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EDUC 592

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Lesson Plan Week Six Unit Two *Fahrenheit 451* (Lesson 1 of 5)

Lesson Plan Title: *Fahrenheit 451*—Imagining Future Technology Through Textual Evidence:

The Parlor & The Mechanical Hound

Instructor: Matthew Snead / Shelly Venema (mentor teacher)

Date: October 2021

Duration: 71 minutes

I. Framing the Lesson

A. Lesson Rationale

In this lesson, students will complete part one, section three (up to page 37) of *Fahrenheit 451*; as they read the text, they will continue examining characteristics of dystopian fiction. Students will refer to textual evidence to envision the parlor and the mechanical hound, then they will work in groups to create illustrations of these technological marvels. This lesson utilizes different modalities (acquisition skills: reading, listening; production skills: writing, speaking, making art) to enhance learning and provide a diverse imagining of these important technologies in the text.

B. Central Focus

The central focus of this lesson is exploring technology as presented in the dystopian world of *Fahrenheit 451*. Students will extend their thinking to contemporary technologies and the ways Bradbury anticipated the future in the past before they were born. *How do*

different people imagine these technologies? What possible new technologies could emerge today inspired from the past?

C. Lesson Objectives (students will be able to):

- Outline the events up to and including part one, section three of the text.
- Define characteristics of dystopia.
- Define textual evidence.
- Explain why textual evidence is important in discussions and writing.
- Cite directly stated evidence (textual evidence) to support analysis of the text.
- Present information, findings, and textual evidence effectively.
- Draw inferences from the text to elaborate beyond description.
- Create illustrations from unpacking the text and using textual evidence.

D. CCSS Standards

CCSS.ELA-LITERACY.RL.10.1

CCSS.ELA-LITERACY.SL.10.1a

CCSS.ELA-LITERACY.W.10.9a

CCSS.ELA-LITERACY.L.10.4a

CCSS.ELA-LITERACY.SL.10.1

E. Lesson Materials

- All materials via Google Classroom. Projector, laptop PCs, PDF of *Fahrenheit 451*, Google docs/slides. Students have physical copies of *Fahrenheit 451*.
- Large sheets of paper, markers, colored pencils, crayons, glue, scissors.

II. Engagement/Exploration/Explanation

A. Anticipatory Set

- Watch the *1950s Future Tech vs 2020 Reality* video.

B. Explore/Enable/Explain

- In-class read aloud: Teacher reads remaining part one, section three of the text (up to page 37).
- Short explanation of the two activities, (1) The Parlor, individual writing activity, and (2) The Mechanical Hound, group activity.
- Graphic organizer explained and provided for the first activity. Paper and supplies for second activity on the desks ahead of time.

C. Independent Work Time

- Students are provided textual evidence (4 passages) of the Parlor and mass entertainment. They complete the individual writing for activity one. Share some examples.
- Students work together in small groups to complete activity two.
- Students engage in discussion, negotiate, and distribute tasks as necessary.
- They locate and cite specific textual evidence of the characteristics of the mechanical hound.
- Students work in concert to illustrate the mechanical hound on the paper using the supplies.
- Students organize how they will present their findings and do so at the end of work time.

III. Evaluate

- Primarily formative assessment, the teacher listens to group discussions and takes notes on student progress. The teacher listens carefully to student speaking and listening, considering areas for improvement where applicable. The teacher should examine whether textual evidence is present and reflected in the illustrations/interpretations of the mechanical hound.

- Students will receive credit for both activities upon appropriate completion.
- Students will complete a short self-evaluation and peer evaluation.
- Posters will be displayed in the room.

IV. Extend

- Grade 10 students are to be mindful of, and be able to, search for textual evidence according to CCSS standards. The two activities in this lesson can be replicated as students analyze more elements from the text.
- This lesson is an in-depth examination of two technologies that are ever-present in Ray Bradbury's vision of the future as depicted in this text. Students will, in turn, consider technologies of their own present and those of the future.
- From here, students will be better able to take notes and record important areas where textual evidence may be needed in the future. In addition, students may find drawing pictures as a viable alternative to typical short notes and page numbers.

V. Differentiation

- Flexible grouping. Use specific ability grouping to make advantageous groups with complementary skill sets.
- Flexible grouping. Allow students to choose their groups.
- Student choice. Students choose which passage(s) to respond to.
- Student preference. Allow students to negotiate and decide their own roles in the group.
- Direct assistance. The teacher provides individual help explaining the material during work time.

