

Paper Bag by Margaret Atwood - Unit Planner  
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**Name of Literary Piece:** A Paper Bag by Margaret Atwood

**Theme of Literary Piece:** Discovering hidden potential

**Level of Unit:** A2 **B1** (4 points) B2

Each unit should include all of the following activities:

(spoken reception/written reception/spoken production/written production/ interaction /mediation)

**1. Overall can-do statements (4 Language activities)**

**Spoken Reception:**

Can understand the main points and details of clearly articulated standard speech on concrete and abstract familiar matters regularly encountered in school, leisure etc.

**Written Reception:**

Can read and adequately comprehend texts on familiar subjects and/or topics of interest containing level-appropriate language (vocabulary and grammar)

**Spoken Production:**

Can present and reasonably sustain a coherent straightforward description on a variety of subjects within his/her area of interest, using level-appropriate language (vocabulary and grammar)

**Written Production:**

Can write straightforward connected texts on familiar subjects and/or topics of interest, by linking discrete elements of content into a linear sequence using level-appropriate language (vocabulary and grammar)

**Spoken Interaction:**

Can enter unprepared into conversation, express personal opinions and exchange information on familiar topics, topics of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events)

**Mediating a text:**

Can convey information given in clear, well-structured informational texts on familiar subjects or topics of personal or current interest, provided

he/she can check the meaning of lexical items if necessary.

2. Operative can-do statements:

**Spoken Reception:**

- Can follow in which visuals are action carry much of the storyline, and which are delivered clearly in straightforward language.

**Written Reception:**

- Can understand personal letters, emails or online postings that address events, feelings and experiences.
- Can understand the description of places, events, explicitly expressed feelings and perspectives in a variety of text types.

**Spoken Production:**

- Can report straightforward factual information on a familiar topic, provided he/she can prepare in advance.
- Can give accounts of experiences, describing feelings and reactions

**Written Production:**

**Creative Writing**

- Can present a topic in a short report or poster, using visuals and short blocks of text

**Spoken Interaction**

Informal and formal discussion

- Can generally follow the main points in an informal discussion with friends/peers provided speech is intelligible

**Mediation**

**Expressing a personal response to creative texts (including literature)**

- Can express his/her reactions to a work, reporting feelings and ideas in level-appropriate language
- Can describe and explain a character's feelings in level-appropriate language
- Can share which aspects of a work especially interested him/her

**Analysis of creative texts (including literature)**

- Can point out the most important episodes and explain the significance of events in a clearly structured narrative using level-appropriate productive language (vocabulary and grammar)

3. How many lessons will you plan in order to achieve objectives? 4-6

4. Assessment: (Summative/ Formative; Traditional/Alternative) Closing Task: Post Reading

**Written Production:** The students draw on two paper bags and then write a 60-70 word paragraph, comparing the two faces of the poet with their own two faces. Grading Rubric

**Spoken Production:** Each student presents one or both of their paper bags (Teachers should not require students to share their own faces because of the sensitivity of the task). Students present their masks for 1-2 minutes. Grading Rubric

<b>6. Can-do related lexis (vocabulary / language chunks)</b>	<b>Glossed</b> B1 vocab: should be glossed (add L1) Stretched, idiot, joy, interior.
	<b>New (receptive)</b> pull, around, surprise, future, entering, could still, prefer, through
	<b>Recycled (productive)</b> blank, chin, excitement, exhausted, frightening, shaped, shoot, skin, smile, thick, thumb, tongue, touch, within, square, directions, still
<b>7. Critical Thinking (Strategies 2030) (see note 6)</b>	<b>Literary Term:</b> Imagery, symbolism, metaphor Compare and contrast
<b>8. Explicit Grammar instruction (related to/ taught in lesson) (see note 7)</b>	<b>Grammatical Structure(s):</b> Present tense, adjectives

**Overview for Unit by Abeer Hallak and Sawsan Badra Shlone**

**Literary Text: A Paper Bag by Margaret Atwood**

	<b>Brief description</b>	<b>Mode of Interaction (Whole class/ Group/Pair /Independent work)</b>	<b>Materials/ Tools</b>	<b>Assessment (Formative/ Summative)</b>
<b>Introduction</b>	<p><b>Spoken Reception:</b> Students watch a video.                      Pre- listening Activity: Students are asked to answer a Mentimeter.                      While listening question/s:                      Post- listening Activity                      (See Handout 1 below for the detailed activities)</p>	Whole class	<p><a href="https://www.youtube.com/watch?v=ikGVWEvUzNM&amp;ab_channel=KahlilAdames">https://www.youtube.com/watch?v=ikGVWEvUzNM&amp;ab_channel=KahlilAdames</a>  <a href="https://www.menti.com/aleiaajey8op">https://www.menti.com/aleiaajey8op</a></p>	Formative
<b>Body</b>	<p><b>Written Reception:</b> Reading the poem                      Focus on Vocabulary - Exposure, Recognition, Practice, and Production, adjectives of feeling. See handout 2 below                      B1 vocab: should be glossed (add L1) Stretched, idiot, joy, interior.                      A2: pull, around, surprise, future, entering, could still, prefer, through                      Adjectives of feeling: Afraid of, Happy, Sad</p>	Whole class first, then working in pairs. - interaction	<p><a href="https://www.youtube.com/watch?v=lo11cky8dm8&amp;t=34s">https://www.youtube.com/watch?v=lo11cky8dm8&amp;t=34s</a>                      Quizlet                      Kahoot: adjectives of feeling</p>	
<b>Closing Task</b>	<p>Post-Reading  <b>Written Production:</b> The students draw on two paper bags and then write a 60-70 word paragraph, comparing the two faces of the poet with their own two faces.  <b>Spoken Production:</b> Each student presents one or both of their paper bags (Teachers should not require students to share their own faces because of the sensitivity of the task). Students present their masks for 1-2 minutes.</p>	Independent Work Present their work	Paper Bag, crayons, or any other decorations chosen by the student.	Focus on the theme. Formative

## Handout 1 - Spoken Reception Activities

### **Spoken Reception**

- Can follow in which visuals are action carry much of the storyline, and which are delivered clearly in straightforward language.

#### **1. Pre- listening Activity:** Students answer a Mentimeter - <https://www.menti.com/aleaiajey8op>

- Have you ever worn one?
- When do you wear a mask?
- Why do you wear a mask?
- How do you feel when you wear a mask?

#### **2. While Listening:**

Students watch a video: [https://www.youtube.com/watch?v=ikGVWEvUzNM&ab\\_channel=KalhilAdames](https://www.youtube.com/watch?v=ikGVWEvUzNM&ab_channel=KalhilAdames)

Prior to watching the video, Ask them to answer a question or two while listening:

1. Write down the different masks in the video.
2. What does the yellow mask stand for?

#### **3. Post- listening activity.**

Teacher discusses the content of the video with the students.

Teachers can use the following questions.

1. What is a mask?
2. When do people wear a mask?
3. What is special about wearing a mask? Can it give a person new powers? Protection?
4. Have you ever worn one? Were you the same person with it on?

## Handout 2 - Basic Understanding Question & Vocabulary Practice

### Written Reception

- Can understand the description of places, events, explicitly expressed feelings and perspectives in a variety of text types.

### Written Production

- Can present a topic in a short report or poster, using visuals and short blocks of text

### Spoken Interaction

- Can generally follow the main points in an informal discussion with friends/peers provided speech is intelligible

The following are suggested tasks. Teachers should choose the tasks most suitable for their class to check students' understanding of the poem.

#### A. Which of the following statements are true and which are false?

Statements:

1. The poem is about a person who makes a head out of a paper bag.
2. The person draws eyes around their eyes to show surprise.
3. The person draws a mouth around their mouth.
4. The body is too tired to dance without the paper bag head.
5. The person could sing if they made a tongue.
6. The paper bag head is scarier than an old sheet on Halloween.
7. The paper bag head has a square hair and a chin.
8. The paper bag head has a past.
9. The paper bag head is always looking towards the future.
10. The paper bag head has a repertoire of untold stories.

Correct answers:

1. True
2. True
3. True
4. True
5. True
6. False (The poem doesn't say that the paper bag head is scarier than an old sheet on Halloween.)

7. False (The paper bag head has no chin.)
8. False (The paper bag head has no past.)
9. True
10. True

**B. Answer the following questions.**

Questions:

1. What is the speaker describing in the poem?
2. How does the speaker create their head out of a paper bag?
3. Why does the speaker draw purple and green spikes around their eyes?
4. What does the speaker mean when they say "With this new head, the body now stretched like a stocking and exhausted could dance again"?
5. What would the speaker be able to do if they made a tongue for their paper bag head?
6. What is the significance of the fact that it's Halloween in the poem?
7. Why does the speaker prefer the paper head over their real one?
8. What are some advantages of having an empty interior according to the speaker?
9. What is the tone of the poem?
10. What is the poet trying to convey through the poem?

Correct answers:

1. The speaker is describing how they make a head out of a paper bag.
2. The speaker pulls the paper bag down to their collarbone and draws eyes, nose, and mouth on it.
3. The spikes show surprise.
4. The new head allows the body to dance again despite being exhausted.
5. If the speaker made a tongue for their paper bag head, they could sing.
6. The fact that it's Halloween adds to the eerie atmosphere of the poem.
7. The speaker prefers the paper head because of its emptiness and potential for untold stories.
8. Having an empty interior allows for more than one skin and a fresh beginning.
9. The tone of the poem is playful and whimsical.
10. The author is exploring themes of identity, creativity, and the power of imagination through the use of a paper bag head as a metaphor.

