

LLED 367— Composition 10 Lesson Plan
Jenny Ho

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| Subject: English Language Arts — Composition | Grade: 10 | Date: October 12, 2016 | Duration: 60 minutes |
| Lesson Overview | This lesson will introduce students to think critically about traditions observed by themselves, their peers, communities, and society at large. Students will learn about different narrative voices through “The Lottery” by Shirley Jackson. They will then complete a short writing activity about traditions using different perspectives. | | |
| Class Profile | <ul style="list-style-type: none"> • 30 students, 50% ELLs | | |

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| Big Idea(s) | <ul style="list-style-type: none"> • The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. • Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. |
| Curriculum Competencies | <ul style="list-style-type: none"> • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts. • Construct meaningful personal connections between self, text, and world. • Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking. |
| Content | <ul style="list-style-type: none"> • Students will identify various traditions and rituals celebrated or observed in the community they live in and in the greater society through group discussions, examples in popular culture, and a short story. • Students will learn to take the perspectives of others and will demonstrate this through the writing activity. |
| Language Objectives | <ul style="list-style-type: none"> • Students will discuss their ideas and opinions with peers in a respectful and collaborative manner. • Students will learn about different narrative voices through the writing activity. • Students will further develop their writing skills by writing about their choice of tradition or ritual in an implicit, manner. |

Materials and Equipment Needed for this Lesson

- Attendance
- Laptop with adaptor
- Projector and sound system
- PowerPoint presentation about *The Lottery*
- Handout of introduction to *The Lottery*, similar to the PowerPoint (30 copies)
- Video of the reaping scene from *The Hunger Games*
 - https://www.youtube.com/watch?v=e3PJ3Du_zDc
- Whiteboard markers, dry erase brush (to write down key ideas during discussion and due dates)
- Copies of “The Lottery” up until the black box (30 copies for students, 1 for teacher)
- Teacher example of writing prompt (to be included in PowerPoint presentation)

| | Lesson Stages | Learning Activities | Time |
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| 1 | Warm-up | <p>Attendance and housekeeping/announcements</p> <p>Small group discussion about traditions, and then large class discussion after</p> <ul style="list-style-type: none"> • 6 groups of 4, 2 groups of 3 <p>Prompts:</p> <ul style="list-style-type: none"> • What are traditions? • What traditions or rituals do you celebrate/observe? • What are some traditions or rituals does our society value? • Do you think certain traditions or rituals receive more recognition than others? • What do you think about traditions/rituals? <p>Explain how some traditions/rituals within society are drastically different than traditions most commonly celebrated in Canada/United States. Show the class the reaping scene from <i>The Hunger Games</i> to illustrate this point (clip is under 4 minutes).</p> | <p>5 mins.</p> <p>10 mins.</p> <p>5 mins.</p> |
| 2 | Presentation | <p>Introduce/pre-read “The Lottery” by Shirley Jackson</p> <ul style="list-style-type: none"> • Brief introduction of characters, plot, themes • Introduce class to Shirley Jackson and the historical context in which she wrote the short story • Explain complex vocabulary and terms • Describe the different narrations that exist in | 10 mins. |

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| | | <p>literature (first, second, third person voices)</p> <p>Read part of “The Lottery” up until the part about the black box, have students volunteer to read a couple of paragraphs.</p> | 5 mins. |
| 3 | Practice and Production | <p>Introduce writing prompt</p> <ul style="list-style-type: none"> Contextual constraint: describe a tradition/ritual that you observe or a tradition/ritual that other people in society observe Formal constraint: cannot use the first-person narrative, cannot explicitly describe the tradition (must be implicit) Extension: include foreshadow or address some of the issues that might be associated with traditions and rituals Writing activity will need to be finished for the next class for sharing next day Teacher will also show their example of the writing prompt to give students an idea of how to start writing | 20 mins. |
| 4 | Closure | <p>Wrap up class and writing activity, answer any final questions, remind students of the activities for next class (sharing writings, continuing to read “The Lottery”).</p> <p>Remind students to finish writing prompt at home if they did not finish in class as it will need to be handed in.</p> | 5 mins. |

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| Adaptations for English Language Learners | <ul style="list-style-type: none"> Using visuals, highlighting and repeating key points on the PowerPoint and in lecture. Explaining key points and words before reading the short story. Providing a handout of the PowerPoint so ELLs can focus on listening instead of writing notes. Small group activities so ELLs feel can feel more comfortable communicating with their peers. Dictionaries and translators can be used. May remove one of the formal constraints for the writing prompt on an individual basis if certain ELLs struggle with the activity. |
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| Assessment/ Evaluation of Students’ Learning | <ul style="list-style-type: none"> • Formative assessment through group and class discussions and asking students questions. • Writing activity: check to see students met all formal and contextual constraints. Also check for basic grammar. Stories will be shared in the next class in small groups and to the entire class. |
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| Reflection | <p>One of my goals for this lesson is to have students think about traditions in a less conventional manner. Traditions are assumed to be cultural, celebratory, and joyous. Often times, people do not think about the greater implications and meanings of observing traditions. As well, not all traditions are celebrated/observed on the same level as others. By using group discussions, examples in popular media/Young Adult fiction, a short story, and a writing activity, I also hope this will introduce students learn to think and take perspectives from multiple vantage points.</p> <p>I decided to only read/teach a portion of “The Lottery” for this lesson. I wonder if splitting it into two lessons (if not more) is an effective way of teaching a short story. Originally, I decided to split the story up because of the time constraint. I also didn’t want to squish too much into one lesson and have to rush through everything. I also thought it was important for students to have some background context and something to draw them in to the story.</p> <p>One question I have regarding short stories is how to determine the grade level for short stories. It would also be helpful to know how to choose teachable short stories, since it’s been so long since I read them in high school.</p> |
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Writing prompt

On a beautiful, crisp, late September Friday afternoon, J walks down Main Mall towards Martha Piper Plaza. Noticing how other people are taking photos of the picturesque landscape, she whips out her iPhone and does the same thing. *An Instagram-worthy photo*, she thought. *Do it for the likes.*

After taking a few snapshots, she skips down University Boulevard. Crunching on the colourful foliage with her UGG boots, she then steps into paradise.

Upon pulling open the heavy glass door, the wonderful scent of this environment nearly knocks J off her feet. She smells the wonders of a late September afternoon: all fragrant, warm, spicy, cinnamonony, nutmegy, and pumpkiny. She closes her eyes and deeply inhales the intoxicating and addictive essence. She wishes this scent could be made into a candle.

“Welcome to Starbucks, what can I get started for you?”

“A tall, no foam, vegan, gluten-free, organic, half sweet, decaf, five pump, soy milk, extra hot, no foam Pumpkin Spice Latte, please. Did I say no foam?”