

**Lesson Plan - Week 6**  
**Understanding By Design**  
**Tyler Wood**

<b>Stage 1 – Desired Results</b>	
<p><b>Content Standard(s):</b>                      Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures (Public Schools of North Carolina, 2012).</p>	
<p><b>Understandings:</b>                      Students will understand that...</p> <ul style="list-style-type: none"> <li>• Stories, myths, and traditional literature are different styles of storytelling.</li> <li>• Different genres can have similar themes.</li> <li>• Every culture has their own way of telling stories and talking about these themes.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What makes a hero interesting?</li> <li>• Where does a hero fit into a society? Are they inside or outside society?</li> <li>• What can we learn from a myth?</li> <li>• Why are some stories traditional?</li> </ul>
<p><b>Student objectives (outcomes):</b>                      Students will know and be able to...</p> <ul style="list-style-type: none"> <li>• Look for patterns and sequences in different stories, myths, or traditional literature.</li> <li>• Compare and contrast themes with different details and origins.</li> <li>• Be aware of their culture and the cultures of others.</li> </ul>	<p><b>Students will build relationships by...</b></p> <ul style="list-style-type: none"> <li>• Sharing ideas with the class in discussion</li> <li>• Small group discussion</li> <li>• Working in small groups to identify related themes in the class readings</li> </ul>
<b>Stage 2 – Assessment Evidence</b>	
<p><b>Performance Task(s):</b>  <b>“GRASPS”</b></p> <ul style="list-style-type: none"> <li>• Goal - Each student can create a model hero (or written character sketch) and give him/her a name and persona. Then they can explain why their persona and name match and what makes them a hero. They will include the themes we discussed in class (e.g. quests).</li> <li>• Role - You are the author of the story and reader of your classmates stories</li> <li>• Audience - Your classmates and teacher</li> <li>• Situation - You will interpret the ideas learned in class to design and create a hero story. You will also read your classmates’ stories to determine what elements of the myth and hero ideas they have used and identify them in the writing.</li> <li>• Product - The written story will be the product</li> <li>• Standards - Your story must have a hero and a theme we discussed in class (e.g. quest) and touch on good versus evil. You must also be able to read and identify themes in your classmates’ work (Armstrong, 2014).</li> </ul>	

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<p><b>Self-Assessments</b></p> <ul style="list-style-type: none"><li>• Students will discuss idea</li><li>• Students will edit and assess their own work in an editing session</li><li>• Students will use a analytic rubric to guide their work with “quality feedback” (Wiggins &amp; McTighe, 2006, p. 174)</li></ul>	<p><b>Other Evidence (assessments)</b></p> <ul style="list-style-type: none"><li>• Students will have their writing assessed by peers to demonstrate that they “can see things from different points of view...and take a critical stance” (Wiggins &amp; McTighe, 2006, p. 165).</li></ul>
<b>Stage 3 – Learning Plan</b>	
<p><b>Learning Activities:</b> Using the WHERETO acronym, the learning activities are:</p> <ul style="list-style-type: none"><li>• the teacher will open with an essential question about heroes ‘What makes a hero interesting?’ (W.H.)</li><li>• the students will discuss what they know or think about heroes, what heroes they know etc...(W.H.E.T.)</li><li>• the teacher will assess prior knowledge during the discussion (T.O.)</li><li>• The teacher will explain the assignment and what the outcomes will be and handout rubric (W.E.R.)</li><li>• The teacher will lead a discussion of what it means to be a hero using stories previously read in class along with outside knowledge of movies they have watched. The teacher will use the essential questions to guide the discussion (W.E.R.T.)</li><li>• The students will create their own hero and give reasons why they think this character is a hero (E.R.T.O.)</li><li>• The students will share their stories with their classmates for peer review (R.E.)</li><li>• The students will discuss what they found and/or learned about heroes using other students’ writing (R.E.) (Wiggins &amp; McTighe, 2006, p. 197-222)</li></ul>	

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### **Learning Activities:**

#### **Day 1**

#### **Lesson Activities:**

- Students will evaluate what they know about heroes based on the essential question the teacher offers
- They will discuss the characters they know from stories read in class or movies seen outside of class and how they are heroes.
- They will then listen to the outcomes of the lesson and look over the rubric for the assignment.
- They will then get into smaller groups and discuss the main character from the current story plus any other stories they know to try and decide what makes a hero.
- In the groups they will write down their ideas for a brainstorm.
- Then they will create their own hero, using the brainstorming ideas from the small group.
- They will write a character sketch explaining what makes this character a hero and why.
- They will trade papers with a classmate and review the other students paper, looking for the elements of a hero. They will need to be able to explain the other person's hero to a neighbor (Wiggins, 2012).

#### **Materials Needed:**

Pencil(s), erasers, lined paper or notebook paper, blank paper

### **Feedback Strategies**

The students will receive feedback by way of:

- spoken feedback in discussion (real time from teacher) and referencing learning outcomes, goals (Wiggins, 2012).
- feedback based on self-assessment compared to the rubric.
- timely "small-group peer review" (Wiggins, 2012).
- teacher comments post-writing that are "concrete, specific, and useful" (Wiggins, 2012).

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### References

Armstrong, P. (2014). *Bloom's Taxonomy*. Center for Teaching: Vanderbilt University. Retrieved from <http://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

Public Schools of North Carolina. (2012). *English/language arts unpacked content*. Retrieved from <http://www.ncpublicschools.org/docs/acre/standards/commoncoretools/unpacking/ela/4.pdf>

Wiggins, G. (2012). *Seven keys to effective feedback*. Educational Leadership. ASCD. Retrieved from [www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx](http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx)

Wiggins, G. & McTighe, J. (2006). *Understanding by design*. (2nd ed.) Upper Saddle River, NJ: Pearson.