

## Project 3: Listenwise, Part 2

### PART A: Planning with WHERETO

**Briefly** note your ideas—just a few sentences or bulleted phrases for each element. Remember: WHERETO is not a recipe for building learning designs, but rather a way to test your design as you are creating it. Make sure you look at the examples in Chapter 9 from the UBD to help you and keep in mind that this is a 45–90 minutes learning experience.

**W:** How will students know **where** they are headed and **why**?

Students will know from the assessment criteria where they are heading and from the essential questions they will know why.

**H:** How will you **hook** students at the beginning?

The video trailer of the Persepolis can be an interesting hook.

**E:** How will students be engaged in **exploring** the big idea and essential question?

1. Watching the movie trailer of Persepolis
2. Creating story board and power point presentation in small groups
3. Finish Individual T-charts
4. Write Empathy Letters
5. Write Essay

**R:** What opportunities will you provide to help students **rethink** their big ideas, **reflect** on progress, and/or **revise** their work?

Students will be given a task to think about freedom before the class and will be asked to reflect after and rethink about freedom. Activities could be revised based on feedback.

**E:** How will students be able to **evaluate** their work and progress?

Peer Evaluation  
Self Checklist

**T:** How will you **tailor** your instructional design to reflect different interests, styles, needs, and talents?

Divide into small groups based on their interest. Teachers need to acknowledge that students learn differently and have different skill e.g. visual, auditory, kinesthetic.

**O:** How will you **organize** the flow between learning-doing-reflecting?

First is watching the trailer all together. Then in small groups they will research and create the presentation. After that they will brain storm and create individual charts, Essays and letters.

## PART B: Listen wise Storyboard

### Radio Story

- Title: Story of Growing Up in Revolutionary Iran
- URL: <http://www.npr.org/templates/story/story.php?storyId=17597762>

### Story Synopsis:

Marjane Satrape grew up in Iran around 1979 Islamic revolution. She wrote a memoir Persepolis, which has been adapted for the movie. Persepolis depicts Satrape's childhood experiences, ideas about Islamic fundamentalism, political situations, freedom, and Iranian Government. However, the title 'Persepolis' refers to the ancient capital of Persian Empire.

### Student Understanding

#### Listening Organizers/Graphic Organizers:

Language Identification  
T chart worksheet

#### Listening Comprehension Questions: {Need to work}

1. Who is Marjane Satrapi? What did she do?
2. Is Persepolis a memoir? Explain why.
3. What happened during 1979 Islamic revolution?
4. How and why did Satrapi torture the ex-officer's son?
5. What was the real issue for Satrape?
6. What could not Satrape handle?
7. Can people in Iran do what they want to do? Explain why.

#### Materials:

1. Video : [What if the Islamic Revolution Never Happened?](#)
2. Video: [Iran's Revolutions: Crash Course World History 226](#)
3. Image : [Women protest against the mandatory wearing of hijab in the days following the Iranian Revolution](#)
4. Image: [Iconic Photos Of Absolute Fury From Iran's 1979 Revolution | Huffington Post](#)
5. Wiki : [Iranian Revolution](#)
6. Britannia : [Iranian Revolution](#)
7. NY times: [A Different Iranian Revolution](#)
8. Wiki : [Women's rights movement in Iran](#)

#### Vocabulary:

individualistic  
narcissistic  
egocentric  
Fundamentalism  
Permeates

## Instruction: Listening Guide

### Activate student knowledge:

Ask for a show of hands of students who have read Persepolis. Ask a few of them to talk about what they liked and did not like. Also ask them to talk about how does it feel to read something which seems real but not factually true. Ask students if they have watched the movie or trailer of Persepolis. Most likely they have not, if not show them the trailer of Persepolis and ask how they feel about it.

### Introduce the story:

This is a conversation between the author Marjane Satrape and NPR reporter Steve Inskeep. Satrape grew up in Iran around 1979 Islamic revolution. Based on that she wrote a memoir Persepolis which has been adapted for movie. The radio interview between them portrays Satrape's childhood experiences growing up in Iran during Islamic revolution, discussions about Islamic fundamentalism, political situations, freedom, and Iranian Government.

