Analyzing War Using the Society vs Society and Man vs Society Conflict Types

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This curriculum unit is recommended for:
Foundations of English, English I, II and English XR courses

Keywords: Peace, War, Battle

Teaching Standards: See Appendix 1 for teaching standards addressed in this unit.

Synopsis:

The major focus of this unit is war and how it contributes to a wide variety of areas in our lives. Broken into two lesson cycles, this unit looks at war from the perspectives of two conflict types: society vs society and man vs society. While students will focus on the challenges associated with each part, we will also be studying the ambiguity of the term "war", and other vocabulary used in the texts. The literature that has been selected for this unit includes authors such as Artie Spiegelman, Janet Roth, Tim O'Brien, Ralph Ellison, Elie Wiesel, and Ambrose Bierce. Students will get to discuss the products and causes of war and how each affects the world we live in.

I plan to teach this unit during the coming year to 25-75 students in Foundations of English and English I students.

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Unit Resources and Supplements: Appendix 2

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Albertia A. Burgess

Introduction

At West Charlotte High School, one of our current mottos is "Restore the Roar." What this means is that our school is working extra hard to return to the reputation it once held as a thriving, prosperous, and revered educational facility. Our methodologies for accomplishing this goal include the implementation of Data Driven Instruction, No Nonsense Nurturing, Cultural Competency, and high functioning academic teams (West Charlotte High School 2015). As a school, we have also participated in simulations to gain a better understanding of the viewpoints of the families we serve.

In terms of academics, it is no secret that our school is in a needs improvement state (US News and World Report 2013). While we struggle in multiple subjects, the purpose of this unit is to help students achieve high scores in English I. Please see Appendix 1 for a complete listing of the objectives covered in this unit.

As educators, it is our responsibility to prepare our students to reach mastery in the areas that will best prepare them for the next level of academics. However, this same responsibility affords us the chance to reach our students by presenting themes and subject matter that will allow pupils to make personal connections. This could, perhaps, be the number one reason why students lack engagement in classrooms (Schraw, Flowerday and Lehman 2001). Content has to be meaningful, especially for students like ours who face many others challenges that distort the dire need for education.

Throughout my profession, I have found freshmen to be the most fragile of all the age groups at any high school. At this age, students are still trying to figure out who they are and determine their best sources of influence. Therefore, this age group is the best suited for this type of curriculum unit. By studying this unit, students will gain a more realistic idea of various types of war and their overall effect on soldiers, families, communities, and nations.

Rationale

West Charlotte High School has remained one of the top ranking schools in Charlotte Mecklenburg County for crime and violence (NC Public Schools 2013). Despite attempts to thwart this type of behavior, stakeholders are constantly faced with the challenging of curtailing negative culture to improve the safety, academic status, and overall climate of the school. In recent years, students have been criminally charges

and/or expelled from the school for: fighting, carrying concealed weapons, discharging weapons, theft, and vandalism. While these behaviors have a significant impact on the student(s) involved, they also have a significant impact on teachers, fellow students, parents, and the community. Schools that have high crime rates tend to be viewed negatively by the community, which often reduces the support they are willing to offer. High incidents of crimes may make the students less serious about the academic support offered by the school, which affects performance rates at the school. In addition, high crime rates are sure to make all involved feel less safe about the campus and overall environment.

For these and other reasons, education of war efforts and their effects, both physically and mentally, on those involved is critical for schools such as ours. It can be assumed that many of our students don't understand the long and short term effects of war. Additionally, students need opportunities to go beyond defining war, by also examining how our thoughts and opinions contribute to our perceptions, acceptance, or rejection of war. Many students don't realize that our ambitions to fight or be at peace lie within us internally. In addition to mastering the core objectives of their specific level of ELA, the expectations that are attached to this type of unit are that students will: have a better understanding of war; understand the ambiguousness of the term; and make a personal connection with the topic.

Unit Content Background

While war tends to be frowned upon by many, the world tends to unconsciously embrace its ideals in a variety of situations. In many areas of our lives, we find ourselves "fighting" for something. According to author's like Nel Noddings, war has become an integral part of the world we live in and it's likely an impossibility that war will ever cease (Noddings, The Centrality of War in History 2012). Despite this disheartening fact, our students have to understand how war may be presented to them and the choices they have in engaging in or steering clear of it.

