

## LESSON PLAN

<i>Teacher's Name: Michael White</i>	<i>Date: February 22<sup>nd</sup>, 2006</i>
<i>Class/Grade Level: 11<sup>th</sup></i>	<i>Period/Time of day: 4<sup>th</sup> (No IEPs)</i>
<i>Subject: English III</i>	<i>Lesson Topic: Harlem Renaissance</i>
<b>CORE CONTENT</b> @ <a href="http://www.education.ky.gov">www.education.ky.gov</a>  <i>RD-11-1.0.1</i> <ul style="list-style-type: none"><li>• <i>Students will interpret literal or nonliteral meanings of words in a passage.</i></li></ul> <i>RD-11-2.0.1</i> <ul style="list-style-type: none"><li>• <i>Students will paraphrase information in a passage.</i></li></ul> <i>RD-11-3.0.9</i> <ul style="list-style-type: none"><li>• <i>Students will explain the appropriateness of the author's content for an intended audience.</i></li></ul> <i>WR-1.11</i> <ul style="list-style-type: none"><li>• <i>Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</i></li></ul>	
<b>GOAL (teacher)</b> <ul style="list-style-type: none"><li>• To assess the knowledge of the Harlem Renaissance through an Open Response question and an activity while also introducing the "Do What" method of Open Response.</li></ul>	
<b>OBJECTIVES (what students will know and do)</b>  Students will: <ul style="list-style-type: none"><li>• Apply the "Do What" method of Open Response.</li><li>• Apply their knowledge of the Harlem Renaissance by answering a set of Open Response questions.</li><li>• Participate in an activity that will reinforce their knowledge of the Harlem Renaissance.</li></ul>	
<b>ESSENTIAL QUESTION (s)</b>  <ol style="list-style-type: none"><li>1. Explain the "Do What" method of answering an Open Response.</li><li>2. What conclusions can you draw about the Harlem Renaissance?</li><li>3. How can you determine that a piece of literature is considered part of the Harlem Renaissance?</li></ol>	
<b>MATERIALS</b>  Open Response Handouts and Answer Sheets Teachers Everywhere Handouts Technology Enhancements (Lesson PowerPoint, DLP Second Slide) Open Response Material for the County English III Literature Textbook 4.1 Core Content Lesson Planning Material – Morehead State University	

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### ASSESSMENT(s) TO BE DEVELOPED

#### Prior:

Daily Language Practice (DLP) that reinforces the importance for students to write clearly and correctly on their open response.

#### For Learning/ Formative

Teacher Observation

Questions and Answers

Teachers Everywhere Activity

#### Of Learning/ Summative

Open Response (As a summative for the Harlem Renaissance unit)

### PROCEDURES *(step by step)*

- **Anticipatory Set**
  - Bellwork – DLP
  - Go over the essential questions slide.
  - Explain the importance of writing clearly and correctly on their Open Response. (Use anecdote about “Would (not) like chocolate ice cream” and example of the “dropped calls” commercial.)
  - Explain the importance of being able to answer an Open Response. (Point out that applications for jobs, application for college, quick speeches, etc. use Open Response answers. Also, reinforce clarity by explaining what happens when you can’t read your own handwriting or if your friend gets lost with your directions.)
- **Introduction**
  - Using the slides from the PowerPoint explain the question being asked.
  - Explain the “Do What” method of answering an Open Response (point out the correct method of using the “Do What” method as outlined by Mason County).
  - Using the “Do What” method, go over the questions from the Open Response.
- **Body of Lesson**
  - Pass out the Open Response Handouts as well as the answer sheets.
  - Quickly go over the main points: Clarity and “Do What”.
  - Have the students answer the Open Response while having the “After you are done” slide on the board. (20 minutes or until students are completely finished. Whichever comes first.)
- **Closure**
  - Teachers Everywhere Activity. (Explained later in this document.)

### ASSESSMENT ADMINISTERED *(forms used before, during and after the lesson)*

Bellwork

Teacher Observation

Questions and Answers

Teachers Everywhere Activity

Open Response (Rubric on Handout)

### MODIFICATIONS/ ACCOMODATIONS/ EXTENSIONS *(differentiation for specific need students)*

The open response question allows for each student to tackle the problem in his/her own way even though he/she is led in the right direction through the “Do What” method of answering an Open Response. Each student has different strengths in their writing abilities and knowledge

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capacities and can show them here.

The PowerPoint presentation allows for all of the information to be easily accessible to the students for writing and reading purposes.

Students who are absent will be allowed to make it up the following week during their own time as long as they have documented excuses.

There are no IEPs for this class.

### **HOMEWORK**

The work for this lesson is done completely in the classroom, therefore there is no homework.

### **REFLECTIONS** *(to be completed by the practitioner after delivery of lesson)*

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### Teachers Everywhere Directions

1. Assign groups of 3-4 students (5-6 in larger classes).
2. Each group must come up with 8-10 questions based on their assigned text. They will write the questions on one side of the index card and the answers on the other side of the index card.
3. While group #1 is coming up with their questions, the other groups are studying text #1. (be smart: divide up the text (chunking) so that you can focus intently on small set of words)
4. When group #1 is ready, they will read each question aloud.
5. Other groups will write down their guess on an index card.
6. When group #1 is finished, other groups will turn in their index card to be scored.
7. The process is repeated with other groups: group #2 will come up with questions while the other groups study group #2's text.
8. At the conclusion of the game, all team's scores will be totaled. The winning team (team with the highest score) will be rewarded with the following:
  - 1.) each team member may put his/her name in the jar;
  - 2.) team will earn bonus points (# of points earned divided by 2).

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