

**State of Israel
Ministry of Education
Pedagogical Secretariat
Language Department
English Language Education
General Backward Design For a Literary Piece**

Name of Literary Piece: Rules of the Game

Theme of Literary Piece: Understanding Different Cultures

Level of Unit: B2 (11th grade 5 point class)

1. Overall can-do statements

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
- 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, synthesizing and evaluating information and arguments from several sources, using level-appropriate language (vocabulary and grammar)

Spoken Interaction

- Can interact with a degree of fluency and spontaneity that makes possible strainfree interaction, and sustained relationships with successful language users Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments

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 follow a lecture or talk provided the subject matter is familiar and/or of interest, the presentation clearly structured and signposted

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 a clear, prepared presentation, providing reasons in support of/against a particular viewpoint and suggesting advantages/disadvantages of various options

Written Production

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

Spoken Interaction

- Can take an active part in informal discussion in a variety of contexts, commenting and clearly expressing point of view

Mediation

- Can describe the personality of a character in level-appropriate language.
- 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 and the connection between them (adapted from B1)

3. How many lessons will you plan in order to achieve objectives? 12 lessons

4. Assessment types: (Summative and Formative)

The formative assessments check that the students are on task and understand the material being taught. One assessment involves watching a video and filling out a table that compares the American and Chinese cultures. Another assessment checks basic understanding and analysis of the story.

The summative assessment at the end of the unit will test the student's full understanding of the story. It will be a written exam (it's too challenging to orally test a huge class) and will reflect the themes and characterization taught in the unit. Students will have a choice of questions, and will be expected to answer in detail with references to the story.

Overview for Unit/ Topic

Topic/Theme: Rules of the Game by Amy Tan

	Brief description	Mode of Interaction (Whole class/ Group/Pair /Independent work)	Materials/ Tools	Assessment (Formative/ Summative)
Introduction	<p>Spoken Reception</p> <ul style="list-style-type: none"> Show a small clip showing culture clash between children of Chinese immigrants talking about the differences in culture in the US. Hand out glossary of vocabulary that will appear in the clip. In pairs, fill out the worksheet related to the clip. (teacher goes over the worksheet to make sure students understand it) 	<p>Whole class watches https://youtu.be/8LcWJlyLTI?si=fX2R3W-e9HKAoIZd Pairs discuss then whole class</p>	Clip of movie	formative
Body	<ul style="list-style-type: none"> Hand out low frequency vocabulary from the story. Teach high frequency on quizlet. <p>Written Reception Go through the words in class using software such as quizlet, wordwall. Students identify sentences with the words on a worksheet, and ask students to guess the meaning of the word according to the context.</p> <p>Spoken/Written Reception Both the teacher and students take it in turns to read parts of the story, while stopping and explaining</p> <p>Written Reception</p> <ul style="list-style-type: none"> Students write answers to basic understanding and analysis questions after each part of the story. 	<p>Independent Group work</p> <p>Whole class</p>	<p>Story as a document Audio online</p>	formative

<p>Concluding Task (Post Reading)</p>	<p>Written Production Before teacher instruction, review the 5 connectors of “first, second, also, in addition, for example” with the class. In pairs, write a dialogue between two characters of YOUR choice from the story 10 years later, discussing events that happened during the period of the story. The dialogue has to be related to family dynamics, culture, immigrants, and integration into a new society. The dialogue has to include at least 3 connectors that were reviewed in class.</p> <p>Spoken Interaction Prepare the discussion either as a Powtoons or video, and upload to youtube. The clip should be no less than one minute, and no longer than two minutes.</p> <p>Spoken Reception and Written Production Class watches videos together (Bring popcorn to class to make it fun!) Peer assessment while watching videos. 3 class members will be given a peer review form in which they have to critically answer questions on a specific presentation. For example, name 2 new things you learned from the presentation, what would you do differently.</p>			<p>Summative task</p>
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<p>6. Can-do related lexis (vocabulary / language chunks)</p>	<p>Glossed invisible strength; (kitchen) counter; truths; to crack something; stiff; without a trace; shiver; emerge; trap; to bounce; divisions; to squeeze something; firmly; good measure; particular; to slap somebody</p>
	<p>New (receptive) strategy, eventually, neither, wise, circumstance, impatient, protest, struggle, laughter, donate, satisfy, obey, remain, victory, opponent, reveal, stare, observe, capture, protective, proudly</p>

	<p>Recycled (productive)</p> <p>Bite, tongue, forbidden, items, adventures, mysteries, displayed, careless, annual, trick question, disappointment, obviously, properly, refuse, satisfy, essential, discover, attack, tournament, frequently, occasions</p>
7. Critical Thinking (Strategies 2030)	compare and contrast, distinguishing different perspectives
8. Explicit Grammar instruction (related to/taught in lesson)	<p>Grammatical Structure(s):</p> <p>Past simple, connectors</p>

Rules of the Game Intro Worksheet

Vocabulary before watching the [clip](#). The teacher goes through the words before watching the clip. After the clip, the teacher debriefs what has been watched, asking questions using the below vocabulary. For example, 'What career choices do Americans make?'

