**FINAL PROJECT**

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I am modifying my unit on “Pride and Prejudice” to make it more student-centred and to provide students with more opportunities to develop their oral discourse. The students has read the book at home during the third term. This novel is included in the the bilingual syllabus for 4th ESO (10th Grade).

* My overarching question for this unit is **How could “*Pride and Prejudice”* be related to 21st century society?**
* For this unit I have selected these **content learning targets**:
* I can evaluate and summarise the main events in the story.
* I can analyse the main characters and their role in the story.
* I can identify two themes in the book and relate them to present time.
* And these **language targets**:
* I can use appropriate academic vocabulary in order to describe the elements of fiction

(character, plot, narrator, point of view, setting, etc.).

* I can identify personality traits and attitudes of the main characters.
* I can express and defend my opinion using factual evidence about the characters and the book.
* Three **driving questions** I can show my students to model how to write driving questions are:
* How does Mr Darcy and Elizabeth’s relationship change throughout the story?
* What can we know for certain about a person based on our first impressions?
* Is class consciousness part of our society nowadays?

 An oral discourse protocol that I will use to build background knowledge or introduce the topic is the **Continuum Dialogue**. By taking part in this task students express their opinion about some of the issues dealt with in the book. Students place themselves at the front or the back of the room depending on what they think. Each position corresponds to one opinion, either *I totally agree* (back) or *I totally disagree* (front). They are given the possibility to stand in the middle of the classroom if they feel they are not sure and change positions if they think a classmate has provided evidence to make them change their opinion. Some statements that can be used for this activity are “first impressions are usually right”, “everyone has prejudices”, “it’s ok to marry someone because of their money”, “marriage is necessary for happiness in life” or “women are smarter than men”.

Students will be asked to take part in dialogues between two or more people in which they will exchange ideas and opinions. This will help them build meaning that they did not have before. This is known as **Academic Conversations.** In this unit students discuss the book they have read and relate it to contemporary society. Two of the benefits of academic conversations are that students have the opportunity to share content information and build background knowledge and these exchanges allow students to build up their academic vocabulary and use it in a meaningful way.

During academic conversations students will practiced five communication skills such as clarify ideas, synthesize content that has been provided to students, support their ideas with examples, build on or challenge ideas, and paraphrase.

A question for the paraphrase activity is “*Although its setting and characters are dated,* Pride and Prejudice *is still a popular novel today. Why do you think it has retained its popularity?”*

The **paraphrase card** activity consists in students working in pairs. The teacher will provide the students with a question. Students will ask each other the question and each of them has to write down his/ her partner’s ideas or comments on the card and then paraphrase his/her notes. His/ her partner has to check the pharaphrased words and clarify them if necessary.

The students will be given this list of words or expressions to support their comments during the speaking activity.

|  |
| --- |
| I think … In my opinion … I guess … From my point of view … Personally I think …Generally speaking …. Some people say … As far as I’m concerned … I think you’re right …That’s true … I’m sorry but I disagree …, Yes, but … I see your point but … What about … ¿ |

An **authentic text** that I would use during this unit to help my students build background knowledge is a short video clip from the BBC series *Pride and Prejudice* which shows a ballroom scene where Elizabeth and Mr Darcy have met for the first time and he expresses his first impressions about her to Mr Bingley : <https://youtu.be/SXmn3s-vHzc?list=PL3D312066256A17D5>.

In order to talk about this text I would use the “**Turn and talk”** protocol. Students will watch the video and then turn and talk to their nearest partner about it. Students are asked to express and defend their point of view and provide feedback on their partner’s opinions. Some questions can be prompted on the video such as “How did men and women behave when they attended ballroom dances in Jane Austen’s times?” or “ How does Elizabeth react to Mr Darcy’s comments on her? Why do you think she does so?”

