

Herd Behavior

by CommnLit Staff

Difficulty: Easy Moderate Challenging

Text Type: Informational Literary

Text Complexity:

Quantitative: 1310L

Qualitative: While the text structure and language features are only moderately complex, there is a mixture of simple and more complex ideas that create the need to inference along a continuum of using direct textual evidence to requiring abstraction to make connections among ideas.

Writing Type: Argumentative Informational/Explanatory

About this Lesson

Do **NOT** read this to students.

The essay defines the social phenomenon of “herd behavior” and gives rationales for this type of behavior using historical references.

Materials:

- Copies of the student text (download from <https://www.commonlit.org/texts/herd-behavior>)
- Copies of the text dependent questions (see pages 7-9 in this document)
- Copies of *Knowledge Rating Scale* (see compendium page 36)
- Copies of the *HUGS* strategy (see compendium page 56)
- Copies of the *Sum It Up* graphic organizer (see compendium page 92)
- Copies of the *Eye Witness Testimony* graphic organizer (see compendium page 84)
- Copies of *Big Task Graphic Organizer* (see page 10 in this document)
- Copies of *Argumentative Writing Essentials* (see compendium page 96)
- Copies of *Argumentative Writing Graphic Organizer* (see compendium pages 98-103)
- Copies of the *Argumentative Writing Checklist* (see compendium page 114)



Phase 1: Key Ideas and Details

Orient

Step 1: Motivate (Modeled, Shared, Collaborative, Independent)

Explain that students will read an article about group behavior. Use the *Turning Headings Into Questions* strategy (see compendium page 21) and ask students to preview the article and turn the section headings into questions they will answer after reading the article.

Step 2: Introduce Big Task (Modeled, Shared, Collaborative, Independent)

Read the Big Task (see page 7 in this document).

Is it ever appropriate to follow the crowd? Write an essay in which you defend your position using evidence from the text, your own experiences, from history, or in literature.

Annotate the Big Task.

Step 3: Introduce TDQs (Modeled, Shared, Collaborative, Independent)

(See Step 6 below and TDQs 1-5 on page 7.)

Step 4: Address Vocabulary (Modeled, Shared, Collaborative, Independent)

Pre-teach essential vocabulary using the *Vocabulary Knowledge Rating Scale* strategy (see compendium page 35).

Word/Phrase	After Paragraph or Line	Student Friendly Explanation
posit	5	to put forward (an idea)
embolden	5	to make bold; encourage
hooliganism	6	violent or destructive behavior usually by young people
overzealous	6	overly excited
subtle	8	hard to notice or see; not obvious
connotation	2	an idea that is implied or suggested
irrationality	2	lacking reason or understanding

Step 5: Preview/Provide Context (Modeled, Shared, Collaborative, Independent)

Read the purpose setting statement:

Herd behavior is a term used to describe the phenomenon of compliance and unison in group conduct. The following article discusses the roots of herd behavior, as well as how it occurs in humans. As you read, take notes on the various causes behind herd behavior.

Engage

Step 6: Read Sections and Answer TDQs (Modeled, Shared, Collaborative, Independent)

Have students number each paragraph.

Ask students to draw a wavy line between paragraphs to show the sections to read.

Pause to ask the TDQs below after each section.

Use the *HUGS* strategy to highlight, underline, gloss, and summarize (see compendium page 55), focusing on Key Ideas and Details.

After Paragraph or Line	TDQ	Standard(s)
1	What does the author say about the origin of the term “herd behavior”?	RI.9-10.1
2	After reading paragraph 2, what can you infer about the effects of herd behavior by humans?	RI.9-10.1
2	What is the central idea of the article?	RI.9-10.2
5	How is the central idea of the article shaped by specific details? Use textual evidence to support your analysis	RI.9-10.2 RI.9-10.1
6 and 7	How does the author help the reader understand connections between ideas presented in the article? Use examples from the article in your analysis.	RI.9-10.3 RI.9-10.1

Reflect

Step 7: Reflect (Modeled, Shared, Collaborative, Independent)

Have students return to the questions they generated during the Engagement activity *Turning Headings Into Questions* and find the answers to the questions they generated in the article they just read. Encourage them to use the annotations they made while reading to assist with their answers. When students are done, have them share answers with in a small group and expand their answers based on feedback from their group.

