

# Lesson 1: Introduction to Synthesis Unit

Author: Tiffany Gulick

Date created: 09/26/2018 6:17 PM EDT ; Date modified: 12/10/2018 10:18 AM EDT



## VITAL INFORMATION

**Grade/Level** Grade 10

**Time Allotment** 1 class periods. 45 Mins. per class.

**Subject(s)** Language Arts (English)

**Topic** Introduction to themes and interpretations of technology in "By the Waters of Babylon," "There Will Come Soft Rains," and "Inside the Home of the Future"

### Classroom Lesson Context

- The students will use their laptops to follow along with the Nearpod presentation and complete the activities within it.
- The students will be given an anticipation guide regarding their opinions about technology.
- After the students are finished with the anticipation guides, the teacher will go over the statements and the students will be asked to share their answers if they are comfortable doing so.
- The teacher will go into more detail about the author, themes, and reading skills of "By the Waters of Babylon."
- The students will be asked to complete an exit ticket.
- Students will begin reading "By the Waters of Babylon" if there is any time remaining in class.

**Essential Questions** How does technology affect the way that we live?

**Prerequisite Skills and/or Concepts**

- Experience with technology and knowledge of its effects on our society.
- Knowledge of what a theme is.

- Laptop or cellphone
- Technology Anticipation Guide
- A pen or pencil

### Materials for Students

#### Attachments:

1. **Technology Anticipation Guide.docx**

#### Links:

1. [Nearpod Website](#)

### Teacher Resources

- Materials and resources:
  - Computer
  - "Technology Introduction" Nearpod presentation
  - Copies of "Technology Anticipation Guide"
  - List of themes for the teacher to reference during discussion
  - Extra pens / pencils for students
- Technology resources:
  - Chrome, Safari
- The number of computers required is 1 per student.

#### Attachments:

1. **Nearpod Presentation .docx**

## STANDARDS AND OBJECTIVES/LEARNING OUTCOMES

- Given the anticipation guide, students will write a number that corresponds to their opinion of key themes in the upcoming unit.
- Given the prompt, "briefly describe an invention that would make your life easier," students will be able to write a description of an item

**Lesson  
Objective(s)/Learning  
Outcomes (ABC)**

- that connects them to the themes of the upcoming unit.
- Given the exit ticket prompt, "think about a time when your desire for knowledge got you into a tough situation," students will be able to create a cause and effect chart to describe this experience.
- Content purpose: We will determine the theme or main idea of the text and analyze its development over the course of the text.
- Language purpose: We will identify and utilize literary terms in our discussions and writing.
- Social purpose: We are dependable, determined, and dignified.

**MD - Maryland Teacher Technology Standards**

Developed from Maryland's Preparing Tomorrow's Teachers to Use Technology (PT3), USDOE Catalyst Grant, May 2002.

**Standard and Outcome II(B): Communication:**

Use technology to communicate information in a variety of formats.

**Indicator 1:** Select appropriate technologies for a particular communication goal.

**Standard and Outcome III: Legal, Social and Ethical Issues:**

Demonstrate an understanding of the legal, social and ethical issues related to technology use.

**Indicator 2:** Analyze issues related to the uses of technology in educational settings.

**Standard and Outcome V: Integrating Technology into the Curriculum and Instruction:** Design, implement and assess learning experiences that incorporate use of technology in a curriculum-related instructional activity to support understanding, inquiry, problem solving, communication and/or collaboration.

**Indicator 2:** Evaluate technology materials and media to determine their most appropriate instructional use.

**Indicator 4:** Use appropriate instructional strategies for integrating technology into instruction.

**Indicator 6:** Develop an appropriate assessment for measuring student outcomes through the use of technology.

**Indicator 7:** Manage a technology-enhanced environment to maximize student learning.

**MCCR Standards  
and/or Content  
Standards:**

**MD- Maryland College and Career Ready Standards - Math and ELA/Literacy (2013)**

**Subject:** English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

**Grade:** Grades 9–10 students:

**Content Area:** English Language Arts

**Strand:** Reading Standards for Literature

**Domain:** Key Ideas and Details

**Standard:**

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**Strand:** Writing Standards

**Domain:** Range of Writing

**Standard:**

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

**Assessment/Rubrics**

- The teacher will collect anticipation guides, exit tickets, and view student responses to the Nearpod prompts to ensure that the students wrote about the themes discussed in class and related them to their own experiences.
- The teacher will ask direct questions during the discussion to ensure that the students are engaged in the material.

## PROCEDURES (with attention to UDL)

Before teaching and recording this lesson, the teacher must distribute a release form protecting the privacy of the students and collect them with signatures from parents and guardians. The release forms state that parents/guardians "give [their] permission for videos and photos containing [their] student's image and [their] student's work samples to be used for educational purposes by a teacher education intern at Frostburg State University." The students who do not return this form before the lesson is taught must be moved to a side of the room that is not recorded during the lesson.

