

LES - ENGLISH AS A SECOND LANGUAGE

Secondary

TEACHER GUIDE



WHAT HAPPENED TO THE DRAMA TEACHER?



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Sandra Laine and Johanne Proulx, service national du RÉCIT, domaine des langues.

In collaboration with Dina Isber, Karine Vaillancourt, Christine Baida, Commission scolaire de Laval



Overview of the Learning Situation

Theme

Detective Story

Vocabulary related to the topic

deposition, crime scene, criminal, criminal record, cross-examination, innocent, guilty, witness, accusation, truth, cooperate, evidence, enigma, accomplice, solve, proof, facts, assault, alibi, nature of the injuries, wound, victim profile, victim, connection to the suspect, possible cause, natural cause, accident, suspect's narrative, foul play

Purpose





In this scenario, students will reinvest information to write a narrative in order to produce a digital story.

English as a second language

Rubric

Competencies	
Interacts orally in English	Participation in oral interaction Content of the message Articulation of the message (fluency and accuracy)
Reinvests understanding of texts	Evidence of comprehension of texts Use of knowledge from texts appropriate to the task
Writes and produces texts	Content of the text Formulation of the text

Applications

 Computer Adobe Creative Cloud Express (Create a video)	 Computer Canva (Create a video)	 Apps Adobe Spark Video	 Apps Canva iOS - Android (Create a video)
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Class organization

Model 1: Mobile lab (about 10 devices)

Only the final task, the production of the digital story, requires the use of a tablet.

Model 2: A few devices

Form workshop stations (carousel). When teams are ready, they will have access to a tablet to produce their digital story. Plan a schedule. Plan other work for teams that finish early.

The Scenario

Watch the video

The drama teacher, Mr. Ramirez, was discovered unconscious by the school's janitor backstage in the school auditorium. The janitor found him in this comatose state. No weapons were found on site.

The school's surveillance camera showed that only 5 people were in the auditorium that night. They were practising for the school play. All of them were present when the police arrived at 8:15 PM, 15 minutes after Mr. Ramirez was found unconscious, by the janitor.

Each of the individuals had a private conversation with Mr. Ramirez that fateful night. This fact is confirmed by the surveillance camera in the auditorium. Note that Mr. Ramirez was off-camera from 7:30 PM.

These 5 individuals are now identified as the main suspects.

In addition to these facts, we were informed that all 5 of the suspects had a particular relationship with the victim.

Overview of the LES - What Happened to the Drama Teacher?

Students will become potential suspects in this investigation. Students will personify the suspect and produce a testimony about what happened to the drama teacher.

In teams of 2-3, students will brainstorm their version of the events that took place by using information given to them on a suspect card.

They will:

- Write a text (testimony) about the event.
- Plan a digital story with a storyboard.
- Produce a digital story with a tablet.
- Listen to the different testimonies.
- Decide who is guilty, and write down arguments to support their decision.

Classroom Activities

Period 1- You are a suspect		Material
1	Before class, put the posters provided with this LES on the wall.	<u>Posters</u>
2	Play the scenario video and present the intentions of this LES. The video can be listened to again if needed.	<u>Video</u>
3	<p>Invite students to look at the different characters posted on the wall of the classroom.</p> <p>Ask them to anticipate what happened to the drama teacher by participating in a survey using Kahoot on a device. You will need to Sign up or Log in to access the Kahoot.</p> <p>Place students in teams of 3 or 4. Ask a student to access this address: kahoot.it using the browser (Safari or Chrome). Share the PIN number that appears when launching the survey.</p> <p>Students enter the PIN number and a team name. They have 120 seconds to discuss and reach a consensus before answering each of the four questions.</p>	<p><u>Kahoot quiz</u></p> <p>(Click on Start then Play, the PIN will appear on the screen). It needs to be projected on a screen for the students to see the questions and possible answers.</p> <p>Opportunity for C1</p>
4	Ensure students fully understand the scenario.	
5	Introduce the Student Booklet.	Student Booklet (Word - Docs - PDF)
6	Task 1 SB - Form teams of 2-3 students. Give each team a suspect card. Inform students not to share the information that is on their suspect card.	Suspect Cards (<u>Slides - PowerPoint</u> - PDF)
7	<p>Task 1 SB - Individually students will identify the information that will be helpful to plan their text on the card they received. Ask them to look at the Summary of Events in their booklet (SB, p.4). and fill out the grid with keywords. Support students during this task by circulating in the classroom.</p> <p>*Note that the problem should not be a copy/paste of what is on the character card. Students need to divert the police's attention to another suspect.</p>	

