

LESSON PLAN

<i>Teacher's Name: Michael White</i>	<i>Date: October 10th, 2006</i>
<i>Class/Grade Level: Mixed Secondary(9th-12th)</i>	<i>Period/Time of day: 7th</i>
<i>Subject: Creative Writing</i>	<i>Lesson Topic: Setting</i>
CORE CONTENT @ www.education.ky.gov	
<i>WR-HS-1.1.2</i> <ul style="list-style-type: none">• <i>Students will communicate to an audience about the human condition (e.g., by painting a picture, recreating a feeling, telling a story,</i>• <i>capturing a moment, evoking an image or showing an extraordinary perception of the ordinary).</i>• <i>Students will apply characteristics of the selected form (e.g., short story, play/script, poem).</i>• <i>Students will sustain point of view.</i>• <i>Students will sustain a suitable tone or appropriate voice.</i>• <i>Students will apply a fictional perspective in literary writing when appropriate.</i>	
<i>WR-HS-1.2.2</i> <p><i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none">• <i>Students will communicate theme/main idea through use of literary elements appropriate to the genre:</i>• <i>Students will develop characters (fictional /non-fictional) through emotions, actions, reactions, descriptions, thoughts, or dialogue when appropriate.</i>• <i>Students will develop plot/story line appropriate to the form.</i>• <i>Students will develop an appropriate setting, mood, scene, image or feeling.</i>• <i>Students will incorporate literary or poetic devices (e.g., simile, metaphor, personification) for an intentional effect.</i>• <i>Students will incorporate reflection, insight and analysis when appropriate.</i>	
<i>WR-HS-2.3.2</i> <p><i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none">• <i>Students will engage the interest of the reader.</i>• <i>Students will communicate ideas and details in meaningful order.</i>• <i>Students will apply organizational devices (e.g., foreshadowing, flashback) when appropriate.</i>• <i>Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader.</i>• <i>Students will apply effective paragraphing.</i>	
GOAL (teacher) <ul style="list-style-type: none">• To provide students with knowledge of setting and how to create that setting for a novel or play.	
OBJECTIVES (what students will know and do) <p>Students will:</p> <ul style="list-style-type: none">• Identify setting and examples. (Bellwork Notes)• Analyze examples of setting. (Teacher Observation and Q&A)• Demonstrate understanding of setting by creating a setting using leading questions. (Setting Handout)• Demonstrate understanding of setting by beginning a brainstorm of the first chapter of a novel or opening scenes of a play. (Freewriting)• Apply knowledge of setting by finishing handout and continuing brainstorm. (Homework, Closure, Reflection)	

LESSON PLAN

ESSENTIAL QUESTION (s)

1. What is setting?
2. What are some examples of setting?
3. What is the importance of setting?

MATERIALS

Notes on Setting (PowerPoint Bell Ringer)
Setting Questions Handout (Handout)
Example Settings (Part of PowerPoint)
Nanofictionary cards
Lesson PowerPoint
4.1 Core Content
Lesson Planning Material – Morehead State University

TEACHING/LEARNING STRATEGIES (*conversation with yourself*)

I want to have fun with the class, but at the same time enforce the core content items listed above. The full unit is on writing a chapter of a novel or opening scenes of a play. The students will be taught elements of each as the unit continues.

1. Assessment (How will I know students know?)

Writing on as large a scale as this unit is harder to assess than normal. Most of the assessment will take place as students are observed by the teacher to determine if they are working in the right direction towards their final goal of a novel or play. Smaller assessments take place as exit slips, Q&A sessions, and small games to get the creative juices flowing and to see if they are understanding the material.

2. How will I provide links to prior knowledge, real world connections and opportunities for students to interact with peers?

The examples I plan to use of setting include Star Wars, Harry Potter, etc. They are examples the students are familiar with. The Nanofictionary game will provide student interaction and also help them understand more about the books they have already read.