**Introductory  
Activities (Engage)**

- The teacher will log into the Nearpod website, make the "Technology Introduction" presentation live, and receive an active code for the presentation. As the teacher does this, the students will be asked to get a laptop from the laptop cart and log in.
- The students will go to [www.nearpod.com](http://www.nearpod.com) and enter the code that is on the screen. The students will be asked to write their first name in the space provided so that the teacher may see who has and has not responded to prompts in the presentation.
- The teacher will introduce the question of whether technology is more helpful or harmful using the presentation, and briefly make connections to the stories that students will read in the unit.
- During the presentation, the students will be asked to briefly describe an invention that would make their lives easier. They will also be asked to draw this invention.
- If for some reason the laptops are not working properly or the teacher cannot access the Nearpod presentation, the teacher should ask the students to describe their inventions and draw them on a sheet of paper to be collected at the end of the period.

**Teaching Activities  
(Explore, Explain,  
Elaborate)**

- After the students have completed the Nearpod presentation, the teacher will hand out an anticipation guide for the students to complete.
- The teacher will tell the students to read the statements in the "Issue" column of their anticipation guides and fill in the "Before Reading" column using the chart provided at the top of their paper. The teacher will read the directions and the rating system provided, and then give students time to complete the activity.
- After the students have recorded their opinions in the anticipation guide, the teacher will lead a discussion about student responses to each statement. The students will be asked to share their opinions about the issues on the anticipation guides.

**Closure Activities  
(Evaluate)**

- The students will create a cause and effect chart on the back of their anticipation guides as an exit ticket for the period. The exit ticket will ask them to write about a time when their desire for knowledge caused trouble for them. The teacher will demonstrate what the exit tickets should look like by showing students the example in the Nearpod presentation.
- If there is any time remaining in class, students will be asked to begin reading "By the Waters of Babylon," and will finish reading for homework.
- The teacher will collect the anticipation guides and the exit tickets from the students before they leave the classroom. The teacher will also print a report of student responses to the Nearpod presentation, or collect drawings on paper if the presentation did not work.
- The teacher will instruct the students to put their laptops away two minutes before the bell rings.

Struggling readers will be given the option to have the anticipation guide read to them or statements clarified by the teacher. All of the directions during the presentation will be read out loud by the teacher.

**Differentiated  
Instruction**

Students who have trouble drawing with the cursor on their laptop will have the option to use the touch screen feature on the laptops. If a student has trouble using this technology, they may use a pencil and paper to submit their answers.

The writing activity and discussions in this lesson support verbal-linguistic learners, and the anticipation guide, drawing activity, and cause and effect chart support visual-spatial learners.

## REFLECTION

I think that this lesson went well. The students in all four classes that I taught it to (periods 1, 2, 5, and 7) were engaged with the material throughout the whole class period. The students enjoyed thinking about inventions that would be useful to them and drawing pictures of those inventions.

The only potential problem with this lesson was that periods 5 and 7 did not have enough time to complete the exit ticket at the end of class. I think that this is because I talked about more information during our discussions as the day went on. The students were also more awake and talkative towards the end of the day, which caused them to contribute more to our discussions. I think that it was great that the students participated in discussion so willingly, and think that having a longer discussion may have been more beneficial to them than completing the exit ticket. Another reason that my lesson took longer than expected was because the laptops were taking a long time to load. It took students in every class at least 10 minutes to log in to their accounts and load the Nearpod page.

**Reflection**

Despite the technical problems that we experienced, the lesson objectives were met. All of the students thoughtfully wrote about and drew an invention that would help them in their lives, and some of them were so pleased with their inventions that they shared them with the class and told us why these inventions would be useful to them. The students also took their time on the anticipation guides and recorded their opinions of technology before we read anything in the unit.

If I do this lesson in the future, I will try to monitor the amount of time that we spend discussing the activities and topics that we cover in this lesson. Having a set range of discussion time would allow me to make sure that we cover all of the activities intended for the class period. Unfortunately, I cannot control the speed at which the laptops load, or else I would make them load faster. The students could potentially complete the activities on their phones, but if they are using the school's wifi, they will have the same problem with loading the page. Using their cell phones could also mean that it might be more difficult to see the presentation or complete the activities on a smaller screen.

# Lesson 2: "There Will Come Soft Rains"

Author: Tiffany Gulick

Date created: 10/01/2018 1:31 PM EDT ; Date modified: 05/08/2019 5:41 PM EDT



## VITAL INFORMATION

**Grade/Level** Grade 10

**Time Allotment** 1 class periods, 45 Mins. per class.

**Subject(s)** Language Arts (English)

**Topic** Chronological Order and Making Inferences in "There Will Come Soft Rains"

### Classroom Lesson Context

- The teacher will introduce the author, themes, and the skills that students will be using while reading "There Will Come Soft Rains."
- Students will listen to a reading of "There Will Come Soft Rains" and follow along in their textbooks while writing unknown vocabulary and definitions in their literature notebooks. They will also complete a graphic organizer to record important details of the story and make inferences to determine events that are not explicitly written.
- The class will discuss the events and themes of the story with any time remaining in class.
- Students will turn in their graphic organizers or complete them for homework.

### Essential Questions

- How do the details of a story contribute to its overall meaning?
- How does the use of chronological order contribute to the story?

