



“GET L.I.T.”

Liven up your Writing



Ignite your ideas



Take another Perspective



THE REMIX”

UNIT FACILITATED BY KESHETIA HENDERSON

RISING 7TH & 8TH GRADE AIG STUDENTS

JULY 2021





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INTRODUCTION

Rationale

Get L.I.T.: The Remix was taught as part of the DPS AIG Spark Camp held Summer 2021 over a four-day time span. It was birthed out of my passion for literature and writing; therefore, blending the two worlds together to provide students with another view of their importance became this unit's focus.

Literature or reading has always been seen as fundamental and writing has always been seen as an essential process for learning. To Get L.I.T. required students to L – liven up their writing through literary elements and loaded language, I – ignite their ideas using imagery, imagination, and interpretation, and T – take their own and others' perspectives into account.

The essential understanding “perspective affects interpretation” shaped the framework for the lesson as both perspective and interpretation lend themselves well to literature and writing. Within literature, authors tell stories from various perspectives that allow readers to form their own opinions about the subject of the text. Readers can then consider their own perspectives and world views to make meaningful connections. Based on the perspectives taken, several interpretations can surface that lend themselves to an appreciation of the perspectives that are brought to the forefront. Students need opportunities to appreciate diversity and other cultures; students need opportunities that hone their critical thinking/higher order thinking skills; they are able to explore their curiosity, challenge common thought, and engage in inquiry based and problem-based learning to quench their thirst for new knowledge.

Differentiation for Gifted Learners/Dimensions of Differentiation

This unit has been designed to meet the needs of gifted learners in that it includes four different instructional delivery methods – Questioning, Kohlberg's Moral Development, Creative Problem Solving, and Visual Thinking Strategies. Within each of those models, gifted learners had either content, process,





product, or learning environment differentiated. Content was either on grade level or above, it was made available via hard copy and/or electronically. With regard to process, students had the skills and concepts scaffolded to aid their way of learning – be it readiness, interest, or learning profile. To demonstrate what they learned a variety of products were allowed from journal to portfolio to jamboard to google slide presentations; this exposed students to technology tools that aided their learning styles. Throughout each of the lessons students were able to grasp various skill levels based complexity; they moved from basic recall to higher order skills such as create and analyze. Students found themselves connecting to the concepts as they created alternative endings or shared their agreements or disagreements about topics covered within the literature. The materials selected for them to read lended themselves to challenging text because of the unexpected ending; this caused students to stretch their imagination, consider multiple perspectives from which the story could be told, and from there make their own interpretations of what could happen where something in the storyline to change. Because limits were not placed on what they could alter, this gave some voice/choice and creativity. Finally, while their was a timeframe provided and a sequence of how I wanted the lesson to flow, those students were wanted to move forward were given the opportunity to do so with giving them the steps all at one time; this worked well during small and individual work time as opposed to whole group instruction.

Intended AIG Population

This unit is intended for rising 7th & 8th graders who have interests in reading and writing. With this interest students have the motivation to be creative vessels that use their imagination to reinvent classic literary works as evidenced by their unique writing styles. Students need the ability to work at a more advanced pace, be able to grasp concepts quickly, and be able to work independently.





GOALS AND OUTCOMES

<p>Unit Topic:</p>	<p>“Get L.I.T.: The Remix” Literary Beginnings & Endings</p>
<p>Unit Concept:</p>	<p>Perspective</p>
<p>Essential Understanding:</p>	<p>Perspective affects interpretation.</p>
<p>CONTENT Goal and Objectives:</p>	<p>GOAL: To understand how author’s use literary devices, imagination, and technique to actively engage the audience in the art of storytelling.</p> <p>OBJECTIVES: <i>The students will know that...</i></p> <ul style="list-style-type: none"> • <i>Authors combine multiple elements when telling stories to connect with the audience</i> • <i>Audiences’ perspectives vary according to their understanding of the story’s plot developed from beginning to ending</i> • <i>Unexpected beginnings or endings to a literary work create diverse interpretations of a text’s meaning</i> • <i>Authors manipulate stories by allowing the audience to form their own interpretation of what happened</i>
<p>PROCESS Goal and Objectives:</p>	<p>GOAL: To develop close reading analysis skills of literary texts</p> <p>OBJECTIVES: <i>The students will be able to...</i></p> <ul style="list-style-type: none"> • <i>Read and analyze a literary text for literary devices, imagination, and techniques employed by the author</i> • <i>Alter a text’s beginning and/or ending by considering the story being told from multiple perspectives</i>
<p>CONCEPT Goal and Objectives:</p>	<p>GOAL: To understand the concept of perspective and how it affects one’s interpretation</p> <p>OBJECTIVES: <i>The students will understand that...</i></p> <ul style="list-style-type: none"> • <i>Perspective is how one observes a fact, idea, opinion, situation, object, etc.</i> • <i>Perspective is shaped by an individual’s and/or group’s culture, experience, and/or environment.</i> • <i>Perspective allows one to seek and consider diverse opinions beyond his/her own.</i>





ASSESSMENT PLAN

Formative Assessments

Assessments were given before, during, and after the lessons in the form of journal quick writes, open class discussions, writing prompts, summary, quick check, Kahoot reviews, anticipation guides, and a performance task. Immediate feedback was provided so that students knew their strengths and areas needing improvement. It allowed them to make the necessary edits and revisions to their thought process and to their written products along the way. They were able to build on their prior knowledge and gain new insight on how perspective affects interpretation within literature and writing.

