

.This unit has been prepared by Anna Shroff and Lara Mor

General Backward Design For a Literary Piece

Name of Literary Piece: Warren Pryor by Alden Nowlan

Theme of Literary Piece: Relationships between parents and children **Level of Unit:** B2

Each unit should include all of the following activities:

(spoken reception/written reception/spoken production/written production/ interaction /mediation)

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 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 describe and connect the key themes and characters in accessible narratives involving familiar and/or relevant situations in two creative/literary pieces (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

Spoken Interaction:

- Can interact with a degree of fluency and spontaneity that makes possible strain-free 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

2. Operative can-do statements:

Spoken Reception:

- Can understand many TV programs (e.g., interviews, short lectures, documentaries and news reports) on general topics/issues and/or of personal interest provided speech is clearly articulated
- Can understand extended speech and most lines of argument on concrete and abstract topics, provided these are sign-posted by explicit markers
- Can recognize the speaker's point of view and distinguish this from facts that he/she is reporting.

Written Reception:

- Can understand texts on familiar subjects or topics of current interest, and recognize implied points of view
- Can exploit text structure for comprehension (e.g., contrasting arguments, problem-solution and cause-effect relationships)
- Can scan texts to locate and gather desired information from different parts of a text to fulfill a specific task.
- Can recognize the intent of a text: to provide factual information or to convince readers of something.

Spoken Production:

- Can describe events and situations
- Can describe the different perspectives of characters in level-appropriate language.

Written Production:

- Can exploit text structure for comprehension (e.g., contrasting arguments, distinguishing different perspectives, compare - contrast, and cause-effect relationships)
- Can describe and connect the key themes and characters in accessible narratives involving familiar and/or relevant situations in two creative/literary pieces (adapted CEFR B1)
- Can describe the personality of a character in level-appropriate language (adapted CEFR B1)

Mediation:

- Can describe the different perspectives of characters in level-appropriate language.
- Can explain in some detail which character he/she most identified with and why in level-appropriate language (adapted CEFR B1)

Spoken Interaction:

- Can understand in detail what is said to him/her in standard spoken language even in a relatively noisy environment

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

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

Formative: [Basic understanding worksheet](#)

[Quizalize](#)

Summative: Concluding Spoken Production Task

- Students choose one of the perspectives from the poem, parent or child, and explain, orally, how they would feel if they were in their position. (worksheet #3)

Summative: Written Production Task (After completing *The Split Cherry Tree* by Jesse Stuart)

- Students interact, answer questions, and compare the two literary pieces, *Warren Pryor* and *The Split Cherry Tree*.

6. Can-do related lexis (vocabulary / language chunks)	Glossed <i>Meagre acreage that bore them down - their large land was too much for them</i> <i>Brutal toil - extremely hard work, exhausting physical labor</i> <i>Cups run over - תהילים פרק כ"ג / כוסֵי הַיַּיִן -</i> <i>Marvel - admire</i> <i>Teller - bank worker</i> <i>Upon-on</i> <i>Board at school-get into</i> <i>Blush -become red in the face</i>
	New (receptive) mean (meant) sacrifice slave (v) free (v) pride graduation (brutal) patience cage

	<p>bill rage</p> <p>Recycled (productive)</p> <p>importance/significance education achieve/achievement goals/outcome/result trapped frustrated/ not satisfied consider express his feelings regard compare perspective different the same represent position at work</p>
<p>7. Critical Thinking (Strategies 2030) (see note 6)</p>	<p>Comparing and Contrasting Distinguishing Different Perspectives Explaining Patterns (of Behavior)</p>
<p>8. Explicit Grammar instruction (related to/ taught in lesson) (see note 7)</p>	<p>Grammatical Structure(s): Conditional</p>

Overview for Unit

Literary Text: Warren Pryor by Alden Nowlan

	Brief description	Mode of Interaction (/Whole class) Group/Pair Independent/ (work	Materials/ Tools	Assessment (Formative/ Summative)
Introduction	<p>Spoken reception Video Clip about the life choices- w/ T or F statements. Interactive Activity (following the Spoken Reception Activity) - What job do Ss want to have in the future and what job do their parents want them to have?</p>	<p>Whole class</p> <p>Pair work</p>	<p>Video Clip Spoken reception worksheet #1 (see appendix) Spoken Interaction</p>	
Body	<p>Written reception Vocabulary for the poem Read the poem - audio available Basic understanding questions worksheet Quiz-Match lines in the poem to their meanings.</p> <p>Written reception Analysis questions - Ss choose questions and analyze the poem in pairs Go over five questions as a class</p>	<p>Whole class</p> <p>Pair work</p> <p>Individual work</p>	<p>Poem and link to audio Written reception Vocabulary, Basic Understanding, Analysis Worksheet #2 (see Appendix)</p>	

