

Yale 2017 PIER Summer Institute: Africa and the World

Using the African Film *Pumzi* to Understand Narrative Elements

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School: **South Valley Academy, Albuquerque, NM**

Subject Area(s): **Humanities; English Language Arts**

Grade Level(s): **8th Grade**

Time Allotment: One (1) 100-minute block and four (4) 50-minute periods

Lesson Description: *Include- why is this important for students to know?*

This lesson serves to **establish and reinforce background knowledge** related to *CCSS W.3 Narrative Writing* for future lessons in which students are creating their own narrative writing. This lesson additionally incorporates science fiction and film into the curriculum.

While students have had instruction around narrative elements before, I want to promote deep comprehension of narrative elements and how they are used in storytelling. This lesson focuses on film in order to provide an engaging storytelling medium and to highlight a short film made by a Kenyan screenwriter and director.

These lessons feature review of content to support mastery of skill by the end of our narrative writing unit in support of the bilingual (90%), ELL (40%), and special education students (30%) in my classroom.

Finally, these lessons incorporate 'writing on demand' practice to support familiarity with PARCC tasks related to narrative writing.

Scaffolding:

Strategies to support diverse learners:

- Use of film that employs minimal language
- Opportunity for interaction and discussion with peers in heterogenous groupings
- Multimedia and multimodal delivery of content using engaging and compelling film
- Focus on vocabulary and concepts

Learning Context: *How does this lesson/unit fit within the context of the larger unit or other units?*

Our Quarter 2 Essential Skill is as follows:

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [CCSS.ELA-Literacy.W.8.3](#)

This lesson serves as an introduction to our 9-week study of narrative writing and serves to equip students to recognize and explain how narrative elements are used in the film *Pumzi*. The subsequent set of lessons in this unit (not included here) focus on students practicing these skills with increased independence and proficiency using the science fiction short story “All Summer in a Day” as a model text.

The remaining seven weeks of the unit focus on students employing narrative elements in their own narrative writing.

Compelling Question(s): *What question(s) will guide student inquiry during the lesson/unit?*

- Why do we tell stories?
- What makes a story compelling, interesting, or engaging?
- How does a storyteller use narrative elements to share a story to teach, inform, connect and/or entertain an audience?

Content Standards: *What standards are addressed through the teaching of this lesson/unit?*

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [CCSS.ELA-Literacy.W.8.3](#)

Lesson Objectives/Learning Intentions:

Students will be able to **recognize** and **explain** how narrative techniques are used in a story, including characters, setting, conflict, resolution, and theme.

Students will be able to **define** narrative elements including characters, setting, conflict, resolution, and theme.

Lesson Vocabulary:

Content Vocabulary	Skill/Process Vocabulary
<ul style="list-style-type: none">● Narrative● Narrative elements● Characters<ul style="list-style-type: none">○ Protagonist○ Antagonist○ Main character○ Minor character● Setting● Conflict● Resolution● Theme	<ul style="list-style-type: none">● Self-edit● Afrofuturism● Dystopian● Sustainability● Limited resources<ul style="list-style-type: none">○ scarcity○ recycle● environment

Supporting Questions: *These questions are intended to contribute knowledge and insights to the inquiry behind the compelling question. These questions should provide students with the opportunity to explore content essential to advance the inquiry. Supporting questions should also serve to support development of formative assessment tasks (progress monitoring) and teacher or student selection of resources/teaching materials.*

Day 1 Supporting Questions

What is narrative writing? How is it different from other types of writing, for example, argument writing?

What do you think about this film? Cite details or scenes from the film to support your opinion.

What was the film about?

What are some questions you or someone else might have after watching *Pumzi*?

Describe your favorite part of this film and explain why it's your favorite part.

Formative Assessment

Students will write a 3-paragraph reflection to answer the following questions:

1. What was this film about?

2. What did you think about *Pumzi*?
3. What are some questions you have after watching *Pumzi*?

Days 2 - 5 Supporting Questions

Who are the main and minor characters in the story?

Who are the protagonist and the antagonist of the story? What evidence from the movie demonstrates these roles?

Where and when does this story take place?

What images and details in the story give you clues as to where and when the story takes place?

What do you think happened just before your story started?

Describe the setting.

What is the conflict in the story?

What event/events reveal the conflict or problem in the story?

Who are the protagonist and the antagonist of the story? How do they affect the action?

How does the protagonist deal with the conflict or problem in the story?

