

General Backward Design For a Literary Piece

Name of Literary Piece: Thank you Ma'am

Theme of Literary Piece: trust\forgiveness\ second chances\ one act of kindness can change a person's life.

Level of Unit: B1 (4 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 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)
- 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 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)

Mediation

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

Written reception

- Can understand the description of places, events, explicitly expressed feelings and perspectives in a variety of text types (e.g., narratives, magazine articles, songs)

Spoken production

- Can give a prepared straightforward presentation without difficulty on a familiar subject or topic of interest explaining the main points with reasonable precision and clarity

Written Production

- Can present a topic in a short report or poster, using visuals and short blocks of text
- Can write accounts of experiences, describing feelings and reactions in connected text (adapted CEFR B1)

Spoken Interaction**Informal and formal discussion**

- Can convey his/her opinions and reactions politely regarding solutions to problems or practical questions

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 (adapted CEFR B1)
- can describe a character's feelings and explain the reasons for them in level-appropriate language

3. How many lessons will you plan in order to achieve objectives? 10 lessons**4. Assessment: Summative**

1. Create an advertisement for the "blue suede shoes" that Roger wants to buy.
2. Describe a personal event from your own life in which you felt embarrassed. Compare and contrast it with a similar event your character goes through. How are your feelings similar/different?

6. Can-do related lexis (vocabulary / language chunks)	Glossed
	New (receptive) to have faith in, blind trust, sincere, loyalty, power of trust, deserve, truthful, honest, dependable, strong bond
	Recycled (productive) Respect, accept, rely, relationship, responsible, believe, confidence, trust
7. Critical Thinking (Strategies 2030) <small>(see note 6)</small>	generating possibilities, comparing and contrasting
8. Explicit Grammar instruction (related to/taught in lesson) <small>(see note 7)</small>	Grammatical Structure(s): First Conditional

Overview for Unit/ Topic

Topic/Theme: Thank you Ma'am (4 points)

	Brief description	Mode of Interaction (Whole class/ Group/Pair /Independent work)	Materials/ Tools (See Note 9 for possibilities)	Assessment (Formative/ Summative)
Introduction	Spoken Reception TRUST (clip) – What is trust Quotations - to introduce themes-trust , forgiveness, empathy, kindness, second chance, vocabulary Grammar : First conditional	pair work frontal	clip\pictures	Formative

Body	Vocabulary Practice Read the story (YouTube) Basic understanding questions Critical thinking questions (critical thinking strategies : generating possibilities , Compare and contrast) , literary terms (Setting) , close reading of text. Bridging TO THE VIDEO	Independent Group work	Story as a document	Formative
Concluding Activity	Spoken Production/Written production 1.Create an advertisement for the “blue suede shoes” that Roger wants to buy. 2.Describe a personal event from your own life in which you felt embarrassed. Compare and contrast it with a similar event your character goes through. How are your feelings similar/different?	Independent Independent\ pairwork	Frontal Written	Summative Task

Spoken Reception

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

Listening to audio media and recordings

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

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)



Talk about it.



In pairs complete the following tasks.

Watch the [clip](#).

A. 1. What does trust mean to you?

Think about a time when you didn't feel you could trust someone.

What could he\she have done to fix the situation?

What do you need from him\her to trust him\her more?

1. **2. Read the [quotations](#).**



EVERYONE
DESERVES A
CHANCE TO
CLEAN UP
THEIR
MISTAKES.

KEVIN MAZUR/THE NEW YORK TIMES




We all deserve
second chances,
but not for the
same mistake.

THABISO OWETHU XABANISA

EVERYDAY POWER



Second chances are not given to
make things right, but to
prove we can be better even
after we fall.



*Tommorrow is a second chance, a
chance to do something that you
couldn't do today...*

StoryMirror



“

Nothing important was ever
achieved without someone
taking a chance.

W. JACKSON BROWN JR.

BRACHUNG.OTTEL.COM



Chances are there
not just to correct mistakes.
But to determine worth.

inhishtoughts

2. Do you believe that everyone deserves a second chance? Why or why not?
3. Have you ever been given a second chance in your life? If so, what was it for?
4. What is the most important thing you would do if you were given a second chance? choose two things and share them with the class. [If I have another chance](#)

I will play my favorite sport
I will make sure to study harder
I will keep my friend's secrets
I will listen to my parents' advice
I will not waste my money
I will made my parents proud of me
I will not waste my time
I will do things differently
I will spend time with my family

Written Reception

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

Reading as a leisure activity

- Can understand the description of places, events, explicitly expressed feelings and perspectives in a variety of text types (e.g., narratives, magazine articles, songs)

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 (adapted CEFR B1)
- can describe a character's feelings and explain the reasons for them in level-appropriate language




Pre-reading







Elicit and teach vocabulary

A) Match word/expression to the appropriate picture, add meaning in L1.

