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| Summary | | | |
| \*Lesson Title (create a title for your lesson):  Exploring the ‘Adventure’ literary genre through *Treasure Island* | | | |
| \*Lesson Summary (1-3 sentence summary):  The students will read the book Treasure Island by Robert Louis Stevenson and will then unpack the book to investigate elements of the ‘Adventure’ literary genre. Students will also learn about the time period in which the book was written and will create their own historical adventure play. | | | |
| \*Subject (e.g. Language Arts, Math, Science, Social Studies/History, Art, Music, etc.):  Language Arts, History | | | |
| \*Intended Audience/Grade Level:  5th Grade | | \*Time Frame (designate whether this lesson will compose a series of lessons or a single lesson and approximate time frame):  2 days- 40min each | |
| Standards and Purpose | | | |
| \*Standards (link appropriate Common Core State Standards, Next Generation Sunshine State Standards, or other standards below ):   |  |  | | --- | --- | | **STANDARD CODE** | **STANDARD** |  |  |  | | --- | --- | | LACC.5.RL.1.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts |  |  |  | | --- | --- | | LACC.5.RL.1.2 | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.  *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning |  |  |  | | --- | --- | | LACC.5.RL.1.3 | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts |  |  |  | | --- | --- | | LACC.5.RL.3.9 | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts |  |  |  | | --- | --- | | LACC.5.RF.4.4 | Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding. 2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts |  |  |  | | --- | --- | | LACC.5.RI.1.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts |  |  |  | | --- | --- | | LACC.5.RI.1.2 | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts |  |  |  | | --- | --- | | LACC.5.RI.1.3 | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning |  |  |  | | --- | --- | | LACC.5.W.1.3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 2. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. 3. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. 4. Use concrete words and phrases and sensory details to convey experiences and events precisely. 5. Provide a conclusion that follows from the narrated experiences or events.  *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning |  |  |  | | --- | --- | | LACC.5.W.3.7 | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts | | | | |
| \*UFDC Resources (Identify and permalink for documents utilized from the UFDC here):  <http://ufdc.ufl.edu/UF00054278/00001-> UFDC Literature Collection | | | |
| Guiding Question (s) (What are the guiding questions for this lesson? Guiding questions are broad questions that students and the teacher can come back to throughout the learning experience. A good guiding question is (a) thought-provoking, counterintuitive, and/or controversial, (b) requires students to draw upon content knowledge and personal experience, and (c) can be revisited throughout the lesson to engage students in an evolving discussion.):  What are the common elements found in adventure genre books such as Treasure Island?  What influence does historical events have on literary works during that time period? | | \*Objectives (What should students know and be able to do as a result of this lesson? What are the learning objectives for this lesson? What will students know and be able to do as a result of this lesson? Try to make the objectives measurable and specific.):  Students will be able to:   1. Identify the elements of an adventure genre book with a graphic organizer using the novel Treasure Island. 2. In small groups, write an original action play using the five elements of adventure genre. 3. Use what they know about the integration of history into action novels to add a historical element to their own play by researching a historical event/time period of their choosing on the internet. | |
| Assessment (how will data be collected on student performance?) | | | |
| \*Formative (Describe how and when the students will get feedback about their performance or understanding during the lesson. How and when will they have an opportunity to use this feedback to improve their performance?):  The teacher will go over each of the elements with a brief description of each. The students will then, using their knowledge of the book and possible the books themselves, fill in all 5 sections of the two-column notes with “Where the element can be found in the novel Treasure Island.” | | \*Summative (Describe how the teacher will determine if the students have reached the learning targets for this lesson. How will the teacher measure the impact of this lesson on student learning?):  **Assessment**   1. The teacher will collect the graphic organizers from the students for individual assessment. He will collect the plays from the groups for group assessment graded based on the rubric. 2. The students will be asked to complete an individual, formal assessment test that consists of 15 questions of varying formats: multiple choice, short answer, and true or false. The test will assess knowledge of the adventure genre and its elements. Some questions may include references to Treasure Island. | |
| Teaching Phase (step by step narrative guide to instruction) | | | |
| \*Activate/Build Prior knowledge (Describe how the teacher will gather information about student understanding and prior knowledge before the lesson or at the beginning of the lesson. How and when can the teacher use this information during the lesson?):  ??Question of the Day?? What are the common elements found in adventure genre books such as Treasure Island? (5 min)   1. The teacher will put up a PowerPoint about pirates in the 18th century to give the students a historical background for the novel they read, Treasure Island. This PowerPoint will include slides on all of the following:    * A Brief History of Pirates and Piracy    * Captain and Crew    * Continental Trade in the 18th Century    * Geography    * Buried Treasure and Treasure Maps | | | |
| \*Direct Instruction (How will the teacher present the concept or skill to students?):   1. The teacher will give the students a definition of Adventure genre: Adventure is described as fictional stories of survival or life in the great outdoors. Tell the students that text genres have elements that make them unique. The adventure genre has five elements: a hero, a villain, a historical element, action and violence, and a quest. The teacher will pass out blank 2-column notes labeled with elements found in the adventure genre. This will be filled out using the novel Treasure Island. These elements will include:    * **Hero(es)**- Who is the protagonist of this story? This can be the character that completes the quest or the character that leads other characters in the story. The hero is often the narrator but not always.    * **Villain(s)**- Who is the antagonist in this story? This can be the character that comes into conflict with the hero or that the hero is working against. The villain is often the character that creates the violence in the story.    * **Historical Element(s)**- Adventure stories take place during certain time periods to help create the setting or to give purpose/context for the quest. The historical element can also be a specific event that is being re-lived by the characters in a fictional way.    * **Action and Violence**- The characters in the adventure genre overcome physical and mental obstacles that help develop the plot. The violence is seen between the hero and the villain and/or their supporters. The violence can include: weapons, fighting, shouting, harm to others, etc. The action can be in many different forms including how the characters get from one place, or point, to another. Action can include: climbing a cliff, jumping off of a boat, or running through a dense forest, etc.    * **A Quest**- The quest is the goal that the hero and other characters are trying to achieve throughout the book. The end of the book usually marks the completion of a quest. The quest is usually difficult to attain or complete which adds conflict and action to the plot.   The teacher will go over each of the elements with a brief description of each. The students will then, using their knowledge of the book and possible the books themselves, fill in all 5 sections of the two-column notes with “Where the element can be found in the novel Treasure Island.” These findings from the book can be quotes with page numbers, chapter numbers and titles, or general descriptions but should show an understanding of the adventure genre and its elements based on the teacher’s descriptions and the history PowerPoint. An example is provided below. The teacher will collect the graphic organizers from the students for individual assessment. (20 min) | | | |
| \*Guided Practice (What activity or exercise will the students complete with teacher guidance?):  **Student Workshop-**   1. The students will be split into small groups of 3 to 4 students. (25 min)    * The teacher will explain that the groups will be working together to write original short adventure plays featuring the elements found in the adventure genre.    * The teacher will pass out a basic playwriting template for the groups to follow. The plays will not need to be more than 3 pages long. A rubric for the plays will also be provided to the groups as well as used by the teacher for group assessment. The rubric outlines that the play must:      + Have a Title      + Contain all five adventure elements, including a researched historical element or event      + Have at least 3 characters      + Be at least 2 pages long      + Make sense with clear flow of events    * The teacher will explain that the students each need to choose and research a historical time period or event before writing their play. On day 1 of the unit, the students will begin researching this on the internet with their group mates. They will also be given some time to plan for their play which will be written the next day. This planning should include how to integrate the historical element.   DAY 2  **Student Workshop- (40 minutes)**   * + The students will finish any historical research. They will also finalize all plans for writing the play.   + The students will assign roles to each group member for who is writing which part of the play, keeping in mind the points in the rubric.   + The students will use the rest of the time to write their plays together. At this time, the teacher should be walking around to help students and to provide feedback when needed to ensure that the plays are being written according to the teacher’s expectations and the rubric. | | | |
| \*Independent Practice (What activities or exercises will the students complete to reinforce the concepts and skills developed in the lesson?):  As a class, the teacher will call on volunteers to share their play with the class including what historical element they chose and how they fit this into their writing as well as how they fit the other 4 elements of the adventure genre. Each group will have a chance to share their play for about 3 minutes. (12-15 min). | | | |
| \*Closure (How will the learning from the lesson be reinforced over time?):  Teacher will collect the plays from each group for group assessment using the rubric. Then, he or she will summarize what the students have learned about the adventure genre and its elements in relation to Treasure Island and their playwriting experiences.  The students will be asked to complete an individual, formal assessment test that consists of 15 questions of varying formats: multiple choice, short answer, and true or false. The test will assess knowledge of the adventure genre and its elements. Some questions may include references to Treasure Island. | | | |
| Reading strategies (describe strategies in detail):  Students will have previously been given graphic organizers while reading the book and given a pace to read the book that is not overwhelming. | Writing strategies (describe strategies in detail):  Students will be given graphic organizers and playwright outlines to create their written documents. | | Speaking and listening strategies (describe strategies in detail):  Students will be acting out their adventure play. |
| \*Accommodations  (Describe how to accommodate students with special needs and how to differentiate instruction.) | | | |
| Visuals are provided for the students in the form of PowerPoints and graphic organizers  Examples of play transcripts are provided for assistance  Students are able to work in groups of mixed ability | | | |
| \*Extensions  (Describe possible extensions of this lesson.) | | | |
| Re-Teaching:  Throughout either assigned class readings, or independent class readings, the teacher can respond to students and let them know which ones are adventure and which ones are others | | Enrichment:  When an action-filled and/or adventurous topic is covered in social studies, the teacher can encourage the students to write playwrights again. | |
| \*Materials | | | |
| Special materials/preparation needed (Describe what special materials or preparations are needed for this lesson.):  Make sure all students are able to access the UFDC literature collection to obtain copies of the Treasure Island book. | | Suggested technology (What are the suggested technology requirements to use this lesson?):  PowerPoint and Projector screen  Internet access with all class computers | |
| Notes and Additional Recommendations (Provide recommendations concerning the preparation or implementation of your lesson):  Make sure to have students placed in groups that they will work with appropriately  Make sure all copies are made prior to instruction | | | |
| Reflection  (Questions to stimulate reflection on the process of teaching with primary sources for the implementing teacher – not for completion by the lesson developer) | | | |
| Teacher learning:   * How did my students respond? * What would I do differently next time? * What would I keep the same? * How will I use primary sources in the future? | | | |
| Attachments  (Attach or imbed worksheets and additional documents below) | | | |
| Lesson PowerPoint: <https://docs.google.com/file/d/0B4VdiwLUA27tYlBVYkk1TS1ZZFE/edit?usp=sharing>  Lesson Supplemental Forms: <https://docs.google.com/file/d/0B4VdiwLUA27tZzFUSGgzQUdNRTQ/edit?usp=sharing>  Lesson Summative Assessment:  <https://docs.google.com/file/d/0B4VdiwLUA27tQjhPRHJIZHl5WUU/edit?usp=sharing> | | | |