

Lesson Plan

Instructor: Nicholas Guerrero

Topic: 1984 Theme Debates Subject: English Honors

Check box if part of a larger unit: _____

Where does the lesson fit in: Begin _____ Middle _____ End X

Duration of Lesson: 45 minutes

Grade 12th grade

Other adult involved in instruction: (Check appropriate)

Paraeducator _____ co-teacher _____ volunteer _____

Understanding Your Learners through contextual details
(ELLs & ELD levels, IEP/IDP, 504, GATE, Gender, Ethnicity)

Lesson Objective/s: Students will have a solid understanding of the major themes of George's Orwell's 1984. Students will be able to apply and relate these themes to real world situations. Students will learn how to effectively debate controversial topics amongst their peers.

State Standard/s: 1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.

4.B.4b Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.

ELD Standard/s

Formative Assessment/s: Notes will be collected to check for understanding. During the debate, I will use a student chart and mark down the following : insightful comment (+), Follow up comment (F), adequate comment (-), initiates question (T), quotes from text (Q), example of textual evidence (X), good listening skills (L), preparation event (P), inappropriate off topic comment (-), repeats previous comment (R), not listening (NL), lack of preparation (LP). Using this form of assessment, I will see who has done how much of what to award participation points for the day.

Summative Assessment/s: Upon going over the major themes in the novel, students will be asked to work in groups of 7 and apply the themes to real world situations. After gathering their thoughts, all students will be responsible for making their claims to the opposing group which will allow for the instructor to see if the students have mastered the content.

In a snapshot narrative paragraph, describe the context of the instructional group. Describe major areas such as cultural, family structures, ELL levels, SES, etc. What are the most important details that may inform your instruction and support your learners?

In the two classrooms I currently observe, there is only one student (African American) who is not of Caucasian descent. In the Speech Communication class, there are seven students, 3 girls and 4 boys. In the English Honors class, there are 15 students, 9 girls and 6 boys. The school I currently observe is located in an extremely rural area and many of the families have farming ties. I observed a few students take off time from school to work with their families on the farm. From my observations, it seems as if the socioeconomic status of the students varies from lower middle class to upper middle class.

IEP Goals Directions: List students' goals as they apply to this lesson.

Revised 7/29/2011

Large Group/Whole Class Instruction – Select 2-4 students for instructional focus.

Small Group / Individualized Instruction (< 5 students)

Student(s)	IEP Goal/Objective (standards based)
Aaron	504 plan: My cooperating teacher did not go into full detail regarding Aaron's situation. He basically mentioned that the student was just released from a rehabilitation center and informed us that he tends to get a bit loud or is not very attentive, but we should not take it too seriously. He mentioned that the student is an exceptional one and no real accommodations needed to be made.

LESSON PLAN & PROCEDURES

Lesson Elements	Identify Formative Assessment as it occurs in the lesson	Time	What are the students doing?	What is other adult doing?	Check for Understanding	Materials
Lesson Introduction (connect & build background knowledge)	Housekeeping: Students will be informed of the day's activities. (A quick clip will be presented to the class, a debate including many different controversial topics in the novel will take place, a wrapping up activity where the students discuss the important themes of book III) At this point, the students should have finished the novel and a quick video of the work as a whole will be presented to them in order to get their ideas flowing.	3 min	Students will listen and take on the activities for the period			1984 video which will be uploaded from the instructor's flash drive
		8 min	Students will take out their journals and take notes for points		After the video, students will be asked to relate it with the themes, symbols, and motifs of the novel	
Lesson Body						
Direct	Students will be split up into two groups and given a handout with	4 min	Students will		Ask for any	

1984 Lesson Plan

Mark Steyvers



1984 Lesson Plan:

Decoding **1984 Lesson Plan**: Revealing the Captivating Potential of Verbal Expression

In a time characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its ability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**1984 Lesson Plan**," a mesmerizing literary creation penned by way of a celebrated wordsmith, readers embark on an enlightening odyssey, unraveling the intricate significance of language and its enduring impact on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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Table of Contents **1984 Lesson Plan**

1. Understanding the eBook 1984 Lesson Plan
 - The Rise of Digital Reading 1984 Lesson Plan
 - Advantages of eBooks Over Traditional Books
2. Identifying 1984 Lesson Plan
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an 1984 Lesson Plan
 - User-Friendly Interface
4. Exploring eBook Recommendations from 1984 Lesson Plan
 - Personalized Recommendations
 - 1984 Lesson Plan User Reviews and Ratings
 - 1984 Lesson Plan and Bestseller Lists

5. Accessing 1984 Lesson Plan Free and Paid eBooks
 - 1984 Lesson Plan Public Domain eBooks
 - 1984 Lesson Plan eBook Subscription Services
 - 1984 Lesson Plan Budget-Friendly Options
6. Navigating 1984 Lesson Plan eBook Formats
 - ePub, PDF, MOBI, and More
 - 1984 Lesson Plan Compatibility with Devices
 - 1984 Lesson Plan Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of 1984 Lesson Plan
 - Highlighting and Note-Taking 1984 Lesson Plan
 - Interactive Elements 1984 Lesson Plan
8. Staying Engaged with 1984 Lesson Plan
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers 1984 Lesson Plan
9. Balancing eBooks and Physical Books 1984 Lesson Plan
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection 1984 Lesson Plan
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine 1984 Lesson Plan
 - Setting Reading Goals 1984 Lesson Plan
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of 1984 Lesson Plan
 - Fact-Checking eBook Content of 1984 Lesson Plan
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
- Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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