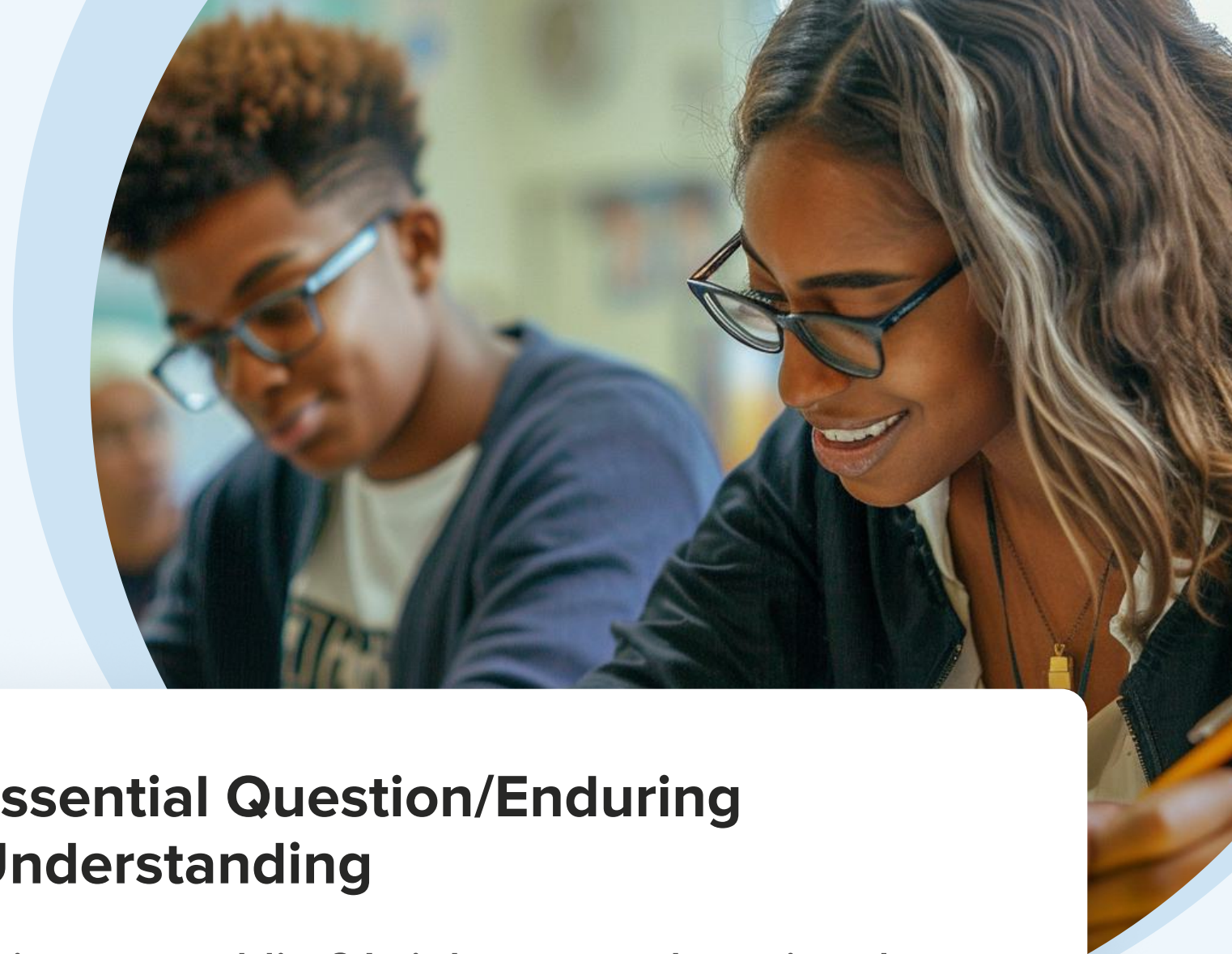


Lesson Planning Template (Sample: Product Differentiation)



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
			<div>Exit Ticket</div> <div>Complete each 3-2-1 exit ticket based on relative strength. Each student will complete the appropriate exit ticket.</div> <div>V+:</div> <ul style="list-style-type: none">• 3 most important terms in discussing truth through Plato’s Allegory• 2 examples of other art that communicate the same message as the allegory• 1 unanswered question about the search for truth

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.

Q+:

- 3 significant details to remember about Plato’s Allegory
- 2 rules we should follow when identifying truths and facts
- 1 way truth can change over time utilizing the allegory

NV+:

- 3 different perspectives on truth from Plato’s Allegory
- 2 interdisciplinary connections (other pieces with the same message as the allegory)
- 1 ethical issue raised by the Allegory of the Cave

Reflection on Learning

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; NV: nonverbal; Q: quantitative; PLC: professional learning community; V: verbal.