**Lesson Topic:** A Christmas Carol: Anticipation Guide

**Grade level:** 7

**Length of lesson:** 52 minutes

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| **Stage 1 – Desired Results** | |
| **Content Standard(s):**  Speaking, Viewing, & Listening/Media Literacy:   * + - 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.   B. Follow rules for collegial discussion, track progress toward specific goals and deadlines, and define individual roles as needed.  D. Acknowledge new information expressed by others and, when warranted, modifies their own views.  E. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion. | |
| **Understanding (s)/goals**  Students should understand some of the main themes and underlying meanings to be attuned to while reading the play “A Christmas Carol” the following week. | **Essential Question(s):**  -Can a person really have a second chance at anything? Explain why or why not. Give an example of a time when you have had a second chance, and explain the situation. -Throughout the year, and especially in the holiday season, we are constantly bombarded with pleas for help and for charity.  What are your views on this subject?  -Can money buy happiness? Can money buy love? Explain why or why not. Do you believe you could be truly happy without money? Explain.  -If you met a child who was disabled and failing in health, what would you do? Why? How important do you think children are to our society? Explain your reasoning.  -What are some reasons why people do or do not meet their full potential in life? Explain reasoning.  -What is time, and how does your concept of time affect your life?  -Do you believe that you can decide or predict your future, or do you think that is it already determined for you? Explain reasoning.  -If you could go back in time, would you change anything? If you would change something, what would you change and why?  What are the overlapping themes that we can anticipate and how can we relate to them in our own lives? |
| **Student objectives (outcomes):**  All students will be able to complete the anticipation guide to the best of their abilities in their small groups.  Most students will be able to relate to all of the questions personally, and discuss similarities between their thoughts with their classmates.  Some students will be able to anticipate and predict what some of they common themes the Christmas Carol story will bring forward and directly relate them to their life and the current state of the world. | |
| **Stage 2 – Assessment Evidence** | |
| **Performance Task(s):** | **Other Evidence:**  [Anticipation Guide Document](https://docs.google.com/document/d/1rrt4iwWvKmXzgcJV_6xRv02YI9pf86yegA6hw6-45nE/edit?usp=sharing) |
| **Stage 3 – Learning Plan** | |
| **Learning Materials:**  SMARTboard  Chromebooks 🡪 Google Drive [Google Documents, Google Slides]  Microphone  [Daily Slides](https://docs.google.com/presentation/d/1F9qCvH9Y8f5XzxrHWQxhgor5sk_sdjli4psH3IXiJbE/edit?usp=sharing)  Timer  **Learning Activities:**  Greet students as they enter the classroom and be sure that they take notice to the daily slideshow posted on the SMARTboard. Direct them to start getting logged onto their Chromebooks. Once the bell rings, quiet the class down and be sure that they are getting logged onto Chromebooks. Go through the agenda for the day with the class:   1. No reading time but they are to do reading records if they read last night 2. 10 minute reading time will be used to finish yesterdays drawing lesson with Ms. Johnson 3. The rest of class will be dedicated to group work and the anticipation guide 4. All students should be sure to check infinite campus sometime during class today, because midterms are tomorrow for quarter 2.   After the agenda has been verbalized, have student’s transition into the 10 minutes of drawing notes with Ms. Johnson.  When Ms. Johnson has finished with the notes, have students pass their notes in because they will count for points. Inform students that you will need their attention for the next 5 minutes to go through the anticipation guide instructions and then they will be able to move into groups of their choice.  Go through and explain the following instructions:   1. Get into groups of 4-5 people (be inclusive). 2. Move desks to make tables. 3. EVERYONE will make a copy of this Anticipation Guide Document. [Save in English 7 folder] 4. CHANGE PRIVACY SETTINGS! 5. Answer all of the questions as a group. 6. EVERYONE will record group answers on their own document. 7. EVERYONE will turn in their document on the Google Form for their hour   After given those instructions, have everyone open their Chromebooks, and get to today’s slides. Inform that that they will be going through the technology instructions together as a class to be sure that everyone will be able to get credit for the assignment. Walk them through making a copy of the document, saving the document in their drive, and then changing the privacy settings. Tell them that once they have gone through all of those technology steps correctly, they should go to today’s slides. Leave that page open, and when everyone is on today’s slides, we can move forward. Have them all submit the link right away and then when they have submitted the link to you, they should close their Chromebooks. They cannot move to get into groups until all of the Chromebooks have been closed.  Give them 2 minutes to move into groups and start the timer. They should be seated and quiet by the time the timer goes off and the lights have turned on. Once the light is on, they may start working on the questions with their groups.  Be circulating between groups to make sure that they are on task and so you are readily available to answer their questions.  When there is about 4-5 minutes left of class, have them start to transition into moving the desks back and then putting their Chromebooks away. | |