

Lesson Plan: Non-Fiction: "Condition of Ireland"

Student Teacher: Ms. Bilello
Grade Level: 12

Cooperating Teacher: Dr. Nallo
Subject: English

Date: 4/16/10
Supervisor: Dr. Yocum

Preliminary Planning

PA Standards:

1.3.12.A Interpret significant works from various forms of literature to make deeper and subtler interpretations of the meaning of text. Analyze the way in which a work of literature is related to the themes and issues of its historical period.

Objectives:

Students will identify the target audience of a non-fiction piece, "Condition of Ireland."
Students will analyze "Condition of Ireland" by responding to questions.

Materials:

Notebooks

Pencil/pen

Literature, The British Tradition. Volume II. Prentice Hall, 2002.

Cooperative Group Questions Handout

Learning Sequence

Description

Time: 10 minutes

INTO (Introduction/Motivation/Focus Attention)

The desks will be in groups of four or five and students will be told where to sit as they enter the room.

Before we begin with today's lesson, I will write the words WORLD HUNGER on the board. In their groups, students will have to brainstorm words or ideas that they feel relate to world hunger. Students will be given a few minutes to do this. I will have a representative from each group come up to the board to write their words and phrases. Students will have to explain to the class why they associate a certain word or phrase to world hunger.

I will also ask the class what was taking place between Ireland and Britain during the 1800s. This is important to keep in mind while reading "Condition of Ireland." It is important for students to know that Ireland was considered under the control of Britain, and this made many Irish people unhappy. The Irish were frustrated because the policies that governed them were created in Britain and often did not consider their needs.

Description

Time: 20 minutes

THROUGH Learning Activities (Input, Checking for Understanding, Guided Practice, Independent Practice)

I will refresh the students' memories by telling that this essay points out the injustices being done to the Irish people as a result of rigid economic policies created by the British government.

I will explain to the class that each group will receive a different question in which to focus. All questions pertain to "Condition of Ireland" which they had time to read yesterday. I would recommend that students read over their notes and skim the essay again before responding to their question.

I will distribute a handout with the five questions. I will assign each group a question in which to respond. Students can respond on the handout, and they will be expected to present their findings to the rest of the class. As students begin this assignment, I will circulate the classroom to check for understanding and answer any questions.

The following will be the five questions on the handout distributed to the students:

1. What measures, according to the article, would have kept the famine from becoming a crisis?
2. British measures were mainly responsible for the condition of the Irish. What do you think were the ultimate objectives of these measures? Why?
3. The author uses a potato as a metaphor throughout the essay. Explain the importance and relevance of this metaphor?
4. Who owns Irish land? Why is this important?
5. The article poses a solution as a series of questions. Why is this more effective and persuasive than making a simple statement?

Students will be given time to work on their assigned question in their groups. Students will present their response to the class which will allow the entire class to engage in discussion regarding "Condition of Ireland." When groups are presenting their answers, the other groups should be filling in the worksheet. Students should have completed worksheets at the end of all the group discussions.

Possible Answers to the discussion Questions:

1. Economic aid from the state from charities could have averted the crisis in the short term, and maintenance of small-scale farming would have prevented future impoverishment.
2. Britain's objectives were to change the basis of Ireland's economy from small, independently owned farms to large, efficient farms that would hire wage-laborers and sell crops for trade. The economists thought such measures would lead to a stronger economy for Ireland.

3. The author decided to use a potato as a metaphor in this essay because potatoes are traditionally important in Irish culture. The author also uses the potato metaphor because of the potato blight that occurred in Ireland. The author is comparing a rotten potato to Britain's control of Ireland.
4. British nobility owns Irish land, and this is important because they are the target audience of this essay. The author says that much of the land in Ireland is uncultivated and unsettled, and this is the fault of British landowners who are not developing their lands for farming.
5. Rhetorical questions draw the reader into the author's argument, stimulating them to participate in formulating the conclusions the author wishes to advance.

Key Notes and Further Questions:

1. Were British landowners truly concerned with the well-being of the Irish people?
2. It appears as if the British government was trying to use the farming model of larger countries that already had a built infrastructure similar to what was in Britain already. This model is not feasible for all countries.
Did the British think of Irish land as an extension of their Empire or a profit-seeking venture?
- 3.
4. British landowners seemed not to be concerned with the blight of the Irish. The potato blight made potato farming unprofitable and this made British landowners leery of farming their Irish lands.
5. The questions allow the reader to help form the conclusion that the people should be allowed to cultivate small farms and make use of their natural resources.

After discussing the questions and "Condition of Ireland" as a whole, I will ask the class if they have any further questions. I will address any questions the students may have.

Description

Time: the last 6-8 minutes of class

BEYOND Closure (Review, Check for Understanding, Summarize, Future Forecast, Transition)

I will ask the class the following question: In what regions of the world is famine a threat? What are the best ways of overcoming this threat?

Possible Answers: Many nations of the world have widespread or pocketed famine, including many African nations, China, India and the United States. The solution varies from country to country and from region to region, but in general, policies that encourage self-sufficiency are most likely to combat famine.

Prior to class ending, I will tell the students that we will be continuing with our non-fiction unit on Monday, and they should not forget to bring their literature books to class.

“Condition of Ireland”

CP English 12

Dr. Nallo

Cooperative Group Questions

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