**Introductory Information**

**Teacher**: Ms. Backus  **Class:** English **Date:** 1/24/13 **Grade Level:** 12

**Room Number:** 105  **Period**: 2 **Unit:** The Things They Carried

**Lesson Number:** 2 **Topic:** Discussion

**Context**

This is the second lesson of the unit. We began reading the novel The Things They Carried yesterday. They have lists of things that they would carry that they will formalize, and we will continue finishing the first chapter.

**Objectives**

***Short-range learning objective:***

Students will be able to define analyze

Students will be able to exploit their own analyses

Students will be able to define symbolism

Students will be able to identify symbolism in the novel

Students will be able to apply symbolism to their lists

Students will be able to define setting

Students will be able to identify setting in the novel

Students will be able to define foreshadow

Students will be able to utilize foreshadowing to their predictions of the novel

***Long-range learning objective:***

1) Students will be able to understand and apply their knowledge to life from the novel The Things They Carried by Tim O’Brien

2) Students will be able to define and create a translation of the novel The Things They Carried into their own words to deepen their understanding.

**3) Students will be able to understand and identify literary elements such as symbolism, setting, characterization, theme, point of view etc.**

5) Students will be able understand a memoir and fiction piece of literature

**6) Students will be able to understand the use of foreshadowing to predict an outcome.**

7) Students will be able to identify what a debate is and apply to their own

8) Students will be able to comprehend what a short story is

9) Students will be able to understand dialogue

10) Students will be able to comprehend what a thesis is and utilize their own

11) Students will be able to understand a stereotype/cliché and relate to their own lives

12) Students will be able to comprehend short stories compared to vignettes

14) Students will be able to draw links and comparisons between lives in battle versus the return home.

15) Students will be able to relate a non-fiction article to the novel

16) Students will be able to identify irony/dramatic irony

18) Students will be able to view a clip/image and compare with the novel

19) Students will be able to analyze a song/poem and exploit the information based on the novel

20) Students will be able to comprehend the background of the Vietnam War

21) Students will be able to understand and identify the author Tim O’Brien

22) Students will be able to relate protests and war to life in 2012

23) Students will be able to know how to relate The Things They Carried to their own lives and what they will carry into their next chapter of life by writing an essay

24) Students will be able to understand the importance of introductions

**25) Students will be able to comprehend analyses.**

**Rationale**

1) ***Administrators:*** This lesson prepares students for State Assessments because I will be reading aloud to the class, which helps them with their listening skills, they will be reading aloud, which helps them with their reading/presenting skills, and we will be discussing the major literary elements and points in the chapter.

2) ***Students***: This type of lesson is critical for students, because they are using what they heard, or what they read to discover the meaning of passages in a chapter. This is what we do every day in real life; as citizens, these students will take something in life, whether it is an article, an interview, what someone told them, and analyze those words to come up with meaning through things like foreshadow, symbolism, and setting.

3) ***Critical Pedagogues:*** This skill empowers students through lifelong literacy learning by taking the introduction to the novel and by the words of the title creating their own “the things they carried,” and applying it to their own lives. This is crucial to lifelong literacy and becoming effective citizens through taking a piece of information and transferring it to the lives they lead. They will be continuing this process through their reading and making of a new list.

**Background Knowledge and Skills**

Students already know about setting, foreshadow and symbolism, however through reading the novel they can take what they know and apply it to the words on the paper.

**Standards**

***Reading Standards:***

1) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

3) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

***Writing Standards:***

2) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**Summary**

I will start by reading off one of the quotes from the novel in the first chapter that I believe is important. They will write a short journal about what the quote means to them, and how it can be applied to their own lives. I will collect, and a few will share out. The remainder of class will be spent reading to try and finish the first chapter. At the end I will tell them that for homework, based off of this chapter, I want them to formalize their list.

**Procedure**

***1) Anticipatory Set: 8 minutes***

In the beginning of class, instead of starting off with just reading, I will have a quote from the novel on the board: “they carried all they could bear, and then some, including a silent awe for the terrible power of the things they carried,” I will ask them to write a journal–what kind of power do you think O’Brien is talking about? What does this quote mean? What is so important about the phrase “silent awe?” and how can this be related to your life? A few students can share if they want to, I will write this with them, and will collect.

***2) Instruction: 2 minutes***

I will state that for the remainder of the class we will be getting as far as we can in the first chapter discussing setting, symbolism, and foreshadow. I will also warn them that I will most likely stop a few times if there is something important to discuss.

***3) Guided Practice: 25 minutes***

I will start off by reading, but will call on students as we move along in the chapter. To guide them in their understanding of the novel and chapter I will stop to ask questions and make comments to make sure the students are following along and paying attention to the context.

***4) Independent Practice: 2 minutes***

If there is time they can start their formalized list (which will be homework and handed into me the next day). They are to take the knowledge of the first chapter and the things that the soldiers carried and apply it to their own lives and their own lists. What do they carry now? Physically, emotionally, and psychologically, as well as explain the amount of weight it is literally and metaphorically.

***5) Closure:***

I will end with the questions posed for the list to keep their brains thinking.

**Materials and Resources Needed**

Pens/Pencils

Extra paper

Novels to hand out

Quote

Things the students would carry list

**Accommodations for Students with Special Needs (Differentiated Instruction)**

**Assessment of Student Learning**

a) Formative or Summative: This lesson is more of a formative assessment. The journals will be “graded” more for participation than anything and because we will be reading for a chunk of the class time, I am looking more for discussion among the students when I make comments or questions. I will be “grading” the list that will be for homework as more of a summative assessment.

b) Informal or Formal: This is also an informal assessment. The students will pass up their journals as well as hand in their lists the following day, however I will be discussing the novel as we read informally as we go along.

**Reflection of lesson**