

Personal Diaries from WWI: Storyboard Assignment

Activity Summary

In this activity, students will:

- ♦ Read several personal accounts of Canadian men and women from World War I
- ♦ Create a storyboard illustrating the personal account of one of these individuals
- ♦ Identify **Essential Skills** from their own and their peers' storyboards

Prior Knowledge

- **Essential Skills**
- Storyboard methods

Teaching Planning Notes

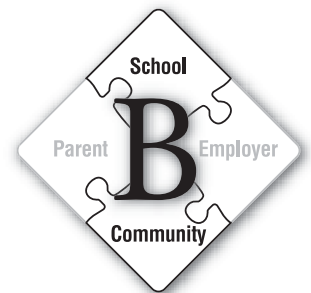
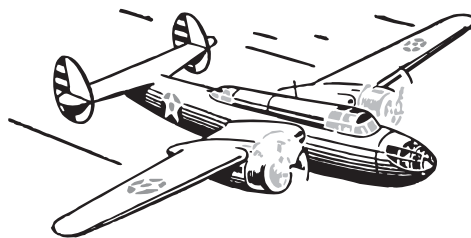
- Review assignment including prior knowledge required and assessment and evaluation tools
- Provide students with access to the computer, internet and headphones for audio diaries
- Review whether assignment is to be completed alone or with partners
- Review VAC (Veterans Affairs Canada website) for interviews in print and audio versions (<http://www.vac-acc.gc.ca/general/>)
- Provide students with materials for storyboard (Bristol board, markers, rulers)
- Provide opportunity for classroom discussion at the end of the assignment to review the lives of these individuals and the skills they used
- Provide an exemplar

Assessment of Student Achievement

Task	Tool / Type
Storyboard	Lest We Forget Storyboard Rubric (Summative)
Peer Review	Lest We Forget Peer Review (Formative)

Activities and Assessment Materials

- Storyboard Assignment Sheet
- Storyboard Rubric
- Peer Review of **Essential Skills**



FOCUS ON LEARNING

Essential Skills:

Reading Text

Read Several Personal Accounts

Writing

*Create Storyboard
Record Peers' Work*

Thinking Skills

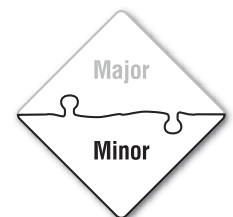
Create Storyboard

Computer Use

Create Storyboard

Document Use

Peer Evaluation



Curriculum Linkages For Ontario Educators

Essential Skills truly are everywhere and as teachers we are always teaching students the **Essential Skills!** As subject teachers and specialists, we know that many of the curriculum expectations we are accountable to teach and assess, also address the **Essential Skills** and while the linkages are not always readily apparent, the linkages exist nonetheless.

While this activity connects to a variety of courses it is most closely aligned to the following course(s):

- Grade 8 History

To assist you, the teacher, in making more transparent linkages, we have identified the following curriculum linkages for this activity.

Grade 8 History

Canada: A Changing Society

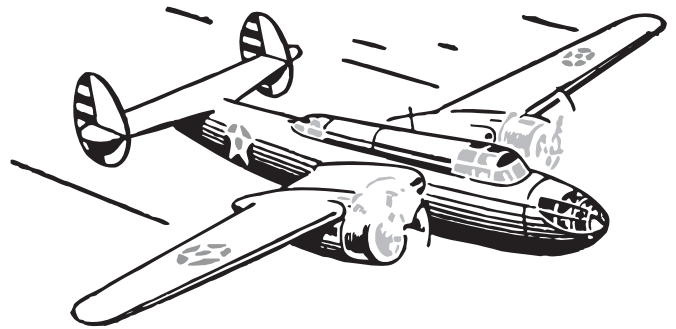
- 8h37 • demonstrate an understanding of the impact of World War I on Canada and the world community.
- 8h38 • demonstrate an understanding of factors contributing to change in a society (e.g., technology, immigration, politics, globalization, war);
- 8h46 • demonstrate an understanding of Canada's participation in World War I (e.g., reasons Canadians fought; roles of Canadian men and women; actions of Canadian forces at the Battle of Vimy Ridge) and the contributions of war veterans to Canada and to world history;
- 8h47 • demonstrate an understanding of the impact of the war on the veterans, their families, Canada as a whole, specific groups within the country, and the world.
- 8h49 • formulate questions to facilitate research on particular topics (e.g., issues involved in World War I);
- 8h53 • communicate the results of inquiries for specific purposes and audiences, using media works, political cartoons, oral presentations, written notes and reports, drawings, tables, charts, and graphs.

