

.This unit has been prepared by Dara Saad and Michal Azulai

General Backward Design For a Literary Piece

Name of Literary Piece: Split Cherry Tree by Jesse Stuart

Theme of Literary Piece: Generation Gap **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 (4 Language activities)

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

Written Interaction:

Can convey information and ideas on abstract and concrete topics, and ask about or explain problems with reasonable precision

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. (adapted CEFR B1)

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. (adapted CEFR B2)

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) (adapted CEFR B2)

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

Written Production:

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)

Mediation:

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

Summative Assessment:

Spoken Production

Can relate events in a story, film or play to similar events he/she has experienced or heard about in level-appropriate language (adapted CEFR B1)

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)

2. Operative can-do statements:

Spoken Interaction:

Informal and formal discussions (adapted)

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

Written Interaction:

Notes, messages and forms

- Can take or leave messages communicating enquiries, and explaining problems

Online conversation and discussion

- Can post online accounts of social events, experiences and activities referring to embedded links and media and sharing personal feelings

Written Interaction:

Notes, messages and forms

- Can take or leave messages communicating enquiries, and explaining problems

Spoken Reception:

Watching TV, film and video

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

Written Reception:

Reading as a leisure activity

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

Spoken Production:

Sustained monologue: Describing experience

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

Written Production:

Creative writing

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

MEDIATION

Processing text in speech/writing

- Can summarise (in Language B) a text (in Language A) (e.g., a short narrative, article, talk, discussion, interview or documentary)

Expressing a personal response to creative texts (including literature)

- Can explain in some detail which character he/she most identified with and why in level-appropriate language
- Can relate events in a story, film or play to similar events he/she has experienced or heard about in level-appropriate language
- Can describe the emotions experienced by a character in a work in level appropriate language
- Can explain the feelings and opinions that a work provoked in him/her in level appropriate language ● Can describe the personality of a character in level-appropriate language

Summative Assessment:

Spoken Production:

Addressing audiences

- Can give a prepared presentation on a topic of interest, outlining similarities and differences relevant to the subject matter (e.g., comparison between products, countries/regions, plans)
- Can give a clear, prepared presentation, providing reasons in support of/against a particular viewpoint and suggesting advantages/disadvantages of various options

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

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

Formative and Summative; Traditional.

MEDIATION

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

Summative Task:

Dear Student,

After we have enjoyed learning the short story “Split Cherry Tree”, now you will show your understanding of it through TWO different summative assessments: SPOKEN and WRITTEN. Each assessment weighs 50% of the final grade for this literary piece.

Spoken Production

Can relate events in a story, film or play to similar events he/she has experienced or heard about in level-appropriate language (adapted CEFR B1)

MEDIATION

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

Instructions:

Answer ALL three following questions in detail.

1. What things in your world are difficult for your parents to understand?
For example: Tik-tok, Social Media, etc.
2. What things in your parents’ world are difficult for you to understand?
For example: Their taste of music, their views, etc.
3. What is similar and/or different between your relationship with your parents and Dave’s?
For example: different views of education and school, etc.

Please record your answer and upload it on Classroom (or send it via WhatsApp to me in a private message). The recording should be at least 1 minute long for each question.

USE at least 4 of the words we learned in each of your answers (12 words altogether). You will get extra points for each new word you use!

Grading:

According to the Ministry's updated rubrics.

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)

MEDIATION

Processing text in speech/writing

- Can summarise (in Language B) a text (in Language A) (e.g., a short narrative, article, talk, discussion, interview or documentary)

Expressing a personal response to creative texts (including literature)

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

Instructions:

Write 60-80 words on each one of the following questions. Please make sure to answer BOTH questions with full answers relating to suitable details and examples.

Please, pay attention to VOCABULARY and LANGUAGE.

1. What difference did Professor Herbert make in Dave's life?
2. Describe one teacher /person who made a difference in your life.

USE at least 6 of the words we learned in each of your answers (12 words altogether). You will get extra points for each new word you use!

Grading:

According to the Ministry's updated rubrics.

