

Unit Plan for Teaching

Killing Mr. Griffin

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My sponsor teacher Valerie O’Leary during my short practicum recommended killing Mr. Griffin, written by Lois Duncan, to me. The basic plot was outlined for me and I found the idea of teaching a book about killing an English teacher to be an interesting notion, especially in this day and age. Taking home a copy, I began reading the book and found myself reading this differently than I would have read others. I was very analytical when covering different areas, constantly thinking about how to teach one area or another. Despite making several notes throughout I soon realized that I had read the entire novel in just two sittings.

I had to question why I was able to read this novel so quickly. There is the obvious – that it was written targeting an adolescent audience, but there is more than this to the answer. This novel covers a wide variety of topics that are related to adolescents but of specific interest to me. Two of the major themes pervading this novel are the reactions of choice equally consequence and peer pressure. As you will see throughout my unit plan these two themes are touched on at various points. I am a firm believer that the two are connected and those young adults need to learn at an early age that they do have a choice. They need to learn that answering questions with a shrug of the shoulders and “I don’t know” is not a sufficient answer to questions. Everyone has choices in everything they do and I would like my students to learn that there are positive choices that yield positive consequences and there are negative choices that yield negative choices. Directly related to this is the topic of peer pressure. Yes adolescents face peer pressure but they have a choice. All of the students that are involved in the prank, that goes terribly wrong and leads to Mr. Griffin’s death, have the choice of joining in or saying no. They all succumb to one character that is portrayed as the leader, but they can

not be portrayed as powerless in this incident. These characters had choices to make and now they must face the consequences of their actions.

There are many other facets to the novel that will be touched upon throughout the unit through a variety of tasks. The bulk of the written responses will only be graded on the completion of the task. Comments will be provided on the writing but writing errors on these reflections will not result in a lower grade. This will provide the students a forum to explore the ideas and themes we are looking at without the stress of worrying about the various writing rules.

Overall, I found this book to be an exciting read and I believe the subject matter will be interesting to a wide variety of students. The central characters are both male and female, which provides the students with five different people to whom they may identify. There is teen romance, action and suspense, which will draw in many of the young adult readers in my class.

WEEK - DATE	ONE – FEB 3 - 6	TWO – FEB. 9 - 13	THREE – Feb. 16-20	FOUR – FEB. 23 - 27	FIVE – MARCH 1-5	SIX – MARCH 8 - 12
WEEKLY OVERVIEW	MEET AND GREET AND CLASS UNITY DEVELOP- MENT	INTRODUCTION TO THE NOVEL AS A GENRE – THE NOVEL <u>KILLING MR. GRIFFIN</u>	CONTINUE READING : FOCUS ON SETTING, CHARACTER, INTRODUCE CONFLICT	CONTINUE READING: FOCUS ON CONFLICT, CLIMAX, AND INTRODUCE SYMBOLISM	CONTINUE/ FINISH READING NOVEL: FOCUS ON CLIMAX/ RESOLUTION DISCUSS THEME AND SYMBOLISM	FINAL THOUGHTS THEMES: THEME VS. MORALS, FINAL ASSIGNMENTS

GENERAL OVERVIEW

WEEK ONE – FEBRUARY 3-6, 2004

Start of Semester 2 – Introductions, general housekeeping and classroom expectations. Develop social contract with class...how do they like/want to be treated by teacher and by other students. What do they think makes a good teacher/bad teacher? (good pre-reading). Finger-paint lesson plan.

WEEK TWO – FEBRUARY 9 - 13, 2004

Introduce the novel as a genre. Use a fairy tale/children's story to introduce the elements of story. (Likely to use either the politically correct fairy tale "Little Red Riding Hood" or "Where the Wild Things Are". Somewhat easy to pick out major elements in these stories. Need to establish some level playing field so they all know what we will be looking for in comprehension. Leading to parts of the plot...which we will look at. Hand out novel...read to students for good portion of beginning of novel...anticipatory questions.

WEEK THREE – FEBRUARY 16 - 20, 2004

As we have just introduced the novel at the end of the last week we will discuss some of the introductory parts and the effects they have on the reading. These will include comprehension of this point of view, setting, and character. May introduce conflict depending on how far we are into the novel.

WEEK FOUR – FEBRUARY 23 – 27, 2004

Continue reading and focus on conflict, climax and introduce symbolism. Pay special attention to the character conflict and what transpires (or what they think will transpire) at the climax. Symbolism will likely be an introduction to the concept for most, therefore will take some time with this introduction.

