



**ELMIRA COLLEGE
TEACHER EDUCATION DEPARTMENT**

Lesson Plan Format

Learning Segment Only: Lesson #5

Student Teacher Abigail Noldy

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

Essential Question, Topic, or Theme for This Lesson: How is censorship a relevant topic in the world today?

STAGE 1 - DESIRED RESULTS
<p>New York State Standards and / or Common Core Standards:</p> <p>CCSS.ELA-Literacy.CCRA.R.7:</p> <ul style="list-style-type: none"> • Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <p>CCSS.ELA-Literacy.CCRA.SL.2:</p> <ul style="list-style-type: none"> • Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<p>Academic Language:</p> <ul style="list-style-type: none"> • Process Vocabulary: Describe, relate, express • Content Vocabulary: Censorship, cartoon, literature
<p>Learning Objectives/Outcomes:</p> <ol style="list-style-type: none"> 1. Students will be able to describe censorship propaganda. 2. Students will be able to relate to censorship propaganda. 3. Students will be able to express how censorship is depicted in different formats.

STAGE 2 - ASSESSMENT: MEASURING LEARNER OUTCOMES		MIN.
<p>Formative (Informal) Assessments:</p> <ol style="list-style-type: none"> 1. Class Participation 2. Gallery Walk Worksheet 3. Exit Ticket 	<p>Summative (Formal) Assessments: N/A</p>	
<p>Evaluation Criteria:</p> <ol style="list-style-type: none"> 1. I will pay attention to the questions that students tend to raise their hands for most and gauge whether or not I need to reteach or review any material we have already covered. If a majority of the students are raising their 	<p>Evaluation Criteria: N/A</p>	

<p>hands and answering questions with appropriate answers, I will continue. If many students have more questions or are confused, I will reteach the material. If only a few students seem to need the material reviewed, I will speak with them individually or as a small group during the gallery walk.</p> <p>2. At the end of the period, students will hand in their gallery walk worksheets. I will review each student's worksheet and pay attention to the types of responses they each have. I suspect students will have responses dealing with censorship and relating to <i>Fahrenheit 451</i>. Based on these responses, I will decide if there are any points I will hit on to start the next class period just to restate them and make sure they are in the mind of the students. This functions as a tool to gauge if students are grasping all of the information from the gallery walk today.</p> <p>3. With the exit tickets, I will pay attention to what pieces were most interesting and attractive to students. I will make sure that there are no glaring misconceptions in these responses. I will also use these responses to determine what type of information students are really attracted to when I do gallery walks for other units throughout the year.</p>			
STAGE 3 - LEARNING PLAN AND LEARNING TASKS		INSTRUCTIONAL STRATEGIES:	MIN.
<p>Introduction/Focus Activity:</p> <ul style="list-style-type: none"> • Hook Activity: Students will walk into the classroom and see the desks rearranged around the edge/in the back of the classroom. This will heighten their curiosity about what is coming up in class today. Students will also take a playing card from me as they enter the classroom. This will also heighten their curiosity. The playing card is a tool to choose which students will go to which stations first. I will have either a playing card next to the image on the wall or a "K" or "7" to indicate to students which station they are to begin at. • Introducing the Gallery: At this point, I will introduce the activity for the day and make sure students understand the directions. I will answer all questions and explain the matching system with the playing cards designating stations. 	<ul style="list-style-type: none"> • Welcome to the Museum: With this setup, students have the ability to move about the classroom taking notes as well as answering and generating questions based on the images displayed around the classroom. • Meeting Guidelines: By introducing the activity beforehand and making clear what is required of students, the activity will, in theory, run much smoother and hopefully without any glitches. 	<p>10 minutes</p>	

<p>Delivery of Content:</p> <ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<p>N/A</p>
<p>Independent Practice:</p> <ul style="list-style-type: none"> Gallery Walk: Students will walk around the room in their randomly pre-determined groups and answer the questions regarding each image. Students will also be required to make notes regarding how each image relates to and makes them think of <i>Fahrenheit 451</i>. 	<ul style="list-style-type: none"> Kinesthetic Learning Activity: Students have the freedom to walk around the classroom and discover the images and make connections on their own as well as with their partner/group to discern the meaning of the images. 	<p>40 minutes</p>
<p>Closure:</p> <ul style="list-style-type: none"> Share your thoughts: Students will have an opportunity to share a few thoughts about the gallery walk before the exit ticket. I will go around the room using the “Whip” style and ask each student to briefly talk about their favorite image and why it is the most compelling image to them. Exit Ticket: What piece in the gallery walk did you find most interesting? Briefly explain why. What do all of these images have in common? What do they mean to you? How do they affect your life? Think about these questions throughout the day and we will reconvene tomorrow and discuss these ideas at length. 	<ul style="list-style-type: none"> Group Sharing: This will just be a quick exercise for students to share any really strong thoughts with the class before departing for the day. This will resume tomorrow upon entrance. Concluding the Gallery Walk: This will be a time for students to write down any last ideas regarding the gallery walk and write any other questions. 	<p>10 minutes</p>
<p>Materials/Resources/Technology:</p> <ul style="list-style-type: none"> Playing cards, paper (for printing images), index cards 		
<p>MODIFICATIONS/ SUPPORTS</p>		
<p><u>UDL: Target Students</u></p> <p>Student with a Physical Disability (wheel chair bound)</p> <p><u>Instruction:</u> The design of the classroom for the activity is made so this student will be able to maneuver about the classroom with his classmates from station to station.</p> <p><u>Materials:</u> N/A</p> <p><u>Assessments:</u> N/A</p>	<p><u>Accommodation/Designated Support: Student 2 (or students with similar needs)</u></p> <p>Student with Autism</p> <p><u>Instruction:</u> This student will complete the gallery walk with the rest of the students with a small group. However, if the opportunity arises and the student requires a moment alone, I will have copies of these images at my desk or another place that is more isolated for this particular student to focus on his questions and responses.</p> <p><u>Materials:</u> Extra copy of images for</p>	<p><u>Modification: Student 3 (or students with similar needs)</u></p> <p>Gifted Student</p> <p><u>Instruction:</u> Complete the gallery walk exercise, answering questions and making notes. These will be used for a larger work to be handed in to me.</p> <p><u>Materials:</u> Paper</p> <p><u>Assessments:</u> This student will be asked to write a bit more about their thoughts and their thought processes behind the notes</p>

	individual work <u>Assessments: N/A</u>	and responses on the worksheet.
--	--	---------------------------------

References

Bradbury, R. (2013). *Fahrenheit 451*. New York: Simon & Schuster Paperbacks.