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| **Name:**Chelsea Miles | **Grade Level/Class Title:**10th grade/English | **Differentiation Strategies:** Have students stand up and act out the scene |
| **Objective:**Students will be able to describe the exposition of *An Enemy of the People*.Students will be able to discuss characterization found within *An Enemy of the People*.Students will be able to practice peer editing skills. | **State Standard:***Reading-* 10.3: Analyze how complex characters, including those with conflicting motivation or divided loyalties, develop over the course of a text, interact with other characters, and advance the plot or develop the theme.10.5: Analyze how an author structures a text, orders events within it (e.g. parallel plots), and manipulates time (e.g. pacing) to create mystery, tension or surprise.*Speaking and Listening-*10.1: Initiate and participate effectively in group discussions…c. Build on essential information from others’ input by asking questions and sharing comments that enrich discussions.d. Acknowledge the ideas and contributions of others in the group, reach decisions about the information and ideas under discussion, and complete the task.Language 10.3a: Write and edit work so that it conforms to the guidelines in a style manual. | **Assessment:**Plot Pyramid sheet:Explain the introduction of *An Enemy of the People*. What is happening?Characterization quiz, small group discussion and class discussion.Peer Editing Response Sheet:What was one editing error you corrected? What was the most helpful editing correction that your partner gave you? |

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| **Time** | **Learning Style (visual, auditory, kinesthetic)** | **Activities and Notes****(This should be written in enough detail that another person could teach from your lesson plan.)** |
| 9:00 | kinesthetic | Bell Work Quiz: Choose one of the characters that we were introduced to in the reading yesterday. Write down the following as they apply to that character:1. Character’s name2. Character’s occupation3. Was the character described at all? If so, how was he/she described?4. Do you think this character will have a big role in the play? Why or why not?5. Do you think this character will side with the protagonist or the antagonist? |
| 9:03 | auditory |  Have students group together based on the characters they chose to write about. Have students share their answers with each other and see how their answers to questions to 4 and 5 are similar or different. |
| 9:08 | auditory, visual | Have each group share with the class the first three answers to the quiz. As students answer, make a character list on the board. Then have each group share what they discussed about questions 4 and 5. After every group has gone, explain to the class that we will look at the answers for questions 4 and 5 after finishing the play and see what answers were right and how they connect with the big question of the play. |
| 9:11 | auditory, visual | Have students return to their seats, pass out copies of the play and begin reading from yesterday’s stopping point with the same student volunteers. The goal for this lesson is to finish Act one. While reading, stop and discuss some of the following questions:-What is Tom and Peter’s relationship like?-What could their relationship foreshadow about the play? -From what we’ve read so far, do you think Tom is a likeable character?-What do you think Miller meant by his description of Captain Horster and that having a “courageous, quiet man for a friend” is not a bad thing? -What do you think this description foreshadows about Captain Horster’s role in the play?-Mrs. Stockman and Petra are the only women in the play. Are they similar? Are they different?-What do you think Miller meant by his description of Petra as being a “clear-eyed hope for the future—and probably ours”? -What do you think this description foreshadows about Petra’s role in the play?-How is Ejlif and Morten’s relationship similar and different to Tom and Peter’s?-What is a heathen? Why do you think Billing says “soon we’re all going to be heathens!”?-What is the value of keeping something secret until you know all the information? Is there ever a time when you shouldn’t keep information secret?-Why is it good to make sure you have correct information before making a decision? Would there ever be an instance to go against that information?-Do you think Tom is being modest about the attention Billing and Hovstad want to give him, or do you think he secretly wants that attention?  |
| 9:30 | kinesthetic | Give students a few minutes to fill out the introduction section of their plot pyramid sheets. |
| 9:35 | visual, kinesthetic | Explain that each student will switch another person in their peer review group and they will edit each other’s papers. Explain that editing means they will be looking for grammar and punctuation errors. If they have a question about grammar or punctuation usage, they should first ask a student in their group. If they don’t figure it out, they should look it up in the grammar textbook. If they can’t find the answer, then they should ask the teacher. Give each student a peer editing response sheet and have students break into their peer review groups. |