Lesson Plan 3: Modified for Students with ADD

LESSON PLAN by Justin Weber

Lesson: Read Aloud with The Jungle

Length: 70 minutes (1 Period)

Age or Grade Intended: 11th Grade.

Academic Standard(s):

• USH 3.6- Identify the contributions to American culture made by individuals and groups.

Performance Objectives:

• The students will follow along in with a read aloud session over The Jungle, by Upton Sinclair, then will make a jigsaw regarding four acts passed during the Progressive Era.

Assessment:

• The students will turn in the jigsaw that they did as an individual part of the group aspect of the jigsaw (Gardner's: Visual-Spatial). This will be graded for at least having 80% of the facts correct. They will also be graded on a participation level for the discussion during the read aloud.

Advanced Preparation by Teacher:

• Having a handout of the excerpt for each student and have the discussion question ready to go, so the discussion runs smoothly.

Procedure:

Introduction/Motivation:

• The students should find the reading itself pretty interesting, as it is fairly detailed in a way that makes you seem thankful for the way things are today. I would start with a bell ringer activity that would be written on the board so they can get started right away. The activity would simply ask, “Argue why you think it is so important for the food and drug association to heavily regulate in America, which executive discussed last time would push these reforms?” (Bloom's Evaluation) This should relate their personal opinion the topic of the day and the reading that we are about to do aloud. It also will build on the previous lesson.

Step-by-Step Plan:
1. After introduction have a brief class discussion about analyzing why it is so important to have such tight restrictions with food and drugs in America. (Bloom’s Analysis)

2. Don’t give the answers as to why it is important in detail; wait until after the reading to do so in great detail. After they have a concrete example to compare to.

3. Break out the reading passage, and tell them that I am going to be reading aloud to them, and we are going to stop often in order to discuss what we’ve read. Remind the students they will be graded based on their level of participation with the questions I ask.

4. Have the stopping points and the question scripted, so that while reading the discussion is organized and well prompted.

5. Begin reading.

6. After reading is through show that Progressive movements were productive for the well-being of our society.

7. Have the students then get their books out as the jigsaw is explained.

8. Split the students up into groups (Gardner’s Interpersonal) based on the term or group they will be covering for the jigsaw.

9. There will be 4 groups based on key terms from the book (Progressive Party, Federal Reserve Act, Clayton Antitrust Act, NAACP)

10. The groups will be required to fill out their assigned term, and then the groups will be scrambled in order to fill out the rest of the chart, based on what other groups came up with.

11. The chart will include a box for the definition of the term (Bloom’s Knowledge), significance of the time, applying the relevance to today’s society (Bloom’s Application), key figures involved, and effects on culture of the time.

Closure:

- This lesson will most likely be pushed for time, but if there is time bring the students back together and have a discussion over the chart they made. Make sure they are clear on how these terms have not only effected the government of the United States, but also the culture on the United States as well. Have them turn in their jigsaws and class should be over. Each Student is responsible for their own jigsaw (Gardner’s: Intrapersonal).

Adaptations/Enrichment:

- For student with ADHD: The activities for the day should cater well to a student with this disability, as the reading is interesting and the jigsaw gets them moving around while working with different groups. If the student has trouble staying quiet while I’m reading, possibly offer incentive, like a good participation grade if acceptable behavior is maintained throughout the entire reading.

Self-Reflection:

- Were the students intrigued by the excerpt reading?

- Were the students able to keep focused while I was reading aloud?
- Did the discussion questions spark any interest in the students about the topic?

**Impacts of Progressive Movements Jigsaw**

**Instructions:** Fill in the chart for the term assigned to your group, after the chart is completed, the groups will be scrambled so the other groups can see what you have written, and you can take from them what they have written. You do not need to write in complete sentences, but be sure your answers are thorough.

<table>
<thead>
<tr>
<th>Terms</th>
<th>Progressive Party</th>
<th>Federal Reserve Act</th>
<th>Clayton Antitrust Act</th>
<th>NAACP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions</td>
<td></td>
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<td></td>
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<tr>
<td>Definition</td>
<td></td>
<td></td>
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<tr>
<td>Significance of the time period</td>
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<td></td>
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<td></td>
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<tr>
<td>Key figures involved</td>
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<td></td>
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<tr>
<td>Effects on the time’s culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevance to today’s society</td>
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Excerpt from *The Jungle*, By Upton Sinclair

...And then there was the condemned meat industry, with its endless horrors. The people of Chicago saw the government inspectors in Packingtown, and they all took that to mean that they were protected from diseased meat; they did not understand that these hundred and sixty-three inspectors had been appointed at the request of the packers, and that they were paid by the United States government to certify that all the diseased meat was kept in the state. They had no authority beyond that; for the inspection of meat to be sold in the city and state the whole force in Packingtown consisted of three henchmen of the local political machine!...

