

Existentialism

Subject: AP/IB English III  
Date: 02/11/13 and 02/12/13

Grade level: 11th  
Coop. Teacher: Vicki Gallen

Teacher: Sarah Wheeler  
Campus: Anderson High School

<p>*Independent Practice      *Whole group Instruction *Cooperative Learning      *Technology Integration *Visuals                              *Group/Directed Practice *Informal Assessment *Formal Assessment *Peer Assessment</p>	<p>*Centers *Lecture *A Project</p>
<p>TEKS/Standards: §110.33. (b)</p> <p>(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.</p> <p>(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:(C) write an interpretation of an expository or a literary text that:</p> <p>(ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text;</p> <p>(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;</p> <p>(iv) identifies and analyzes the ambiguities, nuances, and complexities within the text</p> <p>(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</p> <p>(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate</p>	<p>Homework: Continue reading part 1 of <i>The Stranger</i>. Continue working on charts (5 motifs, 1 quotation per motif, and 1 piece of commentary per quotation) in blue books. Homework is due February 13<sup>th</sup> and 14<sup>th</sup>.</p>

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productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.		
Activity & Time	Student Objectives & Procedures: What Students Do	Teacher Procedures: What Teacher Does
I. WARM-UP/ Anticipatory Set		
<p><b>Title: Silent Sustained Reading</b></p> <p><b>Pedagogical Purpose: Independent Practice</b></p> <p>Student Materials: Copy of <i>The Stranger</i>, Blue Books, Writing Implement</p> <p>Teacher Materials: "11<sup>th</sup> Grade. February 11 and 12" Slideshow, Online Timer</p> <p><u>15 Minutes</u></p>	<p>Objective(s):</p> <ul style="list-style-type: none"> <li>Students will be able to read silently in a classroom setting for fifteen minutes.</li> </ul> <p><u>Student Procedures:</u></p> <ul style="list-style-type: none"> <li>Students will take a copy of <i>The Stranger</i> from the table by the classroom door.</li> <li>Students will take their seats.</li> <li>Students will begin reading <i>The Stranger</i>. If students have completed part 1 of the novel, they will work on their motif charts (5 motifs, 1 quotation per motif, and 1 piece of commentary per quotation) in their blue books. If students have completed both part 1 of the novel and their first set of motif charts (5 motifs, 1 quotation per motif, and 1 piece of commentary per quotation) students will begin reading part 2.</li> <li>Students will silently read <i>The Stranger</i> for 15 minutes.</li> <li>Students will close their books when the timer sounds.</li> </ul>	<p><u>Teacher Procedures:</u></p> <ul style="list-style-type: none"> <li>The teacher will display the first slide of the "11<sup>th</sup> Grade. February 11 and 12" slideshow.</li> <li>The teacher will ask students to silently read part 1 of <i>The Stranger</i>. Students who have finished part 1 may work on their motif charts (5 motifs, 1 quotation per motif, and 1 piece of commentary per quotation) in their blue books. Students who have completed both part 1 of the novel and their first set of charts (5 motifs, 1 quotation per motif, and 1 piece of commentary per quotation) will be instructed to begin part 2.</li> </ul>

