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Pedagogy Mini-Project: Lesson Plan

Title: An Old Man at the Bridge by Ernest Hemingway.

❖ This lesson will be taught to Bisha University English undergraduate students (level 6) in Saudi Arabia. Lesson plan is a smart method that successful teachers use to manage their classrooms activities, time, and make sure that they cover their learning goals.

I. **Overview**

Ernest Hemingway was an American fiction writer and journalist. He was born July 21, 1899. He published six novels and won the Nobel Prize in Literature. His literary works are considered classics of American Literature. He died July 2, 1961. In “Old Man at the Bridge,” he introduces his story with an old sitting on the side of the road. This old man wants to leave due to the Spanish Civil War. The narrator, a scout, meets with the old man and finds him too tired. They have a short conversation. The old man is worried about his animals he left behind in his native San Carlos. The scout tries to help and reassure him, but he discovers that “there [i]s nothing to do about him” (Hemingway 1). So, the scout leaves due to his mate’s request. I have selected this story to teach undergraduate students in Saudi Arabia a moral lesson through the conversation between the scout and the old man and through the relationship between the old man and his animals. They will also learn the elements of setting, character, and themes. They will gain interpretive skills and understand that the story is not only a story but is also a life lesson from which one can benefit.

II. **Identify purposes/goals**

The primary goals of teaching this story are that by the end of lesson, students will be able to:

- Read critically the story of “The Old Man at the Bridge.”
- Identify the story’s elements such as setting, characters, theme, and author.
- Discuss the main points of the story.
- Create at least three questions about the story.
- Search online to find additional resources about the story.
- Evaluate each other’s literary works in a critical way.
- Identify the moral lesson of this story, which is the importance of behaving humanely with other people.
- Use a blog to post their perspective about the story.
- Analyze the story or any of its characters.

III. Methodology

- **Delivery method:** This lesson will be delivered online.

Online learning is an appropriate method to teach 40 students. It will help them to focus on the story and work with each other cooperatively throughout the lesson. Additionally, it is a flexible method that appeals to their attention since the current generation prefers learning through using technology over learning in the traditional classroom.

- **Materials:** Computers with online access

Students will need an account in Google so they can use Google Docx, Google Slides, Google Forms for an online quiz, and a WordPress blog account for the assignments. These materials will enable students to share their thoughts, edit and comment on their work, and discuss the story easily and effectively.

- **Learning method:** Group discussion

This method helps students to consider others' viewpoints and enables students to learn from each other. Moreover, it is useful for encouraging shy students to participate. It urges them to speak English more often, which is useful since English is a second language for them.

IV. Instructional Strategies

Strategies	Method	Rationale	Time
Introduction	Before the lesson, I will send slides through Google Slides that include an attractive summary of the story.	Introduction is rationally suitable for the following reasons: 1- It helps to narrow students' focus to the main points of the lesson. 2- It prepares students for what they are supposed to learn by the end of lesson.	Students usually need 20 minutes to read the introductory materials.
Instructional Guide and Questions	At the end of the lesson slide, students will be asked to read the story and think about what the story is about in order to prepare themselves to write their answers for the following questions during the class time. They will be posted to help students focus on the main points of the story: 1- What does the old man	It is beneficial for the following reasons: 1- It provides directions and questions to guide students as they read. 2- It helps students identify the goals of the lesson. 3- It emphasizes the major theme of the story.	Students will need 15 minutes to read this story and 30 minutes to think about the questions.

	<p>do at the bridge? Why does he not move?</p> <p>2- Who is the narrator? Writes a short analysis of him.</p> <p>3- Who is the scout? What is his role in the story?</p> <p>4- Why do you think the author repeat “the old man was still there” three times?</p> <p>5- The old man tells the scout that he is worried about something. What is it? How does this reflect the moral lesson?</p> <p>6- Write a paragraph about “sense of duty” based on your understanding of the story.</p> <p>7- Where does the story take place and when?</p> <p>8- Who was Hemingway? Write a short paragraph about him.</p> <p>The final slide will include this note: The class will take place on Friday, 5 May 2017, from 12:00PM to 3:00PM.</p> <p>CAUTION: do not write the answer before the beginning of the class.</p>		
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Activity	<p>Group discussion:</p> <p>1- Create eight groups of five students each who will share the same document to discuss the story, share their answers regarding the questions, chat with each other, and edit each other's answers.</p> <p>Caution: each group will answer one of the questions identified above and create at least three orienting questions.</p> <p>2- The teacher will comment on each group's work and discuss their questions and answers with them.</p> <p>3- Each group will be asked to find resources about the story (videos, analyses, etc.) and share them with other groups.</p> <p>4- The teacher will create a document that consists of the work of all the groups and share it with the whole class to enable discussion of the lesson and the groups' questions, answers, and online resources.</p>	<p>1- This is a good method to test and challenge groups' knowledge about the story and to provide them an opportunity to discuss the lesson's content.</p> <p>2- It improves their writing and typing skills in English.</p> <p>3- It enhances their critical thinking through raising orient questions.</p> <p>1- It is a smart method to check the progress of their learning.</p> <p>1- It provides students with new information about the story and new thoughts.</p> <p>2- It improves their skills in searching online.</p> <p>1- It is helpful way to create a cooperative environment in which students will:</p> <p>a- View other groups' work.</p> <p>b- Discuss the questions,</p>	<p>Students will need 50 minutes to practice this activity.</p> <p>During the 50 minutes identified above.</p> <p>(10 minutes break)</p> <p>30 minutes to find and share online resources.</p> <p>1 hour</p>

		<p>answers, and resources.</p> <p>c- Critique other groups' work.</p> <p>d- Share their thoughts.</p> <p>e- Enhance their own critical thinking.</p>	(10 minutes break)
Assessment	Online quiz: Students will take a short quiz (multiple choice format) using Google Forms.	This is a good method to help students review what they learned about the lesson.	This will take 15 minutes.
Assignment	<p>Students will be asked to choose one of the following assignments and post it on their blog:</p> <p>1- Write a short paragraph about their perspective of the story.</p> <p>2- Write a short analysis of the story or any characters from it.</p>	This method will help them to know more about digital humanities and share their ideas and opinions.	This assignment will take probably 30-40 minutes.