Lesson Cycle One

Wars amongst nations or societal groups are not uncommon to citizens of the United States. Some of the most horrific accounts of human disregard are exposed when investigating various wars of the world. In one conversation of the *Peace Education: Psychological Factors that Endorse War* (Teachers 2015) seminar, participants discussed how countries sought various benefits when pursing war. For example, a discussion revolving around the reasons for the US invasion of Oahu in 1893 revealed that turmoil and chaos created by Queen Liliuokalani were just part of the reason for the invasion (Becoming a World Power 2011). What was discovered is that profitable business in sugar also drove the invasion. Seminar participants were able to discover personal advantages hidden by pseudo-political rationales in other wars efforts as well. In the

attack on Poland, Hitler claimed to be pursuing fairness and equality for the Germans. Feeling underserviced, disregarded, and neglected, Hitler convinced the people of Germany that they had to rise up to achieve the equality they deserved (Plantinga 1998). What Hitler did not tell his followers is that he aimed to destroy the Jewish race in its entirety and that he was willing to do so in the most grotesque and vicious manner possible. This led to the Holocaust, one of the most despicable acts of world history. Another important key point that was brought to surface during the seminar was the idea of "war support".

Many of us think of Daffy Duck, Mickey Mouse, and Foghorn Leghorn as fictional characters created to bring us smiles and laughter during TV time. Nevertheless, even they have played a part in the wars amongst nations. The analysis of various political cartoons was also a focus of the seminar (Teachers 2015) and teachers were able to view cartoons that highlighted war efforts and/or glorified the views of a particular side. Some of the clips used racial references, offensive images, and intense scenes to relay feelings about particular groups. In some cases, the producers used animals to represent either side. Even though these events are being explored from a historical standpoint, many of these issues continue to present themselves in the world we live in today. Modern day TV shows such as Family Guy and American Dad tend to broadcast unfavorable opinions of various cultures and races through humor (Collazo 2014). By using political cartoons aimed to support war efforts to supplement texts such as *Maus I*, students get a better idea of how offensive these methods are in regards to political conflict. Lastly, political cartoons often raise the question of "why". Ideally, students will seek to understand why certain political cartoons even exist, which introduces us to the concept of bullying. This concept sets up the unit for a discussion on war for the sake of exhibiting power.

Evaluating a text in which the student gets to explore the war environment from the soldier's perspective is a critical experience for students studying a war based unit. Short story's such as the "Sniper" and "An Occurrence at Owl Creek Bridge" are good selections for short reads. Tim O'Brien, however gives students a close look at what the soldiers feel and think during war times. Characters such as Lieutenant Jimmy Cross and Paul Berlin remind us that fear is often a product of war and that death is much too common in this situation (O'Brien 2006). One of the text explored in the Peace Education seminar was the poem Dulce Et Decorum Est - by Wilfred Owen, 1893 – 1918. In this text, war is described as a gruesome event that no one would ever, likely, volunteer for. On the other hand, the poem The Soldier – by Rupert Brooke, 1887 – 1915 relays war as an opportunity to display valor and heroism. Within the seminar we discussed how some soldiers are willing to die for their countries, while others could never bring themselves to do it. Tim O'Brien gives students a chance to decide for themselves.

As with any set of lessons, during the course of this cycle students will engage in a variety of activities, assignments, and project-based learning opportunities. With consideration to the rigor associated with the other grade levels of English, it is critical to expose pupils to writing, collaborative learning, technology enhanced tasks, and cumulative assignments. Additionally, students will be required to utilize various online resources, such as: Achieve3000, Schoolnet, Kahoot, Google Forms, Socrative, and Poll Everywhere to complete lesson assignments. The assessments for this cycle will involve both formal and informal checks for understanding and include vocabulary building, short response questions, and reading comprehension.

Lesson Cycle Two

In lesson cycle one students focused on the society vs society conflict type. However, the second lesson cycle proposes the idea that man can also face individual conflicts with society, thus creating the man vs society conflict type. Though the concept may seem unfamiliar, our students see much more of the man vs. society conflict than what they may realize.

This cycle opens up with informational text from the Achieve3000 online program. Students will explore the challenges many people face in the school environment, workplace, community, and home that surface as a result of conflicting ideals, cultures, lifestyles, and sexuality. One example of the type of article that could be used in this portion of the unit is the text titled, "Colleges Reach Out to Latinos" (Achieve3000 2010). This piece sets up the idea of man vs society by analyzing the ways in which language can hinder progress for people. This type of discussion could easily lead to conversations about how slang can induce the man vs society conflict, which is very relevant to the students at West Charlotte High School. The need to use informational text for the introduction of this lesson was especially inspired by one particular supplement discussed in the Peace Education seminar. During one meeting, participants discussed the article "Once Upon a Time When Patriotism Was What You Did (Ladson-Billings 2006)" and how it highlighted how one school board member stood up against a whole school system to exercise his patriotism. Despite the scrutiny, difficulties, discomfort, and controversy, this board member continued to stand behind his beliefs. Ladson-Billings describes the trials one man can face when challenging societal norms in a manner that compels us to bring these issues forth in our classrooms.

