

Lesson Plan: Day 7

Behavioral Objectives:
18-25, 31-32

PA. Standards:
11.1.11.A, 11.1.11 D, 11.2.11C,
11.2.11.D, 11.3.11.B, 11.3.11.C,
11.3.11.D, 11.6.11.A

Name: Douglas Conklin
Unit Title: To Hell and Back and Back to Hell and Back
Class: 11th Grade CP English
Date: 12/3/10

Content: SW:	Procedures	Materials	Time	Evaluation
1. Evaluate the reading they were given as homework (cantos 6-10)	Take a quiz, followed by class discussion	Notecards for quiz	5 min.	Daily quiz #4
2. Cite the sins and punishments from the first 4 circles of Hell. Discuss the irony of each punishment.	Question-answer methods, students may volunteer to describe an entire canto if they wish.	<i>Inferno</i> book.	8 min.	Unit test
3. Discuss why lust, gluttony, avarice, and wrath are considered sins of appetite or incontinence. How do they differ from violence and fraud?	Define “appetite” and “incontinence” and then apply those definitions to each sin.	A dictionary definition of “appetite” and “incontinence.”	5-7 min.	
4. List the monsters and important characters from the homework reading.	Find the important names in the text. Explain what/who these names are and why they are important.		5-7 min.	
5. Complete the “Build your own Hell” worksheet with their groups and share their ideas with the class.	Students will have to evaluate what they’ve already read and formulate new ideas for what might be reasonable punishments for Hell. Sets up a comparison for future reading.	“Build your own Hell” worksheet.	20-25 min.	Group project grade
<u>Assignment</u> - read cantos 11-16				

Special needs students

Ron (communication impairment- stuttering)

Ron generally does not readily raise his hand to volunteer to answer questions or to read out loud due to embarrassment about his condition. If he continually refuses to participate, his class participation grade will drop. During this lesson, I will encourage Ron to answer at least one question. There will be instances where a question requires a one-word answer, and this is when I'll particularly see if Ron looks like he's willing to answer. Ron has friends in his group who were friends with him before the accident that left him with brain damage, so they will readily work with him at his pace during the activity.

Tina (legally deaf)

Tina is an active participant in class discussion. She is always eager to contribute to the conversation when she can read the lips of the person speaking. However, for this lesson there may be words that she has never seen before, such as names of important characters, Italian names, or creature names. I will encourage her to ask me to repeat words she did not understand so that she has a firm grasp of the material. During group work, I will monitor her groupmates' behavior towards her, making sure that they include her in all procedures.