

Lesson Plan-Class 1

Class: ENG 450: Pedagogical Approaches to Contemporary Literature		Focus: Racism and imperialism in texts	
Student profile:	Senior/4 th year undergraduate	Major:	Secondary English
Text: Rudyard Kipling's <i>Kim</i> (Note: Students would have been instructed to read Said's Introduction last)			
Objectives or goals of the Lesson:			
<ol style="list-style-type: none"> To introduce students to the format of a fiction novel discussion class To introduce the students to setting up a class for learning literary theory contextually in order to teach it to a younger group (secondary ed) To introduce students to ways pedagogical of introducing historical events of importance in literature based class and why that's important. To introduce students to a way of teaching younger students (secondary ed) of viewing literature through different lenses other than their own through basic critical theory. 			
Key Competencies:			
<ol style="list-style-type: none"> Students will be able to talk critically about the content of the text. For example, what social issues are apparent in the text that impact the story's telling of Kim. Student's will be able to choose a position and discuss the novel from that position in terms of the time period, for example within the time of imperialism. Students will be able to dissect the novel and separate the important facts from the fictional content and make important historical connections. 			
Stages of Lesson	Procedures of Lesson	Teaching & Learning Activities	Materials
Introduction		Begin by asking students about their thoughts on <i>Kim</i> . Ask if anything particular stuck out as extraordinary or bothered them about the text. Then show the Kim's Great Game video and ask them what they think is occurring beyond the obvious? Why is this video important in regards to the novel?	novel, text
Development	Discussion	Leading from the discussion of the video, have the students open the text and reread the first two paragraphs. Then ask, "Why did Kipling choose to describe Kim in that way, so soon?" Then lead into the discussion of privilege and how that plays into imperialism as well as the racist undertones of the book (provided a student has already raised this issue, if not, ask, what does that privilege insinuate about Kipling's feelings about Kim's British identity and the native people.)	students' own laptops
	Activity-group work	The students will work in teams of two and will be assigned to open their laptops and search for academic articles regarding Kipling's Kim. Once they have found two articles each they will be asked to collaborate on a two page paper that chooses a position on what they feel was Kipling's point of view while writing Kim. Assignment due next class.	students' own laptops
	Review	Review some of the existing themes in the novel and ask the students if they have any questions.	

Lesson Plan-Class 2

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Student profile:	Senior/4 th year undergraduate	Major:	Secondary English
Text: Rudyard Kipling's <i>Kim</i>			
Objectives or goals of the Lesson:			
<ol style="list-style-type: none"> To introduce students to the format of a fiction novel discussion class To introduce the students to setting up a class for learning literary theory contextually in order to teach it to a younger group (secondary ed) To introduce students to ways pedagogical of introducing historical events of importance in literature based class and why that's important. To introduce students to a way of teaching younger students (secondary ed) of viewing literature through different lenses other than their own through basic critical theory. 			
Key Competencies:			
<ol style="list-style-type: none"> Students should be able to understand and discuss the basics of the three presented theories and chooses segments of the novel to view through one of the lenses through a short multimedia presentation. Students should be able to grasp the concept of "cultural constructs" and determine if it applies to <i>Kim</i> and Kipling. Students should be able to make personal connections between the text and how they perceive the text using the concept of cultural constructs. 			
Stages of Lesson	Procedures of Lesson	Teaching & Learning Activities	Materials
Introduction		Ask the students how the experience of working together was and would they use partners and groups in their own class. (I personally don't like the use of groups in classes, particularly online ones, but I know why they are used and so that is why they are included here). Ask the students what they focused on in their papers and if there were any conflicts of opinions in their groups about Kipling's motivation. Introduce historical/cultural, reader-response, and Marxism as theories to examine <i>Kim</i> through. Explain the basics of each theory.	
Development	Discussion	Ask the students why they think there were differing viewpoints in their groups if there were. "Did reading Said's Introduction help or hinder their understanding of the text?" Ask the student's if they think their identity affects how they view Kipling's novel. Explain cultural constructs. Discussion will then focus on Edward Said's Introduction to <i>Kim</i> . Ask the students if their opinion about Kipling changed after reading Said's Introduction.	
	Activity	Students will (using their laptops) create a quick presentation (no more than 10 mins) showing an excerpt or two through their chosen literary theory lens, that should include a few questions and a video. They should conclude on their opinion of why or why not they think Kipling's novel is racist.	

	Review	Review the theories and cultural constructs and ask how the students' opinion of <i>Kim</i> and Kipling and has changed and why? Did the theories help?	
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