

# Temple Grandin

## WCBF 6-7

<p><b>Objective:</b> Students will gain an understanding that individuals with autism have strengths.</p>	<p><b>IRP PLO(s) addressed:</b> Grade 6, English Language Arts B4: <i>demonstrate comprehension of visual texts with specialized features</i> Grade 6, English Language Arts B8: <i>respond to selections they read or view</i> Grade 7, English Language Arts B4: <i>demonstrate comprehension of visual texts with specialized features and complex ideas</i> Grade 7, English Language Arts B8: <i>respond to selections they read or view</i></p>
<p><b>Materials needed:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Temple Grandin</i> DVD</li> <li>▪ Movie worksheet</li> </ul>	

	Teacher guide		Student guide
<b>Opening</b>	Time 5 min	<p>Teachers are encouraged to watch the <i>Temple Grandin</i> movie before the class watches it together.</p> <p>Ask students if they have heard of Temple Grandin. She is an individual with autism who is a professor, best-selling author, autism activist, and a livestock consultant.</p>	Students share what they know.
<b>Pre-Activity</b>	5 min	Hand out the Movie worksheet and have students read over the questions.	Students review worksheet.
<b>Activity</b>	60-110min	<p>View film and tell students to complete the worksheet throughout the movie.</p> <p>The film can be stopped at the halfway mark (the scene when Dr. Carlock gives Temple the optical illusion assignment) or continued.</p> <p>At the end of the movie, give students five minutes to finish completing their worksheet.</p>	Students watch the film and complete the worksheet.
<b>Closure</b>	5 min	<p>Review the movie worksheet as a class. Refer to the movie worksheet answers to help guide the discussion.</p> <p>Remind students that Temple is one individual with autism and this is her unique experience.</p>	Students share their answers.

<p><b>Adaptations:</b></p> <p>⇒ Have students watch the trailer or clips from the movie and discuss what they see.</p>
--

<p><b>Extension Activity:</b></p> <p>⇒ Independent research on Temple Grandin and other individuals with autism</p>
---

**Reflection:** What went well? What needs to be changed for next time? What did I observe about my students? What would better facilitate my teaching of this topic? What needs to be considered for subsequent lessons on this topic?

Name: \_\_\_\_\_

Temple Grandin: The Movie

It is important to remember that Temple is one individual with autism - everyone's experience is different.

- 1) What are some of Temple's strengths?
  
- 2) What did Temple do to improve the lives of animals?
  
- 3) Why was Temple's elementary school a good environment for her?
  
- 4) Why did Temple play pranks on her classmates in junior high?
  
- 5) What challenges did Temple have to overcome in her research and work?
  
- 6) What is meant by "different, not less"?