9th Grade Multicultural Studies: Global Issues

|  |  |
| --- | --- |
|  | **Lesson Plan** |
| Title |  *Lord of the Flies*, Chapter 1: Determining relationships. |
| Objectives/Goals | SWBAT identify clear relationships between Piggy, Jack, Ralph, and the other boys. |
| Materials/Environment | 1. Book of Choice (BOC)
2. Student copies of *Lord of the Flies*
3. Annotation guide (last night’s hw instructions)
4. Previous night’s homework, including chapter summary written in text
5. Group work rules review sheet
6. Chart paper for essential details
7. DAG (Daily Assessment sheet)
 |
| Procedure | 67 Minute Block1. Students enter the room, place their hw on their desk, and write down tonight’s hw in the agendas.
2. Students silently read their BOC’s for 15 minutes. If a student finishes a text, he/she can take an Accelerated Reader quiz for points, check in with teacher, and select a new book. (15 min)
3. Students move desks into groups and review group-work expectations. (5 min)
4. Homework is preparation for class, so students begin by discussing the previous night’s summaries. What do they agree happened? What do they need clarified? What questions do they have for the class? (7 min)
5. Discuss summaries whole-class. Teacher will make sure students have a clear understanding of who the central characters are and what the problem is in the first chapter. (5 min)
6. Back in small groups, students will discuss the following:
7. What details are repeated or emphasized? Why?
8. What characters stand out to them as seemingly important? What details suggest their central role?
9. Who seems powerful? Why? Who seems weak? Why?
10. From your homework last night, share the most important sentence that you read and explain to your group why this seemed so important.
11. Decide upon the 3 most important details from the chapter, record them on chart paper and be prepared to share them out with the entire group. (20 min)
12. Share key details with class; take notes on peers’ input. A student will facilitate discussion. Peers are expected to ask questions if they do not understand why a detail was selected as important. (10 min)
13. DAG: individually answer the discussion question in writing. (8 min)
 |
| Assessment | DAG—written assessment to answer the following: In “Fire on the Mountain,” the boys attempt to establish a sense of order with rules and a plan for rescue; however, they seem to lose control of that order relatively quickly. In your response, you must:1. explain how order is first established and who seems to be gaining control/power2. analyze how they begin to lose control throughout “Fire on the Mountain”3. analyze the cause or causes of this loss of control.  |
| Differentiation Strategies | 1. During BOC time: check in with individual students to make sure struggling readers are making progress with their BOC’s.
2. Heterogeneous groupings: strategically pair 1 high-level student, 2 mid-level students, and 1 low-level student in each group.
3. Teacher(s) will circulate from group to group making sure students are on task and getting questions answered.
4. For students with specific reading needs, teacher will flag particularly important passages to read more carefully—this is to assist with both homework and discussion in class.
5. Co-teacher will review reading homework in academic lab.
 |