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Professor Schilling
EDUC 340
March 17, 2010

Lesson Plan 1: Multi-cultural

Lesson: Multi-cultural, *The Butterfly*

- Writing Postcards

Length: One hour and 30 minutes

Source: Original

Age or Grade Intended: 6th grade English/Language Arts and Social Studies

Academic Standard(s):

English/Language Arts

- **6.5.4** Write responses to literature that:
 - Develop an interpretation that shows careful reading, understanding, and insight.
 - Organize the interpretation around several clear ideas.
 - Support statements with evidence from the text.

Social Studies

- **6.1.24** Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Identify issues related to an historical event in Europe or the Americas and give basic arguments for and against that issue utilizing the perspectives, interests and values of those involved.

Performance Objectives:

- Given two 4 x 6 inch blank note cards, the students will write two postcards from two different perspectives, in which they will show their understanding of the literary text using at least 1 supporting statements from the story in each postcard.
- Given the two 4 x 6 inch blank note cards, the students will write about the issues of the Holocaust from the two different perspectives of the two girls in the text.

Assessment:

- After reading the book *The Butterfly* aloud, I will have a grand discussion with the students to clarify the two viewpoints in the story of Monique and Servine. This will help them to understand what the story was about and it will help clarify the types of information that needs to be written in the postcards.
- Using a rubric, I will grade the students' postcards looking to see that they were able to distinguish the difference perspectives of the two girls, one as a Jewish person and one as a non-Jewish person.

Advanced Preparation by Teacher:

- Copy of the book, *The Butterfly* by Patricia Polacco

- 4 x 6 inch note cards
- Rubric to assess the written postcards (attached at the bottom)

Procedure:

Introduction/Motivation:

Ask the students, “Who knows what happened during the time of the Holocaust?” **(Bloom: Knowledge; Gardner: Verbal/Linguistic)** Listen for answers. To clarify, tell the students that the Holocaust was a time when Adolf Hitler ruled Germany and he did not like the Jewish people. Many of the Jewish people were taken from their homes and forced into camps where they were mistreated. Some people were forced into hiding because they feared being taken away into these dangers. Then, ask the students, “Have you ever had a close friend who had to move away from some reason or another?” **(Bloom: Knowledge; Gardner: Verbal/Linguistic)** Listen for answers. Tell the students that sometimes our best friends have to leave for sudden reasons, just as a little girl named Sevrine in this book, *The Butterfly*.

Step-by-Step Plan:

1. After introducing the book to the students, read the story aloud to the class. **(Gardner: Visual/Spatial)**
2. After reading the book aloud, have a grand discussion with the class to review important parts of the story and to recap about the Holocaust. **(Bloom: Comprehension; Gardner: Verbal/Linguistic)** In the conversation, discuss:
 - a. Where did this story take place? **(A: In a French village) (Bloom: Comprehension; Gardner: Verbal/Linguistic)**
 - b. Why was the young girl, Sevrine, living in Monique’s basement? **(Because her family is Jewish and they were hiding from the Nazis or they would be taken away and put into a Jewish concentration camp.) (Bloom: Comprehension; Gardner: Verbal/Linguistic)**
 - c. Why was Monique’s family not in hiding or not taken away? What makes them different? **(Monique was not Jewish, and Hitler only wanted to get rid of the Jewish people.) (Bloom: Comprehension; Gardner: Verbal/Linguistic)**
 - d. What did the butterfly symbolize in this story? **(Freedom for Sevrine) (Bloom: Comprehension; Gardner: Verbal/Linguistic)**
 - e. Toward the end of the story, why was Sevrine and her family forced to leave Monique’s home? **(They were spotted by the neighbors as living in Monique’s house. Monique’s mother feared that they would be caught so they had to leave for safety at once.) (Bloom: Comprehension; Gardner: Verbal/Linguistic)**
 - f. At then end, the two best friends, Monique and Sevrine, are separated. Since these two friends are far apart, do you think they could write to each other to keep in contact? **(Yes, they could: this leads into writing assignment.) (Bloom: Synthesis; Gardner: Verbal/Linguistic)**

3. Tell the students that they are going to write two postcards. (**Bloom: Application; Gardner: Intrapersonal**) Explain the purpose of postcards and what belongs on a postcard:
 - A postcard is a short way to write a letter. You write a short message (3 or 4 sentences) on one side of the postcard.
 - It is important to get to the point in your writing when you send a postcard to someone because space is limited. Everything you want to say has to fit on one side of a postcard.
 - A postcard usually has a picture on one side to represent a place you have been before or some special theme. We will eventually draw a picture on our postcards.
4. First, have the students write a postcard from Monique to Sevrine. Remind the students to use their knowledge of the story when writing this postcard. (**Bloom: Comprehension/Application; Gardner: Intrapersonal**)
5. Tell the students they **MUST** refer back to the text at least once when writing the postcard from Monique’s perspective. (**Bloom: Analysis**)
6. Ask the students, “If you were Monique writing to Sevrine, what would Monique write about?” (**Bloom: Comprehension/Analysis; Gardner: Logical, Verbal/Linguistic**) Ideas can include:
 - a. Monique can ask Sevrine where she is staying now?
 - b. Monique can talk about all of the butterflies fluttering in the garden and how she knew that was a sign from Sevrine saying she is safe. (**This refers back to text.**)
 - c. Monique can talk about her mom and how she could still be helping other Jewish people stay safe. (**This refers back to text.**)
 - d. Monique can talk about her school and some of the things she is learning about.
7. Explain to the students that they need to pretend that they are Monique and write about events from Monique’s perspective. (**Bloom: Application; Gardner: Intrapersonal**)
8. Then, tell the students they are going to write a second postcard from Sevrine to Monique. Remind the students to use their knowledge of the story when writing this postcard. (**Bloom: Comprehension/Application; Gardner: Intrapersonal**)
9. Tell the students they **MUST** refer back to the text at least once when writing the postcard from Sevrine’s perspective. (**Bloom: Analysis**)
10. Ask the students, “If you were Sevrine writing to Monique, what would Sevrine write about?” (**Bloom: Comprehension/Analysis; Gardner: Logical, Verbal/Linguistic**)
 - a. Sevrine can talk about how she misses living with Monique because they were best friends. (**This refers back to text.**)
 - b. Sevrine can talk about what happened when she had to leave Monique’s house. (**This refers back to text when talking about living with Monique.**)
 - c. Sevrine can talk about the butterfly they found in the past and how she hopes to find one again one day. (**This refers back to text.**)

- d. Sevrine can talk about what it is like being a Jewish person in hiding or always on the move trying to escape from the Nazis.
11. After discussing what types of ideas to write about from both different perspectives, pass out two 4 x 6 inch blank note cards to each student.
 12. Tell the students that they need to be sure to note who they are writing to (Monique or Sevrine) and they need to note who is writing the postcard (Monique or Sevrine). (**Bloom: Application; Gardner: Intrapersonal**)
 13. Before letting the students begin, show the students a postcard that you (the teacher) have made. Thoroughly explain that you have brief writing on one side of the card; you stated whom you were writing to; you signed your postcard with your name; and on the right side (next to the writing), you wrote their address.
 14. Tell the students that they will need to leave space for an address next to their message to Monique and Sevrine. They will just put their own address for the address on both cards. (**Bloom: Knowledge; Gardner: Intrapersonal**)
 15. Tell the students to keep their postcards until tomorrow because they are not finished with them yet.

Closure:

Today, we read a story that took place during the time of the Holocaust. Ask the students, “Who can briefly tell us what happened during the Holocaust?” (**Bloom: Comprehension; Gardner: Verbal/Linguistic**) Tell the students that this is a historical event that took place all over Europe, like in France (the setting of this story). Today, we finished writing our postcards to Monique and Sevrine. Tomorrow, we are going to discuss the different themes from this book (freedom, friendship). After talking about the major themes in the book, you will be able to decorate the front of the postcards based off of one of these themes. (**Bloom: Comprehension; Gardner: Visual/Spatial**) Then, our postcards will be completed.

Adaptations/Enrichment:

Boy with Reading Comprehension Disability: After reading each page aloud, I will ask questions aloud that will briefly summarize what was just read. I will try to allow this student to answer a couple of the questions. This will allow the student follow along with the events of the story and understand what is being read.

Girl with Written Expression Learning Disability: After this student writes her ideas on the postcard, I will read over her postcard and underline words that I think she could replace with expression words. For example, if the student wrote the word “good,” I would underline that word. Then, the student can go get a thesaurus from the classroom library and find a better expression word to replace this word. I will choose 4 or 5 words from each postcard so that the student will be able to include great expression in her writing.

Boy with ADHD: When it comes time to work on the postcards, I would have this student distribute the blank note cards to the class. Then, when the students have to sit down and write out their postcards, I would have this student come sit at the back table

with me so that he is away from the other students and anything in his desk that could be a possible distraction.

Girl with Listening Comprehension Learning Disability: This student has a hard time completing tasks when there are many steps explained at once. For instance, this student may have a hard time writing a postcard following all the criteria because she is unable to comprehend all of these directions at once. I would first have this student write down some bullet points of what she wants to say in one postcard. Then, I would tell her to write out her first postcard. When she completed the first postcard, I would tell her to write about some bullet points of the next postcard. Then, afterwards explain to her that she needs to write her second postcard. I will work with this student step-by-step to make sure that she follows each step of this writing process.

Self-Reflection: Ask myself these questions and jot down some reflective points:

1. Did the students have enough knowledge about the Holocaust to allow this lesson to stand alone without pre-teaching themes of the Holocaust? Would I need to teach about the Holocaust beforehand?
2. Did the students understand that they had to write from two different perspectives? Did I clearly explain how to write from two perspectives?
3. Did the students write a brief, concise message and thoroughly express their ideas? Did I thoroughly explain the characteristics of a postcard?
4. What can I do to improve this lesson? Should I teach the aspects of a postcard and postcard writing before having them do this lesson?

Manchester College Lesson Plan Rubric

Name Phylicia Kelly Score 44 /44 Percentage 100 % Converted score 30 /30

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

			modifications	modifications that are exemplary	
(R6) (E2) Engaging/ Creativity	Lesson lacks opportunity for student engagement	Lesson makes an attempt at engaging students in the learning process	Lesson mostly engages students in the learning process	Entire lesson engages students in the learning process	4
(R5) Grammar and spelling	Spelling and grammar are unacceptable. (4 or more errors)	The lesson plan contains many (3) spelling and grammar errors.	The lesson plan contains few (1-2) spelling and grammar errors.	Spelling and grammar in lesson plan are flawless (no errors).	4

TEN POINTS WILL BE DEDUCTED FOR NOT INCLUDING A CHILDREN'S BOOK AND A WRITING ACTIVITY and ADDITIONAL COMMENTS ARE ON THE BACK OF THIS RUBRIC...