

**Candidate's name:** Joni Hesselgrave

Grade/Class/Subject:	Grade 5/6 ADST	School:	Dragon Lake Elementary
Date:	February 24, 2023	Allotted Time:	90 minutes
Topic/Title:	The Barren Grounds Shoebox Diorama Project		

**1. LESSON ORIENTATION**

**Key resources:** [Instructional Design Map](#)

<p><i>Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.</i></p> <p>As a class, we have been studying the novel, <i>The Barren Grounds</i>, focusing on characters and setting, as well as the themes of belonging, land and place, responsibility, teachings, community, and identity. Over the next four Friday afternoons, students will focus on <i>defining, ideating, prototyping, making, and sharing</i> their favourite scenes from the novel via shoebox dioramas. This creative ADST project will allow students the opportunity to utilize and apply design thinking and skills while showcasing their understanding of the novel.</p> <p><b>Friday February 24, 2023 – ADST focus (this lesson plan)</b> Students will decide on a scene they want to recreate in a shoebox diorama, focusing on the characters, setting, and materials needed to bring the scene to life (rocks, sticks, moss, bark, cotton balls, marshmallows, pretzels, toothpicks, stir sticks, popsicle sticks, cardboard, cardstock, tissue paper, plasticine, clay, packing foam, etc.). As a class, we will go over the steps involved in the project, explore exemplars, discuss criteria, and review how their projects will be assessed. Then, each student will work independently to complete the “Diorama Graphic Organizer” and begin summarizing their planned scene.</p> <p><b>Friday March 3 and 10, 2023 – Art focus (see Art lesson plan)</b> Students will draw, paint, colour, and add materials to their shoeboxes in an effort to recreate their chosen scenes.</p> <p><b>Friday March 17, 2023 – Presentations (lesson plan not included)</b> Students will present their dioramas to the class in a short (1–2-minute) presentation. Students will briefly share which scene they chose, where it is set (i.e., setting), and who is involved (i.e., characters). The focus will then shift to the design and apply process—what went smoothly, what was challenging, what could be done differently next time. Students will then answer two questions and field one comment from their classmates.</p>
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**2. CORE COMPETENCIES**

**Key resources:** <https://curriculum.gov.bc.ca/competencies>

<p><b>Core /Sub-Core Competencies</b> (check all that apply):</p> <ul style="list-style-type: none"> <li>✓ COMMUNICATION – Communicating</li> <li>✓ COMMUNICATION – Collaborating</li> <li>✓ THINKING – Creative Thinking</li> <li>✓ THINKING – Critical Thinking</li> <li>✓ THINKING – Reflective Thinking</li> <li>✓ PERSONAL AND SOCIAL – Personal Awareness and Responsibility</li> <li><input type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity</li> <li><input type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility</li> </ul>	<p><i>Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.</i></p> <p> <b>Communicating</b> encompasses the set of abilities that people use to impart and exchange information, experiences, and ideas; to explore the world around them; and to understand and effectively use communication forms, strategies, and technologies.</p> <ul style="list-style-type: none"> <li>● Students will be active listeners, make connections, and ask clarifying/extending questions when appropriate.</li> <li>● Students will share their ideas and try to connect them to others’ ideas.</li> <li>● Students will consider their purpose when choosing a form and content.</li> </ul>
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- Students will communicate clearly about topics they know and understand well, using forms and strategies they have practiced.
- Students will gather basic information and present it.

**C Collaborating** involves the skills, strategies, and dispositions that people use to work together to pursue common purposes and accomplish common goals. People who collaborate effectively recognize how combining others' perspectives, strategies, and efforts with their own enhances collective understanding, use, and impact.

- Students will be active listeners and speakers.
- Students will share their ideas and try to connect them with others' ideas.
- Students will ask clarifying questions and check for understanding when appropriate.
- Students will test their ideas with others and consider their input.

