

**I. Topic:**

Students will take a quiz on “The Life You Save May Be Your Own” and will then participate in a symbolism workshop. Students work in groups of four-five students and will analyze one symbol in the story through discussion and writing. At the end of the period, students will present their symbol to the class.

**II. Objectives/Standards:**

a. Given teacher instruction and an example of symbolic analysis, TSWBAT identify, explain, and find evidence for symbolic meaning of one event, object, or character in “The Life You Save May Be Your Own” in a small workshop group. (Standards 1.3.11.B, 1.3.11.D)

b. Given workshop groups on symbolic analysis, TSWBAT explain the meaning of their chosen symbol to their peers with 100% accuracy. (Standard 1.6.11.A)

**III. Teaching Procedures (50 minutes):**

(10 min)

0. Quiz: Students will take a quiz on key terms and the plot of “The Life You Save May Be Your Own” worth twenty points.

1. Introduction (Anticipatory Set): The teacher tell students that they will be participating in a symbolism workshop. The students should already be able to define the key term *symbol*, just as they did on their quiz. They will now have a chance to apply what they have learned about symbols to the text they've read.

The teacher will ask students to brainstorm and list as many symbolic objects, events, or characters that could possibly be symbolic and will list them on the board. The teacher should put down all contributions that are given.

(10 min)

2. Development

a. The teacher will choose one symbolic suggestion (e.g. Shiftlet as a “Crooked cross”) that was given and will use it as a class example for their symbol workshops. First, the teacher should illustrate the symbol on the board and explain that student workshop groups will first choose and illustrate their symbol.

b. The teacher will take class suggestions as to what this stance could symbolically mean about Shiftlet as a person and the teacher will list their suggestions beside the picture.

c. Then, the students will look up evidence for their assertions using the textbook. The students should give a phrase and page number for an excerpt that supports their response and then write one sentence about why this supports a symbolic meaning.

(20 min)

3. Guided and Independent Practice/Assessment

a. The teacher will then divide students up into groups of four to five. The students can either claim a symbol listed on the chalkboard or can come up with their own but only one symbol can be taken by a group. Symbol suggestions include (listed in order of difficulty):

i. Mr. Shiftlet's name

ii. Ford truck

iii. The storm

iv. Lucynell's first encounter with Mr. Shiftlet (looking at him through her triangle of hair)

- v. "The Life You Save May Be Your Own" – the sign and the title
- b. The students have twenty minutes to illustrate their symbol, decide what it represents, and find textual support for their assertions.
- c. The students should choose a leader to describe their symbol to the class at the end of the period.
- d. For students struggling with choosing a symbol, remind them to look at the unit bulletin board for ideas of key events and objects that could have symbolic meaning.
- e. During student workshops, the teacher should circle around the classroom and monitor discussion and progress. The teacher should provide support and scaffolding through questioning for groups that are struggling to find meaning in a symbol.

(10 min)

#### 4. Closure

- a. As each group finishes their symbol presentation, the teacher should bring workshop discussion to a close and focus on the class. Each group should have two minutes to describe the symbol they chose to the class, what they decided it represented, and how they arrived at that conclusion.
- b. The teacher may choose to display student projects above the unit bulletin board for use during the next Flannery O'Connor short story.

#### IV. Materials:

*Elements of Literature: Fifth Course* textbooks  
Student notebooks  
Paper for student symbol presentations  
Markers, colored pencils, crayons, etc to use for illustrating symbols

#### V. Adaptations/Plan Modifications:

See modifications within guided and independent practice.  
Encourage advanced students within the class to choose a symbol that is more challenging to interpret, i.e. the significance of the sign at the end of Mr. Shiftlet's journey. On the opposite end of the spectrum, Mr. Shiftlet's name is an easier symbol that struggling students may choose to use for their first symbolic interpretation of the story.  
Additional modifications for this lesson can be added if necessary to meet the needs of students with IEPs or physical disabilities.

#### VI. Evaluation:

1. Formative- The teacher will be able to analyze student understanding of symbols in "The Life You Save May Be Your Own" through class discussion and group presentations.
2. Summative- Students completed a quiz on these key terms and plot questions from *The Life You Save May Be Your Own* worth 20 points today.

#### VII. Reflection:

1. Students
  - a. Were all objectives met? Is re-teaching needed?
  - b. What part of this lesson was challenging for students?
  - c. What other scaffolds could have been used?
  - d. What part of the lesson should be reviewed during the next lesson?
2. Teacher

- a. Did students follow and respond to discussion and questions?
- b. Were students actively involved in understanding the lesson?
- c. Were students attentive?
- d. What changes could be made to this lesson plan if it were taught again?