



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

**Lesson Plan Format**

**Learning Segment Only: Lesson #7** \_\_\_\_\_

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

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

Essential Question, Topic, or Theme for This Lesson: How do literary works, specifically poetry, relate to *Fahrenheit 451*?

STAGE 1 - DESIRED RESULTS
<p><b>New York State Standards and / or Common Core Standards:</b></p> <p>CCSS.ELA-Literacy.RL.9-10.1:</p> <ul style="list-style-type: none"> <li>• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul> <p>CCSS.ELA-Literacy.RL.9-10.2:</p> <ul style="list-style-type: none"> <li>• Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</li> </ul> <p>CCSS.ELA-Literacy.RL.9-10.6:</p> <ul style="list-style-type: none"> <li>• Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</li> </ul>
<p><b>Academic Language:</b></p> <ul style="list-style-type: none"> <li>• Process Vocabulary: Describe, compare, contrast, identify</li> <li>• Content Vocabulary: Poetry, theme, rhyme scheme, rhythm, stanza, <i>Fahrenheit 451</i>, <i>Dover Beach</i>, <i>The Tyger</i>,</li> </ul>
<p><b>Learning Objectives/Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to describe the theme of <i>Dover Beach</i>.</li> <li>2. Students will be able to compare and contrast <i>Dover Beach</i> to <i>Fahrenheit 451</i>.</li> <li>3. Students will be able to identify the theme of <i>The Tyger</i>.</li> <li>4. Students will be able to compare and contrast <i>The Tyger</i> to <i>Fahrenheit 451</i>.</li> </ol>

STAGE 2 - ASSESSMENT: MEASURING LEARNER OUTCOMES		MIN.
<p><b>Formative (Informal) Assessments:</b></p> <ol style="list-style-type: none"> <li>1. Parking Lot Activity</li> <li>2. Socratic Seminar Participation</li> </ol>	<p><b>Summative (Formal) Assessments:</b> N/A</p>	
<p><b>Evaluation Criteria:</b></p> <ol style="list-style-type: none"> <li>1. I will ask students to write the title of any</li> </ol>	<p><b>Evaluation Criteria:</b> N/A</p>	

<p>poem they have read in the past year. In a perfect world, the board would be filled with sticky notes. However, I recognize reading poetry is not typically something many high school students particularly enjoy doing. As I expect that several students may not be able to list many poems they have read on their own, I will use this as my way in and explain that one of the many reasons poetry can be engaging is because it often relates to current events. For example, there are some poems that really reflect the theme of <i>Fahrenheit 451</i> in just a few short stanzas.</p> <p>2. I will be listening to make sure each student is inputting their opinions and respectfully listening to the rest of the class. I will listen to answers that are educated in light of what we have just read together.</p>			
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>Parking Lot Activity:</b> The purpose of this activity is primarily to put the students in English class mode, preparing for the discussion to take place today. As stated above, I do not particularly expect students to have several poems listed, so I will use this as a way to relate to students and tell them that poetry isn't specifically my cup of tea either, but it is interesting and relatable.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identifying Poetry:</b> This activity will help me to know exactly what students have read and if they are a class of poetry readers or not. This will also help me identify deficiencies in their poetry education up to this point and let me know what I should focus on.</li> </ul>	10 minutes	
<p><b>Delivery of Content:</b></p> <ul style="list-style-type: none"> <li>• <b>Socratic Seminar (<i>Dover Beach</i>):</b> The classroom will be set up in a large circle in order to create the best conditions for a large group discussion. I will read <i>Dover Beach</i> aloud then open the floor for any and all discussion concerning the poem. I will ask questions about how the poetry makes the students feel and what it makes them think. After some discussion and I can see the 'wheels start turning' so to speak, I will bring up <i>Fahrenheit 451</i> and ask about how these two works can relate. I will ask questions encouraging students to stumble upon the idea that both <i>Dover Beach</i> and <i>Fahrenheit 451</i> have similar themes that concern the main characters' bleak outlook on life. Both the narrator in the poem and Montag have witnessed how society is dark and they each long for the freedom to express whatever they would like to express. Both works also have an overarching feeling of isolation.</li> <li>• <b>Socratic Seminar (<i>The Tyger</i>):</b> Still in this formation, I will read this poem to the students and follow a similar line of questioning, urging them to find connections between this poem and <i>Fahrenheit 451</i>. I imagine the discussion leading to the connection will not take quite as much time to get to this point because we</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Connecting Literature:</b> This discussion will allow students to examine poetry and relate it to the text that they have already examined in class. This discussion is also necessary to enlighten students that literature connects and intertwines with other works. Without the influence from other works, some of the works we have today may very well not have the same message or impact that they currently carry.</li> </ul>	45 minutes	

<p>have just used this same logic and technique to get to the same point. The major connections between these two works I am trying to get the students to stumble upon is God, or “the immortal hand,” creating something that is evil. For example, in <i>Fahrenheit 451</i>, why would presumably God have created books in the first place if they were evil? Why would he expose the people to that?</p>		
<p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>• <b>Words:</b> Words</li> <li>• <b>Take Home Message:</b> Throughout the years, there have been several authors that have had several of the same ideas, like that addressed in <i>Fahrenheit 451</i>. Authors express their ideas in many different methods and forms.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Connections through the Generations:</b> Students will be able to see that all throughout the years, people have had the same sort of sentiments and have written about similar topics.</li> </ul>	
<p><b>Materials/Resources/Technology:</b></p> <ul style="list-style-type: none"> <li>• Poem print outs, sticky notes</li> </ul>		
<p><b>MODIFICATIONS/ SUPPORTS</b></p>		
<p><u>UDL: Target Students</u></p> <p>Student with vision impairment</p> <p><u>Instruction:</u> I will make sure the type/font is large enough and clear enough for the entire class, seamlessly accounting for any students with vision impairment or deficiencies.</p> <p><u>Materials:</u> Large print on poetry handouts</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> I will make sure this student always has a schedule for the day to make sure they are not worried or distracted by the clock.</p> <p><u>Materials:</u> Printed out schedule</p> <p><u>Assessments:</u> N/A</p>	<p><u>Modification: Student 3 (or students with similar needs)</u></p> <p>Student with ADHD</p> <p><u>Instruction:</u> I will be giving ideas throughout the lesson (and unit) of how this student may implement these ideas in drawing and acting.</p> <p><u>Materials:</u> Paper</p> <p><u>Assessments:</u> Instead of making this student write about the literature, I may ask them to draw or act it out if this medium works better for them and they are able to convey their understanding through it.</p>

References

Arnold, M. (1867, January 1). *Dover Beach*. Retrieved December 7, 2016, from Poetry Foundation:

<https://www.poetryfoundation.org/poems-and-poets/poems/detail/43588>.

Blake, W. (1794, January 1). *The Tyger*. Retrieved December 7, 2016, from Poetry Foundation:

<https://www.poetryfoundation.org/poems-and-poets/poems/detail/43687>.