

I am Not a Robot: Stigmas and Stereotypes Regarding Mental Illness in Sylvia's Plath's  
*The Bell Jar*

Grade 11

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## Rationale

### Students and Stereotypes

In order to make sense of the world, humans make assumptions about other people which may or may not hold true to reality. Unfortunately, many times these assumptions can prove harmful to the people they try to categorize, as every individual experiences life, or their circumstances, differently and to varying extents. Stereotypes, by definition, are a collective representation of a group of people who share a similar characteristic—they are not dependent on individual personality traits or behaviors which provide distinct uniqueness. Students have already come into contact with stereotypes every day of their lives, often during school, but also through their own understanding of the world around them. They may make assumptions about the behaviors of classmates depending on social groups, ethnicity, or achievements, among other aspects of identity. Students can engage in stereotyping subconsciously or consciously, and learning to remain aware of the effects of stereotyping can help students better understand the problematic nature of generalization.

In particular, I chose to focus on the stereotypes and stigmas associated with mental illness, because students most likely have come into contact with mental illness at some point in their lives—either through friendships, family relationships, or even acquaintanceships. If students have not come into contact with these stereotypes or stigmas personally, they have most likely heard about them through the media or some form of social media. Mental illness affects a large part of the population—“about 18.2 percent of the total adult population in the United States”—so approaching this topic as a

way to examine how stereotypes affect other people will benefit students (Bekiempis, 2014). Mostly, these stereotypes and stigmas depict “people with mental illness as being dangerous, unpredictable, responsible for their illness, or generally incompetent” in comparison to their peers (Corrigan, Druss, & Perlick, 2014). Oftentimes, the stigma surrounding mental illness, and the stereotypes associated with certain forms of mental illness, make it difficult for individuals to seek help or support from professionals and peers.

Recently, there has been more of a pushback against stereotypes and stigmas long associated with mental illness in the past. The reason for this may indicate a need for transparency and a realistic portrayal of mental illness, as nearly 1 in 5 individuals in the United States deal with mental illness (Bekiempis, 2014). Representation of mental illness in pop culture shows individuals dealing with mental illness as decidedly more violent than typical adults, which lends itself to stereotyping all of those individuals as violent (Gleason, 2015). If pop culture shows these individuals as dangerous, and only provides one form of representation, it could lead to the invalidation of others’ experiences with mental illness. Regardless, talking about mental illness and the stereotypes and stigmas associated with it will help students realize those stereotypes and stigmas do not define or anchor individual people. While mental illness may be a part of someone’s life, it does not mean it is their *whole* life—assuming so would not only invalidate that person, but also their experiences.

I chose to use Sylvia Plath’s *The Bell Jar* because of the author’s personal experience with mental illness and the pervasiveness of the stereotypes or stigmas which surround the main character of the novel—Esther Greenwood. Both Sylvia Plath and

Esther deal with clinical depression, and *The Bell Jar* depicts the development and agitation of Esther's mental illness. Not only does *The Bell Jar* include examples of assumptions other characters make about Esther throughout the novel, the circumstances she finds herself in remain unexpected and unwarranted. No one chooses mental illness—no one should. More importantly, I believe, Esther's experience with mental illness does not romanticize her experience. Mental illness has the potential to be debilitating and destructive to an individual on a personal level, but the reader sees Esther struggling to cope with her reality in a way that shows the humanity behind her illness.

I thought teaching *The Bell Jar* at the 11<sup>th</sup> grade level would benefit students the most—teaching it at any grade lower might result in problems with comprehension of the text or theme. I also believe talking about mental illness may prove overwhelming for younger students, as the topic is pretty heavy. Although this unit might prove a little more difficult to talk about, even for 11<sup>th</sup> graders, talking about mental illness in a safe and non-judgmental environment may even help destigmatize the topic without students realizing their part in the process. 11<sup>th</sup> graders have most likely encountered mental illness in their life and have had time to process the experience. Focusing on stereotypes and stigmas will help direct the conversation in a productive way—students will be able to examine societal views while at the same time acknowledging the unique individual experiences each person inside and outside of the classroom may have.

The organization of the unit strives to scaffold students to support their reading of the main text—*The Bell Jar*—and help them understand and recognize stereotypes and stigmas outside of the classroom. The formative assessment chosen to gauge their understanding of the topic, a class definition of “stereotype,” will help students start to

think about the topic if they had not already prior to the unit. The summative assessment—a final creative project which will ask students to apply their understanding and learning about stereotypes and *The Bell Jar*—will show students’ learning and how their learning can apply to the world outside of the classroom.

### **Teaching “Taboo” Topics**

An important and crucial aspect of this unit is to emphasize and provide support and resources for students when talking about a difficult subject such as mental illness. Inevitably, as educators, we come across students who may struggle with their own individual mental health needs and experiences. Reading *The Bell Jar* may prove overwhelming to them, or—on the other hand—may allow them to voice the feelings they might not have otherwise. As educators, we must remain aware and open about an educator’s obligation to report our concerns for students’ physical and mental wellbeing, while also providing students with a safe environment to seek help. One resource already built into the unit includes bringing in a school counselor or other prominent individual in the mental health field who has extensive knowledge of the subject. Having an expert on the topic of mental illness may allow students to ask questions they may not have otherwise, and gain valuable knowledge about a topic rarely talked about even in everyday life.

Mental illness is very rarely talked about, especially in the classroom. Even though mental illness remains an important and relevant topic in today’s world, students rarely learn about it and the realities of living with mental illness within an educational context. The lack of transparency about any characteristic or group of people can lead to

unwarranted judgements about individual people. While admittedly uncomfortable, talking about “taboo” topics can help diminish the stigma or disband stereotypes about specific groups of people. Teaching “taboo” topics such as mental illness through examining stereotypes and stigmas through scaffolding and the inclusion of non-fiction texts in addition to Sylvia Plath’s *The Bell Jar* will help students become more informed readers, and most importantly, informed citizens.

## Goals and Objectives

Students studying *The Bell Jar* and accompanying texts will be evaluated on their ability to complete the following objectives:

- A Narrative Essay
- A Magnetic Poem
- Character Biography
- An End of Unit Project

The narrative essay students will complete near the beginning of the unit, and it help them better understand and evaluate how stereotypes or stigmas can affect someone on an individual level. Students will write about their own experiences (or about another person's experiences) with the subject in order to connect to the theme of the unit, which will later be explored more in depth while students read Sylvia Plath's *The Bell Jar*.

The poetry we will explore in the unit will connect not only Sylvia Plath's work, but also the poetry of her friend Anne Sexton. Examining their poetry together will help students pick out the vivid imagery and symbolism Sylvia Plath uses in her writing. The magnetic poem will help students familiarize themselves with the imagery and symbolism Sylvia Plath uses in *The Bell Jar*. Creating their own poetry will require them to constructs their own images.

The character biography, which will be a one class period group project, will require students to work together to synthesize and identify important information from the main text in the unit—*The Bell Jar*. Students will use their critical thinking skills to evaluate the most important aspects of Esther Greenwood's character, and use their prior knowledge from the beginning of the unit to identify how others perceive Esther

Greenwood in the novel, as well. This will serve as a visual representation of their learning and growing understanding of the theme and *The Bell Jar* in a visible way.

The culminating project of the unit will tie all aspects of the unit together. Students should, at the end of the unit, be able to connect the unit theme—stereotypes and stigmas associated with mental illness in *The Bell Jar*—to a wider world issue. Students will have the ability to choose their own unit project, but will need to provide justification for their form and their project. They should show their understanding of the main text and the theme of the unit through this final project.

## Grade Distribution for the Unit

Participation	150
5 Daily Points	
Daily Work	150
5 Daily Points	
Fishbowl Discussion	100
Narrative Writing Assignment	100
Final Project	300
Total:	800

## Text and Supply List

*The Bell Jar* by Sylvia Plath

*The Yellow Wallpaper* by Charlotte Perkins Gilman

“Depression Part Two” from *Hyperbole and a Half* by Allie Brosh

“Why We Need to Talk about Depression,” from *TED Talks* by Kevin Breel

“Sylvia’s Death,” by Anne Sexton

“Child,” by Sylvia Plath

“The Poetry of Sylvia Plath: Crash Course Literature 216” from *CrashCourse* by John Green

“Am I a Stereotype?” from *BuzzfeedViolet*

“The Bell Jar and the Life Of Sylvia Plath,” by Louise Ames

Student Writing Journals (1 per student)

## Oklahoma Academic Standards

11.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.
11.1.R.2	Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.
11.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
11.1.W.1	Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.
11.2.R.2	Students will evaluate details in literary and non-fiction/informational texts to connect how genre supports the author's purpose.
11.2.W.1	Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.
11.3.R.1	Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informational genres.
11.3.R.3	Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: <ul style="list-style-type: none"> <li>• Theme</li> <li>• Archetypes</li> </ul>
11.3.R.4	Students will evaluate literary devices to support interpretations of texts, including comparisons across texts: <ul style="list-style-type: none"> <li>• Imagery</li> <li>• Tone</li> <li>• Symbolism</li> <li>• Irony</li> </ul>
11.3.R.5	Students will evaluate how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning and viewpoints.
11.3.R.6	Students will comparatively analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence) and content by inferring connections among multiple texts and providing textual evidence to support their conclusions.
11.3.R.7	Students will make connections (e.g. thematic links, literary analysis, authors' style) between and across multiple texts and provide textual evidence to support their inferences.
11.3.W.1	NARRATIVE

	Students will write narratives embedded in other modes as appropriate.
11.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.
11.4.R.3	Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.
11.4.W.2	Students will select appropriate language to create a specific effect according to purpose in writing.
11.5.W.1	Students will write using correct mechanics.
11.5.W.2	Students will compose simple, compound, complex, and compound-complex sentences and questions, including the use of phrases and clauses, to signal differing relationships among ideas.
11.5.W.3	Students will demonstrate command of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.
11.7.R.2	Students will analyze the impact of selected media and formats on meaning.
11.7.W.1	Students will design and develop multimodal content for a variety of purposes.
11.7.W.2	Students will construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.
11.8.R	Students will select appropriate texts for specific purposes and read independently for extended periods of time.
11.8.W	Students will write independently over extended periods of time (e.g. time for research, reflection, and revision) and for shorter timeframes (e.g. a single sitting or a day or two), vary their modes of expression to suit audience and task, and be able to apply new understandings in an original way.

## Calendar Overview

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Introduction: Defining Stigmas/Stereotypes	Connections to the Real World	Narrative Writing and Blog Posts	Prep for Guest Speaker	Guest Speaker Day	
	Writing Project Day	Writing Project Day	Writing Workshop: Peer Review Day	Writing Project Day: Revision	Writing Project: Final Draft Due  HW: Read half of <i>The Yellow Wallpaper</i>	
	HW: Finish <i>The Yellow Wallpaper</i>	Discussion Day	Introduction to Sylvia Plath and Magnetic Poetry	Plath's Biographical Note and Making Predictions	Discussion Day	
	HW: <i>The Bell Jar</i> (Ch 1-2)	Discussion Day  HW: <i>The Bell Jar</i> (Ch 3-4)	HW: <i>The Bell Jar</i> (Ch 5-6)	Reading Day  HW: <i>The Bell Jar</i> (Ch 7-8)	Discussion Day  HW: <i>The Bell Jar</i> (Ch 9-10)	
	HW: <i>The Bell Jar</i> (Ch 11-12)	Discussion Day  HW: <i>The Bell Jar</i> (Ch 13-14)	HW: <i>The Bell Jar</i> (Ch 15-16)	Reading Day  HW: <i>The Bell Jar</i> (Ch 17-18)	Discussion Day  HW: <i>The Bell Jar</i> (Ch 19-20)	
	Finish <i>The Bell Jar</i>  Final Project Work Day	Final Project Work Day	Final Project Work Day	Final Project Presentations	Final Project Presentations	

## Daily Lessons

### Week 1

Monday (1.1)

### Daily Lesson Information

Lesson title	Introduction: Defining Stigmas/Stereotypes
Lesson Purpose/Rationale	This is the introductory lesson to stigmas and stereotypes regarding mental illness. This lesson will help students define what a stereotype is, as well as a stigma, and lead them into discussion about how it applies to mental illness. They will also identify what they want to learn during this unity.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will contribute to a class-wide KWL chart, which will then lead into an activity over stereotypes and stigmas. Students come up with a list of groups within the school, then list perceived characteristics of those groups. This activity will require them to think about whether those characteristics fit others, and themselves in the grand scheme of things.
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade, English III
Source of lesson plan and how I modified it	N/A

### Daily Lesson Plan Summary

Prior knowledge needed for success	Students should know how to make inferences based on their own observations.
How will you address students who do not have this prior knowledge?	Have students give concrete reasons for their decisions for how they come up with their characteristics.
Materials for instruction (include rationale for why the materials are appropriate)	Writing journals (for students) Pencils/pens Large piece of butcher paper (labeled with KWL chart) Sticky notes
Accommodations and modifications	IEPs will be followed. If students need extra support, I will place them with a partner.

**Daily Lesson Plan Details**

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
11.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.	Butcher paper (KWL Chart) Sticky Notes  Students will express what they know about the subject and contribute to class discussion.	Informal, Visual check for student participation
11.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	Sticky Notes  Students will discuss and define stereotype and stigma to apply to their later reading of <i>The Bell Jar</i> .	Formal, students will publish their prior knowledge in the classroom

**Today's Essential Question(s) and/or Anticipatory Set**

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What is a stereotype or stigma and how does that affect our perception of another person? How does this apply to mental illness?
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**Today's Minute by Minute (Tick Tock)**

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will provide a visual prompt for bell work.	The students will write a journal entry for their bell work.	
5 minutes	The teacher will introduce the unit and	Students will write down what they know about	Ensure students know this unit

	the topic, then ask students to write down what they know about stereotypes/stigmas, and what they want to learn on two separate sticky notes.	stereotypes/stigmas on one sticky note, then write down what they want to know on another sticky note.	will be heavy, but relevant.
5 minutes	<p>The teacher will request students to place their sticky notes on the KWL chart.</p> <p>The KWL chart will be hung on the wall where students can see it throughout the unit. Each class will place their sticky notes on the same chart as prior classes.</p>	Students will place their “know” sticky note under K, and their “want to know” sticky note under W.	L (Learned) will be filled in at the end of the unit.
5 minutes	The teacher will ask students to come up with a short list of (3-4) groups they can think of in the school (can be social, sports-related, academic, etc.).	Students will write down their groups individually.	Make sure students know this provides a way of understanding how we stereotype.
5 minutes	The teacher will then ask for students to write down characteristics of least 2 groups	Students will identify what they think the characteristics of at least 2 groups from their list are.	Provide an example if students need one (preferably about stereotypes of teachers, so as not to offend students).
5 minutes	The teacher will ask students to write how others may feel about the groups they chose, and how it might affect a person belonging to those groups.	Students will write about how others may feel about the groups/characteristics they chose, and how it might affect a person belonging to those groups in their writing journals.	

