**William Lewandowski**

**Pre-Reading Opinion Survey**

**Length:** One Class Period

**Grade:** 11th – 12th

**Standard(s) Addressed:**

**11.5.2.2:** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**Materials:**

* *Justice Opinion Survey*
* Pencil

**Objectives:**

At the end of this lesson, students will be able to:

* Apply their own opinion to different topics and ideas involving justice and equality.
* Defend their opinion by providing solid reasoning behind their beliefs.

**Assessment:**

*This lesson can be done before and after the unit to get a scope as to how the students opinions grow and change after reading the book. Although, this lesson plan’s assessment only covers the pre-reading survey.)*

*Exemplary*

(Objective 1) An exemplary application of one’s own opinions is one that has given a clear stance on what they think about the situation given, even if that stance is being too unsure or too uninformed of the topic to provide an opinion. They do not try to make up an opinion on something they don’t know or understand. I would rather students just say they are unsure or do not know than to try to guess or be right.)

(Objective 2) An exemplary defense of an opinion provides solid reasoning as to where their beliefs come from and why they feel a certain way about that topic or situation.

*Proficient*

(Objective 1) A proficient application of one’s own opinions has given what they think about the situation given, but it is clear the student is unsure about how they stand on some of the topics and situations but still tried to form some kind of opinion. Their attempts are alright for maybe not knowing how they stand on the issue. (I would rather students just say they are unsure or do not know than to try to guess or be right.)

(Objective 2) A proficient defense of an opinion provides reasoning as to where their beliefs come from and why they feel a certain way about that topic or situation. Some of the defenses could be a bit stronger but there’s a strong attempt to back their opinions up.

*Developing*

(Objective 1) A developing application of one’s own opinions has given what they think about the situation given, but the opinions seem to be irrelevant or made up. They don’t seem to know, so they try but miss the mark on the issue at hand. (I would rather students just say they are unsure or do not know than to try to guess or be right.)

(Objective 2) A developing defense of an opinion provides some basic reasoning as to where their beliefs come from and why they feel a certain way about that topic or situation. The defenses need some more backing to make the opinion and rationale feel supported.

*Inadequate*

(Objective 1) An inadequate application of one’s own opinions not provided a well-formed opinion. Their opinions are lackluster, irrelevant, or completely made up. (I would rather students just say they are unsure or do not know than to try to guess or be right. As well, if they don’t have an opinion during the pre-reading survey, it’ll be nice to see where their opinion goes during the post-reading survey.)

(Objective 2) An inadequate defense of an opinion provides no reasoning as to where their beliefs come from and why they feel a certain way about that topic or situation. The defense of the opinion does not provide any support or is completely absent.

**Procedure:**

1. Start today’s class with a writing activity. For the first 10 minutes of class, have the students write about a time when they were accused of something they didn’t do. (10 minutes)
2. Bring the class back together by asking how the students felt when they were accused of something they didn’t do and why. What did they do to prove their innocence? Or did the person still think they did it in the end? (10 minutes)
3. Introduce the book, *Just Mercy*, by Bryan Stevenson. Explain the synopsis of the story and who Bryan Stevenson is and who Walter McMillian is. Don’t give too much away but do give them some context so they can look forward to beginning the unit. (10 minutes)
4. Before the unit begins on *Just Mercy*, have the students take the *Justice Opinion Survey*. This survey can be done before and after the unit to get a scope as to how the students opinions grow and change after reading the book. (This lesson plan’s assessment only covers the pre-reading survey.) Advise them that if they are unsure or don’t know anything about a topic that they can just say they do not have a stance on that subject. I would rather they say they don’t know rather than trying to “be right” or take a guess because that’s how misinformed and uneducated opinions begin. Make sure you read the directions with them carefully, so they understand what is asked of them. **This is not a quiz or a test.** The students will have the rest of the class period to fill out the survey and turn it in. (20-30 minutes)

**Differentiation:**

*Gifted Student*: This student will have an opportunity to provide a detailed opinion and rationale for their stance on the issue or topic. They could write out more of an essay-like structure, rather than short answer.

*ELL*: An ELL student may have trouble knowing some of the topic or issues presented. If they don’t know, that’s okay for the pre-reading survey. Though, a para or the teacher could sit down with the student and describe the situation, issue, or topic more in-depth than what is provided. As well, the teacher or para could have the student describe how they feel about the subject and write what they say down for them.

**Citation:**

This lesson was inspired by Milner, Milner, and Mitchell’s “Opinion Survey,” pages 141-142, *Bridging English*, Pearson, 2017.

**Attachments:**

* *Justice Opinion Survey*