**Lesson Plan: Day 7**

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| **Lesson Objective/s:**   * **Students will be able to gain understanding of final project and its components** * **Students will be able to research social injustices and begin to decide which he/she wants to research** |
| **State Standard/s: (Common Core)**   * **Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**   **reporting findings from their research** |
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| **Formative Assessment/s: All students participating in research** |
| **Summative Assessment/s: Final project at end of unit** |

Topic: *The Kite Runner*: Introducing Final Project

Subject: English

Check box if part of a larger unit: \_X\_

Where does the lesson fit in: Begin X\_\_ Middle \_\_ End \_\_

Duration of Lesson: 50 minutes Grade: English 3 (Junior)

Other adult involved in instruction: (Check appropriate)

Paraeducator \_\_\_\_ co-teacher\_\_\_\_\_\_\_ volunteer \_\_\_\_\_

**Understanding Your Learners through contextual details**

(ELLs & ELD levels, IEP/IDP, 504, GATE, Gender, Ethnicity)

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| In a snapshot narrative paragraph, describe the context of the instructional group. Describe major areas such as cultural, family structures, ELL levels. SES, etc.? What are the most important details that may inform your instruction and support your learners?  This is a junior-level high school classroom with 20 students. The high school is located in a suburb of a large metropolitan area and is 54.3% white, 10.4% black, 22.8 Hispanic, 8.6% Asian, 3.5% multiracial, and .3% American Indian. 14% of the school is categorized under low socioeconomic status and 61.8% of the school population meets or exceeds standards according to No Child Left Behind. The total school population is 4,522.  In our classroom specifically, there is large parental involvement and the students generally complete assignment in class and for homework. There are 3 Hispanic students that are English Language Learners; however, they generally keep up with the rest of the class and are provided some modifications, but do not qualify for IEPs. Theodore, listed below, is the only student in the class with an IEP. |

**IEP Goals** Directions: List students’ goals as they apply to this lesson.

Large Group/Whole Class Instruction – Select 2-4 students for instructional focus.

Small Group / Individualized Instruction (< 5 students)

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| Student(s) | IEP Goal/Objective  (standards based) |
| Theodore | Theodore is diagnosed with a mild reading disability (dyslexia). Theodore follows the same standards/objectives as the rest of the class; however, the main accommodation that works for Theodore is accompanying the reading of the book with an audio version. |
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LESSON PLAN & PROCEDURES

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| Lesson Elements | Identify Formative Assessment as it occurs in the lesson | **Time** | **What are the students doing?** | **What is other adult doing?** | **Check**  **for**  **Understanding** | **Materials** |
| **Lesson Introduction**  (connect & build background knowledge) | 1. Tell students they will be working on a final project for the unit, worth 100 points, throughout the 6 weeks. Today, they will be introduced to the project and will begin to research topics to get a feel for what the project will entail. Each week there will be specific days in which they will learn a new skill that will aid in the completion of their project. | 5 min | Listening to teacher | Telling students about final project |  | None |
| **Lesson Body** |  |  |  |  |  |  |
| Direct Instruction | 1. Teacher will pass out Project Prompt and read through details with students; Teacher must be explicit in describing all expectations and must ask frequently if there are any questions in order to make sure students have coherent understanding 2. Then, teacher will pass out pre-created list of social injustices that students can choose from. Instruct students that if they know of an injustice that is not on the list, they must discuss it with me beforehand. 3. Instruct students to use classroom laptops to perform basic searches on social injustices to gain a better understanding of them. Tell students that they are not required to pick one today, but will have to by next Tuesday. | 5-10 min | Looking through project prompt as teacher explains, asking any questions they may have | Explanting project prompt, answering questions |  | Project prompt handout, social injustices handout |
| Guided Practice | 1. Teacher will take one of the injustices listed on the pre-created handout and use computer and class projector to model a kind of search they can perform in order to discover more information on the social injustice | 5 min | Watching model of appropriate search | Modeling search techniques |  | Computer/Projector |
| Independent Practice | 1. Students will use classroom laptops to spend rest of class time researching injustices listed on handout and gaining better idea of which they may want to do further research on in order to complete project 2. If they quickly decide which topic they would like to pursue, instruct students they can begin to read preliminary research/articles on their own specific topic | 25 min | Researching topics to find preliminary information  \*Theodore should be able to do research with class, but remind him that you can print out sources for him if easier to read not on computer. | Making sure all students are participating; helping struggling students |  | Classroom laptops, project prompt/handouts |
| **Extended Practice** | 1. Remind students toward end of lesson that they do not have to decide today which injustice they would like to research more and that they can do more preliminary research over the weekend or on their own time |  | Listening to information | Instructing students |  | None |
| **Lesson Closing** | Wrap up  1. Instruct students to shut down laptops and put them back in appropriate place | 5 min |  |  |  | None |

