The Adventure of the Missing Moccasins

Curriculum connection: Narrative texts are one of the oldest forms for recording and making sense of human experience, as well as articulating the world of imagination.

Level: Secondary 4 & 5

Items in exhibit to focus on: Porcupine quill moccasin

Class Time: 1 to 5 periods

Suggested materials: Chart paper, blank paper, computers and a world map.

For this lesson, students should not forget that there are two moccasins and the adventures of both moccasins should be included.

Introduction to Lesson: Introduce the moccasin to the class by showing a picture of them. Explain that these shoes were made between 1780 and 1820. They were decorated with porcupine quills and were so pretty that people from all around the world wanted a pair. Somehow the shoes were separated over time and one ended up in a museum in Toronto and the other in a museum in Zurich, Switzerland. On a map, point out where Eeyou Istchee is and then point out where Toronto and Zurich are. Ask the class, how these two shoes end up so far away, and what adventures happened during their travels.

Student Centred: Students should individually brainstorm ideas for their story. While brainstorming the story, ask how did the moccasins feel? What were some of the places that they went to? What did they do when they were there? Who wore them? Asking these questions will help develop the story and give it life. Once students have ideas for their story they should then find a partner and review each other's brainstorming. Both students should offer suggestions to improve the each other's story.

Once students have finished with the group brainstorming, they should then start writing their story. The title of the story should be "The Adventures of the Missing Moccasins". Once a rough copy has been completed, students should find a peer to edit their story. The classmate should offer suggestions on how to improve the story. Students should then review and edit their own work and produce a final copy.

Once a story has been completed, have students work in small groups to determine which story should be made into a script for a movie. In their groups, students should work on producing a story board and script to make this story into a movie. Your school may not have the technical equipment required to produce a movie, at which point this lesson/unit can stop. If you do have the time and resources available to make a short movie, your class can choose one of the story boards and scripts and make a short video on "The Adventures of the Missing Moccasins".

Conclusion: After the stories have been written and good copies produced, students should share their stories, and story boards with the rest of the class. If a movie has been made, watch the video as a class.

We would love to have your stories for display here for many more to enjoy. If you want to send us your final product we would love to see what you have done. Please send anything to:

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Suggested Marking Criteria:

	Level 4	Level 3	Level 2	Level 1
Writing Style	-Flow of story was above standard /5	-Flow of story was at level /4	-Flow of story was below expected level /3	-Very little flow to the story. /2
Content	-Student followed outline of story. Included highly developed plot, characters, conflict, resolution and setting. /10	-Student followed outline of story. Included developed plot, characters, conflict, resolution and setting. /8	-Student somewhat followed outline of story. Included parts of a plot, characters, conflict, resolution and setting. /6	-Student produced a minor resemblance of a story. Did not include any developed plot, characters, conflict, resolution or setting. /4
Writing Process	-Student was able to write clearly and concisely with an abundance of detail. -Student was able to follow the pattern of a story beyond expectations. /10	-Student wrote clearly, and included many details. -Student was able to follow the pattern of a story. /8	-Student wrote a story, sometimes unclearly, with some detail. -Student somewhat followed the pattern of a story. /6	-Student wrote a partial story which was unclear, and did not include much detail. -There was little resemblance to a story pattern. /4
Editing	-Student actively participated in peer editing, taking and giving an abundance of suggestions in a constructive manner. /5	-Student participated in peer editing, taking and giving some suggestions in a constructive manner. /4	-Little participation in peer editing session, giving and taking few suggestions. /3	-Little to no participation in peer editing session. /2

Total /30