WEEK FIVE – MARCH 1 – 5, 2004

Continue reading novel, planning on finishing this week. Focus will be on the conflict and resolution (is there any?). What does this ending say about the themes that are represented throughout. After discussing themes return to symbolism...what do some of the items mean now in the context of these themes?

WEEK SIX – MARCH 8-13

If not done, finish novel. Discuss final thoughts, what is the difference between theme and moral? Final assignment for novel and unit test done prior to Spring Break. The plan will be to have it completed by Wednesday March 10 allowing an extra day for leeway, with tidying up/collecting books etc.

ASSESSMENT

Journal entries – ongoing journal entries will be reviewed. Topics to be delivered will include brief character analysis on initial feelings and predictions on two characters (one male and one female), who you see yourself as in the novel, what city do you picture and why? What do you think the connection between Ophelia’s song and the characters is? And a re-writing of Ophelia’s song in the student’s own word – what does it mean to them? Could include additional entries.

Students will be evaluated on a scale of above average, average and incomplete. Journals will be assessed on depth of entry, effort, basic comprehension of novel and basic grammatical usage. Where necessary corrections will be made to grammatical errors however as long as basic skills are present and employed the students will not lose marks for these grammatical errors. The idea is to encourage them to write as much as possible.

Participation - Students will be evaluated on participation in group discussion (both large and small). They will be observed based on respect of others (active listening), their own level of input/participation, and evidence that they have read the appropriate amount of the novel, finally attendance will be taken into consideration.

Minor quizzes – there will be approximately 2 – 3 minor quizzes that will test basic comprehension. These will serve as a continuity check to ensure that all students are following the reading plan.

Large Assignment – Students choice between oral presentation, artistic project (ya-ya boxes), or written assignment. Students will collaborate with me to develop an evaluation procedure for this assignment.

Unit Test – Large test that will challenge students’ comprehension of the various parts of plot, the elements of the story and how these relate to Killing Mr. Griffin.

THE READING PLAN

The students reading will be based on the following plan. Although it is preferred that students will read ahead on their own time, I do not feel it is an appropriate model to designate specific pages as homework. Rather than tell them each day that they must read “pages 34-56”, I intend to have markers for the students to know where they should be in order to appropriately participate in group activities. As the novel will take us approximately 5 weeks to work through I intend to chunk the novel into quarters with the intention that all students will have completed the novel by the end of week 5. An ample amount of time will be dedicated to Teacher led reading and silent reading in class each week.

Week Two – Day Two – Novel handout and related business. Teacher led reading; students to follow along and anticipatory questions will be asked. Reading out loud the first chapter (page 16). If time permits the remainder of class will be devoted to in-class reading. To allow students the opportunity to move ahead in the novel. One other 20-minute block of time will be devoted to in class teacher led/silent reading.

Week Three – For Monday students are expected to have completed the first five chapters (page 61). Through this week there will be two teacher led reads pausing to discuss the focus of the week (setting, character and conflict) two additional silent reads will be scheduled.

Week Four – For Monday students are expected to have completed Chapter ten (page 125). Through this week we will have at least one teacher led reading, again pausing to discuss some of the focal points of the week (conflict, climax and symbolism). Based on my assessment of students' progress through novel I will determine whether we have two or three silent reads and the length of each. If we are ahead we will do some class led oral reading through acting out of scenes/tableau's.

Week Five – For Monday students are expected to have completed Chapter 15 (page 183). The goal is to finish the novel this week; therefore students are encouraged to be further along than the minimum required. Through this week we will have two or three teacher led reads, discussing the major points including the climax, conflict resolution (is there any?), recurring symbols some of the prevalent themes.

Week Six – For Monday students are expected to have completed the novel. First class will be dedicated to exploring final thoughts including the students' views on theme vs. morals. As a class we will have decided on what the final assignment will be (this will be done some time in before the end of week 4. Time will be dedicated to building a rubric for this assignment between the students and myself. If presentations are chosen then we will need to adjust the timeline accordingly. The Wednesday of this week will be dedicated to the end of unit test that will explore the students' knowledge of the major elements of the novel in general incorporating specific questions about Killing Mr. Griffin. The final class of the week is the Friday, these classes are shorter (55 minutes), immediately prior to Spring Break, therefore this class will ideally be devoted to a fun Spring oriented theme.

