To Burn or Not to Burn? That is the Question:

The Morality of Censorship in Literature

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Rationale

Without even realizing, our students are constantly inundated with media and technology, consuming information that has been censored or edited to a certain degree. They currently live in a world where information can be downloaded in a few seconds with just a swipe and a scroll, but this unabridged accessibility of information can have both positive and negative effects on students' intrapersonal and interpersonal lives. Because of the absolute necessity of voice in self-discovery and identity, the overarching theme that has linked our units together this school year is censorship and its effects on the individual. We also feel that it is necessary for students to be able to think critically about the information they consume—this is the only way our students can be globally-minded citizens who are prepared for "the real world," so to speak. We want our students to grapple with questions about the legitimacy of available knowledge and to think about the implications of censorship beyond any of the works of literature we have chosen to read. Our ultimate hope is that through the exploration of censorship as a theme in literature, our students will be able to further interpret their roles as students in the classroom and as individuals in our society.

Censorship may seem like too lofty of a subject for a 9th grade honors English Language Arts classroom to tackle; however, it is a theme that is certainly applicable to our students' lives. At North Springs Charter High School, our students engage with a diverse group of peers, and consequently learn how to self-censor in their daily interactions. Johnson (1981) examines these types of peer-to-peer interactions in his research and argues that "students imitate each other's actions and identify with friends who have admired competencies" (p. 6). This self-identification through the imitation of peers include but are not limited to "the way in which ingroup messages are phrased, the nature of clothing and hair styles, the music valued, what is defined as enjoyable

and what is defined as distasteful, what competencies need to be practices and developed"
(Johnson, 1981, p. 6). Student interest is diverse and falls on every end of the spectrum, ranging
from junior varsity and varsity athletic teams, theater, Pride Alliance club, recycling club, and
Habitat for Humanity to name a few—the students in our class create a microcosm of our society
with their varied interests and contexts that they bring to the classroom. Technology has been a
major component of their lives, as many of them feel like they must have a device near them at
all times, such as a cellphone or an audio player. We have seen this in our classroom where
students are resistant to unplugging from their technology and feel the need to be completely
hooked into the Internet through social media or video games to name a few examples.
Adolescence is a complex period in any individual's life, where identities are continually being
assessed and reevaluated as individuals begin to learn more about themselves and the world
around them. Research into young adult identity formation shows that "adolescents expend
tremendous energy defining and redefining themselves and trying on various identities and roles"
(Freedman and Johnson, 1994, p. 357). By understanding how censorship affects a society at
large, students may apply the same logic to their more immediate environments and vice versa.

Students must navigate their way through what is acceptable and unacceptable in the
different spaces they find themselves in, whether it is in the classroom, at home, at
extracurricular activities, or other public areas. Students rely on their surroundings, which
includes the media and information they consume on a daily basis, around them to assist in the
formation of their identities. In order to be successful as they attempt to carve out a niche for
themselves, they must negotiate with their peers, authority figures, and their own inner dialogues
on a daily basis. If we can develop our students' critical thinking skills to help provide them the
tools with which they can adequately challenge the media created purely for entertainment and

the control of knowledge and narratives, then our students will be better equipped with understanding how censorship affects their own unique voices. According to Childs (2017), "Censorship is a broad impediment that encompasses both passive and active hindrances to access, such as leaving certain materials out of a collection or purposefully removing materials out of fear, pressure, discrimination, or a number of forces" (p. 61). This removal or omission of information is "not always as obvious as the banning of a book, especially when censorship is happening on the Internet," so we feel that it is absolutely vital that students become aware of the dangers and implication of censorship in their lives at the beginning of their high school careers, rather than the end (Childs, 2017, p. 61).

Cook and Heilmann (2013) distinguish between private self-censorship and public self-censorship where one is the "process of regulation between what an individual regards as permissible to express publicly" and the other is an internalization of "some aspects of the public censor" that manifests publicly, respectively (p. 179). Whether it is for self-preservation or to spare the feelings of their peers, students may engage in self-censorship. Censorship at the larger level also directly impacts our students, whether it is at the school-level, governmental-level, or even parental-level—however, we have chosen to focus on censorship by societies or governments in our literature selections for the semester with the hopes that an organic transition to thinking about censorship at every level will occur in our classroom. As Smith and Wilhelm (2010) state we not only "want [students] to transfer the knowledge they have gained about people and stories to their understanding of the literature they read, and to their writing," but we also "want them to transfer what they learn from reading one text to their reading of other texts" (p. 11). We want to push our students to think in ways they have not before and to "transfer the

understanding they've gained from reading to the way they think through problems and live their

lives" (Smith & Wilhelm, 2010, p. 11).

Students entering high school are also well-aware of our country's current political

climate and the tensions that trickle down from Washington D.C. into our local communities and

are just as affected by media narratives as adults. As Childs (2017) asserts, "Censorship and

surveillance are impediments that go hand in hand and are embedded in recent policies and

practices that have further compromised individual privacy, thus impinging on the ability to

consume information without scrutiny" (p. 58). These tensions impact the way young adults

regard gender identity, race, sexual orientation, religion, socioeconomic status, and many other

issues that our students must confront. Students may be unaware of their internalization of

hurtful or dangerous narratives, and our hope is that through the exploration of literature, we can

expand our students' minds, if only just a little, to become more cognizant of their interactions

with their peers and more accepting of themselves and others. Cook and Heilmann (2013) touch

on this issue and urge us to think of

> cases in which an individual gradually internalizes public censorship, such as followers
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> of a sect who are successfully indoctrinated by repeated censorship, or disempowered
>
> individuals whose self-expression is suppressed such that they come independently to
>
> anticipate, extend and even embrace the censorship regime that oppresses them. (p. 188)

If students can become more aware of how they self-censor, then they can think more critically

about the proponents of certain censorships.

To further touch on the question of why this particular text at this particular moment, we

believe that Ray Bradbury's *Fahrenheit 451* aids in the natural transition of discussion about

censorship's effect on the individual since the novel presents a fictional interpretation of what

life would be like if information and knowledge did not fall into the public domain. The society in Bradbury's novel is one that is absolutely consumed by their interactions with the media, as demonstrated by the parlor televisions. The characters live in a world where books have been banned, and firemen paradoxically do not put out fires, but instead, are the ones who start fires out of illegal books. Residents can call the firemen, who act as the enforcers of authority, on their neighbors for having illegal texts, which cause some of the citizens to live in paranoia. As educators, we felt that teaching this text was necessary, especially during this year's Banned Books Week. Freedman and Johnson (1994) argue, "When teachers abandon their right and responsibility to select literature, they sacrifice their students to protect themselves. Self-censorship silences both teachers and students" (p. 357). This silence imposed by self-censorship can potentially be problematic since it is the reality of our students' lives. Bradbury's dystopian reality presents a hypothetical situation that allows students the freedom to question the morality of censoring information. Some of the questions that we hope our students ask are of the following: Who has the right to control knowledge? Is there knowledge that exists that the general society should not have access to? Does anyone have the right to censor others, and if so, who? If anything should be censored, what and why?

Our semester has been linked through the broad theme of censorship. Smagorinsky (2008) supports this connection of texts through theme since "archetypal experiences provide a compelling way to organize an English curriculum," providing a curriculum that is "responsive both to recurring patterns in all art forms and to students' authentic interests in learning" (p. 133). In other words, our students will be "engaged in integrated inquiry into topics that parallel their social development or help lead to their development," which is our ultimate goal as English Language Arts instructors (Smagorinsky, 2008, p. 118-119). With each selected work of

literature, we unpacked the theme and expanded upon it to relate censorship directly to our students' lives. We began the school year with the young adult novel *Uglies* by Scott Westerfeld (2005) as an introduction to censorship, but included discussion about the morality of government surveillance and the pros and cons of a utopian society. This unit required students to consider dystopian communities and question who gets to set societal standards and if we are required to follow them as citizens. Following *Uglies*, we moved to the novella *Animal Farm* by George Orwell (1945). In this unit, we chose to read a more canonical work of literature to introduce allegories and satire to our students. We were also able to further explore the influence of censorship through the character Squealer, this time relating the theme to historical context rather than fictional. Again, students were able to build on the knowledge of utopian and dystopian societies, as well as the control and spread of information. Subsequently, our current unit occurs during Banned Books Week, so we decided that it is only fitting for us to continue with *Fahrenheit 451* by Ray Bradbury, a novel where burning books is a societal norm. We will continue to unpack the definition of censorship, allowing students to redefine their understanding of the term and its implications throughout the learning segment. Students will continue to grapple with the consequences of censorship, only they will begin to focus on the effects of censorship on the individual through various *Fahrenheit 451* characters. To end our semester, students will use the foundation we have built through the three works of literature to create a researched argumentative essay about the validity of censorship in our society.

One of our goals for the unit is for our students to be able to identify development of censorship as a theme through the connection of the selected works of literature. We agree with Smith and Wilhelm (2010) when they argue that theme is more than just an "aphorism, main idea, moral, central focus, or gist" and that theme is "a rich understanding, expressed through a

crafted work of art but applicable to life beyond the work, and situated in an ongoing cultural conversation that tests and complicates it" (p. 155). The framework of what constitutes a theme is highly debated, but we believe that a theme can be unique to each individual reader depending on the context that each specific learner brings to the conversation. We have already begun laying out the foundation of what theme is and what theme is not with our students in the previous units. By identifying the role of censorship in *Fahrenheit 451*, students will be better prepared for the Georgia Milestones Ninth Grade Literature and Composition End of Course Assessment that they will take at the end of the school year. This goal directly accomplishes what the Georgia Department of Education (2015) requires in the ninth-grade classroom by meeting the Georgia Standard of Excellence ELAGSE9-10RL2: "determine a theme and/or central idea of a text and analyze in details 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. 1).

However, beyond meeting state-mandated standards, we want to push our students' understanding of theme so that they leave us as experienced readers who "attend directly to clues about character, setting, perspective, and events, and infer—using their own personal and world knowledge—to fill in gaps, and see and interpret implied relationships" (Smith & Wilhelm, 2010, p. 159). To meet this goal of enriched reading, we understand that we must supply our students will the necessary strategies to move them from dependent, passive reading to independent, active reading. Students will create a Teacher Correspondence Notebook in which they will respond to various writing prompts throughout the two-week learning segment. Using this low-stakes assignment to assess comprehension will build student confidence in their ability to respond to the text by creating what Beers (2003) calls "opportunities for success" (p. 260).

Inside the notebook, students will engage in various writing strategies from Quick Writes, short writing workshops, and Cornell Notes in order to engage with the text and identify the development of censorship in the novel. Students will have three forms of participation throughout the learning segment: total classroom, small group, and "personal reflection that they can choose to share with no one or perhaps only with [us]" (Beers, 2003, p. 264). Our hope is that by scaffolding these active reading strategies and involving our students in meaningful discussions about *Fahrenheit 451*, they will be able to uncover a richer understanding of the novel's theme beyond censorship as the broad term we have provided.

Our second goal for the unit involves students analyzing the implications of censorship in the novel and related texts by applying the concepts to various character from the novel and their own lives. Through the exploration of censorship as a theme during the semester, we hope that we can "help [students] consider pivotal experiences in their lives, such as their relationships with their friends or families" (Smagorinsky, 2008, p. 119). Smith and Wilhelm (2010) build upon Smagorinsky's ideas of theme by advocating for students to "develop an understanding that is consistent with the details of the text and that can be applied to other situations in our lived experience out in the world" (p. 159). In order to synthesize their analysis into a formal written product, students must first be able to analyze diverse characters. By accomplishing this type of analysis, we will be meeting the Georgia Standard of Excellence ELAGSE9-10RL3 where students must be able to "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 theme" (Georgia Department of Education, 2015, p. 1). We will scaffold this skill by preparing students for a Jigsaw Discussion activity that relies on students' abilities to engage in character analysis of dynamic and static characters. Students will be assigned a single

character to analyze at first, before engaging in small group discussions about three other

characters. Students will use these character analyses to objectively compare and contrast the

different events that affect character motivations and actions. Ultimately, this goal asks that

students be able to put themselves into someone else's shoes and demonstrate empathy for those

who are different from themselves.

The final goal of the unit is for students to assess and defend an argument by taking a

position either for or against censorship. We felt that in order to prepare our students to write a

larger essay, we needed to focus on the implications of theme and character analysis and

providing the right strategies to get our students engaged in active critical thinking—this is

precisely why our culminating assessment for this unit on *Fahrenheit 451* will be a thesis

statement. As Smagorinsky, Johannessen, Kahn, and McCann (2010) state, it is an English

Language Arts teacher's job to "help the students move from generating and analyzing data to

writing about their interpretation" (p. 9). Students will be able to write a well-organized

statement that is based off of textual evidence and textual analysis, assessing and defending their

stance on censorship. This thesis will be the one used in the following unit on argumentative

essays, which is why it is critical for students to be able to write a thesis statement on their own.

Daniels, Zemelman, and Steineke (2007) argue that writing not only "helps student get more

actively engaged in subject matter," but it also helps them "understand information and concepts

more deeply, make connections and raise questions more fluently, remember ideas longer, and

apply learning in new situations" (p. 5). This summative assessment will allow students to begin

accomplishing a Georgia Department of Education (2015) writing standard, ELAGSE9-10W1:

"Write arguments to support claims in an analysis of substantive topics or texts, using valid

reasoning and relevant and sufficient evidence" (p. 2). We hope to ease our students into the

process of writing formal and academic essays; though a thesis statement is a small part of a larger, more complex assessment, learning how to effectively convey an opinion is a necessary step in writing a proficient paper.

To aid students in their understanding of censorship as a theme in *Fahrenheit 451*, students will be required to read either an excerpt of *Persepolis* by Marjane Satrapi (2003) or "The Sneetches" by Dr. Seuss (1953) in small groups. These supplemental texts will require students to make text-to-text connections, demonstrating the pervasiveness of censorship in our literature and society. These texts will also guide students in their analysis by presenting censorship in a nontraditional form of text: *Persepolis* is a graphic novel and "The Sneetches" is a children's picture book—both of these forms of text require students to use visual literacy skills. These types of additional mediums will help the visual learners in our classroom. In a class survey on multiple intelligences we took at the beginning of the school year, we discovered that over half off our students were either visual or auditory learners. Being able to discuss their analysis within their small groups before reconvening as a class will allow students to participate in low-stake conversations before presenting to the entire class. Students will also read an article from *WIRED* in small groups. This article by Klint Finley (2017), "Why Big Tech is Clashing with Internet Freedom Advocates," covers a censorship algorithm being used by Facebook and Google, two big names on the Internet. The purpose of this article is to present students with a real-life example of how censorship directly impacts lives, whether it is through books, Internet search engines, or social media. This text-to-world connection will serve as a guide for students as they take their final positions on the validity of censorship in our world, helping them to think through their opinion statements, which will eventually be workshopped into a functioning thesis statement.

We acknowledge that there may be some backlash at the pacing of our unit or even the topics being covered. That being said, we truly believe that our students are capable of accomplishing all the tasks at hand. We agree with Beers (2003) when she says that we should not give into the temptation to make curricula easier when we see "students struggle with reading (specifically) and learning (in general)" (p. 261). We believe in the success of our curriculum because we have kept and will keep expectations high by fostering an environment that encourages our students to take risks and trust that we will provide the scaffolds needed for success. As for our choices in literature, we believe that it is important to read texts that make us uncomfortable in order to better understand the human condition. The reality of *Fahrenheit 451* may seem far-fetched, but "literature often deals with common human experience about the pressures, changes, dilemmas, aspirations, conflicts, and so on that make growing up (and being grown up) such a challenge" (Smagorinsky, 2008, p. 141). We believe that the point of reading literature is to make us feel uncomfortable and to examine precisely *why* or *what* made us uncomfortable as a way to uncover not only the text's literary significance, but more about humankind in general. If students can "come to a better personal understanding" of the text and their related experiences in regards to censorship, "gain fluency" that will "enable them to read and produce new texts in the future," and "work within a social context in which they can develop this new knowledge to the best of their potential," the goals for the unit will have been met to the fullest (Smagorinsky, 2008, p. 112). Ultimately, this unit, *To Ban Or Not To Ban*, will challenge students to reassess our society and their own experiences with censorship, identity, and voice.

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Text Set

Major Text:

Bradbury, R. (1967). *Fahrenheit 451*. New York, NY: Simon and Schuster.

Supplemental Texts:

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Goals and Assessments

Unit Goals:

Identify and analyze instances of censorship in our central text, *Fahrenheit 451,* **and in students' own lives.**

Culminating Text: Teacher Correspondence Notebook

Students will begin to identify the themes of censorship in our central text and in the world they see around them. Through the process of writing down their thoughts in journals, students will be pushed to display an increasing complexity of thought and an accompanying enhancement of their written communication skills. The journal will provide students with a chance to think through not just censorship but the process of writing in general. In order to enable students to incorporate teacher feedback and develop the skills to understand and eventually intuit counterarguments, this assignment will take place over a sustained period of time. We believe that it is crucial for our students to relate texts to their own lives-this both deepens their appreciation of a given text and allows them to view their own lives through a critical lens. Our goal is for our students to learn to recognize censorship in decreasingly abstract contexts starting with our model text and with the final goal of recognizing its role in their own lives and the way they utilize social media.

Gain critical thinking skills through arguing the merits or demerits of censorship.

Culminating Text: Written Thesis Statement

Students will think through the themes of censorship in *Fahrenheit 451* and develop a well-thought-out argument for or against the implementation of censorship. As with any issue, there are many nuanced views that an educated citizen could hold about censorship. We believe that students who live in 21st century America are uniquely qualified and extraordinarily

compelled to learn to recognize instances of both external and internal censorship in their own lives and in what they see in the world around them. Using a dystopian model text allows our students the skills to recognize the reasons behind censorship and its effects on society, in turn allowing them to recognize censorship in the abstract. However, our students also need to gain a critical lens for looking at the world around them and recognizing the ways in which censorship comes into play. While our students live in a democratic country which prizes free speech, there are thousands of quotidian ways in which we are taught to filter ourselves. As our students grow older, it is crucial for them to begin to question what and why they are being told to censor. We start this project out with an abstract text so that students can practice their critical thinking skills by recognizing-in a different and fictional setting-what appears to be immutable but actually exists as a social construct with a political goal. In this way, they can begin to transfer their skills of identifying, analyzing, and viewing critically, to their own lives. For this assessment they will need to decide on their own views, support their views, and anticipate counterarguments to their views.

Develop sophisticated and nuanced understandings of what censorship is and how it affects the characters of *Fahrenheit 451*.

Culminating Assignment: Jigsaw Discussion and Accompanying Worksheet

As our students work through the text of *Fahrenheit 451,* they will be confronted with many instances of censorship. Beyond a simple understanding of what this means, we want our students to develop a sense of how this manifests itself practically in a society. Further, we want our students to recognize the effects of censorship on each of the main characters in the society presented, and how their lives are often shaped by these external pressures. We believe that our students can gain a deeper understanding of both the model text and real-life applications of

censorship by thinking through how the text's supporting characters' lives are shaped by censorship, whether or not they themselves are aware of its profound role. Our students will gain both a deeper understanding of censorship's importance in a society, and a deeper empathy for those people who are born into societies whose rules differ significantly from our own. This assignment will take the form of a discussion, utilizing both individual and group work; in this way, our students can have a safe space to think through issues of censorship while also developing crucial listening skills. If our students are to gain empathy and nuanced understandings of our characters, they must also listen attentively to the views of others in their class.

Unit Assessments:

Teacher Communication Notebook

As you start to recognize both the causes and symptoms of external censorship through our text and through class discussions, you will be asked to further their critical thinking skills through written communication with your teacher. Initially, you will be asked to present written documentation and explanation of instances of censorship in *Fahrenheit 451*. You will construct your own definition of censorship, and I will provide feedback to you, helping you recognize the many subtle forms of censorship that are present in the book in both explicit and implicit ways. Through various prompts, your focus will be enlarged to include the relevance of this discussion to your own lives and to 21st century American society. You will then deepen and sharpen their journal entries to include cases of censorship-both externally and internally imposed- that occur in their own lives and in the texts we are reading. While the journal need not be particularly formal in structure or style, the communications must show a depth of thought and an attention to syntactic and lexical detail.

I. General Criteria

1. Completes 6 entries of appropriate length (1-2 pages each).

2. Displays an increase of critical thinking and writing skills.

3. Incorporates teacher feedback in writings.

4. Displays a growing understanding and recognition of what censorship is and the many ways that it can be manifested in society.

5. Displays an ability to relate abstract concepts of censorship to student's own life.

6. Remains focused on the prompt, answering questions posed by the teacher with textual evidence and support.

II. Leveled Criteria

1. For you to receive an "A,"

   a. Journal entries must be submitted according to the due dates and guidelines presented by the teacher.

   b. Teacher feedback is clearly utilized in subsequent responses.

   c. Entries remain focused on the prompt and increase in depth of thought as the journal progresses with inclusion of textual support.

   d. Entries contain connections between instances of censorship in our model text and parallel instances in your life.

   e. Journal entries must contain fewer than 5 grammatical or lexical errors overall.

2. For you to receive a "B,"

    a. Journal entries must be submitted according to the due dates and guidelines presented by the teacher.

    b. Teacher feedback is clearly utilized in subsequent responses.

    c. Entries remain focused on the prompt and increase in depth of thought as the journal progresses but do not include textual support.

    d. Entries contain connections between instances of censorship in our model text and parallel instances in your life.

    e. Journal entries must contain fewer than 6 grammatical or lexical errors overall.

3. For you to receive a "C,"

    a. Journal entries must be submitted according to the due dates and guidelines presented by the teacher.

    b. Teacher feedback is clearly utilized in subsequent responses.

    c. Entries are not focused on the prompt, but do show an increase in depth of thought as the journal progresses. Entries do not include textual support.

    d. Entries contain connections between instances of censorship in our model text and parallel instances in your life.

    e. Journal entries contain fewer than 7 grammatical or lexical errors overall.

4. For you to receive a "D,"

    a. Journal entries are not submitted according to the due dates and guidelines presented by the teacher.

b. Teacher feedback is not clearly utilized in subsequent responses.

c. Entries are not focused on the prompt, do not show an increase in depth of thought as the journal progresses. Entries do not include textual support.

d. Entries do not contain connections between instances of censorship in our model text and parallel instances in your life.

e. Journal entries contain more than 8 grammatical or lexical errors overall.

5. For you to receive an "F,"

a. Journal entries are not submitted at all or do not conform to guidelines at all.

b. Teacher feedback is not incorporated in subsequent responses.

c. Journal entries display no increase in sophistication of thought as the journal progresses.

d. Entries do not contain connections between instances of censorship in our model text and parallel instances in your life.

e. Journal entries contain more than 10 grammatical or lexical errors overall

III. Teacher Communication Notebook Rubric:

CRITERIA	ADVANCED (21-25)	PROFICIENT (16-20)	DEVELOPING (11-15)	NOVICE (0-10)

Continuing Writing Process (25 points)	Your notebook entries display an informed understanding of censorship and its relevance in the texts and your life. You incorporate teacher feedback and continue to develop your thought process throughout the unit.	You present a thorough understanding of censorship and are responsive to major feedback from teacher. Journal entries become more advanced as unit progresses.	You present a basic understanding of what censorship is but fail to present a deeper level of thought as the unit continues. You do not sufficiently incorporate teacher feedback into subsequent communications.	Your assignment is incomplete or is lacking evidence of an understanding of the unit concepts. Your presented writing does not improve as the unit progresses.
Connections (25 points)	You demonstrate understanding of model texts presented in class and are able to extrapolate and draw connections to contemporary events. You make sophisticated connections between texts and the student's own life, demonstrating critical thinking skills.	You demonstrate understanding of model texts presented in class and are able to draw a few connections to contemporary events. You make a few connections between texts and the your own life.	You demonstrate basic understanding of model texts presented in class and draw only minimal or superficial connections to contemporary events.	You display little understanding of model texts presented in class and do not draw connections to your own life or contemporary society.
Style/Mechanics (25 points)	You present 3-5 entries, each of the prescribed length (1-2 pages). You deliver a polished piece with fewer than 5 lexical or grammatical errors.	You present 3-5 entries, each of the prescribed length (1-2 pages). You deliver a polished but slightly rough piece with fewer than 5 lexical or grammatical errors, but a few awkward transitions or word choices.	You present only 2 entries or they do not conform to the prescribed length (1-2 pages). You deliver a rough piece with fewer than 7 lexical or grammatical errors, including a few awkward transitions or word choices.	You present only 1 entry or the presented entries do not conform to the prescribed length (1-2 pages). You deliver a rough piece with more than 7 lexical or grammatical errors.
			Total:

Thesis Statement Assignment

Utilizing *Fahrenheit 451* as a model text, you will develop an argument either in support of, or against, government censorship. You will compose two separate thesis statements that directly state your opinion backed up by informed reasoning, and circle your best one for the instructor.

I. General Criteria

1. Presents two finalized thesis statements, with one chosen as the best.

2. Displays a thorough and thoughtful understanding of what censorship is.

3. Develops a statement which clearly states your views on the merits or demerits of government censorship.

4. Uses the texts and resources we've discussed in class as support for your statement

5. Presents a statement containing no grammatical errors

II. Leveled Criteria

1. For you to receive an "A,"

   a. The thesis statement must be submitted according to the due dates and guidelines presented by the teacher, including proper utilization of MLA formatting.

   b. Teacher feedback from rough drafts, class discussion, and writing workshops is clearly evident in your statements.

   c. The statement must clearly demonstrate your critical thinking of the topic and your own individual conclusions.

        d.   The thesis statement structure must match the conventions taught in class.

        e.   The statement is polished and contains no grammatical or lexical errors.

2.   For you to receive a "B,"

        a.   The thesis statement must be submitted according to the due dates and guidelines presented by the teacher, including proper utilization of MLA formatting.

        b.   Teacher feedback from rough drafts, class discussion, and writing workshops is somewhat evident in your statements.

        c.   The statement must clearly demonstrate your critical thinking of the topic and your own individual conclusions.

        d.   The thesis statement structure must match the conventions taught in class.

        e.   The statement is polished but contains one grammatical or lexical error.

3.   For you to receive a "C,"

        a.   The thesis statement must be submitted according to the due dates and guidelines presented by the teacher, including proper utilization of MLA formatting.

        b.   Teacher feedback from rough drafts, class discussion, and writing workshops is not evident in your statements.

      c. The statement clearly demonstrates your critical thinking of the topic but does not present a clear conclusion or opinion.

      d. The thesis statement structure must match the conventions taught in class.

      e. The statement is polished but contains more than two grammatical or lexical errors.

4. For you to receive a "D,"

      a. The thesis statement must be submitted according to the due dates and guidelines presented by the teacher, including proper utilization of MLA formatting.

      b. Teacher feedback from rough drafts, class discussion, and writing workshops is not evident in your statements.

      c. The statement does not demonstrate your critical thinking of the topic and does not present a clear conclusion or opinion.

      d. The thesis statement structure does not match the conventions taught in class.

      e. The statement contains more than three grammatical or lexical errors.

III. Thesis Statement Rubric:

CRITERIA	ADVANCED (21-25)	PROFICIENT (16-20)	DEVELOPING (11-15)	NOVICE (0-10)

Depth of Analysis (50 points)	You present a sophisticated thesis demonstrating a thorough understanding of the complexities and nuances of censorship. You are able to argue convincingly for your opinion by utilizing our classroom model texts and addressing potential counterarguments.	You present a sophisticated thesis demonstrating a sufficient understanding of censorship as a concept. You are able to convey your views effectively and address a few potential counterarguments, as well as relating your argument to our model texts.	You present a basic thesis that demonstrates an unsophisticated understanding of what censorship is. You do not sufficiently incorporate model texts or address potential counterarguments.	You do not present a thesis or the thesis is confused. You do not sufficiently incorporate model texts or address potential counterarguments.
Organization (25 points)	You create a paper which flows naturally and cohesively. The paper's structure highlights the thesis, provides appropriate support, and confirms its point in an effective conclusion.	You create a paper which mainly flows naturally and cohesively with only a few awkward transitions or word choices. The paper's structure highlights the thesis, provides appropriate support, and confirms its point in an effective conclusion.	You create a paper which flows awkwardly enough to obfuscate the thesis presented. The flow is illogical or awkward and the conclusion is not utilized effectively to reiterate the paper's point.	Paper is poorly structured and does not flow logically. Thesis is absent or difficult to find because of the structural flaws in the paper. The paper's conclusion is not utilized effectively to reiterate the paper's point.
Style/Mechanics (25 points)	You present a paper of appropriate length (10-15 pages) in the proper format: size 12, Times New Roman font with 1 inch margins and proper MLA citations. Paper contains fewer than 5 total lexical or grammatical errors.	You present a paper of appropriate length (10-15 pages) in the proper format: size 12, Times New Roman font with 1 inch margins and proper MLA citations with one or two errors in formatting. Paper	You present a paper that does not completely conform to appropriate length (10-15 pages) or the proper format: size 12, Times New Roman font with 1 inch margins and proper MLA citations. Paper	You present a paper of inappropriate length (either shorter than 10, or longer than 15 pages) which does not conform to the proper format: size 12, Times New Roman font with 1 inch margins and

		contains fewer than 5 total lexical or grammatical errors.	contains fewer than 7 total lexical or grammatical errors.	proper MLA citations. Paper has more than 7 total lexical or grammatical errors.
				Total:

Jigsaw Discussion

Students are required to prepare notes detailing their views and understanding of censorships' role in *Fahrenheit 451.* These notes must display a sophistication of understanding and thought which will facilitate the subsequent in-class conversation. Students must also differentiate between different characters as detailed in the handout which they will fill out, thereby gaining an even deeper sense of how varied censorships' forms and effects can be. Additionally, much of the information which they are required to develop on the handout, stems from other students' views and conversations. As they complete the handout, they will need to draw on both their own previously extant schemata, and their colleagues' views on the subject. They will then provide their own views in class, completing the cycle of communication and promoting active conversation just as they had initiated active listening.

I. General Criteria

1. You will submit: 1) notes which provide at least 3 keywords which demonstrate active participation in the learning process, 2) a filled-out handout with at least 4 facts per character, 3) at least 3 pieces of textual evidence to back up your claims, which are properly cited.

2. You will display a thorough and thought-out understanding of what censorship is through preparatory work, handout, and the discussion which you lead.

3. You will present a textually accurate argument about the role of censorship which you provide clearly and coherently in the jigsaw discussion.

4. You will listen thoughtfully to other students' views and transcribe important points so that your handout contains accurate and useful information.

5. You will have prepared sufficiently to lead an engaging and helpful conversation about the role of censorship in our model text.

II. General Criteria

1. For you to receive an "A,"

   a. Communications must be submitted according to the due dates and guidelines presented by the teacher, including proper utilization of formatting.

   b. Preparation is sufficient and clear from the quality and depth of your notes which contain at least 3 key terms.

   c. You listen to other discussions and successfully complete the handout, marking at least 4 useful pieces of information per character.

   d. You demonstrate critical thinking skills in terms of both content and presentation during the discussion, and structure your argument efficiently so that it flows logically and cohesively.

   e. You must utilize at least 3 textual pieces of evidence and cite them appropriately.

2. For you to receive a "B,"

   a. Communications must be submitted according to the due dates and guidelines presented by the teacher, including proper utilization of formatting.

   b. Preparation is sufficient and clear from the quality and depth of your notes which contain at least 2 key terms.

    c. You listen to other discussions and successfully complete the handout, marking at least 3 useful pieces of information per character.

    d. You demonstrate critical thinking skills in terms of both content and presentation during the discussion, and structure your argument efficiently so that it flows logically and cohesively.

    e. You must utilize at least 2 textual pieces of evidence and cite them appropriately.

3. For you to receive a "C,"

    a. Communications must be submitted according to the due dates and guidelines presented by the teacher, including proper utilization of formatting.

    b. Preparation is insufficient for your notes which contain at least 1 key term.

    c. You listen to other discussions and partially complete your handout, marking at least 2 useful pieces of information per character.

    d. You demonstrate critical thinking skills in terms of both content and presentation during the discussion, and structure your argument efficiently so that it mainly flows logically and cohesively.

    e. You must utilize at least 2 textual pieces of evidence and mostly cite them appropriately.

4. For you to receive a "D,"

a. Communications must be submitted according to the due dates and guidelines presented by the teacher, including proper utilization of formatting.

b. Preparation is insufficient and you are unsuccessful at demonstrating a thorough understanding of the effects of censorship in *Fahrenheit 451.*

c. You do not listen to other discussions thoroughly enough to complete handout.

d. You struggle to make a coherent and logically flowing presentation.

e. You do not utilize textual evidence correctly or do not cite properly.

III. Jigsaw Discussion Rubric:

CRITERIA	ADVANCED (21-25)	PROFICIENT (16-20)	DEVELOPING (11-15)	NOVICE (0-10)
PREP WORK (CORNELL NOTES)	You take thorough notes and include at least 3 keywords which are expanded upon; notes are unique.	You take adequate notes and includes at least 2 keywords which are expanded upon; notes are unique for the most part.	You attempt notes and include at least 1 keyword which may or may not be expanded upon; notes are somewhat unique.	Notes are incomplete, you do not turn in prep work, or work is illegible; You do not create unique notes.
RESPONSE (HANDOUT)	Response demonstrates active listening and engagement during discussion; you write more than 4 sentences per character box.	Response demonstrates adequate listening and engagement during discussion; you write at least 4 sentences per character box.	Response demonstrates some listening and little engagement; you write 2-3 sentences per character box.	Jigsaw handout is incomplete, you write 1 sentence per character box; You do not turn in handout, or work is illegible.

PARTICIPATION	You actively participate and effectively convey information to peers; you allow peers to participate in discussion as well; information is free of errors.	You actively participate, but do not allow peers a chance to speak; information is mostly accurate, with a few errors that do not impede understanding.	You slightly participate, but do not allow peers a chance to speak; information is accurate for the most part, but a few errors impede understanding.	You do not actively participate in discussion; you copy notes from jigsaw group members; information is inaccurate.
TEXTUAL EVIDENCE (MLA)	You include 3-4 pieces of textual evidence; you use proper MLA citation format.	You include 2-3 pieces of textual evidence; MLA citations are mostly correct.	You include 1 pieces of textual evidence; MLA citation format is attempted.	You do not include any quotes; MLA format is ignored or not available on student work.
				Total:

LESSON AND ASSESSMENT PLAN CONTEXT - WEEK 1, DAY 1	
Overview	To begin our unit on censorship, students will discuss *Fahrenheit 451* by Ray Bradbury. Because we will be exploring themes of both self-censorship and censorship that is induced by society, Bradbury's novel is the perfect selection. Students can explore these themes in the text while also relating the idea of censorship to our own society, as *Fahrenheit 451* itself has been banned. This is an important lesson for teenagers to examine because they need to learn how to read and think critically. Additionally, we are living in a technological age where censorship becomes more and more embedded in our personal lives. Students need to be aware of this change in society. Through whole class and small group discussions and journal entries (Kittle, 2008), students will have the opportunity to dive deep into the meaning of censorship and how they feel about it personally.
Student Background, Culture, and Context	This a 9th grade Honors level English Language Arts class made up of 30 students. Each of these students has performed above average on standardized tests and in their middle-school classrooms. The students in this class are diverse in their cultures, socioeconomic backgrounds, and life experiences. However, because they live in Atlanta, they have similar experiences with city life. They are very interested in their interactions with other peers and each other, and are very concerned with others' perceptions of them. They are constantly "plugged-in" and have to be reminded not to use their cellular devices unless they are prompted to. That being said, they are very aware of the world around them and their place in it, and are eager to find their place in their new school. Previous to this unit, we read *Uglies* by Scott Westerfeld and *Animal Farm* by George Orwell. The students seemed very engaged with both texts, particularly because it gave them an opportunity to relate them to the issues they see in their own communities and social circles. Therefore, during this unit, we will be incorporating many opportunities to discuss the issues in *Fahrenheit 451* and their implications in our society today. We have noticed that the majority of our students are having issues with developing their thoughts into writing. This is not unusual, according to the most recent data of the National Assessment of Educational Progress, only 27% of both eighth and twelfth graders were at or above proficiency levels in writing (NAEP, 2017). We intend on addressing this need for improvement with several exercises and assignments designed to support students through the writing process.
Rationale	This lesson opens with the digital short to both introduce students to the unit and refresh their memories of the book. Hopefully, it will encourage them to extend their knowledge of the subject beyond the book into a real-life context. The Kahoot quiz will continue this theme, proving that the idea of book censorship is not just fiction but is involved in their lives already. By showing them that books they have probably read have been banned, they can start imagining that censorship is present in their lives in ways they might not have recognized before. Because these students seem to be very interested in the issues facing their community, and interact with digital media almost constantly, it is important for them to explore this topic and see its relevance in their lives and communities. The lesson will continue to explore definitions of censorship, and will end with

	students defining censorship in their own words. It is important for students to understand that the media they interact with daily is mediated, from their classrooms to their social lives and beyond. By creating meaningful understandings of censorship, they can identify its presence in their lives and think critically about the things they interact with. More immediately, their understanding of censorship by the end of this lesson will provide the foundation for our discussion of it throughout the unit.

DAY 1: LESSON AND ASSESSMENT PLAN			
Learning Objectives			
Purpose of the Lesson: Central Focus	1. What is censorship, and how do you define it? 2. Who, if anyone, has the right to control knowledge?		
Learning Objective(s)	• Students will analyze the role of censorship in *Fahrenheit 451* • Students will justify their own thoughts on censorship using the main and text for support • Students will explain their viewpoint on censorship through Journal Entries		
GSE - Georgia Standards of Excellence	**ELAGSE9-10RL2:** Determine a theme and/or central idea of 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. **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.		
Formal and Informal Assessment			
Describe both the formal AND informal assessments. Both assessments must provide evidence of student achievement for (each of) the lesson's learning objective(s).	*Evidence of Student Learning* For the informal assessment of this lesson, students are to participate in a preliminary discussion about censorship. The formal assessment will be the students' first journal entry of the unit.	These two formative assessments will allow me the opportunity to know which students understand the definition of censorship and how this theme emerges at the very beginning of the novel. Moving forward, students can use their understanding to help make connections in the novel during discussion.	*Evaluation Criteria* To evaluate the level and quality of the students' participation in classroom discussion, I will assign a point to each student who makes a quality contribution to our conversation (e.g. someone who points back to the text). For the journal entries, the rubric presented at the beginning of the year indicates that students are to write at least half a page in response to every prompt.
Facilitation & Safety	The lesson will use group work, so students' desks will be grouped appropriately. This way, we aren't wasting valuable class time (only 50 minutes) by waiting for students to get settled into groups. They'll come in, sit down with their groups, and be ready for the lesson. Prior to the unit starting, I will explain to students that they need to bring their journals and copies of *Fahrenheit 451* to class each day. I will provide verbal directions as we transition from video to Kahoot to discussion, so that students know what is expected of them in each moment. Students will remain seated at their desks for the duration of the class, and I will have materials prepared beforehand, so that moving from task to task is seamless and does not provide opportunity for disruption. When working on Journal Entries, I will use a timed PowerPoint with the projector so students can manage their own time. I will provide students with as many		

		written prompts or directions as possible to ensure their understanding of what's expected. If students are still unsure of a given assignment, they can always ask their group members to explain it to them, and I will make myself available to those who need further instruction.

ACADEMIC LANGUAGE	Language Function	Students will identify and analyze the themes of censorship in Ray Bradbury's *Fahrenheit 451* to start building their own opinions on the topic.
	Vocabulary	The literary terms students should be familiar with during this unit are as follows ● Metaphor ● Simile ● Dynamic character ● Static character ● Theme The vocabulary terms students will have to define while reading *Fahrenheit 451* are ● Cacophony ● Stolid ● Proclivity ● Insidious ● Suffused ● Exploitation In reference to the unit's discussions and readings, students will be able to define the following in their own words ● Censorship ● Self-censorship Students will demonstrate their knowledge of these vocabulary terms by using them both in discussion and in their journal responses. As the weeks pass, students will defend their definition of censorship as they develop their thesis statements for what would be an argumentative paper either for or against censorship.
	Syntax or Discourse	The characterization in *Fahrenheit 451* is the element of syntax which will we will highlight during our discussions, as censorship affects each character in the text in a unique way. To add a meta level to our overall discourse, the fact that the book itself was challenged can enter our conversation. By exploring self-censorship, societal censorship, and how to two affect the way in which we read literature, students can explore several themes of the topic through the study of characterization.
Instructional Strategies	Introduction (15 minutes)	To kick off our censorship unit, students will watch a video short that relates both to the main text of our unit, *Fahrenheit 451*, and the themes which I'd like to discuss in class. Following the minute-long video, students will participate in a Kahoot quiz. This quiz acts as the bridge that connects the topics in Bradbury's work to our own world. By exploring the different titles that have been banned

& Learning Tasks that Support Diverse Students' Needs		over the years, students will understand how their own knowledge and education has been censored by the opinions of others. As soon as we conclude the quiz, we will brainstorm definitions of censorship as a class before we move forward with our discussion of the day.
	Body (25 minutes)	To start our class discussion of Bradbury's *Fahrenheit 451*, students will split into small groups of four, each with it's own theme to discuss. I will ask them to consider the first section of the novel together, "The Hearth and the Salamander," and to brainstorm the ways that their group's theme appears in the text. Each group's theme will appear on a notecard: how censorship affects the characters, how censorship is included in society, etc. After students have had 10 minutes to brainstorm with their classmates, we will come together as a class to discuss their findings. For 15 minutes, we will work our way around the room, with each group presenting their ideas on the text. I will jot down key ideas on the whiteboard so that students may take notes as we discuss. Students are responsible for facilitating the day's discussion. We will not finish discussing the first section of the Bradbury text on this day, but we will have the opportunity to conclude our discussion during the following class period.
	Closure (10 minutes)	To conclude the first lesson in our censorship unit, students will write their first journal entry. These journals will be collected at the end of a unit for a formal-formative grade. Today's journal entry will ask students to respond to the following prompt, "In your own words, define censorship and identify the possible consequences of censoring literature." Looking ahead, these thoughts will prepare students to develop their own opinions on the topic, so that they may be more successful when creating their thesis statement.
Differentiation, Modification(s), & Accommodation(s)		Though the Kahoot quiz is not for a grade, I will ensure that all students have enough time to respond to each question before moving on. Doing so will benefit those with extended time accommodations. They will also have additional time to prepare for class discussion, as they will be working with groups before they are expected to speak for the class. If a student has preferential seating, I will seat their group appropriately for the group work assignment. For the students with IEPs/504s, I will provide them with hard copies of the journal prompt, so that they may refer to it often when writing in their journals. If students need additional time to write in their journals, or if they prefer to type their thoughts, they are welcome to finish the assignment at home or on the computer in the classroom.
Materials		The teacher will need: • Prepared Kahoot quiz, access to a projector • Notecards with small group directions • Access to whiteboard and markers to jot down brainstorm notes during discussion • Prepared journal entry prompt The students will need: • Access to a piece of technology for the Kahoot quiz (if students do not have a phone, tablet, or laptop, they can pair with a partner who does) • Note-taking materials such as pens or pencils • Journals for journal entry assignment

	LESSON AND ASSESSMENT PLAN CONTEXT - WEEK 1, DAY 2
Overview	We will continue to discuss the first part of *Fahrenheit 451* and complete a KWL Chart (Beers, 2003) journal entry to begin the class. This will encourage students to participate in their own learning by assessing what they already know about the topic and what they'd like to know. The KWL chart will help students brainstorm for their Fishbowl Discussion (Daniels, 2007) of the first section of *Fahrenheit 451*. Students will also begin Cornell-style notes accompanying our discussion of the first part of the book, "The Hearth and the Salamander." Cornell notes will teach students how to take comprehensive notes, a skill that's vital to higher education, and it will prepare them for their upcoming Jigsaw Discussion (Daniels, 2007), which is to take place the following week. To conclude the class meeting, the teacher will introduce the final assessment of the unit, the thesis statement writing assignment.
Student Background, Culture, and Context	This a 9th grade Honors level English Language Arts class made up of 30 students. Each of these students has performed above average on standardized tests and in their middle-school classrooms. The students in this class are diverse in their cultures, socioeconomic backgrounds, and life experiences. However, because they live in Atlanta, they have similar experiences with city life. They are very interested in their interactions with other peers and each other, and are very concerned with others' perceptions of them. They are constantly "plugged-in" and have to be reminded not to use their cellular devices unless they are prompted to. That being said, they are very aware of the world around them and their place in it, and are eager to find their place in their new school. Previous to this unit, we read *Uglies* by Scott Westerfeld and *Animal Farm* by George Orwell. The students seemed very engaged with both texts, particularly because it gave them an opportunity to relate them to the issues they see in their own communities and social circles. Therefore, during this unit, we will be incorporating many opportunities to discuss the issues in *Fahrenheit 451* and their implications in our society today. We have noticed that the majority of our students are having issues with developing their thoughts into writing. This is not unusual, according to the most recent data of the National Assessment of Educational Progress, only 27% of both eighth and twelfth graders were at or above proficiency levels in writing (NAEP, 2017). We intend on addressing this need for improvement with several exercises and assignments designed to support students through the writing process.
Rationale	We will begin the class with the KWL journal entry. This assignment serves many functions. First, it gets the students thinking about the text and topic and can help them focus on the rest of the class. Secondly, it requires students to think about what they know about the subject (drawing on prior knowledge), and what they would like to learn. Of course, we will complete the "L," or "learned," section of the entry at the end of the unit. This encourages students to actively participate in the discussions to uncover the "W," or what they'd like to learn. Lastly, it gives teachers an idea of the students' prior knowledge of the subject, as well as their goals and interests pertaining to the topic. Continuing, the students will complete Cornell notes to accompany our discussion of *Fahrenheit 451*, Part One. These

	notes will require students to organize their thoughts and identify main ideas of the book. Hopefully, this will foster a sense of critical thinking and engagement with the text, and resolve any uncertainty students may have about the content that's being discussed. The notes will also serve to assist them in crafting their thesis statements at the end of the unit. Finally, at the end of the class meeting, I will introduce the thesis statement assessment to the students. This will give a clear direction to the students and help them organize their own thoughts and schedules when considering their final goal.

DAY 2: LESSON AND ASSESSMENT PLAN		
Learning Objectives		
Purpose of the Lesson: Central Focus	1. Who, if anyone, has the right to control knowledge? 2. How does censorship play a role in the first part of *Fahrenheit 451*?	
Learning Objective(s)	● Students will analyze the role of censorship in *Fahrenheit 451* ● Students will justify their own thoughts on censorship using the main text for support ● Students will explain their viewpoint on censorship through Journal Entries, in preparation of their thesis assignment	
GSE - Georgia Standards of Excellence	**ELAGSE9-10RL2:** Determine a theme and/or central idea of 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. **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.	
Formal and Informal Assessment		
Describe both the formal AND informal assessments. Both assessments must provide evidence of student achievement for (each of) the lesson's learning objective(s).	***Evidence of Student Learning*** What students choose to incorporate on their KWL charts will pose as the formal assessment of the lesson. The students' responses during the classroom discussion will be our informal assessment of the lesson.	Both assessments for this lesson are formative, but each leads to the students' understanding of how censorship operates in the Bradbury text. Further, each prepares them for both the Jigsaw discussion and thesis statement assignments.
		Evaluation Criteria For the discussion, I will ask that each student takes their turn in the inner circle. The KWL chart requires that students fill out three columns related to the reading: prior knowledge, what they want to know, and what they learned during the unit.
Facilitation & Safety	We have a lot to accomplish in this class period, so I will prepare as many things as I can before the start of the lesson: handouts, desk arrangements, whiteboard notes, etc. As students filter in the classroom, I will direct them to sit with their groups. This way, when it's time to transition to the discussions, the students will already be situated with their groups. For the Fishbowl Discussion, the "inner circle" will be the innermost grouping of desks. Students can sit or stand around this circle so that they may jump into the discussion when ready. I will have a class schedule written on the board, so that students can anticipate which activity is coming next, to make transitions more seamless.	

ACADEMIC LANGUAGE	Language Function	Students will identify and analyze the themes of censorship in Ray Bradbury's *Fahrenheit 451* to start constructing their own opinions on the topic.
	Vocabulary	The literary terms students should be familiar with during this unit are as follows • Metaphor • Simile • Dynamic character • Static character • Theme The vocabulary terms students will have to define while reading *Fahrenheit 451* are • Cacophony • Stolid • Proclivity • Insidious • Suffused • Exploitation In reference to the unit's discussions and readings, students will be able to define the following in their own words • Censorship • Self-censorship Students will demonstrate their knowledge of these vocabulary terms by using them both in discussion and their KWL journal responses. As the weeks pass, students will defend their definition of censorship as they develop their argumentative statements.
	Syntax or Discourse	Students will continue their study of characterization in *Fahrenheit 451*, which will we will highlight during our discussions, as censorship affects each character in a unique way. By exploring self-censorship, societal censorship, and how to two affect the way in which we read literature, students can explore several themes of the topic, which operates as our overall discourse of the unit.
Instructional Strategies & Learning Tasks that Support Diverse Students' Need	Introduction (10 minutes)	Before we begin discussing *Fahrenheit 451*, continuing our conversation of censorship, students will complete their second journal entry for the unit. In this journal entry, I will ask students to complete a KWL chart in response to the Bradbury text. To benefit the students' understanding, I will model a KWL chart for them on the projector, using a popular text like *The Hunger Games* for an example. I will encourage students to help me fill out this sample chart, so that I can ensure that they understand what I want to see in their individual KWL charts. After understanding the assignment, students will list what they know about the Bradbury novel: big events, characters' purposes, paratext about *Fahrenheit 451*. They will then list what they want to know about the book: how it relates to censorship, why the book was banned, etc. As the week progresses, the students are to fill out the final column, the "what I learned," in response to our classroom discussions. Students may use these charts when working on their thesis statements in the near future.
	Body (25 minutes)	After students finish writing, we will come together to discuss what students wrote on their KWL chart. I will write common thoughts on the board so that students may add to their own charts in their journals. Now that students have had the

s		opportunity to brainstorm, they will participate in a low-stakes Fishbowl discussion of Part I of *Fahrenheit 451*. I will periodically prompt students with specific questions about censorship to keep the discussion on track. During this time, we will also aim to answer the question: "Who, if anyone, has the right to control censorship?" We will have 25 minutes to discuss the first part of the novel. If the conversation starts to wrap up, and we have time remaining, I will ask students to consider their group discussions from the prior lesson. This will keep the conversation going until the end of the class period.
	Closure (15 minutes)	At the conclusion of our discussion, students are to write a one-sentence summary of censorship in Part I of *Fahrenheit 451* in their journals. These sentences will get students into the practice of writing their thoughts on censorship in a concise format, preparing them for their thesis statement assignment. As students work on their sentences, I will hand out the Cornell Notes and Jigsaw Discussion assignments and rubrics. Once each student has a handout, I will explain the assignments in detail. We will review the method of Cornell note-taking, and how this assignment will prepare the students for their Jigsaw discussions. After explaining how the Jigsaw Discussion will work, students will have the rest of class to ask questions about the assignments, put together initial thoughts for the discussion, and work on their Cornell Notes. Both activities will lead to the writing of the argumentative statements the following week, as students are forming their opinions on censorship and how they can use textual evidence to defend their stance. To prepare for the next class, students are to read either Dr. Seuss' "Star-Bellied Sneetches" or a selected chapter from Marjane Satrapi's *Persepolis*.
Differentiation, Modification(s), & Accommodation(s)		Because students will have the opportunity to brainstorm their thoughts before speaking before the class, this will benefit students with IEPs/504s who have extended time accommodations. If students do not finish filling out their KWL charts before discussion, they can continue to work on them as we discuss. They can also do so outside of class before the journal entries are due for a grade.
Materials		The teacher will need: • KWL sample to show the class and access to a projector • Potential Fishbowl questions • Cornell Notes and Jigsaw Discussion assignments The students will need: • Copies of *Fahrenheit 451* • Note-taking materials • Journals

	LESSON AND ASSESSMENT PLAN CONTEXT WEEK 1, DAY 3
Overview	Our unit on censorship will continue with discussion and analysis of two challenged books, *The Star-Bellied Sneetches* by Dr. Seuss and *Persepolis* by Marjane Satrapi. We will begin with a Menti poll that will ask students about their understandings of censorship with relations to the books they've read so far. The, the students will be separated into small groups depending on which book they read and guided through discussion and analysis. They will complete written notes to document their discussion. They will end the class with time to prepare for their Jigsaw discussion. The purpose of this lesson is to enrich the students' understanding of censorship in their own worlds through books they encounter, engage them with the texts they are reading, and make connections between the texts.
Student Background, Culture, and Context	This a 9th grade Honors level English Language Arts class made up of 30 students. Each of these students has performed above average on standardized tests and in their middle-school classrooms. The students in this class are diverse in their cultures, socioeconomic backgrounds, and life experiences. However, because they live in Atlanta, they have similar experiences with city life. They are very interested in their interactions with other peers and each other, and are very concerned with others' perceptions of them. They are constantly "plugged-in" and have to be reminded not to use their cellular devices unless they are prompted to. That being said, they are very aware of the world around them and their place in it, and are eager to find their place in their new school. Previous to this unit, we read *Uglies* by Scott Westerfeld and *Animal Farm* by George Orwell. The students seemed very engaged with both texts, particularly because it gave them an opportunity to relate them to the issues they see in their own communities and social circles. Therefore, during this unit, we will be incorporating many opportunities to discuss the issues in *Fahrenheit 451* and their implications in our society today. We have noticed that the majority of our students are having issues with developing their thoughts into writing. This is not unusual, according to the most recent data of the National Assessment of Educational Progress, only 27% of both eighth and twelfth graders were at or above proficiency levels in writing (NAEP, 2017). We intend on addressing this need for improvement with several exercises and assignments designed to support students through the writing process.
Rationale	Reading *Persepolis* and *The Sneetches* will add to the students' knowledge of what "counts" as censorship and illustrates its relevance in our society. These examples show that censorship is something that is happening currently and how it affects the daily lives of people (as it does with the characters in these books). Because these students are new to high school, they will be able to relate to the struggles these characters are facing, as they are also exploring their individuality and social structures of their new schools/groups/communities. The small group discussion will allow students to explore the content of these books and relate them to each other, in terms they can understand and to which they can relate. The written notes will urge them to put their thoughts into words, and also be used as practice for their Jigsaw and thesis assignments, when they will have to be able to articulate ideas on the subject in their own words. The Menti poll will serve as a way to

	activate students' prior knowledge at the beginning of the class, as well as inform their understanding of the texts. It will also inform the teachers of the students' knowledge and understanding of the topic, and determine what areas need to be focused on further in the unit.