**T Creative Thinking** involves the generation of ideas and concepts that are novel and innovative in the context in which they are generated, reflecting on their value to the individual or others, and the development of chosen ideas and concepts from thought to reality. People who think creatively are curious and open-minded, have a sense of wonder and joy in learning, demonstrate a willingness to think divergently, and are comfortable with complexity. A creative thinker reflects on existing ideas and concepts; uses imagination, inventiveness, resourcefulness, and flexibility; and is willing to take risks to go beyond existing knowledge.

- Students will gather ideas and create new things when they use their senses to explore.
- Student will generate ideas that are fun, entertaining, and useful to them and their peers.
- Students will use their imaginations to get new ideas of their own, or build on other's ideas, or combine other people's ideas in new ways.
- Students will make their ideas work within the constraints of a given form or material.
- Students will build the skills they need to make their ideas work, even if it takes a few tries.

**T Critical and Reflective Thinking** encompasses a set of abilities that students use to examine their own thinking and that of others. This involves making judgments based on reasoning, where students consider options, analyze options using specific criteria, and draw conclusions. People who think critically and reflectively are analytical and investigative, willing to question and challenge their own thoughts, ideas, and assumptions and challenge those of others. They reflect on the information they receive through observation, experience, and other forms of communication to solve problems, design products, understand events, and address issues. A critical

	<p>thinker uses their ideas, experiences, and reflections to set goals, make judgments, and refine their thinking.</p> <ul style="list-style-type: none"> <li>● Students will engage in design thinking.</li> <li>● Students will explore with a purpose.</li> <li>● Students will apply critical, metacognitive, and reflective thinking to identify ways they can improve or adapt their approach to learning.</li> <li>● Students will reflect on and assess their experiences, thinking, learning process, work, and progress.</li> <li>● Students will give, receive, and act on feedback.</li> </ul> <p><b>PS</b> <b>Personal Awareness and Responsibility</b> involves understanding the connections between personal and social behaviour and well-being; it encourages people to make constructive and ethical decisions and act on them. People who are personally aware and responsible demonstrate self-respect, persevere in difficult situations, and exercise responsibility. They understand that there are consequences for their decisions and actions. A personally aware and responsible individual takes steps to ensure their well-being, sets goals and monitors progress, regulates emotions and manages stress, and recognizes and advocates for their own rights.</p> <ul style="list-style-type: none"> <li>● Students will advocate for themselves and their ideas.</li> <li>● Students will accept themselves.</li> <li>● Students will be willing to engage with new ideas or information that is challenging for them.</li> <li>● Students will be focused and determined.</li> <li>● Students will set realistic goals, use strategies to accomplish them, and persevere with challenging tasks.</li> <li>● Students will be able to tell when they are becoming angry, upset, or frustrated, and have strategies to calm themselves.</li> </ul>
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### 3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

**Key resources:** First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

<b>FPPL to be included in this lesson</b> <i>(check all that apply):</i>	<i>How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?</i>
<ul style="list-style-type: none"> <li>✓ Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.</li> <li>✓ Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).</li> <li>✓ Learning involves recognizing the consequences of one's actions.</li> <li><input type="checkbox"/> Learning involves generational roles and responsibilities.</li> <li>✓ Learning recognizes the role of Indigenous knowledge.</li> <li>✓ Learning is embedded in memory, history, and story.</li> <li>✓ Learning involves patience and time.</li> <li><input type="checkbox"/> Learning requires exploration of one's identity.</li> <li><input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.</li> </ul>	<p>In these lessons, students are encouraged to be patient and kind to themselves and each other as they <i>define, ideate, prototype, make,</i> and <i>share</i> their favourite scenes from the novel, <i>The Barren Grounds</i>, via shoebox dioramas.</p> <p>Lessons will be delivered via open, non-judgmental group discussions, built upon positive teacher/student and student/student relationships and connections.</p> <p>Ideas, concepts, designs, and skills will be learned experientially, through a mixture of instruction, modeling, scaffolded support, practice, and student-doing.</p>

#### 4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/>

(choose course under Curriculum, match lesson to one or more Big Ideas)