VI. Extra Materials and Information

Provided Textual Evidence for Activity OneParlor Quote A

Montag turned and looked at his wife, who sat in the middle of the parlor talking to an announcer, who in turn was talking to her. "Mrs. Montag," he was saying. This, that, and the other. "Mrs. Montag" Something else and still another. The converter attachment, which had cost them one hundred dollars, automatically supplied her name whenever the announcer addressed his anonymous audience, leaving a blank where the proper syllables could be filled in. A special spot-wavex-scrambler also caused his television image, in the area immediately around his lips, to mouth the vowels and consonants beautifully. He was a friend, no doubt of it, a good friend. (61)

Parlor Quote B

Mildred kicked at a book. "Books aren't people. You read and I look around, but there isn't anybody!"

He stared at the parlour that was dead and grey as the waters of an ocean that might teem with life if they switched on the electronic sun.

"Now," said Mildred, "my 'family' is people. They tell me things; I laugh, they laugh! And the colours!" (69)

Parlor Quote C

"Isn't this show wonderful?" cried Mildred.

"Wonderful!"

On one wall a woman smiled and drank orange juice simultaneously. How does she do both at once, thought Montag, insanely. In the other walls an Xray of the same woman revealed the contracting journey of the refreshing beverage on its way to her delightful stomach! Abruptly the room took off on a rocket flight into the clouds, it plunged into a lime-green sea where blue

fish ate red and yellow fish. A minute later, Three White Cartoon Clowns chopped off each other's limbs to the accompaniment of immense incoming tides of laughter. Two minutes more and the room whipped out of town to the jet cars wildly circling an arena, bashing and backing up and bashing each other again. Montag saw a number of bodies fly in the air.

"Millie, did you see that?"

"I saw it, I saw it!"

Montag reached inside the parlour wall and pulled the main switch. The images drained away, as if the water had been let out from a gigantic crystal bowl of hysterical fish. (95)

Parlor Quote D

He saw her leaning toward the great shimmering walls of color and motion where the family talked and talked and talked to her, where the family prattled and chatted and said her name and smiled at her ... Leaning into the wall as if all the hunger of looking would find the secret of her sleepless unease there. Mildred, leaning anxiously nervously, as if to plunge, drop, fall into that swarming immensity of color to drown in its bright happiness. (152)

Mechanical Hound Textual Evidence

Pages 22 and 23

Montag slid down the brass pole. He went out to look at the city and the clouds had cleared away completely, and he lit a cigarette and came back to bend down and look at the Hound. It was like a great bee come home from some field where the honey is full of poison wildness, of insanity and nightmare, its body crammed with that over-rich nectar and now it was sleeping the evil out of itself. (22)

"Hello," whispered Montag, fascinated as always with the dead beast, the living beast. At night when things got dull, which was every night, the men slid down the brass poles, and set the

ticking combinations of the olfactory system of the Hound and let loose rats in the firehouse area-way, and sometimes chickens, and sometimes cats that would have to be drowned anyway, and there would be betting to see which the Hound would seize first. The animals were turned loose. Three seconds later the game was done, the rat, cat, or chicken caught half across the areaway, gripped in gentling paws while a four-inch hollow steel needle plunged down from the proboscis of the Hound to inject massive jolts of morphine or procaine. The pawn was then tossed in the incinerator. A new game began. (22)

But now at night he lay in his bunk, face turned to the wall, listening to whoops of laughter below and the piano-string scurry of rat feet, the violin squeaking of mice, and the great shadowing, motioned silence of the Hound leaping out like a moth in the raw light, finding, holding its victim, inserting the needle and going back to its kennel to die as if a switch had been turned. (23)

The Hound half rose in its kennel and looked at him with green-blue neon light flickering in its suddenly activated eyebulbs. It growled again, a strange rasping combination of electrical sizzle, a frying sound, a scraping of metal, a turning of cogs that seemed rusty and ancient with suspicion. "No, no, boy," said Montag, his heart pounding. He saw the silver needle extended upon the air an inch, pull back, extend, pull back. The growl simmered in the beast and it looked at him. Montag backed up. The Hound took a step from its kennel. Montag grabbed the brass pole with one hand. The pole, reacting, slid upward, and took him through the ceiling, quietly. He stepped off in the half-lit deck of the upper level. He was trembling and his face was greenwhite. Below, the Hound had sunk back down upon its eight incredible insect legs and was humming to itself again, its multi-faceted eyes at peace. (23)

