

State of Israel
Ministry of Education
Pedagogical Secretariat
Language Department
English Language Education

This unit has been prepared by Lizu Ofek and Amira Ansbacher
General Backward Design For a Literary Piece

Name of Literary Piece: Mother to Son

Theme of Literary Piece: Parental guidance **Level of Unit:** B2 (5 points)

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 (4 Language activities)

Spoken reception

Can understand extended speech and most lines of argument on concrete and abstract topics, provided these are sign-posted by explicit markers

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

Spoken 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)

Written production

Can write clear, detailed texts on a variety of subjects and topics of interest, synthesising and evaluating information and arguments from several sources, using level-appropriate language (vocabulary and grammar)

Mediation

Can convey with reasonable reliability detailed information and arguments contained in complex but well-structured texts within his/her areas of interest

2. Operative can-do statements:

Spoken reception

- Can understand the content of a an audio material (recorded or broadcast) provided speech is clearly articulated

Written reception

- Can independently read for pleasure, adapting style and speed of reading to different texts
- Can scan longer texts to locate and gather desired information from different parts of one or more texts to fulfill a specific task

Spoken production

- Can clearly express and explain feelings about something experienced and give reasons to explain those feelings

Written production

- Can write cohesive, coherent, detailed descriptions on a variety of subjects and topics of interest including accounts of experiences and events

Mediation

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

3. How many lessons will you plan in order to achieve objectives? **7-8 lessons**

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

Imagine you are the son a few years after the mother gave you the advice.

*Write a letter telling your mother how you felt about her advice and/or thank her for it. Use experiences from your life that relate to the poem.

6. Can-do related lexis (vocabulary / language chunks)	Glossed Tacks, splinters, landing, bare
	New (receptive) pain, painful, palace, luxury, encourage, encouragement, difficulties

	<p>Recycled (productive)</p> <p>advice/ advise, tough, ordinary, overcome, wealth, cope with, to face something/ doing something, theme, universal</p>
<p>7. Critical Thinking (Strategies 2030) (see note 6)</p>	<p>Identifying cues and predicting (spoken and written) (adapted)</p>
<p>8. Explicit Grammar instruction (related to/ taught in lesson) (see note 7)</p>	<p>Grammatical Structure(s): simple past, simple present, future with will.</p> <p>TO SHOW ORDER (INSTRUCTIONS /DIRECTIONS) Multiple main clauses, with commas and conjunctions to express order, often to give instructions or directions</p>

Overview for Unit

Literary Text: Mother To Son by Langston Hughes

	Brief description	Mode of Interaction (Whole class/ Group/Pair /Independent work)	Materials/ Tools	Assessment (Formative/ Summative)
Introduction	<p>Spoken and written production</p> <p>Teach advice/ advise nc noun. Students need to describe a piece of advice their parents gave them and write what's the connection between all the pieces of advice.</p> <p>Parents' Advice</p>	Frontal Independent work	Work page (page 1)	formative
Body	<p>Written reception</p> <p>Read the poem twice (without the title).</p> <p>Written production</p> <p>Critical thinking (prediction) generating a title.</p> <p>Spoken reception</p>	Independent	Work page	Formative

	<p>Watch the complete clip of the poem. Compare the title you wrote to the original one. (you tube clip)</p> <p><u>Lexical bands (glossed)</u></p> <p>Match words (from the poem) to their meaning. (tacks, splinters, bare, landing.)</p> <p>Vocabulary from the poem</p> <p>Critical thinking questions:</p> <p>Divide the poem into three parts and give each part a suitable title.</p> <p>Distinguishing different ideas</p> <p>Literary terms (metaphor, extended metaphor, symbol theme)</p> <p>*optional -for advanced classes</p> <p><u>Written reception and production</u></p> <p>Bridging</p> <p>Reading about Langston Hughes' background (on a site) and answering questions about the connection between the poet's biographical information and the poem.</p> <p>Langston Hughes - biography</p>	<p>In pairs</p> <p>frontal</p> <p>In pairs</p> <p>In groups</p> <p>In pairs</p> <p>Independent</p>	<p>Poem's clip</p> <p>Work page</p> <p>Work page</p> <p>Work page</p>	<p>Formative</p> <p>Formative</p> <p>formative</p>
<p>Closing Task</p>	<p>Written production</p> <p>Mediation</p> <p>Explicit grammar</p> <p>Lexical items (production)</p> <p>Write a letter to the mother from the son. Use lexical items and show a connection between your experience as a son to the poem's theme.</p> <p>Use some conjunctions of order in your letter.</p>	<p>individual</p>	<p>Written in class.</p>	<p>Summative</p>

Work pages

Mother to Son by Langston Hughes

Spoken production

Can clearly express and explain feelings about something experienced and give reasons to explain those feelings

Introduction:

For the teacher:

Write the word “advice” on the board.

Vocabulary for students: should , shouldn’t

Explain to students the plural use of advice - advice is an uncountable noun.

Singular: “I will give you one/a piece of advice”

Plural: “My mom gave me some advice,” My father gave me two pieces of advice”

The students need to tell about one situation in which their parents gave them one piece of advice.

Write on the board the vocabulary that might be useful for them:

When...

kind hearted

generous

give respect

remember

worth it

honest / honesty

Teacher asks students to answer the following questions in their work page (below):

1. What do all pieces of advice have in common?
2. Why did your mother or father give you this advice?

Introduction: Parents' advice

Advice:

When you give an advice you usually use the words **SHOULD / SHOULD NOT / SHOULDN'T**

Don't forget to use base verb after *should* or *shouldn't*.

