

PHASE 2 LESSON PLAN

A. *Students and Setting:*

Students: An international group of students (ages 13-18, 7th-12th grade) are participating in a residential, summer program in the U.S. It is a diverse group from countries such as Brazil, Mexico, Germany, Italy, Taiwan, Japan, Portugal, China, Russia, and Spain. They will be taking part in a five week course in advanced academic and conversational English.

Setting: The course will take place at a relatively small college in Boston, Massachusetts. There are 18 students in this particular class. The class meets for two and a half hours per day, Monday through Friday for three to five weeks. In addition, students are taken on excursions in Boston, as well as others throughout the state. Other small trips and on-campus activities take place during down time, and some are used to reinforce learning.

The classroom itself is organized in a typical arrangement. There are desks that are aligned from the back to the front of the room. There are two whiteboards, a computer that is situated on a high, podium-like desk with a digital overhead projector next to it. The computer and overhead projector connect to the mounted projector. Only the first three rows of desks will be used by students (in several seating arrangements) during presentation segments. At other times, they will be dispersed throughout the room for group work.

B. *Background:*

Students have taken a diagnostic test that preceded this lesson, as well as the first hour and a half of a two and a half hour period. The first hour has outlined the format of the course. This includes principles of logic, including reasoning and formal argumentation. (There are three levels: beginning, intermediate and advanced.) This is a new module that begins with a lesson on the implications of the death penalty/capital punishment. The content will be given after an hour into the course. Many students are also studying in order to attain the skills necessary for university level writing and discussions in which English will be used as the medium of instruction. This course material is also intended to prepare them for those endeavors. The next lesson will utilize material produced by students in this lesson to facilitate a debate.

C. *Learning Objectives/Expected Results:*

Emotionally engaging course material will be used to encourage reasoning in English, and thus, thinking in the language as it promotes deeper linguistic and extra-linguistic development. Students will be able to construct proper arguments in English, while avoiding common fallacies and opinionated responses.

In the lesson context, students will begin by discussing what they know about logic, reasoning and critical thinking. This will lead to an application of those ideas as the class proceeds to a discussion on the implications of the death penalty. New vocabulary will be introduced and learned inductively through a reading before more explicit learning in a short comprehension check in the form of a short quiz. Furthermore, students will participate in intercultural communication settings that promote their interpersonal growth through discovery and constructive dialogue with their peers from several different cultural backgrounds.



D. Materials and Sources:

Materials: 18 folders to be used as portfolios, 6 copies of a local newspaper, printed photos of local, historical pictures (photos of the settings where gallows were used at The Boston Commons and art portraying the executions of people accused of witchcraft as a result of the Salem Witch Trials) of death penalty with first round of questions written on the opposite side, a PowerPoint file (taking advantage of the classroom installations of computers and projectors), markers, pens, a role sheet, and a seating chart (to be projected onto the second digital overhead projector).

Questions for Pair Interaction:

1. Does your country have the death penalty? / Has your country ever used capital punishment?
2. Do you think the death penalty reduces crime?
3. Do you agree or disagree with the use of capital punishment as a way to punish people for extreme crimes?
4. Would it be reasonable to abolish the death penalty?
5. Is the death penalty a stronger punishment than a sentence of life in prison?
6. Do you agree with the use of the death penalty?
7. "The death penalty keeps the public safe by removing bad people from society." Do you agree or disagree with that statement?
8. Are there any alternatives to death penalty? Should there be any?
9. What is one argument in favor of the death penalty? What is one argument in opposition to the death penalty?

Vocabulary In Reading: conservative, liberal, conviction, advocate, bureaucratic, resurrect, irony

Comprehension Questions / Quiz:

1. What is Governor Chafee said to advocate in the article?
2. What organization has submitted a brief to the appeals court to support Chafee's side of the dispute?
3. Which amendment "condemned" the Dred Scott ruling "to the dustbin of history?"
4. What does the author mean by stating "The irony is rich..." ?