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		<ul style="list-style-type: none"> <li>The teacher will set the online timer for 15 minutes and display the timer on the overhead.</li> </ul>
<p><b>II. LESSON</b></p>	<p><b>STRUCTURE/ACTIVITIES</b></p>	
<p>1<sup>st</sup> Activity <b>Title:</b> <b>Existential Slideshow</b></p> <p><b>Pedagogical Purpose:</b> <b>Whole Group Instruction</b></p> <p>Student Materials: Existentialism Notes Handout, Writing Implement</p> <p>Teacher Materials: "11<sup>th</sup> Grade. February 11 and 12" Slideshow, Internet Connection, Overhead, Doc Cam, Existentialism Notes Handout</p> <p><u>20 Minutes</u></p>	<p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify the basic tenets of existentialism.</li> <li>Students will be able to write an explanation of living "authentically," an absurd world, and the amnesia scenario, in their own words.</li> <li>Students will be able to evaluate the use of existential philosophy in Franz Kafka's <i>The Metamorphosis</i>.</li> </ul> <p><u>Student Procedures:</u></p> <ul style="list-style-type: none"> <li>Students will write their names on their Existentialism Notes Handout.</li> <li>Students will fill in their Existentialism Notes Handout as the teacher moves through the "11<sup>th</sup> Grade. February 11 and 12" slideshow.</li> <li>Students will complete the following questions/phrases when the second slide of the "11<sup>th</sup> Grade. February 11 and 12" slideshow is displayed:             <ul style="list-style-type: none"> <li>Existentialism is a (fill-in-the-blank) that became popular after (fill-in-the-blank.)</li> <li>(Fill-in-the-blank) is considered to be the first existential philosopher.</li> </ul> </li> <li>Students will complete the follow questions/phrases when the third slide of the "11<sup>th</sup> Grade. February 11 and 12" slideshow is displayed:</li> </ul>	<p><u>Teacher Procedures:</u></p> <ul style="list-style-type: none"> <li>The teacher will display the Existentialism Notes Handout on the doc cam.</li> <li>The teacher will tell students that as the class progresses through the lesson, students should fill in the appropriate blanks on the Handout.</li> <li>The teacher will explain that the Existentialism Notes Handout will be collected and taken as a daily grade.</li> <li>The teacher will display the second slide of the "11<sup>th</sup> Grade. February 11 and 12" Slideshow.</li> <li>The teacher will</li> </ul>

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	<ul style="list-style-type: none"><li>- (fill-in-the-blank) precedes (fill-in-the-blank.)</li><li>- Complete happiness (can/cannot) be achieved.</li><li>- Briefly explain what it means to live “authentically.”</li><li>• Students will complete the following questions/phrases when the fifth slide of the “11<sup>th</sup> Grade. February 11 and 12” slideshow is displayed:<ul style="list-style-type: none"><li>- Life is full of (fill-in-the-blank) because we have complete freedom.</li><li>- Briefly explain how the world is absurd.</li></ul></li><li>• Students will complete the following questions/phrases when the seventh slide of the “11<sup>th</sup> Grade. February 11 and 12” slideshow is displayed:<ul style="list-style-type: none"><li>- Facticity means that we are the _____, _____, and _____ of our beings.</li><li>- Briefly explain the amnesia scenario.</li></ul></li><li>• Students will complete the following questions/phrases when the ninth slide of the “11<sup>th</sup> Grade. February 11 and 12” slideshow is displayed:<ul style="list-style-type: none"><li>- Briefly explain how <i>The Metamorphosis</i> represents existential thought.</li><li>- Other than <i>The Metamorphosis</i>, one book/film that I have read/seen that has existential properties is _____.</li></ul></li></ul>	<p>introduce existentialism by saying:</p> <ul style="list-style-type: none"><li>- It is a term applied to late 19<sup>th</sup> and 20<sup>th</sup>-century philosophers</li><li>- Soren Kierkegaard is credited as the first existential philosopher</li><li>- It gained popularity after World War II</li></ul> <ul style="list-style-type: none"><li>• The teacher will display the third slide of the “11<sup>th</sup> Grade. February 11 and 12” slideshow.