in a negative or positive way) is...”
- “An example of a time when I felt an animal was keeping me company or communicating with me is....”
- “An example of a time when someone did not believe me when I was telling them something that I knew was true is...” “This situation made me feel....”
- “An example of a time when I told someone about something that was very important to me and they did not take me seriously is....” “This situation made me feel....”



Lesson 2: Analyzing the Use of Language in *The Pedlar Lady of Gushing Cross*

Objectives:

Through discussing the use of language in *The Pedlar Lady of Gushing Cross* in large and small groups, students will learn about ways in which vocabulary and use of descriptive and symbolic language contributes to the rich development of setting, character, mood, tone, and plot in a story.

Prescribed Learning Outcomes (BC English Curriculum):

- A1. Interact and collaborate in pairs and groups to: support the learning of self and others; explore experiences, ideas, and information; understand the perspectives of others; comprehend and respond to a variety of texts; create a variety of texts
- A4. Select and use a range of strategies to interact and collaborate with others in pairs and groups, including: selecting methods for working together effectively; listening actively; contributing ideas and recognizing the ideas of others
- A5. Select and use a range of strategies to prepare oral communications, including: considering audience; generating ideas; planning and rehearsing presentations
- B1. Read, both collaboratively and independently, to comprehend a variety of literary texts, including: literature reflecting a variety of times, places, and perspectives; literature reflecting a variety of prose forms; poetry in a variety of narrative and lyric forms; traditional forms from Aboriginal and other cultures
- B6. During reading and viewing, select and use a range of strategies to construct, monitor, and confirm meaning, including: summarizing; using text features; determining the meaning of unknown words and phrases
- B12. Recognize and explain how structures and features of text shape readers' and viewers' construction of meaning, including: literary elements; literary devices; use of language
- B13. Demonstrate increasing word skills and vocabulary knowledge, by: determining meanings and uses of words based on context
- C1. Write meaningful and personal texts that explore ideas and information to: experiment; express self; make connections; reflect and respond; remember and recall

Materials:

at least one ipad connected to computer/projector/speakers, photocopies of vocabulary list, photocopies of pdf version of *The Pedlar Lady of Gushing Cross*

Time Allotment:

Approximately 1-2 60-90min. class periods

Activity 1: *Discussion of language use in The Pedlar Lady of Gushing Cross: Vocabulary, setting, character, mood, tone, and plot*



Hand out the list of vocabulary words. Hand out photocopied pdf version of the app with images and text. View the app as a large group. Discuss vocabulary words on each page. Discuss ways in which descriptive and symbolic language is used to describe the characters, the setting, and to create a mood. Discuss vocabulary words on each page, asking students to determine meaning based on context. After demonstrating how to analyze the use of language by viewing and discussing 2-3 pages as a large group, stop and break the class up into groups of 3-4 students. Each group will be assigned a section of the story. They will prepare a brief presentation for the class on this section. In this presentation, they will define vocabulary words and they will describe ways in which language is used to:

- describe the mood and set a tone
- describe the setting
- describe characters
- develop the plot of the story

(Students may spend a second class period completing and then presenting assignment)

Activity 2: *Student presentations (in small groups) of sections of The Pedlar Lady of Gushing Cross - discussing vocabulary, mood, tone, setting, character development, plot development*

Homework: *Journalling in response to The Pedlar Lady of Gushing Cross*

Choose one of the following statements and write a one-page journal response answering and expanding upon this statement.

- “This story reminds me of _____ book/film/cartoon/graphic novel because...”
- “An example of a journey in my own life that was significant is....”
- “An example of significant dream that I once had is...”
- “An example of a time when I came to an interesting/important new discovery/ conclusion after spending time alone is...”
- “An example of a time when I truly enjoyed being alone is....”
- “An example of a time when the natural environment affected my emotional/ psychological state (in a negative or positive way) is...”
- “An example of a time when I felt an animal was keeping me company or communicating with me is....”
- “An example of a time when someone did not believe me when I was telling them something that I knew was true is...” “This situation made me feel....”
- “An example of a time when I told someone about something that was very important to me and they did not take me seriously is....” “This situation made me feel....”



