

**ORIGINAL Lesson Plan****Teacher: Souther****Subject: World Literature**

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| <b>Standards</b>           | <p><b>ELAGSE9-10RI1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE9-10RI2:</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>ELAGSE9-10RI10:</b> By the end of grade 10, read and comprehend literary nonfiction in the grades 9-10 text complexity band independently and proficiently.</p> <p><b>ELAGSE9-10W9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>ELAGSE9-10SL4:</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> |
| <b>Essential Questions</b> | *What is Romanticism? What are some historical events that took place during the 19 <sup>th</sup> Century which contributed to romanticism and literature?   |
| <b>Objective</b>           | Students will be able to understand and describe romanticism and how it relates to 19 <sup>th</sup> Century European Literature.   |
| <b>Materials Needed</b>    | pencil/pen; paper; ELA notebooks; PowerPoint presentation; World Lit textbook  |
| <b>Assessment</b>          | teacher observation; completion of activity; closing discussion; ticket-out-the-door   |

**Lesson**

| <b>Opening<br/>5 minutes</b>   | <b>Mini-Lesson<br/>7-10 minutes</b>  | <b>Work-Period / Activity<br/>40 minutes</b>  | <b>Closing<br/>2-3 minutes</b>   |
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| -Review the DGP, daily grammar practice, exercise for the day. Parts of speech for provided sentence for the week. | <p>-Briefly introduce 19<sup>th</sup>-Century European Literature unit by asking students if they are familiar with the term Romanticism. Students write the term in their notes.</p> <p>-Briefly review the map (pg.870) and the main/key</p> | <p>1) Students will complete the guided slotted notes from the PowerPoint presentation based on Romanticism.</p> <p>2) Read together as a class about Romanticism and the difference between Neoclassical Writers and Romantic Writers (pg.878). Add information to notes for future reference.</p> | -Ticket-out-the-door: Write down one thing you learned about 19 <sup>th</sup> Century Romanticism. |

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|  | points related to the map as outlined on pg.870. |  |  |
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## TRANSFORMATIVE Lesson Plan

Teacher: Souther

Subject: World Literature

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| <b>Ga Standards</b>        | <p><b>ELAGSE9-10RI1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE9-10RI2:</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>ELAGSE9-10RI10:</b> By the end of grade 10, read and comprehend literary nonfiction in the grades 9-10 text complexity band independently and proficiently.</p> <p><b>ELAGSE9-10W9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>ELAGSE9-10SL4:</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> |
| <b>Essential Questions</b> | *What is Romanticism? What are some historical events that took place during the 19 <sup>th</sup> Century which contributed to romanticism and literature?   |
| <b>Objective</b>           | Students will be able to understand and describe romanticism and how it relates to 19 <sup>th</sup> Century European Literature.   |
| <b>Materials Needed</b>    | pencil/pen; paper; ELA notebooks; jigsaw notes blank templates; World Lit textbook   |
| <b>Assessment</b>          | teacher observation; completion of activity; closing discussion; ticket-out-the-door   |

### Lesson

| <b>Opening<br/>5 minutes</b>   | <b>Mini-Lesson<br/>10-15 minutes</b>  | <b>Work-Period / Activity<br/>40 minutes</b>  | <b>Closing<br/>1-2 minutes</b>  |
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| -Review the DGP, daily grammar practice, exercise for the day. Parts of speech for provided sentence for the week. | -Short activity: Have students illustrate different words/ ideas while reading them one at a time aloud. For example, tell students to draw an image to represent the word “apple”; “car”; “love”; “anger”; “hate”; “grace”. After activity, explain that it is okay that not two | <p>1) Students will work to complete “Jigsaw Notes” activity based on the information about Romanticism from the textbook pgs.872-875 [Roots in the Enlightenment; Revolution in France; Revolution in Industry; Philosophy; Painting; Literature; Music]. Students should scan the text and select one key point from each section to write on the appropriate notes pages that are placed randomly around the room.</p> <p>2) Students will form discussion groups to compare the main elements of Romanticism to their own personal lives and society today. “Why were the</p> | -Ticket-out-the-door: Write down one thing you learned about 19 <sup>th</sup> Century Romanticism. Write down one possibly confusion. |

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|  | <p>drawings are alike because that is your expression of the word or idea.</p> <p>-Briefly introduce 19<sup>th</sup>-Century European Literature unit by asking students if they are familiar with the term Romanticism. Students write the term in their notes.</p> <p>-Briefly review the map (pg.870) and the main/key points related to the map as outlined on pg.870.</p> | <p>Romantics so against enlightenment and progress?"; "What do you think the romantics would think about society today?"</p> <p>3) If time, read together as a class about Romanticism and the difference between Neoclassical Writers and Romantic Writers (pg.878). Add information to notes for future reference.</p> |  |
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### Transformative Lesson Plan Description

This transformative lesson plan is from a World Literature class in a private high school. The unit of study for this lesson is 19<sup>th</sup>-Century European Literature: The Age of Romanticism. This is a lesson that I have recently taught within the past month as my students are currently working through the various literary time-periods of the world. After reading the article by Banks and reflecting on the points he mentions, I chose to rework this particular lesson based on his different approaches to multicultural reform.

It is important to always note the essential question for a lesson or unit of study, therefore the EQs for this lesson are: “What is Romanticism? What are some historical events that took place during the 19th Century which contributed to romanticism and literature?” These questions are basic and somewhat general in nature, but the idea is for students to develop a well-thought out critical response to the questions after the lesson. These questions are the same as the original plan, however, I feel this transformed lesson allows more deep responses.

The beginning (opening) part of the lesson includes up to 5 minutes of review for basic grammar concepts, which is part of the normal structure of the class. The mini-lesson (~10 minutes) portion of the class includes an introduction of sorts to the day’s lesson. For this, I chose to incorporate Banks’ Transformative Approach in which students have the chance to view ideas from different and “various perspectives and frames of reference” (1988). The activity asks students to illustrate different words or ideas while I read them one at a time aloud. For example, tell students to draw an image to represent the word “apple”; “car”; “love”; “anger”; “hate”; “grace”. The point of the short activity is to show students that everyone views things in different ways, even though the things or ideas are very common in society.

The Work Period portion of the lesson is the time when students get to apply their knowledge. For this part I chose to change the original plan, which was a traditional PowerPoint presentation and guided-slotted notes, to “jigsaw notes” that requires students to move around the room to complete the class notes collectively. Students are asked to first scan assigned sections in the textbook for main points and then write one important detail from each assigned section on the appropriate jigsaw notes pages. The second part of the Work Period is an addition from the original plan. Here, I decided to have students form small groups and have a Socratic-type discussion about romanticism and to compare the main elements of Romanticism to their own personal lives and society today. I asked them to reflect and respond to the following questions: “Why were the Romantics so against enlightenment and progress?”; “What do you think the romantics would think about society today?” This is a great way to foster critical thinking skills and utilize the Decision-Making and Social Action Approach from Banks. I want my students to feel empowered and be able to have “a sense of political efficacy” (Banks, 1988). In today’s society, it is so important for students to be able to think for themselves and develop a confident, assertive, and supportive view of the world around them.

The final part of the lesson is the closing, which is intended to serve as a quick reflection and assessment for me as the teacher to gauge the level of students’ understanding of the day’s lesson. For this, students complete a “Ticket-out-the-door” in which they write down one-two things they learned from the lesson and one thing that may still be unclear or confusing.

Overall, I feel this is a much better lesson than the original based on the few changes and additions that were made.