

# Developing understanding through literature

## *Which are the most important story events?*

### CRITICAL CHALLENGE

Create a storyboard that represents the six most important events in the story *Silver Threads*.

### SUMMARY

In this lesson, students create a storyboard that represents the six most important events in the story. Students develop the criteria met by an effective storyboard by examining and comparing a set of example storyboards. As a class, students brainstorm potential events to include in the storyboard, then sort these events according to their relative importance. Students design their storyboard to depict the six events they identified as most important. They self-assess their storyboard using the criteria they established. The lesson concludes with students reflecting on what might be learned about the experiences of Ukrainian and other European immigrants affected by internment camps based on the important events included on their storyboards.

### OBJECTIVES

#### Broad understanding

Understanding the feelings, thoughts and experiences of Ukrainian and other European immigrants affected by Canada's first national internment operations of 1914–1920

#### Requisite tools

##### *Background knowledge*

- knowledge of internment operations in Canada

##### *Criteria for judgment*

- criteria met by an important event
  - has meaningful consequences or impacts
  - is meaningful at the time it happens
  - has a bigger or symbolic meaning
- criteria met by an effective storyboard
  - uses simple drawings and text
  - includes the most important events and details
  - shows an action taking place in each panel



*Thinking strategies*

- identifying important story events



**MATERIALS**

**Activity sheets**

Identifying important story events (Activity sheet #F-1)

My storyboard template (Activity sheet #F-2)

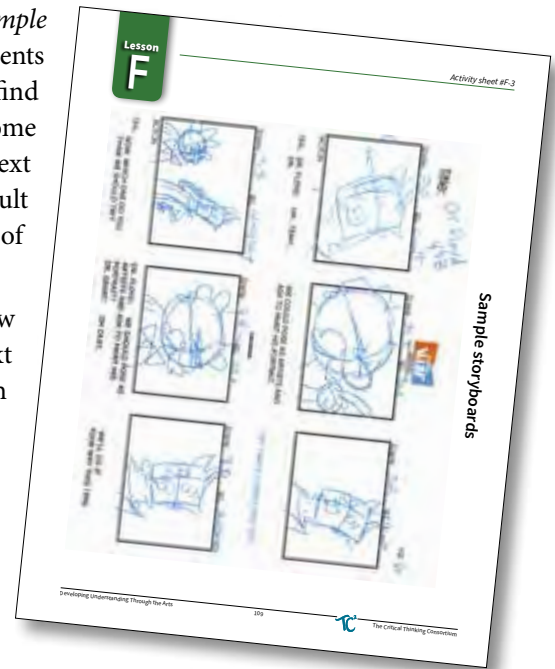
Sample storyboards (Activity sheet #F-3)

Assessing my storyboard (Activity sheet #F-4)

## Investigate storyboards

## Suggested Activities

1. Provide pairs of students with a copy of *Sample storyboards* (Activity sheet #F-3) and ask students to decide which of the storyboards they find the easiest to understand. For example, some students may indicate that the absence of text on the sample storyboard B made it difficult to understand what was happening in each of the panels.
2. Ask students to share what they already know about storyboards, or to suggest other text forms that remind them of storyboards (such as comic strips or graphic novels).
3. Inform students that storyboards were first developed by Walt Disney Studios in the 1930s to help plan movies. The technique allowed writers to see what the story would look like before it was produced. A storyboard is a sequence of drawings, sometimes with dialogue, that represents the shots of a movie, video, or TV show.



## Discuss the criteria met by an effective storyboard

1. Ask students to return to the storyboards on *Sample storyboards* (Activity sheet #F-3) and describe what made one storyboard easier to understand than the other. Share the following criteria for students to consider.  
An effective storyboard:
  - uses simple drawings and text;
  - includes the most important events and details;
  - shows an action taking place in each panel.
2. Return student attention to *Sample storyboards* (Activity sheet #F-3) and instruct students to revisit their decision about which was the most effective by applying the criteria.