Thank you ma'am

- Match word/expression to the appropriate picture.

word	picture	meaning in L1
purse		
snatch		
balance		

<p>carry</p>	 <p>"Maybe it's not so good that my mentor is taking me to the mountaintop with him."</p>	
<p>turn someone loose</p>	 <p>dreamstime.com</p>	
<p>struggle</p>		
<p>embarrass</p>	 <p>shutterstock.com - 92846239</p>	
<p>bother</p>		
<p>weigh</p>		

take off



Basic Understanding

1. Where and when does the story take place? _____

2. What does the woman look like? _____

3. What happens when the boy tries to steal the woman's purse?

4. Describe Roger's appearance.

5. Why did the boy want to steal the purse?

6. Why does the boy lie?

7. where does Mrs. Jones takes the boy?

8. What reason Mrs. Jones gives for not taking Roger to jail?

B) Sentence completion exercise.

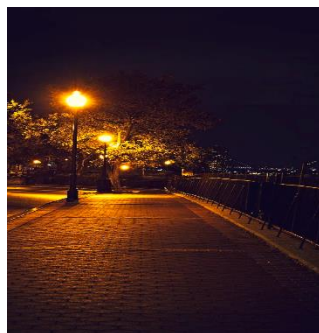
- Complete the sentences with words and expressions from the list. You may use your dictionary.

sidewalk	aim	ashamed	release	bother	turn someone loose
carried	purse	full blast	whispered	struggle	
strap	taking off	weight	lose	caused	

1. She held onto her _____ tightly as she walked down the busy _____.
2. The _____ on her bag was frayed, and she was worried it might break.
3. He _____ the heavy box upstairs to his apartment.
4. The loud noise _____ him to cover his ears.
5. She didn't want to _____ her umbrella, so she made sure to put it in her bag.
6. He sighed with relief after _____ his tight shoes.
7. The music was playing _____, making it hard to concentrate.
8. She felt _____ of her mistake and apologized immediately.
9. The company's _____ is to increase profits.
10. The _____ of the suitcase made it difficult to lift.
11. The animal control officer decided to _____ stray cat _____ in the park.
12. He decided to _____ the new album he had been working on for months.
13. She _____ the secret in her friend's ear.
14. He had to _____ to open the jammed door.

15. It didn't _____ her that her plans had changed last minute.

Pre-reading pictures for the Basic Understanding of the story



1. What is the setting of the story? (Where and when did the story take place)
2. Who are the main characters in the story?

3. Who is the protagonist/ antagonist?
4. Who's telling the story? Is this the best person to tell it? Why?
5. What **might** the woman do?
6. What **might** happen to the boy?

Read PART I and then complete the SUMMARY

1. Arrange the events as they happened in the story.

- ___ The woman turned around and kicked the boy.
- ___ The purse was heavy.
- ___ A big woman with a big purse was walking alone at night (11 o'clock).
- ___ Then she picked him up by his shirt front and shook him hard.
- ___ A boy tried to steal her purse.
- ___ The woman held her purse slung across her shoulder.
- ___ The strap broke, the boy lost his balance and fell on the sidewalk.



Read PART II and the complete the exercise : USE YOUR GLOSSARY

1. Complete the summary of Part II using the words from the Word bank. Make any necessary changes.

hungry, allowed, large, whispered, frail, struggle, roomers, dirty, roomers, wash, scared, drag

The woman ___ the boy to pick up her purse and give it back to her. The boy was ___ so he ___ when he answered the woman. She noticed his face was ___ and she said she would ___ it for him later. The woman was ___, and the boy was ___, so easily she was able to ___ him along with her as she walked towards her home, asking him if he was ___. The boy ___; but the woman ___ him into her room in a house with others ___.

Basic understand and analysis question: (Part II) generation possibilities

2. What choices did Mrs. Jones have dealing with Roger? What choice did she make?
3. Why doesn't Mrs. Jones call the police? What do you think are her intentions with the way she deals with the situation with Roger?

Mediation

- Can express his/her reactions to a work, reporting his/her feelings and ideas in level-appropriate language (adapted CEFR A2)
4. Describe what would happen if the situation to Mrs. Jones would happen to you, and you would bring Roger home. How would your family/friends react?

PART III

Before watching the clip, answer the following questions:

1. Have you ever heard of the term "Kindness Boomerang" before?
 2. What do you think the phrase "Kindness Boomerang" means?
 3. Can you give an example of a time when someone showed you kindness unexpectedly.
- Watch the "Kindness Boomerang" [clip](#). In pairs, think of what are some simple ways we can show kindness to others? Share it with the class.

1. _____
2. _____
3. _____
4. _____
5. _____



Write: True/False statements. Correct each false statement:

1. The woman in the story is a police officer. _____

2. The boy snatched the woman's pocketbook because he was hungry. _____
3. The woman is angry with the boy for snatching her pocketbook. _____
4. The boy is afraid the woman will call the police on him. _____
5. The woman offers to take the boy to the store to buy milk. _____
6. The woman works in a hotel restaurant. _____
7. The woman gives the boy ten dollars to buy blue suede shoes. _____
8. The woman is not concerned about the boy's background or family. _____
9. The boy is grateful for the woman's kindness. _____
10. The woman is happy to have the boy stay at her home. _____

Basic understanding and analysis question: (Part III)

- Why do you think Roger didn't run away from Mrs. Jones' apartment when he had the opportunity?
- Why did the woman stop watching the boy once she was inside the room?
- Do you think Roger expected the woman to behave as she did? Give examples to support your answer.
- What do you think may have happened if the boy had tried to run away?
- What lesson is Mrs. Jones teaching us about helping people?

