

The UbD Template, Version 2.0

Stage 1--Desired Results		
<p>Common Core English Language Arts Standards for 9-10 grade will be addressed with a focus on 3 and 4 in literature and 9 in writing.</p> <p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme <a href="#">CCSS.ELA-LITERACY.RL.9-10.3</a></p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). <a href="#">CCSS.ELA-LITERACY.RL.9-10.4</a></p> <p>Writing: 9. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. <a href="#">CCSS.ELA-LITERACY.RL.9-10.9</a></p>	Transfer	
	<p><i>Students will be able to independently use their learning to ...</i></p> <ul style="list-style-type: none"> <li>• (T1)Apply information from Animal Farm to real life events.</li> <li>• (T2)Communicate ideas, thoughts, and understandings effectively.</li> <li>• (T3)use/understand different literary devices in Animal Farm and be able to connect them to real life events.</li> </ul>	
	Meaning	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• -(U1)literature can connect a reader to real-world problems/issues.</li> <li>• -(U2)different literary devices can be very useful if used correctly</li> <li>• -(U3)character development over time can affect the novel</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• -(EQ1)How can tone change the meaning within a novel?</li> <li>• -(EQ2)How has WW2/the Russian Revolution continued to affect the world today?</li> </ul>
	Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• -(K1)how to use literary devices correctly (metaphor/simile, allusions, foreshadowing, imagery, personification, hyperbole, figurative language, idiom, imagery, )</li> <li>• -(K2)connotation,denotation, annotation               <ul style="list-style-type: none"> <li>○ Connotation                   <ul style="list-style-type: none"> <li>■ The literal meaning of a word</li> </ul> </li> <li>○ Denotation                   <ul style="list-style-type: none"> <li>■ What a word suggests</li> </ul> </li> </ul> </li> <li>• -(K3)how to describe complex characters</li> <li>• -(K4)how to write a logical and descriptive response</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• -(S1)recognizing and using different literary devices</li> <li>• -(S2)analyzing texts</li> <li>• -(S3)recognizing how texts relate to real life issues</li> <li>• -(S4)structuring essays</li> <li>• -(S5)understanding the different perspectives of the characters</li> <li>• -(S6)analyze the book Animal Farm and understand the deeper meaning.</li> </ul>	

	<ul style="list-style-type: none"> <li>• -(K5)history about WW2 and the Russian Revolution</li> <li>• - political parties, different leaders during that time period.</li> </ul>	
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Stage 2 -- Evidence		
Code	Evaluative Criteria	
T	-Writing Aspect -3-D World Aspect -Presentation	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand by evidence of...</i></p> <ol style="list-style-type: none"> <li>1. Make their own seven commandments (U2)</li> <li>2. Create your own propaganda poster, video, or image (T2, U1)</li> <li>3. Make a social media profile for one character from the novel (U3, K3)</li> <li>4. Create a scene from the book (either drawn, painted, retell in your own words, or any other way) (T1)</li> <li>5. Create a blackout poem from a page from the novel relating to WW2 (K5, U1)</li> <li>6. Pick a theme and create a short story based on that theme (T3, K1, K4, K2)</li> <li>7. Write a paper analyzing one or more specific characters (K1, K3, K4, S4, S2, EQ1, K2)</li> </ol>
M		<p><b>GRASPS</b> (K5, U2,S6,T1,T2,T3,U1,S3)  <b>GOAL:</b> Create a new country in order to understand how political policies/systems work and understand the deeper meaning of Animal Farm.  <b>ROLE:</b> Politician  <b>AUDIENCE:</b> Civilians  <b>SITUATION:</b> The government has collapsed and a majority of the population is dead. Survivors are barely holding on at this point. No one knows if they will survive another day. They need a leader. That's where you come in. You have knowledge of politics and how government systems work. You start to create a new civilization and gather followers. You must create the government system, laws, where everyone will live, and anything else you can think of. These disgruntled civilians are counting on you to create a safe place for them to survive. Good luck.  <b>PRODUCT/Performance &amp; Purpose:</b> The creation of a new country and policies/system. Leaders will have a set of laws, a paper stating the type of government they have chosen and why explaining who is in what position and why. Leaders will also have either an online version of their new civilization, a drawn version, or another version that can be seen.  <b>STANDARDS &amp; Criteria for Success:</b> This project will reveal their understanding of different political parties and how it relates to WW2 and Animal Farm. (The rest is found in the evaluative criteria collum)  <b>GRASPS STORY:</b> The government has collapsed and a majority of the population is dead. Survivors are barely holding on at this point. No one knows if they will survive another day. They need a leader. That's where you come in. You have knowledge of politics and how government systems work. You start to create a new civilization and</p>
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		gather followers. You must create the government system, laws, where everyone will live, and anything else you can think of. These disgruntled civilians are counting on you to create a safe place for them to survive. Good luck. <b>THIS TARGETS THE APPLICATION FACET IN THE FOLLOWING WAY:</b> Politicians must keep the civilians ideas and thoughts in mind when it comes to creating the new civilization, political government, and new world.
		OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>  8. Make a video to show your understandings of the Russian Revolution(Pre-assessment) a. Documentary about any information you know? b. How it still affects us today? 9. Journal Entries (can be imaged, written entries, dialogs, etc.) that connect to the novel somehow. This journal will be worked upon over the course of the whole unit so once we are finished with the novel it will be collected. (K4,S1,K1,)

