**Lesson Plan**

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

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| **Lesson Objective/s:** SWBAT understand how voice is affected by culture, environment, government, and other external forces.SWBAT see how their voice is affected in different environments.SWBAT see the tension between voice being a right and voice being a privilege. |
| **State Standard/s:** CC.11-12.R.I.1, CC.11-12.W.9, CC.11-12.SL.1 |
| **ELD Standard/s:** N/A |
| **Formative Assessment/s:** “Write and Share,” Class discussion, Gallery Walk participation |
| **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” will be turned in. Participation in class discussion (active, passive, none), Participation in Gallery Walk production and participation (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 understand how voice is affected by culture, environment, government, and other external forces. SWBAT see how their voice is affected in different environments. SWBAT see the tension between voice being a right and voice being a privilege.
* “Write and Share” will be done to synthesize the last two days discussions on voice and who has control over expression. The question for the “Write and Share” is: Are there circumstances in which taking voice away is okay? Who has the right to take voice away? Is this against the 1st amendment of “Freedom of Speech?”
* It is important that students are aware of the inclusion of the first amendment, because government will become a key theme in the book.
 | 5 min to write individually | Answering the questions individually to the “Write, Pair, Share,” then spending 5 min talking about the question with a partner. | N/A | Circulate the room, answer any questions that come up, listen to various groups to have an idea of common things that are being discussed (or not being discussed). | “Write, Pair, Share” question projected on the board |
| **Lesson Body** |  |  |  |  |  |  |
| Direct Instruction | 1. Begin discussing the “Write and Share” activity. Allow students to respond to each other, and come to scenarios where silencing is okay. Ask students whether any of these cases have been demonstrated in the reading or in their own lives. Students should mention how the 1st amendment relates to their opinions.

  | 5 min of sharing. This activity should be for the purpose of activating prior knowledge and so does not need to take up too much time; similar themes will be discussed with the class activity | Group discussion on the “Write and Share.” | N/A | Based on group discussion and then on collected “Write and Share” | -“Write and Share” sheets |
| Guided Practice | 1. After spending time on the above, divide the students into 3 groups of 8 students each. Each group should be assigned one of the following topics: “The Day They Burned Books,” “Nazi Germany” and “Google Censorship.” Each group will get a large piece of butcher paper. The goal is for students to create a display including the following topics: A) A few sentences introducing their topic B) Who has a voice? C) Whose voice is being taken away? D) Why is the voice being taken away? E) How is this present in the lives of your group members?
* Article on Nazi Germany <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005852>
* Article on Google Censorship

<http://articles.cnn.com/2010-09-21/tech/google.transparency_1_internet-censorship-google-maps-internet-freedom?_s=PM:TECH> 1. After students work on these posters, have students hang up their poster in 3 different parts of the room. The students should now do a “Gallery Walk” where they walk around and learn about the information presented by each group. As students walk, they should spend time reflecting quietly; discussion of what they learned will follow.
2. See “Independent Practice” below for further instructions
 | 20 min(10 min working, 10 min to read the information of the other 2 groups) | Working in a group to create a “poster” about their readings. Then participating in a Gallery Walk reading the posters of others and taking notes. | N/A | Circulate to see what the students are writing about and help focus thoughts if necessary. Student participation specifically evaluated here.Any questions should be answered.Posters can be assessed for understanding | -Jean Rhys’ “The Day They Burned Books”-Article on Nazi Germany-Article on Google Censorship-Butcher paper-Markers-Tape |
| Independent Practice | As students walk around the room, they should take notes on interesting points that each group presents. | N/A | Students will take notes while they participate in the Gallery Walk | N/A | Will be done in class discussion | -Student notebooks-Writing Utensil |
| **Extended Practice** | 1. The last 10 minutes of class should focus on how censorship is put into effect by different communities. The following questions are an outline of some things that may be discussed in addition to other student reflections.
	1. What are the similarities in why censorship is employed in the first place?
	2. Are the various examples of censorship reasonable for silencing the voices of others?
	3. Does your life relate to any of these elements of censorship?
	4. What types of people are being silenced? Who are they being silenced by?
 | 10 min | Class discussion wrapping up key ideas of the day. | N/A | Assessment and progress evaluated through discussion and themes that are mentioned by students. As well as ability to answer the given questions. |  -Notes from “Gallery Walk” |
| **Lesson Closing** | The big question to think about now is: Is censorship getting worse as technology advances are made? Think about Facebook, Twitter, blogs, etc. and the power to delete or edit comments. These questions on voice will continue to come up as we being reading and thinking about the future world that is presented in *Fahrenheit 451*. Students should read pages 1-10 of *Fahrenheit 451* for tomorrow’s class. | 1 min. | Connect the day’s lesson to the preview questions for the unit. Write down to read pgs. 1-10 of *Fahrenheit 451* | N/A | N/A | -School planner-*Fahrenheit 451* |

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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 how censorship is presented in 3 culturally and generationally different contexts. They will also understand why voices are silenced in each situation. |
| **Some** | Will extend the understanding of silenced voices to be a result of cultural prejudices and fear (more specifically fear of a revolt). |
| **Few** | Understand how censorship can reach extreme situations and lead to a completely controlled society where being speaking up is dangerous. |

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