8th Grade WHOLE UNIT PLAN {please see related Individual Lesson Plan below}

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| **Stage 1 Desired Results** |
| ESTABLISHED GOALS (www.corestandards.org) Reading:**Key Ideas and Details**1. 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.**Craft and Structure**6. Assess how point of view or purpose shapes the content and style of a text.**Integration of Knowledge and Ideas**9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.Writing:**Text Types and Purposes**1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**Production and Distribution of Writing**6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**Range of Writing**10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | ***Transfer*** |
| *Students will be able to independently use their learning to…* Speak out against injustice & oppression in all of its forms. [Big Idea: Power, Human Condition]Safeguard the freedoms of democracy. [Big Idea: Fairness]Uphold the sacredness of all human life. [Big idea: Freedom] |
| ***Meaning*** |
| UNDERSTANDINGS *Students will understand that…*There are many “crucial moral lessons”(Schweber and Findling, 2007) related to the Holocaust, including but not limited to:* The murder of innocent people is always wrong.

Situations like the Holocaust are occurring in present day and every person has the inherent responsibility to prevent such acts.Every life has value.Learning from loss can extend the possibility of hope. | ESSENTIAL QUESTIONS * What are the politics and consequences of war, and how do these vary based on an individual or cultural perspective?
* In a culture where we are bombarded with other people trying to define us, how do we make decisions for ourselves?
* What is the relationship between freedom and responsibility?
* In the face of adversity, what causes some individuals to prevail while others fail?
* How do authors use the resources of language to impact an audience?
* Why do we bother to study/examine the past, present or future?
* How does what we know about the world shape the way we view ourselves?
* How are people transformed through their relationships with others?
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| ***Acquisition*** |
| *Students will know…**Vocabulary terms related to genocide, racial tensions, personal freedoms and rights, and court cases.* | *Students will be skilled at…*  |
| **Stage 2 - Evidence** |
|  | **Assessment Evidence** |
|  | PERFORMANCE TASK(S) [from the unit as a whole]:Put Adolf Hitler on trial for his crimes against humanity. In a group, create a mock courtroom and using “evidence” from personal narratives, two students will defend and two students will prosecute Hitler, relating all charges to our Essential Questions.Higher-level Variation: Using knowledge of current events, choose a contemporary or recent person of interest to try for crimes against humanity. Can be related to slavery, human-trafficking, abortion, genocide in Africa, euthanasia of shelter animals, etc. Draw correlations between the chosen situation and the facts of the Holocaust.  |
|  | OTHER EVIDENCE [from the unit as a whole]: Read one (or more) books from this list (<http://www.classroomhelp.com/holocaust/books.html>) or this list (<http://www.thejewisheye.com/rl_memoris.html>) and complete a Book Report. The student’s book report should include textual citations related to literary devices as well as an exploration of how the book addresses (or answers) our Whole Unit Essential Questions. Engaged participation on [www.kidblog.com](http://www.kidblog.com) (described below) and informative, thoughtful participation in class discussions.A written letter encouraging the student’s future self to stand up for the rights of \_\_\_\_\_\_\_\_\_\_ .A written letter to Europeans of the past, encouraging them to stand up for the rights of Jews of the Holocaust era.A written fictional story depicting a character making tough but “right” choices, in terms of personal freedoms and responsibilities. |
| **Stage 3 – Learning Plan** |
| *Summary of Key Learning Events and Instruction*<one day’s lesson, below> |

**It is important to note that the following lesson would be in the middle of a unit on the Holocaust. The class would be learning about the Holocaust as well as current political and human-condition situations that mirror the Holocaust. Students would be exploring their personal responsibilities to mankind.**

One day:

**Lesson Title –**

The Value of Life

**Concept / Topic –**

The Sanctity of Life

The Balance of Personal Freedoms and Responsibilities

The Role of Government in These Areas

**Lesson Goals –**

The student will understand that while not every person has freedom of choice humans are most always able to determine their own actions.

The student will understand that every person has a responsibility to protect innocent lives.

The student will know the meaning of the terms Pro-Choice, Pro-Life and the facts surrounding abortion*.*

**Required Materials –**

Signed Permission Slip from parents allowing us to discuss sensitive topics

5 Posterboards, one per group

Touch of Life Fetus Model Sets, sized from the earliest point of conception possible to full-term baby size, about 9 pounds

A PowerPoint presentation with slides showing:

* Syvester Stallone’s story (read it here: <http://getbusylivingblog.com/7-famous-people-who-found-success-starting-in-their-30s/> )
* A picture of Colonel Sanders, who became a fried chicken mogul at age 65
* A work of art by Grandma Moses, who started painting at age 76
* Justin Bieber’s story (read it here: <http://www.teenbreaks.com/pregnancy/justin-bieber.cfm> )

**Anticipatory Set –**

The teacher will assign students to one of seven groups. Groups are given 5 minutes to fill out their posterboard, answering the question they are given:

Group 1 “What rights should a person have inherently?”