Comparing and Contrasting:(activity)

Compare and contrast the two main characters in the story. Complete the graphic organizer using the words from the list:
 -lonely, generous, responsible, sincere, kind-hearted, troubled, responsible, strong, generous, truthful, honest, confident, tough.

Roger	Both	Mrs.Jones

Mediation

- Can describe the key themes and characters in short, accessible narratives involving familiar and/or relevant situations (adapted CEFR B1)
- How does Mrs. Luella’s action affect Roger in the story?

[Bridging TO THE VIDEO “kindness boomerang” Life Vest Inside - Kindness Boomerang - "One Day" - YouTube](#)

Give an example when you showed kindness towards someone? How were his\her reactions\ feelings? *Use the vocabulary you have learned in the unit / [\(new words for bridging task \)](#)*

Bridging task vocabulary

grateful	thankful	compassion	to show appreciation	to be in someone's debt	to show appreciation
to lend a hand	warm-hearted	heartfelt gratitude	to touch someone's heart	touching	caring

polite	support	kind	assistance	respect	share
--------	---------	------	------------	---------	-------

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)

Addressing audiences

- Can give a prepared straightforward presentation without difficulty on a familiar subject or topic of interest explaining the main points with reasonable precision and clarity

Speak about a moment when you felt embarrassed and explain why? *Choose either to record your answer or present it to the class, it should be at least 30 seconds. Use the vocabulary you have learned in the unit.* **Kubric**

Written Production (Complete one of the tasks)

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)

Creative writing

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

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)

Creative writing

- Can write accounts of experiences, describing feelings and reactions in connected text (adapted CEFR B1)

1. Create an advertisement for the “blue suede shoes” that Roger wants to buy.

2. Describe a personal event from your own life in which you felt embarrassed. Compare and contrast it with a similar event your character goes through. How are your feelings similar/different?

- Write a short paragraph.

- *You may use vocabulary you have learned in the unit. Use your glossary.*
- *Use critical thinking strategy “compare and contrast”.*

Thank you, Ma’am – Possible Summative Assessment Questions

Can express his/her reactions to a work, reporting his/her feelings and ideas in level-appropriate language (adapted CEFR A2)

Answer 2 of the 4 questions. Write 50-100 words. (10X2=20 points)

1. Pick one character (Roger\ Mrs. Jones) and explain why you would/would not like to have him/her as a friend.
2. Write how you would feel if you were one of the character’s (Roger\ Mrs. Jones) family members.
3. Describe an event from your own life in which you felt embarrassed. Compare and contrast it with a similar event Roger goes through. How are your feelings similar/different?
4. At the end of the story "The boy wanted to say something else other than, 'Thank you, Ma’am,' to Mrs. Luella Bates Washington Jones, but... he couldn't even say that."
What else besides "thank you" do you think Roger wanted to say to Mrs. Jones?

Can describe a character’s feelings and explain the reasons for them in level-appropriate language (adapted CEFR A2)

Answer 2 of the 4 questions. Write 50-100 words. (10X2=20 points)

1. Why doesn’t Mrs. Jones call the police? What do you think are her intentions with the way she deals with the situation with Roger?
2. Why did Roger want to steal Mrs. Jones' pocketbook?
3. Which character taught you the most (Roger\ Mrs. Jones)? What did s/he teach you and how?
4. What choices did Roger have when he was at Mrs. Jones apartment? What choice did he make? Why?
5. How do Roger’s actions change during the story? Why do they change?
6. Who tells the story? Is this the best person to tell it? Why?

Can describe the key themes and characters in short, accessible narratives involving familiar and/or relevant situations (adapted CEFR B1)

Answer 2 of the 4 questions. Write 70-100 words. (15X2=30 points)

1. How would the story be different if told through another character's eyes?
2. How does Mrs. Luella's actions affect Roger in the story?
3. What lesson does this story teach you about life? How does it teach it?
4. Describe a time in which you faced a similar problem to that the main character faces. How did you solve it? How would the character have solved it?

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)

Answer 2 of the 4 questions. Write 70-100 words. (15X2=30 points)

1. From the following extract, explain what will happen next? What are the clues in the text that explain the events? What is important about this extract in relation to the rest of the story?
“the boy fell on his back on the sidewalk, and his legs flew up. the large woman simply turned around and kicked him right square in his blue-jeaned sitter. Then she reached down, picked the boy up by his shirt front, and shook him until his teeth rattled.”
2. From the following extract, explain what will happen next? What are the clues in the text that explain the events? What is important about this extract in relation to the rest of the story?
“The water dripping from his face, the boy looked at her. There was a long pause. A very long pause. After he had dried his face and not knowing what else to do dried it again, the boy turned around, wondering what next. The door was open.