

Faculty of Education

Lesson Plan Template

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| **Subject / Course:** English | **TC Name:** Jan, Nicole & Phil | |
| **Grade Level:** 11 | **Date:** March | |
| **Topic:** Contextualizing India’s History | **Time of Class 1 (70 mins)** | |
| **AT Name:** | **Room # / Location:** | |
| **1. Curriculum Expectation(s) and Learning Goal(s) for the Lesson** | |  |
| 1. **Expectations**: (*list. 1-3 specific expectations from the Ontario curriculum} Be realistic about how much you can accomplish in one lesson.*  |  | | --- | | Oral Communications  Extending Understanding of Texts  1.6 extend understanding of oral texts, including increasingly complex or difficult texts, by making effective connections between the ideas in them and personal knowledge, experience, and insights; other texts; and  the world around them  Critical Literacy  1.8 identify and analyse the perspectives and/or biases evident in oral texts, including increasingly complex or difficult texts, and comment with growing understanding on any questions they may raise about beliefs, values, identity, and power  Media Studies  Creating Media Text  Producing Media Texts  3.4 produce media texts, including increasingly complex texts, for a variety of purposes and audiences, using appropriate forms, conventions, and techniques.  Writing  Developing and Organizing Content  Research  1.3 locate and select information to effectively support ideas for writing, using a variety of strategies and  print, electronic, and other resources, as appropriate | | | |
| 1. **Learning Goal(s) for the lesson:** *(In your own words, what do you want the students to have learned by the end of the lesson? How will you know they have learned?)*  |  | | --- | | At the beginning of the novel, Pi remembers his childhood in Pondicherry with fondness and a sense of peace and fascination at living in a zoo. However, the reality for Indians at this time was a far different one from the imagined world of Pi. Indira Gandhi was the Prime Minister of India at this time and she enacted several controversial decisions. This period of time came to be called the Indian Emergency because it was a period  of time in which the Constitution of the country was suspended and police were given extraordinary powers such as the arrest and detention of political activists and curfews upon the population. This lesson will allow  students to contextualize the political period in which Pi’s childhood in India is taking place | | | |
| **This period of time came to be called the Indian Emergency**  **2. Preassessment and Accommodations/Modifications** | | |
| *(What can you do to ensure the success of all students?)*   |  |  | | --- | --- | | **Preassessment: (***Describe the student(s))* | **Accommodation/Modification:** *(how will you adapt your lesson?)* | | **Academic Needs:** *(e.g. student finishes early or doesn’t finish.*  *e.g. Student has difficulty understanding*    **Behavioural/Social/Emotional Needs:**  e.g. student distracts others, gets out of his seat.  *e.g. student does not participate*  **Physical Needs**  *e.g. student difficulty seeing, hearing or moving*  **Diversity Needs:**  *e.g. student has difficulty communicating in English*  *e.g. accommodations due to different cultural background* | This is a Grade 11 University preparation English class.  Students who need assistance such as those students with physical disabilities or I.E.P’s will be accommodated.  Students with physical needs will be seated for optimal success according to their individual needs.  These students will be accommodated by the seating plan – or identifications in the students I.E.P. or student file, by the classroom teacher | | | |

**3. Learning Environment** (*describe the setup for your classroom. Will they work alone or in groups? Will it be the same for the whole lesson? If students are moving how will you make sure smooth transitions?*

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| This lesson will take place in a classroom. This lesson is critical to the introduction and contextualization of Yann Martel’s novel for the grade 11 students. Students will be at their desks for the lecture – and will be grouped off for the activity portion of the lesson |

**4. The Overview (Agenda) for your lesson:** *(In this area, write the agenda (outline) as you will write it on the board for your students)*

