

Understanding By Design Unit Template

Title of Unit	Lessons in Traditional Athabascan Storytelling	Grade Level	9-12
Subject	English Language Arts	Time Frame	4-5 Class Periods
Developed By	Joe Lewis		
Unit Synopsis	<p>Elders and culture bearers are such an integral part of learning about the culture of a place. Most of the information learned by younger generations was passed down by their elders. For the purposes of the lesson, an elder or a culture bearer will be invited into a high school classroom to tell traditional Athabascan stories that portray a lesson. High school students ranging from grade 9-12 will listen to an Elder or culture bearer tell a few of their traditional stories accompanied by the stories' history. Students will then reflect on the stories they were told and have a discussion with the guest. During this time, the students will think of a personal core value that they are passionate about (e.g. one that they would like to pass down to their children). The class will be discussing in detail how the students will be able to translate example values into lessons, as to not give away any of the values of the students. The students will compose a short story that teaches <i>their</i> core value through the use of a lesson (students' core values do not have to be the same as the Athabascan values). Upon completion of their short story, in session four, students will create an electronic component (PowerPoint, Haikudeck, iMovie, etc.) to pair with their writing. The purpose of the electronic component is to give an artistic and creative life to their already creative writing. The students will read their stories to the rest of the class accompanied by their electronic component. The class will then try and guess the value that author of the short story was trying to translate. The compilation of stories will be turned into the teacher and combined into an iBook by the teacher, for the students. This iBook can then be used as a future resource for other classes.</p>		

Stage 1 - Identify Desired Results

Learning Outcomes

What relevant goals will this unit address?

(must come from curriculum; include the designations e.g. IN2.1)

Alaska English/Language Arts Grade 9-10

Writing Standards

3. Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
- 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Speaking & Listening Standards

- 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Language Standards

- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use parallel structure.
 - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - c. Spell correctly.

Alaska English/Language Arts Grade 11-12

Writing Standards

- 3. Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
- 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Speaking and Listening Standards

- 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives or arguments; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data or information.
- 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Language Standards

- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - b. Spell correctly.
- 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a. Vary syntax for effect. consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex

texts when reading.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

Alaska Standards for Culturally Responsive Schools

Cultural Standards for Curriculum

C. A culturally-responsive curriculum uses the local language and cultural knowledge as a foundation for the rest of the curriculum.

1. utilizes the local language as a base from which to learn the deeper meanings of the local cultural knowledge, values, beliefs and practices;
3. incorporates language and cultural immersion experiences wherever in-depth cultural understanding is necessary;
4. views all community members as potential teachers and all events in the community as potential learning opportunities;
7. is sensitive to traditional cultural protocol, including role of spirituality, as it relates to appropriate uses of local knowledge.

D. A culturally-responsive curriculum fosters a complementary relationship across knowledge derived from diverse knowledge systems.

1. draws parallels between knowledge derived from oral tradition and that derived from books;

E. A culturally-responsive curriculum situates local knowledge and actions in a global context.

1. encourages students to consider the inter-relationship between their local circumstances and the global community;
2. conveys to students that every culture and community contributes to, at the same time that it receives from the global knowledge base;

Enduring Understandings

What understandings about the big ideas are desired? (what you want students to understand & be able to use several years from now)

What misunderstandings are predictable?

Students will understand that...

- Students will understand that every student has different values that are important to them.
- Students will understand that the five key elements to a short story appear in Athabascan stories.
- Students will understand how to develop and refine their short story writings.

Related misconceptions...

- Every student holds the same values at the same importance level.

Essential Questions

What provocative questions will foster inquiry into the content? (open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding)

Content specific...

- In what ways do the stories of a culture reflect their values?

FNMI, multicultural, cross-curricular...

- How can elders or culture bearers help in the development of traditional values?
- How are the values of stories in Interior Alaska similar or different to stories in other regions of Alaska?
 - o In other parts of the world?

Knowledge:

What knowledge will student acquire as a result of this unit? This content knowledge may come from the indicators, or might also address pre-requisite knowledge that students will need for this unit.

Students will know...

- Students will know how to utilize a PowerPoint, HaikuDeck, or iMovie to match up to an oral story for the benefit of the performance.
- Students will know at least one of their core values.
- Students will know a number of Athabascan values.

Skills

What skills will students acquire as a result of this unit? List the skills and/or behaviors that students will be able to exhibit as a result of their work in this unit. These will come from the indicators.

Students will be able to...

