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

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| **OVERVIEW** | | | |
| Lesson Title: **Prejudice and Stereotypes** | | Unit Title: **Human Dignity** | |
| Lesson #: **1** | CCRS and GLE Range: **C and D, 4-8** | 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 concept of prejudice, and how it affects the way we treat people who are different from us * Understand how prejudice has affected us * Understand where stereotypes come from, how they are used and how they can cause harm * Understand how stereotypes separate us from other people * Understand and be able to use the vocabulary of prejudice * Read more fluently with sufficient rate, prosody and accuracy * Use questioning 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 | | | *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 | |  | Build knowledge through content-rich nonfiction | |
| **ESSENTIAL QUESTION(S)** | | |
| * **Who decides a person’s worth?** * **What defines us as a group? An individual?** * **Why are we afraid of the “other” i.e. different people?** | | |
| **PRIOR KNOWLEDGE NEEDED** | | | |
| **N/A** | | | |
| **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 * The House on Mango Street by Sandra Cisneros, “Those Who Don’t”   **INTRODUCTION**  Students will explore why they automatically consider someone who is different to be dangerous.  Students will learn to question stereotypes and learned prejudices. | | | |
| **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: *Stereotype, Prejudice, Trait, Instinct, Compassion, Empathy*  Words will be defined and used in context using prompts.  Fluency (20 min): (Collaborative Oral Reading)  Students will read Number the Stars collaboratively throughout the unit for 20 minutes each session.  Students will read Number the Stars out loud practicing fluency, prosody and accuracy to increase comprehension.  Comprehension (30 min): (Questioning)  Students will read “Those Who Don’t” from The House on Mango Street.  They will use the questions, Who, Why, What, Where, and How to unearth the prejudice and stereotyping that Esperanza senses both from the people who pass through her neighborhood and from the people who live in her neighborhood. We will then discuss how we tend to believe the stereotypes that we’ve been taught and what we can do to escape them.  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 for The House on Mango Street**  Students will choose to either imagine what strangers passing through their neighborhood think of them or what they feel passing through a neighborhood of culturally different people. They will write their thoughts in a journal. Afterwards the class will share their observations with each other.  Students will use the 90 minute writing class to further explore the texts that were introduced during the Comprehension sections of the class. | | | |
| **CLOSING**  After reading Number the Stars and Those Who Don’t, how do you feel prejudice and the creation of stereotypes influences how we treat people?  Have you ever felt that you were treated badly because of how you were stereotyped? | | | |