## Brainstorm possible storyboard scenes

1. Pose the question: "If *Silver Threads* were made into a movie, which three important scenes or moments would be the most important to include?"
2. Divide students into pairs and instruct them to decide which three scenes or moments should be included. Encourage students to share their ideas with the class. Record these ideas for use later during the design phase of this lesson.
3. Share the critical challenge with students: *Create a storyboard that represents the most important events in the story Silver Threads. Explain to students that their task is to design a storyboard depicting the six most important moments in the book.*

## Identify important events

1. Divide students into pairs or small groups and provide each group a copy of *Identifying important story events* (Activity sheet #F-1).
2. Pose the question: “Which of these story events would be important to share if you were trying to prove that what Goldilocks did was wrong?”
3. Encourage students to cut the statements apart and sort them into two groups: *Important to share* and *Not important to share*.
4. Invite students to explain how they sorted the events, reminding them to describe their rationale. Students might say they would share those events that show that the things she did in the story were wrong.



## Discuss the criteria for an important event

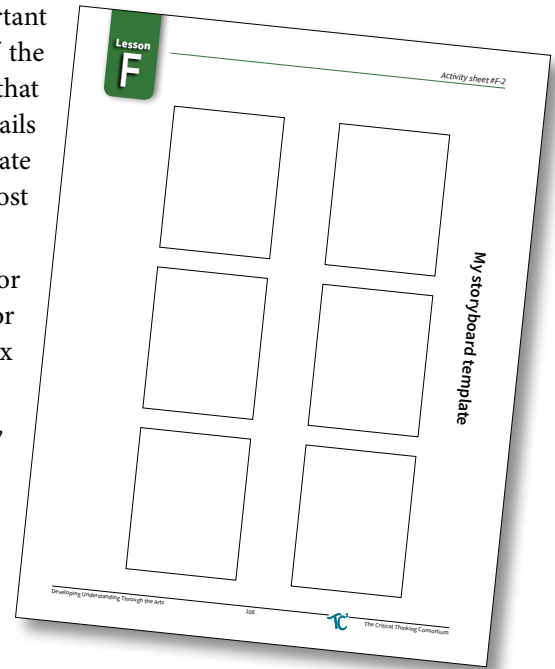
1. Ask students to suggest what made some events more important than others. Share the following criteria for students to consider:  
An important event:
  - has meaningful consequences or impacts;
  - is meaningful at the time it happens;
  - has a bigger or symbolic meaning.
2. Pose the question: “If you were Goldilocks, which events would you want to share in your defence?” Ask students to revisit how they grouped the events, inviting them to change the sorting if needed. Remind students to use the criteria to guide their selection of important events.
3. Invite them share their rationale for their choices. Students may say that they would want to share the events that explain her behaviour or give her side of the story.

## Think about bigger messages

1. Pose the question: “What are some powerful reasons why other students should watch a *Silver Threads* movie?” Record the ideas suggested by students. Responses may include:
  - to understand that immigrants came to Canada to have a better life;
  - to learn about internment and how it affected entire families and communities;
  - to know that people in internment camps were treated unfairly.
2. Explain to students that these reasons may also help them decide which story events are more important to include in their finished storyboard.

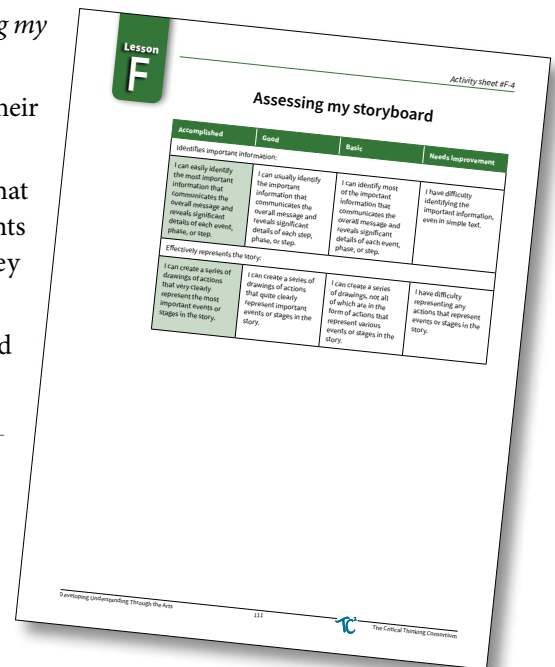
## Design an effective storyboard

1. Invite students to revisit the list of important story events generated at the beginning of the lesson. Ensure that students understand that a storyboard cannot contain all of the details from a story, and must instead communicate the overall meaning of the text using the most important events.
2. Encourage students to use the criteria for important events and the powerful reasons for watching the movie to help them select the six most important events.
3. Provide each student with a copy of *My storyboard template* (Activity sheet #F-2). Inform students that their task is to create an effective storyboard showing the six most important events. Remind students to refer back to the criteria for an effective storyboard during the design process.