Period 2 - Analyse a testimony		Material
1	Task 1 SB - Ask students to join their group and share the information found during task 1.	Student Booklet
2	Explain the elements of a digital story (SB, p.5).	Elements of a digital story
3	<p>Task 2 SB - Present the two versions of Leila's testimony.</p> <p>Ask students to write down the characteristics of that particular digital story.</p> <p>Invite students to complete the chart in their booklet (SB, p.6).</p>	<p>C2 Demonstration of Understanding</p> <p>Testimony videos:</p> <ul style="list-style-type: none"> • Leila 1 • Leila 2 <p>Speakers Projector</p>
4	Recap on findings.	

Period 3 - Write a Testimony		Material
1	Go back to the scenario and explain that they will have to reinvest information from the suspect card and the summary of events.	Student Booklet
2	<p>Task 3 SB - Invite students to write a statement individually in their booklet by selecting information and combining ideas from the texts and their own in order to make a personal text.</p> <p>Use the following resources: SB, p. 2, 3, 4 and the suspect card. Redistribute the suspect card to each student. Remember that the problem should not be a copy/paste of what is on the character card. Students need to divert the police's attention to another suspect.</p>	C3 - Writes texts

Period 4 - Plan a Storyboard		Material
1	<p>Task 4 SB - Once the text (statement) is finished, explain to students that they will need to plan a storyboard of their digital story before recording it.</p> <p>*The teacher decides if the students produce their individual digital story or a collective one. If you decide on a collective one, students decide on the text that will be used for the storyboard.</p>	Student Booklet
2	You can present the selected app to students before they plan their storyboard. They will know what is available for their production: backgrounds, music, templates, etc.	<p>Adobe Creative Cloud Express</p> <p>Adobe Spark Video</p> <p>Canva</p>

Period 5 - Record a Testimony		Material
1	<p>Ask students to prepare the pictures needed for their digital story. They can look for some on the Internet (be careful about copyrights - Pixabay is a good resource for them), take their own photos or use the pictures available to them in this learning situation.</p> <p>*If you don't have a lot of time in class, students can search for, or take pictures at home.</p>	Student Booklet
2	<p>Task 5: Invite students to use one of the proposed apps to create their testimony. Remind them to take into account the elements of a digital story.</p> <p>Ask students to send the productions to you using one of these solutions: TEAMS, Classroom, Email, AirDrop, Shared folder in your Drive, etc.</p>	Devices Headsets or Microphones

Period 6 - Who Will Be Accused?		Material
1	<p>Task 6 SB - Select five statements, one for each of the suspects. You can also decide to present all of them. Invite students to carefully listen to each statement. Ask students to write down who they think is the accused person, and the arguments to support their decision.</p> <p>Group students according to the nature of their accusation. Invite them to share their arguments. *C1 can be evaluated in this task.</p> <p>One student can represent the group. He will have the mandate to explain who is guilty and why.</p>	Speakers Projector Student booklet C1 Evaluation Rubric
2	<p>Final Task: Students vote for who they think is the accused person. The teacher can determine who is the accused person according to students' productions or choose one of the outcomes available here.</p>	Peer Evaluation Rubric

CHARACTERISTICS OF A TESTIMONY

Point of view and dramatic question	<ul style="list-style-type: none">• Role playing.• Should show that the person is not guilty.• Consider the sequence of events and the information known about the other suspects.• Respect the logic of the story.
Gift of your voice	<ul style="list-style-type: none">• The story is told in the first person.• Narrate or stick to the facts or presumed facts.
Emotional content and economy of details	<ul style="list-style-type: none">• Choose meaningful words that correspond to the suspect's personality.• Remember, less is better.
Pacing of the story	<ul style="list-style-type: none">• Depending on the personality of the character, he will talk slowly or quickly.