### Prerequisite Skills and/or Concepts

- Students must understand how to identify important details from the text.
- Students must have some background knowledge about advanced weaponry such as nuclear bombs that would cause an explosion like the one in "There Will Come Soft Rains," and the fear of such weapons during the 1950s when this was written.

### Materials for Students

- Literature notebooks to record unknown vocabulary and definitions
- "There Will Come Soft Rains" Graphic Organizer
- Textbooks with "There Will Come Soft Rains"
- Pen/pencil to complete graphic organizer

#### Attachments:

1. **There Will Come Soft Rains GO.docx**

### Teacher Resources

- Materials and resources:
  - Computer to play the reading of the story
  - Link to the reading of the story
  - Teacher notes about skills and themes for discussion
  - Student copies of "Soft Rains" Graphic Organizer
  - Teacher copy of "Soft Rains" Graphic Organizer
  - Student textbooks with "There Will Come Soft Rains"
  - Extra pens/pencils/paper for students
- Technology resources:
  - Chrome
- The number of computers required is 1.

#### Attachments:

1. **Teacher copy - Soft Rains GO.docx**
2. **Teaching Notes - SR 1.docx**
3. **There Will Come Soft Rains GO.docx**

#### Links:

1. [Leonard Nimoy Reading "There Will Come Soft Rains"](#)

## STANDARDS AND OBJECTIVES/LEARNING OUTCOMES

**Lesson  
Objective(s)/Learning  
Outcomes (ABC)**

- Students will be able to identify key details of the text and record them chronologically in their graphic organizers.
- Given a graphic organizer, students will be able to write their inferences about important details in the text and how they relate to the overall story.
- Content purpose: We will cite textual evidence to support what the text says explicitly, as well as inferences drawn from the text.
- Language purpose: We will identify and utilize literary terms in our discussions and writing.
- Social purpose: We are dependable, determined, and dignified.

**MD- Maryland College and Career Ready Standards - Math and ELA/Literacy (2013)**

**Subject:** English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

**Grade:** Grades 9–10 students:

**Content Area:** English Language Arts

**Strand:** Reading Standards for Literature

**Domain:** Key Ideas and Details

**Standard:**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Standard:**

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**Domain:** Craft and Structure

**Standard:**

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**Standard:**

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**Domain:** Range of Reading and Level of Text Complexity

**Standard:**

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

**MCCR Standards  
and/or Content  
Standards:**

## ASSESSMENT

**Assessment/Rubrics**

- The teacher will collect the graphic organizers at the end of the period and grade them based on completion and thoughtful consideration of the text.

## PROCEDURES (with attention to UDL)

**Introductory  
Activities (Engage)**

- The teacher will ask students to open their textbooks to p.324, the introduction to "There Will Come Soft Rains." While students are doing this, the teacher will set up the reading of the story on her computer.
- The teacher will use her notes and textbook to introduce information about the author (Ray Bradbury) and the reading skills involved with this story.
- The teacher will also introduce Leonard Nimoy (the reader that we will be listening to) and his relationship to science-fiction. The students may be more interested in the story if they are able to make the connection between Nimoy and pop-culture.

**Teaching Activities  
(Explore, Explain,  
Elaborate)**

- Students will be given a graphic organizer about chronological order and making inferences. Students will be asked to list key events that happened at specific times during the day in the story. For each event, the student will have to make inferences to determine what is really going on in the text, using details to gather information that is not explicitly stated.
- The teacher will explain the graphic organizer to the students by reading the directions aloud and going over the example with them ("I do" for GRR).
- The students will be asked to follow along with the reading of the story while recording unknown vocabulary and definitions in the literature section of their English notebooks. The teacher will suggest that everyone record the definition of "sublime" because most students did not choose the right definition on their pre-assessments.
- The teacher will pause the video at the end of the first page to ask students about the key events that happened on that page. The teacher will ask the students what information they think should be recorded in the second section of their graphic organizers, and what inferences they can make from that information. If the students are unsure, the teacher will clarify what details are important and what the students can conclude from that information. The students will record the information in their graphic organizers ("We do").
- The teacher will continue with this method of pausing the audio recording to help students fill out the third and fourth sections of their graphic organizers, but they will first be asked to work with a partner to try to find the information instead of as a whole class ("We do"). After going over the answers, the teacher will continue to play and pause the recording, but she will have students complete the remainder

of the chart on their own during these pauses ("You do").

**Closure Activities  
(Evaluate)**

- During the last few minutes of class, the teacher will lead a discussion about the events of the story, and will ask the students what the main idea of the story was.
- The teacher will collect the graphic organizers at the end of the period. If students are not finished with their graphic organizers, they will be asked to complete them for homework.

**Differentiated  
Instruction**

- Students who need extra time to analyze the text in order to complete the graphic organizers will be allowed to complete the graphic organizer during power hour (with the teacher's assistance if needed) or for homework. They will also be provided with the link to the online reading.
- Students listening to the story being read to them supports auditory learners in the classroom.
- Following along with the reading and pausing to talk about it supports verbal/linguistic learners in the classroom.