**C. Vocabulary Practice (Expressing Feelings using adjectives)**

1. Fill in the blanks with words from the word bank. sad, tearful, scared, furious, excited, joyful, angry, nervous, delighted, happy

1. She always feels \_\_\_\_\_(1) when she sees her friends.
2. He looks \_\_\_\_\_(2) because he lost his favorite toy.
3. I am \_\_\_\_\_(3) to visit my grandparents this weekend.
4. The little girl was \_\_\_\_\_(4) of the dark in her room.
5. My mom gets \_\_\_\_\_(5) when we don't clean up after ourselves.
6. The children were \_\_\_\_\_(6) when they saw the ice cream truck outside.
7. She turned \_\_\_\_\_(7) after hearing the news.
8. He felt \_\_\_\_\_(8) before giving his speech in front of the class.
9. His boss was \_\_\_\_\_(9) after he made a big mistake at work.
10. The baby's giggles \_\_\_\_\_(10) everyone around him.

Correct answers:

- |           |            |            |            |               |
|-----------|------------|------------|------------|---------------|
| 1. happy  | 2. sad     | 3. excited | 4. scared  | 5. angry      |
| 6. joyful | 7. tearful | 8. nervous | 9. furious | 10. delighted |

D. Draw a picture or write a short paragraph describing how you would feel in different situations. Use adjectives of feeling to describe your emotions. Encourage students to think and write about different situations and how those situations might make them feel. In pairs the students share their paragraphs.

For example:

- a. How would you feel if you won a game?
- b. How would you feel if you got a good grade?
- c. How would you feel if you had to perform in front of a big audience?
- d. How would you feel if you had a fight with your best friend?

## **Summative Task -Post Reading**

### **Mediating a Text- Expressing a personal response to creative texts (including literature)**

- Can express his/her reactions to a work, reporting feelings and ideas in level-appropriate language
- Can describe and explain a character's feelings in level-appropriate language

### **Written Production - Creative Writing**

- Can present a topic in a short report or poster, using visuals and short blocks of text

The students are provided with 2 paper bags.

On the first paper bag each student decorates both sides of the paper bag. On one side, students draw the mask in the poem. On the other side they draw the emotions they think the poet is really referring to in the poem.

On the second paper bag the students draw the face they usually wear while interacting with people. On the other side of the paper bag, students draw the way they often really feel.

Students write a 60-70 word paragraph, comparing the two faces of the poet with their own two faces.

They may answer the following questions.

- What is similar and /or different about the two paper bags?
- In what ways do you think you are similar or different to the poet? Give examples.

### **Spoken Production**

- Can give accounts of experiences, describing feelings and reactions

Each student presents one or both of their paper bags (Teachers should not require students to share their own faces because of the sensitivity of the task). They may answer the following questions while comparing the two bags or discussing the two bags.

- What was challenging for you while doing this task?
- What did you enjoy or dislike about this task? Explain
- Are the two bags similar or different? How are they similar and/or how are they different?

Students present their masks for 1-2 minutes.

## Summative Assessment:

### Mediation

#### Expressing a personal response to creative texts (including literature)

- Can express his/her reactions to a work, reporting feelings and ideas in level-appropriate language

1. Describe the reaction of your friends or family if you came to school or home wearing the paper bag mask in the poem. Would they think that this is your true face or not? Explain giving examples from the poem Write 20-30 words. (10 points)

- Can describe and explain a character's feelings in level-appropriate language

2. Describe an event from your own life in which you felt happy/sad/surprised/embarrassed/angry/disappointed/thrilled. Compare and contrast it with a similar event the speaker in the poem goes through. How are your feelings similar/different? Write 40-50 words (15 points)

3. Read the following stanza from the poem. Answer the question.

**Paper head, I prefer you  
because of your emptiness;  
from within you any  
word could still be said.**

What is the speaker's problem? Offer the speaker advice on how to solve his/her problem. Write 30-40 words. (10 points)

- Can say in simple language which aspects of a work especially interested him/her (CEFR A2)

4. Read the final stanza of the poem. Answer the question.

**With you I could have  
more than one skin,  
a blank interior, a repertoire  
of untold stories,  
a fresh beginning.**

Did you like the end of the poem? Explain why you liked it. If you did not like it, how would you change it? Write 40-50 words (20 points)

#### Analysis of creative texts (including literature)

• Can point out the most important episodes and explain the significance of events in a clearly structured narrative using level-appropriate productive language (vocabulary and grammar)

1. How would this poem be different if told through your eyes? Give examples of the things that would be different if you were the speaker in the poem. Write 30-40 words (15 points)
2. What lesson does this poem teach us about life? How does it teach it? Write 30-40 words (15 points)
3. Describe a time in which you felt like the speaker in the poem. How did you deal with this or these feelings? Write 30-40 words (15 points)