**Lesson Topic:** Discussion of Part 1 of “The Loneliness of the Long Distance Runner” by Alan Silltoe

**Grade level:** 11/12 British Literature

**Length of lesson:** 50 minutes

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| **Stage 1 – Desired Results** |
| **Content Standard(s):**Reading Anchors1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| **Understanding (s)/goals**Students will understand that discussing and questioning a text can help a reader better understand said text. Students will understand that they are able to relate to the text by evaluating and examining the main character. | **Essential Question(s):**Does Smith view running as lonely?What does it mean to be “lonely” in society? |
| **Student objectives (outcomes):**Students will be able to analyze, make inferences, and discuss literature beyond a surface level understanding. |
| **Stage 2 – Assessment Evidence** |
| **Performance Task(s):** | **Other Evidence:**Surface Level Knowledge Quiz (assessment of if they read or not and counts for participation points)Table/small group discussion and worksheetParticipation in large group discussion |
| **Stage 3 – Learning Plan** |
| **Learning Materials:**Students have copies of “The Loneliness of the Long Distance Runner” by Alan SilltoeHalf sheets of paper for quizDiscussion question handout**Learning Activities:**Handout half sheets of paper to students. **Instruct** students to put their name on the top of the paper, and that they will be having a 4 question quiz about the assigned reading (p. 8-20).**Write** quiz questions on whiteboard after you read them aloud. Read questions aloud at least twice. Quiz Questions1. What is a Borstal?
2. Why is Smith in the Borstal?
3. When Smith states, “I feel like the first man and the last man in the world, both at once…” What does he mean?
4. What are Smith’s attitudes towards authority? His own criminal actions?

[10 minutes]**Collect** quizzes and then **discuss** answers to the questions. [5 minutes]Handout table/group discussion sheets and **instruct** students to work through the questions with their table’s and that is will help them if they have their books out to refer back to the text. [10-15 minutes to complete handout with discussion group]Discussion Questions1. What/who are the opposing forces in this part of the story, and in what ways do they influence Smith?
2. Does Silltoe use stereotypes? If so, how does he?  Give an example from the text.  Are these stereotypes alive today? How or how not?
3. How does the author use metaphors throughout the story? Give examples from the text. Is there one grand metaphor throughout the story? If so, what do you think it is? (i.e. running, the knife, the picnic, etc.)
4. How does Smith view the reader, you, in part 1 of this story? What is your opinion of Smith? Do you feel sympathetic to him as you read? Why or why not?
5. In what ways can Smith’s view of “the system” apply to an establishment/system/part of society that you have experienced (i.e. school, work, government. etc.)?  Do you share similar a view of this “system” Smith seems to focus on in part 1 of the story?
6. Does Smith view running as lonely?
7. What does it mean to be “lonely” in society? Think about Smith’s run and how he feels at different points.  Also, think about your life.  Is there a time you’ve felt the loneliness Smith grapples with?
8. Do you lose yourself in any specific activity like Smith loses himself in running? (p. 18)
9. What questions did this story raise when thinking about your own life and personal experiences?
10. Do you have any predictions of what will happen next in the story? [If you read ahead, don’t give out any spoilers!]

Circulate the room to help groups on questions that they may be stuck on, as well as making sure that they stay on task. This will also help you to hear what the groups focus on during their small discussions when you then move into large group discussion.Begin **full class discussion** by asking a table group to share their group answers with the entire class. **Remind** students that they may fill in anything that their group may have missed in their discussion as the class discusses. The discussion will follow the general layout of the question guide, but if students move into different understandings about topics that is accepted and encouraged. [15-20 minutes]Leave 5 minutes at the end of class for Mr. Anderson to hand back their graded Definition Papers and so he can debrief with them about a few aspects of the grading. |