

# EDU316 Example of formal lesson plan + feedback

**Identification:**

Mrs. Wells

11<sup>th</sup>

Huck Finn Lesson

September 29, 2013

**Materials:**

*Huckleberry Finn* chapters 29-35

Youtube video clip <http://www.youtube.com/watch?v=uzpVZoG23qE>

Powerpoint

**Big Transferable Idea:**

Change and Continuity (in regards to morality and ethics)

**Essential Questions:**

How does Twain juxtapose society's idea of right and wrong with what the reader *knows* is morally right or wrong? What does Huck's inner struggle teach the reader? Why does Twain include this into his satire?

**Standards:**

CCSS.ELA-Literacy.RL.11-12.1 ; CCSS.ELA-Literacy.RL.11-12.2

**Objectives:**

- a. Students will be more knowledgeable about how to conduct a debate
- b. Students will understand the difference between society's idea versus our personal idea of morals (what is right and wrong)
- c. Students will understand Twain's satiric message better after identifying the difference between society and personal morals
- d. Students will be able to juxtapose Twain's literal message with his underlying satiric message

**Key Vocabulary or Concepts:**

**Satiric** - the use of humor, irony, exaggeration, or ridicule to expose and criticize people's stupidity or vices, particularly in the context of contemporary politics and other topical issues. In this instance, Twain's satiric message is the irony and juxtaposition of religious and moral characters who behave how the reader knows is immoral (e.g. Aunt Sallie being a Christian who approves and participates in slavery).

Group Think – when members of one group begin to think and act similarly to one another, even if it is not what that person would do on their own; “mob mentality”,

Society – the aggregate of people living together in a more or less ordered community

Conform – comply with rules, standards, or laws.

Social Norms - group-held beliefs about how members should behave in a given context.

Morals – a person's standards of behavior or beliefs concerning what is and is not acceptable for them to do

Textual Evidence – Using a quotation or text from a published work that helps to prove a statement or to lend credibility to an idea

Debate – To engage in argument by discussing opposing points.

Rebuttal – a refutation or contradiction.

Juxtaposition – the fact of two things being seen or placed close together with contrasting effect.

#### **Prerequisite Skills:**

Close reading of *The Adventures of Huckleberry Finn* chapter 1-35

#### **Activity and Strategy Sequence:**

1. Administer chapter 29-35 quiz and work the crowd to troubleshoot and prevent cheating temptations
2. Give students 2 minute warning
3. Lids down (close computers); students only have designated time to complete quiz to make most of class time
4. Explain objective for the day
5. Explain the debate process and take questions
6. Split students into two groups
7. Walk them through the first point of the debate as guided practice for those who are unfamiliar with the debate process
8. Continue; let the students debate, alternating sides with 3 points total
9. Tie the debate into the text, with a focus on Huck's moral turning point
10. Prompt students to think about modern day examples
11. Class discussion
12. End with free write about a personal experience with a struggle showcasing student going against the norm

#### **Anticipated Adaptations:**

- a. No I.E.P.s to adapt to

- b. One foreign exchange student from Spain, but she is fluent in English so no foreseeable adaptations
- c. Some students are below the class average, so I may have to break down the concepts and guidelines further or more than once; I also created a visual aid to help those lower-level students

#### **Assessment Plan:**

1. Students must include their knowledge of the debated topic into their essays at the end of the unit
2. free-writing responses students finished at the end of the period

#### **Analysis of Teaching:**

After I was able to teach the same lesson for two periods, my teacher instincts kicked in, and I was able to pick up on subtle differences that needed to be made. First, the group sizes were too big. When you get into high school, a group size over six students is too large. In both periods it was a problem. First period had one girl who took over the debate and would not let anyone else speak. Second period had a core group of four or five student doing all the work while others had their heads down or did not even move to physically be a part of the group.

Also, I needed to focus on my time management for the first period. We had to take attendance and the quiz took longer; however, we were not able to cover any material besides the debate, so it left the students questioning what the point is.

Next, I noticed that there were a few instances where the groups got out of hand and started questioning the debate set-up and my decisions. I needed to be clearer from the beginning that my say was final and further debate was unnecessary. I could have also tied this tension and the frustration that the students were feeling *into the lesson*. I could have used that as a teaching tool, telling them this is often how social issues are argued in real life: most of the time the minority feels their voice is not being heard.

Finally, I would post the parameters for the debate and topics to keep in mind while forming arguments on the board prior to the debate. It seemed several students were confused or missed my directions the first time, resulting in having to repeat instructions *several* times. If the parameters were to be posted, I could simply refer them to that and increase their self-sufficiency, therefore, putting an end to helpless hand-raising.

