

# Understanding by Design Template

<b>Title:</b>	Using Akio Takamaori's," (Boy with Hands in Pocket), Small Boys and Girl in Jumper for Writing."
<b>Teacher(s):</b>	Gerry Syms
<b>School: Subject:</b>	St. Marks
<b>Grade Level:</b>	Language
<b>Duration:</b>	4 <sup>th</sup> or 5 <sup>th</sup> 45 – 60 minutes (3 sessions)

## Stage 1: Desired Results

### Standards:

What relevant standards will this design address? (Be sure to integrate other subject matter Standards)

714. Writing

02. Write and edit for correctness and clarity.

03. Write a personal narrative that aligns with 4<sup>th</sup> -5<sup>th</sup> - Direct Writing Assessment

### Essential Questions for Students:

What provocative questions will foster inquiry, understanding and transfer of learning?

1. What is the first thing you notice about this piece of art and what makes it different from the rest of the art work in the room?
2. Who do you think the two figures are and what could their relationship possibly be? How old do you think they are.?
3. What do you notice about the way they are dressed? Does that tell you anything about what they're doing?
4. How do you think they might feel about each other?
5. Notice the arms of the boy and girl. Why do you think they are in that position?
6. What do you think the boy and girl are made of? What do you notice about the color of these pieces? Are there any patterns in these figures?
7. Would you call this a "realistic" representation of a boy and a girl? Why or why not?
8. Why do you think the artist put 2 (or 3) figures in this piece of work? What does that tell about the Importance of relationships?
9. Which figure would you be? Why?

### Knowledge and Skill (Learning Targets):

What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?

### I can...

1. Apply rules and conventions of the following: Grammar; Punctuation; Capitalization; Spelling; Legibility.
2. Develop a paragraph:
  - Incorporate a clear and focused main idea;
  - Support main ideas with details and examples that are appropriate to topic, audience, and purpose;
  - Use topic sentences, appropriate word choices, sentence structure, transitions, indentation, and organization.
3. Create a multiple-paragraph narrative composition that includes the following:
  - An introductory paragraph to establish and support a central idea;
  - Supporting paragraphs with thoughtful transitions, simple facts, details, and explanations.
4. Write and publish original creative works that incorporate figurative and descriptive language.

## Stage 2: Assessment Evidence

Through what evidence will students demonstrate achievement of the desired results? By what criteria will the level of achievement be measured?

What will be assessed?	How will it be assessed?
* ability to construct 5 paragraph personal narrative from teacher provided prompt using Takamori's piece as inspiration for exploring relationships	* Rubric for Direct Writing Assessment
* ability to use conventions of grammar	* peer editing
* ability to present strong introduction and conclusion as well as support paragraphs with topic sentences.	* self editing using: a) "sentence starters", b) highlighting topic sentence and interesting nouns, verbs, adjectives, and adverbs, c) use figurative language d) use of grammar conventions
* use of figurative language	

## Stage 3: Learning Activities

What learning experiences and instruction will enable students to achieve the desired results? How will the activities be adapted to meet all students' interests, abilities and needs?

- \* take students of BAM and tour permanent collection or present transparency of Takamori's piece and discuss.
- \* teach essay writing skills.
- \* use following prompt to encourage writing piece.
- \* "Think of a person that is important to you. It could be a brother or sister, a best friend or a parent. Imagine the 2 of you together like these two figures of Takamori. Write a personal narrative that describes what your relationship with this person is, how you feel about this person, and why this person is so important to you. What are the special things you two do together? Describe the reasons this person is so special to you."



Akio Takamaori's, " (Boy with Hands in Pocket),