Moby Dick Lesson Plans for Grade 6  
Semester: 1st (2 months)  Class schedule: 4 classes (one - 70 mins) a week

Textbook: *Moby Dick*  
Teaching aid: Textbook, Workbook, Computer, Internet  
Assessment: Thinking skills, Literature analysis, Academic connections, Writing and speaking, Vocabulary Tests, Comprehension Checkup Questions

Additional Assignments:

<table>
<thead>
<tr>
<th>Thinking: Predictions</th>
<th>Writing: Expressive Language: Vocabulary and concept development</th>
<th>Writing and Group Discussion</th>
<th>Creative Writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>10</td>
<td>- Choosing one of the titles listed in the table of contents, students should write their own short story, related to the title they have chosen. It should be approximately 1 page typed, and presented in the next class.</td>
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</table>
### Day 1-1: Book Intro and Summarizing Lesson

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<thead>
<tr>
<th>Objectives</th>
<th>Time</th>
<th>Method</th>
<th>Topics and Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>5</td>
<td>Attendance check</td>
<td>Ice breaker</td>
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</tbody>
</table>
| Thinking: Predictions                            | 35   | Discussion and Reading      | **Discuss: Moby Dick**  
- Anything students already know about the story, anything they think about it.  
**Dramatization of the Story: Ch. 1**  
**Reading:** Summarizing, Skim reading  
**Writing:** Information  
**Gist**  
- Instruction on identifying the 5 W’s and H of a story or report.  
- Using a short example news article (maybe a fictional backstory about where Moby Dick ideas came from) the students should be able to identify key words and the main idea of the article, summarizing important points. They should each identify the 5 W’s and H, and then create a 3 sentence summary.  
Have students use the WB to “gist” Ch. 1 in class. Have them complete Ch. 2 @ home.  
**3 Gist worksheets:** Spaces for ideas, keywords, and 5 W’s and H. Section for short summary.  
1. Read Ch.1 & 2  
2. Create Vocabulary Dictionary for Chapters 1 & 2  
3. Complete Chapter summarizing. |
**Day 1-2**
How to begin a research project

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<thead>
<tr>
<th>Objectives</th>
<th>Time</th>
<th>Methods</th>
<th>Topics and Explanations</th>
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</thead>
<tbody>
<tr>
<td>Thinking: Logical</td>
<td>50</td>
<td>Lecture</td>
<td>Discuss with students the skills they will be learning this semester, tell them that we will be learning how to do research. Instruct students how to come up with a plan for doing research (mainly how to break up a large topic into manageable questions). Further teach them a note taking technique to aid them in their research. Explain to students ‘historical fiction’, show them trailers of movies to prove what it is. Tell them that they will be writing stories like these throughout the semester.</td>
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<td>Critical</td>
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<td>Writing</td>
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<td>Listening</td>
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<tr>
<td>Thinking: Critical</td>
<td>20</td>
<td>Review</td>
<td>Review how to deliver a presentation. Tell students how they have to change their presentation delivery with more emphasis on helping people understand.</td>
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<tr>
<td>Critical</td>
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<td>Listening</td>
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### Day 2-1 Reading aloud, Gist Exercise

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<th>Objectives</th>
<th>Time</th>
<th>Methods</th>
<th>Topics and Explanations</th>
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</thead>
<tbody>
<tr>
<td>Attendance &amp; HW check</td>
<td>5</td>
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**Language:** Listening, Discussion, Vocabulary and Concept Development

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<th>Time</th>
<th>Methods</th>
<th>Topics and Explanations</th>
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</table>
• Check Vocabulary journals, discuss commonly unfamiliar words.  
• Discuss the plot of the story, reviewing major events, characters, and ideas.  
• Check summaries. |

**Reading:** Elements of fiction, Dramatic reading

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<tr>
<th>Time</th>
<th>Methods</th>
<th>Topics and Explanations</th>
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</thead>
</table>
| 25   | Reading Aloud | Dramatization of Story: Ch. 1 & 2  
• Practising dramatic speaking and effective speaking techniques, read aloud the story, alternating speakers. Remind students how to read most effectively.  
• Pace, tone, accent, volume, etc. encourage thoughtful speaking.  
• Students should each choose a part of the story to read effectively. |

**Thinking:** Predictions

**Writing:** Expressive

**Language:** Vocabulary and concept development

<table>
<thead>
<tr>
<th>Time</th>
<th>Methods</th>
<th>Topics and Explanations</th>
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</thead>
</table>
| 20   | Writing and Group Discussion | Gist Exercise  
Have students recall the rules of a good summary.  
Create some good and terrible summaries of the chapters read this week.  
Present them to the students and have them discuss which are effective, and which aren’t. Discuss why.  
Make a Do’s and Don’ts list of writing a summary. |