PERFORMANCE TASK

- You are a literary critic and editor for Goodreads, an online social cataloging website that millions of readers and writers visit to review the most L.I.T. published works.
- This year Goodreads facilitated a world-wide contest for middle school AIG students who attended the 2021 Durham Public School SPARK Camp. An additional requirement was that students could only be selected from the Get L.I.T.: The Remix PM class with Ms. Henderson.
- As the literary critic and editor your employee has asked you to recommend student authors who have taken classic and popular works such as books, short stories, songs, and movies and remixed them to provide a different perspective and interpretation by altering the beginning, middle, and/or end.
 - Your task is to compile the Get L.I.T.: The Remix projects that students created and review each to determine who will receive the Goodreads Get L.I.T. Award and Goodie Bag. This recognition will be given to those students whose submissions demonstrate critical and creative thinking, authenticity and reader appeal, extensive research, knowledge of the L.I.T. elements and consideration of multiple perspectives.





- The winning submissions must reflect how the remixed works incorporate the

Goodreads contest theme: “Perspective affects interpretation.”

PERFORMANCE TASK RUBRIC

	4-EXEMPLARY	3-PROFICIENT	2-DEVELOPING	1-BEGINNING/NOT DEMONSTRATED
Purpose	Successfully narrates the ending of the text based on the events of the entire short story, song, movie, and/or book	Narrates the ending of the text and is closely related to the events of the short story, song, movie, and/or book	Narrates the ending of the story but strays from the events of the short story, song, movie, and/or book	Does not relate to the events of the short story, song, movie, and/or book
Organization of Events	Presents events that create a clear narrative which is easy to understand	Presents events that create a narrative that generally makes sense	Presents events that create a narrative but are difficult to interpret	Events of the narrative are confusing and/or do not make sense
Decision Making/Perspective Taking	Character makes a new decision that will significantly change the perspective/interpretation outcome of the story	Character makes a new decision that changes the perspective/interpretation outcome of the story	Character makes a decision but it is unclear if it will change the perspective/interpretation outcome of the story	Character does not make a new decision or makes a decision that does not change the perspective/interpretation outcome of the story
L.I.T. elements	Effectively incorporated all three components to create an alternate ending that would reflect how perspective affects interpretation	Incorporated at least 2 of the 3 components to create an alternative ending that would reflect how perspective affects interpretation	Incorporated only 1 of the 3 components to create an alternative ending that would reflect how perspective affects interpretation	Did not incorporate the LIT elements to create an alternative ending that would reflect how perspective affects interpretation
Grammar & spelling	Contain 1-2 errors in entire ending	Contain 1-2 errors in each paragraph	Contain many errors in grammar and punctuation	Writing displays extreme difficulty with writing conventions





PERFORMANCE TASK STUDENT WORK SAMPLES

[Template](#)

[Student 1](#)

[Student 2](#)

[Student 3](#)

[Student 4](#)

[Student 5](#)

[Student 6](#)

SUMMER PRACTICUM LESSON PLANS

Link to Unit PPT

<https://docs.google.com/presentation/d/1kGmbInSR5nHVGvIc6BDQROAYUMA7WFYUwKQ1znK0A8/edit?usp=sharing>

TEACHER NAME		Lesson #
Keshetta Henderson		1
MODEL	CONTENT AREA	GRADE LEVEL
Questioning	English Language Arts	Rising 7 th & 8 th Graders
CONCEPTUAL LENS		LESSON TOPIC
Perspective		Close Reading Analysis
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>RL.9.5: Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.</p> <p>W.9.1 c: c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns</p> <p>SL.9.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on {grade level} topics and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.</p>		





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

L.9.3: 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.

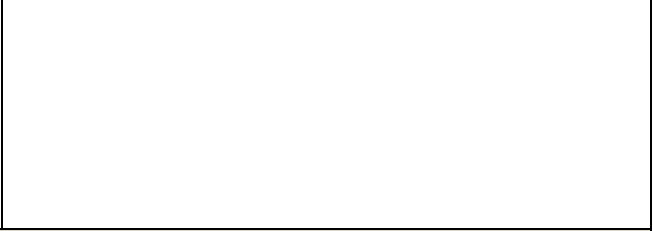
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>	THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
<p>Perspective affects interpretation.</p>	<p>How does perspective affect interpretation?</p>
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>	PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> ➤ Perspective is how one observes a fact, idea, opinion, situation, object, etc. ➤ Perspective is associated with individuals and groups, as well as with a culture or discipline. ➤ Perspective allows you to seek and consider diverse opinions beyond your own. ➤ Perspective influences text just as text influences perspective. ➤ A literary plot has five elements: exposition, rising action, climax, falling action, and resolution ➤ Plots develop around internal and/or external conflicts ➤ Authors tell stories by integrating short story elements such as plot, setting, character, theme, conflict, etc. to shape their ideas and to create meaning ➤ Authors create characters who deal with real life situations ➤ A story can be presented from the author’s perspective and within that perspective a 	<ul style="list-style-type: none"> ➤ Analyze ➤ Argue ➤ Collaborate ➤ Compare and Contrast ➤ Create solutions ➤ Determine ➤ Develop questions ➤ Dialogue ➤ Evaluate ➤ Examine ➤ Justify ➤ Predict ➤ Problem-Solve





character can have certain points of view that the audience will have to explore

➤ Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.



GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> ● From what point of view is the story being told? ● What happened in the story? ● How are the pigs characterized in the story? ● How does the audience feel about the three little pigs? Why? ● Who is the Big Bad Wolf? ● How is the Big Bad Wolf characterized? ● How does the audience feel about the wolf? Why? ● What is perspective? ● When might we use perspective? ● Why is perspective important? ● What is interpretation? ● When might we use interpretation to gain knowledge? 	<ul style="list-style-type: none"> ● How might we use interpretation to provide an alternate perspective? ● To what extent do multiple perspectives impact an outcome? ● How do we tell stories? ● How do we use the elements of a short story to reveal perspective? ● How do we use interpretation of a short story to inform perspective of characters and their actions? <p>Story Specific</p> <ul style="list-style-type: none"> ● <i>What is the perspective in True Story...Pigs?</i> ● <i>How is it similar and/or different from the original version?</i> ● <i>Has the author's purpose shifted from the remixed version to the original version? How so?</i> ● <i>What are the choice of words that the author uses to support his perspective?</i> 	<ul style="list-style-type: none"> ● How does altering the original literary elements employed by the author change the perspective(s) reflected in the text? ● How are literary elements used to convey the overall meaning of a text? ● How does engaging in higher order questioning of a text get you to consider multiple perspectives? ● How does perspective affect interpretation?





