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Assignment #10

***The Cuckoo's Calling* By Robert Galbraith**
Adult Group Lesson Plan

- **Prerequisite: All participants must have finished the novel in order to participate in this lesson. All students must bring some form of technology to class (laptop/tablet.)**
- Begin this lesson in the session immediately after finishing the novel. Open by asking all students to reflect on what they originally thought of the novel in the first session, versus their final opinion after finishing the last chapter. If necessary, using guiding questions such as: *“Were you surprised by the outcome of Cormorant Strike’s investigation?” “Was the outcome something you felt was a realistic ending to the story?” “Were there any characters who you changed your opinion about as you reached the conclusion of the story?”*
- After spending 10-15 minutes discussing thoughts and opinions, bring the discussion to an end.
- Explain to the students that the focus of the session today will be on the depth of characters and how they are perceived in the novel. Begin by making a list of all the main and supporting characters in the story, organizing them into male and female groups. Make sure to include Cormorant, John, Ciara, Guy, Robin, Lula, Rochelle, Lady Bristow, Ursula, Tansy, etc. With the characters organized into male and female groups, ask the class to identify which of these characters were of high socioeconomic status and which were of lower status. Indicate which are in each group on the list you’ve already created.
- Begin a discussion about how the theme of socioeconomic status affected the plotline and character development in this story. If necessary, use guiding questions such as: *“Did you notice any differences about characters with different status and the way they were portrayed by the author?” “Are there any inferences that can be made in connection with gender and socioeconomic class in regards to the characters and the way they were portrayed?” “If we were to remove any mention of class distinction at all, would a major portion of the plotline be missing?” “Do you think the character development and plot details are reflective of how socioeconomic status is perceived in the real world?”*
- After spending 15-20 minutes discussing thoughts and opinions on this topic, bring the discussion to an end and introduce the session activity.
- Take a moment to explain the essay expectations including details to support your claims and typed, double spaced formatting. Explain that students may choose to organize their thoughts on a scratch piece of paper before beginning to write and that this is a short essay activity with 500 words or less.

- Explain to the students that the focus of the essay is similar to the group discussion they just had and the questions surrounding whether socioeconomic status affects the plotline of this novel. *“Whether yes or no, what pieces of evidence do you have to support your thinking?”*
- Give the students 30 minutes for this quick write, setting a visual/audible timer on the overhead.
- Give the students 10 and 5 minute warnings to wrap up their writing pieces.
- Taken 10 minutes at the end of the session to allow students to share their focus for their quick write, and some brief evidentiary support. Explain to the students that the quick write needs to be emailed/submitted before leaving the class. Dismiss the students after they’ve submitted their writing.