Step 8: Practice Fluent Reading (Modeled, Shared, Collaborative, Independent)

Using the *Read Aloud* strategy (see compendium page 75), have students follow along in the text as you read paragraph 5 aloud. Ask students to pay attention to your rate, pauses for punctuation, and inflections. Ask students questions about your delivery and why you read it like you did.



Phase 2: Craft and Structure

Orient

Step 1: Review Key Ideas and Details (Modeled, Shared, Collaborative, Independent)

Have students share their annotations and answers to the TDQs. Encourage them to ask, “Why did you write that?” and “steal” any information they may have missed.

Step 2: Review Big Task (Modeled, Shared, Collaborative, Independent)

Review annotations and answers to TDQs from Phase 1 that might be useful in answering the Big Task.

Step 3: Introduce TDQs (Modeled, Shared, Collaborative, Independent)

(See Step 5 below and TDQs 1-4 on page 8.)

Step 4: Review Vocabulary (Modeled, Shared, Collaborative, Independent)

Use the *Anything Goes* strategy (see compendium page 41) with words from the *Vocabulary Knowledge Rating Scale*. Have students in a team and each team member is assigned a word and each member of the team will have to answer one question in the *Anything Goes* activity.

Engage

Step 5: Read Sections and Answer TDQs (Modeled, Shared, Collaborative, Independent)

Ask students to draw [brackets] around paragraphs to show the sections to read.

Pause to ask the TDQs below after each section.

Use the *HUGS* strategy to highlight, underline, gloss, and summarize (see compendium page 55), focusing on Craft and Structure.

After Paragraph or Line	TDQ	Standard(s)
5	Which words help the reader understand the meaning of “hooliganism” in paragraph 5?	RI.9-10.4
5	Reread paragraph 5. Which 3 words convey the author’s intent to show the negative impact of herd behavior?	RI.9-10.4 RI.9-10.1
All	How do the text features aid in understanding of the key concept of the article?	RI.9-10.5
5-7	Determine the author’s viewpoint on “herd behavior” and how he uses rhetoric to advance that viewpoint. Use examples from the article to support your analysis	RI.9-10.6 RI.9-10.1

Reflect

Step 6: Reflect (Modeled, Shared, Collaborative, Independent)

Using the *Sum It Up* strategy (see compendium page 91) have students create a summary statement of paragraph 5 using 20 words or less. Have students share their summary statements with the class who will judge who had the best summary statement using the fewest words.

Step 7: Practice Fluent Reading (Modeled, Shared, Collaborative, Independent)

Using the *Phrase Boundaries* strategy, (see compendium page 74) select a short passage to be read. Have students practice reading the passage independently and after a few moments, have them read the passage aloud to a partner.



Phase 3: Integration of Knowledge and Ideas

Orient

- Step 1:** **Review Craft and Structure** (Modeled, Shared, Collaborative, Independent)
- Review the Key Ideas and Details TDQs from Phase 1 and craft and structure TDQs from Phase 2. Use the responses from the *Sum it Up* activity from Phase 2 to generate small group discussions.
- Step 2:** **Review Big Task** (Modeled, Shared, Collaborative, Independent)
- Review annotations and answers to TDQs from Phase 2 that might be useful in answering the Big Task
- Step 3:** **Introduce TDQs** (Modeled, Shared, Collaborative, Independent)
- (See Step 5 below and TDQs 1-2 on page 9.)
- Step 4:** **Step 4: Review Vocabulary** (Modeled, Shared, Collaborative, Independent)
- Review essential vocabulary using the *Conversation Competition* strategy (see compendium page 44). Divide students up into small groups for this activity. The first group to finish must share their conversations with the class.

Engage

- Step 5:** **Read Section and Answer TDQs** (Modeled, Shared, Collaborative, Independent)
- Ask students to draw [[double brackets]] around paragraphs to show the sections to read.
- Pause to ask the TDQs below after each section.
- Use the *HUGS* strategy to highlight, underline, gloss, and summarize (see compendium page 55), focusing on Integration of Knowledge and Ideas.

After Paragraph or Line	TDQ	Standard(s)
2	What is the argument presented in the article?	RI.9-10.8
All	Assess the evidence presented in the article. Explain why the evidence is valid or invalid.	RI.9-10.8

Reflect

- Step 6:** **Reflect** (Modeled, Shared, Collaborative, Independent)
- Using the *Eyewitness Testimony* strategy (see compendium page 83), students use a three column graphic organizer to imagine events from their reading as if they were physically present during one of the events described in paragraphs 5 or 6.
- Step 7:** **Practice Fluent Reading** (Modeled, Shared, Collaborative, Independent)
- Repeat the *Phrase Boundaries* strategy using the same short passage. Have students read this passage to another student and gauge their speed and prosody.



