



Introduction:

Wouldn't it neat if we could invite anyone we wanted to your next family dinner?? Anyone?? Well imagine that you had the ability to bring to your home anyone who you think would be fascinating.

Would you invite Jesus, or one of the Catholic Saints? Would you invite someone from the past or someone from the present? Would you invite a Canadian or someone from another country? Would your dinner guest be a great inventor, or someone who has impacted the lives of many by their beliefs and actions? Perhaps a Medieval Knight, or a Great Greek ruler, a Canadian Prime Minister, a Social Activist or a Sports hero? The possibilities are endless!!!

Imagine that the table is set and the guests to this dinner are a mystery to all the guests. Slowly, one by one the guests arrive. They mingle before the dinner and their stories start to come alive. There are four, or five, or six guests at each dinner party. The guests arrive in costume, they bring with them items that are meaningful to them. After the initial mingle they sit at the table for dinner. At the dinner they get to know each other. As the dinner progresses the stories of these famous people unfold.

In order for this dinner party to be successful it will paramount that characters come alive. You are the person you have chosen - you know about their life, you are dressed the way they would be dressed, you talk in their voice, you bring with you items of significance. Like a dinner party, each of the guests share their story in part, taking turns listening to each other, asking questions, so that by the end of the night everyone walks away feeling they have met someone new and interesting. By the end of the night everyone feels they have had a chance to tell their full story.

Task:

What will you need to create in order to have the dinner party?

- a brief rationale for why you have chosen the character that you have chosen
- point form research notes on your chosen character
- a written report on what your character will be talking about at the dinner party
- a plan of how your dinner party will be organized - how will the stories be told?
- costumes and props that would enhance your presentation

Use balloons and plastic tubing to create two models of a human heart; one that is healthy, and the other that suffers from heart disease (e.g., atherosclerosis).

Use modeling clay to create two models of the stomach (or digestive system) one that is healthy, and the other that shows damage due to an 'ulcer'

Process:

What will you need to do in order to have the dinner party

- you will need to choose a character to research (BLM 1 Historical Figures List for possibilities or you may choose a character of your choice if okayed by teacher)
- you will need to okay the character you have chosen to research with your teacher and present a brief rationale as to why you have chosen the character - written, oral, or visual (see BLM 2 Rationale Template)
- collect research material for your character from a variety of sources - internet articles, reference books, encyclopaedia, newspaper articles, CD ROM, video clippings etc. (see possible Resource List below and resources the teacher makes available from your school library)
- you will be given time in class to look through your research books, materials and make point form notes on significant events that shaped your character; you will have the opportunity to use the school library/computer lab; information gathered can be recorded in your research notebook/duotang/etc. (see BLM 3 Research Tips for a way to set up your pointform notes and how to collect important information; BLM 4 Let's Take a Walk in Their Shoes for possible guiding questions; BLM 5, 6 Gathering Information Templates and BLM Organizing Research Information)
- you will be put into groups of three to be involved in a "Historical Talk"; each student is given the opportunity to speak to the group about his/her chosen person; use the set of questions the class and teacher created together to guide the speaker in sharing his/her information; this group of students will not be going to dinner together; you are just helping other students in your class to plan for their dinner and to give each other constructive feedback and suggestions (see BLM 9 Historical Talk for possible guiding questions to help with this talk and BLM Interview Planning Guide); the identity in this group is not kept a secret; the teacher may use BLM 10 (Group Work Assessment) to give feedback on how you work in this group
- once you have had a chance to research your character and to complete the "Historical Talk", then it is time to prepare for the dinner - you will take on the persona of the character you have chosen and tell their story including the significant events in their life - in written form, auditory or visual tape; you are planning for the actual dinner party and what you want to say; use your point form notes and the suggestions gathered during the "Historical Talk" to write your report which will be used for the dinner party
- in order for the dinner party to be authentic you will need to arrive at the party in costume; you are the character; bring with you anything that would help the other guests understand who you are and what your significant contributions are:
- the teacher will put you into groups of 4, 5 or 6; meet with this group to plan a course of action for your dinner party; the teacher may use BLM 10 (Group Work Assessment) to give feedback on how you work in this group ; do not reveal your persona, just plan how your conversation will unfold so that everyone in your group will have a chance to reveal all pertinent information about the character you have chosen (Who will speak first? What sets of questions can you ask each other to ensure that all the stories are completely told? How will your table be set? Will there be name tags with each person's first name for the seating arrangements? Will there be a server? Will there be an actual dinner?)
- once you have planned, it's time for the dinner party - come prepared to tell your story(make sure you will be able to answer any pertinent questions)
- there will be one dinner party each day until everyone in the class has had a chance to present
- you will need to complete a self and peer assessment on the dinner party following the dinner party (BLM 7-The Dinner Party-Self Assessment; BLM 8-The Dinner Party-Peer Assessment)
- a rubric has been provided below to help you plan your rich task (there are also a number of other BLMs that can be used for assessment purposes by the teacher and/or student).

Resources:

Student page - http://www.ldcsb.on.ca/schools/cfe/RPT/RPT_Dinner/student.html

Parent page http://www.ldcsb.on.ca/schools/cfe/RPT/RPT_Dinner/parent.html