**(Diversity) Lesson Plan**

Instructor: \_\_\_\_\_Jeanne Zeller\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Lesson Objective/s:** * Students will be able to understand power dynamics between people of different beliefs, and what causes certain voices to be silenced.
* Students will be able to understand where diverse beliefs come from.
* Students will be able to evaluate the ethical implications of silencing voices
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| **State Standard/s:** CC.9-10.R.H.6 Craft and Structure: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| **ELD Standard/s** |
| **Formative Assessment/s:** Individual participation during class. Group notes on presentation: extensiveness of answers suggests deeper understanding and focused time during class. Quality of presentation: Who participates during the presentation and how much? How accurate is their information presented? How thorough is their information presented? Do they reword the article? Or quote word for word for their answers? Exit slip: evaluating what they’ve learned and taking into consideration their questions (are they what we should have covered in class? Or extension questions?) |
| **Summative Assessment/s:** None |

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

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

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

Duration of Lesson: \_\_50 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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| In a snapshot narrative paragraph, describe the context of the instructional group. Describe major areas such as cultural, family structures, ELL levels. SES, etc.? What are the most important details that may inform your instruction and support your learners? 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) |
| Lizzie Taylor | Lizzie’s goal will be to play an active role in helping her group answer each of the questions (as they will be reading the article out loud together, which will facilitate Lizzie’s comprehension). Lizzie’s IEP requires for instructions to be read out loud to her, so all questions I ask during the period will be stated out loud during class.At the end of the hour, I will make sure Lizzie understands the prompt for the homework by going over it with her again so that she is not bogged down with reading it again when she goes to do her homework. |
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LESSON PLAN & PROCEDURES

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| Lesson Elements | Identify Formative Assessment as it occurs in the lesson | **Time** | **What are the students doing?** | **What is other adult doing?** | **Check** **for** **Understanding** | **Materials** |
| **Lesson Introduction**(connect & build background knowledge) | * Lesson goals/objective
	+ - Students will be able to understand power dynamics between people of different beliefs, and what causes certain voices to be silenced.
		- Students will be able to understand where diverse beliefs come from.
		- Students will be able to evaluate the ethical implications of silencing voices
1. Once students come in, instruct them to look at the board for two questions for a quick-write. They will have five minutes to write about the following two questions:
	1. Where do diverse beliefs come from?
	2. In a world where there are so many different beliefs, who decides who is heard?
 | 5 students | Students will be actively accessing their prior knowledge about diversity and power dynamics. To do this, they will be writing for a solid 5 minutes—if they run out of things to say, they should continue writing whatever comes to their mind until the time stops. | N/A |  | Projector screen with questionsStudents’ notebooks and pens |
| **Lesson Body** | \*Have desks arranged in 6 groups of 4 before students arrive |  |  |  |  |  |
| Direct Instruction | 1. Class discussion of quick-write *(be marking participation as we go along in discussion).* Remind students that you will be marking participation during class, and all students should participate at least once by the end of the hour.
	1. For first question, make sure we touch on: religion, socio-economic status, race, ethnicity, politics, geography, age, etc.
	2. For second question, make sure we touch on: power dynamics. Money, governmental power, power of majority, propaganda, politics, etc.
2. Have a student hand out packet of articles to each student.
3. Explain activity
4. Tell students their group will an article to read in a second, and be asked to, as a group, read through the article and answer the guiding questions on the projector screen *(put up questions now)*
	1. Where does the censorship take place?
	2. Who/what is being silenced?  Why do they believe what they believe? (ie religion, background, ethnicity, socioeconomic status, education, political affiliation)
	3. Who is silencing them? Why do they believe what they believe?
	4. Why are they being silenced?
5. Go around room, assign articles to each group *(if doing well on time, let students raise hands for picking their own articles: first come first served)*
	1. Tell them they will have 20 minutes to complete this, and once they are done, they are going to have to present their article to the class using the questions as guidelines. Tell them we are going to use these articles as case studies for a discussion on diversity and patterns in silencing voices at the end of the hour.
	2. *While students are working, go around room, listening to conversations, and challenging students to dig deeper. When students raise hand, answer their questions.*
 | 5 min2 min20 min | Students will be actively volunteering and participating in discussion, using what they wrote during the quick write and responding to each other.One student will be handing out article (pick a squirrelly student for this job)Students are listening to instructions and getting to work, reading article out loud together, and working together to answer questions.  | N/A |  | Copies of articlesQuestions typed and ready on computer, projector hooked up to computer |
| Guided Practice | 1. *As students work, give them 10 minute warnings, 8 minute warning (this is when you tell them they should have their article completely read by now and be focusing on answering the questions and deciding how to present), 5 minute warning, 2 minute warning, and 30 seconds to wrap up.*
2. Transition to discussion: ask everyone to put their pencils down and to turn their chairs to the front of the room. Explain we are going to start learning about different instances of silencing voices now. Remind students that when they present, they should answer each one of the guiding questions somewhere along.
	1. Ask for volunteers to go first (if nobody volunteers, pick the student who had the most recent birthday).
	2. Have each group present at the front of the room—go clockwise around room from the first group to go
		1. As each student presents, write the different reasons on the board that students give of why people were silenced in their specific cases
3. After students are finished presenting, ask question:
	1. Looking at the board for what you all shared today from your specific case studies, is there any kind of pattern for who is silenced and why?
		1. *Leading questions: are the reasons all the same?*
		2. *Can we find some kind of common factor to all of these cases?*
		3. *Write down ideas class suggests in a new column and underline them*
	2. In last minute of class, have students do a quick exit slip for this question (put it on projector screen):
		1. Name one thing you have learned about power and diverse voices. *(explain: name something you hadn’t thought about before that you thought about today when it comes to power dynamics and diversity)*
		2. What is a lingering question you have about silencing voices? *(explain it could be anything from a question about a term used to a deeper question about a cause of people wanting to silence others)*
 | 10 min8 min | Student groups go up to front of the room in order to present to the class.At least two group members from each group should present.Students are actively participating in discussionIf students are shy, have them pair with a partner, talk about their answer for 30 seconds, and then come back and participateStudents are writing answers to the exit slip in their notebooks | N/A |  | Student notebooks/pens |
| Independent Practice | Hand out prompt for homework. Otherwise, hand out prompt at the end of class while collecting group notes on each case study:Prompt for homework: Write a letter to the parties responsible for one of these instances of silencing, and explain what was lost when that voice was not heard. If you felt that a particular instance of censorship was warranted, then write a letter to a person that doesn’t understand why it is warranted, and explain your reasoning for your opinion. In either case, use specific evidence from the articles describing the cases, and try to draw on the discussions we had in class. Letters should be no less than one page handwritten, or a half page, typed.  |  | Students collect prompt for homework, hand in group notes. | N/A |  | Homework slips |
| **Extended Practice** | (Homework) |  |  | N/A |  |   |
| **Lesson Closing** | Make sure I collect group notes from everyone and that all students  |  |  | 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** | **Students will participate at some point during class, and write for quick-write and exit slips.** |
| **Some** | **Some students will present their information** |
| **Few** | **Few students will not be required to present their information, and instead be required to actively listen during presentations** |

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