**Teacher**: Samantha Bert

**Class**: English

**Date**: 5/8

**Grade**: 11th

**Room Number:** 134

**Lesson Number**: 2 out of 15

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

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

**Topic**: Monologues

**Context**: Students have read up to page 210 in “The Hate List” by Jennifer Brown.

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

* Students will be able to define monologue
* Students will be able to apply these characteristics of a monologue to write one
* Students will be able to understand the symbolism in Dr. Hieler’s name
* Students will be able to understand the symbolism of Shakespeare’s plays

**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*: Monologues are a genre of writing and it is important for our students to be able to write in a wide range of genres. They will be able to apply these characteristics of writing to other pieces of writing throughout their lives. Symbolism is also important for students to know in literature, especially for the state tests.

1. *Students*: Symbolism is crucial to know in a story because in basically every story there will be symbolism. Picking up on this adds to your understanding of the text. Writing in general is important for you to practice, so monologues are another way for you to exercise that.
2. *Parents*: In order for your children to do well on the state tests, they need to know what symbolism is and where to find it. They also need constant practice with writing.

**Background Knowledge and Skills**: Students should already know what monologues are from their Shakespeare unit. Students have read up to page 210 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).
* Writing #3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Summary**: We will begin the class with a 5-minute journal prompt/free write followed by a 5-10 minute window to discuss what they wrote. We will discuss the symbolism of Dr. Hieler’s name as well as Shakespeare through out this text.

Procedure:

|  |  |  |
| --- | --- | --- |
| **Anticipatory set**  (also called “Motivation”)  Journal Prompt: "Maybe it was the way Dr. Hieler looked at me, like he was the one person in the world who could understand how everything got so out of control" (204). | **Time**  5 minutes |  |
| **Instruction**  (also called “Procedure or Sequence of Activities”)  - Discuss what students wrote for their journal  - Discuss the symbolism in Dr. Hieler’s name  - Ask: what does symbolism mean?   * What is the significance of Shakespeare and Nick? – discuss the symbolism through the characters of Romeo & Juliet (damned lovers), Hamlet & Macbeth (easily angered, jealous, destructive, murderers) * Review: monologue very briefly * Write a monologue in Nick’s POV -could be about anything (some ideas: how he feels about Val, about his step dad, about his mom, about why he has turned to drugs, about why he wants to kill himself, why he did the shooting....) | 15 minutes |
| **Guided Practice**  - Writing monologues | Rest of the period. |
| **Independent Practice**  - Homework: read to pg 240, journal reactions - finish monologues if you haven't | Longer/  Longest (HW) |
| **Closure**  . Let them know homework, wish them a good day! | Short |

**Special Notes and Reminders:**

* Have “The Hate List”
* Have copies of Romeo and Juliet, Hamlet, and Macbeth

**Materials and Resources Needed:**

* N/A

**Accommodations for Students with Special Needs:**

N/A

**Reflection on or Evaluation of Lesson**: