**Lesson Plan**

Instructor: \_\_\_\_\_Ari Kravetz\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Lesson Objective/s:** SWBAT cite specific evidence from the text to support how characters are depicts; SWBAT identify the theme of “voice” in the text |
| **State Standard/s:** CC.9-10.R.L.1, CC.9-10.R.L.2 |
| **ELD Standard/s:** N/A |
| **Formative Assessment/s:** Write, Pair, Share; Group discussion and participation (active, passive, none) |
| **Summative Assessment/s:** N/A |

Topic: \_\_\_*Fahrenheit 451*\_\_\_\_ Subject: \_\_English\_\_

Check box if part of a larger unit: \_X\_

Where does the lesson fit in: Begin \_X\_ Middle \_\_ End \_\_

Duration of Lesson: \_\_\_\_40 min\_\_\_\_\_\_\_\_\_\_\_ Grade\_10\_\_

Other adult involved in instruction: (Check appropriate)

Paraeducator \_\_\_\_ co-teacher\_\_\_\_\_\_\_ volunteer \_\_\_\_\_

**Understanding Your Learners through contextual details**

(ELLs & ELD levels, IEP/IDP, 504, GATE, Gender, Ethnicity)

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| The school is located in a suburban area.  Our classroom is a diverse group of learners, with 24 students: 8 African Americans, 3 Asian Americans, 6 Hispanic Americans, and 6 White students.  About one third of the students in the class are on free and reduced lunch. One of these students is an English Language learner, and another has dyslexia.  Because this novel is written from the perspective of a White author during the 1950s, it may be relevant to discuss the implications of this, and the lack of representations from other races.  There is also a wealth of assets in a classroom so diverse, particularly in discussions about diversity, and these assets should be deliberately accessed during lessons.  Also, since there is such a range of socio-economic statuses, it is also to remember that all students may not have access to a computer and technology at home to complete writing assignments. |

**IEP Goals** Directions: List students’ goals as they apply to this lesson.

Large Group/Whole Class Instruction – Select 2-4 students for instructional focus.

Small Group / Individualized Instruction (< 5 students)

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| Student(s) | IEP Goal/Objective  (standards based) |
| Lizzy Taylor | Learning Disability. Class participation and retention/comprehension of major themes and topics. Goal: Increase participation via higher self-esteem and provided reading support. Help in retention of concepts. |
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LESSON PLAN & PROCEDURES

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| Lesson Elements | “Write, Pair, Share” that will be collected and participation in class discussion (active, passive, none) | **Time** | **What are the students doing?** | **What is other adult doing?** | **Check**  **for**  **Understanding** | **Materials** |
| **Lesson Introduction**  (connect & build background knowledge) | * SWBAT cite specific evidence from the text to backup in-class claims and discussion on the socio-economic status of characters * SWBAT see how character relationships are affected by socio-economic status * SWBAT begin understanding how the disparity in who has a voice in the story is due to cultural backgrounds and issues of class * Prior Knowledge activated through “Write, Pair, Share” * Today, we will be talking about how socio-economic status affects characters in stories and how their relationships are affected by this. * Class will begin with a “Write, Pair, Share” to the following question: *What does it take to be listened to by others? Under what circumstances do people want to listen to you, and under what circumstances do they not?* | 10 min  (5 write, 5 pair) | Answering the “Write, Pair, Share” question | N/A | This will be done through the discussion that builds off of this. Teacher can monitor progress during individual writing time and paired sharing. | Project the question onto the board. |
| **Lesson Body** |  |  |  |  |  |  |
| Direct Instruction | 1. Come together as a class and discuss the “Write, Pair, Share”    1. Guide students in answering each question. Talk about what it takes to be listened to by parents, friends, peers, co-workers, people you do now know, the school, he country    2. When do people listen to you and why?    3. When do people not listen to you and why? 2. Begin to discuss these questions in the context of the story 3. Ask for a student, or students, to summarize the plot    1. Key Points       1. Narrator (female) describes Eddie and Mr Sawyer       2. Mrs Sawyer is described leading to the issue of race       3. Mildred is described       4. The library       5. Discussion of England (where the Sawyers are from)       6. Death of Mr Sawyer       7. Books burned by Mildred and Mrs Sawyer       8. Eddie and the narrator steal a book each       9. What is love? – both cry; very childish definition | 15 min | “Write, Pair, Share” full class discussion, followed by summary of “The Day They Burned Books” | N/A | Questions asked regarding “Write, Pair, Share” and aiding students in summarizing the key points of the story | “Write, Pair, Share” writings and copy of “The Day They Burned Books” |
| Guided Practice | 1. Begin discussing characters and their relationships 2. On the board, write down the name of each character and have the class give their characteristics that are known from the context of the story    1. Narrator       1. Lives in the Caribbean       2. Likes Eddie (falls in love?)       3. Thinks like her father       4. Has prejudice against “colored” people       5. Female    2. Eddie       1. From England       2. Father married a “colored” woman       3. Has a servant       4. Library in his house       5. Reads with the narrator       6. Doesn’t think England is anything special    3. Mr Sawayer       1. Rich       2. White       3. Married to Mrs Sawyer       4. Son is Eddie       5. Receives book shipments       6. Drinks       7. Is abusive    4. Mrs Sawyer       1. Colored       2. Does not talk until the end       3. Described as superstitious       4. Does not like Mr Sawyer?       5. Does not like Eddie?       6. Does not like the library    5. Mildred       1. Servant       2. Has been abused by Mr Sawyer       3. Burns books with Mrs Sawyer 3. Now that the characters have been discussed, talk about the relationships and why they are the way they are. If students do not bring up culture, lead them to bring this up | 10 min | All class discussion on characters and their relationships with each other | N/A | Through group discussion, added questions, leading the discussion when necessary | “The Day They Burned Books” |
| Independent Practice | 1. On the same sheet of paper used for the “Write, Pair, Share” have students write who has a voice in the story. | 5 min |  |  |  |  |
| **Extended Practice** | Students should think about these ideas and be ready to have a discussion on voice tomorrow. Additionally for homework, students should read the two articles for the next day (one on book burning in Nazi Germany and one on internet censorship and Google). – These articles should be printed and handed out at the end of the class.   1. <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005852> 2. <http://articles.cnn.com/2010-09-21/tech/google.transparency_1_internet-censorship-google-maps-internet-freedom?_s=PM:TECH> | N/A | N/A | N/A | Tomorrow’s discussion | Printed readings. |
| **Lesson Closing** | Students should turn in the written work done today. Tell them that tomorrow the discussion on voice will continue more extensively and we will talk about what it means to have a voice, and what it means to be silenced. | 1 min | Written work should be turned in. Listening to the plan for tomorrow’s day. | N/A | Ask for any questions. | N/A |

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| **LEVELS OF STUDENT OUTCOMES**  *Remember the model of instruction, the instructional setting and the students’ needs, goals and objectives.* | |
| **All** | Will understand the plot of “The day They Burned Books,” the characters involved, and the relationships |
| **Some** | Will already have a beginner’s understanding of how voice is silenced due to race |
| **Few** | Will understand that by those who have a voice, view voice as a privilege, not a right |

* **Attach Classroom Profile (Highlight students in lesson for instructional focus**