

3- Day Lesson Plan
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Objectives	
Unit/Module	Grade 12 Literature Unit: Language, Culture and Literature <i>The Dancer's Dancing: analyzing the socio-cultural implications of the text through collaborative discussions and writing</i>
Learning Outcomes	<ul style="list-style-type: none"> Students will read a contemporary text and take part in close-reading assignments Students will discuss questions related to social issues and others in the book Students will write a letter stepping into the voice of a character from the text Students will write an analytical paper about a shared text
Learning Objectives	<ul style="list-style-type: none"> Students will demonstrate critical thinking skills, and identify social issues in a fiction text Students will read scholarly articles and summarize/evaluate the argument Students will use creative and academic writing to represent their understanding of a character from a text Students will respond to questions about a text and engage in a whole group discussion
Common Core Standards	<p>CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCSS.ELA-LITERACY.CCRA.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>CCSS.ELA-LITERACY.CCRA.R.6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>
Essential Questions	<ul style="list-style-type: none"> How do contemporary fiction texts highlight complex

	<p>social issues?</p> <ul style="list-style-type: none"> • What does this contemporary text say about institutions, namely, education? • How does language inform educational, social and cultural spheres? • How does critical literature add to, or complicate our understanding of a text?
Resources	<ul style="list-style-type: none"> • <i>The Dancer's Dancing</i> by Éilís Ní Dhuibhne • Computers or Laptops • Research Articles • Peer Feedback Form • Notebooks and writing tools

Assessment	
Evidence of Student Learning	<p><u>Activate Prior Knowledge</u></p> <ul style="list-style-type: none"> → Ask students if they can make connections to other texts we have read. → Ask students if they speak a second language, and to what extent they feel it is useful/valuable → Check in with prior knowledge about Irish language and its place in everyday life. <p><u>Criteria</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> → Identify social issues in a contemporary text. → Close read passages of a text. → Engage in a process of inquiry. → Use textual evidence to back up the argument for a literary analysis. → Evaluate the work of others based on specific criteria.
Reflection and Self Assessment	Students will peer review their classmates papers using a structured feedback form.

Learning Plan 1	
Objective	<ul style="list-style-type: none"> ● Students will demonstrate critical thinking skills, and identify social issues in a fiction text ● Students will use creative writing to represent their understanding of a character from a text ● Students will respond to questions about a text and engage in a whole group discussion
Timeline/Steps	<ol style="list-style-type: none"> 1) <u>Introduction/Hook</u> - after having read the text for the days prior, teacher will ask for general responses to the reading. 2) <u>Discussion</u> - Then teacher will facilitate a discussion, using questions to guide the discussion: <ul style="list-style-type: none"> ● “How would you describe Orla’s childhood?” ● “At what point in the text did you notice Orla transitioning from child to woman?” ● “How would you describe the relationship between Orla and Elizabeth?” ● “How does this idea of community play into the novel?” ● “How does Orla’s relationship with her mother differ from her relationship with her father?” ● “How does letter writing help you understand the familial dynamics in the novel?” 3) <u>Activity</u> - Teacher will model close reading using passage, taking notes directly on the paper under the document camera. Teacher will underline key phrases and model thinking aloud with an the excerpt on page 8 (last full paragraph) 4) Teacher will have students practice close reading the next excerpt independently, then share with the class. 5) Students will work in pairs to close read the rest of the excerpts, taking notes directly on the handout. 6) The group will come back together and compare notes, discussing various perspectives, angles, and responses to the excerpts. 7) <u>Closing</u>: Assign homework (letter writing) and show students a sample from a previous student.
Excerpts to Discuss	<ul style="list-style-type: none"> ● “All Irish they Speak Too”, p. 6 ● Final Section p.18 ● “Irish Irish and only Irish” p. 33-top of 34 ● First Paragraph P. 38 ● P. 122
Teaching Methods	<ul style="list-style-type: none"> ● Discussion ● Guided Practice

Learning Activities	<ul style="list-style-type: none"> ● Close Reading with a Peer
Independent Practice	<ul style="list-style-type: none"> ● Close Reading ● Letter Writing
Conclusion and Next Steps	Following up from the excerpts discussed today, students will engage in an inquiry session about Irish language.

