

TITLE OF LESSON

English 1 Unit 1 Lesson 2 – Tribe Stat Sheet

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0; L/S1.0 (Lessons 2 and 3 are foundation lessons for beginning the mythology readings to follow.)

MATERIALS

Tribe Project Information – Student Page

Checklist for Tribe Presentation – Student Page

Folders with the **Tribe Project Information** and **Checklist for Tribe Presentation** stapled to the front – enough for one folder per group

Rulers/Yardsticks

Tribe Stat Sheets – Student Page (enough for one set of two pages for each group)

Students have to have pens or pencils

LESSON OBJECTIVES

- To work as part of a small group
 - To develop responsibility for one's part in a group
 - To display the importance of thought and creativity in learning
-

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial complete homework assignments. Collect signed syllabus. Pass back graded work from yesterday and have students place it in their folder.
 - 2) **Agenda** – Have students copy the agenda you have posted on the board.
 - 3) Present Homework – As soon as the bell rings, have students begin to present themselves – based on the homework assignment. You can let them choose the order, or call on students. Really try to keep them to one minute per person. If students want to clap at the end of each one you can ask that they wait until everyone has finished.
 - 4) **Brainstorm** – As you work through the Brainstorm for the first time, explain to the students that this is an activity they will be doing almost every day. They should use it as a way to break through any fears they have about saying something stupid in class. Nothing is stupid or wrong in a Brainstorm (except something that breaks class rules). Brainstorm the names of all the nationalities in the classroom, in their families, in the school, in the community, in the news. Write their ideas on the front board. Ask students to write the ideas down, too. How many nationalities/cultures have students come across in this class or other classes? Can they name the languages of each? Have students say "Hello" in as many languages as they can. See how far back you can trace these cultures. Which have common languages or roots that students can trace? If you have a world map, refer to it.
-

ACTIVITIES – INDIVIDUAL AND GROUP

1. Tribe Project – Explain that the project for this unit – the first quarter of the year – is to create their own tribes. Keep this description fairly short as there will be more introductory time when you hand out sheets and in the next class period.
2. Assign Groups – Break students into groups. Because these are freshmen, and this is the first project of the year, you probably do not yet know the individual skills that students have. Make sure you've done the reading and writing assessment, though, before you try to group the students. When you do break them into groups, make sure at least one strong reader or writer is in each group. Also, this is a good activity for verbal students. If you

have a very small class, limit the number of groups rather than the number of students per group. Try to have at least two groups, but each should have a minimum of three students.

3. Tribe Project Information – Hand out group folders with **Tribe Project Information** and **Checklist for Tribe Presentation** stapled to the front. Review these checklists with the students and answer any questions they have about either. Make sure they understand everything that will be required of them for the final tribe presentation.
4. Assign Group Roles (see *Group Roles* below) – Students choose roles and record names on **Tribe Project Information** sheet.
5. Tribe Statistics – Hand out the **Tribe Stat Sheets** and have students begin.
 - Make it very clear that there are no correct answers and that they will probably come back to these from time to time over the next couple of months to make changes.
 - Group recorder has to record all responses on the Tribe Stat Sheets. Students in the group must agree.
 - Circulate and work with the students. Many will probably never have done anything like this before, so they will be trying to learn how to work like this in a small group and how to answer these questions 'correctly'. They may hesitate and look to you for affirmation. For this activity, nothing is wrong, nothing is right.
6. Clean Up – Have students collect all papers and notes, put them into the group folders, and put the folders back in their places. All of the work students do today will be part of their group folder. The beginning work from a project such as this is important for you, to observe growth, but is equally important for them as a reference and as something to look back at in a "look how far we've come" sort of way.
7. Debrief – For group activity (Optional, but a good idea if group work is new to your classroom/students)
 - a) What happened in your group (just a description, no evaluation)?
 - b) What were the areas that you feel did not work as well as you would have liked? What were the things that worked really well?
 - c) What were the causes or roots of these problems? What were the causes of the successes?
 - d) In other groups situations in which you participated or that you observed have you seen this happen before? Give some examples.
 - e) Suggest some possible solutions. How could you try to make this work better the next time you work in groups? How can you make sure the successes happen again? What will you do?
8. *Homework Assignment:* Have students copy from the board the following list and review the terms as they do.
 - Dangers
 - Structures
 - Values
 - Traditions
 - Rules

At home, they should record what they believe are the dangers, structures, values, traditions, and rules they live with as teenagers. Then, think about and record the same five areas for their community as a whole. They may want to talk to parents or friends to see what they think of these ideas for the community.

GROUP ROLES

Recorder – The Recorder will record all responses on the **Tribe Stat Sheet**.

Facilitator – The Facilitator will read through the items on the **Tribe Stat Sheet** and keep group members focused on the activity.

Illustrator – The Illustrator will draw the handshake and map, and possibly sketch out the environment.

Manager – The Manager is responsible for getting and rulers, magic markers, colored pencils, and other materials the group needs.

DOCUMENTATION FOR PORTFOLIO
None