3. How will I provide in-depth understanding?

Just the act of writing a novel or play helps to provide in-depth understanding as they learn about the different aspects of each. The definitions will provide them with knowledge. The essential questions and Q&A sessions should lead to comprehension. The brainstorming and writing will have them apply what they have learned. It will also allow them to synthesize the information they have learned not only in this class, but through their own reading and life experiences. Evaluation is also covered as they answer questions such as “How would my hero accomplish this?”

4. How will students use new information?

The tools the students will have available to them by the end of this lesson (the handout and such) should help provide them with guidelines towards not only writing their assignments, but also towards future projects they may want to do on their own. It will give them the confidence to start other works of fiction in their own free time because they have basic outlines and guidelines for setting (and later, other aspects of writing fiction).

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ASSESSMENT(s) TO BE DEVELOPED

Prior:

Questions and Answers about inherent knowledge of setting

For Learning/ Formative

Teacher Observation

Questions and Answers

Brainstorming

Nanofiction

Exit Slip

Of Learning/ Summative

Short Story or Play (These lessons culminate into either the novel chapters or play scenes.)

PROCEDURES *(step by step)*

- **Anticipatory Set**
 - Bellwork – As soon as the students enter the class, they will find notes on setting on the Activboard that they are to write in their notebooks.
 - Discuss the notes.
 - Switch to the assignment slides, explain the major assignment, and ask the students to be thinking about which of the two choices they will want to do.
 - The students will write the assignment in their notebooks.
- **Introduction**
 - After they finish, change to the Essential Questions slide and go over them.
 - “Today you will be starting on your assignment. You’re going to do this by creating a brainstorm about your play or novel. You will also want to answer the questions on the handout you’ve been given. It will help you to understand the setting of your own piece much easier and basically give you an outline to work from. You will also be doing a group activity that lets you create a quick story. But first, we’ll start with why setting is important.”
 - Switch to the Importance/Examples of Setting slides and discuss them with the students.
- **Body of Lesson**
 - Pass out the handout.
 - “I want you to take some time to answer the questions on the handout. After you have answered as many as you think you can answer, I’d like you to start a brainstorm using those answers to start creating the first chapter or scenes of your novel or play.”
 - Switch to brainstorm slide, explain, and then give them approximately 20 minutes to work on it. “Feel free to ask questions.”
 - The students will share out some of the ideas they have come up with so far.
 - The students are divided into two groups. The ones who will write plays and the ones who will write novels.
 - “I know it can be quite frustrating to start a novel, play, short story, poem, etc. So now that you’ve brainstormed for 20 minutes, let’s take a break. In my hands, I have Nanofictionary cards. It’s a game for creative writing. We’re going to do a quick version of it right now.” Explain game and instead of the normal each person for himself, the two groups will work together to complete a quick story.
- **Closure**
 - Change to the second Essential Questions slide and review.
 - Change to homework slide and explain.
 - Require Essential Question 3 as an exit slip.

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ASSESSMENT ADMINISTERED *(forms used before, during and after the lesson)*

Teacher Observation
Questions and Answers
Exit Slip
Homework

MODIFICATIONS/ ACCOMODATIONS/ EXTENSIONS *(differentiation for specific need students)*

The discussion allows anyone to participate regardless of needs. The analysis will provide higher thinking objectives for gifted students.

The group work allows some of the students to receive help from their peers.

The PowerPoint presentation allows for all of the information to be easily accessible to the students for writing and reading purposes.

The homework/assignment is presented through PowerPoint in step-by-step instructions and has also been designed to include a handout that should help guide them in the right direction. The homework can be extended to a rough draft by the students who are further along in their creative process than others may be.

HOMEWORK

The students will be asked to flesh out their setting even more using the handout and anything else they want to add. They will also be asked to continue work on their brainstorming and to begin their rough drafts when they feel they are ready.

REFLECTIONS *(to be completed by the practitioner after delivery of lesson)*