<i>What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?</i>
<p><b>Big Idea - Design:</b></p> <ul style="list-style-type: none"> <li>• Designs can be improved with prototyping and testing (Grade 5).</li> <li>• Design can be responsive to identified needs (Grade 6).</li> </ul>
<p><b>Big Idea - Skills:</b></p> <ul style="list-style-type: none"> <li>• Skills are developed through practice, effort, and action (Grade 5).</li> <li>• Complex tasks require the acquisition of additional skills (Grade 6).</li> </ul>

#### 5. LEARNING STANDARDS/INTENTIONS

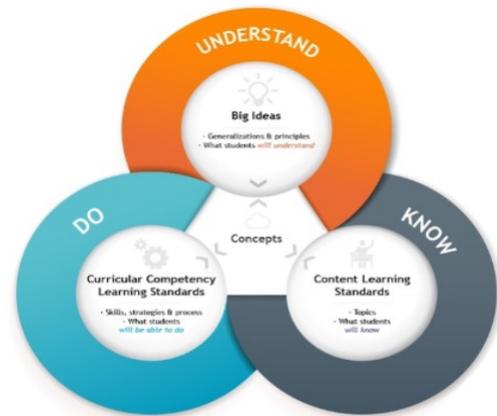
Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

<b>Curricular Competencies:</b> <i>What are students expected to do?</i>	<b>Content:</b> <i>What are students expected to learn?</i>
<p>In this lesson, students are expected to <b>DO</b>:</p> <p><b>Applied Design</b></p> <ul style="list-style-type: none"> <li>• <b>Defining</b> <ul style="list-style-type: none"> <li>○ Identify the main objective for the design and any constraints.</li> <li>○ Identify criteria for success and any constraints.</li> </ul> </li> <li>• <b>Ideating</b> <ul style="list-style-type: none"> <li>○ Generate potential ideas and add to others' ideas.</li> <li>○ Screen ideas against the objective and constraints.</li> <li>○ Choose an idea to pursue.</li> </ul> </li> <li>• <b>Prototyping</b> <ul style="list-style-type: none"> <li>○ Outline a general plan, identifying tools and materials.</li> <li>○ Identify and use sources of information.</li> <li>○ Develop a plan that identifies key stages and resources.</li> <li>○ Explore and test a variety of materials for effective use.</li> </ul> </li> <li>• <b>Making</b> <ul style="list-style-type: none"> <li>○ Construct the final product, incorporating planned changes.</li> <li>○ Identify and use appropriate tools, technologies, and materials for production.</li> <li>○ Make a plan for production that includes key stages, and carry it out, making changes as needed.</li> <li>○ Use materials in ways that minimize waste.</li> </ul> </li> <li>• <b>Sharing</b> <ul style="list-style-type: none"> <li>○ Decide on how and with whom to share their product.</li> </ul> </li> </ul>	<p>Students are expected to use the learning standards for Curricular Competencies ADST 4-5 in combination with grade-level content from other areas of learning in cross-curricular activities to develop foundational mindsets and skills in design thinking and making.</p> <p>Students are also expected to experience a minimum of three modules of ADST 6–7 in each of Grades 6 &amp; 7.</p> <p>In this lesson, students are expected to <b>KNOW</b>:</p> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>• Sketching techniques and manual drafting techniques.</li> <li>• Elements of plans and drawings.</li> </ul> <p><b>Media Arts</b></p> <ul style="list-style-type: none"> <li>• Techniques for using images, sounds, and text to communicate information, settings, ideas, and story structure.</li> </ul>

- Reflect on their design thinking and processes, and their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain a co-operative workspace.
- Identify new design issues.

### Applied Skills

- Use materials, tools, and technologies in a safe manner, and with an awareness of the safety of others, in both physical and digital environments.
- Identify the skills required for a task and develop those skills as needed.
- Identify and evaluate the skills and skill levels needed, individually or as a group, in relation to a specific task, and develop them as needed.



## 6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

*How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?*

Students will demonstrate their learning and understanding by working independently to complete shoebox dioramas that clearly recreate a scene from the novel, *The Barren Grounds*, which we have been studying in ELA.

This ADST/ART project will allow students the opportunity to utilize and apply design thinking and skills while showcasing their understanding of the novel in a creative and artistic way.