## REFLECTION

I think that this lesson went well. The students were focused and engaged the entire time, and they were responsive to my questions. I think that some of the students were really interested that Leonard Nimoy was reading the story to us, and they also were able to pay attention better because I stopped the recording periodically to help them complete their graphic organizers.

The objectives for this lesson were met, because each student turned in graphic organizers that demonstrated that they listened to the text as it was read to them and recorded key events and details that happened. Their graphic organizers also showed that they made inferences about the text.

**Reflection**

One problem that I had with this lesson was that when I wrote it, I forgot that the "we do" part of GRR is that the students work together. I thought that "we do" meant that the teacher helps the students by asking them questions and guiding them. If I teach this lesson in the future, I will correct my mistake to have the students fill in the two middle slots on the chart with a partner. Another improvement that I could make to this lesson would be to try to walk around the room while students are working on their graphic organizers. I found it difficult to move around the room because I was controlling the audio recording and following along with the textbook from the front of the room. If I have the students work in pairs, this would also provide an opportunity to walk around and help them if needed.

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15-minute version: I think that this lesson went well. The context provided about Ray Bradbury, the anxieties of the 1950s, and Leonard Nimoy seemed to get the students interested in the story before we started. The graphic organizer kept the students engaged and allowed them to dive deeper into the text by making inferences. I think that it would be nice to have images of Ray Bradbury and/or illustrations for the story if I teach this lesson again. Images would help to further facilitate learning by making more connections for the students and engaging students that have a visual learning style.

# Lesson 3: Text Analysis

Author: Tiffany Gulick

Date created: 10/30/2018 10:21 AM EDT ; Date modified: 11/11/2018 7:08 PM EDT

## VITAL INFORMATION

**Grade/Level** Grade 10

**Time Allotment** 2 class periods, 45 Mins. per class.

**Subject(s)** Language Arts (English)

**Topic** Text Analysis of "By the Waters of Babylon" and "There Will Come Soft Rains"

**Classroom Lesson Context**

- Students will review "By the Waters of Babylon" and "There Will Come Soft Rains" by playing two Kahoot quizzes.
- Students will complete text analysis questions about both stories in previously designed groups.
- The teacher will lead a discussion about the answers to the text analysis questions and go into more detail about the themes, points of view, narrators, use of chronological order, and historical context of the stories.
- The students will turn in their questions and the teacher will grade them based on accuracy and supporting details from the stories.

**Essential Questions**

- How do the details and literary elements of a story contribute to its overall meaning?

**Prerequisite Skills and/or Concepts**

- Students must know how to use details from the text to answer analysis questions.
- Students must be familiar with the enormous presence of technology in our society.
- Students must have read "By the Waters of Babylon" and "There Will Come Soft Rains" previously.
- Students must know how to respectfully collaborate with each other to answer questions or solve problems.

**Materials for Students**

- Copies of Text Analysis Questions for "By the Waters of Babylon" and "There Will Come Soft Rains"
- Phones/computers for each student
- Internet browser
- Kahoot.it website
- Paper and pens for each group to complete the text analysis questions

### Links:

1. [Kahoot Code Page](#)

- Materials and resources:  
Teacher computer to display Kahoots  
"By the Waters of Babylon" Kahoot  
"There Will Come Soft Rains" Kahoot  
Teacher book with answers to Text Analysis Questions  
Copies of Text Analysis Questions handout (1 per group)

- Technology resources:  
Chrome

**Teacher Resources**

- The number of computers required is 1 per student.

### Attachments:

1. [Text Analysis Questions - SR:B.docx](#)

### Links:

1. ["By the Waters of Babylon" Kahoot](#)
2. ["There Will Come Soft Rains" Kahoot](#)

## STANDARDS AND OBJECTIVES/LEARNING OUTCOMES

- Given the Kahoot quizzes, students will be able to answer basic comprehension questions about "By the Waters of Babylon" and "There

**Lesson  
Objective(s)/Learning  
Outcomes (ABC)**

- Will Come Soft Rains" accurately.
- Given the text analysis questions, students will be able to work in groups to determine the themes of these two works, and how the authors use literary devices to contribute to the meaning of the stories.
- Content purpose: We will cite textual evidence to support what the text says explicitly, as well as inferences drawn from the text.
- Language purpose: We will identify and utilize literary terms in our discussions and writing.
- Social purpose: We are dependable, determined, and dignified.

**MD- Maryland College and Career Ready Standards - Math and ELA/Literacy (2013)**

**Subject:** English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

**Grade:** Grades 9–10 students:

**Content Area:** English Language Arts

**Strand:** Reading Standards for Literature

**Domain:** Key Ideas and Details

**Standard:**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Standard:**

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**Standard:**

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**Domain:** Craft and Structure

**Standard:**

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**Standard:**

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**Domain:** Range of Reading and Level of Text Complexity

**Standard:**

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

**Strand:** Writing Standards

**Domain:** Range of Writing

**Standard:**

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.

**Strand:** Language Standards

**Domain:** Vocabulary Acquisition and Use

**Standard:**

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
  - Analyze nuances in the meaning of words with similar denotations.

