

2017

Claire Oxford Lesson Plan 1

Claire Oxford
Kenyon College

Eric Thornton
Kenyon College

Follow this and additional works at: <https://digital.kenyon.edu/bordersinplaylessonplans>

 Part of the Curriculum and Social Inquiry Commons, and the Modern Languages Commons

Recommended Citation

Oxford, Claire and Thornton, Eric, "Claire Oxford Lesson Plan 1" (2017). *Borders in Play Lesson Plans*. Paper 24.
<https://digital.kenyon.edu/bordersinplaylessonplans/24>

This Article is brought to you for free and open access by the Borders in Play at Digital Kenyon: Research, Scholarship, and Creative Exchange. It has been accepted for inclusion in Borders in Play Lesson Plans by an authorized administrator of Digital Kenyon: Research, Scholarship, and Creative Exchange. For more information, please contact noltj@kenyon.edu.

Group: Claire Oxford and Eric Thorton
Professor Román-Odio
SPAN 380 — Cultural Productions of the Borderlands
Lesson #1 — Ray Bradbury “All Summer in a Day”
25 September 2017

Lesson Plan 1

1. Introduction (10 min):
 - a. Introduce ourselves
 - b. Ask each student to write down their name and what their favorite thing to do is
 - c. Go around have have share what they wrote
2. Outline the lesson (5 min):
 - a. Introduce terms (Plot, Setting)
 - i. Plot: what happens to the characters? (i.e. What has the “plot” of your morning been like?)
 1. Central conflict?
 - ii. Setting: where and when a story takes place? (i.e. Where are we now? What year is it?)
 - iii. Theme: a central idea or guiding frame of the story
3. Read out loud as a group Ray Bradbury’s “All Summer in a Day” (15-20 minutes)
 - a. Popcorn parts of the story around to hear all of the students read short portions
 - b. We will read the majority of the story, but popcorn to each student at some point to make sure they’re following along and to hear their reading levels
4. Discuss Plot (5 minutes)
 - a. Have the group summarize the plot:
 - i. Popcorn, group effort and discussion
 - ii. Potential plot-related questions: What was the central conflict? What happened to Margot? Did the kids enjoy the sunshine?
5. Discuss Setting (5-10 min)
 - a. How does the setting (Venus, sometime in the future) act as a major plot point?
6. Creative Exercise (15- 20 min)
 - a. Have students write about the following prompt:
 - i. Have you ever felt like Margot? Maybe you were excited to do something and then couldn’t? Or felt excluded?
 - ii. Give students the option to share if they feel comfortable, one of us will share our own example. They can also add an illustration if they want to express their story that way.