Over the course of four Friday afternoons, students will: (1) focus on *defining, ideating, and prototyping* their scenes (this lesson plan/this Friday afternoon); (2) *making* their scenes (the following two Friday afternoons); and (3) *sharing* their scenes and the processes that went into creating them (the final Friday afternoon).

In this specific lesson, students will complete the “Diorama Graphic Organizer”, wherein they identify and define the scene they wish to recreate, the characters involved, and the setting. Students will also complete a detailed sketch, prototyping/labeling the scene, as well as a summary that describes the who, what, when, why, and how of the scene.

During the first three lessons, students will have ample opportunity to gain **formative feedback** and receive extra support as they work toward completing their designs and assembling their dioramas.

During the fourth and final lesson, students will receive **summative feedback** on the basis of how well they were able to adhere to project criteria (rubric attached).

Note: Prior to beginning this project, a letter will be sent home outlining the requirements of the project and the rubric will be reviewed in this lesson. As such, there should be no surprises regarding assessment.

## ***The Barren Grounds* Shoebox Diorama Rubric**

<b>Requirements</b>	<b>Extending 4</b>	<b>Proficient 3</b>	<b>Emerging 2</b>	<b>Developing 1</b>
The student will recreate a scene from the novel inside their shoe box. The shoe box can be standing up or laying on its side as long as the scene is visible.	The student exceeded the requirement.	The student met the requirement.	The student partially met the requirement.	The student did not meet the requirement.
The scene recreated in the shoe box shows creativity from the student and shows that they had a clear understanding of what took place in the scene.	The student exceeded the requirement.	The student met the requirement.	The student partially met the requirement.	The student did not meet the requirement.
Attached to the shoe box is a detailed summary of the scene.	The student exceeded the requirement.	The student met the requirement.	The student partially met the requirement.	The student did not meet the requirement.
Attached to the shoe box is a description of how one or more of the main characters changed from the beginning to the end of the book.	The student exceeded the requirement.	The student met the requirement.	The student partially met the requirement.	The student did not meet the requirement.
Attached to the shoe box is the <i>specific</i> genre of the book. (Ex: realistic fiction, fantasy-fiction, historical fiction, biography, etc.)	The student exceeded the requirement.	The student met the requirement.	The student partially met the requirement.	The student did not meet the requirement.
Attached to the shoe box is a well thought out book recommendation.	The Student met or exceeded the requirement.	The student met the requirement.	The student partially met the requirement.	The student did not meet the requirement.
<b>Comments:</b>				<b>Total Score</b>  <b>/24</b>

## 7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

*Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.*

It is essential that all students be included in this lesson and the ones to follow.

Effective UDL strategies (tailored to the classroom and students) will be utilized to ensure accessibility for all learners. Lessons will aim for a lively pace, consist of explicit oral and visual instruction, and be interwoven with hands-on activities to engage all learners. Composite tasks are broken down into steps and the robust class discussion will prepare students for the design activity.

Additional support will be made available to students who require it, so as to ensure that all diverse needs are met.

**Required preparation:** *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.*

- One week in advance, print and send home the parent/guardian letter (included) outlining the project and asking that each student bring a shoe box, in addition to any specialized items they wish to include in their dioramas.
- If possible, give each student a brown paper bag and take the class out during a PE block to explore the local environment and collect items such as twigs, moss, bark, pebbles, and rocks that can be used in their dioramas.
- Print off sufficient COLOURED copies (one per student) of “The Barren Grounds: Shoebox Diorama” (included) which outlines the steps involved in the project and includes the graphic organizer and summary sheet that will guide students in the defining, ideating, and prototyping stage. Scan this document to email so that it can be displayed on the Smartboard during the lesson.
- Have ready to display on the Smartboard the following website, which will help students get ideas for their dioramas: <https://www.pinterest.ca/pin/319826011013070584/>
- Start collecting additional supplies for the creation of the dioramas, either from the art room or the local dollar store (i.e. exacta knife, hot glue sticks, glue guns, packing tape, paint, cotton balls, marshmallows, toothpicks, stir sticks, popsicle sticks, pretzels, cardboard, cardstock, tissue paper, clay, plasticine, packing foam, etc.).

