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| Title: What’s the Point of School? | Subject & Grade: English 8 |
| Topic: Intro to Journal Writing and Discussion | Designer(s): Devin Byrka |

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| **“Big Ideas” of the Lesson (**Enduring understandings connected to PLOs) |
| * Students will understand...
	+ That school helps us build important skills that we’ll use for the rest of our lives
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| **Student Outcomes (**Important skills, knowledge, or processes) |
| * Students will be able to...
	+ Brainstorm, share and discuss ideas in small groups
	+ Present their group’s thoughts
 | * Students will know...
	+ That writing and reading skills feed off of each other
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| **Resources/Materials** |
| -Poster paper and markers-Slips of paper-Journals |

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| **Assessment** |
| -Group poster and quick presentation-Journal entry-Exit slip with 5 words/reasons |

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| **Stage** | **Timing** | **Teacher Activity** | **Student Activity** |
| Introduction | 10 min | Welcome back from spring break; ask students what they did; get students settled. | Students contribute their stories and ask questions. |
| Mental Set | 5 min | What was your break like without any school? Did you enjoy it more or less than being here?  | Listen, contribute ideas as teacher asks questions.  |
| Sharing the Objective / Purpose | 10 min | I want you to actually *think* this term – and document it in a journal. Why are you here? What’s the point of school? Introduce the journal that students will be keeping this term. Explain the point of it, and the power of writing (and how it aids reading!) | Listen to stated objective, ask questions. Students collect a journal and write their name on it. |
| Brainstorm and Discussion | 10 min | So, what do you think? What’s the point of school? What is the goal of education? Introduce the deck of cards with students’ names. | **Think**: jot down some ideas**Pair**: find an elbow partner and discuss what you wrote**Share**: Students will be called upon using the cards, and asked to contribute their ideas. |
| Model / Check for Understanding | 5 min | Show some possible models: pros and cons, word clouds, drawings.Pulling cards at random, form groups of 3 students, and explain the task: each group will make a quick poster outlining their thoughts. | Students observe the demo, and ask questions as needed.When asked to move, students form their groups and send one person to the front to get poster paper and markers. |
| Create | 10 min | Walk around class, facilitate discussions, answer questions. | Students create posters. |
| Present | 12 min | Teacher pulls cards to pick groups to present. | In 2 minutes or less, each group gives a brief synopsis of what they included on their poster, and why. |
| Journal writing | 12 min | Write prompt questions on overhead/board.Answers any questions. | Students write their first journal entry: What’s the point of school? What do they think of writing, reading, and books?  |
| Closure | 6 min | **Exit slip**: write 5 words or reasons why you read and/or don’t read.Keep read/don’t read separate. (Model this!) You do not need your name on it. | On a supplied slip of paper, students write their 5 or more words, and may go for break when finished.  |

Note: this lesson is inspired by Neil Postman’s excellent book, The End of Education.