## Self-assess the completed storyboard

1. Provide each student with a copy of *Assessing my storyboard* (Activity sheet #F-4).
2. Direct students to assess the effectiveness of their storyboard using each of the indicators.
3. Encourage students to circle the indicator that best describes the importance of the events they've selected and how effectively they presented their choices.
4. Invite students to share their finished storyboards with the whole class.



## Reflect on the learning

1. Pose the question: "Why might it be important for others to know about these important events we have included on our storyboards?" Allow time for students to discuss and share their ideas.
2. To conclude, ask students what might be learned about the experiences of Ukrainian and other European immigrants affected by Canada's first national internment operations of 1914–1920 from the important events included on their storyboards.

## Identifying important story events

Cut out the statements and sort them into important and unimportant events.

She ventures into the house and tries porridge, chairs, and beds.

Goldilocks broke the third chair that she tried out in the living room.

Goldilocks finds the bears' house in the forest.

As she was sleeping, the bears came home.

Papa bear had a very firm bed.

Baby bear cried, "Someone's been eating my porridge!"

After seeing the broken chairs, the bears decide to look around some more.

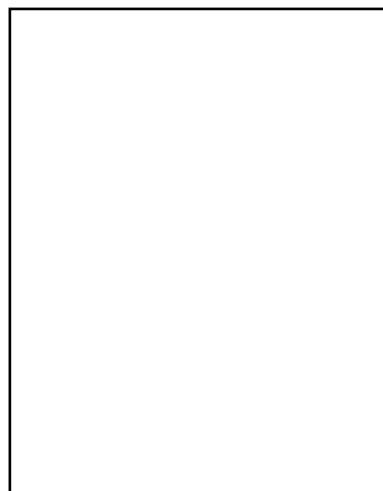
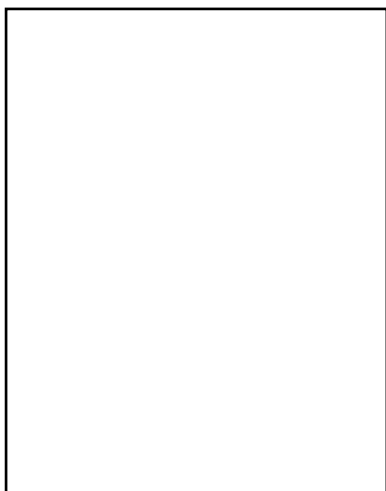
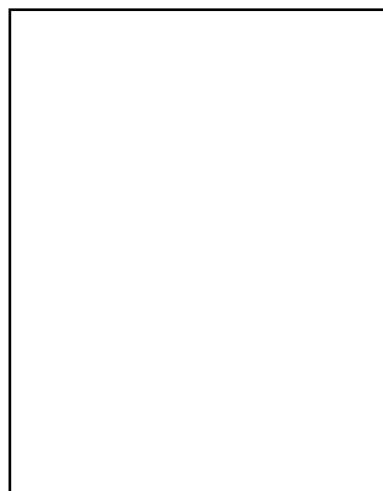
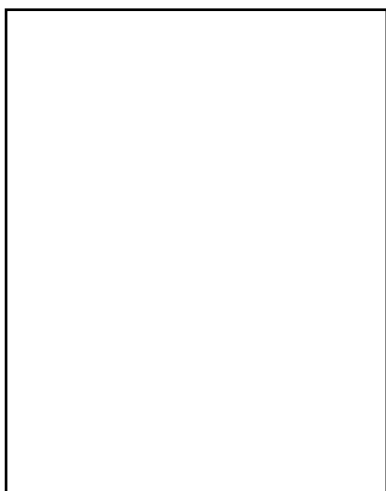
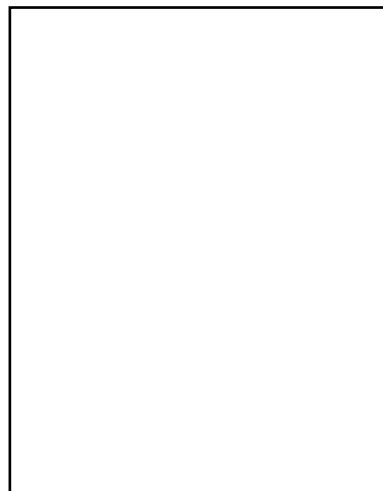
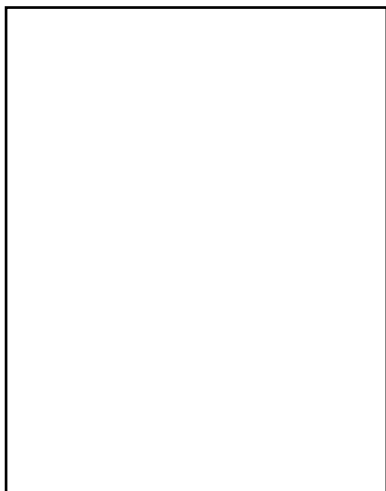
Goldilocks sees the bears and runs out of the house.

