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| **Name:**  Chelsea Miles | **Grade Level/Class Title:**  10th grade/English | **Differentiation Strategies:**  Group work with specific roles for each person. |
| **Objective:**  Students will be able to create an argument on an issue from the play.  Students will be able to identify textual supports from *An Enemy of the People* to use in an argument.  Students will be able to explain and argue why an issue leads to the main conflict within the play. | **State Standard:**  *Speaking and Listening-*  10.1: Initiate and participate effectively in group discussions…  a: Prepare for discussions by reading and researching material under study and explicitly draw on that preparation in discussions.  d: Acknowledge the ideas and contributions of others in the group, reach decisions about the information and ideas under discussion, and complete the task.  10.2: Synthesize information presented visually or multimodally with other information presented orally, noting any discrepancies between the data that emerge as a result.  10.3: Determine a speaker’s or presenter’s position or point of view by assessing the evidence, word choice, points of emphasis, and tone used.  10.4: Plan and deliver relevant and sufficient evidence in support of findings and claims such that listeners can follow the reasoning, adjusting presentation to particular audiences and purposes.  *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. | **Assessment:**  Debate of issues within *An Enemy of the People* |

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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 | Auditory, visual | Introduce activity for the day. Students will be creating an argument on why a certain issue from *An Enemy of the People* leads to the main conflict of the play. They will then participate in a class-wide debate on these issues. Students will be shown a slideshow of the directions and rules for the debate. Explain that each student in the group will have roles and even if they are not a presenter, they need to help prepare their presenter to give the best argument. Tell students that at the end of the debate, the class will vote which group gave the best argument, and that group will get a treat. Make sure to also explain the rules to the students. Then show students the question and issues they will be debating. Put students into 7 groups of 5-6 students, and assign each group one of the following issues: money/greed, democracy, propaganda/journalism, environmental issues, uniformed public, Tom’s ineffective communication, family relationships. |
| 9:03 | Auditory, visual, kinesthetic | Students will begin creating their arguments. The researchers will look up in the text how their issue leads to the main conflict in the play. They will find at least 3 textual supports on this issue. If they have more time, they can find more textual supports. The note-taker will write down these supports for the presenters. The presenters will create a main argument based on these textual supports, making sure it will stay within the 2-3 minute time frame. The note-taker will write their main idea and short quotes of the textual supports on a poster that the presenters will display during the main argument. |
| 9:15 | Auditory, visual, kinesthetic | Explain to the students that as each group’s first debater presents his/her argument, they need to take notes so that they can create a rebuttal following the main debate. Have the rebuttal presenter hang the group’s poster on the white board. Begin the debate, giving each group a maximum of 3 minutes to present. |
| 9:36 | Auditory, kinesthetic | Each group will come together again for 2 minutes and help the presenters create a rebuttal argument based on the arguments that have been presented. The researchers may need to find a new textual support(s) and the note-taker will need to write it down. |
| 9:38 | Auditory | Each rebuttal presenter will have 1 minute to present his/her final argument. |
| 9:45 | Kinesthetic | Students will vote on which group presented the best argument. They will not be allowed to vote for their group. |