***Online* Lesson Plan – December 10, 2020 – Grade 11 and 11 Honors - Mary Richards’ English Class**

***Description of the class -*** The class starts at 1pm and ends at 1:45pm.

*The Students:* This Grade 11 class is composed of 7 students, 3 boys and 4 girls. While most assignments are joint, three girls are at the Honors level, so have additional assignments. All students are fluent in English and Spanish. For five students, English is their first language; for two students, Spanish is their first language. For two of the five first-language English students, their Spanish is so strong it can be classified as a second first-language. For one of the two students for whom Spanish is the first language, one has such a command of English that it should be considered a second first-language. Two of the students are in Advanced French, while most are taking French as an elective.

*Lesson Composition:* This class time is usually divided between a Vocabulary study, a Grammar study, and a Literature study. The timing of this particular lesson finds the vocabulary study and the grammar study paused in anticipation of the December holiday, so the entire focus will be on the literature.

***Background of the Reading/Literature assignment:***

This is a journalistic writing response to a novel unit. *Chronicle of a Death Foretold* by Gabriel Garcia Marquez is a Work-in-Translation. Today’s lesson comes in the middle of a four-week novel unit, which has focused on the use of magical realism in literature, a sub-genre championed by Spanish language authors. The novel was inspired by a news article from 1951.

Prior to this lesson, students wrote a Commentary on the Rights to Intellectual Property when in conflict with the Right to Privacy. The Honors group will be answering an additional question on the Grade 11 Final Exam: Two Comments on Garcia Marques’ use of symbolism.

**The Lesson:**

1. Starts with reading out loud from Chapter 5 of the novel, each student reads in turn.
2. The reading is followed by a lecture with on-line slide show (slides 1-7+10) which breaks down the structure of a news article.
3. A link to the slide show will be made available to the students for future reference.
4. The assignment: Taking on the role of a reporter, write a five-paragraph article as though you are in Barranquilla, Colombia when this story (the novel) unfolds. These key aspects of journalism writing will be reinforced:
   1. Remain objective
   2. Use facts not opinion (as distilled from the fictional narrative)
   3. For quotations from witnesses, accurately use direct quotations (from the novel)
5. Discussion: using facts to create fiction, which is then converted to another dimension of fact – our version of magical realism

**Objectives:**

Students will be able to recognize a writing structure that is familiar, but with which they are unfamiliar – the news article

Students will be able to understand the unique role of the news article in the wide span of general literature.

Students will be able to prioritize the importance of the roles of the characters to the sequence of events as they write

Students will be able to sort out the order of cause and effect, thereby of consequences.

Students will be able to write a convincing news article, one that looks, sounds, and follows the rules of a news article.

Students will be able to use a work of fiction as a springboard to write a work that is strongly characterized as non-fiction.

Students will be able to find the irony (through discussion) of an actual factual news article being used as a spring board to a fictional novel, which is then used as a springboard to a factual news article that uses the fiction as fact.

**Assessment:** This assignment will be turned in via Juno Docs. It will be assessed using an online Creative Writing rubric.

**Other Documents Attached**: 1. The Assignment 2. The Mass Media Rubric