

This unit has been prepared by Noa Porat and Lindi Peretz.

General Backward Design For a Literary Piece

Name of Literary Piece: **Lamb to the Slaughter**

Theme of Literary Piece: **Gender Roles and the Irony about them. Level of Unit:** **B2**

Each unit should include all of the following activities:

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

The activities will be described in detail per operative can-do statement. Individual lessons do not include all of the activities but a backward design planner must.

1. Overall can-do statements

Spoken Reception

Can understand many TV programs (e.g., interviews, short lectures, documentaries and news reports) on general topics/issues and/or of personal interest provided speech is clearly articulated

Written Reception

Can understand the content of a wide range of audio material (recorded or broadcast) provided speech is clearly articulated.

Written Production

Can write a report/essay on a subject of interest, addressing advantages/disadvantages, expressing and justifying his/her position (Pre reading)

Spoken Production

Can clearly express and explain feelings about something experienced and give reasons to explain those feelings (Pre reading)

Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options

Spoken Interaction

Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters with some confidence

Mediation

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

2. Operative can-do statements:

Spoken reception

Can understand the content of different commercials and debate about their differences.

Written Reception

Can understand the content of an advertisement.

Can understand a short story.

Written Production

Can write a report about the differences between the 1950's and contemporary commercials

Spoken Production

Can explain different viewpoints on Mary's future incarceration.

Can understand and respond to their classmates arguments

Spoken Interaction

Can give a response to a statement that their classmate has made during the post reading.

Mediation

Can explain why they like a specific part of the story.

3. How many lessons will you plan in order to achieve objectives? 8-10

4. Assessment: (Summative/ Formative; Traditional/Alternative)

Summative assessment

A post reading - Spoken production and reception

Students will be told that Mary Maloney is caught and brought to trial. After learning some vocabulary, they will learn what a closing statement in a trial is. They will watch closing statements in different TV series and/or movies and eventually, will record their own closing statements as Mary Maloney's defense attorney/ prosecutor.

General Backward Design For a Theme

6. Can-do related lexis (vocabulary / language chunks)	Glossed
	Low frequency words from the story: Tranquil, glow, strongish, tinkle, blissful, luxuriate, strides, drained, uneasily, bewildered, lower, frowning, dazed, Vomit, shoved, cocked his head, humming, knelt, precinct, fingerprints, corpse, exception, premises, growing weary, hospitality
	New (receptive) Debate and band words

	Anxiety, curiosity, acquire, content, intent, against, frightened, absolute, thought (n), react, occur, violence, extraordinary, penalty, murder(er), rehearse, tragic, grief, whisper, suspect, awful, to investigate, persuade, guilty, innocent, attorney, apologize, victim, alibi, committed a crime, defense attorney, prosecutor
	Recycled (productive) Comparing and contrasting <i>Compared to, different than, in contrast with, similarly, unlike</i>
7. Critical Thinking (Strategies 2030) (see note 6)	Comparing and contrasting Argumentation
8. Explicit Grammar instruction (related to/taught in lesson) (see note 7)	Grammatical Structure(s): Past tenses - review

Overview for Unit

Literary Text:

	Brief description	Mode of Interaction /Whole class) Group/Pair Independent/ (work	Materials/ Tools	Assessment (Formative/ Summative)

Introduction	<p>Spoken reception and production:</p> <p>Watch two commercials from the 1950's and discuss what you see. Go online. https://www.youtube.com/watch?v=C7qItGQFpuM&ab_channel=Kinolibrary https://www.youtube.com/watch?v=S4hIH-IX5r4&ab_channel=Thompsontech1 <i>How are women portrayed in the commercials? (class discussion)</i> If your students need more vocabulary to discuss it, write the necessary vocabulary/sentence structure on the board. <i>What would the public reaction be today of these were shown on the T.V</i></p> <p>Written production</p> <p>Find a commercial that advertises a similar product. Compare and contrast the advertisements (Using a venn diagram). Here is some vocabulary you can use: Compared to, different than, in contrast with, similarly, unlike ## What has changed. Critical Thinking questions: Teaching Compare and Contrast (To be done for the introduction)</p>	Whole class	YouTube	Student answer orally
Body	<p>Spoken/written reception</p> <p>Reading the story. Spoken production: predicting what's going to happen in the next part.</p> <p>Preparing for the post reading: Watching different types of closing arguments out of court movies/TV series such as Law and Order, To Kill a Mockingbird etc. Talk about closing arguments with your students. Have the student debate what made them convincing. If they were on the jury, how would they vote? Literary term: Irony Vocabulary needed: occur, reality, effect, amusing, verbal, situational, dramatic.</p>	Whole class	The story	Basic understanding questions.

