

Summer Institute Lesson Plan Template

Subject(s): ELA/Technology/Social Studies/Library/Art

Grade: ____8__

Teacher(s): Y, Fortune, C. Hill, Ziange

Lesson Elements

1. *Common Core Learning Standard(s) Addressed:*

8.RI.4 Determine the meaning of words and phrases that are used in a text, including figurative, connotative, and technical meaning and tone, including analogies or allusions to other text.

2. *Learning Targets:* (What will students know and be able to do as a result of this lesson?)

Scholars will-

Reflect on the daily life of a refugee child.

Describe refugees as groups who have been denied their individual rights.

Identify the relationship between individual rights and communities.

Use domain-specific words or phrases

3. *Relevance/Rationale:* (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)

It is important for students to understand that there are rights for all humans

-students will began thinking about what they can do to support refugees.

-students will build an understanding and empathy for the life of a refugee.

-students connect rights and responsibilities and determine the common good of protecting rights of refugees.

4. *Formative Assessment Criteria for Success:* (How will you and your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process?)

-Exit Cards

-Discussion and recording of what they've learned and how they feel about the life of a refugee (KWL)

-Complete and Respond to the following Prompts:

1. When I was learning to read as a refugee I felt...
2. When I was learning to write as a refugee I felt...
3. When I creating a toy as a refugee I felt...
4. Vocabulary Quiz

5. *Activities/Tasks:* (What learning experiences will students engage in? How will you use these learning experiences or student products as formative assessment?)

-Participation in a 10 minute rotations that will allow them to experience things as differences and as a refugee

-Learn to read a new language to understand the difficulty refugees face in learning a new language

-Learn what it is to write a different Language

5. *Resources/Materials:* (What texts, digital resources, and materials will be used during this lesson?)

- *Handouts- "Learning to read New Languages", "Learning to Write a New Language"*
- *KWL Charts*
- *Printout of posters "How Does It Feel"*
- *Brown Bag with assorted materials- (recyclables-yarn, stones, sticks, empty boxes, cans etc.*
- *Poster*
- *Websites(www.un.org/documents*

7. *Access for All:* (How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity.)

-Rotation

-Group Work

-Record other students responses

-Share/Pair

-Technology

-Accountable Talk (Q&A)

-Acknowledge new information expressed by others, and justify their own views in light of the evidence presented.

-Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

8. *Modifications/Accommodations:* (What curriculum modifications and/or classroom accommodations will you make for students with disabilities in your class?)

- Write directions on the bags
- index cards in each bag with directions
- KWL Charts
- Displays/ Posters “How Does it Feel”
- Interactive board/Smart board
- Share/Pair

Lesson Reflection

- What useful tools/speakers/presentations from the Summer Institute helped drive this lesson plan?
Dr. Rachel Permuth works on global issues around the world.
Dr. Gwendolyn Willis-Darpoh -Cultural Learning And American Classrooms in the 21st Century

- How did this lesson support 21st Century Skills?
In this lesson students will feel the first hand frustration of interpreting and writing in an unfamiliar language.

- How did this lesson reflect academic
The students will brainstorm and record in small groups on how immigrants struggle and adapt to a new environment (educational, work, family)

- How did this lesson cognitively engage students?
Students rotate throughout the classroom to reflect on the importance of human rights and what they feel is important.

- How did this lesson engage students in collaborative learning and enhance their collaborative learning skills?

Each group leads a brief discussion on what affect being a refugee makes you feel in a new environment.