

Lesson Author	Sam Costello
Date	13 Nov 2018
Period	Core 1
Grade Level	8th Grade
Time Allotted	75 mins
Context/ Rationale	<p>This lesson is day 7 of a Unit titled “Take a Stand” that will use persuasive writing to explain the crisis of a refugee. This lesson will be taught to an 8th grade classroom consisting of 30 heterogeneous students of varying learning levels and different cultural backgrounds. Students have been reading the anchor text <i>Refugee</i> as homework and in-class reading, and we have been discussing in class the different characters, situations, and terminology that are inherent to each section of the novel. We have also been going through several different activities inquiring what a refugee is with group discussions, videos, and activities to help students better understand the vocabulary of a refugee and the impacts on global societies. We have with also been recently learning basic poetry structure to get students acclimated to the terminology and understanding in preparation for the formative assessment.</p> <p>The goal of this lesson is to prepare students for the assessment, which is aligned directly to the NC Extended Content Standards for ELA the students are learning. Through this lesson, students will add new perspectives with the understanding of empathy, acceptance and tolerance for the plight of a refugee. The use of the anchor text <i>Refugee</i> and additional resources will scaffold students into meaning and understanding of a refugee. Students will see current events through various news outlets to create connections to this Unit and lessons as their lives are affected by the refugee crisis in our national and global communities. The assessment showcases the students understanding and the meaning through a poem of what a refugee is in their own words. This assessment helps to create empathy, awareness, and tolerance to the student about the plight of a refugee, as well as provides an opportunity for students to explain and express to the class their own understanding of what a refugee is through their poetic creations, and present their creations to the class in a poetry slam.</p>
Central Focus	<p>Students will use creative writing and critical thinking to create a poem with their individual perspectives of a refugee after collaborating to analyze the anchor text and supplemental resources (e.g. video clips and articles) that will create a working dialogue. Students will understand through the anchor and supplemental resources, the plight of a refugee and their actions to overcome adversity from physical conflict or political persecution. This in-depth look will further help students understand through the use poetry as a vehicle of empathy and tolerance for a refugee by centralizing their thoughts in poetic stanzas. Student will be able to see through a different cultural lens that the refugee plight is relevant today as refugees are trying to get asylum in the United States and other foreign countries abroad.</p>
Essential/ Compelling Question(s)	<ul style="list-style-type: none"> ● Should refugees be allowed asylum in countries that they turn to? ● Should countries intervene to help people during religious or political conflicts?

Goals	<p>Objectives</p> <ul style="list-style-type: none"> Students will be able to understand and explain the importance of empathy, acceptance and tolerance in relation to refugees. Students will be able to create a poem related to being a refugee, pulling inspiration from one of the three stories found in the novel <i>Refugee</i>. <p>Standards :</p> <ul style="list-style-type: none"> CCR Anchor Standard RL.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <ul style="list-style-type: none"> CCSS.ELA-LITERACY.RL.8.3 – 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. 		
Assessments	<p>Informal</p> <ul style="list-style-type: none"> Asking student questions to gauge understanding and comprehension. Circulating around classroom during collaborative work to see progress. 	<p>Formative</p> <ul style="list-style-type: none"> Creating a 3-4 Stanza poem related to <i>Refugee</i> and present it to the class in a poetry slam. 	<p>Summative</p>
Language Supports	<p>Language Function</p> <ul style="list-style-type: none"> Understand the crisis of a refugee. Explain through anchor text and supplemental resources about empathy, acceptance, and tolerance. Create a poem to showcase understanding to explain their perspective. 	<p>Vocabulary</p> <ul style="list-style-type: none"> Empathy Acceptance Tolerance Social Activism Poetry Stanza Trecet Quatrain 	<p>Syntax/Discourse</p> <ul style="list-style-type: none"> Venn-Diagram <ul style="list-style-type: none"> Visual & written activity to compare and contrast the topic. Chalk Talk Stations <ul style="list-style-type: none"> Silent written understanding or questions shared with peers. Think-Pair-Share <ul style="list-style-type: none"> Group discourse discussion

Materials & Technology

What texts, materials, websites, and equipment do you need to implement your plans? Include materials that students and teachers may need (and are available at your school). What technology are you using in your lesson? Include hyperlinks.

- Young Adult Novel - *Refugee* by Alan Gratz
- Easel paper
- Pictures and questions for Chalk Talk:
 - [Tent City](#)
 - What is a refugee?
 - [Differences](#)
 - What is tolerance?
 - [Cuban Rafters](#)
 - Why should we accept others?
 - [Jewish Teenagers](#)
 - How does one display empathy?
- Colored markers or colored pencils
- Masking tape
- Example Poems
 - [Refugee Poems](#)
- [Venn-Diagram](#)
- Document camera
- Poem Rubric
 - [Refugee Rubric](#)
- Music by Antonio Vivaldi
 - <https://youtu.be/ygpf6mxTUeY>

INSTRUCTIONAL PLAN

How are you inviting students to learn? How are you moving them through the lesson and engage them in the activities? How are you bringing the lesson to a close? Provide basic “step-by-step” directions and prompts for implementing these areas of the lesson. A substitute teacher should be able to pick up your lesson plan and say and do everything you would have if you were there. Please be explicit and specific. Remember – YOU CAN (and likely SHOULD) ADD ROWS.

Time	Lesson Component	Teacher AND Learner Roles/Procedures (what are you doing? what are students doing?) both should be present.
5 mins	<ul style="list-style-type: none"> ● Warm-up 	<ul style="list-style-type: none"> ● I will say, “Good morning class” and finish after salutations “Today we are going use what we have learned about a refugee and create some poems using the book we have read <i>Refugee</i>.” Then finish with, “But before that, we are going to have a Chalk Talk to help us look deeper at the refugee crisis.” ● I will ask, “Does someone remind the class what a refugee is before we start reading our Chalk Talk?” and I will wait for answers from students. ● I then will ask, “Does anyone have any questions about refugee before we proceed?” ● Transition into next activity.

20 mins	<ul style="list-style-type: none"> Chalk Talk Stations 	<ul style="list-style-type: none"> “Okay, now we will start getting our minds ready for poetry writing, but first let us look and think deeper on our novel with pictures related to it.” I will place 4 easel papers with attached pictures and written questions around room to provide student stations to move about and answer the questions and I will pass out or place colored markers on lecture table. <ul style="list-style-type: none"> I will tell the students, “ You do not talk, but methodically (a method of writing) and move from station to station responding to question with a colored maker or pencils. You can answer the question, add your feelings to the picture, or you can answer, or embellish on a student’s comment.” I will continue, “You will move about the room and comment on each station. You will have 20 minutes to do this activity. Everyone get a colored marker if you do not have one.” I then will finish with, “does anyone have any questions?” I will circulate around the room and make sure students are participating. <i>Transition to next activity.</i>
10 mins	<ul style="list-style-type: none"> Venn-Diagram Activity 	<ul style="list-style-type: none"> “Okay class, now that we have our minds open to the refugee crisis, we are now going to look at our novel and create contrast and comparisons document.” I will place a Venn-Diagram on the document camera <ul style="list-style-type: none"> Venn-Diagram “You will work together to find things that are in common, which goes in the center of the Venn-Diagram.” “Things that are in contrast go to the outside of the center of both circles;” I will model this process for students to understand. “You will make your own Venn-Diagrams and you will take 2 stories from you novel to compare and contrast.” “Josef and Isabel or Josef and Mahmoud or Isabel and Mahmoud.” I will add, “You can use your novel to for help.” “Does anyone have any questions?” “You will have 10 minutes to do this -- begin.” I will circulate around the room and also tape up in the classroom the Chalk Talk activity as reference for the Venn-Diagram activity and the poem creation activity that will be next. <i>Transition into next activity</i>

30 mins	<ul style="list-style-type: none"> Poetry Creation Activity 	<ul style="list-style-type: none"> “Okay class, now we are going to make poems related to the novel <i>Refugee</i>.” I will provide a poem for reference on the document camera, and will point out this to the students while explaining the composition of a poem to students. I will leave this up for students to reference from. <ul style="list-style-type: none"> Refugee Poems “As you remember, stanzas are grouping of lines of poetry that explain our thoughts in creative writing.” “Our poems will consist of 3-4 stanzas in various line lengths, but no one word lines.” “These lines will be comprised in tercet or quatrain poems” “Tercet: is 3 line stanzas and quatrain: is 4 line stanzas.” “You can work together to help brainstorm ideas, but use your Venn-Diagrams for help too.” “You will turn in individual poems that showcase your understanding of the refugee crisis.” “Your lines of poetry need to be creative and related to one character in the novel.” “You will have 30 minutes to create your poems. Are there any questions” “Okay, begin creating your works of literary art.” “Do not hesitate to ask me a question if you get stuck or something still seems confusing.” I will circulate around the room to make sure students stay on task and check their work. I will play on the computer that projects into the classroom Antonio Vivaldi's <i>The Four Seasons</i> concerto as my students create their literary masterpieces. <ul style="list-style-type: none"> https://youtu.be/ygpf6mxTUeY Transition to the next activity.
8 mins	<ul style="list-style-type: none"> Poetry Editing 	<ul style="list-style-type: none"> “Okay class, now that you have created your poems, we are going to edit them with a rubric.” “This rubric is how I am going to grade your poems, which is your first letter grade for this portion of our unit assessment.” I will pass out rubric for student to follow and edit their poems. <ul style="list-style-type: none"> Refugee Rubric “If you do not finish your edits, that is okay -- you can do it as homework tonight” “You can either write out your poems on notebook paper, construction paper, or typed on a computer and printed off.”

		<ul style="list-style-type: none">● <i>Transition into students getting ready to leave for their next class.</i>		
2 mins	<ul style="list-style-type: none">● Final Thoughts	<ul style="list-style-type: none">● “Okay class, let’s start packing your things up and get ready to change classes (or getting ready to go home).”● “Take your poems home and polish them up, make additional edits and use the rubric as a guide; decorate them if you want with a picture that represents your title of your poem.”● “You will turn in your poems tomorrow, but before that we will have a poetry slam and hear everyone’s poem and the the class 3 favorites will win a prize!”● “Any questions?”● “Have a nice day and see you all tomorrow!”		
Accommodation After you review various data (collected through your own observations, discussions with your cooperating teacher, student conferences, etc.), how will you adjust instructional materials, activities, and sequencing given what you have learned about students’ academic skills, attitudes, and needs?				
Learning Needs: <ul style="list-style-type: none">● Venn-Diagram handout.	IEPs/504s <ul style="list-style-type: none">● Venn-Diagram handout.	Striving Readers/RTI/MTSS	ELL Support <ul style="list-style-type: none">● Venn-Diagram handout.	Gifted/AIG

***Make sure that you include the handouts/links/etc to any materials one needs to teach this (hyperlinks are fine!)**