Man vs society is a recurring theme in many pieces of literature. Short stories like "Necklace" by Guy De Maupassant remind us that social status and financial gain have acted as reasons people use war to fight against societal norms. Other pieces, such as the chapter "Battle Royal" from Ralph Ellison's *Invisible Man* alert us to the idea that education and self-progress have proven themselves to also be a common cause for man vs. society conflicts. When students take into account their goals, dreams, and the steps necessary to achieve them, they may or may not be aware that they too will likely have to

go against one or more of the groups they have grown accustomed to. This could mean students have to stand up against peer groups, political affairs, discrimination, educational barriers, family members, and/or religious groups. In the Nodding's text, we learn that religion is perhaps one of the greatest influences of rebellion and man's drive to commit acts against a particular entity (Noddings, Religion 2012). Participants in the seminar discussed various examples of how war like efforts were supported in text like the Holy Bible and Koran. The exploration of these topics not only reminds students of what type of groups they may have to go against, but also what type of groups certain influences will encourage them to war with.

In an effort to give students a look at what could happen if we were stripped of our freedom to be a part of groups as we choose, this cycle also gives students insight on what it means to be a part of a utopian or dystopian society. The informational text attached to this lesson alerts students of the choices they may have in terms of joining groups and what to look out for. In contrast, the literature component gives them insight on environments in which citizens are forced to live, communicate, work, and think a certain way. Veronica Roth, Lois Lowry, and Suzanne Collins are three phenomenal writers that know a thing or two about utopian and dystopian societies. While some of the notions of these texts may seem unfavorable to students, Nodding's chapter on Hatred (2012) confirms that there are many benefits of being able to control what people do. One of the earliest looks the Peace Education seminar offered on the benefits of controlled societies was through the Martin Estrada poem "Bully". This poem brought the issue of hatred forward and set us up for discussions like the products of hate.

Teaching Lesson Cycle One: Society vs Society

With the focus of this lesson cycle being the society vs. society conflict, students will be expected to explore war by examining the driving forces of war efforts. Suggested authors for this lesson cycle are Artie Spiegelman, Tim O'Brien, and George Orwell. These authors have crafted amazing war stories that will give students insight on the causes and effects of war and the effects on the people involved.

Tim O'Brien's *The Things They Carried*, and "Where Have You Gone Charming Boy Billy" give students insight on the conditions of war as well as what the soldiers experience emotionally. Great supplement for this lesson include informational text on the Vietnam War and media clips that offer a visualization of the occurrence. As noted by Noddings, patriotism is just one way to view a citizen's involvement in war (Noddings 2012). The concept of patriotism is exiting and very appealing to citizens of any country, but not many people are patriotic. To fulfill the obligations of this term, one has to be willing to give up something or possibly risk their lives to stand up for a particular cause

(Noddings 2012). So, you have to be careful what you decide to show patriotism toward. As freshmen, our students have to begin considering which career paths they will take in life. Careers in the military are often a consideration for high school students. Though our students may understand the benefits of joining a branch of service, they may lack an understanding of their position and how it relates to the types of events in Tim O'Brien's pieces. Our students deserve an opportunity to view this particular career path in all regards so that they can make informed decisions. This portion of the unit gives that insight.

The purpose of reading a text like *Maus I* is slightly different from that of Tim O'Brien's pieces. O'Brien puts the student in the war environment, while Spiegelman shows the student the long term effects of war. What's even more interesting is that Spiegelman also takes into account the effects war has on the relatives and loved ones of those exposed to it. Through this text, students are able to analyze how war affected all the character traits (speech, thoughts, emotions, actions, and looks) of the father and how the relationships the father has are affected by his experience. To add to his crafting of this tale, Spiegelman formatted the story in graphic novel form and used cats, pigs, mice, and dogs to depict the various races of characters in the story. During the Peace Education seminar (Teachers 2015) were able to use the Nodding text to spearhead a discussion on hatred and how it often ignites war efforts (Noddings, Hatred 2012). The Holocaust is definitely an event in which hatred was the central force behind the controversy. In addition to the effects of war, students are able to use this text to explore how hatred can lead to devastating events, such as the Holocaust.

