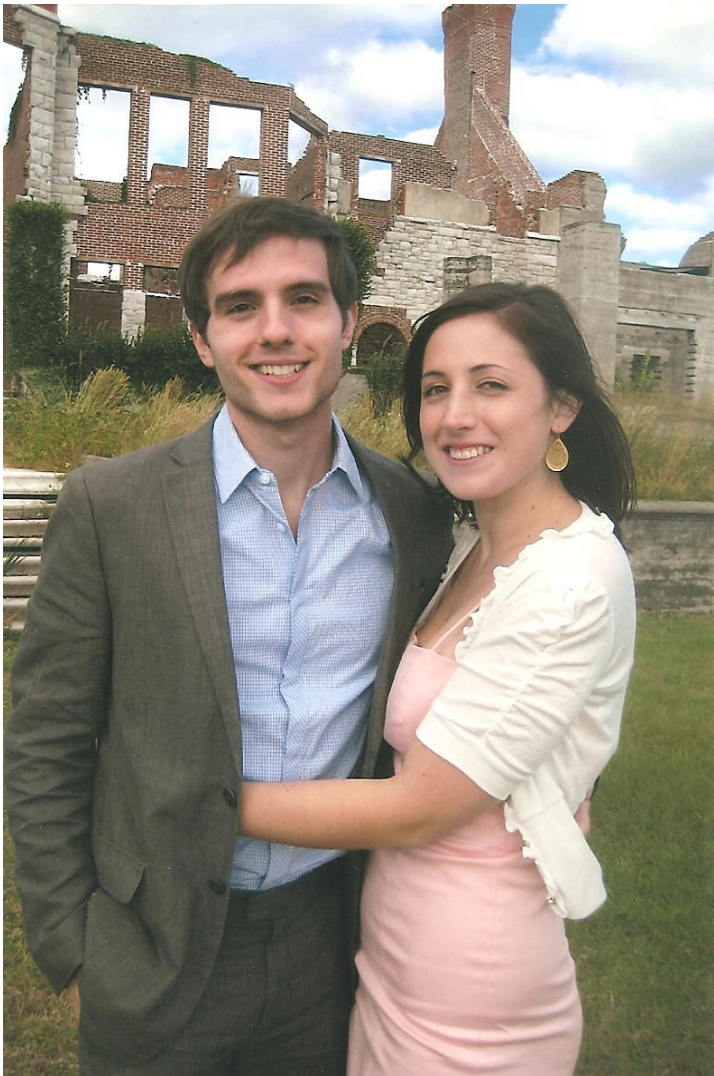


“I celebrate myself, and sing myself”



Me and my beautiful girlfriend, Caitlin.

*“Most of us know nothing about baking bread.
We each bring to the table what we can.”*

-Jonathan Kozol

Hello, my name is Erik Bruner.

I'm twenty-five years old, I'm from a small town you probably only know from a label on a bottle of sweet wine you once bought, and I haven't been away from a classroom for longer than a summer in twenty years.

I want to teach high school English because we are all part of the same “powerful play,” and because an eleventh grade British literature classroom may be the last chance any adult as economically, socially, and physically blessed as I have been may have to share with a child everything they've been privileged enough to learn. I have experience and knowledge and it would be obscenely unfair for me to keep that to myself. I have respect to give to children who may not be shown much anywhere else. I've suggestions on what makes a good person and hundreds of years' worth of literary references to back them up.

As members of a global community we can't afford to be hoarders of anything, especially knowledge.



“...For every atom belonging to me
as good belongs to you.”

Lord of the Flies - Magazine
11th grade British Literature
Erik Bruner
Spring 2011

Overview

Rationale: A unit on *The Lord of the Flies* has the potential to bring a discussion to the classroom of important issues such as human tendency and civilization. These are relevant themes to everyone. For high school children who sometimes find themselves in a similarly cruel and competitive environment, these may be of particular interest. The culminating assessment for this unit will be an engaging assignment to help make connections between the novel and the students with a comparison between the high school society and that of the boys in *Lord of the Flies*.

Summary: This unit will be an exploration of the most fundamental parts of human nature. It will be a review of *characterization* and *symbolism* and an introduction to *allegory*. This unit will be largely discussion-oriented, during which we will take a significant amount of time becoming familiar with the characters and what they represent. The summative assignment will be collective classroom publication called *A Survival Guide to the High School Wilderness* and will feature articles and mock advertisements turning lessons gleaned from the book into useful tips for “surviving” high school.

Objectives:

This unit will expand *critical thinking* skills:

- Students will be able identify instances of symbolism and allegorical elements
- Students will be asked to relate the text to their own lives and to society

This unit will develop *verbal* communications skills:

- Students will be asked to respectfully and actively participate in classroom discussions
- Students will collaborate with group members to produce a quality final product

This unit will develop students’ abilities in editing and revision of written work and design.

Length: This unit will take about six weeks to complete. About four weeks will be spent reading the novel and supplemental texts. The remaining two weeks will be spent on designing the class magazine.