		<ul style="list-style-type: none"> • <i>What do you notice the author includes or doesn't include when presenting this alternative perspective?</i> 	
DIFFERENTIATION <i>(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.</i>			
Content	Process	Product	Learning Environment
Student choice of text are above grade level	Use of Costa's levels of questioning to engage higher order thinking	Students determine the type of product they will use to create their stories	Individual Whole group Small group

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

DAY 1 GETTING TO KNOW YOU ACTIVITY-FOUR SQUARES & GET L.I.T. GRAFFITI ART COVER SLIDE

The song Getting to Know You will be playing as students enter the room.

<https://www.youtube.com/watch?v=4MNANgFCYpk>

On the desk they will find a name tent and a marker.

Using the marker, students will draw a vertical and a horizontal line on the inside of the name tent to make four squares.

A response to the following should be written in the respective square.

Square 1 (top left) – List 1 thing you have enjoyed during remote learning.





Square 2(bottom left) – List 2 things you are looking forward to for the 2021-2022 school year

Square 3 (top right) – List 3 adjectives that describe who you are

Square 4 (bottom right) – List 4 expectations you have for Get L.I.T.

After 5 minutes, students will be directed to complete the All About Me slide deck. This is a collage of images and words that represent who they are, their favorite things, inspirations, quotes, why they like reading/writing, etc.

Students will share with the whole group either their Four Squares or their Slide.

This information will be used later as their biography/cover image for their published product that is to serve as their performance task.

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

Teacher will transition the class from the Getting to Know You Activity to giving a brief overview of the Get L.I.T. course.

Teacher will then play the following song: Who's Afraid of the Big, Bad Wolf?

<https://video.disney.com/watch/who-s-afraid-of-the-big-bad-wolf-b5-4cc4b6aa789c3168a812622e>

and see on display an image of the Big, Bad Wolf.

Using the chart paper that has been posted around the room, students will engage in a gallery walk.

The following are the headings students will see on the chart paper: (students are directed to record these same headings on a sheet of paper within their provided classroom journals; they will jot down some of the responses that are different from their own; this way they can see the multiple perspectives and interpretations held from their peers)

Perspective about lyrics





Perspective about actions

Perspective about visuals

Perspective about animation

On a sticky note, students will capture 1 or 2 things about the wolf's character based on the above perspectives. Students may consult the electronic version of Three Little Pigs children story to aid their prior knowledge. <https://americanliterature.com/childrens-stories/the-three-little-pigs>

Once the galley walk is complete, the teacher will ask the following Pre-Lesson questions:

- 1) From what point of view is the story being told?
- 2) What happened in the story?
- 3) How are the pigs characterized in the story?
- 4) How does the audience feel about the three little pigs? Why?
- 5) Who is the Big Bad Wolf?
- 6) How is the Big Bad Wolf characterized?
- 7) How does the audience feel about the wolf? Why?
- 8) What is perspective?
- 9) When might we use perspective?
- 10) Why is perspective important?
- 11) What is interpretation?

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Teacher reads the notes on Perspective; has student capture them in their classroom journal

- 1) **Perspective:** the point of view or attitude an author has about a topic





- 2) How to find perspective: a) determine the author's purpose (i.e. to persuade, to inform, to entertain)
- b) look for the choice of words
 - c) consider the tone
 - d) notice what the author includes or doesn't include in the form of a fact and/or opinion

Students are directed to keep these notes in mind while watching the following video clip:

<https://www.youtube.com/watch?v=vB07RfntTvw>

To assess their understanding of the clip the Big Bad Wolf engages them in a quick game of Kahoot.

<https://create.kahoot.it/share/the-true-story-of-the-three-little-pigs-get-lit/cfd20a35-aff1-49e5-854a-7a754af7aae0>

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

To reiterate the review questions and to ensure student understanding and comprehension, the following During the Lesson questions are posed?

- 1) *What is the perspective in True Story...Pigs?*
- 2) *How is it similar and/or different from the original version?*
- 3) *Has the author's purpose shifted from the remixed version to the original version? How so?*
- 4) *What are the choice of words that the author uses to support his perspective?*
- 5) *What do you notice the author includes or doesn't include when presenting this alternative perspective?*

Recap the meaning of the L.I.T. acronym

Engage students in a quick review of common literary terms via this ppt:

https://drive.google.com/file/d/1CuKrgyK_gfJw2xPk2TkwRMkZeJ5_5FqU/view?usp=sharing





Give electronic access to the L.I.T. graphic organizer

<https://docs.google.com/document/d/188ctng7yU3ONTGreMrmgNk486bopONhpcHY1AYFjFGc/edit?usp=sharing>

Review the contents of the handout

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

During Lesson Questions will be reviewed and students will provide their initial thoughts

- How might we use interpretation to provide an alternate perspective?
- To what extent do multiple perspectives impact an outcome?
- How do we tell stories?
- How do we use the elements of a short story to reveal perspective?
- How do we use interpretation of a short story to inform perspective of characters and their actions?

Students will be directed to locate a children’s story of their choosing that contains an antagonist whose perspective was not told in the original version.

Once located, students will examine any two passages that reflect the original version’s perspective.

