**Lesson # 7/8: Understanding Popular Culture and its Effect on Literature**

Faculty of Education

Lesson Plan Template

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| **Subject / Course:** ENG4U | **TC Name:** Jennifer Martin | |
| **Grade Level:** 12 | **Date:** March,4th, 2012 | |
| **Topic:** Understanding Popular Culture …… | **Time of Class:** 150 mins | |
| **AT Name:** N/A | **Room # / Location:** 313 | |
| **1. Curriculum Expectation(s) and Learning Goal(s) for the Lesson** | |  |
| 1. **Expectations**: (*list. 1-3 specific expectations from the Ontario curriculum} Be realistic about how much you can accomplish in one lesson.*  |  | | --- | | **Overall Expectations**: Explain how local, national, and global influences have helped shape Canadian identity.  **Demonstrating Understanding of Content 1.3** identify the most important ideas and supportingdetails in texts, including complex andchallenging texts.    **Making Inferences 1.4** make and explain inferences of increasing subtlety and insight about texts, including complex and challenging texts, supporting their explanations with well-chosen stated and implied ideas from the texts  **Extending Understanding of Texts 1.5** extend understanding of texts, including complexand challenging texts, by making rich andincreasingly insightful connections betweenthe ideas in them and personal knowledge | | | |
| **b)Learning Goal(s) for the lesson:** *(In your own words, what do you want the students to have learned by the end of the lesson? How will you know they have learned?)*   |  | | --- | | **BY THE END OF THIS LESSON (I)-** Will be able to identify the important information and ideas in the text/film.    **BY THE END OF THIS LESSON (I) –** Will be able to identify a purpose and audience within the text/ film. | | | |

**2. The Overview (Agenda) for your lesson:** *(In this area, write the agenda (outline) as you will write it on the board for your students)*

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| **Goal(s) for the lesson:**  Students will be able to reflect on the various themes and issues presented within the movie and critical apply them to their novel study. ( to be printed on the board)   1. Film- *Silver Lining’s Playbook* 2. Complete Novel vs. Film Comparison sheet 3. Adaptions Debate 4. Critical Thinking! |

**3. Resources and Materials for your class** *(what resource do you and the students need for class: markers, scissors; graph paper, extra pencils, beakers, etc. How many will you need? If they will be using a textbook, list it here. If you used websites or other resources to prepare this lesson, reference those here)*

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| Silver Lining Playbook- DVD& Novel  Comparison Worksheets  Slide Show- on connecting popular culture and literature  Projector, Laptops for every student  Adaptions handouts  Chart paper, Markers, Tape |

**3. Content, Teaching Strategies, for Lesson (O***rganize the content for your lesson, as well as listing the teaching and assessment strategies. Include: an* ***Introduction*** *or Minds-on,* ***Instruction****,* ***Application*** *and* ***Consolidation*** *with approximate times for each portion with enough detail that another teacher could teach your lesson)*

