



# *Lesson Template*

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*A guide for designing your own literature-based lessons around the themes of power, control, abuse and respect.*

## Lesson Template

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This Lesson Template is designed to help you build your own *Lessons from Literature* lesson plan. If you are new to this program, we recommend you first review the lessons on pages 9 and 18.

The Lesson Template and sample lesson plans are based on teaching the concepts of power and control in the context of literature in an effort to deepen student understanding of healthy intimate and peer relationships. The terms “power” and “control” refer to how power can be used, either positively or negatively, to control or influence another person.

The Template is divided into four parts. *Discussions* are meant to be integrated throughout *Part II* and *Part III*. This intended instructional sequence is a general guide and is adaptable to your and your students’ needs.

### *Part I: Understanding Power and Control and Their Impact*

- Kick-off activity for helping students get familiar with the terms and concepts of the *Lessons from Literature* program.
- After completing this activity, students will be ready for class discussions around the themes of power, control, abuse and respect.

### *Part II: Deepening Our Understanding of Power and Control through Literature*

- Challenges students to think about and relate to the characters in order to understand and analyze their behavior, attitudes, relationships and motivations.
- Weave in *Discussions* exploring characterization and plot.

### *Part III: Assessment and Culminating Activities*

- Create a menu of options for assessing student learning and for wrapping up the unit with a meaningful, project-based culminating activity.
- Begin once students have completed most of the *Discussions* activities and you are ready to wrap up the literature unit.

### *Discussions: Weaving “Power and Control” into the Central Literature Theme*

- These discussion topics and activities are designed to be spread out over the course of the literature unit.

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#### **Building Your Own *Lessons from Literature* Lesson Plan**

- We recommend that you design a lesson using a piece of literature with which you are comfortable and familiar.
- Design your lesson plan so that the learning goals meet academic standards and align with *Lessons from Literature* program objectives.
- We recommend using the principles of the Understanding By Design model, introduced by educators Grant Wiggins and Jay McTighe and available online at [www.grantwiggins.org/ubd.html](http://www.grantwiggins.org/ubd.html). Begin with the learning goal(s) and work backward to design a lesson that will help your students reach them. For more information, visit [www.ubdexchange.org](http://www.ubdexchange.org).

# Part I | Understanding Power and Control and Their Impact

Part I of the lesson provides students with an introduction to the concepts of power and control as they are used in abusive and nonabusive situations. This activity may or may not relate to the text and is designed to activate students' prior knowledge.

### Planning Your Part I Activity

- 1 Begin by tapping into students' prior knowledge of power and control with an introductory activity, sometimes called a "sponge activity."
  - You may choose to use examples from current events, well-known powerful figures in society or your community, a brief survey of opinions regarding the use of power and control, a game, or any other creative idea.
- 2 Use this activity to help students differentiate between abusive and nonabusive uses of power and control, and to further define the misuse of power and control in intimate and peer relationships.
  - Introduce the [Power and Control Wheel/PCW](#) and [Respect Wheel/RW](#) and invite students to ask questions.
- 3 Check for understanding of power and control, in both abusive and nonabusive instances.
  - Ask students to provide an example of each.

#### TEACHING Tip

*One quick way to check for understanding is to give the students a sticky note at the end of class and ask them to give one example of power and one of control, write their names on their notes, and hand them in as they're walking out the door.*

# Part II | Deepening Our Understanding of Power and Control through Literature

Part II of the lesson helps your students deepen their understanding of the use of power and control in both intimate and peer relationships in the context of the literature selection.

### Planning Your Part II Activity

- 1 Develop a deeper understanding of abusive and nonabusive uses of power and control by challenging students to think about and relate to the feelings and circumstances of various characters.
  - Challenge students to analyze the characters and relationships in order to begin to understand how environment, societal expectations, gender roles and other factors influence their behaviors.
- 2 Have students think about, write or discuss why certain events take place and why characters make certain decisions.
  - You may choose a writing assignment, a mock trial, a media and historical perspective research project, or another creative idea.
- 3 Provide an opportunity for students to problem-solve and consider alternatives to abuse and violence.
  - Encourage them to use the PCW, RW and their own ideas to illustrate their thinking.

# Part III | Assessment and Culminating Activities

Part III of the lesson includes assessment opportunities and culminating activities. Students are encouraged to apply what they have learned in class to their lives and become role models for respect throughout their school and community.

### Planning Your Part III Activities

- 1 In creating assessment opportunities, make themes of power, control, abuse and respect relate to everyday life. Some examples of assessments include:
  - Essay writing
  - Creating a thematic soundtrack or music playlist
  - Crafting an alternate story ending
  - Creating an audio/video clip such as a public service announcement or radio spot
- 2 Design creative, project-based culminating activity options that provide students with an opportunity to share with other classes or the school.
  - The objective is to encourage students to take responsibility for their education and work to make a positive change in their classroom and school environment.
  - Student-led education campaigns can encourage students to take a stand against abuse and educate their peers about the importance of respect both in the school and in the world.

# Discussions | Weaving Power and Control into the Central Literature Theme

The Discussions section is designed to provide students with opportunities to talk about themes of power, control, abuse and respect using examples from the literature selection and in relation to the central literature themes normally discussed in literature study. Discussions are intended to take place throughout the reading of the text. Generally, “power and control” discussions should begin after Part I of the lesson, once students have an understanding of the themes.

### Planning Your Classroom Discussions

- 1 Review the central literature theme(s) of the selection and think about how this theme relates to the themes of power, control and abuse. Use the *Power and Control Wheel* to help you identify examples in the text. Look for the misuse of power and control by one character or a group of characters with the intent to harm or control another character or group of characters. Use the *Respect Wheel* to help you identify examples of respect in the text.
- 2 Make a list of the examples of power, control, abuse and respect found in the literature selection, and highlight those examples that relate to the central literature theme.
- 3 Use the list of highlighted examples along with the *Lessons from Literature* program objectives (see page 6) to craft learning objectives for the lesson.
- 4 Divide the text into thematic sections or chapters according to where in the text the examples of power, control, abuse and respect occur and the events that surround each example.
- 5 Create specific discussion questions and activities for each section and/or chapter. Discussion activities may entail a writing assignment, group assignment, jigsaw activity, or graphic organizer, such as a Venn diagram. The activities should encourage students to use the PCW and RW, and their own ideas to illustrate their thinking.
- 6 Use the specific discussion questions to develop essential questions. Essential questions are general enough to apply to any text or real-life situation. They should challenge students to question and reflect on power, control, abuse and respect as they relate to the central theme(s) and events within the literature selection as well as in real life.

#### TEACHING Tip

We encourage you to incorporate some of the [Strategies for Supporting Student Learning](#) (see page 8).