

**Missouri Pre-Service Teacher Assessment (MoPTA)  
Lesson Plan Format  
(9<sup>th</sup> Grade English, 90 Minute Class Period)**

<p><b>Standards/Quality Indicators/Skills</b> <i>Missouri and national standards, quality indicators, and skills addressed by this lesson</i></p> <p>CCSS RI 9-10: Informational Text: Key Ideas and Details: 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS RI 9-10: Informational Text: Integration of Knowledge and Ideas: 9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>
<p><b>Learning Objectives/Outcomes</b> <i>The lesson’s objectives and learning outcomes appropriate for meeting curricular and student needs</i></p> <p>Learning Objective: To deepen their comprehension of the text, students will understand the setting and historical context of the novel <i>To Kill a Mockingbird</i>. FDR’s first inaugural speech is quoted in the first chapter of the novel. Learning Outcome: Students will use textual evidence to analyze three salient quotations that connect to the theme of the FDR’s first inaugural address with 85% accuracy. Learning Outcome: Students will create three pertinent inferences drawn from FDR’s first inaugural speech regarding the temperament of citizens in the United States in the early 1930s with 85% accuracy.</p>
<p><b>Assessment (type[s] of assessment used throughout the lesson)</b> <i>Assessment(s) before, during, and after the lesson</i></p> <p>Pre: Informal quick write During: Teacher will take formative monitoring notes on the iPad as to questions, confusion and success while the class works in groups and as individuals, noting levels of engagement, persistence of student effort, and progress toward mastery. Post: Assessment of analysis of three salient pieces of textual evidence and three pertinent inferences as measured on a rubric Sharing: Students will receive digital feedback the following day. Teacher will review and adjust instruction as needed.</p>
<p><b>Lesson Structure and Procedures</b> <i>Sequence of events of the lesson elements.</i> <i>(The before, during, and after the lesson, e.g., Engagement/Opening, Procedures, Guided Practice, Conclusion)</i></p> <ol style="list-style-type: none"> <li>1. Greet students, share the learning goal, the purpose of the lesson, and the class agenda. (5 minutes)</li> <li>2. Engagement/Opening: Students will respond in writing to the quote, “The only thing we have to fear is fear itself.” Their thoughts will be used as an introduction to the lesson. (5 minutes)</li> <li>3. Connection to prior learning/Activate schema/Connect to real life: Setting of a book or movie is almost as powerful as a character or crucial plot point. Talk about the role of setting in <i>Hunger Games</i>, <i>Divergent</i>, other popular YA titles and movies with which they are familiar. (5 minutes)</li> <li>4. Procedures: <ol style="list-style-type: none"> <li>a. Direct Instruction- Visual montage on ActivBoard of photos from the early 1930s showing Dust Bowl, Great Depression, Stock Market Crash, Hoover Towns. Against this backdrop FDR was elected and made his first speech to the nation as president. What might he have wanted to do as a result of this speech? How difficult it is to pick up the spirit of a nation? Can one person make a difference at a time like this? Watch a YouTube video of the speech. (25 minutes)</li> <li>b. Paired reflections-What were two main themes of the speech? What confused you? (5 minutes)</li> <li>c. Whole group sharing and clarification (5 minutes)</li> <li>d. Guided Practice: Student will use iPads to read and annotate the speech, marking three pieces of textual evidence that illustrate the main themes of the speech. Teacher will monitor student work and provide assistance as needed. (20 minutes)</li> <li>e. Guided Practice: Students will create three inferences about this period in history and how it affected the daily lives of all Americans. Teacher will monitor student work and provide assistance as needed. (5 minutes)</li> <li>f. Both pieces of digital work will be submitted to the teacher as pieces of informal assessment.</li> </ol> </li> <li>6. Conclusion: Students will revisit the quote shared at the beginning of class and discuss what they now understand about the significance of the words shared by FDR and how it may shape the book they are about to read. (5 minutes)</li> </ol>
<p><b>Instructional Strategies</b> <i>Teacher approach to helping students achieve the learning objectives and meet their needs</i></p> <ol style="list-style-type: none"> <li>1. Individual written reflection</li> <li>2. Large group, teacher-led discussion</li> <li>3. Large group, teacher-led presentation using photographs and videos</li> <li>4. Small group reflection</li> <li>5. Individual written work with teacher support as needed during independent practice</li> </ol>