**MCCR Standards  
and/or Content  
Standards:**

## ASSESSMENT

**Assessment/Rubrics**

- The teacher will grade the text analysis questions based on if the student answered all parts of the questions and used accurate evidence from the text to support their answers. The text analysis questions will be worth 20 points total.

## PROCEDURES (with attention to UDL)

**Introductory  
Activities (Engage)**

- Before class, the teacher will write what activities the students will be doing that day on the board. She will also place a sign on the phone caddy telling students to keep their phones for today.
- At the beginning of class, the teacher will explain to the students that they will be doing two Kahoot quizzes, and completing text analysis questions in pre-assigned groups.
- The teacher will log in to Kahoot.com on the ClearTouch board and make the "By the Waters of Babylon" Kahoot live.
- The students will be asked to go to Kahoot.it and enter the code displayed on the screen. They will also be asked to use appropriate names, preferably their real first names.
- Students will review "By the Waters of Babylon" by completing the Kahoot. The teacher will explain the answers to the Kahoot questions as the students answer them. She will also praise students for correct answers.
- After the "By the Waters of Babylon" Kahoot, the teacher will go back to her Kahoots, make the "There Will Come Soft Rains" Kahoot live, and display the code on the screen.



- The teacher will ask the students to go back to Kahoot.it and enter the code displayed on the screen.
- Students will review "There Will Come Soft Rains" by completing the Kahoot. The teacher will explain the answers to the Kahoot questions as the students answer them. She will also praise students for correct answers.

**Teaching Activities  
(Explore, Explain,  
Elaborate)**

- After the Kahoot questions are finished, students will be asked to put their phones away and listen for their groups.
- The teacher will explain to the students that they will be working in groups on text analysis questions for "By the Waters of Babylon" and "There Will Come Soft Rains." She will also tell them that they will be answering the questions in pen on one sheet of loose-leaf paper per group.
- The teacher will read the list of groups that were strategically designed based on the students' pre-assessment scores.
- The students will get with their group members and put their desks together.
- The teacher will hand out one copy of the text analysis questions for "By the Waters of Babylon" and "There Will Come Soft Rains" to each of the groups.
- The students will work together to complete the text analysis questions for both stories.

**Closure Activities  
(Evaluate)**

- After each group is finished with their text analysis questions, they will turn them in to be graded.
- The teacher will lead a discussion about the answers and go into more detail about the themes, points of view, narrators, use of chronological order, and historical context of the stories.

**Differentiated  
Instruction**

- Students who need more time to complete assignments will be allowed to work on their text analysis questions for homework, or during power hour.
- The teacher will read the Kahoot questions out loud for students who cannot see the board, or who have trouble reading.
- Students who scored lower on their pre-assessment were assigned to groups with someone who earned a higher score, so these students will have support from their classmates while completing the group work.
- The Kahoot quizzes help engage students who are kinesthetic or visual learners.
- Working in groups helps students who are interpersonal/social learners.

**REFLECTION**

This lesson went well, but it was longer than I had originally expected it to be. The students did not finish their group work in one class period, so I gave them half of the next class period to finish. The students loved the Kahoot quizzes. They seemed to be really familiar with them, and they were excited that they were able to use their phones in class.

**Reflection**

I had originally grouped the students strategically based on their pre-assessment scores, but there were a few students in each class who were out on a field trip, and some students were finishing their benchmarks. Because of this, I had to add students who were missing group members to other groups, or form completely new groups. This was not ideal, but I think that it still worked. For the most part, all of the groups stayed focused on their work, and all seemed to be contributing to figure out the answers. There were some chatty students as I walked around the room, but I reminded them that they would not have much class time to complete the assignment, and they started working again.

I did have one problem with the grouping that I felt terrible about. I strategically put two boys from fifth period together in a group with one girl. The girl happened to be absent, so the group was just the two boys. One of the boys was really upset because he thought that he would have to do all of the work by himself. I told the other boy that he was expected to help him, and he said that he would, but the first boy was still really upset. I offered to put a third boy in their group, but that only made matters worse because this boy was friends with the boy who was not working, and then they both started making fun of the first boy for being upset. I moved the third boy into a different group, and everything eventually worked out, but I feel like I should have known the students a little better while grouping them to prevent this from happening. However, if the girl who was supposed to be in their group would not have been absent, it would not have been as big of a problem.

# Lesson 4: "Inside the Home of the Future"

Author: Tiffany Gulick

Date created: 10/01/2018 1:33 PM EDT ; Date modified: 11/11/2018 7:22 PM EDT

## VITAL INFORMATION

**Grade/Level** Grade 10

**Time Allotment** 2 class periods, 45 Mins. per class.

**Subject(s)** Language Arts (English)

**Topic** Supporting opinions of whether technology is more helpful or harmful using examples from "By the Waters of Babylon," "There Will Come Soft Rains," "Inside the Home of the Future," and our own experiences

**Classroom Lesson Context**

- Students will read "Inside the Home of the Future" out loud as a class.
- The teacher will prompt discussions about technology throughout the reading of the article.
- Students will be given a chart to write whether they think that technology is more harmful or helpful to us. They will then find details from "By the Waters of Babylon," "There Will Come Soft Rains," "Inside the Home of the Future," and their own experience to support their opinions.
- The teacher will hand out a paper about the philosophical chairs discussion that will happen during the following class period. She will explain all of the information on the handout, and show two short videos. One video includes rules for philosophical chairs, and one video shows students actually having a philosophical chairs discussion.
- Students will be asked to complete their graphic organizers for homework, and prepare themselves for the philosophical chairs discussion about the impact of technology.