Week One

- Introduce novel/literature read aloud[i]
- Collect notes and essential vocabulary for figurative language and inferring
- Issue text specific vocabulary[ii]
- Read text aloud and discuss literary elements of focus (plot, characterization, figurative language, theme)
- Initiate discussion questions[iii] on:
    - Definition of war
    - Causes and effects of war
    - How we contribute to war
    - Figurative language types, examples, and effective usage
- Supplement text with media:
    - Figurative language rap-Flocabulary (Youtube)[iv]
    - World Wars Documentary[v]

- o Oprah and Elie Wiesel at Auschwitz (Youtube or History.com)
- o Maus I trailer (Youtube)[vi]
- Worksheet reviewing figurative language types (whole class or group)
- Pinpoint figurative language in text and its impact on the overall story
- Begin study guide questions for text[vii]
- Mini assessment for figurative language and inferencing[viii]

Week Two

- Continue Literature Read Aloud- Maus I
- Collect notes and essential vocabulary for plot[ix]
- Issue text specific vocabulary
- Read text aloud and discuss literary elements of focus (plot, characterization, figurative language, theme)
- Initiate discussion questions on:
  - o How the characters in the story develop
  - o The ways in which war inspires hatred
  - o Does propaganda have a place in war?
  - o Various elements of plot
- Supplement text with media:
  - o Short story Flocabulary clip (Youtube)[x]
  - o Elements of plot video (Youtube)[xi]
  - o Animal Farm cartoon movie
  - o The Boy in the Striped Pajamas
  - o The Pianist
  - o The Diary of Anne Frank[xii]
  - o War Propaganda (Google image search)
- Issue nonfiction literature on World War I & II[xiii]
- Complete group activity pinpointing various elements of the plot thus far
- Mini assessment for plot[xiv]

Week Three

- Continue Literature Read Aloud- Maus I
- Collect notes and essential vocabulary for characterization
- Issue text specific vocabulary
- Read text aloud and discuss literary elements of focus (plot, characterization, figurative language, theme)
- Initiate discussion questions on:
  - o How the characters contribute to the plot
  - o What traits are revealed about the characters through their speech, thoughts,

emotions, actions, and looks
- o Character motivation and development
- o Definition of patriotism and its current state of existence[xv]
- o The reasons why patriotism has declined
- Supplement text with media (cont'd):
  - o Animal Farm cartoon movie
  - o The Boy in the Striped Pajamas
  - o The Pianist
  - o The Diary of Anne Frank
- Complete group activity identifying STEAL character traits for characters in text
- Complete individual activity identifying character motivation and language in text
- Mini assessment for characterization[xvi]

Week Four

- Complete Literature Read Aloud- Maus I
- Collect notes and essential vocabulary for theme
- Issue text specific vocabulary
- Read text aloud and discuss literary elements of focus (plot, characterization, figurative language, theme)
- Initiate discussion questions on:
  - o Possible themes for the text
  - o Anti-Semitism and other related formal types of hatred
  - o Bias, Prejudice, Generalizations etc.[xvii]
  - o Cultural clashes
- Supplement text with media (conclude):
  - o Animal Farm cartoon movie
  - o The Boy in the Striped Pajamas
  - o The Pianist
  - o Diary of Anne Frank
- Discussion of universality in themes
- Discussion of common conflict types and why we are drawn to them
- Mini assessment for theme

Teaching Lesson Cycle Two: Man vs Society

While society vs. society is no uncommon form of conflict, the man vs. society conflict is also quite prevalent in today's world. As the world evolves, individuality and personal preferences seem to become more and more undefinable, and societal norms are growing less clear every day. Some of the realms in which man tends to engage in war against society are sexuality, career choices, lifestyle, and religious beliefs.

By examining current issues such as drug use, physical and verbal abuse, financial instability, and lack of education, students are able to pinpoint some of the things that may cause man to rebel against society. Within their own communities, many students have witnessed drug dealing and usage. Local TV stations such as Time Warner Cable News often broadcast stories on these issues, and students are easily able to access this information. One great article that could be used to supplement this lesson is "Study Shows Big Increase in Alcohol and Drug Use Amongst CMS 6th Graders" (Pappas 2015). Recent spikes in teen drug and alcohol usage are indicated in this report. In an effort to avoid or indulge in this behavior, students may find themselves a part of certain groups. Great examples of physical and verbal abuse can be viewed via films like Matilda (Wilson, Davito and Davidtz 1996). The main character in this film becomes a part of groups at school to fill voids created at home. These types of materials open the floor for discussions on the reasons why students may deviate from societal norms. In result, this causes many of us to have to combat society to regain control, exercise freedoms, or seek justice.

