Anna Haschke

November 18, 2013

Madeline Hunter Lesson Plan

Beach, Thein, & Webb Chapter 6 Lesson Plan

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| **Class:** 11th Grade American Literature and Composition |
| **Unit:** Unit 2-War: Why do we fight, and how does it change us? |
| **Teacher:** Miss Anna Haschke |
| **Objectives:**   1. Students will be able to define “infer,” “imagery,” and various figurative language terms. 2. Students will be able to write descriptively to portray the emotions of characters with words. 3. Students will be able to both read and write about actions and dialogue that reveal a character’s thoughts and emotions when you look below the surface. 4. Students will find examples of passages which they must infer in the novel they are reading as well as create their own examples with images provided. |
| **Standards:**   * [CCSS.ELA-Literacy.W.11-12.3b](http://www.corestandards.org/ELA-Literacy/W/11-12/3/b/) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. * [CCSS.ELA-Literacy.W.11-12.3d](http://www.corestandards.org/ELA-Literacy/W/11-12/3/d/) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| **Materials:** PowerPoint with images |
| **Duration:** 95 minute class period |
| **Anticipatory Set:** Show students a series of images of people (on PowerPoint slides) expressing varying emotions. Ask students to write down what emotions they believe that person is feeling and why (based on what other things are in the picture) simply by looking at the image. Give them no other information. [Do this with 3-5 pictures?] *(10 minutes-5 min write/5 min share)* |
| **Teaching:**  **Input** *(10 minutes)*  When we read a story, depending on the point of view in which it is written, we are not always explicitly told what all the characters are thinking or feeling. We have to fill in these gaps by **inferring** characters’ or narrators’ perspectives or “mind-reading” (Beach, Thein, Webb 123). We need to examine characters’ actions and dialogue in order to make inferences that can reveal characters’ thoughts and feelings.  \*Define infer: deduce or conclude (information) from evidence and reasoning rather than from explicit statements.  When we write our own narratives, we are going to need to reveal who our characters really are by creating images of them through writing that are equally as descriptive, if not more, than looking at pictures such as the ones we just looked at. It can be challenging to create images with words, but it is also essential when creating a good story. The key is to show, not tell. Instead of simply stating, “Bob is sad,” a good writer will describe the tears on Bob’s face, the longing look in his eyes, and perhaps the sniffling of his nose. This description of Bob’s image is more interesting and helps the reader figure out this character’s emotions on their own which makes the reading process more engaging. Another example: Instead of saying, “Bob was angry,” one might say, “After spending all night on his essay, his computer screen suddenly went blue. Bob hadn’t pressed “save” in hours. Abruptly, he shouted out in what sounded like a battle cry, lifted the laptop from the desk, and threw it through the window, shattering glass all over the floor.” Here were are not explicitly told that Bob is angry, but we can infer this by piecing together his situation with his reaction to the situation. We can infer that he is angry based on his actions of shouting and throwing the computer. Explaining this situation like this is much more interesting. It also leaves more room for progression of the plot because of the added description of the scene.  \*Define imagery: visually descriptive or figurative language  \*Review [students should already know these terms] figurative language that could be helpful in creating descriptive writing. (Similes, metaphor, appealing to the five senses, etc.)  **Modeling** *(5 minutes)*  Read a description of a person in a picture you have not shown the students yet. Explain to them that you wrote the description, and this is an example of a description they could write to help their reader visualize their character. Ask them to try to create an image of this person in their head based on the description you wrote. Then, bring up the picture.  **Checking for Understanding** *(10 minutes)*  Ask them to share if what they had pictured in their head was similar to what the image actually is. What about my description helped them create the image in their mind? Then, go back through your description thinking aloud about the process you took when you wrote it. Call on students using the question+wait time+call on random student formula in order to hold all students accountable.  **Questioning Strategies** *(20 minutes)*  In order to learn how to do this ourselves, we will look at the novel we’ve been reading, *The Things They Carried,* a mentor text. What are some examples of passages including actions and/or dialogue that we could use to infer what the character’s are feeling and/or thinking? Have them find examples in groups and then share out. (I will have a couple passages on hand for examples.) |
| **Guided Practice:** I would like you to choose one of the pictures from the beginning of class [bring the images back up on the board] and write a paragraph in which you use words to create an image of this person and their surroundings. Include information that could help your reader infer what the person is feeling or thinking. Student volunteers will share out what they have written. *(30 minutes)* |
| **Closure:** Ticket out the door: On a half piece of paper, students will write 5 to 7 sentences about what they thought was easy and what they thought was difficult about writing in a way that forces their readers to make inferences about their characters rather than simply telling them how the characters feel. In what ways do they think inferring characters’ perspectives will enhance the writing of their narratives as well as the reading of other stories? *(10 minutes)* |
| **Independent Practice (Homework):** Choose a scene from their narrative and work on showing what the character is feeling and thinking rather than explicitly stating it. They should be using the figurative language techniques we talked about today in class. Students should bring in a paper with the passage as they had it originally at the top, and then their revised version of the passage below that. |