

Lesson Plan Idea Format

Grade Level & Subject Area: 7th Grade English Language Arts

Standards/Framework (State Standards, Content Standards, InTASC Standards)

RL.7.2: Examine a grade-appropriate literary text (Provide an *objective summary*; Determine a *theme* of a text and analyze its development over the course of the text).

RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot, how imagery affects the mood of the text, how characters' decisions affect the plot).

RL.7.9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.7.5: Develop and strengthen writing as needed with some guidance and support from peers and adults by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.1.A: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Theme/Series of Lessons (if Not applicable, put N/A. If it is part of a series, of lessons, tell me, give a BRIEF description of the overall and tell me where this particular lesson fits):

The theme is "Stereotypes and Peer Pressure," and in this particular lesson, we are looking at S. E. Hinton's *The Outsiders*. We are looking at essential questions such as:

What is a stereotype?

What is peer pressure?

Why are stereotypes and peer pressure issues in society?

Have you experienced stereotyping and peer pressure?

Time (is this a 1 day 50 minute lesson, 5 day 1 hour lesson, once a week over a month lesson....):

1 day 50-minute lesson

What do the students already know? (This could be the Intro or they have learned information before starting this lesson):

Students will have previous writing experience.

They will have already read *The Outsiders*.

Objective (What are the students' going to accomplish):

Students will be able to recognize character identity and assess their own identity.

Students will be able to compare and contrast the 1960's and 2019.

Students will demonstrate writing skills by outlining their own autobiography.

Materials:

For teacher: *The Outsiders* novel, white board and dry erase markers (to write down student ideas during compare and contrast discussion).

For students: At least 2 pieces of paper and a writing utensil for brainstorming, iPad/laptop for filling in graphic organizer.

Procedure:

As a bellringer, groups of 4 students will use the Inspiration Character Chart template to depict characteristics of someone from *The Outsiders*. That will lead us into our discussion of stereotypes and identity. Students will create a character chart for themselves that include physical characteristics, family background, and personality traits. In pairs, students will discuss what they have chosen to be their identity. The pairs will introduce their partners to the class using only one characteristic that stuck out to them. Afterward, we will discuss the differences we see from the time of *The Outsiders* to our world now as a class. Lastly, the students will outline the things they would put in an essay about themselves.

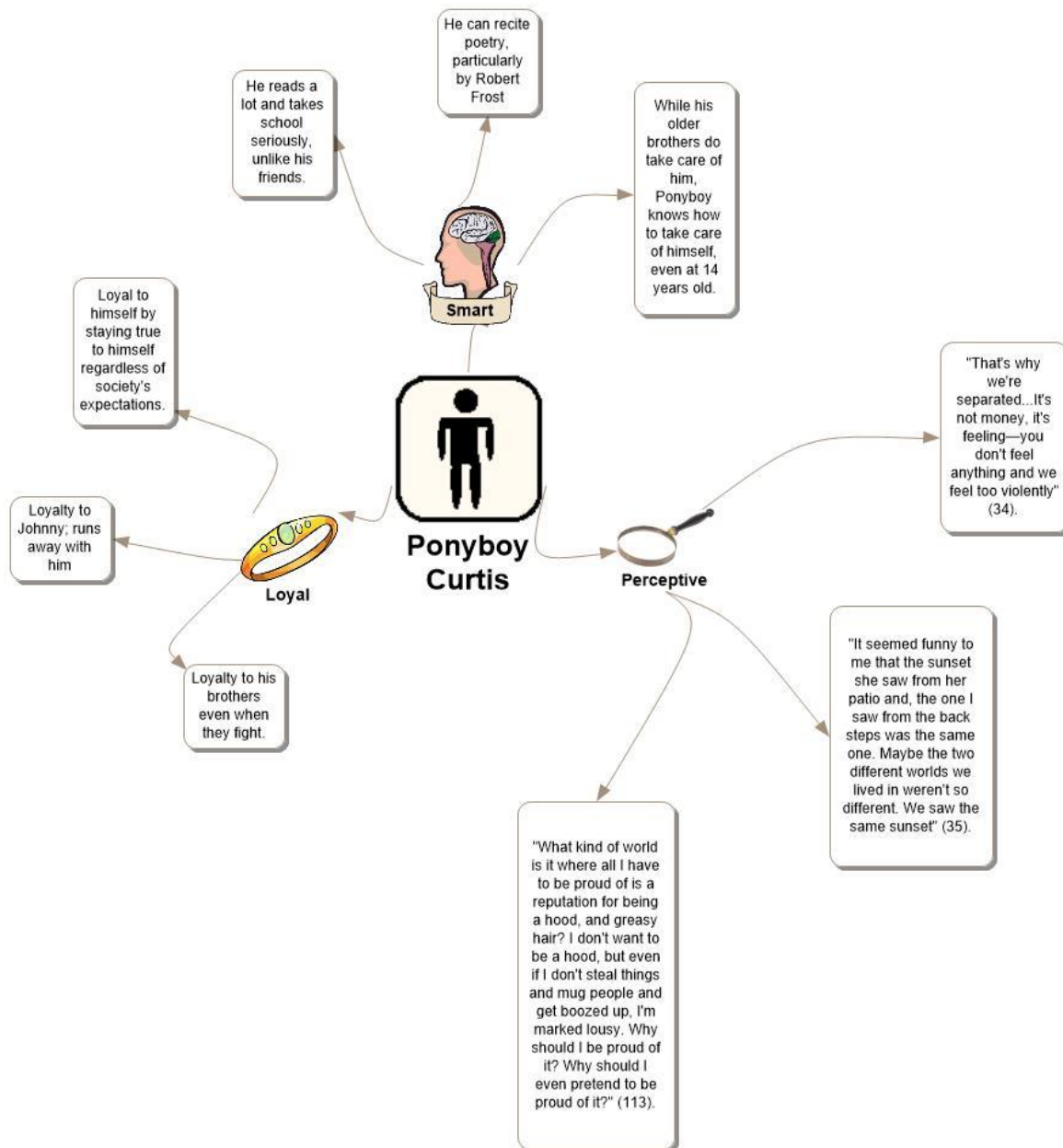
Assessment (How will the students' show you that the objective has been met):

(Note: the assessment does not have to be a paper and pencil test)

Formative: class participation; in-class bellringer; quick response to informal questions throughout the lesson

A Brief Description Of The Entire Lesson - Plus Any Additional Information to be Included:

Bellringer: Students will get into groups of four and develop a digital character chart. The students will showcase characteristics for each of the characters in *The Outsiders* with evidence from the book. Before we begin, each group will choose who they want to research so that every group will do a different character.



Instruction: Students will be expected to participate in the discussion - this is NOT a lecture! While I will primarily be leading the discussion, students are expected to take notes at their discretion and answer questions.

Major points:

- Your identity is determined by your personality, your background, and your experiences.
- Some things change over time, some things do not, and others come back in time.
- What is important enough to include in your autobiography?

Students will make a list of things that they would consider their identity. This list should include their physical characteristics, personality traits, and other things such as their Meyers-Briggs acronym or their enneagram number.

The students will pair up and discuss their identities. After 3 minutes, the students will introduce each other to the class using one defining characteristic.

Next, there will be a class-wide discussion comparing and contrasting the 1960s and the 2010s. I will make a T-Chart with the 60s on one side and the 2010s on the other, writing down suggestions from the class. After the chart is full, we will discuss.

Finally, the students will outline what they would write in their autobiography.