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| Prior to Lesson One the Students were asked to read Part One of the book prior to this lesson commencing. As part of the introduction to this lesson the students will access and download the Reading Companion Booklet which comprises of questions for refection for each chapter and vocabulary words with meaning. A rubric is also posted on the website: http://englishteachinglifeofpi.weebly.com/ for the students so that they have the achievement levels that the Reading Companion Booklet will be graded with at the end of the novel study. This Booklet will be completed over the entire length of the Unit -  At the beginning of the lesson the students be directed to the Unit Plan website: <http://englishteachinglifeofpi.weebly.com/>  The website will be used to help present India’s political history to the students. So they may gain understanding and may reflect critically on Pi’s family’s decision to leave India.   * Video at website * Review materials about the Indian Emergency of 1975-1977 * Groups: Prediction for book – in groups students will with chart paper and markers will write the next scene in the book – now that the Patel’s are leaving India. Write the next chapter in Yann Martel’s book. Students will present their ideas in groups. |

**5. Resources and Materials for your class** *(what resource do you and the students need for class: markers, scissors; graph paper, extra pencils, beakers, etc. How many will you need? If they will be using a textbook, list it here. If you used websites or other resources to prepare this lesson, reference those here)*

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| * Laptop, Teaching *Life of Pi* website: <http://englishteachinglifeofpi.weebly.com/> * Projector * Screen * Students Books, *Life of Pi,* * *The* Reading Companion Booklet and Rubric will also be posted for students on the website to be downloaded. |

**6. Content, Teaching Strategies, for Lesson (O***rganize the content for your lesson, as well as listing the teaching and assessment strategies. Include: an* ***Introduction*** *or Minds-on,* ***Instruction****,* ***Application*** *and* ***Consolidation*** *with approximate times for each portion with enough detail that another teacher could teach your lesson)*

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| ***Time*** | ***Teaching and***  ***Assessment Strategies/***  ***technology use*** | ***Detailed Description of your lesson including question*** |
| 2 mins  5 mins |  | *Introduction (Hook) What activity/questions will you use to introduce your lesson?*  Why did Pi and his Family leave India for Canada? Yann Martel does not go into depth on this subject – today’s class will cover the Indian Emergency that occurred from June 1975 to March 1977.  The Patels sell the zoo and all its animals, but it takes a year to complete the process of moving the animals. On June 21st, 1977, the Patels board the Tsimtsum and leave India.  You Tube Video <http://www.youtube.com/watch?v=GzN7VEHUZDo> (on website)  At this time we will visit <http://englishteachinglifeofpi.weebly.com/>  As the resources have been posted and developed for the lesson on the website  Under Lesson Plan 1: A Contextual History of India |
| 10-15 mins  20 mins  20-25 mins |  | *Instruction/Application – Detail what you will say, questions you will ask, and activities for the students.*   * At the beginning of the novel, Pi remembers his childhood in Pondicherry with fondness and a sense of peace and fascination at living in a zoo. However, the reality for Indians at this time was a far different one from the imagined world of Pi. * Indira Gandhi was the Prime Minister of India at this time and she enacted several controversial decisions. This period of time came to be called the Indian Emergency because it was a period of time in which the Constitution of the country was suspended and police were given extraordinary powers such as the arrest and detention of political activists and curfews upon the population. * The entire opposition party was arrested and private and public media forms were used as political propaganda. Many slums were cleared, leaving great sections of the population homeless and men underwent forced vasectomies as part of a ‘family planning’ program. It was these leadership decisions that lead to Pi’s father deciding to leave the country and take the Patel family to Canada * We have now discussed the political history at the time of Pi’s family leaving India Let makes some predictions for the story in groups * Group Activity: Prediction for book – in groups students will with chart paper and markers will write the next scene in the book – now that the Patel’s are leaving India. Write the next chapter in Yann Martel’s book. Students will present their ideas in groups. * Students will present their ideas to the class – for their predictions on the Patels’ future in *Life of Pi* |
|  |  | This Activity is to encourage critical thinking in light of the history presented to the students in today’s lesson – this activity is will act as an assessment of learning for the teacher of the students learning but will not be a graded activity. |