

## Diversity Lesson Plan: Day 11

Instructor: Anastassia Williams

Topic: *The Kite Runner* Subject: English

Check box if part of a larger unit:  X

Where does the lesson fit in: Begin  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)

**Lesson Objective/s:** Students will be able to compare and contrast the cultures of Afghanistan and America while also discovering how Afghans are represented in America. Students will be able to pull specific examples from the book in order to support their observations.

#### ELA Standard/s:

CC.11-12.W.1.a Text Types and Purposes: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**Formative Assessment/s:** Checking for understanding, Monitoring student progress

**Summative Assessment/s:** The unit project should effectively showcase the students' ability to look at key ideas and statements and present them in retrospect to the larger themes of the novel. Their participation in the summary and class activity should prepare them for their final project objectives.

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	Identify Formative Assessment as it occurs in the lesson	Time	What are the students doing?	What is other adult doing?	Check for Understanding	Materials
<b>Lesson Introduction</b> (connect & build background knowledge)	<ol style="list-style-type: none"> <li>1. Students will enter the classroom and start working on the quickwrite immediately.               <ul style="list-style-type: none"> <li>• Question on the board “What does it mean to be an American?”</li> </ul> </li> <li>2. We will discuss as a class their ideas and I will write all their answers on one side of the board.</li> <li>3. Once we have a sufficient amount of answers, I will then prompt them with another related question.               <ul style="list-style-type: none"> <li>• “When have you ever felt like you had to assimilate into a certain culture? What were the circumstances? How did you feel?”</li> <li>• Have class discussion sharing student’s personal accounts. (Ex. Going to a Filipino birthday party for my cousin.)</li> </ul> </li> </ol>	10 Min	Students are writing the quickwrite in their journals. They are also actively participating in our class discussion and sharing their ideas. Theodore does not need any specific accommodations.	There is no other adult in the classroom.	✓	Notebook, writing utensil, white board
<b>Lesson Body</b>						
Direct Instruction	<ol style="list-style-type: none"> <li>1. I will draw a Venn diagram on the board, comparing and contrasting Afghanistan and The United States.</li> <li>2. I will have a bucket of 20 slips of paper that has a statement that is true for one or both of the cultures. One by one, students will come up to the board and pick from the bucket, read it aloud, and then choose what category the statement falls under, with America, Afghanistan, or both. They will then write the statement they read under the correct category on the board. Ex. “People generally dress the same” would go under Afghanistan.</li> <li>3. Once everyone has gone, I will ask the students to add anything else they can think of to go under each category.</li> <li>4. We will then discuss chapter 11, and how Amir feels about his move to the United States.</li> </ol>	20 min	Students will be coming to the board and actively contributing to this activity regarding cultural differences. Theodore does not need any specific accommodations.		✓  ✓	

	<ul style="list-style-type: none"> <li>• What is Amir’s initial reaction?</li> <li>• How do Baba and Amir differ in their outlooks?</li> </ul>					
Guided Practice/ Independent practice	<ol style="list-style-type: none"> <li>1. I will divide the class into groups of 4 and pass out the worksheet for the next activity (see attached). I will give each group 5 pages to look for examples of when Baba or Amir reflect on how they feel about being in America.</li> <li>2. Once each group is done, students will pair with another group and share their examples with one another.</li> </ol>	20 min	Students will be working with one another to find evidence in the novel to support their previous claims. I will have previously prepped Theodore for this activity, asking him to look for these instances while he read chapter 11 for homework.		✓	
<b>Extended Practice</b>	Encourage students to continue to look for these instances as we continue to read <i>Kite Runner</i> as it is important to understand the circumstances in which the story is set.					
<b>Lesson Closing</b>	Before students leave, remind them that chapter 12 needs to be read by next class. Continue to think about the unit project.					

**LEVELS OF STUDENT OUTCOMES**

*Remember the model of instruction, the instructional setting and the students’ needs, goals and objectives.*

<b>All</b>	All students will participate in the activity and understand differences between the two cultures
<b>Some</b>	Some students will need more time to complete the activity.
<b>Few</b>	Few students (Theodore) will need prior preparation and guidance to complete the activity.

- **Attach Classroom Profile (Highlight students in lesson for instructional focus)**

Name: \_\_\_\_\_

### **Americanization**

List 2-3 examples from Chapter 11 that represent how Amir or Baba feels towards America and how Afghanis are treated in America. Write exact quotes or where they can be found in the book. Describe the significance of each quote.

1.

2.

3