What details and events indicate that there was a resolution to the problem?

What is the resolution to the problem?

Why did the filmmaker, Wanuri Kahiu, write and make this film? What message was she trying to share with her audience?

In one sentence, what is the theme of this story?

Describe your favorite part of this film and explain why it's your favorite part.

Formative Assessments

1. Narrative Elements quiz to assess knowledge of concepts to promote the use of content-specific vocabulary in context.
2. Using the [ReadWriteThink Cube Creator](#) students will create a cube that includes a summary of the narrative techniques used in *Pumzi*.

Summative Assessment/Performance Task:

Summative assessment will occur at the end of the unit when students demonstrate proficiency on using narrative elements in their own writing.

Lessons

Day 1 - 100 minute block

Lesson Overview: Today, students will be introduced to narrative writing unit by watching *Pumzi* and completing a reflection on the film.

Materials and Resources:

- Student interactive journals
- *Pumzi* - available on Vimeo at <https://vimeo.com/46891859>
- Reflection handout

Lesson Activities

1. In their Interactive Journals, students will respond to the following prompts:
 - a. Why do we tell stories?
 - b. What makes a story compelling, interesting, or engaging?
2. Ask students to turn to a partner and share their ideas.
3. Call upon 2-3 students to share their ideas with the class.
4. Introduce learning targets and Essential Skill:
 - a. *This quarter we'll be focusing on narrative writing. What is narrative writing (a story, can be based on real events or can be fiction)? How is narrative writing different than argument writing, for example?*
 - b. *Our Essential Skill for the quarter is to write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. We're going to talk more specifically and in-depth about this essential skill in the next week.*
 - c. *For these two weeks, we're going to focus on how storytellers - a filmmaker and an author - use narrative techniques to tell a story. Our learning targets for the next few*

days are:

- i. *Students will be able to recognize and explain how narrative techniques are used in a story, including characters, setting, conflict, resolution, and theme.*
 - ii. *Students will be able to define narrative elements including characters, setting, conflict, resolution, and theme.*
5. Introduce the day's activities:
 - a. *Today we're going to watch a short film called Pumzi. It's a science fiction film and is about 23 minutes long. I want you to watch the film with the intention of experiencing the story. We will do an activity after we watch Pumzi in order to start to understand what this film is about.*
 6. Play *Pumzi* - available on Vimeo at <https://vimeo.com/46891859>
 7. Provide students with **reflection handout**. Instruct students independently think and respond to the questions. Then, in heterogeneous groups, students will discuss their responses to the reflection questions and record additional ideas that are inspired by the conversation.
 8. Movement Break
 9. Direct students' attention to final task on their reflection handout -
Directions: On a lined sheet of paper, write a 3-paragraph reflection to answer the following questions:
 1. What was this film about?
 2. What did you think about *Pumzi* and what was your favorite part?
 3. What are some questions you have after watching *Pumzi*?
 10. Go over rubric with students. Collect reflection pages and reflection writing.

PREP FOR NEXT LESSON: Compile a list of questions students generated on their reflection handouts; record on large piece of butcher paper to post for next lesson.

Day 2 - 50 minute class

Lesson Overview: Today, the focus is on students having a deep understanding of the narrative presented in *Pumzi*. Besides watching the film a second time, students will be engaging in classroom conversations.

Materials and Resources:

- *Pumzi* - available on Vimeo at <https://vimeo.com/46891859>

Lesson Activities

1. As a class, review questions - refer to posted list
2. Provide students with information about the filmmaker, Wanuri Kahiu and *Pumzi*

- a. <http://www.wanurikahiu.com/>
 - b. <https://www.wired.com/2010/01/pumzi/>
3. Second viewing of *Pumzi*
- a. Through an informal class discussion, ask students if any of our questions been answered. Provide time for input and discussion.
 - b. What did you learn or notice the 2nd time you watched the film?
 - c. Discuss
 - i. I'm using this activity as a way to promote deep comprehension of this story and providing an opportunity for students to talk about some of the big ideas that are provoked by this film.

Day 3 - 50 minute class

Lesson Overview: Today, students will be using an **Ebook on narrative elements** to read definitions, information and examples about characters, setting, conflict, resolution and theme.