## 8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does <i>(learning activities to target learning intentions)</i>	Pacing
<p><b>OPENING:</b>  <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p>	<p>Cue ALL students that it is time for ADST, referring them to the visual schedule.</p> <p>When students are seated, organized, quiet, and “eyes on,” say:</p> <p>“Today, you will decide on a scene that you want to recreate in your shoebox diorama. You will focus on the characters, setting, and materials needed to bring your scene to life. As a class, we will go over the steps involved in this project, explore some exemplars, discuss the criteria, and review how your dioramas will be assessed. Then, you will work independently to complete a “Diorama Graphic Organizer” and begin summarizing your planned scene.”</p>	<p>Quick transition to lesson; interactive and lively pace. (2.5 min)</p>

<p><b>BODY:</b></p> <ul style="list-style-type: none"> <li>● <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i></li> <li>● <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i></li> <li>● <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modeling</i></li> <li>● <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i></li> </ul>	<p>I DO: On the Smartboard, bring up the word document that outlines the shoebox diorama project (included at the end of this lesson plan). Go over the “What do I do?” portion of the document. Ask students if they have any questions or concerns.</p> <p>STUDENTS DO: Raise questions and/or concerns.</p> <p>I DO: Answer student questions and concerns.</p> <p>I DO: Go over the “Diorama Graphic Organizer” and ask students if they have any questions or concerns.</p> <p>STUDENTS DO: Raise questions and/or concerns.</p> <p>I DO: Answer student questions and concerns. Then, review some of the scenes and settings in the novel, relating them to the different diorama exemplars included in the word document (displayed on the Smartboard). Talk about shoebox orientation, backdrops, materials used to represent different things in the scenes, etc.</p> <p>STUDENTS DO: Pay attention, be curious, engage in thought, share ideas, build on others’ ideas, ask questions, and seek clarification.</p> <p>I DO: Guide discussion, probe student thinking, praise ideas and build on them, answer questions, clarify concerns, and keep students engaged.</p> <p>I DO: Go over the “Summarize” worksheet, ensuring that students know what they are expected to do when the time comes. Ask students if they have any questions or concerns about his portion of the assignment.</p> <p>STUDENTS DO: Raise questions and/or concerns.</p> <p>I DO: Answer student questions and concerns.</p> <p>I DO: Go over the project criteria/requirements and rubric (included on the last page of the word document). Ask students if they have any questions or concerns regarding the project or how it will be assessed.</p> <p>STUDENTS DO: Raise questions and/or concerns.</p> <p>I DO: Answer student questions and concerns. Then, tell students that they have the rest of this block (and only this block) to ideate, plan, design, sketch, label the sketch, and do a rough draft of their scene summary. Instruct students to get out a pencil and perhaps pencil crayons (only if they have time to colour their sketches). Then, have a hand-out helper distribute copies of the word document (one per student).</p> <p>STUDENTS DO: Receive their copy of the document, get out a pencil, and start ideating, planning, designing, sketching, and summarizing their scenes.</p> <p>I DO: Circulate and support students as needed. Redirect off task behaviour.</p>	<p>Interactive, Responsive and lively pace. Redirect students who go off-task as needed. (25 min instruction, followed by 60 min to complete the activities)</p>
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<p><b>CLOSING:</b></p> <ul style="list-style-type: none"> <li>● <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i></li> <li>● <i>review or summary if applicable</i></li> <li>● <i>anticipate what's next in learning</i></li> <li>● <i>"housekeeping" items (e.g. due dates, next day requirements)</i></li> </ul>	<p>Cue students that it is nearing the end of the ADST block and that they need to wrap up what they are working on and hand in what they have completed.</p> <p>Let students know that I will review their designs, sketches, and summaries and hand them back with feedback prior to next Friday's lesson.</p> <p>Remind students to collect and bring any items from home if they plan to use something other than what I have collected, is in the art room, or that we found in the local environment.</p> <p>Cue ALL students to move on to the next activity/scheduled task.</p>	<p>Wrapping it up! (2.5 min)</p>
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## 9. REFLECTION

