“Flipped Classroom” Lesson Plans

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EDUC 730

**Lesson Title(s):** “Introduction to Language Arts & Awesomeness, Part 4: The Multipass”

**Grade Level:** 8th Grade

**Goal(s):**

* Students will use personality and learning-style tests to learn more about themselves and their personalities and will reflect on the meaning and use of the results. *(In my actual class, this assignment is coupled with reading non-fiction texts that critique these types of quizzes. Students are asked to think critically about the results and meaning of their quizzes prior to moving on to the application of any results that they accept as valid.)*
* Students will communicate their understandings to classmates in both informal (small group, analysis) and formal (whole group, final product) settings.
* Students will create symbols that represent their own understandings of who they are.
* Students will read above-grade-level materials, both with and without support, to extend their reading range and ability.
* Students will create/obtain a method of tracking a number of “moving parts” in the classroom.

**Colorado Content Standards:**

* Reading
	+ CCSS.ELA-Literacy.RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
	+ CCSS.ELA-Literacy.RI.8.10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
* Speaking & Listening
	+ CCSS.ELA-Literacy.SL.8.1.a: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
	+ CCSS.ELA-Literacy.SL.8.1.b: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
	+ CCSS.ELA-Literacy.SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
* Writing
	+ CCSS.ELA-Literacy.L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	+ CCSS.ELA-Literacy.L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Materials/Resources:**

* Student internet access at home and at school.
* Students will need a pencil at home and in class.
* A website or *Learning Management System* (LMS) that allows a teacher to create content with text input, linking, image upload, and video.
* A camera or phone that records video, and a way to upload video to YouTube.
* *Multipass Cards*: unlined, 4” x 6” notecards—one for each student (plus a few extras).
* Access to quality learning and personality quizzes whose foci serve the purposes of your classroom.
* Any reference sheet presenting common symbols and their meanings. (*Appendix A*)

**Procedure for Teaching:** (Includes the following: Flipped Classroom, Narrative-based and Classroom-based Gamification, Sequential In-Class Instruction, Small-Group Discussion, Whole-Class Discussion, Individual Work Time, Some Differentiation)

* [Link to my website (starting point)](http://languagewithhunt.weebly.com/)
* [Link to the class agenda/classroom presentation slides](https://docs.google.com/presentation/d/1XYj9zcp-fnyrB-Cgn5qGfRs9VwP5ANaTufMmMiCqWBU/edit?usp=sharing)
1. End of Day 1: After presenting the lesson for “Introduction to Language Arts & Awesomeness, Part 3: The Sacred Questions of Larninstyle (Differentiation Packet)”, students will be assigned homework for the night.
	1. Complete the remaining personality/learning type quizzes--including these quizzes which are linked in the daily agenda: Myers-Briggs and Quantic Motivation. *Traditionally, this portion of the lesson—the completion of the Differentiation Quizzes and the subsequent application of those scores to their* Multipass *card—has been taught in class, but it is a bad combination of time consuming, easy, and not particularly engaging. It was a perfect candidate for “flipped classroom-dom”.*
	2. Go to the class website and read/watch “Part 4: The *Multipass*” to begin the next challenge.
		1. Students read a section of the narrative-based game the overlays their assignments.
		2. The end of the reading links to a YouTube video presenting the process for applying scores from the quizzes to their unlined, 4” x 6” notecard. You can ask students to apply the scores to their *Multipass* in whatever arrangement you like, but it should be standardized across all cards so that, later, without confusion, you can tell students to arrange themselves by whatever organization you ask them to, according to their cards.
		3. Students should come to class the next day with the quiz results in their proper configuration on the card.
2. Day 2: Introduction of the *Multipass* (Typically delivered on a block-day in my room)
	1. Students get the “Symbolism” (attached) sheet as they enter the room.
	2. Reflective writing to prepare students for small-group and whole-class conversation.

Prompt: *Symbols are metaphors, and they are an important part of our society, from team logos to spirit animals to the images on our clothes, we use symbols all the time to try and project who we think we are (or who we want to be) to other people. Think for a minute about the person that you think you are--or the one you want to be--and then answer the following questions:*