And then there was "potted game" and "potted grouse," "potted ham," and "deviled ham"—devyled, as the men called it. "De-vyled" ham was made out of the waste ends of smoked beef that were too small to be sliced by the machines; and also tripe, dyed with chemicals so that it would not show white, and trimmings of hams and corned beef, and potatoes, skins and all, and finally the hard cartilaginous gullets of beef, after the tongues had been cut out. All this ingenious mixture was ground up and flavored with spices to make it taste like something. Anybody who could invent a new imitation had been sure of a fortune from old Durham, said Jurgis's informant, but it was hard to think of anything new in a place where so many sharp wits had been at work for so long; where men welcomed tuberculosis in the cattle they were feeding, because it made them fatten more quickly; and where they bought up all the old rancid butter left over in the grocery stores of a continent, and "oxidized" it by a forced-air process, to take away the odor, rechurned it with skim milk, and sold it in bricks in the cities!...

There were the men in the pickle rooms, for instance, where old Antanas had gotten his death; scarce a one of these that had not some spot of horror on his person. Let a man so much as scrape his finger pushing a truck in the pickle rooms, and he might have a sore that would put him out of the world; all the joints of his fingers might be eaten by the acid, one by one. Of the butchers and floorsmen, the beef boners and trimmers, and all those who used knives, you could scarcely find a person who had the use of his thumb; time and time again the base of it had been slashed, till it was a mere lump of flesh against which the man pressed the knife to hold it. The hands of these men would be criss-crossed with cuts, until you could no longer pretend to count them or to trace them. They would have no nails,—they had worn them off pulling hides; their knuckles were swollen so that their fingers spread out like a fan. There were men who worked in the cooking rooms, in the midst of steam and sickening odors, by artificial light; in these rooms the germs of tuberculosis might live for two years, but the supply was renewed every hour. There were the beef lugers, who carried two-hundred-pound quarters into the refrigerator cars, a fearful kind of work, that began at four o'clock in the morning, and that wore out the most powerful men in a few years. There were those who worked in the chilling rooms, and whose special disease was rheumatism; the time limit that a man could work in the chilling rooms was said to be five years. There were the wool pluckers,
whose hands went to pieces even sooner than the hands of the pickle men; for the pelts of the sheep had to be painted with acid to loosen the wool, and then the pluckers had to pull out this wool with their bare hands, till the acid had eaten their fingers off. There were those who made the tins for the canned meat, and their hands, too, were a maze of cuts, and each cut represented a chance for blood poisoning. Some worked at the stamping machines, and it was very seldom that one could work long there at the pace that was set, and not give out and forget himself, and have a part of his hand chopped off. There were the “hoisters,” as they were called, whose task it was to press the lever which lifted the dead cattle off the floor. They ran along upon a rafter, peering down through the damp and the steam, and as old Durham’s architects had not built the killing room for the convenience of the hoisters, at every few feet they would have to stoop under a beam, say four feet above the one they ran on, which got them into the habit of stooping, so that in a few years they would be walking like chimpanzees. Worst of any, however, were the fertilizer men, and those who served in the cooking rooms. These people could not be shown to the visitor—for the odor of a fertilizer man would scare away any ordinary visitor at a hundred yards, and as for the other men, who worked in tank rooms full of steam, and in some of which there were open vats near the level of the floor, their peculiar trouble was that they fell into the vats; and when they were fished out, there was never enough of them left to be worth exhibiting—sometimes they would be overlooked for days, till all but the bones of them had gone out to the world as Durham’s Pure Leaf Lard! . . .

Questions to use while reading aloud

- Summarize what was just read....

- What do you find surprising about the meat packing industry at the time?

- Why would Sinclair write a piece like this?

- How do you think people reacted when they first came out?

- Do you think that The Jungle had any sort of impact on getting legislation passed?

