Week Four Lesson Plans

Unit Two: The Argumentative Essay on School Life

Lesson for Tuesday: 1/30/07

- Reading: Paulo Freire’s “The Banking Concept of Education.” Available at http://www.webster.edu/~corbetre/philosophy/education/freire/freire-2.html. Also, in our course reader.
- Class Activities: Discussion of Freire. Pre-reading work on Kozol. Hand out and go over reading for in-class writing on Thursday.

I Ferris Bueller (10 min)
A. Play the scene, and ask them this question: Is what we’re seeing banking or problem posing and why.
B. Discuss the scene:
   a. What was funny?
   b. Was Ben Stein a good teacher?
   c. Why were the students bored?
   d. Why does a teacher teach like this?
   e. Key Question: Was what we saw an example of problem-posing or banking? Explain your answer?

II Freire and What He Means (10 min)
A. Take ten minutes and write down, in about three sentences what you think “Pedagogy of the Oppressed” was about. Write a paraphrase.
B. Then take five more minutes and write down the questions you have—everything from the literal to the substantive. (Literal being, “What does Freire mean by saying that ‘education is suffering from narration sickness’”? And substantive being, “When and where would it be appropriate to having teachers teach in the “banking model”?)

III Group Work (15 min)
A. In your group do the following: read around your paraphrases—choosing the best paraphrase that you have. Also, throw out your questions and see what sort of answers you get in the group. After you answer your questions choose the questions you want to ask me and the others.

IV Full Class Work (20 min)
A. Take their questions.
B. Ask you own Questions:
   a. Do teachers project “absolute” ignorance on their students in your experience?
   b. Is banking always a negative approach? Why or why not?
   c. Do you think Freire is right is in equating banking education with a sort of oppression?
   d. Key Question: How do you best learn? In a banking environment? In a problem posing one? Why do you think you learn best in one or the other? Or is it possible to blend the two ideas?
V Board Work (10 minutes)
   A. Go up to the board and write down what you do when you first go about writing a timed essay exam.
   B. After a couple of minutes, go over what’s on the board and get at issues of test anxiety and other issues. Find out who feels comfortable, and get them to tell you why they feel comfortable and how they maintain their comfort.

VI Mini-Lecture on Test Taking Skills (10 min)
   A. Go through overheads.
   B. Take questions.

VII Annotate an Overhead of the Reading (10 min)
   A. Do this together—after annotating the prompt and score sheet.
   B. Talk about the process.

VIII Freewriting/Listing/Clustering/Outlining (10 min)
   A. Ask the students to outline the body of their 5 paragraph essay. Get them to think a bit about why they’re doing what they’re doing. Remind them to do introductions and conclusions last if they have problems with them.
   B. Get a sample read or show yours on the overhead.
   C. Take any questions.

Thursday: 2/1/07
- Reading: None.
- Assignment: In-class timed essay.
- Class Activities: In-class timed essay. Debriefing and introduction to essay.
Lesson for Thursday: 2/1/07

- Reading: None.
- Assignment: In-class timed essay.
- Class Activities: In-class timed essay. Debriefing and introduction to essay.

I Questions About the Essay (10 Minutes)
A. Things to remember:
   a. DON’T PANIC.
   b. Plan.
   c. Write for 60 minutes or more.
   d. Rewrite and edit for 15 or more minutes.
   e. DON’T PANIC. (Run them through a simple relaxation exercise if need be.)

II The Essay Itself (90 Minutes)

III Debriefing (5 Minutes)
A. Put up overhead and go over it.

IV Prep for Kozol and 1st Computer Session

Week Five

Unit Two: The Argumentative Essay on School Life

Tuesday: 2/6/07
- Class Activities: Work with starting lines piece—in class. Work on Kozol. What are schools like in your hometown?

Thursday 2/8/07
- Reading: Alissa’s Quart’s “Schools for Sale” from Branded: The Buying and Selling of Teenagers. In course reader.
- Class Activities: Peer Review. Discussion of Quart. Walking ad-tour of Campus and “the Branded Challenge.”