Lesson Plan Week Six Unit Two *Fahrenheit 451* (Lesson 2 of 5)

Lesson Plan Title: *Fahrenheit 451*—Visual Vocabulary Boards

Instructor: Matthew Snead / Shelly Venema (mentor teacher)

Date: October 2021

Duration: 71 minutes

I. Framing the Lesson

A. Lesson Rationale

In this lesson, students will complete part one, section 4 (up to page 45) of *Fahrenheit 451*; as they read the text, they will continue examining characteristics of dystopian fiction. This lesson is designed to help students comprehend and use vocabulary words to understand their context in a unit. Students will utilize digital age tools and out-of-classroom knowledge, skills, and proficiencies for an applied academic task.

B. Central Focus

The central focus of this lesson is for students to be able to demonstrate their understanding of each word's meaning. Students will examine the words in context and extend their meaning both verbally and visually using Visual Vocabulary Boards (a digital age tool). Interactive vocabulary strategies such as these enable students to read more fluently, understand the power of word choice, and gain deeper insight into the meaning of a text.

C. Lesson Objectives (students will be able to):

- Outline the events up to and including part one, section four of the text.
- Define important vocabulary words from section one.
- Understand unfamiliar and obscure vocabulary words from section one.
- Cite textual evidence in support of an applied task.

- Adapt language, speech, and/or text to a different context or an applied task.
- Demonstrate using language and vocabulary in different contexts and make effective choices for meaning.
- Use accurate academic and domain-specific words and phrases for an applied task.
- Gather vocabulary knowledge when choosing a word or phrase that is important to comprehension or expression.
- Utilize popular mass-culture digital tools for an applied group task.
- Create images and/or video for an applied task.
- Present information, findings, and group work effectively.

D. CCSS Standards

CCSS.ELA-LITERACY.SL.10.5

CCSS.ELA-LITERACY.L.10.4

CCSS.ELA-LITERACY.SL.10.6

CCSS.ELA-LITERACY.L.10.6

CCSS.ELA-LITERACY.L.10.3

E. Lesson Materials

- All materials via Google Classroom. Projector, laptop PCs, PDF of *Fahrenheit 451*, Google docs/slides. Students have physical copies of *Fahrenheit 451*.

II. Engagement/Exploration/Explanation

A. Anticipatory Set

- Using Visual Vocabulary Boards demonstration (create a model using vocabulary from unit one, *The Odyssey*).

B. Explore/Enable/Explain

- In-class read aloud: Teacher reads part one, section four (up to page 45).

- Teacher provides instructions for using the Visual Vocabulary Boards template, shows how to format internet images and upload images to the template.
Students may also use videos, either located online or made themselves in the classroom (for example, a TikTok video).
- Section one vocabulary graphic organizer explained and provided.

C. Independent Work Time

- Students are assigned 4-6 vocabulary words from section one of the text.
- Students work together in small groups to complete their Visual Vocabulary Boards using their assigned vocabulary words.
- Students engage in discussion. They locate and cite a specific example of the word as it is used in context.
- Students search for or create their own accompanying image to insert into the Visual Vocabulary Board. Students upload images, such as photos/videos of themselves (acting or demonstrating) or things in the classroom.
- Students organize how they will present their findings and do so at the end of work time.

III. Evaluate

- Formative assessment, the teacher listens to group discussions and takes notes on student progress. The teacher listens carefully to student presentations for speaking and listening, considering areas for improvement where applicable.
- Product assessment: students will be graded according to a rubric. There are two categories: (1) Sentence and (2) Visualization; and three evaluations: (1) Beginning, (2) Emerging, and (3) Proficient.
- Teacher gives feedback on, and credit for, completed graphic organizers.

IV. Extend

- This lesson can be used for part two and three of *Fahrenheit 451* using new vocabulary from those parts.
- Students should record information into their graphic organizer for later reference and study for summative assessment.
- Students will be able to apply this technique in the future, using out-of-school skills and proficiencies for academic purposes, or for applied tasks in school.