Lesson 3: Analyzing Features of Oral Storytelling in the *The Pedlar Lady of Gushing Cross* and Exploring Narration and Sound Effects

Objectives:

Students will be introduced to the concept of oral storytelling. By listening to and analyzing the voice over and sound effects in *The Pedlar Lady of Gushing Cross*, students will learn that volume, speed, pauses, intonation, and sound effects affect the listener's understanding of character, mood, and setting in an oral telling of a story. Through creating their own narration and sound effects for sections of *The Pedlar Lady of Gushing Cross*, students will learn that these elements can be used to transform listeners' understanding and experience of a story.

Prescribed Learning Outcomes (BC English Curriculum):

- A1. Interact and collaborate in pairs and groups to: support the learning of self and others; explore experiences, ideas, and information; understand the perspectives of others; comprehend and respond to a variety of texts; create a variety of texts
- A4. Select and use a range of strategies to interact and collaborate with others in pairs and groups, including: selecting methods for working together effectively; listening actively; contributing ideas and recognizing the ideas of others
- A6. Select and use a range of strategies to prepare oral communications, including: considering audience; generating ideas; planning and rehearsing presentations
- A12. Recognize and apply the structures and features of oral language to convey and derive meaning, including: context; syntax; diction; vocal techniques; nonverbal techniques

Materials:

at least one ipad connected to computer/projector/speakers, photocopies of pdf version of *The Pedlar Lady of Gushing Cross*, box of found objects that can be used for sound effects, microphone and speakers (if possible)

Time Allotment:

1-2 60-90min. class periods

Activity 1: Introduction to Oral Storytelling and History of *The Pedlar Lady of Gushing Cross*

Pose question to students: *What is oral storytelling?*

- Briefly introduce the concept of oral storytelling by conveying some of the following points:
- Oral storytelling an ancient tradition that has been around as long as human language.
- It is the most personal and intimate form of storytelling.
- The storyteller reveals aspects of him/her self in telling the stories, and the listeners share and reveal themselves through receiving the story.
- Both the storyteller and listeners take part in a creative process.



- Oral storytelling is flexible. Stories can be changed according to the needs of the audience, as well as the location or environment of the telling.
- Each storyteller brings their own personality and character to the story.
- Some storytellers enhance their telling of the tale with the addition of specific actions, and visual and audio tools.
- Early storytelling combined stories, poetry, music, and dance.
- Our ancestors probably gathered around the evening fires and expressed their fears, their beliefs and their heroism through oral narratives.
- The history of a culture was handed down from generation to generation through the storytellers.
- In many cultures and throughout time, storytellers have been treated with much reverence and respect, which is evidence of the importance of stories and storytellers throughout human history.

Briefly describe the history of *The Pedlar Lady of Gushing Cross* (from end of app):

- The story takes its inspiration from an age-old story, versions of which can be found in many different cultures and countries of the world - including Iranian, English, Jewish, and Irish traditions
- The story is said to have first appeared in written form as *In Baghdad, Dreaming of Cairo: In Cairo, Dreaming of Baghdad*, attributed to the 13th century Persian poet Jalal al-Din Rumi
- Similar tales are included in *One Thousand and One Nights: The Man Who Became Rich Through a Dream*
- A well known English variant is *The Pedlar of Swaffham*
- A Jewish variant is *Isaac and the Treasure*
- An Irish variant of the story is called *The Pedlar of Ballaghaderreen*

Pose the following questions to the class. Have students discuss in pairs and then briefly share their thoughts with the whole group:

- Based on what you now know about oral storytelling, do you believe that *The Pedlar Lady of Gushing Cross* app an example of an oral storytelling? Why or why not?

