

Lesson Plan 1 - Nelson

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ELE/MLE Standards Based Lesson Plan --
Individual Lesson, v. 4.19.18

Intern: Bode Nelson

Grade Level: 7th grade literature

Date & Time	01/26/23; 8:57-9:39 (2nd hour)
Purpose/Rationale	After watching "The Social Dilemma" on Netflix, students have been introduced to definitions and concepts but haven't had the opportunity to discuss them in depth as a class. Students haven't taken part in a Socratic seminar yet either, so in this lesson I will model and students will practice how to effectively participate in this type of discussion. Students filled out a 40 question Google form survey as they watched the film so I could see how well they grasped ideas and concepts. The most frequently missed questions can be used in discussion for clarification in this practice Socratic seminar. Next week, students will take part in a graded discussion using this strategy. The documentary explained how social media and cell phone usage has further divided society politically and how individuals are losing their ability to interact with others in person. Speaking and listening to one another face to face is the main focus of this lesson as students build that skill in the increasingly virtual world we all live in.
Objective(s)	Students will each discuss at least two concepts or ideas that connect to the documentary. Students will evaluate their own participation efforts by answering one survey question for reflection.

Academic	<u>Dilemma</u> - A situation in which a difficult choice has to be made between two or more alternatives, especially one where all choices are challenging.
Language	<u>Fake news</u> - False stories that appear to be news, often spread on the internet to influence political views, discredit a public figure as a joke. <u>Software engineer</u> - A person who designs, develops, tests, maintains and evaluates computer software. Also known as a 'programmer' or a 'software developer'. <u>Silicon Valley</u> - A region in the San Francisco Bay Area where many technology companies are headquartered, including Google, Apple, Facebook and Netflix. <u>Infinite scroll</u> - A design technique where content is loaded continuously as the user scrolls down the screen. <u>A/B Tests</u> - A method of comparing two versions of a webpage or app against each other to determine which one performs better. <u>Polarization</u> - A sharp division into opposing factions within a population or group. <u>Ethics</u> - A set of moral principles that govern a person's behavior or conduct. <u>Algorithm</u> - A set of mathematical instructions followed by a computer to achieve a set outcome.

	<u>Pacifier</u> - A plastic or rubber dummy, typically used by babies.		
Standard(s)	SL 7.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. SEL 3C.3b - Evaluate one's participation in efforts to address an identified need in one's local community.		
Assessments	Formative: Each student answers a Google Form individually to reflect on how many times they discussed information and if their discussions made connections to "The Social Dilemma" documentary. The formative grading could look like: 4: 2 concepts discussed; 2 film connections 3: 2 concepts discussed; 1 film connection 2: 1 concept discussed; 1 film connection 1: 1 concept discussed; 0 film connections Summative:		

	The summative assessment occurs during Wednesday of next week in a Socratic seminar that is more focused on the content of what "The Social Dilemma" consisted of rather than following the guidelines of the Socratic seminar. Students needed to evaluate their speaking and listening skills via the formative assessment and understand the procedure to take part in a summatively assessed round.		
Resources	● Laptops ● Google Classroom ● Social Dilemma key words (modified for some) ● Dry erase markers ● Language scripts ● Baseball stress ball ● Brain stress ball ● Pens/pencils ● Lined paper		
Opening - Engagement	I'll begin by informing the class that they get to be a senator for the day. Senators, like many other professionals, must work together and share ideas to make informed decisions that benefit as many people as possible. Stepping into this role will hopefully empower students to speak and listen to each other respectfully. Each student will cast a vote after the discussion that asks whether or not the government should regulate social media to protect people from the harmful effects of use or if social media use should be left up to the individual and one's own responsibility. This question will be written on the board and verbalized to start the discussion as well.		

Instructional Strategies (Procedures)	(42 minutes total) - Attendance (1 min) - Inform students that they were elected as a Senator for the day and that this job requires speaking and listening to their peers' ideas to make informed decisions that benefit as many people as possible (4 min) <i>"Senators share their own thoughts and consider others' thoughts when making decisions. Today, you have that responsibility and the power to impact the outcome of social media policy based on the documentary."</i> - Teacher explains the question that will be voted on at the end of class based on the discussion (1 min) <i>"Should the government decide how social media is used for everyone or should it be up to the individual?"</i> - Teacher explains the Socratic seminar and distributes resources to use during the discussion (4 min) <i>Resources to pass out to each student:</i> <i>Social Dilemma key words, language scripts</i> - Teacher begins the discussion by using a keyword and language script prompt (1 min)		
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"It seems to me... that we are faced with a dilemma on whether or not people have enough power themselves to use social media without being harmed (socially and emotionally) or if the government should step in and make more rules regarding social media use to protect those same people."

"Based on 'The Social Dilemma', I wonder what you all think about how much power people have when using social media to avoid the negative effects it has on users."

- Teacher lets the class lead the majority of the discussion, only jumping in (can use keywords and/or language script prompts) to further the conversation (20 min)

Probing questions to consider asking students:

"What's a good thing and/or a bad thing about each option?"

"I thought about that too, and I'm wondering why you think so?"

"Could you give us an example of that?"

"What would happen if...?"

- Teacher ends the discussion by thanking students for their participation then redirects the class to the Google form to reflect on their performances and to cast their vote on the question posed (5 min)

	<i>"Transitioning to Google classroom, take a few minutes to reflect on your performance and cast your vote."</i> - Teacher displays the results of the Google form poll to the class and asks what the implications are (5 min) <i>"Based on the results, what can we infer about social media usage?"</i> <i>"You have the option to sign your name on the bill passed using dry erase markers."</i> - Dismiss students at proper time, reminding them of the assignment due tomorrow and displaying it (1 min) <i>"Be sure to remember the CommonLit article that's due tomorrow. Have a great day and thank you again!"</i>		
Closure	Students will get the opportunity to share their thoughts about the meaning of the poll results and to sign the bill, voted into law hypothetically, by adding their name to the white board underneath the question if they choose. This will be kept up for the remainder of the week to reference in class instruction the next day if needed.		
Modifications/ Differentiation	Students that need assistance focusing can use a stress ball to squeeze when verbalizing their thoughts. Students with autism are provided a Social Dilemma key word bank with additional specific examples of each definition in the margins of the paper.		

	Students who are distracted easily will be preferentially seated so that their view through the window to the outside is limited and eliminated altogether if possible.		

Name, date, teacher, class

All words except articles

To inform

MOEs examples/your notes on anecdotes

- Definition
- Fact
- Humor
- Quote
- examples

“MOE list posting”

Domain language

48pts test category/summative

NO I, me, you (3rd person)... to inform

He, she, they

Para, Summary, Quotations 3 or less

W/ own words balanced

5 in text citations

At least 3 sources

Google scholar... not web source

YT videos