General Backward Design For a Theme

<p>6. Can-do related lexis (vocabulary / language chunks)</p>	<p>Glossed <u>Luster’s dialect</u> - e’m, i’m, aint’, allus, atter, fer, hep, hisself, jist, larnin’.. (Translate Luster’s dialect into standard English in order to understand his speech) <u>Farming terms</u>- head of cattle, ridge, cow pasture, chipyard, spread fodder... (Explain briefly in order to understand Dave’s chores at the farm) <u>Uncommon words</u>- varmint, trudge, timothy grass, protozoa, chloroform, buckskin, propositions, gnarled, a leafless elm, barn, firewood, whip (switch), cattle, mule, hog, janitor, uphill, thaw, slouch, holster, ditch, frost, scholar, remedy, warrant, squint, lens, microscope, scrape, stool, incubator, dissect (explain only for the story)</p>
	<p>New (receptive) adjust, equipment, sweep, dispute, march, casual, generation gap, bridge the gap, compromise, perspective, conservative, modernist, education, communication, misunderstanding, compassion, appreciation, violence, opportunities, hands-on learning, experiential learning. “Spare the rod and spoil the child”</p>
	<p>Recycled (productive) Borrow, offer, climb, sweat, freezing, boots, soften, teeth, germ, handle, punch, overalls, duty, fence, lizard, ashamed, punish, punishment, change, convince, believe, accept, respect.</p>
<p>7. Critical Thinking (Strategies 2030) (see note 6)</p>	<p>Inferring, comparing and contrasting, distinguishing different perspectives, making connections (between two literary pieces), explaining cause and effect</p>

<p>8. Explicit Grammar instruction (related to/ taught in lesson) (see note 7)</p>	<p>Grammatical Structure(s):</p> <p>1. Adjectives</p> <ul style="list-style-type: none"> ● TO MAKE GENERAL DESCRIPTIONS Complex noun phrases with adjectives with more than one adjective or modifier to make general descriptions (adapted CEFR B2) ● TO DESCRIBE MULTIPLE QUALITIES OF A PERSON, PLACE OR THING Modify a noun phrase with more than one modifier (adjectives) to describe multiple qualities about a person, place or thing <p><i>Usage in the story:</i> Description of Luster’s appearance and character Description of Professor Herbert’s appearance and character Comparing and contrasting both characters in relevance to the main theme.</p> <p>2. Past Simple:</p> <ul style="list-style-type: none"> ● TO SHOW ORDER OF PAST EVENTS Finite subordinate clause (‘when’ + past simple) with time conjunctions, before or after a main clause to show the order of past events (adapted CEFR B2) <p><i>Usage in the story:</i> Reporting the sequence of events that happened in the story and led to Dave’s father visit to school Completing the summative task by students.</p> <p>3. Passive Voice</p> <ul style="list-style-type: none"> ● TO PLACE FOCUS ON THE ACTION Present simple and past simple to report an event or state where the focus is on the action (not the agent) <p><i>Usage in the story:</i> The cherry tree was broken / split by the boys Dave was punished The snake was dissected</p>
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Not every lesson will include all of the activities.

*Opening/ Spoken Reception/ Written reception/ Spoken Production/ Written Production/ Interaction/ Group/Pair work/ Mediation

Overview for Unit

Literary Text: Split Cherry Tree by Jesse Stuart

	Brief description	Mode of Interaction /Whole class) Group/Pair Independent/ (work	Materials/ Tools	Assessment (Formative/ Summative)
Introduction	<p>1. Preliminary activity:</p> <p>Interaction: Students explore the theme of generation gap in their own families by listing common points of disagreement while completing 4 prompts given by the teacher. Then, they share with their classmates to spot similarities and differences.</p> <p>Spoken Reception: a song “Father to son” by Cat Stevens Students identify the topic of the song and relate it to the general theme of “generation gap. Teacher encourages students to mention other songs/ poems / books / novels / movies that connect to the theme of the song.</p>	<p>Independent</p> <p>Whole class</p>	<p>carrying out instructions</p> <p>Open-ended question</p> <p>Paper (Pages with prompts) / Padlet</p> <p>Mp3</p>	<p>Formative</p>

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

SUMMATIVE TASK:

SPOKEN PRODUCTION:

Can relate events in a story, film or play to similar events he/she has experienced or heard about in level-appropriate language (adapted CEFR B1)

Instructions:

Dear Student,

After we have enjoyed learning the short story “The Split Cherry Tree”, now you will show your understanding of it through TWO different summative assessments: SPOKEN and WRITTEN. Each assessment weighs 50% of the final grade for this literary piece.

Answer ALL three following questions in detail.

1. What things in your world are difficult for your parents to understand?

For example: Tik-tok, Social Media, etc.

2. What things in your parents’ world are difficult for you to understand?

For example: Their taste of music, their views, etc.

3. What is similar and/or different between your relationship with your parents and Dave’s?

For example: different views of education and school, etc.

Please record your answer and upload it on Classroom (or send it via WhatsApp to me in a private message). The recording should be at least 1 minute long for each question.