5 minutes	The teacher will ask volunteers to share what they have written to generate a discussion afterwards.	Student volunteers will share what they came up with, and how it might affect the groups they chose, which will lead into a larger discussion.	Remind students to be respectful—this is a learning exercise.
10 minutes	The teacher will facilitate a class definition of stereotype, which will be posted somewhere visible for the remainder of the unit. Then, s/he will ask how this definition applies to mental illness to open up a dialogue.	Students will volunteer their own definitions of stereotype based on the prior activity. Students will also voluntarily offer their comments on how they think stereotypes or stigmas apply to mental illness.	
5 minutes	The teacher will have students write down any additional questions they may have on notecards.	Students will write down any additional questions they may have on notecards and turn them in as a ticket out.	

Tuesday (1.2)

**Daily Lesson Information**

Lesson title	Stereotypes and Mental Illness
Lesson Purpose/Rationale	This lesson connects what students learned about stereotypes on the first day to the topic of mental illness, which will be the focus of the unit in relation students reading <i>The Bell Jar</i> later on in the unit. This will help students delve deeper than surface level observations and judgements.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will listen and respond to videos both talking about and depicting stereotypes. Kevin Breel's "Why We Need to Talk about Depression" will be the main text, allowing students to see the difference between what people see on the surface level versus the reality many face.
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade, English III
Source of lesson plan and how I modified it	BuzzfeedViolet. (2015). Am I a Stereotype? <i>YouTube</i> . Retrieved from <a href="https://www.youtube.com/watch?v=hRoALlgRMsA">https://www.youtube.com/watch?v=hRoALlgRMsA</a> Breel, Kevin. (2013) Why we need to talk about depression. <i>TEDTalks</i> . Retrieved from <a href="https://www.youtube.com/watch?v=-Qe8cR4Jl10">https://www.youtube.com/watch?v=-Qe8cR4Jl10</a>

**Daily Lesson Plan Summary**

Prior knowledge needed for success	Students need to be able to pick out and remember main points while watching a video/talk.
How will you address students who do not have this prior knowledge?	Students may take notes during the viewing, and pick out parts that stand out to them.
Materials for instruction (include rationale for why the materials are appropriate)	Writing Journal Pencils/Pens Two-Column Chart (Appendix A)
Accommodations and modifications	IEPs will be followed. Closed captions will be used when watching the video as a visual aid. If students are struggling, they will be placed in a group with a stronger student.

**Daily Lesson Plan Details**

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
11.1.R.2	Students will actively listen and evaluate, analyze, and synthesize a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.	Two-Column Chart	Formal – Students will turn in their charts at the end of the class period.
11.7.R.2	Students will analyze the impact of selected media and formats on meaning.	Two-Column Chart	Formal – Students will turn in their charts at the end of the class period.

**Today’s Essential Question(s) and/or Anticipatory Set**

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	How do stereotypes influence how society sees or treats mental illness?
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**Today’s Minute by Minute (Tick Tock)**

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	Teacher will show students BuzzFeedViolet’s “Am I a stereotype?” to tie in stereotypes to a larger context and bring students back into the mindset of	Students will watch the video and respond to it in 2-3 sentences in their writing journal.	

	thinking about the topic.		
15 minutes	The teacher will introduce Kevin Breel's TED Talk and show students his video, "Why we need to talk about depression."	The students will watch the provided video. If they want to, they can write down specific parts that stand out to them.	Let students know what the content of the video is beforehand. If a student needs to step out, allow them to work on a free write.
15 minutes	The teacher will place students in groups, then give each group the chart.	Students will work as a group to generate ideas about how others saw Kevin Breel versus how he saw himself beyond surface level.	How does/did Kevin Breel see himself? How did others see him? Why does this matter?
10 minutes	The teacher will bring the class back together to create a class chart about stereotypes (surface level judgements) versus reality.	Students from each group will give at least one example from each side of the chart.	
5 minutes	The teacher will inform students there will be a guest speaker on Friday and will ask students to write down at least two questions on a notecard (without writing their names).	Students will generate at least two questions (with no "yes or no" answers) for their ticket out.	The guest speaker should either be the school counselor, or a therapist in the field if possible.

Wednesday (1.3)

**Daily Lesson Information**

Lesson title	How it Feels: Allie Brosh and “Depression Part Two”
Lesson Purpose/Rationale	This lesson will allow students to read about and understand how “outsiders” treat mental illness and an explanation of how those interactions affect an individual dealing with depression. It will help students later connect this autobiography to Plath’s semi-autobiographical novel <i>The Bell Jar</i> . It will also allow students to recognize elements of descriptive writing they will use in their own short essay next week.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	The class will read Allie Brosh’s blog post together, stopping at the pictures included to talk about why the visualization is important to the story and how imagery helps readers understand her point.
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade, English III
Source of lesson plan and how I modified it	Brosh, A. (2013). “Depression Part Two.” <i>Hyperbole and a Half</i> . Retrieved from <a href="http://hyperboleandahalf.blogspot.com/2013/05/depression-part-two.html">http://hyperboleandahalf.blogspot.com/2013/05/depression-part-two.html</a>

**Daily Lesson Plan Summary**

Prior knowledge needed for success	Students will need to know how to analyze a given text.
How will you address students who do not have this prior knowledge?	Students will be given a set of questions to guide their analysis of the text and how the author tried to convey her message. This will also serve as helpful information to guide the narrative/descriptive essay they will write the next week.
Materials for instruction (include rationale for why the materials are appropriate)	Class set of “Depression Part Two,” by Allie Brosh (or pull it on the projector) Questionnaire (Appendix B) Notecards
Accommodations and modifications	IEPs will be followed. The post will be read aloud for auditory students. Pauses in the reading to look at the accompanying visuals will help students who may have trouble understanding the author’s writing.

**Daily Lesson Plan Details**

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
11.7.R.2	Students will analyze the impact of selected media and formats on meaning.	<p>“Depression: Part Two” Questionnaire Sheet</p> <p>Students will engage in discussion about the purpose of the blog post and how format impacts meaning.</p>	Informal – Visual check to ensure students are actively listening and taking notes
11.1.R.2	Students will actively listen and evaluate, analyze, and synthesize a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.	<p>“Depression: Part Two”</p> <p>Students will engage in writing about the purpose of the blog post and how format impacts meaning in the Questionnaire.</p>	Informal – Visual check to ensure students are writing on their Questionnaire sheet
11.3.R.4	<p>Students will evaluate literary devices to support interpretations of texts, including comparisons across texts:</p> <ul style="list-style-type: none"> <li>• Imagery</li> <li>• Tone</li> <li>• Symbolism</li> <li>• Irony</li> </ul>	<p>Questionnaire Sheet “Depression: Part Two”</p> <p>There will be a focus on imagery and tone in analyzing the blog post.</p>	Informal – Visual check to ensure students participate in discussion and Questionnaire sheet

**Today’s Essential Question(s) and/or Anticipatory Set**

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	How do stereotypes influence how society sees or treats mental illness? How does the format of the text influence our reading of it?
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**Today's Minute by Minute (Tick Tock)**

Time (minutes)	The teacher will...	The students will....	Additional information...
35 minutes	<p>The teacher will pull up “Depression Part Two” by Allie Brosh online so the drawings are more readily available. The teacher will read the blog post to the class.</p> <p>The teacher will provide students with a Questionnaire sheet to fill out during the reading.</p>	<p>The students will listen to the reading of Brosh’s blog post.</p> <p>Students will write their thoughts down on their Questionnaire sheet.</p>	<p>If the teacher needs to stop for clarification, do so.</p> <p>The Questionnaire is attached (Appendix B).</p>
10 minutes	The teacher will ask students to identify parts of the story that jump out to them.	Students will identify parts of the story that make it interesting, and show their understanding of imagery in a short discussion.	How do the pictures enhance her story? What about the descriptions? How could we do this in our own writing?
5 minutes	The teacher will have students write down two more questions for the guest speaker.	Students will write two questions down for the guest speaker on Friday.	Use notecards to take up the questions.

Thursday (1.4)

**Daily Lesson Information**

Lesson title	Questions to Consider for Guest Speaker
Lesson Purpose/Rationale	This lesson will help students identify and narrow down thought-provoking and higher level questions for the guest speaker on Friday. It will also help students prepare for their fish bowl discussions later in the unit, in which they will be required to write the same types of questions for their chosen texts. This day will also serve as a sign-up day for later discussions.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will take questions they have already written up in previous class periods and narrow down the questions to maximize their time with the guest speaker on Friday. Students will also be assigned questions so they are prepared on Friday.
Lesson length	50 min.
Grade level and course	11 <sup>th</sup> grade, English III
Source of lesson plan and how I modified it	N/A

**Daily Lesson Plan Summary**

Prior knowledge needed for success	Students need to know how to ask viable and complex questions that interest them.
How will you address students who do not have this prior knowledge?	Students will be given a sheet identifying different types of questions that promote informative and deep conversations about a given topic in order to guide their understanding and choice of questions for the speaker on Friday.
Materials for instruction (include rationale for why the materials are appropriate)	Question notecards taken up earlier in the week Notecards Document to write up and assign questions Sign-up Sheet for Discussions (Appendix C)
Accommodations and modifications	IEPs will be followed. If students need visual instructions, they will be written on the board. Students may also pair up if needed so questions can be read aloud.

**Daily Lesson Plan Details**

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
11.5.W.1	Students will write using correct mechanics.	Questions on Notecards	Formal – Students will turn in their rewritten questions at the end of class.
11.5.W.2	Students will compose simple, compound, complex, and compound-complex sentences and questions, including the use of phrases and clauses, to signal differing relationships among ideas.	Questions on Notecards  Groups will rewrite their chosen questions.	Informal – Visual check that students rewrite their questions as a group.

**Today's Essential Question(s) and/or Anticipatory Set**

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What do we want to learn from the guest speaker? How do we determine relevant and well-developed questions?
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**Today's Minute by Minute (Tick Tock)**

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will ask students to write what they expect from the guest speaker on Friday.	Students will write down at least two things they would like to learn from the guest speaker on Friday.	

5 minutes	<p>The teacher will randomly hand out students' individual questions they wrote on notecards over the course of the week.</p> <p>The teacher will also send around a signup sheet for the six discussions during the unit.</p>	Students will wait quietly to receive their notecards with questions written on them.	Signup Sheet (Appendix C)
5 minutes	The teacher will ask students to choose three of their questions and justify why they chose those three.	Students will choose three of the questions they had written.	
10 minute	The teacher will have students find a group of 3-4, and narrow down their questions further.	<p>After grouping up, students will narrow down their group questions to 5-6.</p> <p>Students will rewrite those questions as a group, adding additional thoughts to them if they so choose.</p>	
15 minutes	The teacher will have the class reconvene. The teacher will also assign a question per student in case the guest speaker wishes to take questions.	Each group of Students will share their final questions with the entire class.	<p>This will help prevent repeat questions and help deepen simpler ones.</p> <p>These questions should be written up, and distributed during the next class.</p>
10 minutes	The teacher will go over guest speaker etiquette and answer any questions students may have.	<p>Students will listen, and ask questions for clarification.</p> <p>Students will also turn in their rewritten</p>	

	The teacher will also take up the rewritten questions at the end of class.	questions at the end of class.	
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Friday (1.5)

**Daily Lesson Information**

Lesson title	Stigmas/Stereotypes and Mental Illness: Guest Speaker Day
Lesson Purpose/Rationale	This lesson will encourage students to ask critical questions and listen carefully to a guest speaker—skills they will later utilize in their fishbowl discussions.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	The guest speaker (the school counselor or another counselor in the field, if possible) will provide a presentation or simply answer class-generated questions.
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade, English III
Source of lesson plan and how I modified it	Guest Speaker (TBA).

**Daily Lesson Plan Summary**

Prior knowledge needed for success	Students will need listening skills and notetaking skills.
How will you address students who do not have this prior knowledge?	Students will be provided with a note sheet with the questions the class has come up with the prior day, and the teacher may record the class with the guest speaker's permission.
Materials for instruction (include rationale for why the materials are appropriate)	Notebook Note Sheet (To be written Thursday) Pens/Pencils
Accommodations and modifications	IEPs will be followed. The teacher will record the class with the guest speaker's permission for students who need it. Minutes will be taken for students who may need it.

**Daily Lesson Plan Details**

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
11.1.R.1	Students will actively listen and speak clearly using	Guest Speaker Note Sheet	Informal - Students

	appropriate discussion rules with control of verbal and nonverbal cues.	Students will engage in discussion with the guest speaker when appropriate.	will listen to the guest speaker's presentation and participate in asking questions.
11.1.R.2	Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.	Note Sheet  Students will ask the guest speaker questions, either from their preconceived ones or questions they thought of on the spot.	Formal – Students will write notes over the guest speaker's presentation, then turn them in at the end of the class period.

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	How is mental illness perceived in the counseling field? How is counseling perceived alongside mental illness, and how does this affect someone's everyday life?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will introduce the guest speaker to the class, and ask that we be respectful to him or her.  The teacher will also pass out the note sheet, which	The students will listen to instructions and prepare	

	has the student-written questions they chose the previous day.		
40 minutes	The teacher will keep minutes of the discussion or presentation the guest speaker provides to the class.	Students will listen attentively (take notes, listen quietly, etc.) to the guest speaker, and ask questions when and if appropriate.  Students will also take notes on their note sheet, which has the questions they wrote on it, as well.	The note sheet will be written the previous day.
5 minutes	The teacher will provide students time to write a short reflection over the day.	Students will write a short reflection over the class period.	Reflection: Write down one thing you enjoyed, and one thing you learned.  This will be written in their notebooks.

