

The Third Wave

by Saul McLeoud

Difficulty: Easy Moderate Challenging

Text Type: Informational Literary

Text Complexity:

Quantitative: 1260L

Qualitative: While the text structure and language features are only slightly complex, the purpose is subtle yet easy to infer. Some discipline-specific content knowledge is required due to the mix of simple and more complex/abstract ideas.

Writing Type: Argumentative Informational/Explanatory

About this Lesson

In 1967, history teacher Ron Jones conducted a social experiment with the students in his history class to demonstrate how the German people could accept the actions of the Nazis. He was the only person who knew it was an experiment, and by the fifth day, it got out of control.

Materials:

- Copies of the student text (download from <https://www.commonlit.org/texts/the-third-wave/student-pdf>)
- Copies of the *Anticipation Guide* (see page 9 in this document)
- Copies of the text dependent questions (see pages 10-12 in this document)
- Copies of the *Exit Slips* (see compendium page 82)
- Copies of the *Eyewitness Testimony* graphic organizer (see compendium page 84)
- Copies of the *Informational/Explanatory Writing Essentials* (see compendium page 97)
- Copies of the *Big Task Graphic Organizer* (see page 13 in this document)
- Copies of the *Informational/Explanatory Writing Graphic Organizer* (see compendium pages 104-109)
- Copies of the *Elaboration Techniques* handout (see compendium pages 112-113)
- Copies of the *Informational/Explanatory Writing Student Checklist* (see compendium page 115)





Phase 1: Key Ideas and Details

Orient

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

Explain that students will read an article about what happens when a high school teacher conducts a social experiment with his history students. Distribute copies of the *Anticipation Guide* (see page 9 in this document and compendium page 7). As students read each statement, circle if they agree or disagree. Ask students to share and justify their answers.

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

Read the Big Task aloud (see page 10 in this document):

Why do people follow the crowd? Write an essay in which you examine this question, supporting your discussion using evidence from the text, your own experience, and other examples from literature, art, or history in your answer.

Annotate the Big Task.

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

(See Step 6 below and TDQs 1-6 on page 10.)

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

Pre-teach essential vocabulary (see *Vocabulary Direct Instruction* on compendium page 34).

Word/Phrase	After Paragraph or Line	Student Friendly Explanation
mythical	1	imagined; existing only in ancient stories
motto	1	a short sentence or phrase giving a rule on how to behave
drill(ed)	2	to teach by repeating the same lesson many times

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

Read the purpose setting statement:

In 1967, history teacher Ron Jones conducted a social experiment with the students in his history class. He was the only person who knew it was an experiment, and by the fifth day, it got out of control. As you read about the Third Wave social experiment, take notes in the margins and look for evidence to answer these important questions [sic]: What made the Third Wave so popular at Cubberley High School?

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 can you reasonably infer about the history teacher, Mr. Jones?	RI.9-10.1
1	Which specific detail or event in paragraph 1 first presents an indication of the central idea of the passage? Cite evidence to support your answer. <i>(Pause to consider highlighting, underlining, or glossing.)</i>	RI.9-10.2 RI.9-10.1
3	Why do you think the students “showed drastic improvement in their academic skills and tremendous motivation?” <i>(Pause to consider highlighting, underlining, or glossing.)</i>	RI.9-10.1
4	What made The Third Wave so popular at Cubberly High School? Support your answer with evidence from the text. <i>(Pause to consider highlighting, underlining, or glossing.)</i>	RI.9-10.1
5	How does the author connect the ideas in paragraphs 4 and 5?	RI.9-10.3
5	What is the central idea of the passage? How is it shaped and refined by specific details? Use textual evidence to support your analysis. <i>(Pause to consider highlighting, underlining, or glossing.)</i>	RI.9-10.2 RI.9-10.1

Reflect

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

Ask students to reread the statements from their *Anticipation Guide* (from Step 1) and circle if they agree or disagree after reading the text. Discuss if their responses did or did not change.

Encourage students to identify specific parts of the text which influenced them to keep or change their answers.

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

Explain that the motto, mentioned at the end of paragraph 1, should be read with expression.

Demonstrate reading the sentence with expression:

*Jones emphasized this main point of the movement when he created this catchy motto:
“Strength through discipline, strength through community, strength through action, strength through pride.”*

Use the *Choral Reading* strategy (see compendium page 72) and have students practice reading the sentence aloud with expression.



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” relevant information.

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 1-5 on page 11.)

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

Review essential vocabulary using the *Connect Two* strategy (see compendium page 43). Encourage students to brainstorm and explain how any two of the words may or may not go together (or give them words in two columns and have them pair the words and share their reasoning).

