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| Understanding by Design Template | | | | | | | |
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|  |  |  | with questions |  |  |  | |
| **Stage 1 - Desired Outcome** | | | | | | | |
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| **Established Goals:** |  |  |  |  |  | **G** | |
| **\* What relevant goals**(e**.g. content standards, course or program objective, learning outcomes) will this design address?**   * Students will be able to expand on words * The students will learn to expand on words and meanings of the words from reading * The students will determine the central words in the reading * The students will determine elements that bring words to life from specific book scenarios * Students will create their own sentences related to words in the same way applied in the reading * Students will determine that meaning of phrases and words in the context applied in the text * Students will learn that understanding vocabularies is essential in connecting meanings to words and communicating * Students will learn the ways, which words become central themes for different contexts * Students will learn the relationships of words which facilitate communication * Students will learn the importance of understanding the meanings of vocabularies | | | | | | | |
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| **Understandings:** |  | **U** | **Essential Questions:** | **Q** | | | |
| *Students will understand that…* |  | **\* What provocative questions will foster inquiry, understanding, and transfer of learning?**  What are some of the vocabularies in this reading?  What other words do you know related to these vocabularies?  What is the effectiveness of these vocabularies in brining meaning to the reading?  Which words make things eerie?  From the vocabularies used, which character is leading?  How is literature essential to your learning needs?  **Students will understand that….**  **The big ideas**  The author Gaiman uses allusions to convey the theme and purpose   * Allusions are instrumental in conveying themes and literary purposes in the graveyard * The author uses words to manipulate the mood of the readers   **\*What specific understandings about them are desired?**   * Knowledge of using and analyzing allusions used by Gyaman * What is the significance of the names of the character? * What are the unique elements of this genre and how do they uniquely combine? * How do the images in the book connect to the text? * How do the characters differ or relate to mythology or folklore? * How does Gaiman invert the notion that graveyards are dangerous and scary and the living world is safe? * What are the unusual circumstances that Boyd grows? * Ability to identify the theme and purpose of Gaiman * Analysis of allusions in concisely developed sentences and paragraphs * Identification of the literary purposes and using textual evidence to support the analysi * **\* What misunderstandings are predictable?** * Poor literary hypothesis of characters in the reading * Misconstrued understanding of the diction and imagery * Lack of understanding the diction and dialogue from the reading | | | | | |
| **What are the big ideas?** |  |
| **\* What specific understandings about them are desired?** |  | | | | | | |
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| **\* What misunderstandings are predictable?** |  | | | | | | |
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| *Students will know . . .* | **K** | *Students will be able to* | **S** | | | | |
| \* What key knowledge and skills will students acquire as a result of this unit? | Students will be able:  **What key knowledge and skills will students acquire as a result of this unit?**   * To learn how the major episodes make a cohesive novel * Consider whether the graphic illustration elements contribute or reinforce understanding of the novel * Reflect on the importance of the names of the characters. Do you see any significance of naming to the central theme of the reading? Do the names have any connection to the vocabularies used? * Explain how the concept of boundaries relate to the novel * Analyze the authors dialect and use of archaic language | | | | | | |
| **\* What should they eventually be able to do as a result of such knowledge and skill?**  The students should be able to:   * write outlines of the chapters of the reading * Research analyze allusions * Stimulate mood by analyzing diction and Grammar * Analyze the characterization; inference, diction, imagery, dialogue * Should be able to incorporate the literary devices into other forms of writing like poetrty * Inhabit the character’s life along different episodes in the reading | | | | | | | |
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| **Stage 2 - Assessment Evidence** | | | | | | | |
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| **Performance Tasks:** |  | **T** | **Other Evidence:** | **OE** | | | |
| \* Through what authentic performance tasks will students demonstrate the desired understandings? | **Assessment evidence**  **\* Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework and journals)** will students demonstrate achievement of the desired results?   * **Discussion prompts:** The discussion prompts would be based on key themes in the story. The following themes should be discussed in class, along with the prompts mentioned alongside:   1. The issue of bullying in children.      + From ‘The Graveyard’, who all can be called a bully? Did they do the right thing, and if no, why?      + What causes children to bully other children?      + How to stop bullying in children? Does it continue into adulthood as well?   2. The issue of creating imaginary friends and characters as a sign of loneliness during childhood.      + From ‘The Graveyard’, can the adoption of the protagonist by ghosts be compared to the creation of imaginary friends?      + What causes children to create imaginary friends in their childhood?      + What are the major effects of the creation of imaginary friends?   3. The issue of ethics and morality in making choices between vengeance and forgiveness.      + Are there ethical dilemmas in the story? Does the protagonist do the right thing according to you by ‘arranging’ a plot to kill the villain?      + Did the protagonist have a choice to forgive the villain? What would you have done in his situation?   4. The development of themes in the story from the point of view of the understanding of writing and story-lining.      + What devices and sub-themes does the author use to narrate the story?      + Does the author make a lasting impression on the reader? What would you have done to end the story differently? * **Quizzes:** A combination of objective and subjective quizzes would be used to test the understanding of the students. The objective quiz would focus on the knowledge of literary devices and themes in the story, and would ask event and character-based questions to test it. The subjective quiz would test the students on the understanding and appreciation of the knowledge of writing. They would be asked to imagine and analyze in this section. Both quizzes would be short in nature. * **Flashcards:** the use of innovative techniques such as flashcards and prompters can enhance the understanding of the ethical dilemmas in a person’s mind. While enacting the scenes where the ethical dilemmas present themselves, and asking the students to take on the roles of different characters, the moral issues in the narrative can be brought to light and discussed upon by the class. * **Tests:** The tests would draw on the pattern of the quizzes (i.e. objective tests for gaining knowledge on the expression used and subjective tests for understanding how to become better writers of English), but they will be slightly lengthy in nature. The subjective tests could be administered in the form of short essays or long essays. * **Poems:** the students would be encouraged to read up poems in contemporary literature which have similar themes as the ones explored in ‘The Graveyard’. * **Journals of specific characters in the reading:** Students would be divided into groups of five, and each group would be assigned characters at the start of the Lesson 1. As the days progress, the group is expected to discuss and write a journal for the character’s diary entry (1 page per lesson). The group is then expected to discuss the diary entry at the end of the course. * **Composing movie posters:** Each group of five students assigned above for the journal would also prepare a movie poster at the end of the course, with the expectation that the poster would be used for depicting a TV series similar to ‘The chilling adventures of Sabrina’. | | | | | | |
| \* By what criteria will performances of understanding be judged? | \* **How will students reflect upon on self-assess their learning?**   * Students will need to explain the archaic words used by some characters * Students will reflect on mastery of literary devices used in the novel * Students will identify major themes and be able to understand related works to the novel * Students will conduct investigative research * Students will list all the allusions in the book and write essays on select few * Students will write summaries of the reading | | | | | | |
| **3 - Learning Plan** | | | | | | | |
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| **Learning Activities:** |  |  |  |  |  | * Students will fill in prompts prepared by the instructor. * Explain the portrayal of death in the book. * Explain the role of community in raising children. * Outline heroes in the book | |
| What learning experiences and instruction will enable students to achieve the desired results? | | | | | | | |
|  | How will the design |  |  |  |  |  | |
| W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge, interests)?   * Ask the students to volunteer their experience and understanding of the reading * As students to list the characters they like/ dislike * Ask students questions about the reading and provide constructive feedback based on specific answers | | | | | | | |
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| H = Hook all students, and Hold their interest? |  |  | * If you were to develop an animation for this reading, how would you map the characters? * Which character would have the most roles, and why? * What do you think was the central challenge for the characters? * What is the sequence of changes of characters over time, and what would you change? * Can you expand the symbols, themes, and the motifs in the reading? | | | | |
| E = Equip students, help them Experience the key ideas and Explore the issue?   * Organize students in groups to discuss the characters and answer specific questions * Provide students with flashcards with key ideas to guide discussions | | | | | | | |
| R = Provide opportunities to Rethink and Revise their understandings and work?   * Assign students short essays on the reading * Students to perform peer review on each other’s short essays * Provide students opportunities to implement feedback from peer review | | | | | | | |
| E = Allow students to Evaluate their work and its implications? |  | * Pair up in groups and review each other’s assignments suggesting appropriate changes * Considering your partner’s assignment, what marks would you assign for the work done? | | | | | |
| T = be Tailored (personalized) to the different needs, interests, and abilities of learners?   * Personalized assignments for further learning reinforcement | | | | | | | |
| O = Be Organized to maximize initial and sustained engagement as well as effective learning?   * Outline the elements of gothic literature * Pair the gothic literature with another gothic book * Recreate scenes and let students volunteer to answer | | | | | | | |
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