USE at least 4 of the words we learned in each of your answers (12 words altogether). You will get extra points for each new word you use!

Grading:

According to the Ministry’s updated rubrics.

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)

Instructions:

Write 60-80 words on each one of the following questions. Please make sure to answer BOTH questions with full answers relating to suitable details and examples.

Please, pay attention to VOCABULARY and LANGUAGE.

3. What difference did Professor Herbert make in Dave's life?
4. Describe one teacher /person who made a difference in your life.

USE at least 6 of the words we learned in each of your answers (12 words altogether). You will get extra points for each new word you use!

Grading:

According to the Ministry's updated rubrics.

Split Cherry Tree Introduction.

5 point group.

Before reading the story: Activities for introducing the *theme* of the story- The generation gap.

The objective: to create interest and draw the students into the story through a theme they can easily relate to. To give the students vocabulary and terms they can use later on in the unit to discuss the story.

Teachers may choose one activity or both. Duration of each activity: 45 minutes

Activity 1: Divide the class into small groups and each group receives four blank cards. Teacher writes useful vocabulary on the whiteboard.

The cards are entitled:

- Something my parents do that annoys me.
- Something I do that annoys my parents.
- Something my parents often say to me.
- Something I often say to my parents.

Each group has five minutes to pass around the cards and fill them up with the student's individual input. At the end of the activity, each card will have a list compiled by all members of the group.

When everybody has finished, share the results with the group. A representative of the group can then present to the whole class.

Discussion: Were there points that many students shared? What do you usually argue about with your parents? What did kids and parents argue about in the past?

Written Interaction:

Notes, messages and forms

- Can take or leave messages communicating enquiries, and explaining problems

*Online conversation and discussion *

- Can post online accounts of social events, experiences and activities referring to embedded links and media and sharing personal feelings

Activity 2: Listen to the song “Father and Son” by Cat Stevens and follow the lyrics.

Clip: <https://www.youtube.com/watch?v=P6zaCV4niKk>

Lyrics: <https://genius.com/Cat-stevens-father-and-son-lyrics>

After listening to the song, make sure the students understand it: The song is a conversation. Who are the two speakers and what is the conflict between them? Find a sentence that each of them says.

Activity: In pairs, act out a similar conversation between a father and a son today, on an issue of your choice. (The restless son seeks freedom to find his own path, the father tells him to calm down and learn from his elder’s experience)

(Vocabulary for the activities introducing the theme: perspective, point of view, conflict, generation gap, expectations, demands, frustration, annoyance, argument, agree / disagree, power struggle, control, theme.)

Words may be written on the board, to serve the discussion.

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

The story we are about to read presents a conflict between a father and his teenage son.

Read the first part of the story “Split Cherry Tree” by Jesse Stuart and answer the google form below.

Teachers: (for making a copy of the Google Form)

https://docs.google.com/forms/d/1E5IIZjkt4_wM5PPo-WR1xDLQ_LkqNBDD1tfbog4cstc/copy

Formative Assessment:

Please, read the following instructions carefully. Then, record your answer and send it to your teacher. The recording must be 1-2 minutes long.

At the end of the lesson, link between the introductory activity and the story-

Make a connection between **the sentences you wrote about you and your parents** OR **the theme of the song “Father and Son”**, to **the theme of the story “Split Cherry Tree”**. What can you infer / understand about the relationship between father and son from your own experience, the song and the story?

(Students at the level of 5 points should have already learned the strategy of inferring before)

Pre-Reading for the Story: DIALECT

Dialect: Understanding Luster’s speech.

Talk about dialect in class. Do different dialects exist in our society? Why do you think the author chose to present Luster’s original way of speaking, even if it isn’t correct English? As a reader, what do you think of this choice?

Work page on dialect-

<https://docs.google.com/document/d/1cBArLCWnIXP8kdhgyJB9-l5TvQDjAbhrXAjfLo-gnrI/edit>

VOCABULARY

New (receptive)

adjust, equipment, sweep, dispute, march, casual, generation gap, bridge the gap, compromise, perspective, conservative, modernist, education, communication, misunderstanding, compassion, appreciation, violence, opportunities, hands-on learning, experiential learning.

“Spare the rod and spoil the child”

Recycled (productive)

Borrow, offer, climb, sweat, freezing, boots, soften, teeth, germ, handle, punch, overalls, duty, fence, lizard, ashamed, punish, punishment, change, convince, believe, accept, respect.