To have my students show a relationship between the characters, setting or events in the text, they could use these words (7-10) and symbols (list 3). (Interactive Word Wall protocol)

|  |  |
| --- | --- |
| WORDS | Elizabeth, Jane, Mr Bennet, Mrs Bennet, Mr Bingley, Mr Darcy, ballroom, first impression, social class, marriage, gender, pride, prejudice |
| SYMBOLS | =+ |

# A Newsela article I could use in my unit to differentiate reading for my students is *In the walwar tradition, Afghan grooms go deep into debt to pay for a wife.* (<https://newsela.com/articles/afghan-grooms/id/441/> ). In class, I would use the “Reading Jigsaw” protocol and organise the students into four groups and give each group a different level text. I would ask them to read it individually first. When they have finished, they should put their text face down on the table. I would give them a post-it note and ask them to rank the three most important ideas from the text. When ready, students would be asked to mix up with other students in order to make a new group. Then, they will present their ideas to the other members of the new group and justify their choice.

# Five possible products that my students could create are:

#  \* A play. In groups, students will choose a key scene to the story and rewrite in script form by adapting it to contemporary times. They will rehearse and perfom in front of the class and, if possible, the rest of the school at the end of the school term. They can also record a video and then upload it to the school blog or website.

#  \* A “Chalk and Talk” poster. In groups, students will list the main ideas/ features of the novel (e.g. autor, characters, events, themes, symbols, settings, etc.). As a whole class, students will decide on the most important ones. Each group will write one of them on a big sheet of paper. Then each group will move clock-wise and add an idea, a comment, or a question to the next group’s poster.

#  \* Students will use Glogster ([www.glogster.com](http://www.glogster.com)) to create a multimedia poster based on the book. Then they will present it to the rest of the class and explain their ideas.

#  \* A 21st century proposal. Students in pairs will recreate and adapt Mr D

# arcy’s marriage proposal to Elizabeth to suit a 21st century context in a video format.

#  \* Speed dating session. In groups, the students will take part in a speed date session in which they will be given a role to play and then find a suitable date for them. The students will create a personal profile using an online dating website style and then play the role in the speed dating session. (This activity will follow the inner circle- outer circle protocol)

# Another activity I would use to provide oral discourse practice is the “World Café” protocol. It provides students with the opportunity to express and defend their opinions. Different questions are written on posters stuck on the classroom walls. First, students will be asked to discuss the question written on their poster. Then, one member of the group stays and sums up the ideas they have being discussing to the new members of the group who will rotate from one group to another. The process will be repeated until all the groups have discussed all the questions on the posters.

# For this activity, I would choose questions such as “*Elizabeth’s friend, Charlotte, decides to marry Mr Collins despite not loving him. Is being single socially accepted these days?*” “*Should parents be involved in their children choosing a partner?*” “ *How much does money affect a relationship?*” “Ballroom dances vs. Speed dating: *How has dating changed over the years?*” “*How important is social class when deciding to marry someone?*”

# A formative assessment that I would use is the “Quiz, quiz, trade!” protocol. Students are given a card with a word or an image on one side and a definition or meaning on the other. Students will circulate around the class and ask their classmates for the word or the meaning. If both students’ answers are correct, they trade their cards. To show that they are looking for a new partner, they will raise their hand. When they meet someone new, they will repeat the process until every student has worked on all the cards in the deck.

# In this unit, the deck of cards used will include characters’ names one side and some pieces of information about them on the other ( e.g. personality traits, social class, family, etc.); themes (e.g. love, marriage, social class and gender differences, etc.) on one side and a definition on the other; settings (Netherfield, Pemberley, countryside, London, etc.) and a name of a character connected to it. Students will circulate around the classroom in order to test themselves and their classmates on the characters, the settings and the themes in the book. The teacher will circulate and listen to the students’ conversations to assess the process of learning.

# A summative oral assessment for this unit that I would use is the “Text to Visual” protocol. The teacher provides each groups with some resources (printed texts, photographs, links to websites, etc.) on Jane Austen and *Pride and Prejudice*. Students will work in groups and go through all the information in order to create their own poster and then present it to the class.

# I would use this rubric to measure how the students met both the content and language learning targets:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Yes, I can! | Oops, not there yet!I still need to work more on this.  | I can’t.I need extra help. |
| evaluate and summarise the main events in the story. |  |  |  |
| analyse the main characters and their role in the story. |  |  |  |
| identify two themes in the book and relate them to present time. |  |  |  |
| use appropriate academic vocabulary in order to describe the elements of fiction.  |  |  |  |
| identify personality traits and attitudes of the main characters. |  |  |  |
| express and defend my opinion using factual evidence about the characters and the book. |  |  |  |