DAY 3: LESSON AND ASSESSMENT PLAN			
Learning Objectives			
Purpose of the Lesson: Central Focus	1. Who, if anyone, has the right to control knowledge? 2. How are themes of censorship represented in other works of literature?		
Learning Objective(s)	● Students will analyze the role of censorship in *Fahrenheit 451* and supplementary texts ● Students will justify their own thoughts on censorship using both the main and supplementary texts for support ● Students will explain their viewpoint on censorship through Journal Entries		
GSE - Georgia Standards of Excellence	**ELAGSE9-10RL2:** Determine a theme and/or central idea of 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. **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.		
Formal and Informal Assessment			
Describe both the formal AND informal assessments. Both assessments must provide evidence of student achievement for (each of) the lesson's learning objective(s).	***Evidence of Student Learning*** The Menti poll will provide a means of informal assessment to me at the start of class; I will know which students are interacting with our topic of censorship. The Fishbowl Discussion will prove as a more formal means of discussion, as students are to connect our readings and topics from the week.	***Describe how evidence aligns with learning objective(s)*** Both assignments are formative assessments, but they both help students answer the question: "Who, if anyone, has the right to control knowledge?" These assignments will also help students prepare for their Jigsaw discussions the following week.	***Evaluation Criteria*** The Menti poll is merely a participation grade, but all students are expected to be active in both their small groups discussions and during the Hot Seat discussion. I will take note of how many times each student speaks, and whether they make a quality contribution to our conversation, to notate their participation during the Hot Seat activity.
Facilitation & Safety	Students should have all the materials that they need for class before the bell rings. Our desks will remain in their small group positions from the day before, and I will label each desk with students' names, so that the students know where to sit. When it's time for the Hot Seat discussion, I will pull my teacher chair to the front of the room so that students know exactly where to sit for this activity. I will have the Menti poll prepared before class, and I will have concise classroom directions on the board so that students will know what to do at all times during the lesson. If a student needs further clarification, they can ask me or a group member.		

ACADEMIC LANGUAGE	Language Function	Students will identify and analyze the themes of censorship in Ray Bradbury's *Fahrenheit 451*, and in supplementary texts, to develop their opinions on the topic.
	Vocabulary	The literary terms students should be familiar with during this unit are as follows • Metaphor • Simile • Dynamic character • Static character • Theme When considering the Seuss and Satrapi texts, students will need to consider • Discrimination • Otherness In reference to the unit's discussions and readings, students will be able to define the following in their own words • Censorship • Self-censorship Students will demonstrate their knowledge of these vocabulary terms by using them both in discussion and their journal responses. As the weeks pass, students will defend their definition of censorship as they develop their argumentative statements.
	Syntax or Discourse	Using Bradbury's *Fahrenheit 451*, Dr. Seuss' "The Star-Bellied Sneetches," and a chapter from Satrapi's *Persepolis*, students can participate in our classroom's overall discourse about censorship. By focusing on characterization in all three of these texts, students can have a better, total understanding of how censorship can affect the individual and society.
Instructional Strategies & Learning Tasks that Support Diverse Students' Needs	Introduction (5 minutes)	For homework the night before, students were to read "Star-bellied Sneetches" or a chapter from *Persepolis*. To introduce our discussion of these texts, students will participate in a Menti poll. This poll will ask students to consider censorship and how it relates to their readings. As a class, we will review and speculate on the results of the poll.
	Body (30 minutes)	When we conclude our discussion of the Menti poll, students will organize themselves into small groups based on the reading that they prepared from the night before. In these groups, the students will be prompted with a number of discussion questions unique to their group, centered around censorship, the author's choices, why the book is challenged, etc. Students will have 10 minutes to share thoughts and brainstorm with their small groups. I will encourage the students to record thoughts in their Cornell Notes during this time, too. Each group will also select a group leader during this time, who will act as a spokesperson in the following assignment. For the remaining 20 minutes, group leaders will each take turns in the "Hot Seat" in front of the entire class. I will use a timer to ensure that all students get a chance to speak. They will present on the thoughts discussed in their individual groups, where members of other groups have the chance to ask them questions. Because groups were given different sets of discussion questions, students are to have a better understanding of censorship in both the Seuss and Satrapi texts. Students will also be encouraged to reference specific lines from their supplementary texts and to connect the discussion back to *Fahrenheit 451*. While students are not in

		the Hot Seat, they should be taking notes on the discussion, Cornell-style.
	Closure (15 minutes)	During the final minutes of class, students may return to their Jigsaw/Cornell Notes rubric and work independently on these assignments until the end of class. I will encourage students to jot down a few thoughts on the class discussion in their Cornell Notes before working on the Jigsaw activity. This way, they won't forget the highlights of the discussion. Students can then assemble themselves into their Jigsaw groups to work on their upcoming graded discussion.
	Differentiation, Modification(s), & Accommodation(s)	Small groups will get to meet before, and converse during, the Hot Seat discussion, so students will have the opportunity to process their thoughts on the topic before they are expected to contribute to the conversation. For students with severe anxiety about public speaking, they can choose not to act as their group's spokesperson, but all students are expected to participate in small group discussion and ask questions during the Hot Seat conversation. If students need more time to write in their Journals, they can do so at home or in class before the journals are due for a grade.
	Materials	The teacher will need: ● Prepared Menti poll and access to a projector ● Varying discussion prompts for small groups ● Timer for Hot Seat discussion The students will need: ● Copies of either "Star-Bellied Sneetches" or the chapter from *Persepolis* and *Fahrenheit 451* ● Cornell/Jigsaw notes ● Journals

LESSON AND ASSESSMENT PLAN CONTEXT WEEK 1, DAY 4	
Overview	This lesson will engage students in discussion and writing about the second part of *Fahrenheit 451* and our overall theme of censorship. They will be asked to perform two written assignments for assessment: a journal entry assignment and an Exit Slip (Daniels, 2007). We will begin this lesson with a journal entry that asks students to compare the theme of censorship between two of the texts we've read so far. We will continue with a guided discussion of "The Sieve and the Sand," and then give students time to continue working on their Cornell notes and Jigsaw discussion. The class will end with students individually completing an Exit Slip that will ask them to summarize the class discussion of the day in their own words. The goal of this lesson is to further engage students in their reading and understanding of the texts, making connections between them.
Student Background, Culture, and Context	This a 9th grade Honors level English Language Arts class made up of 30 students. Each of these students has performed above average on standardized tests and in their middle-school classrooms. The students in this class are diverse in their cultures, socioeconomic backgrounds, and life experiences. However, because they live in Atlanta, they have similar experiences with city life. They are very interested in their interactions with other peers and each other, and are very concerned with others' perceptions of them. They are constantly "plugged-in" and have to be reminded not to use their cellular devices unless they are prompted to. That being said, they are very aware of the world around them and their place in it, and are eager to find their place in their new school. Previous to this unit, we read *Uglies* by Scott Westerfeld and *Animal Farm* by George Orwell. The students seemed very engaged with both texts, particularly because it gave them an opportunity to relate them to the issues they see in their own communities and social circles. Therefore, during this unit, we will be incorporating many opportunities to discuss the issues in *Fahrenheit 451* and their implications in our society today. We have noticed that the majority of our students are having issues with developing their thoughts into writing. This is not unusual, according to the most recent data of the National Assessment of Educational Progress, only 27% of both eighth and twelfth graders were at or above proficiency levels in writing (NAEP, 2017). We intend on addressing this need for improvement with several exercises and assignments designed to support students through the writing process. At this point in the unit, the students should have a pretty good understanding of what censorship is and can now develop their own ideas about its impacts, both inside and outside of the texts they are reading.
Rationale	The purpose of the journal entry assignment is to encourage students to think deeply about the texts they have read and enable them to make connections between those texts to the broader subject. This way, they will engage their prior knowledge of the subject and be able to draw new connections and conclusions from the texts to which they are being introduced. Further, the writing assignment will allow them to put their thoughts into words, which will serve as practice for their final thesis assignment and overall writing skills. The whole-class discussion will engage students with our main text, *Fahrenheit 451,* and further their

	understanding of the themes. By giving each student a question or passage card, they will be able to take agency of their given topic/theme/subject and relay their understanding to the class. This is a good way to include all students in the class discussion and encourage them to think critically about the subject matter with each other. At the end of the class, students will break off individually to complete their "Exit Slip." This assignment will ask students to summarize the class discussion in their own words, and ask the teacher any questions they may have about the text or topic. This will allow the students to assess their own understanding of the lesson- identifying the main ideas of the discussion- and give teachers the opportunity to reflect on their own teaching and their students' understanding of the subject so far.

DAY 4: LESSON AND ASSESSMENT PLAN			
Learning Objectives			
Purpose of the Lesson: Central Focus	1. Who, if anyone, has the right to control knowledge? 2. How does the theme of censorship operate in the second part of *Fahrenheit 451*?		
Learning Objective(s)	● Students will analyze the role of censorship in *Fahrenheit 451* and supplementary texts ● Students will justify their own thoughts on censorship using both the main and supplementary texts for support ● Students will explain their viewpoint on censorship through Journal Entries		
GSE - Georgia Standards of Excellence	**ELAGSE9-10RL2:** Determine a theme and/or central idea of 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. **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.		
Formal and Informal Assessment			
Describe both the formal AND informal assessments. Both assessments must provide evidence of student achievement for (each of) the lesson's learning objective(s).	***Evidence of Student Learning*** As a means of informal assessment, the students will complete an Exit Slip at the end of the class period. Our formal assessment for the lesson will be the classroom discussion of the text.	***Describe how evidence aligns with learning objective(s)*** Both assessment are formative, and each aims to help students better understand the themes of censorship in the Bradbury text. The Exit Slip will help me improve our discussions and clarify any confusion about the readings.	***Evaluation Criteria*** The Exit Slip is part of the students' participation grades, and each student is expected to participate in our classroom discussion. Each student will have their own question or prompt to respond to, which will help facilitate our conversation.
Facilitation & Safety	To prepare for the class period, and to ensure that class runs as seamlessly as possible, I will prepare all materials before the lesson begins. Further, students are expected to bring their note-taking materials and texts to class, so that everyone may participate fully. I will write a short, concise lesson schedule on the board so that students know what to expect each time we switch activities in the classroom. Because we are participating in a whole class discussion only, students' desks will remain in their usual positions. I will also encourage students to be active and respectful listeners, so that we can maintain our positive learning environment.		

ACADEMI	*Language Function*	Students will identify and analyze the themes of censorship in Ray Bradbury's *Fahrenheit 451* to start building their own opinions on the topic.

C LANGUAGE	*Vocabulary*	The literary terms students should be familiar with during this unit are as follows • Metaphor • Simile • Dynamic character • Static character • Theme In reference to the unit's discussions and readings, students will be able to define the following in their own words • Censorship • Self-censorship Students will demonstrate their knowledge of these vocabulary terms by using them both in discussion and their journal responses. As the weeks pass, students will defend their definition of censorship as they develop their thesis statements.
	Syntax or Discourse	Students will compare our readings from the unit by focusing on the element of characterization. This specific element will provide each reader with insight on how censorship is affecting the society within each text. From there, students many participate in conversations about our overall discourse on the unit--censorship.
Instructional Strategies & Learning Tasks that Support Diverse Students' Needs	*Introduction (15 minutes)*	At the start of class on this day, students will complete their third journal entry. In this entry, I will ask that they write a paragraph which compares the theme of censorship and the self in two of the readings we've discussed this week (*Fahrenheit 451*, "Star-Bellied Sneetches," or the *Persepolis* chapter). They will have 15 minutes to complete this Quick Write, as they will need time to find lines from each text to cite. They can consider the discussion from their small group, ideas that occurred during the Hot Seat session, or any thoughts the student had during the previous class period which they didn't get the chance to voice.
	Body (30 minutes)	To take a break from small group discussions, we will conduct a whole-class conversation about the second part of *Fahrenheit 451*. I will pass out cards to the students that have either a discussion question or a passage from the text written on it. Students will have a few minutes to brainstorm individually before we begin our conversation. According to their given question or passage, each student will have the opportunity to participate in discussion. This exercise will allow us to compare/contrast the different passages and themes in the text, without putting students on the spot. As we discuss the text, students are encouraged to record thoughts on their Cornell Notes, and I will jot down key notes on the whiteboard. At the end of our discussion, students will have time to work with their groups to prepare for their Jigsaw discussion the following week. When five minutes remain in the class period, we will reconvene.
	Closure (5 minutes)	As our discussion of Part II of *Fahrenheit 451* concludes, students will complete an Exit Slip. They are to summarize our discussion of *Fahrenheit 451* in their own words. Additionally, students are to list any questions or concerns they have about censorship thus far. This information will help me improve our discussions for the following classes.
Differentiation, Modification(s), & Accommodation(s)		Some students with IEPs have difficulty listening and taking notes at the same time. I'll pause discussion for a few moments every five minutes, so that these students may have the opportunity to jot down some thoughts in their journals.

	Further, the opportunity to consider their passage or question before speaking will benefit students with anxiety or needed extended time. My whiteboard notes will also benefit the students who are visual learners.
Materials	The teacher will need: ● Journal Entry and Exit Slip prompts ● Varying discussion questions/passages to handout to the students ● Access to the whiteboard during discussion The students will need: ● Access to copies of all reading materials from the week ● Cornell/Jigsaw notes ● Journals

LESSON AND ASSESSMENT PLAN CONTEXT WEEK 1, DAY 5	
Overview	For this lesson, students will be discussing the final part of the book, *Fahrenheit 451,* through a think-pair-share, and complete their fourth journal entry. The purpose of this lesson is to ensure that students understand the themes and content in the book, and mainly to set the framework for their Jigsaw discussion and final thesis assignment. For their discussion, they will be divided into pairs and assigned a topic. From this topic, they will be prompted to identify a theme and come up with examples from the book to support that theme. They will share their findings with their partners, and then the class. They will finish up the class period with their journal entry assignment, which will ask them to debate how censorship helped/hurt society and Montag's character. Both activities will set the groundwork for the students to create their own argument for their thesis assignment.
Student Background, Culture, and Context	This a 9th grade Honors level English Language Arts class made up of 30 students. Each of these students has performed above average on standardized tests and in their middle-school classrooms. The students in this class are diverse in their cultures, socioeconomic backgrounds, and life experiences. However, because they live in Atlanta, they have similar experiences with city life. They are very interested in their interactions with other peers and each other, and are very concerned with others' perceptions of them. They are constantly "plugged-in" and have to be reminded not to use their cellular devices unless they are prompted to. That being said, they are very aware of the world around them and their place in it, and are eager to find their place in their new school. Previous to this unit, we read *Uglies* by Scott Westerfeld and *Animal Farm* by George Orwell. The students seemed very engaged with both texts, particularly because it gave them an opportunity to relate them to the issues they see in their own communities and social circles. Therefore, during this unit, we will be incorporating many opportunities to discuss the issues in *Fahrenheit 451* and their implications in our society today. We have noticed that the majority of our students are having issues with developing their thoughts into writing. This is not unusual, according to the most recent data of the National Assessment of Educational Progress, only 27% of both eighth and twelfth graders were at or above proficiency levels in writing (NAEP, 2017). We intend on addressing this need for improvement with several exercises and assignments designed to support students through the writing process. Students have had the opportunity to compare censorship through different contexts, and will now be asked to take make broad conclusions about it through the character Montag in *Fahrenheit 451.*
Rationale	The class discussion will serve three purposes. First, it will ensure that students can conclude discussion of our main text and engage with it. Second, it will require that students think critically about their text and its themes, connecting the text to its' larger context and issues. Third, it will allow students to locate supporting evidence to back up their ideas. This purpose is very important, because students will have to use textual evidence to support their claims in their Jigsaw activity as well as their thesis assignment. By practicing with classmates in a low-stakes discussion, they will be able to get help from each other and get

	used to the process of making a claim and finding appropriate supporting evidence. Their journal entry will provide the same type of challenge. They will be writing about the same issue that they will be writing about in their thesis statement, but in a smaller context, because it is just in terms of the book. Through these assignments, they should already be starting to form their own opinions on censorship that will inform their final thesis assignment.

