LESSON PLAN 5

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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**  Dissecting High School Society in *Stargirl* | **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 4* – The student will demonstrate the ability to evaluate the content, organization, and language use of texts. |
| **Judges Prior Knowledge (How do you know students are ready to learn the content in this lesson?)**  At this point, students have successfully developed knowledge of conformity and non-conformity. They have identified what both concepts are and what they look like in specific contexts and people. They have addressed the topic of why conformity exists in society. They are now ready to learn how non-conformity affects society. Students have read a significant portion of the novel *Stargirl* and should be able to see this within the context of that high school society. |

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| **Lesson Objective(s):**  **Objective 1 –** Students will identify the elements of high school society.  **Objective 2 –** Students will examine how Stargirl’s actions affect the high school society portrayed in the novel. |

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| **Assessment(s):**  **Assessment for Objective 1 –** I will assess students’ ability to identify elements of high school society through group Wordles that they will produce. This is an internet site in which text is pasted into an editor and any words that repeat are displayed with prominence on a graphic word page. Students will compare and contrast their high school society with MICA’s high school society by completing a compare & contrast graphic organizer on the board as a class.  **Is this a formative or summative assessment?**  This assessment functions as a formative assessment. It will show me how students perceive their high school environment. It will also show me how students are comprehending the novel by asking them identify specific elements of the novel’s high school society.  **Would you characterize this assessment as a traditional or performance assessment?**  This is a performance assessment. There are not prescribed right or wrong answers for this assignment and I expect students to have varying degrees of insight when completing the Wordles and compare & contrast graphic organizer.  **Why did you select this assessment strategy to measure student learning?**  I selected this assessment strategy for several reasons. The Wordle is a creative way to assess what students are thinking and if they have similar thoughts and opinions regarding a certain subject. It shows me what elements of high school society are most relevant and visible to students. The compare & contrast graphic organizer serves as a good way for students to connect what they see in their own high school with what is happening in the novel. Having students complete the compare & contrast graphic organizer on the board allows them to see what their classmates think, gives them an opportunity to walk around the classroom, and is a change from how they are used to completing these organizers.  **Assessment for Objective 2 –** Students will complete a chart individually that asks them to identify specific personality traits that Stargirl has or specific actions that Stargirl takes in the novel and what affect they have on the MICA society. Students will later be asked if Stargirl’s actions have a positive or negative impact on this society.  **Is this a formative or summative assessment?** This is a formative assessment. This is the first time students will be thinking about how a non-conformist, specifically Stargirl, can affect a society. They will be assessed summatively on this concept later in the unit.  **Would you characterize this assessment as a traditional or performance assessment?** This is a performance assessment. Students are free to choose their own examples from the text.  **Why did you select this assessment strategy to measure student learning?** I selected this assessment to measure student learning because I wanted students to have an opportunity to work individually, examine the text, note the effects of Stargirl’s actions, and determine whether she is a positive or negative force within the high school. Making charts is always a good way for students to document events in the novel and their thoughts in regards to those events. The chart format gives them a structure to remember concepts they should be thinking about as they read. It is also something they can work on throughout the novel; they can add, subtract, and expand upon information as they see fit. |

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| **Materials Needed for Lesson**  4 Laptop Computers  Laptop Projector  Actions & Effects Charts  *Stargirl* novel |

# Lesson Development

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| **Teacher**  **Drill/Warm-up/Motivational Activity –** Students will list any words that come to their mind when they hear the words ‘high school.’ After they have made their list, they will divide into four groups. Each group will use a laptop computer to access the website [www.wordle.net](http://www.wordle.net). As a group, they will type up the elements of high school on each member’s list to create a Wordle. The class will travel around computers to see which elements were common among all groups.  **Transition –** “We have just compiled a giant list of elements of high school society. Each group’s Wordle was very well done in pointing out these elements. Now we’re going to compare these aspects of high school society to what we see in the high school society in Stargirl. Our next activity will help us to do this.”  **Activity 1 –** I will draw a huge compare & contrast organizer on the classroom board. One side of the organizer will represent the high school I am teaching at;the other side will represent MICA. Students will compare and contrast the elements of their own high school society with that in that novel.  **Key Questions:** What does high school society look like? What are the similarities and differences between my high school society and the high school society presented in Stargirl?  **Transition –** “Now that we have identified aspects of high school society and compared our own school with MICA’s society. Next, we’re going to examine how non-conformity can affect society. We’re going to look at this specifically in regards to Stargirl.”  **Activity 2 –** Students will work individually on a chart that asks them to identify personality traits and actions of Stargirl in the novel and the effects these things have on the MICA society.  **Key Questions:** What personality traits of Stargirl affect MICA society? What actions does she take that affect MICA society? Where in the text can I find these examples?  **Transition:** “We have now identified how Stargirl affects MICA. Now we are going to take that a little further. Now we are going to examine why she has this affect on MICA society and what we think about that.”  **Activity 3:** Students will write a paragraph explaining why they believe Stargirl’s actions and personality had an effect on MICA society. They will also explain whether they believe Stargirl’s affect on MICA is positive or negative.  **Key Questions:** Why did Stargirl have such an effect on MICA society? Do I think her affect is positive or negative? What examples in the text can I use to support my answer?  **Summary/Closure/Revisit Objective:** Each student will either share a trait/action and effect listed on their chart OR read their paragraph to the class.  **Safety Valve:** I can ask students to think about how Stargirl’s actions change the MICA society. Students can discuss with a partner what they would want to change about their high school society, why they would want to change it, and how they would go about changing it. | **Students**  Students will participate in Wordle activity.  Each student will be required to contribute at least once to the compare and contrast organizer on the board.  Students will use the novel Stargirl to complete this assignment individually and quietly.  Students will write paragraphs.  Students will share from their chart OR their paragraph. | **Time**  10 min.  10 min.  15 min.  10 min.  5 min. |

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| **Differentiation:** In order to differentiate learning, I have created a multitude of ways for students to demonstrate their knowledge and show their thoughts about the concepts of the novel. They will write paragraphs, use technology, and complete two different graphic organizers. Students are also able to work individually and collaboratively and have access to me if they need additional assistance. |
| **Reflection–** If my students did not reach objectives, I might limit the amount of activities I have in this lesson or tweak them if necessary. I would stress concepts and answers through a great amount of class discussion. Before asking students for answers on the graphic organizer charts, I could provide examples. I would ask students repeatedly what they are learning and what they are having trouble learning. |