Group 2 “What decisions should be made for a person who does not have the ability to make decisions for themselves?”

Group 3 “When should rights be taken away from a person?”

Group 3 “What personal rights should a government be involved in?”/“What rights should they be able to take away without cause?”

Group 4 “What choices can you make for yourself (think long term)?”

Group 5 “Who qualifies as a ‘person’?”

Group 6 “What contributions should a person make to society to be considered ‘valuable’?”

Group 7 “At what age does a person become valuable to society?”

Each group will then be given 1 minute to read their results to the class.

**Step-by-Step Procedures:**

After the Anticipatory Set, the teacher will present the PowerPoint slides, discussing the merits of each person’s achievements while pointing out their age or the difficult situations they overcame.

Passing the posterboards two groups to the left, each group will now have a new board. The teacher will give groups two minutes to discuss and reevaluate the statements on their new posterboard, in light of the people’s lives from the PowerPoint presentation. Do the answers still make sense or seem “right”.

Next, individually, every student will fill out a 3-column chart labeled Past/Present/Future. The teacher will ask students to fill in as many positive contributions they can think of that they have made in the past, that they are making in the present, or they think they will make in the future. {This relates to self-concept, self-esteem, and self-efficacy – all developmentally appropriate concepts for the early adolescent. This activity also meets directives for both LD and Gifted Learners. See this article for LD support: <http://www.ncld.org/students-disabilities/ld-education-teachers/can-school-based-interventions-enhance-self-concept-students-ld> and this article for Gifted support: <http://expertbeacon.com/effective-strategies-developing-self-esteem-your-gifted-child#.VHUL4lfF8m8> }

Then, the teacher will hand out the Touch of Life Fetus Model sets, to be passed around to all students. Every student should hold at least one model in their hand. The teacher will write the following statistic on the board, “There are approximately 1.21 million abortions in America each year” (Retrieved from <http://www.operationrescue.org/about-abortion/abortions-in-america/> ).

The teacher will ask, “What if you had been aborted?” There will be 3 minutes of silence while students reflect on that idea.

Then, groups will again pass their boards two to the left. The teacher will write additional questions on the board: “Do pre-born babies have rights? Why or why not? Think about the future lives they might lead.” The teacher will give groups 10 minutes to discuss and reevaluate the statements on their new posterboard, in light of the these new parameters.

**Assignment (to be completed in the next two class days, along with more class discussions) –**

Students will choose from presentation mediums - written essay, PowerPoint, original song, speech, or artistic collage - with the overall purpose of arguing for their own lives. Students should be able to convey several reasons why they have past, present, and future value to their community, their nation, and mankind as a whole.

**Assessment –**

* The teacher will create a rubric for the above assignment to assess the level of understanding of the Essential Question, “What is the relationship between freedom and responsibility?”

**Technology Integration –**

*{Ongoing, within the unit}* Students will participate daily from home or from the classroom, on [www.kidblog.org](http://www.kidblog.org). Students will answer thought-provoking journal-style prompts, reflect on their daily reading (in relation to our Essential Questions) and respond to classmates’ posts. In this way, students can compare the styles, techniques, and perspectives of their chosen personal narratives with those chosen by other students.

[*On this day, related to the day’s lesson,* the homework prompt will be: Read the article, “Abortion: Women’s Choice or Modern Holocaust” and write at least one paragraph to state your opinion and logical reasoning on the question, “When does life begin?”]

Other Uses of Technology -

Students will research current events using web searches and online news media.

Students may choose to create a PowerPoint presentation as part of their Book Report.

**Adaptations –**

Students may write a letter to their future self, encouraging that future self to make good choices when faced with challenges.

**Extensions –** For some students, this topic may bring up family history or other emotional aspects that would best be dealt with by a school or professional counseling. The teacher will keep eyes and ears open for this type of situation and make immediate referrals as necessary.

References:

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010) Common Core State Standards. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C. Retrieved from [www.corestandards.org](http://www.corestandards.org)

Schweber, Simone., & Findling, Debbie. (2007). Teaching the Holocaust. Retrieved from <http://www.torahaura.com/samples/57616.pdf>

Scotch Plains Fanwood. (2009). Understanding by Design: Using “Backward Design” to create meaningful units of study. Retrieved from <http://www.slideshare.net/jdumaresq/understanding-by-design-the-basics>