**Essential Questions**

- How do the details of a story contribute to its overall meaning?
- How can I compare the details of two works that have different perspectives about the same topic?

**Prerequisite Skills and/or Concepts**

- Students must have previously read "There Will Come Soft Rains" and "By the Waters of Babylon."
- Students must know how to find details in a work that support their opinions.
- Students must be familiar with the technological advancements that we have today.

**Materials for Students**

- Textbooks with "By the Waters of Babylon," "There Will Come Soft Rains," and "Inside the House of the Future"
- Synthesis Chart
- Philosophical Chairs Expectations handout
- Pen to complete chart

**Teacher Resources**

- Materials and resources:
  - Textbook with "Inside the Home of the Future"
  - Copies of Synthesis Chart
  - Extra pens for students
  - Copies of Philosophical Chairs Expectations handout
  - Computer to display the philosophical chairs video
  - Link to philosophical chairs video
- Technology resources:
  - Chrome
- The number of computers required is 1.

### Attachments:

1. **Philosophical Chairs Expectations.docx**
2. **Synthesis Chart .docx**

### Links:

1. [Philosophical Chairs Rules](#)

## STANDARDS AND OBJECTIVES/LEARNING OUTCOMES

**Lesson  
Objective(s)/Learning  
Outcomes (ABC)**

- Given the chart, students will be able to write whether they think that technology is more helpful or harmful for us, and use examples from "By the Waters of Babylon," "There Will Come Soft Rains," "Inside the Home of the Future," and their own experiences to support their opinions.
- Content purpose: We will cite textual evidence to support what the text says explicitly, as well as inferences drawn from the text.
- Language purpose: We will identify and utilize literary terms in our discussions and writing.
- Social purpose: We are dependable, determined, and dignified.

**MD- Maryland College and Career Ready Standards - Math and ELA/Literacy (2013)**

**Subject:** English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

**Grade:** Grades 9–10 students:

**Content Area:** English Language Arts

**Strand:** Reading Standards for Literature

**Domain:** Key Ideas and Details

**Standard:**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Standard:**

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**Standard:**

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**Domain:** Craft and Structure

**Standard:**

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**Standard:**

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**Domain:** Range of Reading and Level of Text Complexity

**Standard:**

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

**Strand:** Writing Standards

**Domain:** Research to Build and Present Knowledge

**Standard:**

9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").w

**MCCR Standards  
and/or Content  
Standards:**

## ASSESSMENT

**Assessment/Rubrics**

- The teacher will informally assess that students are thinking about the technology in the article through student participation in the discussion, and whether or not students are taking note of which technological advancements we have today.
- The teacher will collect the completed synthesis charts after the philosophical chairs discussion during the next class period. The charts will be graded based on if the students have one example from each source, if the information provided is accurate, and if the examples used support their opinions.

## PROCEDURES (with attention to UDL)

**Introductory  
Activities (Engage)**

- Before class, the teacher will write on the board what the students will be doing for the day.
- At the beginning of class, the teacher will go over what she has written on the board, explaining to students that they will read an article titled "Inside the Home of the Future," write in their notes the technology from the article that we already have, complete a chart supporting their opinion of whether or not technology is more helpful or harmful for us, and go over rules and expectations for a philosophical chairs discussion that they will have the following class period.
- The students will be asked take out their literature textbooks and to turn to page 337, the article titled "Inside the Home of the Future."
- Students will also be asked to take out their English notebooks and open to the literature section. The teacher will explain that the article we will be reading was written in 2004, and because we are now 14 years in the future, we already have some of the "future advancements in technology" that is described. Students should write down technology that we already have in their notebooks as they

**Teaching Activities  
(Explore, Explain,  
Elaborate)**

- read and discuss the article.
- The teacher will ask the students if anyone would like to volunteer to read the first two paragraphs of "Inside the Home of the Future." If no one volunteers, she will choose someone to read. After that student reads, the teacher will ask the students what technological advancements were discussed in the two paragraphs, and if we have technology like that today. If we do have the technology described, students should write it in their notes.
- The teacher will continue to ask for volunteers or choose students to read, stopping after every two paragraphs for discussion. The teacher will not only ask students whether or not we have the technology discussed, but will also ask students why that technology is being created, what the benefits and setbacks of those advancements are, and whether they personally would like to have the technology discussed.
- After reading the article, students will be given a chart to write their opinion of whether they think that technology is more harmful or helpful for us. They will then find one example from each of the following sources to support their opinion: "By the Waters of Babylon," "There Will Come Soft Rains," "Inside the Home of the Future," and their own experience.

