

***Teacher-Tested Design Template***

**UNIT TITLE: LABYRINTH**

**OVERARCHING OR UNIFYING CONCEPT: GOOD AND EVIL**

**SUMMATIVE ASSESSMENT:**

Student groups build a labyrinth game that includes clues in the form of riddles that can only be answered by those who have studied The House of Dies Drear. The labyrinth must also include a final destination, five tetraominoes, rules, and game cards. Student-created riddles need to include people, situations, and circumstances that address the overarching theme of the book.

Choice:

1. Style of labyrinth
2. Riddles
3. Rules
4. Format of the game
5. Student-created final rubric

**RUBRIC (PAGE 50)**

**STATE STANDARDS:**

The state standards for the *Labyrinth* unit would include those from language arts, math, and social studies.

**ESSENTIAL QUESTIONS:**

*Why are we sometimes confronted with unexplained evil?*  
*Why does evil exist in the world?*

**UNIT QUESTIONS:**

*What is the plot, and how does it unfold?*  
*What are the characters, and how are they developed by the author?*  
*How does the time period affect the story?*  
*What are polyominoes, and how can they be used?*  
*How is a riddle constructed, and why are these used?*

**Figure 9: The *Labyrinth* Unit with title, unifying concept, and summative assessment that is tied to standards and learning through a meaningful rubric with essential and unit questions**