

Discipline: English (Literature)

Course Name: Culture and Justice in Literature

Name: Adrianna Bayer

Date for Lesson Implementation: Wednesday, July 19, 2006

Adrianna's Topic: Things Fall Apart, "The Second Coming" by W. B. Yeats, & Matthew 24

I. *Goals*

Students will discuss the first four chapters of Things Fall Apart and will compare/contrast Yeat's poem to the overall tone/theme of the book. Students will get a "hands on feel" for the setting as they draw Okonkwo's household based off a description from chapter 2. Students will begin early comparisons of this book with Pilkington's. If time allows, I will give students an opportunity for silent reading at the end of class.

II. *Objectives*

Students will:

1. Investigate the significance of the Yeats poem and the Bible verse and will assign value to these supplemental materials in relation to Achebe's novel. (Cognitive—Analysis & Evaluation)
2. Reproduce a map of Okonkwo's household based off a description at the end of chapter 2 (Cognitive—Application)
3. Share initial reactions of the novel and will compare/contrast it to Rabbit-Proof Fence. (Cognitive & Affective—Application & Responding)
4. Be able to get a feeling for the overall tone of this novel in comparison to Pilkington's. (Psychomotor—Perception)

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
 - Collect last night's homework (free-write assessment)
 - Announce changes in the syllabus
2. Pass out optional grammar worksheets for those students who want additional grammar exercises outside of class
3. Pass out corrected paperwork (meditations & quizzes)
 - Ask if there are any questions and read sample answers
 - Encourage students to meet after class, or during office hours, if they want to discuss things in private
 - Collect paperwork to file in their student folders
 - Read Jason's and Emily's meditations (additional examples)
4. Have students pair up to draw Okonkwo's household (pg 14)
5. Pass out Yeat's poem and Matthew 24
 - Have students get into groups to discuss both documents
 - Come together as an class to discuss significance
6. Large class discussion: How does this novel compare to Pilkington's memoir?
7. Silent Reading (if time)

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. Pass out corrected paperwork & grammar worksheets (5-10 minutes)
3. Draw Okonkwo's household (10 minutes)
4. Poetry and Bible verse analysis (20-25 minutes)
5. Brief Comparison of this novel with Pilkington's (5-10 minutes)
6. Silent Reading (only if there is additional time)

V. *Materials*

Class sets of:

- Things Fall Apart by Chinua Achebe
- Copy of "The Second Coming" by W. B. Yeats
- Copy of parts from Matthew 24 (King James Version)
- Whiteboard Markers
- Rabbit-Proof Fence quizzes
- Note taking tools, i.e. paper, pens, pencils, highlighters, post-its

VI. *Modes of Presentation and Response*

Informal chatting, Visualizing by drawing (working in pairs), Small group discussions, Large classroom discussion, Background reading/lecture

Procedures:

1. Brief introduction and explanation of goals for the lesson
2. Orientation Set (Verbatim): "Today, we will begin discussing Things Fall Apart. The first activity I have planned involves working in pairs. Then, I will break everyone into groups of three so you can discuss some supplemental materials that I am going to pass out. Afterwards, we will begin some early comparisons between this novel and Pilkington's. If there is any time at the end of class, I will let students read."
3. I begin the class by assessing the homework status.
4. I will pass out corrected papers, go over the answer key, and read two example meditations.
5. Students will break into pairs to draw Okonkwo's household. One student will read the description while the other student draws. After the first student is done, he or she will read the description for the second student who will also draw the household. The students will then compare their drawings/perspectives.
6. Break students into groups of three to analyze the poem and Bible verse. They will take notes on the significance of both documents in relation to the book. Groups will briefly share findings with class.
7. We will discuss, as a large class, some comparisons between Things Fall Apart and Rabbit-Proof Fence.
8. Any free time at the end of class will be allocated for silent reading.

VII. *Evaluation*

I will be constantly aware of my student's attention/interest to what is being discussed. I will observe the student's interactions with each other during group work.