Daily lesson plan for April 24, 2012

Subject: English II CP A — 90 minutes

Topic: Difference in opinion: How different schools of criticism change meaning

Method: Small-Group Questions (p. 164)

Objectives:

* Students will view *1984* and “Harrison Bergeron” through different criticism lenses in order to determine how perspective is linked to meaning. (E2-2.1)
* Students will work together in small groups to create their own questions to answer and pose to the class. (E2-1.6)
* Students will compare different literary genre’s to discover meaning through student-generated questions (E2-1.7)

Purpose:

The purpose of this lesson is to demonstrate how different backgrounds can affect perception. We will be discussing different schools of literary criticism, and by doing so, students will be able to see that although perspectives are different, not just one is necessarily correct. Different backgrounds bring different yet valuable perspectives to the table.

Procedures:

Introduction:

* Silent sustained reading (15 minutes)
* Introduction and mini-lesson for Marxist, feminist, formalist and Freudian critique (notes attached) (on Popplet) (10 minutes)
* Students will read “Harrison Bergeron” independently. (10 minutes)

Development:

* After reading the short story, students will be split into 4 groups of 6 students.
	+ Two groups will be assigned the same passage from *1984* (page 126 - 129) (adaptable for eBook). Of these two groups, one will come up with questions that a feminist critique would ask about the text. The other group will come up with questions that a Marxist critique would ask about the passage.
	+ The other two groups will focus on “Harrison Bergeron.” One of these groups will write questions from a Freudian perspective while the other group writes questions from that of a formalist critic. (10 minutes)
* After students work together in groups each group will lead discussion by asking the class the questions they came up with. Each group will have 8-10 minutes to lead. Students should come up with a way to present this with media. (40 minutes max)
* Discuss how each group brought a different perspective, but they were all important in understanding each of the texts.

Conclusion:

* In the last 5 minutes of class students will write in a response on Edmodo: “What interpretation did you like the best? Why?”

Materials

* *Feed*, *1984*, “Harrison Bergeron”
* Popplet
* Other media of the students’ choice
* Edmodo
* Ebooks

Evaluation:

Introduction: I will be able to monitor students while they are reading.

Development: I will walk around to students while they are in groups and be a resource for help if they need one. Each student will receive .5 points toward their daily participation grade.

Conclusion: Students will receive the second .5 points for completing their journal

Mini-lesson notes (p. 158 – 162)

Formalist:

* Originated in the 1920s and 1930s
* Believe that a work of art should be viewed as an “organic whole,” complete in itself.
	+ When analyzing the work, everything you need to know is found in the work itself.
* No context for a work’s critique
* Careful reading of an author’s technique will lead to the work’s meaning.

Freudian:

* Deals with the unconscious
* Writing of the author his/her psychology — writing reveals desires, fears, fantasies
* Levels of consciousness:
	+ Conscious
	+ Preconscious
	+ Unconscious
* Stucture of the psyche:
	+ Id
	+ Ego
	+ Superego
* Nature and interpretation of dreams

Feminist:

* Originated in the 1960s
* Was created to fight “gender divisions that affect the legal, economic, psychological, and social lives of women.”
* Women and how they are defined in relation to men
* Women exist inside man’s point of view
* Concerned with views of women in works written by men

Marxist:

* When Marxist theory is applied to literature
* Don’t want literature to merely be an art, but a social, cultural and political critique
* Social and economic justice
* All literature either supports or rejects oppression
* Social contexts define individual
* Literature should spark social change — liberates