**Homework**

<table>
<thead>
<tr>
<th>Time</th>
<th>Methods</th>
<th>Topics and Explanations</th>
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</thead>
</table>
|      | Homework | 1) Chapter 1 & 2 CQ’s.  
2) Complete your list. Email to the teacher.  
3) HW Reflection Question: What do you expect to happen in this book? Why? |
Day 2-2
Whaling Industry

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<thead>
<tr>
<th>Objectives</th>
<th>Time</th>
<th>Methods</th>
<th>Topics and Explanations</th>
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</thead>
<tbody>
<tr>
<td>Thinking:</td>
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<tr>
<td>Critical</td>
<td>45</td>
<td>Lecture</td>
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<td>Logical</td>
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<tr>
<td>Speaking</td>
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<tr>
<td>Listening</td>
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<tr>
<td>Academic Connection:</td>
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<tr>
<td>History</td>
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<tr>
<td>Critical Speaking</td>
<td>15</td>
<td>Discussion</td>
<td>Explain to students what they will be doing for homework. Discuss with them to come up with a plan for their homework.</td>
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<tr>
<td>Homework</td>
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<td></td>
<td>Research a presentation on the Japanese whaling industry.</td>
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</table>
### Day 3-1: Chapters 3 & 4, Summary review and Skim Reading

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<thead>
<tr>
<th>Objectives</th>
<th>Time</th>
<th>Methods</th>
<th>Topics and Explanations</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>20</td>
<td>Comprehension Questions and</td>
<td><strong>Skim Reading Techniques</strong>&lt;br&gt;Present a lecture on skim reading techniques</td>
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<tr>
<td></td>
<td></td>
<td>Summaries List Check.</td>
<td><a href="http://www.school-for-champions.com/grades/reading.htm">http://www.school-for-champions.com/grades/reading.htm</a></td>
</tr>
<tr>
<td></td>
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<td></td>
<td><a href="http://42explore.com/skim.htm">http://42explore.com/skim.htm</a></td>
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<td>Students should discuss any questions they have about how to go about this, and graphic organization.</td>
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<td><strong>Note space for the lecture, extra space for activity</strong></td>
</tr>
<tr>
<td>Composition: Revision, Peer Evaluation</td>
<td>30</td>
<td>Reading</td>
<td><strong>Independent Reading</strong>&lt;br&gt;- Students will take the chapters for the week and <strong>create a gist</strong> for each chapter in about 5-10 minutes.</td>
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<td>- Then, read the chapters (or one of them) aloud, and check student’s predictions in the gists.</td>
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<td><strong>Lines for gists, and a section to write 3-5 questions.</strong></td>
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<tr>
<td></td>
<td>Homework</td>
<td>1) Have them complete this quiz: <a href="http://www.bbc.co.uk/skillswise/words/reading/techniques/skimming/quiz.shtml">http://www.bbc.co.uk/skillswise/words/reading/techniques/skimming/quiz.shtml</a></td>
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<td>2) Update your vocabulary journal.</td>
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<td>3) Read Ch. 3 &amp; 4.</td>
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</tbody>
</table>
### 3-2 Whaling Industry Presentations