**Week 2**

Monday (2.1)

**Daily Lesson Information**

Lesson title	Writing Project: Experiences with Stereotypes
Lesson Purpose/Rationale	Students will work on writing about their own experiences with stereotypes, whether that be in or outside of school. The purpose of this lesson is to help students make real world connections between the materials discussed in class and how stereotypes affect real people.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	This lesson is the first in the series of five on practicing descriptive/narrative writing. Students will use two days of the week to write about an experience with stereotypes or stigmas—this can be personal or fictional. Two class periods will be used to write the rough draft in class to allow students to ask for help. This lesson will include visiting the computer lab.
Lesson length	50 minutes, 2 class periods
Grade level and course	11 <sup>th</sup> grade, English III
Source of lesson plan and how I modified it	N/A

**Daily Lesson Plan Summary**

Prior knowledge needed for success	Students will need to know how to write a short essay, about two pages long.
How will you address students who do not have this prior knowledge?	Students will be given the opportunity to outline their draft if they so choose, or need to review the organizational process. The assignment sheet will also give them the opportunity to review.
Materials for instruction (include rationale for why the materials are appropriate)	Computer lab key. Narrative/Descriptive Essay Instructions (Appendix D)
Accommodations and modifications	IEPs will be followed.

**Daily Lesson Plan Details**

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
11.2.W.1	Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.	Computer Word Document  These two days will require students to write a draft before peer-reviewing it.	Informal – Visual check to ensure students are working on their drafts.
11.3.W.1	NARRATIVE Students will write narratives embedded in other modes as appropriate.	Computer Word Document  This assignment will require students to write a narrative draft.	Informal – Visual check to ensure students are working on their drafts
11.8.W	Students will write independently over extended periods of time (e.g. time for research, reflection, and revision) and for shorter timeframes (e.g. a single sitting or a day or two), vary their modes of expression to suit audience and task, and be able to apply new understandings in an original way.	Computer Word Document  Students will spend two days writing their drafts, one day peer reviewing, and a day or two revising, then turn in their final draft on Friday.	Informal – Visual check to ensure students are working on their drafts
11.7.W.1	Students will design and develop multimodal content for a variety of purposes.	Computer Word Document  Students will write their draft and final draft using technology	Informal – Visual check to ensure students are working on their drafts

**Today's Essential Question(s) and/or Anticipatory Set**

What essential question(s) guide(s) this lesson plan and/or unit?	How do stereotypes affect us? Have you ever been stereotyped, and how has that affected you?
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What anticipatory set are you presenting to engage the students?	This essay will help them prepare to analyze <i>The Bell Jar</i> and its relationship to stereotyping.
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will explain the assignment and the prompt, explain computer lab rules, and answer questions if they occur.	Students will listen, and ask clarifying questions if needed, and follow computer lab rules.	Instruction Sheet (Appendix D)
40 minutes	The teacher will monitor student progress and help students who may be stuck at different levels of the writing process.	Students will write a rough draft of the assignment.  Students may also write an outline or brainstorm before writing to help with the writing process.	
5 minutes	The teacher will debrief the class, and ask how students currently feel about the writing assignment.	Students will volunteer their comments, or questions if they have them.	

Tuesday (2.2)

### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will remind students of computer lab rules, and answer any	Students may ask questions if they have them, and follow computer lab rules.	

	questions students may have		
35 minutes	The teacher will monitor student progress and help students who may be stuck at different levels of the writing process.	Students will continue working on their drafts of the assignment.	
10 minutes	<p>The teacher will debrief the class, and ask how students currently feel about the writing assignment, and have students print their drafts.</p> <p>The teacher will also tell students peer review is the next day, and they will need their draft and a partner.</p>	<p>Students will print their drafts and turn them in to the teacher for safe keeping, and volunteer their comments or questions about the assignment.</p> <p>The drafts will be handed out again the next day.</p>	

Wednesday (2.3)

**Daily Lesson Information**

Lesson title	Writing Project: Peer Review Day
Lesson Purpose/Rationale	This lesson helps students realize the importance of feedback as well as facilitates a classroom environment which values respectful and constructive commentary.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will be paired with another peer, read through their draft, and answer a series of questions about the structure, content, and delivery of the writing. Students will then give their feedback to their partner, and talk about their own draft and why they chose their subject.
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade English III
Source of lesson plan and how I modified it	Modified a Peer Review Sheet from Narrative pqp peer-review form. (2003). <i>Read, write, think</i> . Retrieved from <a href="http://www.readwritethink.org/files/resources/lesson_images/lesson122/pqp_narrative.pdf">http://www.readwritethink.org/files/resources/lesson_images/lesson122/pqp_narrative.pdf</a>

**Daily Lesson Plan Summary**

Prior knowledge needed for success	Students will need to know how to review another peer's work using constructive criticism.
How will you address students who do not have this prior knowledge?	Peer review sheets will be provided to students, so they know what to look for, and can learn how to identify parts of an essay while reviewing a peer's work.
Materials for instruction (include rationale for why the materials are appropriate)	First Drafts Peer Review Sheets (Appendix E) Narrative Essay Rubric (Appendix F)
Accommodations and modifications	IEPs will be followed. Students will be paired up—if they have trouble reading aloud, they may choose to read quietly.

**Daily Lesson Plan Details**

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
11.2.W.1	Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.	First Draft Peer Review Sheet  Students will evaluate and peer review another student's draft.	Formal – Students will turn in their Peer Review Sheets at the end of class.
11.2.W.4	Students will edit and revise multiple drafts for logical organization, enhanced transitions and coherence, sentence variety, and use of tone and point of view through specific rhetorical devices to establish meaningful texts.	First Draft Peer Review Sheet	Formal – Students will turn in their Peer Review Sheets at the end of class.
11.4.W.2	Students will select appropriate language to create a specific effect according to purpose in writing.	First Draft Peer Review Sheet	Formal – Students will turn in their Peer Review Sheets at the end of class.
11.5.W.3	Students will demonstrate command of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.	First Draft Peer Review Sheet	Formal – Students will turn in their Peer Review Sheets at the end of class.

**Today's Essential Question(s) and/or Anticipatory Set**

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are	How do stereotypes affect us? Have you ever been stereotyped, and how has that affected you?  These questions will help lead students in evaluating their peer's work.
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you presenting to engage the students?	
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	<p>The teacher will tell students to be kind and constructive with their peer's draft, and write notes down on their Peer Review Sheet and the Narrative Essay Rubric.</p> <p>The teacher will hand out these sheets to each student, writing down their name and their partner's name at the top.</p>	Students will listen to instructions, and ask questions if they need clarification.	Peer Review Sheet (Appendix E) Narrative Essay Rubric (Appendix F)
40 minutes	The teacher will observe and answer questions students may have about their own or their partner's draft.	<p>Students will read one another's drafts in pairs, making comments and responding to the peer review questions on their own sheets of paper as a guide for their commentary.</p> <p>Students will also fill out an evaluation of their peer's work on the narrative rubric sheet, which will be taken into consideration when grading the final drafts of their papers, as it will place emphasis on their improvement and</p>	Remind students that the completed rubric and tentative grade will be taken into consideration, but the teacher will ultimately decide to approve the grade or deviate from it depending on if a student's writing does meet the requirements listed.

		involvement in the writing process.  Students may read their drafts aloud, to encourage them to do so on their own, as well.	
5 minutes	The teacher will collect drafts and peer review responses to look over before the next day.	Students will turn in their drafts and peer review responses.	

Thursday (2.4)

**Daily Lesson Information**

Lesson title	Revision Day
Lesson Purpose/Rationale	Students will have the opportunity to go over commentary from both the teacher and peers to incorporate it into their final draft. This lesson will help students realize the importance of feedback and improvement, and also give them experience in revising their own work.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will spend the day in the computer lab, working on incorporating feedback from both the teacher and peers into their final draft.
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade English III
Source of lesson plan and how I modified it	N/A

**Daily Lesson Plan Summary**

Prior knowledge needed for success	No prior knowledge is needed for this lesson
How will you address students who do not have this prior knowledge?	N/A
Materials for instruction (include rationale for why the materials are appropriate)	Computer Lab keys Peer Review Sheets (from yesterday) Student Drafts (from yesterday)
Accommodations and modifications	IEPs will be followed.

**Daily Lesson Plan Details**

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
11.2.W.1	Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.	Student Drafts Peer Review Questions	
11.4.W.2	Students will select appropriate language to create a specific effect according to purpose in writing.	Computer Student Drafts Peer Review Questions	
11.5.W.1	Students will write using correct mechanics.	Computer Student Drafts Peer Review Questions	
11.5.W.2	Students will compose simple, compound, complex, and compound-complex sentences and questions, including the use of phrases and clauses, to signal differing relationships among ideas.	Computer Student Drafts Peer Review Questions	
11.5.W.3	Students will demonstrate command of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.	Computer Student Drafts Peer Review Questions	
11.8.W	Students will write independently over extended periods of time (e.g. time for research, reflection, and revision) and for shorter timeframes (e.g. a single sitting or a day or two), vary their modes of expression to suit audience and task, and be	Computer Student Drafts Peer Review Questions	

	able to apply new understandings in an original way.		
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### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	How do stereotypes affect us? Have you ever been stereotyped, and how has that affected you?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will remind students of computer lab rules, to incorporate feedback from peer review day into their final draft, and pass out the drafts and peer review sheets.	Students will listen to instructions and retrieve their drafts/peer review sheets.	
40 minutes	The teacher will observe and help students who seem to be stuck or have questions about their feedback.	Students will work on their final drafts, incorporating feedback from their peers and the teacher into it.  Students may also ask for help from the teacher,	
5 minutes	The teacher will remind students to save their work	Students will save their work and turn in their draft and peer review	

	and turn in their drafts and peer review sheets again so they don't get lost	sheet so they won't get lost before the next day.	
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Friday (2.5)

**Daily Lesson Information**

Lesson title	Writing Project: Final Draft Due
Lesson Purpose/Rationale	This lesson wraps up the writing project focused on descriptive and narrative writing.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will finalize their writing project in the computer lab, ensuring their writing meets all aspects of the prompt, is coherent, and incorporates the feedback of their peers.
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade, English III
Source of lesson plan and how I modified it	N/A

**Daily Lesson Plan Summary**

Prior knowledge needed for success	No prior knowledge is needed for this lesson.
How will you address students who do not have this prior knowledge?	N/A
Materials for instruction (include rationale for why the materials are appropriate)	Computer lab key Student Drafts Peer Review Sheets
Accommodations and modifications	IEPs will be followed.

**Daily Lesson Plan Details**

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
11.2.W.1	Students will apply components of a recursive writing process for multiple purposes to create a focused,	Computer Student Drafts Peer Review Questions	Formal – The teacher will take up and evaluate

	organized, and coherent piece of writing.		the final draft.
11.3.W.1	NARRATIVE Students will write narratives embedded in other modes as appropriate.	Computer Student Drafts Peer Review Questions	Formal – The teacher will take up and evaluate the final draft.
11.4.W.2	Students will select appropriate language to create a specific effect according to purpose in writing.	Computer Student Drafts Peer Review Questions	Formal – The teacher will take up and evaluate the final draft.
11.5.W.1	Students will write using correct mechanics.	Computer Student Drafts Peer Review Questions	Formal – The teacher will take up and evaluate the final draft.
11.5.W.2	Students will compose simple, compound, complex, and compound-complex sentences and questions, including the use of phrases and clauses, to signal differing relationships among ideas.	Computer Student Drafts Peer Review Questions	Formal – The teacher will take up and evaluate the final draft.
11.5.W.3	Students will demonstrate command of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.	Computer Student Drafts Peer Review Questions	Formal – The teacher will take up and evaluate the final draft.
11.8.W	Students will write independently over extended periods of time (e.g. time for research, reflection, and revision) and for shorter timeframes (e.g. a single sitting or a day or two), vary their modes of expression to suit audience and task, and be able to apply new	Computer Student Drafts Peer Review Questions  Students will have worked on this essay for a week.	Informal – Visual check to ensure students have worked all week on this assignment.

	understandings in an original way.		
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### Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit?</p> <p>What anticipatory set are you presenting to engage the students?</p>	<p>How do stereotypes affect us? Have you ever been stereotyped, and how has that affected you?</p> <p>At this point, students have worked on this essay for a week, and have answered these questions using their own experiences.</p>
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will briefly go over expectations in the computer lab once more, and answer any pressing questions before students may start on their final draft.	The students will listen to the teacher, and may ask any pressing questions they may have.	
45 minutes	The teacher will observe students working, walk around the lab, and ensure students stay on task. The teacher will answer any questions students may have at this time.	Students will incorporate feedback on their drafts into their final draft during this time.	
10 minutes	The teacher will ask students to print their final draft and hand it in to the teacher	Students will finish up their final drafts and turn them into the teacher before leaving the classroom.	

### Week 3

Monday (3.1)

#### Daily Lesson Information

Lesson title	Organization and Effect with Literary Excerpts
Lesson Purpose/Rationale	The purpose of this lesson is to help students understand and recognize how organization has an effect on how the piece is interpreted. Students will be able to connect their prior knowledge of organization and flow to piece the excerpts back together. This activity will help prepare them to analyze organization and structure in the poetry they will read later in the week.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will be placed in groups and each groups will be given a broken-down excerpt. The group will work piece the excerpt back together in a way that demonstrates their knowledge of organization. Then, the groups with discuss how this organization impacts the reading of it, and how their excerpt connects to previous readings. Groups will come back together as a class and discuss their findings.
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade, English III
Source of lesson plan and how I modified it	Gilman, C. P. (1892) The yellow wallpaper. In N. Baym & R. S. Levine (eds.), <i>The Norton Anthology of American Literature: Volume C, 1865-1914</i> . New York: W. W. Norton & Company. Orwell, G. (1949). 1984. New York: New american library. Vonnegut, K. (1969) <i>Slaughterhouse-Five</i> . New York: Dell publishing. Poe, E. A. (1843). <i>The tell-tale heart</i> . New York: James russell lowell. Zusak, M. (2005). <i>The book thief</i> . New York: Random house.