Activity 2: *Close Listening to The Pedlar Lady of Gushing Cross Narration, Sound Effects, and Music*

Rearrange room so that chairs are positioned in a circle around the edges of the room. To start, have students sit in a circle, facing outwards (in this position, they are neither watching nor being watched by other students).

Play the following three ‘pages’ from the app with the voice over turned on. Before playing the pages, ask students to listen to the narrators voice, and to pay attention to volume, speed, pauses, and different types of intonations that he uses.

1. “That same night she dreamed about the bridge, the gem, the crow and the bell for a third time....”
2. “To think you wore out your only pair of shoes to follow a dream!...”



3. “Arriving home, she lost no time in finding a spade and, heading out to the half-dead fruit tree, under the knell of bottles, she began to dig...”

After listening to each page, pose questions: How did the narrator use his voice to show mood? Tension? How did the narrator use pacing, pauses, and volume in his speech? How did the narrator use his voice to indicate that a different character was speaking?

Play the following three ‘pages’ with the voice over turned off. Before playing the excerpts, ask students to listen for all of the different sounds, and how they help to establish a mood and setting.

1. “That same night she dreamed about the bridge, the gem, the crow and the bell for a third time...”
2. “Arriving home, she lost no time in finding a spade and, heading out to the half-dead fruit tree, under the knell of bottles, she began to dig...”

After listening to each page, post questions: What sounds do you hear? How do the sound effects help to establish a mood and a setting? What objects might have been used to create the sound effects?

Explain that foley artists and sound effects technicians reproduce everyday sounds for use in movies and radio. These sounds can be anything from the swishing of cloth and footsteps to squeaky doors and broken glass. These sounds help to create a sense of reality within a scene. They also create a sense of mood and drama. When it comes to sound effects, it is usually better to use too little, rather than too much.

Activity 3: *Retelling of Story Using Varied Narration Styles and Sound Effects*

Part 1: Warm-up

- Have each person write a word on a small piece of paper, that describes a way of speaking - this word could be real or made up (e.g. whispery, shouty, screechy, squawky, twittery, droney, gaspy, nasal, fancy, snobbish, growly, sleepy, sickly, crackly, whiny, etc.). Collect these words in a container, and then have each person randomly draw a word.
- Hand out a page of text (The old pedlar thought to herself, “I arrived in this place with a dream and leave with another. Life is stranger than I could ever imagine!...”) from *The Pedlar Lady of Gushing Cross*. Have the class sit in the circle facing outward.
- Demonstrate how one could read the same sentence with very different intonations, pauses, volume, speed, and tones (give one or two examples).
- Have the entire class read the first sentence all together using first a “shouty” way of speaking, then a “nasal” way of speaking, and then a “whispery” way of speaking.
- Go around circle and have each person read a short phrase in the style of the word that they randomly drew (considering intonation, pauses, volume, speed, and tone).

Part 2: Re-telling of section of *The Pedlar Lady of Gushing Cross*



- Split the class into groups of 3-4 people
- Give each group a section of the story (hand out photocopied pdfs).
- Tell students that their assignment is to re-tell their section of *The Pedlar Lady of Gushing Cross*, experimenting with narration techniques and sound effects to impact the listeners' experience of mood, setting, character, etc. This retelling will use the same words as the original, but may have a completely different feeling from it.
- Each group should choose at least one narrator, foley artist/sound technician, and director.
- Each group should consider intonation, pauses, volume, speed, and tones. They should also include sound effects - using the provided (or other found) objects.
- The groups will have a short time to work on their re-telling, and will then perform it for the class.
- Each group will perform in the centre of the circle, with the rest of the class facing outwards, listening.

Part 3: Closure

Have students turn around and face towards the center of the circle. Pose questions:

- After listening to all of these different re-tellings of this story, is there anything that stands out to you, or that you think a group did really well?
- What are some vocal techniques that worked really well to show mood, tone, character, etc.?