* *If you had to pick 3 adjectives (defined as “words that describe nouns or other adjectives”) to describe yourself, what would they be? Explain each one in a sentence or two.*
* *What places, animals, activities, colors, or seasons share those same adjectives with you? (Feel free to use the “SYMBOLISM” sheet, if you need some ideas.) Try to list 3-4.*
	1. Lead the class through the following questions in whole-class conversation:
* *In the Quickwrite, I introduced the topic by saying that “symbols are metaphors”. How is that true?*
* *How do we create good metaphors? (Think about this question from both an artistic perspective and a scientific one. What is the process?)*
* *How does that relate to the process of the way that I had you create a symbol for yourself?*
	1. Ask the class to take a few minutes to discuss the following in their small groups:
* *In your groups, share the best symbol that you created for yourself so far.*
* *Explain the process.*
* *What were the 3 adjectives?*
* *Why did you choose them?*
* *Which one did you focus on, and why?*
* *How did you decide on the symbol to go with that adjective?*
* *Do you think there is a better one out there, or is the one you chose perfectly suited to who you are?*
	1. Bring the conversation back to the whole-class setting:
* *Quick “roundabout”: Share your adjective and symbol with the class. For example: “Rowdy Creek”.*
	1. Introduce the *Multipass*
		1. Purposes of the Multipass & Basic Multipass Layout: Students should already be somewhat familiar with the concept from the previous night’s video. However, it is important to discuss the different uses for the *Multipass* card in-depth.
			1. Hall Pass
			2. Technology License
			3. Progress in *The Game*
			4. Progress in LA&A
			5. Tells Mr. Hunt a lot about the student
			6. Reminds the student about themselves
			7. Assists in creation of homogeneous and heterogeneous groupings
		2. Art examples and admonition to students to do their best work.
		3. Overview of the technical instructions/requirements/graded elements of the *Multipass* as an assignment.
		4. Admonition that sharing the completed card (including the symbol, the reasoning for the symbol, and the “tweet” on the back) with the class on the due date will be scored as a separate grade.
	2. *Multipass* Q&A
	3. Issuance of Homework: “Complete your best-work version of a clear, neat, and artistic Multipass by *same date as sharing completed card*.”
	4. Individual Work Time

**Assessment and Reflection:**

* Students
	+ What level of *Mastery* did the student meet for each stated Objective?
		- (Modifier) Did the students complete the required work on time?
		- (Modifier) Were turned-in assignments examples of the student’s best work?
		- (Modifier) Did the students use class time effectively?
* Teacher
	+ How well did the plan help meet the stated Goals and Objectives?
	+ In retrospect, how else might students have met the stated Goals and Objectives?
	+ Are there Goals and Objectives that were met, but which were not stated, that could *also* be taught and assessed with this plan?
	+ Include student comments, questions, interest, engagement.
	+ How did this assignment promote and student learning? How could it be modified?
	+ Write personal thoughts, feelings, observations, and ideas about the lesson that will inform others who may want to use the lesson plan.

*Appendix A*

SYMBOLISM

**What is a symbol?**The term, symbol, when used in literature is often a figure of speech in which a person, object, or situation represent something **in addition to its literal meaning.** A symbol is an object or physical thing that suggests, expresses, or represents a reality beyond itself. **Examples include**: a sunrise literally showing the beginning of a new day and symbolically standing for a new beginning; a rose is literally a flower and symbolically it stands for beauty and purity. Love, power, and anger are all ideas that we sometimes think of in terms of symbols. For example, a heart can stand for love, a lion or a sword can represent power, and the color red or a frowning face can symbolize anger.

**Symbolism in literature**: Just as the American bald eagle is often thought of as the symbol of the United States, symbols used in literature are objects used to represent other things or ideas. Not every writer chooses to use symbols that are recognizable to everyone. Often, writers create their own symbols for the purposes of expressing larger, more abstract ideas and concepts.

**WAYS TO RECOGNIZE SYMBOLS IN LITERATURE:** There are several ways to recognize symbolism in literature. One is the frequency an object or character is mentioned in a piece of literature--if it is mentioned often, it is probably important. Another way to find a symbol is to look at how much detail is used in describing an object. These two methods give clues that the [writer](http://www.answerbag.com/articles/How-to-Understand-Symbolism-in-Literature/9e1d741f-9ea8-be4b-18a6-f568f3fd75b5) wants you to infer something about a particular object.

**SOME CONVENTIONAL SYMBOLS:**

**COLORS**

1. **Red:** immoral; blood, passion, emotion, anger, danger, or daring; often associated with fire
2. **Black:** seen as a cold and negative aspect suggesting stillness, death, ignorance, or evil;
3. **White:** innocence, life, light, purity, or enlightenment
4. **Green:** inexperience, hope; new life, immaturity; a combination of blue and yellow, it mediates between heat and cold and high and low; it is a comforting, refreshing human color; it is the color of plant life
5. **Yellow:** rotting, heat, decay, violence, decrepitude, old age, and the approach of death
6. **Blue:** cool, calm, peaceful
7. **Pink:** innocence, femininity
8. **Purple:** royalty, bruising or pain
9. **Brown:** a color somewhere between russet and black; it is the color of earth and ploughed land and soil, it represents humility and poverty