- Do you think there are any valuable lessons to be learned that fit into today’s society?
Manchester College Lesson Plan Rubric

Name ___Justin Weber_______  Score ___38__/44  Percentage ___86__%  Converted score ___9___/10

<table>
<thead>
<tr>
<th>Required</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>score</th>
</tr>
</thead>
<tbody>
<tr>
<td>(C1) MC lesson plan format with explicitly stated Academic Standards</td>
<td>Lesson does not follow MC format or state academic standards</td>
<td>Lesson does not follow MC format but does state academic standards</td>
<td>Lesson plan follows most of the MC format and explicitly states academic standards</td>
<td>Lesson plan follows MC format correctly and explicitly states academic standards</td>
<td>4</td>
</tr>
<tr>
<td>(C1) Lesson Plan Objectives</td>
<td>Objectives are not included</td>
<td>Objectives are included, but are not correctly written or do not relate to the stated academic standards</td>
<td>Objectives are included, related to stated academic standard(s), but are not written correctly</td>
<td>Objectives are written well and fully correlate to stated academic standard(s)</td>
<td>3</td>
</tr>
<tr>
<td>(A1) Assessment</td>
<td>Assessment is unrelated to objectives and standards</td>
<td>Assessment is somewhat related to objectives and standards. Assessment is not appropriate for all students’ learning styles and strengths</td>
<td>Assessment is related to objectives and standards. Assessment is less accessible for students with certain learning styles and strengths</td>
<td>Assessment is directly related to objectives and standards. Assessment provides opportunities for students with varying learning styles and strengths to excel</td>
<td>4</td>
</tr>
<tr>
<td>(C1) Intro/ Hook</td>
<td>No introduction is provided</td>
<td>Introduction is vague or procedural</td>
<td>Introduction provides some structure for lesson, but lacks connections</td>
<td>Introduction clearly pulls students into the lesson, drawing connections to previous lesson</td>
<td>3</td>
</tr>
<tr>
<td>(C1) Supporting Materials</td>
<td>No supporting materials are included</td>
<td>Supporting materials and student handouts are messy, incomplete, and/or unappealing to students. Materials do not enhance lesson</td>
<td>Supporting materials and student handouts are clear and complete. Materials enhance lesson</td>
<td>Supporting materials and student handouts are clear, complete, and appealing to students. Materials enhance lesson significantly</td>
<td>4</td>
</tr>
<tr>
<td>(C1) Procedures/ Instructional Activities</td>
<td>Procedures are unclear; do not relate to objectives; no attempt is made to individualize activities for learning styles or strengths</td>
<td>Procedures are mostly clear; areas of vagueness</td>
<td>Procedures are clear and relate to the objectives</td>
<td>Procedures can be easily replicated by others</td>
<td>4</td>
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<tr>
<td>(C6) Bloom’s</td>
<td>Bloom’s levels are not indicated</td>
<td>A few (2) levels of Bloom’s questions are used</td>
<td>Some (3) different levels of Bloom’s questions are used</td>
<td>A variety (4 different levels) of Bloom’s questions are used</td>
<td>4</td>
</tr>
<tr>
<td>(E1) Gardner’s</td>
<td>Gardner’s MI are not indicated</td>
<td>A few (2) examples of Gardner’s are identified</td>
<td>Some (3) examples of Gardner’s are identified</td>
<td>A variety (4) examples of Gardner’s are identified</td>
<td>2</td>
</tr>
<tr>
<td>(E1) Adaptations/ Modifications</td>
<td>Lesson does not include reasonable adaptations and/or modifications</td>
<td>Lesson includes one or two reasonable adaptations and/or modifications</td>
<td>Lesson includes more than two (3) reasonable adaptations and/or modifications</td>
<td>Lesson thoroughly (4+) details reasonable adaptations and/or modifications that are exemplary</td>
<td>2</td>
</tr>
<tr>
<td>(R6) (E2) Engaging/Creativity</td>
<td>Lesson lacks opportunity for student engagement</td>
<td>Lesson makes an attempt at engaging students in the learning process</td>
<td>Lesson mostly engages students in the learning process</td>
<td>Entire lesson engages students in the learning process</td>
<td>4</td>
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<tr>
<td>(R5) Grammar and spelling</td>
<td>Spelling and grammar are unacceptable. (4 or more errors)</td>
<td>The lesson plan contains many (3) spelling and grammar errors</td>
<td>The lesson plan contains few (2) spelling and grammar errors</td>
<td>Spelling and grammar in lesson plan are flawless (1 or no errors)</td>
<td>4</td>
</tr>
</tbody>
</table>

This lesson is much better than the previous ones. You have just a few little things to fix, but nothing huge. Nice work! You are working on creativity, and I appreciate that!