#### Daily Lesson Plan Summary

Prior knowledge needed for success	Students must know how to engage in discussion and work collaboratively.
How will you address students who do not have this prior knowledge?	The teacher will remind students to be respectful, and suggest assigning tasks to group members.
Materials for instruction (include	Writer's Journal Notebook Paper

rationale for why the materials are appropriate)	Pens/Pencils Broken down excerpts, duplicates may be necessary (Appendix G) Original Excerpts (Appendix G) Discussion Questions (Appendix H)
Accommodations and modifications	IEPs will be followed.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do. Don't forget, these must be observable, measurable, assessable (however, you wish to define this concept within this lesson) and designed to support larger unit goals.	Lesson Activities and Materials	Assessments (Formal, Informal)
11.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.	Excerpts Discussion Questions	Informal – Visual check to ensure students are engaging in discussion and collaborating with peers.
11.2.R.2	Students will evaluate details in literary and non-fiction/informational texts to connect how genre supports the author's purpose.	Excerpts Discussion Questions	Formal – Groups will turn in their Discussion Questions.
11.3.R.1	Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informational genres.	Excerpts Discussion Questions	Formal – Groups will turn in their Discussion Questions.
11.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-	Bell Work Writer's Journal	Informal – Visual check to make sure

	level vocabulary to infer meaning of grade-level text.		students work on it.
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### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	How does organization and structure affect the reading of passages? Why does this matter?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will have a vocab word posted on the board where students can see it, and the definition will be below it.	The students will copy down the vocab word and its definition from the board into their journals.	Vocab Word: Sultry - oppressively hot; emitting great heat:
5 minutes	The teacher will place students in groups of 3-4 to help encourage participation and discussion.  The teacher will also pass out one broken down excerpt to each group, as well as the full passage (which should be placed upside down until they finish their own construction) then explain the activity.	Students will wait to be placed in groups, and those placed in groups will find a place in the classroom to do their work together.	Excerpts (Appendix G)

20 minutes	The teacher will monitor student engagement and student progress by circling the room. If students feel stuck or have questions, the teacher will address those concerns.	Students will work on placing the excerpts back together in an order they think works best, then discuss their reasoning for it and how it affects their reading.  The group will answer a series of questions that require them to think more deeply about organization, structure, and effect.	Questions (Appendix H)
15 minutes	The teacher will call for groups to come back together as a class, and then ask each group to share their findings.	Students in groups will come back together as a class. Each group will share their findings,	
5 minutes	The teacher will collect the excerpts from each group, then take up each group's notes as a ticket out.	Students will hand in their excerpts and group answers.	

Tuesday (3.2)

**Daily Lesson Information**

Lesson title	Fishbowl Discussion: <i>The Yellow Wallpaper</i>
Lesson Purpose/Rationale	This lesson will require students to facilitate their own discussions about a chosen text, in this case, <i>The Yellow Wallpaper</i> , which they will have read over the weekend. This lesson will require students to practice inquiry, while also allowing them choice in the direction they wish to go with the discussion.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will come to class with at least 3 discussion questions prepared for the discussion. The students will lead the discussion, with minimal or no interference from the teacher.
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade, English III
Source of lesson plan and how I modified it	<p>Gilman, C. P. (1892) The yellow wallpaper. In N. Baym &amp; R. S. Levine (eds.), <i>The Norton Anthology of American Literature: Volume C, 1865-1914</i>. New York: W. W. Norton &amp; Company.</p> <p>Smagorinsky, P. (2008). <i>Teaching english by design</i>. Portsmouth: Heinemann.</p> <p>I plan to use Smagorinsky's description of Fishbowl discussion to keep a student-led discussion going, which I hope will increase student interest in the texts.</p>

**Daily Lesson Plan Summary**

Prior knowledge needed for success	Students must know how to engage in discussion.
How will you address students who do not have this prior knowledge?	Students will come to class with questions prepared, and the teacher will remind students of discussion rules before the class begins.
Materials for instruction (include rationale for why the materials are appropriate)	<p>Student-Generated Questions (Students will bring these)</p> <p>Note-taking device (for discussion)</p> <p>Discussion Prompts (Appendix I)</p>

Accommodations and modifications	IEPs will be followed. The teacher will record the discussion for students to refer to later. A student may be placed in charge of note-taking for other students.
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### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
11.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Student-generated Questions  Students will engage in discussion about <i>The Yellow Wallpaper</i> .	Formal – The teacher will keep track of discussion leader participation.
11.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.	Student-generated Questions  Students will engage in discussion about <i>The Yellow Wallpaper</i> .	Formal – The teacher will keep track of discussion leader participation.
11.3.R.1	Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informational genres.	Student-generated Questions  Students will engage in discussion about <i>The Yellow Wallpaper</i> .	Formal – The teacher will keep track of discussion leader participation.
11.3.R.3	Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: <ul style="list-style-type: none"> <li>• Theme</li> <li>• Archetypes</li> </ul>	Student-generated Questions  Students will engage in discussion about <i>The Yellow Wallpaper</i> .	Formal – The teacher will keep track of discussion leader participation.
11.3.R.7	Students will make connections (e.g. thematic links, literary analysis, authors' style) between and	Student-generated Questions	Formal – The teacher will keep track of

	across multiple texts and provide textual evidence to support their inferences.	Students will engage in discussion about <i>The Yellow Wallpaper</i> .	discussion leader participation.
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### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What do you feel is most important to understanding <i>The Yellow Wallpaper</i> , and are there forces placing pressure on the narrator?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will have a prompt posted on the board, with instructions to write a short response using the vocab word they copied down yesterday into their journals.	The students will write a short reflection on the prompt the teacher posts, using the vocab word in their response to show their understanding. They can refer back to their previous entry for the word and definition.	Prompt: You live on Mars. Describe the weather.
40 minutes	The teacher will keep track of the discussion and take notes of who spoke, and the conversations taking place.	The students who signed up for this day's discussion will lead into <i>The Yellow Wallpaper</i> with their prepared questions, and bounce ideas off of one another.  Students who are not assigned to the discussion will listen attentively, and take notes, answering discussion questions	Appendix I

5 minutes	The teacher will bring the class back together, and then ask students what their favorite parts of the discussion were.	Students will volunteer their favorite parts of the discussion.	
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Wednesday (3.3)

**Daily Lesson Information**

Lesson title	Introduction to Sylvia Plath and Her Writing
Lesson Purpose/Rationale	This lesson will help students connect with the characters or circumstances in the novel, as well as help students pick out and construct vivid images as representations of larger ideas.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will be able to conceptualize and organize a free verse poem in the style of Kwame Alexander's <i>The Crossover</i> about one of the characters/situations/important objects in the novel.
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade English III
Source of lesson plan and how I modified it	Wood, Samantha. (2016). The crossover lesson plan. Stillwater: Oklahoma State University. Plath, S. (1972). Child. In N. Baym & R. S. Levine (eds.), <i>The norton anthology of american literature: Volume e, Literature since 1945</i> . New York: W. W. Norton & Company. Sexton, A. (1966). In N. Baym & R. S. Levine (eds.), <i>The norton anthology of american literature: Volume e, Literature since 1945</i> . New York: W. W. Norton & Company.

**Daily Lesson Plan Summary**

Prior knowledge needed for success	Base knowledge of poetry and vivid imagery.
How will you address students who do not have this prior knowledge?	We will read poems in class to give students an idea of what images Plath uses in her writing, and compare it to other poetry.
Materials for instruction (include rationale for why the materials are appropriate)	Poetry magnets—divided into smaller bags, small magnetic boards (or the desk will work) Writer's journal Pens/pencils
Accommodations and modifications	IEPs will be followed. If needed, students can pair up with each other to help organize their ideas and suggest changes to their own magnetic poems in a helpful way.

**Daily Lesson Plan Details**

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
9.2.R.3	Students will synthesize main ideas with supporting details in texts	Students will choose a topic from the poems read in class to write their magnetic poem about.	Formal - Check Writer's Journal, ensure they chose a relevant topic.
9.4.W.2	Students will select appropriate language to create a specific effect according to purpose in writing.	Students will use the magnets to choose appropriate words to use.	Informal – Ensure they did the assignment.
9.5.W.2	Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas.	Students will use the magnets to compose sentences/phrases and incorporate it into a poem.	Informal - Ensure they did the assignment.

**Today's Essential Question(s) and/or Anticipatory Set**

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	<p>What makes a poem interesting? How does Plath use imagery to convey a message?</p> <p>A poem from Sylvia Plath's work can be used to bring in students in a way that makes poetry, and her work, less intimidating.</p>
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**Today's Minute by Minute (Tick Tock)**

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will ask students to revise their reflection from yesterday's bell work,	The students will reread their reflection from the previous day, and revise their work, focusing on	Reread your reflection from yesterday. Underline your

	focusing on compound sentences.	including compound sentences.	compound sentences. If you have none, create one that fits with your topic.
20 minutes	The teacher will read the two selected poems by Plath and Sexton out loud to the class, and follow student-led comments/discussion on these poems after reading each.	Students will listen to the teacher's readings, and participate in class wide discussion about them.	What images do Path and Sexton use? Are they impactful—why or why not?
5 minutes	The teacher will give instructions to students and provide a magnetic poetry example as a guideline for a three to five line poem.	Students will listen to the instructions, and analyze the example poem.	What could I look for in my own poem?
10 minutes	The teacher will walk around the room to ensure students stay on task/answer any possible questions about the assignment/give additional magnets as needed.	The students will spend time using their poetry magnets to compose their own unique poem mimicking the poem read in class	
5 minutes	The teacher will ask for volunteers to share their poems.	The students will volunteer to read their poems to the class.	
5 minutes	The teacher will ask students to write their completed poems in their writer's journal.	The students will write their completed poems in their writer's journal.	

Thursday (3.4)

**Daily Lesson Information**

Lesson title	Sylvia Plath's Biography and Poetry—Predictions
Lesson Purpose/Rationale	This lesson will help prepare them to read Sylvia Plath's <i>The Bell Jar</i> . Students will make predictions about the text which they will reevaluate at the end of reading the novel.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will watch a CrashCourse video going more in depth with Sylvia Plath's poetry, and then they will read a biographical note written by Louise Ames, who gives more background to <i>The Bell Jar</i> , which the class will start reading next week.
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade, English III
Source of lesson plan and how I modified it	CrashCourse. (2014). The poetry of sylvia plath: Crash course literature 216. <i>YouTube</i> Retrieved from <a href="https://www.youtube.com/watch?v=iJn0ZPd6mYo">https://www.youtube.com/watch?v=iJn0ZPd6mYo</a> Ames, L. (1971). The bell jar and the life of sylvia plath. In Sylvia Plath (author), <i>The Bell Jar</i> . New York: Harper Perennial.

**Daily Lesson Plan Summary**

Prior knowledge needed for success	Students must know how to engage in discussion.
How will you address students who do not have this prior knowledge?	Students will come to class with questions prepared, and the teacher will remind students of discussion rules before the class begins.
Materials for instruction (include rationale for why the materials are appropriate)	Writer's Journal Biographical Note CrashCourse video Notebook Paper Pens/Pencils
Accommodations and modifications	IEPs will be followed. Students with lower reading levels will be placed in groups with a student with a high reading level.

**Daily Lesson Plan Details**

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
11.1.R.2	Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.	Biographical Note Notebook Paper Pens/Pencils	Formal – Groups will turn in their work at the end of class.
11.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.	Biographical Note Notebook Paper Pens/Pencils	Informal – Visual check to ensure students are participating in group discussions.
11.3.R.1	Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informational genres.	Biographical Note Notebook Paper Pens/Pencils	Formal – Groups will turn in their work at the end of class.
11.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	Bell Work Writer's Journal	Informal – Visual check to make sure students work on it.

**Today's Essential Question(s) and/or Anticipatory Set**

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to	What do you feel is most important to understanding Sylvia Path's life and her poetry, and are there forces placing pressure on the author?
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engage the students?	
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will have a vocab word posted on the board where students can see it, and the definition will be below it.	The students will copy down the vocab word and its definition from the board into their journals.	Vocab Word: Emboss - to decorate (a surface) with raised ornament.
12 minutes	The teacher will show the class a Crash Course video in which John Green further analyzes Sylvia Plath's poetry and the thematic links to her writing.	Students will watch the video and take notes on what they feel are the most important aspects to Sylvia Plath's writing according to John Green.	
3 minutes	The teacher will place students in groups of 3-4.	Students will find their groups, or wait to be placed in a group.	
20 minutes	The teacher will circle the room while students engage in group discussion. The teacher will answer any questions that may occur.	Students will read Ames' biographical note in groups and make predictions about <i>The Bell Jar</i> in those groups.	Each group will write down one prediction, two comments, and pick out three sentences/quotes that stood out to them.  How do the two speakers speak about Sylvia Plath's writing differently? How are they similar?
5 minutes	The teacher will bring the class back together, and then ask each group to contribute one	Students will volunteer their favorite parts of the discussion, then turn in their work at the end of the class period.	

	prediction or comment.		
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Friday (3.5)

**Daily Lesson Information**

Lesson title	Fishbowl Discussion: <i>The Yellow Wallpaper</i> and “Child”
Lesson Purpose/Rationale	This lesson will require students to facilitate their own discussions about a chosen text, in this case, <i>The Yellow Wallpaper</i> , which they will have read over the weekend. This lesson will require students to practice inquiry, while also allowing them choice in the direction they wish to go with the discussion.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will come to class with at least 3 discussion questions prepared for the discussion. The students will lead the discussion, with minimal or no interference from the teacher.
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade, English III
Source of lesson plan and how I modified it	Smagorinsky, P. (2008). <i>Teaching english by design</i> . Portsmouth: Heinemann.  I plan to use Smagorinsky’s description of Fishbowl discussion to keep a student-led discussion going, which I hope will increase student interest in the texts.

