

# Lesson Plan for Maus Novel

## Study Unit Lesson 4

1 **Lesson Title:** Final Essay

2 **Grade/Age Level:**

Grades 7-9

3 **Subject Area:**

Language Arts and History (cross-curricular)

4 **Time allotted for the lesson:** Two 150 min. class periods

5 **Short description of lesson:**

In this lesson, the learners apply what they learned about symbolism and and visual metaphors in Lesson 3 by writing a properly formatted persuasive essay on the question, “If you were writing a graphic novel similar to *Maus* about Asia during WWII, what animals would you choose to represent Taiwanese, Chinese, Japanese, American, and Korean people? Why?” This lesson also provides students with information reviewing how to properly write an essay and an opportunity to apply and practice that knowledge.

6 **Standards met in this lesson:** Happy Kids Middle School Program does not follow any state or national standards. Instead, it has its own set of benchmarks set for its students. Below are those that are covered by this lesson.

- Identifies and describes a variety of literary elements such as plot, setting, characters, problem, solution, and conflict in a story
- Connects reading selections to self, other texts, and the world
- Independently develops original ideas and writing appropriate for assigned tasks
- Uses correct capitalization, punctuation, and grammar
- Writing is organized in a logical, easy-to-follow manner
- Chooses vivid verbs, strong adjectives, and specific nouns to make writing more descriptive and powerful
- Understands how to organize and write essays

7 **Instructional Objectives (Each instructional objective [learning outcome] for this lesson):**

- Students will learn to identify and explain literary symbols and their meanings.
- Students will analyze literary symbols and justify their analysis.

- Students will identify and analyze visual metaphors and justify their analysis.
- Students will develop their own literary symbols and justify their selections and write a correctly formatted essay using facts and details from *Maus*.

## 8 Instructional Procedures

- **Lesson Set:** This lesson begins after students complete all artifacts from Lesson 3. At the beginning of week 7 of the unit, The teacher should set up the essay question by introducing the question itself and giving students a few minutes to brainstorm as a large group. The teacher’s goal during this stage is to make sure students understand how their choices should be considered as metaphors for the relationships between the different nationalities. Taiwanese and Chinese for example, while similar in culture, language, and religion, have subtle and important differences. These groups should be represented by similar, but different animals, like wolves and dogs or Tigers and cats.
- **Techniques and activities:**
  - 1 Students read the essay question and begin prewriting their essay.
  - 2 Students navigate to the [Essay Help Page](#) to review the parts and format of an essay.
  - 3 Students have the entirety of Week 7 and Week 8 of the unit to work on and complete the essay.
  - 4 Upon completion, students upload their completed essays into the [Assignment Drop Box](#) folder with commenting privileges enabled for the teacher to provide feedback.
- **Lesson Closure:** After all students have finished and uploaded their essays, the teacher should mark each document and provide feedback for mistakes. Final essays can be posted around the school or online on the class website to show off the class’s hard work.

9 **Adaptations for special learners:** Students in the Happy Kids Middle School Program are all ESL students. To accommodate their language ability, all lesson materials and content will be made available online via the unit website. This website will include links to tools like translation services English dictionaries to help students through the content.

10 **Supplemental Activities:** If the teacher has time, a possible extension activity for this assignment could be for students to actually storyboard a part of their graphic novel, taking their original visual metaphors a step further by applying them in the intended context. A remedial activity that would target learners who are struggling with the essay format can be to require students in this situation to outline their entire essay before beginning.

11 **Assessment/Evaluation:** During this lesson, students will be assessed based on the merits of their final essay. This essay will be submitted electronically to the teacher and graded. Happy Kids does not give grades to students. All assessment is informal. Therefore, the teacher will be required to mark each essay according to the Final Essay

GRading Rubric and return it to the student with feedback on how to improve the essay. The teacher should also, following the marking of a student's worksheet, record in the Teacher's Observation Book whether the student has or has not demonstrated an understanding or mastery of the concepts covered in this lesson. This essay is worth 50 pts. A student should score over 40 pts. to demonstrate proficiency in the concept.

**12 Learner Products:**

- Final Essay

*\* Note for learners: This lesson plan template is adapted from the model that is recommended in the book *Preparing to Use Technology: A Practical Guide for Technology Integration*.*