

DAY 6: LESSON AND ASSESSMENT PLAN

Learning Objectives

<p>Purpose of the Lesson: Central Focus</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Who has the right to control knowledge? • Are individuals obligated to self-censor for the sake of others? 		
<p>Learning Objective(s)</p>	<p>Students will:</p> <ul style="list-style-type: none"> • identify the role of censorship in <i>Fahrenheit 451</i> • assess and defend an argument by taking a position either for or against censorship • analyze the implications of censorship in the novel and related texts by applying concepts to their own lives 		
<p>GSE - Georgia Standards of Excellence</p>	<p>ELAGSE9-10RL2: Determine how a theme and/or central idea of a text and closely analyze 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.</p> <p>ELAGSE9-10RL3: Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>ELAGSE9-10W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		
<p align="center">Formal and Informal Assessment</p>			
<p>Describe both the formal AND informal assessments. Both assessments must provide evidence of student achievement for (each of) the lesson's learning objective(s).</p>	<p>The formal assessment of this lesson is the Jigsaw activity preparation, which is Cornell Notes. The informal assessment of the lesson will be students' small group discussions over their analysis of the relationship between censorship and their specific character.</p>	<p>As a formative assessment, Cornell Notes will require students to organize their analysis of their specific character. Students will make two columns on their sheet of paper, with the first column smaller than the other. In the first column, students will list the key ideas, themes, or plot events associated their character. In the second column, students will find support the notes listed in the first column with further analysis and textual evidence. Below both columns, students will write</p>	<p>Students will turn in their Cornell Notes after the following lesson as a part of their Jigsaw activity grade. This assignment is worth 25% of their overall Jigsaw grade. To receive full credit, students must write at least three key ideas associated with their character and support each idea with textual evidence. Students do not need to write in complete sentences since these are notes, but they must explain their ideas with supporting details. Analysis must relate back</p>

		<p>a short summary of their analysis. Students still struggle with using textual evidence to support their ideas, so this assessment will continue to assist students in preparation for the semester culminating assessment of an argumentative paper. The small group discussions will also serve as a formative assessment for the lesson.</p>	<p>to the relationship between censorship and the characters. Though there is no formal grade for the discussions, I will walk around the classroom to ensure that all students are participating in their small groups.</p>
<p>Facilitation & Safety</p>	<p>The classroom desks will be arranged in rows so that there is a U-shaped aisle in the classroom. This aisle will allow the instructor to move around the room freely to facilitate and maintain classroom management and engagement. Each wall will have a sheet of paper with one of the four character names; these will determine which section of the room in which students will work for the period, i.e. determine the small groups for the lesson. Due to the nature of the gradual release process, I will take on the role of facilitator once the introductory activity is complete and allow students to take control of the learning process for the lesson. The criteria for the Cornell Notes will be projected onto the whiteboard for students to look at throughout the lesson. I will walk around the classroom to answer any questions or concerns and to maintain that students are on-task.</p>		

<p>ACADEMIC LANGUAGE</p>	<p>Language Function</p>	<p>The language function of this lesson is to analyze. Students will examine the effects of censorship on one character in the novel, using textual evidence to support their analysis.</p>
	<p>Vocabulary</p>	<ul style="list-style-type: none"> • Censorship • Self-Censorship • Textual evidence • Dynamic character • Static character <p>Students will be familiar with the vocabulary words needed to access this lesson, but we will review them before students begin their group work. Censorship and self-censorship are vocabulary words that have been used throughout the semester and this unit. We will review MLA citations and how to use textual evidence to support analysis as a class. I will ask students for the difference between a dynamic character and static character. If students still have questions, I will be able to answer their concerns individually or students can ask their small groups for further explanations or definitions.</p>

	Syntax or Discourse	Students will analyze the discourse of the novel by examining the effects of censorship on various characters. Students will also analyze the syntax of the lesson by providing textual evidence as they complete their Cornell Notes.
Instructional Strategies & Learning Tasks that Support Diverse Students' Needs	Introduction (10 minutes)	Students will rank the following characters based on who they feel is the most negatively affected by a censored society: Guy Montag, Mildred Montag, Captain Beatty, and Faber. Students do not need to identify with a character beyond a surface level since this activity is only necessary to create the Jigsaw preparation groups. There will be four signs on the four different walls of the classroom, and students will be asked to go to their character of choice. If character groups are uneven, some students will be asked to go to their second choice. Students will continue to move until the groups are equaled out.
	Body (35 minutes)	I will explain and model how to take Cornell Notes before releasing students to their small groups. For students who need additional assistance, I will leave the model projected onto the whiteboard as a reference, along with the necessary criteria. In their small groups, students will analyze the effects of censorship on their individual character. If students want to arrange their desks in a way that is more conducive to small group discussions, then I will allow it. The notes from this lesson will function as a journal entry, so students should take their notes in their notebooks. The expectation is that students will use these notes as preparation for the following lesson's Jigsaw Discussion. Groups should have at least three key points for their character and provide textual evidence for any claims made. Citations should be in MLA format. I will walk the room to ensure that students are participating in active discussion about their characters and be available to answer any student questions.
	Closure (5 minutes)	Students will need most of the class period to prepare notes for the next day's activity, so I will let students know when there are five minutes left in the period. At this point, if groups have not begun the summary portion of their notes, they will be encouraged to do so before the lesson ends. This will allow students to wrap up their discussions and come to a consensus on the main point(s) they wish to use once the groups jigsaw. Students will be able to finish their summaries for homework if they need the extra time.
	Differentiation, Modification(s), & Accommodation(s)	By giving students the amount of time left in the activity, students with 504s/IEPs can better manage their time. If any students' IEPs/504s allow them to use technology to write their notes in the classroom for spell check, then they can type their notes on a word processing application, so long as they print their notes out and hand them in the following lesson. Learning how to take notes in a different way (i.e. Cornell Notes) can benefit the various types of learners present in this classroom, as students get to explore their own metacognition and discuss how to organize their analyses with their peers.
	Materials	Teacher will need: <ul style="list-style-type: none"> • Projector • Whiteboard • Whiteboard markers

- Sheets of paper with character names
- Tape
- Document with criteria for prep on computer
- Laptop

Students will need:

- Pens or pencils
- Teacher Correspondence Notebook
- Device (if applicable)
- Copies of *Fahrenheit 451*