



**ELMIRA COLLEGE**  
**TEACHER EDUCATION DEPARTMENT**

**Lesson Plan Format**

**Learning Segment Only: Lesson #3**

Student Teacher \_\_\_\_\_ Abigail Noldy \_\_\_\_\_

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

Essential Question, Topic, or Theme for This Lesson: Why is symbolism important to *Fahrenheit 451*?

**STAGE 1 - DESIRED RESULTS**

**New York State Standards and / or Common Core Standards:** (Include standard number, performance indicator, and text)

CCSS.ELA-Literacy.RL.9-10.1

- Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.SL.9-10.1

- Initiate and participate effectively in a range of collaborative discussions (one-in-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.9-10.1.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.

**Academic Language:** (What terms will you and your students use?)

- Process Vocabulary:  
Define, analyze
- Content Vocabulary:  
Symbolism, hearth, salamander, sieve, sand, phoenix, fire

**Learning Objectives/Outcomes:**

1. Students will be able to define symbolism.
2. Students will be able to analyze symbolism, specifically that found in *Fahrenheit 451*.

**STAGE 2 - ASSESSMENT: MEASURING LEARNER OUTCOMES**

		<b>MIN.</b>
<b>Formative (Informal) Assessments:</b>  1. Class Participation 2. Roundtable Discussion	<b>Summative (Formal) Assessments:</b> N/A	
<b>Evaluation Criteria:</b>	<b>Evaluation Criteria:</b> N/A	

<ol style="list-style-type: none"> <li>1. Participation in the lecture as well as the subsequent activities will display student engagement and understanding of the content. I will pay attention for awareness, hand raising, and contribution in the several turn-and-talks.</li> <li>2. At the end of the class period, I will collect the roundtable discussion worksheets and simply check to make sure 1) students have put effort into filling it out, and 2) have accurate information on it. There will be time throughout the period to edit and add any information, so it should be complete and accurate.</li> </ol>			
STAGE 3 - LEARNING PLAN AND LEARNING TASKS		INSTRUCTIONAL STRATEGIES:	MIN.
<p><b>Introduction/Focus Activity:</b></p> <ul style="list-style-type: none"> <li>• <b>Conversation Roundtable:</b> Students will be given 5 minutes to fill out the different areas on their worksheets individually. After some time on their own, students will work with a partner/small group to discuss what they wrote in their organizer. Students will be able to make changes and additions at this time as well. Then as a whole group, we will discuss what students wrote in their organizers.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Making Connections:</b> Students will consider their ideas of symbolism (in general and in the novel) and compare it to the ideas of their peers.</li> </ul>	15 minutes	
<p><b>Delivery of Content:</b></p> <ul style="list-style-type: none"> <li>• <b>Symbolism PowerPoint:</b> This PowerPoint discusses the major symbols in <i>Fahrenheit 451</i>. Within the PowerPoint, several times, students are asked to turn-and-talk with their neighbors to discuss how they interpret the meaning of specific symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Defining Symbolism:</b> This presentation will provide a basic definition of symbolism as well as several major examples from the text.</li> </ul>	20 minutes	
<p><b>Guided Practice:</b></p> <ul style="list-style-type: none"> <li>• <b>Socratic Seminar:</b> Students will use this opportunity to have a fishbowl-esque discussion with several questions about the text, specifically regarding symbolism. Students will also be able to ask their own questions and discuss their personal interpretations of the novel.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Time:</b> Students will be able to express their opinions as well as hear the views of their peers.</li> </ul>	20 minutes	
<p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>• <b>Ticket Out the Door Activity:</b> Students will write down the symbolism that has surprised them the most throughout the class period. Students will have a few moments to reflect on all of the symbols presented throughout the day and have an opportunity to identify which symbol they each found the most intriguing. The message of today's lesson is the importance of symbolism and that it can have a major impact on the text.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reflecting on Symbolism:</b> Students will be able to reflect on the conversation about symbolism from class today and identify which features are most important or have the</li> </ul>	5 minutes	