	<p>Literary terms: stanza, rhyme, theme. Critical thinking strategies: Distinguishing different perspectives, compare and contrast for the summative Vocabulary for summative assessment</p> <p>Explicit Grammar Instruction - Second Conditional Presentation and practice online</p>	<p>Pair work</p> <p>Whole class</p> <p>Whole class</p> <p>Individual work Online practice</p>		
Concluding task	<p>Spoken production - Ss choose one of the perspectives in the poem (parent or child) and explain how they would feel. Students record their answers (Flipgrid,WhatsApp). The answer should be at least 30 seconds.</p>	<p>independent</p>	<p>Spoken Production Summative Spoken Production Task Worksheet #3 (see Appendix)</p>	<p>Summative Assessment</p>
	<p>Written Production /Mediation SA- Summative assessment of Warren Pryor and A Split Cherry Tree (compare and contrast - the two boys in the literary pieces we learned.</p>		<p>Written Production SA Task Worksheet #4 (see Appendix)</p>	<p>Summative Assessment:</p>

Not every lesson will include all of the activities.

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

Appendix

Worksheet #1

Introduction Spoken Reception Activity [Parents' Choice vs. Children's Dreams | #changeyourlife](#) Vocabulary

management		position	
cross the line		military upbringing	
have a say in (something)		application/ apply	
a calling		interior designer	
journalist		truthful	
follow your dreams		right path	
consultant			

Glossary

outsourcing firm

newscaster

Mandarin language

accountancy

Students read the statements before watching the video clip.

Answer if these statements are *True* or *False* while watching the video.

	True	False
1. The father works in advertising.		
2. Overall, the parents achieved their dream jobs.		
3. The parents do not have expectations for their children's future.		
4. The parents gave their children the freedom to decide their own careers.		
5. It was easy for the children to tell their parents what they wanted for their own careers.		
6. The parents accept their children's choices.		
7. Parents should encourage their children to follow their dreams.		

Worksheet #2

Vocabulary and Basic Understanding Questions

Word	Definition/ Synonym	Hebrew Translation
mean (meant)		
sacrifice		
(board (at a school))	get into	
slave (v)	work very hard	
free (v)		

pride		
graduation		
(brutal)		
patience		
cage		
bill	paper money	
rage	anger	

Meagre acreage that bore them down - their large land was too much for them

Brutal toil - extremely hard work, exhausting physical labor

Cups run over - תהילים פרק כ"ג / כוסים הנייה -

Marvel - admire

Teller - bank worker

Upon-on

Board at school-get into

Blush -become red in the face

Can recognize the intent of a text: to provide factual information or to convince readers of something.

Can recognize the speaker's point of view and distinguish this from facts that he/she is reporting.

Choose at least six questions and answer them.

1. What do we understand about the family from the first line?
2. What did Warren's parents do for a living?
3. How well off is his family? Give examples from the poem.
4. Why did they send the boy to a boarding school?

5. Were they happy with the boy's accomplishments at school?
6. What did they regard his graduation diploma as?
7. Where did Warren work?
8. What did his parents feel about his position at work?
9. How did the boy feel about his life?

Written reception activity and literary terms

Students reread the poem and find a set of rhyming words in each stanza.

Stanza	Rhyming Words
Stanza 1	
Stanza 2	
Stanza 3	
Stanza 4	

Analysis and Interpretation

Vocabulary for Production

	Definition / Synonym	Word in a Sentence
importance/significance		
education		
achieve/achievement		
goals/outcome/result		
trapped		

frustrated/ not satisfied		
consider		
express his feelings		
regard		
compare		
perspective	point of view	
different		
the same		
represent		
position at work		

<https://app.quizalize.com/view/quiz/warren-pryor-vocabulary-c485f9a7-a333-4b36-abe5-7075a060b099>

Can recognize the speaker's point of view and distinguish this from facts that he/she is reporting.

Choose seven questions to answer.

1. How do we know that Warren's family were poor farmers? Which words helped you understand it?
2. Why did Warren's family work so hard?
3. What is a passport? In what way could a graduation diploma be like a passport?
4. What kind of job does Warren have later in the poem?
5. Why do you think the word Bank is capitalized?
6. What is the significance of his clothes?

7. How do his parents feel about his job and how does he feel about his job? Give examples from the poem (Distinguishing Different Perspectives)
8. How do we know Warren is not happy with his life?
9. “And he said nothing”. Why do you think that Warren didn’t say anything?
10. What is the theme of the poem?

Worksheet #3

Warren Pryor Spoken Production Concluding Task

Name: _____

<p>Overall mediation</p> <ul style="list-style-type: none"> ● Can convey with reasonable reliability detailed information and arguments contained in complex but well-structured texts within his/her areas of interest
<ul style="list-style-type: none"> ● Can describe the different perspectives of characters in level-appropriate language.

Choose one of the perspectives, parent or child, and explain how you would feel if you were in their position.