**Closure Activities  
(Evaluate)**

- The teacher will tell the students that their charts are to be completed by the next class period to help them have a philosophical chairs discussion about whether or not they believe that technology is more helpful or harmful for us.
- The teacher will hand out a paper explaining the philosophical chairs discussion that will happen during the following class period.
- During the last 10 minutes of class, the teacher will read the handout and show a short video covering the rules of philosophical chairs. She will explain all of the rules and expectations on the handout, including the requirement that everyone must speak at least once during the discussion using at least one example from their chart. After all of the rules and expectations are explained, the teacher will show another video demonstrating students actually having a philosophical chairs discussion.
- Students will be asked to complete their graphic organizers for homework, and prepare themselves for the philosophical chairs discussion.

**Differentiated  
Instruction**

- Students who are auditory learners or have trouble reading will benefit from the story being read out loud in class.
- Students who need to read the article again to themselves for understanding will be provided with a copy of the article because it is not in the online textbook.

## REFLECTION

I thought that this lesson went well. The students were able to make connections to technology that we already have today, and they excitedly discussed those technologies and whether they are actually benefiting our lives.

**Reflection**

One thing that I would change for this lesson in the future would be to have the students read the article to themselves. I had the students read the article to themselves and take note of the technology that we already have if they had finished their text analysis questions in the previous lesson, but because these are honors students, I think that they all should have read the article on their own. Reading out loud was nice because I could stop them to talk about each section of the article, but it may have been better for them to make the connections on their own. I also recently found out that reading out loud is not considered best practice, especially for honors-level students.

My objectives for this lesson were met, because most of the students gave thorough examples from each text to support their opinions in the graphic organizers. However, some students wrote very vague responses, which shows that they either rushed through the assignment, or did not have a clear understanding of the texts.

# Lesson 5: Philosophical Chairs

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## VITAL INFORMATION

**Grade/Level** Grade 10

**Time Allotment** 1 class periods. 45 Mins. per class.

**Subject(s)** Language Arts (English)

**Topic** Philosophical chairs discussion about the interpretations of technology in "By the Waters of Babylon," "There Will Come Soft Rains," and "Inside the Home of the Future" and student opinions about those interpretations.

**Classroom Lesson Context**

- Students will have a philosophical chairs discussion about whether they think technology is more helpful or harmful for us. They will use the charts that they completed to support their opinions with examples from "By the Waters of Babylon," "There Will Come Soft Rains," "Inside the Home of the Future," and their own experiences.
- The teacher will pass out a rubric to students to restate what they will be graded on during the discussion. While the students are having this discussion, the teacher will use a checklist keep track of the students who spoke, and whether or not they used examples to support their opinions.
- Students will complete an exit slip about whether the philosophical chairs discussion changed or strengthened their opinions of technology.
- Teacher will collect charts, rubrics, and exit slips.

**Essential Questions**

- How do the details of a story contribute to its overall meaning?
- How can I support my opinions using details from both fiction and non-fiction works?

**Prerequisite Skills and/or Concepts**

- Students must have previously read "By the Waters of Babylon," "There Will Come Soft Rains," and "Inside the House of the Future," and must have completed the chart to support their opinions.
- Students must know how to use evidence from the text to support their opinions.
- Students must know how to be respectful of the opinions of others.
- Students must be familiar with the technological advancements that we have today.
- Students must have previously read and discussed the rules and expectations for philosophical chairs.

**Materials for Students**

- Completed "Synthesis Charts"
- Copies of "Philosophical Chairs Expectations" handout
- Copies of philosophical chairs rubric
- Pen for exit slip

### Attachments:

1. **Philosophical Chairs Expectations.docx**
2. **Philosophical Chairs rubric.docx**
3. **Synthesis Chart .docx**

**Teacher Resources**

- Materials and resources:
  - Discussion statement "technology is more harmful than it is helpful" written on the board
  - Extra pens for students
  - Extra paper for students
- Technology resources:
  - Chrome
- The number of computers required is 1.

### Attachments:

1. **Checklist for Philosophical Chairs.docx**

## STANDARDS AND OBJECTIVES/LEARNING OUTCOMES

**Lesson Objective(s)/Learning Outcomes (ABC)**

- Given the philosophical chairs setting, students will be able to respectfully discuss their opinions about whether or not technology is more helpful or harmful for us, using examples from "By the Waters of Babylon," "There Will Come Soft Rains," "Inside the Home of the Future," and their own experiences to support their opinions.

**MD- Maryland College and Career Ready Standards - Math and ELA/Literacy (2013)**

**Subject:** English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

**Grade:** Grades 9–10 students:

**Content Area:** English Language Arts

**Strand:** Reading Standards for Literature

**Domain:** Key Ideas and Details

**Standard:**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Standard:**

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**Strand:** Speaking and Listening Standards

**Domain:** Comprehension and Collaboration

**Indicator:**

1.a. 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.

**Indicator:**

1.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

**Indicator:**

1.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Domain:** Presentation of Knowledge and Ideas

**Standard:**

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**Standard:**

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)

**MCCR Standards and/or Content Standards:**

**ASSESSMENT**

**Assessment/Rubrics**

- The teacher will use the checklist to keep track of when each student speaks to ensure that everyone in the class contributes to the discussion at least once, and uses an example from one of the texts or their own experience to support their opinions.
- After the discussion, students will turn in their graphic organizers. These will be graded based on if the examples from the texts and their own experiences support their opinion of whether technology is more helpful or harmful for us.

