Junior English

*The Things They Carried* Group Lesson

One of the activities for our *The Things They Carried* unit is student-led lessons for some of the chapters in the book. Once you’ve been assigned your chapter(s), you may get started on planning your lesson. For this assignment, your group will be responsible for 30 minutes of the class period. You get to decide how we discuss the chapter and the activities that we do to unpack it. My expectation is that your group is working to help the class understand the chapter and push our thinking about the text.

Below you will find the format for your lesson plan. Your group needs to submit a draft of your plan in class on Friday, January 31. When you submit your lesson, you’ll need to turn in any instructional materials that you use (visual aids, google slides, handouts, etc.). You may make minor revisions and/or additions to the materials after you submit them.

You’ll submit your final lesson plan on the day your group presents. Your lesson should include the following parts:

1. Objectives—This section should name your goal for the lesson. What is it that you want the class to understand by the end of the lesson? What’s the broader idea that you’re going to focus on through your activities? What skills are you going to practice?

**Example**

By the end of the lesson, students will be able to:

1. Understand the meaning of the red cap in *The Catcher in the Rye.*
2. Characterize Holden based on his interactions with his peers and strangers.
3. Craft a paragraph with a clear and concise claim that integrates strong support from the text.
4. Opening—This section should name how your group will start the class. It should explain how you are going to get the class focused and on-task and introduce your lesson.

**Example**

Opening: Do a whip around in which every student names their most important quote from last night’s reading.

1. Lesson Activities—This section should name the activities that you’re going to have the class do to help us make meaning of the chapter. You might consider the following questions to help you with this section: Are you going guide the class through a discussion? Are you going to use some type of written response to help frame the discussion? Are we going to work in small groups, with a partner or individually? What materials are you going to use?

\*Be sure to include any discussion notes that you will use (with page numbers) to help guide you through the activities.

**Example**

1. Partner discussion with the person in front/back of you. (3 minutes)

Prompt: Discuss the significance of the red cap in *Catcher.*

1. Partner Swap (5 minutes)

Find a partner across the room and share what you discussed with your first partner.

1. Whole group discussion (12 minutes)
	1. How does Holden interact with his peers at Pencey Prep?
		1. Pages 3, 6, 12, 14, 26
	2. How does Holden interact with strangers?
		1. Woman on the train, page 72
		2. Group of women, pages 87, 92
		3. Cab driver, page 101
	3. What conclusions can we begin to draw?

\*Note: You will continue with this outline to address ***ALL*** the parts of your lesson.

1. Closing—This section should address how you will conclude the lesson. Address how you will recap and what the group might look for in the upcoming reading.

**Example**

Complete an exit slip that addresses the following prompt: Name one new idea that you learned through the lesson.

Some tips:

* Be flexible
* Be creative
* Use variety
* Watch your time
* Give clear directions

**Prep Dates**:

Reading assigned chapter: Friday, January 24

Small group discussion and planning:

Group Work Time **Period 3**: Monday, January 27, Tuesday January 28 & Wednesday, January 29

Group Work Time **Period 6**: Monday, January 27, Tuesday January 28 & Thursday, January 30