

**DAY 8: LESSON AND ASSESSMENT PLAN**

<b>Learning Objectives</b>			
<b>Purpose of the Lesson: Central Focus</b>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• Who has the right to control knowledge?</li> <li>• Are individuals obligated to self-censor for the sake of others?</li> </ul>		
<b>Learning Objective(s)</b>	Students will: <ul style="list-style-type: none"> <li>• identify the role of censorship in <i>Fahrenheit 451</i></li> <li>• assess and defend an argument by taking a position either for or against censorship</li> <li>• analyze the implications of censorship in the novel and related texts by applying concepts to their own lives</li> </ul>		
<b>GSE - Georgia Standards of Excellence</b>	<b>ELAGSE9-10RI2:</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and redefined by specific details; provide an objective summary of the text. <b>ELAGSE9-10RI8:</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. <b>ELAGSE9-10W1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
	<b>Formal and Informal Assessment</b>		
<b>Describe both the formal AND informal assessments. Both assessments must provide evidence of student achievement for (each of) the lesson's learning objective(s).</b>	The formal assessment of this lesson will be students' opinion statements of the article on Facebook and Google censorship. In the Quick Write, students will take a stance on the validity of censorship, write it down, and turn it in at the end of the period. The informal assessment will be the 3-2-1 Questions activity that students do in groups. Students will write down their group annotations of the article and present their posters to the class,	Both the formal and informal assessments of this lesson are formative assessments that will allow the teacher to assess student understanding of censorship in the article on Facebook and Google. Students will make evaluations about the article, which relates back to the lesson's central focus questions. These assessments will support students in their summative assessment, since their thesis statement will be	For the 3-2-1 Questions activity, students must have a total of 3 annotations of what they learned, 2 annotations of what they found interesting, 1 question they still have, and a visual that represents the group's understanding of the article. Students must present all of their annotations to the class. To receive full credit for the formal assignment, students must write a sentence that takes a stance on censorship and includes

	explaining their notes and drawings.	developed from their opinion statement.	at least one reason for or against it.
<b>Facilitation &amp; Safety</b>	<p>The classroom desks will be prearranged into groups of 6 for small group work and each desk cluster will have a number attached from 1-6. As students walk in, they will receive a number and sit at the corresponding desk cluster for the class period. The daily agenda for the day as well as the groups will be projected onto the board so students will know the expectations of the period as they enter. The agenda will be projected to lay out the chronology of the day's lesson so students know what to expect. Students will not need their copies of <i>Fahrenheit 451</i> for this lesson; instead, I will provide a copy of the censorship article to each student as they enter the classroom. I will have supplies at the front of the room for the 3-2-1 Questions activity. After I am finished giving instructions for the assignment, I will ask one student from each group to go to the front of the classroom to get supplies for his/her individual group. Due to the nature of the gradual release process, I will take on the role of facilitator and allow students to take control of the learning process for the lesson. I will still walk around the classroom to answer any questions or concerns and to maintain that students are on-task.</p>		

<b>ACADEMIC LANGUAGE</b>	<b>Language Function</b>	Students will <b>analyze</b> the implications of censorship in the “Why Facebook and Google Are Clashing with Internet Freedom” article. The language function is to analyze, and students will be supported by the 3-2-1 Questions activity that requires them to annotate the article for specific notes. Students will also write an opinion statement based off of the censorship article, will allow room for further analysis.
	<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Censorship</li> <li>• Self-censorship</li> </ul> <p>Censorship and self-censorship are vocabulary words that have been used throughout the semester and this unit. Students should already be familiar with them, but I will use them throughout the lesson to review student understanding. Because of the nature of the 3-2-1 Questions activity and the gradual release process, students will be able to continue demonstrating prior knowledge, applying previously learned concepts, and reviewing any concepts that may have caused confusion in any previous lessons.</p>
	<b>Syntax or Discourse</b>	Students will analyze the discourse of the censorship article by determining the real-world implications of censorship. Understanding of the article's discourse will be shown through students' opinion statements. I will support student understanding through the 3-2-1 Questions activity that guides student annotations of the text.

<i>Instructional Strategies &amp; Learning Tasks that Support Diverse Students' Needs</i>	<b>Introduction</b> <i>(5 minutes)</i>	I will begin class by playing a short clip from a YouTube video (stop at 3:09) ( <a href="https://www.youtube.com/watch?v=07unP-i--xQ">https://www.youtube.com/watch?v=07unP-i--xQ</a> ) about Google's new search algorithm. The video will serve as an introduction to the news article students will read in small groups, which addresses censorship on the Internet. This specific video highlights an issue that is relevant to the students' lives since most students utilize Google as a search engine on a daily basis. I will ask a few students for their reactions to the video to gauge student interest.
	<b>Body</b> <i>(30 minutes)</i>	<p>Students will read the censorship article "Why Facebook and Google Are Clashing with Internet Freedom Advocates" individually and use the 3-2-1 Questions activity to read the article. I will write the following instructions on the whiteboard and ask students to read the article with these questions in mind:</p> <ul style="list-style-type: none"> <li>• What are three things you learned?</li> <li>• What are two things you found interesting?</li> <li>• What is one question you still have?</li> </ul> <p>In their small groups, students will discuss their annotations from the provided questions and collaboratively write them on their poster paper. Each group will be provided with chart paper and markers to complete the activity. Students must also create a visual that represents their analysis of the article. After the groups have completed their annotations, the class will reconvene and each group will share and explain the visual they created. The class discussion will then lead into attempting to answering each group's questions and expanding upon each group's analysis of the article.</p>
	<b>Closure</b> <i>(15 minutes)</i>	<p>Students will respond to the following prompt as a Quick Write, which will serve as their sixth journal entry:</p> <p style="padding-left: 40px;"><i>Reflect on a time when have you been personally affected by Internet censorship, whether from a social media platform like Facebook or a search engine like Google. Consider how you have felt when you have had to censor yourself, when you didn't have access to certain information, when someone else tried to control your voice, etc. Keeping today's conversation in mind, do you think Internet censorship is for the best?</i></p> <p>Students will only have around fifteen minutes to complete this Quick Write. This short timeframe will require students to be concise and brief in their thoughts, requiring them to turn their analysis into an informed opinion.</p>
<b>Differentiation, Modification(s), &amp; Accommodation(s)</b>	<p>The small groups have been predetermined based on learning style and ability to differentiate peer-to-peer interaction and ensure classroom management. I have made a conscious effort to separate friend groups, not as a punishment, but to maintain student engagement and contribution within the groups. I have also placed struggling readers and writers with students are proficient in reading comprehension and written explications. The hope is that students who have been successful with the unit thus far will be able to assist in the modeling of how to think through analysis of the text. The video will help guide comprehension since it will frontload the information of Internet censorship, and it will help increase the interest of audio and visual learners since it is a nontraditional medium of information in the ELA classroom. Additionally, students with IEPs/504s who have</p>	

	<p>reading comprehension difficulties have been given the news article ahead of time so that they can participate in their small group discussions. If any of these students need more time to finish the Quick Write, they can complete it for homework and bring it in the next period.</p>
<p><i>Materials</i></p>	<p>Teacher will need:</p> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Internet access for YouTube</li> <li>• Projector</li> <li>• Whiteboard</li> <li>• Whiteboard markers and erasers</li> <li>• Chart/poster paper for each group</li> <li>• Colored pencils or markers</li> <li>• Copies of the article</li> </ul> <p>Students will need:</p> <ul style="list-style-type: none"> <li>• Pens or pencils</li> <li>• Teacher Correspondence Notebook</li> </ul>