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| **LEVELS OF STUDENT OUTCOMES**  *Remember the model of instruction, the instructional setting and the students’ needs, goals and objectives.* | |
| **All** | **All students will be introduced to project prompt and will be aware of project components and due date; All students will participate in preliminary research regarding topics to get an idea of which they would like to focus on** |
| **Some** | **Some students will leave with clear understanding of what topic he/she wants to pursue** |
| **Few** | **Few students will begin to organize steps in order to research and complete project** |

*The Kite Runner*: Social Inequalities in Afghanistan and Beyond

Throughout this unit, we will discuss this essential question: How can literature serve as a vehicle for social change? We’ve looked at the modern history of Afghanistan and have begun to examine how the essential themes from *The Kite Runner* speak to the conflict and history through the use of literary devices. Some of those themes include: father/son relationships, identity (religious, cultural, nationalism), innocence and guilt, silence, doing the “right” thing, and redemption.

For this project, you will choose a modern example of a social and/or cultural inequality that is occurring in another country outside of Afghanistan and compare it to the conflicts discussed in the novel. For example, the Bosnian Genocide occurred in the late 20th century and involved the use of “ethnic cleansing” by Bosnian Serbs against Bosnian Muslims. This is an example of religious discrimination that led to great conflict and war. You could examine the conflicts through the lens of religious extremism and see how that plays a role in both.

Your project will involve researching various conflicts, seeing how they compare to the situation in Afghanistan, and choosing **TWO** themes from the novel that help connect the conflicts.

This research and analysis will come together in the creation of a website. The website must include:

1. Introductory/rationale paragraph introducing the two conflicts and a description of how they relate (15 points)
2. Description of the history of the **Afghanistan conflict** must include: (25 points)

* How conflict started
* Main events that occurred in conflict
* Who was involved (perpetrators and victims)
* How conflict ended/where it stands today
* Maps with description
* Timeline

1. Description of the history of your **choice of conflict** must include: (25 points)

* How conflict started
* Main events that occurred in conflict
* Who was involved (perpetrators and victims)
* How conflict ended/where it stands today
* Maps with description
* Timeline

1. Discussion of the two themes from the novel that relate to the conflicts (35 points)

* Use specific quotes from the novel that displays the themes. Each quote should have a 5 or more sentence analysis on how it connects to one or both of the conflicts.
* Use at least 4 quotes per theme

This project is worth a total of 100 points. You will work in groups of 3-4 of your choosing. We will have work days in class where we will learn how to make a website, research conflicts, analyze quotes, and practice comparative analyses. But it is expected that some work will be completed outside of the classroom.

**List of Modern-Day Social Injustices/Atrocities to Research:**

1. **Rwandan Genocide**
2. **Cambodian Genocide**
3. **Human trafficking in India**
4. **Bosnian Genocide**
5. **The Invisible Children in Uganda**
6. **Sudanese Genocide**
7. **“Blood” Diamond Mining in Sierra Leone**
8. **Chechnya Conflict**
9. **FGM (Female Genital Mutilation) In Somalia or other African Countries**
10. **China V. Tibet**