

Practicum II: Lesson 3

Grade: 8		Subject: English 8	
Materials: Projector, laptop (with sound), paper and writing utensils, sheets for “take a stand” activity		Technology Needed: Projector and laptop with sound	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input checked="" type="checkbox"/> Discussion/Debate <input checked="" type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input checked="" type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.		Differentiation Below Proficiency: Students below proficiency will be able to be aided by being able to ask questions to their group as well as their teacher. Above Proficiency: Students above proficiency will be able to articulate and expand their thoughts in the “take a stand” activity. Approaching/Emerging Proficiency: Students approaching proficiency can either expand or learn from their peers in their group and individual activities. Modalities/Learning Preferences: This lesson incorporates direct instruction, video and audio elements, independent activities, and a group activity; many learning preferences are accommodated for.	
Objective(s) 1. Students will understand the basics of power struggles in a novel and how it is relevant to the plot as a whole. 2. Students will discuss the differing power relations within their given novel. 3. Students will analyze and infer the effects of power struggles in the real world. 4. Students will formulate opinions on the importance/lack of importance of the power struggles in a novel.			
Classroom Management- (grouping(s), movement/transitions, etc.) Students are pretty used to the procedures in this class—they are especially attuned to transitions between activities. However, I will allow students to ask clarification questions and will cue them before transitions take place.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be reminded to keep voices at an appropriate level during the “take a stand” activity as well as during their group time; although, they are very used to working within their groups—so I do not expect there to be a problem with this.	
Minutes	Procedures		
5 mins	Set-up/Prep: <ul style="list-style-type: none"> Set up projector and make sure sound is working (refer to slide 18) Tape “take a stand” sheets to the two sides of the classroom 		
5-10 mins	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> Have students answer the question on a sheet on paper (refer to slide 2) <ul style="list-style-type: none"> In the novel you are currently reading in your book clubs, who seems to have the most power? Please explain your answer. Have students write for a few minutes, and then have them share with the person next to them Have a few students share with the whole class 		
10-15 mins	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> Explain to students about power relations → could be a person, group of people, nature, etc. (refer to slide 3) Explain and discuss with students <i>why</i> this matters → could the author be trying to teach a lesson? Could they be trying to get us to see thing from a different perspective? (refer to slide 4) Go through an example with students verbally (refer to slide 5) <ul style="list-style-type: none"> <i>The Giver</i> – also governmental; a little bit more suspicious (show video of the first 3 mins of <i>The Giver</i> https://www.youtube.com/watch?v=xDVEH9mOKrk&t=1s) and have students verbally discuss who they think is in control After the video is played, have students turn and talk to the person next to them and discuss who they believe has control in the novel Have a few students share their answers → making sure to remind them to back up their claims with <i>evidence</i> from the video (For example: “I saw in the video that..., which led me to believe...”) 		
20 mins	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> Explain the “take a stand activity to students” → I will project a statement on the board. You decide if you agree or disagree 		

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	<p>with the statement. The right side of the room will have a “agree” sign, the left side will have a “disagree” sign. Students will go to whatever side they wish.</p> <ul style="list-style-type: none"> • Project slides 6-8 to the students. First, have them discuss with students on that side of the room why they agree/disagree, then we will briefly share with the class (time dependent)
5 mins	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • The “take a stand” activity will serve as most of the review because it allows students to apply their knowledge in a more generalized way. • If time, students can journal the question “If another character in the novel you’re reading had more control, how would the plot be different?”
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. Students will be asked check-in questions throughout the lesson in order to monitor progress. I will also be traveling around the room during group time to check to see if students seem to be grasping the material.</p> <p>Consideration for Back-up Plan: If the video of <i>The Giver</i> does not work, it will not be a big deal because I will just describe it to the students. Other than that, if I run short on time, I will just not have students write the journal or make their group discussions briefer. I also can just ask two of the “take a stand” questions instead of four.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: The discussion students have within their groups will be a big indicator or whether or not students are grasping the material and will serve as the end-of-lesson “assessment.” I think the “take a stand” activity will also be a good indicator of whether or not the students can zoom out and look at the “big picture.” This lesson will also help to prep students for the next lesson I teach, which is on narrator and perspective.</p> <p>If applicable- overall unit, chapter, concept, etc.: Students will have a final project in this unit. Discussing the power relations within their novel will give them more material to use in their project.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): This lesson went well. I think students enjoyed the “take a stand” activity, and it allowed them to verbalize their thoughts in a new way about more than just their book club novels. This activity allowed them to make a statement about their culture and personal beliefs, they seemed to find this meaningful—perhaps next time I do an activity like this I will have a topic that allows students to choose from more than two options. Although agree/disagree worked well enough, I think the group was a bit big for only two sides. Originally, I had students discussing about power in their specific book club books, but I decided that this was too many transitions for students, and they had already talked a lot about this topic within their small groups prior to my lesson. Instead, I wanted to focus this lesson on the big picture of didacticism of literature in general as well as a sort of introduction to Marxist criticism. I think this more generalized approach was refreshing for the students.</p>	