Students will briefly jot down some of the Get L.I.T. elements

Students will then brainstorm ideas about the perspective of the villain and what L.I.T. elements they will consider and how they will go about altering those elements

In their classroom journal, they must respond to these questions to aid their drafting the alternate version





- 1) *What is the perspective you wish the antagonist to take on in your alternative version?*
- 2) *How will it similar and/or different from the original version?*
- 3) *How is the author's purpose going to change if at all?*
- 4) *What choice of words will you use to interpret this perspective*
- 5) *What are some parts of the story will you include; not include?*
- 6) *Which Get L.I.T. elements will you focus on to alter the perspective?*

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Using the information from the previous questions, draft either the beginning, the middle, or the end of the children's story you selected as told from the perspective of the antagonist or another character besides the protagonist. Be sure to incorporate Get L.I.T. elements

Have a few volunteers share their creations; have the whole group discuss the perspective notes as it relates to their peers' alternate perspective stories

Close out with the post lesson questions

- **How does altering the original literary elements employed by the author change the perspective(s) reflected in the text?**
- **How are literary elements used to convey the overall meaning of a text?**
- **How does engaging in higher order questioning of a text get you to consider multiple perspectives?**
- **How does perspective affect interpretation?**

To close out have students give a 3-2-1 or a Triangle-Circle-Square summary about today's lesson

Three things they learned about perspective

Two things you found interesting

One question you still have

LESSON #1 STUDENT WORK SAMPLES

PERSPECTIVE JAMBOARD





TEACHER NAME		Lesson #
Keshetta Henderson		2
MODEL	CONTENT AREA	GRADE LEVEL
Kohlberg's Moral Development	English Language Arts	Rising 7 th & 8 th Graders
CONCEPTUAL LENS		LESSON TOPIC
Perspective		Literary Elements – Drawing Inferences from Dilemmas
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>b. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.4 Use digital tools and resources to produce and publish writing, link to and cite sources, and to interact and collaborate with others.</p> <p>SL.7.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>		
THE ESSENTIAL UNDERSTANDING		THE ESSENTIAL QUESTION
<i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Perspective affects interpretation.		How does perspective affect interpretation?
CONTENT KNOWLEDGE		PROCESS SKILLS
<i>(What factual information will students learn in this lesson?)</i>		<i>(What will students be able to do as a result of this lesson?)</i>





<ul style="list-style-type: none"> ❖ Good readers use strong textual evidence, connections to their own lives, and their background knowledge to make inferences about what they read and to draw conclusions. ❖ Good readers respond to a variety of texts by drawing conclusions and citing textual evidence to show an understanding of what they read and how it connects to their lives. ❖ Students will know that a dilemma is a problem for which the solution can be complex; that the problem and solution may have moral and/or ethical implications. 	<ul style="list-style-type: none"> ❖ Analyze ❖ Compare and contrast ❖ Create inferences ❖ Defend ❖ Explain ❖ Judge ❖ Prioritize ❖ Support reasoning
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GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> • What do you see in the picture? • What else do you see in the picture? • What do you think is going on in the picture? • What might the little boy be thinking? • What might the older woman be thinking? • What is a dilemma? • What is an example of a dilemma? • What makes dilemmas difficult? • What is an inference? 	<ul style="list-style-type: none"> • What happened in the reading? • How would your group summarize the events in the reading? • Who are the main characters? • How is each character described? • Based on those descriptions, what can you infer about each character? • What alternatives are open to Martin in The Elevator reading? • How might Martin use morality in thinking about alternatives as he makes a decision about 	<ul style="list-style-type: none"> • How does perspective shape one's interpretation? • How can making inferences provide an alternative interpretation of a character's intentions? • How can making inferences affect the original perspective? • What alternatives did you choose for Martin? • How would your group explain these decisions? • Which character(s) perspective(s) did your consider when developing these alternatives?





	<p>the lady's action of pushing the stop button?</p> <ul style="list-style-type: none"> • Who should Martin consider as he wrestles with the dilemma of what to do about being stuck on the elevator with the lady? • How might Martin think about the perspectives of his father and the lady as he faces the dilemma and what decisions/actions he must take? 	<ul style="list-style-type: none"> • How did the inferences made impact your position? • How did the inferences made influence your interpretation of what could have happened?
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)

Content	Process	Product	Learning Environment
Higher level text	Use of Kohlberg theory	Use of technology to produce the alternative responses	Small groups

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

As the students enter the classroom, I will display via whiteboard this picture of a boy and a lady at an elevator. For closer examination, students will have an individual copy of the picture on their desks.

Students are instructed to view the picture and engage in a whole-group discussion of the following questions:





- 1) What do you see in the picture?
- 2) What else do you see in the picture?
- 3) What do you think is going on in the picture?
- 4) What might the little boy be thinking?
- 5) What might the older woman be thinking?

I will not yet confirm what the characters are thinking but will inform students that the picture involves a dilemma that the little boy is facing for which they will have to solve.



Pre-Lesson Questions will be asked immediately following the discussion

- 1) What is a dilemma?
- 2) What is an example of a dilemma?
- 3) What makes dilemmas difficult?
- 4) What is an inference?





Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Students are given an individual copy of the short story “The Elevator” by William Sleator.

Students are directed to provide the dilemma in the short story they read.

After students have identified the dilemma, they will work in small groups to complete the graphic organizer that contains the following questions:

- ✓ What happened in the reading?
- ✓ How would your group summarize the events in the reading?
- ✓ Who are the main characters?
- ✓ How is each character described?
- ✓ Based on those descriptions, what can you infer about each character?

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Students are asked to recap the dilemma and then reread the ending.

Based on the ending of the short story, students within their groups must address the following Big Idea: What should Martin do?...as they work to solve his dilemma using these questions

- ✓ What alternatives are open to Martin in The Elevator reading?
- ✓ How might Martin use morality in thinking about alternatives as he makes a decision about the lady’s action of pushing the stop button?





- ✓ Who should Martin consider as he wrestles with the dilemma of what to do about being stuck on the elevator with the lady?
- ✓ How might Martin think about the perspectives of his father and the lady as he faces the dilemma and what decisions/actions he must take?