In the novel *Speak* (Anderson 1999), a teenage girl has to combat the students and staff at her school, following a rape that makes her feel ostracized. During this battle, the main character turns out to be very dynamic, discovering many unknown traits she possesses. *Divergent* is another text in which the main character has to break out of her shell to reach her full potential (Roth 2011). One key difference in *Divergent* is that the main character has elected to be a part of a certain group, rather than having been forced into it. Though both of these examples will give students a chance to explore how we often get tangled up in having to fight against societal groups, it also raises the idea that we make some of the most profound revelations about ourselves when we stand up against groups and fight for what we believe in. Texts such as these can easily be supplemented with short stories like "Battle Royal" from Ralph Ellison's *Invisible Man.* In this story the narrator fights against his own and an opposing culture for the sake of education (Ellison 1952).

The final piece to the second lesson cycle involves possible solutions to man vs society conflicts. One of the proposed methods of solving this problem is highlighted in the text *Divergent*. Utopian and dystopian societies attempt to control the way people live, think, behave, and function. Being able to eliminate certain behaviors and repercussions is the primary incentive of adopting this type of culture. By exploring the concept of these types of societies, student gain a better idea of the pros and cons of living predetermined lifestyles. Additionally, this novel paves the way for great supplements on political

parties, forms of government, and constitutional laws.

Week Five

- Introduce novel- Divergent[xviii]
- Read chapters 1-7 of the novel to gain a better idea of what a faction is and how each faction is defined
- Complete the faction analysis questions that list specific traits about each group.
- Discuss the initiation process and how members join each faction
- Have students informally or formally complete the following discussion questions
  o What type of groups are we a part of?[xix]
  o What are the initiation procedures for our groups?
  o What is the impact of our groups on society?
- Complete notes for point of view and setting.
- Collect vocabulary terms for novel (whole list or separated by chapters)
- Complete faction quiz[xx]

Week Six

- Continue Divergent
- Read chapters 8-14
- Discuss the idea of choosing one group over another
  o Choosing types of friends in and out of school
  o Social groups (church, gangs, clubs)
  o Family
- Continue the study guide and discussion question handouts
- Complete notes of author's craft
- Complete faction recruitment posters
  o Students will create posters that assist in the recruitment of faction members by identifying key elements of their assigned faction and using those elements to create a design for a recruitment poster[xxi]
- Continue vocabulary practice via classroom activities or vocabulary.com
- Review Socratic Seminar guidelines[xxii]

Week Seven

- Continue Divergent
- Read chapters 15-28
- Discuss the idea of choosing one group over another
  o What is the importance of rank?
  o Is betrayal a sufficient rationale for war?

- o How are symbols used to represent us (tattoos)[xxiii]
- Continue the study guide and discussion question handouts
- Complete notes of author's purpose
- Present faction recruitment posters (gallery walk)
- Continue vocabulary practice via classroom activities or vocabulary.com
- Begin Socratic Seminar discussions (fish bowl)
- Review guidelines for final project

Week Eight

- Complete Divergent
- Finish chapters 29-39
- Discussion focus:
  - o When is war okay?
  - o Can you/should you control people?
    - Positive and negative effects
    - Dystopian and Utopian societies[xxiv]
- Complete the study guide and discussion question handouts
- Review all literary notes for the text
  - o Use graphic organizers to list specific details and encourage re-reading[xxv]
- Complete faction recruitment posters
  - o Students will create posters that assist in the recruitment of faction members
- Assessment for vocabulary
- Wrap-up Socratic Seminars for text
- Begin final project/establish deadlines

Example of Classroom Activities: How to- Cornell Notes

Plot Notes Skeleton	
Define plot:	Plot is the series of events or action in a story
What are the five basic components of plot?	The five basic components of plot are exposition, rising actions, climax, falling actions, and resolution
What is the exposition of the story and what three elements are revealed to readers during	The exposition is the beginning of the story. During this part you should learn who the characters are, the story's setting, and the conflict.