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)
1	Why might the author have chosen to include a background paragraph? What is the impact on the reader? <i>(Pause to consider highlighting, underlining, or glossing.)</i>	RI.9-10.4
4	How does paragraph 4 advance the central idea of the passage? Identify specific details from the paragraph to support your claim. <i>(Pause to consider highlighting, underlining, or glossing.)</i>	RI.9-10.5 RI.9-10.1
4	Why does the author believe the experiment got out of control? Cite evidence to support your response. <i>(Pause to consider highlighting, underlining, or glossing.)</i>	RI.9-10.5
5	What is the author’s tone? What words or phrases does the author use to convey this tone? <i>(Pause to consider highlighting, underlining, or glossing.)</i>	RI.9-10.6

After Paragraph or Line	TDQ	Standard(s)
5	What is most likely the author’s viewpoint on power and corruption? Cite evidence from the text to support your claim. <i>(Pause to consider highlighting, underlining, or glossing.)</i>	RI.9-10.6

Reflect

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

Use the *Exit Slip* strategy (see compendium page 81) and ask students to spend a few minutes responding to one of the following:

- Discuss one way the information in the text connects to the “real world.”
- What do you still need help understanding?

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

Practice fluent reading using the *Paired Reading* strategy (see compendium page 73). Select a sentence or paragraph that may have been challenging and model reading it with expression. Then have students practice reading the sentence/paragraph to each other with expression.



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 to the *Exit Slips* 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 12.)
- Step 4:** **Review Vocabulary** (Modeled, Shared, Collaborative, Independent)
Review essential vocabulary using the *Kick Me* strategy (see compendium page 46). Place one of the essential words/phrases from Phase 1 on each student’s back. Instruct students to pair up and begin asking questions in order to figure out the word on their own back.

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)
5	What is the author’s claim? Is the argument developed effectively? Cite evidence from the text to justify your reasoning.	RI.9-10.8 RI.9-10.1
5	Assess the evidence presented in the text and explain how the evidence validates or invalidates the author’s claim.	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 the Third Wave experiment.

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

Practice fluent reading using the *Paired Reading* strategy (see compendium page 73). Select a sentence or paragraph that may have been challenging and model fluent reading. Have students practice reading the sentence or paragraph to each other with expression.



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 *Informational/Explanatory Essentials* (see compendium page 97).

Engage

- Step 4:** **Prewrite** (Modeled, Shared, Collaborative, Independent)
Fill out the *Big Task Graphic Organizer* (see page 13 in this document). Begin brainstorming reasons people follow the crowd. As students identify each reason, use the *Elaboration Techniques* handout (see compendium pages 112-113) to help students select an appropriate elaboration technique.
- Step 5:** **Draft** (Modeled, Shared, Collaborative, Independent)
Using the *Informational/Explanatory Writing Graphic Organizer* (see compendium pages 104-109), 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 *Informational/Explanatory Writing Graphic Organizers*, arrange the pages to logically organize their information.

Have students draft their essays.
- Step 6:** **Revise/Edit** (Modeled, Shared, Collaborative, Independent)
Encourage students to proofread their drafts using the *Informative/Explanatory Writing Student Checklist* (see compendium page 115).

Reflect

Step 7: Provide Individual Feedback

Confer with individual students to discuss their paragraphs based on the [Informative-Explanatory 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.



Anticipation Guide

Name _____

Text *The Third Wave*

Read each item in the **Statement/Question** column below. Circle “Agree” or “Disagree” in the **Before Reading** column and be prepared to explain why. After reading, respond to the same items, circling “Agree” or “Disagree” in the **After Reading** column. Be prepared to discuss evidence from the text that supports why your responses changed or stayed the same, recording the page or paragraph number in the **Page or Paragraph** column.

Before Reading	Statement/Question	After Reading	Page or Paragraph
Agree Disagree	1. Being a part of the crowd is a good thing.	Agree Disagree	
Agree Disagree	2. Leaders have the best interests of their followers.	Agree Disagree	
Agree Disagree	3. Discipline is more important than freedom of opinion or expression.	Agree Disagree	
Agree Disagree	4. Community is more important than individuality or personal interests.	Agree Disagree	

The Third Wave Big Task and TDQs

Phase 1: What does the text say?

THE BIG TASK

Why do people follow the crowd? Write an essay in which you examine this question, supporting your discussion using evidence from the text, your own experience, and other examples from literature, art, or history in your answer.

1. What can you reasonably infer about the history teacher, Mr. Jones?
2. Which specific detail or event in paragraph 1 first presents an indication of the central idea of the passage? Cite evidence to support your answer.
3. Why do you think the students “showed drastic improvement in their academic skills and tremendous motivation?”
4. What made *The Third Wave* so popular at Cubberly High School? Support your answer with evidence from the text.
5. How does the author connect the ideas in paragraphs 4 and 5?
6. What is the central idea of the passage? How is it shaped and refined by specific details? Use textual evidence to support your analysis.

The Third Wave TDQs

Phase 2: How does the text say it?

1. Why might the author have chosen to include a background paragraph? What is the impact on the reader?
2. How does paragraph 4 advance the central idea of the passage? Identify specific details from the paragraph to support your claim.
3. Why does the author believe the experiment got out of control? Cite evidence to support your response.
4. What is the author's tone? What words or phrases does the author use to convey this tone?
5. What is most likely the author's viewpoint on power and corruption? Cite evidence from the text to support your claim.



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>Why do people follow the crowd? Write an essay in which you examine this question, supporting your discussion using evidence from the text, your own experience, and other examples from literature, art, or history in your answer.</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>	