



ELMIRA COLLEGE
TEACHER EDUCATION DEPARTMENT

Lesson Plan Format

Learning Segment Only: Lesson #6

Student Teacher Abigail Noldy

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

Essential Question, Topic, or Theme for This Lesson: How does *Fahrenheit 451* relate to other popular literature?

STAGE 1 - DESIRED RESULTS
<p>New York State Standards and / or Common Core Standards:</p> <p>CCSS.ELA-LITERACY.RL.9-10.1: - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RL.9-10.3: - Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CCSS.ELA-LITERACY.L.9-10.1: - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p>Academic Language:</p> <ul style="list-style-type: none"> • Process Vocabulary: Define, distinguish, characterize • Content Vocabulary: “The Lottery,” dystopian literature, mob mentality, societal plague, in relation to <i>Fahrenheit 451</i>
<p>Learning Objectives/Outcomes:</p> <ol style="list-style-type: none"> 1. Students will be able to define the theme of “The Lottery.” 2. Students will be able to characterize dystopian elements of “The Lottery.” 3. Students will be able to distinguish features of the society that relate to <i>Fahrenheit 451</i>.

STAGE 2 - ASSESSMENT: MEASURING LEARNER OUTCOMES		MIN.
<p>Formative (Informal) Assessments:</p> <ol style="list-style-type: none"> 1. Class Participation - Questioning 	<p>Summative (Formal) Assessments: N/A</p>	
<p>Evaluation Criteria:</p>	<p>Evaluation Criteria: N/A</p>	

<p>1. I will be primarily paying attention to the hook activity and the questions I ask while reading “The Lottery.” When I open the class by asking about preconceived notions about the short story based solely on the title, I will circulate around the classroom and make sure all students are critically thinking and have informed responses based on remarks from other classmates. Through this questioning I will make sure that students are paying attention to their classmate’s reading and engaging with the text.</p>			
STAGE 3 - LEARNING PLAN AND LEARNING TASKS		INSTRUCTIONAL STRATEGIES:	MIN.
<p>Introduction/Focus Activity:</p> <ul style="list-style-type: none"> • Hook Activity: Present the story title to the students. I will tell them that this is the title of a short story. Then, in small groups, they will be asked to brainstorm various predicted topics and themes from the story based solely on the title. I assume this exercise will yield answers regarding a monetary lottery that someone has presumably won. I will also ask students how a story with this title may relate to <i>Fahrenheit 451</i> that we have been focusing on for a couple weeks. 	<ul style="list-style-type: none"> • Turn and Talk: Students will turn and talk with their neighbors for this entrance activity, focusing them on the class and the content that will be delivered in class. 	15 minutes	
<p>Delivery of Content:</p> <ul style="list-style-type: none"> • Reading Aloud: I will hand out the story to the students and we will read aloud in an open classroom format, in a circle or horseshoe pattern. This will allow for a more easy flow for reading together as a class as well as a more open format for students to be able to listen and hear other students read and their classmates’ comments throughout the text. 	<ul style="list-style-type: none"> • Auditory Processing: Students will have the opportunity to process the reading auditory as well as visually, increasing the chances that they will be able to digest the story with this single reading in class. 	35 minutes	
<p>Closure:</p> <ul style="list-style-type: none"> • Commonalities between “The Lottery” and <i>Fahrenheit 451</i>: Both of these texts explore common themes of a futuristic dystopian controlled by an authoritative power. Additionally, both books take on a unique view of common ideas in society today. For example, in <i>Fahrenheit 451</i> books are outlawed and burned to prevent the spread of knowledge. This relates to “The Lottery” in that it is a society that has a lottery, but not a monetary lottery that many may think of. • Take Home Message: The message in <i>Fahrenheit 451</i> is a common theme in literature and can be explored through several different mediums and brought to life in many unique ways. Both of these texts deal with societal issues in a barbaric manner that seems ludicrous to the average reader today. 	<ul style="list-style-type: none"> • Making Connections: Students will be allowed some time at the end of the period to make connections between the major text of the unit and today’s literature. This will hopefully solidify what they have already learned about <i>Fahrenheit 451</i> as well as open their eyes to new popular literature. 	10 minutes	
<p>Materials/Resources/Technology:</p>			

- “The Lottery” print outs for each student

MODIFICATIONS/ SUPPORTS

<u>UDL: Target Students</u>	<u>Accommodation/Designated Support: Student 2 (or students with similar needs)</u>	<u>Modification: Student 3 (or students with similar needs)</u>
<p>Processing Time: I will allow several minutes for students to brainstorm together before I ask for any answers, ensuring students are receiving the required 7 seconds to process information that is necessary.</p> <p><u>Instruction:</u> This will seamlessly be included in the instruction for the hook activity as well as the embedded questioning while reading the text together.</p> <p><u>Materials:</u> N/A</p> <p><u>Assessments:</u> N/A</p>	<p>Student with a physical disability</p> <p><u>Instruction:</u> The accommodation for this will be integrated into the classroom setup. The desks will already be organized in a circle or horseshoe arrangement, allowing for the easy maneuvering of a wheelchair. This way, the class will not be disrupted by moving the desks, and there will already be an easily accessible spot for the student to get to from the entrance of the classroom.</p> <p><u>Materials:</u> N/A</p> <p><u>Assessments:</u> N/A</p>	<p>Student with Intellectual/Cognitive Disability</p> <p><u>Instruction:</u> I will provide this student with this reading before class and make them aware of any vocabulary that I think they may find particularly challenging.</p> <p><u>Materials:</u> “The Lottery” copied at least a few days before this particular class period</p> <p><u>Assessments:</u> On the assessment regarding this unit, the student may receive more time or take their exam in a resource room if their IEP specifies that this is the case.</p>

References

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

Jackson, S. (1948). "The Lottery." *The New Yorker*.