Homework: *Analysis of narration and sound track in a video game/cartoon/film/TV commercial, etc. of your choice*

1. Find an example of a video game, cartoon, film, TV Commercial, etc that has narration and a sound track (with sound effects and/or music). Choose something that you will be able to rewind and watch over again a number of times.
2. Choose a 2-4 minute section of this game/cartoon/film/commercial that has narration, rather than 'live dialogue' between moving characters.
3. Close your eyes and listen to this section 2 or 3 times.
4. Write a one-page analysis of the narration techniques (use of volume, speed, pauses, intonation), sound effects, and music. How do these elements (narration, sound effects, and/or music) contribute to your understanding of character, setting, mood, tone, or message?



Lesson 4: Re-writing and Recording a Section of *The Pedlar Lady of Gushing Cross* to Create an Exquisite Corpse Re-telling of the Story

Objectives:

Students will be introduced to the concept of oral storytelling. By listening to and analyzing the voice over and sound effects in *The Pedlar Lady of Gushing Cross*, students will learn that volume, speed, pauses, intonation, and sound effects affect the listener's understanding of character, mood, and setting in an oral telling of a story. Through creating their own narration and sound effects for sections of *The Pedlar Lady of Gushing Cross*, students will learn that these elements can be used to transform listeners' understanding and experience of a story.
(see B3 in the PLO, p. 123)

Prescribed Learning Outcomes (BC English Curriculum):

- A1. Interact and collaborate in pairs and groups to: support the learning of self and others; explore experiences, ideas, and information; understand the perspectives of others; comprehend and respond to a variety of texts; create a variety of texts
- A2. Express ideas and information in a variety of situations and forms to: explore and respond; recall and describe; narrate and explain; persuade and support
- A4. Select and use a range of strategies to interact and collaborate with others in pairs and groups, including: selecting methods for working together effectively; listening actively; contributing ideas and recognizing the ideas of others
- A6. Select and use a range of strategies to prepare oral communications, including: considering audience; generating ideas; planning and rehearsing presentations
- B3. View, both collaboratively and independently, to comprehend a variety of visual texts, such as: graphic novels; film and video; photographs; art

Materials:

at least one ipad with *The Pedlar Lady of Gushing Cross* app loaded onto it connected to computer/projector/speakers, photocopied pdfs of pages from *The Pedlar Lady of Gushing Cross* ebook with images and text OR (if available) at least 10 ipads or ipod touches with *The Pedlar Lady of Gushing Cross* app loaded onto each

Time Allotment:

One 60-90min. class period

Activity 1: Introduction to Perspective and Point of View in Moving and Still Images

A very important aspect of *The Pedlar Lady of Gushing Cross* is the moving and still images that accompany the story. Along with the written language, narration, sound effects, and music, these contribute to our understanding of character, setting, mood, and tone.



An important tool that the artists and animators considered in creating these images is point of view. Pose questions to students:

- What is point of view when we are talking about story-writing? Why is it important?
- What is point of view when we are talking about moving and still images? Why is it important?

Filmmakers, animators and artists can show point of view through the types of angles they choose to show their scenes from. (i.e. overhead, worm's eye view, bird's eye view, zoomed in, zoomed out, panning across).

Hand out to students the following photocopied list of types of camera angles and shots (draft list, below). Briefly discuss the types of shots and angles described in the list with the whole class.

