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| **Name:**  Chelsea Miles | **Grade Level/Class Title:**  10th grade/English | **Differentiation Strategies:**  Pair with a partner  Listening to story read aloud |
| **Objective:**  Students will be able to define *dystopia*.  Students will be able to explain how “Harrison Bergeron” is a dystopian short story.  Students will be able to identify examples of dystopian societies in television/film and literature. | **State Standard:**  *Reading-*  10.1: Cite the evidence in the text that most strongly supports a specific analysis of what the text says explicitly as well as inferences drawn from the text.  10.4: Evaluate how an author’s use of language, including formality of diction, shapes meaning and tone in a text (e.g. how the language evokes a sense of time and place, how it sets a formal or informal tone).  *Writing-*  10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences. | **Assessment:**  Create an analogy comparing “Harrison Bergeron” to another example a dystopian society. |

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| **Time** | **Learning Style (visual, auditory, kinesthetic)** | **Activities and Notes**  **(This should be written in enough detail that another person could teach from your lesson plan.)** |
| 9:00 | kinesthetic | Bell Work: Students will fill out an anticipation guide with statements related to characteristics of dystopian societies. |
| 9:03 | auditory | Discuss as a class the statements on the anticipation guide and how students’ answers are similar/different. Explain to students that you will be looking at a genre of stories that address these statements. |
| 9:08 | Auditory, visual | Present a slideshow to students on dystopian societies. This slideshow will define and give characteristics of dystopian societies for students, explain how they differ from utopian societies, and give a few examples from pop culture and other literary works. Following the slideshow, tell students you will read aloud a short story to them. Explain that as you read aloud, they should take notes on a piece of paper on how this story is an example of a dystopia. |
| 9:18 | Auditory, kinesthetic | Read aloud “Harrison Bergeron.” |
| 9:33 | Auditory | Have students share their examples they found in the text of how Harrison Bergeron is a dystopian story. |
| 9:36 | Kinesthetic, auditory | Have students fill out the “after reading” section of the anticipation guide. Ask if anyone’s answers changed from before reading “Harrison Bergeron” and why they changed their answer. |
| 9:40 | Auditory, visual | Show students the last slide in the slideshow with the analogy assignment. Students should compare “Harrison Bergeron” to another dystopian story/movie. |
| 9:42 | Kinesthetic | Have students work on their analogy. If they do not finish in class, they should finish it as homework. |