Concluding Task	Spoken Interaction/Spoken production A post reading -A dialogue between Mary Maloney’s defense attorney and the prosecutor.	A video of themselves/A class presentation	A video/a PowerPoint/ Google slide Show an age-appropriate video of the final remarks on a trial from a movie or a TV series.	Summative
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Unit Vocabulary to Pre Teach

Anxiety, curiosity, acquire, content, intent, against, frightened, absolute, thought (n), react, occur, violence, extraordinary, penalty, murder(er), rehearse, tragic, grief, whisper, suspect, awful, to investigate, persuade, guilty, innocent, attorney, apologize, victim, alibi, committed a crime, defense attorney, prosecutor

Introduction

Spoken reception and production:

Can give clear, detailed descriptions/presentations on a wide range of subjects, expanding and supporting ideas with relevant subsidiary points/examples using level-appropriate language (vocabulary and grammar)

Watch two commercials from the 1950’s and discuss what you see.

Go online. https://www.youtube.com/watch?v=C7qItGQFpuM&ab_channel=Kinolibrary

https://www.youtube.com/watch?v=S4hIH-1X5r4&ab_channel=Thompsonstech1

How are women portrayed in the commercials? (Oral answers from student)

If your students need more vocabulary to discuss it, write the necessary vocabulary/sentence structure on the board.

What would the public reaction be today of these were shown on the T.V

Written production- Find a commercial that advertises a similar product.

Compare and contrast the advertisements (Using a venn diagram).

Here is some vocabulary you can use: **Compared to, different than, in contrast with, similarly, unlike**

What has changed.

Critical Thinking questions: **Teaching Compare and Contrast (To be done for the introduction)**

Body

Written Reception

Basic understanding Questions “While Reading”

1. What time of the day does Patrick come home?
2. What do the Maloneys usually do on Thursday night?
3. How does Mary kill her husband?
4. How does Mary create an alibi?
5. Why does a police officer go to the grocery shop?
6. Why are the police officers patient with Mary?
7. Why can't the police officers find the murder weapon?

Written Reception

Can read level-appropriate texts with a large degree of independence and a high level of comprehension, adapting style and reading rate to different purposes

Reading as a leisure activity

Can independently read for pleasure, adapting style and speed of reading to different texts

Can describe the emotions experienced by a character in a work in level-appropriate language.

Mediation

Can describe the personality of a character in level-appropriate language.

1. How does Mary feel about her husband? Support your answer by giving three examples/quotes from the story.
2. What do you think Patrick told Mary? Can you find evidence that supports your answer in the story?
3. What can we learn from the police officer who is sent to the grocery store?
4. How do we know that the story is told from Mary's perspective?
5. **Literary Term: Irony** occurs when reality is different from what seems to be true. The effect (תוצאה) is usually amusing (מצחיק). For example:
 - when a person says the opposite of what he really means. This is called **verbal irony**. (“On that’s right. I enjoy waiting in the rain and getting all wet and cold.”)
 - when a situation is the opposite of what we would expect. This is called **situational irony**. (The more we learn, the less we know.)

- when the audience / reader is aware of something that the character is not aware of. This is called *dramatic irony*.
 - a. What kind of irony does the writer, Roald Dahl, use in this story? Explain.
 - b. What does Mary and the reader know that other characters do not know? Give two examples.

Revising the story

Written reception

Put the sentences in the correct order according to Lamb To The Slaughter.

Mary went to the grocery store.

Mary called the police.

The police officers ate the leg of lamb.

Patrick told Mary something that shocked her.

Mary brought a leg of lamb from the freezer.

Mary prepared drinks for her husband and her.

Mary drew the curtains and sat in her chair to wait for her husband.

Patrick told Mary he did not want to eat and he was going out.

The house was searched for the murder weapon.

Add THREE more sentences to the list (in between the sentences from the previous exercise). Use at least one word from the list in each sentence.

Review vocabulary. For example: Quizlet live Wordwall, Blooket.

Word list:

Anxiety, curiosity, acquire, content, intent, against, frightened, absolute, thought (n), react, occur, violence, extraordinary, penalty, murder(er), rehearse, tragic, grief, whisper, suspect, awful, to investigate, persuade, guilty, innocent, attorney, apologize, victim, alibi, committed a crime, defense attorney, prosecutor

Concluding Task

Can relate events in a story, film or play to similar events he/she has experienced or heard about in level-appropriate language.

In groups, make a connection between the story and a 1950's commercial that was presented in class.

Discuss how society has changed since the 1950's and how the role of women changed in the home and in the workplace.

The students can put their answers in a venn diagram.

Post Reading:

Pair work

Mary Maloney stands trial for the murder of her husband.

