

What is Happening in the Lesson	What is Being Said in the Lesson
<p><u>Orientation</u> (Approximately 10-15 minutes)</p> <p>A brief introduction about me and of the topic will be given to the students.</p> <p>Shared reading is done together</p> <p>(Bloom's knowledge)</p> <p>Computer and projector will be used.</p>	<p>Teacher's Scripting:</p> <p>"Good morning, you already know me a little bit. My name is Miss Hannah and I am a Hope College student and I am studying to become a teacher. Today, Mrs. Forster gets to take a little break while I get to teach you a lesson! We are going to continue discussing the teleplay <i>The Monsters are Due on Maple Street</i>. We are going to start by finishing reading this story. I want to have you all involved in the reading, so I will assign some of you characters. The rest of you who do not get assigned a character can just follow along with us.</p> <p>Who can tell me what a <i>conflict</i> is? (ESR: a problem, trouble...) What is the main conflict in this story? Now who can tell me what a <i>mob</i> is? (ESR: a group of people, lots of angry people...) Why does a mob form in this story?</p> <p>Please label any and all questions with a Bloom's level by using parenthesis (example).</p>
<p><u>State the Objective</u> (30 seconds)</p> <p>Students will explore the key idea of a <b>mob</b> and recognize conflict in drama.</p> <p>No technology will be used for this</p>	<p>Teacher's Scripting: "By the end of today's lesson, you will be able to describe what conflict in drama is as well as mob mentality."</p>
<p><u>Presentation of Content</u> (Approximately 15-20 minutes)</p> <p>An anticipatory activity, visual aid, will begin this section.</p>	<p>Teacher's Scripting:</p> <p>Now we are going to watch a Pixar short film that you may have already seen called <i>For the Birds</i>.</p>

<p>A short Pixar film called <i>For the Birds</i> will be shown. (3:24)</p> <p>(C/U)</p>	<p>(after viewing the film)</p> <p>Now, besides the fact that this is a very funny short film, we can learn a little bit from this. Who were the characters in this film? (ESR: birds, lots of little birds and one big bird...) What was the main conflict? (ESR: the birds were fighting because they didn't want to share their space on the wire, all the little birds made fun of the big bird...)</p> <p>Now, remember how I asked you what a mob was? What was the mob in this film and why did it form? (ESR: the mob was made when all the little birds got angry; the little birds were the mob, the mob formed because they didn't like the big bird.)</p> <p>In the beginning there was only one bird, but then lots of other birds came and they all started fighting with each other and then they all decided to gang up together on the "other" bird. What we saw happen is something called mob mentality. Does anyone want to take a stab at what that might mean? (ESR: a group of angry people, what does mentality mean?...)</p>
<p>(C/U)</p>	<p>We know that a mob is a crowd of people, usually antagonistic. Antagonistic means aggressive or hostile. Mentality is a way of thinking. So a mob mentality is when a group of people start acting in unison with each other. Many times a group of people start thinking the same as they become aggressive because everyone is panicked and scared. Mob mentality is also known as herd mentality because this also happens to animals.</p> <p>Now that we have talked about conflict and mob mentality, we are going to connect it back to <i>The Monsters are</i></p>

<p>No technology is used for this part of the lesson.</p>	<p><i>Due on Maple Street.</i> We know that the main conflict is that the power and cars and almost everything on Maple street inexplicably stops working! Does anyone know what inexplicable means? (not able to be explained, puzzling)</p> <p>Do the characters know why this is happening to their neighborhood?(ESR)</p> <p>This causes the characters to grow more and more afraid; so what happens because of this? They begin to blame one another right?</p> <p>What is happening here? What is forming? Would you call this a mob? What is the difference between a group of people and a mob? (ESR: their actions are irrational, angry, mean, become out of control)</p> <p>A result of mob mentality is that people try to name a scapegoat. Who knows what a scapegoat is? (A scapegoat is a person to blame)</p> <p>Can any of you think of which character is the first scapegoat of this story? (ESR: Les Goodman...)</p> <p>Why do you think the people chose a person to blame? (ESR : When people are afraid and do not know how to explain things, we are always looking for someone to blame)</p> <p>Unfortunately, usually people blame those who seem to be different than us in some way.</p> <p>What was their reasoning for blaming Les Goodman? (ERS: they thought he acted weirdly, his car started working, he didn't come out when the whole commotion happened...)</p>
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<p><u>Checking for Understanding</u> (Approx. 3 minutes)</p> <p>(C/U) (Application) (Knowledge) (Synthesis)</p> <p>No technology will be used in this part of the lesson.</p>	<p>Does everyone now understand what conflict is? Can you describe what a mob looks like? This story is mostly told through dialogue, who can tell me what dialogue is? Can you think about times in your own life where you saw a mob or were a part of one?</p>
<p><u>Guided Practice</u> (Approx. 10 minutes)</p> <p>The students will work in pairs.</p> <p>Each pair will be provided a “Mob Mentality” handout. They will have 8 minutes to write about a hypothetical situation where a mob could form and why.</p> <p>(Bloom’s check for knowledge)</p> <p>(C/U) On the whiteboard I will write out different settings for their stories which they can choose from. (C/U)</p> <p>Make sure each group has a handout and that a scribe is assigned.</p>	<p>Teacher’s Scripting: “Now we are going to get a chance to write our own short stories that revolve around conflict. Before we start I will explain exactly how this is going to work. I am going to split you all up into pairs (see how Mrs. Forster does this) and each group will quietly discuss what they want to write about. Either both of you or just one can be the scribe. The instructions are as follows: with your partner, think and then write about a hypothetical (something that doesn’t exist, but could) situation where a mob could form and why. Begin by using the Literary Analysis handout to help you organize your thoughts. Make sure to include the answers these questions: what is the main conflict? Why did a mob form? Who is chosen as the scapegoat? I am writing up some settings that you can choose to use for your situation. Does this make sense? Are there any questions about how this will work? (Bloom’s C/U)</p> <p>Now you have about 10 minutes to do</p>

<p>As students are coming up with their stories, walk around and assist each group making sure everybody knows what to do.</p> <p>No technology will be used for this part of the lesson.</p>	<p>this. You can talk with your partner, but try to work as quietly as possible; I expect you to be respectful of all your classmates.</p> <p>When you work together, try to be as creative as possible and be considerate of each other's thoughts and ideas.</p> <p>Once you are done you can come up here and hand in your papers to me.</p>
<p>* <u>Independent Practice</u> (1 minute) Research for homework</p>	<p>"Your homework is to research about revolutions and write down how this relates to mob mentality."</p>
<p><u>Closing</u> (1 minute) Commend students on their hard work. Tell them to wrap up their stories and hand them in.</p>	<p>Teacher's Scripting: "Thank you all for working hard and for writing your stories. I look forward to reading them. Have a Happy Thanksgiving"</p>