

“On the Hot Seat: Knowing You Don’t Know Me”

- I. Content: Describe **what** it is you will teach. What is the content?
- Today we will conduct a “Hot Seat” activity.
 - The activity will divide the class into one of two groups: actors who take on the role of a character in the text *You Don’t Know Me*, or audience members who ask questions.
 - Time left today will be used to debrief the activity, which may have to wait until the next class period.
- II. Learning Goal(s): Describe what specifically students will **know** and **be able to do** after the experience of this class.
- Students will empathize with characters in the text through stepping into roles and/or asking questions.
 - They will continue to develop skills in careful speaking and listening, and will have to adapt their speech to that of a character or questioning audience member.
 - Students will work to maintain a respectful speaking environment by talking one at a time.
 - Students will ask or answer questions free from personal interest or bias.
 - They will better “know” at least one character, where to “know” refers to qualities established in our opening conversations to the unit: trustworthiness, loyalty, and lack of judgment.
 - Students, today or during the next class, will reflect on how we can better “know” characters and people.
- III. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.
- Since we are particularly interested in themes of identity and identity formation, today’s lesson allows students to try out conversations as if they were in the world of the book.
 - Students will ask or answer questions in a new setting, thus pushing them beyond their comfort zones and into thinking about how to respond through other perspectives.
 - It is my hope that students will gain a sense of empathy and adaptability through these types of lessons during the Unit Plan.
- IV. Assessment: Describe **how** you and your students will know they have reached your learning goals.
- I will keep a checklist with my attendance sheet that tracks student participation today.
 - Students who are audience members will earn their points with an insightful question, as defined on the handout.
 - Students who are actors will earn their points with an insightful answer, as defined on the handout.
 - I will use any open conversation today as formative assessment for our reading of the text.
- V. Personalization and equity: Describe how you will provide for individual student strengths and needs. How will you and your lesson consider the needs of each student and scaffold learning?

How specifically will ELL students and students with learning disabilities gain access and be supported?

- Students will be able to self-select (at least initially) whether they feel more comfortable in the role of actor or audience.
- I will help guide students into roles if I feel they are best suited in one or the other.
- Students will see questions and answers modeled. This will establish my expectations.
- Finally, I have allowed about ten minutes for students to work on their own or in small groups to formulate questions or personas. Audience members can bring notes.

VI. Activity description and agenda

- a. Describe the activities that will help your students understand the content of your class lesson by creating an agenda with time frames for your class. Be prepared to explain why you think each activity will help students on the path toward understanding.

0:00-0:10	Students enter. Unlike the past few weeks, we will not be writing a journal entry today. Instead, I will explain the Hot Seat activity. I will provide a handout with models for kinds of characters and questions for students. Students will step into roles of certain characters and other classmates will get the chance to ask about their thinking and motivation. I will need 4-6 volunteers to be roles of characters, which is something I will have begun to select during the class period yesterday.
0:10-0:20	Students have time to get into character and create persona OR figure out a question to ask. The actors and audience members will be separated, though they can use any resources they wish. They should write down questions.
0:20-0:52	We will conduct the activity. See the <u>attached handout</u> for guidelines of actors and audience members.
TIME LEFT	Debrief. If we do not have time, then we will begin the next class talking about today. No homework.

- b. What particular challenges, in terms of student learning or implementing planned activity, do you anticipate and how will you address them?

The biggest challenge will be students feeling uncomfortable acting in front of people whom they do not know. I will counteract this challenge by beginning to get volunteers the day before. Additionally, I will help set students' minds at ease by comparing this activity to other acting activities that we have done in the past few weeks.

I also foresee students struggling with finding good questions to ask and good answers to respond with, so I have prepared models that can help students figure out what I expect.

VII. List the Massachusetts Learning Standards this lesson addresses.

RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.