



ELMIRA COLLEGE
TEACHER EDUCATION DEPARTMENT

Lesson Plan Format

Learning Segment Only: Lesson #8

Student Teacher _____ Abigail Noldy _____

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

Essential Question, Topic, or Theme for This Lesson: How do you see censorship in America?

STAGE 1 - DESIRED RESULTS

New York State Standards and / or Common Core Standards:

CCSS.ELA-Literacy.CCRA.R.3:

- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Academic Language:

- Process Vocabulary:
Reflect, discuss
- Content Vocabulary:
Censorship, United States

Learning Objectives/Outcomes:

- Students will be able to reflect on the impact of censorship in the world around them.
- Students will be able to discuss censorship in a more enlightened and informed manner.

STAGE 2 - ASSESSMENT: MEASURING LEARNER OUTCOMES

		MIN.
Formative (Informal) Assessments: <ol style="list-style-type: none"> Embedded Questioning Socratic Seminar Ticket Out the Door 	Summative (Formal) Assessments: N/A	
Evaluation Criteria: <ol style="list-style-type: none"> After viewing the video, I will ask students about censorship and their thoughts. These student responses will help me to know if the students understand the video and if they are interpreting what it advocates about censorship. Since this is a closing lesson, I expect students to understand a lot regarding censorship and to have many thoughts of it. The discussion that is generated from this seminar will allow me to have a more accurate 	Evaluation Criteria: N/A	

<p>and detailed insight of what the students are thinking specifically regarding censorship. I expect students to have vibrant and detailed ideas of censorship and how it plays out in America.</p> <p>3. Student responses will help me to make sure that students got the idea that censorship still plays a large role in society today. Since this is a closing lesson, I expect students will understand this idea. But it will just solidify that for me and will give me insight into what students have really gleamed from this unit.</p>		
STAGE 3 - LEARNING PLAN AND LEARNING TASKS	INSTRUCTIONAL STRATEGIES:	MIN.
<p>Introduction/Focus Activity:</p> <ul style="list-style-type: none"> • Video Clip: Is censorship ever justified? Students will watch this short video and begin a discussion about how censorship appears in America today. 	<ul style="list-style-type: none"> • Visual Presentation: This video will stimulate students and get them thinking about censorship in America today. 	5 minutes
<p>Delivery of Content:</p> <ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 	N/A
<p>Guided Practice:</p> <ul style="list-style-type: none"> • Socratic Seminar: I will facilitate a discussion about censorship and ask questions about how censorship is seen in America today. I will ask students to reflect on how censorship impacts their lives on a daily basis. I will also ask students how deeply censorship impacts their lives (parents, school, government, etc.). 	<ul style="list-style-type: none"> • Socratic Seminar: The video poses questions and will spark discussion among students. Their responses will dictate which questions I continue to pose to the class. 	50 minutes
<p>Closure:</p> <ul style="list-style-type: none"> • Ticket Out the Door: Students will be required to write down the most surprising aspect of censorship that we have discussed today. • Take Home Message: Censorship plays a large role in America today. There are different levels of censorship that come into play in your lives each and every day. It is amazing that <i>Fahrenheit 451</i> was written in the early 1950s and there are so many connections and ideas that still impact the world today. 	<ul style="list-style-type: none"> • Reflecting on Censorship: This is a good way to close up the unit and make it come full circle, discussing censorship as was done in the first lesson introducing <i>Fahrenheit 451</i>. With this activity, students will be more enlightened because of their exposure to the novel and all of the classroom discussions. 	5 minutes
<p>Materials/Resources/Technology:</p>		

- Computer, digital projector, speakers, index cards

MODIFICATIONS		
<u>Student 1 (or students with similar needs)</u>	<u>Student 2 (or students with similar needs)</u>	<u>Student 3 (or students with similar needs)</u>
<p>Student with an Auditory Processing Deficiency</p> <p><u>Instruction:</u> I will make sure the volume of the video is appropriate so all students can hear the audio. If necessary, I will make sure this particular student has amplifying headphones to hear the video.</p> <p><u>Materials:</u> Speakers, headphones if necessary</p> <p><u>Assessments:</u> N/A</p>	<p>Student with Autism Spectrum Disorder</p> <p><u>Instruction:</u> Because a Socratic Seminar is such an involved classroom activity, I will permit this student to sit inside (or outside if he or she prefers) and take notes or pose questions to the group if he or she wishes. This will take the pressure off the student to directly participate in the discussion, but will also him or her to be involved and benefit from the discussion.</p> <p><u>Materials:</u> Paper for notes</p> <p><u>Assessments:</u> N/A</p>	<p>Student with Cognitive Disability</p> <p><u>Instruction:</u> After watching the video with the class, I will ask this student if he or she would prefer to do a more independent assignment about censorship. The assignment is more channeling how he or she feels about the video and images of censorship in America and how he or she sees censorship. This assignment is not quite as in depth as the Socratic Seminar, but will yield knowledge about censorship in student lives'.</p> <p><u>Materials:</u> Paper for reflection notes/responses</p> <p><u>Assessments:</u> On an exam, instead of having this student draw on the topics from the Socratic Seminar, have them draw on responses from their reflection. This may also look like having the same information tested, but presenting it in a lower reading level for better comprehension by the student.</p>

References

Carnegie Council for Ethics in International Affairs. (2012, August 10). *Is Censorship Ever Justified?* Retrieved December 10, 2016, from YouTube: <https://www.youtube.com/watch?v+P2SZxY5MQzw>.