THE LESSON PLANS

The following lesson plans are designed to assist the students with some of the major elements that we will cover. The initial plans are dedicated to developing a classroom community. The plans then follow my outline for study of the novel. The days of these plans may change due to the progress rate, which we work through the novel. The plans may also need to be altered in regard to the level at which these students are challenged. The plans have been made with thought to the students' level that I taught to in October. These students take English 8 throughout the year, therefore this may, or may not, be the first time they have studied a novel this year.

The outline and lesson plans are designed around the current structure which has a second teacher come to the class to teach these students a grammar component every Thursday. I teach the students every Monday, Tuesday, Wednesday and Friday.

Developing the Social Contract Week One

Context: English 8, 65-minute class, 30 students in class. The class will use time to discuss what makes a good teacher/bad teacher. Likewise what makes a good student/challenging student. This class will be devoted to developing a list of words that will embody the behaviour of our class.

The Class Lesson Plan:

Hook: Discussion of composition of desirable teachers and desirable students. Bring in large poster with picture of a book and discuss what happens to the material edited (cutting room floor ideas).

PLO's:

1. Interact purposefully, confidently, and respectfully in a variety of situations
2. use language to demonstrate that they respect and value diversity
3. use various strategies to resolve conflicts, solve problems, and build consensus

Objectives: By the end of this class Students Will Be Able To:

- Define the expectations of their classroom behaviour
- Explain the difference in a variety of words and the power or weight that certain words carry

Supplies: One large picture of a book (could be any object), two different coloured markers

The class:

0-5' Review the traits we discussed last class that make up desirable teachers and students.

5'-10' Individually the students will compile a list of words that they think will best define how they like to be treated in class. If they find themselves stuck, then they write down how they do not like to be treated, this will in turn get them thinking again about the positives.

15'-20' Partners compare their lists, condensing where possible when one word may mean another.

20'-30' Partners join another pair and group of four repeats the process above.

30'-60' Introduce the concept that based on the ideas we generated last class, today we are developing a social contract that will define our class and how we expect to be treated and treat each other. The book will represent all of the things that we want to live by over the next few months in our class. In one colour we will write all of the desirable traits and in another colour we will write the less desired traits (these will all be written on the board). As a group we will minimize the list to approximately 6 words that best define our expectations. These few words will be written on the book on our poster. If the class

chooses we can include some of the negatives on the exterior (representing our editing/cutting room floor).

60-65' Students and myself all sign the poster, agreeing that these are the values that we will live by. If at any time we find someone not upholding the social contract we can draw their attention to the poster and remind them that their behaviour is not part of our social contract.

Rationale: Students will be working together for the next 5 months. It is imperative that we establish guidelines early that not only encompass general class rules but a way of behaving with one another. This affords them the opportunity to create the guidelines rather than being told how to behave.

Evaluation: Students participation throughout the period. This is a serious topic and this exercise provides them an opportunity to contribute to our classroom environment. Active participation and listening is expected.

Exploring Interpretation Week One

Context: English 8, 65-minute class (extending into the first half of the fifth class), 30 students in class. The class will use time to prepare artwork by finger painting a variety of pictures and then hanging them around the room.

The Class Lesson Plan:

Hook: Discussion of my daughter's artwork. I will bring in some of her paintings and ask the class what they think it looks like to them. Considering she is three, even I could not say for sure what a picture is (other than what she has told me it is). This will develop a variety of responses, we will delve a little into why people think one way or another.

PLO's:

1. Identify and explain connections between new ideas and information and their previous beliefs, values, and experiences
2. Explain how new information, language experiences, and technology have shaped their ideas, knowledge, and beliefs
3. Demonstrate a willingness to experiment with language and enjoy the ways in which language is used in popular culture

Objectives: By the end of this class Students Will Be Able To:

- Accept that there is a variety of interpretations to a work of literature/art
- Describe why there is variance in interpretations
- Work in a small group setting within the boundaries set out in the social contract

Supplies: : Daughter's art-work, water soluble finger paint base, art pads, bulletin boards and tacks, students need to bring old clothes.

The class:

0-15' Showing my daughter's artwork and discussion surrounding it. Begin to delve into why they have different opinions.

15'-20' Instructions: Everyone will get a space and several sheets of paper. Each student will finger paint a minimum of one painting. Students can create as much as they like but will be asked to choose one work to put on display. At the end of class the students will post their chosen work on a bulleting board to dry.

