

Lesson Plan Template

Grade: 11		Subject: English	
Materials: "The Yellow Wallpaper"		Technology Needed: projector	
Instructional Strategies: <input checked="" type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input checked="" type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.ELA-LITERACY.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. Initial reactions discussion and answer any burning questions. Give background information on Gillman and the rest cure. Talk briefly on gender roles of the time. Split students into four groups for a debate on the story. There will be 2 debate topics that are split between the groups. CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.		Differentiation Below Proficiency: These students will benefit from working with the group. They can work together with their group mates to find support for their position and they do not have to take on as active of a role in the discussion if they are not as comfortable as the other students. Above Proficiency: These students will benefit from the group work as well. They can help guide the group when necessary and can step up during the discussion as well. Approaching/Emerging Proficiency: These students will benefit from the discussion. They will be able to hear the opinions of other students as well as root their own opinions in the text. Modalities/Learning Preferences: Visual learners: having the visual of the wallpaper will be a helpful connection for these students. Auditory learners: these students will benefit from the discussion, both from getting to talk through their points and listening to the other students' arguments. Kinesthetic learners: students will get to move around the room to meet with their groups to discuss how they want to organize their debate. This will benefit these students as it will allow a movement break in class rather than having them sit in their desks the whole class period.	
Objective(s) Students will debate on an assigned topic. Students will support their side with proof from the text. Students will work with their group to formulate an argument rooted in the text. Students will evaluate the other debates and declare who was most convincing based on the evidence and persuasiveness of the debaters.			
Bloom's Taxonomy Cognitive Level: Evaluate, create			
Classroom Management- (grouping(s), movement/transitions, etc.) I will assign groups for the students just by giving them a number. Students are to meet with their groups in a corner of the room. When transitioning back to the whole group for the actual debate, students should move quickly and quietly as prompted with a countdown.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are to be using their time to prepare for their debate. One student or one small group of the students should not be doing all of the work for the group. During the presentations, students should be active listeners and not disrupt the presenting groups.	
Minutes	Procedures		
min	Set-up/Prep: Project image of wallpaper yellowwallpaper.jpg		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Project image of yellow wallpaper in the classroom that will remain up for the day.		

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5 min	<p>When students enter, ask them to think of how the wallpaper makes them feel, how they would feel if this was the only thing they were allowed to look at? Ask students about the psychology of the color yellow (how it makes them feel, what it is used for etc.) Share the following if it isn't mentioned by students</p> <ul style="list-style-type: none"> Yellow is the "happiest" of the colors Yellow gets your attention faster than any other color (think of restaurants that use yellow- McDonalds, Burger King, Denny's etc) Yellow activates memory and encourages communication and mental activity and is connected with spirituality and growth Yellow symbolizes cowardice (yellow-bellied) Yellow can also enhance feelings of emotional distress, anxiety and depression, and fatigue <p>Ask students how this information relates to the story</p>
10 min	<p>Explain: (concepts, procedures, vocabulary, etc.) Have students share their first impressions of "The Yellow Wallpaper" and ask any immediate comprehension questions they may have.</p> <p>Introduce background</p> <ul style="list-style-type: none"> Charlotte Perkins Gilman (1860-1935) Leading speaker and writer on women's issues at her time Produced a large body of writing that consisted of works we call self-conscious feminist fiction Very aware of the injustices against women at her time Reluctantly got married – had a baby – became increasingly miserable – husband and mother determined she needed "rest and willpower" to overcome her depression – convinced her to go to Philadelphia for a treatment by Dr. S. Weir Mitchell the most famous neurologist, specializing in women's "nervous" disorders He prescribed Gilman the rest cure (roughly 1885) <p>The Rest Cure</p> <ul style="list-style-type: none"> Several weeks of total bedrest and limited intellectual activity after After Gilman was released she was told to not have more than 2 hours of intellectual activity a day and never touch a pen, brush, or pencil again <p>"The Yellow Wallpaper" was written in 1892</p> <p>Introduce the term unreliable narrator</p> <ul style="list-style-type: none"> Ask students if they know what this means The character telling the story that cannot be taken at face value. This may be because the point of view character is insane, lying, deluded or for any number of other reasons.
15 min	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students will be having a debate about the story. Split students into 4 groups for 2 debate topics</p> <p>Topic 1: How responsible is John?</p> <ul style="list-style-type: none"> <u>Group 1:</u> This story presents male doctors as misguided. John is controlling, insensitive, and forces his wife to be dependent upon him. <u>Group 2:</u> This story presents two people trapped in their gender roles. The narrator is frustrated and cannot properly communicate her needs. John is a good doctor who just is not sure how to help his wife. Blame cannot be placed on either party. <p>Topic 2: Is the narrator triumphant or is she defeated?</p> <ul style="list-style-type: none"> <u>Group 3:</u> This is a story about a woman who is confined and silenced. In the end, she is defeated as she gives in to madness and is found creeping along the floor. She became completely dependent on her husband and was then overtaken by madness. <u>Group 4:</u> This is a story about a woman who was silenced and confined and still managed to triumph. She achieves a great sense of self as she acts out her madness. She triumphs over her husband in a male dominated society. <p>Students can gather with their groups and are to find evidence in the text and what they learned from the short biography I provided of Gilman to support their claims, most emphasis should be placed on the text.</p>
10 min	<p>Students will come back together to present their arguments. Topic 1 will be debated first.</p> <ul style="list-style-type: none"> Group 1 and 2 will select a member to compete in rock, paper, scissors to determine which group will present first.

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	<p>Each group will present their initial arguments. They will then have time to respond to the questions raised by the other group.</p> <p>The students who are arguing topic 2 will be listening and then vote on who was more convincing.</p> <p>Topic 2 will then be debated</p> <p>The procedure for this debate will be the same.</p> <p>We will end with a final closing discussion over the story to answer any final questions or comments students have or anything else I think is important that the students consider.</p>
<p>5 min</p>	<p>Review (wrap up and transition to next activity):</p> <p>Exit Slip: How did the narration of the story (being told by an unreliable narrator) impact your beliefs on the debate topics? What do you think the purpose of having an unreliable narrator for this story is?</p>
<p>Formative Assessment: (linked to objectives)</p> <p>As the groups are working, I will be walking around checking on their progress. I will pose questions to them to help them form their arguments and I can help point them to evidence if they need help finding support in the text.</p> <p>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Consideration for Back-up Plan:</p> <p>I will be flexible on the timing of the lesson. If students need more time to work on their arguments, I will give them time. Also, if the debates do not go as long as planned, I will go more in depth with discussing the parts of the story that were not covered through the debate.</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>Students will complete an exit slip analyzing the unreliable narrator and why this is the right style of narration for this text, or that it would have been better to have a reliable narrator. They will connect this to their debate by determining how the narration style impacted their beliefs.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	