Then as a group they must come up with a position their group will take to get Martin out of his dilemma

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

Students are given time to develop a position based on the inferences they made.

Students will then consider the following questions as they come up with creative alternatives to give The Elevator a different ending.

- ✓ What alternatives did you choose for Martin?
- ✓ How would your group explain these decisions?
- ✓ Which character(s) perspective(s) did you consider when developing these alternatives?
- ✓ How did the inferences made impact your position?
- ✓ How did the inferences made influence your interpretation of what could have happened?

Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

Students will then receive discuss Kohlberg's theory to discuss the following stages:

Stage One-Avoiding Punishment

Stage Two-Getting a Reward or Benefit





Stage Three-Winning Approval (What others will think of me)

Stage Four-It is the Rule or the Law

Stage Five-It is in line with Social Order; This is the difference between moral and legal

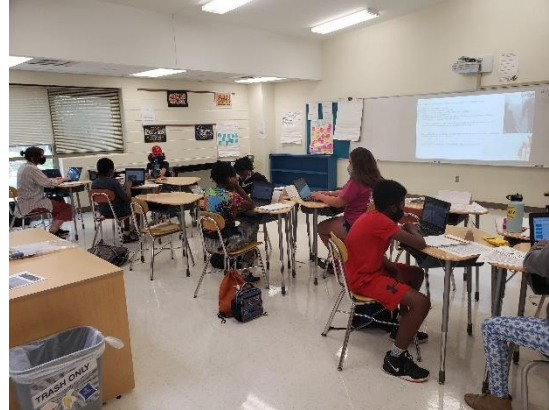
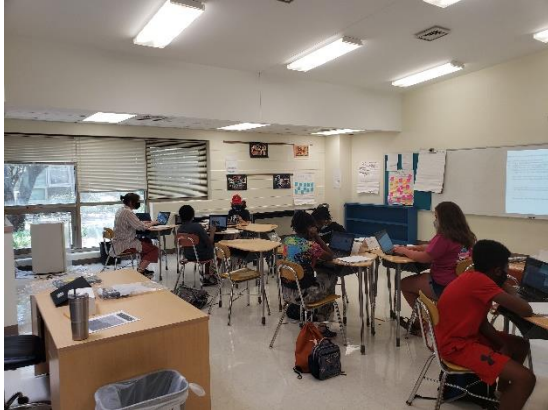
Stage Six-(theory) Universal Principles (Ethics)

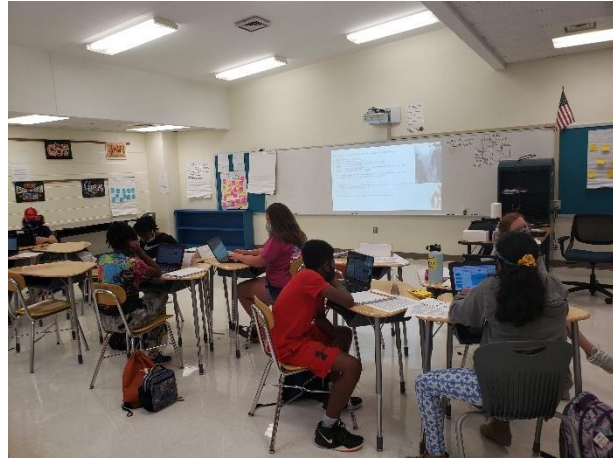
For Stage one students will have use Martin's perspective and evaluate the impact their alternatives would have on Martin in the context of these stages.

For example, if Martin were to harm the lady because she hit the stop button, how could he get out of this dilemma and avoid punishment.

Students will then discuss their rationale for these stages of development

LESSON #2 STUDENT WORK SAMPLES





[Group 1 The Elevator: Riding the Six Floors](#)

[Group 2 The Elevator: Riding the Six Floors](#)

[Group 3 The Elevator: Riding the Six Floors](#)

TEACHER NAME		Lesson #
Keshetta Henderson		3
MODEL	CONTENT AREA	GRADE LEVEL
Creative Problem Solving (CPS)	English Language and Literature	Rising 7 th & 8 th Graders
CONCEPTUAL LENS		LESSON TOPIC
Perspective		Making Predictions
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>RL.9.5: Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.</p> <p>W.9.1 c: c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns</p> <p>SL.9.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on {grade level} topics and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>		





- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
 - 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
- L.9.3: 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.

THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>	THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
<i>Perspective affects interpretation.</i>	<i>How does perspective affect interpretation?</i>
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)	PROCESS SKILLS (What will students be able to do as a result of this lesson?)
<ul style="list-style-type: none"> ● Perspective is how one observes a fact, idea, opinion, situation, object, etc. ● Perspective is associated with individuals and groups, as well as with a culture or discipline. ● Perspective allows you to seek and consider diverse opinions beyond your own. ● Perspective influences text just as text influences perspective. ● A literary plot has five elements: exposition, rising action, climax, falling action, and resolution ● Plots develop around internal and/or external conflicts ● Authors tell stories by integrating short story elements such as plot, setting, character, theme, 	<ul style="list-style-type: none"> ● Analyze ● Argue ● Collaborate ● Compare and Contrast ● Create solutions ● Determine ● Develop questions ● Dialogue ● Evaluate ● Examine ● Justify ● Predict ● Problem-Solve ● Think Critically ● Work Collaboratively





conflict, etc. to shape their ideas and to create meaning

- Authors create characters who deal with real life situations
- A story can be presented from the author’s perspective and within that perspective a character can have certain points of view that the audience will have to explore

GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:

- What is perspective?
- When might we use perspective?
- Why is perspective important?
- What is interpretation?
- When might we use interpretation to gain knowledge?
- What is a prediction?
- When might we make a prediction?
- Why might we make a prediction?
- How might perspective relate to prediction?
- How might interpretation relate to prediction?

