

SYRACUSE UNIVERSITY

Lesson Plan # 1: Indian Literature Book Talks

IST 663: Assignment 3a

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GENERAL INFORMATION

Lesson Plan Title: Indian Literature Book Talks

Related Curricular Area: Social Studies

Appropriate Grade Level(s): 8th grade and above

Motivational Profile:

Attention	Low	Medium	High
Comment: Students can be highly motivated, but some who are not as interested in pleasure reading may have a hard time concentrating			
Relevance	Low	Medium	High
Comment: While many students are excited about reading the connection being made in the lesson are tenuous to them especially at the early stage in the year.			
Confidence	Low	Medium	High
Comment: This may vary greatly for all students, but a majority are highly capable students with confidence in their work.			
Satisfaction	Low	Medium	High
Comment: The task is relatively simple and is a reflection of what they like or don't like, given the students to express their own interests should create a high level of satisfaction			

Required Time: One 60 minute class period

Collaborative Potential: Social Studies Teacher

Overview: Students will learn about the Indian literature and non-fiction books about India that are available in the library.

CONTENT TOPIC:

Literature, Indian History, Belief Systems

CONNECTION TO CONTENT STANDARD(S):

State: Independent International School (Based on NCSS standards)

Standard(s):

Social Studies, Grade 8, Time, Continuity & Change

- Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships
 - Use key concepts such as chronology, causality, and conflict to identify patterns of historical change
 - Identify and use primary and secondary sources in historical research
 - Understand how knowledge of the past and its trends can help explain current events.
 - Explain the causes of significant current and historical political events and issues.
 - Examine historical resources for a point of view, context, bias (including gender and race), distortion, or propaganda

- Analyze multiple interpretation of an historical or current event.
- Differentiate between historical facts and historical interpretations.
- Identify gaps in available historical resources

Social Studies, Grade 8, Connections & Conflict

- Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.
 - Explain forces for change that result in increasing world interaction:
 - Environment; Belief systems (e.g., religion, politics); Economics;
 - Geography/land ; Ethnicity/race/gender; Culture; Balance of power

Social Studies, Grade 8, Culture

- Students will understand cultural and intellectual developments and interactions among and within societies. N.B.: In the benchmarks for this standard, the term "belief systems" refers to an ordered, established body of thinking and faith that influence one's perceptions of self and the world. It includes such concepts as religion, philosophies (including political and economic), and science.
 - Understand ways that social and environmental factors and culture are related.
 - Identify how patterns of behavior can reflect cultural values and attitudes.
 - Know the beliefs, practices, and institutions of the major religions of the world, and some examples of tribal religions.
 - Understand how certain texts come to be viewed as sacred.
 - Understand how taboos and publicly acceptable behavioral norms evolve.
 - Describe how different understandings of public and private behaviors evolve in their respective cultures.
 - Evaluate major movements in literature, music, and the visual arts and ways in which they expressed or shaped dominant social values.
 - Draw inferences from archaeological evidence.

Social Studies, Grade 8, Society & Identity

- Students will understand social systems and structures and how these influence individuals.
 - Explain how cultural attitudes, values, and beliefs influence personal behavior and the development of personal identity.
 - Recognize the foundations of one's own and others' viewpoints.

AASL STANDARDS FOR THE 21ST CENTURY LEARNER GOALS

Standard 2: Draw conclusions, make informed decision, apply knowledge to new situations, and create new knowledge.

- **Skills**
 - **2.1.3** Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
- **Responsibilities**
 - **2.3.1** Connect understanding to the real world.

Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.

- **Skills**

- **3.1.4** Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use and assess.

Standard 4: Pursue personal and aesthetic growth

- **Skills**
 - **4.1.1** Read, view, and listen for pleasure and personal growth.
 - **4.1.5** Connect ideas to own interests and previous knowledge and experience
- **Dispositions in Action**
 - **4.2.1** Display curiosity by pursuing interests through multiple resources

ASSESSMENT & CRITERIA

Product (and related AASL indicators):

- Students will produce a forum post in response to questions about a book of their choice. In this response, they will reflect upon why the book talk peaked their interest and how they see that particular book connecting with their current unit of study in social studies.

Process (and related AASL indicators):

- Teachers will observe students as they learn more about the books. Observation can be seen in their interaction with the book itself, discussions with other students and questions that come up while looking through the book.

RESOURCES AND OTHER MATERIALS:

- 10-15 Books
- Handout with books and authors listed
- PowerPoint with essential questions and discussion points
- Computers with access to Ning
- Discussion questions.

INSTRUCTION AND ACTIVITIES

Direct Instruction:

1. The class will begin with a review of their current unit of study and what the essential questions are:
 - a. Understanding modern cultures requires an understanding of history.
 - b. Indian identity and society is complex, and it has been shaped by external and internal forces.
2. We will have a short discussion on the fact that there are many interesting fiction books that both help us to understand these essential questions as well as fiction stories that correspond to the different time periods in Indian history that they are learning about.
 - a. What does reading fiction books tell us about history?
 - b. What can we learn about history from fiction novels?
3. Book talk 10-15 books
4. Explain the activity: Students will each choose one book that they found interesting from the book talks and respond to the questions posted on the Ning.

Modeling and Guided Practice: After book talk's students will be given a chance to pick one book and respond to the Ning post. Teacher-Librarian will demonstrate with one of the books and the post on the Ning (see below).

Independent Practice: Students will respond to the following post:

After listening to the book talks about Indian literature in the library, you will each choose one that you think is interesting and post your responses to the following questions. Take some time to look through the book, skim some of the pages and get a sense of what it is about.

Title of the Book:

Author:

When was it published:

What is the setting of the book (time period, physical location etc):

What made you interested in looking at this book more:

After scanning through it, would you like to read it? Why or why not?

How can you make a connection between this book and what you are learning in your Social Studies Class?

Sharing and Reflecting: At any time after the class has finished, students can read and respond to the other Ning posts by their fellow students.

Supporting Material(s)	Description
PowerPoint	PowerPoint for display during class
Book Handout	Book List for student note taking