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| ***Subject: Character Ed***  ***Grade:9-12*** | | | **Common Core Lesson Plan** | |
| ***Date(s):***  9-6-13 | | ***Teacher: Snider*** | | ***Overview: Students will write a response in their writing journal.*** |
| Standards Addressed: |  | | | |
| CCRA W10 | Write routinely over short and extended time frames for a range of tasks, purposes, and audiences | | | |
| CC ELA. L2 | Demonstrate a command of convention of English capitalization, punctuation, and spelling when writing | | | |
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| Objective(s): | | | Students will watch the movie ***Antz***  ***Students will write a response to a writing prompt in their writing journal comparing and contrasting how the ant society is like our world as humans.***  ***What lesson can we learn from what Z4195 went through in the movie?*** | |
| Background Knowledge: | | | In an anthill with millions of inhabitants, Z 4195 is a worker ant. Feeling insignificant in a conformity system, he accidentally meets beautiful Princess Bala, who has a similar problem on the other end of the social scale. In order to meet her again, Z switches sides with his soldier friend Weaver - only to become a hero in the course of events. By this he unwillingly crosses the sinister plans of ambitious General Mandible (Bala's fiancé, by the way), who wants to divide the ant society into a superior, strong race (soldiers) and an inferior, to-be-eliminated race (the workers). But Z and Bala, both unaware of the dangerous situation, try to leave the oppressive system by heading for Insectopia, a place where food paves the streets. | |
| Materials Needed: | | | Movie, writing journals, pencil or pen, writing prompt, and white paper | |
| Procedure/ Agenda: | Predict: | | What is the structure of an ant society? | |
| Think: | | How is the ant society similar to humans? How is the ant society different than humans? | |
| Ink: | | Compare and contrast human society vs ant society. What lesson can we learn from what Z4195 went through? | |
| Pair/Share: | | Discuss you feelings on the writing topic with a partner. | |
| Present: | | Share with the class what your thoughts were a bout the writing topic. | |
| Lesson Extension: | | | Group discussion of pillars of character in the movie | |
| Differentiation: | | | Character creations-write, draw, or give oral description to class | |
| Assessment: | | | Writing journal rubric,  Group discussion, | |
| Additional Resources: | | |  | |
| Notes: | | |  | |