

TITLE OF LESSON

English 2 Unit 1 Lesson 34 – Novel Evaluation Presentations

---

TIME ESTIMATE FOR THIS LESSON

One class period

---

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, 3.0, 3.2-12, W1.0-2, 1.4, L/S1.0-1, 1.3-9, 1.11-13, 2.0, 2.4a-d

---

MATERIALS

**Novel Evaluation Presentation Rubric** – Student Page

**Independent Reading List** (you may want to make extra copies just in case students have lost their copies) – Student Page

---

LESSON OBJECTIVES

- To make a one minute oral presentation to the class
  - To introduce their opinion of a novel to their peers
  - To agree upon the significant plot elements for *A Raisin in the Sun*
  - To identify target audience, message, and bias in the play
  - To agree upon and list the race identity constructs presented in the play
  - To formulate a thesis statement with regards to the play
- 

EXPLANATION OF LESSON

Today, students will be presenting their novel evaluations in order to introduce the novel they read for Silent Reading to the class. They will do this so that other students can hear about the novels, their strengths and weaknesses, in order to decide which novel to read for their next silent reading book. Then the class will be creating a single **Plot Diagram** for the play, *A Raisin in the Sun*. Be sure you have enough **Novel Evaluation Presentation Rubrics** so that you can score each student.

---

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

Homework Check – Initial all complete homework assignments. Pass back all graded assignments and ask students to place them in the appropriate section of their binders. Have students copy the Daily Log below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	10 – After having studied the play, <i>A Raisin in the Sun</i> , interpret Langston Hughes's poem at the beginning of the play, <i>A Dream Deferred</i> . Why is this poem at the beginning of this play? 1 page		Novel Evaluation Presentations  Class Plot Diagram		1. Study for your vocabulary quiz tomorrow. 2. Choose your next silent reading novel. Purchase or borrow it and bring it to class tomorrow. 3. Write <b>journal</b> 10.

---

ACTIVITIES – INDIVIDUAL AND GROUP

1. Student Presentations – Tell students that as soon as you call their name, they should stand and present. If a student is not prepared, they may choose to go later, but their grade will be lowered one letter grade for being late. It is to their benefit to present when called upon. Tell the rest of the class they are listening to presentations

so they can choose the next novel they will read from the **Independent Reading List**. Ask them to take it out and place it on their desk. Tell them they should take notes or place stars next to novels that sound interesting to them because tonight they will be choosing. Besides, everyone knows that often we choose what to read based on the recommendations of others. Randomly, call on each student to present. Time their presentations. If they run over a minute, lower their grade. Or if there are students talking during presentations, you may choose to take points off the presentations of the students who are being disrespectful of others. Collect the written presentation notes of each student.

2. **Journal Read Around** – Have students take out **Journal 9**. In their groups, have them pass it to the person sitting on their right. Then read them. When they are done, have them pass it again to the right and read them. Continue the process until each person's journal has been read by group members and the author has her own in front of her. Then ask students to decide on a group answer to the journal question. Give them five minutes. At the end of five minutes, call time. Randomly call on a member of each group to present the group decision. Collect their journals.
  3. **Plot Diagram** – Tell students, their job will be to create a single, gigantic, class Plot Diagram on a sheet of butcher paper (add target audience and bias to the Plot Diagram). They will have 15 minutes to agree upon all of the most important elements from the play, *A Raisin in the Sun*, which should be listed on the Plot Diagram. Obviously, that should not be every event that occurred in the play (for the rising and falling action). So they will have to be discriminatory and they will have to agree. Tell them that since they have done enough group work together, they should be able to figure out how to come to agreement in the time allotted. The catch is that everyone must participate and everyone must present. Tell them to get started right away.
  4. **Process Observer** – You be the process observer and look carefully at their group dynamics. When they have finished, provide them with feedback, **applaud/critique** them as a class. This can be truly powerful, as you are reinforcing and helping them to build a community, a class team. Acknowledge their progress as a class, their ability to accomplish goals together.
  5. **Present** – At the end of 15 minutes, call time and ask the class to present. Make sure you ask them for their reasons behind their answers. Leave their Plot Diagram posted, unless you have other classes that will be working on the same activity; in which case, you will want to take it down until the other classes have created their diagram. Then post them all.
  6. **Review their homework assignments.**
- 

#### HOMEWORK

- 1) Study for your vocabulary quiz tomorrow.
  - 2) Choose your next silent reading novel. Purchase or borrow it and bring it to class tomorrow.
  - 3) Write **Journal 10**.
- 

#### GROUP ROLES

Students must create their own today, if they so choose.

---

#### DOCUMENTATION FOR PORTFOLIO

Evaluation Essay #1  
Evaluation Essay #2  
Project 2: Deconstructing Newspapers  
Evaluation Essay #3  
Project 3 – Planning Your First Image  
Project 4 – Planning Your Second Image  
Novel Evaluation