



LESSON PLAN

School Year: 2021-2022

Grade: 9

Time length: 45 Lesson # (i.e. 1 of 10): 1/10

Lesson Title:

Brief description of the lesson:

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

Students will be able to explore a collection of graphic novels from Arabic-speaking and Muslim-majority regions in order to begin an exploration of this area and culture.

This lesson is to cultivate an appreciation and understanding with Arabic-speaking and Muslim-majority regions and also to find commonalities in the human experience.

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

Pre-made Extension Lists

“Muslim Collection” <https://www.teachingbooks.net/qltm9fu>

“Middle Eastern Collection” <https://www.teachingbooks.net/ql48bw2>

Lesson-Specific Curated Lists

Graphic Novels feat. Muslim/Arabic-Speaking Regions <https://wke.lt/w/s/q60dMg>

Graphic Novels featuring Arabic-speaking and Muslim-majority regions <https://www.teachingbooks.net/qlq2zha>

Computer/laptop with access to internet

A library card or access to a library collection

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

Teacher will book-talk to model excitement about a particular story and to convey a sense of excitement in discovery that can be found in discovering others' stories.

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?*

Teacher will guide students through the selection process that led her to *Guantanamo Voices* edited by Sarah Mirk.

https://docs.google.com/presentation/d/1kcPdaVSwcn7_RcquV1Fz1-0W_LZ24Z03eKpQhCMgcGA/edit?usp=sharing

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

Dr. Toorawa Nomenclature Lesson:

https://docs.google.com/presentation/d/1zS9r3TutSSX0DYkhm7_eM9yMeStEPPh0/edit?usp=drive_web&ouid=101506159196348317424&rtmpof=true

Students will then receive the links to the four resources listed above. They will be asked to browse the collection and write down the names of 5 books they are interested in looking up and why during our library visit.

Library access lesson [here](#):

How to request books using NYPL / Destiny

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

Students will navigate the 4 curated lists on their own, while the teacher circulates to check progress

Pre-made Extension Lists

These lists contain both young adult fiction and graphic novels.

"Muslim Collection" <https://www.teachingbooks.net/qltm9fu>

"Middle Eastern Collection" <https://www.teachingbooks.net/ql48bw2>

These two lists are graphic novels only - the first one contains book trailers and previews.

Graphic Novels feat. Muslim/Arabic-Speaking Regions <https://wke.lt/w/s/q60dMg>

Graphic Novels featuring Arabic-speaking and Muslim-majority regions <https://www.teachingbooks.net/qlq2zha>

Next steps:

A graphic organizer including:

What were moments of surprise?

What were moments of connection?

What do you want to know more about?

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 next class?*

Students will share in pairs the five books they chose to read next and why.

As a final go around, students will select their top book so their peers can see which novels were chosen. (And who may want to read "together")