Lest We Forget

The First World War affected the lives of many individuals all around the world. It is important to read the personal stories of Canadian men and women who were involved in this war and remember their contributions to our country.

Part 1: Individual Storyboard Assignment

In this assignment you will have the opportunity to read and/or listen to personal diaries of World War I veterans. After you have listened to them, your job is to choose one story and create a storyboard that is representative of that story. Pay close attention to the type of tasks they performed as described in the story. The instructions for your storyboard are as follows:



- Use one full size sheet of Bristol board (white preferably)
- Include a title that is creative and thought provoking
- Include eight (8) frames illustrating the story in a logical sequence
- Each frame includes:
 - Frame number in bottom right corner
 - One-sentence description or narration by author
 - Pictures representing the action
 - Different camera shots for interest (wide, extreme close-ups, etc.)
- Your pictures can be hand-drawn, photos/magazine pictures/clip art
 - Make sure the pictures are proportional to the rest of the frame
 - Make use of colour as part of the overall mood you want to portray
- On a separate sheet of paper, record the **Essential Skills** you believe this War veteran possessed and what part(s) of their story support(s) your opinions.

Part 2: Peer Review

Once all the storyboards have been put up on display in the classroom, use the peer review sheet to find **Essential Skills** used by the World War I veterans. Review each storyboard carefully and find clues within the story or pictures that will help you find the evidence you are looking for.

Lest We Forget Storyboard Rubric

CATEGORIES/CRITERIA	LEVEL 1 (50-59%)	LEVEL 2 (60-69%)	LEVEL 3 (70-79%)	LEVEL 4 (80-100%)
<p>Understanding of Concepts Demonstrates an understanding of the impact of World War I on Canada and the world community</p> <p>Demonstrates an understanding of the impact of the war on the veterans, their families, Canada as a whole, specific groups within the country, and the world</p>	<p>Shows understanding of few of the concepts; rarely gives complete explanations</p> <p>Shows understanding of few of the concepts; rarely gives complete explanations</p>	<p>Shows understanding of some of the concepts; sometimes gives complete explanations</p> <p>Shows understanding of some of the concepts; sometimes gives complete explanations</p>	<p>Shows understanding of most of the concepts; usually gives complete or nearly complete explanations</p> <p>Shows understanding of most of the concepts; usually gives complete or nearly complete explanations</p>	<p>Shows understanding of all (or almost all) of the concepts; consistently gives complete explanations</p> <p>Shows understanding of all (or almost all) of the concepts; consistently gives complete explanations</p>
<p>Inquiry/Research Skills and Map and Globe Skills Formulates questions to facilitate research on World War I Veterans</p>	<p>Applies few of the required skills and strategies, and applies these skills & strategies correctly only with assistance</p>	<p>Applies some of the required skills and strategies, and applies these skills & strategies correctly with frequent assistance</p>	<p>Applies most of the required skills and strategies, and applies these skills & strategies correctly with only occasional assistance</p>	<p>Applies all (or almost all) of the required skills and strategies, and applies these skills & strategies correctly with little or no assistance</p>
<p>Communication of Required Knowledge Communicates the results of their research in their storyboard</p>	<p>Rarely communicates with clarity and precision; rarely uses appropriate terminology, vocabulary, and symbols</p>	<p>Sometimes communicates with clarity and precision; sometimes uses appropriate terminology, vocabulary, and symbols</p>	<p>Usually communicates with clarity and precision; usually uses appropriate terminology, vocabulary, and symbols</p>	<p>Consistently communicates with clarity and precision; consistently uses appropriate terminology, vocabulary, and symbols</p>

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

