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17 Dec. 2012

Final Project - Native Son Unit Plan
Lesson Plan 5

Title

Job and Bigger Thomas

Background

The students have read to page 801 in the text and will be finishing the novel within the next few days. Students were introduced to the epigraph upon beginning the unit but have not revisited it since. Additionally, students have been introduced to the concept of metaphor in previous units but have likely forgotten its meaning.

Materials

- A class set of Native Son by Richard Wright
- Overhead projector or Smartboard

Preparation

- Make 25 copies of the worksheet

Procedures

1. Upon entering the classroom, ask students to turn to the very first page of Native Son
2. In a brief 2-3 minute mini-lesson, remind the students of the meaning of metaphor
 - Metaphor is a figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable
 - For example: It's raining men - Men do not literally pour from the sky; there are simply an abundance of male suitors around at the time. (<http://www.yourdictionary.com/>)

- Or: He is the apple of my eye - There is, of course, no real apple in a person's eye. The "apple" is someone beloved and held dear. (<http://www.yourdictionary.com/>)

3. Read the epigraph out loud to the class
4. Allow students to free write for 2-3 minutes about what this passage might mean in the context of the novel
5. Bring the class back together and present this very annoying video summary of the Book of Job

- <<https://www.youtube.com/watch?v=WisOPTRoM5U>>

6. Allow students to expand upon their previous free write for another 2-3 minutes incorporating what they now know about the Book of Job
7. Project the following images onto the Smartboard



8. Ask students to take out a blank piece of paper and address the following question in an original drawing/illustration
 - Considering your knowledge of Job, Bigger and metaphor, how do God, Job and Satan act metaphorically when comparing the Book of Job to Native Son?
 - Who/what encompasses the role of Satan in Native Son? of God? of Job?
9. Scaffold the process by explaining the connection between Bigger and Job and, as a class, create an illustration that depicts Bigger physically and emotionally
 - Like Job, Bigger has free will

- Like Job, Bigger faces hardships and injustice
- Unlike Job, Bigger lashes out

10. Give students 25 minutes to complete their illustrations. Remind them that there are no wrong answers but that their drawing should reflect their interpretation of the stories

- The teacher should guide students' logic during this time

11. Bring the class back together and allow volunteers to present their illustrations

12. Use the remaining class time for discussion of the students' drawings and interpretations of the text/characters

13. Students should turn in their drawings and free writes before leaving class

Assessment

The student drawings will function as an assessment for this lesson. This work will assess the students' understanding of metaphor as well as plot and characterization in Native Son and the Book of Job.

Common Core Standards

- CC.11-12.R.L.3 Key Ideas and Details: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- CC.11-12.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.