**Cooperative Lesson Plan**

**Author:** Kara Buchanan

**Date Created:** 3/23/2012

**Subject(s):** English III

**Topic or Unit of Study (Title):**  American Romanticism

**Grade Level:** 11

***Materials:*** *Walden* by Henry David Thoreau, Handout of questions from “Ask Jimmy” website on white posters, Group Evaluation sheet

**Summary (*and Rationale*):** On the “Ask Jimmy” online discussion board, students post questions on texts they read. Using the Graffiti model of Cooperative Learning, students will then examine *Walden* by Henry David Thoreau in groups as they are assigned questions that have been asked by other students on the “Ask Jimmy”. This will give students the chance to see that other students struggle in analyzing difficult texts, such as *Walden*, just as they do while also helping them to better understand and analyze *Walden*.

[Ask Jimmy](http://thoreau.eserver.org/jimmy.html)

**I. Focus and Review (Establish Prior Knowledge):** Read *Walden* by Henry David Thoreau prior to class meeting.

**II. Statement of Instructional Objective(s) *and Assessments*:**

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| **Objectives** | **Assessments** |
| *Lesson Objectives*  *After reading* Walden *by Henry David Thoreau, students will build their understanding of the meaning behind the text as they meet in groups of 4-5 students and discuss the assigned question (from the “Ask Jimmy” website) and provide their own answer to that question on a large white poster. Groups will rotate throughout the classroom to examine each question assigned to the other groups until each group has answered each question.*  *Students will continue to analyze the text in discussing the various questions and answers as a class and summarizing and making generalizations about the information and answers obtained.* | Ms. Buchanan will mediate the activity and observe that each group answers each question thoughtfully on the poster provided. The posters will be collected by Ms. Buchanan as assessment for the students’ understanding of the text as well as proof of completion of the exercise. Students will fill out a group evaluation showing that group members equally participated.  Ms. Buchanan will allow students and the questions to lead the discussion and note students’ participation and input in answering the questions. |
| *Group Process Objectives*  *In a group setting, students will build a deeper understanding of* Walden *by Henry David Thoreau by answering the assigned question posted by other students on the “Ask Jimmy” website as well as questions assigned to other groups.* | Ms. Buchanan will provide questions from the website, each of which must be thoughtfully answered by each group. Students will fill out a group evaluation to show whether or not each group member actively participated. |

State the objective:[ 5-10]

Assessment: [30]—assessment is done within Guided Practice/Graffiti activity- Students will be assessed on their thought out responses to the Ask Jimmy questions and their individual input in their groups. The Group Evaluation done by each individual will be used to assess students’ individual involvement in the activity.

**III. Teacher Input (Present tasks, information and guidance):**  [10] Teacher will assign each group with a question from the Ask Jimmy site. These questions include:

* *I'm doing a research paper for my AP English class and I have to describe the character development Thoreau experiences and shares with his readers, and how the symbolism depicted and the elements of the setting contribute to his belief that humans can commune directly with the Divine in nature - I am having a difficult time with examples - any ideas, comments or help?*
* *I have a comparison contrast paper due before Christmas break. I have to compare and contrast 3 or 4 aspects of Thoreau's life, or writings with that of another authors. Who could compare with dub old Thoreau??? I hate this stupid assignment??? I mean, when am I ever gonna use this in the real world?*
* *I've been pondering whether Thoreau's beliefs are idealistic, realistic, or a combination of both. I am curious what some fellow Thoreau readers think about this idea.*
* *I have to write a paper on the language devices of the chapter, "Solitude," in* Walden*. Language devices would include examples of allusions, metaphors, similes, etc.. I'll take any help I can get. Thanks!*
* *What I'd like to ask is: are Thoreau's tendencies to taxonomy indicative of an idealistic, rather than a scientific, frame of mind? In other words, is his recording of the 'facts' of nature an attempt to concretize his own perception of the world, or is it supposed to aid in the construction of a more 'objective' communal experience of the world?*

Teacher will allow 6-8 minutes for groups to answer each question and with then have students rotate to the next question.

Upon completion of activity, teacher will have students return to their individual seats and will lead a discussion reviewing the different answers that each group came up with for the questions.

Teacher will introduce [Final Project](SEC%20Unit%20Post%20Test%20.doc) before the class period ends

**IV. Guided Practice (Elicit performance):** [30] Graffiti activity—each group answers their assigned question followed by exploring and answering the questions assigned to the other groups until all groups have examined each question and responded on the posters

***V.* Closure (Plan for maintenance):** [5] Students disperse from their groups back into their individual seats after the class discussion following the Graffiti activity to address the responses students came up with for each of the Ask Jimmy questions.

***VI.* Independent Practice: [5]** Students complete the Group Evaluation in order to provide feedback on individual involvement in the Graffiti activity. Turn in to Ms. Buchanan

Students will begin working on Final Project.

**STANDARDS: RL 4, RL 8, RL 9, L 5, SL 1. a-c**

**Technology Standards: HS.TT.1.1 – “Ask Jimmy” Q/A Website as a source for learning**

**Plans for Individual Differences:**  In order to help students who are unable to transition around the classroom during the activity, the posters will be placed in easily accessible parts of the classroom.

**References (APA style):**

**Unknown authors. “Ask Jimmy”. Retrieved from http://thoreau.eserver.org/jimmy.html**