**Daily Lesson Plan Summary**

Prior knowledge needed for success	Students must know how to engage in discussion.
How will you address students who do not have this prior knowledge?	Students will come to class with questions prepared, and the teacher will remind students of discussion rules.
Materials for instruction (include rationale for why the materials are appropriate)	Student-Generated Questions (Students will bring these) Note-taking device (for discussion) Discussion Prompts (Appendix I)
Accommodations and modifications	IEPs will be followed.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
11.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Student-generated Questions  Students will engage in discussion about <i>The Yellow Wallpaper</i> .	Formal – The teacher will keep track of discussion leader participation.
11.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.	Student-generated Questions  Students will engage in discussion about <i>The Yellow Wallpaper</i> .	Formal – The teacher will keep track of discussion leader participation.
11.3.R.1	Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors’ stylistic and organizational choices in grade-level literary and informational genres.	Student-generated Questions  Students will engage in discussion about <i>The Yellow Wallpaper</i> .	Formal – The teacher will keep track of discussion leader participation.
11.3.R.3	Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: <ul style="list-style-type: none"> <li>• Theme</li> </ul> Archetypes	Student-generated Questions  Students will engage in discussion about <i>The Yellow Wallpaper</i> .	Formal – The teacher will keep track of discussion leader participation.
11.3.R.7	Students will make connections (e.g. thematic links, literary analysis, authors’ style) between and across multiple texts and provide textual evidence to support their inferences.	Student-generated Questions  Students will engage in discussion about <i>The Yellow Wallpaper</i> .	Formal – The teacher will keep track of discussion leader participation.

**Today's Essential Question(s) and/or Anticipatory Set**

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What do you feel is most important to understanding <i>The Yellow Wallpaper</i> and "Child," and are there forces placing pressure on the narrator?
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**Today's Minute by Minute (Tick Tock)**

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will have a prompt posted on the board, with instructions to write a short response using the vocab word they copied down yesterday into their journals.	The students will write a short response on the prompt the teacher posts, using the vocab word in their response to show their understanding. They can refer back to their previous entry for the word and definition.	Prompt: You receive a letter from a long lost relative. Who is it?
40 minutes	The teacher will keep track of the discussion and take notes of who spoke, and the conversations taking place.	The students who signed up for this day's discussion will lead into <i>The Yellow Wallpaper</i> "Child" with their prepared questions, and bounce ideas off of one another.  Students who are not assigned to the discussion will listen attentively, and take notes, answering the Discussion Questions.	
5 minutes	The teacher will bring the class back together, and then ask students what their favorite parts	Students will volunteer their favorite parts of the discussion.	

	of the discussion were.		
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## Week 4

Monday (4.1)

### Daily Lesson Information

Lesson title	Historical Expectations and <i>The Bell Jar</i> 's Setting.
Lesson Purpose/Rationale	This lesson will help students visualize the setting and appearances of the characters in Sylvia Plath's novel <i>The Bell Jar</i> . It will also give them more historical background before they begin reading the novel, and help students understand the social expectations and social climate in the 1950s.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will watch a short film about family's dinner at home which takes place during and was published in 1950. After watching the short film, students will pair up and answer reflection questions about the short film which requires them to think critically about expectations and stereotypes women and men fit into during the 1950s. This will precede students' reading of <i>The Bell Jar</i> , which they should start tonight.
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade, English III
Source of lesson plan and how I modified it	<p>Statz, A. (2011) <i>Examining society's perceptions of mental illness</i>. Retrieved from englishmethodssp11.wikispaces.com/file/view/UNIT.../UNIT+PLAN.doc</p> <p>I have used one of Alyssa Statz's lessons, in which she has students watch this film and answer questions over the short film. I have tweaked some of the questions, and added my own in addition to them. Some remain the same. The questions are located in the Appendix.</p> <p>Simmel, E. (Director). (1950). <i>A date with your family</i>. [Motion Picture]. United States: Simmel-Meservey.</p>

### Daily Lesson Plan Summary

Prior knowledge needed for success	Students must know how to engage in discussion and work collaboratively.
How will you address students who do not have this prior knowledge?	Students will pair up after watching the short film and talk through the reflection questions the teacher provides them with before watching it.

Materials for instruction (include rationale for why the materials are appropriate)	Pens/Pencils Writer's Journal Short film (Also found on YouTube) Reflection Questions (Appendix J)
Accommodations and modifications	IEPs will be followed. Students who struggle academically will be placed with stronger students.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
11.1.R.2	Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.	Short film Reflection Questions	Formal – Students will turn in their work at the end of class.
11.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.	Short film Reflection Questions  Students will pair up to discuss the reflection questions and answer them collaboratively.	Formal – Students will turn in their work at the end of class.
11.5.W.3	Students will demonstrate command of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.	Writer's Journal	

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory	What were the expectations of women and men during the 1950s, when <i>The Bell Jar</i> takes place? How do we think those expectations will play a part in the novel?
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set are you presenting to engage the students?	
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will ask students to revise their reflection from yesterday's bell work, focusing on semicolons, which connect two independent clauses dealing with the same idea.	The students will reread their reflection from the previous day, and revise their work, focusing on the use of semicolons.	Reread your reflection from yesterday. Underline your semicolons. If you have none, create one that fits with your topic.
2 minutes	The teacher will distribute the reflection questions to the class.	The students will wait for the teacher to distribute the reflection questions.	
13 minutes	The teacher will introduce the short film, and explain it is an old, black and white film.  The teacher will then play the film for the students	Students will listen to and watch the short film quietly.	
20 minutes	The teacher will ask students to pair up, discuss, and answer the reflection questions in response to the short film.	Students will pair up with a partner and discuss the short film, using the reflection questions the teacher had distributed as a springboard for conversation.  Pairs will answer the reflection questions together, citing specific instances in the short film they remember.	

10 minutes	<p>The teacher will bring the class back together for a class wide discussion of the reflection questions.</p> <p>The teacher will ask each pair to share at least one thought, and use those thoughts to talk about the expectations characters in <i>The Bell Jar</i> has for the main character, Esther Greenwood.</p>	<p>Pairs will volunteer one thought from each pair, and engage in discussion about expectation.</p>	
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Tuesday (4.2)

**Daily Lesson Information**

Lesson title	Fishbowl Discussion: Sylvia Plath's <i>The Bell Jar</i>
Lesson Purpose/Rationale	This lesson will require students to facilitate their own discussions about a chosen text, in this case, Sylvia Plath's <i>The Bell Jar</i> which they will have read over the course of the week. This lesson will require students to practice inquiry, while also allowing them choice in the direction they wish to go with the discussion.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will come to class with at least 3 discussion questions prepared for the discussion. The students will lead the discussion, with minimal or no interference from the teacher.
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade, English III
Source of lesson plan and how I modified it	Plath, S. (1971). <i>The Bell Jar</i> . New York: Harper Perennial. Smagorinsky, P. (2008). <i>Teaching english by design</i> . Portsmouth: Heinemann.  I plan to use Smagorinsky's description of Fishbowl discussion to keep a student-led discussion going, which I hope will increase student interest in the texts.

**Daily Lesson Plan Summary**

Prior knowledge needed for success	Students must know how to engage in discussion.
How will you address students who do not have this prior knowledge?	Students will come to class with questions prepared, and the teacher will remind students of discussion rules before the class begins.
Materials for instruction (include rationale for why the materials are appropriate)	Student-Generated Questions (Students will bring these) Note-taking device (for discussion) Discussion Questions (Appendix I)
Accommodations and modifications	IEPs will be followed. The teacher will record the discussion for students to refer to later, or transcribe the discussion.

**Daily Lesson Plan Details**

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
11.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Student-generated Questions  Students will engage in discussion about <i>The Bell Jar</i> .	Formal – The teacher will keep track of discussion leader participation.
11.3.R.1	Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors’ stylistic and organizational choices in grade-level literary and informational genres.	Student-generated Questions  Students will engage in discussion about <i>The Bell Jar</i> .	Formal – The teacher will keep track of discussion leader participation.
11.3.R.3	Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: <ul style="list-style-type: none"> <li>• Theme</li> <li>• Archetypes</li> </ul>	Student-generated Questions  Students will engage in discussion about <i>The Bell Jar</i> .	Formal – The teacher will keep track of discussion leader participation.
11.3.R.7	Students will make connections (e.g. thematic links, literary analysis, authors’ style) between and across multiple texts and provide textual evidence to support their inferences.	Student-generated Questions  Students will engage in discussion about <i>The Bell Jar</i> .	Formal – The teacher will keep track of discussion leader participation.
11.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	Bell Work Writer’s Journal	Informal – Visual check to make sure students work on it.

**Today's Essential Question(s) and/or Anticipatory Set**

<p>What essential question(s) guide(s) this lesson plan and/or unit?</p> <p>What anticipatory set are you presenting to engage the students?</p>	<p>What do you feel is most important to understanding Sylvia Path's life and her poetry, and are there forces placing pressure on the author?</p>
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**Today's Minute by Minute (Tick Tock)**

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will have a vocab word posted on the board where students can see it, and the definition will be below it.	The students will copy down the vocab word and its definition from the board into their journals.	Vocab Word: Celestial - pertaining to the sky or visible heaven, or to the universe beyond the earth's atmosphere, as in celestial body.
40 minutes	The teacher will keep track of the discussion and take notes of who spoke, and the conversations taking place.	<p>The students who signed up for this day's discussion will lead into <i>The Bell Jar</i> with their prepared questions, and bounce ideas off of one another.</p> <p>Students who are not assigned to the discussion will listen attentively, and take notes, answering discussion questions.</p>	
5 minutes	The teacher will bring the class back together, and then ask students what their favorite parts of the discussion were.	Students will volunteer their favorite parts of the discussion.	

Wednesday (4.3)

**Daily Lesson Information**

Lesson title	How Images and Symbols Evoke Emotion
Lesson Purpose/Rationale	This lesson will help students recognize symbols and important images first through visual images, which will become important the further they read in <i>The Bell Jar</i> . Doing this in groups and as a class will help students become more confident in their skills before identifying symbols and images on their own.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will title and write an original description for fine arts paintings, which they will choose at least two images to do so. After picking their images and writing the description on either side of their notecard, they will switch stations (to a different painting), leaving their original notecard at their original station with only the description showing. The new groups will then try and determine which images the old groups chose. When the class comes back together, they will discuss how use of imagery in writing helps the reader understand and visualize the scene.
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade, English III
Source of lesson plan and how I modified it	<p>San Francisco writers' grotto. (2014). <i>712 more things to write about</i>. San Francisco: Chronicle Books.</p> <p>I used one of the prompts as bell work.</p> <p>Munch, E. (1893). <i>The Scream</i> [Fine Art]. National Museum. Retrieved from <a href="https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcRPi62fk3SGWDlzXOkpbwx0rGLbwOkIMULFP6YIawzFzgQoUrZZ">https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcRPi62fk3SGWDlzXOkpbwx0rGLbwOkIMULFP6YIawzFzgQoUrZZ</a></p> <p>Van Gogh, V. (1889). <i>The Starry Night</i> [Fine Art]. Museum of Modern Art. Retrieved from <a href="https://uploads2.wikiart.org/images/vincent-van-gogh/the-starry-night-1889(1).jpg">https://uploads2.wikiart.org/images/vincent-van-gogh/the-starry-night-1889(1).jpg</a></p> <p>Chase, W. M. (1884). <i>The Young Orphan (An Idle Moment)</i> [Fine Art]. National Academy Museum. Retrieved from <a href="https://embed-ssl.wistia.com/deliveries/9ea06560d2c04c62831e0d810ba793ae677cebc2.jpg?image_crop_resized=1600x900">https://embed-ssl.wistia.com/deliveries/9ea06560d2c04c62831e0d810ba793ae677cebc2.jpg?image_crop_resized=1600x900</a></p>

### Daily Lesson Plan Summary

Prior knowledge needed for success	Students must know how to pick out prominent images from a visual text.
How will you address students who do not have this prior knowledge?	Groups will be formed in order to help students who may not have prior knowledge.
Materials for instruction (include rationale for why the materials are appropriate)	Paintings (Appendix K) Notecards Pens/Pencils Writer's Journal
Accommodations and modifications	IEPs will be followed. The paintings will appeal to visual learners and ELL students. Description and conversation will help students who may or may not want to write.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
11.1.R.2	Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.	Paintings Notecards	Informal – Visual check to ensure students are working.
11.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.	Paintings Notecards	Informal – Visual check to ensure students are working.
11.3.R.4	Students will evaluate literary devices to support interpretations of texts, including comparisons across texts: <ul style="list-style-type: none"> <li>Imagery</li> </ul>	Paintings Notecards  Students will work with imagery and description.	Formal – Notecards and paintings will be taken up at the end of class.

	<ul style="list-style-type: none"> <li>• Tone</li> <li>• Symbolism</li> <li>• Irony</li> </ul>		
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### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	How do images help us understand a work? How will this help us in reading <i>The Bell Jar</i> ?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will have a prompt posted on the board, with instructions to write a short response using the vocab word they copied down yesterday into their journals.	The students will write a short reflection on the prompt the teacher posts, using the vocab word in their response to show their understanding. They can refer back to their previous entry for the word and definition.	Prompt: You see a UFO in the sky. What does your tweet say?
5 minutes	<p>The teacher will place students into groups of 4-5.</p> <p>The teacher will pass out one painting per group of 4-5 individuals. Duplicates will occur, but it will help facilitate varied observations.</p>	Students will get into their groups as they are assigned, and listen to the teacher's instruction.	

5 minutes	The teacher will explain the assignment.	Students will listen to instructions given by the teacher.	Students will collaboratively title and write a description for the painting they have, using at least two symbols.
15 minutes	The teacher will circle the room to make sure students are on task and engaged.	<p>Students will collaboratively title and write an original description for the painting they have, using at least two prominent images they see in the painting.</p> <p>On their notecards, they will write their prominent images on one side of the notecard, and the description on the other. The description should not include the names of the images they chose to write about.</p> <p>Students will then leave their notecards with the descriptions facing up.</p>	
15 minutes	The teacher will tell students to switch paintings and continue working.	<p>Students will switch stations.</p> <p>Students will then try to determine what images the old group chose to describe. When they determine the images, they will write a justification for why they chose those images.</p> <p>Afterwards, they can confirm their choice by</p>	

		flipping over the notecard.	
5 minutes	The teacher will then bring the class back together, and debrief the class, asking for them to volunteer their answers.	Students will volunteer their views and opinions about the activity and how they will use it in their reading.	How will this activity help us in reading <i>The Bell Jar</i> ? Why are images important to reading?

