**Lesson Plan: Day 9 DIVERSITY LESSON**

Instructor: Allison Hawkins, Callie Snyder, Shoshanna Shaoul, Anastassia Williams

|  |
| --- |
| **Lesson Objective/s:** * **Students will be able to explore the tactics of the Taliban through social injustice/human rights lens**
* **Students will be able to demonstrate understanding of the social injustice issues in each case study**
* **Students will be able to use knowledge gained in the lesson to enrich understanding of final project**
 |
| **State Standard/s: (Common Core)*** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the

approaches the authors take.* Integrate and evaluate multiple sources of information presented in different

media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
|  |
| **Formative Assessment/s: Handout 4.5, collected at end of class** |
| **Summative Assessment/s:** **Final Project, due at end of unit** |

Topic: *The Kite Runner* Diversity Lesson: 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)

|  |
| --- |
| 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)

|  |  |
| --- | --- |
| 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. |
|  |  |
|  |  |
|  |  |
|  |  |

LESSON PLAN & PROCEDURES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Lesson Elements | **\*\*\*HAWKINS DIVERSITY LESSON FOR UNIT** | **Time** | **What are the students doing?** | **What is other adult doing?****(Teacher)** | **Check** **for** **Understanding** | **Materials** |
| **Lesson Introduction**(connect & build background knowledge) | 1. Since students have just finished reading Chapter 7, (the chapter in which Hassan is raped by Assef after the kite tournament) they have been exposed to the first of many social injustices/human rights violations in the novel

2. Ask students if they can remember which group in Afghanistan was responsible (and continues to be responsible) for social injustices? They should remember this from Week One’s history lessons. Answer= The Taliban3. Tell students that today’s lesson will revolve around gaining a better understanding of what a social injustice or human rights violation is and how they can better connect this understanding to the novel and to the particular social injustice they will be researching for the unit’s final project. They will be participating in an activity in which they can witness somewhat of what it would be like to live under the Taliban. | 2 min | -Listening to lesson objectives-Answering any questions asked by teacher | -Outlining lesson objectives/asking discussion questions |  | None |
| **Lesson Body** |  |  |  |  |  |  |
| Direct Instruction | 1. Teacher will split class up into 3 groups (doesn’t have to be perfectly even)
* Instruct students in Group A to write down their daily routine. Ask, “What do you do from the minute you wake up until the minute you go to bed?”; Have each student in Group A construct informal list
* For Group B, teacher will pass out Handout 4.1 and instruct students to read through the Taliban’s rules.
* For Group C, teacher will pass out Handout 4.1 and instruct students to read through Taliban’s punishments. (on left hand side of handout)
 | 5 min | Participating in activity based upon what group they are in | -Passing out handout, instructing each group on what their particular task is |  | -Handout for groups B & C |
| Guided Practice | 1. Teacher will pick one student from Group B (Or ask for volunteer) to call on a student from Group A (or one who volunteers) and ask: “[Insert Name}, what is your daily routine?” For each item on the routine that violates Taliban rules, members of Group B yell, “Violation!”
2. Based on the number of time Group B yelled “violation,” members of Group C will share what possible punishment that person would receive.
3. Repeat these steps with one or two other students in order for students to witness the stringency of the Taliban in Afghanistan.
4. Instruct students you will now pass out Handout 4.2, which lists the Universal Declaration of Human Rights. Tell students these are international guidelines that have been compiled with the intent that all individuals, no matter where they are in the world, have these rights.
5. Students will also receive one of three case studies that involve actual events in Afghanistan. They will receive a copy of Handout 4.5 with their case study.
6. Before students begin, read out loud case study #1 and then ask which boxes they would check in Handout 4.5.
 | 20-25 min | Participating in activity; listening to how to complete Handout 4.5 | Facilitating activity; modeling how to complete Handout 4.5 |  | Handout 4.1, Handout 4.2, case studies, Handout 4.5 |
| Independent Practice | 1. Instruct students they must independently read their short case study, then fill out Handout 4.5 by placing checkmarks in the appropriate boxes.
 | 10 min | Student complete handout 4.5 | Making sure all students complete case study and handout \*Ask Theodore if he would like someone to read case study aloud for him |  | Handout 4.5 |
| **Extended Practice** | 1. Ask all members of each remaining case study to informally present their case by briefly summarizing the study and naming 2-3 rights that were violated.
 | Remaining time; 10-15 min | Present Handout 4.5 findings/information | Facilitating presentations |  |  Handout 4.5 |
| **Lesson Closing** | Wrap up1. Collect Handout 4.5 from students  |  | Turning in handout | Collect 4.5 |  |  |

|  |
| --- |
| **LEVELS OF STUDENT OUTCOMES***Remember the model of instruction, the instructional setting and the students’ needs, goals and objectives.* |
|  **All** | **All students will gain better understanding of Taliban policies in Afghanistan and the immense human rights violations that occurred and are still occurring**  |
| **Some** | **Some students will be able to connect these larger themes of human rights violations/social injustices to their larger understanding of the novel**  |
| **Few** | **Few students will be able to connect these themes in order to inform and enrich their understanding of social injustice to complete final project** |