

This unit has been prepared by Shmuel Skoblinski, Hana Golego and Yael Katz

**General Backward Design For a Literary Piece**

**Name of Literary Piece:** The Road Not Taken by Robert Frost

**Theme of Literary Piece:** Making choices and decisions      **Level of Unit:** B1

**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 the main points and details of clearly articulated standard speech on concrete and abstract familiar matters regularly encountered in school, leisure etc.

**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 Reception**

Can read and adequately comprehend texts on familiar subjects and/or topics of interest containing 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)

**Interaction**

Can exploit a wide range of level-appropriate language to deal with most familiar situations

**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 main points of recorded material about familiar subjects.
- Can follow the main points in short video clips on familiar topics.

### Written Reception:

- Can understand texts on familiar subjects or topics of current interest, and recognize implied points of view.
- Can understand the description of places, events, explicitly expressed feelings and perspectives in a variety of text types (e.g., poems)

### Spoken Production:

- Can give accounts of experiences, describing feelings and reactions.
- Can give some reasons and explanations for opinions, plans and actions.

### Written Production:

- Can write straightforward descriptions on a range of familiar subjects and topics of interest

### Spoken interaction:

- Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.
- Can give or seek personal views and opinions in discussing topics relating to a text.

### Mediation:

- Can describe the personality of a character in level-appropriate language
- Can point out the most important 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)

## 3. How many lessons will you plan in order to achieve objectives? 4-5

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

Formative: Vocabulary practice, basic understanding worksheet, critical thinking worksheet

Summative: Concluding spoken task

Read four opinions of the poem “The Road Not taken” by Robert Frost.

Whose opinion do you support? Share your reasons for agreeing with them and explain why you disagree with the other opinions.

	<b>Glossed</b> hence , tread, fair, wear
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<b>6. Can-do related lexis (vocabulary / language chunks)</b>	<b>New (receptive)</b> both, traveler, wood, autumn/fall, step, make a difference, influence, similar, choice, decision, equally, claim, doubt, regret, relief
	<b>Recycled (productive)</b> make a difference, both, regret, Similar, for and against
<b>7. Critical Thinking (Strategies 2030)</b> (see note 6)	Compare and Contrast Distinguishing Different Perspectives
<b>8. Explicit Grammar instruction</b> (related to/ taught in lesson) (see note 7)	<b>Grammatical Structure(s):</b> Past simple

**Overview for Unit Literary Text: The Road Not Taken**

	<b>Brief description</b>	<b>Mode of Interaction</b> (Whole class/ Group/Pair /Independent work)	<b>Materials/ Tools</b>	<b>Assessment</b> (Formative/ Summative)
<b>Introduction</b>	<b>Spoken reception</b> Song “Should I Stay Or should I good”	Whole class Independent work	<a href="#">Clash - Should I Stay or Should I Go</a> <a href="#">Introduction to “The Road Not Taken”</a>	Formative assessment
<b>Body</b>	<b>Written reception -</b> Read the poem and answer the questions Vocabulary Practice Critical thinking Strategies -Problem Solving /Compare and contrast	Whole class Independent work  Pair work	<a href="https://www.poetryfoundation.org/poems/44272/the-road-not-taken">https://www.poetryfoundation.org/poems/44272/the-road-not-taken</a> Vocab Practice <a href="#">Quizlet Vocabulary Practice</a> Critical Thinking questions	Formative assessment

<b>Closing task</b>	<b>Spoken production</b> Read four opinions of the poem “The Road Not taken” by Robert Frost. Whose opinion do you support? Share your reasons for agreeing with them and explain why you disagree with the other opinions.	Independent work	Spoken Production Concluding Task Summative Assessment	Summative Task and Assessment
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### **Introduction to “The Road Not Taken” Spoken reception:**

#### **Spoken Reception**

- Can understand the main points of recorded material about familiar subjects.
- Can follow the main points in short video clips on familiar topics.

#### **Listen to the song “Should I Stay or Should I Go” by *The Clash***

While listening, fill in the blanks.

After listening to the song answer the questions.