Decide between you and your partner who will be the defense attorney and who will be the prosecutor. Tape a minute of your final remark at the end of Mary's trial. After taping listen to your partner recording and give a rebuttal*.

Use 10-12 words from the unit vocabulary list.

*A Rebuttal is evidence or arguments introduced to counter, disprove, or contradict the opposing party's evidence or argument, either at trial or in a reply brief.

To make your recording you can use Whatsapp, your mobile phone camera, Vocaroo, Mote, Flipgrid or a YouTube video (Send your teacher the link)

Post Reading Rubrics

Criteria - Content (50 points)			
Clarity & coherence	15-11	10-6	5-0
	The response is clear, coherent and well-organized.	The response is partially clear and organized.	The response is unclear and not organized.
Understanding of the literary piece	15-11	10-6	5-0
	The response shows in-depth understanding of the literary piece.	The response shows some understanding of the literary piece.	The response does not show understanding of the literary piece.
	20-14	13-7	6-0

Supporting evidence and relevance	All information provided is relevant to the task. The response includes many supporting details and examples to justify the response.	Only some of the information provided is relevant to the task. The response has some supporting details and examples to justify the response.	Most information provided is irrelevant to the task. The response has very few supporting details and examples to justify the response.
Criteria - Language B2 level (50 points)			
Vocabulary range and control	25-20 (B2 level)	19-11	10-0
	Shows correct use of rich and varied vocabulary. Shows correct and appropriate use of language chunks and phrases. Use vocabulary that was taught in class	Limited use of rich and varied vocabulary. Limited use of chunks and phrases.	Only basic vocabulary used. Little use of chunks and phrases
Grammatical accuracy	15-11 points	10-6	5-0
	Shows correct use of both simple and complex structures. Correct word order. Pronouns, prepositions and articles are used correctly.	Limited use of complex structures. Frequent mistakes in basic structures and some mistakes in complex structures. Word order, pronouns, articles and prepositions are mostly correct.	Very little use of complex structures and lacking command of simple structures. Incorrect use of pronouns, prepositions and articles. Incorrect word order.
Fluency of speech.	10-8 points	7-6	5-0
	Speaks extremely fluently	Some of the speech sounds rehearsed. Not entirely fluent	Most of the speech sounds rehearsed. Hardly any fluency .

Summative Assessment:

Name: _____

Lamb to the Slaughter - Summative Assessment

Part 1: 30 points

Answer two of the following questions, about 50-70 for each answer (2x15= 30 points)

Can describe the personality of a character in level-appropriate language (adapted CEFR B1)

1. What do you think Patrick told Mary when he came home? Why do you think he felt this way?
2. Where and when does the story take place? How does this affect the events in the story?

Can point out the most important episodes and events in a clearly structured narrative using level-appropriate productive language (vocabulary and grammar) and explain the significance of events and the connection between them (adapted CEFR B1)

1. Explain the irony in the following scene.
"Then how about meat, Mrs. Maloney?"
"No, I've got meat, thanks. I got a nice leg of lamb from the freezer."
"Oh."
"I don't know much like cooking it frozen, Sam, but I'm taking a chance on it this time. You think it'll be all right?"
"Personally," the grocer said, "I don't believe it makes any difference. You want these Idaho potatoes?"

Part 2: 30 points

Can explain briefly the feelings and opinions that a work provoked in him/her in level-appropriate language (adapted CEFR B1)

Answer two of the following questions, about 50-70 for each answer (2x15= 30 points)

1. Write to your teacher explaining why she/he should /should not continue teaching Lamb to the Slaughter to future classes.
2. How are the commercials we discussed in the beginning of the unit relevant to the story?

3. Which character develops throughout the story? How?

Can point out the most important episodes and events in a clearly structured narrative using level-appropriate productive language (vocabulary and grammar) and explain the significance of events and the connection between them (adapted CEFR B1)

Part 3: 40 points

Answer two of the following questions, about 50-70 for each answer (2x20=40 points)

Read the three short extracts from Lamb to the Slaughter. Choose two and explain why each is an interesting/ important/enjoyable passage and explain why you chose it.

1. "For her, this was always a wonderful time of day. She knew he didn't want to speak much until the first drink was finished, and she was satisfied to sit quietly, enjoying his company after the long hours alone in the house. She loved the warmth that came out of him when they were alone together. She loved the shape of his mouth, and she especially liked the way he didn't complain about being tired."
2. "she ran over to him, knelt down beside him, and began to cry her heart out. It was easy. No acting was necessary."
3. "In fifteen minutes he was back with a page of notes, and there was more whispering, and through her sobbing she heard a few of the whispered phrases – "...acted quite normal...very cheerful...wanted to give him a good supper... peas... cheesecake... impossible that she..."