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

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| **OVERVIEW** |
| Lesson Title: **Bystanders and Upstanders** | Unit Title: **Human Dignity** |
| Lesson #: **4** |  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 world’s reaction to the Holocaust
* Understand why some people stand by during times of injustice while others try to prevent or stop injustice
* Use the vocabulary of the bystander and upstander
* Read more fluently with sufficient rate, prosody and accuracy
* Use summarizing and questioning as a comprehension strategy

Albert Einstein, the Nobel Prize–winning scientist who emigrated from Germany because of his Jewish heritage, declared, *“The world is too dangerous to live in—not because of the people who do evil, but because of the people who sit and let it happen.”* |
| **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**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**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 | *addressed in this lesson*

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| X | Practice with complex text and its academic language |
| X | Ground reading, writing, and speaking in evidence from literary and informational texts |
|   | Build knowledge through content-rich nonfiction |

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| **ESSENTIAL QUESTION(S)** |
| * **Why did individuals and countries not respond to the information that they were given about what was happening in Nazi Germany?**
* **What were the consequences for their inaction?**
* **Why do some people do nothing while others are moved to action when faced with injustice?**
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| **PRIOR KNOWLEDGE NEEDED**  |
| **Prior Lessons needed**: Prejudice and Stereotypes; What is Obedience?; The Holocaust |
| **STAGE 2 – EVIDENCE of LEARNING** |
| *Ways that students and I will know the extent to which objectives have been met:** In STAR classes, students will document their vocabulary knowledge by:
	+ 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 a letter to the editor
	+ following a terrorist action or killing in their neighborhood
	+ addressing the question of when to stand up to injustice and help others and
	+ the consequences of being a mere bystander.

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|  **STAGE 3 -- ACTION** |
| **Materials**: * Number the Stars by Lois Lowry
* Lesson 15 handout 1 from Reading 5, “Fateful Decisions” from the Facing History and Ourselves website

**INTRODUCTION**Students will explore what the consequences of being a bystander are. |
| **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 reviewDay 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:***Bystander, Upstander, Liberator, Rescuer, Collaborator, Consequences, Historical Context***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 and QuestioningStudents will read Lesson 15 handout 1 from Reading 5, “Fateful Decisions” from the Facing History and Ourselves website. They will find the topic and main point of every paragraph and formulate, Who, Why, When, where, How questions to try and understand what choices upstanders and bystander make and why.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 write a letter to the editor/internet site facilitator based on an article that reports a terrorist action, or a killing in their neighborhood. They will address the following questions:* Under what circumstances do you think it is appropriate to stand by while conflict or injustice occurs?
* Under what circumstances do you think it is especially important to stand up to injustice?
* What is your responsibility as an individual who lives and works in larger communities—in a school, a family, a neighborhood, a nation, a world?
* What advice can you give to friends and/or family about their role as individuals living in a larger community?
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| **CLOSING**Through his experience writing the book, The Courage to Care, about rescuers during the Holocaust, Phillip Hallie shares, *“I learned that ethics is not simply a matter of good and evil, true north and true south. It is a matter of mixtures, like most of the other points on the compass, and like the lives of most of us. We are not all called upon to be perfect, but we can make a little, real difference in a mainly cold and indifferent world.**Goodness, like evil, often begins in small steps. Heroes evolve; they aren’t born.”** Whom do you feel you have a responsibility to care for and protect?
* How can your answer to the first question help you make decisions about how to act and how to treat others?
* What have you learned from this unit that could help you make decisions in the future?
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