

Date: 10/11/2010 Cooperating Teacher Name: Mrs. Grantham School: South Florence High

Subject: English III Topic: Emerson's *Nature* Lesson time: 3rd block and 1:55 to 3:30

SC-ELA-2008.E3.5

The student will write for a variety of purposes and audiences.

SC-ELA-2008.E3.5.3

Create descriptive pieces (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.

- **Rate of Learning :** Students falling behind or going ahead shouldn't be a problem. We are reading the work, as a class. However, if the entire class finishes the lesson early we will move on to the next day's activities and alternately, if we do not finish with today's lesson activities, we will begin where we left off tomorrow.
- **Ability Levels:** This lesson should help and properly instruct students from all ability levels (advanced, average, and struggling). All of the ability levels, in the classroom, will be given the opportunity to read an excerpt from Emerson's *Nature* . I will stop the text at multiple points to clarify some points of interest. This will also be a time for students who are struggling with the material to ask questions and/or specify their concerns. Also, there will be a short creative activity at the end of class.
- **Learning Styles:** The different learning styles found in the classroom (auditory, kinesthetic, and visual) will all be addressed during this lesson/series of lessons. Auditory learners will gain from the discussions that the class and groups partake in. Visual learners will gain from the pictures and/or study guide that the class will look at and complete. And kinesthetic learners will be engaged because they will be allowed to read specific passages from the text, as well as, create their own descriptive piece.
- **Special Needs: 2nd Block:** There are six students who use resource to catch up on work. All IEP's simply state that if the student requests more time on an assignment it is to be given to them. **3rd Block:** This class has two students who can be referred to resource if they do not finish their work. Both IEP's simply state that if they request extra time, it is to be given to them. **4th Block:** There are no particular special needs for this class. However, if any new IEP's and 504 Plans should arrive in this time, they will be reviewed and followed.
- **Varied Cultural, Social, and Intellectual Perspectives:** Cultural perspectives will be considered and shown when we look at Emerson's life and the mind-set of the time. Social perspectives will be accomplished when the students work in groups and contribute to class discussion. And intellectual perspectives will be addressed when the students complete a short creative, imagery assignment.

Behavioral Objective(s):	Procedures:	Assessment(s)
Objective: Given a short sentence, the student will practice the art of imagery, by adding descriptive words and phrases.	Introduction: <ul style="list-style-type: none">• Attention Getter: I will grab the student's attention by writing the following sentence on the board: "The flower was blue." I will discuss how this is a rather plain sentence, and I will have students help me use the tool of imagery to expand the sentence so it will create an image in all of our minds.	Assessment: <u>Informal Assessment:</u> Students will be allowed to get in groups of three or four, and I will give

- **Lesson Overview:** "We will discuss the literary term 'imagery,' and we will do a creative writing assignment utilizing this skill at the end of class. We will also learn about one of the greatest American writers, Ralph Waldo Emerson. An excerpt from *Nature* will be read, and we will look at some specific imagery usage there. Also, we will have a little review because you have a test on Romanticism and the Fireside Poets tomorrow."
- **Prior Knowledge:** We all read works that place images in our minds, and today we will practice this skill ourselves.
- **Purpose/Relevance:** The purpose of today's lesson is to expand your knowledge of literary skills/terms and to help you practice descriptive writing. This material is relevant because it is important as a speaker and writer to be able to paint pictures for your readers, so they can truly grasp your intentions and ideas. This is an important tool in any profession or activity.

Lesson Development:

1. Bellwork: As soon as the tardy bell rings and the roll is taken, the students will begin copying down the week's vocabulary from page 225.
2. We will then look at specific sections in the book on Transcendentalism. This will simply familiarize the students with the literary ideas of Emerson and Thoreau.
3. We will then complete the "Attention Getter" that is listed above. This is a full-class, sentence activity that will help students understand the skill of imagery.
4. Students will turn to page 216, in their textbook, and we will read the biographical information on Ralph Waldo Emerson. The students seem to need a break from the PowerPoints, and this will allow them to get some reading practice, as well. Once we have finished reading the short biographical information, the students will be given a short Emerson Study Guide (attached), and we will discuss it, as a class.
5. We will then read an excerpt from *Nature*, which begins on page 219. The students will listen to this short work on audio, and then we will

each group a short sentence (example: I walked beneath the trees). Each group will have approximately ten minutes to create a short paragraph that paints a picture relating to the sentence.

To assess this assignment, I will be walking around and helping any students in need. If I see any groups or students not actively participating in the assignment, I will write their name down, and they will lose five participation points on their final grade. The students will be warned of this before the assignment is given.

go back through and look at specific points that discuss imagery.

6. The students will then be asked to get into groups of three or four, and I will pass out a small piece of paper that contains a short sentence. The students will then be given the descriptive writing assignment.

- Teacher: "If every group will look at your sentence, you will notice that they are very non-descript. At the beginning of class, we worked on a short sentence, much like the ones you have before you, and we made it more like the sentences we find in Emerson's *Nature*. I want your groups, to expand on these sentences. You have approximately ten-fifteen minutes to paint a picture for us. When I call time, your groups will have to read the original sentence I gave you, and then read aloud the short paragraph you have created. I will be walking around and writing down the names of people who are not participating. You know that if your name makes this list, you will lose five points on your participation grade. Any questions?"
- Student(s): Ask questions, if any.

Closure:

Class will end with a quick review of the material that will be on tomorrow's test. I will ask questions and let the students look through their notes to see if there are any points of clarification.

Materials: Textbook; Descriptive Writing Sentences (attached); Emerson Study Guide (attached)