V. Differentiation

- Student preference. Allow students the flexibility to express themselves (within reason) by using digital age tools (media applications).
- Using the Visual Vocabulary Boards differentiates for students with different learning affinities.
- Flexible grouping. Use specific ability grouping to make advantageous groups with complementary skill sets.
- Flexible grouping. Allow students to choose their groups.
- Direct assistance. The teacher provides individual help explaining the material during work time.

VI. Extra Materials and Information

Vocabulary for Activity

Part one vocabulary. Each group should have 4-6 words.

Mausoleum	Earnestly	Torrent
Sedative	Proboscis	Asylum
Venomous	Stagnant	Censor
Fringe	Nomadic	Phoenix

Nozzle	Penetrate	Proclivity
Stolid	Pulverize	Cog
Fiery	Stratum	Odious
Compress	Melancholy	Trajector
Pedestrian	Quiver	
Subconscious	Olfactory	

Rubric Details

Word Beginning

The vocabulary word is not used correctly in the example sentence.

Word Emerging

The meaning of the sentence can be understood, but the vocabulary word is used awkwardly or in the wrong context.

Word Proficient

The vocabulary word is used correctly in the example sentence in both meaning and context.

Visualization Beginning

The storyboard cell does not clearly relate to the meaning of the vocabulary word.

Visualization Emerging

The storyboard cell relates to the meaning of the vocabulary word but is difficult to understand.

Visualization Proficient

The storyboard cell clearly illustrates the meaning of the vocabulary word.

Lesson Plan Week Six Unit Two *Fahrenheit 451* (Lesson 3 of 5)

Lesson Plan Title: *Fahrenheit 451*—Note-taking Strategy & Reading Part One, Sections Five and Six

Instructor: Matthew Snead / Shelly Venema (mentor teacher)

Date: October 2021

Duration: 71 minutes

I. Framing the Lesson

A. Lesson Rationale

In this lesson, students will complete part one, sections five and six (as much as time allows) of *Fahrenheit 451*; as they read the text, they will continue examining characteristics of dystopian fiction. Much of the class time will be used for reading in three modes: teacher read aloud, peer to peer read aloud, and silent sustained reading. Before the reading segment, students will learn about the Cornell Note Taking method. It is essential that students experience a variety of reading modes to stimulate neural systems in the brain. Having better, more personalized note-taking systems is an invaluable skill for dealing with longer, more complex texts.

B. Central Focus

The central focus of this lesson is exposure to different read aloud strategies to improve reading comprehension and foster better close reading skills. These techniques also help unmotivated readers as well as those with reading difficulties. Connected to this emphasis on reading techniques is improving student note-taking skills using a modified version of the Cornell Note Taking method. With improved note-taking skills, students will acquire a greater understanding of the text.

C. Lesson Objectives (students will be able to):

- Outline the events up to and including part one, section five of the text.
- Outline the events up to and including part one, section six of the text
- Identify the importance and usefulness of note-taking skills while reading, as well as use in real-world contexts.
- Identify significant details, elements, and features of a text.
- Cite directly stated evidence (textual evidence) to support analysis of the text.
- Practice taking pertinent notes from lectures, books, and activities.
- Evaluate different styles of notetaking.
- Develop and refine a personalized note-taking strategy and utilize it while reading and/or during instruction.

D. CCSS Standards

CCSS.ELA-LITERACY.RL.10.1

CCSS.ELA-LITERACY.SL.10.5

CCSS.ELA-LITERACY.RL.10.2

CCSS.ELA-LITERACY.W.10.6

CCSS.ELA-LITERACY.SL.10.4

E. Lesson Materials

- All materials via Google Classroom. Projector, laptop PCs, PDF of *Fahrenheit 451*, Google docs/slides. Students have physical copies of *Fahrenheit 451*.
- Optional: Physical notebooks or journals (for non-digital notetaking).

II. Engagement/Exploration/Explanation

A. Anticipatory Set

- Show various types of note-taking examples, including physical examples. Illicit student examples (from those that do take notes).

B. Explore/Enable/Explain

- Teacher explains the Cornell Note Taking method, providing a model, both digitally and physically. Elaborates on its use and how to modify it. Included in this exploration is verbal recording using Mote plugin for Chrome (a digital age tool). Also included is the value illustration brings to enhancing notes.
- In-class read aloud: Teacher reads part one, section five of the text.
- Teacher explains the exit ticket for this lesson.