Materials and Resources:

- [Narrative Elements Ebook](#)
- Narrative Elements Handout

Lesson Activities

1. Students can access Ebook digitally, for example on a shared drive (i.e. Google Classroom) or it can be printed and provided to students (links, of course, will not work with printed version.)
 - a. Students can work independently, with a partner, or in small groups based on availability of technology, student needs and student dynamics.
2. Students will use the **Narrative Elements Handout** to record definitions and to answer questions about how narrative elements are used in *Pumzi*.
3. Introduce students the activity, how to access the Ebook, and how they will be answering questions about how narrative elements are used in *Pumzi*.
4. I am anticipating that students will get about ¾ done with this task and will need to be completed next class period.

Day 4 - 50 minute class

Lesson Overview: Today, students will complete their Narrative Elements Handout. A mini-lesson will provide instructions for students to write their summaries of how narrative elements are used in *Pumzi*.

Materials and Resources:

- [Narrative Elements Ebook](#)
- Narrative Elements Handout
- Narrative Elements Summaries document

Lesson Activities

1. Review of element definitions (quiz tomorrow)
2. Complete Narrative Elements Handout - provide approximately 10 - 15 minutes.
3. Mini-lesson
 - a. Summarizing how each narrative element is used in *Pumzi*.
 - i. Students will use their notes from the Narrative Elements Handout to summarize how each of the elements is used in *Pumzi*.
 1. Sentence-starters
 2. Qualities of a summary (includes a definition and examples)
4. Students will begin to draft their summaries
 - a. Students will type responses on a pre-made document in their Google Drive - having the text already typed will be allow students to copy and paste content into Cube Creator for final activity. It also allows for expedient editing and revising.

Day 5 - 50 minute class

Lesson Overview: Today, students will take a quiz on narrative elements ,continue work on their summaries, and create their elements cube.

Materials and Resources:

- [Narrative Elements Quiz](#)
- Narrative Elements Ebook
- Narrative Elements Handout
- Narrative Elements Summaries document
- Cube Creator - <http://www.readwritethink.org/classroom-resources/student-interactives/mystery-cube-30059.html>
- [Story Cube Exemplar](#)

Lesson Activities

1. **Narrative Elements Quiz** - narrative element definitions
 - a. I've created a quiz on Go Formative - <https://goformative.com/> - that I will assign to

- my students through Google Classroom.
- b. Quiz can be given via paper and pencil.
- 2. Overview of today's activities
 - a. Students will complete draft of summaries.
 - i. Self-edit
 - ii. Teacher-edit
 - b. Students will create a cube that summarizes narrative elements (show exemplar) using Cube Creator -
<http://www.readwritethink.org/classroom-resources/student-interactives/mystery-cube-30059.html>
 - i. Do a quick demonstration of how to use Cube Creator
 - ii. Students can access the link to Cube Creator on their Google doc.
 - c. Go over rubric with students (rubric is on page 2 of the narrative summaries document)
- 3. Student work time, supporting students with editing tasks

Day 6 - Bell-ringer - provide students with their printed cubes, make color pencils, scotch tape and scissors available for students to construct their cube. Instruct students to write their name on the My Favorite Parts side of cube.

Name: _____ Date: _____

What are some questions you or someone else might have after watching *Pumzi*?

Describe your favorite part of this film and explain why it's your favorite part.

REFLECTION

Directions: On a lined sheet of paper, write a 3-paragraph reflection to answer the following questions:

1. What was this film about?
2. What did you think about *Pumzi* and what was your favorite part?
3. What are some questions you have after watching *Pumzi*?