20'-50' Students do the work, individual work (no wondering around class)

50'-65' Clean-up, re-arranging desks, cleaning any messy areas, posting pictures in pre assigned groups.

2nd class – Students form groups of 3 or 4 and walk around the class looking at each of the works. Each student will comment, in a positive way so as to uphold our contract, on what they think they see in the painting, it may be obvious, it may not. When you come to your

own work, the artist will explain the work to their group and why they chose it. Once complete the group will come together as a whole and each person from a group will have 30 seconds to describe one other work from a member in their group to the rest of the class.

Rationale: I would use the following sensory aid to assist in introducing my students to my approach to English Literature and my expectation of them. That being that we all bring our own experiences to the works that we are reading and writing. These experiences will shape our interpretations of what is happening within the works. This is not to say that reading literature is a free for all but opening the students eyes and minds to the reality that everything we look at will have a variety of interpretations and when supported by the text these are all valid.

Evaluation: Participation, both in small and large groups. Initial opportunity for me to evaluate oral skills. Gives students a chance to practice the social contract we just developed. Gives students a chance to interpret what will sometimes be abstract art. Gives students a chance to speak publicly in both a small and large group setting. Most importantly, finger painting is always fun once you get into it!

Introducing the Novel as a Genre Week Two

Context: English 8, 65-minute class, 30 students in class. The class will use time to discuss what components they think comprises a novel. We will look at various elements included in developing works of fiction

The Class Lesson Plan:

Hook: I will read the students a children's story or a politically correct fairy tale.

PLO's: 1. Demonstrate an understanding of the main ideas, events, or themes of a novel
2. Describe and give examples to explain their personal criteria for assessing and responding to what they view, read, or hear
3. Locate and interpret details in stories and novels, to respond to a range of tasks

Objectives: By the end of this class Students Will Be Able To:

- Define the major elements to look for in a novel
- Name the four major parts of the plot

Supplies: One version of a children's story or fairy-tale, copies for the students to follow (optional) (will use one of Where the Wild Things Are or Politically Correct Little Red Riding Hood)

The class:

0-5' Introduce the story, has anyone read this? Hand out copies.

5'-15' Read the story to the students.

15'-20' General Discussion of the story.

20'-35' Part one of jigsaw. Each group looks at the story and picks out a given aspect (i.e. elements in the introduction (setting, main character, point of view) theme, symbols, climax etc.

35-50' Large group discussions of what the smaller groups findings are.

50-60' Summary of the elements that we are to look for when reading works of fiction (in particular our novel). And where in the story we may find these elements (the parts of the plot)

60'-65' Homework assigned: Journal entry on the story the students are to complete the following questions:

In the story we read in class please define:

Introduction: Setting, main characters, point of view

Rising Action: in your own words what happens

Climax: What is the main conflict/is it resolved

Conclusion: If the conflict is resolved how is it resolved?

Themes: Describe what you think are the major themes in this story.

Rationale: To introduce our unit on the novel Killing Mr. Griffin. To provide the students a framework for what they need to be looking for in major components of the novel. The selected stories are not long or complex so it provides an easy and fun example for the students to pick out the elements.

Evaluation: Students participation throughout the period. Evaluation of the journal entries to be done at future date.

Introducing the Novel: Killing Mr. Griffin

Context: English 8, 65-minute class, 30 students in class. Handout of novels and related housekeeping. Teacher led reading with anticipatory question sets. Time for silent read to get students well into the novel.

The Class Lesson Plan:

Hook: On the board when students enter the room they will find a written version of Ophelia's Song from Hamlet:

PLO's:

1. Demonstrate confidence in using language in a variety of formal and informal contexts, both inside and outside the classroom
2. Organize details and information about material they have read, heard, or viewed using a variety of written or graphic forms
3. Locate and interpret details in stories, articles, novels, poetry, or non-print media to respond to a range of tasks

Objectives: By the end of this class Students Will Be Able To:

- Define the introductory elements of this novel
- Provide an interpretation to Ophelia's Song

Supplies: 30 copies of Lois Duncan's novel Killing Mr. Griffin

The class:

0-15' Draw students' attention to the work on the board. Give them a moment to read silently. Read poem to them.

What do they think of the poem? What parts stand out to them? What do they think the last verse means? What do they think the author is saying? Discuss

15-20' General explanation of the role of the poem in the novel, try to think of this throughout the novel, does it mean anything to them as they read? Does the meaning change as they move through the novel?

