**Lesson Plan**

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

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| **Lesson Objective/s:** SWBAT provide reasons for Montag’s unhappiness and discuss possible reasons for his wife’s suicide attempt. SWBAT begin to discuss the role that technology plays in the world of *Fahrenheit 451*. |
| **State Standard/s:** CC.9-10.R.L.3, CC.9-10.R.I.1, CC.9-10.SL.1.d |
| **ELD Standard/s:** N/A |
| **Formative Assessment/s:** Class discussion, End of Class quiz |
| **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 will be based on class participation (Active, Passive, None) as well as a quiz given at the end of the class; students who have read and paid attention in class should accomplish this easily. | **Time** | **What are the students doing?** | **What is other adult doing?** | **Check**  **for**  **Understanding** | **Materials** |
| **Lesson Introduction**  (connect & build background knowledge) | * SWBAT provide reasons for Montag’s unhappiness and discuss possible reasons for his wife’s suicide attempt. SWBAT begin to discuss the role that technology plays in the world of *Fahrenheit 451*. * Prior knowledge will be activated by asking the class to summarize what we have been talking about the past 4 days. After that, students should discuss key things that have happened in today’s reading:   + Montag’s comes home and doesn’t like when it is dark   + Finds an empty pill box   + Finds his wife barely breathing   + Calls emergency workers who come and suck out the poison   + The emergency workers are not professionals, but respond to similar calls all the time   + Montag admits unhappiness   + Montag’s wife doesn’t remember anything in the morning   + Montag’s wife wants more technology in the house (a 4th TV wall!)   + Montag meets Clarisse again and they discuss happiness and they stand in the rain   + The hound at the fire station doesn’t like Montag   + Fireman commits suicide * Today we will discuss the value of life / lifestyle of Montag, Montag’s wife, and Clarisse | 7 min | Summarizing/  Reviewing what has been discussed in class up to this point, then working as a class to create a summary timeline of what has happened up to today’s point in the reading. | N/A | Based on class discussion | -*Fahrenheit 451* text |
| **Lesson Body** |  |  |  |  |  |  |
| Direct Instruction | BIG QUESTION: How does each character live their life? Is this in accordance with society or against it?   1. Begin by drawing a circle on the board and inside write “Society’s Life.” Now, using textual support have students provide ideals/goals/ideology of the world in which Montag lives in. Students should be told to provide quotes and page numbers when discussing each concept. 2. Next, create 3 more circles on the board and write Montag, Montag’s wife, and Clarisse in the circles (one in each circle). 3. Once again using supporting material from the text, go through each character and attempt to define the values/ideals/jobs that define what life means to each character. 4. After this is done, begin discussing whether each person is happy, and why. If they are not happy, what do they have to do to become happy? 5. After this part of the assignment is done, 6. Montag’s unhappiness | 20 min | Discussing the concept of happiness in the book.  Students also work on creating maps of what defines each characters happiness. | N/A | Student participation and discussion regarding the happiness of characters. Also their ability to cite specific evidence in the text. | -*Fahrenheit 451* text |
| Guided Practice | 1. After the above part has been done, ask students to work in small groups of 4, to determine how technology affects each person’s life and contributes or detracts from their happiness. 2. After this discussion is done, come together as a group and discuss the impact of technology on each character? 3. How does this connect to the article on Google censorship that was discussed yesterday? | 10 min | Technology is factored into the previous discussion and students work to determine its implications on each character. | N/A | Based on participation in small group discussions and class discussion | -*Fahrenheit 451* text |
| Independent Practice | For extra credit, students should write a paragraph (5-6 sentences) on how technology affects their lives. They should aim to include at least 3 positive ways and 3 negative ways. | At home | N/A | N/A | Students who choose to hand in assignment | N/A |
| **Extended Practice** | Short quiz on the reading:   1. How does Montag feel about Clarisse at the end of today’s reading    1. Answer: He misses her company | 3 min | Answer the question on the last part of the reading | N/A | Based on quiz results | N/A |
| **Lesson Closing** | Technology will continue to play a big part in this story, and as we read continue to see how each character struggles to be happy, or attempts to keep their happiness. For tomorrow, read pages 32-40. | 1 min | Assigned reading | N/A | Tomorrow’s class | -*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 understand the role that happiness plays in the novel and how this is linked to technology and the society of the book. |
| **Some** | Will understand how the characters who are free thinkers and go against societal ideals are silenced. |
| **Few** | Begin to think about the reason for desiring such a controlled and “backwards” society. |

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