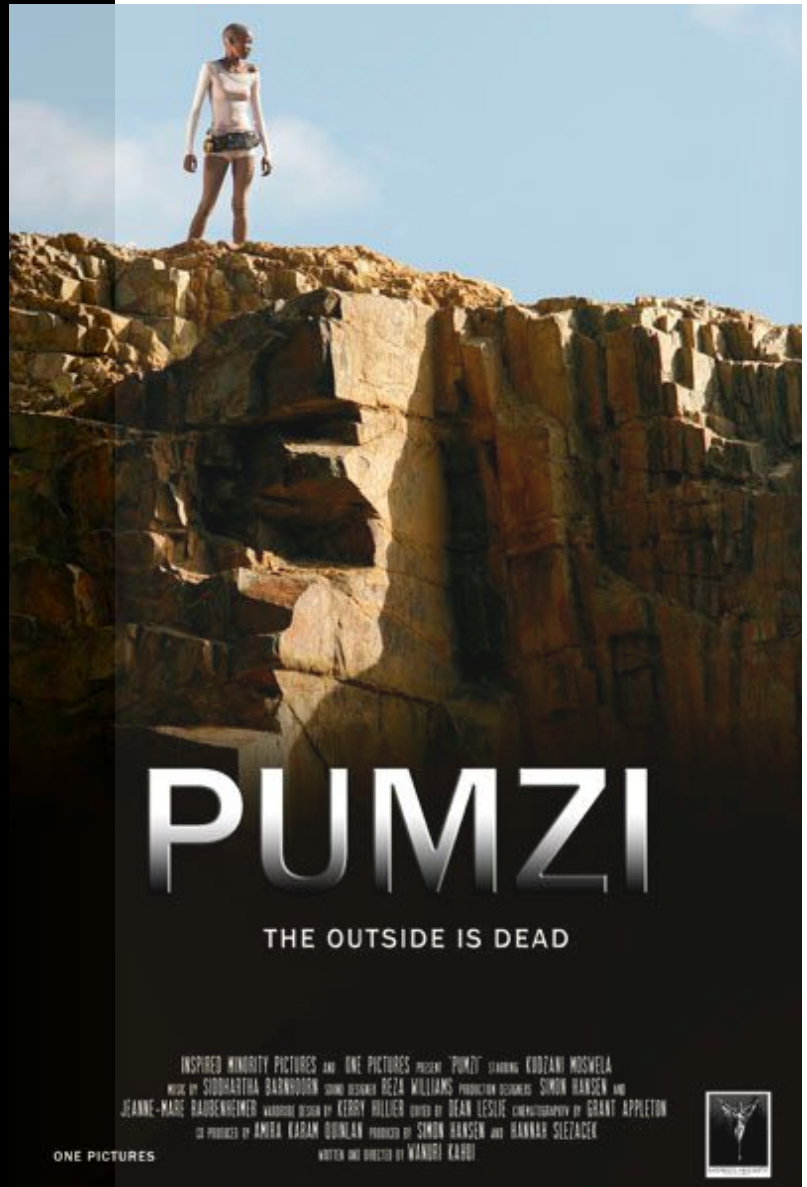
Think About:

- Using the notes from your independent and small group reflections to write your 3 paragraphs.
- Focusing on responding to each question with detail and organization.
- Using your resources (word wall, your notes, spell-check, Interactive Notebook) to compose your paragraphs with the best spelling, grammar and conventions you can in the time provided.

Meets Requirements

- Reflection includes at least three paragraphs that respond to the prompts.
- Paragraphs are organized with restating the question and providing evidence and details from the movie to answer the question.
- Names and words identified for our lesson Word Wall are spelled and used correctly.
- There is concrete evidence that the student watched and is beginning to understand the film *Pumzi*.

Narrative Elements



Directions for this activity

For this activity, you will need the following:

- pencil
- *Narrative Elements* handout



*Narrative
Elements*

You will find definitions, examples, and information in this Ebook to help you complete your handout.

Directions are given in yellow text on the top of each page.



Characters

DIRECTIONS: Record the following definitions on your handout.

Characters

The people in the story

Protagonist

The character who struggles against a conflict; often the main character

Antagonist

The character who creates conflict for or is against the protagonist

DIRECTIONS: On the next page, read more about protagonists and antagonists.

Characters

Here is an example of a protagonist and an antagonist in a popular story.



Protagonists are often known as the hero or heroine in the story.



Antagonists are sometimes known as the villain in the story.

DIRECTIONS: Read about main and minor characters on the next page.

Characters

What's the difference between a main character and a minor character?

MAIN CHARACTERS

- play an important role in the story
- often face an obstacle or challenge
- will be present throughout all or most of the story
- there can be more than one main character in a story

MINOR CHARACTERS

- usually don't face an obstacle or challenge
- interact with main characters and help to advance the plot (keep the story moving)
- they are still necessary to the story



DIRECTIONS: Go back to your handout and respond to the questions about characters in *Pumzi*.



Setting

DIRECTIONS: Record the following definition on your handout.

Setting

Where and when the story takes place

DIRECTIONS: Go back to your handout and respond to three questions of your choice about setting in *Pumzi*.



Conflict

DIRECTIONS: Record the following definition on your handout.

Conflict

The problem or challenge that the protagonist faces in the story

DIRECTIONS: Go back to your handout and respond to two questions of your choice about conflict in *Pumzi*.



