



PROJECT TEACHING UNIT PLAN*

Name of Project: Live Cinema – Joseph
, A Call to Faithfulness!

Duration: 11 hours

School: Forest City SDA School

Launch Date: January 6, 2025

Celebration/Presentation Date: January 29, 2025

Teacher(s): Joy C. Nugent & Betty F. Nugent

Subject and type (check/identify all that apply):

- Bible
- Technology (type): Coding
- Art

Grade Level (check all that apply):

5th – 8th

Key Knowledge
and
Understanding
(Identify appropriate
source, standards and
strand.)

Adventist Education (NAD) Curriculum Standards:

- A. NAD-LA.11.4 Be able to understand literature and analyze, critique, and relate themes, story elements, and literary devices.
- B. RL.11-12.3-Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama

Common Core Standards:

- A. CCSS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
- B. CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- C. CCSS.ELA-LITERACY.RL.11-12.3
Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama
- D. CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.



	ISTE Standards for Students: A. 1.1 Empowered Learner-Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences. B. 1.4 Innovative Designer-Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.		
Success Skills (to be taught and assessed)	Critical Thinking/Problem Solving		Self-Management
	Collaboration		Other:
Project Summary	After a study on the life of Joseph students will work in groups to create cardboard characters from a selected story on the life of Joseph from Genesis 37 - 47. Using the Hummingbird Robotics Kit, students will make robotic characters that move, talk, and light up as appropriate. Students will create a video of the robotic characters dealing with issues from the selected story.		
Driving Question	How can we make characters from a Bible story appear to come to life and illustrate the conflict of the event(s)?		
Entry/Launch Event	Watch an animated story on the life of Joseph. (Remember to preview before showing.)		
End Products	Individual: Organize a showing of your "A Call to Faithfulness" Live Cinema for a group of at least 3 people who are not in your class. All 3 people can watch it together or separate. You must be present at each viewing. Write a Cinema Viewing Report	Specific content and competencies to be assessed: Organizational Skills	
	Team: Adaptation of the story cardboard robotic characters from the play coded with Hummingbird kit; video of characters moving, speaking, interacting based on adapted script	Specific content and competencies to be assessed: Analysis of and application of literary elements in a play	



PROJECT DESIGN: OVERVIEW

Public Product Presentation/Celebration (include how the products will be made public and who students will engage with during/at end of project)	Organize a showing of your “A Call to Faithfulness” for a group of at least 3 people who are not in your class. All 3 people can watch it together or separate. You must be present at each viewing. Write a Cinema Viewing Report that must include: • how many people came • how you know the people • where they watched video • their opinion about your video • what they like best • how they thought it could be improved • how you felt about the viewing			
Resources Needed	On-site people, facilities: IT and art personnel			
	Equipment: 1 Hummingbird Robotics Kit per group 1 laptop per group (Chrome is the recommended browser) Optional-USB if students do not use the same laptop every day Wi-fi			
	Materials: Cardboard, paint, paint brushes, markers, hot glue guns, hot glue sticks, scissors, skewers, popsicle sticks, tape			
	Community Resources:			
	Feedback Method: individual checklists & teacher-group conferences			
Reflection Methods (how individual, team, and/or whole class will reflect during/at end of project)	Journal/Learning Log		Focus Group	
	Whole-Class Discussion		Fishbowl Discussion	
	Rubric		Other: Checklists	
Notes:				



PROJECT DESIGN: STUDENT LEARNING GUIDE

Project: Joseph story Live!

Driving Question: How can we make characters from a story appear to come to life and illustrate the conflict?

Final Product(s)	Learning Outcomes/Targets	Checkpoints/Formative Assessments	Instructional Strategies for All Learners
Presentations, Performances, Products and/or Services	knowledge, understanding & success skills needed by students to successfully complete products	to check for learning and ensure students are on track	provided by teacher, other staff, experts; includes scaffolds, materials, lessons aligned to learning outcomes and formative assessments
(individual and team)	Draw, paint, color characters from <i>story</i>	Teacher-group conference	Mini lesson
	Write code for characters to move or light up.	Focus group; Interactive online program such as Nearpod or Spiral Community	Mini lesson; online videos
	Write or adapt a script for a story about Joseph from I Kings 17 or 18.	Whole-class Discussion; Interactive online program such as Nearpod or Spiral Community	Mini lesson
	Create a video of characters moving, talking, and enhanced by lights and music.	Whole class Discussion	Mini Lesson ; Peer-guides; Upper-class Innovation surdents
	Obtain a hyperlink to the video that all can access/open to watch.	Checklist	Mini lesson



Project Milestones

Milestone #1	Milestone #2	Milestone #3	Milestone #4	Milestone #5
(Before beginning the project, Read a Bible story on Joseph.) Launch: Watch the last 30 minutes of the movie, <i>The Joseph story</i>. Discuss the plot and the unraveling of the complications for the main characters.	Select and draw at least 3 characters from <i>The Joseph story</i>. Draw, color, paint, and cut out characters.	Research and create a scene/setting for the characters to interact. Draw, color, paint, and cut out scene.	Use Hummingbird to code the characters interacting in 3 different ways. Create/code the lighting and sound for the scenes/setting.	Write a 2-4-page script for your <i>Joseph story</i> characters. The script must be true to the play/movie. You may write a sequel or prequel to a scene. The script must display the characters in conflict.
Key Student Question	Key Student Question	Key Student Question	Key Student Question	Key Student Question
How did the literary elements work together to reach the climax of the paly?	How might the Characters of <i>The Joseph story</i> have looked and dressed?	How might the landscape, buildings and township in general have looked during the time of <i>The Joseph story</i> ?	How can robotic software be used to make <i>Joseph story</i> characters come to life?	What if characters in <i>The Joseph story</i> had reacted differently than portrayed in the play?
Formative Assessment	Formative Assessment	Formative Assessment	Formative Assessment	SUMMATIVE ASSESSMENT



Students will respond to interactive questions on Spiral Community or Nearpod.	Checklist	Checklist	Teacher-group conferences	Teacher-group conferences
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Project Milestones

Milestone #6	Milestone #7	Milestone #8	Milestone #9	Milestone #10
Create a video of your characters interacting with the Bird-brain movements and script. Members of your group can read the script as the characters follow the coded Bird-brain movements.	Add sound/music to the movie. Save the movie on mp4. Upload the link to Canvas and to your website/portfolio.	Watch Joseph story Live! Video of another group. Provide feedback. Allow others to watch your video. Edit and revise your video according to the feedback.	Organize a showing of your Josephs story Live Cinema for a group of at least 3 people who are not in your Bible class at school.	Upload the video link to School tube, or YouTube.
Key Student Question	Key Student Question	Key Student Question	Key Student Question	Key Student Question
How did the literary elements work together to reach the climax of the paly?	What special effect might enhance a movie?	What can I learn from viewing the same work by someone else?	How can I share an original adaptation of <i>The Joseph story</i> with those outside of my class?	How can I share an original adaptation of <i>The Joseph story</i> with those outside of my class?
Formative Assessment	Formative Assessment	Formative Assessment	Formative Assessment	SUMMATIVE ASSESSMENT



Group collaboration form	In progress Checklist and teacher-group conferences	Checklist	Collaboration and group Rubric	Project Rubric