

Daily Instructional Lesson Plan

Content Area(s)/Course/Grade:
ELA 9-10

Unit: Reading and Understanding Literature

Lesson Topic: "Vanessa" short story

Date:

Teacher:

School:

Indicator(s)/Sub-Outcome(s)/Expectation(s): Students will be able to read a text and understand how characters function within a story, how they change, and how a character's actions and words advance the plot or develop the theme.

Student Outcome(s): RL3: Students will be able to 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.

Context for Learning

We have seen an uptick in hate crimes and negative language against Asian-Americans and other groups, recently, possibly as a direct result of recent political events and repercussions. It is important for students to be able to access literature and understand how it reflects current or historical events, and how reading this literature can serve as a powerful instructional tool, both in understanding the historical context of these events, and why these events are important.

Instructional Delivery

Opening Activities/Motivation: Check-In, Community-Building Circle or Journal Prompt using these/similar prompts:

- "Describe a time when you were the victim of a racist verbal attack. What happened? How did it make you feel? How did you react?"
- "Describe a time when you initiated a racist verbal attack on someone. What happened? Why did you do it? How did the person/people react?"

Procedures:

- Read "Vanessa" short story multiple times (specify purpose for each reading). Use your own annotation guide.
- Have students be able to identify each major character, identify their motivations and characteristics, and how their actions advance the plot or develop the theme.

Assessment/Evaluation (Formative/Summative)

Students may demonstrate mastery of task by:

- Writing a well-organized, multi-paragraph essay in which they make a claim about how one major character's actions affect the development of the theme of the story, including strong evidence from the text to support their claim; OR

- Writing a well-organized, multi-paragraph essay in which they make a claim about how one major character changes or evolves throughout the story's action, including strong evidence from the text to support their claim;
- Exploring the topic via Socratic Seminar;
- PBL task such as an exhibit board, slide show or a play/skit

Closure:

- Discussion of "Vanessa" - what was learned?
- How did Vanessa's growth as a character lead to her actions at the end of the story?
What does this show about her?
- What does the theme of the story, and the actions of the central characters, suggest about human nature?