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Time</th>
<th>Methods</th>
<th>Topics and Explanations</th>
</tr>
</thead>
</table>
| Critical Creative Logical Speaking Listening Writing | 30   | Presentations | • Students deliver presentations on the Japanese whaling industry.  
• While one student delivers the presentation, others take notes on what the student is doing  
• Videotape the students' presentations                                                                   |
| Critical Logical Speaking Listening | 10   | Discussion | Discuss any remaining questions or undelivered ideas on the whaling industry. Watch a scene from whale wars so students can see that many people strongly disagree with whaling.                                        |
| Critical Listening Writing  | 30   | Lecture  | Critique students' presentations and research. Review with students all the things learned in the first class. Teach them another notetaking technique. Further teach students how to find trustworthy sources and how to cite them so as to avoid plagiarism. |
|                             |      | Homework | Write a 1 page historical fiction story about a whale being hunted by a Japanese whaling boat.                                                                                                                         |
**Day 4-1 Reading Aloud, Skim Reading Exercise.**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Time</th>
<th>Methods</th>
<th>Topics and Explanations</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>Homework Check</td>
<td>Homework Check&lt;br&gt;Attendance and Homework check – Vocab. Journal and Review performance on skim reading quiz..</td>
</tr>
<tr>
<td>Reading:</td>
<td>20</td>
<td>Reading</td>
<td>Reading Aloud: Ch. 3 &amp; 4.</td>
</tr>
<tr>
<td>Dramatic</td>
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<tr>
<td>Reading</td>
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<tr>
<td>Language:</td>
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<tr>
<td>Vocabulary and concept development</td>
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<tr>
<td>Composition:</td>
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<tr>
<td>Conventions of language</td>
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<td></td>
<td>40</td>
<td>Lecture and Discussion</td>
<td>Skim Reading Exercise&lt;br&gt;<a href="http://www.bbc.co.uk/skillswise/words/reading/techniques/skimming/worksheet.shtml">link</a>&lt;br&gt;- Explain to the students that they’re going to skim read. Review the techniques, and make sure each student has their <strong>gist worksheet</strong> open in their workbook.&lt;br&gt;- Give students a lengthy article on any subject. Have them each create a gist by skim reading.&lt;br&gt;- Then read the article aloud in class, and have students check eachother's or their own gists by comparison to what they actually comprehend from the article.&lt;br&gt;- To finish, have students complete a summary, using the relevant gist words they identified in the activity.</td>
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</tbody>
</table>
Day 4-2: Ships

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<thead>
<tr>
<th>Objective</th>
<th>Time</th>
<th>Method</th>
<th>Topic and Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing: Alternative Media</td>
<td>70</td>
<td>Lecture</td>
<td>Deliver a lecture on the anatomy of a whaling ship. Go on to tell students about technological innovations that allowed for continued sea travel. Finally give students a brief introduction into the history of exploration. Help students come up with a plan for their research homework.</td>
</tr>
<tr>
<td>Language: Discuss</td>
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<tr>
<td>Homework</td>
<td></td>
<td></td>
<td>Rewrite your story with the corrections. Research and then prepare a presentation on the sinking of the Titanic.</td>
</tr>
</tbody>
</table>
### Day 5-1: Scanning and Reading Aloud.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Time</th>
<th>Method</th>
<th>Topic and Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing:</strong> Revision and Evaluation</td>
<td>15</td>
<td>Homework Check</td>
<td>Check CQ’s and summaries. Plot review and summary.</td>
</tr>
<tr>
<td><strong>Reading:</strong> Elements of fiction, Dramatic reading</td>
<td>25</td>
<td>Reading and Speaking aloud</td>
<td>Reading Aloud: Ch 5 &amp; 6 Check comprehension at various intervals.</td>
</tr>
</tbody>
</table>
| **Language:** Vocabulary and Concept Development |      | Homework                | 1) Read Ch. 5 &6 while listening to the tape.  
2) Update Vocabulary Journal.  
### Day 5-2: Titanic Presentation

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Time</th>
<th>Methods</th>
<th>Topics and Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative</td>
<td>30</td>
<td>Presentation</td>
<td>Students deliver their presentations on the Titanic.</td>
</tr>
<tr>
<td>Listening</td>
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<tr>
<td>Speaking</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Critical</td>
<td>20</td>
<td>Group critiques</td>
<td>Critique all student presentations. Showing students how to properly critique a presentation. Have students take notes on each critique</td>
</tr>
<tr>
<td>Logical</td>
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<tr>
<td>Speaking</td>
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<td>Writing</td>
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<tr>
<td>Listening</td>
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<tr>
<td>Critical</td>
<td>20</td>
<td>Lecture</td>
<td>Review with students what we have learned so far on how to do research. Teach students a new note taking technique. Further teach students paraphrase so they don't have to quote as much.</td>
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<tr>
<td>Creative</td>
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<tr>
<td>Writing</td>
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<td>Listening</td>
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<td>Homework</td>
<td>Write a 1 page story from the view point of a passenger on the Titanic.</td>
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</table>
### Day 6-1: Scanning Activity and Reading Aloud

