

Discipline: English (Literature)

Course Name: Culture and Justice in Literature

Name: Adrianna Bayer

Date for Lesson Implementation: Wednesday, July 12, 2006

Adrianna's Lesson Topic: Rabbit-Proof Fence (Chapters 4-5); Review of chapters 1-3

I. *Goals*

Students will discuss the new chapters in small groups. I have prepared questions, which I have attached to this lesson plan, to help instigate the discussions. Afterwards, students will have a chance to team up and play Jeopardy, which will serve as review for the quiz scheduled for tomorrow. At the end of the class, students will free-write what they think is the most important thing they have read thus far and explain why.

II. *Objectives*

Students will:

1. "Solve" the discussion questions and will compare and contrast perspectives. (Cognitive—Application)
2. Show that they are "mastering" or understanding the important concepts from the book through their responses during Jeopardy. (Psychomotor —Adaptation)
3. Prioritize the important part/parts of the book in their free-write (Affective—Organization)

III. *Type and Organization of Subject Matter*

1. Homework Assessment
 - Determine how far students got in their reading
 - Determine how difficult the reading material was
2. Group Discussion: Answer teacher's questions
 - First ask if there were any questions
 - Break students into four groups to focus on different questions
 - Come together as a large group to discuss findings as a class
3. Jeopardy
 - Break students into four groups to play the game
4. Free Write
 - Have students choose and explain the most important thing they have learned or read thus far in the book.

IV. *Type and Organization of Learning Opportunity*

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

1. Homework Assessment (5 minutes)
2. Group Discussions (25 minutes)
3. Jeopardy (10 minutes)
4. Free Write: Most Important Part (10 minutes)

V. *Materials*

Class sets of:

- Rabbit-Proof Fence by Doris Pilkington

- Whiteboard Markers
- Note taking tools, i.e. paper, pens, pencils, highlighters, post-its

VI. *Modes of Presentation and Response*

Informal Chatting, Lecture, Question/Answer, Classroom Discussion, Small-Group Discussions, Learning Game (Jeopardy), Self-Reflective Free Write

Procedures:

1. Brief introduction and explanation of goals for the lesson
2. Orientation Set (Verbatim): “Today we will discuss chapters four and five from Rabbit-Proof Fence. I have written some discussion questions for the different groups and everyone will report their answers to the class verbally. After the discussion, we will play Jeopardy to help us study for the quiz. Finally, we will end the morning with a free-write prompt.”
3. I begin the class by assessing the homework status.
4. I will then pass out the individual goals students wrote this past Monday. I have written comments and asked questions about the areas they hope to improve in. They will briefly respond, if needed, and then pass the assignment back to me.
5. I ask if students have questions, comments, or points they want clarified before we break into small discussion groups.
6. I will break students into groups of 4 to answer the discussion questions.
7. Students will come together as a whole and share their findings with the class.
8. The discussion groups will be the team groups in our game of Jeopardy.
9. Students will free-write what they think the most important part of the book is and explain why.

VII. *Evaluation*

Throughout the lesson I will be aware of my students and their interest/attention to what is being discussed. During group discussions, I will walk around the room and observe the students’ interactions with each other and how well they are grasping the book’s content. I will moderate and direct the discussion, as needed, in order to maximize the type of knowledge the students are receiving. The self-reflective free-write will also give me insights into what each student is valuing from their reading.

VIII. *Supplemental Material: Discussion Questions*

1. Explain the significance of the conversation between Alf Fields, Gracie’s white father, and her indigenous mother. (See page 48-49)
2. Why did Pilkington name her mother’s memoir Rabbit-Proof Fence? What is the significance of the fence? Note: The Australian name for the memoir is Follow the Rabbit-Proof Fence.
3. Discuss some of the living conditions the aborigines faced once they joined the white settlements. Relate this response to the Western Australian government’s decision to establish institutions for Aboriginal children.
4. Create a family tree for Molly. (based on the information from chapter 5)
5. The author of Rabbit-Proof Fence starts her story from when the first military post is set up in Western Australia. What reasons do you think the author had for starting here and not from when Molly, Gracie and Daisy were born or removed?

6. Relate the aborigines' experiences to an American counterpart. Cite descriptions and parts of the text that support your connections.