**Re-create an Arthurian Legend (Day One of Three)**

**Author:** Katlyn Lancaster

**Date Created:** March 22, 2013

**Subject(s):** English

**Topic or Unit of Study (Title):** Heroes: Mythological and Otherwise

**Grade Level:** 9-12

***Materials:*** Pencil/pen and paper, cameras, computers, and possibly props

**Summary (*and Rationale*):** After reading “Arthur Becomes King of Britain,” students will be divided into groups, where they will make a video recreating the story in any setting they choose. Through working in groups, problem solving with others, and using technology to tell their stories, the students will learn social and technological skills, which are essential for life.

**I. Focus and Review (Establish Prior Knowledge):** [1 minute] This week, you have learned about King Arthur and how he became King by pulling the sword from the stone. Now you are going to be putting your own twist unto this legend.

**II. Statement of Instructional Objective(s) *and Assessments*:**

|  |  |
| --- | --- |
| **Objectives** | **Assessments** |
| *After reading “Arthur Becomes King of Britain,” the students will be able to demonstrate their understanding of the story by creating a video retelling the story, as specified by the rubric.*  *The students will demonstrate effective teamwork to complete the videos.* | The students will work in groups to create a 5-10 minute video, which will be assessed according to the rubric.  Students will be asked to rate each other’s participation within the groups. |

State the objective: [1 minute]

Assessment: [5 minutes] The students will fill out a self and group evaluation after presenting their group’s video to the class.

**III. Teacher Input (Present tasks, information and guidance):**  [15 minutes] Today, you will start making a video. You are going to be retelling the story of how King Arthur became king, but you may place the story in any setting you choose. For example, you could place the story in modern-day New York City, in the Wild West, in space, on a reality show, or anywhere you wish. You also have the freedom to choose the genre of your video, so long as you stick to the basic plot and characters of the story.

I will place you into groups of four for this assignment, and we will be spending four days on this project. On the first day, you will plan your video and write your script, and on the second day you will film your video. The third day you will edit your videos, and the fourth day you will present your videos to the class, so you will need to plan effectively today and use time efficiently as you work.

Just as each of you will be playing characters in your video, you will each be responsible for a major part of this project. Each group will have a script writer, video editor, director, and timekeeper. You will assign these roles for yourselves. Although all group members are expected to participate in and help with all of these aspects, the script writer will ultimately be responsible for the script, the editor will be responsible for editing, and so on.

(Display project guidelines on board) I will leave these guidelines up for you to follow. The first thing you need to do today is create your script, which should be at least one page long, double spaced. When you create your video, you will follow this script, although it is not a big deal if some lines are a little different in your video. The better and more detailed that you make your script, the easier it will be to film your video. Planning is the most important part of this project, as you will only be given one class period to film and edit your video.

Your video should be 5-10 minutes long and follow the basic plot of the story. You have creative leeway to change the setting, but it should be recognizable as Arthur’s story. You are free to bring in props/costume to use in your video, but these need to be school appropriate. In fact, I encourage this in the event that you are playing more than one character in your video.

When editing, consider everyone’s ideas as to what music and titles are used in the video, as well as trying to be as time efficient as possible. Because editing can take a long time and the editor should not be stuck with too much work to do on his or her own, you need to finish as much editing as possible.

(Teacher answers any questions on the project, and then divides the class into groups of four at random.)

**IV. Group work (Elicit performance):** [60 minutes] The groups decide their roles within the groups, generate an idea for their video, and complete their scripts. Teacher walks around, answering questions and providing guidance as needed.

**V. Closure:** [10 minutes] Teacher assesses how much of the scripts have been completed, briefly reviews the requirements, and reminds students that they will be filming the next day.

**STANDARDS:**

Writing standard 10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening standard 10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Speaking and Listening standard 10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

Technology Usage standard HS.TT.1.3 Use appropriate technology tools and other resources to design products to share information with others (e.g. multimedia presentations, Web 2.0 tools, graphics, podcasts, and audio files).

**Plans for Individual Differences:**

Roles may be assigned for the students, according to their abilities.