<table>
<thead>
<tr>
<th>Objective</th>
<th>Time</th>
<th>Method</th>
<th>Topic and Explanation</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>15</td>
<td>Homework Check</td>
<td>Homework Check&lt;br&gt;Check VJ and performance on scanning quiz.&lt;br&gt;Review plot, and verbally summarize the chapters.</td>
</tr>
<tr>
<td>Language: Listening, Discussion, Vocabulary and Concept Development</td>
<td>25</td>
<td>Reading Aloud</td>
<td>Reading Aloud Ch. 5 &amp; 6&lt;br&gt;Check comprehension when necessary.&lt;br&gt;Have them discuss Characters, and Chart characteristics, especially Queequeg.</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>Activity</td>
<td>Scanning for Details&lt;br&gt;Copy the TV Schedule that you can find on this lesson plan. Fix formatting. Prepare a list of questions about the information. Students will only be able to turn over the sheet once you have already asked the question, and scan for the pertinent information. Make it a competition, with reward. <a href="http://esl.about.com/od/readinglessonplan1/a/Reading-Comprehension-Skills-Scanning.htm">http://esl.about.com/od/readinglessonplan1/a/Reading-Comprehension-Skills-Scanning.htm</a>&lt;br&gt;Just space so they can glue in their activity papers.</td>
</tr>
<tr>
<td>Homework</td>
<td></td>
<td></td>
<td>1) Comprehension Questions.&lt;br&gt;2) Read Ch 5 &amp; 6 again.</td>
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</table>
**Day 6-2 Samoan Culture**

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<tr>
<th>Objectives</th>
<th>Time</th>
<th>Methods</th>
<th>Topics and Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Logic</td>
<td>50</td>
<td>Lecture</td>
<td>Deliver a lecture on Samoan Culture, and discuss how most likely the ‘savages’ in the story come from this area of the world.</td>
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<tr>
<td>Logical</td>
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<td>Listening</td>
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<td>Writing</td>
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<tr>
<td>Academic Connections: History</td>
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<td>Religion</td>
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<tr>
<td>Critical</td>
<td>20</td>
<td>Activity</td>
<td>After seeing images of the tattoos gotten by Samoas. Students should design a ritual Samoan tattoo.</td>
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<tr>
<td>Creative</td>
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<td>Writing</td>
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<td>Reading</td>
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<td>Homework</td>
<td>Rewrite your stories with corrections. Prepare a presentation on the heads of Easter Island.</td>
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<tr>
<td>Objectives</td>
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<td>Method</td>
<td>Topics and Explanations</td>
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<tr>
<td>Composition:</td>
<td>20</td>
<td>HW Check</td>
<td>Check CQ’s and review events in the previous chapters.</td>
</tr>
</tbody>
</table>
| Revision              | 50   | Lecture and        | **Discriminating Between Important and Unimportant Details, and Checking Facts.**  
|                       |      | Discussion          | Deliver an explanation of Important and Unimportant Details, and identifying them. Provide examples in class, asking students to evaluate a paragraph for pertinent information. How can they tell what’s important or not? Create (with help) a list of ways to identify important details.  
|                       |      |                     | Talk about Ch. 7. What is the intent of the chapter? Have them come up with some questions they will think about (general pre-reading). Have them skim to determine main events or topics covered.  
|                       |      |                     | Next, Have them read Ch. 7 pp 35-36, explaining the process of taking apart a whale. Have them individually identify important details provided in the section, and create a list. Ask them to pair up, and compare their list to their partners. They should be able to discuss why they think certain details are important, because of how they relate to the main topics they’ve identified. Next, have them do this together as a class, and help them sort out the relevant details.  
|                       |      |                     | Have them summarize the information as homework or classwork. **Summary sheet, How to Take Apart a Whale**                                                                                                                                                                                                                                                                |
|                       |      |                     |                                                                                                                                                                                                                                                                                                                                                                           |
| Homework              |      |                     | 1) Read Ch. 7 & 8.  
|                       |      |                     | 2) Update Vocabulary Journal.  
<p>|                       |      |                     | 3) Revise your summary and email to the teacher.                                                                                                                                                                                                                                                                                                                                       |</p>
<table>
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<tr>
<th>Objectives</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Critical Logical Listening</td>
<td>30</td>
<td>Presentation</td>
<td>Students deliver their presentations on the Spanish Inquisition</td>
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<td>Have students take notes on each presentation</td>
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<td>Record each presentation for the students</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Critical Logical Speaking</td>
<td>20</td>
<td>Discussion</td>
<td>Critique students presentations and research techniques.</td>
</tr>
<tr>
<td>Listening</td>
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</tr>
<tr>
<td>Critical Logical Listening</td>
<td>20</td>
<td>Lecture</td>
<td>Give students tips and pointers on how to effectively use internet search engines.</td>
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<tr>
<td>Writing</td>
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<td>Boolean words etc.</td>
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<tr>
<td>Reading</td>
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</tr>
<tr>
<td>Homework</td>
<td></td>
<td></td>
<td>Write a 1 page historical fiction story that takes place in Samoa.</td>
</tr>
</tbody>
</table>
**Day 8 -1: Exercise - Correcting Facts, Whole Reading, and Reading Aloud.**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Time</th>
<th>Methods</th>
<th>Topics and Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language:</strong> Oral Presentation, Peer Evaluation</td>
<td>15</td>
<td>HW Check</td>
<td>Check VJ’s and hand back summaries.</td>
</tr>
</tbody>
</table>
| **Language:** Listening, Discussion, Vocabulary and Concept Development | 25   | Reading Aloud  | • Reading Aloud Ch. 8  
  • Read the section aloud, checking comprehension and pronunciation as you go.  
  • Review plot events, characters, important symbols.  
  • Have students fill in a chart that identifies significant symbols in the story thus far. Remind them they will need to update this chart throughout the class, and refer to it near the end.  
  Chart: Symbols, Potential Meaning, Where Have I seen them? |
| **Language:** Vocabulary and Concept Development | 30   | Activity       | Exercise - Checking Facts  
  Take part of the chapter, and rewrite it, changing important details. Changes can be slight and insignificant, or major nonsense, it doesn’t matter. Hand it out to the s’s and have them try to identify each of the changes. Most correct wins a small prize. |

