LESSON PLAN 2

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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**  Conformity & Non-Conformity – An Introduction | **Type of Lesson (Introductory, Developmental, Culminating)**  Introductory |

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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 2* - The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. |
| **Judges Prior Knowledge (How do you know students are ready to learn the content in this lesson?)**  Students are prepared for this lesson because they have learned about individuality and what makes a person unique. They have identified individuality in the text of the novel. Now they need to learn that how individuality relates to conformity and non-conformity. |

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| **Lesson Objective(s):**  **Objective 1 –** Define *conformity* and *non-conformity*.  **Objective 2 –** Identify examples of conformity and non-conformity. |

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| **Assessment(s):**  **Assessment for Objective 1 –** Students will confer with a partner to create definitions for *conformity* and *non-conformity* after group discussion.Each group will share the definitions they created with the class and together we will create class definitions for those words.  **Is this a formative or summative assessment?** This is a formative assessment. It will allow me to gauge where students are in their understanding of the important concepts of conformity and non-conformity.  **Would you characterize this assessment as a traditional or performance assessment?** I believe this is more of a traditional assessment. There is a specific definition of these words that I want my students to know and I want them to be able to write it in one sentence. All students will be assessed in this formulaic way.  **Why did you select this assessment strategy to measure student learning?** I selected this strategy to measure student learning because it is very basic. I want my students to understand the concepts that are the foundation of this unit. Instead of assigning complicated assessments, I wanted them to demonstrate their understanding in a rudimentary way.  **Assessment for Objective 2 –** This objective will be assessed in two ways. There will be group dramas that will demonstrate examples of non-conformity that the students have experienced. Also, students will list one example conformity and one example of non-conformity in their journals next to their recorded definitions of the words.  **Is this a formative or summative assessment?** This assessment is formative.  **Would you characterize this assessment as a traditional or performance assessment?** This is a performance assessment.  **Why did you select this assessment strategy to measure student learning?** I used this strategy to assess learning because if students are able to act out an example of conformity and see other examples presented to them in a dramatic way, they will be able to receive the concepts better than if they were just told what they were. This assessment also allows students to collaborate and get out of their seats. When the students list the examples in their journals, this will show what they learned from the acting experience. |

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| **Materials Needed for Lesson**  Nothing. |

# Lesson Development

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| **Teacher**  **Drill/Warm-up/Motivational Activity –** Students will respond to the following question: “Has there ever been a time in your life when you did something because everyone else was doing it?How did you feel? Write about that time.  **Transition –** “We just discussed times in our lives when we did something just because everyone else did it. Now we are going to talk about what that is and what it means in our lives.”  **Activity 1 –** Students will have a discussion in groups that address the following questions: 1) What word describes the action of doing something that everyone else does? 2) What happens to your individuality when you do something that everyone else does? 3) Has there ever been a time where you have done the opposite of what everyone else was doing? When? Why? How did that make you feel?  **Key Questions:** Listed under Activity 1 description.  **Transition –** “We are going to address the first two group questions a little later in the class. Hopefully your groups had great discussion about those questions. The next activity that we will do will relate to the third question.”  **Activity 2 –** Each group will review its members real-life example of non-conformity. They will select the best one to act out for the class and develop how they will act it out. Then each group will present its example of non-conformity.  **Key Questions:** When have members in my class done the opposite of everyone else? For what reasons did they do this?  **Transition:** “We have now learned about times when we’ve done things everyone else was doing and when we haven’t. I want to try to define what these concepts are.”  **Activity 3:** There will be a classroom discussion in which students share their answers to the first questions of their group discussion. After discussion, the words conformity and non-conformity will be written on the board. Based on what we have learned during the lesson, plus each student’s personal opinion, groups will construct a definition of conformity and non-conformity. Each group will share its definition with the class so the class can create one, unified, agreed upon definition for each word.  **Key Questions:** What is conformity? What is non-conformity? What happens to my individuality when I conform and don’t conform**?**  **Summary/Closure/Revisit Objective:** Students will record the class definitions for conformity and non-conformity in their journals. They will write down an example of each concept in their journals as well.  **Safety Valve: (If you finish early OR one of your activities does not go well, what activity can use to substitute?)** | **Students**  Students will answer the question in their journals and then share responses with the class.  Students will answer the following questions in groups. One group member will take notes on the group discussion to share with the class later.  Students will choose the best example of non-conformity in their groups and prepare to act it out in front of the class. Each group will act out their example. Other students will watch.  Students will share group discussion answers. Students will construct definitions and participate in the class construction of definitions.  Students will record class definitions and examples of conformity and non-conformity in their journals. | **Time**  12 min.  7 min.  15 min.  10 min.  6 min. |

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| **Differentiation:** In order to differentiate instruction to accommodate all learners, I incorporated a lot of group work into this lesson. This way students are able to help each other where they need help. Also, I allowed students to engage in a fun performance activity. This helps students who like to be the center of attention and learn by doing rather than discussing or memorizing. |
| **Reflection– Assume that after you have taught this lesson and assessed student learning you find that students did not meet the objective(s). How would you plan future instruction on this lesson’s content and skills to ensure student mastery and application?**  I could always start with beginning the lesson with trying to define conformity and non-conformity and work toward those definitions throughout the period. I would also provide more examples of each concept. I could also show movie clips or provide an article or story that demonstrates these concepts very clearly. |