</li><li>• The teacher will explain that existentialism is based on the idea that existence precedes essence. This theory includes the ideas that:<ul style="list-style-type: none"><li>- Complete happiness cannot be achieved</li><li>- Individuals will live to mean something</li><li>- Living authentically should be stressed</li></ul></li><li>• The teacher will display the fourth slide of the “11<sup>th</sup> Grade. February 11 and 12” slideshow and click on the</li></ul>
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		<p>hyperlink titled "The Dude Abides."</p> <ul style="list-style-type: none"><li>• The teacher will play the youtube video that opens from the hyperlink.</li><li>• The teacher will explain that The Dude is an excellent characterization of existentialism because he does not search for the meaning of things and "just goes bowling."</li><li>• The teacher will display the fifth slide from the "11<sup>th</sup> Grade. February 11 and 12" slideshow.</li><li>• The teacher will explain that existentialists acknowledge the angst of life. This includes:<ul style="list-style-type: none"><li>- Anxiety from freedom</li><li>- Choosing harmful actions</li><li>- The absurdity of the world</li></ul></li><li>• The teacher will display the sixth slide from the "11<sup>th</sup> Grade. February 11 and 12" slideshow and click on the hyperlink titled "You're Standing on a Cliff."</li><li>• The teacher will play the youtube video that opens from the hyperlink.</li></ul>
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		<ul style="list-style-type: none"><li>• The teacher will explain that the screaming scene from the movie Garden State exemplifies existential acceptance of an angst ridden life and absurd world.</li><li>• The teacher will display the seventh slide from the “11<sup>th</sup> Grade. February 11 and 12” slideshow.</li><li>• The teacher will explain the idea of facticity. This idea centers on the belief that:<ul style="list-style-type: none"><li>- We are the composite of our past, present, and future actions</li><li>- Facticity does not determine a person</li><li>- The Amnesia Scenario</li></ul></li><li>• The teacher will display the eighth slide from the “11<sup>th</sup> Grade. February 11 and 12” slideshow and click on the hyperlink titled “Folsom Prison Blues.”</li><li>• The teacher will play the youtube video that opens from the hyperlink.</li><li>• The teacher will explain that Johnny Cash’s song is</li></ul>
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		<p>existential in theme because his present life, and most certainly his future life, revolves around his past actions.</p> <ul style="list-style-type: none"><li>• The teacher will display the ninth slide of the “11<sup>th</sup> Grade. February 11 and 12” slideshow.</li><li>• The teacher will explain that students have already encountered existential works, like <i>The Metamorphosis</i> and the film <i>Fight Club</i>, and that they will continue to study existential works in their senior year.</li><li>• The teacher will ask students how <i>The Metamorphosis</i> includes components of existential thought.</li></ul>
<p>2<sup>nd</sup> Activity</p> <p>Title: Existentialism Soundtrack Activity</p> <p>Pedagogical Purpose: Group Practice, Technology Integration</p> <p>Student Materials: TP-</p>	<p>Objective(s):</p> <ul style="list-style-type: none"><li>• Students will be able to identify the assignment requirements.</li><li>• Students will be able to choose an appropriate song to share with the class.</li><li>• Students will be able to hypothesize the song’s meaning based on the first impressions of the song title.</li><li>• Students will be able to paraphrase each line of the song.</li><li>• Students will be able to evaluate the music artist’s use of poetic devices in the song.</li></ul>	

