**ELA lesson plan for unit: *Human Dignity: WWII and the Holocaust***

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| **OVERVIEW** | | | |
| Lesson Title: **What is Obedience?** | | Unit Title: **Human Dignity** | |
| Lesson #: **2** | CCRS and GLE Range: ( **4-8) C and D** | Class Level: **Pre**-**HiSET (STAR)** | |
| Length of Lesson in # of Hours: **1.5** # of Classes: **4 total=12** | | Teacher(s): **Joan Schottenfeld** | |
| **STAGE 1 – PLANNING for DESIRED RESULTS** | | | |
| **LESSON OBJECTIVES** | | | |
| *By the end of this lesson, students will be able to:*   * Understand the difference between obedience and blind obedience * Understand when it is a good time to resist authority * Understand and be able to use the vocabulary of obedience and resistance * Read more fluently with sufficient rate, prosody and accuracy * Use summarizing as a comprehension strategy | | | |
| **CCR LEVEL-SPECIFIC STANDARDS THAT SUPPORT AND ALIGN WITH THE LESSON OBJECTIVES** | | | **KEY INSTRUCTIONAL SHIFTS** |
| **R1 B&C**=Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text  **R2 B&C**=Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas  **R6 B&C**=Assess how point of view or purpose shapes the content or style of a text.  **W3 B&C**=Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequence  **L6 B&C**=Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression  **S&L1 B&C**=Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively  **S&L3 B&C**=Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric | | | *addressed in this lesson*   |  |  | | --- | --- | | X | Practice with complex text and its academic language | | X | Ground reading, writing, and speaking in evidence from literary and informational texts | | X | Build knowledge through content-rich nonfiction | |
| **ESSENTIAL QUESTION(S)** *(optional)* | | |
| * **Why do some people follow blindly, obediently while others resist?** * **When is obedience necessary? Resistance?** * **Who decides whether to obey or resist?** | | |
| **PRIOR KNOWLEDGE NEEDED** | | | |
| Lesson #1 needed: **Prejudice and Stereotypes** | | | |
| **STAGE 2 – EVIDENCE of LEARNING** | | | |
| *Ways that students and I will know the extent to which objectives have been met:*   * In the STAR class, students will document their vocabulary knowledge by doing the following:   + Filling out knowledge rating charts to document their learning process   + Filling out quadrant charts or using index cards and/or notebooks to keep records of word meanings and word usage examples   + Completing fill-in-the blanks exercise work sheets   + Completing “Read and Respond” exercises orally and in writing   + Completing “Yes, No, Why” question sheets orally and in writing * During their writing class:   + Students will write /discuss how prejudice and stereotyping has affected their lives and will write their thoughts in their writing journal.   + Students will read their entries to the class   + The class will discuss their entries. | | | |
| **STAGE 3 -- ACTION** | | | |
| **Materials**:   * Number the Stars by Lois Lowry * **Please Continue** from Six-Way Paragraphs Reading in the Content Area: Social Studies: “Do You Take the Oath?”   **INTRODUCTION**  Students will learn when it is a good time to obey and when to resist. | | | |
| **STAR Classes**  Day 1: Students will be introduced to the words and respond to prompts so they can hear the word used in different contexts.  Day 2: Fill in the blanks exercise and review  Day 3: Read and Respond (using material from Survivor accounts)  Day 4: Yes, No, Why  *Each STAR class will cover Vocabulary, Fluency, Comprehension and Alphabetics as needed.*  Vocabulary (30 min):  Students will learn the following Tier II words:  ***obedience, resistance, oath, blind/unconditional, conformity***  Words will be defined and used in context using prompts.  Fluency (20 min): (Collaborative Oral Reading)  Students will read Number the Stars out loud practicing fluency, prosody and accuracy to increase comprehension.  Students will read Number the Stars collaboratively throughout the unit for 20 minutes each session.  Comprehension (30 min): (Summarizing)  Students will read about psychologist, Stanley Milgram’s experiment focusing on the conflict between obedience to authority and personal conscience.  They will find the Topic and Main Point for each paragraph to summarize the results of the experiment.  Afterwards we will discuss Milgram’s conclusion, that “ordinary people, simply doing their jobs, can become agents in a destructive process.”  Students will learn the following comprehension strategies throughout the unit:   * K-W-L charts * Summarizing * Text Marking and Questioning using the following materials: survivor interviews, German citizen accounts, Nazi perpetrator accounts, liberator interviews.   **Separate class, 90 minutes**: **Writing and Discussion**  Students will use the 90 minute writing class to further explore the texts that have been introduced during the Comprehension sections of the class.  Students will read, “Do You Take the Oath?” from the lesson, “Obedience” in the Holocaust unit on the Facing History and Ourselves website.  Students will write in their journals about a time when they were asked to take an oath and what they did.  Afterwards we will discuss their writing and explore the difference between the Pledge of Allegiance and the oath that the Germans were forced to take before WWII. | | | |
| **CLOSING**  Exit cards: Students will define the term obedience and write one question they have about obedience. | | | |