

Integrated English II and Media Tech – Daniel Gough and Ken Keene  
Centennial High School, Peoria Unified School District

**School and District:** Centennial High School; Peoria Unified School District

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**Student Grade Level:** 10

**Document Type:** A Separate Peace Integrated English and Media Tech Unit Plan and  
Week One Lesson Plans

**Assessment Data:** Not Applicable; Unit will be implemented in August 2010

**Follow-up activities:** Students will produce two major piece of work based upon  
their studies in this unit: a literary analysis essay exploring the author's unity of  
effect, and a storyboard of a chosen scene from the novel

**A Separate Peace Integrated English and Media Tech Unit**

This unit will introduce students to class and begin the process of intertwining their analysis of literature and media. Students will read the novel A Separate Peace and write a literary analysis essay on the theme of lost innocence. Simultaneously, students will learn about filmmaking and storyboarding and create a meaningful and analytic storyboard of a scene from the novel.

8/9	Ch.1	Media	Ch.3	Media
Introduction to class	Anticipation & Reading Strategies HW: Ch.2	Intro to Media Class Browsing the MAC OS	Analyze Theme & Setting HW: Ch.4	12 Camera Shots Lecture/Demo Worksheet
8/16 Ch.5	Media	Ch.7	Media	Ch.9
Analyze Characterization HW: Ch.6	12 Camera Shots Field work(on campus) Flip Camera demo	Analyze Symbolism HW: Ch.8	Symbolism Short Film Critique Worksheet	P.I.E Writing HW: 10
8/23 Media	Ch.11	Media	Ch.13	Media
Intro to Final Cut Editing that makes sense activity.	Seminar Prep HW: Ch.12	12 Camera Shots Individual editing V/O Narration demo	Socratic Seminar HW: Outline	Intro to Celtix screenwriting interface. Select scene from novel.
8/30	Media	Revision	Media	Unit Test
Expansion (work day)	Screen plays made simple -activity character, dialog, action, and notes		Creating Story boards w/images Shot maps.	

Day 1 – Class Introductions

*Objectives:*

Students will provide essential personal information.  
Students will read and engage with the course syllabus and expectations.  
Students will design and take a quiz based on the syllabus and expectations.  
Students will know how to work with a partner within the class.

*Process:*

**Bell Work:** Students will enter and complete an information card from instructions on the overhead. Students will then complete an anticipation guide related to key class issues.

Take attendance and field questions

**Activity 1:** Hand out class syllabus, class guidelines, and crossword puzzles; teach students how to find extra documents, and then have students pair up with shoulder partners to complete the crossword puzzle. Each group should have one puzzle, one syllabus, and one set of guidelines between them for the activity.

Review

**Activity 2:** Students will now stretch their legs and complete an ice-breaker activity where they circulate and ask their peers for the answers to some basic personal questions.

Review

**Activity 3:** Students will now be given a homework assignment to write a paragraph of introduction either for themselves or for a neighbor, depending upon the time.

**Conclusion:** Teach students how to conclude class. *Visit Fire Drill Station.*

Reflection:

Day 2 – Introduction to Novel/Review of Reading Strategies

Students will begin reading the novel today and will be introduced to its central theme – lost innocence; we'll discuss this theme in more simplistic terms of “growing up”. Students will do some brainstorming of this concept and apply it to what they read in Ch. 1. Students will also be taken through a reminder of various reading strategies as they complete chapter 1 of the novel.

*Objectives:*

Students will read and understand Chapter 1 of the novel  
Students will understand why the novel contains a theme of lost innocence  
Students will brainstorm their prior knowledge of the concept of lost innocence  
Students will revisit useful reading strategies

*Materials:*

Anticipation Guide

*Process:*

**Anticipation:** Students will be told that they are to begin reading their first novel today. Together we will discuss some of the strategies that good readers apply when they read (anticipation/visualization/connection/prediction/questioning/clarification/opinionate etc). We will begin by completing an anticipation guide geared toward the main themes of the novel, especially that of maturation or lost innocence.

**Read:** Students will begin reading the first chapter of the novel; at various points through the reading, students will be stopped and asked to respond to the novel in a specific manner – visualizing the setting, questioning/clarifying with a partner, predicting the events, connecting to the story etc

**HW:** Students will read chapter 2 of the novel and complete their study guide

*Reflection:*

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Day 3 – Media - Introduction to Media

Students will complete a Pretest for Media Tech. Teacher will go over rules, syllabus, and information for the class. Students will complete paperwork and take home to sign.

*Objectives:*

Students will read and understand Media class rules.  
Students will demonstrate ability to set up their computer through the MAC OS  
Students will change passwords and set up their log in with individual options.

*Process:*

**Read:** Students will write 2 questions they have about the Media rules.

**Media Rules:** teacher will go over any questions associated with class rules and student permission forms. Students will be asked to return this sheet at the end of the week.

**MAC Operating System:** Many students probably have not used the MAC OS so we will spend a little time getting familiar with it. We will discuss and use short cuts, key commands, and passwords. We will also look at system preferences and make necessary changes.

**Watch and Critique:** Student will watch a short film and start a worksheet they will use later next week.

**Write:** Students will practice identifying and listing story elements pertaining to foreshadowing, personification, and metaphor.

Day 4 – Chapter 3: Theme and Setting

Students will complete a reading quiz today on the first 3 chapters of the novel. In preparation students will review the events etc by completing a “modes of writing” exercise.

*Objectives:*

Students will read and understand chapter 3 of the novel  
Students will demonstrate recollection and comprehension of chapter 1-3  
Students will recall that there are multiple ways (modes) of writing

*Process:*

**Read:** Students will discuss their homework reading and then read chapter 3 of the novel together.

**Visualize:** We will now hone in on the subject of setting. Students will be asked to brainstorm the concepts of childhood (innocence) and adulthood (experience) and we will discuss our connotations with these two worlds. Students will then review the opening of the novel, where Knowles clearly uses two different settings to capture the different moods of the narrator’s adulthood and childhood experiences. Students will visualize both settings, attempting to capture the contrast visually and by noting down keywords that Knowles uses in his descriptions (this could be done in poster format, or on an exploration sheet)

**Write:** Students will practice expressing the analysis they’ve conducted in PIE format, by writing a short chunk of a literary analysis paragraph on setting and theme.

HW: Students will need to have read Ch.4 by the time we meet again next week

Day 5 - Media 12- Camera Shots

Students will complete a worksheet that includes 12 different camera shots. Lecture and Keynote presentation will help students understand these shots using examples from actual films.

*Objectives:*

Students will take notes and draw pictures depicting each shot.  
Students will demonstrate understanding by taking a quiz at the end of the presentation.  
Students will select 12 important quotes from the novel and type them in a document to prepare for the following assignment.

*Process:*

**Read:** Students will read information from the presentation and take notes.

**12 Camera Shots:** We will discuss why camera shots are important and students will begin to visualize what they are reading into a movie format. Students will be encouraged to use their imagination, as they read, to think about the shots they would use to tell the story. All 12 shots have examples of movies that make use of each shot. Students will then take a quiz at the end of the presentation to practice identifying the shots.

**Write:** Students will research and write down important quotes from the novel to use for their shot assignments. Students may use quotes from the book up to chapter four.