Learning Plan 2	
Objective	<ul style="list-style-type: none"> ● Students will understand the cultural and social context of the Irish language ● Students will read, synthesize and understand information from scholarly articles
Timeline/Steps	<ol style="list-style-type: none"> 1) <u>Introduction/Hook</u> “How did the Irish language play a part in the text? Do you have questions about the usage of language in Ireland?” 2) Teacher presents information in PowerPoint to students, checking for understanding and responding to questions 3) Students are assigned to <u>short sections</u> of Article A or Article B, each providing a different perspective on the use of Irish Language in contemporary Ireland - <p>Article A: Reawakening the Irish language through the irish education system: Challenges and priorities “The Irish Language: Culture and Identity” Section P.180-181, P. 186 top of pg - middle of pg 9 “the diverse educational contexts”..</p> <p>Article B: The Irish Language Today: An Teanga Inniu: Language Planning and Policy in Ireland, 1960-1998, p.149 “in the meantime”.. P. 152 ending at “The Irish language, is in fact, political in the North”</p> 4) The teacher will ask students who read article A to summarize the main argument, and then ask students who read article B to summarize their argument. 5) Students will now evaluate each article, discussing the challenges of each argument, and point to potential points of further discussion. Teacher uses discussion questions to prompt students. 6) <u>Closing</u>: teacher will assign homework: students will close read <i>The Dancer’s Dancing</i> bottom of pg. 139 and p. 99 “It must be difficult, living in Derry”.. “So are you for a united

	Ireland, or not, then?”. Students will write a response to one of the passages of their choosing.
Discussion Question	<ul style="list-style-type: none"> ● Identify the main argument of this article. How did the writer get there? ● Was the article more informative, or argumentative? Or both? ● What strategies did the writer use to construct the argument? Which ones are working? What’s lacking? ● Say more about the point of view. Do you agree or disagree? Why or why not?
Teaching Methods	<ul style="list-style-type: none"> ● Discussion ● Lecture ● Peer Collaboration
Learning Activities	<ul style="list-style-type: none"> ● Reading Articles
Independent Practice	<ul style="list-style-type: none"> ● Reading Response
Conclusion and Next Steps	Tomorrow, students will discuss other socio-cultural aspects of the text

Learning Plan 3	
Objective	<ul style="list-style-type: none"> ● Students will write an analytical paper about a shared text ● Students will demonstrate critical thinking skills, and identify social issues in a fiction text ● Students will respond to questions about a text and engage in a whole group discussion
Timeline/Steps	<p>1) <u>Introduction/Hook:</u></p> <ul style="list-style-type: none"> ● Ask students what they noticed about the passages they read for homework. What are the emerging themes? How can we begin to understand the social and political context of the novel? How does it add to our understanding of the text, and what new questions does it raise? ● Use visual support to https://allthatsinteresting.com/the-troubles#3 to show what life was like in 1970s Derry, and briefly talk about the history of “the troubles” ● Ask how this history adds to, or complicates their understanding of the text ● Tell students, now we will discuss some important questions about the book. Group the students into two

	<p>groups, then pass out the discussion questions.</p> <ol style="list-style-type: none"> 2) <u>Fishbowl Discussion</u>: Class will be divided into two sets of discussion questions. Students will sit in an inner and outer circle. Each circle will take turns discussing their set of questions and teaching the other circle. The other circle will listen and take notes. Afterwards, the listening circle will have a chance to respond, add ideas, or challenge arguments. Then, they will switch and the outer circle will move to the center and discuss their questions. 3) The teacher will act as facilitator during the discussion while the students lead. Teacher has a list of page numbers and passages to offer for discussion if students need more support during the fishbowl discussion. 4) <u>Reflect</u> Ask students how the activity went. Ask them, “did this activity help you learn more than other activities we’ve done?”, “If we did this again, what would we do differently?” 5) <u>Closing</u> hand out the literary analysis assignment sheet to students and review the directions. Explain that they will be writing their analysis over the next three days.
Discussion Questions	<p>Set 1:</p> <ul style="list-style-type: none"> ● How do we feel about Elizabeth? In what ways is she a complex character? ● What perspectives are missing from Orla’s family? ● Talk more about the letter writing, and the tension it causes for Orla. ● How does the physical space of the host home at the Gaeltacht differ from the girls’ family homes? ● How does money and materialism play into the novel? <p>Set 2:</p> <ul style="list-style-type: none"> ● How do you read the women in the novel? ● In what ways do the girls recognize a difference in their social standing? ● Compare and contrast Sandra and Orla. ● In what ways does Orla work to establish an identity? How does separation from her family help? ● In the section, “the fairy reel”, Aisling and Orla start dating - what do you make of the relationships they form? <p>Possible places to go in the novel:</p> <ul style="list-style-type: none"> ● P. 112 “Money is the key to everything” paragraph ● P. 94-97 Urban Foxes ● P. 81 “But the sacrifice paid off” section ● P. 63 council houses ● P. 69 “She is thinking bombs”
Teaching Methods	Flipped Learning

	Guided Discussion
Learning Activities	Fishbowl Discussion
Independent Practice	Responding to Questions
Conclusion and Next Steps	Students will write a Literary Analysis, and will take part in the peer review process.