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<p>CASTT Handout, Blue Books, Cellphone or Ipod, Writing Implement, Headphones</p> <p>Teacher Materials: TP-CASTT Handouts, "11<sup>th</sup> Grade. February 11 and 12" slideshow, Doc Cam, Ipods, Headphones, Online Timer, Small Group Work Observation Form</p> <p><u>30 Minutes</u></p>	<ul style="list-style-type: none"><li>• Students will be able to analyze the music artist's attitude toward human experience as represented in the song.</li><li>• Students will be able to analyze the shifts in key words, punctuation, line divisions, irony, sound, and diction in the song.</li><li>• Students will be able to evaluate how the music artist incorporates tenets of existentialism in the song.</li></ul> <p><u>Student Procedures:</u></p> <ul style="list-style-type: none"><li>• Students will listen to the instructions for the Existential Soundtrack Activity and follow along with the eleventh slide of the "11<sup>th</sup> Grade. February 11 and 12" slideshow.</li><li>• Students will know they are expected to:<ul style="list-style-type: none"><li>- Break into groups of 5.</li><li>- Use cellphones or Ipods to search for a song with existential lyrics.</li><li>- TP-CASTT the lyrics. Each student is responsible for one section of TP-CASTT and all members must finish the remaining sections. This work is to be completed in their blue books.</li><li>- Present to the class, by choosing the most important line of lyrics, playing that segment of the song, explaining how the lyrics are existential and briefly discussing the theme.</li></ul></li><li>• Students will listen to the criteria for choosing an appropriate song and follow along with the twelfth slide of the "11<sup>th</sup> Grade. February 11</li></ul>	<p><u>Teacher Procedures:</u></p> <ul style="list-style-type: none"><li>• The teacher will display the eleventh slide of the "11<sup>th</sup> Grade. February 11 and 12" slideshow.</li><li>• The teacher will explain the Existentialism Soundtrack Activity. The steps for the activity are as follows:<ul style="list-style-type: none"><li>- Students break into groups of 5.</li><li>- Students use cellphones or Ipods to search for a song with existential lyrics.</li><li>- Students TP-CASTT the lyrics. Each student is responsible for one section of TP-CASTT and all members must finish the remaining sections. This work is to be</li></ul></li></ul>
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	<p>and 12” slideshow.</p> <ul style="list-style-type: none"><li>• Students will know that the criteria for choosing an appropriate song is:<ul style="list-style-type: none"><li>- Choosing songs with minimal to no obscenities or profanity.</li><li>- Choosing songs they would be comfortable listening to with the principal.</li></ul></li><li>• Students will break into groups of 5.</li><li>• Students will take out cellphones or Ipods and use the internet or music app to search for a song that exemplifies existentialism.</li><li>• Students will ask for Ipods or headphones if needed.</li><li>• Students will decide which group member will complete which section of the TP-CASTT.</li><li>• Students will complete their section of TP-CASTT and the sections unclaimed by group members. The parts of TP-CASTT are as follows:<ul style="list-style-type: none"><li>- Title: Speculate about the song’s meaning based on the title</li><li>- Paraphrase: Restate each line of the song in your own words</li><li>- Connotation: Determine which poetic devices are used in the song and how they affect the meaning</li><li>- Attitude: Examine the diction, images, and details to make meaning of the song</li><li>- Shifts: Find the 7 keys to shift and use them to analyze the poet’s gradual realization. The 7 keys are key words, punctuation, stanza divisions (chorus,</li></ul></li></ul>	<ul style="list-style-type: none"><li>- completed in their blue books.</li><li>- Students will present to the class, by choosing the most important line of lyrics, playing that segment of the song, explaining how the lyrics are existential and briefly discussing the theme.</li></ul> <ul style="list-style-type: none"><li>• The teacher will display the twelfth slide of the “11<sup>th</sup> Grade. February 11 and 12” slideshow which outlines appropriate song criteria. This includes:<ul style="list-style-type: none"><li>- Choosing songs without obscenities or profanity.</li><li>- Choosing songs they would be comfortable listening to with the principal.</li></ul></li><li>• The teacher will instruct students to break into groups.</li><li>• The teacher will ensure that each group has the needed materials.</li><li>• The teacher will supply Ipods or headphones to groups if needed.</li><li>• The teacher will set</li></ul>
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	<p>verse, bridge, etc.) changes in line length, irony, changes in sound, and changes in diction</p> <ul style="list-style-type: none"><li>- Title: Analyze the title of the song to find any deeper meaning</li><li>- Theme: Analyze what the song is saying about human experience and existentialism</li></ul> <p>They will do so in their blue books.</p> <ul style="list-style-type: none"><li>• Students will inform the teacher of the song they have chosen.</li><li>• Students will discuss their presentation. They are required to:<ul style="list-style-type: none"><li>- Play a snippet of their song</li><li>- Tell the class the most important line in the song</li><li>- Explain how the lyrics are existential</li><li>- Discuss the theme of the song</li></ul></li></ul>	<p>the online timer for 30 minutes and display the timer on the overhead.</p> <ul style="list-style-type: none"><li>• The teacher will circulate, ensuring that groups are on task.</li><li>• The teacher will mark which students are participating and are on-task in their groups and which students are not participating or are not on-task on the Small Group Work Observation Form.</li><li>• The teacher will give a verbal warning when 15 minutes have elapsed.</li><li>• The teacher will continue to circulate, helping groups find songs or TP-CASTT, if needed.</li><li>• The teacher will give a verbal warning when the groups have 10 minutes remaining.</li><li>• The teacher will circulate and ask each group which song they have chosen. This will be recorded on the "Data" section of the Small Group Work Observation Form.</li><li>• The teacher will use the computer to search for the lyrics of each group's song.</li></ul>
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		<ul style="list-style-type: none"><li>• The teacher will open each set of lyrics in a separate tab on the computer.</li><li>• The teacher will give a verbal warning when the groups have 5 minutes remaining, and tell them they should begin to discuss their presentation.</li><li>• The teacher will ask students to stop working and prepare to present their work.</li></ul>
<p>3<sup>rd</sup> Activity <b>Title:</b> Soundtrack Presentation</p> <p><b>Pedagogical Purpose:</b> Group Practice</p> <p>Student Materials: Cellphone or Ipod, Song, Blue Books</p> <p>Teacher Materials: Web Browser, Overhead, Microphone, Small Group Work Observation Form</p>	<p><b>Objective(s):</b></p> <ul style="list-style-type: none"><li>• Students will be able to present their evaluation of the song's lyrics to the class.</li><li>• Students will be able to discuss why the line of lyrics they chose is the most important in the song.</li><li>• Students will be able to explain how the song they chose incorporates tenets of existentialism.</li><li>• Students will be able to discuss the theme of the song.</li></ul> <p><u>Student Procedures:</u></p> <ul style="list-style-type: none"><li>• Students will volunteer to present their work in groups.</li><li>• Students will stand at the front of the room when it is their turn to present.</li><li>• Students will open the internet tab that has their song lyrics displayed.</li><li>• Students will plug their cellphone or Ipod into the microphone and play a snippet of the song for the class.</li></ul>	<p><u>Teacher Procedures:</u></p> <ul style="list-style-type: none"><li>• The teacher will ask for a group to volunteer to present.</li><li>• The teacher will instruct the group to open the tab on the web browser which has their song lyrics displayed.</li><li>• The teacher will instruct the group to plug their cellphone or Ipod into the</li></ul>

