What Is Beauty To You?

Lily Huang & Stella Lai

Procedure

1. Why use UbD?
2. How to use UbD?
3. A Lesson Plan.
4. Reflection.
Why UbD?
How to UbD?

Material

Desired Result

-understanding

-essential questions

-knowledge

-skills
Lily

Listening
↓
Speech

Stella

Listening
↓
Writing

Learning Material

“I HOPE THAT MY PRESENCE ON YOUR SCREEN AND MY FACE IN MAGAZINES MAY LEAD YOU, YOUNG GIRLS, ON A BEAUTIFUL JOURNEY. THAT YOU WILL FEEL THE VALIDATION OF YOUR EXTERNAL BEAUTY, BUT ALSO GET TO THE DEEPER BUSINESS OF BEING BEAUTIFUL INSIDE.”

Lupita Nyong’o

What Is Beauty to You?
What questions will you ask?

Understand
Ss understand that

1. Definition of beauty differs from people to people.

2. A role model to identify with is helpful to form a positive and constructive self-image.

3. Inner strength makes a true beauty.
What Is Beauty to You?

- How thin is thin? How tall is tall? How fair is fair?
- What characteristic makes a person beautiful?
- What do you like or dislike about yourself?
- What is your standard of beauty?
- What characteristic do you possess to make yourself a beauty? Why is it?
- What is the universal standard of beauty?

Inspiration for Lesson Design

Ss should “THINK”…

1. What is your standard of beauty?

2. What is the universal standard of beauty?

3. What characteristic makes a person beautiful?
Performance Task

What Is Beauty to You?

Lily
Speech: A report on a celebrity who struggled with appearance issue but thrives with awareness of his/her inner strength.

Stella
Writing: A self-reflection on what makes myself beautiful aside from appearance.
# Rubrics for Presentation

<table>
<thead>
<tr>
<th>Knowledge of the role model</th>
<th>5</th>
<th>3</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content demonstrates through research on the role model</td>
<td>Content demonstrates good research on the role model</td>
<td>Content demonstrates little research on the role model</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comparison &amp; Examples</th>
<th>5</th>
<th>3</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good use of comparison and provide convincing examples</td>
<td>Appropriate use of comparison and examples</td>
<td>Appropriate use of comparison but lack examples or vice versa.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ability to engage and involve audience</th>
<th>5</th>
<th>3</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speakers keep good eye contact. An interesting or original approach taken to the topic. Speaker used techniques such as visual aids and props, anecdote, humor, surprising facts.</td>
<td>Speaks keep some eye contact. An interesting approach taken to topic. Speaker used few techniques to engage audience.</td>
<td>Little eye contact was made. Techniques used to engage audience were mostly ineffective.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teamwork</th>
<th>5</th>
<th>3</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation demonstrates excellent teamwork.</td>
<td>Presentation demonstrates acceptable teamwork.</td>
<td>Presentation demonstrates little teamwork.</td>
<td></td>
</tr>
</tbody>
</table>

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# Rubrics for Writing

<table>
<thead>
<tr>
<th>Present the definition of true beauty and illustrate reasons</th>
<th>5</th>
<th>3</th>
<th>1</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition is specifically given with at least one reason to coherently and clearly support its definition.</td>
<td>Definition is given and the reason is offered, but the reason is barely supporting its definition.</td>
<td>Definition is given but no reason is offered to illustrate its definition or the reason offered fails to support its definition.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provide a personal experience</th>
<th>5</th>
<th>3</th>
<th>1</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustrative personal experience is specifically given and successfully highlight its definition.</td>
<td>A personal experience is clearly given but barely highlight its definition.</td>
<td>A personal experience is roughly given but fails to highlight its/her definition.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ensure that your conclusion supports the argument</th>
<th>5</th>
<th>3</th>
<th>1</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conclusion is strongly coherent to his/her definition with different wordings or sentence structures.</td>
<td>Conclusion is barely coherent to his/her definition with the same wording or sentence structures.</td>
<td>Conclusion is not coherent to his/her definition.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sentence structure</th>
<th>5</th>
<th>3</th>
<th>1</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence structures are various and appropriately and correctly used.</td>
<td>Sentence structures are barely changed and correctly used.</td>
<td>Sentences structures are always the same and mistakes are frequently seen.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wording and punctuation</th>
<th>5</th>
<th>3</th>
<th>1</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 mistakes both in the use of words and punctuation.</td>
<td>More than 5 but less than eight mistakes both in the use of words and punctuation.</td>
<td>More than 8 mistakes both in the use of words and punctuation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Other Evidence

1. Match
2. Quiz on key vocabulary
3. Info inquiry
4. 1-minute paper
5. Ss’ self-evaluation
Stella’s Class

12th graders
50 students
regular English
higher intermediate

How to Hook?
Which one is beautiful?

Are they beautiful?
Pre-Listening (bottom-up)

cold dictation, & visual dictionary

While-Listening

✓ Listen for the main idea (clip1-1)
✓ Listen for details
✓ Listen for key words (clip1-2)
✓ Listen for the sequence
How to design questions for the clip?

Q2. Why did the speaker feel a flower bloom inside of her?

☐ Her skin turned lighter finally.
☐ She was praised for her beauty by Oprah.
☐ She felt a positive sense of self-identified.
☐ She found her own definition of beauty in mind.
☐ People turned to like dark skin more recently.

Post-listening

Group discussion—What do you think?

“Beauty was not a thing that I could acquire or consume, it was something that I just have to be.”

Do It Your Own

(1) Pick one characteristic that you think you possess to make yourself beautiful.

(2) Write a self-reflection.
To perform the task

Step 1: Brainstorming

What Is Beauty to You?

To perform the task

Step 2: Drafting

I think a person with ____________________________ is beautiful because ____________________________________________.

I used to ____________________________

But one day/ few years ago/ few months ago..., ____________________________.

Now, I found true beauty lies in ____________________________.
What Is Beauty to You?

Does it work?

Evidence from Performance Task

“I think a person who wears a warm smile from one innermost frequently is beautiful because it brings blessing to others.”
I think a person who has compassion is beautiful because they can put themselves in others' shoes and stand in others' position to understand their situations.

I used to be selfish and didn’t want to pay more attention to others. I was always indifferent to everything. But few months ago, I changed the attitude. Other Evidence

1. Quiz on key vocabulary
2. Info inquiry
3. Ss’ self-evaluation
Ss’ Self-Evaluation

☑ 找圖片!!才知道原來我覺得很怪的人在當地竟然是美女!衝擊很大!
☑ 就算是”震”妹，只要找到自己的價值，也能變美麗!
☑ Sure. The listening text was thought-provoking. 因為很多人定義beauty是以外在、膚色來評斷，而非內在或自己所散發的特質。
☑ Yes, I do. In the past, I felt low self-esteem, but in the class I change my thoughts and I start to find my value.
☑ 在個人經驗的分享上證實了”美”的定義並非完全在於外表，而是內心對自己的信心。

Let’s Do It!