

## Online Resource 7.12 Unit Planning Example

Note to Teachers: This guide is meant to be a template for you to fill out for a variety of different units, content areas, and grade levels. The responses (indicated in blue) are meant to be guidelines of content you might fill in here yourself.

Unit Design			
Learning Intention(s)			
I will . . .	<ul style="list-style-type: none"> <li>Design a story involving multiple characters.</li> </ul>		
Success Criteria			
	Surface	Deep	Transfer
	Learners will . . . <ul style="list-style-type: none"> <li>Recognize how we can tell what a character (in a play) is thinking or feeling through dialogue and events</li> <li>Recite the stages of the Hero's Journey</li> <li>Identify key adjectives for describing actions and feelings</li> </ul>	Learners will... <ul style="list-style-type: none"> <li>Deconstruct the actions and dialogue of different characters throughout the Hero's Journey</li> <li>Relate a character's dialogue to the stages of the Hero's Journey</li> </ul>	Learners will... <ul style="list-style-type: none"> <li>Design a story that follows the Hero's Journey</li> <li>Incorporate dialogue in the story to convey feelings of each character.</li> </ul>
Student Tasks			
	Surface	Deep	Transfer
	<ul style="list-style-type: none"> <li>Create a chart that lists events along the 12 stages of the Hero's Journey</li> <li>Incorporate sample dialogue from different stories (different mediums of stories) across different characters at different stages</li> <li>Brainstorm and list examples of characters describing what characters (in a play) are thinking or feeling.</li> <li>Learners identify the stages of the Hero's Journey by reviewing the script of <i>Hamilton</i>, watching segments of <i>Star Wars</i>, and reading sections of <i>Harry Potter</i></li> </ul>	<ul style="list-style-type: none"> <li>Analyze three characters from the play <i>Hamilton</i>. The students work together on the first character, then they work independently to deconstruct the actions and dialogue of the other two characters and the specific stages of the Hero's Journey.</li> </ul>	<ul style="list-style-type: none"> <li>Learners collaborate in pairs to produce a story involving a self-selected medium (film, comic strip, written story).</li> <li>Drafts are submitted to other student groups and Post-it Notes are attached to give feedback on the use of adjectives to describe each character's feelings during the stages of the story. The pairs then create a draft and present to the class how the dialogue and events in the draft accurately depicts the characters' feelings and motivations.</li> </ul>

Lessons			
Prior Knowledge	Surface	Deep	Transfer
	<ul style="list-style-type: none"> <li>Understands the terms: character, plot, event, feelings, dialogue</li> <li>Understands and has used adjectives in the past</li> <li>Is familiar with stories</li> </ul>	<ul style="list-style-type: none"> <li>Can make connections between various characters in stories (heroes, villains, mentors)</li> </ul>	<ul style="list-style-type: none"> <li>Has familiarity with writing sentences, paragraphs, developing a thesis, using adjectives, and quotations for dialogue</li> </ul>
Lessons	<ul style="list-style-type: none"> <li>Lesson 2, 3, 4</li> </ul>	<ul style="list-style-type: none"> <li>Lesson 5, 6, 7</li> </ul>	<ul style="list-style-type: none"> <li>Lesson 1, 8, 9, 10</li> </ul>
Cross Context (Transfer)			
Different mediums (video games, movies, books, comic strips/graphic novels)			
Purposeful and Provocative	<ul style="list-style-type: none"> <li>Developing an allegory that serves for contemporary issues (e.g. <i>Animal Farm, 1984, Fahrenheit 411</i>)</li> <li>Illustrating motifs that reoccur in a story or a series of stories within a film, play, or book (e.g. the use of color in <i>Schindler's List</i>)</li> </ul>		
Perplexing Problems	<ul style="list-style-type: none"> <li>Providing situations in which plots or events change from what was originally defined (e.g. <i>Choose Your Own Adventure</i>, video game scenarios, <i>From Dusk Until Dawn, Cowboys v. Aliens</i>)</li> <li>Providing students with the opportunity to end the story with a cliff hanger or a resolution that does not follow the typical archetype of the Hero's Journey (e.g. <i>Chinatown</i>)</li> </ul>		
Perspective-Laden	<ul style="list-style-type: none"> <li>Providing empathy for the antagonist and illustrating the counternarrative to a common story (e.g. <i>Beowulf v. Grendel, Hamilton v. Burr</i>)</li> <li>Providing a different voice and perspective in mediums (e.g. Changing <i>Call of Duty</i> from a male centric storyline to a female centric storyline)</li> </ul>		

Calendar					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<ul style="list-style-type: none"> <li>Introduce Lesson 1 (Transfer Level challenge)</li> <li>Develop a Pre-Assessment (using the success criteria).</li> <li>Engage in Know and Need to Know List.</li> </ul>	<ul style="list-style-type: none"> <li>Review Know/Need to Know List</li> <li>Lesson 2 (Exploring successful examples and evaluating work via success criteria)</li> </ul>	<ul style="list-style-type: none"> <li>Lesson 3 (Meeting surface level success criteria by exploring multiple mediums)</li> <li>Surface level tasks</li> </ul>	<ul style="list-style-type: none"> <li>Lesson 4 (Students begin comparing and contrasting and engaging in deep level success criteria)</li> <li>Surface and deep level tasks</li> </ul>	<ul style="list-style-type: none"> <li>Lesson 5 (Students begin comparing and contrasting and engaging in deep level success criteria)</li> <li>Begin deep level tasks</li> </ul>

(Continued)

(Continued)

Calendar					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 2	<ul style="list-style-type: none"><li>• Lesson 6</li><li>• Deep Level Tasks</li></ul>	<ul style="list-style-type: none"><li>• Lesson 7 (Evaluate stories and practice giving and receiving feedback)</li></ul>	<ul style="list-style-type: none"><li>• Drafting and feedback (Students begin designing story and giving and receiving feedback)</li></ul>	<ul style="list-style-type: none"><li>• Lesson 8 (Dialogue and character development)</li></ul>	<ul style="list-style-type: none"><li>• Drafting and feedback</li></ul>
Week 3	<ul style="list-style-type: none"><li>• Lesson 9 (Looking at mediums for the story)</li></ul>	<ul style="list-style-type: none"><li>• Drafting and feedback</li></ul>	<ul style="list-style-type: none"><li>• Lesson 10 (Optional: introducing a greater degree or perplexity, purpose, and perspective)</li></ul>	<ul style="list-style-type: none"><li>• Drafting and feedback</li></ul>	<ul style="list-style-type: none"><li>• Submit final draft</li></ul>