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<p><u>20 Minutes</u></p>	<ul style="list-style-type: none"><li>• Students will tell and show the class the most important line of lyrics in the song.</li><li>• Students will explain how the lyrics are existential.</li><li>• Students will discuss the theme of the song, focusing on what the song says about human experience.</li></ul>	<p>microphone and play a snippet of their song.</p> <ul style="list-style-type: none"><li>• The teacher will ask students to discuss the most important line of lyrics, explain how the song is existential, and discuss the theme.</li><li>• The teacher will use the Small Group Work Observation Form to record the number of criteria each group addressed in their presentation. The marks will be as follows:<ul style="list-style-type: none"><li>-A "3" in the C column: group met all three of the criteria and shared most important line of lyrics, explained how the song is existential, and discussed the theme.</li><li>-A "2" in the C column: group only met two of the three criteria and either did not share the most important line of lyrics, explain how the song is existential, or discuss the theme.</li><li>-A "1" in the C column: group only met one of the criteria by either sharing the most important line of</li></ul></li></ul>
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		<p>lyrics, explaining how the song is existential, of discussing the theme.</p> <ul style="list-style-type: none"><li>• The teacher will ask the class to applaud for the group.</li><li>• The teacher will ask for another group to volunteer to present, and will continue to do so, until each group has presented.</li></ul>
III. CLOSURE		
<p><b>Title: Parking Lot Exit Slips</b></p> <p><b>Pedagogical Purpose: Independent Practice, Informal Assessment</b></p> <p>Student Materials: Sticky Note, Writing Implement</p> <p>Teacher Materials: Sticky Notes, Question Poster, Comment Poster “11<sup>th</sup> Grade. February 11 and 12” slideshow</p> <p><b>5 Minutes</b></p>	<p><b>Objective(s):</b></p> <ul style="list-style-type: none"><li>• Students will be able to report one important idea they learned about existentialism.</li><li>• Students will be able to formulate one question to ask about existentialism.</li></ul> <p><b>Student Procedures:</b></p> <ul style="list-style-type: none"><li>• Students will write one thing they learned about existentialism on a sticky note.</li><li>• Students will write one question they have about existentialism on a second sticky note.</li><li>• Students must walk to the appropriate poster and place their sticky note on the poster before leaving.</li></ul>	<p><b>Teacher Procedures:</b></p> <ul style="list-style-type: none"><li>• The teacher will hand two sticky notes to each student.</li><li>• The teacher will display the fourteenth slide of the “11<sup>th</sup> Grade. February 11 and 12” slideshow.</li><li>• The teacher will instruct students to write one thing they learned about existentialism on the sticky note.</li><li>• The teacher will instruct students to write one question they have about</li></ul>

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		existentialism on the second sticky note. <ul style="list-style-type: none"><li>• The teacher will instruct students to place the sticky note on the appropriate poster before they leave the classroom.</li></ul>
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Assessment(s): (attach copies of assessment documents, criteria and rubrics)

- The Existentialism Notes Handout will be checked for completion

ILL/504/SpEd accommodations:

- One student will have a reserved group seat by the door and free from obstructions.
- One student may leave the classroom to visit the nurse or the restroom at any time.

Lesson Overview / teacher notes:

- The Existentialism Notes Handout is attached to the email.
- The TP-CASTT handout is attached to the email.
- The Small Group Work Observation Form is attached below.