Glossed (just for understanding the story)

Luster's dialect - e'm, i'm, aint', allus, atter, fer, hep, hisself, jist, larnin'.. (Translate Luster's dialect into standard English in order to understand his speech)

Farming terms- head of cattle, ridge, cow pasture, chipyard, spread fodder... (Explain briefly in order to understand Dave's chores at the farm)

Uncommon words- varmint, trudge, timothy grass, protozoa, chloroform, buckskin, propositions, gnarled, a leafless elm, barn, firewood, whip (switch), cattle, mule, hog, janitor, uphill, thaw, slouch, holster, ditch, frost, scholar, remedy, warrant, squint, lens, microscope, scrape, stool, incubator, dissect (explain only for the story)

Vocabulary Practice through Quizlet:

<https://quizlet.com/449012900/the-split-cherry-tree-vocabulary-diagram/> Hebrew Translation

<https://quizlet.com/499817249/the-split-cherry-tree-vocabulary-diagram/> Arabic Translation

BODY - READING OF THE STORY:

“SPLIT CHERRY TREE”

You can read the story HERE <http://www.classicshorts.com/stories/cherry.html>

You can listen to the story HERE <https://www.youtube.com/watch?v=h7mCcmqow4k>

After reading the story:

Depending on your class, you may or may not divide the story into parts and choose to work on each part separately.

UNDERSTANDING THE STORY

Basic Understanding work pages:

Part 1

1. What would happen to Dave if he got home late?
2. Describe the teacher - Professor Herbert. Use a quote from the story
3. Describe Pa- Dave's father. Use a quote.
4. Why was Pa angry when Dave told him what happened? (more than one reason)
5. What did Pa say he was going to do the next day?

Part 2

1. What did Pa say he would do when he met Professor Herbert? What did he actually do?
2. Dave notices how the other students see his father. List three things that they notice in class and in the cafeteria.
3. What do we learn about Pa during his visit to the school?
4. Why doesn't Pa want to let Professor Herbert cancel the debt? Find the words in the text where he explains this.

ANALYSIS AND INTERPRETATION

(Critical thinking: **Distinguishing different perspectives**)

Vocabulary: perspective, point of view, conflict, generation gap, expectations, demands, agree / disagree, expectation, traditional , old-fashioned, modern, education, discipline, teaching methods, compassion towards the Other.

1. What is Professor Herbert's idea of education?
2. What is Pa's idea of education?
3. How does Pa change through his visit to the school?
4. How did your perspective change towards Pa by the end of the story?

(Critical thinking: **Comparing and Contrasting**)

Vocabulary: father-figure, educated, uneducated, standard English, dialect, profession (teacher vs. farmer), appearance, traditional, old-fashioned, modern, education, discipline, teaching methods, tone, approach, attitude, values.

Think of the characters of Pa and of Professor Herbert.

How are they different? (Think of as many points as you can- their appearance, their speech, their behaviour, their education, their values- what they believe in, their attitude towards Dave...) Fill in the table with at least 3 points of contrast.

What is being contrasted:	Pa	Professor Herbert
Looks Speech		
Job Education		
View on education and on punishment more:		

- **Now think-** How are they similar? What do they have in common, despite all these differences? Can we compare them to each other and find at least 3 points in which they are alike?

What is being compared	Pa	Professor Herbert
age role in Dave's life		
attitude to Dave values		
What he wants to teach Dave more:		

- Now that you have compared the two men, let's see how this comparison helps us understand the relationship between:
Dave-Pa-Professor Herbert.

1. What effect do these two men have on Dave? What part of his life does each man represent?
2. Dave is strongly connected to two worlds (farm and school). How do you think he feels? Have you ever felt a part of two different worlds? Explain the situation and how you felt.
3. Think of the name of the story “Split Cherry Tree”. What else is split, besides the tree?

SUMMATIVE ASSESSMENT

Spoken Production-

Answer the following questions in detail.

- What things in your world are difficult for your parents to understand?

(For example: Social Media, etc.)

- What things in your parents’ world are difficult for you to understand?

(For example: Their taste of music, their views, etc.)

- What is similar and/or different between your relationship with your parents and Dave’s?

(For example: different views of education etc.)

Please record your answer and upload it on Classroom (or WhatsApp). The recording should be at least 1 minute long for each question.

USE at least 4 of the words we learned in each of your answers (12 words altogether). You will get extra points for each new word you use!

Written Production-

Write 60-80 words on each one of the following questions (full answers with suitable details and examples please).

Please, pay attention to VOCABULARY and LANGUAGE.

- What difference did Professor Herbert make in Dave’s life?
- Describe one teacher /person who made a difference in your life.

USE at least 6 of the words we learned in each of your answers (12 words altogether). You will get extra points for each new word you use!