**NATURE**

1. **Seasons**
2. **Spring:** birth, new beginning
3. **Summer:** maturity, knowledge
4. **Autumn:** decline, nearing death, growing old
5. **Winter:** death, sleep, hibernation, or stagnation
6. **Christmas season:** birth, change for the better
7. **Easter season:** rebirth, enlightenment
8. **Light:** truth, safety, warmth, knowledge
9. **Darkness:** evil, ignorance, danger
10. **Trees**
11. **Apple:** temptation, loss of innocence
12. **Chestnut:** foresight
13. **Oak:** strength, wisdom
14. **Pear:** blossoming, fleeting nature of life
15. **Poplar:** linked to the underworld, to pain, sacrifice, and grief, a funeral tree, symbolizes the regressive powers of nature
16. **Sycamore:** a sign of vanity
17. **Pine:** symbol of immortality because of its evergreen foliage

**C. Weeds:** evil (hemlock, pigweed, etc), wildness/outcasts of society

**D. Flowers:** beauty, youth, strength, gentleness

1. **Anemone**: transience
2. **Chrysanthemums:** solar symbol; represents perfection, an autumn flower,
3. **Rose:** budding youth, romance, potential, fragility, beauty, purity
4. **Sunflower:** Sturdiness
5. **Violet:** shyness, something petite

**E. Water:** washes away guilt, origin of life, regeneration, vehicle of cleansing

* + 1. **River**: fluidity of life, stream of life and death
		2. **Moon**: changing and returning shape, feminine symbol
		3. **Sun:** source of light, heat and life; a masculine symbol

**I.** **Mountain:** places where heaven and earth meet; stability, safety, often symbolic of human pride

1. **Rubies**: represents good fortune; it was believed that they banished sorrow and warded off evil spirits
2. **Sapphires:** contemplation, purity
3. **Silver**: relates to the moon, to water and the female principle; it may also symbolize the object of all desires and the harm they cause
4. **Gold**: the perfect metal; a reflection of heavenly light; it suggests the sun, fertility, wealth, dominion; it is a male principle
5. **Pearl:** associated with water, they may be regarded as symbols of knowledge and wealth

**GEOGRAPHIC DIRECTIONS**

1. **East**: land of birth or rebirth; of the Sun and Venus; it is associated with renewal, youth, feasting, song and love
2. **North**: is the side which lies on the sun’s right hand and lies on either side of life; it symbolizes night sky and night wind and is the home of the Moon and the Milky Way. North represents coldness, alienation, and hostility; it is the abode of death
3. **South**: is the side which lies on the Sun’s left hand and is the hand of fire; represents warmth and comfort
4. **West:** is the land of evening, old age, and the descending passage of the sun

**WEATHER, SEASONS, and TIME**

1. **Snow**: blanket which obscures, covers or even smothers
2. **Fog/Mist:** prevents clear vision or thinking; represents isolation; mist is often the symbol of the indeterminate phase in development when shapes have yet to be defined; they are preludes to important revelations or prologues to manifestations
3. **Rain:** sadness or despair or new life; a symbol of celestial influences the Earth receives
4. **Wind and Storms:** violent human emotions
5. **Lightning:** indicates the spark of life and the powers of fertilization; it can be either life-giving or death dealing, so it is a sign of power and strength
6. **Morning:** the time of God’s blessings; the beginning of when all is still uncorrupted; a symbol of purity and promise
7. **Rainbows:** intermediaries and pathways between Heaven and Earth; mostly are generally heralds of good and are linked with cycles of rebirth, they may also serve as prologues to disturbance
8. **Thunder:** the voice of God or gods

**ANIMALS**

1. **Dove:** peace, purity, simplicity
2. **Fox:** slyness, cleverness
3. **Raven:** death, destruction; they often play prophetic roles or function as a conductor of the soul
4. **Lion:** a solar symbol, power, pride
5. **Peacock:** pride, vanity
6. **Serpent/Snake**: temptation, evil
7. **Mouse:** shyness, meekness
8. **Hawk:** sharp, keen eyesight
9. **Owl:** wisdom, rational knowledge; messenger of death
10. **Salmon:** instinct; sacred wisdom
11. **Cats:** can symbolize cunning, forethought, and ingenuity
12. **Lamb:** serves as a manifestation of the power of Spring and renewal, sacrificial element, the children of God
13. **Cuckoo:** jealousy and parasitism, it lays eggs in the nests of other birds; laziness

**WALLS**: barriers between people, both physical and mental; a barrier that shuts out the world

**HUMAN BODY PARTS**

1. **Blood**: symbolizes all the integral qualities of fire and the heat and vitality inherent in the sun; it also corresponds to vital and bodily heat
2. **Bones:** they represent both the framework of the human body, but since they contain marrow, they symbolize strength and virtu