- Students will be able to utilize electronic media to benefit the performance of an oratory.
- Students will be able to identify lessons in traditional stories.
- Students will be able to identify values in traditional stories.

Stage 2 – Assessment Evidence

Performance Task

Through what authentic performance task will students demonstrate the desired understandings, knowledge, and skills? (describes the learning activity in "story" form. Typically, the P.T. describes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in a real life situation. Describe your performance task scenario below)

By what criteria will performances of understanding be judged?

GRASPS Elements of the Performance Task

G – Goal <i>What should students accomplish by completing this task?</i>	<p>G – Students will have a working knowledge of the five key elements of short story writing they will also complete an electronic presentation to accompany their written stories.</p> <p>R – Students will play the role of the storyteller and the audience.</p> <p>A – The audience is their peers.</p> <p>S – Students will be challenged to write a core value into their short story without making it apparent.</p> <p>P - Students will have a completed story and presentation that will properly convey a value relevant to them.</p> <p>S -</p>
R – Role <i>What role (perspective) will your students be taking?</i>	
A – Audience <i>Who is the relevant audience?</i>	
S – Situation <i>The context or challenge provided to the student.</i>	
P – Product, Performance <i>What product/performance will the student create?</i>	
S – Standards & Criteria for Success <i>Create the rubric for the Performance Task</i>	Attach rubric to Unit Plan

Other Evidence

Through what other evidence (work samples, observations, quizzes, tests, journals or other means) will students demonstrate achievement of the desired results? Formative and summative assessments used throughout the unit to arrive at the outcomes.

Student Self-Assessment

How will students reflect upon or self-assess their learning?

- Students will have completed short stories.
- Students will have completed electronic presentations.
- The teacher will combine compilation of short stories into iBook format.

- Students will be asked questions (see essential questions section of unit plan) and asked to record their responses on a blank sheet of paper.
- Students will be expected to discuss some of their answers.

Stage 3 – Learning Plan

What teaching and learning experiences will you use to:

- achieve the desired results identified in Stage 1?
- equip students to complete the assessment tasks identified in Stage 2?

Where are your students headed? Where have they been? How will you make sure the students know where they are going? What experiences do the learners bring to the unit? How have the interests of the learners been ascertained? Have the learners been part of the pre-planning in any way? What individual needs do you anticipate will need to be addressed? Learning environment: Where can this learning best occur? How can the physical environment be arranged to enhance learning?

- Learners will bring their own cultural knowledge of the area that they live, styles of story presentation, and lessons that they've learned through experiences. They will be able to apply all that background knowledge to the development of their own stories. Students can be more involved in the preplanning of this lesson by polling them about which elder or culture bearer they would want in their classroom.

How will you engage students at the beginning of the unit? (motivational set)

- Students will be gathered close to the teacher and read a children's book to get them interested in the variety of stories and entertainment value.

What events will help students experience and explore the enduring understandings and essential questions in the unit? How will you equip them with needed skills and knowledge?

#	Lesson Title	Lesson Activities	Materials	Resources
1	Storytime with culture bearer	<ul style="list-style-type: none"> - An elder or a culture bearer will be invited into a high school classroom to tell traditional Athabaskan stories that portray a lesson. - High school students ranging from grade 9-12 will listen to an Elder or culture bearer tell a few of their traditional stories accompanied by the stories' history. - Students will then reflect on the stories they were told and have a discussion with the guest. During reflection, the students will think of a personal core value 	Printouts of stories	Elders or Culture Bearers
2	Lesson Relation/ Value Discussion	<ul style="list-style-type: none"> - Session two will be devoted to discussing in detail how the students will be able to translate example values into lessons, as to not give away any of the values of the students. 		List of Values
3	Story Writing	<ul style="list-style-type: none"> - In session three, the students will compose a short story that teaches <i>their</i> core value through the use of a lesson (students' core values do not have to be the same as the Athabaskan values). 		
4	Electronic Development	<ul style="list-style-type: none"> - In session four, students will create an electronic component (PowerPoint, Haikudeck, iMovie, etc.) to pair with their writing. - The purpose of the electronic component is to give an artistic and creative life to their already creative writing. 	Computers	
5	Performances	<ul style="list-style-type: none"> - In session five, the students will read their stories to the rest of the class accompanied by their electronic component. - The class will then try and guess the value that author of the short story was trying to translate. - The compilation of stories will be turned into the teacher and combined into an iBook by the teacher. 	Computers; Projector	
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