DAY 5: LESSON AND ASSESSMENT PLAN			
Learning Objectives			
Purpose of the Lesson: Central Focus	1. Who, if anyone, has the right to control knowledge? 2. How does the theme of censorship operate in the third part of *Fahrenheit 451*? 3. How would you define self-censorship, and how does this relate to the characters in the book?		
Learning Objective(s)	● Students will analyze the role of censorship, and self-censorship, in *Fahrenheit 451* and supplementary texts ● Students will identify the characteristics of self-censorship in the readings ● Students will justify their own thoughts on censorship using both the main and supplementary texts for support ● Students will explain their viewpoint on censorship through Journal Entries		
GSE - Georgia Standards of Excellence	**ELAGSE9-10RL2:** Determine a theme and/or central idea of 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. **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.		
	Formal and Informal Assessment		
	Evidence of Student Learning	***Describe how evidence aligns with learning objective(s)***	***Evaluation Criteria***
Describe both the formal AND informal assessments. Both assessments must provide evidence of student achievement for (each of) the lesson's learning objective(s).	The students' fourth journal entries will pose as the formal assessment for this lesson. The classroom discussion will be our informal assessment of the students' knowledge on censorship in *Fahrenheit 451*.	Both formative assignments give the students the opportunity to demonstrate their knowledge on the material. Further, it will help them define their opinions on the subject, which will be beneficial moving forward into the Jigsaw discussion and Thesis Statement assignments.	For the journal entries, students are expected to write at least half a page and addressed the prompt. The discussion will be a participation grade, as students work independently, with a partner, and then as part of the whole class.

Facilitation & Safety		Our lesson on this day will flow as the days prior, as students will expect to come into the classroom, sit in their usual seats, and discuss the literature. I will use a PowerPoint show to both time each activity and to display each activity's directions on the board. This way, all students can manage their own time and keep track of what they are supposed to be accomplishing in each moment of the class period. I will walk to room frequently to ensure that students are on-task and to address any questions that may occur on an individual basis throughout the day. All materials, including the seating arrangement, will be handled before the class period begins. If students have a tendency to be disruptive, which is usual for a Friday, I will remind the students to work quietly so that their classmates may concentrate; this is part of our Classroom Charter, which was addressed at the beginning of the year.

ACADEMIC LANGUAGE	***Language Function***	Students will identify and analyze the themes of censorship in Ray Bradbury's *Fahrenheit 451* to support their own opinions on the topic.
	Vocabulary	The literary terms students should be familiar with during this unit are as follows ● Metaphor ● Simile ● Dynamic character ● Static character ● Theme In reference to the unit's discussions and readings, students will be able to define the following in their own words ● Censorship ● Self-censorship Students will demonstrate their knowledge of these vocabulary terms by using them both in discussion and their journal responses. As the weeks pass, students will defend their definition of censorship as they develop their argumentative statements.
	Syntax or Discourse	Students will consider the theme of self-censorship in *Fahrenheit 451* by considering the characters' motivations. Self-censorship fits into our overall discourse on censorship, as it is one form of limiting the self, identity, and knowledge.
Instructional Strategies & Learning Tasks that Support Diver	***Introduction (5 minutes)***	To introduce the idea of self-censorship, I will ask the students to define this term for me. We will jot down brainstorm ideas on the board to see if we can form a definition of the term as a class. This exercise will introduce the new concepts to the students, activate their prior knowledge, and demonstrate to them how to write statements in a concise manner, a skill that they will need in the following week.
	Body (35 minutes)	To continue our discussion of the Bradbury text, students will converse about the third section of the book. For this day, students will participate in think-pair-share, to prepare students for developing their own arguments the following week. I will propose a topic to the students, and they are to develop a coordinating theme and some examples from the text based on that topic. After working individually for a few minutes, they will pair up with their elbow partner and share responses. The partnerships will brainstorm additional themes and discover more passages together. Before we come together as a class, each pair is to form their theme

se Students' Needs		statement and choose one example from the text that they think best represents that theme. We will work our way around the room, discussing what each pair presents; I will encourage students to return to their Cornell notes at this time. After we conclude our discussion of *Fahrenheit 451*, students will have a few minutes to work in their Jigsaw groups, until there are 10 minutes remaining in the class period.
	Closure (10 minutes)	To conclude our first week of the unit, students will complete their fourth journal entry. The prompt will ask them to reflect on *Fahrenheit 451* and debate how censorship helped/hurt society and Montag's character. Students can use their books to refer to specific passages, but this is not required of them, as the time limit for this assignment is short. If a student finishes writing before the class period ends, I will advise that they look back through their journal entries for the week. This will give students the opportunity to reflect on what we discussed in class, and it will also ensure that students have every entry complete, as journals will be due the following week.
Differentiation, Modification(s), & Accommodation(s)		As we scaffold our way towards developing an argument on the individual level, students with IEPs/504s have the opportunity to brainstorm and work with a partner before participating in the class discussion. Visual and auditory learners can benefits from today's lesson as well, as they are to listen to discussion and take notes.
Materials		The teacher will need: ● Discussion and Journal Entry prompts ● Access to the whiteboard during discussion The students will need: ● Copies of *Fahrenheit 451* ● Cornell/Jigsaw Notes ● Journals

LESSON AND ASSESSMENT PLAN CONTEXT - WEEK 2, DAY 1	
Overview	The purpose of this lesson is to prepare students for their Jigsaw discussion the following day. More broadly, to investigate the ideas that characters in *Fahrenheit 451* have on censorship in their society and support those ideas through textual evidence. This investigation is practice for their final thesis assignment which will require them to develop their own ideas on censorship and provide supporting evidence to support their claims. They will be in groups based on which character they choose, and become "experts" on their character, especially in terms of their views on censorship in their society. They will complete Cornell Notes throughout the discussion to organize their thoughts and prepare them for the next day. These notes will be written in their journals for assessment.
Student Background, Culture, and Context	This a 9th grade Honors level English Language Arts class made up of 30 students. Each of these students has performed above average on standardized tests and in their middle-school classrooms. The students in this class are diverse in their cultures, socioeconomic backgrounds, and life experiences. However, because they live in Atlanta, they have similar experiences with city life. They are very interested in their interactions with other peers and each other, and are very concerned with others' perceptions of them. They are constantly "plugged-in" and have to be reminded not to use their cellular devices unless they are prompted to. That being said, they are very aware of the world around them and their place in it, and are eager to find their place in their new school. Previous to this unit, we read *Uglies* by Scott Westerfeld and *Animal Farm* by George Orwell. The students seemed very engaged with both texts, particularly because it gave them an opportunity to relate them to the issues they see in their own communities and social circles. Therefore, during this unit, we will be incorporating many opportunities to discuss the issues in *Fahrenheit 451* and their implications in our society today. We have noticed that the majority of our students are having issues with developing their thoughts into writing. This is not unusual, according to the most recent data of the National Assessment of Educational Progress, only 27% of both eighth and twelfth graders were at or above proficiency levels in writing (NAEP, 2017). We intend on addressing this need for improvement with several exercises and assignments designed to support students through the writing process.
Rationale	To prepare students for their Jigsaw discussion, they will be paired up with groups and prompted to become "experts" on their characters- specifically, their character's views on censorship in their society. For the rest of their schooling and beyond, it is crucial that students learn how to analyze the views and writings of others, and identify and evaluate supporting evidence. This should help them understand why people believe the way they believe, and how arguments are built. They must also learn how to gather evidence from texts, and connect evidence with a broader theme, argument, or topic through their own eyes and the eyes of others. This lesson should prepare

	them to do this, and working with a group can make the process more productive and less stressful for students who may be overwhelmed by the idea. In the Jigsaw activity, their findings will be scrutinized by their fellow peers in other groups, so the students will gather as much textual evidence as possible to support their claims about the character's beliefs. The Cornell Notes will ensure that students are gathering sufficient material for their Jigsaw activity and help them organize their thoughts. It will also help them practice putting their thoughts into words, which they will have to do for their final assignment and beyond.

DAY 6: LESSON AND ASSESSMENT PLAN		
Learning Objectives		
Purpose of the Lesson: Central Focus	1. How do the characters in *Fahrenheit 451* demonstrate the effects of censorship/self-censorship? 2. Who has the right to control knowledge? 3. Are individuals obligated to self-censor for the sake of others?	
Learning Objective(s)	Students will: ● identify the role of censorship in *Fahrenheit 451* ● 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	
GSE - Georgia Standards of Excellence	**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. **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. **ELAGSE9-10W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Formal and Informal Assessment		
Describe both the formal AND informal assessments. Both assessments must provide evidence of student achievement for (each of) the lesson's learning objective(s).	***Evidence of Student Learning*** 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.	***Describe how evidence aligns with learning objective(s)*** 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,	***Evaluation Criteria*** 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 to the relationship

		students will find support the notes listed in the first column with further analysis and textual evidence. Below both columns, students will write 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.	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.
Facilitation & Safety	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.		

ACADEMIC LANGUAGE	**Language Function**	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.
	Vocabulary	The literary terms students should be familiar with during this unit are as follows ● Argument ● Thesis ● Topic ● Theme ● Character analysis The vocabulary terms for *Fahrenheit 451* remain the same as last week, but the

		students might need to identify the following when reading the news piece: ● Advocacy ● Big Tech In reference to the unit's discussions and readings, students will be able to define the following in their own words ● Censorship ● Self-Censorship ● Textual evidence ● Dynamic character ● Static character 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.
	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 (8 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 (40 minutes)	I will explain and model how to summarize Cornell Notes (the third and final column) 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. Expert 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 (2 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: ● 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*

LESSON AND ASSESSMENT PLAN CONTEXT - WEEK 2, DAY 2	
Overview	In the prior lesson, students worked together to finalize a statement on how their Expert group's character views censorship in society. On this day, students will participate in new groups--their Jigsaw groups.. These groups should have one representative from each previous group. In these groups, students will "pitch" their character statement to each other and discuss. The students in each group will assess each statement and supporting evidence for strength and validity, and will be completing notes on a provided handout. This activity will further prepare students for their final thesis assignment where they will be formulating their own statement on censorship, as well as inform their understanding of the characters and themes of the text. Because the instructor will not be able to be present at every group at all times, students will record their discussions and upload them to their portals for assessment.
Student Background, Culture, and Context	This a 9th grade Honors level English Language Arts class made up of 30 students. Each of these students has performed above average on standardized tests and in their middle-school classrooms. The students in this class are diverse in their cultures, socioeconomic backgrounds, and life experiences. However, because they live in Atlanta, they have similar experiences with city life. They are very interested in their interactions with other peers and each other, and are very concerned with others' perceptions of them. They are constantly "plugged-in" and have to be reminded not to use their cellular devices unless they are prompted to. That being said, they are very aware of the world around them and their place in it, and are eager to find their place in their new school. Previous to this unit, we read *Uglies* by Scott Westerfeld and *Animal Farm* by George Orwell. The students seemed very engaged with both texts, particularly because it gave them an opportunity to relate them to the issues they see in their own communities and social circles. Therefore, during this unit, we will be incorporating many opportunities to discuss the issues in *Fahrenheit 451* and their implications in our society today. We have noticed that the majority of our students are having issues with developing their thoughts into writing. This is not unusual, according to the most recent data of the National Assessment of Educational Progress, only 27% of both eighth and twelfth graders were at or above proficiency levels in writing (NAEP, 2017). We intend on addressing this need for improvement with several exercises and assignments designed to support students through the writing process. Because they had the previous class assignment to study a character, they should have plenty of prior knowledge to complete the activity in this lesson.
Rationale	This Jigsaw activity will strengthen the students' argumentative writing and speaking. By formulating a "statement" for their characters using supportive evidence, they are practicing for their final thesis assignment. Working together as a group initially should assist students' understanding of their characters, and increase their confidence when it comes to presenting their ideas to another group. In and outside of the classroom, students need to be comfortable with formulating their own opinions and supporting them, even under scrutiny. This exercise forces them to think critically and thoroughly about the text to

	formulate a main argument, and then present it to a critical audience (their peers who are evaluating their statement). Because they practiced gathering textual evidence to support a main claim, they should feel more comfortable in their preparation for their final assignment. Additionally, the students will complete an Exit Slip before leaving the class, which will ask them to summarize their jigsaw activity discussions and their participation in it. This will encourage students to assess their own participation and contributions to the activity, while summarizing the discussions in the activity in their own words. This will also provide the teacher with some feedback as to the effectiveness of the activity.