**Attachments:**

1. **Philosophical Chairs rubric.docx**

**PROCEDURES (with attention to UDL)**

**Introductory Activities (Engage)**

- Before the students enter the classroom, the teacher will write the statement "technology is more harmful than it is helpful" on the board.
- When the students enter the room, they will be asked to take out their charts that they completed previously. These charts should state their opinion of whether technology is more helpful or harmful to us, and include at least one example from "By the Waters of Babylon," "There Will Come Soft Rains," "Inside the Home of the Future," and their own experience to support their opinion.
- The teacher will hand out a simple rubric reminding students what they are expected to accomplish during the discussion.
- The teacher will explain to the students that the right side of the room is where they will stand if they agree with the statement on the board ("technology is more harmful than it is helpful"), the left side of the room is where they will stand if they disagree with the statement, and the center if the room is where they will stand if they are unsure whether they agree or disagree.
- The teacher will have students move to the place in the room that represents their opinion of technology.
- The teacher will ask any students in the center why they are having trouble deciding whether technology is more helpful or harmful. The teacher should remind the students in the middle that they have to choose a side eventually. When they move, they should explain why they have moved to that side of the room.
- After the students in the center have shared their opinions, the teacher will ask for a volunteer from one of the sides to start the

**Teaching Activities  
(Explore, Explain,  
Elaborate)**

discussion. She will tell the students that they should try to have the opposing side of the discussion state their opinion next, and then try to let the discussion flow naturally from there (whichever side feels compelled to speak should speak). However, the students should keep in mind that everyone must speak eventually, and after a student has spoken, he or she cannot speak again until two people from their side have spoken.

- If there are no students on either the left or right side of the room when the discussion starts, the teacher should provide examples from the texts or her own experience to make an argument for that side. She should also encourage students to see if they can make a case for that side of the argument and come stand by her, even if they are not convinced that this side of the argument is correct.
- While the students are having this discussion, the teacher will use a checklist to keep track of the students who spoke, and whether they followed the guidelines on the rubric provided.
- Students who are absent for the discussion will be given an alternative assignment. This assignment will require students to choose two examples from their charts and write 2-4 sentence counterarguments for them.

**Closure Activities  
(Evaluate)**

- After everyone has contributed to the discussion at least once, and the students feel as though they have said everything that they want to say, the teacher will ask them to return to their seats. If the discussion does not end naturally, the teacher will stop the discussion when there is five minutes remaining in class.
- The teacher will ask the students to answer the exit slip questions on the bottom of the rubric. Students should answer these questions on the back of their rubrics.
- The teacher will collect the rubrics and synthesis charts at the end of class.
- The teacher will write their scores on the rubrics and give them back with the charts the following day.
- If there is not enough time in class to finish the exit slips, students will be asked to take their rubrics home to finish the questions for homework. They will be due the following day.

**Differentiated  
Instruction**

- The teacher will ask repeatedly during the discussion if students who have not spoken yet would like to speak. This gives students who have trouble speaking or asserting themselves multiple opportunities to join the discussion.
- The discussion helps students who are interpersonal learners express their opinions and learn from the opinions of others.

## REFLECTION

I thought that this lesson went really well. The students all responded respectfully to each other, even when they did not agree with the opinions of their classmates. It was interesting to see how different the conversation was between all of the classes. For example, one of the classes talked about how technology created cyber bullying, while another class talked about society's dependence on technology. One class even talked about human trafficking becoming a bigger problem with technology. Most of the students responded in their exit tickets that they enjoyed the philosophical chairs discussion, and they want to do it more often.

**Reflection**

Although the discussions went well overall, I had a little bit of trouble with period two. A lot of the students were talking while other people were talking, but I could not tell who was talking to take off points from their grade. Because of this, I ended up not taking points off for speaking while someone else was speaking. It ultimately helped everyone's grade, but I feel like I should have kept better track of it. I also had a problem during 5th period. Two girls were talking to each other during the whole conversation, and when I asked them multiple times if they would like to join in with the conversation, they refused. I could not give them any points for the discussion, which hurt their grade. I learned later that they have anxiety about speaking in front of the class, but I could not give them points because it would not be fair to the other students, and they were talking to each other instead of paying attention to their classmates.

If I teach this lesson again, I will keep better track of anyone who is talking while other people are talking, and deduct the correct amount of points. I think it is really important that students respect each other by listening while others are speaking. I corrected this behavior during the lesson, and most of the time the students who were talking stopped to listen, but I feel like I need to be more strict about it for those who continued to talk. I think that the next time I teach this lesson I should also require students to mention examples from the texts that we read at least once. I gave the students the option to use an example from one of the texts or their own experience, and because of this, some periods barely discussed the texts. I feel like it would have been more structured of a conversation if there was more textual evidence, but then again, maybe the students would not have been as passionate or had such great discussions if I had required this.