Sources:

Alptekin, C. (2002). Toward intercultural communicative competence in ELT. *ELT Journal*. 56/1. Istanbul, Turkey. Oxford University Press.

Beale, S. (2012). *Chafee, fighting the death penalty, takes a most conservative course*. Phoenix. Boston, Massachusetts. Media/Communications Group. Taken from <http://thephoenix.com/boston/news/136225-chafee-fighting-the-death-penalty-takes-a-most-c/>



E. Procedures / Timing:

Teacher does/says . . .	Students do/say . . .	Approximate time needed
<p>Checks role sheet for each student. “Welcome back to class! Let’s begin by reviewing last hour’s material regarding logic.” Introduces the first PPT slide giving examples of terms and definitions in the form of logical fallacies. “If I say: Vegetarianism isn’t healthy, because, well... Mr. ____ said so, then what kind of fallacy is that?”</p>	<p>Listen as the teacher introduces the first slide, and responds to the teachers question by identifying the <i>appeal to authority</i> as the appropriate response.</p>	<p>3 min</p>
<p>“I think we’re ready for our first topic of the week.” Proceeds to the next slide titled “The Death Penalty” and asks students 1. What do you know about the death penalty? and... 2. Does your country have the death penalty? (If so, tell me more about it.)</p>	<p>Students volunteer to state their knowledge of the death penalty, as well as any information regarding the use of it in their own countries.</p>	<p>5 min</p>
<p>“I ask that you keep all of this in mind for the next segment, because you’re going to be interacting with all of your classmates about this issue.” “Asks front row to turn to meet second row.</p>	<p>Listen, then front row turns to meet their speaking partners in the second row, forming the arrangement for a revolving communicative scenario.</p>	<p>2 min</p>
<p>“I’m going to give you these</p>	<p>Listens, front row accepts the</p>	<p>2 min</p>



<p>pictures.” *Briefly explains both scenes as they relate to their excursions* “There are questions written on the back of each picture. Those on the front row will state the question, and the second row will respond. You will have two minutes to discuss your question before moving in a clockwise direction to discuss the next question with your new speaking partner.” Cont.</p>	<p>pictures, listens to the teacher’s descriptions of them, and reads the first question in the context of capital punishment.</p>	
<p>Cont. “Now, try to apply the ideas you learned in the last hour to this discussion. You may begin.”</p>	<p>Begins interacting with the front row stating the question, and the second row constructing arguments to back up their opinions on each question posed.</p>	<p>1 min</p>
<p>Motions students to move to the next desk (every two minutes) while assisting students in need of clarification.</p>	<p>Moves to next desk to discuss a different question with a different speaking partner.</p>	<p>10 min</p>
<p>“Okay. Let’s wrap up this discussion by returning to our original seats and facing the front of the room.”</p>	<p>Ends their discussions, turns desks to face the front of the room.</p>	<p>2 min</p>
<p>“Now, I’d like to ask you all what you learned from your classmates during your discussions.” Begins full class discussion by eliciting responses of all nine questions by calling on students in class, and asking students what they learned from other students in the</p>	<p>Volunteer to state responses given by their peers. Others raise hands to agree or disagree with that response. Those with raised hands respond by stating their reasoning for agreeing or disagreeing with that particular classmate’s statement, making sure their arguments follow the appropriate logical steps learned in the previous segment.</p>	<p>6 min</p>



class. Asks the entire class to raise their hands if they agree/disagree. Calls upon individual students to state the reasons for agreeing or disagreeing with a given response.		
Draws a T-shaped chart on the board to elicit arguments that are favorable or unfavorable to a specific opinion if class was in full consensus. Words “Agree” and “Disagree” are written on either side. Elicits arguments for both first by asking for potential opposing reasoning. Plays devil’s advocate in case it’s needed.	Volunteer to state arguments that are opposed to their own opinions and gives the reasoning behind them. Argues against teacher’s extreme statements and identifies his fallacious reasoning.	5 min
Proceeds to next slide containing pre-knowledge questions and additional vocabulary from the reading and asks for an explanation of the terms.	Volunteers to answer intro questions and explain terms, and listens to peers for clarifications of their own.	5 min
Numbers students into groups of three, and provides newspapers to each group.	Moves into groups and accepts the reading.	2 min
Asks members to read the relevant article together, taking turns after each paragraph, and informs groups whether they will argue for or against Chafee’s position. Asks students to	Takes turns reading the article on politician’s statements on the death penalty and writing favorable or unfavorable statements detailing reasons for their own assigned position.	10 min