C. Independent Work Time

- In-class read aloud: Peers read to each other, continue part one, section five of the text and begin section six.
- Silent sustained reading: Until the last five minutes of class. Students should near completion of part one, section six of the text.
- Students practice taking notes using the new techniques from this lesson.
- Students complete an exit ticket (via Google classroom).

III. Evaluate

- Primarily formative assessment, the teacher listens to group discussions and takes notes on student progress. The teacher listens carefully to student speaking and listening, considering areas for improvement where applicable. The teacher should examine whether textual evidence is present and reflected in the illustrations/interpretations of the mechanical hound.
- Students will receive credit for both activities upon appropriate completion.
- Students will complete a short self-evaluation and peer evaluation.
- Posters will be displayed in the room.

IV. Extend

- Grade 10 students should have strong note-taking strategies as they prepare for the final years of high school and moving into college.
- This lesson uses the Cornell Note Taking method. If a teacher has more time, they should consider showing other note-taking strategies. Some strategies may be better for certain individuals.
- Students must be mindful of, and be able to, search for textual evidence according to CCSS standards. Students should use notetaking as an inventory technique for later use.
- This lesson uses three strategies for reading, two read aloud techniques and silent sustained reading. The teacher should observe carefully if students have a special affinity for any of these strategies and build upon them.

V. Differentiation

- Students are free to modify the note-taking strategy demonstrated in this lesson for their own use. Teachers should assist when requested and/or necessary.
- Students can choose either digital or physical notetaking.
- This lesson uses a variety of reading strategies, individuals will find some of these more helpful than others, but all are beneficial.
- Flexible pairing (partners). Use specific ability grouping to make advantageous partnerships with complementary skill sets.
- Flexible pairing (partners). Allow students to choose their partner.

VI. Extra Materials and Information

Cornell Note Taking Method

Note Taking Area: Record lectures as fully and as meaningful as possible.

Cue Column: As you're taking notes, keep the cue column empty. Soon after the lecture, reduce your notes to concise jottings as clues for Reciting, Reviewing, and Reflecting.

Summaries: Sum up each page of your notes in a sentence or two.

This format provides the perfect opportunity for following through with the 5 Rs of notetaking:

Record: During the lecture, record in the main column as many meaningful facts and ideas as you can. Write legibly.

Reduce: As soon after as possible, summarize these facts and ideas concisely in the Cue Column. Summarizing clarifies meanings and relationships, reinforces continuity, and strengthens memory.

Recite: Cover the Note Taking Area, using only your jottings in the Cue Column, say over the facts and ideas of the lecture as fully as you can, not mechanically, but in your own words. Then, verify what you have said.

Reflect: Draw out opinions from your notes and use them as a starting point for your own reflections on the course and how it relates to your other courses. Reflection will help prevent ideas from being inert and soon forgotten.

Review: Spend 10 minutes every week on a quick review of your notes, and you will retain most of what you have learned.

Lesson Plan Week Six Unit Two *Fahrenheit 451* (Lesson 4 of 5)

Lesson Plan Title: *Fahrenheit 451*—Totalitarian Governments: Why Do People Follow the Crowd?

Instructor: Matthew Snead / Shelly Venema (mentor teacher)

Date: October 2021

Duration: 71 minutes

I. Framing the Lesson

A. Lesson Rationale

In this lesson, students will complete all of part one (up to page 65) of *Fahrenheit 451*; as they read the text, they will continue examining characteristics of dystopian fiction. In this lesson, students will synthesize learning from literature (the anchor text) and from informational text (a news article). Examining, analyzing, and evaluating informational text is a critical 21st century skill.

B. Central Focus

The central focus of this lesson is an inquiry into why the protagonist, Guy Montag, begins to question why society has accepted the rule of a totalitarian government that burns books as a form of censorship. Students will use informational text (a news article) to analyze why the society in *Fahrenheit 451* has accepted the rule of a totalitarian government. In addition, students will also consider conformity on a smaller scale, in their everyday lives, at home, and in school to bring greater clarity regarding how people of good conscience may succumb to mass control.

C. Lesson Objectives (students will be able to):

- Outline the events of section one of the text.
- Define totalitarianism and totalitarian government.