**Homework**
1) Finish CQ’s and update Chart  
2) Pre-read Ch. 9
**Day 8 - Noble Savages and Rousseau**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Time</th>
<th>Methods</th>
<th>Topics and Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Logical Speaking</td>
<td>50</td>
<td>Lecture</td>
<td>Deliver a lecture explaining Rousseau’s idea of the Noble savage. Continue by teaching students the idea of the Noble savage and how it persists in society to this day. Show students the anti-littering video with the crying Native American.</td>
</tr>
<tr>
<td>Critical Logical Speaking</td>
<td>20</td>
<td>Discussion</td>
<td>Discuss the idea of noble savages, can they think of any examples that they know. Discuss if the idea is a good one or bad one. Discuss other positive stereotypes that though positive are still a form of racism.</td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Connection: History Economics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td></td>
<td>Homework</td>
<td>Rewrite your story with the corrections. Research and prepare a presentation on ‘The trail of tears’, and America’s treatment of Native Americans. Did this idea of the Noble Savage do anything to aid the Natives in America?</td>
</tr>
</tbody>
</table>
## Day 9-1: Reading with Purpose, Guided Instruction

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Time</th>
<th>Methods</th>
<th>Topics and Explanations</th>
</tr>
</thead>
</table>
| **Composition**  
: Revision    | 20   | HW Check  | Check CQ’s and Review major plot points from the previous chapter, review skills.       |
| **Reading:**  
Elements of fiction, Style  
Language: Questioning listening and contributing. | 45   | Activity  | **Reading with Purpose - Guided Work**  
- In the workbook: T Chart, with Prediction, Evidence and Proven? columns, Main Events and Summary Section.  
- Using the chart, explain to students that you’re going to read Ch. 10 together, but in a weird way. Have them read the title of the chapter, and make a few predictions, recall Ch 9 and have them think of some questions they have about events in this next chapter.  
-- Remind them about Skim reading and state that you’re going to try to identify main ideas in this chapter, by only reading the first sentences of paragraphs. While they’re doing this, they should keep track of the main events or problems in the chapter on their chart.  
- Next, have them scan through, looking for any important details they can use to help them further gist the story.  
- Have them discuss the ideas, events and details they think will be relevant to the story.  
**Summary sheet**  
| 5   | Reading ALoud  | • Reading Aloud  
• If there’s time left, they can start reading the chapter in depth to verify their predictions and assumptions, and to form their summaries.  
| Homework | 1) Read Ch 9 & 10,  
2) Update Vocabulary Journal.  
3) Email your summary to the teacher. |
### Day 9-2 Trail of Tears Presentations

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Time</th>
<th>Methods</th>
<th>Topics and Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Creative</td>
<td>30</td>
<td>Presentations</td>
<td>Student’s deliver their presentations</td>
</tr>
<tr>
<td>Logical Listening Speaking</td>
<td></td>
<td></td>
<td>Other student’s take notes on the presentations</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Logical Listening</td>
<td>20</td>
<td>Discussion</td>
<td>Discuss and critique each students presentation</td>
</tr>
<tr>
<td>Speaking Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture</td>
<td>Review all we’ve learned so far on presentations. Teach them a note taking technique.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discuss the use of bibliographies to find other sources of information. Also introduce</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>the ideas of books in research. Teach them the 5 finger test.</td>
</tr>
</tbody>
</table>
|                             |      | Homework    | Write a 1 page story from the perspective of a person who was forced to walk the trail of tears.
### Day 10-1: Practise Exercise

