

TITLE OF LESSON

English 1 Unit 1 Lesson 43 – Presentations: Final Tribe Presentations

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, 3.0, 3.3-6; W1.1-2, 1.4-5, 1.9; WA2.2; W/O1.0-5; L/S1.1, 1.3-8; SA2.4,2.6

MATERIALS

Anthropologist’s Visit Sheets – Student Page
Tribe Presentation Assessment Rubrics – Student Page

LESSON OBJECTIVES

- To hone group work skills
 - To demonstrate individual responsibility
 - To demonstrate understanding of standards for overall, specifically visual, presentation
 - To implement organization skills
 - To demonstrate an understanding of and willingness to use learning and social/group strategies studied this quarter
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EXPLANATION OF LESSON

This is the students’ day to shine! Today they take all the work they’ve been preparing and all the skills they’ve learned and show off. There are a few ways you can organize this class. You can have them do simple presentations, one after another. You can divide the class in half, have half set up their presentations around the room, while the other half goes to each in turn (in small groups) with an **Anthropologist’s Visit Sheet** to see the presentations. As soon as all have seen each presentation, switch, and have the other half of the class present. This can also be done in conjunction with other classes. At the beginning of the period, have students quickly set their presentations up around the room. Then your class goes to another classroom to interview, anthropologist-style, each of the tribes there. When they finish, the other class comes to your room to interview the tribes your students have created.

Whichever way you choose to do this, it should be fun. Tell students beforehand that if they want to bring in some food that their tribe eats, they should. If their tribe, somehow, eats pizza, they better be able to explain how they make it and where they get/how they grow the ingredients.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial all complete projects that are ready to go. Pass back graded work and have students place in their folders.
- 2) **Agenda** – If you have time, have students copy your agenda and review it with them just so they remember how today will go.
- 3) Set Up – Before class you should have determined the order for presentations. If you have to move tables or furniture around to have the room set up physically for presentations, make sure to do this before class. If the students will be welcoming another class or divided in half within your own class, try to have the room set up beforehand to save time. If they’ll be doing standard presentations, try to have a table against the front (as far as presentations go) wall so groups that have posters to display can put them there.
- 4) Grading – Have multiple copies of both the **Anthropologist’s Visit Sheet** (if students are moving around your room or going to another classroom) and the **Tribe Presentation Assessment Rubric** ready to hand out to students as they walk into the room.

If they're doing standard presentations, they should just sit down so you can quickly go over the rubric again and ask them to put both their name and the name of the tribe they're assessing on each of their assessments. If you've divided the class in half, ask all students to make sure their presentations are in order and in the part of the room where they will be presenting. For the half that will be presenting first, have them set up immediately. The others should be setting up as much as they can of their own presentations. Once everyone's ready to go, hand out the Anthropologist's Visit Sheets and explain them. Also hand out copies of the Tribe Presentation Assessment Rubric and review. If you're going into another classroom or having another class visit, have all students set up quickly, hand out multiple copies of the two sheets, and review quickly. Remind students they must visit and assess all of the tribes.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Tribe Presentations – As soon as possible, get the presentations going. Let the students have fun and encourage questions.
 2. Praise and Critique – Have a large round of applause at the end and, assuming all have worked hard, congratulate them on their efforts and success. If you have time, again, point out those instances where you saw them using specific skills. Ask them if they, too, saw other groups demonstrating reading, writing, organization skills they recognized. Any group that does a skit, for example, is using one of their strategies. Some groups may use pictures or descriptions to help with visualization. Call their attention to the fact that they have already begun to use the tools they are creating.
 3. Final Exam – Remind them that tomorrow and the next day they will take their final exam. The exam involves individual and group work. Tell them you'll give them their groups when they come into class tomorrow. They should not be nervous; they'll just be doing activities similar to those they've been doing in class. If they have been paying attention and participating, they'll be fine. The objective of the exam is to ensure that they've mastered the skills they'll need as a foundation to move into Unit 2.
 4. Good Test Taking Strategies – Remind students of the following good test taking strategies: get enough sleep the night before, eat a good breakfast or bring a good snack with you (if your teacher allows it), review class materials and vocabulary, bring writing utensils and extra paper, be on time, read all directions carefully, ask questions when you are unclear, fill in all answers thoroughly, make educated guesses, do not leave an answer blank, if you finish early, go over your answers again, check to make sure you have written legibly, and anything else you can think of to help students out.
 5. Clean Up – Have students clean up everything before leaving.
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GROUP ROLES

Students will have determined group roles for their own presentations. These should be clear to the observer.

DOCUMENTATION FOR PORTFOLIO

Hero Myth
Trickster Myth
Monster Myth
Creation Myth