Materials and Resources: 1) Novels checked out from the ERC; 2) copies of “The Chimney Sweeper” and excerpts from *The Heart of Darkness*; 3) Generous amounts of computer time in final weeks; 4) Design software (MS Publisher); 5) Clips from the movie; 6) Lots of sample magazines and journals; 7) Sample essay which exemplifies theme.

Assessment:

Formative: Journal entries after readings, discussion participations, free writes, and comprehension quizzes.

Summative: Quality of and effort put into final magazine article or illustration.

Teacher Calendar

Week 1

Mon	Tues	Wed	Thur/Fri
Begin reading LOTF Chap 1	Finish Chap 1	Chap 2 assigned	Read "The Chimney Sweeper" from <i>Songs of Innocence and Experience</i>

Week 2

Mon	Tues	Wed	Thur/Fri
Comprehension quiz on Chap 2	Begin reading Chap 3	Finish reading Chap 3	Chap 4 and 5 read and assigned

Week 3

Mon	Tues	Wed	Thur/Fri
Comprehension quiz on Chap 5 Begin Chap 6	Finish reading Chap 6	Begin reading Chap 7	Assign Chap 7, 8 and 9

Week 4

Mon	Tues	Wed	Thur/Fri
Comprehension quiz Begin reading Chap 10	Read excerpt from <i>The Heart of Darkness</i>	Finish reading chap 10	Assign Chap 11 and 12

Week 5

Mon	Tues	Wed	Thur/Fri
Finish Reading Chap 12 in class. Introduce Project	Show samples of short essay which revolve around a theme. Class time to work on articles	Class time to work on articles	Peer review of articles Draft due to teacher

Week 6

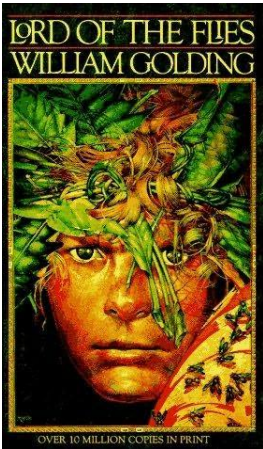
Mon	Tues	Wed	Thur/Fri
Article drafts returned Revision	Second draft of article due	Computer lab time for design	Computer lab time for design

Week 7

Mon	Tues	Wed	Thur/Fri
Computer lab time for design	Completed pages due. Reflection discussion on project.		

A SURVIVAL GUIDE To the High School Wilderness

You are now mere months away from being seniors. It wasn't easy but you earned it and chances are you learned a lot of valuable information along the way. But wouldn't it have been so much easier if someone had helped you out your freshman year and given you a few tips on how to make the most of you high school experience?



We are going to work on a class magazine with just that purpose in mind – to help out the freshman class.

So here's the plan...

You will each be writing a short essay on a piece of information you think is vital to being successful at McCluer High School. This may be something you learned through personal experience or from another student, counselor, or teacher. Example: *What's the best way to make new friends in High School?*

You will use elements from our novel *The Lord of the Flies* as a running theme in your essay; your job is to make connections between the novel and the valuable survival tips you've acquired these past three years. This will manifest itself in the form of quotes, references, and comparisons.

Topics for essays may range from:

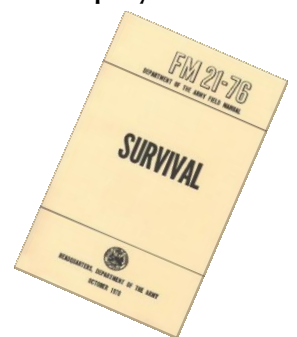
- Making/keeping friends
- Academic Success
- Extracurricular Activities
- Peer Pressure
- Bullying
- Hygiene
- Health/hormones
- Preparing for the future
- Time management
- "Cliques"
- Personal growth
- Standing out
- And many more

The final project....

We will compile these articles into a professional-looking class-designed magazine. We'll offer this magazine to the incoming freshmen next year (when all of you will be seniors) and give them a head-start on their high school careers.

In addition to the writing process, we will spend several days in the computer labs learning how to layout and design magazine pages and a cover.

This is going to be fun!



A SURVIVAL GUIDE To the High School Wilderness

MR.BRUNER

Name: _____

Rubric

Written Work	1-3	4-7	8-10	10 Possible
Mechanics/usage	There are numerous mechanical/spelling errors.	Article has less than five mechanical/spelling errors.	Article has two or fewer errors	
Theme/novel comparisons	Article has a slight mention of the text but does not have a running theme.	Article mentions/quotes the novel several times but doesn't build a significant theme.	Article makes clear and significant reference to the novel and works it into a creative and powerful theme throughout the article.	
Voice	Writing sounds stiff and unnatural.	Writing shows potential with moments of "voice."	Entire article has a clear and unique sense of voice. Writing is well-worded and sophisticated but compelling.	
Audience	Writers seems to have no purpose in writing the article.	Writers seems to know his/her audience but drifts away from the purpose of the article.	Writer understand his/her audience and writes with purpose and continuity.	