this portion of a piece a literature?	
What are rising actions, and what do they do for the reader?	Rising actions are the events that lead us up to the climax of the story. For readers, the rising actions keep us engaged in the story as we climb towards the climax.
Identify what the climax of the story addresses. What other terms might you use to refer to a story's climax?	The climax of the story occurs when we find the answer to the conflict(s) introduced in the beginning of the text. Even though we might see other problems during the rising actions, the climax addresses the conflict(s) we learned of during the exposition. Common synonyms for climax are: turning point, top of the story, most anticipated part of story, peak
What do you call the events that take us out of the story? Describe what happens during this part of the literature.	The events that take us out of a story are the falling actions. The falling actions begin to give us answers to the conflicts we experienced and how characters have changed during the story.
What occurs during the story's resolution? Are there alternate terms you might see that mean resolution?	During the resolution we learned if conflicts are solved and the final fate of the characters. Other terms we use for resolution are ending, denouement, and conclusion.

Example of Classroom Activities: How to- Literature Project

Maus Literature Projects

The first project you will complete is a characterization overview for a character of your choice from the graphic novel "Maus." Students will identify each of the five most common character traits and determine the motivation of the character(s).

Required components:

Project Components and Descriptions	Max. Points
Cover (one page)- must include project title, author and a graphic	25
Image- each page must include an image of some sort that relates to each element of characterization. Each image can only be used once.	25
Page Title- each page must include a title/heading that indicates its contents	
ONE PAGE PER S.T.E.A.L. TRAIT (five pages)	125
Speech- lists what your character says and how, when, where and why they use certain speech. Review your notes on dialect, dialog and diction in your characterization notes. Give textual examples of character speech and identify what these examples reveal about the character you chose.	25/125
Thoughts- tells what your character is thinking about or what seems to be on his/her mind. The actions of your character may also give indications about what they're thinking. Tell what these thoughts reveal about the character.	25/125
Emotions- what are your characters viewpoints? Beliefs? Give details about the feelings your character expresses and what seems to cause this/these behaviors. Tell what these feelings reveal about your character.	25/125
Actions- what does your character(s) do in the story? What do these actions reveal about the character? What type of character is your character (antagonist, protagonist, flat, round, static, dynamic)? Why can you or why can't you relate to this character? Is he/she realistic?	25/125
Looks- what does your character looks like? THE CHARACTERS ARE NOT MICE, CATS, OR PIGS!! Please remember that Maus is about Germans, Jews and Poles. You may reference the images in the graphic novel to emphasize the idea that Spiegelman felt people viewed each race a certain type of way. However, search for the text that describes the actual people in the text.	25/125

One page for character motivation and method of characterization (indirect or direct)	25
BONUS POINTS: Table of Contents- since you will have to write a table of contents for the poetry project (upcoming), I think this would be a nice opportunity for you to practice. However, this is not a required component, because everyone's table of contents will be identical and have the same page number outline.	15
TOTAL POINTS POSSIBLE	215

Example of Classroom Activities: How to- Lesson Plan Setup

Teacher: Burgess	Date: Lesson Cycle One
Course: Foundations/English I	Core Standards/Instructional Explanation: 9.5 (Continue review of elements and choices associated with author's craft); 9.1-9.3 (Focus on all three objectives to determine the author's purpose in literature and informational text- the purpose of the characters and events and the importance of the theme)
Focus and Review:	Review: Continue with author's craft (1st and 2nd block are doing the Author's Craft Music Awards); 3rd block is doing the Tim O'Brien lesson) Focus: Author's Craft & Purpose Do Now: Achieve 3000 lessons M: Get your Chromebooks V: Voices Off P: Continue this week's unit in Achieve3000 (Look for the email from ME with TODAY'S date)
Statement of Objectives (Instructional Explanation):	Students will: • Continue to explore the various elements of author's craft by reviewing the writer's options in o Language o Events in the story o Structure (how the story is organized) o Character choices and personality o Theme (message to readers) o Surprises, Twists, Flashbacks and Forwards, etc

	• Begin discussing the reasons for creating specific texts (set up for author's purpose) • Practice applying CCSS standards 9.1-9.5 to informational texts using Achieve3000 pre-created lessons • Practice identifying the theme in various excerpts
Teacher Input:	Teacher will: • Provide written instructions for all individual and group work • Allow students to access classroom technology for online resources • Provide printouts for students who cannot use technology • Assist students in using online resources (Achieve3000, Google classroom, B Socrative) • Act as game host for Kahoot review Lead class read-aloud

