Conformity Concoctions

Main Goal

Students will understand conformity and nonconformity as it relates to interplay in human groups.

Affective: Foster students' open-mindedness toward (rather than disapproval of) nonconformity. [For clarification of this affective purpose, please see the explanatory note on page 11.]

Subgoal

To have students generate additional instances of conformity and corresponding "nonconforming" cases.

Lesson Context

Knowledg	Knowledge and Cultural Understanding		tainment and Social Participation
X	Historical Literacy		Basic Study Skills
	Ethical Literacy	X	Critical Thinking Skills
X	Cultural Literacy		Participation Skills
	Geographic Literacy	Democratic Understanding and Civic Value	
	Economic Literacy	X	National Identity
X	Sociopolitical Literacy		Constitutional Heritage
This lesson relies on Lesson 1 (or equivalent knowledge)			Civic Values, Rights, and Responsibilities

Conformity Concoctions

Concept Building Objective

When given (via a cluster of symbols or statements) a grouping where the members are "in harmony" (i.e., they are alike on readily recognizable attributes), the students will





be able to create one or more additional individuals *to conform* or *to not conform* to the grouping, whichever is requested.

Materials

Per student: Duplication Sheets 1-3—"Appearance;" "Actions;" "Thinking" (Optional, per student) Duplication Sheet 4—"Solve My Puzzler"

Strategies

Advance Note: Each of Sheets 1-3 contains columns constructed to help you reach the objective. They target different areas of compatibility (appearance, actions, and thoughts). The left column of each sheet consists of clusters of stimulus objects. The remaining columns contain examples and space for students' entries. It is advisable to work through at least one or two rows initially along with the students. You may choose your own method to accomplish the objective, or you may direct students to examine each cluster in turn, performing these tasks:

- 1. Examine the cluster for clues to why the members seem to belong together.
- 2. Look at the figures in the same row, second column. These are one or more items that are not exactly identical to any in the cluster, but are items that somehow *conform* (blend in). Try to imagine the rules that also permit these objects into the cluster, and state your rule(s). [For example: "like an arrow at just one end, is not straight (one bend)," etc.]
- 3. Use your rules to create in the blank space (same row) an item which is also "conformist" [You may ask students to explain how it is that any new items they make do belong to the grouping. Do not expect identical rules from all students. It is possible for different rule statements to suit the circumstances equally well.]
- 4. Look at the figures in the same row, fourth column. These are one or more items that are "nonconformist" (that is, would be out of place when compared to the rules for the other two columns. Try to see what rules they break (how they *stand out* from the cluster).
- 5. Create in the right-hand space another item that does not blend in (would be out of place when compared to the cluster). [Students can

explain why they think the item would be noticed if placed among the stimulus grouping.]

Appraisal of Understanding

- 1. Student has completed the conform/nonconforming table(s) with written evidence of performance)
- 2. Transfer/Assessment: You can create additional tables of stimulus examples for students to conduct the same tasks. If for assessment, you may wish to combine the three patterns and present them in one table:
 - Row 1) objects are symbols
 - Row 2) objects are diagrams differing slightly in appearance but showing the "same" action; and
 - Row 3) objects are sentences commenting in a single topic domain.

Continuation Activities

1. a) Students can fold and label three spaces on a blank page and then invent their own sets of similar objects (or write their own sentences) for the left-hand column.

Here is a compatible group	Add a conformist	Add a nonconformist
(student fills in) ½ page	½ page	½ page

- b) Exchange papers and have other students complete the other two columns. Return the papers to their creators for checking.
- 2. Using "Solve My Puzzler" (Duplication Sheet 4), students can create a "mystery set" of six thoughts—five conforming and one that does not. Other students solve the mystery by identifying the nonconforming thought.

Appearance

Name_____

A Conforming Group	Conformers (fit in the group)		Nonconformers (won't fit the group)	
Seem to belong together	Blend in	State rule(s)—Draw more	Noticeably different	Draw more
You make this set.				

Action

Name_____

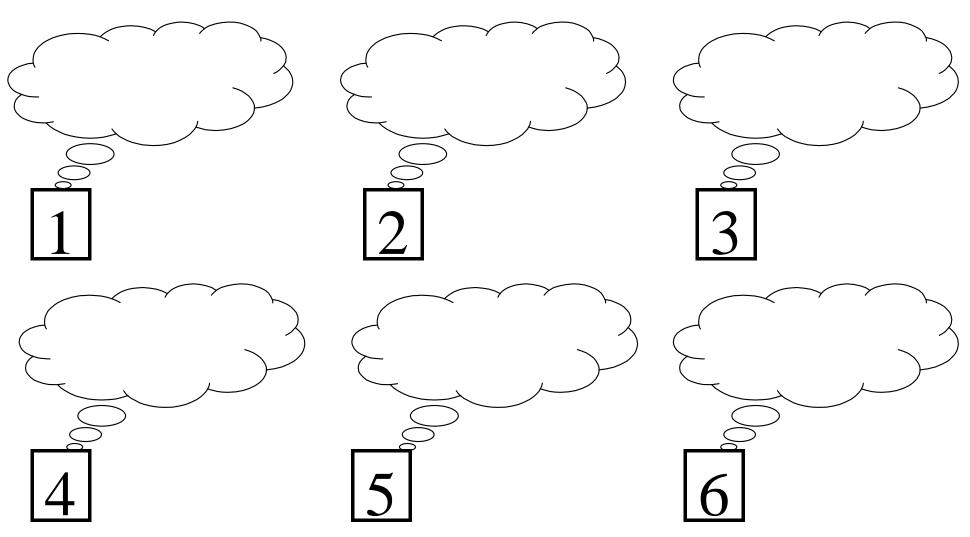
A Conforming Group	Conformers (fit in the group)		Nonconformers (won't fit the group)	
Seem to belong together	Action blends in	State rule(s)—Draw more	Noticeably different	Draw more
			Se S	
You make this set.				

Thinking

A Conforming Group	Conformers (fit in the group)		Nonconformers (won't fit the group)	
Seem to belong together	Blend in	State rule(s)—Write more	Noticeably different	Write more
I'm going to watch "Beavis and Butthead." I plan to see Tiger play on Channel 28. I'm going to tune in to "Survivor"."	I guess I'll catch a good nature program on the Discovery Channel tonight.		I think I will start to read "The Secret House" today.	
I think I'll go watch some public TV.				
I think I will get a tattoo of an eagle on my shoulder.	I'm getting my hair streaked in day-glow orange.		Everybody is changing their appearance; but I can't see	
I am going to get my lip pierced.			doing that myself.	
I am getting a "Love You" tattoo on my other arm.				
I am going to get another ear pierced.				
I support the "Black Hawks." The "Cardinals" are the greatest team in the whole state.	There is no better team than the "Panthers."		Actually, what does it really matter which team comes out on top in the conference games	
I am rooting for the "Silver Blades."			this weekend?	
Of all teams in our region, the "Cougars" are my favorite.				
I believe the Protestant Bible is the only correct religious scripture. I trust in the Bhagavad Gita as the only accurate religious book.	I believe the Hebrew Bible is the only correct religious book.		I don't think any one book in the world is the only correct book.	
The Koran is definitely the one true religious book.				
I believe the Buddah's sayings make the only right religious teachings.				
You make this set.				
				Concept Lesson 2, Sheet 3

Solve my puzzler—Who is the DIFFERENT DRUMMER?

This puzzler was produced by:



The CONFORMING GROUP thinks:

But not Person #