___/40
Points

Design Work	1-3	4-7	8-10	
Quality of Product	Final product looks sloppy or unprofessional	Magazine shows potential and effort but has errors and doesn't follow standards of design at times.	Magazine looks polished, professional indicates dedicated work. There are few if any technical errors and it looks as if the group consulted standards of visual design.	
Participation with group	Student doesn't contribute or cooperate with group.	Student contributes ideas but doesn't compromise, cooperate, and/or communicate.	Student communicates well with the group, offers suggestions and compromises, and works toward a finished product.	

___/20
Points

Total points out of 60 - _____

Lord of the Flies

Name: _____

Important Dates

April 11 - Begin reading *Lord of the Flies*

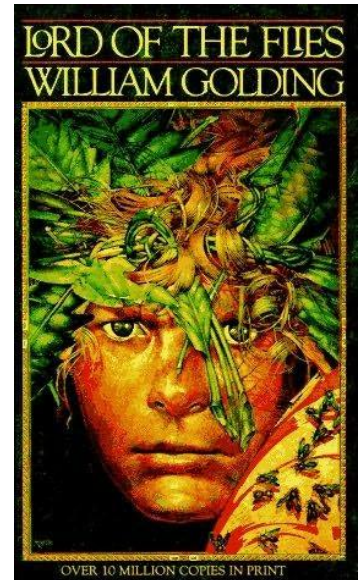
May 3 - Begin working on Survival Guide article

May 6 - First draft of article due

May 10 - Second draft of article due

May 11 - Begin working on magazine design

May 17 - Completed magazine due



Heading	Class: British Lit Name of Lesson:	Your Name: Erik Bruner Day 13
Objective	Students will be introduced to the idea of being isolated from society and will	
Instructional Framework	<u>Initiating</u>	Constructing Utilizing
Lesson Plan Format	<u>Student Centered</u> Teacher Centered: Direct Instruction – providing information and building skills Presentation – demonstrating, lecturing Concept – introducing a new theory, symbol, idea Student Centered: <u>Discussion</u> Cooperative Learning Problem Solving	
Grouping	<u>Whole Class</u>	Pairs Individuals
Materials & Resources	School - Teacher – Handout Student – Pen and paper	
Strategies	1. Find Someone Who... 2. 3.	
Review Previous Lessons	Review concepts of themes and symbolism and that we will begin to explore both in this novel.	
New Material	Activity: Find Someone Who... Students will move around the class with a handout that asks them to find someone who has been to the ocean, been camping, went hiking, and been lost before. Discuss how students felt in each of these situations. Read article on the Stanford Prison Experiment Discuss why this might have happened. Ask questions which direct discussion toward lack of authority and supervision and whether this would be realistic. Ask questions about the importance of experience when combined when someone has a lot of power.	
Guided Practice	Students will write briefly on their thoughts on the positive and negative potential of power.	
Closure to Lesson	“With great power comes great responsibility” – Spiderman “...From the one who has been entrusted with much, much more will be asked.” - Luke	

	Class: British Literature Name of Lesson: The Boys on Trial	Erik Bruner Day: 9
Objective		
Instructional Framework	Initiating	<u>Constructing</u>
Lesson Plan Format	<u>Student Centered</u>	
	<p>Teacher Centered: Direct Instruction – providing information and building skills Presentation – demonstrating, lecturing Concept – introducing a new theory, symbol, idea</p> <p>Student Centered: Discussion <u>Cooperative Learning</u> Problem Solving</p>	
Grouping	Whole Class	<u>Pairs</u>
		Individuals
Materials & Resources	School - Teacher – Handout/instructions Student –	
Strategies	<ol style="list-style-type: none"> 1. “Take a Stand” – Opinion continuum on board 2. “Ethical Choices” 3. “Character Homepage” 	
Review Previous Lessons	Students will answer a few quick questions on the class reading so far. This will help to refresh the students’ knowledge of the events of the novel – the facts. This quick Q&A will also remind students of the general page numbers of the events. This will help them in their group work.	
New Material	Vocab: subjectivity, objectivity <ul style="list-style-type: none"> • Ask students to place a mark on the board nearest the name Jack or Ralph to indicate which child they would like to defend. Discuss their choices 	
Guided Practice	<ul style="list-style-type: none"> • Divide students into two groups: Jack’s defense and Ralphs prosecution and Ralph’s defense and Jack’s prosecution. • Character groups will look for information (evidence) in the text this far that is relevant to their group’s mission. • Discuss the importance of objectivity in statements. • The trial will be turn-based; the teacher will be judge. It will serve as essentially a well structured and heavily researched class discussion. 	
Closure to Lesson	Explain that because they are only a little over halfway through the novel, many of the students’ opinions will probably change.	
Assignment	Assign students a short character description paragraph (personality, physical traits) on a character other than Ralph or Jack. All subjective statements (“Piggy is annoying”) must be backed up with evidence from the text.	