Thursday (4.4)

**Daily Lesson Information**

Lesson title	Reading Day: <i>The Bell Jar</i>
Lesson Purpose/Rationale	The purpose of allowing students a reading day built into the unit is to allow students time during class to catch up if they are having trouble keeping up with the reading. It will help keep students accountable to their progress in reading <i>The Bell Jar</i> , but also allow students to voice concerns or ask questions if they have them.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will read <i>The Bell Jar</i> during the class period. If they wish to read ahead, they may. If students finish reading the novel, they may read another book.
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade, English III
Source of lesson plan and how I modified it	N/A

**Daily Lesson Plan Summary**

Prior knowledge needed for success	No prior knowledge is needed for this lesson.
How will you address students who do not have this prior knowledge?	N/A
Materials for instruction (include rationale for why the materials are appropriate)	<i>The Bell Jar</i> by Sylvia Plath
Accommodations and modifications	IEPs will be followed. If students need to listen to an audio book, they may do so on their own devices.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
11.8.R	Students will select appropriate texts for specific purposes and read independently for extended periods of time.	<i>The Bell Jar</i> or other text (if they are caught up)	Informal – Visual check to ensure students are reading.
11.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	Bell work	Informal – Check student participation.

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	This lesson requires students to read during class—to allow them to read in class rather than at home, or to help them catch up.
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will ask students to revise their reflection from yesterday's bell work, focusing on comma usage.	The students will reread their reflection from the previous day, and revise their work, focusing on comma usage.	Reread your reflection from yesterday. Circle your commas. Ensure you have one dependent and independent clause. If you have no commas, write a new sentence which uses one.

40 minutes	The teacher will allow students to read <i>The Bell Jar</i> in class quietly, or work on	The students will read quietly—if a student has finished their reading, they may either read ahead or read another book during this period of time.	
5 minutes	The teacher will bring the class back together, and then ask students if any part of the readings stood out to them.	Students will volunteer the parts of <i>The Bell Jar</i> which stood out to them.	

Friday (4.5)

**Daily Lesson Information**

Lesson title	Fishbowl Discussion: Sylvia Plath's <i>The Bell Jar</i>
Lesson Purpose/Rationale	This lesson will require students to facilitate their own discussions about a chosen text, in this case, Sylvia Plath's <i>The Bell Jar</i> which they will have read over the course of the week. This lesson will require students to practice inquiry, while also allowing them choice in the direction they wish to go with the discussion.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will come to class with at least 3 discussion questions prepared for the discussion. The students will lead the discussion, with minimal or no interference from the teacher.
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade, English III
Source of lesson plan and how I modified it	Plath, S. (1971) <i>The Bell Jar</i> . New York: Harper Perennial.  Smagorinsky, P. (2008). <i>Teaching english by design</i> . Portsmouth: Heinemann.  I plan to use Smagorinsky's description of Fishbowl discussion to keep a student-led discussion going, which I hope will increase student interest in the texts.

**Daily Lesson Plan Summary**

Prior knowledge needed for success	Students must know how to engage in discussion.
How will you address students who do not have this prior knowledge?	Students will come to class with questions prepared, and the teacher will remind students of discussion rules before the class begins.
Materials for instruction (include rationale for why the materials are appropriate)	Writer's Journal Student-Generated Questions (Students will bring these) Note-taking device (for discussion) Discussion Questions (Appendix I)
Accommodations and modifications	IEPs will be followed. The teacher will record the discussion for students to refer to later, and transcribe the discussion.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
11.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Student-generated Questions  Students will engage in discussion about <i>The Bell Jar</i> .	Formal – The teacher will keep track of discussion leader participation.
11.3.R.1	Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informational genres.	Student-generated Questions  Students will engage in discussion about <i>The Bell Jar</i> .	Formal – The teacher will keep track of discussion leader participation.
11.3.R.3	Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: <ul style="list-style-type: none"> <li>• Theme Archetypes</li> </ul>	Student-generated Questions  Students will engage in discussion about <i>The Bell Jar</i> .	Formal – The teacher will keep track of discussion leader participation.
11.3.R.7	Students will make connections (e.g. thematic links, literary analysis, authors' style) between and across multiple texts and provide textual evidence to support their inferences.	Student-generated Questions  Students will engage in discussion about <i>The Bell Jar</i> .	Formal – The teacher will keep track of discussion leader participation.
11.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	Bell Work Writer's Journal	Informal – Visual check to make sure students work on it.

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan	Students will lead discussion, providing their own questions for their classmates. What part of this section stood out to you? What connections did you make?
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and/or unit? What anticipatory set are you presenting to engage the students?	
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will have a vocab word posted on the board where students can see it, and the definition will be below it.	The students will copy down the vocab word and its definition from the board into their journals.	Vocab Word: Bedstead - the framework of a bed supporting the springs and a mattress.
40 minutes	The teacher will keep track of the discussion and take notes of who spoke, and the conversations taking place.	<p>The students who signed up for this day's discussion will lead into <i>The Bell Jar</i> with their prepared questions, and bounce ideas off of one another.</p> <p>Students who are not assigned to the discussion will listen attentively, and take notes, answering the discussion questions.</p>	
5 minutes	The teacher will bring the class back together, and then ask students what their favorite parts of the discussion were.	Students will volunteer their favorite parts of the discussion.	

## Week 5

Monday (5.1)

### Daily Lesson Information

Lesson title	Sylvia Plath and <i>The Bell Jar</i> : A Venn Diagram
Lesson Purpose/Rationale	Students will have read half of <i>The Bell Jar</i> and also have read a biographical note discussing the circumstances under which Sylvia Plath wrote the novel. This lesson will help solidify their knowledge of the novel so far, as well as help students make connections between Esther Greenwood's experience and Sylvia Plath's life.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will compare and contrast Esther Greenwood with Sylvia Plath in a Venn diagram. Students will refer back to previous readings, as well as make their own predictions about where the novel may be going.
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade, English III
Source of lesson plan and how I modified it	Ames, L. (1971). The bell jar and the life of sylvia plath. In Sylvia Plath (author), <i>The Bell Jar</i> . New York: Harper Perennial. Plath, S. (1971). <i>The bell jar</i> . New York: Harper Perennial. Venn diagram. (n.d.) Student handouts inc. Retrieved from <a href="http://www.studenthandouts.com/01-Web-Pages/2012-10/venn-diagram-2012-10-01.jpg">http://www.studenthandouts.com/01-Web-Pages/2012-10/venn-diagram-2012-10-01.jpg</a>

### Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to know how to compare and contrast two people, specifically Esther Greenwood and Sylvia Plath.
How will you address students who do not have this prior knowledge?	The teacher will give a short introduction to the assignment and give an example.
Materials for instruction (include rationale for why the materials are appropriate)	Venn Diagram (Appendix J) Pens/Pencils
Accommodations and modifications	IEPs will be followed. The teacher will record the discussion for students to refer to later, and transcribe the discussion.

**Daily Lesson Plan Details**

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
11.3.R.6	Students will comparatively analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence) and content by inferring connections among multiple texts and providing textual evidence to support their conclusions.	Venn Diagram Pens/Pencils	Informal – Students will publish their work on the classroom walls.
11.3.R.7	Students will make connections (e.g., thematic links, literary analysis, authors' style) between and across multiple texts and provide textual evidence to support their inferences.	Venn Diagram Pens/Pencils	Informal – Students will publish their work on the classroom walls.

**Today's Essential Question(s) and/or Anticipatory Set**

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What do you feel is most important to understanding Sylvia Path's life and her poetry, and are there forces placing pressure on the author?
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**Today's Minute by Minute (Tick Tock)**

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will have a prompt posted on the board, with instructions to write	The students will write a short reflection on the prompt the teacher posts, using the vocab	Prompt: Your family takes a vacation the Bermuda Triangle.

	a short response using the vocab word they copied down yesterday into their journals.	word in their response to show their understanding. They can refer back to their previous entry for the word and definition.	Describe the guest room you stay in.
5 minutes	The teacher will introduce the assignment to the class, hand out Venn diagrams, and give an example of a comparison and a contrasting feature between Esther Greenwood and Sylvia Plath.	Students will listen to the teacher's instructions and write down the examples on their own Venn diagrams.	Comparison: Both Esther and Sylvia were writers.  Contrast: Sylvia Plath was a mother. Esther Greenwood has no children.
30 minutes	The teacher will allow students to work on their own, circling the room and helping students who seem to be stuck.	Students will fill out their diagrams, listing at least 3-4 comparison, and 3-4 contrasting features of each woman.  Students may decorate their Venn diagrams.	
10 minutes	The teacher will check the diagrams as they are finished, and instruct students to tape them to the walls in a visible spot to hang there for the remainder of the unity.	Students will finish their diagrams, have the teacher approve it, and then hang them up in the classroom.	

Tuesday (5.2)

**Daily Lesson Information**

Lesson title	Fishbowl Discussion: Sylvia Plath's <i>The Bell Jar</i>
Lesson Purpose/Rationale	This lesson will require students to facilitate their own discussions about a chosen text, in this case, Sylvia Plath's <i>The Bell Jar</i> which they will have read over the course of the week. This lesson will require students to practice inquiry, while also allowing them choice in the direction they wish to go with the discussion.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will come to class with at least 3 discussion questions prepared for the discussion. The students will lead the discussion, with minimal or no interference from the teacher.
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade, English III
Source of lesson plan and how I modified it	Plath, S. (1971). <i>The Bell Jar</i> . New York: Harper Perennial. Smagorinsky, P. (2008). <i>Teaching english by design</i> . Portsmouth: Heinemann.  I plan to use Smagorinsky's description of Fishbowl discussion to keep a student-led discussion going, which I hope will increase student interest in the texts.

**Daily Lesson Plan Summary**

Prior knowledge needed for success	Students must know how to engage in discussion.
How will you address students who do not have this prior knowledge?	Students will come to class with questions prepared, and the teacher will remind students of discussion rules before the class begins.
Materials for instruction (include rationale for why the materials are appropriate)	Student-Generated Questions (Students will bring these) Note-taking device (for discussion) Discussion Questions (Appendix I)
Accommodations and modifications	IEPs will be followed. The teacher will record the discussion for students to refer to later, and transcribe the discussion.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
11.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Student-generated Questions  Students will engage in discussion about <i>The Bell Jar</i> .	Formal – The teacher will keep track of discussion leader participation.
11.3.R.1	Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informational genres.	Student-generated Questions  Students will engage in discussion about <i>The Bell Jar</i> .	Formal – The teacher will keep track of discussion leader participation.
11.3.R.3	Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: <ul style="list-style-type: none"> <li>• Theme</li> <li>• Archetypes</li> </ul>	Student-generated Questions  Students will engage in discussion about <i>The Bell Jar</i> .	Formal – The teacher will keep track of discussion leader participation.
11.3.R.7	Students will make connections (e.g. thematic links, literary analysis, authors' style) between and across multiple texts and provide textual evidence to support their inferences.	Student-generated Questions  Students will engage in discussion about <i>The Bell Jar</i> .	Formal – The teacher will keep track of discussion leader participation.

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Students will lead discussion, providing their own questions for their classmates. What part of this section stood out to you? What connections did you make?
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**Today's Minute by Minute (Tick Tock)**

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will ask students to revise their reflection from yesterday's bell work, focusing on including prepositional phrases to enrich their writing.	The students will reread their reflection from the previous day, and revise their work, focusing on including prepositional phrases to enrich their writing.	Reread your reflection from yesterday. Underline your prepositional phrases. If you have none, write or rewrite a sentence.
40 minutes	The teacher will keep track of the discussion and take notes of who spoke, and the conversations taking place.	<p>The students who signed up for this day's discussion will lead into <i>The Bell Jar</i> with their prepared questions, and bounce ideas off of one another.</p> <p>Students who are not assigned to the discussion will listen attentively, and take notes, answering discussion questions</p>	
5 minutes	The teacher will bring the class back together, and then ask students what their favorite parts of the discussion were.	Students will volunteer their favorite parts of the discussion.	

Wednesday (5.3)

### Daily Lesson Information

Lesson title	Esther Greenwood: Character Biography
Lesson Purpose/Rationale	Students will have read most of <i>The Bell Jar</i> at this point in the unit and will be able to distinguish what traits of Esther's stand out to them. In doing so through a character anatomy, it will require a synthesis of information from <i>The Bell Jar</i> .
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will work in groups of 4-5 to create a character anatomy of Esther Greenwood they have read about. Students will work together to create a character biography which shows the characteristic of Esther Greenwood and how others treat her.
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade, English III
Source of lesson plan and how I modified it	Smagorinsky, P. (2008). <i>Teaching english by design</i> . Portsmouth: Heinemann.  The body biography, found on page 36, adapted to <i>The Bell Jar</i> and written on butcher paper, will help students better understand Esther's character.

### Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to have read <i>The Bell Jar</i> up to the assigned point.
How will you address students who do not have this prior knowledge?	Students will be placed in groups, so if students have not kept up with the reading, they will still be able to participate.
Materials for instruction (include rationale for why the materials are appropriate)	Writer's Journal Butcher Paper Markers <i>The Bell Jar</i> by Sylvia Plath Character Biography Instructions (Appendix K)
Accommodations and modifications	IEPs will be followed. Students will be placed in groups, so students who may need help will be paired with more advanced students.

**Daily Lesson Plan Details**

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
11.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	Bell Work Writer's Journal	Informal – Visual check to make sure students work on it.
11.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.	Butcher paper Markers	Formal – Students should meet the criteria listed on the Instruction Sheet
11.7.W.2	Students will construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	Butcher paper Markers	Formal – Students should meet the criteria listed on the Instruction Sheet

**Today's Essential Question(s) and/or Anticipatory Set**

<p>What essential question(s) guide(s) this lesson plan and/or unit?</p> <p>What anticipatory set are you presenting to engage the students?</p>	<p>Because the novel is from her perspective, readers have a sense of how Esther sees herself. From interactions, we see how others view her. What might those differences tell us in light of our study of stereotypes and stigmas?</p>
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**Today's Minute by Minute (Tick Tock)**

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will have a vocab word posted on the board where students can see it, and the definition will be below it.	The students will copy down the vocab word and its definition from the board into their journals.	Vocab Word: Strongbox - a strongly made, lockable box or chest for safeguarding valuable possessions, as money, jewels, or documents.
5 minutes	The teacher will place students in groups of 4-5, hand out butcher paper, and pass out instructions.	Students will get into their groups and await instructions.	Instruction Sheet
35 minutes	The teacher will circle the room and interact with groups, making sure they stay on task and are progressing.	Students will follow instructions given to them and work collaboratively to fill in the character biography for Esther Greenwood.  Students will also utilize the outside space to talk about how others see Esther Greenwood in relation to the discussion of stereotypes and stigmas.	
5 minutes	The teacher will have students place their character biographies on one wall in the classroom.	One student from each group will tape their character biography to one wall in the classroom for the remainder of the unit.	

