

Instructional Lesson Plan
English Language Arts

Grade: 11	Unit Title: <i>A Growing Nation</i>
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Lesson Overview

- Four days
- Students will read *The Declaration of Independence* by Thomas Jefferson using a close read strategy, discuss the piece in a Socratic Seminar, and write a response that links *The Declaration of Independence* to one of the three essential questions for this lesson.

Teacher Planning and Preparation

Consider:

- Apply appropriate UDL instructional aids, such as etext, text to speech translators, and/or digital versions of the text for display on document camera, Mobi, or Smartboard. The teacher may need to load the selection of the text into the speech translator or onto the screen prior to the start of the lesson.
- Literature circles require pre-assigned groups. These groups should be teacher-selected and will have already met prior to this lesson. Therefore, group behavioral rules and discussion format should already be established.
- Practice close reading of the selected pages. Prepare questions to stimulate the thought process (your thought process) as you were reading.
- Prepare to demonstrate the annotating process while you read the text aloud.
- Teacher may prepare a handout/organizer on the process of close reading or distribute post-it notes to aid in reading.

Essential Question

- What is an American?
- What is independence?
- Is there a limit to freedom?

Unit Standards Applicable to This Lesson

- RI.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- SL.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- W.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- W.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Student Outcomes

- Students will read *The Declaration of Independence* using the close read strategy, paying particular attention to Jefferson's development of his argument.
- Students will participate in a Socratic seminar to increase the depth of their comprehension of the text and will follow the guidelines/procedures for Socratic seminar.
- In a written essay using the text for support, students will write to answer one of the essential questions for this lesson.

Materials

- Jefferson, Thomas. *Declaration of Independence*. Beverly Ann Chin et al. *Glencoe Literature The Reader's Choice: American Literature*. New York: Glencoe McGraw Hill, 2002, pp. 169-172.
- Teacher grade form for students
- Copy of *The Declaration* for annotating for each student, copy of KWL chart for each student, copy of annotation instructions for each student, copy of Socratic Seminar instruction packet for each student, copy of writing prompt and rubric for each student

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Pre-Assessment

Some options might include:

- Observation based on prior lessons
- Unit pre-assessment
- Specific pre-assessment created for this lesson

Lesson Procedure

Day One

- Begin with a brief warm-up.
- Students will brainstorm what they know about *The Declaration of Independence* and Thomas Jefferson.
- The teacher will explain how to annotate a text, using the handout “Annotating a Text” as a guide.
- The teacher will model the close read procedure and annotation process using the first paragraph of *The Declaration of Independence*. Review what a close reading is. Be sure to include:
 - Read with pencil in hand; and annotate the text.
 - Look for patterns in the things you’ve noticed about the text—repetitions, contradictions, and similarities.
 - Ask questions about the patterns you’ve noticed—especially how and why
- For paragraphs two and three of The Declaration, the teacher will continue to model close reading but allow the students to participate by offering suggestions as to what is important and what should be annotated.
- Teacher will direct students to their literature circles. Then he or she will direct students through a close reading and annotation of the passage beginning with “...He has refused his assent...” on page 170, col.2 and ending with “...destruction of all ages, sexes, and conditions” on page 172, col 1, using the same process demonstrated for the first section.
- Students will work independently to perform a close reading and annotation of the remaining portion of the text.
- Students will complete an exit ticket detailing likes, dislikes, difficulties, and questions regarding close reading and/or the text.

Day Two

- Begin with a brief warm-up.
- Teacher will review and/or teach the rules and procedure for Socratic seminar using the handout as a guide.
- Teacher will explain question writing and show examples.
- Students will work in their literary circles to write five kinds of questions for Socratic seminar. While the students work in groups for ideas, each student is responsible for his/her set of five questions. Teacher should circulate the room during question writing to provide assistance and input to the groups as needed.
- Prior to the end of class, teacher should check to make sure that all students have annotated text and five questions for the next day’s seminar.

Day Three

- Teacher should re-arrange desks in a circle so that all students can have eye contact with each other during the seminar.
- Begin with a brief warm-up.
- Teacher asks an initial question and then allows the students to vote on it: Would you have signed this document knowing that signing is treason and that treason is punishable by death? Allow the students to vote and explain the reason for their vote. When all the students have voted, then the teacher should vote and explain his/her reasoning.
- The teacher will open the discussion for the students by asking the following question and allowing an open student discussion: What are our inalienable rights?
- Teacher will allow the discussion to take any direction. If things get too quiet, the teacher can ask one of the students who hasn’t yet contributed much to share one of his/her questions with the group.

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- At the end of the seminar, ask the students to grade themselves as a group giving themselves an A, B, or C. This can be used as part of the grade for the seminar discussion.

Day Four

- Begin with a brief warm-up.
- Teacher will review the following writing prompt and its associated rubric. The writing prompt is: *The Declaration of Independence* is considered one of foundational documents in this country. Select one of the following questions as the title of your essay: (1) What is an American? (2) What is independence? (3) Is there a limit to freedom? Support your choice with evidence from the text.
- Students will turn in their completed drafts at the end of the class period.

Lesson Closure

- Review lesson outcome and tie the lesson back to the essential question.