

Curriculum: The Lesson Plan

Instructional Activity

Objective:

Instructional Content:

TEKS Connections:

Material (*including technology*):

Instructional Delivery (*including embedding technology*):

Evaluation:

Jack London

Lesson Design Framework

Teacher:

Campus: 041

Grade: 8

Subject/Topic: ELA

Component	Description	Cognitive Level
Key Student Expectation(s)	<p>(1)</p> <p>(8.15 E) Select and use voice and style appropriate to audience and purpose.</p> <p>(8.15 A) Write to express, discover, and reflect on ideas.</p> <p>(8.15 F) Choose the appropriate form for purpose for writing (narrative, poetry).</p>	<p>(3)</p> <p>Create</p> <p>Analyze</p>
Supporting Student Expectations	<p>(2)</p> <p>(8.4 A) Connect his own experiences and insights with those of others through speaking and listening.</p> <p>(8.12 A) Identify the purpose of different texts.</p> <p>(8.12 K) Recognize how style, tone and mood affect and contribute to the style of the text.</p>	<p>(3)</p> <p>Analyze</p> <p>Evaluate</p>
Learning Objectives (may be more than one for each SE)	<p>(4)</p> <p>I will learn the importance of understanding the concepts of voice, style, tone, and mood by listening to others' writings; analyzing and comparing famous authors' work; and creating my own voice through the writing experience.</p>	<p>(4)</p> <p>Understand</p> <p>Analyze</p> <p>Create</p>

<p>Activities</p>	<p>(5)</p> <p>1. Teacher models voice through presentation of seven different situations (“funny now, not then,” “loss,” “a first time,” “a letter you always wanted to write,” “a special place,” “unforgettable people,” “forbidden places”), giving personal examples of each. Teacher models to students her choice -- mode of writing followed by an illustration of work.</p> <p>2. Student will write and illustrate his or her own experience and share it with the class.</p> <p>3. An explanation of tone and mood follows, referring to previous activity to clarify understanding.</p> <p>4. Student read three works by Jack London: <i>To Build a Fire</i>, <i>The King of Mazy May</i>, and <i>The Story of an Eyewitness</i>. After comparing the three, student make a chart categorizing each story according to diction, tone, imagery, sentence structure, purpose (theme), and mood (ref. R112 in McDougall text).</p> <p>This entire lesson takes approximately three weeks to complete. Technology would be effective on item 4.</p>	<p>(6)</p> <p>Understand</p> <p>Create</p> <p>Analyze</p> <p>Evaluate</p>
-------------------	---	---