

Minnesota Writing Project

--- Anthony Jacobs Demonstration Lesson ---

Title of lesson: Embodying your author and finding metaphorical significance in a vignette from their life.

Suggested grade/age: I use this in 9th grade, but it could be adapted to any grade level.

Approximate time needed to complete lesson: 100 minutes

Learning objective(s) and significance of lesson:

- 1) Students will embody their author—developing an intimate relationship with their research subject.
- 2) Students will use a vignette from their author’s life as an event of metaphorical significance to open the 6th section of their research paper.

This lesson’s significance is that it facilitates student’s writing and knowledge of subject choice. By “becoming” their author they are able to make original insights into their author’s way of understanding the world.

Brief summary/outline of lesson:

Today’s lesson occurs after researching and drafting our paper—approximately 6 weeks into the unit.

- 1) Review project and student’s progress on their research paper.
- 2) Explain today’s objectives.
- 3) Brainstorming a list of questions you would ask your author if you could have an intimate honest conversation with them.
- 4) Sharing with your small group.
- 5) Circle the questions that resonate the most with you.
- 6) Turn off the light and begin the process of channeling your author.
- 7) As your author, get up and move to the part of the room they would be drawn to and stand or repose as they would.
- 8) Reflect and notice on who you see in the room and who you are interested in knowing more about by what they are doing in the room.
- 9) Students walk back to their seats and begin a T-chart. The right side of the chart the students fill in details of their author’s creative vision, writing style, genres, and production level. The left side of the chart the students fill in an interesting vignette from their author’s life that most people don’t know about.
- 10) Now the goal is to find connections between these two sides. What is significant about this vignette? How might it ultimately foreshadow the author’s future writing?
- 11) Speed dating brainstorming activity—pair up with another classmate and share your vignette and get feedback and how this might have metaphorical significance on your author’s writing.
- 12) Pair up with at least 5 students.
- 13) Reflect individually in writing on the metaphorical significance of your writing

- 14) Homework: Draft an opening paragraph to section six that uses this vignette as an introduction to this character's life and work. How can this small example illuminate your author, their writing and their vision of the world in a more powerful way than a broad overview might?
- 15) Have the students continue building their work towards the author fair event where they will become their author for the public.

Related Resources:

http://prezi.com/8wo3ckn7tefe/edit/#1_73578

http://web.me.com/anthonyjacobs/Mr.Jacobs_English/Research_Papers.html

<http://artslit.org/Handbook.html>

Possible extensions or adaptations for different purposes/student needs:

Acting out and becoming an animal or other object. Acting out roles or different sides of issues. Becoming poets.

For additional information, contact:

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