**Inquiry Based Lesson Plan**

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| Teachers: Beatriz Perez | | Subject: English 9th Grade |
| Standard: 9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | | |
| Objective (Explicit):   * Students will be able to provide a summary of (one) of the main themes or central ideas of The Scarlett letter by creating a presentation using either technology or classroom materials. The summary will include details from the text to support how theme develops throughout the book. | | |
| Evidence of Mastery (Measurable): Students will be able to describe the Theme or Central Idea of the text.  Students will be able to provide details to support the development of the theme. These details need to be related to how the theme emerges, how characters play on the theme, how setting plays on the theme, symbols, etc.  Students will be able to present their material to the classroom. | | |
| Sub-objectives, SWBAT (Sequenced from basic to complex):   * Students will be able to define theme * Students will be able to find the central idea or theme of a text * Students will be able to determine how theme develops throughout the course of the text * Students will be able to list details that refine and support the theme of the text * Students will be able to create a summary of the text including the elements of theme that we’ve covered * Students will be able to create their own symbol like the Scarlett letter “A” that represent their own “sins.” | | |
| Key vocabulary: Theme, central idea, symbols, setting, archetype, protagonist, puritan, antagonist, rising action, falling action, etc. | | Materials/Technology Resources to be used: The Scarlett Letter, presentation tools, interactive speaker, poster paper, markers, computers, smartboard, paper, pencils |
| Engage (Make content and learning relevant to real life and connect to student interest) Students will be creating their own type of symbol like the “A” in the Scarlett Letter that represents some form of sin or fault in their lives and wear them for a day. They will take the time to reflect on their own lives and relate them to the themes in the novel and share with the class or a partner what their symbol represents and why they chose that. | | |
| Explore | Teacher Will: Give students the tools to create their presentations, giving them websites, materials, apps, and information they may need to be successful. | Student Will: Use technology (a computer or the book) to look up details and supporting evidence that will help them find the theme or central idea they want to use for their presentation. They will explore the themes in the book and think of ways to present them. |
| Co-Teaching Strategy/Differentiation: If students don’t have access to a computer or the book they can go to the library to look up their information. | |
| Explain | Teacher Will: Explain the requirements of the presentation and go over the grading rubric for the students. Also go over any questions they may still have on the book that they are struggling with. | Student Will: Begin to create their presentation through whatever means they decide to use and explain the way their theme is portrayed in the novel, and how the details support it. |
| Co-Teaching Strategy/Differentiation: If students do not want to use technology because they don’t have access or have impairments they can use poster paper or if they don’t want to physically present to the class they can create a video or recording to present. | |
| Elaborate | Teacher Will: Guide students in a discussion to help them tie back all the material we’ve been discussing to society today and their everyday lives. | Student Will: Present their project then reflect on how the theme or central idea they chose in the book is still relevant to their lives today or to our society by writing a small paragraph. Also reflect on the themes and ideas that their peers chose and think about how they’re different/similar. |
| Co-Teaching Strategy/Differentiation: Instead of writing a paragraph they can present it to me verbally on what they think/feel. | |
| Evaluate: Students will evaluate the major thematic elements in the Scarlett Letter and how they can learn from these themes and apply them to their own lives. We will do a class discussion after all the presentations/reflections to tie everything together and see what everyone has learned or how they have been impacted by the theme/critical idea they made their presentation on. | | |

**Focus on life lessons, diversity of student thinking, students present to peers, student comfort and engagement, consistent in all classes, personal interests in student lives, students guide them, technology infused, multiple ways to engage in discussion.**