



# LESSON PLAN

School Year: 2021-2022 Grade: 5 Time length: Lesson # (i.e. 1 of 10):

**Lesson Title:**

*Brief description of the lesson:* Currently I do a unit on interviewing so I plan to incorporate this into the current unit. After watching teacher selected clips of Beyond Sacred: Voices of Muslim Identity | LPAC | 2015, Students will interview a person in their family or a member of the community about an event in history. Using the interview, students will create a monologue that will be performed alongside their classmates in a similar style to Beyond Sacred.

In addition students will create a Calligraphy piece using a word or phrase that really resonated with them or the topic.

**OBJECTIVE:** *What is the purpose of learning this? How does it connect to a Big Idea?*

Students will be able to learn about interviewing and how to ask questions in a more interesting way. Students will be exposed to Calligraphy as an artform and have the opportunity to try it themselves.

**MATERIALS:** *What materials/resources/tools/instruments are needed to teach this lesson?*

Beyond Sacred: Voices of Muslim Identity | LPAC | 2015 (clips selected to be viewed by 5th graders)  
Large Paper/ White Board and Markers to brainstorm interview questions and to record student ideas from the film.  
Calligraphy pens, or markers  
Paper

**ENGAGEMENT:** *How will you initially engage students' attention?*

The viewing of Beyond Sacred: Voices of Muslim Identity will serve as the opening and will create excitement among the students.

**MODEL/DEMONSTRATION:** *What will you do? Model? Demo a process or technique? Think aloud? Look/listen/read an example of the art form you'll be teaching?*

After discussing the film, we will talk about how we can use interviews to tell a story about something that happened in history. We will brainstorm as a class possible events we would like to interview about. I will provide some guidance in their thinking but allow them to choose as a class one or two topics. Once we have determined a topic or two, we will break into groups to make a list of questions we might ask our subjects.

Before students complete their own interviews, I will model an example interview with my co-teacher or teacher assistant.

**GUIDED PRACTICE:** *How will students practice the new learning? How will they be guided?*

While I model an example of an interview with my co-teacher or teacher assistant, I will stop throughout the model to give students the opportunity to point out what I am doing "right" and "wrong". This will be helpful for the students who may have never interviewed someone before.

**INDEPENDENT EXPLORATION:** *How will students explore the new learning on their own? As individuals, in pairs, in small groups?*

Students will have the opportunity to practice interviewing in pairs. Then they will further their learning by completing independent interviews of family members or community members.

**SHARE/CLOSURE:**

*How will students share out to demonstrate their understanding of the teaching point? Will they reflect or review? Ask questions? Is there an assignment to complete before the next class?*

The students will perform their monologues as their final product. This may be a performance just at the school for a few other classes, it may be recorded so the video may be shared through with families or may be a performance open to family and friends at the school.