Glossary

<p>grow up מגדל</p> <p>Experiences - חוויות</p> <p>in contrast to בניגוד ל</p> <p>hang out - מבלה עם חברים</p> <p>glimpse - מבט</p> <p>drop by - מבקר באופן ספונטני</p>	<p>messy מבולגן</p> <p>drop out of - פורש מהלימודים</p> <p>Tuition fees דמי למידה</p> <p>allowance דמי כיס</p> <p>can't afford - לא יכול להרשות</p> <p>Prom מסיבת סיום בית ספר או אוניברסיטה</p>	<p>scenario - תרחיש</p> <p>career choice בחירת מקצוע</p> <p>to count on something סומך על</p> <p>make trouble עושה צרות</p> <p>waste of time בזבוז זמן</p>
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1) Circle the correct answers while watching the video.

Which set of parents say you can be an engineer, doctor, lawyer?	American	Chinese	
Which culture is more encouraging and open minded with regards to falling in love?	American	Chinese	
Who says sports are a waste of time and to stay in school and study?	American	Chinese	
What grade did the American parents say is a good grade for a Math test? How did the Chinese parents react?	A	B+	C
	<ul style="list-style-type: none"> • B+ is not good • B+ is amazing • they didn't react 		
Which set of parents dropped by to see their child without any warning?	American	Chinese	
What culture is more warm and understanding when a new baby is born into a family?	American	Chinese	
Which culture is less affectionate?	American	Chinese	
Which culture will give money so their child can study in college?	American	Chinese	

2) From the following word bank. Write which words describe a typical American family, and which words describe a typical Asian family

affectionate, distant, highly driven, encouraging, communicative, closed minded, generous, enthusiastic, competitive, casual, rigid, disciplined, enthusiastic

American family	Asian family

Pre-Reading

Bring a chess board to the class and explain the game and pieces to the students.

Glossed Vocabulary

Glossary - pawn, check, check mate, knight, castle, bishop

Body

Glossary of Low Frequency Vocabulary

invisible strength; (kitchen) counter; truths; to crack something; stiff; without a trace; shiver; emerge; trap; to bounce; divisions; to squeeze something; firmly; good measure; particular; to slap somebody

To do before reading each part

Note to teachers:

- a. Teach the vocabulary through quizlet and wordwall.
- b. Identify sentences with the words, and ask students to guess the meaning of the word according to the context.

Part I

strategy

eventually

neither

wise

circumstance

impatient

protest

struggle

laughter

Part II

donate

satisfy

obey

remain

victory

Part III

opponent

reveal

stare

observe

capture

Part IV

protective

proudly

Can do statements**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

Mediation

- Can describe the personality of a character in level-appropriate language.
- 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 and the connection between them (adapted from B1)

Basic Understanding and Analysis

1. Who are the two main characters and what is the relationship between them?
2. In what person is the story told? (First person/third person)
3. Give TWO examples from the story which show how Waverly applies the life skills her mother has taught her.
4. Give ONE example of where we see Chinese culture, and ONE example of American culture in the story.

Explain:

5. What are Mrs Jong's feelings towards American society?
6. What can we understand about Waverly's character from the way she learns to play chess.
7. Provide a quote from the story that reflects Waverly's attitude towards her mother, and explain the quote in your own words.
8. How does Waverly manipulate her mother?
9. Explain the ending of the story. What does Waverly's dream symbolize?

Setting:

10. What is the exact setting of the story? (When? Where?) Why is the setting of the story important?

Concluding Task (Post Reading) - Work page for students

Part I

Two characters from the story meet up ten years later.

In pairs, write a dialogue between those two characters of YOUR choice, making reference to at least 5 main events that happened during the story.

The dialogue should reflect the personalities of the characters you chose.

Make sure to use at least 10 words from the vocabulary we learned during the story, as well as 3 appropriate connectors.

Length of writing - 120-140 words

Part II

Prepare the discussion either as a Powtoons or video, and upload to youtube. The clip should be no less than one minute, and no longer than two minutes.

Rubric for Concluding Video Task

Criteria - Content (50 points)			
	15-11	10-6	5-0
Organization and Length	The video is well organized, and the length is a minimum of one minute	The video is partially clear and organized, and is less than a minute but more than 30 seconds.	The video is unclear and not organized, and is less than 30 seconds.
	10-8 points	7-6	5-0
Understanding of the literary piece	The video shows in depth understanding of the chosen characters of the literary piece.	The video shows some understanding of the chosen characters of the literary piece.	The video does not show understanding of chosen characters in the literary piece.
	20-14	13-7	6-0

Supporting evidence and relevance	All information provided is relevant to the task. The video includes at least three supporting details and examples from the literary piece	Only some of the information provided is relevant to the task. The video has two supporting details and examples from the literary piece	Most information provided is irrelevant to the task. The video has one or less supporting details and examples from the literary piece
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.	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.
Presentation Skills	15-11 points	10-6	5-0
	*The speaker used a strong sentence to interest the prospective employer. *The speaker connected to the audience on a personal level.	*The speaker used an adequate but not strong opening to interest the prospective employer. *The speaker at times connected to the audience on a personal level.	*The opening was not relevant to the prospective employer. *The speaker did not connect to the audience on a personal level.