#### **Analysis of Student Learning:**

I believe my second period got more from the lesson than the first period. We were able to cover more material and relate the debate back to the text, resulting in a further understanding of the inner struggle Huck is experiencing. I also believe the second group was able to grasp Huck's struggle better because they were able to free-write about their own experience dealing with going against the social norm. We did not do any sort of analysis, but their understanding of this topic will directly affect their midterm essays, so after they submit those, I can get a better grasp of their understanding.



# Hanover College Instructional Observation Form

(April, 2013)

Student Teacher: Jessica Williams

Observer: Kay Williams

School: Scottsburg High School

Subject/Grade: American Studies

Mentor Teacher: Julie Wells

Time of Observation: 8:50 to 9:30AM

Date of Observation: October 8, 2013

20 students

## ASSESSING STUDENT TEACHING STANDARDS

The organization of these notes matches the Student Teacher Evaluation form. These anecdotal or qualitative notes should inform scores (1, 2, 3, or 4) that you would determine on the Student Teacher Evaluation form. Bullet-points or narrative and type or handwriting can be used. All notes should be discussed with the student teacher. The faculty supervisor and student teacher should receive copies.

<b>A. Competence: Content and Central Concepts</b> In what ways does the student teacher show an understanding of the central concepts in this lesson?
<ul style="list-style-type: none"><li>• Excellent discussion about Huckleberry Finn and societal values, beliefs</li><li>• You carefully constructed a debate in order to address two distinct points of view in the novel – society and personal beliefs based upon what you knew about next assignment</li></ul>
<b>B. Competence: Pedagogical Knowledge</b> In what ways does the student teacher demonstrate instruction that effectively connects student standards to relevant curriculum and students' prior knowledge and development?
<ul style="list-style-type: none"><li>• You skillfully wove together the context in the novel with modern day issues. Students identified abortion and gay rights.</li><li>• Your debate/simulation emphasized the influence/power of societal norms and beliefs over the minority's beliefs and norms.</li><li>• The debate required students to use text to support their arguments</li><li>• The exercise was developmentally appropriate</li></ul>
<b>C. Competence: Unit/Lesson Planning and Assessment</b> In what ways does the student teacher demonstrate advanced planning, creative learning options, anticipated adaptations for students' special needs, student engagement, and checks for student understanding?
<ul style="list-style-type: none"><li>• You noted that you could not use your ppt guidelines because of tech problems</li><li>• You noted that I observed a second time of teaching this lesson, which meant that you were able to make adjustments: 1) structuring debate for no rebuttal, 2) explaining the two groupings better, and 3) adjusting time limits in order to complete the whole lesson.</li></ul>
<b>D. Competence: Organization for Teaching</b> In what ways does the student teacher demonstrate effective communication, a positive, respectful classroom climate, varied role as a coach, participant, or presenter; small and large group instruction, and use of multi-media and interactive technologies?
<ul style="list-style-type: none"><li>• No use of tech today (no need)</li><li>• Used "Focus" as cue to pay attention during large group discussion/debate</li><li>• Good monitoring of both sides/groups in the room</li></ul>

- Debate teams were effective
- Good management of “rigged” points and “winner”
- You were able to point out a student’s contribution
- Very good pace for what could have been complicated!

**E. Competence: Critical Thinking** In what ways does the student teacher encourage multiple perspectives, address misconceptions, problem solving, higher order thinking questions, and diverse student response?

Your questions included:

- Why did society win?
- How did Huck try to push against society?
- How did Huck try to begin a moral revolution?
- What are modern day issues that are fought for and sometimes ignored?

**F. Cultural Responsiveness:** In what ways does the student teacher facilitate a community of learners and communicate high expectations for all students? (RTI, inclusion, English Language Learners, multiple intelligences, cultural diversity that includes gender, race, ability, religion, multicultural curriculum)

I think that an English Language Learner participated in the debate today. This would seem to be pretty challenging for her to do.

**G. Commitment and Critical Reflection:** In what ways does the student teacher evaluate the W of his/her choices and actions on students, colleagues, parents, and others in the school community? How does the student teacher respond to feedback from mentors and students? In what ways does the student teacher seek assistance?

- Your reflection after two sessions of teaching this AM indicated positive response to feedback and good adaptations from one session to the second. You were able to improve on initial directions/procedures.

**H. Commitment and Critical Reflection:** In what ways does the student teacher make adjustments in curriculum, assessments, or instruction in order to increase student learning?

- As noted above you made several adjustments and ended up being able to teach the whole lesson in the 2<sup>nd</sup> session. Bravo!