### Active listening supports:

Choose one of the following graphic organizers to support student understanding as they listen.

- The **T-Chart**: Students will prepare a T-Chart. In the left column they will write about the life in United States in 2016 and in the right column they will write about life in Iran during 1979. 2-5 points in each column will be enough.

In the second T chart, they will write 4-5 points on life in Iran during 1979 revolution and in the right column they will write how different it is from modern life on a scale of 1-10.

- The **Language Identification** organizer allows students to follow along and track important phrases while listening to the story.

### Reflect on story:

Take time on the radio story and discuss questions to check for understanding. Small group projects can help to see the reflection. When one group will present the story board and power point presentation, other students will be able to have a better understanding of the story. After working with the T Chart students need to share that report with a peer. Volunteers will check the T-chart, essay and empathy letter of an individual student and make sure they have understood the concept.

## Lesson Plan

**Total lesson time:** 45–90 minutes

### Essential Question:

1. What is freedom and what does that mean?
2. How would we feel to live in Iran?

**Objectives:**

Students will know and be able to ...

1. Learn what memoir is and how different that is from an auto biography.
2. Learn about 1979 Iranian revolution
3. Learn about social situation of a country when it goes under religious and political change.

**Assessment Evidence:**

1. Empathy letter to an imaginary pen pal who lives in countries like Iran, Afghanistan, Saudi where Islamic Government rules.
2. PowerPoint presentation on 1979 Iranian Revolution
3. Research and write an essay on this question : Describe difference between democracy, semi-authoritarian and authoritarian governments.
4. Evaluation of the T-Charts.

**Class Activities**

1. *Whole Class Video:*

The whole class can't watch the entire movie, but they can certainly watch the [trailer of 'Persepolis'](#) together. Students often don't have enough patience to read an entire novel. Even if they are forced to read, it's hard to empathize just by reading. Movies do wonder to us. We often feel we are right there at that moment. The trailer of Persepolis will give a glimpse of the memoir.

2. *Small Group Project:* A group of Students (3-4) people will get together and research on 1979 Iranian Revolution. After that research they will present a story board with pictures, words, quotes and showcase the time period. Based on that story board, students will present a brief power point presentation in front of the class.

3. *Individual Analysis:* Students will form two T charts.

- a. 1<sup>st</sup> T chart: In the left column they will write about the life in United States in 2016 and in the right column they will write about life in Iran during 1979. 2-5 points in each column will be enough.
- b. 2<sup>nd</sup> T chart: They will write 4-5 points on life in Iran during 1979 revolution and in the right column they will write how different it is from modern life on a scale of 1-10.

4. *Individual Brainstorm:* Tell students to brainstorm and create 5 striking factors of 1979 revolution and based on that they will write an essay on 'Describe difference between democracy, semi-authoritarian and authoritarian governments.' (not more than 300 words).

5. *Individual Project:* Tell students to write an empathy letter to an imaginary friend who lives in a country ruled by Islamic Government. In that way, students can show their empathy towards people residing in those countries.

## GRAPHIC ORGANIZER #1: Language Identification

### Language Identification

Listen closely and check off each phrase as you hear it.

#### Phrases

1. This is a memoir
2. Or is it a memoir in some broader sense?
3. the movie "Persepolis" is based on her experience during and after the 1979 revolution.
4. today's Iran is not for you.
5. her family suffers under both.
6. The game of the children is very much influenced
7. his father was from the secret service of Shah
8. we wanted to eat - make him eat garbage.
9. Little girls running around pulling off their veils saying it's too hot.
10. It's the freedom of thinking
11. Did you understand the lyrics?
12. But it spoke to you.
13. Why... you could not find a way to tolerate the Islamic Republic?
14. you write that you want people to understand...
15. Islamic fundamentalism
16. You have to leave
17. It's not sure that I can leave it.
18. I don't think that nothing can pollute anything.
19. It never lasts these things
20. It's always a decline

## GRAPHIC ORGANIZER #2: T Chart Worksheet

Life in United States now (2016)	Life in Iran in 1979

Life in Iran during Islamic Revolution	How much different it is from modern day (1-10)?

