**Lesson plan**

Class: EF

Topic of unit: Teenage problems (“Zusammenleben, Kommunikation und Identitätsbildung” KLP: 23)

Main objectives of lesson: Students improve their text competences by analysing a poem and reciting it on the basis of their analysis. (Die SuS könnnen „Texte angeleitet in Bezug auf Aussageabsicht, Darstellungsform und Wirkung deuten“ KLP: 24)

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| **Lesson phase** | **Description** | **Interactionpattern** | **Media/ Material** |
| lead-in | Teacher shows pictures; Students describe what they see.  Students describe functions of clothes. | S-S  T-Ss | pictures (PPT) |
| pre-reading activity | Students comment on the first two verses of the poem.  Teacher gives information about author and tells students what they are going to do. | T-Ss | PPT |
| while-reading + post reading activity | Students analyse the poem according to their role in a poetry circle and take notes in a grid. After that, they present their results to each other.  On the basis of their findings, they prepare a dramatic recitation of the poem. | Ss-Ss | role cards  poem  grid  feedback sheets |
| presentation/ consolidation | Students recite the poem and get feedback. They also explain/justify their performance. | Ss-Ss | feedback sheets |

Homework: Watch Marc K. Smith’s performance on Youtube and describe the effects on you. Compare Smith’s performance with yours.

[KLP] MSW NRW (Hrsg.) (2014): Kernlehrplan für die Sekundarstufe II Gymnasium/Gesamtschule in Nordrhein-Westfalen. http://www.schulentwicklung.nrw.de/lehrplaene/ upload/klp\_SII/e/KLP\_GOSt\_Englisch.pdf

Material

Role cards

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| --- | --- |
| Bildergebnis fÃ¼r heart**Language Lover**: Your job is to choose a favorite line or lines and share them with the group. Why are these so special? Are they simply beautiful? Feel good in the mouth? How has the poet used language in a concise or succinct manner? Is there a phrase or line that is particularly "resonant"? | Bildergebnis fÃ¼r music notes**The Music Maestro:** What are the stresses and beats in the line? Is there a pattern? A name for that pattern? You are the expert on knowing such things as what an "iamb" is or what "pentameter" is. How does the poet turn language into music? Do word sounds count? Assonance? Alliteration? Half-rhyme? Rhyme? The sounds of the words are his concern. |
| Ãhnliches Foto**Interpreter**: Once the literal meaning of the poem, or the "story" in the poem is understood, this role asks: is there another level on which this material can be understood? What is its figurative meaning? Is there a symbolic or metaphoric level that the poem operates on? How so? | Bildergebnis fÃ¼r think**Inner Conversationalist:** Your job is to consider the voice of the speaker. Can it be described? What is its tone? Does it change over the course of the poem? And does the speaker have a particular conflict? What is the speaker grappling with? Does the inner debate cause the speaker's growth or transformation? |

**My Father’s Coat (Marc K. Smith)**

**Tasks**

1. Fill in the grid according to your role. (individual work)
2. Present your findings to each other and take notes. You might want to add new aspects. (group work)

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| **Language Lover**:  Bildergebnis fÃ¼r heart | Bildergebnis fÃ¼r music notes  **The Music Maestro:** |
| Ãhnliches Foto  **Interpreter**: | Bildergebnis fÃ¼r think  **Inner Conversationalist:** |

1. Take an evaluation sheet and add more criteria for a good oral presentation of the poem. Then prepare an oral performance of the poem. Be ready to present your performance in class and be ready to explain your dramatic reading. (e.g. Where do you draw a breath and why? Why accent a line here or a word there?...) (group work)

**Evaluation sheet**

|  |  |  |  |  |  |
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|  | **++** | **+** | **0** | **-** | **- -** |
| The performer speaks clearly. |  |  |  |  |  |
| The performer emphasises important words. |  |  |  |  |  |
| The performer varies the following elements of his/her oral presentation: speed, volume, voice moderation |  |  |  |  |  |
| The performer establishes a relationship with the audience. |  |  |  |  |  |
| Does the performance help the audience understand the poem? |  |  |  |  |  |
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| --- | --- | --- | --- | --- | --- |
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