Guided Practice:	Teacher will model task or reinforce necessary skills and procedures during:
	• Literary elements review (elements of author's craft)
	   o Use keywords and require the use of reference materials (student notes) to initiate recall of information
	   o Check student understanding via oral questioning
	      ▪ Rephrase questions to elicit specific responses
	      ▪ Call on specific students (vs choral; random responses)
	• Note taking: Author's Purpose
	   o Reinforce formatting (MUST BE CORNELL)
	   o Remind students to record ALL the information
	   o Display credible resources for finding the answers to the note skeleton
	   o Allow advanced students to find the answers to the notes using an online resource. Provide the notes to students who struggle
	   o Show reinforcement video: https://www.youtube.com/watch?v=cc0hpN-ukCM
	      ▪ Allow students the option of practicing author's craft (can save for Wednesday-quiz is broken into two parts on B.Socrative.com; take second one as grade https://www.youtube.com/watch?v=Tg8nFoniSjs)
	         • Students will record responses in B.Socrative or via dry erase

	- First four min for first quiz; remainder for second quiz - Read aloud/along (Tim O'Brien pieces for all blocks) - Begin and end any read aloud session - Allow students to read aloud by choice (try to stay away from read aloud for struggling readers; encourage short silent reading periods) - Re-read any pertinent parts of the literature - Pause reading often to re-assess student understanding of the plot, characters, figurative language, setting, mood/tone, author choices and rationale, and emerging theme(s) - Ask questions that require students to make inferences about the characters, their motivation and the development of the plot. Also, dissect the language used and determine its impact on the selection - Literature projects begin - Review Music Awards requirement sheet - Discuss music choices (students can choose their own as long as it's appropriate) - Show example - Determine pairs - Begin drafting
Independent Practice:	Students will: - Complete Do Now activities - Discussion board question in B.Socrative - Emotions revealed about soldiers in war - Understanding the war setting through imagery - Male machoism during war - Billy not telling his dad he was afraid - Billy only describing the positives of war - Billy and Toby's interactions - Achieve3000 Unit Three Lesson One - Continue Author's Craft Music Award Project (1st and 2nd only) Tim O'Brien Lesson (3rd block) (Author's Craft) - Finish Where Have You Gone Charming Boy Billy (1st block) (Author's Craft) - Read aloud - Begin Author's Craft Review Sheet - Text specific questions

	o Identify elements of author's craft
	• Show media supplement
	o Clips from Jarhead 2
	Discuss the reasoning for war movies (use background info from Maus and Anne Frank- set up for author's purpose)
Closure/Reflection:	Return materials; review focus; QUIZ TOMORROW FOR ALL BLOCKS (Theme/Author's Craft); reminders; media supplement

Appendix 1: Teaching Standards and Objectives

For this unit, strand of major focus is Reading for Literature; however, the unit is supplemented with resources that allow practice in the Reading for Information, Language, and Speaking/Writing strands.

CCSS.ELA-Literacy.RL.9-10.1/RI.9-10.1
Students will be able to read a piece of literature or informational text and draw conclusions (inferences) about what is directly stated and what is implied in the text.

CCSS.ELA-Literacy.RL.9-10.2/RI.9-10.2
Students will be able to identify the central moral or message in the story, as well as other themes of the text. In addition, students will determine the main idea of informational texts. Students will practice summary skills that track the development of the story's central idea and/or theme.

CCSS.ELA-Literacy.RL.9-10.3
Students will be able to analyze the various traits associated with a character, to include their speech, thoughts, emotions, actions, and looks. Students will also determine how the characters traits affect their motivation, contribute to the actions/events in the story, develop the theme, and interact with other characters or objects.

CCSS.ELA-Literacy.RL.9-10.4
Students will be able to distinguish between various definitions, connotations, and purposes of language. Students will understand figurative language and study types. Additionally, students will practice using figurative and literal language in the correct context. Lastly, students will be able to determine how language helps establish the mood, tone, and setting of a text.

CCSS.ELA-Literacy.RL.9-10.5
Students will study the choices an author has in crafting a text. Imagery, language, characterization, manipulation of time, text structure, and poetic devices are some of the concepts students will explore in terms of author's craft.

CCSS.ELA-Literacy.L.9-10.1/9-10.2
Students will use correct grammar, spelling, punctuation, and capitalization when writing.

CCSS.ELA-Literacy.SL.9-10.1
Students will participate in class discussions by clearly expressing their own thoughts and observing and building on the thoughts of others.

Bibliography

Achieve3000. 2010. *Colleges Reach Out to Latinos.* Washington, April 29. This is a school purchased program that offers informational texts on a variety of topics. Newsela is a similar resource that is offered free of charge.