- *Extreme Wide Shots*: act to establish the area
- *Wide Shots*: show the entire person or area. They're great for establishing the scene and allow for good action of the characters
- *Medium Shots*: frame the subject from the waste up. This is the most common shot and allows for hand gestures and motion.
- *Medium Close Ups*: shots show the subject in more detail and are often framed from just below the shoulders to the top of the head.
- *Close Ups*: show a particular part of your subject. For people this usually means the shot frames just the head.
- *Extreme Close Ups*: are much tighter close-up shots in which you get detail greater than the human eye might be able to normally perceive. An example of this shot might be of the mouth and eyes together.
- *Point of View*: What the character is seeing. This is an effective shot that gives the audience the feel that you're seeing it from the eyes of the performer. It is taken from near the eye-level of the actor and shows what he might see. It could be used to give the perspective of other animals too like a frog, a bird, or a fish.
- *Birds Eye View*: Photographing a scene from *directly overhead*.
- *High Angled Shots*: Camera is tilted downward. Heightens the importance of a subject.
- *Eye Level Shots*: Provides frames or reference. Audience sees the event as if in the scene.
- *Angle*: Are we looking up or down on the subject, or is the camera neutral?
- *Framing*: Tight or loose? Do the characters have room to move around? Does the distance feel personal/friendly/intimate or more casual/removed?
- *Position of Subject*: Fully facing the camera? In profile? Back to camera? Quarter turn? Three quarter turn?

Activity 2: *Analysis of Moving and Still Images in The Pedlar Lady of Gushing Cross*

View the first 4 pages of *The Pedlar Lady of Gushing Cross* app as a whole group. After each page, pose the following questions:

- What types of shots and angles are used on this page?



- How do these impact our impressions of the character, setting, and mood?
- Ask students to first discuss in pairs then ask students to share their thoughts with the whole class.

Divide the class into groups of 3 or 4 students. Give each group a section of the pdf version of *The Pedlar Lady of Gushing Cross* ebook with words and images (if there are enough ipads for each group, assign each group a section of *The Pedlar Lady of Gushing Cross* app). Ask each group to answer (in writing) the following questions for each of the pages:

1. Describe the type of shots and camera angles that the artist/ animator has used in these pages.
2. How do these shots and camera angles impact your impressions of the character, setting, and mood in that scene?
3. What other visual features has the artist/ animator included in this scene that impact your impressions of the character, setting, and mood in this scene (i.e. colour, texture, light or dark tones, visual symbols, repeated imagery, etc.).

Once the groups have completed their analysis of their sections, ask each group to briefly present the analysis they have written about their section to the whole class.

Homework: *Analysis of point of view and perspective in a video game/cartoon/film/TV commercial/comic strip/graphic novel, etc. of your choice*

1. Find an example of a video game, cartoon, film, TV commercial, comic strip, graphic novel etc. that you feel makes interesting use of shots and angles. Choose something that you will be able to rewind and watch over again a number of times (if you have chosen a moving image).
2. Choose a 2-4 minute section of this game/cartoon/film/commercial. Or chose at least 10 frames of a comic strip or graphic novel.
3. Watch or read this section 2 or 3 times.
4. In a one-page analysis, answer the following questions:
 - Describe the type of shots and camera angles that the artist/ animator/ filmmaker uses in the section that you have chosen.
 - How do these shots and camera angles impact your impressions of the character, setting, and mood in that scene?
 - What other visual features has the artist/ animator included in this scene that impact your impressions of the character, setting, and mood in this scene (i.e. colour, texture, light or dark tones, visual symbols, repeated imagery, etc.).



Lesson 5: Re-writing and Recording a Section of *The Pedlar Lady of Gushing Cross* to Create an Exquisite Corpse Re-telling of the Story

Objectives:

Students will learn that they can combine expressive vocabulary, poetic language, and narration techniques (volume, speed, pauses, intonation) to affect listeners' understanding of character, mood, and setting in an oral telling of a story. Through creating their own narration and sound effects for sections of *The Pedlar Lady of Gushing Cross*, students will learn that these elements can be used to transform listeners' understanding and experience of a story.