write three statements detailing their reasoning (to be presented and debated tomorrow morning).		
Collects statements and newspapers from each group, and asks students to return to their original seats.	Each group gives written statements and newspapers to the teacher and returns to their original seats.	2 min
Proceeds to next PPT slide containing comprehension questions. Asks students to write their individual responses on paper, numbered 1-4 for each question, informs students that they may go to lunch after placing their finished quizzes in their assigned folders/portfolios, & reminds students of time to meet for each evening excursion.	Answers comprehension questions, places quiz in assigned folder, leaves classroom to eat lunch and prepare for evening excursions.	5 min

F. LEARNER FEEDBACK/FORMATIVE ASSESSMENT

I was available during discussion to reformulate or reiterate students' arguments as an indirect way of correcting mistakes and errors, while encouraging wider class participation in response. As advanced students; they needed little direct assistance with reading material in the article. However, I did answer questions related to pronunciation, assisting in the process of clearing up any confusion with regard to suprasegmental features in various new vocabulary terms or phrases. All of the students' quizzes, and other materials produced individually, were placed into portfolios for formative assessments and ongoing teacher-student feedback/conferencing. During discussions, all students were assessed indirectly by their peers, and the process helped them to sharpen their logic and critical thinking skills.

The peer assessments covered the objectives more than any of the others mentioned above. The emergence of linguistic utility, found in these interactions, was reinforced through social opportunities in the group/pair work scenarios and discussions. These activities acted as a mechanism for extrinsic motivation: maintaining interaction with peers and keeping up with the flow of reasoning; and intrinsic reward: students noticing their own intellectual growth and enjoying the creative process. Overall, these assessments fare well as evidence for student learning.

cont.



G. EXTENDED REFLECTION

In phase 2, there is a change in materials that includes the addition of more realia. Pictures of historical scenes, used in the revolving conversational segment, provide for better contextualization, and assist students in connecting their time in class to their excursions to The Boston Commons and Salem, both of which demand further communication on the topic. In phase 1, I wrote the first set of discussion questions on slips of paper, without maximizing incentives for learning through different modalities. These excursions helped to provide students with more ideas, including any historical arguments for debates that will happen during their next lesson. The extra realia is also intended to assist them in preparation for these events, as well as providing more reference for familiarity in potential pragmatic analyses. These photos, along with the local newspaper, assisted students in making logical connections between the death penalty as it was used historically, as well as how it is used in modern times.

In addition to the realia described above, pair and group work can be seen in the revolving arrangement, as well as when students were in groups of three, working on their presentations and debate points for the following lesson. Critical thinking skills were taught through explicit instruction, using the rules of logic in the first hour. These ideas were applied by students as they constructed their own arguments related to each topic. Students also engaged in creative thinking to make their rhetorical skills more reasonable. Students gave feedback to their peers in the form of counter arguments and supporting arguments. As the teacher, I could be seen reformulating and prompting responses. Other potential evidence of learning, through written work, was graded and placed in portfolios for individual assessments and conferencing throughout the course. As a result, the environment became one that invited participation in a way that suggests that this group of students was comfortable experimenting with new ideas.

Since learners in this group come from a multitude of backgrounds, and the location is the setting of a strong, multicultural community; the theory of intercultural communicative competence (Alptekin, 2002) felt suitable as the guiding framework for a constructivist approach to learning. The content is appropriately planned for the intellectual demand of students (age 13-18) who normally study in advanced placement classes. The pair and group work facilitated in this lesson also reflect the cognitive processes of adolescent learners. Thus, an opportunity for social development may be created within an environment of linguistic and academic growth.

