

**Grades 11-12 ELA
Sample Lesson Plan**

Lesson Title	Developing Questions for Student-Based Inquiry
Connecticut Standards (CCSS)	<p>CC.11-12.R.L.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CC.11-12.R.I.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CC.11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)</p> <p>CC.11-12.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.11-12.R.I.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.11-12.S.L.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
Lesson Objectives in Language Students will Understand	Each student will select a topic for independent research, develop an arguable inquiry or focus question, and articulate a plan for engaging in the research process based on that self-identified focus.
Timeline	3-5 days
Description of Learning Tasks/ Activities	<ul style="list-style-type: none"> ○ To facilitate maximal motivation and engagement, each student should brainstorm, collaboratively, then independently, his or her interests based on an umbrella topic relevant in some ways to the literary and/or informational texts studied in the course. ○ The teacher should provide a common review of how to develop a substantive focus question for inquiry and eventual argumentation. Part of that review can be students comparing stronger focus questions (e.g., “Was the Civil War avoidable?”) with weaker focus questions (e.g., “What were three main causes of the Civil War?”). ○ Each student, collaboratively, then independently, should generate strong focus questions related to his or her brainstormed areas of interest. Students can provide feedback on one another’s proposed focus questions. ○ Each student should identify potential sources for his or her research, including primary and secondary sources, and including print and digital sources. ○ Each student should develop an individual research schedule, including parameters based on time constraints.

**Grades 11-12 ELA
Sample Lesson Plan**

	<ul style="list-style-type: none"> ○ Based on prior knowledge and experience, each student should generate a preliminary, tentative claim, conjecture, thesis, or hypothesis to begin guiding his or her research and which will be shaped by the subsequent research.
<p>Materials, Resources, Technology Needed (Based on LEA resources)</p>	<p>Umbrella topics will vary considerably based on the focus of each course, the texts studied, and the program structure for eleventh- and twelfth-grade students.</p> <p>Texts studied may have been used prior in the course, or may be integrated subsequently as students explore various inquiry or focus questions. Texts should be diverse, multicultural, and responsive to student needs and interests. For example, based on the umbrella topic of beauty (and its paradox), possible texts could be:</p> <ul style="list-style-type: none"> ○ Altman, "First U.S. Face Transplant Described" ○ Barry and Duke, <i>Dark Girls</i> (documentary) ○ Bronte, <i>Jane Eyre</i> ○ Chadha, <i>Bend It Like Beckham</i> (film) ○ Clifton, "Homage to My Hips" ○ <i>Contestant No. 2</i> (PBS film) ○ Eliot, "The Love Song of J. Alfred Prufrock" ○ Hamermesh, "Ugly? You May Have a Case" ○ Hardy, <i>Tess of the D'Urbervilles</i> ○ Hugo, <i>The Hunchback of Notre Dame</i> ○ Inness, "Barbie Gets a Bum Rap: Barbie's Place in the World of Dolls" ○ Kindlon, <i>Raising Cain: Protecting the Emotional Life of Boys</i> ○ Moliere, <i>Tartuffe</i> ○ Morrison, <i>The Bluest Eye</i> ○ Neruda, "Ode to My Suit" ○ Nields, "Barbi Poem" ○ Parker-Pope, "Fat Stigma Spreads Around the Globe" ○ Pipher, <i>Reviving Ophelia: Saving the Selves of Adolescent Girls</i> ○ Randall, "Black Women and Fat" ○ Rodriguez, <i>Kabul Beauty School: An American Woman Goes Behind the Veil</i> ○ Shakespeare, <i>Antony and Cleopatra</i> ○ Shakespeare, Sonnet 130 ○ Shakespeare, <i>The Taming of the Shrew</i> ○ Shelley, <i>Frankenstein</i> ○ Tex, "Skinny Legs and All" ○ Walker, "Beauty: When the Other Dancer Is the Self" ○ Walker, <i>The Color Purple</i>
<p>Prior Learning, Connections, Student Needs or Interests, Common Misconceptions</p>	<ul style="list-style-type: none"> ○ This lesson presumes that students will have prior knowledge on criteria for assessing the credibility of sources from a variety of print and non-print media and making appropriate choices for research. ○ Students should also have prior knowledge on the rudiments of research writing, including formats for MLA (or other) citation.
<p>Instructional Strategies/ Grouping</p>	<p>A variety of groupings can be utilized, including pair-share, small-group work, and whole-class work. Peer revision and editing is best accomplished through focused small groups or pairs.</p>
<p>Suggested Differentiation</p>	<ul style="list-style-type: none"> ○ If necessary, the teacher can arrange groups heterogeneously so that stronger students can assist struggling students. A teacher can also join a group as necessary. ○ If necessary, the teacher may provide more direction to students in developing their inquiry or focus questions, for example, a thinking frame or graphic organizer to help students narrow their focus, a checklist for successful focus or inquiry questions, and/or banks of examples for

**Grades 11-12 ELA
Sample Lesson Plan**

	struggling students.
Cross disciplinary Connections	This approach lends itself extremely well to interdisciplinary work. Teachers should collaborate with other educators, including the school librarian(s) and media center personnel.
Formative Assessment processes (including student self-assessment)	<p>Pre-Assessment:</p> <ul style="list-style-type: none"> ○ Brainstorming itself serves as a pre-assessment tool, and the teacher’s opportunity to consider whether particular resources, topic ideas, or additional text readings need to be provided for students to be prepared for successful independent research. ○ Many rubrics exist for assessing research skills, including the development of an inquiry or focus question. Rubrics should honor process as well as product, and should be reviewed with students for clarity and clarification early in the process. <p>Post-Assessment:</p> <ul style="list-style-type: none"> ○ On an ongoing basis, students should assess their own research process and others’ research processes using the rubrics identified by the teacher. Should student performance weaken, teachers should return the class, or individual students, to earlier phases of the research process.