**December 7, 2015**

**Lesson Plan**

**Grade 9 – English**

GRADE LEVEL: Gr. 9 Academic (ENG1D)

STRAND: Writing

TOPIC: The Hamburger Patty Essay

DATE: December 7, 2015

TIME: 9:00am-10:50am

1. **Instructional Expectations**

Overall Expectations:

1. Students will generate, gather, and organize ideas and information to write for an intended purpose and audience.
2. Students will draft and revise their writing, using a variety of literacy, informational, and graphic forms and stylistic elements appropriate for the purpose and audience.

Specific Expectations:

* Writing 1.2 – Students will generate and focus ideas for potential writing tasks, using several different strategies and print, electronic, and other resources, as appropriate.
* Writing 1.3 – Students will locate and select information to support ideas for writing, using several different strategies and print, electronic, and other resources, as appropriate.
* Writing 2.1 – Students will write for different purposes and audiences using several different literary, informational, and graphic forms.
* Writing 2.2 – Students will establish an identifiable voice in their writing, modifying language and tone to suit the form, audience, and purpose for writing.

Other Objectives:

* Students will identify, sort, and order main ideas and supporting details for writing tasks, using several different strategies and organizational patterns suited to the content and purpose for writing.
* Students will select one of three questions to answer for their essay:
  + “Some readers consider the final scene in which both Romeo and Juliet die to be triumphant. In addition to the families being reconciled, how is the final scene triumphant?”
  + “Compare and contrast Romeo’s reaction to the news of his banishment with Juliet’s reaction.”
  + “Shakespeare makes the plot of the play rely on the delivery of crucial messages. Explain the importance of these various messages and the problems with the messengers.”
  + “Some critics have said that Shakespeare had to kill Mercutio as he was becoming such a compelling character that he detracted from Romeo and Juliet. Do you agree? Why or why not?”
  + “Juliet is a very young girl; however, she shoulders a great deal of responsibility and manages a series of very difficult situations. Discuss Juliet’s maturity level and compare it to Romeo’s. Compare Juliet early in the play with Juliet later in the play. How has she changed? When did she change? Why did those changes occur?”

Learning Goals:

* Students will apply the hamburger patty essay method to present their ideas about a specific theme in Romeo and Juliet, using evidence from the play to support their arguments.
* Students will show understanding of key information and themes in Romeo and Juliet through their essay.

1. **Prior Knowledge and Accommodations/Modifications**

Prior Learning:

Students will have completed reading the text and will have an understanding of the topics and themes of the text.

Students have experience with writing summaries and finding key information about a text.

Accommodations/Modifications:

Students on IEPs or students who need accommodations or modifications will be given more time to complete the assignment. They will also be given the option to write shorter papers. Additionally, students who struggle with writing by hand will be given the opportunity to complete their first draft using a word processor.

Learning Environment:

First, students will cycle around the room to brainstorm ideas about the different questions, which will be placed around the room. The video will be played at the front of the room, using the projector and projector screen. During the brainstorming and drafting portion of the lesson, students will work independently and quietly.

1. **Required Resources**

* *Romeo and Juliet* by William Shakespeare
* Multiliteracies tool: Hamburger Patty Essay video
* Papers with essay questions (to be posted around the room)

1. **Content and Teaching Strategies**
2. Overview/Agenda/Review: Students will cycle through the five essay questions which will be posted around the classroom. They will discuss key points about each question, including what they know about the text as well as their own opinion. They will return to their seats and the main section of the lesson will take place – the hamburger patty essay video and lesson. To begin writing their essay, students will complete a RAFT activity to get them thinking about their essay. For the remainder of the class time, students will work independently to begin writing their essay. They will hand in a brief outline of their essay so that the teacher may assess if they are following instructions correctly.
3. Introduction (hook) **25 minutes**: Students will cycle around the classroom to the five different questions. They will discuss the questions and bring the knowledge they have from reading the play to the discussion. Students will spend five minutes at each discussion question.

Overall Expectations: Students should be able to discuss the key points and evidence for each essay question. They will talk about key points from the play and engage in a scholarly discussion about the questions. They may also take notes during the activity so they have good direction when they plan their essays.

Overall Goals: The goal of the introductory activity is to get students to start thinking critically about the essay questions and help them decide which question they will choose to answer.

**Specific goals for overall lesson plan:**

1. Subject Content and Teaching Strategies:

Lesson Item 1: Hamburger Patty Essay Video (**20 minutes**)

We will show the students our Hamburger Patty Essay video to start our hamburger patty essay lesson, followed by a brief lesson to explain how to apply this organizational method. Our emphasis is on ensuring that students include all of the important parts of an essay: an introduction, three body paragraphs with sufficient evidence, and a conclusion. Through the video, we will show that an essay that lacks all three parts is incomplete. The goal of the video is to make students understand how to organize an essay as well as the general structure of their essay. This lesson will build on the students’ previous knowledge of writing summaries.

Lesson Item 2: RAFT activity (**10 minutes**)

Students will think about the role, audience, form, and topic of their essay before beginning to write. Doing so will better prepare them for writing their essay. Instead of jumping right into their first draft, students will think about the four key elements of RAFT and apply them to their essay question. Students will use the RAFT activity as the foundation for their essay. They will be asked to write a brief outline of their essay which will be handed in at the end of the period and handed back the next class.

Lesson Item 3: Essay writing (**20 minutes**)

Students will begin writing the first draft of their essay and will have the remainder of the class time to do so.

1. Consolidation/Practice/Check for Understanding:

Students will hand in a short outline of their essay so that the teacher can see if they are on track. These will be assessed formatively and will be handed back with a list of strengths and next steps for the students.

1. **Assessment Strategies**

After the students have been given sufficient time to work on their essays, they will hand them in to be graded according to the assignment guidelines (how well the student engaged with the question as well as the text in order to answer the question, as well as essay structure: did the student follow the hamburger patty essay model? Did they have sufficient evidence from the text as well as an appropriate introduction and conclusion?).