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| ***Time*** | ***Teaching and***  ***Assessment Strategies/***  ***technology use*** | ***Detailed Description of your lesson including question*** |
| *5-10mins*  *100mins*  *5 min*  *15-30mins*  *40mins -50mins* | *Pre-Assessment for student’s belief’s before the movie.*  *Projector/DVD*  *Discussion*  *Power-point projector, chart paper, tape and markers. ( Students will be assessed on their group work and critical thinking skills)* | ***Period 1.***  *Introduction to movie:*  **TC: How accurate do you believe this movie will be?** *( Thumbs up, Thumbs down)*  Why? Why not?  **T: *Throughout the movie fill out both sides of the worksheet. These worksheets will be collected at the end of class and assessed.*** ( see attached at the end of unit lesson plan)  Play movie: *Silver Lining Play Book*   * Students would be expected to finish the worksheets at home, if they were not finished by the end of class.   ***Period 2.***  **TC: How accurate do you believe this film was?** *( Thumbs up, Thumbs down)*  Why? Why not?  **Why are film adaptations beneficial or not beneficial? How do they change are understanding of novels ?( see power-point)**  **Activity**  Step one- Show Great Gatsby trailer, ask students to take a side on film adaptation debate. Once a student has firmly decide their point of view, by standing in the elected corner begin step 2.  Step 2- Students now have 5 mins to come up with points for the opposite point of view argument.  Step 3- Have the written down on chart paper- And present one to two ideas of the point prepared.  (Depending on the class size, the teacher will have to split pro/cons in to smaller groups within themselves. Four groups max in order for the activity to go for the allotted amount of time)  **Class discussion:** Through this activity did you learn something that you never thought of before?  For the rest of the class  **TC:** Throughout the movie and novel you have created notes. Using your notes and knowledge from the class discussion, how would you have adapted Silver Lining Playbook into a block buster hit? What elements and characters would you use and how would your portray them? (Use your notes on the work sheets completed during the movie to guide your reflection)  You may choose to submit your adaption in **One**  of two ways.  **Brain map (Using Smart Ideas):** This map must be clear to follow and should portray all themes and characters you wish to discuss, having at minimum two layers and two images.  **Reflection paper:** The reflection paper should be no longer than a page front and back (500 words). Students must clearly portray the important ideas of the book that would be covered in their movie and why.  ***If not finished can take home and hand in the next English Class.*** |
| *2 mins* | *Wall Wisher* | As students compare novels and the related film adaptations in this lesson plan, they move beyond simple entertainment to the kind of deeper critical thinking.  Students will have learned through writing and discussion the many different aspects that go in to writing and producing literacy.  Students will be expected to access the **English Classes Wall Wisher**. And leave a comment regarding today’s lesson. Students can access this site through their phone, or laptops since they will be using them for in class work. |

Date:\_\_\_\_\_\_\_\_\_\_\_\_ Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_\_\_

\*Throughout the movie make point form notes within each box, these notes will allow you to have adequate notes and ideas for your media and literacy assignment.

**Novel Vs. Film Comparison**

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| **SETTING: Ways the book and movie are the same?** | **SETTING: Ways that the book and movie are different?** |
| **POLT: Ways the book and movie are the same?** | **POLT: Ways that the book and movie are different?** |
| **CHARACTER: Ways the book and movie are the same?** | **CHATACTER: Ways that the book and movie are different?** |
| **THEMES: Ways the book and movie are the same?** | **THEMES: Ways that the book and movie are different?** |
| **OUTCOMES: Ways the book and movie are the same?** | **OUTCOMES: Ways that the book and movie are different?** |

Date:\_\_\_\_\_\_\_\_\_\_\_\_ Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_\_\_

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**Thinking Critically About Movie Adapations**

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| **Elements that were kept the same or different** | **Effect of this decision on the telling of the story** | **Preference: Did this decision increase your understanding and enjoyment of the story?** |
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Date:\_\_\_\_\_\_\_\_\_\_\_\_ Name(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Throughout the movie and novel you have created notes. Using your notes and knowledge from the class discussion, how would you have adapted Silver Lining Playbook into a block buster hit? What elements and characters would you use and how would your portray them? (Use your notes on the work sheets completed during the movie to guide your reflection.)

You may choose to submit your adaption in **One**  of two ways.

**Brain map (Using Smart Ideas):** This map must be clear to follow and should portray all themes and characters you wish to discuss, having at minimum two layers and two images

**Reflection paper:** The reflection paper should be no longer than a page front and back (500 words). Students must clearly portray the important ideas of the book that would be covered in their movie and why.

**Adaptation Assignment Rubric**

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| **Categories** | **Level 4** |
| **Knowledge and Understanding** | -Student successful adapted at least four key themes from the novel into their block buster hit.  -Demonstrates a thorough knowledge of content from both the film and novel. |
| **Thinking** | -Successful plan and organized an outline of the four key themes and how they would adapt them into a successful blockbuster.  - Student demonstrates a strong sense of critical thinking, with effectiveness depicted within the assignment |
| **Communication** | -Student used appropriate style and written forms to communicate major themes and adaptations  -Uses effective vocabulary and terminology with a high degree of effectiveness. |
| **Application** | -effectively applies knowledge and skills within the contexts of the novel/ film adaptation |