20-30 Hand out novels and relevant housekeeping.

30-50' Teacher led reading with anticipatory questions

50'-60' Silent Reading

60'-65' Homework assigned: Journal entry on the story the students are to complete the following questions:

From what you have read in class please define:

Introduction: Setting, main characters, point of view

Themes: Describe what you think will be the major themes in this story.

Rationale: To introduce our novel Killing Mr. Griffin. To provide the students with a question to consider while reading. To engage the students in the novel by providing them time to “get into” the story.

Evaluation: Assessment of students’ comprehension of Ophelia’s song (what are their critical analysis skills?). Evaluation of the journal entries to be done at future date.

Exploring the Characters

Week Three

Context: English 8, 65-minute class, 30 students in class. Students expected to have read beyond 25% of the novel. We will look at the motives behind the characters agreeing to the plan. An introduction to conflict.

The Class Lesson Plan:

PLO's: 1. Explain the motivation of the characters in works of communication, providing evidence from the text of each work
2. Use various strategies to prompt and support others
3. Locate and interpret details in stories and novels, to respond to a range of tasks

Objectives: By the end of this class Students Will Be Able To:

- Define the motivation of the main characters
- Describe the conflict that lies within these characters

Supplies: 30 copies of the mini-quiz

The class:

0-15' Brief quiz on what the students will have read so far, students will mark, all quizzes handed to teacher.

15-25 Each student chooses one character to write a short description of what they think motivates that character's actions.

25-40' Groups of 4-5 (pre-determined by teacher) to read and discuss what they each wrote.

40-45' Brief poll of with entire class of which characters were written about

45-60' Choosing the 3 main characters that were written about, create a web on board of the top 2 or 3 characters. Map out what the class generally views as these characters' motivation.

60-65' Review the interpretation lesson plan, note that people had different views and that is okay; we will each have a different notion of the characters in the book. Clean up, re-arrange desks and collect character motivations.

Rationale: To delve into certain characters and what is behind them. To explore more about what the class thinks will motivate characters (adolescents in general).

Evaluation: Students participation throughout the period. Evaluation of the character motivations will allow me to check participation and assess a level of written comprehension.

Exploring the Characters Week Three

Context: English 8, 65-minute class, 30 students in class. We will continue to look at conflict and character motivation. Specifically what makes Susan act the way she does? Are her actions comparative to those of adolescent girls today?

The Class Lesson Plan:

PLO's: 1. Explain the motivation of the characters in works of communication, providing evidence from the text of each work
2. Explain how new information, language experiences, and technology have shaped their ideas, knowledge, and beliefs

Objectives: By the end of this class Students Will Be Able To:

- Define the motivation of the main characters
- Describe the relation between Susan and adolescent girls today

Supplies: 30 copies lyrics of No Doubt "I'm Just a Girl", one CD player

The class:

0-5' **Hook** Repeat the song "I'm Just a Girl" as students enter the class.

5-10 Discuss with students whether they are familiar with this song. Do they know the title, the band, what does it mean to them.

10'-15' Hand out lyric sheets and form groups of 4-5 let them pick the groups but they only have 30" to form them.

15'-25' Replay the song twice, in there small groups write what they think the song means to them.

25'-35' Discuss what they think the song means to them.

35'-45' Form a compare/contrast argument stating whether their group thinks this song represents Susan McConnell or not.

45'-55' Each group has 2' to make their argument for or against the connection.

55'-65' Clean-up, rearrange desks, homework assignment. (Make a journal entry arguing for or against the theory that Susan is "Just a girl" and therefore helpless in her decision-making process as to her role in Mr. Griffin's death)

Rationale: To delve into the motivation of the central character. To compare the motivation of Susan when the novel was written...are her actions reflected in motivating factors of acceptance today?

Evaluation: Students participation throughout the period. Evaluation of the journal entry...depth and thoroughness.

Exploring the Characters Week Three

Context: English 8, 65-minute class, 30 students in class. We will continue to look at conflict and character motivation. Specifically what makes Mark act the way he does? Are his actions comparative to those of adolescent boys today?

The Class Lesson Plan:

PLO's: 1. Explain the motivation of the characters in works of communication, providing evidence from the text of each work
2. Explain how new information, language experiences, and technology have shaped their ideas, knowledge, and beliefs

Objectives: By the end of this class Students Will Be Able To:

- Define the motivation of the main characters
- Describe the relation between Mark and adolescent boys today

Supplies: 30 copies lyrics of Offspring, "Self-Esteem"

The class:

0-5' **Hook** Repeat the song "Self-Esteem" as students enter the class.

