

Wayne County Schools  
21<sup>st</sup> Century Instructional Lesson Plan

<b>NAME: Tyler Gatlin</b>		<b>Subject: Advanced Composition</b>					
<b>Date: Day 36</b>		<b>Grade Level (s): 9<sup>th</sup> Grade</b>					
<b>Standards/Objectives Addressed (NCSCOS)</b>							
1.01, 1.02, 2.02, 4.01, 4.02, 8.05							
<b>Essential Question(s) (In student-friendly terms)</b>							
What distinguishes poetry from prose? How can works of fiction be used to convey ideas or beliefs about real historical events? How can literature be used for social commentary? Why do we fight wars? What lessons can be learned from <i>All Quiet on the Western Front</i> , and how can they be applied today?							
<b>Pre-Assess/Anticipated Struggles (Look at student data to plan. What formative and summative assessment data was used?)</b>							
Beginning of the unit.  Data has been collected based on the work completed in the <i>Romeo and Juliet</i> unit.  EVAAS data used for homogenous grouping.							
<b>Instructional Strategies</b>							
MAP Data	X	Questioning	X	Scaffolding Text	X		
Writing to Learn	X	Classroom Talk	X				
Collaborative Group Work	X	Literacy Groups	X				
<b>Learner Diversity</b>							
<ul style="list-style-type: none"> <li>• Type(s) of grouping used: <u>X</u> small group ___ student pairs <u>X</u> whole group <u>X</u> Individual</li> <li>• How will you differentiate to meet the needs of all learners in your class?</li> <li>• How did you decide members of each group?</li> </ul>							
Whole Group:		Group 1:		Group 2:		Group 3:	
Homogenous groups of 4 based on EVAAS data.							
<b>Engage (Anticipatory Set/"The Hook")</b>							
<ul style="list-style-type: none"> <li>• Capture the students' attention, stimulate their thinking and help them access prior knowledge. Consider novelty, meaning and emotion.</li> </ul>							
Grammar warm-up.  Students given 8 sentences and asked to correct them on their own. We then go over and discuss as a class.							
<b>Instructional Practices Used in this Lesson</b>							
Coaching	X	Providing Directions/ Instructions	X	Learning Centers			
Discussion	X	Providing opportunities for practice	X	Teacher-directed Questions and Answers			X
Hands-on experiences		Direct Instruction	X	Modeling			X
Presentation		Testing		Other:			
<b>Suggested brained-based learning activities promoting the above Instructional Practices</b>							

Think-Pair-Share		Instructional Games		Music/Rhyme/Rhythm/Rap	
Thinking Maps		Student Facilitators		Movement	
Technology Integration	X	Storytelling		Humor	X
Use of visuals		Field Trips(Virtual)		Project/Problem- Based Learning	X
Metaphor/Simile/Analogy		Reciprocal Teaching		Mnemonics	
Peer/Self Assessment		Drawing or illustrating		Other:	
Writing/Reflecting/Journals	X	Simulations/Role Play		Other:	

### Explain, Explore, Elaborate

#### Content Chunks: How will you divide and teach the content?

- Transitions should be used every 5-15 minutes to keep the students' brains engaged.
- Involve students in an analysis of their explorations.
- Use reflective activities to clarify and modify student understanding.
- Give students time to think, plan, investigate and organize collected information.
- Give students the opportunity to expand and solidify their understanding of the concept and/or apply it to a real-world situation.

#### This Unit Will take 10 school days

20 mins – Total time for grammar warm-up. Includes independent practice and class discussion.

20 mins – Students meet in literacy groups.

40 mins – Lesson planned for that day.

Day 1 – Warm-up, distribution of books, placing students in groups, signing group contracts. DBQ on causes of WWI.

Day 2 – Warm-up, literacy group meetings, group research and presentations on causes and actions of WWI.

Day 3 – Warm-up, literacy group meetings, war poetry of Walt Whitman in gallery walk.

Day 4 – Warm-up, excerpts from *The Things they Carried*, literacy group meetings

Day 5 – Warm-up, literacy group meetings, war poetry of Wilfred Owen, Rupert Brooke, Allen Seeger as station work.

Day 6 – Warm-up, literacy group meetings, excerpts from *Jarhead* as station work.

Day 7 – Warm-up, literacy group meetings, station work on “Just War” theory as it relates to WWI, and the Afghanistan war.

Day 8 – Warm-up, literacy group meetings, Paideia seminar on the idea of just-war.

Day 9 – Warm-up, final literacy group meeting, review of the unit.

Day 10 – Unit assessment.

#### Evaluate/Assessment of Learning

- Evaluate throughout the lesson. Are students able to answer the Essential Question(s)?
- Present students with a scoring guide (such as a rubric) to self-assess.
- What assessment(s) will be used to be sure the students are successful?

Data on NSCOS objectives will be collected from warm-up activity and class discussion.

Data for collaboration and self-management rubrics will be collected during class discussion and groupwork.

#### Describe, Analyze, Reflect (Then and Now):

- How effective was the lesson? How did the strategies help the students deepen their understanding? Cite evidence of student work, performance, behaviors, and/or remarks to support your view.
- What caused the lesson to go well? What challenges did you encounter?
- What did you do to contribute to the lesson's effectiveness?
- How will you link this lesson to future learning?
- What learning did you take from this lesson to apply to future lessons? What would you do differently next time?