A. Describe a situation in which your parents gave you a piece of advice. Describe your feelings in the situation.

Vocabulary you might need:

kind hearted

generous

give respect

remember

worth it

honest / honesty

1. _____

2. _____

B. Why do they give you this advice? _____

C. What do all pieces of advice have in common?

Vocabulary

a) Match the words in A to their meanings in B.

- | A | B |
|-------------|--|
| 1. tack | ___ a. the floor at the top of a set of stairs |
| 2. landing | ___ b. a small, thin, sharp piece of wood |
| 3. board | ___ c. a flat piece of wood |
| 4. splinter | ___ d. a short, sharp-pointed nail |
| 5. bare | ___ e. a heavy fabric for covering floors, rug |
| 6. carpet | ___ f. without covering |

❖ The poem is written in a southern dialect ().

Rewrite the phrases in modern English:

- ⇒ Life for me **ain't** been no crystal stair = _____
- ⇒ **I'se** been **climbin'** on = _____
- ⇒ **rechin' landin's** = _____
- ⇒ **turnin'** corners = _____
- ⇒ **kinder** hard = _____

❖ What does the use of the dialect by the mother suggest about her?

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

A. Read the poem twice.

- _____ by Langston Hughes
- 1 Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
 - 5 And boards torn up,
And places with no carpet on the floor—
Bare.
But all the time
I'se been a-climbin' on,
 - 10 And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.
So, boy, don't you turn back.
 - 15 Don't you set down on the steps.
'Cause you finds it's kinder hard.

Don't you fall now—
 For I'se still goin', honey,
 I'se still climbin',
 20 And life for me ain't been no crystal stair.

B. Suggest a suitable title to the poem _____

Spoken reception • Can understand the content of an audio material (recorded or broadcast) provided speech is clearly articulated

C. Watch [the clip](#) . Find out the real name of the poem and copy it to the top of the page.

Reception Strategies

Identifying cues and predicting (spoken and written) (adapted)
 • **Can exploit text organization features to understand arguments in a text (e.g., numerical, temporal, logical connectors; the role of key paragraphs in the overall text organization)**

Distinguishing Different Ideas

Useful vocabulary connected to the poem.

obstacles	hardships	to overcome
persistence	cope with	advice

It is possible to divide this poem into parts. The first and last lines are like a frame of this poem. Then lines 2-19 could be divided up to 3 parts.

Try to divide lines 2-19 to 3 parts and give a headline for each.

Line 1+line 20: poem's "frame"

Lines - _____

Lines - _____

Lines - _____

Understanding the poem: Answer the following questions:

1. The mother tells her son what life hasn't been for her. What does she tell him? _____

2. Are the "stairs" that the mother has been climbing pretty ones? Yes / No

Write down the words/expressions that helped you answer the question.

3. What does the mother keep on doing? _____

4. What makes it difficult for her to do this? _____

5. What 2 pieces of advice does she give him about climbing the stairs?

a. _____ because _____

b. _____

Inferring- reading "between the lines"

1. Why does the poet use informal dialect? _____

2. Why does the poem begin with the word "Well"? _____

Literary Terms (optional for an advanced class)

Useful vocabulary

❖ **Metaphor** - _____

❖ **Extended Metaphor** – *A metaphor introduced and then further developed throughout all/part of a literary work, especially a poem.*

What is the extended metaphor in the poem? _____

❖ **A Symbol**-*using an object or action that represents something more than its literal meaning.*

Useful vocabulary:

fantasy	feelings / emotions	painful	unsafe	effort
luxury	hope	fear	exposed	failures

What do the following represent in the poem?

1. tack-_____
2. splinters-_____
3. stairs-_____
4. dark, unlit corners-_____
5. uncarpeted floors-_____

❖ **Theme** - a universal idea, lesson or message explored throughout a work of literature



What is the theme of this poem?_____

Written reception • Can scan longer texts to locate and gather desired information from different parts of one or more texts to fulfill a specific task

Written production Can write cohesive, coherent, detailed descriptions on a variety of subjects and topics of interest including accounts of experiences and events

Bridging Text and Context Langston Hughes

Below you have a few sources about the poet- Langston Hughes and about The Harlem Renaissance. Read and watch and then answer the questions according to the information they present.

A. https://kids.kiddle.co/Langston_Hughes#Life

Read the first part and the part about his childhood. Then answer:

1. Who was Langston Hughes? What is he known for?
2. Why was Hughes “unusual for his time”?
3. When and where was he born?
4. What information about his grandmother connects to the fact that Hughes was a poet and author?
.....
5. Why was he chosen as class poet?.....
6. Give one biographical detail about Langston Hughes that connect to the poem “Mother to Son”. Explain the connection.
.....
.....

Useful words for your writing:

advice/ advise	luxury, luxurious	overcome obstacles	cope with	encouragement
hardships	ordinary	palace	affectionate relationship	face challenges
universal theme	pain, painful	wealth	universal	difficulties
Conjunctions to express order				
first	then	later	next	finally

Summative Task – Written Production

Written production Can write cohesive, coherent, detailed descriptions on a variety of subjects and topics of interest including accounts of experiences and events

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

Grammar: TO SHOW ORDER (INSTRUCTIONS /DIRECTIONS) Multiple main clauses, with commas and conjunctions to express order for example first, then, finally.

Imagine you are the son a few years after the mother gave you the advice.

*Write a letter telling your mother how you felt about her advice and/or thank her for it. Use experiences from your life that relate to the poem.

*Write this letter from the point of view of a son who has grown up and left home.

*Use at least 10 words from above correctly, and underline them.

*Describe what you're doing today (profession, family, education) and the obstacles on your way, how you dealt with them.

*Describe how you felt about mother's advice when you were a younger and as a teenager.

Would you pass this advice forward to your children? Why? Why not?

Write about your future plans.

*Pay attention to the different tenses you have to use throughout your letter.

Write 120 words.

Dear Ma,
