

Discipline: English (Literature)

Course Name: Culture and Justice in Literature

Name: Adrianna Bayer

Date for Lesson Implementation: Monday, July 24, 2006

Adrianna's Lesson Topic: Things Fall Apart (Cultural debate/mock trial)

I. *Goals*

Students will reevaluate their goals written on the first day of class and will view a portfolio of all their work completed thus far in the course. The rest of the class period will be spent organizing a mock trial/cultural debate based on chapters 2-9. Students will understand that foreign cultures have different forms of justice and law which define who they are. Can one way be better than another?

II. *Objectives*

Students will:

1. Assess their original goals (created on the first day of class) and will formulate new or more complex goals based on what they have learned thus far (Cognitive—Evaluation & Synthesis)
2. Be aware of all members in their group and regard each individual as an essential link (element) in their overall argument (Affective—Receiving & Valuing)
3. Be willing to work with different students from the class and gain a sense of what roles of the mock trial (attorney, witness, etc.) would fit each member (Psychomotor—Readiness & 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
2. Pass out portfolios
3. Students reassess their original course goals written on the first day of class
4. Arrange students into mock trial groups and help assign roles of attorneys and witnesses

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. Goal Assessment and rewrite (15 minutes)
3. Mock Trial (30 minutes)

V. *Materials*

Class sets of:

- Things Fall Apart by Chinua Achebe
- Student Portfolios
- Whiteboard Markers
- Note taking tools, i.e. paper, pens, pencils, highlighters, post-its

VI. *Modes of Presentation and Response*

Informal chatting, Group discussions, Debate, Interactive mock trial, Free-write

Procedures:

1. Brief introduction and explanation of goals for the lesson
2. Orientation Set (Verbatim): “Today, everyone will be given their portfolios and will reevaluate their original goals written on the first day of class. Questions to consider include: Are you achieving your goals? Why or why not? Do you feel like you are improving in the areas you felt weak? Explain why or why not. Am I giving you enough assistance/variety to achieve your goals? Do you have any new goals since the start of the class? What are they? After students have completed their free-write, I will organize a class into groups for a cultural debate/mock trial. The issue: Ikemefuna’s death.”
3. I begin the class by assessing the homework status.
4. I will pass out student portfolios.
5. 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.
6. I will organize students into two large groups, one defending Okonkwo’s cultural position/belief and the other attacking it. The rest of the class period will be spent organizing witnesses and arguments. At the end of class, if there is time, we will stage the trial. If not, we will continue the exercise tomorrow.

VII. *Evaluation*

The free-write will give the students a chance to assess their progress as well as my teaching methods. They will be encouraged to create new goals. During the mock trial group work, I will be aware of my student’s interest/attention. I will help, as needed, to encourage participation/interaction between all group members. I will also be a resource for factual/debatable points from the book.