English Multiliteracy Assignment

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| **LESSON PLAN** | | | | |
| **Lesson Title:** Novel Study Review - Great Gatsby | | **Date:** Oct. 27, 2022 | | |
| **Course:** English | | **Subject/Strand:** ENG2D | | |
| **Topic:** In this lesson we will be guiding students through a review of The Great Gatsby before writing a comparative Essay | | **Length of Period:** 75min | | |
| **Lesson Plan Description**    Students will participate in a class “jeopardy game” in order to help reinforce key curricular concepts from the novel, *The Great Gatsby*. During this time the teacher will be able to further expand on key literary devices, character development, plot, and important quotes that will help the students write a comprehensive essay. | | | | |
| ***CURRICULUM CONNECTIONS*** | | | | |
| **Ontario Curriculum Overall Expectations**   * B1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning; * A2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes; * A1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes | | **Ontario Curriculum Specific Expectations**   * A1.5 develop and explain interpretations of oral texts, including increasingly complex texts, using evidence from the text and the oral and visual cues used in it to support their interpretations * A2.2 demonstrates an understanding of a variety of interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural difference. * B1.4 make and explain inferences about texts, including increasingly complex texts, supporting their explanations with well-chosen stated and implied ideas from the texts * B1.5 extend understanding of texts, including increasingly complex texts, by making appropriate connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them | | |
| **Learning Goals**  **Discuss with learners: *What will I be learning today?***    ***We are learning …***   * I will understand the key plot in the Great Gatsby * I will gather information to create a persuasive essay. * I will be able to identify literary devices and their purpose within a text. | | **Success Criteria**  **Discuss with learners: *How will I demonstrate what I have learned?***    ***I can …***   * I can communicate and justify my reasonings to my peers. * I can make inferences that show my understanding of a text. * I can critically analyze a comprehensive piece of literature. | | |
| ***ASSESSMENT :*** Jeopardy Game | | | | |
| **Indicate purpose of the assessment: [x] *FOR* [x] *AS* [x] *OF*** | | | | |
| **Indicate Achievement Chart categories being assessed:**  **[ x] *Knowledge and Understanding* [ x ] *Thinking* [ ] *Application* [ x] *Communication*** | | | | |
| **Indicate Assessment Mode: *Written, Oral, Performance* (Write, Say, Do)**    **FOR:** Using the jeopardy game as a pedagogical tool to help reinforce concepts discussed in class.    **AS:** Using the jeopardy game as a pedagogical tool to apply previous knowledge into current discussion.    **OF:** Using the Jeopardy game as an assessment to gauge a collective class knowledge of the material. | **Indicate Assessment Strategy: *What will learners do to demonstrate their learning?***    **FOR:** Students will communicate their knowledge and understanding for the novel with their classmates and teacher.    **AS:** Students will draw upon areas of their lives outside of the class and relate them to the themes in the Great Gatsby    **OF:** Students will justify their answers with students to show their critical analysis of the text. | | **Indicate Assessment Tool: *Instrument used to record results/ document learning.***     * This assessment will be used as a diagnostic to help the teacher identify individual accommodations or modifications that may be needed before assigning the essay. | |
| ***CONSIDERATIONS FOR PLANNING*** | | | | |
| **Review:**  ***What prior experiences, knowledge and skills do the learners bring with them to this learning experience?***    **· W**e will be reviewing the novel which each student has read in class. Students will have been encouraged to take notes during the novel to help guide and reinforce themes and concepts of the novel. | | | | |
| **Resources / Materials and Safety Considerations:**   * Projector * Computer w/ Jeopardy game * Pencil / Pen * Paper * Making sure students have control over their behavior in the class. | | | | |
| ***THREE PART LESSON*** | | | | |
| **Introduction / Minds on / Hook (10 minutes)** | | | | |
