**Teacher**: Samantha Bert

**Class**: English

**Date**: 5/17

**Grade**: 11th

**Room Number:** 134

**Lesson Number**: 14 out of 15

**Periods**: 2, 3, 5, 8

**Unit**: Teen Violence – How much is enough?

**Topic**: End of book & Columbine Shooting

**Context**: Students have finished “The Hate List” by Jennifer Brown and wrote a P.S. Piece.

**Short-range learning objective(s)**:

* Students will be able to discuss the ending of the novel.
* Students will be able to analyze documents from the Columbine shooting

**Long-range learning objective(s)**:

* Students will be able to write an I-Search paper
* Students will be able to create a photostory for this text

Affective Learning objective(s):

* Students will be able to sympathize with those who are the victims, identify when to step up for someone, and realize the effects of teen violence.

**Rationale**:

1. *Administrators*: Understanding the ending of a text is crucial to understanding the text as a whole. It is also important to be able to analyze non-fiction documents to see that students are capable of understanding different genres.

1. *Students*: Knowing the ending of a story is crucial to understanding the text as a whole. On the state tests, you are expected to understand stories. You also need to know how to analyze non-fiction.
2. *Parents*: In order for your children to do well on the state tests, they need to understand the endings of stories as well as the text as a whole. Your children also need to be exposed to other genres of literature to expand their literacies.

**Background Knowledge and Skills**: Students should already have a basic understanding of the ending of the text and should be familiar or at least heard of the Columbine shooting. Students have also written a PS piece.

**Standards**:

* RFL #2: 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).
* RFI #6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

**Summary**: We will begin the class with a 5-minute journal prompt/free write followed by a 10-15 minute window to discuss what they wrote. We will discuss why this quote was important because it was foreshadowing as well as discussing the impact of the setting on the novel.

Procedure:

|  |  |  |
| --- | --- | --- |
| **Anticipatory set**  (also called “Motivation”)  Instead of journaling today, we will begin with volunteers to read their PS piece (if they want) | **Time**  5 minutes |  |
| **Instruction**  (also called “Procedure or Sequence of Activities”)  Discuss PS pieces and if they are believable according to the text.  Discuss ending of the story: How has Val transformed? Has she moved on? What do you think of her and Jessica? | 10-15 minutes |
| **Guided Practice**   * Ask if students know Columbine, give brief details * In a gallery walk type of way – quietly walk around in groups of 5 to different tables where documents (the journal entries, suicide note, some pictures, and Rachel’s essay) are laid out, in notebook – take notes – each table gets 3 minutes * At the end of class, talk about what they think- “You just might start a chain reaction” * Make sure to mention the Rachel’s challenge coming next Friday and how we will have a booth to raise money for suicide awareness. | Rest of the period. |
| **Independent Practice**   * Next Friday I have arranged for the Rachel's Challenge group to come and speak to the school, our class will have a booth titled “You just might start a chain reaction” with a jar to collect $ and donate to suicide awareness- extra credit to those who help decorate/run the booth - the best of the I-Search papers will be out there for people to read and see   HW: I-Search draft due | Longer/  Longest (HW) |
| **Closure**  . Let them know homework, wish them a good day! | Short |

**Special Notes and Reminders:**

* Have “The Hate List”
* Make enough copies of each document for the tables
* Have enough copies for students to take Rachel’s essay home

**Materials and Resources Needed:**

* N/A

**Accommodations for Students with Special Needs:**

N/A

**Reflection on or Evaluation of Lesson**: