**Lesson Plan 6: Monday the 26th**

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| **Lesson Objective/s:** Students will be able to sum up the end of the novel and discuss the theme of silence. They should also be able to look at current news articles about the novel and the history of Afghanistan and make connections to the news on how that relates to what they have been discussing the entire unit, including the essential question of how literature promotes social change. |
| **State Standard/s:** [CCSS.ELA-Literacy.RL.11-12.2](http://www.corestandards.org/ELA-Literacy/RL/11-12/2/) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| [CCSS.ELA-Literacy.RL.11-12.7](http://www.corestandards.org/ELA-Literacy/RL/11-12/7/) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) |
| **Formative Assessment/s:** I will observe the student’s discussion and see how they interpret the theme of silence that I introduce and relate it back to the novel. I will also read their journals to see how they respond to the ending of the book. |
| **Summative Assessment/s:** The students will now put the majority of their focus into their final project, where they will interpret historical events of the current times, and must examine how various interpretations of the novel might have some influence in the conflict in Afghanistan or the conflict of their choice. |

Topic: *The Kite Runner* Subject: English

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

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

Duration of Lesson: 50 minues 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) | * Lesson goals/objective * Anticipatory Set – activating prior knowledge - * Front loading concepts * Quick-write: what did you think of the end of the book? * Write question on the board * Allow students to write for 5 minutes in their journals answering the question. * After students finish writing, come back together as a class and ask them to share their responses. * Have a bit of a longer conversation following their quick-write. * What did you think about the ending? Was it a happy ending? Hopeful? Sad? Fulfilling? Did it leave you wanting more? | Allow students five minutes to write. The discussion of the question should take no more than 5 minutes, but it will lead into a larger group discussion of the ending of the novel | The students are writing in their journals, and then are sharing their responses and participating in a group discussion on the end of the novel  Theodore should be able to participate fully without any accommodations. |  | In observing this conversation and discussion, and in reading their journal responses, I will be able to determine if the students did the reading, and to see how they interpret certain themes. | Journals, chalk board, writing utensils |
| **Lesson Body** | * The conversation following the quick-write will lead into a larger conversation of the book as a whole. * The theme of silence is something that comes up in many ways throughout the novel. How is it portrayed in this chapter? How is it portrayed throughout the book? * What kind of power does silence have? Is it dangerous? What does it mean to be silent? * In Amir’s case: silence makes him a coward * In Sohrab’s case, silence represents the limit he has reached in his life when he just cannot take anything else. He can’t possibly let anyone else in, or deal with any more trauma, and his response to everything he has been through and that wall he puts up is a result of silence. * What role has religion played throughout the novel? * What does it mean that Amir finds religion in the moment of panic when he almost loses Sohrab? * Was Baba ever religious? * What role does religion play in the country of Afghanistan (Sunni, Shiites) * Now we are going to read a short article together that displays the tension that is still occurring in Afghanistan today. It also should prepare us to watch the movie *The Kite Runner* later this week. * Make enough copies for everyone. Pass out article. Read aloud (this is an accommodation for Theodore) * <http://www.cbsnews.com/stories/2008/01/16/entertainment/main3720052.shtml> * After we read the article: ask what the students thought of it? * What does it mean that Afghanistan is so fragile that representatives believe that even this film could trigger another civil war? * What group would you say was portrayed in a negative light? Why are they so scared of showing that? * Do you think it should be banned? Do you think U.S. troops should show it? * When we think about our essential question of the unit, “How does literature serve as a vehicle for social change,” what would this article say about that question? * This should take up the whole period, but if it doesn’t, remind groups that tomorrow will be a work day to work on their final unit projects. They will be an opportunity to work on all the components and conference with me. If there is time left at the end of class, have students meet up with their groups to talk about their project. | The conversation before the introduction of the article should last about 15-20 minutes  Allow 10 minutes to pass out article and read aloud  Allow 15 minutes to discuss article.  Any time remaining will go to the students meeting with their groups to discuss their project. | Students will still be participating in the large group discussion.  When we read the article, they will follow along silently while I read the article aloud.  I am choosing to read it aloud as an accommodation for Theodore due to his learning disability. Hopefully the combination of my oral delivery of the article and his following along will help him process the material. |  | After reading the article and seeing how they respond to it, I will be able to determine how well the students are able to use and include other texts in their interpretation of the novel. | 20 copies of the article. |
| Direct Instruction | I won’t be giving too much direct instruction during this lesson, only when I introduce the initial questions to start off the discussion. |  |  |  |  |  |
| Guided Practice | Most of my instruction will be guided. I will try to guide the conversation and encourage students to refer to the text when they are discussing specific themes. I will try to introduce most themes that have been prevalent throughout the novel. When we discuss the article, I will focus on the importance of the current events aspect of it and how it directly relates to the conflict. |  |  |  |  |  |
| Independent Practice | The only independent work that the students will do during this activity will be during their quick-write. |  |  |  |  |  |
| **Extended Practice** | The students will be preparing for their final projects for the unit. The article I give them will be a reminder to think about how their conflicts relate back to the novel. |  |  |  |  |  |
| **Lesson Closing** | Remind students that tomorrow they will have a work day for their final unit project. They should meet with their group members and decide what they should plan to do. | Last 5 minutes of class |  |  |  |  |

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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 should be able to discuss multiple themes of the novel, and read and comprehend the most important points of the article and how they relate to the conflict.** |
| **Some** | **Some students might only relate one or two of the themes to the novel as a whole and may not understand how the article directly relates to their conflicts for their project.** |
| **Few** | **Theodore will benefit from my reading of the article aloud, but may still have a hard time comprehending the article. Hopefully the discussion following the article will clear some things up for him.** |