

Name _____ Class _____

Introduction to Unit 1: Following the Crowd

Essential Question: How does being in a group affect how we behave?

About this lesson

This lesson will introduce you to the ideas, texts, and skills we will explore throughout the unit.

PART 1: Exploring the Unit's Big Questions

Directions: Below are several ideas that we will explore in this unit. Rate how strongly you agree or disagree with each statement. *5 minutes*



1. Sometimes we need to change ourselves in order to fit in better with a new group.

Strongly Disagree

Strongly Agree

1 2 3 4 5

2. Traditions are important to uphold.

Strongly Disagree

Strongly Agree

1 2 3 4 5

3. If you do something bad while in a group, you should not receive a tough punishment.

Strongly Disagree

Strongly Agree

1 2 3 4 5

4. When people see something bad happening, they generally speak up.

Strongly Disagree

Strongly Agree

1 2 3 4 5

5. In general, we should do as we are told without asking questions.

Strongly Disagree

Strongly Agree

1 2 3 4 5

PART 2: Discussing the Unit's Big Questions

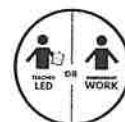
Directions: As you discuss the statements from Part 1 with your classmates, use the space below to capture interesting ideas you hear! *10 minutes*



NOTES CATCHER

PART 3: What Will We Read?

Directions: Read the overview of unit texts. *5 minutes*



Title & Author	Genre	As you read, you will think about...
"Cheboygan Day" by Brittany Allen	Short Story	Why is it so hard to go against the crowd at school?
"Conformity" by Charlotte Harrison	Informational	What are the pros and cons of following along with a group?
"All Summer in a Day" by Ray Bradbury	Short Story	Why is it important to understand where others come from?
"The Lottery" by Shirley Jackson	Short Story	If everyone is doing something bad, does it make it ok?
"The Dangers of Tradition" by Bakari Bosa	Informational	What happens when we blindly follow tradition?
"The Man in the Well" by Ira Sher	Short Story	If you do something bad but no one ever finds out about it, does it matter?
"It's No One's Fault When It's Everyone's Fault" by Shelby Ostergaard	Informational	How does being in a crowd affect our decision-making?



Turn & Talk: Which texts sound most interesting to you? Why?

PART 4: What Skills Will We Learn?

Directions: Rate your confidence level for each of the unit skills listed below. *5 minutes*



Reading Skills

<i>Mark the column that best matches your confidence level for each skill.</i>	<i>Not Confident</i>	<i>Somewhat Confident</i>	<i>Extremely Confident</i>
1. I can analyze how character interactions develop a story's theme.			
2. I can determine how specific details and examples lead to a central idea.			
3. I can analyze how authors use setting or structure to create foreshadowing and affect readers.			
4. I can explain how characters' motives advance the plot.			

Writing Skills

<i>Mark the column that best matches your confidence level for each skill.</i>	<i>Not Confident</i>	<i>Somewhat Confident</i>	<i>Extremely Confident</i>
1. I can write a complete paragraph with evidence from more than one text.			
2. I can write a strong argument that is clear, concise, and specific.			
3. I can plan, organize, and write an essay using evidence from multiple texts.			
4. I can write a strong introduction for an essay.			
5. I can write a strong conclusion for an essay.			

