LESSON PLAN 3

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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**  The Reason for Conformity | **Type of Lesson (Introductory, Developmental, Culminating)**  Developmental |

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| **National Content Standard**  NCTE standard(s): *Standard 1* – Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.  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 this content because at this point they already have an understanding of the novel *Stargirl* and its major theme of conformity/non-conformity. They have already defined these terms and can now take the next step to examine where conformity is seen in society and why it exists. |

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| **Lesson Objective(s):**  **Objective 1 –** Students will identify where conformity exists in society.  **Objective 2 –** Students will identify reasons why conformity exists. |

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| **Assessment(s):**  **Assessment for Objective 1 –** Students will complete a graphic organizer with a partner in which they list three places in society in which they see conformity. They will describe a real life example of when they witnessed conformity in that place.  **Is this a formative or summative assessment?** This assessment is formative. It allows me to see if students are able to see conformity in society and their own lives. It also segues into the next lesson, in which students will examine conformity within the high school setting.  **Would you characterize this assessment as a traditional or performance assessment?** This assessment is more of a traditional assessment. There specific answers I will be looking for and the formatting of the assignment is set. All students will be demonstrating their knowledge in exactly the same way.  **Why did you select this assessment strategy to measure student learning?** A cut-and-dry graphic organizer is a great tool to use for formative assessments. It is also a very simple way for the students to demonstrate their knowledge. Later, they will be able to show their knowledge about conformity and elaborate beyond what they describe in the graphic organizer. Students are also able to work with a partner to complete the graphic organizer, which develops their collaboration and peer editing skills.  **Assessment for Objective 2 –** Students willuse the notes they take during class to construct a short 5 paragraph essay. In the essay, students will make an argument for why conformity exists in society and support their argument.  **Is this a formative or summative assessment?** This essay will function as both a formative and summative assessment. It will be summative because it will show me how well students understand the reasons why conformity exists in society. It will be formative in regards to gauging my students’ ability to write to inform.  **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 chose this assessment to measure student learning because I want to give my students an opportunity to exercise their writing skills. I want to see if they know how to write a persuasive essay and can effectively do so. It will also allow me to see if students are able to incorporate personal experiences and topics of class discussion into their writing. |

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| **Materials Needed for Lesson**  *Stargirl* novel  Graphic organizer handout |

# Lesson Development

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| **Teacher**  **Drill/Warm-up/Motivational Activity –** There will not be a usual warm up response question written on the board. Instead, as students enter the classroom, I will give select students a slip of paper. This slip of paper will instruct the student to stand by the front door. One by one, each student with a slip of paper should gather by the door (there should be about four students total). They will stand silently at the door. Students who are at their seats will wonder what is going on. Some may remain seating, but some may join the students at the door. This activity will serve as an example of conformity and non-conformity for the students. As a class, we will briefly discuss the purpose for this activity.  **Transition –** “The purpose behind this warm up activity was to get all of you to participate actively in conforming. We decided as a class that all of you were conforming to something, whether you remained seated or stood up to go to the door. In a few minutes, we’re going to discuss why we think this conformity happened and why it happened in society. Before we do that, I want you to identify where in society you have seen conformity take place.”  **Activity 1 –** Students will choose a partner to work with and move seats in order to work with that person. I will have a student pass out the graphic organizer handouts to the class while I explain what they are. Students will be instructed to complete this graphic organizer with their partner. They will list three places in society where conformity takes place and give examples of how it takes place. They will also describe conformity that they have witnessed firsthand. After students complete the organizer, each pair will share their best example. On the blank space of their graphic organizer, students can take notes on what their classmates share.  **Key Questions:** Where does conformity occur? When does it occur? What are the examples of conformity I see in society?  **Transition** – “So far this period we have identified when and where conformity takes place. We even noticed it among us here in this classroom. Now we are going to explore why conformity exists.”  **Activity 2 –** As a class, we will discuss why people conform. I will write student responses on the board. Students will then read a brief article about a conformity experiment conducted by Solomon Asch in 1958. Students will take notes on what Asch says causes conformity.Students will share what they read. As a class, we will comment on whether we agree or disagree with Asch’s assessments.  **Key Questions:** Why does conformity exist? What motivates people to conform?  **Transition:** “Now we have discussed reasons why conformity exists, situations that cause conformity, what motivates people to conform. Now I want you to explain this in writing.”  **Activity 3:** Students will write a short, 5 paragraph essay in which they will explain what conformity is and why conformity exists. They will use their class and reading notes in order to formulate the essay. They will also use personal examples to support their essay.  **Key Questions:** What is conformity? When and where does it exist? Why does it exist?  **Summary/Closure/Revisit Objective:** The class will debrief. Students will briefly share how they are doing writing their essays.  **Safety Valve: (If you finish early OR one of your activities does not go well, what activity can use to substitute?)** | **Students**  Participate in the activity. They will either go stand by the door or remain seated.  Students will work with a partner to complete the graphic organizer. Students will share the best example of conformity on their graphic organizer. They will take notes on what their classmates share.  Students will offer reasons why people conform. They will read about Solomon Asch’s conformity experiment. Students will take notes and discuss whether they agree or disagree.  Students will write the essay.  Students will share questions, comments, and concerns about their essays. | **Time**  10 min.  12 min.  11 min.  15 min.  2 min. |

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| **Differentiation:** For students with IEPs, I will provide a separate graphic organizer that can be used to guide their note-taking while reading the Asch article. I will also provide examples of informative essays for students to view while writing their essays. I can also provide a brief outline that students can fill in themselves in order to help them organize their writing. This is in addition to the graphic organizer that all students will be using to complete Activity 1. While students write their essay, I will circulate around the room and make myself available to students who need help. |
| **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?**  If students do not meet the objectives in this lesson, I will revise the lesson to include more time for classroom discussion. I will use a computer to type up main points of the discussion so that students can visualize what we are learning. After each activity, I will assess student knowledge by asking if they can answer the key question that was fueling the activity. I could also provide more articles for students that discuss reasons behind conformity and how conformity functions in society. |