Prescribed Learning Outcomes (BC English Curriculum):

- A1. Interact and collaborate in pairs and groups to: support the learning of self and others; explore experiences, ideas, and information; understand the perspectives of others; comprehend and respond to a variety of texts; create a variety of texts
- A2. Express ideas and information in a variety of situations and forms to: explore and respond; recall and describe; narrate and explain; persuade and support
- A4. Select and use a range of strategies to interact and collaborate with others in pairs and groups, including: selecting methods for working together effectively; listening actively; contributing ideas and recognizing the ideas of others
- A6. Select and use a range of strategies to prepare oral communications, including: considering audience; generating ideas; planning and rehearsing presentations
- A12. Recognize and apply the structures and features of oral language to convey and derive meaning, including: context; syntax; diction; vocal techniques; nonverbal techniques
- C3. Write effective imaginative texts to explore ideas and information to: explore literary forms and techniques; experiment with language and style; engage and entertain
- C7. Select and use a range of strategies to revise, edit, and publish writing and representing, including: checking work against established criteria; enhancing supporting details and examples; refining specific aspects and features of text; proofreading

Materials:

at least one ipad with *The Pedlar Lady of Gushing Cross* app loaded onto it connected to computer/projector/speakers, photocopied pdfs of pages from *The Pedlar Lady of Gushing Cross* ebook with images and no text

Time Allotment:

2-3 60-90min. class periods

Activity 1: Introduction to Exquisite Corpse Story Re-telling Project

Tell the students:



Now that you have analyzed the different elements that make *The Pedlar Lady of Gushing Cross* (language, vocabulary, character/setting/plot, narration, sound effects, music, and visuals) you will work in groups to re-write and re-record a section of the story. Each group will create their own version, not knowing what the other groups are doing. Each group will record a narration of their version over the visuals. After every group has recorded their version, we will listen to the entire story all the way through. It's possible that it will be completely different from the original, and that it will no longer make sense!

This activity is based on a Surrealist parlour game called *Exquisite Corpse*. It is a technique for collectively assembling a collection of words or images. In the original version of the game, each collaborator adds to a composition in sequence, either by following a rule or by being allowed to see the end of what the previous person contributed.

For this assignment, each group must:

- Collaboratively write a script for their re-written section.
- In this script, they must make use of expressive vocabulary and poetic devices (discussed in previous lessons) to describe character, setting, plot, and mood.
- Include directions for the narrator in the script, describing volume, speed, pauses, intonation.
- Appoint at least one director and narrator in their group, for the purposes of creating their final recording.

Discuss with class methods for effectively working in groups.

Activity 2: *Script-writing, practicing, and recording re-written sections of story*

Activity 3: *Listening to the entire re-written story as class and completing self-evaluation*

- Connect the ipad to a projector and speakers and play the entire app from start to finish, in order to listen to the entire re-written story.
- Provide time for class discussion and responses to re-written story. Encourage students to ask other groups questions about their sections of the story and the narration techniques (draft questions below).
- Collect scripts and have students complete self-evaluation for project:
 - Describe challenges/successes
 - submit a one-page journal entry from each individual describing how the work was divided up in their group and how they feel about their contributions to the group



VOCABULARY LIST
The Pedlar Lady of Gushing Cross

Pages 1-2

pedlar, alms, gnarled, parched, acreage, lilted, Gushing

Pages 2-3

tilling, miscellany, vessels, detritus

Pages 4-5

solitary

Pages 6-7

solitude, freight

Pages 8-9

scavenging, veneer, infinite, loam, lush, peonies

Pages 10-11

succumbed, tender

Pages 12-13

quivered

Pages 14-15

Pages 16-17

succumbed, fatigue

Pages 18-19

Pages 20-21

alighting

Pages 22-23

ineffable, satchel, provisions, arduous

Pages 24-25

(no words - journey sequence)

Pages 26-27

din, ineluctably, penetrating

Pages 28-29



weary, withered

Pages 30-31

parched

Pages 32-33

Pages 34-35

renewed, blazed

Pages 36-37

(no words - journey sequence)

Pages 38-39

spade, knell

Pages 40-41

parched, transfigured, fragrant, acres

Pages 42-43

bountiful, drought, quenched



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