**21st Century Lesson Cycle #2**

|  |
| --- |
| **Subject: English Language Arts Unit: Class Novel Study- The Giver**  **Grade: 8 Lesson: During Reading Activities** |
| **Curriculum Outcomes:**  Students will be expected to:  4.5 regularly identify the processes and strategies readers and viewers apply when constructing  Meaning.  6.1 elaborate personal reactions to what is read and viewed by providing some extended  explanations, examples, and supporting arguments  9.1 continue to develop writing forms previously introduced and expand this range to produce.  9.2 consider and choose writing forms that match both the writing purpose and the reader for whom the text is intended |
| **Driving Question(s): What role (job) do you think you would be assigned in Jonas’ community during the *Ceremony of Twelve* and why?** |
| **Learning Goal(s):**   * **Find information from the novel to develop an informational outline of the agenda for the *Ceremony of Twelve*** * **Students reflect upon personal strengths and weaknesses, decide which “assignment” would best suit them, and produce a video outlining why they should “get the job”.** |
| **Success Criteria:**  Achievement with assignments based on outcomes from the ELA strands:  I) Writing & Representing  II) Reading & Viewing  III) Speaking/ Listening |
| **Assessment:**  **Teacher assessment** – looking at formatting and strength of ideas, rubrics may be provided. |
|
| **Expected Duration: This lesson should take 4 one hour classes to complete (additional time may be required for assignment completion)** |

|  |  |
| --- | --- |
| **Lesson Procedure Day 1 and 2** | |
| **Tools & Tech req’d**  -Individual student iPads  - PDF novels  - paper based supplies (if requested by students) | **\*\*It should be noted that students have read, and completed comprehension questions for, chapters 1-8.**  **Warm-up:** In their small group seating (tables arranged in groups of 4), assign 2 chapters to discuss. Have students make point form notes summarizing what happened in those two chapters. They will share their notes with the class orally.  **Activity: Reading and Viewing, Writing and Representation**  Students will create a poster, brochure, powerpoint…..outlining the procedures regarding the *Ceremony of Twelve.* (Most of the information they will need is in chapters 6 and 7)  This assignment can be done individually or with a partner  ***Ceremony of Twelve* R.A.F.T Assignment**  **Role:** Written from the Chief Elder’s perspective (and voice)  **Audience:** Children in the community who may ask about what takes place during the ceremony.  **Format:** Brochure, Poster, Powerpoint (whatever works for you)  **Topic:** Details of the *Ceremony of Twelve*  **Step 1:** Rough draft- skim through the novel and find information about the following:  a) what is given or taken away at each level during the ceremony  b) where and when the ceremony takes place  c) why do we celebrate?  d) meals, daily schedule?  e) what is included in the speeches  f) how is seating arranged for the people  g) special guests  \*\*anything you can find about the ceremony.  **Step 2**: Choose the format you wish to use to present the information, prepare an organized rough draft, ask a peer or Ms. Uhlman to proofread/edit/offer suggestions.  **Step 3:** Prepare your final draft. \*\*Be creative, neat and organized!! Submit |
| **Taxonomy**  **of 21st Century Skills**  ✓find and validate ✓ critical thinking  ✓apply and understand ✓communicate clearly  ✓analyze and synthesize ✓work collaboratively  ⃞evaluate and leverage ⃞embrace culture  ✓create and publish ✓develop creativity  ✓utilize connectivity | |

|  |  |
| --- | --- |
| **Tools & Tech req’d**  -Individual student iPads  -Access to Apple TV (in classroom)  - video cameras (if needed)  -paper/pens | **Lesson Procedure Day 3 and 4**  **Day 3**  **Warm-up: Share *Ceremony of Twelve* R.A.F.T assignments, whole class**  **Activity #1:**  **Oral introduction by teacher:** There have been many assignments (jobs) mentioned in the novel so far, and we know that based on a childs’ strengths and weaknesses, they are chosen by the Committee of Elders to take a certain assignment for life. This assignment is given during the *Ceremony of Twelve.*  **Student task-** on a piece of paper, write your name and 3 strengths and 3 weaknesses….hand in to teacher.  **Teacher** will read each paper anonymously to the class and the class will determine the best suited assignment for that person. Once all papers are read, the teacher will announce who gets what job.  **Student journal reflection:** Are you surprised by what you received? Are you happy or not? What job would you rather? Be sure to explain why or why not for each question. Hand in to teacher before the end of class.  **Day 4**  **Activity #2:**  What job do you want? You are turning a Twelve and it is time to impress the committee with specific reasons as to why you deserve the assignment of your choice. Create a video for the Committee of Elders to review that outlines your talents and choice of assignment. Have fun with this! |
| **Taxonomy**  **of 21st Century Skills**  ⃞find and validate ✓critical thinking  ✓apply and understand ✓communicate clearly  ⃞analyze and synthesize ⃞work collaboratively  ⃞evaluate and leverage ✓embrace culture  ✓create and publish ✓develop creativity  ⃞utilize connectivity  **WRAP UP/REMINDERS:**  **Determine as a class the deadline for video submissions** | |