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| **Name:**Chelsea Miles | **Grade Level/Class Title:** 10th grade/English | **Differentiation Strategies:** -Alternate bell work prompt: What are the qualities of a friend? What are the qualities of an enemy? How are they different and similar?-Spend more/less time on bell work debate, depending on student involvement. |
| **Objective:**Students will be able to list preliminary questions they have about *An Enemy of the People*. Students will be able to make inferences about *An Enemy of the People*. Students will be able to identify the protagonist and antagonist in *An Enemy of the People*.  | **State Standard:***Reading-* 10.3: Analyze how complex characters, including those with conflicting motivations or divided loyalties, develop over the course of a text, interact with other characters, and advance the plot or develop the theme. 10.5: Analyze how an author structures a text, orders events within it (e.g. parallel plots), and manipulates time (e.g. pacing) to create mystery, tension, or surprise. | **Assessment:**Class question/inference posterPlot Pyramid Sheet:Who are the protagonist and the antagonist of the play? |

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| **Time** | **Learning Style (visual, auditory, kinesthetic)** | **Activities and Notes****(This should be written in enough detail that another person could teach from your lesson plan.)** |
| 9:00 | kinesthetic | Bell work prompt: Can a friend ever be an enemy? Why or why not? |
| 9:03 | Kinesthetic, auditory | Have students take their notebooks and move to a side of the room depending on whether they think a friend can be an enemy with the left side will be yes and the right side will be no. Have students debate whether or not a friend can ever be an enemy. Make sure to moderate comments so they do not become pointed or attack students. Tell students that if at any time a fellow student changes their opinion, have them move to that side of the room. If student aren’t moving, start asking questions that may get them to move sides:-Have you ever met someone that you did not like at first, but eventually came to be friends with? -If friends are supposed to love you and care for you, would they ever do something to intentionally hurt you? |
| 9:13 | Auditory, visual, kinesthetic | Have students return to their desk and explain that the play we will be reading over the next week, *An Enemy of the People,* will address this topic that we have just debated. Hand out the plot pyramid worksheet to each student, then show the short slideshow of *An Enemy of the People* to students. As students listen to the powerpoint presentation, have them write three preliminary questions or inferences they have about *An Enemy of the People*. Examples of questions could be “Why were the Springs built?” or “What did Dr. Stockman discover?” Inferences could be whether Tom will do what is right, or what is the right choice in the play. Following the presentation, ask some of the students to share what they wrote. Write them down on a poster board to hang up on the wall while reading the play. Explain to students that as we read the play, we will see if the answers appear in the play. If they do, we will check off that question/inference. |
| 9:25 | Auditory, visual | Pass out copies of the play. Have students volunteer to read aloud characters for the next two days, and assign them characters. Start reading the play, making sure to read aloud the italicized stage directions. Read pages 17-top of 25. Stop every once in a while and discuss the following questions:-Why would Peter Stockman be jealous of the Stockman family? -Why does he never admit that he came just to visit the family? -What might this say of Peter’s character?-How are character descriptions in a play different than in a short story or novel? |
| 9:44 | kinesthetic | Give students a few minutes to write down a few notes about what has been read so far in the introduction box on the plot pyramid sheet, as well as write down who the protagonist and antagonist are. |