DAY 7: LESSON AND ASSESSMENT PLAN		
Learning Objectives		
Purpose of the Lesson: Central Focus	1. How do the characters in *Fahrenheit 451* demonstrate the effects of censorship/self-censorship? 2. As a whole, what is Bradbury saying about censorship with his text? 3. Are individuals obligated to self-censor for the sake of others?	
Learning Objective(s)	Students will: ● identify the role of censorship in *Fahrenheit 451* ● 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	
GSE - Georgia Standards of Excellence	**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. **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. **ELAGSE9-10W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Formal and Informal Assessment		
Describe both the formal AND informal assessments. Both assessments must provide evidence of student achievement for (each of) the lesson's learning objective(s).	***Evidence of Student Learning*** The formal assessment for this lesson will be the second part of the Jigsaw discussion, and the informal assessment will be both the Cornell/Jigsaw notes and Exit Slips.	***Describe how evidence aligns with learning objective(s)*** The Cornell notes will demonstrate to me that students have increasing summarizing and analytical skills. The Exit Slips will provide an opportunity on "last thoughts" for their discussion, and it will give them the time to reflect on their own participation and what was discussed. The Discussion shows me how students engage with the text and how	***Evaluation Criteria (rubric, scoring guide)*** The Notes will be graded by completion and whether or not the student followed the proper format. The Exit Slips will be graded as part of participation, and I will take note of what each student says. The discussion will be graded by participation and expertise of the subject (whether or not the student refers to the text or their classroom notes).

		they are beginning to form their own opinions on the topic.	
Facilitation & Safety		As students filter in the classroom, I will point them towards the group of desks that they are to sit in for the second part of the Jigsaw discussion activity. Before class begins, I will model for the students how the discussions should be run. I will use a digital timer on the board so that each group can manage their own time during discussion. I will walk the room to ensure that each group stays on task. Students will also use an electronic device (e.g. their phones) to record their group's conversation. These files are to be uploaded to our eClass system, so that I may grade each student's' participation in full. All materials and desks will be arranged before the start of the class period. I will also assign one student per group to be the group leader, to ensure that conversation moves and that everyone gets a chance to speak. This will reduce the number of distractions during discussion.

ACADEMIC LANGUAGE	**Language Function**	Students will **justify** their analysis of a given character in *Fahrenheit 451* during their Jigsaw discussion activity.
	Vocabulary	The literary terms students should be familiar with during this unit are as follows ● Argument ● Thesis ● Topic ● Theme ● Character analysis The vocabulary terms for *Fahrenheit 451* remain the same as last week. In reference to the unit's discussions and readings, students will be able to define the following in their own words ● Censorship ● Self-Censorship ● Textual evidence ● Dynamic character ● Static character To understand that each student is aware of the definitions of these terms, they are to use them appropriately during discussion. If I hear a term used inappropriately, I will remind the entire class of the definition of that term in the following class period. I will write these terms on the board, so that students may remind themselves of our unit's vocabulary.
	Syntax or Discourse	Students will analyze the discourse of the novel by examining the effects of censorship on various characters. Students will demonstrate their knowledge of characterization found in the novel both on their Cornell Notes and during Jigsaw discussion.
Instructional Strat	**Introduction (5 minutes)**	Students will need as much time as possible during the class period to participate in their Jigsaw discussion groups. I will quickly demonstrate how the groups should operate, choosing a leader for each group, before I start the timer for discussion.

egies & Learning Tasks that Support Diverse Students' Needs	*Body (35 minutes)*	In their groups, each student will take a turn pitching the statement they formed with their first group in the prior lesson. Each student in these groups should have had different first groups, so every bit of information will be new to every student. The other students will listen to the pitch and then discuss the statement: Is a strong argument? Are the points valid? etc. Students will take notes on each character argument on their Jigsaw assignment sheets, handed out the week before. Because I will not be able to listen to every conversation as they are all happening at once, I will ask that one student from each group (the leader) uses their phone to audio-record the conversation. They will upload these recordings through their student portals so that I may listen to them when grading students' participation.
	Closure (10 minutes)	In the final 10 minutes of class, I will ask students to return to their desks to complete an Exit Slip. On this slip, they are to reflect on their level of participation in the conversations. I will also collect the Jigsaw Discussion handout and Cornell Notes from each student.
Differentiation, Modification(s), & Accommodation(s)		Dividing the class into small groups for their participation grade benefits the students with speaking and small group accommodations. Further, because the students had a chance to prepare their topic and become "experts" in the prior class period, this benefits those with extended time needs.
Materials		The teacher will need: ● Predetermined Jigsaw groups ● Exit Slip prompts The students will need: ● Copies of *Fahrenheit 451* ● Cornell/Jigsaw notes from the day before ● One phone per group for audio recording ● Note-taking materials to use during discussions

LESSON AND ASSESSMENT PLAN CONTEXT - WEEK 2, DAY 3	
Overview	By this point, the students should have informed ideas about censorship through the texts they have explored. The purpose of this lesson is to further their understanding of the topic by relating to their own lives, illuminating aspects and implications of the topic they might not have considered. The lesson will begin with a video that discusses changes in Google's search algorithm. After, students will read the article, "Why Facebook and Google are Clashing with Internet Freedom," using 3-2-1 strategy in small groups. The lesson will end with a writing workshop in which students will be asked to begin their final thesis statement in their journals. They will be prompted with a Quick Write (Kittle, 2008) to write several statements about their opinion of censorship in our society. The writing workshop will get them started on their final assignment with the support of the instructor and their peers.
Student Background, Culture, and Context	This a 9th grade Honors level English Language Arts class made up of 30 students. Each of these students has performed above average on standardized tests and in their middle-school classrooms. The students in this class are diverse in their cultures, socioeconomic backgrounds, and life experiences. However, because they live in Atlanta, they have similar experiences with city life. They are very interested in their interactions with other peers and each other, and are very concerned with others' perceptions of them. They are constantly "plugged-in" and have to be reminded not to use their cellular devices unless they are prompted to. That being said, they are very aware of the world around them and their place in it, and are eager to find their place in their new school. Previous to this unit, we read *Uglies* by Scott Westerfeld and *Animal Farm* by George Orwell. The students seemed very engaged with both texts, particularly because it gave them an opportunity to relate them to the issues they see in their own communities and social circles. Therefore, during this unit, we will be incorporating many opportunities to discuss the issues in *Fahrenheit 451* and their implications in our society today. We have noticed that the majority of our students are having issues with developing their thoughts into writing. This is not unusual, according to the most recent data of the National Assessment of Educational Progress, only 27% of both eighth and twelfth graders were at or above proficiency levels in writing (NAEP, 2017). We intend on addressing this need for improvement with several exercises and assignments designed to support students through the writing process. While students have had time to ponder the effects of censorship in the contexts of the books they've read, they should be able to apply these ideas to different aspects of censorships in their lives. Because of the many writing assignments they've completed up to this point, they should feel more comfortable writing about the topic and should have

	resources to reference in their writing.
Rationale	While the students have had plenty of time in class to ponder the implications of censorship through the texts they have read, this lesson will get them thinking about censorship through the technology they access every day. The lesson will hopefully illuminate other aspects of censorship they might not have considered, and prove its relevance in their daily lives. Reading the article with the 3-2-1 strategy will guide students in purposeful reading, encourage them to ask questions, and help them assess their own understanding of the article. With the writing workshop at the end of the lesson, students will be able to get a head start on their final assessment with the support of the teacher and their peers. They will be responding to a prompt about internet censorship and writing their own opinion on it. Up to this point, they have analyzed the opinions of others, and investigated the topic through various texts and discussions, but this exercise should force them to construct educated opinions of their own. This will also better prepare them for a successful completion of their final assessment and improve their writing skills, as well as increase their comfort with writing their own thoughts and putting them into words.

DAY 8: LESSON AND ASSESSMENT PLAN			
Learning Objectives			
Purpose of the Lesson: Central Focus	**Essential Questions:** ● Who has the right to control knowledge? ● Are individuals obligated to self-censor for the sake of others? ● How does censorship relate to our lives, in 2017?		
Learning Objective(s)	Students will: ● identify the role of censorship in *Fahrenheit 451* ● 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		
GSE - Georgia Standards of Excellence	**ELAGSE9-10RI2:** 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. **ELAGSE9-10RI8:** 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. **ELAGSE9-10W1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
	Formal and Informal Assessment		
Describe both the formal AND informal assessments. Both assessments must provide evidence of student achievement for (each of) the lesson's learning objective(s).	***Evidence of Student Learning*** 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, explaining their notes and	***Describe how evidence aligns with learning objective(s)*** 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	***Evaluation Criteria*** 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 at least one reason for or against it.

	drawings.
Facilitation & Safety	The classroom desks will be pre-arranged 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 *Fahrenheit 451* 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.

(The upper portion of the facilitation cell continues: "assessment, since their thesis statement will be developed from their opinion statement.")

ACADEMIC LANGUAGE	**Language Function**	Students will analyze 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, which will allow room for further analysis.
	Vocabulary	● Censorship ● Self-censorship 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.
	Syntax or Discourse	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.
Instructional Strategies &	**Introduction (5 minutes)**	I will begin class by playing a short clip from a YouTube video (stop at 3:09) (https://www.youtube.com/watch?v=07unP-i--xQ) 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

Learning Tasks that Support Diverse Students' Needs		their reactions to the video to gauge student interest.
	Body (Number of minutes)	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: • What are three things you learned? • What are two things you found interesting? • What is one question you still have? 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.
	Closure (15 minutes)	Students will respond to the following prompt as a Quick Write: *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?* 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. This activity will lead to the student's thesis workshop the following day.
Differentiation, Modification(s), & Accommodation(s)		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 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.
Materials		Teacher will need: • Laptop • Internet access for YouTube • Projector

	- Whiteboard - Whiteboard markers and erasers - Chart/poster paper for each group - Colored pencils or markers - Copies of the article Students will need: - Pens or pencils - Teacher Correspondence Notebook

LESSON AND ASSESSMENT PLAN CONTEXT - WEEK 2, DAY 4	
Overview	The purpose of this lesson is to prepare students for their final thesis assignment and build their knowledge of how a thesis statement fits in the context of argumentative writing. Up to this point, the students have had opportunities to create several of their opinions through writing, but might not know the formal terms for what they are doing. This lesson will address that gap, and ensure that students are prepared for their final writing assignment and argumentative writing assignments in the future. First, I will model the thesis statement writing process to the class. Then, students will use their writings from the day before to construct a thesis statement from the point of view of one of the characters in the books we read in class. The lesson will end with student volunteers sharing their thesis statement to the class for suggestions. Because these draft statements will not be graded, students will be able to practice and get feedback without the pressure that accompanies a graded assignment.
Student Background, Culture, and Context	This a 9th grade Honors level English Language Arts class made up of 30 students. Each of these students has performed above average on standardized tests and in their middle-school classrooms. The students in this class are diverse in their cultures, socioeconomic backgrounds, and life experiences. However, because they live in Atlanta, they have similar experiences with city life. They are very interested in their interactions with other peers and each other, and are very concerned with others' perceptions of them. They are constantly "plugged-in" and have to be reminded not to use their cellular devices unless they are prompted to. That being said, they are very aware of the world around them and their place in it, and are eager to find their place in their new school. Previous to this unit, we read *Uglies* by Scott Westerfeld and *Animal Farm* by George Orwell. The students seemed very engaged with both texts, particularly because it gave them an opportunity to relate them to the issues they see in their own communities and social circles. Therefore, during this unit, we will be incorporating many opportunities to discuss the issues in *Fahrenheit 451* and their implications in our society today. We have noticed that the majority of our students are having issues with developing their thoughts into writing. This is not unusual, according to the most recent data of the National Assessment of Educational Progress, only 27% of both eighth and twelfth graders were at or above proficiency levels in writing (NAEP, 2017). We intend on addressing this need for improvement with several exercises and assignments designed to support students through the writing process. At this point in the unit, students should have a thorough understanding of the topic and most likely have their own opinions on it. They should also feel more comfortable putting their thoughts on the topic into words, and should have extensive knowledge on censorship and its presence in their lives.
Rationale	This lesson will give the students explicit instruction of the purpose and function of a thesis statement. With the modeling at the beginning of the class, the students should have a good idea of how the teacher would construct a statement and hopefully be able to apply that instruction to their own work. By

	assigning them to create a statement from one of the characters, it will give them practice in the mechanics of constructing a statement without having to present their own opinions. This way, they can focus on the writing process only. As they share their statements with their groups, they should be able to learn from each other and obtain feedback. Likewise, as students volunteer to read their statements in front of the class, the instructor can mediate feedback from the class and provide additional comments as needed. By this time, the students should not only be able to construct their own opinions on the topic but should understand how to put their thoughts into the appropriate constructs for their thesis statement assignment.

DAY 9: LESSON AND ASSESSMENT PLAN			
Learning Objectives			
Purpose of the Lesson: Central Focus	**Essential Questions:** ● Who has the right to control knowledge? ● Are individuals obligated to self-censor for the sake of others? ● How does one write a thesis statement?		
Learning Objective(s)	Students will: ● identify the role of censorship in *Fahrenheit 451* ● 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 ● construct a thesis statement		
GSE - Georgia Standards of Excellence	**ELAGSE9-10RI2:** 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. **ELAGSE9-10RI8:** 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. **ELAGSE9-10W1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
	Formal and Informal Assessment		
Describe both the formal AND informal assessments. Both assessments must provide evidence of student achievement for (each of) the lesson's learning objective(s).	***Evidence of Student Learning*** The formal assessment of the thesis statement workshop will be the students' attempts at writing thesis statements. The informal assessment will be the student's' critique of their peers' statements in conversation.	***Describe how evidence aligns with learning objective(s)*** Both activities are formative and each aims to help students further improve their thesis writing skills. because students are to concentrate on both the characters in the Bradbury text and their own opinions of censorship, the students will reflect on our discussion from the last two weeks.	***Evaluation Criteria*** Students are to follow the formula for writing thesis statements that I demonstrate during modeling. Student are also expected to participate in discussion when sharing their statements with peers.

