



ELMIRA COLLEGE
TEACHER EDUCATION DEPARTMENT

Lesson Plan Format

Learning Segment Only: Lesson #4

Student Teacher _____ Abigail Noldy _____

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

Essential Question, Topic, or Theme for This Lesson: How do illustrations of *Fahrenheit 451* differ between the text and other representations in popular culture?

STAGE 1 - DESIRED RESULTS
<p>New York State Standards and / or Common Core Standards:</p> <p>CCSS.ELA-Literacy.SL.9-10.1A:</p> <ul style="list-style-type: none"> • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts...to stimulate a thoughtful, well-reasoned exchange of ideas. <p>CCSS.ELA-Literacy.RL.9-10.1:</p> <ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<p>Academic Language:</p> <ul style="list-style-type: none"> • Process Vocabulary: Identify, compare, create • Content Vocabulary: <i>Fahrenheit 451</i>, film, character, representation
<p>Learning Objectives/Outcomes:</p> <ol style="list-style-type: none"> 1. Students will be able to identify major differences in adaptations of <i>Fahrenheit 451</i>. 2. Students will be able to compare different adaptations of <i>Fahrenheit 451</i>. 3. Students will be able to create their own ideas and adaptations based on the novel.

STAGE 2 - ASSESSMENT: MEASURING LEARNER OUTCOMES		MIN.
<p>Formative (Informal) Assessments:</p> <ol style="list-style-type: none"> 1. Class Participation 2. Play-Doh/Modeling Clay Recreation Activity 	<p>Summative (Formal) Assessments: N/A</p>	
<p>Evaluation Criteria:</p> <ol style="list-style-type: none"> 1. Throughout the class period, I will pay attention to student involvement and make sure all students are volunteering their opinions and comments. I will also be paying attention to the types of responses. For 	<p>Evaluation Criteria: N/A</p>	

<p>example, if most responses are right on track, I will continue with the next segment of the lesson. However, if responses are a bit murky or students seem confused, I will review the information we have just gone over in a miniature re-teaching session before the class moves onto the creation of Play-Doh characters. I will also be looking to make sure that the class as a whole is coming up with viable quotations that demonstrate an accurate depiction of the characters from the text. I will make sure that students are coming up with quotes about what these characters look like.</p> <p>2. I will pay special attention to the details from the story and how each student chooses to represent these elements in their recreation of the character. I will make sure any quotations that were explicitly explained during the brainstorming activity are evident in the recreation. I will also look for creativity in creating these characters while also remaining accurate to the text. These recreations will not be graded. I think of them as more of a way to understand the characters and to look at how the author describes each character.</p>		
STAGE 3 - LEARNING PLAN AND LEARNING TASKS	INSTRUCTIONAL STRATEGIES:	MIN.
<p>Introduction/Focus Activity:</p> <ul style="list-style-type: none"> • Movie Time: We will be looking at the question: How do other adaptations of <i>Fahrenheit 451</i> depict the characters? I will show students a trailer to the 1966 film adaptation of <i>Fahrenheit 451</i> (2 minutes) as well as a fan made short film (6 minutes). These short clips will introduce the topic for today of looking at different representations and adaptations of the characters in the novel. Students will be able to reflect whether or not these depictions are cohesive with what the text reveals about the characters. 	<ul style="list-style-type: none"> • Fahrenheit 451 in the Media: Students will compare their personal ideas of what they believe these characters look like to how these digital adaptations present the characters. 	10 minutes
<p>Delivery of Content:</p> <ul style="list-style-type: none"> • Evidence from the text: In small groups, students will find quotes about each main character. One group will be assigned Montag, another Mildred, another Clarisse, then Captain Beatty, and the Mechanical Hound. Each group will become an expert on their character. Each group will share their quotes with the class and we will discuss it a bit. This activity is designed to be student-led with little teacher involvement or instruction. 	<ul style="list-style-type: none"> • Close reading: Students will demonstrate close reading skills while participating in this activity. They will also be able to work in a team and collaborate with other members of their group. 	25 minutes
<p>Independent Practice:</p> <ul style="list-style-type: none"> • Modeling characters: Students will now use the quotations from the text to create a model of the characters. Students will use Play-Doh or modeling clay to create their own representations of the characters in the text. They will be able to continue working in 	<ul style="list-style-type: none"> • Kinesthetic Learning Activity: This activity will break students from the monotony of sitting 	15 minutes

<p>their groups from research or find another or individually if they wish. This will allow students to get creative and remember many details about the characters they may otherwise forget quickly.</p>	<p>in class and taking notes. This activity will also allow students to do something more hands-on and work with a group to collaborate on ideas and ways to illustrate specific details.</p>	
<p>Closure:</p> <ul style="list-style-type: none"> • Sharing your work: At the end of the period, students will be able to share their work with the rest of the class. Students will be able to address the class and explain their reasoning for their interpretations. • Take Home Message: There are several different ways that a text can be interpreted. None are necessarily right or wrong. Some are more accurate when compared to the text, but it is all based on artist interpretation and what they believe is a pleasing aesthetic. 	<ul style="list-style-type: none"> • Reflecting on Interpretations: Students will be able to reflect on their own interpretations as well as their classmates' ideals of the characters based on quotations from the text. 	<p>10 minutes</p>
<p>Materials/Resources/Technology: (Where applicable)</p> <ul style="list-style-type: none"> • Whiteboard, projector, computer, Internet, Play-Doh/modeling clay, lined paper 		
<p>MODIFICATIONS/ SUPPORTS</p>		
<p>UDL: Target Students</p> <p><u>Instruction:</u> I will provide students with a few quotes about the characters when introducing the activity to help get the mini discussions started. I will just write these quotes on the board before they start brainstorming and finding other quotations.</p> <p><u>Materials:</u> Whiteboard</p> <p><u>Assessments:</u> N/A</p>	<p><u>Accommodation/Designated Support:</u> <u>Student 2 (or students with similar needs)</u></p> <p>Student with Visual Impairment</p> <p><u>Instruction:</u> I will increase the size of my handwriting on the whiteboard and make sure it is written neatly to alleviate extra difficulties trying to distinguish the letters and words.</p> <p><u>Materials:</u> Whiteboard</p> <p><u>Assessments:</u> N/A</p>	<p><u>Modification:</u> <u>Student 3 (or students with similar needs)</u></p> <p>Student with a Gifted IEP</p> <p><u>Instruction:</u> I will encourage the student to go beyond the class discussion and find more details on their own. I will require that he or she write a detailed reasoning for their choices, incorporating the quotes in their work, as if they are trying to convince me why they created their character to look the way they did. This may be done in class or outside of class if time does not allow.</p> <p><u>Materials:</u> Lined paper</p> <p><u>Assessments:</u> The student is required to write more than their classmates, honing in on their linguistic skills. They will also be using their informational writing skills to incorporate how each specific quote helps the reader to infer a visual idea of each character as well as persuasive writing skills, to convince their audience (me) that they made the best choices in creating their character.</p>

References

Bradbury, R. (1953). Fahrenheit 451. New York: Simon & Schuster.