- Examine conformity, conforming to, and against, power structures.
- Analyze censorship through the act of government enforced book burning.
- Support understanding of literature via informational text.
- Evaluate why individuals may or may not rebel against governments.
- Apply rhetoric and arguments from informational text to support a position.
- Formulate arguments about compliance of totalitarian rule.
- Present information, ideas, and findings from informational text and literature.

D. CCSS Standards

CCSS.ELA-LITERACY.RI.10.1

CCSS.ELA-LITERACY.W.10.1

CCSS.ELA-LITERACY.RI.10.6

CCSS.ELA-LITERACY.W.10.9

CCSS.ELA-LITERACY.RL.10.2

CCSS.ELA-LITERACY.SL.10.1

E. Lesson Materials

- All materials via Google Classroom. Projector, laptop PCs, PDF of *Fahrenheit 451*, Google docs/slides. Students have physical copies of *Fahrenheit 451*.

II. Engagement/Exploration/Explanation

A. Anticipatory Set

- What is conformity? Illicit student responses (whole group).
- Watch the *Dystopian Normalcy in Fahrenheit 451* video.

B. Explore/Enable/Explain

- In-class read aloud: Teacher reads remainder of part one (up to page 65).
- Short explanation of the two activities, (1) Totalitarian Governments: Why Do People Follow the Crowd, individual writing activity, and (2) Conformity and Individuality, group activity.

- Information text (news article) provided as digital PDF and optional printed copies. Graphic organizer provided and explained for the first activity.
- In-class read aloud of the informational text (news article) request and/or assign readers for each paragraph.
- Individual questions provided for the second activity, students may take notes of what they will discuss in a Google doc or on a piece of paper.

C. Independent Work Time

- Students will answer a writing prompt for activity one by using their notes and the informational text (news article).
- For activity two, students are assigned a different question/prompt about conformity. They will prepare talking points to discuss it with their groups.
- Students engage in discussion. They decide on some points or ideas to share in a whole class discussion.
- Students organize how they will present their findings and do so at the end of work time.

III. Evaluate

- Primarily formative assessment, the teacher listens to group discussions and takes notes on student progress. The teacher listens carefully to student presentations for speaking and listening, considering areas for improvement where applicable.
- Students will receive credit for quality entries into the whole class record.

IV. Extend

- This whole class record will continue to expand as new Books are read until *The Odyssey* is complete. For example, there is more textual evidence to be found for

epithets, Odysseus' metis, and/or the Universal Theme Respect for the Gods in later Books.

- This lesson covers the first Books of *The Odyssey*, from here students will be more familiar with its unusual format, knowing more about what to look for.
- From here, students will be better able to choose how they continue with the text, perhaps watching more videos before reading, or listening to the audiobook while reading.

V. Differentiation

- Flexible grouping. Use specific ability grouping to make advantageous groups with complementary skill sets.
- Flexible grouping. Allow students to choose their groups.
- Student preference. Allow students to exchange universal themes with another group.
- Direct assistance. The teacher provides individual help explaining the material during work time.

VI. Extra Materials and Information

Discussion Questions

Each person in the group will choose one topic to discuss with the group.

- When is conformity good? When is it bad?
- What role has "school" played in conformity? Is "school" an example of a totalitarian government?
- Could you share an example of a time where you followed a leader (to remain nameless), and you should not have?
- How might classes, assignments, social cliques, etc. contribute to conformity?

Article

ABC News - January 13, 2006

Why Do People Follow the Crowd?

By

ABC News

Jan. 12, 2006 — -- It was a classic episode on the old "Candid Camera" show -- people getting on an elevator and turning backward just because everyone else did, and we all laughed.

We laughed again during the movie "Mean Girls," when an act of teenage revenge, cutting nasty Queen Bee Regina's T-shirt during gym class -- an act meant to insult her -- became a school fashion trend instead.

It turns out the joke is on us. These two examples illustrate something that we humans don't like to admit about ourselves: We follow the pack. Like birds in a flock or sheep in a pasture, we follow -- sometimes at our own peril.

But why are people so conformist? That is the question that Dr. Gregory Berns, an associate professor of psychiatry and behavioral sciences at Atlanta's Emory University, tried to answer in a recent groundbreaking experiment and paper.

"Primetime" set up its own demonstration recreating Berns' work.