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Time</th>
<th>Methods</th>
<th>Topics and Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language: Oral Presentation, Peer Evaluation</td>
<td>10</td>
<td>HW Check</td>
<td>Check VJ’s and hand back summaries. Review plot and skills from previous class.</td>
</tr>
<tr>
<td></td>
<td>45</td>
<td>Activity</td>
<td><strong>Exercise - Practising Reading Strategies.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Review the skills from the previous class, and stress the role of each component in helping comprehension and memory.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Have them fill out the worksheet practising the strategies they have been learning, create a summary and present that summary to the class.</td>
</tr>
<tr>
<td>Language: Vocabulary and Concept Development</td>
<td>15</td>
<td>Reading Aloud</td>
<td>Ch. 9-10</td>
</tr>
<tr>
<td>Writing: Descriptive Writing</td>
<td></td>
<td>Events Charting</td>
<td>Have students refer to a plot chart in their workbook, and insert significant events and information into the <strong>Plot Chart.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework</td>
<td>1) Complete Comprehension Questions. 2) Review Ch. 9-10</td>
</tr>
</tbody>
</table>
### Day 10-2 Whales

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Time</th>
<th>Methods</th>
<th>Topics and Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Logical Reading Writing Listening Academic Connection: History Law Sociology</td>
<td>50</td>
<td>Lecture</td>
<td>Deliver a lecture on Whales. Watch excerpts from ‘Blue Planet’, that discuss whales.</td>
</tr>
<tr>
<td>Critical Logical Writing</td>
<td>20</td>
<td>Discussion</td>
<td>Students discuss what they know about the oceans of the world. What ocean animals they know about and anything they know about them.</td>
</tr>
<tr>
<td>Homework</td>
<td></td>
<td>Homework</td>
<td>Rewrite your stories with corrections Prepare a presentation on an aquatic animal</td>
</tr>
</tbody>
</table>
### Day 11-1: Memory Work - Keeping Information in Mind

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Time</th>
<th>Methods</th>
<th>Topics and Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Composition</strong>: Revision</td>
<td>20</td>
<td>HW Check</td>
<td>Check CQ’s</td>
</tr>
<tr>
<td><strong>Reading</strong>: Elements of fiction, Style</td>
<td>30</td>
<td>Activity</td>
<td><strong>Running Dictation</strong></td>
</tr>
<tr>
<td><strong>Language</strong>: Questioning listening and contributing.</td>
<td></td>
<td></td>
<td>Have them in partners, and post an article outside the classroom. One teammate has to run outside, memorise part of the article and run back and dictate it to their partner, who writes it down. This continues until they’re finished. You add time to their final time for any mistakes, and the winner gets a prize of some kind.</td>
</tr>
<tr>
<td><strong>Reading</strong>: Elements of fiction, Dramatic reading</td>
<td>20</td>
<td>Writing</td>
<td><strong>Summary</strong></td>
</tr>
<tr>
<td><strong>Language</strong>: Oral Presentation</td>
<td></td>
<td></td>
<td>Create a goal summary of the article you just had students dictate. Have students team summarize the passage they just read. Tell them the closest to the actual summary, or the one using the most pertinent detail, and identifying the most clearly the main ideas, and with the fewest mistakes, wins a second prize.</td>
</tr>
</tbody>
</table>

**Dictation Space - 1 page lined**

**Writing Space - Summary - 5 lines**

**Homework**

1) Read *Ch 11-13.*
2) Update Vocabulary Journal.
3) Complete your writing and email to the teacher.
### Day 11 - 2 Aquatic Animal Presentations

