

AQUINAS COLLEGE SCHOOL OF EDUCATION

MODEL LESSON PLAN - SECONDARY

Name: S. M. Bailey

Grade Level of Lesson: 9th

Subject/Content Area: English

Michigan Curriculum Framework English Language Arts Content Standards and Benchmarks:

Meaning and Communication

CS1 All students will read and comprehend general and technical material.

B5 Respond personally, analytically, and critically to a variety of texts.

CS2 All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.

B1 Write fluently for multiple purposes to produce compositions.

B3 Plan, draft, revise, and edit their texts.

B4 Demonstrate precision in selecting appropriate language conventions when editing text.

CS3 All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

B1 Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts.

Literature

CS5 All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity of our society.

B1 Select, read, listen, view, and respond thoughtfully to both classic and contemporary texts.

B2 Describe and discuss archetypal human experiences that appear in literature.

B3 Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect the substance of the human experience.

Depth of Understanding

CS9 All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

B1 Analyze and reflect on universal themes and substantive issues from oral, visual, and written texts.

Unit Outcome:

The Learner Will take the theme of *Lord of the Flies* and, using Abraham Lincoln's quote or Golding's viewpoint that all people are evil, agree or disagree with Golding's point of view. This will give the students a chance to create a position paper while using information that they just read.

Lesson Outcomes:

TLW read the novel *Lord of the Flies* and identify, using examples, Golding's viewpoint that people are born evil or identify examples that agree with Lincoln's statement that "Human nature can be modified to some extent, but human nature cannot be changed."

TLW gather examples from the novel that support his/her point of view.

TLW write a rough draft using the five-paragraph format taught in class.

Rationale/Purpose for Lesson:

Students are asked to take a position on many things in their lives. They must know how to back up their positions with evidence. Also, writing skills are critical for life.

Assessment:

The teacher will monitor the students as the activity progresses to check the students' identification of examples from the novel. The essay will be graded as to the FCAs listed on the handout.

Resources/Materials Required:

Lord of the Flies by William Golding
paper and pen or pencil to construct rough draft
handout pertaining to the lesson
access to a computer, if possible

Introduction:

Upon finishing the novel, the teacher will review the chapters and discuss examples that could help either side in the written debate. Certain characters are not evil and do not succumb to Golding's theory or even to Lincoln's but many of the others do.

Procedures:

1. Finish reading the novel.
2. Get a good discussion going about being born evil.
3. We could do some mapping on the board as proof to back up our position.
4. Handout the student assignment sheet.
5. Go over the sheet with the students and see if there are any questions.
6. Begin writing a good introduction and proceed with the rest of the essay.
7. Peer editing will take place before the final piece is typed.
8. Peer editing will also take place in locating the grammar examples.
9. Dictionaries and grammar books may be used in helping to work with the grammar.
10. The final copy must be typed and turned in, or if this is being done as an exam, write on one side of the paper, skipping lines, and use ink.
11. Guided Study - Review the five-paragraph format for the students. Take a little time before writing the essay to review the grammar elements that must be labeled within.

Homework:

When students go home to ask parents to offer ideas, make sure they understand the handout. If this is an exam, the work will be done in class. Using the Unit Study Guide for *Lord of the Flies* tell the students a little about Golding's background and why he might have developed such a cynical view.

Closure:

Ask students if there are any questions about the activity after going over the assignment handout. Tell the students that this will probably take two or three days. Some of this time will be spent peer editing.

Evaluation and Reflection:

Reflect on the experience during the lesson. Were the students able to proceed confidently with the guided study? After reading the essays, what improvements might be made?