**Lesson Plan Diversity**

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| **Lesson Objective/s:** Students will be able to identify the lack of diversity and desire for uniformity in *Fahrenheit 451*  and use it as a device for social change. |
| **State Standard/s*:****CC.9-10.R.L.2* Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over  the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary  of the text. CC.9-10.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over  the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary  of the text.CC.9-10.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts,  using valid reasoning and relevant and sufficient evidence. |
| **ELD Standard/s** |
| **Formative Assessment/s:** Monitor for student progress and be aware of student participation in discussion as a formative assessment. |
| **Summative Assessment/s:** Students will be assessed on their blog post assignment as a short argumentative piece regarding the book’s lack of diversity and desire for uniformity. |

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 minutes Grade Sophomore

Other adult involved in instruction: (Check appropriate)

Paraeducator \_\_\_\_ co-teacher X 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. Red Pen Activity  a. Pick one student (who is a relatively good and responsible student) and send them to the copy room to pick up the print outs I left there “accidentally”  b. While the student is away from the classroom, alert the students of the activity. I will ask the student to give me a red pen. As he/she hands me a red pen, I will say, “no, that’s green, I would like a red pen!” I will then ask the class to help me out, and they will also say that the student selected the wrong color.  c. Question the student whether they think it is really red or green, and whether it changes when the other students as the majority agree with the teacher.  d. Use this as a lesson for governmental control and uniformity.  2. During the activity I will lead the class and explain the objective of the activity afterwards. | | 10 mins. | | The students will participate in the activity. One student will be chosen to be the test-subject while the rest will serve as the majority/ “government”. | The other adults in the room will observe and move around in case any students have questions during discussion or quiet work. | √ | For this lesson, I will need to make sure there are both red and green pens in the bin. I will have copies in the office for the student to retrieve. Netbooks will be available for students to work with, in addition to the computers in the classroom. |
| **Lesson Body** | |  | |  | |  |  |  |  |
| Direct Instruction | | 1. Lead a small class discussion on how this assignment relates to the novel *Fahrenheit 451.* Possible topics:  a. If there are no books or records, do people have the ability to critically think?  b. Use the quote “so much fun we’ve forgotten the world” (73).  c. Talk about Clarisse and how difference is not embraced.  2. Give a small presentation on the lack of diversity in the novel. a. Ask the students how they feel about it. How would the novel change if diversity was embraced in the novel?  b. What is the point of making all people the same? Isn’t equality what we’ve been fighting for? | | 10 mins.  5 -7 mins. | | Students will participate in discussion in class. |  | √ |  |
| Guided Practice | | 1. Introduce “Blog” writing assignment.  a. Students will be given a blog (choice between a technology project and a hand-written assignment)  b. Students will speak to the following prompt: In the novel, the government has control over the people’s diversity just as the teacher controlled the red/green pen activity. Is equality different from uniformity? Use examples from the novel to prove your argument. Students will have the opportunity to provide a different prompt as long as they clear it with me first.  2. I will show the class an example of a blog post that I will work on. I will use the site “WordPress.com” to present to the class. | | 20 mins. | | Students will begin working on their blog posts for a summative assessment. |  | √ |  |
| Independent Practice | | 1. Students will have time in class to work on the assignment. Any student that needs more time will have it to work on in study hall and for homework. | |  | | Students will work quietly on their blog posts. |  |  |  |
| **Extended Practice** | | 1. If students have extra time they will be encouraged to have independent reading time. | |  | |  |  |  |  |
| **Lesson Closing** | | 1. As a class we will review the objective for this lesson and explain the point of having a lack of diversity in the novel and how that prompts social change.  2. Close lesson with assigning the next part of the book and presenting the worksheet that Ms. Zeller will use in the coming week:  a.       As students read this week, they are to record instances in the book in which a character (or narrator) mentions what books are used for—whether for bad uses or good uses.  For instance, Beatty might say that they make people sad or arrogant, Faber might say that it is to make people think.  Look to page 86: third full paragraph down, Faber is talking and he says, “Most of us can’t rush around…at least die knowing you were headed for shore.”  What is Faber suggesting books are for, here?  b.      Once you find a place in which a use is mentioned, 1) label the use (here, it’s knowledge) 2) write down the quote, page number, and perspective it is from 3)mark if it is a pro or argument towards reading books (here: pro) 4) provide an example of somebody using a book for this specific use (for example, people read books about other places they’ve never been to learn about them)  c.       The purpose of this assignment is to think about why we read this book-or any book-to begin with.  This is your chance to decide if reading is worth it by listening to these characters.  We are going to have a discussion about it in a few days and you can defend your opinion, so it is critical that you have excellent notes. You will also be turning this in. | | 5 mins. | |  |  | √ |  |
| **LEVELS OF STUDENT OUTCOMES**  *Remember the model of instruction, the instructional setting and the students’ needs, goals and objectives.* | | | |
| **All** | | **Students will write their own blog post.** | |
| **Some** | | **Students will use technology to complete their post.** | |
| **Few** | | **Students will publish their work on a blogging site.** | |

**What do books do?**

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| **What books do** | **Pro/con?** | **Evidence from book** *(quote+speaker&page number)* | **Example/explanation from your brain** |
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