

Student Led Critical Discussions - HSB4M Lesson Plan

Challenge and Change in Society, Grade 12, University/College Preparation (HSB4M) found in *The Ontario Curriculum Grades 11 and 12 Social Studies and Humanities* (2000).

Description of Lesson: The lesson has been designed to challenge the students on multiple levels throughout the class. The class will read a scholarly article relating to an issue discussed in class the week before. Upon entering the class, students will write a short, ten question multiple choice test on the content of the article. Following the test, they will break into discussion groups where one student will be identified as the group leader and lead them in group discussions. Every student will have an opportunity to lead a discussion throughout the course of the term.

Overall Expectations:

- demonstrate an ability to select, organize, summarize, and interpret information from a variety of print, media, and electronic sources;
- analyze for bias, accuracy, and relevance articles or programs on issues related to anthropology, psychology, and sociology;
- effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, lab reports, written reports, essays, journal-style articles, videos);
- explain conclusions made as a result of an inquiry, using appropriate structure, argument, and documentation;

Specific Expectations:

Foundations of Social Change

CH1.01 - identify a major question about social change posed by anthropology (e.g., What impact does technology have on cultural norms?), psychology (e.g., How is ego affected by family breakdown?), and sociology (e.g., How has women's changing workforce participation affected gender relations?)

Forces That Influence Social Change

STV.03 - demonstrate an understanding of the social forces that influence and shape trends.

Research and Inquiry Skills

ISV.04 - demonstrate an ability to select, organize, and interpret information gathered from a variety of print and electronic sources;

ISV.05 - communicate the results of their inquiries effectively.

Using Research Methods and Skills

IS2.02 – demonstrate an ability to select, organize, summarize, and interpret information from a variety of print, media, and electronic sources;

IS2.03 – analyze for bias, accuracy, and relevance articles or programs on issues related to anthropology, psychology, and sociology;

Communicating Results

IS3.01 – effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, lab reports, written reports, essays, journal-style articles, videos);

IS3.02 – explain conclusions made as a result of an inquiry, using appropriate structure, argument, and documentation;

Lesson Introduction:

Students will read the article assigned that week from their course package. The day before the class the instructor will briefly discuss the article and take any questions the students might have regarding the article.

Introductory Activity (15 minutes):

Students will complete a short, ten question multiple choice test based on the content of the article. Immediately following the test the class will take it up so they know how they did immediately. The teacher will then collect the Multiple Choice Answer Sheet for the following week. (see attached)

Main Lesson (45 minutes):

Goal: To get students to discuss issues relating to the article in a forum setting. Students will use critical thinking skills in answering questions that will be provided by the group leader.

Expectations:

Group Leader:

Before the Discussion the Group Leader must:

- carefully read and understand the reading
- write a point-form summary of the reading
- hand the question sheet out to classmates
- provide a summary for each of the discussion group members

During the tutorial session the leaders must:

- briefly review the reading with classmates
- ask questions that will stimulate a critical discussion based on the readings
- help guide the discussion to keep the group on topic

One week after the discussion session each discussion leader must:

- submit a two page (typed) reflection of the reading that outlines how you feel about the author's thesis or subject. You must include clear references to the reading and your own opinions. You should also discuss approaches that worked in your discussion and what you would change in the future.

Discussion Group Members:

- Write the reading quiz
- Attend all discussions
- Participate in critical discussions as a contributing member
- Review discussion materials for the final exam

Teaching/Learning Strategies:

Socratic Method: The student leaders will pose questions that encourage critical thought and discussion. The question will be designed to lead the students in the direction they want them to go without giving them the answers. The student leaders must understand that they are there to facilitate the discussion not “feed” them the answers.

Questioning: Students will provide the questions that will start the discussions and lead in to the group discussion/debates.

Guiding Questions: Guiding Questions will be provided for the students to encourage thoughtful discussion.

Assessment:**Student Leaders:**

- Group leader will write the content based quiz prior to leading the discussion
- Will hand in a list of questions to the instructor two days prior to the discussion so the instructor can evaluate them and provide constructive feedback
- Will hand in a summary two days prior to the discussion for evaluation and feedback and the summary must be handed out to each of the group members
- Evaluate their ability to facilitate discussion within the group based on their questions and the direction the discussion goes
- Will hand in a two page reflection one week after the discussion outlining what they learned and what they would change based on the discussion

Group Members:

- Students will write the content based quiz prior to the discussion
- Students will not be evaluated on specific areas in the discussion as they will be leading a discussion of their own during the course of the semester

Accommodations:

- Teacher will work with student in conjunction with their IEPs
- Teacher will work with students throughout the process before they lead their groups. Review summary and questions prior to handing them in for marking – will set out expectations clearly before the project is completed
- Extra time set out to complete summary following the discussion to be sure they understand the expectations
- Teacher will be available to add support while student leads discussion if they need the support

Student Led Critical Discussion

An essential component of post-secondary preparation is being able to read, synthesize and appreciate writing *that* stretches beyond the academic intensity of a newspaper or magazine. Student Led Discussions are crucial to such development.