5-10 Discuss with students whether they are familiar with this song. Do they know the title, the band, what does it mean to them.

10'-15' Hand out lyric sheets and form groups of 4-5 let them pick the groups but they only have 30" to form them.

15'-25' Replay the song twice, in there small groups write what they think the song means to them.

25'-35' Discuss what they think the song means to them.

35'-45' Form a compare/contrast argument stating whether their group thinks this song represents Mark Kinney or not?

45'-55' Each group has 2' to make their argument for or against the connection.

55'-65' Clean-up, rearrange desks, homework assignment. (Make a journal entry arguing for or against the theory that Mark has "Self-Esteem" or not and therefore a product of his environment and helpless in his role in Mr. Griffin's death.)

Rationale: To delve into the motivation of a main character. To compare the motivation of Mark from the time the novel was written...are his actions reflected in motivating factors of acceptance today?

Evaluation: Students participation throughout the period. Evaluation of the journal entry...depth and thoroughness.

Exploring the Characters

Week Three

Context: English 8, 65-minute class, 30 students in class. We will look at conflict and the dilemma that adolescent's face when dealing with peer pressure.

The Class Lesson Plan:

PLO's: 1. Use various strategies to resolve conflicts, solve problems, and build consensus
2. Interact purposefully, confidently, and respectfully in a variety of situations

Objectives: By the end of this class Students Will Be Able To:

- Define the difference between rumour/gossip and facts
- Describe the effects that perpetuating stories may have on a student

The class:

0-5' **Hook** "Reveal" a portion of the story deep into the novel that the students will accept as truth but find shocking.

5-10' Discuss with students how they felt about me telling them the "ending", discuss how they felt about this "ending"

10'-15' Play phone game supposedly revealing the last page of the book.

15'-25' Discuss believability, what effect did passing on this information have on interpretation, did you knowingly embellish/alter the story for ease of story telling?

25'-30' Reveal that this is not a part of the book, discuss believability.

30'-45' Discuss effects of perpetuating stories about others without the facts. What does this do to those involved? Have you ever been subject to this? How has it made you feel? (Homework – write me a story that you have passed on to others without the facts being confirmed by the parties involved – no names please...consider this a piece of "creative non-fiction". Include one paragraph summarizing how you feel about perpetuating this story in light of the topics we have discussed this week).

45'-60' Silent reading to get further into novel.

60'-65' Clean-up, rearrange desks, homework reminders.

Rationale: To discover the affects we have on others without even coming into contact with them. To delve into the power of words.

Evaluation: Students participation throughout the period. Evaluation of the journal entry...depth and thoroughness.

Character Conflict/Theme Week Four

Context: English 8, 65-minute class, 30 students in class. We will look at character conflict and introduce one of the prevalent themes. Choice = consequence.

The Class Lesson Plan:

PLO's: 1. Explain how new information, language experiences, and technology have shaped their ideas, knowledge, and beliefs
2. Use various strategies to prompt and support others

Objectives: By the end of this class Students Will Be Able To:

- Define the difference between consequence and punishment
- Describe the effects of choice

The class:

0-5' **Hook** "Reveal" that one of the students in another of your classes has plagiarized their journal (even though this is hopefully a fictional account)

5-25' Discuss with students what they think I should do about it. How does it make them feel, considering they have done the work required.

25'-35' Written response to the above situation...to be handed in with no name on it.

40-55' Mini Quiz on progress on novel (while students write mini quiz I browse some of the compositions)

55'-65' Read one or two entries from the situation above. Reveal that no one has plagiarized any entries. Ask students to write a journal entry describing how they felt at the knowledge that no one had plagiarized the work. Where you relieved, mad at the teacher, upset (did you take a certain pleasure in someone else getting in trouble instead of you).

Rationale: To reveal that we do control our own destiny. We have discussed a great deal of the affects that our peers can have on us. This lesson is to teach that whatever we choose to do we will expect the consequences (positive or negative)

Evaluation: Marks on mini quiz and journal entries. General class participation marks.

Symbolism Week Four

Context: English 8, 65-minute class, 30 students in class. An introduction to symbolism. Looking at the significance of the opening paragraphs. Does the notion of spring make them think of anything...springtime of renewal...Mr. Griffin dies.