Thursday (5.4)

**Daily Lesson Information**

Lesson title	Reading Day: <i>The Bell Jar</i>
Lesson Purpose/Rationale	The purpose of allowing students a reading day built into the unit is to allow students time during class to catch up if they are having trouble keeping up with the reading. It will help keep students accountable to their progress in reading <i>The Bell Jar</i> , but also allow students to voice concerns or ask questions if they have them.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will read <i>The Bell Jar</i> during the class period. If they wish to read ahead, they may. If students finish reading the novel, they may read another book.
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade, English III
Source of lesson plan and how I modified it	N/A

**Daily Lesson Plan Summary**

Prior knowledge needed for success	N/A
How will you address students who do not have this prior knowledge?	N/A
Materials for instruction (include rationale for why the materials are appropriate)	<i>The Bell Jar</i> by Sylvia Plath
Accommodations and modifications	IEPs will be followed. If students need to listen to an audio book, they may do so on their own devices.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
11.8.R	Students will select appropriate texts for specific purposes and read independently for extended periods of time.	<i>The Bell Jar</i> or other text (if they are caught up)	Informal – Visual check to ensure students are reading.
11.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	Bell work	Informal – Check student participation.

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	This lesson requires students to read during class—to allow them to read in class rather than at home, or to help them catch up.
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will have a prompt posted on the board, with instructions to write a short response using the vocab word they copied down yesterday into their journals.	The students will write a short reflection on the prompt the teacher posts, using the vocab word in their response to show their understanding. They can refer back to their previous entry for the word and definition.	Prompt: Describe where you would keep your stash of holiday candy.
40 minutes	The teacher will allow students to	The students will read quietly—if a student	

	read <i>The Bell Jar</i> in class quietly, or work on	has finished their reading, they may either read ahead or read another book during this period of time.	
5 minutes	The teacher will bring the class back together, and then ask students if any part of the readings stood out to them.	Students will volunteer the parts of <i>The Bell Jar</i> which stood out to them.	

Friday (5.5)

**Daily Lesson Information**

Lesson title	Fishbowl Discussion: Sylvia Plath's <i>The Bell Jar</i>
Lesson Purpose/Rationale	This lesson will require students to facilitate their own discussions about a chosen text, in this case, Sylvia Plath's <i>The Bell Jar</i> which they will have read over the course of the week. This lesson will require students to practice inquiry, while also allowing them choice in the direction they wish to go with the discussion.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will come to class with at least 3 discussion questions prepared for the discussion. The students will lead the discussion, with minimal or no interference from the teacher.
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade, English III
Source of lesson plan and how I modified it	Plath, S. (1971). <i>The Bell Jar</i> . New York: Harper Perennial. Smagorinsky, P. (2008). <i>Teaching english by design</i> . Portsmouth: Heinemann.  I plan to use Smagorinsky's description of Fishbowl discussion to keep a student-led discussion going, which I hope will increase student interest in the texts.

**Daily Lesson Plan Summary**

Prior knowledge needed for success	Students must know how to engage in discussion.
How will you address students who do not have this prior knowledge?	Students will come to class with questions prepared, and the teacher will remind students of discussion rules before the class begins.
Materials for instruction (include rationale for why the materials are appropriate)	Student-Generated Questions (Students will bring these) Note-taking device (for discussion) Discussion Questions (Appendix I)
Accommodations and modifications	IEPs will be followed. The teacher will record the discussion for students to refer to later, and transcribe the discussion.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
11.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Student-generated Questions  Students will engage in discussion about <i>The Bell Jar</i> .	Formal – The teacher will keep track of discussion leader participation.
11.3.R.1	Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informational genres.	Student-generated Questions  Students will engage in discussion about <i>The Bell Jar</i> .	Formal – The teacher will keep track of discussion leader participation.
11.3.R.3	Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: <ul style="list-style-type: none"> <li>• Theme Archetypes</li> </ul>	Student-generated Questions  Students will engage in discussion about <i>The Bell Jar</i> .	Formal – The teacher will keep track of discussion leader participation.
11.3.R.7	Students will make connections (e.g. thematic links, literary analysis, authors' style) between and across multiple texts and provide textual evidence to support their inferences.	Student-generated Questions  Students will engage in discussion about <i>The Bell Jar</i> .	Formal – The teacher will keep track of discussion leader participation.

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Students will lead discussion, providing their own questions for their classmates. What part of this section stood out to you? What connections did you make?
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**Today's Minute by Minute (Tick Tock)**

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will ask students to revise their reflection from yesterday's bell work, focusing on gerunds.	The students will reread their reflection from the previous day, and revise their work, focusing on including gerunds to enrich their writing.	Reread your reflection from yesterday. Underline the gerunds you use. If you have none, write a new sentence.
40 minutes	The teacher will keep track of the discussion and take notes of who spoke, and the conversations taking place.	<p>The students who signed up for this day's discussion will lead into <i>The Bell Jar</i> with their prepared questions, and bounce ideas off of one another.</p> <p>Students who are not assigned to the discussion will listen attentively, and take notes, answering the discussion questions.</p>	
5 minutes	The teacher will bring the class back together, and then ask students what their favorite parts of the discussion were.	Students will volunteer their favorite parts of the discussion.	

## Week 6

Monday (6.1)

### Daily Lesson Information

Lesson title	Final Project Work Days
Lesson Purpose/Rationale	This project will be a culmination of the students' learning in reading Sylvia Plath's <i>The Bell Jar</i>
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	These lessons will give students time to create their final project and write a justification for the format they choose to do it in (Essay, Poem, Song, Letter, Poster, Art Project, Story, etc.)
Lesson length	50 minutes, 3 class periods
Grade level and course	11 <sup>th</sup> grade, English III
Source of lesson plan and how I modified it	Smagorinsky, P. (2008). <i>Teaching english by design</i> . Portsmouth: Heinemann.  This idea of a multimedia final project will help different learners display their learning in a way that appeals to them. The inclusion of a justification for their format/project helps objective the evaluation of their work.

### Daily Lesson Plan Summary

Prior knowledge needed for success	Students need to have read <i>The Bell Jar</i> and be able to tie in the theme to their project.
How will you address students who do not have this prior knowledge?	Students will have already read <i>The Bell Jar</i> at this point, and will be able to choose their format to suit them and their project.
Materials for instruction (include rationale for why the materials are appropriate)	Instruction Sheet (Appendix L)
Accommodations and modifications	IEPs will be followed. The teacher will record the discussion for students to refer to later, and transcribe the discussion.

**Daily Lesson Plan Details**

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
11.7.W.1	Students will design and develop multimodal content for a variety of purposes.	Individual Project  Students will work on a final project, and format will depend on each individual project.	Informal – Visual check to make sure students are working on the final project.
11.7.W.2	Students will construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	Individual Project  Students will work on a final project, and format will depend on each individual project.	Informal – Visual check to make sure students are working on the final project.
11.5.W.3	Students will demonstrate command of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.	Individual Project  Students will write a justification for their format.	Informal – Visual check to ensure students are working on it.

**Today's Essential Question(s) and/or Anticipatory Set**

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	How do <i>we</i> speak out against stereotypes and stigmas? How can stories such as <i>The Bell Jar</i> give a voice to those who are stereotypes?
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**Today's Minute by Minute (Tick Tock)**

Time (minutes)	The teacher will...	The students will....	Additional information...
10 minutes	<p>The teacher will hand out the instructions for the final project, and then go over them.</p> <p>The teacher will answer any questions students have about the final project.</p>	The students will copy down the vocab word and its definition from the board into their journals.	Instruction Sheet (Appendix L)
40 minutes	The teacher will allow students to work on their project during class.	The students will work on their projects. The first day will most likely be dedicated to deciding the format of the project.	

Tuesday (6.2)

**Today's Minute by Minute (Tick Tock)**

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will allow students to retrieve their final projects if they left them in the classroom.	Students will retrieve their projects or pull them out to prepare to work on them.	
45 minutes	<p>The teacher will allow students to work on their project during class.</p> <p>If students show a need for help in deciding on the project, the teacher</p>	The students will work on their projects. The second day should be dedicated to starting or continuing their project.	

	will help them brainstorm.		
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Wednesday (6.3)

### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will allow students to retrieve their final projects if they left them in the classroom.	Students will retrieve their projects or pull them out to prepare to work on them.	
45 minutes	<p>The teacher will allow students to work on their project during class.</p> <p>If students show a need for help in finishing the project, the teacher will help them brainstorm.</p>	The students will work on their projects. The third day should be dedicated to finishing their projects and writing or wrapping up their justification for their format/project.	If students need to work on the project at home to finish, they may.

Thursday (6.4)

**Daily Lesson Information**

Lesson title	Final Project Presentations
Lesson Purpose/Rationale	This is the culminating project for the unit which will require students to weave in their understanding of Sylvia Plath's <i>The Bell Jar</i> into the main theme of the unit—stereotypes and stigmas.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Each student will present their project and their justification for choosing their medium (paper, art project, video, etc.) to the class.
Lesson length	50 minutes, 2 class periods
Grade level and course	11 <sup>th</sup> grade, English III
Source of lesson plan and how I modified it	Smagorinsky, P. (2008). <i>Teaching english by design</i> . Portsmouth: Heinemann.  This idea of a multimedia final project will help different learners display their learning in a way that appeals to them. The inclusion of a justification for their format/project helps objective the evaluation of their work.

**Daily Lesson Plan Summary**

Prior knowledge needed for success	Students need no prior knowledge for this lesson.
How will you address students who do not have this prior knowledge?	N/A
Materials for instruction (include rationale for why the materials are appropriate)	Student Projects Final Project Rubric (Appendix M)
Accommodations and modifications	IEPs will be followed. Different formats will appeal to different students and accommodations they may need.

**Daily Lesson Plan Details**

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
11.7.W.1	Students will design and develop multimodal content for a variety of purposes.	Individual Project  Students will work on a final project, and format will depend on each individual project.	Formal – Student projects will be evaluated by a rubric.
11.7.W.2	Students will construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	Individual Project  Students will present a final project, and format will depend on each individual project.	Formal – Student projects will be evaluated by a rubric.
11.1.W.1	Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.	Individual Project  Students will present their final projects.	Formal – Student projects will be evaluated by a rubric.
11.5.W.3	Students will demonstrate command of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.	Individual Project  Students will write a justification for their format.	Formal – Student projects will be evaluated by a rubric.

**Today's Essential Question(s) and/or Anticipatory Set**

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you	How do we speak out against stereotypes and stigmas? How can stories such as <i>The Bell Jar</i> give a voice to those who are stereotypes?
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presenting to engage the students?	
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will explain the expectations for the class while students present	The students will listen to the teacher's instruction, and prepare to listen to their peers as they present.	
45 minutes	The teacher will watch the presentations, and then take up the projects after each presentation.	Students will present their projects, taking up 3-5 minutes each to reach each student.  Justification during the presentation will not necessarily be needed, but it should accompany the project in the form of writing when the students turns it in to the teacher.	Rubric (Appendix M)

Friday (6.5)

### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
50 minutes	The teacher will watch the presentations, and then take up the projects after each presentation.	Students will present their projects, taking up 3-5 minutes each to reach each student.  Justification during the presentation will not necessarily be needed, but it should accompany the project in the form of writing	Rubric (Appendix M)

		when the students turns it in to the teacher.	
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Appendix A

Group Members: \_\_\_\_\_ Date: \_\_\_\_\_

How did Kevin Breel see himself? Give examples.	How did others see Kevin Breel? Give examples.

## Appendix B

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

Why does Allie Brosh open her discussion about mental illness with an anecdote (a past experience)?

How did Allie Brosh experience depression? How did others react to her depression?

Describe one way she tries to explain her depression to others through metaphor.

What visuals does Allie Brosh use to convey her message? How does this affect the reader's (your) experience of the blog post?

Think back to our exploration of stereotypes. How does this blog post connect to that idea? How does it not?

## Appendix C

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

Instructions: Each discussion day, the leaders of the discussion (which you will sign up for) will come prepared to class with 3 discussion questions. Each group will talk freely, either using their own discussion questions or feeding off of another discussion leader's question.

Week 3: Tuesday  
 "The Yellow Wallpaper"  
 "Depression Part Two"  
 Kevin Breel's TEDTalk

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Week 3: Friday  
 "Child"  
 "Sylvia's Death"  
 Biographical Note on Plath

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Week 4: Tuesday  
 Biographical Note on Plath  
 "Sylvia's Death"  
*The Bell Jar* (Ch. 1-2)

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Week 4: Thursday  
*The Bell Jar* (Ch. 3-8)

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Week 5: Tuesday  
*The Bell Jar* (Ch. 9-14)

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Week 5: Friday  
*The Bell Jar* (15-20)

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## Appendix D

### Narrative Essay Instructions

Narrative essays tell a story about our own personal experiences. They use vivid and sensory (sight, smell, sound, etc.) details to bring the reader in. Good narratives evoke emotion in the reader. This assignment will require you to write a short narrative essay over the topic of stereotypes or stigmas associated with a group or an idea. As we have learned, a stereotype is an oversimplification of a person or group of people, an idea, or an object. We have all come into contact with stereotypes, whether it is through personal experience, popular culture, or storytelling.

In your essay you should address the following prompt:

Think back for a moment. Do you remember a particular time when someone judged you, a friend, or a family member too soon? They may have made assumptions about your character, or the character of a peer. In a short essay, describe your experience with stereotypes. How did stereotypes affect you or another person? Do you think stereotypes help or hinder relationships, and why? Remember, this is an exercise which will help us connect to our later reading of *The Bell Jar* by Sylvia Plath.

