

Adrianna Bayer
English 681
Professor Creadon
24 September 2006

Lesson Plan for English 220

Discipline: English

Name: Adrianna Bayer

Date for Lesson Implementation: September 28th, 2006 (Thursday)

Time for Lesson Implementation: 11am-12:20pm

Adrianna's Lesson Topic: *Arcadia* (Part Three, "Victor's City," Chapters 2-8)

Number of Students: 26 (count on 24 coming to class and breaking the class into 3 groups of eight people)

I. *Goals*

The goal of this lesson is to further delineate the differences between the country and the city. Students should also recognize the blurring of country and city life that occurs within the Soap Market. Particular emphasis will be placed on major characters from these chapters including Rook, Annie, Victor, Signor Busi, Con, and Joseph.

II. *Objectives*

Students will:

1. Freewrite about the identities and representations of the characters from this selection of reading (Cognitive—Comprehension & Analysis)
2. Break into groups to debate over issues of country and city life: Does it matter, one way or the other, if the marketplace is changed? (Affective—Valuing & Organization)
3. Share conclusions with the class and be ready to respond to counter arguments (Affective & Psychomotor—Receiving & Adaptation)

III. *Type and Organization of Subject Matter*

1. Freewrite
2. Literature: *Arcadia* (Part Three, "Victor's City," Chapters 2-8)
 - Pro-City group
 - Pro-Country/Market group
 - Ambiguous group
3. Debate of conclusions drawn from each group

IV. *Type and Organization of Learning Opportunity*

The time spent for each portion of the class is subject to change.

1. Freewrite (20 minutes)
2. Group work: Preparing arguments (40 minutes)

3. Debate (20 minutes)

V. Materials

Class sets of:

- *Arcadia*
- Large Writing Tab
- Markers
- Tape
- Whiteboard Markers
- Note taking tools, i.e. paper, pens, and pencils

VI. Modes of Presentation and Response

Freewrite, Group discussions, group debates, Question/Answer, Notes/Outlines of chapters

Procedures:

1. Brief introduction and explanation of goals for the lesson
2. Orientation Set (Verbatim): “The following lesson will be an opportunity for you to delve more deeply into textual analysis of country and city life. You will freewrite about one or two of the characters that are highlighted in this portion of the book. Afterwards, everyone will break into groups and create an argument for one of the following areas: 1) City life is good and the market place needs to be changed 2) Country life is better and the market place should remain the same 3) It doesn’t matter whether the market place changes or not because it is composed of both city and country elements (this is a deconstruction type argument). The conclusions drawn from each group will be shared with the class.”
3. Freewrite: Choose one or two characters from this portion of the book, (Rook, Annie, Victor, Signor Busi, Em, Con, Joseph, the Soapies, the people who work for Victor, etc.) and explain how their histories, environments, professions, cultures, and other attributes create their identities. How are they represented in the book? Do these representations change base on their experiences? Do the character’s identities change base on their experiences? Feel free to use quotes to support your perspectives.
4. Group Work: Break the students into three groups, Pro City, Pro Country, and Deconstruction. Each group will have a different task:
 - a. Pro City: Prove that Victor only has good intentions for the Soapies and that changing the Soap Market is beneficial for society. In fact, upgrading the Soap Market is a necessary endeavor. Also, consider whether the text itself suggests that changing the Soap Market is beneficial for society. How is the text’s message similar or different from Victor’s?

- b. Pro Country: Prove that Rook, though bitter about his change in fortunes, is right to doubt the necessity of altering the Soap Market. Demonstrate that the market place characterizes the country and is a necessary part of the city. Also, consider whether the text says that the Soap Market is fine the way it is. How is this message similar or different from Rook's?
 - c. Ambiguous Group: Prove that it doesn't matter if the Soap Market is changed or not because it is both country and city life. Deconstruct some of the country and city images and show that these binary terms do not negate each other—you can't get rid of the opposite. Also, speculate on what the real issues are surrounding the representation of the market place that has so many people all riled up?
 - i. When deconstructing the ideas of city and country life, look at passages that read as one or the other. For example, on page 188 the quote that begins "Most city people..." Then, analyze it and prove that instead of talking about city life, the passage is really referring to country life.
 - d. Encourage the country and ambiguous group (possibly the city group?) to examine Em's and Victor's ideas of the country.
 - i. Are they the same? Different? Gendered?
 - e. Give each group large notepad papers as well as pens to write down their arguments. If they have additional time, and feel the inclination, they can create illustrations that demonstrate their arguments or some of the representations from the novel.
 - i. After each group has completed their arguments, or time runs out, I will collect their notepapers and hang them on the whiteboard.
5. Debate: Each group presents their argument one at a time. We will start with the Ambiguous group then progress to the Pro City group and end with the Pro Country. After each group has presented an argument/support for their conclusions, the remaining two groups will have an opportunity to rebut or question the findings.

VII. *Evaluation*

Throughout the lesson I will be aware of my audience, the students, and their interest/attention to what is being discussed. I will consider the level of enthusiasm for the material and will walk amongst the groups to listen and offer suggestions for the various arguments. The freewrite will also allow me to evaluate how well the students comprehend the novel and issues of representation and identity. Finally, I will encourage the students to speak to me after class or e-mail me to offer constructive criticism about my lesson.