**Teacher**: Samantha Bert

**Class**: English

**Date**: 5/1

**Grade**: 11th

**Room Number:** 134

**Lesson Number**: 2 out of 15

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

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

**Topic**: Setting in the novel

**Context**: Students have read up to page 34 in “The Hate List” by Jennifer Brown.

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

* Students will be able to analyze the setting of the novel
* Students will be able to identify foreshadowing within the novel
* Students will be able to define setting.
* Students will be able to define foreshadowing

**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*: Knowing the elements of a story is very important for students to know how to do. On the state tests, students may be asked questions involving things such as setting or foreshadowing. These two elements happen to be very important to the understanding of “The Hate List” so it is crucial for them to realize that.

1. *Students*: Knowing how the setting impacts a story is important to know how to do. This is something that is commonly asked on the state tests. Foreshadowing is also an important concept to know.
2. *Parents*: In order for your children to do well on the state tests, they need to know what certain literary devices are. It is very important to know setting and foreshadowing and how they impact a story’s plot.

**Background Knowledge and Skills**: Students should already know what setting and foreshadowing are. Students have read up to page 34 of this text.

**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).

**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”)  Journal Prompt: "At the time I'd laughed. It was funny. I agreed with him. At least I said I did. And, okay, I really thought I did. I didn't feel like a horrible person, but I laughed because to me, they were the horrible people. They deserved it." (29) | **Time**  5 minutes |  |
| **Instruction**  (also called “Procedure or Sequence of Activities”)  Discuss what students wrote for their journal  Discuss how this is foreshadowing  Ask: what does foreshadowing mean? | 10-15 minutes |
| **Guided Practice**  - Ask students to write down (bullets, etc) as much as they can think about the setting of the text – give 2-3 minutes  - Have students share out what they wrote and write on board what they say  - Ask: what is setting? Why is it important?  - In this novel, why is the setting particularly important? | Rest of the period. |
| **Independent Practice**  - Read to page 63  - Name analysis: pick three characters from the book and look up the definition of their names- write a short paragraph for each character to discuss how one (or more) of the definitions fit the character - do you notice symbolism within their names? explain- if they don't fit explain why (to be handed in) | Longer/  Longest (HW) |
| **Closure**  . Let them know homework, wish them a good day! | Short |

**Special Notes and Reminders:**

* Have “The Hate List”

**Materials and Resources Needed:**

* N/A

**Accommodations for Students with Special Needs:**

N/A

**Reflection on or Evaluation of Lesson**: