

Discipline: English (Literature)

Course Name: Culture and Justice in Literature

Name: Adrianna Bayer

Date for Lesson Implementation: Thursday, July 20, 2006

Adrianna's Lesson Topic: Things Fall Apart (thru chapter 7), "The Second Coming," Matthew 24, mid-course summary with grades, and reevaluation of original class goals.

I. *Goals*

Students finish discussing Yeats poem and Matthew 24. Afterwards, students will pair up for today's quiz. Students will work with teacher assigned chapters to pose between 2-4 questions (per student) that will be used as supplemental questions for a later quiz that I will prepare. Students will be graded on quality of their quiz questions, interaction with each other, and how well they collaborate as a team. Each pair of students will also evaluate each other's participation during the group quiz and will assign peer grades. At the end of class, I will pass out mid-course grade sheets as well as each student's portfolio. Students will reassess their original goals written on the first day of class to determine whether or not they are achieving them.

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. Be prepared to work with another student to help create quiz questions. (Psychomotor—Readiness)
3. Reassess their original student goals and will personalize the progress they have been making towards achieving their goals (Cognitive & Assertive—Evaluation & Characterization)

III. *Type and Organization of Subject Matter*

1. Homework Assessment
 - Determine how far students got in their reading (Create the quiz pairs based on this information)
 - Determine how difficult the reading material was
2. Break students into same groups as yesterday to finish discussing poem and verse
 - Students will report their group findings to the class
3. Break students into quiz pairs
 - Students can create any type of quiz question they want ranging from multiple choice, fill in the blanks, definitions, and short answers.
 - Stress quality over quantity (at least 2 questions, max of 4)
 - Quiz partners assess each other's participation and assign a peer grade
4. Pass out mid-course grade sheets as well as each student's portfolio
 - Ask if there are any questions on completed assignments or grades
 - Encourage students to meet after class or during office hours if they want to discuss things in private
5. Students reassess their original course goals written on the first day of class

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 discussion (10 minutes)
3. Quiz (25-30 minutes)
4. Goal Assessment and rewrite (10 minutes)

V. *Materials*

Class sets of:

- Things Fall Apart by Chinua Achebe
- “The Second Coming” by W. B. Yeats
- Matthew 24
- Student Portfolios
- Whiteboard Markers
- Note taking tools, i.e. paper, pens, pencils, highlighters, post-its

VI. *Modes of Presentation and Response*

Informal chatting, Small group discussions, Classroom discussions, Background reading/lecture, Collaborative Quiz, free-writes

Procedures:

1. Brief introduction and explanation of goals for the lesson
2. Orientation Set (Verbatim): “Today, we will finish yesterday’s discussions on the Yeats poem and Matthew 24. Afterwards, I will pair students up for their group quiz. We will end the class with mid-course grade sheets, portfolios, and a reexamination of student objectives. Students will reassess their progress on achieving their goals for this course.”
3. I begin the class by assessing the homework status.
4. Students will break into groups to finish Yeats discussion from yesterday. We will come together as a large class to discuss our findings.
5. I will break students up into their quiz groups and assign chapters that they will write quiz questions for.
6. I will pass out student portfolios and mid-course grade summaries.
7. Free-Write: Students will update their objectives from the first day of class and comment on how they are progressing. They will list any useful techniques that I am using that are helping them. They will also offer suggestions on how I can make the class better suited for their needs.

VII. *Evaluation*

I will be aware of my student’s interest/attention to what is being discussed and will aid the class discussions as necessary. During the quiz I will walk around and assess the six groups. I will take detailed notes on how well they are collaborating and will answer questions or make clarifications as necessary. At the end of class, students will free-write and comment on their goals. This free-write is also a place for them to assess my role as their teacher.