| **(review yesterday's concepts)– Check for Understanding**  **· Coffee Talk : Discussion on empirical topics in our society.**   * Students will share 1 piece of news which they have consumed before class. We will talk about this news’ local, national, and global impact on society. * Students will engage in a respectful dialogue about the piece of news. * If applicable, relate some of the themes from that piece of news with that of the Great Gatsby, how does it compare/contrast *(preparing for upcoming essay)* * Upon the conclusion of the coffee talk, give the students 2 minutes to wrap up the discussion in groups and prepare the activity for the class **(Jeopardy Game)** | | | | **Key Questions to Engage Learners.**  **Key questions used to engage learners.**   * *What impact does society have on my life ?* * *How can these themes in our world relate to the Great Gatsby ?* * *Why is this news ?* * *Why do my peers have different thoughts than I do, why is this a good thing?* |
| **Body of Lesson / Action (50 minutes)** | | | | |
| **Activity 1 (10 mins)**  **·** *We will begin the portion of the lesson with a brief review of the last chapter in The Great Gatsby.*  **Group Discussion is encouraged but not necessary : Each group is responsible for answering 1 of the following questions.**   * *What happened, and how did it make you feel?* * *What do you think Should have happened?* * *What messages about society do you think F. Scott Fitzgerald is trying to convey through his writing?* * *What literary devices did you highlight or research after the chapter?*   **Activity 2 (40 mins) - Jeopardy Game**   * **Students will be broken up into 2 teams :** * *Split class in half* * *On white boards students will have 30 seconds to compile their answers as a group. Each student (1 from each team) will be responsible for answering 1 question.* * **Once the teams have been picked we will bring up the Jeopardy game and will start with question 1 -** * *Teams will answer a general literary device question, the team who answers correctly first gets to start choosing a category.* * *Regardless if a team answers correctly, questions will alternate between teams* * The game finishes when every question has been answered. The team who has the highest money total must come up with a final (compare and contrast) Jeopardy question, and they must wager everything on the last question. | | | | **Key Questions to Engage Learners.**  **Critical thinking questions used throughout the lesson.**     * *How can I use this information in my essay?* * *How does this compare to other literary works we’ve covered?* * *How can I justify my answers to my peers?* * *Do I have all the information I need to write a thorough essay?* * *How would I write a short story, poem or create a video to show my understanding?* |
| **Conclusion / Consolidation (15 minutes)** | | | | |
| **Exit Activity**  **·** In groups we will discuss/ or act out our interpretations of the novel.   * Students will be encouraged to use this time to discuss ideas relating to comparing and contrasting characters and themes in the novel. * **Before students leave for the day they will be asked to submit their 3 quotes (will be done from a previous class) that they will be using in their essay.** * This will be collected for the teacher’s ability to understand the quote they chose, and apply it to helping them use it effectively in their essay. | | | | **Key Questions to Engage Learners.**  **Questions used to assess learners’ understanding** |
| **Connection to Social-Emotional Learning Skills**   * Students will be provided a safe environment to share their ideas and justifications of the text. * Students will engage in multiple group discussions. * Students will be encouraged to speak their opinions and engage in productive discussion. The teacher will intervene if any discussion goes off-topic / starts to become derogatory. | | | | |
| **Differentiated Instruction**   * Jeopardy Questions will include audio / visual and act it out clues for students who have trouble in their ability to recall/recognize information. * Students will have a chromebook as a means to do additional research if they have a hard time navigating through the novel for information. * Students will be encouraged to communicate their understanding with classmates and the teacher. * Students will be given the opportunity to act out their understanding during the exit activity. | | | | |
| **Extension Activities**   * Refine the three quotes you will be submitting at the end of class. * Re-read the novel to help reinforce your understanding of the text. * Do some research on F. Scott Fitzgerald to help get a further understanding of the society in which he is writing in. | | | | |
| **Next Steps**   * We will begin drafting our essays for the next class. (Next class on a Monday) | | | | |
| ***REFLECTION*** | | | | |
| *What went well? What should be changed?*  To be filled out by the teacher after delivery of the lesson. | | | | |