Failing a Test

We gathered a group of people together for a test of "visual perception." The actual test was simple -- to mentally rotate some 3-D shapes and compare them to see whether they were the same or different.

First, the volunteers wrote down their answers to 10 questions privately. But then they had to give the next series of answers out loud for everyone to hear.

But this test came with a twist. One of the participants, Jocelyn, was in on the experiment, with the answers in her hand. Everyone else had been told to follow her lead, except for one participant, Tony. He's the only person in the room not in the know. He was being set up to see whether he would follow the pack.

When the group gave the right answer, Tony agreed. And when everyone gave the wrong answer -- Tony still agreed. Unwittingly, Tony had demonstrated Berns' point precisely. The group's influence on Tony profoundly altered the results: He went from 90 percent on his written test to 10 percent when he heard the others' answers.

"You know, five people are seeing it and I'm not. ... I just went along with the answers," Tony said.

Tony wasn't alone. "Primetime" put seven other unsuspecting test subjects on the hot seat. Barbara, for example, got 70 percent on the written test, but her score fell to 30 percent when she listened to others' answers.

"I think I tend to do that, doubt myself when everyone else has their own opinion," Barbara said.

David and Graham, unlike the others, gave the right answers, even when the group didn't.

"I wanted to go with what I felt was the correct answer, and trust myself, and that's what I did," Graham said.

Social Graces

"Primetime" tried out another scenario, this time in a more social, relaxed setting. We invited a group of strangers to Jean George's Asian restaurant in lower Manhattan for a fabulous dinner -- and a surprise.

Party planner Colin Cowie and his friend, Donna D'Cruz, were in on the experiment. Their role was to exhibit outlandish behavior most people wouldn't dream of while out at dinner with a group of strangers.

Cowie and D'Cruz licked their fingers, a dinner table no-no. Cowie picked his teeth. The guests initially seemed not to take the bait -- until dessert rolled around.

D'Cruz told everyone they should pick up pieces of mango face first, using their mouth. Eventually, people who were total strangers at the beginning of the evening were passing fruit back and forth, mouth to mouth.

Only Harold and Maria, a Canadian couple, passed on the gustatory familiarity. Finally, Harold was the only one who dared to ask, what is the point of the dinner?

Cowie explained the experiment to the group. "I think because we broke the rules, and we made things possible at the table, several of you followed suit with it."

One woman at the table said: "I think the majority of people will look to see what others are doing and follow their example."

Conforming Can Have Dangerous Consequences

Both of these tests are examples of our human need to conform. In fact, Berns' experiment is a variation of one done many years ago by another scientist trying to decipher an extremely vicious instance of conformity -- why so many Germans followed Adolf Hitler down the path to death and destruction. Berns says there are two ways to explain conformist behavior.

"One is that they know what their eyes are telling them, and yet they choose to ignore it, and go along with the group to belong to the group," he said.

The second explanation is that hearing other opinions -- even if they are wrong -- can actually change what we see, distorting our own perceptions.

Berns wanted to see what was happening in the brain during his experiment. Using an fMRI, Berns found that, during the moment of decision, his subjects' brains lit up not in the area where thinking takes place, but in the back of the brain, where vision is interpreted.

Essentially, their brains were scrambling messages -- people actually believed what others told them they were seeing, not what they saw with their own eyes.

"What that suggests is that, what people tell you -- if enough people are telling you -- can actually get mixed in with what your own eyes are telling you," Berns said.

And for those who went against the group, there was another intriguing result: Their brains lit up in a place called the amygdala, which Berns calls "the fear center of the brain."

"And what we are seeing here, we think, is the fear of standing alone," Berns said.

So why do people follow the pack no matter how ridiculous it seems? Perhaps it's not so much about good and evil, right and wrong, smart or stupid. It might be, as Berns' experiment suggests, that our brains get confused between what it sees and what others tell us.

Just knowing that might help us guard against it.

Lesson Plan Week Six Unit Two *Fahrenheit 451* (Lesson 5 of 5)

Lesson Plan Title: *Fahrenheit 451*—Section One Socratic Seminar and Begin Section Two

Instructor: Matthew Snead / Shelly Venema (mentor teacher)

Date: October 2021

Duration: 71 minutes

I. Framing the Lesson

A. Lesson Rationale

In this lesson, students will engage in a Socratic seminar discussing section one of the anchor text while incorporating information from the informational text. Students may choose to bring up points they may have made in their essays from the previous lesson. Students will then begin part two, section one (up to page 76) of *Fahrenheit 451*; as they read the text, they will continue examining characteristics of dystopian fiction.