	most impact on the story.	
<b>Materials/Resources/Technology:</b>		
<ul style="list-style-type: none"> <li>Printed worksheet, computer, digital projector, Internet, whiteboard/chalkboard, sticky notes</li> </ul>		
<b>MODIFICATIONS/ SUPPORTS</b>		
<u><b>UDL: Target Students</b></u>  <u>Instruction:</u> Students will be provided with note packets of the PowerPoint. <u>Materials:</u> Printed PowerPoint notes <u>Assessments:</u> N/A	<u><b>Accommodation/Designated Support: Student 2 (or students with similar needs)</b></u>  Student with a mild Autism Spectrum Disorder  <u>Instruction:</u> There will be a schedule posted on the whiteboard/chalkboard. There will also be a daily schedule printed out for this student. <u>Materials:</u> Printed schedule, whiteboard/chalkboard <u>Assessments:</u> N/A	<u><b>Modification: Student 3 (or students with similar needs)</b></u>  Student with an Emotional Disorder/ Behavioral Disorder  <u>Instruction:</u> There will be effort to keep student settled in the classroom and just staying used to the classroom environment. For example, the learning objectives will be altered to encompass more outcomes that involve the student staying in class the entire period and learning coping skills to work with partners and groups. <u>Materials:</u> Possibly printing out another schedule for this student to benefit from as well (also the schedule on the board); possibly lower level texts because the learning targets are different from the majority of the class <u>Assessments:</u> The assessment will assess the same information, however the reading level of the examination as well as supplemental readings will be lower than the 10 <sup>th</sup> grade level.

References

Big Rapids Daily News. (2016, January 1). *Fire*. Retrieved November 2, 2016, from Big Rapids Daily News:

[bigrapidsdailynews.com/assets/images/breaking\\_news/FIRE.jpg](http://bigrapidsdailynews.com/assets/images/breaking_news/FIRE.jpg).

Couch, K. (2016, January 1). *Fahrenheit 451*. Retrieved November 2, 2016, from Weebly: fahrenheit451

[7.weebly.com/uploads/7/1/7/5/7175311/9675061.png?168](http://7.weebly.com/uploads/7/1/7/5/7175311/9675061.png?168).

Emaze.com. (2016, January 1). *451 Fire Department*. Retrieved November 2, 2016, from Emaze.com:

[userscontent2.emaze.com/images/2068ceee-a6d7437f-ad65-9a54fa9a1638/e1d1fb0c-b84a-48df-baa052f52ae46500jpeg](http://userscontent2.emaze.com/images/2068ceee-a6d7437f-ad65-9a54fa9a1638/e1d1fb0c-b84a-48df-baa052f52ae46500jpeg).

Emaze.com. (2016, January 1). *Fahrenheit 451*. Retrieved November 2, 2016, from Emaze.com:

[userscontent2.emaze.com/images/2068ceee-a6d7437f-ad65-9a54fa9a1638/b5a38492-73c8-42d7-adaaeb0f88d85f72.jpg](http://userscontent2.emaze.com/images/2068ceee-a6d7437f-ad65-9a54fa9a1638/b5a38492-73c8-42d7-adaaeb0f88d85f72.jpg).

Fisher, D., Brozo, W. G., Frey, N., & Ivey, G. (2015). *50 Instructional Routines to Develop Content Literacy*. New York: Pearson.

Lorcher, T. (2012, January 17). *Symbols and Themes in Fahrenheit 451*. Retrieved November 2, 2016, from Bright Hub Education: [www.brighthubeducation.com/homework-help-literature/37945-symbolism-in-fahrenheit-451/](http://www.brighthubeducation.com/homework-help-literature/37945-symbolism-in-fahrenheit-451/).

Merriam-Webster. (2008, January 1). *Symbolism*. Retrieved November 2, 2016, from Merriam-Webster: [www.merriam-webster.com/dictionary/symbolism](http://www.merriam-webster.com/dictionary/symbolism).

Quick Meme. (2016, January 1). *Symbolism*. Retrieved November 2, 2016, from Quick Meme: [s2.quickmeme.com/img/3a/3a4be1878c28495377f964db1b77c6a8bf1b93151673869ba4feb8964026483.jpg](https://s2.quickmeme.com/img/3a/3a4be1878c28495377f964db1b77c6a8bf1b93151673869ba4feb8964026483.jpg).