PART C: Small Group Notes

Copy and paste them here, along with the names of your group.

**Block 5 Group 5**

Listenwise Stage 3

Sunday November 13th, 10am EST (3pm GMT)

Zoom ID:

<https://zoom.us/j/594996532>

Group leader: Jenny Lovel

Recorder: Dolphia Nandi

Chief Equity Officer: Jenny Lovel

Checker of Understanding: Gaith Takriti

**Essential questions from project 3:**

**Jenny's:**

If Marjane's story is part true and part fantasy, is it still real? What truths about life in Iran can it give us that a factual account cannot?

However, this needs further research so may not end up being the essential question for this assignment. Stacie felt that the story is generally held to be real. The problem is that we have to look at the interview, not the movie itself. The stage 3 activities are a chance to introduce more of the movie into the classroom and widen the discussion.

**Dolphia:**

How does it feel to live in a country where there is no freedom?

**Gaith :**

Big Idea : Personal Change. However, this is being revised to focus on memoir.

**Jenny:**

Big Idea: Memoir

**Ideas for Stage 3:**

Start with class video so that students see some of the Persepolis movie. Choose a part of it that fits our essential question to guide students.

Whole Class Activity : Class discussion is about the section of the video and identifying the big ideas.

Small Group Activity : Brainstorming (select events of life : personal story of students) :

Individual Activity: Write your own memoir

Project Board / Best way of expressing a time period or particular moment, what to include and what to exclude

Decide whether to express things literally or metaphorically. What can students learn from Marjane's memoir?

Students could use stick cartoons or something like Lego animation

Then evaluate other students' work in groups. Look at how well it addresses the essential question (i.e. whether that is about personal freedom or about memoir or personal change)

Learning outcomes : **Objectives**

Describe what makes a book a memoir

Writing styles

How to write about personal experience without divulging identities

Different formats for conveying memoir (e.g. Lego stop animation, photos, cartoons, text)

These need to be written after the stage 3 activities so they are accurate, so agreed not to focus on these in the group meeting.

## Project 3: Listenwise, Part 2

### PART A: Planning with WHERETO

**Briefly** note your ideas—just a few sentences or bulleted phrases for each element. Remember: WHERETO is not a recipe for building learning designs, but rather a way to test your design as you are creating it. Make sure you look at the examples in Chapter 9 from the UBD to help you and keep in mind that this is a 45–90 minute learning experience.

W: How will students know **where** they are headed and **why**?

Why : from Essential Questions. Show students the learning outcome?

Where : goal : from assessments in project 3. Edited.

H: How will you **hook** students at the beginning?

<insert notes>

Hook : How can something be real if it's factually true (Jenny) - interesting problem. Share the video - create interest in the class

E: How will students be engaged in **exploring** the big idea and essential question?

<insert notes—this is a bulleted list of your activity ideas, but don't fully develop them here>

Watching the video (part of the movie)

Read the part of the graphic novel

Compare the video and graphic novel

Whole class discussion of issues.

R: What opportunities will you provide to help students **rethink** their big ideas, **reflect** on progress, and/or **revise** their work?

<insert notes>

Think about freedom / memoir / clothing etc (personalize to own project)

Ask students to think about issues of freedom etc before watching the video, then ask them to reflect if their ideas have changed afterwards.

Activities could be revised following peer feedback.

E: How will students be able to **evaluate** their work and progress?

<insert notes>

Peer evaluation in small groups.

Self checklist for reflection.

(Check that assessments from Project 3 include these stages)

T: How will you **tailor** your instructional design to reflect different interests, styles, needs, and talents?

<insert notes>

Asking them to create memoir - tailored to different experiences and ways of expressing themselves with different forms of output e.g. drawing, Lego.



