Clark University Master of Arts in Teaching Program
Learning Activity Plan (Porcella 12/14/2015)

Power in Literature, Power in Life: A Key Reversal

I.   Content: Describe *what* it is you will teach. What is the content?

- Today, which represents my first CAP observation, also allows us to cover p. 84-93 in the text. This is the beginning of chapter 5.
- Afterwards, we will begin to have a conversation on dynamics of power, both those in friendship and those between any two people.
- Our focus will be Lennie and Curley's wife in this chapter.

II.   Learning Goal(s): Describe what specifically students will *know* and *be able to do* after the experience of this class.

- My primary practice-centered goal is to be able to facilitate a deeper conversation than what was had last week, while also giving student voice to majority of the talking time.
- By the end of class, students will begin to express whether they think Lennie is someone to sympathize with, or someone who ought to be punished.
- Students will think of Lennie's power (or lack thereof) beyond a physical level.
- Students will be equipped to discuss how power roles can be reversed, and will begin thinking about how this is seen in society of today.
- They will consider how Lennie's tragic mistake impacts his dreams.

III.   Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.

- As we begin to push towards our final portfolio construction, students will use today's class to inform their diary entries from the perspectives of one of the text's major characters. This will be begun later this week.
- Additionally, students will think about Lennie's character development over the course of the novella.
- Students will be working towards understanding and sympathizing with Curley's wife, whom the majority of the class thinks is too promiscuous.

IV.   Assessment: Describe *how* you and your students will know they have reached your learning goals.

- Assessment will primarily be formative today, based on students' engagement in the reading, table-talk time, class conversation, and exit slips.
- I will also see how students begin writing their diary entries (the second piece of their portfolio) tomorrow in class. Today's class should inform most of their entries, so I will grade their rough drafts with today's class in mind.

V.   Personalization and equity: Describe how you will provide for individual student strengths and needs. How will you and your lesson consider the needs of each student and scaffold learning? How specifically will ELL students and students with learning disabilities gain access and be supported?

- We have been conducting a lot of in-class reading this unit, which while sometimes seemingly tedious to students does allow everyone to engage with the reading and ask questions.

- The table-talk time, which takes place at tables of heterogeneous groupings, scaffolds learning so that students can begin thinking about ideas in a low-stakes way before reporting out to the whole class.
- Exit slips will allow me to see if all students understand the material. So far, almost all the class seems to understand the major themes of the novella, but I want to see how far their thinking can be pushed.

VI.   Activity description and agenda
  a.   Describe the activities that will help your students understand the content of your class lesson by creating an agenda with time frames for your class. Be prepared to explain why you think each activity will help students on the path toward understanding.

0:00-0:05	Welcome students back from the weekend. We're working hard until break. Show the agenda for the day.
0:05-0:30	Close reading of p. 84-93 in the text, with me beginning the reading before calling on a student. This is the scene where Lennie kills Curley's wife. We will pause at a few key points to discuss (if there are questions and time, especially), though the majority of the conversation will take place after.
0:30-0:35	Table-talk; students will have some questions to talk about. No writing needs to take place, but every table will share out one idea. I will set a timer. Questions: "After our reading today, do you feel any differently about either Lennie or Curley's wife? Why or why not? Do you think Lennie has changed at all over the course of the book? Why or why not?"
0:35-0:50	Talk about these questions as a whole class. I will ask a couple tables to share first before opening the floor to the whole class. The format today will be calling on students one at a time.
0:50-0:52	Students begin filling out exit slips ("Should Lennie be punished for what he did to Curley's wife? Why or why not, and if so what punishment?"), while I pass back graded work from last week. **Homework: read p. 93-98.**

  b.   What particular challenges, in terms of student learning or implementing planned activity, do you anticipate and how will you address them?

In previous lessons, students have not liked the table-talk going into a larger class discussion. In order to counteract this attitude, I will first mention that this is part of the agenda today and follow up with an explanation of the rationale for conducting discussion this way.

As usual, timing might be a challenge as I am hoping to read and write and discuss all in one class. I will have an agenda ready where I lay out for students all that needs to be accomplished today in order to instill a gentle sense of urgency as we work today.

VII.   List the Massachusetts Learning Standards this lesson addresses.

RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

SL.9-10.1.a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly and persuasively. (a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

VIII.   Reflection

    a.   In light of all areas of planning, but especially in terms of your stated purpose and learning goals, in what ways was the activity(ies) successful? How do you know? In what ways was it not successful? How might the activity be planned differently another time?
    b.   What did you learn from the experience of this lesson that will inform your next LAP?

CAP Class, and it went quite well. General notes focus on my need to improve in "Safe Learning Environment" (key aspect: managing misbehavior/rudeness) and I am proficient and above in "Well-Planned Lessons," "Adjustment to Practice," and "Reflective Practice." Could do more to set routine, so I should add routine at beginning to establish my goals each day. Could be time well-spent. I need to hold all students to the highest expectations, which I did today but need to do with more consistency. I had good pacing, proactive adjustment. I need better presence at the beginning.