Lesson Plan Idea Format

Grade Level & Subject Area: 8ᵗʰ Grade English Language Arts

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

SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly

SL.8.2: Analyze the purpose of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 8.

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):

This lesson is part of our unit "Dystopian Societies: Perfect Injustice in Imperfect Worlds" where we will look at essential questions such as:

What is a dystopia?

What drives people to find an answer?

What injustices can be seen in dystopian societies?

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

1 Day 30-minute lesson; Arts-based motivational input to begin our Dystopian unit.

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

Because this is the opener for our Dystopian unit, the students do not have much information yet.

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

Students will be able to analyze artistic forms in order to determine characteristics of dystopian societies.

Students will be able to articulate their observances and share with a group.

Students will be able to complete a graphic organizer within a group.

Students will connect arts-based input with their learning and enhance learning with technology.

Materials:

Paper, markers, rocks, paint, brushes, the Internet, iPads/laptops

Procedure:

After viewing the *Divergent* and *Hunger Games* movie trailers, in addition to the pictures of typical dystopian societies, I would ask my students to brainstorm characteristics of dystopian societies. I would place the students in small groups of 3 or 4 and give them an iPad. With the iPad, the students will create a digital graphic organizer that showcases the characteristics that they came up with in their groups. The graphic organizer should showcase their creativity, collaboration, and observances.

After each group has completed the graphic organizers, I will ask one student from each group to come to the board and write the key words that they decided upon. Then, as a class, we will circle words that more than one group came up with. We will use these words to create rocks!

Each student will get a rock and their choice of paint. They will paint a word or phrase that describes dystopian societies. The rocks will be placed at the front of the

room to serve as reminders throughout the unit.
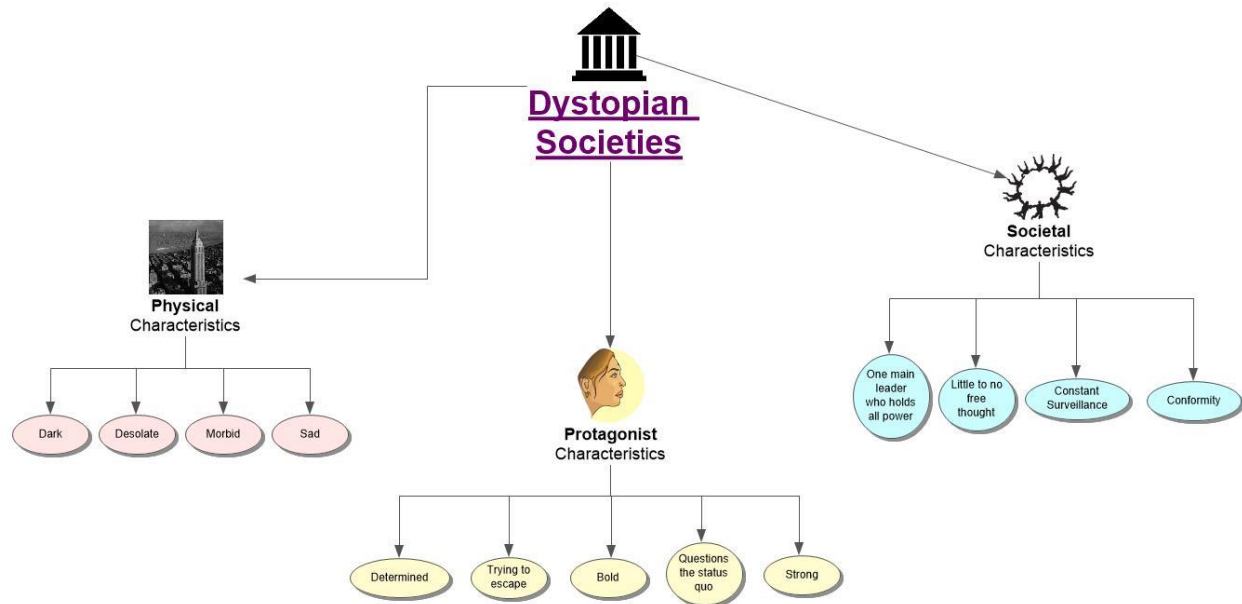
Assessment (How will the students' show you that the objective has been met):

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

      I will use informal verbal assessment by asking students definitions and to elaborate during the lesson. I will also see that they understand what they have learned after they complete their rock and tell me why they chose the word they did. Finally, I will ask "What will you tell your parents or guardians tonight if they ask you what you learned in English today?" as an exit slip.

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

Students will come into the classroom where the desks are already arranged in groups of 4. I have put their names on the desks so they know where to sit. I have strategically placed the students in particular groups so that English Learners are with strong English speakers and there are varying skillsets within in group. As a class, we will watch *Divergent* and *Hunger Games* movie trailers and look at photos of typical dystopian societies. I will define Dystopia for the students. They will talk with their groups and brainstorm different words they thought of when viewing the dystopias we looked at. After they have brainstormed, they will create a graphic organizer on Inspiration using the iPad (sharing and taking turns all the while) that they will show the class when they have finished. In a class-wide discussion, we will pick several words that all the groups came up with or think are the most important. Then, each student will be given a rock, a

paintbrush, and paint in various colors. They will all paint their rocks with a word that describes a dystopian society. These rocks will be displayed as reminders of what a dystopia and to showcase student creativity! At the end of the lesson, I will ask my students what they have learned, what they liked about the lesson, and what else they want to know about dystopian societies.