The Class Lesson Plan:

PLO's: 1. Interpret and report on information obtained from more than one source to inform others
2. Describe the purpose of specific works of communication and explain how their key features aid understanding

Objectives: By the end of this class Students Will Be Able To:

- Explain the use of symbolism and provide specific examples from the novel

The class:

0-10' **Hook:** Have the word Symbol on the board.... create a web of thoughts from students...what does this word mean to you. When you see this word, what other words does it make you think of?

10-20' Based on the responses, what sections do you think are symbols so far? The opening paragraph? The waterfall? Mr. Griffin's ring? Ophelia's Song?

20-55' Students broken into groups, each group given a scene which embodies symbolism in the novel. The students then have to create a picture/tableau that represents this scene. While holding the tableau one student will describe what is being symbolized. .

55'-65' Teacher led reading

Rationale: To introduce symbolism to the students. To give them some ideas of things to look for in the final section of the book.

Evaluation: General class participation marks. Do they show an understanding of symbolism through the tableaus (if not adequate then further work needed)?

Themes

Week Five

Context: English 8, 65-minute class, 30 students in class. We have already introduced the major theme of choice = consequence. This lesson will explore the others in more detail. Focussing mostly on peer pressure and the roles that adolescents take on within different groups.

The Class Lesson Plan:

PLO's:

1. Organize and structure information in a variety of literary, expository, persuasive, and other forms
2. Compose or create works of communication for specific audiences and purposes, including entertaining, persuading, or informing

Objectives: By the end of this class Students Will Be Able To:

- Define specifically the effects of peer pressure.
- Define the steps these students could have taken to avoid Mark Kinney's pressures

The class:

0-5' **Hook:** Have the passage below on the board/overhead when students enter the room: "Still, Mark had that look about him, the one he got when he had some incredible plan in mind. It wasn't really that his expression changed; Mark had one of those faces that seldom carried any expression at all. It was a lineless face, built on a triangle with the skin stretched taut and smooth from the wide cheekbones to the sharply pointed chin. The thing that changed was the eyes. They became very bright and shiny, as though they were made of glass, and the lids slipped down over them as though to conceal the look beneath – an illusion of sleepiness."

5-15' Define the parameters of the class: pre-formed groups, once in groups, each group will take one angle to explain who they think is to blame for Mr. Griffin's death and why. Groups will take the point of view of each of the main characters (Susan, David, Jeff, Betsy, Mark, and Mrs. Griffin) Using the above statement about Mark as a focal point argue who is or is not at fault.

15'-35' Students work in small groups forming their argument to be delivered to the rest of the groups. Each group will have approximately 2' floor time after which other groups will be allowed to challenge the speaking groups' theory.

35'-55' Presentations and questions as defined above

55'-65' Summary...noting that groups did not accept responsibility themselves. Clean up and desk re arrangement. Homework to reflect on the theme of choice=consequence and do a journal entry on this topic...why did groups not accept any responsibility.

Rationale: To reconsider the major themes of the novel. Why do people not want to take responsibility for their actions, particularly when their choices yield negative consequences?

Evaluation: Presentation/participation/journal entries.

Themes vs. Morals **Week Five**

Context: English 8, 55-minute class, 30 students in class.

The Class Lesson Plan:

PLO's: 1. Demonstrate confidence in using language in a variety of formal and informal contexts, both inside and outside the classroom
2. Adjust their form, style, and language for specific audiences and purposes

Objectives: By the end of this class Students Will Be Able To:

- Define the difference between Theme and Moral
- Create a contemporary version of Ophelia's Song

The class:

0-10' **Hook:** Have the original poem on the board/overhead when students enter the room and draw their attention to it asking them to consider how it relates now that they have read the novel

10-15' Define the parameters of the class: In pairs they will reconstruct this poem to reflect modern day thoughts, language (appropriate only), events in the novel. Be creative but be appropriate. Use material from novel whenever possible, including a minimum of one reference to the novel.

15-35 Preparing new versions of Ophelia's Song

35-45' Pairs to read out new versions of the song.

45'-55' Discussion of Large assignment, reminder of the rubric they chose and the final due date. With reminders of final unit plan next Wednesday.

Rationale: To revisit the entry of Ophelia's song, why is it included and often referred to? To come back to the initial introduction to the novel and have students discover what the inclusion means to them.

Evaluation: Presentation/participation.