

## Lesson Plan Template

**Learning Segment Focus** English Language Arts

**Lesson**    **of**    **Topic:** Author's Purpose in *A Raisin in the Sun* **Date**                      **Grade** 8

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	TSW define and recognize drama, purpose, and tone. TSW determine purpose and tie it to background information. TSW demonstrate background knowledge through imaginary interview. TSW showcase knowledge of characters from <i>A Raisin in the Sun</i> .
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	The students will be familiar with plays and dramas. We have discussed that cultural events inspire literature, and we will deepen that understanding by exploring Lorraine Hansberry's purpose for writing <i>A Raisin in the Sun</i> .
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p><b>RL.8.2:</b> Examine a <i>grade-appropriate</i> literary text.</p> <ul style="list-style-type: none"> <li>● Provide an <i>objective summary</i>.</li> <li>● Determine a <i>theme</i> of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.</li> </ul> <p><b>RL.8.3:</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p><b>RL.8.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and/or <i>tone</i>, including analogies or allusions to other texts when applicable.</p> <p><b>RL.8.6:</b> Analyze how differences in the points of view and/or perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p><b>SL.8.5:</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	Drama, Harlem Renaissance, Langston Hughes, Tone, Purpose, Character, Interview
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### Academic Language Support

What are the <b>Academic Language Function(s)</b> (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?	PowerPoint Presentation and use of technology to aid student learning and offer a low-pressure classroom environment.
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<p>What planned <b>Academic Language Supports</b> will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three <b>Academic Language Demands (vocabulary, syntax, and discourse)</b>?</p>	
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**Materials**

<p>Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)</p>	<p><i>A Raisin in the Sun</i> book, PowerPoint presentation on the social issues that existed at the time the play was written, rubric for interview.</p>
<p>Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)</p>	<p><i>A Raisin in the Sun</i> book, paper or laptop for notetaking, phone or iPad for interview creation.</p>

**Lesson Timeline with Instructional Strategies & Learning Tasks**

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
<p>5-10 min</p>	<p><b><u>Introduction:</u></b> Bellringer and connection to book</p>	<p>Students will write down what they would do if they acquired \$10,000. They will also write one sentence depicting their own “American Dream.” Independent work. Teacher will be preparing technology for lesson.</p>
<p>30-35 mins</p>	<p><b><u>Instruction:</u></b>  <i>A Raisin in the Sun</i>- What was Hansberry’s purpose for writing this play? Who is her intended audience? What was going on socially at this time?</p>	<p>Major points:</p> <ul style="list-style-type: none"> <li>- Hansberry wrote this play to depict the daily lives of African Americans in America and showcase their struggles in a realistic way.</li> <li>- Her intended audience was the white population.</li> <li>- The social background and the issues surrounding that time play a huge role in the plot of <i>ARITS</i>.</li> </ul> <p>(See background information in PowerPoint attached in folder)</p> <p>Students will read <i>A Raisin in the Sun</i> by Lorraine Hansberry out loud. Since it is a play, students will volunteer to be different characters from the story. After we read one act, there will be a class-wide discussion. Some questions may include:</p> <ol style="list-style-type: none"> <li>1) How do Ruth and Walter treat each other? Is there much love between them?</li> <li>2) Why did Walter give Travis the money after Ruth said no?</li> </ol>

		<p>3) What does Mama’s plant symbolize?</p> <p>Students will then pair off in groups of two. One person will be Lorraine Hansberry and one person will be the interviewer. They will create a movie on Screencast-o-matic, iMovie, or Clips that showcases this interview. There must be at least 3 purposeful questions and thorough answers. See model <a href="#">here</a>. My model is basic – do not use these questions. Create deep, research-based questions and answers.</p>
	<p><b>Closure:</b> Discuss homework</p>	<p>Offer time to ask questions. Remind students to continue reading <i>A Raisin in the Sun</i>.</p>

**Technology Integration**

<p>Provide your <b>rationale</b> for your technology choices that accurately reflects those choices within your teaching context. <b>Identify</b> what technology(s) you are using as part of your lesson plan. <b>Describe</b> how the use of technology aligns to your learning objectives, content standards, and central focus. <b>Explain</b> how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). <b>Specify</b> how the technology selections meet or exceed the needs/strengths of all students. <b>Justify the “fit”</b> of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	<p>This lesson relies heavily on technology through the use of PowerPoint and , Screencast-o-matic, iMovie, and/or Clips. The PowerPoint is a great way for students to get a lot of information at one time without being lectured. The pictures provide visual appeal, and the students can take notes from the PowerPoint as I read. The video platform and the creation of a student-made movie helps students become more familiar with technology and feel more confident in front of a camera. By pairing up, students have someone to lean on and guide them so there is not a lot of pressure on one student.</p>
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**Accommodations/Modifications**

<p>How might I <b>modify</b> instruction for:  <i>Remediation?</i>  <i>Intervention?</i>  <i>IEP/504?</i>  <i>LEP/ESL?</i>          (All students who have plans mandated by federal and state law.)</p>	<p>I will allow time during and after class for questions or tutoring.</p>
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**Differentiation**

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b>          (All students who are not on specific plans mandated by federal and state law.)</p>	<p>Scaffolding - build off previous lessons          PowerPoints are written out like guided notes - important words or phrases are highlighted.</p>
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**Assessments: Formative and/or Summative**

Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed).	X Formative / <input type="checkbox"/> Summative	Notes from PowerPoint
	X Formative / <input type="checkbox"/> Summative	Class-wide discussion
	X Formative / <input type="checkbox"/> Summative	Student-created movie

**Research/Theory**

Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research</b> .	
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**Lesson Reflection/Evaluation**

What went <b>well</b> ? What <b>changes</b> should be made? How will I <b>use assessment data</b> for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

\*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;  
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>;  
<https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;  
<https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>;  
<https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;  
<https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>;  
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>;  
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>