**Lesson Plan – Day 24 of Unit (Thursday) – DIVERSITY LESSON**

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| **Lesson Objective/s:** Students will learn about diverse populations, focusing on the voices of these cultures and when, how, and why they are silenced. Students will tie this back in to the idea of how literature can serve as a vehicle for social change, and connect it to the themes of community, oral tradition, and happiness in *Fahrenheit 451*. |
| **State Standard/s:** CC.9-10.W.HST.9 Research to Build and Present Knowledge: Draw evidence from informational texts to support analysis, reflection, and research.  CC.9-10.R.H.9 Integration of Knowledge and Ideas: Compare and contrast treatments of the same topic in several primary and secondary sources. |
| **ELD Standard/s:** This lesson has a focus onresearch and analysis of complex issues, and strengthening the ability to communicate these ideas to peers. |
| **Formative Assessment/s: I will check for comprehension by analyzing their answers during class discussions, and by monitoring them while they research and reflect in the computer lab.** |
| **Summative Assessment/s:** The summative assessment will mostly fall during the next week’s activities, which wrap up the unit. I will check to see that they are researching and writing, however, and will consider honest interest and reflection a sign of success. |

Instructor: \_\_\_\_\_\_\_Alexandra Bell\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic: \_\_\_\_\_\_\_Dystopian Societies and Literature as a Vehicle for Social Change\_\_\_\_ Subject: \_\_\_\_English\_\_\_

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

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

Duration of Lesson: \_\_\_\_\_50 minutes\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_Sophomores\_\_\_