Was the information presented clearly	1	2	3	4	5	Creativity of the video	1	2	3	4	5
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Something new I learned was:

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Suggestions for improvement:

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Summative Assessment

Teachers assess the students in writing. The students can choose two questions to answer for each can-do descriptor. The teachers must use the rubric to grade each question. It is recommended to go through the rubric with the students before the test. Answers should be between 50-70 words in length for each question.

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

1. Describe Waverly's character at the beginning of the story and the end? How and why does she change?
2. Name TWO elements of Mrs Yong's character which Waverly adopts, and ONE element she doesn't adopt. Give an example from the story for each element to support your answer.
3. Waverly's success in chess competitions improves her daily life at home. Give ONE example of how her daily life improves, and explain what this shows about Waverly's character.
4. Mrs Yong represents Chinese culture in the American world and the clash between the two. Discuss giving two examples from the text.

(30% 2 questions 15+15)

- **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 and the connection between them (adapted from B1)**

1. *"I knew it was a mistake to say anything more, but I heard my voice speaking. 'Why do you have to use me to show off?'"*
Why is this quote a turning point in the story?
2. The title of the story refers to the game of chess, but chess is also a metaphor. How is the game of chess used as a metaphor in the story? Support your answer with specific examples from the text.
3. Is the setting important to the story? How?
4. After the argument with her mother at the end of the story, Waverly says, **"I closed my eyes and pondered my next move."**
What does Waverly mean by this?

35% (2 questions 20+15)

- Can collaborate with people from other backgrounds, showing interest and empathy by asking and answering questions, formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches

1. Pick a scene in which you disagreed how Waverly handled her mother, and rewrite it in the way you think it should have happened.
2. What is the main conflict for the narrator in the story? How does the narrator resolve it? Do you think she resolved the conflict well or not? Explain.
3. Write about what would happen if you brought Mrs Jong home with you for a family dinner during the week. Make sure to relate to the difference of perspectives between yours' and Mrs Jong's culture.
4. How would the story be different if told through the eyes of Mrs. Yong or one of Waverly's brothers?
35% (2 questions 20+15)

Rubrics for Summative Assessment

Rubric for 15 point question

Criteria - Content (8 points)			
	8-6	4-5	3-0
Clarity & coherence, understanding the literary piece, and supporting evidence and relevance.	The response is clear, coherent and well-organized, and shows in depth understanding of the literary piece. All information provided is relevant to the question. The response includes supporting details and	The response is partially clear and organized, and shows some understanding of the literary piece. Only some of the information provided is relevant to the question. The response has some supporting details and examples to justify the response.	The response is unclear and not organized, and does not show understanding of the literary piece. Most information provided is irrelevant to the question. The response has very few supporting details and examples to justify the response.

	examples to justify the response.		
Criteria - Language B2 level (7 points)			
Vocabulary range and control	3 (B2 level)	2	1-0
	Shows correct use of rich and varied vocabulary. Shows correct and appropriate use of language chunks and phrases.	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	2 points	1	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.
Mechanics of writing	2 points	1	0
	High frequency items are spelt correctly, low frequency items are mainly spelt correctly. Punctuation is accurate. Sentence and paragraphing conventions	Many spelling mistakes in high frequency items. Some errors in punctuation. Sentences and paragraphing conventions are partially followed.	Inaccurate use of mechanics interferes with comprehension. Many errors in punctuation. Many run on sentences, lacking paragraph conventions.

	are followed (no run on sentences).		
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Rubric for 20 point question

Criteria - Content (10 points)			
	10-7	6-4	3-0
Clarity & coherence, understanding the literary piece, and supporting evidence and relevance.	The response is clear, coherent and well-organized, and shows in depth understanding of the literary piece. All information provided is relevant to the question. The response includes supporting details and examples to justify the response.	The response is partially clear and organized, and shows some understanding of the literary piece. Only some of the information provided is relevant to the question. The response has some supporting details and examples to justify the response.	The response is unclear and not organized, and does not show understanding of the literary piece. Most information provided is irrelevant to the question. The response has very few supporting details and examples to justify the response.
Criteria - Language B2 level (10 points)			
	5-4 (B2 level)	3-2	1-0
Vocabulary range and control	Shows correct use of rich and varied vocabulary. Shows correct and appropriate use of language chunks and phrases.	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	3 points	2	1-0
	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.
Mechanics of writing	2 points	1	0
	High frequency items are spelt correctly, low frequency items are mainly spelt correctly. Punctuation is accurate. Sentence and paragraphing conventions are followed (no run on sentences).	Many spelling mistakes in high frequency items. Some errors in punctuation. Sentences and paragraphing conventions are partially followed.	Inaccurate use of mechanics interferes with comprehension. Many errors in punctuation. Many run on sentences, lacking paragraph conventions.