Phase 4: Argue or Inform/Explain

Orient

- Step 1:** **Review Big Task** (Modeled, Shared, Collaborative, Independent)
Review the type of writing and content expected in the Big Task writing.
- Step 2:** **Review All Previous TDQs** (Modeled, Shared, Collaborative, Independent)
Review annotations and answers to TDQs that may be helpful when answering the Big Task, validating or redirecting as necessary.
- Step 3:** **Introduce/Review the Writing Essentials** (Modeled, Shared, Collaborative, Independent)
Introduce the *Argumentative Writing Essentials* (see compendium page 96).

Engage

- Step 4:** **Prewrite** (Modeled, Shared, Collaborative, Independent)
Fill out the *Big Task Graphic Organizer* (see page 10 in this document). Begin brainstorming reasons people follow the crowd. As students identify each reason, use the *Elaboration Techniques* handout (see compendium page 112) to help students select an appropriate elaboration technique.
- Step 5:** **Draft** (Modeled, Shared, Collaborative, Independent)
Using the *Argumentative Writing Graphic Organizer* (see compendium pages 98-103), ask students to begin drafting their essays. Remind students to use the *Elaboration Techniques* handout from Step 4 to select an appropriate way to elaborate for each “Body Paragraph” section on the graphic organizer.

After students have completed their *Argumentative Graphic Organizers*, arrange the pages to logically organize their information.

Have students write their final drafts.
- Step 6:** **Revise/Edit** (Modeled, Shared, Collaborative, Independent)
Encourage students to proofread their final drafts using the *Argumentative Writing Student Checklist* (see compendium page 114).

Reflect

- Step 7:** **Provide Individual Feedback**
Confer with individual students to discuss their paragraphs based on the *Argumentative Writing Rubric*.
- Step 8:** **Provide Group Feedback**
Review overall strengths and weaknesses with class. Share effective elaboration from one or two students’ essays. Share ineffective elaboration from one or two students’ essays and brainstorm possible revisions.

***Herd Behavior* Big Task and TDQs**

Phase 1: What does the text say?

THE BIG TASK

Is it ever appropriate to follow the crowd? Write an essay in which you defend your position using evidence from the text, your own experiences, from history, or in literature.

1. What does the author say about the origin of the term “herd behavior”?
2. After reading paragraph 2, what can you infer about the effects of herd behavior by humans?
3. What is the central idea of the article?
4. How is the central idea of the article shaped and refined by specific details? Use textual evidence to support your analysis.
5. How does the author help the reader understand connections between ideas presented in the article? Use examples from the article in your analysis.



Big Task Graphic Organizer

Before drafting your essay, use this template to help you:

1. Annotate the prompt
2. Determine the type of writing expected
3. Consider the audience
4. Clarify your purpose/task
5. Capture ideas you want to include

<p>The Big Task (Prompt)</p> <p>Is it ever appropriate to follow the crowd? Write an essay in which you defend your position using evidence from the text, your own experiences, from history, or in literature.</p>	<p>← Annotate the Prompt</p> <ul style="list-style-type: none"> • Mark the words indicating the type of writing. • Mark the topic(s) of the task. • Mark the task expectations.
<p>What type of writing am I creating? (Circle one.)</p> <ul style="list-style-type: none"> • Argument • Informative/Explanatory • Narrative 	<p>Who is my audience?</p>
<p>Questions to Consider</p> <ul style="list-style-type: none"> • What do I already know about the topic? • How have I handled similar tasks in the past? • What academic language will help me sound like an expert? 	
<p>What is my main/controlling idea OR argument (thesis statement)?</p>	
<p style="text-align: center;">What relevant ideas are worth including? ←</p> <p style="text-align: center;"><u>Evidence or ideas from the text, experiences</u> (3-5 bullets)</p> <ul style="list-style-type: none"> • <p style="font-size: small; margin-top: 20px;">Organize these ideas in a logical order. Number each bullet.</p>	<p style="text-align: center;">→ Why are they worth including?</p> <p style="text-align: center;"><u>Analysis or elaboration</u></p> <ul style="list-style-type: none"> •
<p>Ideas for my conclusion.</p>	