

Teacher: Eric Lorber

Subject Area: English / Language Arts

Grade Level: 9

Unit Title: Success and Happiness [mini unit in the beginning of fall semester crafted with the intention of cultivating student self-awareness and priming students for happiness/success at the high school level]

Lesson Title: Visions of Success

Objectives (Write 2-5 objectives stating expected learner outcomes.):

- Students will be able to identify make objective and subjective observations.
- Students will be able to compose an extended definition of “success”.
- Students will be able to evaluate character attributes based upon their importance to their vision of success.
- Students will be able to construct their own “vision of success”.
- Students will be able to respectfully participate in a classroom-wide discussion about what it means to be successful.

Materials/Resources Needed:

- internet enabled device with hdmi and vga ports
- digital projector capable of receiving images via hdmi or vga cables
- a white projection screen
- Photos

Anticipatory Set (List specific statements or activities you will use to focus students on the lesson for the day.):

1. Students will, as a bellwork prompt, write two to three sentences about the most successful person that they can think of.
 - a) Students will be informally asked to share their work and explain why the person is successful
2. Students will be reminded of the difference between an objective & subjective summary
 - a) Students will be shown a series of photographs, as seen here. The task will be to make a five objective observations (simply identify what is there).
 - b) Students will be asked to share their opinion as to whether or not the person (or people) depicted are successful (thus making a subjective observation as to what communicates success).

- c) Students will then be asked to reflect upon the different visions of success. They will consider questions like “what do all successful people have in common?” and “is there only one vision of success?”
3. Students will be shown a model of an extended definition and will be asked “what is success?”. This will require students to consider the dictionary definition of the term and to incorporate their own unique viewpoint, which has been shaped by their life’s experiences.

Objective/Purpose (For the student's benefit, explain what students will be able to do by the end of the lesson and why these objectives are important to accomplish.):

- The purpose of this assignment is for incoming high school students to come to the realization that success is a concept that is unique to each individual and to discourage students from attempting to measure themselves up to another person’s vision of success.
- A secondary purpose of this assignment is for incoming high school students to consider what their personal vision of success may look like, as increased self-awareness will encourage intentional behavior and a more focused pursuit of elective classes in high school.

Input (What information is essential for the student to know before beginning and how will this skill be communicated to students?):

- It is essential for students to have prior exposure to the literary concept of an *objective summary* and to understand that distinction between objective and subjective.
- It is essential for students to have some prior exposure to the concept of success

Model (If you will be demonstrating the skill or competence, how will this be done?):

- The instructor will model how to make objective observations by thinking aloud through his (or her) thought process upon seeing the first photograph.
- The instructor will pass out a handout with an example of an extended definition for the term “teacher”, which will serve as a model for how answer the question “what is success?”. This handout will also contain the dictionary definition of the term “success”.

Check for Understanding (Identify strategies to be used to determine if students have learned the objectives.):

- The instructor will lead a classroom-wide share out after each photograph. This will serve as a platform for validation and constructive feedback while students share out their objective observations or think aloud about what visuals communicate success.
- Students will be asked to share their answer to the question “what is success?” with a nearby classmate (think-pair-share). Meanwhile, the instructor will walk around the classroom and informally observe whether or not the thoughts have been communicated clearly, whether or not classroom interactions are respectful, etc...

Guided Practice (List activities which will be used to guide student practice and provide a time frame for completing this practice.):

- Bellwork prompt and shareout (4 minutes)
- Introductory lecture piece that calls back to the prior day’s lesson on how to write an objective summary and the distinction between objective and subjective (3 minutes)
- Project series of photographs. For each photograph allow approximately 2 minutes for independent practice and facilitate approximately 1 minute of sharing out / discussion of whether or not the depicted individual (or individuals) are successful (18 minutes)
- Instructor will verbally explain handout and students will construct a personal “vision of success” and an extended definition of “success”, as required to answer the question “what is success?” (20 minutes)
- Students will pair up and share their personal conceptions of what success is

Closure (What method of review and evaluation will be used to complete the lesson?):

- Students will be evaluated based upon their ability to distinguish objective observations from subjective observations in the graphic organizer.
- Students will be evaluated based upon the clarity (clearly communicated and organized thoughts) of their response to the question “what is success?”

Independent Practice (List homework/seatwork assignment to be given to students to ensure they have mastered the skill without teacher guidance.):

- Students will be tasked with composing an objective summary of the next reading from a mentor text & will be tasked with reflecting upon that reading (subjective talking to the text).
- Students will later be asked to compose an in-class persuasive essay convincing the instructor that they will be able create their vision of success due to three (positive) character attributes.