Your spoken answer should be at least 30 seconds long and include vocabulary you’ve learned in this unit. Record your answer for the teacher.

Vocabulary

achieve/achievement	goals/result/outcome	rage
cage	importance/significance	regard
compare	mean/meant	represent
consider	patience	sacrifice
education	perspective/point of view	to slave
express his feelings	position at work	trapped
free	pride	the same

frustrated/not satisfied

Rubrics for Spoken Production

Name of student _____

Date: _____

Criteria	Value	Excellent 85-100	Good 65 - 84	Needs Work Below 65	Score
Topic development	50%	Answers: -are relevant to topic asked -show complete understanding of key information -are logical and well organized -are well developed (in-depth, including <u>detailed</u> explanations/ examples to <u>support</u> answer)	Answers: - are mostly relevant to topic asked -show understanding of key information for the most part -are mostly logical and well organized -are mostly developed (lacking detail or explanations / examples to <u>support</u> answer)	Answers: - are partially relevant to topic asked - show partial understanding of key information - are partially organized - lack development (lacking detail or superficial explanations /examples to support answer)	__ / 50

Delivery (Clarity and fluency)	10%	Speech: - is comprehensible (pace, intonation and word stress allow for clear and easy comprehension) - has almost no hesitations	Speech: - is mostly comprehensible (pace, intonation and word stress allow for clear and easy comprehension for the most part) - has some hesitations	Speech: - is partially comprehensible (pace, intonation and word stress make it difficult to comprehend) - has many hesitations	___/ 10
Vocabulary	30%	Answers include: correct and varied use of appropriate words, chunks, and expressions	Answers include: - mostly correct and mostly varied use of appropriate words, chunks, and expressions	Answers include: - partially correct and some inappropriate use or repetition of words, chunks, and expressions	___/ 30
Language	10%	Answers include: - mostly correct use of appropriate language structures -only uses English -pronouns and prepositions are used correctly	Answers include: - mostly correct use of appropriate language structures -mostly uses English -pronouns and prepositions are sometimes used incorrectly	Answers include: - partial use of appropriate language structures with many errors -partially uses English -pronouns and prepositions use is incorrect	___/10

Teacher's comment: _____

Final Grade: _____

Worksheet #4

The Split Cherry Tree & Warren Pryor Summative Assessment 5 points

Name: _____

- Can exploit text structure for comprehension (e.g., contrasting arguments, distinguishing different perspectives, compare-contrast, and cause-effect relationships)
- Can describe and connect the key themes and characters in accessible narratives involving familiar and/or relevant situations in two creative/literary pieces (adapted CEFR B1)

Answer the questions according to the two literary pieces, *The Split Cherry Tree* and *Warren Pryor*.

1. The families in both literary pieces are poor farmers who have to work hard. Give examples from the story and from the poem to support this fact. (15 points)
2. Why do the parents in both literary pieces send the boys to school? Give examples from the texts to support your answer. (10 points)

3. In both pieces, the authors mention clothes (Pa's in the story and the boy's in the poem). Give examples of the clothes mentioned. What is the significance of the clothes in understanding the characters? (indirect characterization) (15 points)
4. Explain Pa's behavior pattern when he deals with a conflict. How does it change by the end of the story? (Split Cherry Tree) (15 points)
5. Explain how the two characters, Warren Pryor and Dave Sexton are similar and how they are different. (15 points)

- Can explain briefly the feelings and opinions that a work provoked in him/her in level-appropriate language (adapted CEFR B1)
- Can describe the personality of a character in level-appropriate language (adapted CEFR B1)

6. How do we know Warren is not happy with his life? Why do you think that Warren didn't say anything? (Warren Pryor) (15 points)
7. In the poem, the boy works in the bank after his graduation. Which job do you think Dave would choose after he graduates? Do you think he will stay on the farm with his family or will he do something else? Base your answer on the facts from the story. (15 points)

Rubric for 5 points Literature

Criteria - Content (50 points)			
	15-11	10-6	5-0
Clarity & coherence	The response is clear, coherent and well-organized.	The response is partially clear and organized.	The response is unclear and not organized.

Understanding of the literary piece	15-11	10-6	5-0
	The response shows in depth understanding of the literary piece.	The response shows some understanding of the literary piece.	The response does not show understanding of the literary piece.
Supporting evidence and relevance	20-14	13-7	6-0
	All information provided is relevant to the task. The response includes many supporting details and examples to justify the response.	Only some of the information provided is relevant to the task. The response has some supporting details and examples to justify the response.	Most information provided is irrelevant to the task. The response has very few supporting details and examples to justify the response.
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.	Very little use of complex structures and lacking command of simple structures. Incorrect use of pronouns, prepositions and articles. Incorrect word order.

		Word order, pronouns, articles and prepositions are mostly correct.	
Mechanics of writing	10-8 points	7-6	5-0
	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.