Facilitation & Safety		Students will be working in small groups and pairs with their neighbors, so I will keep the desks in their normal positions. I will prepare all class materials beforehand, so that transitions in the classroom are seamless. Students are free to work with their peers during this assignment, to ensure their total understanding of both the directions and the content. I will make myself available to students who need further assistance. If students are being disruptive during class, I will remind them of their Classroom Charter. This device will also come in handy when reminding students to offer one positive and one negative when critiquing their peers' work.

ACADEMIC LANGUAGE	*Language Function*	The language function of this lesson is to **analyze**. Students will examine the effects of censorship on characters in the novel, using textual evidence to support their analysis and construct a thesis statement.
	Vocabulary	The literary terms students should be familiar with during this unit are as follows ● Argument ● Thesis ● Topic ● Theme In reference to the unit's discussions and readings, students will be able to define the following in their own words ● Censorship ● Self-Censorship ● Textual evidence As students prepare to construct their own thesis statements, it is vital that they understand the above terms in their entirety. I will model how to write a thesis statement that's based off of one's opinion, so that students may follow my lead. The different threads we've followed throughout the text, censorship and self-censorship, are the two themes students can choose to write on when they construct their statements. Through the various journal entries and discussions throughout the unit I will ensure students' understanding of these terms.
	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 thesis statement workshop. They will also understand the language and writing devices that can be used when constructing such a statement.
Instructional Strategies & Learning Tasks that	*Introduction (15 minutes)*	On our penultimate day of our Censorship unit, students will learn the purpose of a thesis statement and how they can develop their own when writing an argumentative essay. To introduce the concept to class, I will model a thesis statement about an unrelated topic on the board. Using Nearpod, students will attempt to write their own thesis statement to share with the class. We will walk through some of the statements together and discuss what they're doing well and where they can improve.
	Body (25 minutes)	To conclude our introduction to thesis statements, I will construct a new thesis statement, as if I were the character Montag, forming his opinion as my own on censorship. I will explain to the students how they can transform their own opinion

Support Diverse Students' Needs		statements from the day before into thesis statements by using direct language and leaving room in the statement for the students to follow up with supporting statements. We will return to the students' Quick Write the following day, when combining their thoughts on censorship with the mechanics of writing a thesis statement. After demonstrating to the students how I arrived at my statement, as Montag, I will give them the time to do the same on their own. Students will have eight minutes to work individually, to brainstorm statements from different points of view found in the Bradbury/Seuss/Satrapi texts before workshopping. By focusing on the characters' opinions on censorship, students can focus solely on the language of the thesis statement. They are to write two different statements before the timer buzzes. After the eight minutes passes, students will work in groups of three to share their statements and provide commentary on their peers' statements. In their groups, they are to help each other pick the best version of their statements; they will have 10 minutes to do so. With the time remaining in this activity, I will switch up the groups. In their new groups, students are to read only their "best" thesis statement and give feedback to one another.
	Closure (10 minutes)	At the end of the class period, a few volunteer students will share their thesis statements with the class. As we did at the beginning of the period, we will discuss where each student can further tweak their statement. Students are to record their thoughts into their journal. This kind of exposure to the concept will provide the students with positive reinforcement on what they're doing well and how they can construct a solid thesis statement in the future.
Differentiation, Modification(s), & Accommodation(s)		Though students are expected to work individually first, this assignment is not for a grade. This creates a low-stakes environment where students with IEPs can explore with the construction of building their thesis statements before they are to write a thesis statement for a grade.
Materials		The teacher will need: ● Thesis examples ● Prepared Nearpod activity ● Access to a whiteboard Students will need: ● Note-taking materials ● Cell phone, tablet, computer (or partner who has one)

LESSON AND ASSESSMENT PLAN CONTEXT - WEEK 2, DAY 5	
Overview	This lesson begins with a short grammar lesson, which will address some of the common mistakes the instructor has noticed in students' writing from the day before. The students will take notes on this lesson, which they will use for their writing assignment later. Then, to prepare for their final thesis assignment, students will break off into pairs. In these pairs, they will look over their past notes on discussions, journal entries, and activities to gather the material they will need for their thesis statement. After this, they will work individually to write their final thesis statement on their opinions of censorship. They will write two statements, circle the one they think is the "best," and hand in their statements to the instructor. To conclude the unit, students will start on their 6th and final journal entry. This entry will ask them to create a personal response to the unit.
Student Background, Culture, and Context	This a 9th grade Honors level English Language Arts class made up of 30 students. Each of these students has performed above average on standardized tests and in their middle-school classrooms. The students in this class are diverse in their cultures, socioeconomic backgrounds, and life experiences. However, because they live in Atlanta, they have similar experiences with city life. They are very interested in their interactions with other peers and each other, and are very concerned with others' perceptions of them. They are constantly "plugged-in" and have to be reminded not to use their cellular devices unless they are prompted to. That being said, they are very aware of the world around them and their place in it, and are eager to find their place in their new school. Previous to this unit, we read *Uglies* by Scott Westerfeld and *Animal Farm* by George Orwell. The students seemed very engaged with both texts, particularly because it gave them an opportunity to relate them to the issues they see in their own communities and social circles. Therefore, during this unit, we will be incorporating many opportunities to discuss the issues in *Fahrenheit 451* and their implications in our society today. We have noticed that the majority of our students are having issues with developing their thoughts into writing. This is not unusual, according to the most recent data of the National Assessment of Educational Progress, only 27% of both eighth and twelfth graders were at or above proficiency levels in writing (NAEP, 2017). We intend on addressing this need for improvement with several exercises and assignments designed to support students through the writing process. Students should have extensive prior knowledge on the topic at this point, in both the context of censorship and how to construct their writing on the topic.
Rationale	The mini grammar lesson at the beginning of the unit will serve to clear up any last minute writing mistakes the students might be encountering. Doing it at the beginning of the class should increase their confidence and further prepare them for the final thesis assignment. To continue the support for their final thesis assignment, they will work in pairs to brainstorm and gather material. This will also serve to ensure they have plenty of support for their writing, and allow them to share thoughts with each other. Finally, writing two statements

	will ensure that students have plenty of practice writing their thesis statements, and having to choose the "best" one will allow them to think critically about the components of a proper thesis statement. Because the thesis statement is such a vital component of argumentative writing and speaking, it is important that students have a good understanding of its construction and purpose. By writing these statements, as well as instructing students on it, students should feel more comfortable with the thesis statement and be better prepared for their argumentative writing in the future. Finally, the final journal entry should give students the opportunity to write about any "loose-ends" or ideas they still feel the need to share about the topic. It should also allow them to reflect on the unit as a whole and create meaning from it.

DAY 10: LESSON AND ASSESSMENT PLAN			
Learning Objectives			
Purpose of the Lesson: Central Focus	**Essential Questions:** ● Who has the right to control knowledge? ● Are individuals obligated to self-censor for the sake of others? ● What purpose does a thesis statement serve?		
Learning Objective(s)	Students will: ● identify the role of censorship in *Fahrenheit 451* ● 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 ● construct a thesis statement		
GSE - Georgia Standards of Excellence	**ELAGSE9-10RI2:** 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. **ELAGSE9-10RI8:** 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. **ELAGSE9-10W1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
	Formal and Informal Assessment		
Describe both the formal AND informal assessments. Both assessments must provide evidence of student achievement for (each of) the lesson's learning objective(s).	***Evidence of Student Learning*** The final assessment for this lesson is the students' thesis statements. Their sixth journal entries will pose as the informal assessment of the lesson.	***Describe how evidence aligns with learning objective(s)*** The thesis statement assignment will be the summative assessment of the unit. This task requires that students consider our readings and discussions from the week, interact with this material by forming their own opinion, and construct a solid statement, as seen in class. The journal entries require that students continue their reflection on censorship.	***Evaluation Criteria*** The thesis statement will be graded by grammar, consistency, and content. The journal entry will be graded for completion and content, as this assignment will lead to the students writing argumentative papers in the near future.

Facilitation & Safety		Because I modeled how to write a good thesis statement, and the students had the opportunity to create their own statements from the viewpoint of a character, the prior day, I feel like they are prepared to write their own thesis statement, outlining the opinions the students voiced in the Quick Write from two days prior. Students will work individually and with a partner to ensure their understanding of the task. Desks will be placed in their typical rows, and I will prepare all materials before class begins, to make transitions as smooth as possible. I will employ the use of a digital timer so that students may manage their own time during this lesson. Because students are to work independently for the majority of the class period, I will remind students that there is no talking or cell phone use, so that everyone may have the opportunity to concentrate on the task at hand.

ACADEMIC LANGUAGE	***Language Function***	Students will justify their thoughts on censorship by writing a complete and concise thesis statement.
	Vocabulary	The literary terms students should be familiar with during this unit are as follows ● Argument ● Thesis ● Topic ● Theme In reference to the unit's discussions and readings, students will be able to define the following in their own words ● Censorship ● Self-Censorship ● Textual evidence As students construct their own thesis statements, it is vital that they understand the above terms in their entirety. I will ask the class if anyone needs further clarification on any of the above terms before starting class.
	Syntax or Discourse	Students will analyze the discourse of the novel by examining the effects of censorship on various characters. They will also participate in this conversation by voicing their own opinion on the topic. Students will also analyze the syntax of the lesson by providing textual evidence as they complete their thesis statement. They will also understand the language and writing devices that can be used when constructing such a statement.
Instructional Strategies & Learning Tasks that Support	***Introduction (15 minutes)***	To continue preparing our students to construct their own thesis statement for a grade, I will introduce class with a mini grammar lesson. Students can take notes in their journal as I provide examples of common grammar mistakes that I noticed from the day before. I anticipate that these mistakes will include improper comma usage, passive voice, lack of parallelism, and difficulties with subject/verb agreement.
	Body (25 minutes)	Before writing their own thesis statements for a grade, students will either work in pairs or small groups of three to brainstorm censorship topics based off their opinion statement Quick Writes from two days before. Instead of writing a thesis statement from the point of view of a character, they will be constructing a statement based on their own thoughts on censorship. They can re-read passages from the texts we explored during our unit, they can re-watch the videos on

Diverse Students' Needs		censorship, and they can look through their journals/opinion statements together. Though I don't want them constructing thesis statements in these pairs, I do want to give students the opportunity to brainstorm their opinion on the topic. This way, writing the thesis statement will only be a matter of putting their thoughts into one, concise statement. After 15 minutes have passed, students are to return to their desks to write their individual statement. They will have 10 minutes to do so. I will ask students to write two grammatically correct statements for me. When they hand in their papers, I want them to circle the sentence that they think is their better statement. This will help me understand if the student has a firm grasp on what makes a good thesis statement, though I'll give them a grade on whichever statement I think is best.
	Closure (10 minutes)	To conclude our unit on censorship, students are to write a personal response to the unit, their sixth and final journal entry. Keeping their thesis statements in mind, students can pen a narrative, write a letter to Google, write a list of the ways they've felt censored in their life, or comment on a theme that we did not have time to explore during the two weeks. These journals will be due the following Tuesday, and before then, I will tell students to go back through their entries and correct the grammar issues we worked through together. In the future, we will combine students' thesis statements with these journal entries to demonstrate how they can start constructing an argumentative paper.
Differentiation, Modification(s), & Accommodation(s)		Brainstorming with a partner before students are expected to write their own thesis statement will benefit students with IEP's and extended time needs. If a student needs to be isolated or in a room with fewer students, that can be arranged. Giving the students the chance to correct grammar in their journals will offer all students a form of reinforcement for the concepts we covered in class. Additionally, giving students extra time to complete their journal entries will help the students who missed class during the last two weeks.
Materials		The teacher will need: • List of common grammar mistakes from the day before and prepared examples • Access to the whiteboard • Journal Entry prompt • Class sets of reading materials from the week Students will need: • Journals • Copies of *Fahrenheit 451* • Quick Writes and thesis notes from the days before

References

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MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Fahrenheit 451 Video & Kahoot quiz - Introduction to *Fahrenheit 451* and Banned Books Week - Define censorship Begin "The Hearth and the Salamander" (Part 1); class discussion Journal Entry #1: Personal definition of censorship	*Fahrenheit 451* Journal Entry #2: KWL Conclude "The Hearth and the Salamander" (Part 1); Fishbowl Discussion Begin Jigsaw preparation and Cornell notes, introduce thesis assignment	**"The Sneetches" and *Persepolis*** Menti poll on censorship in supplementary texts Small group analysis and annotations of "The Sneetches" or *Persepolis*; Hot Seat discussion Time to work on Jigsaw/Cornell	*Fahrenheit 451* Journal Entry #3: Text comparison entry "The Sieve and the Sand" (Part 2); class discussion with individual notecards Time to work on Jigsaw/Cornell Exit Slip: Discussion summary	*Fahrenheit 451* "Burning Bright" (Part 3); Think-Pair-Share discussion and introduction to self-censorship Journal Entry #4: Censorship and Montag's character Time to work on Jigsaw/Cornell
Fahrenheit 451 Character analysis of *Fahrenheit 451* introduction activity Group 1 Jigsaw discussion: "expert groups" Journal Entry #5: finish Cornell Notes and compose group statements	*Fahrenheit 451* Model Jigsaw groups Group 2 Jigsaw discussion: "Jigsaw groups" Cornell Notes and Jigsaw notes/handout due Exit Slip on participation in Expert/Jigsaw groups	**"Why Facebook and Google are Clashing with Internet Freedom"** Read "Why Facebook and Google are Clashing with Internet Freedom" using 3-2-1 strategy in small groups Quick Write: Students form opinions on Internet censorship	***Fahrenheit 451* and Intro to Thesis Statement** Introduce thesis statement Thesis workshop (derived from characters in *Fahrenheit 451*) Class discussion on thesis statements: how students can improve statements	**All texts and Thesis Statement (cont.)** Mini grammar lesson for thesis statements Final discussion: students discuss opinions on censorship Finalize thesis individually Journal Entry #6: Thesis and reflection prompt