Resolution

DIRECTIONS: Record the following definition on your handout.

Resolution

The part of the story when the conflict or problem is solved or resolved and action comes to an end.

DIRECTIONS: Go back to your handout and respond to two questions of your choice about resolution in *Pumzi*.



Theme

DIRECTIONS: Record the following definition on your handout.

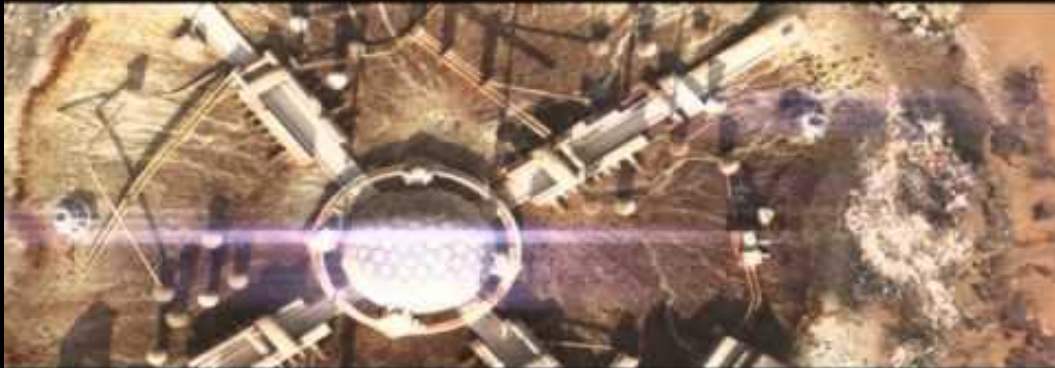
Theme

The main idea, big message or life lesson of the story.

DIRECTIONS: Go back to your handout and respond to one question of your choice about resolution in *Pumzi*.

DIRECTIONS: Go back through your handout and take note of parts you need to complete.

The movie, *Pumzi*, is below. Scroll through the movie to find specific parts that will help you to find information, details and examples to complete your handout.





Are you done?

[You can access an online dictionary here.](#)

- Read your responses.
- Have you done your best work? What can you improve? Make those improvements.
- Check your spelling, grammar and capitalization.
- Make changes.
- Let Ms. Chavez-Miller know you're all done.

Name: _____ Date: _____

Narrative Elements

Directions: After watching the film *Pumzi*, think about how narrative elements work to tell this story by working at each station to **understand how and why narrative techniques are used**.

1. Record the definitions for each narrative element.
2. Respond to questions about each narrative element and how they are used in *Pumzi*.

CHARACTERS: Record definitions here.

Characters:

Protagonist:

Antagonist:

Respond to both of the questions about characters.

1. Who are the main and minor characters in the story?
2. Who are the protagonist and the antagonist of the story? What evidence from the movie demonstrates these roles?

SETTING: *Record definition here.*

Respond to three questions of your choice about setting.

1. Where and when does this story take place?
2. What images and details in the story give you clues as to where and when the story takes place?
3. What do you think happened just before your story started?
4. Describe the setting.

CONFLICT: *Record definition here.*

Respond to two questions of your choice about conflict.

1. What is the conflict in the story?
2. What event/events reveal the conflict or problem in the story?
3. Who are the protagonist and the antagonist of the story? How do they affect the action?
4. How do the characters deal with the conflict or problem in the story?

RESOLUTION: *Record definition here.*

Respond to one question of your choice about the resolution.

1. What details and events indicate that there was a resolution to the problem?
2. What is the resolution to the problem?

THEME: *Record definition here.*

Respond to one question of your choice about theme.

1. Why did the filmmaker, Wanuri Kahiu, write and make this film? What message was she trying to share with her audience?