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Order		Stage 3 -- Learning Plan Sketch	
	<b>Code</b>	What pre-assessments will you use to check student's prior knowledge, skill levels, and potential misconceptions? Make a video to show your understandings of the Russian Revolution(Pre-assessment) a. Documentary about any information you know? b. How it still affects us today?	
	<i>What's the goal for each learning event? (Which M, T, A, or Standard)</i>	<p style="text-align: center;">Learning Events</p> <p>Student success at transfer, meaning, and acquisition depend upon...</p> <ul style="list-style-type: none"> <li>• Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?</li> <li>• Does the learning plan reflect principles of learning and best practices?</li> <li>• Is there a tight alignment with Stages 1 and 2?</li> <li>• Is the plan likely to be engaging and effective for all students?</li> </ul>	<p style="text-align: center;">Progress Monitoring</p> <ul style="list-style-type: none"> <li>• How will you monitor students' progress toward acquisition, meaning, and transfer, during lesson events?</li> <li>• What are potential rough spots and student misunderstandings?</li> <li>• How will students get the feedback they need?</li> </ul>
1	U2, S2, S5	Talk about how the seven commandments within the novel have affected the	This allows me to see if

		animals living there and how the phrasing of the commandments can change the way they are interpreted. Students will create their own seven commandments and will follow these for the whole unit.	students understand how phrasing and how their use of words can affect someone.
2	T2, U1, S2	Class discussion about propaganda used in WW2 and how it is used in Animal Farm. We will talk about the character Squealer and see how he affects the novel as a whole. Students will create a one minute sketch to share with me before their final project to see if they are on the right track. The final project will be a piece of propaganda in their choice of format.	This will allow me to know where students are in understanding propaganda and how it can influence a person's thoughts/ beliefs.
3	U3, K3, S2, S5	Students will analyze one or more characters from the novel and create a social media account for that character.	This allows me to know where students are with character development and analysis.
4	T2, U2	While analyzing the novel, students will recreate a scene from the book. This can be in any format they want as long as it relates to the novel.	
5	K5, T1, S1, S6	As a class, we will look at different poems about WW2. After that, we will create a blackout poem in class about WW2/ the Russian Revolution	This allows me to assess the students skill in poetry and see where they are in that aspect of literature.
6	T3, K1, K4, K2, S1, S3, S4	As a class, we will create a list of ongoing themes as we read the book so that by the end everyone will have a list of themes to choose from. Students will pick one of the themes that we have listed or find one on their own and create a short story based on that theme. (1-2 pages at max)	This allows me to assess their skills in figuring out what the theme of the novel is.
7	T2,K3,U3,S5,	The whole class will be having a debate. They will pick a side from out of a hat and whatever side they choose will be the side they need to gather information for, even if they don't agree with them.	This allows me to see that students know how to effectively communicate their ideas, thoughts, and understandings.

Writer -- communism -- using history to solve a problem -- WW2 -- revolution -- rebellion -- take the role of a dictator -- create a new country -- the political state of us using the allegory of the US

Class-wide debate (Neapolitan vs, snowball) Whatever one you choose you have to fight for that team even if you don't agree with them. Gather information from the book in order to back up you're ideas.