Darling, you \_\_\_\_\_ let me know

Should I stay or should I go?

If you say that you are \_\_\_\_\_

I'll be here 'till the end of time

So you got to let me know

Should I stay or should I go?

It's always tease, tease, tease

You're happy when I'm \_\_\_\_\_

One day it's fine and next it's black

So if you want me \_\_\_\_\_

Well, come on and let me know

Should I stay or should I go?

Should I stay or should I go now?

Should I stay or should I go now?

If I go, there will be trouble  
And if I stay it will be double  
So come on and let me know

[Verse 3]

This indecision's \_\_\_\_\_ me  
If you don't want me, set me free  
Exactly whom I'm \_\_\_\_\_ to be  
Don't you know which clothes even \_\_\_\_\_ me?  
Come on and let me know  
Should I cool it or should I blow?

**Answer the Questions:**

1. Why does the person singing the song want to leave the relationship?

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2. Why does the person singing the song want to stay in the relationship?

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3. What is the song "Should I Stay or Should I Go" about?

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4. Have you ever been in a similar situation? What did you do? If not, what would you do?

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### Vocabulary Practice

Below are 4 questions, (A) to (C). In each question there are 6 items (words or chunks) and three definitions. In each question, match three of the items 1-6 to the definitions. Each correct answer is worth 2 points.

<b>A.</b>	1. <b>both</b>	
	2. <b>traveler</b>	_____ a person on the road
	3. <b>wood</b>	_____ a season of the year
	4. <b>autumn/fall</b>	_____ to change things
	5. <b>step</b>	
	6. <b>make a difference</b>	
<b>B.</b>	1. <b>influence</b>	
	2. <b>similar</b>	_____ the power to cause an affect
	3. <b>choice</b>	_____ to be the same
	4. <b>decision</b>	_____ to step on something
	5. <b>wear</b>	
	6. <b>tread</b>	

<b>C.</b>	1. <b>fair</b>	
	2. <b>equally</b>	_____ maybe
	3. <b>perhaps</b>	_____ an argument
	4. <b>claim</b>	_____ unsure

5. <b>doubt</b>	
6. <b>regret</b>	

### Written reception

- Can understand texts on familiar subjects or topics of current interest, and recognize implied points of view.
- Can understand the description of places, events, explicitly expressed feelings and perspectives in a variety of text types (e.g., poems)



Read the poem.

Look closely at this photo. What do you notice? Which path would you choose to walk down? Why? What do you think the phrase “the road not taken” means?

How would you describe the narrator? What do you notice about the structure and rhyme scheme of the poem? What do you think of the ending of the poem?

### **Critical Thinking Strategies- Compare and Contrast/ Problem Solving**

1. What decision does the speaker in the poem have to make? Why must he decide?
2. In Stanza 2, the speaker observes that both roads are “fair.” What similarity between them does he mention in this stanza? What do you assume from the second way they are alike?
3. The speaker would like to follow both roads through the woods, but he has to choose one over the other. Write about a time when you had to choose between two things you wanted to do in life. Looking back, do you think you made the right decision? Why or why not?
4. Describe the speaker’s mood in the last stanza. What does the word “sigh” suggest to you? Do you think he sighs in regret, or do you think he is content with the decision he made in choosing which road to travel? Why do you think so?
5. What do you think the two roads could symbolize?

### **Spoken Production**

- Can give some reasons and explanations for opinions, plans and actions

Read the following four opinions of the poem “The Road Not taken” by Robert Frost.

**Jack:** "I like The Road Not Taken. It makes me think about the choices I make and encourages me to do things differently from others."

**Katie:** "I don't get why people love this poem so much. It has a lot of fancy words and metaphors that don't mean anything to me."

**Tom:** "I'm not sure how I feel about The Road Not Taken. On one hand, it seems like a good poem about taking risks and following your own path. But on the other hand, it also feels like it's promoting individualism over teamwork and community."

**Sarah:** "The Road Not Taken is my favorite poem ever! Whenever I read it, I feel empowered and motivated to make bold choices in my life."