2. In one sentence, what is the theme of this story?

FAVORITE PART

1. Describe your favorite part of this film and explain why it's your favorite part.

Name:

Narrative Elements Summaries

TO DO LIST

put an X in this box when this step is complete	TASK
	<ul style="list-style-type: none"> • Compose the summaries for each narrative element on page 4 of this document
	<ul style="list-style-type: none"> • Revise and edit your summaries using the checklist on page 3 of this document
	<ul style="list-style-type: none"> • Let Ms. Chavez-Miller know when you're ready for her to do a quick edit
	<ul style="list-style-type: none"> • Make changes based on Ms. Chavez-Miller's comments
	<ul style="list-style-type: none"> • Paste summaries into Cube Creator to create your cube <ul style="list-style-type: none"> ◦ Create-your-own-cube - http://www.readwritethink.org/classroom-resources/student-interactives/my-stery-cube-30059.html ◦ Type name of topic for each side of cube
	<ul style="list-style-type: none"> • Share Final Cube <ul style="list-style-type: none"> ◦ Type your name as file name ◦ Send to: ichavezmliller@southvalleyacademy.org ◦ From: type in your school email address
	<ul style="list-style-type: none"> • Shut-down Chromebook properly and return to cart
	<ul style="list-style-type: none"> • If there's time remaining in class, you can read a book or classroom magazine or do other class work or homework.

Name:

Assignment Rubric

Meets Expectation

- Final summaries for each narrative element include changes from self-edit and Ms. Chavez-Miller's comments
 - All words are spelled correctly
 - All sentences begin with capital letters
 - Each sentence includes correct punctuation
- Final summaries include accurate details from *Pumzi* that describe how each narrative element is used in the story
- Cube files are received by Ms. Chavez-Miller
- Cubes are enhanced using color pencil and taped together

Name: _____

Self-Edit Checklist

Adapted from ReadWriteThink checklist - <http://www.readwritethink.org/files/resources/printouts/Editing%20Checklist.pdf>

Checklist Items	After completing each step, place an X here.
I read my summaries aloud to see where to stop or pause for periods, question marks, and commas.	
I checked for capitals at the beginning of sentences.	
Proper nouns begin with capital letters.	
My sentences are complete thoughts and address the topic.	
I checked spelling and fixed the words that didn't look right.	

Name:

Compose the summary of how each element is used in *Pumzi* in this table. Each summary should be 2-3 sentences.

Side	Topic	Summary
1	Characters	
2	Setting	
3	Conflict	
4	Resolution	
5	Theme	
6	My favorite part(s)	

Name: _____ Date: _____

Narrative Elements Quiz

1. **Answer in a complete sentence:** In a story, what are characters? (2 points)

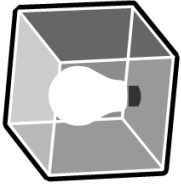
2. **Answer in a complete sentence:** In a story, what is the relationship between a protagonist and an antagonist? (1 point)

3. **Answer in a complete sentence:** Define theme. (2 points)

4. **Choose the best answer.** Conflict is when a problem in a story has been resolved or solved. (1 point)

- True
 False

5. **Answer in a complete sentence:** Define setting and describe the setting in the movie *Pumzi*. (3 points)



CREATE-YOUR-OWN CUBE

Cube created by:
Ms. Chavez-Miller

Cut along the outside edges of your Cube. Then, fold along the dotted lines, making sure that your typed information stays on the outside. Tape the sides together to make a cube.

fold	fold	fold
<p>Theme</p> <p>I think Wanuri Kahiu made this film to share the message that we humans need to take care of the Earth now before catastrophe strikes.</p>	<p>Setting</p> <p>Pumzi takes place in the future, decades after World War III. The story is set in a barren landscape in which a community has established itself indoors due to lack of resources like water and non-renewable energy sources.</p>	<p>Conflict</p> <p>Asha receives a package of soil that contains water. She plants the Mother Seed and it begins to grow. The leaders deny Asha's request to leave the community to investigate the potential for water and life outside and send troops to destroy to destroy the lab and seed.</p>
<p>Characters</p> <p>Asha is the main character and antagonist in the movie Pumzi. The woman from the bathroom who sneaks the plant to Asha is a minor character. She's important because without her action, Asha couldn't have left her community to plant the seed.</p>	<p>Resolution</p> <p>The woman from the bathroom returns it to Asha who escapes. She walks away from the community and plants the seed. She takes the remaining water from her body to nurture the seed, provides shade from the sun, and then dies. The seed blooms into a tree.</p>	<p>Resolution</p> <p>The woman from the bathroom returns it to Asha who escapes. She walks away from the community and plants the seed. She takes the remaining water from her body to nurture the seed, provides shade from the sun, and then dies. The seed blooms into a tree.</p>
fold	fold	fold
<p>My Favorite Parts</p> <p>My favorite parts of Pumzi are the interactions between Asha and the woman worker. Asha shares her water and, in turn, the woman saves the seed. These acts of kindness allowed Asha to save the world.</p>		
fold		

