**Stanford Prison Experiment**

Directions:

1. Before, during and after this 11 step assignment, consult the rubric to be sure your work matches the “4.0” columns’ descriptions.
2. As you free write (on the back of this page) about the following questions, cite specific examples from the human experience, from your life specifically and from texts. “What happens when you put good people in an evil place? Does humanity win over evil, or does evil triumph? Are humans inherently evil or benevolent?” Draw a line across your paper to show where your answers to these free write questions stops.
3. Go to <http://www.prisonexp.org/>
4. Click “Take the slide show”
5. Read each slide and view the pictures of each slide.
6. After reading each slide, click the “Next Page” green arrow at the bottom of the screen.
7. Each time you read a “Discussion Question” with a magnifying glass, go talk to a different student in class about the question. This doesn’t have to be a long conversation. A two minute exchange of ideas will suffice. Chat with a different classmate for each new discussion question. This means physically getting out of your chair and discussing the ideas with a classmate. Mr. Foster counts as a “classmate” for this activity. Add some of the most interesting responses from your classmates to your free write; have your classmate sign his/her comment that you summarized on your free write. Draw a line across your paper to show where the partner answers that you added to these “Discussion Questions” stops.
8. When you reach the last slide, click on a few of the supplemental texts from the bibliography. For further research on the topic, pursue a few of these texts on your own, not right now.
9. Review your free write from step two. Add to it, amend it or revise it as you see fit after viewing this slide show. Make more or new connections. Circle this amended response. This writing will be assessed using the rubric below.
10. Click on the “Discussion Questions” button at the top right. Read and respond to questions 2, 7, 8 and 11. Write your answers on the back of this page. Attach an additional sheet of paper if needed, and it will probably be needed. This writing will be assessed using the rubric below.
11. Turn in the following in this order all stapled together:
    1. This page as the top page with your name on it. Grade yourself on the rubric below by shading in the areas that accurately assess your work today.
    2. Clearly labeled free write from step two.
    3. Clearly labeled partner responses to the “Discussion Questions.”
    4. Circled amended to your free write from step two
    5. Clearly labeled, thorough answers to the discussion questions 2, 7, 8, and 11.

**My Score= Shaded Foster Score = Circle**

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| **Learning Targets** | 4.0 | 3.0 | 2.0 | 1.0 |
| **Comprehend** and  explain the **literal** main  ideas and detail of a text | **I can insightfully**  **explain** the author’s  “big picture” & details  **accurately beyond**  **teacher’s expectations.** | **I can plainly explain**  the author’s “big  picture” & details **relatively**  **accurately and**  **consistently.** | **I can just mention** the  author’s “big picture” & details  **somewhat accurately and**  **somewhat consistently.** | **I struggle to identify**  author’s “big picture” & details  I have **some inaccuracies**  **and/or need teacher assistance.** |
| **Support =** Cite and explain accurate and relevant **evidence** to **support** claims and/or counter claims | I can use an **abundance** of  evidence that is **reliable,**  **specific, relevant,**  **unbiased** & directly proves  my thesis beyond teacher  expectations. | I can use a supply of  evidence that is **respectable,**  **specific, useful, unbiased**  and proves the thesis. I do  this consistently for every  argument/reason. | Some evidence I used is  **helpful, relevant, unbiased**  and works to prove the  thesis. I am sometimes  inconsistent or inaccurate  with my argument support | I used little to no evidence;  it is **unreliable, vague,**  **irrelevant, biased**,  plagiarized and/or doesn’t  directly prove the thesis. I  require teacher help to show  evidence for arguments |