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Time</th>
<th>Methods</th>
<th>Topics and Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Logical Creative Listening Speaking Writing</td>
<td>30</td>
<td>Presentations</td>
<td>Student’s deliver their presentations on aquatic animals.</td>
</tr>
<tr>
<td>Critical Creative Speaking Listening</td>
<td>20</td>
<td>Discussion</td>
<td>Discuss critiques of student’s presentations.</td>
</tr>
<tr>
<td>Critical Logical Listening Writing</td>
<td>30</td>
<td>Activity</td>
<td>Students play a trivia game to recap on all that we have done so far. Use Power Point to make a Jeopardy style game. Include research techniques in the game.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework</td>
<td>Write a 1 page story about your aquatic animal</td>
</tr>
</tbody>
</table>
### Day 12-1: Memory Work: Recalling Detail and Generalizing.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Time</th>
<th>Methods</th>
<th>Topics and Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language:</strong> Oral Presentation, Peer Evaluation</td>
<td>15</td>
<td>HW Check</td>
<td>Check Vocabulary Journals and announce the winner of the summary competition.</td>
</tr>
</tbody>
</table>
| **Language:** Listening, Discussion, Vocabulary and Concept Development | 35   | Activity   | **Memory Work**  
Have students individually review (without checking their books) the details from Ch 11-13. They should make notes in their WB.  
Next, have them join into pairs, and compare notes. Any details, ideas or otherwise should be discussed, with the goal of again creating a summary.  
Then, review the information together as a class, arriving at an adequate summary.  
**Summary Sheet**                                                                                                                                                    |
|                                           | 20   | Discussion | **Character Charting**  
Discussing one of the major characters, Queegueg, chart the changes that he has gone through in the novel. Have students evaluate the character's, by referring to specific examples in the book, and using them as evidence.  
Maybe prepare a vocabulary of more complex character traits for them to refer to in the process.  
**Character Chart: Name, Physical Appearance, Role, Problems, Responses, Traits.**                                                                                     |
|                                           |      | Homework   | 1) Re-read Ch. 11-13  
2) Complete CQ's.                                                                                                                                                |
### Day 12-2  Greek and Roman Mythology

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Time</th>
<th>Methods</th>
<th>Topics and Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Logical Listening Writing</td>
<td>50</td>
<td>Lecture</td>
<td>Deliver a lecture on Greek and Roman Mythology.</td>
</tr>
<tr>
<td>Critical Creative Logical Speaking Writing Reading</td>
<td>20</td>
<td>Video</td>
<td>Watch a video describing the characteristics of Greek and Roman Gods.</td>
</tr>
<tr>
<td>Homework</td>
<td></td>
<td>Homework</td>
<td>Research and prepare a presentation on a single Greek or Roman God. Rewrite stories with corrections.</td>
</tr>
<tr>
<td>Objectives</td>
<td>Time</td>
<td>Methods</td>
<td>Topics and Explanations</td>
</tr>
<tr>
<td>--------------</td>
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<td>-----------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Composition:</td>
<td>20</td>
<td>Revision</td>
<td>Check CQ's</td>
</tr>
<tr>
<td>Revision</td>
<td></td>
<td></td>
<td>Summarize the events in previous chapters.</td>
</tr>
</tbody>
</table>
| Reading: Elements of fiction, Style Language: Questioning listening and contributing. | 50 | Discussion and Lecture | **Identifying Themes and Ideas**  
Have students review the significant events in the book. Let them refer to their Plot Chart if necessary. Ask them to think generally about what the author might be trying to write about, given their knowledge of some topics relating to the book. (If they can come up with themes, great, if not, have them think in terms of topics.)  

Ask them to identify any possible themes or topics, then search through the book, skimming and scanning for relevant information on one of the chosen topics.  

Come back together and discuss the information they have gathered, and put it together into a chart summarizing the information. They should be able to identify Melville’s perspective on the topic, and write a sentence explaining that opinion. **They'll use those sentences as their statement to examine in their final project.**  

Discuss positives and negatives when dealing with an Issue. Have students deiscuss one issue, identifying reasons why a topic or theme might be positive or negative. Discuss how it’s improtant not to display judgement without clarifying both sides of an argument.  

Let them know for their final project they will be choosing a theme or topic and finding two articles (newspaper, editorial or informational) that relate to the topic, but from opposite view points. Their homework will be to find two good articles, and bring them to the next class, or email to the teacher to be printed.  

**WB Chart: Potential Theme/Topic (small), Evidence (large), Author’s Opinion**  
**WOrksheet: Issue, Positives, Negatives.** |
|---|---|---|---|
| Homework | 1) Read CH 14-15 while listening to the tape.  
2) Update Vocabulary Journal.  
3) Choose your articles, and email to the teacher for approval. |
### Day 13-2 Mythology Presentations

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Time</th>
<th>Methods</th>
<th>Topics and Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Logical Listening</td>
<td>30</td>
<td>Presentations</td>
<td>Students deliver their presentations</td>
</tr>
<tr>
<td>Logical Listening Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Logical Listening</td>
<td>20</td>
<td>Discussion</td>
<td>Critiques student’s presentations and research.</td>
</tr>
<tr>
<td>Logical Listening Speaking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Logical Listening</td>
<td>20</td>
<td>Review</td>
<td>Review any of the topics the students seemed to lack understanding in during the review game.</td>
</tr>
<tr>
<td>Logical Listening Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td></td>
<td></td>
<td>Write a 1 page story about Roman Gods</td>
</tr>
</tbody>
</table>
### Day 14-1: Project Work

