Lesson Plan

**Teacher Candidates:** Sarah Cook, Jordan Legg, Jeremy Thackray and Michelle Walsh.

**Subject:** English

**Grade/Level:** Grade 9 or 10, Academic. (ENG1D/ENG2D)

**Topic:** To Kill A Mockingbird Trial/Interviews

**Curriculum Expectations**:

* **Listening 1.4**: identify the important information and ideas in both simple and complex oral texts in several different ways
* **Listening 1.8**: identify the perspectives and/or biases evident in both simple and complex oral text and comment on any questions they may raise about beliefs, values and identity
* **Listening 1.9:** explain how several different presentation strategies are used in oral texts to inform, persuade or entertain
* **Speaking 2.2:** demonstrate and understanding of several different interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences
* **Speaking 2.4**: use appropriate words, phrases, and terminology and several different stylistic devices, to communicate their meaning and engage their intended audience
* **Writing 1.5**: determine whether the ideas and information gathered are relevant to the topic, sufficient for the purpose, and meet the requirements of the task
* **Writing 2.2**: establish an identifiable voice in their writing, modifying language and tone to suit the form, audience and purpose for writing

**Specific Objectives**:

The students will

* Expand their understanding of the interview process
* Gain a deeper understanding of the different perspectives and characters within TKaM
* Be able to identify important historical and cultural references within the interview
* Think critically when creating a realistic interview script
* Work collaboratively with their peers

**Resources**:

* Multimedia projector
* Anticipation Guide
* Handout: Script of Interview

**Introduction**: 15 minutes

* The students will be given an anticipation guide to complete before the lesson begins
* This will be the after-reading portion of the guide
* Once the guide has been completed it will be taken up as a class
* Specific attention will be given to the answers that changed and what they learned that made their answer change

**Development Strategies**: 55 Minutes

* The students will be instructed to just listen to the interview and gain a general understanding of what the interview is about, who is being interviews etc.
* The interview will be played one more time but this time the students are to jot down point form notes about specific ideas, language and cultural references.
* The class will then have a brief discussion about the interview.
* After the main ideas have been discussed the students will be divided into pairs and will be instructed to create three more interview questions and answers for the character of Tom Robinson.
* Once the students have finished creating their questions and answers they can assign roles and practice their script for their three questions will be presented to the class in an interview format.

**Concluding Activity**: 5 Minutes

* In the last five minutes of class students will be given a homework assignment
* The homework assignment will be to write for or against a current issue (same-sex marriage, abortion, ISIS, etc.)
* Students will be asked to write as many reasons for whichever stance they choose
* The next day the class will discuss the different issues and their many different views

**Methods of Evaluation**:

* Class discussion and observation
* The student’s scripts
* The student’s presentations

**Follow-Up**

* The next day the students will be asked to write a paragraph from the point of view that is opposite of what they wrote for homework
* The emphasis will be on point of view
* A discussion will then be had about how the POVs of the characters effect the reader of TKaM

**Self Reflection**:

* N/A