<ul style="list-style-type: none"> <li>● <i>Did any reflection <u>in</u> learning occur, e.g. that shifted the lesson in progress?</i></li> <li>● <i>What went well in the lesson (reflection <u>on</u> learning)?</i></li> <li>● <i>What would you revise if you taught the lesson again?</i></li> <li>● <i>How do the lesson and learners inform you about necessary next steps?</i></li> <li>● <i>Comment on ways you modeled &amp; acted within the Professional Standards of BC Educators &amp; BCTF Code of Ethics?</i></li> <li>● <i>If this lesson is being observed, do you have a specific observation focus in mind?</i></li> </ul>
<p>This lesson went extremely well. Students were engaged and excited to start this project after ample workup had taken place in ELA, including several discussions focusing on the novel's themes, characters, and settings. During the daily read-alouds, I have been pausing and having students imagine the scenes being described and how these scenes could be brought to life in dioramas. I also sent a letter home to parents at the beginning of the week (included below), asking for shoe boxes and outlining the project. All of this added a level of excitement and anticipation to the project, one that normally would not have been there had students not received so much forewarning. Many students had already brought in their boxes, some even had purchased supplies, and the vast majority (all but one) had an idea of the scene they wanted to bring to life within their box.</p> <p>With their boxes and ideas at hand, students brought forth so many good questions and queries about diorama orientation and materials. From there, all it took was the viewing of some creatively crafted dioramas (included in the student handout), alongside a review of the steps and expectations, and students were well on their way to <i>defining</i>, <i>ideating</i>, and <i>prototyping</i> their dioramas in labelled sketches and summaries (see Diorama Graphic Organizer and Summarize worksheets).</p> <p>The timing of the lesson (after lunch on a Friday) was perfect and the length of time (90 minutes) was just right. A few students finished early but most finished with just enough time to clean up and hand in their booklets. The only suggestion I received from my CT, one that I will be taking steps to incorporate into my lesson next week, is to have a detailed and visual breakdown of what needs to be done, by when, to ensure that students are done on time, ready to present two weeks from now.</p> <p>As the lesson ended, it was apparent that all of the students had enjoyed themselves and were excited to start the <i>making</i> stage next week. I, too, am super excited to see how this project unfolds. I think the finished dioramas are going to be amazing!!</p>

**Dear Parents and Guardians,**

**This Friday, our class will begin a new cross-curricular Applied Design/ELA/Art project, which will have students recreate a scene from *The Barren Grounds* novel in a shoe box diorama. Students will represent specific details, including the novel's characters, setting, and theme.**

**Reading of the book has taken place at school and the next four Friday afternoons will be dedicated to defining, ideating, and prototyping their scenes; making their scenes; and finally presenting their scenes to the class.**

**While most of this project will be tackled here, in our classroom, we need your help to ensure that the project is a success! Each student will need to bring a shoe box from home, in addition to any specialized items they plan to use in their chosen scene. If class time isn't used wisely, finishing touches may need to be done outside of class (at homework club or at home) so that students are ready to present on Friday, March 17<sup>th</sup>.**

**I encourage students to think outside of the box when planning and creating their dioramas. We will endeavor to find most of the supplies in the art room or the local environment, but your child may want to bring specific items from home. Prior to purchasing anything, *PLEASE* do not hesitate to have your child ask if the materials are here at school. We have everything from popsicle sticks, toothpicks, and pipe cleaners to coloured cardstock and plasticine.**

**I want this to be a fun, creative opportunity for students to showcase what they have learned during the novel study while utilizing their design skills and artistic talents. Attached is a copy of the project rubric, so you can see all the necessary requirements.**