<p><b>Learning Activities</b> <i>Opportunities provided for students to develop knowledge and skills of the learning objectives</i></p>
<ol style="list-style-type: none"> <li>1. Individual written reflection</li> <li>2. Large group discussion about the importance of setting in a writing</li> <li>3. Analysis of still photographs and video</li> <li>4. Small group reflection and discussion</li> <li>5. Interaction with and analysis of digital text</li> </ol>
<p><b>Resources and Materials</b> <i>List of materials used in the planning of and during the instruction of the lesson</i></p>
<ol style="list-style-type: none"> <li>1. Selection of photos from the 1930s: <a href="http://www.english.illinois.edu/maps/depression/photoessay.htm">http://www.english.illinois.edu/maps/depression/photoessay.htm</a></li> <li>2. Video of speech: <a href="https://www.youtube.com/watch?v=MX_v0zxM23Q">https://www.youtube.com/watch?v=MX_v0zxM23Q</a></li> <li>3. Digital text of speech: <a href="http://www.bartleby.com/124/pres49.html">http://www.bartleby.com/124/pres49.html</a></li> </ol>
<p><b>Technology</b> <i>Instructional and/or assistive technology incorporated into the lesson to enhance instruction and student learning</i></p>
<ol style="list-style-type: none"> <li>1. ActivBoard</li> <li>2. Digital photography montage</li> <li>3. YouTube video of FDR's speech</li> <li>4. iPads for student writing, reading and assignment submission</li> </ol>
<p><b>Differentiation/Accommodations/Modifications/Increase in Rigor</b> <i>To help meet the needs of all learners, learning differences, cultural and language differences, etc.</i></p>
<ol style="list-style-type: none"> <li>1. Students who need more time, individual space to complete work, or physical accommodations will be given what they need.</li> <li>2. Students with emerging reading skills will be given text highlighted with paragraphs commensurate with their instructional reading levels.</li> <li>3. Students with cultural or language differences will be given annotated copies of the text with explanations of difficult language and vocabulary words.</li> <li>4. Students needing more of a challenge will be directed to Barak Obama's first inaugural address to find textual support of themes similar to those found in the FDR speech. They could also evaluate FDR's second inaugural speech and look for similarities and differences in themes from the first speech.</li> </ol>
<p><b>Classroom Management</b> <i>Strategies consistent with the learning needs of the lesson that also meet student behavior needs to help keep students on task and actively engaged</i></p>
<ol style="list-style-type: none"> <li>1. Students will observe the academic and behavior guidelines they created during the first week of school.</li> <li>2. During small group work and large group discussions, all student comments and questions will be honored as valid contributions to the classroom learning community.</li> <li>3. Students will be encouraged to use digital resources as needed to enhance their understanding of the material presented.</li> <li>4. Students will be free to stand as needed while working.</li> </ol>
<p><b>Extensions</b> <i>Activities for early finishers that extend students' understanding of and thinking about the learning objectives by applying their new knowledge in a different way</i></p>
<p>Students will be directed to locate and watch or read Barak Obama's first inaugural address to find examples of textual evidence that supports the themes shared by FDR in his speech. Students could also search a favorite president of theirs and research those speeches, looking for the same themes. They may be asked to infer what the similarities indicate about the historical context in which the presidents took office.</p>
<p><b>Follow-up to Today's Lesson</b> <i>Quick activity for review or building on today's learning that will deepen student understanding and interconnect concepts (may be incorporated tomorrow or throughout the unit)</i></p>
<p>In the opening minutes of the next class, students complete a quick write and reflect on ways FDR used specific text references and themes to evoke a spirit of optimism or hope in the country. They will infer how people may have reacted to FDR's words.</p>
<p><b>Additional Information</b> <i>Any area or lesson component that may not have been covered by this format that you think is vital to include in this lesson</i></p>
<p>Students have little background knowledge of this time period as their middle school studies in American History end at the Civil War. They will again study American History as juniors in high school. The need to set the stage for a book which takes place in the 1930s is imperative.</p>

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