

BACKWARDS DESIGN LESSON PLAN TEMPLATE

UNIT TITLE:

TEACHER:

SUBJECT:

ESTIMATE LENGTH

GRADE:

• STAGE 1 / DESIRED RESULTS (WORK IN ORDER AND CONNECT EACH SECTION)

OBJECTIVES / STANDARDS:

WHAT WILL STUDENTS TAKE AWAY FROM THIS LESSON THAT THEY CAN USE IN THE REAL WORLD?

ESSENTIAL QUESTIONS:

WHAT QUESTIONS CAN YOU ASK STUDENTS TO GET THEM THINKING ABOUT THE OBJECTIVES?

FACTUAL KNOWLEDGE (THINK)

WHAT SHOULD PARTICIPANTS HEAR, READ, VIEW, EXPLORE OR OTHERWISE ENCOUNTER?

PROCEDURAL KNOWLEDGE (MAKE)

WHAT KNOWLEDGE AND SKILLS SHOULD PARTICIPANTS MASTER?

CONCEPTUAL KNOWLEDGE (ACT)

WHAT BIG IDEAS AND UNDERSTANDINGS SHOULD PARTICIPANTS BE ABLE TO ACT ON?

• STAGE 2 / EVIDENCE OF LEARNING (TASKS AND EVIDENCE SHOULD CONNECT DIRECTLY TO STAGE 1 DESIRED RESULTS)

PERFORMANCE TASKS:

HOW WILL I KNOW IF STUDENTS HAVE ACHIEVED MY DESIRED RESULTS FROM STAGE 1?

act. make. think.

EVIDENCE OF LEARNING:

WHAT WILL I ACCEPT AS EVIDENCE OF STUDENT UNDERSTANDING AND PROFICIENCY?

EXTENSIONS/CONSIDERATIONS: WHAT ARE SOME POSSIBLE PROBLEMS FOR THE DIVERSE LEARNERS I WILL ENCOUNTER? THESE CAN BE BOTH LACK OF UNDERSTANDING OR WAYS TO EXTEND TO MORE ADVANCED LEARNERS

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GRADE:

• STAGE 3 / LEARNING PLAN

LEARNING ACTIVITIES: THESE SHOULD COME DIRECTLY FROM STAGE 2

WHAT ENABLING KNOWLEDGE (FACTS, CONCEPTS, PRINCIPLES) AND SKILLS (PROCESSES, PROCEDURES, STRATEGIES) WILL STUDENTS NEED IN ORDER TO PERFORM EFFECTIVELY AND ACHIEVE DESIRED RESULTS?

1. Identify a social justice issue 2. Research current social justice issue using credible sources 3. Ability to form a position based on relevant news and related feelings to the subjects 4. Ability to participate in group discussion 5. Understanding of the concept of social justice 6. Basic design skills (ability to draw text and simple imagery) 7. Proper use of x-acto knife 8. Use spray chalk to leave stencil image 9. Photograph street art using camera or phone 10. Know how important ideas can be condensed and phrased to send a brief, clear, and direct messages.

WHAT ACTIVITIES WILL EQUIP STUDENTS WITH THE NEEDED KNOWLEDGE AND SKILLS?

1. Group brainstorm of relevant social justice issues 2. Interactive research demo 3. Slogan Workshop*: Identify a social justice cause or issue and create a three-column chart. In one column, list words or short sentences that come to mind which describe the topic of choice, in the other column list words or short sentences that describe how you feel about said topic, in the third column list words or short sentences that summarize an experience, movement, or initiative related to said topic. Use the terms from each list as an idea bank to create slogan, hashtag, minimal design, or short statement that supports and sends a clear and direct message about your topic. 4. Look at examples of artists who work with text/stencil in the realm of social justice 5. Stencil designing: Create sketches on paper before choosing a final design to sketch on a sheet of cardboard to carve as a stencil that will be used to leave chalk-sprayed messages around your community. 6. Use stencil and spray chalk to leave images in public spaces 7. Photograph (at least one) result of stencil and spray in public space

WHAT WILL NEED TO BE TAUGHT AND COACHED, AND HOW SHOULD IT BEST BE TAUGHT, IN LIGHT OF PERFORMANCE GOALS?

1. Introduction to the role of the individual in social justice 2. Research demo that involves locating and selecting reputable resources (as opposed to unreliable sources) online to form a position on a topic 3. Show students examples of slogans, hashtags, minimal images, or short statement that sends a clear and direct message about a cause. 4. Demonstration of how to properly carve design with x-acto knife 5. Demonstration of using spray chalk 6. How to photograph street art 7. How to upload a photo to Google Slides

WHAT MATERIALS AND RESOURCES ARE BEST SUITED TO ACCOMPLISH THESE GOALS?

1. A PowerPoint or similar presentation with examples of artists and artworks that align with the project, or serve as inspiration
<https://docs.google.com/presentation/d/1nIaXDikJZCXVByPBGmMx210DJMj5m72a4gqXWkpXD7c/edit?usp=sharing>

2. Access to Internet, online search engine (via computer, phone, or tablet), and Google account

3. Writing utensil and sketch pad 4. X-acto knife 5. Self-healing cutting mat 6. Cardboard or similar surface

7. Chalk spray

BRIEF DESCRIPTION OF THE LEARNING PLAN (THINK OF THIS AS HOW YOU WILL SCAFFOLD THROUGH THE ANSWERS TO THE QUESTIONS ABOVE.)

1. Brief introduction to social justice and the role of the individual

2. Group brainstorm about social justice themes, inspirations, movements, etc.

3. Interactive demonstration of researching a cause, and locating credible information sources about the subject

4. Student research time

5. Share examples of artists and artwork

6. Slogan workshop*

7. X-acto knife proper use demonstration

8. Student stencil-making time

9. Progress share

10. Spread the word! On the final workday, students should use spray chalk and their stencils to spray around their campus/community

11. Before the end of the final workday, student should photograph at least one of their sprayed images and post it in Google slides presentation by 11:59 that evening.

*ADAPTED FROM CONTENT ON: [HTTPS://CFT.VANDERBILT.EDU/GUIDES-SUB-PAGES/UNDERSTANDING-BY-DESIGN/](https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/)