

Fall 2012- Reflective Friends Visit

Teacher Name: Lindsey Pantele

Target Grade/Subject: Specialty Center Pre-AP English 10

TIPc Focus: Critical Thinking and Problem Solving

Summary: *(Summarize your lesson in 250 words or less)*

This is an introductory lesson to Ayn Rand's *Anthem*. In order for students to fully understand her novella, students will need to analyze the question: "What's more important: Freedom or Equality?" Through group collaboration and analysis, students will be creating their own societies: Capitalist or Collectivist. Students will need to research, using databases, other societies to get ideas. The end result will be a presentation of each group's societies. Groups may present using any tools they choose.

Essential questions: *(What are the foundational questions that students should be able to answer after this lesson?)*

- 1) How do you determine a reliable source from a non-reliable source?
 - 2) What is the difference between Individualism versus Collectivism?
 - 3) What is Selflessness?
 - 4) What is Egoism?
 - 5) What is Free Will?
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Lesson Development:

Process/Tasks/Assessment: *(Describe what the teacher and students are doing during this lesson. Include details about particular tasks and essential resources/tools. Include a description of the artifact that you will collect as evidence of content/skill mastery and state how you will communicate your assessment expectations to the students.)*

Teacher- As students arrive, the teacher will tell students to look at the Promethean Board to locate their new seats. Their new seats will be where they remain throughout the *Anthem* unit. The teacher will explain that from this moment on, each student will no longer be referred to by their names. Instead, they will go by a number. The teacher will continue to explain that everyone in the class is now equal. A flipchart will then be presented to explain the new class set of rules. The teacher will next tell the class to log into ActivEngage and prepare to discuss the terms that they were asked to define for homework. After having a brief discussion of the terms, the teacher will continue to explain that, in preparation to reading *Anthem*, students are going to be creating their own "societies": Capitalist (Free Market) or Collectivist (Equality). The teacher will ask students to vote on the following question: "What is more important: Freedom or Equality?" After a brief discussion, based off of student answers, the teacher will proceed to put students into their groups. The teacher will provide students with a checklist of items that

they must include in their societies as well as a rubric showing how they will be assessed. The teacher will then explain that the purpose of this lesson is to get students to further analyze whether or not equality can really exist? Ayn Rand's novel, *Anthem*, revolves around an anti-utopian society, based off of what others believed to be "utopic."

Students- Students will need to log on to ActivEngage and be prepared to define and discuss the following terms: Individualism, Collectivism, Selflessness, Egoism, and Free Will. The understanding of these terms is vital to their comprehension of the novel. Students will also need to use ActivEngage to analyze and discuss the following question: "What is more important: Freedom or Equality?" After getting everyone's answer, the students will participate in a brief class discussion in which they will need to defend their answers. Students will then be placed in groups in which they will then have to create their own society: Capitalist or Collectivist. If they are a part of a group that needs to create a Capitalist society, then their end goal is "freedom" and if they are creating a Collectivist society, their end goal is "equality." Students will need to research historical societies using databases of their choice, such as ABC Clio. While in their groups, they will need to discuss how their societies will include the following: food control, supplies, electricity, water, jobs, money, housing, and legislature. Students will need to create a Google Doc in which they will share with each other so that they can easily share their information with each other. The end result of their research and group work will be a presentation in which they will share their new society. Presentations can take on any form that the students wish. For example, they may create tri-fold posters, glogsters, flipcharts, powerpoints, slideshares, videos, etc. Their options are limitless. Students are being placed in control of the lesson and, through group analysis, they will further discuss what they feel to be the most important answer to the question: "What is more important: Equality or Freedom?"

TIP Chart Assessment:

(Using the TIP Chart, identify which level (e.g. entry, developing, approaching, ideal/target) your lesson falls in for each of the categories below and write a brief statement to describe what the students are doing as it relates to the indicators on the TIP chart.)

Categories:

Research and Information Fluency: Approaching: ****Not the main focus of this lesson****Students have the ability to choose which databases are the most reliable when researching historical societies. While the teacher is providing a few examples of databases that would be helpful, students are primarily in control of what they use. The only limitation that they have is that they are not allowed to use Wikipedia or Google.

Communication and Collaboration: Approaching: ****Not the main focus of this lesson****Students are working together in small groups in order to create their own society. Each student should be assigned a "job" in which they research a different aspect of what their society needs to include. Students are picking the group "jobs." In order to further enhance group discussion, each group should create a Google Doc and share it with each other. This way, group collaboration is made much easier and students don't have to waste time copying down each other's papers.

Critical Thinking and Problem Solving: Ideal/Target: Students need to work together in their groups in order to predict problems that may develop in their “new societies.” They will use what they learn through their research to discuss with each other about how they intend to control or eliminate those issues. They will need to be able to justify their decision-making and problem-solving practices when it comes time for them to begin presenting.

Creativity and Innovation: Ideal/Target: ****Not the main focus of this lesson**** From the beginning of the lesson to the end, students are faced with making decisions on how to create and solve the problems of a society. The students are creating their societies after researching and analyzing older societies. The analysis of the older societies will help inspire the students to come to new solutions on how to fix certain problems. While there are some limitations to their presentations, students are in control of how they present and what tool they use to deliver their information