Please follow MLA format, which includes:

Your name  
2-3 pages in length  
12 pt. font, Times New Roman  
Page numbers in top right corner

## Appendix E

### Narrative Peer-Review Form

Writer's Name: \_\_\_\_\_

Reviewer's Name: \_\_\_\_\_

Instructions: Use this form to give feedback to the writer. You should be detailed, thoughtful, and most importantly, kind.

What parts of the writing help you know that it's a narrative?

How can you tell that the writing is telling a story? What details does the writer include?

What is good about the writing? What should not be changed? Why is it good?

As a reader, what do you not understand? How can the writer be clearer?

What specific suggestions for improvement can you make?

## Appendix F

Category	20	15	10	5	Totals
<b>Focus on Assigned Topic</b>	The entire narrative essay is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the narrative essay is related to the assigned topic. The essay wanders off at one point, but the reader can still learn something about the topic.	Some of the narrative essay is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the narrative essay to the assigned topic.	
<b>Writing Process</b>	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the narrative essay the best to the student's capability.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.	
<b>Organization</b>	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The narrative essay is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The narrative essay is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.	
<b>Spelling and Punctuation</b>	There are little to no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is a few spelling or punctuation errors in the final draft, but these do not hinder the writer's work.	There are several spelling and punctuation errors in the final draft, which could hinder reading.	The final draft has spelling and punctuation errors which make it difficult to read and understand the writer's intent.	
<b>Personalization</b>	The writer clearly connects the prompt to a specific event or person, and reflects on the experience.	The writer connects the prompt to an event or person, but the writing is vague. The writer also reflects on the experience.	The writer connects the prompt to an event or person, but does not reflect on the experience.	The writer does not connect the prompt to an event or person, and does not reflect on the experience.	

## Appendix G

Do you begin to see, then, what kind of world we are creating?

It is the exact opposite of the stupid hedonistic Utopias that the old reformers imagined.

A world of fear and treachery and torment, a world of trampling and being trampled upon, a world which will grow not less but more merciless as it refines itself.

Progress in our world will be progress toward more pain.

The old civilizations claimed that they were founded on love and justice.

Ours is founded upon hatred.

(George Orwell, *1984*)

Usually we walk around constantly believing ourselves.

“I’m okay” we say.

“I’m alright.”

But sometimes the truth arrives on you and you can’t get it off.

That’s when you realize that sometimes it isn’t even an answer—it’s a question.

Even now, I wonder how much of my life is convinced.

(Markus Zusak, *The Book Thief*)

If still you think me mad, you will think so no longer when I describe the wise precautions I took for the concealment of the body.

The night waned, and I worked hastily, but in silence.

First of all I dismembered the corpse.

I cut off the head and the arms and the legs.

I then took up three planks from the flooring of the chamber, and deposited all between the scantlings.

I then replaced the boards so cleverly, so cunningly, that no human eye—not even his—could have detected any thing wrong.

There was nothing to wash out —no stain of any kind —no blood-spot whatever.

I had been too wary for that. A tub had caught all—ha! ha!

(Edgar Allan Poe, *The Tell-Tale Heart*)

The formation flew backwards over a German city that was in flames.

The bombers opened their bomb bay doors, exerted a miraculous magnetism which shrunk the fires, gathered them into cylindrical steel containers, and lifted the containers into the bellies of the planes.

The containers were stored neatly in racks.

The Germans below had miraculous devices of their own, which were long steel tubes.

They used them to suck more fragments from the crewmen and planes.

But there were still a few wounded Americans, though, and some of the bombers were in bad repair.

Over France, though, German fighters came up again, made everything and everybody good as new.

(Kurt Vonnegut, *Slaughterhouse-Five*)

## Appendix H

Names of Group Members: \_\_\_\_\_ Date: \_\_\_\_\_

Instructions: You have been given a broken down excerpt from a novel or short story. Reconstruct the excerpt without looking at the original copy. Before you flip over the original answer the first two questions. After you've finished your reconstruction, flip over the original copy and see if you chose to organize it in a different way. Answer the following questions as a group:

BEFORE:

What does the excerpt say, in your own words?

How did your group decide on where to place certain sentences? What did you look for?

AFTER:

Did your organization match the original excerpt's organization? If not, where did it differ?

Look at the original excerpt again. Does the organization and structure of the original change your first reading?

## Appendix I

### Discussion Questions

Instructions: While listening the discussion leader's questions and their conversation, answer the following prompts:

One comment I agree with, and why:

One comment I disagree with, and why:

One comment I really liked, and who said it:

My favorite part of the discussion:

## Appendix J

### ***A Date with the Family (1950): Reflection***

1. What information does this video give about expectations in the 1950s?
  
  
  
  
  
  
  
  
  
  
2. In what terms did the video specifically classify the women? What were their duties within the household?
  
  
  
  
  
  
  
  
  
  
3. Do you think the information in the video will confirm the expectations depicted in the novel *The Bell Jar*? Why or why not?
  
  
  
  
  
  
  
  
  
  
4. How do the roles of men and women back in the 1950s contrast to the roles of people today?
  
  
  
  
  
  
  
  
  
  
5. How do these gender stereotypes connect with our discussion of stereotypes so far? How might it connect to mental illness?

## Appendix K



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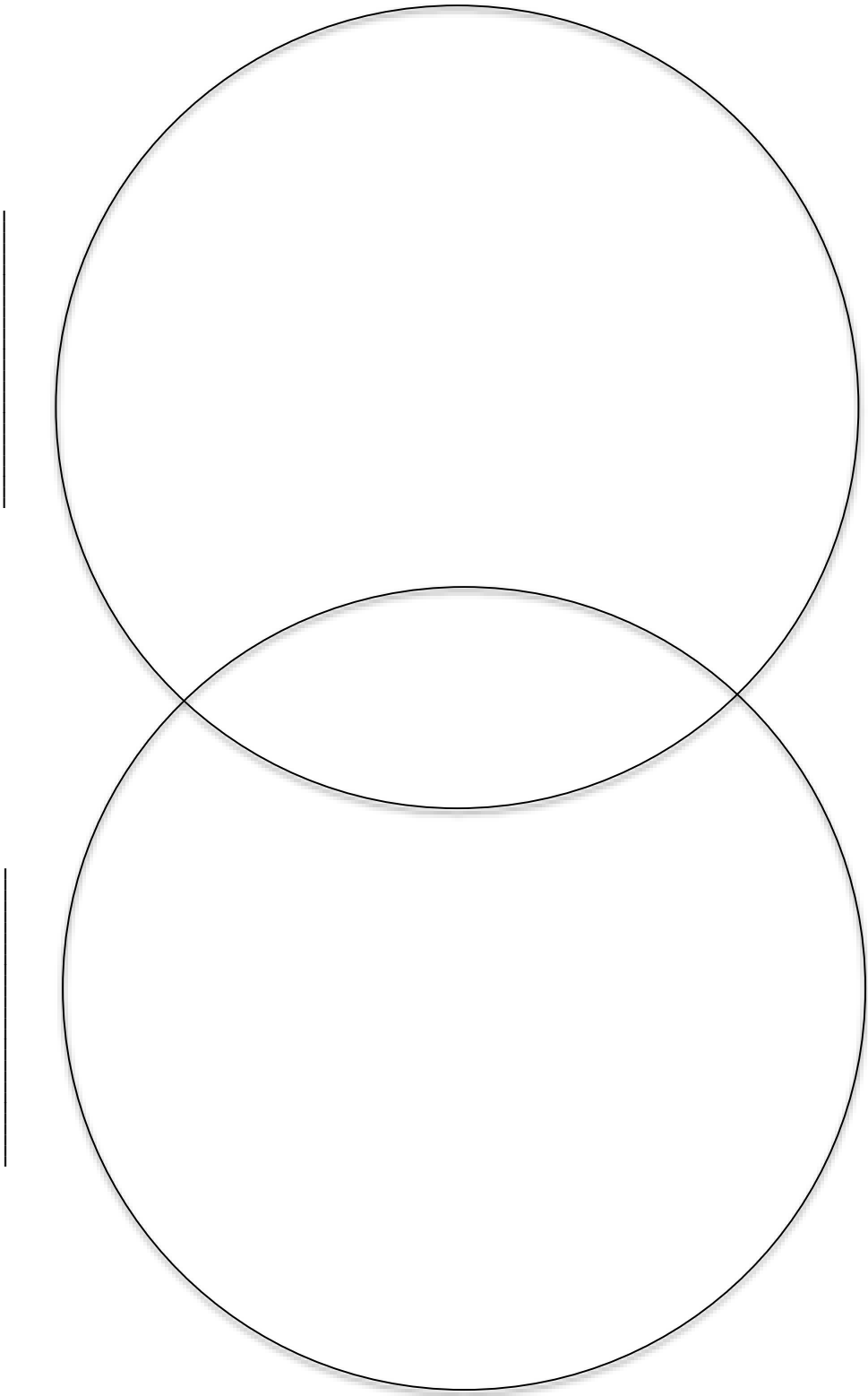
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Chase, W. M. (1884). *The Young Orphan (An Idle Moment)* [Fine Art]. National Academy Museum. Retrieved from [https://embed-ssl.wistia.com/deliveries/9ea06560d2c04c62831e0d810ba793ae677cebc2.jpg?image\\_crop\\_resized=1600x900](https://embed-ssl.wistia.com/deliveries/9ea06560d2c04c62831e0d810ba793ae677cebc2.jpg?image_crop_resized=1600x900)

Appendix L

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



## Appendix M

### Character Biography

Each group will be given a large sheet of butcher paper to complete the assignment on, and then hang up around the classroom. The purpose of this assignment is to help us better understand Esther Greenwood's character and her relationship with herself and with other people who surround her.

Your group will create a *character biography* of Esther Greenwood, which is a visual and written portrait showing her life and her personality within the novel. The character biography should:

- Show significant events, choices, or changes in Esther Greenwood
- Emphasize traits of Esther Greenwood which show who she is
- Promote discussion and analysis of character

Be sure to include:

- Significant plot points in *The Bell Jar*
- Visual symbols related to Esther Greenwood
- Three quotes from the novel about Esther
- Three quotes Esther says in the novel

## Appendix N

### Final Project

#### Part 1:

In this unit we have talked extensively about the theme of stereotypes and stigmas in a range of texts. We have read Sylvia Plath's *The Bell Jar*, in which Esther Greenwood comes up against the stereotypes associated with her gender, circumstances, and her mental illness. All of us have come into contact with stereotypes, and some felt the impact of those assumptions, whether first- secondhand.

For your final project in the unit, your assignment will be to produce a text that depicts in some way your relationship with stereotyping. Your narrative from earlier in the unit has already explored one aspect of this relationship. For your final project, address the following questions in addition to reflecting on that relationship:

- How do *we* speak out against stereotypes or stigmas?
- How can stories like Sylvia Plath's *The Bell Jar* give a voice to those who are stereotyped?

You have freedom of choice in how you answer this prompt. Be creative! Here are a few ideas to get you started, but if you want to work on a project outside of this list, talk to me first to confirm it will work:

- A song, poem, short story, play, or other form of creative writing
- An art project (including a painting, collage, drawing, etc.)
- A narrative
- Another text combining any of these forms

#### Part 2:

Because this final project includes a range of possible formats, you should think carefully about how you choose to answer the prompt. It will be apparent if you do not put the time and effort into your work, and I would like to know your thoughts on why you chose your particular project.

Write a short, one-page justification for your final project. Some of the leading questions you may want to answer may include: Why did you choose this format (a song, poem, essay, art project, etc.)? How does your project show your understanding of stereotypes and address the prompt? Be sure to explain the importance of your project to the topic of stereotypes and how it connects.

### Part 3:

You will give a short, informal presentation of your project to the class at the end of the week. You will give a short, 3-5 minute presentation of their project, which includes presenting their project to the class (or a summarization of it) and explaining the justification for the form you chose.

## Appendix O

### Project Rubric

CATEGORY	20	15	10	5
<b>Content</b>	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
<b>Requirements</b>	All requirements are met and exceeded. The project addresses the prompt, and goes above and beyond expectations.	All requirements are met. The project addresses the prompt.	One requirement was not completely met.	More than one requirement was not completely met.
<b>Originality</b>	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
<b>Organization</b>	Content is well organized with logical transitions from one idea to the next with no confusion.	Content organized and transitions apparent, but the overall organization of topics appears flawed.	Content is somewhat logically organized.	There was no clear or logical organizational structure.
<b>Effort</b>	Student devotes a lot of time and effort to the developing the project process. Works hard to make the project the best to the student's capability.	Student devotes sufficient time and effort to the process. Works and gets the job done.	Student devotes some time and effort to the process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.

## Justification Rubric

CATEGORY	20	15	10	5
<b>Justification</b>	All of the justification is specific, relevant and explanations are given that show how the project supports the author's answer to the prompt.	Most of the justification specific, relevant and explanations are given that show how the project supports the author's answer to the prompt.	Part of the justification is relevant and has an explanation that shows how the project supports the author's answer to the prompt.	Justification NOT relevant AND/OR is not explained.
<b>Connection</b>	There is a direct and detailed connection to the unit content, including connection to stereotypes, Sylvia Plath, and personal experience.	There is a direct connection to the unit content, including connection to stereotypes, Sylvia Plath, and personal experience.	There is some connection to the unit content, including connection to stereotypes and personal experience.	There is no connection between the project and the unit content.
<b>Audience</b>	Demonstrates a clear understanding of the reader and uses appropriate vocabulary and arguments. Anticipates reader's questions and provides thorough answers appropriate for that audience.	Demonstrates a general understanding of the reader and uses vocabulary and arguments appropriate for that audience.	Demonstrates some understanding of the potential reader and uses arguments appropriate for that audience.	It is not clear who the author is writing for.
<b>Grammar &amp; Spelling</b>	Author makes little to no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.
<b>Sentence Structure</b>	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Most sentences are well constructed, but there is no variation in structure.	Most sentences are not well-constructed or varied.

## Presentation Rubric

CATEGORY	4	3	2	1
<b>Content</b>	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
<b>Speaks Clearly</b>	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
<b>Time-Limit</b>	Presentation is 3-5 minutes long.	Presentation is either under 3 minutes or over 5 by a minute.	Presentation is two minutes too long or short.	Presentation is less than 1 minute OR more than 7 minutes. Students will be stopped at 7 minutes.
<b>Volume</b>	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.

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