The kitchen table that the porridge was sitting on was carved out of fine walnut wood.

The bears lived in a quaint little cottage in the forest.

She walked into the living room, where she saw three chairs.

She never saw the bears again.



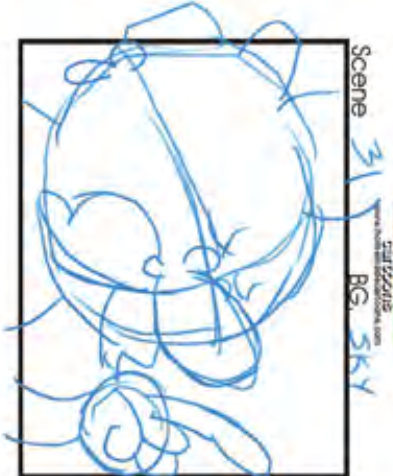
**My storyboard template**

# Sample storyboards

Title: Dr Floyd  
4/18



DIAL. DR. FLOYD: UH...YEAH...  
OR,



WE COULD POSE AS ARTISTS AND  
ASK TO PAINT HIS PORTRAIT.



HEY THAT'S A GREAT IDEA TOO!

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## Lesson F



DIAL. NOW, WHICH ONE DO YOU  
THINK WE SHOULD TRY?



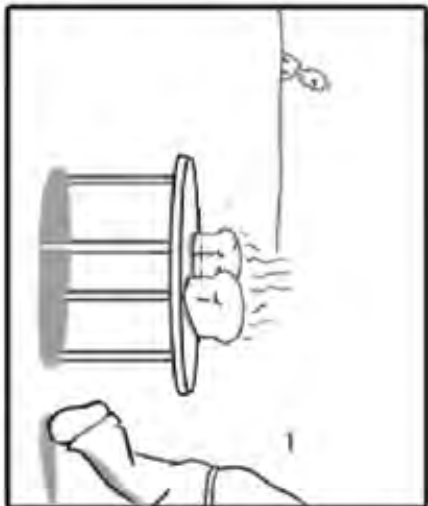
DR. FLOYD: WE SHOULD POSE AS  
ARTISTS AND ASK TO PAINT HIS  
PORTRAIT?  
DR. GRANT: OH OKAY,



WE'LL DO IT  
YOUR WAY THIS TIME.



Sample storyboards



## Assessing my storyboard

Accomplished	Good	Basic	Needs Improvement
Identifies important information:			
I can easily identify the most important information that communicates the overall message and reveals significant details of each event, phase, or step.	I can usually identify the important information that communicates the overall message and reveals significant details of each step, phase, or step.	I can identify most of the important information that communicates the overall message and reveals significant details of each event, phase, or step.	I have difficulty identifying the important information, even in simple text.
Effectively represents the story:			
I can create a series of drawings of actions that very clearly represent the most important events or stages in the story.	I can create a series of drawings of actions that quite clearly represent important events or stages in the story.	I can create a series of drawings, not all of which are in the form of actions that represent various events or stages in the story.	I have difficulty representing any actions that represent events or stages in the story.