During Lesson Questions:

- How do we tell stories?
- What are the elements of a short story?
- How does an author’s style help to convey his perspective?
- How do those elements individually and collectively affect our interpretation?
- How might we use interpretation to provide an alternate perspective?
- To what extent do multiple perspectives impact an outcome?
- How can the use of prediction create different perspectives and multiple interpretations of a story?
- How can you use prediction to create alternate beginnings and endings to a story?

Post Lesson Questions:

Story Comprehension Questions

- What was your initial reaction to the end of the story?
- What is your perspective about this type of ending as opposed to the traditional type of ending?

Concept-based Questions

- How does making a prediction change a story’s perspective?
- How does a story have a perspective? How does one determine the perspective of the story?
- How does the author’s decision to title the story, *The Lady, or the Tiger*, impact the reader’s perspective?
- What perspective does the young man have about the situation?
- What perspective does the lady have about the situation?
- How do these perspectives affect your interpretation of the ending that was given?





- How can predictions affect one's interpretation of events?

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)

Content	Process	Product	Learning Environment
<ul style="list-style-type: none"> • Above grade level texts 	<ul style="list-style-type: none"> • Text annotation 	Use of technology to produce product	<ul style="list-style-type: none"> • Whole class lecture • Small group collaboration

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Students will engage in a virtual gallery walk using Jamboard. Each question will be posted on a separate Jamboard panel. Students must record their response on a sticky note to each of the pre-lesson questions. Students will read all of their classmates posted responses on the Jamboard to understand the different perspectives on each question. Whole-class discussion of responses after all students have posted their thoughts.

Pre-Lesson Questions

- What is perspective?
- When might we use perspective?
- Why is perspective important?
- What is interpretation?
- When might we use interpretation to gain knowledge?
- What is a prediction?





To get students thinking about perspective and interpretation in the context of the selection they are to read later in the lesson, an anticipation guide that raises issues that occur within the story are presented to students.

Read each of the statements below. Write if you agree or disagree. Justify your position.

- 1) I would trust my life to my significant other (i.e. boyfriend or girlfriend)
- 2) Jealousy is a stronger emotion than love.
- 3) Parents have the responsibility to make decisions for their children.
- 4) Matters of justice should be decided by chance or luck.
- 5) If you have the means to save someone, it is your moral duty to do so.

Based on each of the above statements, students will develop one open-ended question that builds off of the statement's main point. For example, with statement 1, they could ask *Why should one trust a significant other or What are reasons for trusting a significant other with your life.*

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

Teacher will then have students independently read the short story *The Lady, or The Tiger* by Frank Stockton.

<http://pshs.psd202.org/documents/kmahoney/1504223790.pdf>

Students must highlight the parts of the story that pertain to the anticipation guide statements.

Students will discuss if their perspective about each statement has changed/not changed based on how each statement was interpreted throughout the selection.

Teacher will have students consider a video on decision-making to aid their responses; this should aid in their understanding of how to make predictions.

Watch the following video clip about decision-making. Jot down in your classroom journal, key points about the definition of decision making and the steps to making a critical decision.





<https://www.youtube.com/watch?v=dItUGF8GdTw&t=138s>

“5 Tips to Improve Your Critical Thinking

Students will have students review the five steps

- 1) Formulate your question
- 2) Gather your information
- 3) Apply the Information
- 4) Consider the implications
- 5) Explore other points of view

- **Mess Finding (Objective Finding)**

Here students will apply Step 1 from the video to the question posed by the author at the end of the story - Which came out of the opened door - the lady, or the tiger?

They must then turn this posed question into a question of their own that includes which they think came out of the door.

For example, What would happen if the lady came out of the door? How would I add to the story’s ending to capture the aftermath?

- **Data Finding (Fact Finding)**

Students must use the text and Step 2 -gather information to find as many reasons from the text to support a response to the option they chose. They must also infer using the story elements discussed in lesson 1 feasible outcomes of what decision this had on the princess, the man, and the king. This would be done in the form of a three column chart that captures each outcome

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

- **Problem Finding**





Students must now consider the problems with the option they choose and consider any implications their option would have on the story's ending

■ **Idea Finding**

They will continue to explore various ideas that would lead to a feasible ending that Stockton and/or their peers and/or the audience might enjoy.

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

■ **Solution Finding**

Once they have a solution to how their story will end, students will proceed to write at least a two paragraph ending using the story elements discussed

During Lesson Questions

- How do we tell stories?
- What are the elements of a short story?
- How does an author's style help to convey his perspective?
- How do those elements individually and collectively affect our interpretation?
- How might we use interpretation to provide an alternate perspective?
- To what extent do multiple perspectives impact an outcome?
- How can the use of prediction create different perspectives and multiple interpretations of a story?
- How can you use prediction to create alternate beginnings and endings to a story?

Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

Students will engage in a peer review of their initial draft of an alternate ending using divergent and convergent thinking.





Peers will swap papers and read the alternate ending. Students must pose questions they have about their peers' response

Acceptance Finding

Students will then review the comments and develop a plan of action to revise their drafts

While teacher is giving students feedback on their submitted drafts, students will respond to the following post-lesson questions as a way to summarize the day's lesson:

Story Comprehension Questions

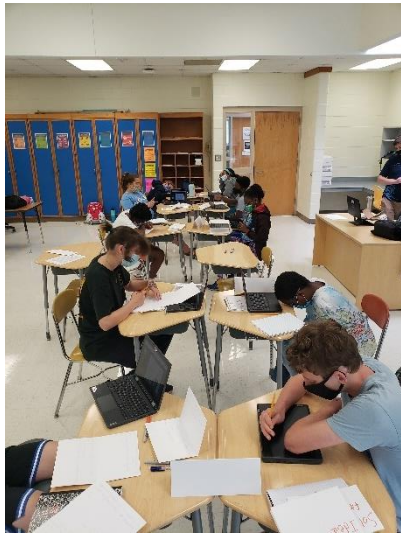
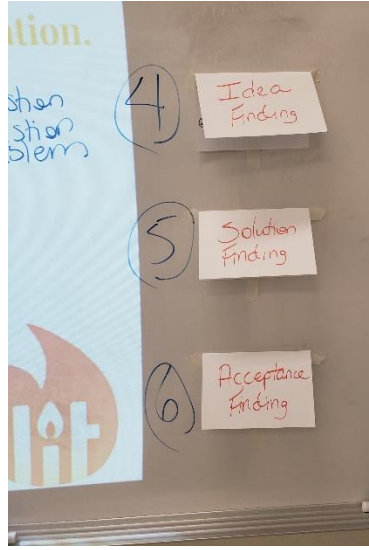
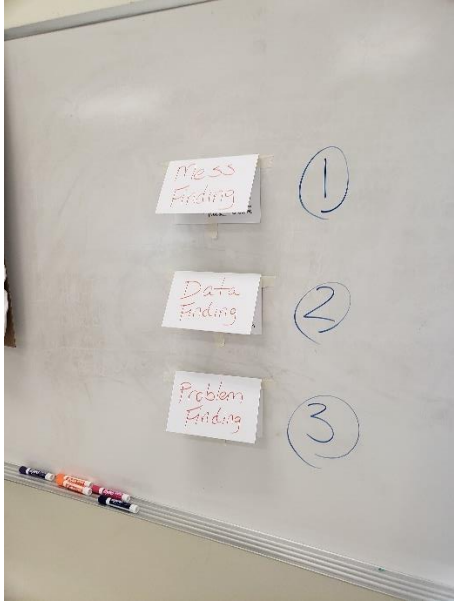
- What was your initial reaction to the end of the story?
- What is your opinion about this type of ending as opposed to the traditional type of ending?

Concept-based Questions

- How does perspective affect interpretation?
- What predictions could you make if the lady were behind the door?
- What predictions could you make if the tiger were behind the door?
- How can predictions change a story's perspective?
- How can predictions affect one's interpretation of events?

LESSON 3 WORK SAMPLES





TEACHER NAME		Lesson #
Keshetta Henderson		4
MODEL	CONTENT AREA	GRADE LEVEL
Visual Thinking Strategy	English Language Arts	Rising 7 th & 8 th Graders
CONCEPTUAL LENS		LESSON TOPIC





Perspective	Analysis
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>	
<p>SL.9.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on {grade level} topics and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>L.9.3: 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.</p> <p>B.CR.1: Use critical analysis to generate responses to a variety of prompts.</p> <p>I.CX.1: Understand the global, historical, societal, and cultural contexts of the visual arts.</p>	
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>	THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
<i>Perspective affects interpretation.</i>	<i>How does perspective affect interpretation?</i>
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)	PROCESS SKILLS (What will students be able to do as a result of this lesson?)
<ul style="list-style-type: none"> ● Perspective is how one observes a fact, idea, opinion, situation, object, etc. ● Perspective is associated with individuals and groups, as well as with a culture or discipline. ● Perspective allows you to seek and consider diverse opinions beyond your own. ● Perspective influences text just as text influences perspective. ● A literary plot has five elements: exposition, rising action, climax, falling action, and resolution ● Plots develop around internal and/or external conflicts ● Authors tell stories by integrating short story elements such as plot, setting, character, theme, conflict, etc. to shape their ideas and to create meaning 	<ul style="list-style-type: none"> ➤ Analyze ➤ Argue ➤ Collaborate ➤ Compare and Contrast ➤ Create solutions ➤ Determine ➤ Develop questions ➤ Dialogue ➤ Evaluate ➤ Examine ➤ Justify ➤ Predict ➤ Problem-Solve





<ul style="list-style-type: none"> • Authors create characters who deal with real life situations • A story can be presented from the author’s perspective and within that perspective a character can have certain points of view that the audience will have to explore 	
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GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> • What is perspective? • When might we use perspective? • Why is perspective important? • What is interpretation? • When might we use interpretation to gain knowledge? • What is art? 	<ul style="list-style-type: none"> • How might we use interpretation to provide an alternate perspective? • To what extent do multiple perspectives impact an outcome? • To what extent can graffiti be portrayed as vandalism? • What makes graffiti art? • What do you see in the image? • What makes you say that? • What is happening in the image? • What do you see that makes you say that? • What else do you see? 	<ul style="list-style-type: none"> • How does perspective enable you to make predictions? • How does one’s perspective alter their interpretation of what is and is not art? • How does perspective affect interpretation?

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
<ul style="list-style-type: none"> • Students will read texts at the next grade level 	<ul style="list-style-type: none"> • Open ended questioning • Use of visuals to stimulate critical thinking 	<ul style="list-style-type: none"> • Students will demonstrate what they learned via multimodal mediums (i.e. storyboard, 	<ul style="list-style-type: none"> • Individual student conference • Independent





<ul style="list-style-type: none"> • Students will familiarize themselves with advanced vocabulary 	<ul style="list-style-type: none"> • Use of articles to supplement the visuals to further aid interpretation of perspective • Hands on opportunities 	<p>cartoon/graphic, poem, short story, etc.)</p> <ul style="list-style-type: none"> • Presentation/Constructed response 	<ul style="list-style-type: none"> • Fishbowl – student led Socratic Seminar • Collaborative learning via small groups
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PLANNED LEARNING EXPERIENCES
(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

As students enter the room, they will complete a Do Now by accessing a powerpoint slide (attached at the beginning of this document) that has the following images on display

- Pottery
- Manufactured pots and pans
- Ballet
- Gymnastics
- Soccer
- Grand Canyon
- A holiday snap-shot of the Grand Canyon
- A painting of the Grand Canyon
- A beautiful face
- A rock that happens to resemble a face
- A child's drawing of a face
- An artist's drawing of a face done in the naïve style of a child
- A caricature
- Opera
- Rap music





- A piece of music generated by a computer
- The Mona Lisa
- A copy of the Mona Lisa with a moustache and beard added
- A tv soap opera
- A nursery rhyme
- A joke
- A man dripping paint randomly on a canvas
- A monkey dripping paint randomly on a canvas
- A bucket and mop left in an art gallery by a cleaner
- A bucket and mop exhibited in an art gallery by an artist
- A mural
- A graffiti painted wall

As each image is displayed, they will hold up the red sticky note to symbolize yes that the item is NOT art or the green to symbolize that the item is art. Students would then have to provide rationale about their choices about a few of the items that generated the most division.

