**Title:** Introduction the *In the Skin of a Lion* by Surfing the Web

**Time:** 50 minutes

**Setting:**

Standard Academic Literature Class for 10th Grade  
  
The class consists of twenty-four students, ten girls and fourteen boys. This high school is located in a rural town, middle socioeconomic status. There are three students who receive free or reduced lunch. Most students are on track for their grade level reading, however two students read at above average and five students read two years below grade level. Twenty of the students are Caucasian and speak English. Three students are African American and speak in the African American English Vernacular. One student is fluent in Spanish but has limited English proficiency. He has difficulty writing in English but is working on it. One student has an emotional behavior disorder that makes it difficult for him to stay on task and concentrate in class. One student is diagnosed as legally blind, however still has the ability to read large print text.  
  
The district is composed of 97.6% white students, 0.6% Black students, 0% Hispanic students, 1% Asian students, and 0.4% Native American students. 7.1% of the school population is low income, the attendance rate is 94% and the high school graduation rate is 91.5%. The average ACT composite score is 21.0. The average size of a high school class is 16.6.

**Theory Into Practice Background:**

“Since we use words in different ways, it makes sense to learn more words through a variety of approaches” (Burke 118). This is applied in my lesson because I have my students learn the vocabulary words from the novel via the internet. The students will be going to the computer lab in order to obtain the information on the worksheet. This lesson will apply to future lessons because the vocabulary words that I have chosen continue to show up throughout the novel and unit. They will be able to refer back to their web quest worksheet in order to access this information.

**Objectives:** By the end of class..

* Students will understand how to use outside sources, such as the computer, in order to find information
* Students will understand what they will be learning about for the next 9 weeks
* Students will understand the difference between an anchor text and a secondary text

**Materials:**

* Computer lab
* Webquest work sheet
* *In the Skin of the Lion* book

**Preparation:**

* Have all of the novels sitting on a table at the front of the room
* Make sure that our time in the computer lab is ready for us
* Print out Web quest work sheet

**Procedure:**

Opening:

* I will begin the class by introducing the unit that we will be discussing for the next 9 weeks
* I will hand out the book, *In the Skin of a Lion,* to each student in the classroom
* I will let the students know that we will be reading *In the Skin of a Lion*, while also reading secondary texts that relate to the overarching theme of the novel
* Discuss the difference between a secondary text and an anchor text

-describe which texts that we will be reading are secondary and which ones are anchor texts

Body:

* Have the students collect their belongings for we will be going to the computer lab
* Give the instructions for the web quest
* Have the students begin their web quest search
* Let them know that if they have any questions, I am here to help them

Closing:

* When the students are done have them keep the worksheets because we will be going over them in detail in class tomorrow.
* For the students who finished before the bell, tell them that they can take out other homework, but they must be silent.

**Discussion Ideas:**

* How is a web quest useful in learning information?
* What is the difference between an anchor and a secondary text?
* What is the importance of the Bloor Street Bridge in the novel?

**Language Accommodations:**

In order to accommodate for the three students that speak African American English, I will allow them to fill out the web quest worksheet using African American dialect. I will not take any points off when it comes to grammar, but I do want them to try to use Standard English in order to improve their English skills.

As for the student that speaks mostly Spanish, I will allow him an extra day to complete the web quest assignment since he has such difficulty with English. I will also allow him to write his answers in Spanish since he has to search for the information on the web, which will all be in English. This will hopefully lessen his work load.

When it comes to assessing the students on their participation within the class, I will assess them the same. I will make sure that they are working on the web quest activity and not goofing around. Any student that is not following these rules will be reprimanded.

**Special Education Accommodations:**

In order to accommodate for the student with the emotional disorder, I will clearly state the directions and ask the students if they understand the directions. I will then walk around the computer lab in order to ensure that he is on task and not looking at other web pages.

As for the student that is legally blind. I will have her do the web quest on an IPAD where I will make sure that all of the font is enlarged in order for them to see it better. When it comes time to have them fill out the worksheet, I will allow them to record their answers on an audio device, so that they do not have difficulty writing the information down on paper.

**Assessment:**

This rubric is for how I will be grading their web quest activity.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | 5 | 4 | 3-2 | 1 |
| Requirements | All requirements are met and exceeded. | All requirements are met. | One requirement was not completely met. | More than one requirement was not completely met. |
| Mechanics | No misspellings or grammatical errors. | Three or fewer misspellings and/or mechanical errors. | Four misspellings and/or grammatical errors. | More than 4 errors in spelling or grammar. |

A: 10-9 B: 8-7 C: 6-5 D: 4-3 F: 2-0

**Extension Ideas:**

* Have the students look up more vocabulary words that you deemed important, but did not add on the worksheet.
* Have the students read the biography of Michael Ondaatje in order to get a sense of who the man was who wrote the novel.

**Source of Activity:**

* I got this idea from my cooperating teacher at a local high school that I taught at this semester. She had me do a web quest with the students for one of my lessons.

**Resources and References:**

Burke, Jim. *English Teachers Companion.* [S.l.]: Heinemann, 2012. Print.

"RubiStar Home." *RubiStar Home*. N.p., n.d. Web. 18 Dec. 2012. <http://rubistar.4teachers.org/>.

**Illinois State English Language Arts Goals:**

*Performance Indicator 5N) uses technology to accomplish differentiated instructional objectives that enhance learning for each student*

This is shown in my lesson because I have the students complete their web quest on the internet. This is a differentiated form of instruction instead of the usual class lecture and it will also enhance the learning for each student because they will be able to obtain information from different websites on the vocabulary words.

*Knowledge Indicator 3E) Understands the appropriate role of technology, including assistive technology, to address student needs, as well as how to incorporate contemporary tools and resources to maximize student learning*

This is portrayed in my lesson plan because instead of lecturing the students on the specific vocabulary words that I want them to know, I will use the computer as a form of assistive technology in order for them to obtain the information on their own.

**Common Core English Language Arts Standards:**

[CCSS.ELA-Literacy.RL.9-10.4](http://www.corestandards.org/ELA-Literacy/RL/9-10/4/) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

This standard is apparent in my lesson because I have the students look on-line via web quest in order to determine the meaning of certain words within the text. This will help them understand the importance of the words as they are used in the text.

[CCSS.ELA-Literacy.SL.9-10.2](http://www.corestandards.org/ELA-Literacy/SL/9-10/2/) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

This standard is apparent in my lesson because I have the students search online for multiple sources that has the information they need to define the vocabulary words. They need to determine whether the website that they are getting the information off of is a credible source.