**Lesson Plan**

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

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| **Lesson Objective/s:** SWBAT understand how a higher government attempts to censor and control society to maintain ideals. SWBAT track the emotional changes of Montag and how female characters in the book affect him. SWBAT attribute signifance to Mrs. Blake and her death. |
| **State Standard/s:** CC.9-10.SL.1.c, CC.9-10.SL.1 |
| **ELD Standard/s:** N/A |
| **Formative Assessment/s:** Class participation (Active, Passive, None), Group presentation on re-defined word. |
| **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 | Assessment based on classroom discussion and participation (active, passive, none). As well as a presentation of word that students will work on in class to change and discuss the new societal implications | **Time** | **What are the students doing?** | **What is other adult doing?** | **Check** **for** **Understanding** | **Materials** |
| **Lesson Introduction**(connect & build background knowledge) | * SWBAT understand how a higher government attempts to censor and control society to maintain ideals. SWBAT track the emotional changes of Montag and how female characters in the book affect him. SWBAT attribute significance to Mrs. Blake and her death.
* Prior knowledge will be activated by a discussion based off of Apple’s “1984” commercial in regards to technology, society, and silenced voice. The theme of rebellion and technological destruction will also be talked about in relation to the commercial and Clarisse and Mrs. Blake.
 | 10 min | Watching Apple’s “1984” commercial. Then using this to spur the discussion of technology, society, silenced voiced, and rebellion. The female character will also be discussed in regards to her rebellion. This will lead to and mesh with the “Direct Instruction” portion. | N/A | This will be done through class discussion, participation, and ability to integrate ideas that we already discussed with the youtube clip and the book.This assessment of understanding will continue through the Directed instruction. | http://www.youtube.com/watch?v=HhsWzJo2sN4 |
| **Lesson Body** |  |  |  |  |  |  |
| Direct Instruction | 1. Having watched the clip on “1984,” what themes are also present in our book? Discuss the following:
	1. Identical people in society
	2. The idea of “surveillance”
	3. A woman rebel
	4. Technology and its destruction
2. How does control of society relate to the changed definitions of “Fireman?” Why would this concept be changed?
3. How have Montag’s emotions begun to change? Why does Mrs. Blake sacrifice herself? How can we compare Mrs. Blake to Clarisse? Draw a timeline on the board and create a visual representation of where he began, and how he has progressed up to this point. Students should be encouraged to use textual support as evidence for their claims.
	1. Discuss the above questions and relate them to government control. Also, connect this to our evolving definition of dystopia.
 | 10 min | Comparing the youtube clip with the reading of  | N/A | Based on class participation (Active, Passive, None) | -*Fahrenheit 451* text |
| Guided Practice |  Students will work in groups to choose a word, redefine it, and discuss the implications that this would have on today’s society. These will be presented to the class. Each group will have ~2 min to present the word, the new definition and briefly describe how this would change today’s society. | 20 min(10 min to work, 10 min to present) | Small group work to change the definition of a word and then present it to the class discussing the implication it would have on today’s society. | N/A | Teacher will circulate, answer questions, and track individual as well as group progress. Assessment will then be based on the group presentation. | -*Fahrenheit 451* text |
| Independent Practice | Independent practice will be accomplished through an individual’s participation in the group work described above. | N/A | See above | N/A | See Above | See Above |
| **Extended Practice** | N/A | N/A | N/A | N/A | N/A | N/A |
| **Lesson Closing** | Think about the significance of the two main rebellious characters that affect Montag to be women. What does this have to do with the representation of silenced voices? For tomorrow, read pages 40-48. | 1 min | Understanding key ideas to actively read for in the continued reading | N/A | Provide brainstorming ideas of what to look for as the book progresses | -*Fahrenheit 451* text |

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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 be able to compare the “1984” representation of dystopia to the dystopia presented in *Fahrenheit 451*. Students will also understand the great extent to which the government controls society in both texts. |
| **Some** | Will understand how rebellion is presented as the source of fear that leads to a voice being silenced. |
| **Few** | Will understand how the different characters are microcosmic representations of different types of cultures/societies |

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