B. Central Focus

The central focus of this lesson is for students to collaborate in a student-only discussion of open-ended questions. The students make claims and observations while using supporting evidence from the texts, listen closely to the comments of others, think critically, and articulate their thoughts and responses to their peers. This cooperative task establishes a stable foundation for continuing onward to section two of *Fahrenheit 451*.

C. Lesson Objectives (students will be able to):

- Outline the events of section one of the text.
- Explain the claims and rhetoric of an informational text.
- Analyze and record the thoughts, ideas, and positions of peers.
- Cite directly stated evidence (textual evidence) to support analysis of texts.

- Synthesize new knowledge from interactive listening and questioning.
- Present information, findings, and textual evidence clearly and effectively.
- Draw inferences from two or more different text types to elaborate on a common thought or shared ideas.
- Form a novel or reformed position from the analysis of two or more speakers.
- Reflect on performance, create a metacognitive response of participation, contribution, and effectiveness.

D. CCSS Standards

CCSS.ELA-LITERACY.RL.10.1

CCSS.ELA-LITERACY.SL.10.1

CCSS.ELA-LITERACY.W.10.4

CCSS.ELA-LITERACY.L.10.6

CCSS.ELA-LITERACY.W.10.9

E. Lesson Materials

- All materials via Google Classroom. Projector, laptop PCs, PDF of *Fahrenheit 451*, Google docs/slides. Students have physical copies of *Fahrenheit 451*.
- Peer assessment and self-assessment forms (via Google suite).

II. Engagement/Exploration/Explanation

A. Anticipatory Set

- What did we learn from *The Odyssey* Socratic seminar?

B. Explore/Enable/Explain

- Short explanation of Socratic seminar.
- Remind students that there is no teacher involvement in Socratic seminars.
- In-class read aloud: Teacher reads remaining part two, section one text (up to page 76).

C. Independent Work Time

- Students spend 5 minutes preparing points they may wish to make.
- Students in the inside circle participate in the seminar.
- Students in the outside circle observe a student directly in front of them and complete the peer evaluation form (via Google suite).
- Students switch circles after 20 minutes, performing the other role.
- After both discussions are completed, students complete the self-reflection (via Google suite).

III. Evaluate

- Formative assessment, the teacher listens to the whole group discussion and takes notes on student progress. The teacher should make note of new insights and remarkable exchanges from the discussion. The teacher listens carefully to student speaking and listening, considering areas for improvement where applicable. The teacher should examine whether textual evidence is presented and both text types are discussed.
- Students will receive credit for meaningful contribution to the seminar discussion.
- Students will receive credit for full completion of the peer evaluation and self-reflection.

IV. Extend

- Socratic seminars are a type of student-led discussion where students take ownership of the learning, leading to critical thinking, implementation of knowledge/skills from prior lessons, and academic vocabulary usage.
- The seminar builds classroom community, improves communication skills, and facilitates interactive exchanges of ideas that might not otherwise occur in a normal classroom day.

- The seminar provides a robust opportunity to recap the events of an entire text or acts as a capstone to a section before moving on to the next section.
- This activity provides opportunities for peer evaluation and self-assessment, building crucial metacognitive skills.

V. Differentiation

- All students contribute. Everyone must speak once before any one student may speak again.
- Student choice. Students choose which claims or comments to respond to.
- Student preference. At any time, students may change the topic.
- Peer-to-peer involvement. A student may comment that a peer has not spoken yet and offer them the chance to speak.

VI. Extra Materials and Information

Provided Questions/Topics for Socratic Seminar (optional)

These open-ended questions all refer to material covered in the first section of the anchor text.

- In what ways has the society in Fahrenheit 451 become dependent on technology?
What does this suggest about these people?
- How does advanced science and technology both progress and regress a society?
- Mildred and her friends embrace conformity and ignorance to avoid conflict at all costs, what are the implications for a society composed of people like this?
- In what ways does conformity lead to danger for self and society?
- Why are books and literacy truly important?
- Is censorship justifiable at any time? What does it accomplish?