



ELMIRA COLLEGE  
TEACHER EDUCATION DEPARTMENT

Lesson Plan Format

Learning Segment Only: Lesson #1

Student Teacher Abigail Noldy

Subject/Content Area(s) ELA Grade Level(s) 10

Essential Question, Topic, or Theme for This Lesson: How does censorship play a role in your life?

STAGE 1 - DESIRED RESULTS

Common Core State Standards

Speaking and Listening: Collaboration and Comprehension: 9-10:

1. Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners...building on others' ideas and expressing their own clearly and persuasively.
  - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Academic Language:

- Process Vocabulary:  
Define, analyze, identify, recognize, examine
- Content Vocabulary:  
Censorship, Ray Bradbury, science fiction, dystopia, propaganda, social control, freedom, conformity

Learning Objectives/Outcomes:

1. Students will be able to define censorship.
2. Students will be able to analyze to what extent censorship exists in America today.
3. Students will be able to identify science fiction and distinguish it from other literary genres.
4. Students will be able to recognize factors that create a dystopian society.
5. Students will be able to examine propaganda and interpret its purpose.

STAGE 2 - ASSESSMENT: MEASURING LEARNER OUTCOMES

MIN.

Formative (Informal) Assessments:

1. Parking Lot Activity
2. Class Participation
3. Propaganda Activity

Summative (Formal) Assessments: N/A

<p><b>Evaluation Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The parking lot activity will illustrate what previous knowledge students have about censorship and demonstrate student engagement.</li> <li>2. Participation in the lecture as well as the subsequent activities will display student engagement and understanding of the content.</li> <li>3. Students will be evaluated for the creativity and effort put into their propaganda activity products. Students will be provided with a rubric.</li> </ol>	<p><b>Evaluation Criteria:</b> N/A</p>		
<p><b>STAGE 3 - LEARNING PLAN AND LEARNING TASKS</b></p>		<p><b>INSTRUCTIONAL STRATEGIES:</b></p>	<p><b>MIN.</b></p>
<p><b>Introduction/Focus Activity:</b></p> <ul style="list-style-type: none"> <li>• <b>Entrance Task:</b> Display “CENSORSHIP” on Slide 1 of PowerPoint. What do you think of when you see this word? A definition, an idea, a movie, a piece of literature? <ul style="list-style-type: none"> <li>• Parking lot activity: Students will write their answers on sticky notes and place them around the board or other designated area for the class to review all together. This will transition the class to thinking about a censored community and what censored material is.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Making Connections –</b> Students will consider their ideas of censorship and how it manifests in America today.</li> </ul>	<p>10 minutes</p>	
<p><b>Delivery of Content:</b></p> <ul style="list-style-type: none"> <li>• <b>Introduction to <i>Fahrenheit 451</i>:</b> This brief PowerPoint will introduce the text to the students as well as pose questions to get them thinking about the topics and themes discussed in the novel. It is also an introduction to the author and his purpose and intention of writing <i>Fahrenheit 451</i>.</li> <li>• <b>Censorship Activity:</b> In small groups, brainstorm ideas about censorship. How are you censored? Where and what form of censorship have you had experience with? Are you happy about it? Should there be more, less, or is it suitable?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Meet the Author –</b> This PowerPoint and the generated class discussion will engage students and introduce the text and the author.</li> <li>• <b>Processing Activity –</b> Students will process the new information and decide how it fits into what they already knew about the novel and censorship.</li> </ul>	<p>20 minutes</p>	
<p><b>Guided Practice:</b></p> <ul style="list-style-type: none"> <li>• <b>Propaganda Activity:</b> Using the brainstormed ideas from the group activity, create a poster, sign, or slogan about censorship in your life. It can be as specific or general as you wish. Students may work in small groups, bouncing some stylistic ideas off each other. When the designs are completed, the class can look at all the different ideas about censorship and how each student views it.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Kinesthetic and Spatial/ Visual Learning –</b> Students will be able to use colored pencils, crayons, and markers to create unique posters about their ideas of censorship.</li> </ul>	<p>25 minutes</p>	

<p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>• <b>Ticket Out the Door Activity:</b> Students will be given an index card and have to respond to the prompt: What is censorship to you? They will also be able to write any questions they still have about the day's lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reflecting on Censorship</b> – Students will be able to digest the new information from class and reflect on how censorship plays a role in their life.</li> </ul>	<p>5 minutes</p>
<p><b>Materials/Resources/Technology:</b></p> <ul style="list-style-type: none"> <li>• Sticky notes, blank paper, computer, digital projector, whiteboard/chalkboard, Internet, colored pencils, crayons, markers, index cards</li> </ul>		

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