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) |
| Lizzy Taylor | Learning Disability. Class participation and retention/ comprehension of major themes and topics. |
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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) | 1. Pull up the PowerPoint presentation, with this day’s Quick Write for students to answer. The question is “what does inclusivity mean to you? In *Fahrenheit 451*, society believes the only way for everyone to be included is for everyone to be the same. Is it impossible to be inclusive when there is a lot of diversity? Is difference in opinions, interests, lifestyles, and identities a **negative** thing, as most people in the book believe, or could it be **advantageous**?”  2. Ask students to share their answers. Discuss how Beatty believed that strife and worry is caused by minorities – lack of total conformity – as when he states, “you must understand that our civilization is so vast that we can’t have our minorities upset and stirred. Ask yourself, What do we want in this country, above all? People want to be happy, isn’t that right?...Don’t give them any slippery stuff like philosophy and sociology to tie things up. That way lies melancholy…Hold steady. Don’t let the torment of melancholy and drear philosophy drown our world. I don’t think you realize how important you are” (56-59).  However, are the people at the end of the book happy? Do they smile and laugh; do they feel important? Does not only diversity but knowledge, as Beatty also states, make you depressed? Ernest Hemingway is famous for saying “Happiness in intelligent people is the rarest thing I know.” Consider these opinions against the intrinsic joy the people at the end of the book experience and the extrinsic rewards in life from intelligence (i.e. a fulfilling career); are both true? Is one more swaying than the other? | 5-10 mins | Students will begin working on individually answering this Quick Write as soon as they come in the room. Some will share their answers with the class. | N/A | I will walk around the room to make sure students are working and answer any questions they may have. | PPT slide with Quick Write question. |
| **Lesson Body** |  |  |  |  |  |  |
| Direct Instruction | 1. Begin a quite brainstorming activity to see what students know about diversity and how they feel about inclusivity. This will flow directly from the Quick Write, with the teacher asking students to reflect and share on words such as “different” and “powerful.” They will brainstorm who could possibly be someone who says, “I feel like I don’t have a voice in this society” and why.  2. As the students are sharing their thoughts, type a summary of what they have said (catching the best words and phrases especially) into Wordle and surprise them with it at the end of the discussion. | 5 mins | Students will participate in the discussion. | N/A | I will listen to and record what students say to the prompting words and questions I give them, and lead them towards the critical thinking I want to see if comprehension on the subject is low. | Computer with internet (for the Wordle) |
| Guided Practice | 1. Walk students to the computer lab.  2. Explain to students that the next two activities require a little research on their part. The research will have two components: one exercise will help illuminate whose voices are marginalized in society and the role of mass media in that marginalization, and the other will focus on alternative ways of life similar to the one described in the end of *Fahrenheit 451* and how that connects to American life. | 5 mins | Students will listen to instructions and ask questions if they need clarification | N/A | I will check for comprehension in facial expressions and body language as I give directions. | Computer lab |
| Independent Practice | 1. The teacher will discuss the following topics with students and give them a worksheet with the following questions before giving them time to research. Half the class will work on the first topic while the other half works on the second, and then they will switch.  -For mass media: look up major news broadcasters (CNN, Fox, MSNBC, even Colbert and Jon Stewart) and information on major TV shows and movies. How diverse are these people? Is there variety in their race, age, ability status, gender, sexual orientation, and socioeconomic status? If there were more people of diverse backgrounds, would they offer different perspectives or push for different stories to be told? If so, is that a bad thing? How are we shaped by electronic culture – would people be more accepting of diversity if they grew up watching African American newscasters and TV shows with a leading Asian or Latina actress?  Answer the next few questions on your own. They will not be collected.  -If you feel TV and media is general is lacking in  diversity, would you be interested in watching TV with a  more diverse range of contributors and stars? With  books, too, would you prefer to read books by non-male,  non-white authors (for example)?  -After reading Fahrenheit 451 and thinking about how  diversity is treated in our society, how big of an issue do  you think acceptance of difference is? Do you think we  should use books (written form of media) and TV  (electronic form of media) to try to change people’s  opinions if they are negative towards diversity?  -For Bedouin culture: although the term “nomadic” might bring up images of impermanence and variation, and it is often paired with the negative concept of “primitive” life where societies are “less developed,” they are much more complex. They have important values and beliefs. The members of “nomadic” groups are often very enmeshed, depending on each other to learn about traditions, ideas, and stories. As such, some people believe they are more empathetic, and much less individualistic in their identities. Look up Bedouin culture on your computers and think about their way of life versus American culture. Are there any aspects of their culture that sound appealing to you? Is “modern” society making it more difficult to be family- and community- oriented? Are certain people’s voices lost based on their identities or values, making them feel cut off from their community or society as a whole? Or if certain marginalized groups band together to form community, is that seen as a threat to the majority? Answer the next few questions on your own. You will not turn this in, so take this time to think about everything and be honest.  -Have you ever been more interested in watching TV than  talking with friends or family? Why?  -Would you like living in the same community of people  for your entire life? Would you like it more if you felt  unappreciated or discriminated against by the majority of  Americans? | 30 mins (15 for each topic) | Students will research both topics and reflect on the questions posed for each one. | N/A |  | Worksheet with reflection questions |
| **Extended Practice** | 1. Have an extra credit contest: students may write a short persuasive letter to the students in their school, to me, or to the community in general. This letter must explain why diversity is important (or unimportant) to them and provide a request for inclusivity in some way (example: in a letter to me, they could request reading a book by a person with a disability, or by a Latino author). I will help them if they wish to try to get this letter published in the local newspaper. |  | Students may do this activity outside of class for extra credit. | N/A | I will evaluate how well students understood by how well they can apply their knowledge to a larger audience and to practical solutions. | Handout with description of this assignment |
| **Lesson Closing** | 1. Do this either at the end of class (if there is time), but more likely at the beginning of the next class. Hold a few levels of discussion: first, have the students talk with another person for a minute to talk about what they have learned and how they feel about diversity. Then, give groups of four people a few minutes to talk. Next, bring everyone together for a full class discussion. | 0-5 mins | Students will reflect on the lesson in various levels of discussion. | N/A | I will check for understanding during this class discussion. | None |

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| **LEVELS OF STUDENT OUTCOMES**  *Remember the model of instruction, the instructional setting and the students’ needs, goals and objectives.* | |
| **All** | All students will participate in discussion, and research and reflect on both topics in the computer lab. |
| **Some** | Some students will answer certain questions during discussions, while others answer different questions. |
| **Few** | A few will participate more often than others, and will have time to reflect and write more on the topics. If they finish, I will ask to hear their opinions and we will have a mini-conference/discussion. Otherwise, they will be able to do independent reading or writing. A few may need more time, in which case I will try to set up extra computer lab hours for them. I will encourage them to continue to research and think about these topics, and let them know that there is no graded assignment attached to this research and discussion day (except participation). |