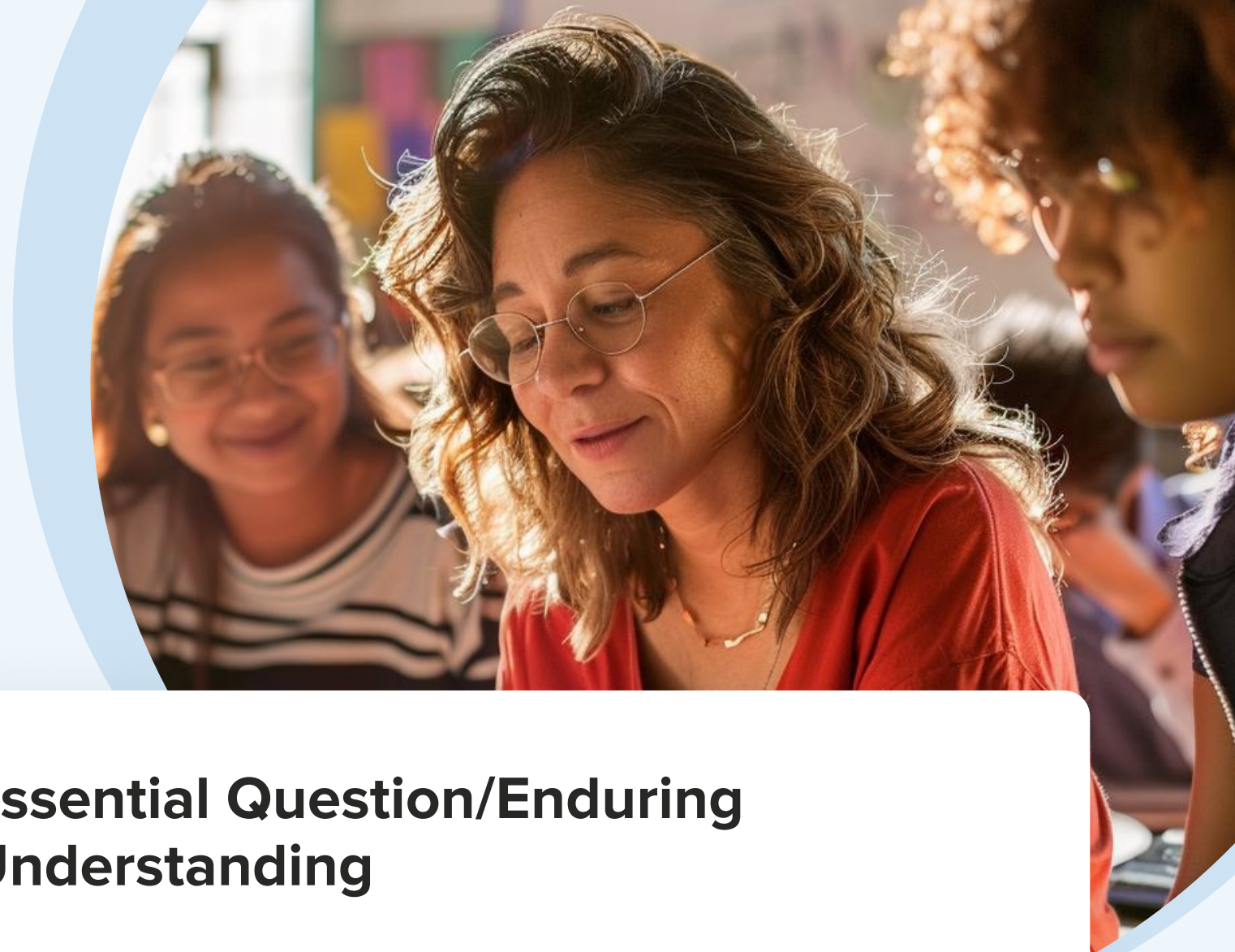


# Lesson Planning Template (Sample: Process Differentiation)



## Learning Objective/Standard/ Outcomes/Skills

Students will be able to discuss the elements of Plato's Allegory of the Cave as it relates to Greek philosophy and as it influences Western philosophy and the Humanities.

## TEKS

- **§110.24, Grade 8:** 5A, 5B, 5E, 5F, 5G, 5H
  - *Establish purpose for reading assigned and self-selected texts*
  - *Generate questions about text before, during, and after reading to deepen understanding and gain information*
  - *Make connections to personal experiences, ideas in other texts, and society*
  - *Make inferences and use evidence to support understanding*
  - *Evaluate details read to determine key ideas*
  - *Synthesize information to create new understanding*

## Common Core

- **CCSS.ELA-LITERACY.RL.8.1**  
*Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inference drawn from the text.*
- **CCSS.ELA-LITERACY.RL.8.2**  
*Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.*

## Essential Question/Enduring Understanding

Is ignorance bliss? Is it better not knowing the truth? Why do humans feel entitled to truth?



- [CCSS.ELA-LITERACY.RL.8.6](#)  
*Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.*
- [CCSS.ELA-LITERACY.RL.8.9](#)  
*Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new*

Entry Point/Hook

- **Narrative entry points:** Read and discuss the Thomas Grey poem, “Ode on a Distant Prospect of Eton College,” 1742
- **Logical-Quantitative entry points:** Read and discuss [The Proof of the Truth in Numbers](#).
- **Experiential entry points:** View 2-minute clip from *The Matrix* (Red Pill or Blue Pill?). In what situation in your life would you need to know the truth? In what situation might you be better off not knowing the truth?

[Helping All Learners: Entry Points](#) 

What kind of differentiated experience will I utilize?	Content	Process	Product
<p>CAP Activity</p> <p><b>PLC Question 3:</b> <i>I will have a little document prepared to guide them in terms that are challenging and a summary of the Allegory of the Cave to read (will support across all three groups).</i></p> <p><b>PLC Question 4:</b> <i>For students who grasp the concepts of the Allegory of the Cave quickly, I will have extension iconic prompts prepared to give them as I see them ready.</i></p>		<p><b>CAP Activity</b></p> <p><b>C:</b> Imagine you are a record executive, trying to develop a soundtrack for Plato’s Allegory of the Cave. What are five songs you would include in the song list? (Explain each choice and be sure each connects directly to Plato’s concepts of truth.)</p> <p><b>A:</b> Create a table that contains details and descriptions of beauty, truth, and justice. How do you define each of these concepts? Now, use the table to compare them. What similarities do you find? What differences? What might account for those similarities and differences?</p>	

**Transfer, Meaning Making, Acquisition**

This activity allows students to connect to concepts they already know and explore some they may not have; discussion exposes them to other thinker types.

**P:** Imagine you are living in a place where your job is to convince the inhabitants of the cave to come out and see the truth. How would you persuade them that the truth is worth seeking? Create a PSA for truth and the importance of seeking it.

**Reflection on Learning**

- **C:** How do the humanities help us connect with people? Ourselves? Can the humanities help us change the world?
- **A:** Can we disagree about facts, and what might that imply?
- **P:** Should we encourage others to seek the truth? Is it possible to have an enlightened society where people can choose to be intentionally ignorant?

Whole-Class Reflection Discussion: **What is the meaning of the Allegory of the Cave? What was Plato trying to tell us? Is the Allegory of the Cave still important, and what makes you think that?**

CAP: creative, analytical, practical; PLC: professional learning community.