Supporting Documents

- P. 8 Letter Writing Homework Day 1
- P. 9 Close Reading Homework Day 2
- P. 10 Literary Analysis Assignment
- P. 11 Literary Analysis Rubric
- P. 12 Peer Review Form
- P. 13 Bibliography

Letter Writing: Homework

“Orla does not stop writing. She has no stamps but she still has paper, wads of it, in her suitcase, blue letter pads and blue envelopes, and also several copybooks for the Irish classes. She writes letters, puts them in envelopes, but doesn’t post them: she stacks them on the dressing table, waiting for the day she will have money to buy stamps again.. Some she crumples up and throws out of the window, or into the river. That nobody will read the letters no longer matters to her: she feels she is talking to her mother while she is writing them” (Éilís Ní Dhuibhne 122).

Letters are a motif in *The Dancer’s Dancing*. Orla relentlessly writes letters home hoping for a reply, to no avail. For this assignment, you will step into the voice of a character from the book and write a letter. You can choose to write from one of the girls at the Gaeltacht: Orla, Sandra, or Aisling. Or, you can write the letter than never arrived from Elizabeth. Start with looking at Orla’s letter on page 118. You may write a letter in Orla’s voice, or choose to step into the voice of another character.

As you write, ask yourself, how would this character write? What values and motivations might inform their writing?

Your letter should be 350-400 words, typed.

Close Reading Homework

Yesterday, we practiced close reading. This is an important reading strategy for engaging with texts in a more focused manner. When we read a short passage and respond, we have the ability to construct our own meaning and extract themes from the broader text. Read the following two passages, and write a response to one of your choosing.

Your response should be 250-300 words, typed.

P. 139-140 “The people of Tubber do not mind. They can deal with the strangeness that crops up among them.. Meaning that the neighbours must rely on one another”

P. 99-100 ““It must be difficult, living in Derry’ ‘So are you for a united Ireland or not, then?.. ‘It’s like having a foreign country sort of on your doorstep””

Literary Analysis Assignment

This paper is a literary analysis based on Éilís Ní Dhuibhne's *The Dancer's Dancing*. This is an argument based essay about how the author writes a text to work at a theme. Recently, we have looked closely at excerpts from the text in a close-reading format. In our close readings, we raise questions about characters motivations, themes, and narration.

In the literary analysis, you will be looking at a theme of your choice across the text as a whole. You may also choose to compare and contrast this text with another text from our class. For example, both *Angela's Ashes* and *The Dancer's Dancing* deal with themes of childhood.

In your literary analysis, you will move beyond a summary of the text. Instead, you will engage with the text at a deeper level. You will answer the following questions: what is the theme? How does that theme show up in the text? What does that say about the point of view of the protagonist or other characters? What conflict does the protagonist face? How does the author arrange the text to support the theme?

To do this analysis, you will choose at least five moments in the text as evidence of how that theme is showing up. You may paraphrase from the text and also use direct quotes, when appropriate. You may also include a personal reflection on the text: tell your audience why the theme is important to you, and if you made any connections with other areas of learning or your life.

We will meet in a conference to discuss your writing before you begin writing the literary analysis. Please be prepared with a theme, and three moments in the text you'd like to address in your paper.

Your paper should be 3-5 pages in length, typed.

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Literary Analysis Rubric

Element	Needs Improvement	Fair	Strong	Excellent
Thesis	Student does not present a thesis and no argument is signalled	Student presents a broad thesis that is not arguable	Student presents a specific, and arguable thesis	Student presents a specific, and arguable thesis and the introduction signals sub topics
Organization	Paper lacks structure and organization	Paper has a structure but lacks organization	Paper is mostly structured in meaningful way that helps the reader understand and engage with the argument	Paper is structured in meaningful way that helps the reader understand and engage with the argument
Argument	The paper is summative rather than critical, with no topic statements	The paper is more summative than critical, with some topic statements	The paper deals with the theme from a critical angle, mostly with defensible topic statements	The paper deals with the theme from a critical angle, with defensible topic statements
Supporting Evidence	Student has no textual evidence	Student has some quotes that are irrelevant to the argument	Student mostly chooses quotes that support the argument and paraphrases well	Student chooses quotes that support the argument and paraphrases well
Grammar/Style	Writing does not flow and the paper has many grammatical errors	Writing does not flow and the paper is sometimes free from grammatical errors	Writing flows and the paper is mostly free from grammatical errors	Writing flows and the paper is free from grammatical errors

Peer Review Form

An important stage in the writing process is feedback. Feedback allows writers to reconsider stylistic choices, content and evidence so that they can move into the revision process.

You will be working in a peer review group of three. Each student will review two papers, which you will use a separate feedback sheet for. Please return the feedback form to the writer at the end of the peer review session, and attach them to your final paper when you turn it in.

Questions:

- 1) What is the thesis statement? Is it clear what the writer is trying to argue in the paper?
- 2) Does each paragraph have a solid topic sentence? Give an example of a strong topic sentence in the paper, and one that needs improvement.
- 3) Do the body paragraphs relate back to the thesis?
- 4) How does the paper incorporate evidence from the text (direct quotes and paraphrasing)?
- 5) Does the paper flow well, and engage the reader?

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