**Lesson Plan: Diversity Lesson**

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| **Lesson Objective/s:** Students will be able to explore the theme of “belonging” as it pertains to the novel and to the larger historical significance of Afghanistan. |
| **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 |
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| **Formative Assessment/s:** I will observe how students are able to discuss the theme of belonging by looking at their quick-writes and listening to their group discussions. The student’s pictures will tell me of their knowledge of Afghanistan and the novel. |
| **Summative Assessment/s:** Observing various themes and connecting them to the historical facts of Afghanistan and to the events of the novel will help students in performing their final project. Their project will involve the students to do the same thing, by connecting various historical conflicts to themes of the novel. |

Topic: *The Kite Runner* Subject: English

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

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

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 in journal: Have this question written on the board: What does it mean to belong to a certain group? Is it something you are born into? Something you choose? And if you make a choice to become a part of a group, does that automatically mean that you are a part of it? What other factors are involved? * Bring class together and begin a large group discussion. How did you respond to this quick-write? What are the various factors involved in joining a certain group? Is it complicated? Straightforward? | 5 minutes to write, 5-7 minutes to discuss | Students are writing in their journals and then discussing their writings as a large group. |  | Students will be activating their prior knowledge by thinking about the question of belonging. I left the question open-ended, so they can think about the question in terms of the novel, or in terms of their own lives. | Chalkboard, journals |
| **Lesson Body** | * The theme of belonging is a major one for this novel. After reading chapters 18 and 19, would you say that Amir belongs to the country anymore? Why or why not? That is what we are going to explore in this activity today (if students want to respond let them, but it is more of a rhetorical question) * Group up with the people around you in groups of about 3: take 10-15 minutes right now and discuss this question: What is Afghanistan? And who are Afghans? How can we characterize it? Who does it belong to in the novel, and who belongs to it? * Each group should come up with at least 5 bullet points for their answer and you must draw a picture. (bring markers or colored pencils and paper) * When working, think about the people, the geography, wars, peace, different time periods. What stands out to you the most when you think of Afghanistan? * Photo timeline: <http://www.bbc.co.uk/news/world-south-asia-12281711>: Show this timeline * Discuss how diverse the country is. Show how it is geographically diverse, ethnically, religiously… * Relate it back to the chapters: When you leave the place you grew up, does that mean it is not your home? Did anyone include a figure that reminded you of Amir? Someone that is of Afghan heritage, but no longer lives there…an American Afghan? * Think back to the chapters—How did Farid introduce Amir to his family? (pg. 234: “He’s from America” * Talking about his occupation as a writer (pg 235): Farid’s family tells Amir he should write about Afghanistan. Should he? Does he have that duty? (Is it even his duty to get Sohab? Who determines that? Duty and obligation is another major theme of the novel) * Think about your own pictures and the ones from the timeline: How did you represent people’s socio-economic standing? Did you at all? Did you represent poor and wealthy people? Did they interact? What did the timeline say about it? * Farid doesn’t think that Amir *really* knew what it was like to live as an Afghan because he was wealthy. Pg. 232. * Spend the rest of the period talking about their pictures, the timeline, and how the chapter relates to those things and the theme of belonging, duty… | 10-15 minutes to draw their picture of Afghanistan  25 minutes to show timeline and discuss pictures and discuss the chapter | Students will be working in groups of three to draw a picture of what they see as Afghanistan. They will also be writing a 5 bullet-point description of their picture.  Theodore will work with a group of students who will help scaffold his learning, and when they refer back to the reading, he should have no problem keeping up.  The students will be watching the timeline, I will be explaining each picture, and then opening up the conversation to the whole class. Students will be participating and sharing how their image of Afghanistan goes along with or diverts from the depiction of the timeline. They will think about their pictures, and the reading for the day. |  | By making an image of their version of Afghanistan, the choices they make to include some aspects but not others will display the idea and theme of belonging and relate them to the novel specifically. They will begin to ask themselves why they made the choices they made and what factors influenced those choices.  The timeline will give them another history lesson on modern Afghanistan and some new information of the politics, religion, ethnicities, and geography of the country. Connecting the themes of the book to this history will help them to think about their final project as well. | Paper (slightly bigger than 8 x 11), markers or crayons.  A computer and projector to show the timeline |
| Direct Instruction | I will give direct instruction when I explain the picture activity. I will also give some direct instruction when we are looking at the timeline, just to contextualize the picture and tell who is in the picture, what they are doing, or where in Afghanistan the picture takes place. |  |  |  |  |  |
| Guided Practice | When discussing the timeline, I want to make sure that the students bring in the novel to help them explain and connect their pictures and the timeline to the theme of belonging. So I may guide some of the questions to involve what happens in the chapters during our large-group conversation. |  |  |  |  |  |
| Independent Practice | The students will work in small groups on their own to make their pictures of how they see Afghanistan. |  |  |  |  |  |
| **Extended Practice** | For the final project, the students must choose two important themes from the book. By spending the lesson discussing the theme of belonging, it is another example of a theme they could use. They may choose to extend their knowledge from this lesson and add to it for their final project. The students will also continue to practice connecting historical facts with the setting and stories of the novel. Their final project also involves integrating history with the novel. |  |  |  |  |  |
| **Lesson Closing** | * Tell students to put their names on their pictures, and turn them in (plan on displaying them somewhere in the room). Tell them that their homework is to read chapter 20 of *The Kite Runner.* | 3 minutes | Students will be sitting in their desks listening for their homework for tomorrow. As they leave, they will turn in their pictures to my desk |  |  |  |

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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 connect specific themes of the novel to the current history of Afghanistan. Students should observe the characters of the novel and how they connect to the culture, geography, and religions outlined in the timeline that we will look at. |
| **Some** | Some students will be able to take the theme of “belonging” and see how it connects to the characters of the novel. |
| **Few** | Theodore will listen to the chapters on an audio book and will be able to work fully with a group to make the picture and discuss the timeline. |

**ADD: STUDENT ACCOMODATIONS IN THE “WHAT ARE STUDENTS DOING PART”**

**-FOR THE LESSON OBJECTIVE START IT WITH “STUDENTS WILL BE ABLE TO…”**

**-RE-SAVE EACH LESSON PLAN WITH THE DAY ON THE CALANDER**