After the discussion, students respond to these questions...

Pre- Lesson Questions

- What is perspective?
- When might we use perspective?
- Why is perspective important?
- What is interpretation?
- When might we use interpretation to gain knowledge?
- What is a prediction?
- When might we make a prediction?
Why might we make a prediction?
- What is art?

Anticipatory Set

As an anticipatory set, students read each statement below, write their position (agree or disagree), and then provide rationale.





1. Graffiti is a way for people to express their ideas and feelings.
2. It is a waste of money cleaning it up.
3. Graffiti ruins public areas and makes children afraid to play in parks.
4. Graffiti makes a town look more attractive.
5. An individual can be the determining factor of what art looks like.
6. Museums and art galleries should include graffiti in their collections.
7. Graffiti is art.
8. Graffiti is vandalism.

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

To follow-up with the opening activity, students will be divided into three groups. All three groups will examine the four clips. Each group will be given a set of notes from which they are to explore the four clips. The notes examine what is considered art from three different criterion/perspectives.

Clip # 1 – Mona Lisa Smile trailer https://youtu.be/t8_PfQAFpl

Clip #2 – The Painter <https://youtu.be/Qr-VZGEQek4>

Group 1 Notes – The Intentions of the Artist Perspective

- something is a work of art if it is made by someone with the intention of evoking an aesthetic response in the audience
- aesthetics: a branch of philosophy which studies beauty and the arts
- artists want to communicate something to us and we see communication as deliberate, intentional activity
- random activity vs conscious design
- special class of objects that are made with a specifically aesthetic intention

Group 2 Notes – The Quality of the Work Perspective

- deals with the intrinsic quality of the work
- closely connected with the idea of skill
- expect an artist to have a high level of competence





- should not be something that a person with no talent or training in the arts could have made
- associated with the idea of beauty
- speak of beauty with respect to content and form
- -content: what it depicts
- -form: the way it is put together (unity, order, rhythm, balance, proportion, harmony, symmetry)

Group 3 Notes – The Response of the Spectators Perspective

- requires an appreciative spectator
- key question: which spectators we should appeal to
- general public usually prefer the familiar to the strange and content to form; often hostile to new artistic movements
- some artists have vested interest in dismissing an uninformed public
- might have to appeal to expert opinion to help us to decide which works of art are genuinely worthwhile

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

Students will respond to the VTS questions about each image and engage in a twenty minute discussion

What's going on in this picture?

What do you see that makes you say that?

What else can you find?

During lesson

- To what extent can graffiti be portrayed as vandalism?
- What makes graffiti art?

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways





Students will read the following articles that lend themselves to a specific perspective on graffiti as art.

1. Graffiti: Art of the tag <https://www.abc.net.au/news/2016-02-04/the-art-of-graffiti-tagging/6959396?nw=0>
2. Graffiti is art not vandalism <https://temple-news.com/graffiti-is-art-not-vandalism/>
3. Is graffiti art or vandalism? <https://www.vans.eu/thewall/art/is-graffiti-art-or-vandalism.html>
4. Graffiti should not be considered art <https://www.kstatecollegian.com/2015/02/01/opinion-graffiti-should-not-be-considered-art/>

Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

Finally, based on the images, articles, videos shown throughout the lesson, students will address the post lesson questions

- 1-How can having more than one perspective shape one's opinion or interpretation of something?
- 2-Whose opinions are more valued for evaluating an art piece? The artist's or the viewer's?
- 3-Should a non-traditional creation that imitates life be considered art?
- 4-To what extent does one's environment and/or culture play a role on shaping one's perspective about what is or is not considered art?

This will lead them back full circle to creating their cover page of the Get L.I.T. performance task in which they will make a collage that will represent their "graffiti artwork" about themselves.





UNIT RESOURCES/REFERENCES

Overall Unit Google Slides Presentation

<https://docs.google.com/presentation/d/1kGmbInSR5nHVGvic6BDQROAYUMAU7WfYUwKQ1znK0A8/edit?usp=sharing>

Books

Erickson, H. L. (2007). *Concept-based curriculum and instruction for the thinking classroom*. Thousand Oaks, CA: Corwin Press.

Stephens, K.R. & Karnes, F.A. (Eds.) (2016). *Introduction to Curriculum Design in Gifted Education*. Waco, TX: Prufrock Press.

Wiggins, G. P., & McTighe, J. (2011). *The Understanding by Design Guide to Creating High-Quality Units*.

Alexandria, VA: Association for Supervision and Curriculum Development.

Websites

“The Elevator” Short Story https://acaiohnstonela.weebly.com/uploads/3/7/7/6/37763889/the_elevator_text.pdf

Making Inferences <https://slideplayer.com/slide/4345952/>

Kohlberg http://www.suttonclassroom.com/uploads/9/0/6/0/9060273/lawrence_kohlberg_chart.pdf

Videos

Class Theme Song - Firework by Katy Perry <https://www.youtube.com/watch?v=QGJuMBdaqIw>

Getting to Know You Activity Song - Who Are You by The Who <https://www.youtube.com/watch?v=PNbBDrceCy8>

Lesson 1 Engage and Connect -Who’s Afraid of the Big Bad Wolf https://www.youtube.com/watch?v=ShE27Hst_NM