Whose opinion do you support? Share your reasons for agreeing with them and explain why you disagree with the other opinions. Prepare a recording of about 30 seconds to a minute. Use the vocabulary learned in the unit. (agree and disagree, make a difference, both, regret, similar, different)

### Rubric for Spoken Production

Criteria	Value	Excellent 85-100	Good 65 - 84	Needs Work Below 65	Score
Topic development	60%	<p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>-are relevant to topic asked</li> <li>-show <b>complete</b> understanding of key information</li> <li>-are logical and well organized</li> <li>-are well developed (<b>in-depth</b>, including <u>detailed</u> explanations/ examples to <u>support</u> answer)</li> </ul>	<p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>- are <b>mostly</b> relevant to topic asked</li> <li>-show understanding of key information for the most part</li> <li>-are <b>mostly</b> logical and well organized</li> <li>-are mostly developed (lacking detail or explanations / examples to <u>support</u> answer)</li> </ul>	<p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>- are <b>partially</b> relevant to topic asked</li> <li>- show partial understanding of key information</li> <li>- are <b>partially</b> organized</li> <li>- lack development (lacking detail or superficial explanations /examples to support answer)</li> </ul>	__ / 60
Delivery (Clarity and fluency)	10%	<p><b>Speech:</b></p> <ul style="list-style-type: none"> <li>- is comprehensible (pace, intonation and word stress allow for clear and easy comprehension)</li> <li>- has almost no hesitations</li> </ul>	<p><b>Speech:</b></p> <ul style="list-style-type: none"> <li>- is <b>mostly</b> comprehensible (pace, intonation and word stress allow for clear and easy comprehension for the most part)</li> <li>- has some hesitations</li> </ul>	<p><b>Speech:</b></p> <ul style="list-style-type: none"> <li>- is <b>partially</b> comprehensible (pace, intonation and word stress make it difficult to comprehend)</li> <li>- has many hesitations</li> </ul>	__ / 10
Vocabulary	20%	<p><b>Answers include:</b></p> <p>correct and varied use of appropriate words, chunks, and expressions</p>	<p><b>Answers include:</b></p> <p>-<b>mostly</b> correct and mostly varied use of appropriate words, chunks, and expressions</p>	<p><b>Answers include:</b></p> <p>-<b>partially</b> correct and some inappropriate use or repetition of words, chunks, and expressions</p>	__ / 20

Language	10%	<b>Answers include:</b> - <b>mostly</b> correct use of appropriate language structures -only uses English -pronouns and prepositions are used correctly	<b>Answers include:</b> - <b>mostly</b> correct use of appropriate language structures -mostly uses English -pronouns and prepositions are sometimes used incorrectly	<b>Answers include:</b> - <b>partial</b> use of appropriate language structures with many errors -partially uses English -pronouns and prepositions use is incorrect	__/10
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### Mediation- Summative Assessment

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

35% (2 questions 20+15)

1. Describe how the poet/speaker acts at the end and explain why you think he acts that way.
2. How does the poet's thoughts affect himself?
3. Explain why you think the poet does not choose the road which many people trod by?
4. Explain the poet's thinking pattern throughout the poem. Does it change at the end? Explain why or why not?

- Can point out the most important 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)

(35% 2 literary term questions 20+15)

1. Is the setting important to the story? How?
2. What is the turning point of the story? Who/What changes as a result? How? Why?
3. What problem does the speaker in the poem face? How does he/she solve it?

- Can explain in some detail which character he/she most identified with and why in level-appropriate language (adapted CEFR B1) (30% 2 questions 15+15)

1. Analyzing the poet's thinking pattern and choices explain why you would/would not like to have him/her as a friend.
2. Write about what would happen if you brought the poet to school or home for a day.
3. Pick a stanza in which you disagreed how the poet handled a situation and rewrite it in the way you think it should have happened.
4. What quality of the poets strikes you as a good characteristic to develop within yourself over the years? Why? Describe how the poet demonstrates this quality?
5. How would the poem be different if told through another speaker's eyes?
6. What is the main conflict for the speaker in the poem? How does he resolve it? Do you think he resolved the conflict well or not? Explain.