LESSON PLAN 4

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| **Class Description**  9th grade English class. Multiple reading levels. Two students with IEPs. 9 Caucasian students, 6 African American students, 3 Hispanic students, 4 Asian students. 12 female students, 10 male students. Class is eager to learn. |

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| **Unit Title**  Non-Conformity | **Lesson Topic**  Portrait of a Non-Conformist | **Type of Lesson (Introductory, Developmental, Culminating)**  Developmental |

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| **National Content Standard**  NCTE standard(s): *Standard 2* – Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.  MD Core Learning Goal(s): *Goal 1* – The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis. |
| **Judges Prior Knowledge (How do you know students are ready to learn the content in this lesson?)**  Students are prepared to learn the content of this lesson because at this point they have had several days to read *Stargirl*; all students should have a decent amount of knowledge about her character. At this point, they have identified the concepts of conformity and non-conformity and can explore what it means to be a non-conformist. |

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| **Lesson Objective(s):**  **Objective 1 –** Students will identify qualities of a non-conformist.  **Objective 2 –** Students will identify aspects of Stargirl’s personality in order to understand her character and determine if she is a non-conformist. |

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| **Assessment(s):**  **Assessment for Objective 1 –** Students will think of non-conformists throughout history and reflect on their traits. Students will write a paragraph in their response journals that describes the qualities of a non-conformist.  **Is this a formative or summative assessment?** This assessment is formative. If students can identify qualities of a non-conformist, they are learning what conformity and non-conformity is. It also means that I can be prepared to teach about non-conformists functioning within society. Students will not be tested in a summative fashion about non-conformity until later in the unit.  **Would you characterize this assessment as a traditional or performance assessment?** I would classify this assessment as a performance assessment. This is a short writing piece and there will be several different correct answers among students.  **Why did you select this assessment strategy to measure student learning?** I believe that students should practice writing as much as they can, even if it is a brief paragraph. Writing this paragraph gives them an opportunity to develop their writing skills. Also, it is a fairly simple form of assessment, which is great for my students.  **Assessment for Objective 2 –** Students will divide into groups and create a poster that focuses on Stargirl’s character. In this poster, students will list Stargirl’s attributes and characteristics, determine whether she is a non-conformist and defend their answer, and answer questions about her character that reference specific portions of the text.  **Is this a formative or summative assessment?** This will be a summative assessment. I want my students to have a firm grasp of understanding in regards to Stargirl’s character.  **Would you characterize this assessment as a traditional or performance assessment?** This is a performance assessment. Every group’s poster is expected to be different. The poster will require students to be creative; there will be portions of writing, list-making, drawing, pasting, etc. that will go into this poster.  **Why did you select this assessment strategy to measure student learning?** I selected this strategy to measure student learning because it allows students to collaborate with one another and feed off of each other’s ideas. It allows them to be creative and bring their talents into the classroom. It is a more engaging way for students to think about and process the content than writing down their thoughts. |

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| **Materials Needed for Lesson**  Copies of *Stargirl*  Poster board  Markers, crayons, colored pencils  Construction paper, glue  Additional decorative materials |

# Lesson Development

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| **Teacher**  **Drill/Warm-up/Motivational Activity –** Students will reread pages 62 and 63 of *Stargirl*. In their response journals, they will answer question 3 on page 2 of the Reading Guide in the back of their text. This question is: “While Stargirl is a guest on the school TV program *Hot Seat*, Kevin asks her why she changed her name. Do you accept the reason she gives? How is Stargirl an ideal name for her? Think about the possibility of changing your name several times. Do you believe your name is an integral part of who you are, or can you imagine yourself with another name? If you could change your name, what name would you choose for yourself and why? Why do you feel this name captures who you are?” Students will then share their responses with the class.  **Transition –** “The fact that Stargirl chooses to change her name says a lot about her character. The next activity we’re going to do will help us to examine more of Stargirl’s character.”  **Activity 1 –** Students will divide into seven groups. They will have a poster board at that table. On the top half on the poster board, they will create a “portrait” of Stargirl. By any creative means they wish, the students have to display Stargirl’s characteristics.  **Key Questions:** Who is Stargirl? What are her characteristics? What in the novel tells me this about her?  **Transition –** “We just created a portrait of who Stargirl is as a character. Now we’re going to examine the traits of people who have actually lived.”  **Activity 2 –** Students will think about non-conformists throughout history. In a paragraph journal response, they will identify traits and qualities of these people. They will describe why these qualities made this person a non-conformist. Students will share their responses with the class.  **Key Questions:** Which figures in history have been non-conformists? What made these figures non-conformists? What are their specific qualities and traits?  **Transition:** “Now we have identified qualities of Stargirl and qualities of some well known non-conformists. In groups, you will continue to work on your poster about Stargirl.”  **Activity 3:** Students will work on their poster in groups. Students will answer 4 questions about Stargirl in the novel and creatively display their answers on the poster board. The questions students will answer are numbers 2, 5, and 6 on page 2 on the Reading Guide in the text. They will also answer the question, “Is Stargirl a non-conformist?”  **Key Questions:** See Activity 3 response questions.  **Summary/Closure/Revisit Objective:** Students will discuss with a partner the following question, “Am I a non-conformist? Why or why not?”  **Safety Valve:** If students finish early or do not properly explore the answers to the questions by working on the poster, I will have them discuss the questions in groups. | **Students**  Students will answer the response question in their journals. They will share their responses with the class.  Using the novel for text support, students will create a “portrait” of Stargirl.  Students will write the journal response and share their responses with the class.  Students will continue to work on the poster, answering the questions about Stargirl by referencing the text and formulating their own opinions.  Students will answer the question and share their answers with a partner. | **Time**  15 min.  8 min.  8 min.  15 min.  4 min. |

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| **Differentiation:** This lesson’s differentiation is found in the poster activity. By creating a poster and being able to answer questions about the text in any way they see fit allows them to learn in their own ways. They are able to use their creative gifts to express themselves. |
| **Reflection–** If my objectives are not met, I would attempt to find another activity to use other than the poster. There are many ways that students can answer the content questions; through paragraphs, poetry, debate, etc. |