Divide into groups based on interest?

Acknowledges that students learn differently and have different skill e.g. visual, auditory, kinaesthetic.

O: How will you **organize** the flow between learning-doing-reflecting?

<insert notes>

This is built into our activity structure. First activity is about learning and discussing. Second is about doing own memoir. Third is about peer evaluation and self-reflection.

## PART B: Listenwise Storyboard

### Radio Story

- Title:
- URL:

Story Synopsis:

<insert content from Project 3 or revise>

### Student Understanding

#### Listening Organizers/Graphic Organizers:

<insert content from Project 3 or revise>

#### Listening Comprehension Questions:

<insert content from Project 3 or revise>

#### Materials:

<insert content from Project 3 or revise>

#### Vocabulary:

<insert and define at least 5 vocabulary words from the radio story>

Memoir

Repression?

Fanatics

Egocentric

Narcissistic

Individualistic

Communist

<http://www.npr.org/templates/story/story.php?storyId=17597762>

### Instruction: Listening Guide

**Activate student knowledge:** <insert hook> Tantalising question drawn from the essential questions or big idea. E.g. Jenny's about something being real but not all true. Or frame this with a celebrity or something interesting to students.

**Introduce the story:** <insert content> From project 3.

**Active listening supports:** <insert content based on the graphic organizers you chose> From project 3.

**Reflect on story:** <insert content>

### Lesson Plan

**Total lesson time:** 45–90 minutes

**Essential Question:**

<insert content from Project 3 or revise>

**Objectives:**

Students will know and be able to ...

<insert bulleted list of your learning objectives>

**Assessment Evidence:**

<Insert bulleted list—revise content from Project 3 to reflect the activities you develop that provide evidence of understanding>

**Class Activities**

<Develop three activities using any of the possible types below (or a type you see on Listenwise):

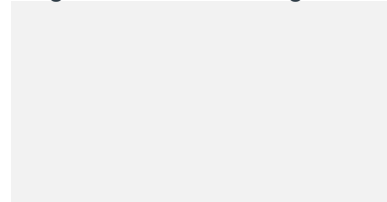
- Whole Class Analysis
- **Small Group Analysis**
- **Whole Class Discussion**
- Whole Class Reading
- Partner Research
- **Individual Project** : Project Board
- Small Group Writing
- Small Group Reading
- Individual Writing
- Group Project
- Small Group Lab

**AGENDA:**

□

In the group meeting, you are developing ideas for Stage 3 (i.e., instruction and learning activities) of your Listenwise lesson. Remember to always start with thinking about the targeted learning audience (i.e., middle/high school students)—what kind of 40–90 minute learning journey can you craft that is engaging, “right-sized”, and appropriate for a lesson in [social studies; science; literature/ELA]? For Stage 3, you are aiming to design activities that facilitate the acquisition of knowledge and skills, aid the construction of the big idea/understanding(s), and promote transfer to new/novel situations. These learning activities should help learners produce measurable evidence of understanding (Stage 2) of the identified big idea/understandings (Stage 1). Use the Project 5 template to help facilitate the discussion for ideas using the WHERE TO tool to plan key elements of your learning design.

**Note!** The revisions you made to Listenwise, Part I (Project 3) may change even further after designing Stage 3. It is important to remember that the Understanding by Design framework is not a rigid, prescriptive program—it is not a linear process. As McTighe states, it is a set of helpful design tools, and design standards that give us a process for thinking purposefully about curricular planning. You want to make sure all three stages complement and support one another—all three stages should be in alignment.





Spend the last few minutes of your meeting engaging in a quick group processing of how the meeting went. Collaboratively figure out:

- One thing your group did well : **We knew the material well and each has different perspectives. Each one has project feedback and combined feedback gave us better view of the project**
- One thing your group could improve : **Project was confusing. We found it hard to discuss stage three collaboratively when we all had such different stages one and two. We came up with a set of activities that could be adapted to personalise them to our own essential questions.**

As always, be sure to document it in your notes. We love reading about your thinking.