**Together in education,**

**Ms. Hesselgrave**

**Grade 5/6 Teacher Candidate**

## ***The Barren Grounds* Shoebox Diorama Rubric**

<b><u>Requirements</u></b>	<b>Extending 4</b>	<b>Proficient 3</b>	<b>Emerging 2</b>	<b>Developing 1</b>
The student will recreate a scene from the novel inside their shoe box. The shoe box can be standing up or laying on its side as long as the scene is visible.	The student exceeded the requirement.	The student met the requirement.	The student partially met the requirement.	The student did not meet the requirement.
The scene recreated in the shoe box shows creativity from the student and shows that they had a clear understanding of what took place in the scene.	The student exceeded the requirement.	The student met the requirement.	The student partially met the requirement.	The student did not meet the requirement.
Attached to the shoe box is a detailed summary of the scene.	The student exceeded the requirement.	The student met the requirement.	The student partially met the requirement.	The student did not meet the requirement.
Attached to the shoe box is a description of how one or more of the main characters changed from the beginning to the end of the book.	The student exceeded the requirement.	The student met the requirement.	The student partially met the requirement.	The student did not meet the requirement.
Attached to the shoe box is the <i>specific</i> genre of the book. (Ex: realistic fiction, fantasy-fiction, historical fiction, biography, etc.)	The student exceeded the requirement.	The student met the requirement.	The student partially met the requirement.	The student did not meet the requirement.
Attached to the shoe box is a well thought out book recommendation.	The Student met or exceeded the requirement.	The student met the requirement.	The student partially met the requirement.	The student did not meet the requirement.
<b>Comments:</b>				<b>Total Score</b>  <b>/24</b>

# *The Barren Grounds: Shoebox Diorama*

Use an old shoe box to recreate your favorite scene from the novel.

What do I do?

1. Find an old shoe box—any kind will do!
2. Choose your favorite scene from the novel.
3. Fill in the Diorama Graphic Organizer to help you brainstorm ideas.
4. Use paint, markers, crayons, clay, paper, or other materials to create your diorama!
5. Create a summary of the scene you are recreating by filling out the summary sheet.
6. Make sure to cut out your summary and place it somewhere on your diorama!

Diorama Graphic Organizer

Name: \_\_\_\_\_

1. Names of characters \_\_\_\_\_

2. Setting \_\_\_\_\_

3. Items for my setting \_\_\_\_\_

4. Setting sketch



Shoe Box Diorama examples: <https://www.pinterest.ca/pin/319826011013070584/>





# SUMMARIZE



*Plan your summary by completing the table below.*

Somebody:
Wanted To:
But:
So:
Then:

*Now, use your planning table from above to write your summary in full sentences! Then cut along the dashed lines and paste it to your Diorama!*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

## ***The Barren Grounds* Shoebox Diorama Rubric**

<b><u>Requirements</u></b>	<b>Extending 4</b>	<b>Proficient 3</b>	<b>Emerging 2</b>	<b>Developing 1</b>
The student will recreate a scene from the novel inside their shoe box. The shoe box can be standing up or laying on its side as long as the scene is visible.	The student exceeded the requirement.	The student met the requirement.	The student partially met the requirement.	The student did not meet the requirement.
The scene recreated in the shoe box shows creativity from the student and shows that they had a clear understanding of what took place in the scene.	The student exceeded the requirement.	The student met the requirement.	The student partially met the requirement.	The student did not meet the requirement.
Attached to the shoe box is a detailed summary of the scene.	The student exceeded the requirement.	The student met the requirement.	The student partially met the requirement.	The student did not meet the requirement.
Attached to the shoe box is a description of how one or more of the main characters changed from the beginning to the end of the book.	The student exceeded the requirement.	The student met the requirement.	The student partially met the requirement.	The student did not meet the requirement.
Attached to the shoe box is the <i>specific</i> genre of the book. (Ex: realistic fiction, fantasy-fiction, historical fiction, biography, etc.)	The student exceeded the requirement.	The student met the requirement.	The student partially met the requirement.	The student did not meet the requirement.
Attached to the shoe box is a well thought out book recommendation.	The Student met or exceeded the requirement.	The student met the requirement.	The student partially met the requirement.	The student did not meet the requirement.
<b>Comments:</b>				<b>Total Score</b>  <b>/24</b>