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Time</th>
<th>Methods</th>
<th>Topics and Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language:</strong> Oral Presentation, Peer Evaluation</td>
<td>15</td>
<td>Revision</td>
<td>Check VJ’s.</td>
</tr>
<tr>
<td><strong>Language:</strong> Listening, Discussion, Vocabulary and Concept Development</td>
<td>55</td>
<td>Summarizing and Assessing the Articles</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher consults with students about their chosen articles, and discusses the topics they have chosen. If they're on a good path they can begin gisting their work, and consult the teacher with any questions.</td>
<td>Two Summary Charts: Pro and Con</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework</td>
<td>1) Finish your summaries and prepare to revise in the next class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2) Complete CQ's.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3) Reread Ch 14-15</td>
</tr>
</tbody>
</table>
### Day 14-2 Man made extinctions

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Time</th>
<th>Methods</th>
<th>Topics and Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Logical Listening Writing Speaking Academic Connection: History Geography</td>
<td>50</td>
<td>Lecture</td>
<td>Deliver a lecture explaining animal extinctions that were created by man.</td>
</tr>
<tr>
<td>Critical Logical Listening Writing Speaking</td>
<td>20</td>
<td>Review</td>
<td>Review any topic students seemed to lack understanding.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Home</td>
<td>Prepare a presentation on an animal that is endangered due to the activities of man.</td>
</tr>
</tbody>
</table>
### Day 15-1 Project Work

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Time</th>
<th>Methods</th>
<th>Topic and Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Composition:</strong> Revision</td>
<td>20</td>
<td>Revision</td>
<td><strong>Revision</strong>&lt;br&gt;● Check CQ’s&lt;br&gt;● Review events in the previous chapters.</td>
</tr>
<tr>
<td><strong>Reading:</strong> Elements of fiction, Style Language: Questioning listening and contributing.</td>
<td>50</td>
<td>Exercise and Discussion</td>
<td><strong>Project Work</strong>&lt;br&gt;- explain to students that they should now begin finding evidence from the book to find out what Melville might have been trying to make people think about the topic they’ve chosen. they should also start to work on expressing their own opinion about the subject matter they are reviewing, and creating an explanation.&lt;br&gt;- they’ll need to present their work in a visual form, with a presentation for the class, as well as a visual project (something on a large piece of paper to be displayed in the class.)</td>
</tr>
<tr>
<td><strong>Project Expectations, Chart:</strong> Author’s Perspective, Evidence, My Perspective, Why?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Homework</strong></td>
<td></td>
<td>Homework</td>
<td>1) Read Ch 16 - 17.&lt;br&gt;2) Update Vocabulary Journal.&lt;br&gt;3) Work on your final project.</td>
</tr>
</tbody>
</table>
**Day 15-2 Endangered Animal presentations**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Time</th>
<th>Methods</th>
<th>Topics and Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Logical Speaking Listening Writing</td>
<td>30</td>
<td>Presentations</td>
<td>Student’s deliver their presentations on the topic.</td>
</tr>
<tr>
<td>Critical Logical Speaking Listening</td>
<td>20</td>
<td>Discussion</td>
<td>Critiques</td>
</tr>
<tr>
<td>Critical Logical Speaking Listening Writing Reading Speaking Listening</td>
<td>30</td>
<td>Activity</td>
<td>Student’s play a trivia game to recap what we have learned so far.</td>
</tr>
<tr>
<td>Homework</td>
<td></td>
<td></td>
<td>Write a story as if humans were an endangered species, due to the actions of some alien.</td>
</tr>
</tbody>
</table>

**Day 16-1: Presentations**
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Time</th>
<th>Method</th>
<th>Topics and Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Presentation, Peer Evaluation</td>
<td>20</td>
<td></td>
<td>Presentation of Theme or Topic</td>
</tr>
</tbody>
</table>

**Day 16-2 Biblical stories.**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Time</th>
<th>Methods</th>
<th>Topics and Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Logical</td>
<td>50</td>
<td>Lecture</td>
<td>Deliver a lecture explaining the many biblical references contained within Moby Dick.</td>
</tr>
<tr>
<td>Academic Connection: History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Logical</td>
<td>20</td>
<td>Activity</td>
<td>Students read the Jonah and the Whale story and write a summary of the story.</td>
</tr>
<tr>
<td>Logical</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>