Beginning in the third week of class, every Wednesday will be designated: a discussion on an assigned reading. You will first complete a ten question multiple choice content based quiz. In groups of six, you will then be discussing the reading. Each week, one individual in each group will be leading an academic discussion on the reading.

In your presentation week, you will lead your group in a 45 minute discussion of the reading. The remaining 15 minutes will be a whole class discussion led by the instructor. You are responsible to ensure you have a grasp of the article, and are able to facilitate a critical discussion that helps all participants gain a richer understanding of the reading. Be creative! Engage your audience. Presenters should provide a one-page summary to the class before the discussion begins.

In preparation for your tutorial, your teacher will deliver a brief lecture on the reading on the Monday of that week. This lecture will by no means unpack the article in its entirety; but rather will provide you with a practical context that will help you connect to the theory discussed. While the lecture is there to assist you, this does not mean you can get away without reading the article. It is very obvious from your verbal and written contributions if you neglected to study and understand the reading.

All of your readings in your course kit vary in difficulty level. Please be advised that you will be expected to try and unpack the reading two or three times before tutorial. You cannot read it once and expect to understand everything. Reading is a skill - it is not an innate talent. You will be expected to practice this skill through repetition. Be aware that this means you will be expected to have a sophisticated understanding of the readings. There are very few people who can gain a skill without practice. You will find that the more practice with these readings, the easier they will become.

Expectations:

Student Leaders will:

1. Complete a one page summary to be handed out to group members for the presentation. This summary must be handed in to the instructor on the Monday before the presentation for approval and constructive feedback
2. Draft a list of 10 questions that encourage critical thinking processes for discussion within the group. These questions must be handed on the Monday before the presentation for assessment and constructive feedback
3. Complete a two page summary of the discussion. It must be handed in by the Wednesday following the week they led the discussion. The summary should include a reflection of the discussion and an examination of what you liked in the discussion and what you would change in the future.

Tutorial Rubric	Level 4	Level 3	Level 2	Level 1
<p>K/U Written reflection...</p> <p>/10</p>	<p>includes specific and detailed information from the reading (i.e. it integrates direct quotes & paraphrasing)</p>	<p>includes specific information from the reading (i.e. direct quotes and paraphrasing used)</p>	<p>includes some information about the reading, however it is not used effectively</p>	<p>includes limited mention of the reading</p>
<p>T/I Written reflection...</p> <p>/10</p>	<p>includes an assessment of the reading with a high degree of insight</p>	<p>includes an assessment of the reading with a considerable degree of insight</p>	<p>includes an assessment of the reading with some insight</p>	<p>includes an assessment of the reading with limited insight</p>
<p>C Seminar presentation...</p> <p>/20</p>	<p>is clearly linked to readings, presentation is well organized and prepared, the students in the class are involved in the discussion of the readings</p>	<p>is linked to readings, presentation is organized and prepared, efforts are made to draw the class into the discussions of the readings</p>	<p>is mostly linked to readings, presentation is somewhat organized, some effort is made to draw the class into the discussion of the readings</p>	<p>often strays away from readings, presentation has limited organization, there is little effort to include the class in the discussion of the readings</p>
<p>A Question and glossary handout (including responses)...</p> <p>/10</p>	<p>has a wide variety of questions that range from comprehension to discussion, all questions are clearly expressed</p> <p>includes challenging and appropriate words in the glossary</p> <p>answers for question sheet illustrate a thorough understanding of the reading</p>	<p>has a variety of questions that range from comprehension to discussion, most questions are clearly expressed</p> <p>includes appropriate words in the glossary</p> <p>answers for questions illustrate a good understanding of the reading</p>	<p>has questions at the comprehension level with some effort to include higher level questioning, some questions are clearly expressed</p> <p>includes words that are mostly appropriate for the glossary</p> <p>answers for questions indicate a basic understanding of the reading</p>	<p>has questions that are very basic, few questions are clearly expressed</p> <p>includes words that are very simplistic for the glossary</p> <p>answers for questions include factual errors and a limited understanding of the reading</p>