Anderson, Laurie Halse. 1999. *Speak.* New York: Square Fish. The novel indicated is a suggested resource that can be used to teach lesson cycle two on the man vs. society conflict. Students can use this text to explore how one teen seemed to have to fight the whole world after one unfortunate incident.

2011. "Becoming a World Power." In *The American Vision*, 520-525. New York: Glencoe. This resource refers to one chapter from an American History text book. This is an example of the traditional textbook seen in most public schools today.

Collazo, Matt. 2014. *Modern Propoganda: How Animated Comedies Can Change Our Opinions.* Online, The Artifice. http://the-artifice.com/animated-comedies-change-our-opinions/. Teachers who decide to show political cartoons and want modern examples will appreciate this article that identifies Family Guy and American Dad as cartoons that reside on the borders of prejudice, bias, and racism.

Davenport, Jerri. 2015. "Getting High School Students Ready for a Whole-Class Peer Teaching Assignment: A voice of experience." *Hoenny Center.* July 20. http://www.hoennycenter.org/sites/default/files/documents/1299875814_polarinstructionsandforms.pdf. This article was used to support the rationale of allowing students to embark on peer teaching experiences for the purpose of gaining new perspectives on instructional materials.

Ellison, Ralph. 1952. "Battle Royal." In *Invisible Man*, by Ralph Ellison, 1-12. Boston: Random House. Ellison uses this chapter as the opening of this novel, and it helps readers understand the underlying man vs. society conflict, personal challenges, and character traits of the main character.

Ladson-Billings, Gloria. 2006. "Once Upon a Time When Patriotism Was What You Did." *Phi Delta Kappan* 585-588. Every teacher who covers patriotism in class should utilize this article by Gloria-Ladson Billings. Billings makes her point about patriotism being an action, rather than merely a way of thinking, through the use of very compelling real world examples.

National Governors Association. 2015. *English Language Arts Common Core Standards.* Washington. This resource is an easy was to access the learning objectives for ELA K-12 in North Carolina.

NC Public Schools. 2013. *NC School Report Card.* Data, Raleigh: NCDPI. Here is another resource that is updated yearly and reflects the progress of all state schools.

Noddings, Nel. 2012. "Hatred." In *Peace Education: How We Come to Love and Hate War*, by Nel Noddings, 74-75. New York: Cambridge University Press. Packed with the applications of war in realms such as religion, patriotism, masculinity, pacifism, and destruction, this text provided seminar participants with numerous ideas of how to approach issues of war in the classroom. The chapter on hatred focuses on how hate can be a driving force of war.

Noddings, Nel. 2012. "Patriotism." In *Peace Education: How We Come to Love and Hate War*, by Nel Noddings, 54. New York: Cambridge University Press. This section of the text discusses patriotism and flaws in it's modern day execution.

Noddings, Nel. 2012. "Religion." In *Peace Education: How We Come to Love and Hate War*, by Nel Noddings, 88. New York: Cambridge University Press. Noddings creates a stir in this chapter by revealing the implications of war in religious texts, practices, and procedures.

Noddings, Nel. 2012. "The Centrality of War in History." In *Peace Education: How We Come to Love and Hate War*, by Nel Noddings, 8. New York: Cambridge University Press. This chapter of the text focuses on how war has played a major part in the history and evolution of the world.

O'Brien, Tim. 2006. "Where Have You Gone Charming Billy?" In *Literature*, by Holt McDougal, 828-839. Orlando: Houghton Mifflin Hartcourt Publishing Company. The author of this text has written a plethora of stories about experiences in war. This particular story can be found in many state adopted school literature books.

Pappas, Litsa. 2015. *Study Shows Big Increase in Alcohol and Drug Use Amongst CMS 6th Graders.* Online News Document, Charlotte: Time Warner Cable News. In the classroom this article was used to identify causes for students joining negative peer groups. One of the greatest inspirations for using this article was that it was about the community of kids in which the unit was taught to.

Plantinga, Theodore. 1998. "Assigning Blame in History: The Case of the Holocaust." *Myodicy* 1-8. This is one possible resource for understanding the causes of the Holocaust and the reign of Hitler.

Roth, Veronica. 2011. *Divergent.* Chicago: Harper Collins. This reference is for one of the suggested novels of lesson cycle two. From experience, students really seem to enjoy this novel, and there are a ton of free resources online for this text.

Schraw, Gregory, Terri Flowerday, and Stephen Lehman. 2001. "Increasing Situational Interest in the Classroom." *Educational Psychology Review* 211-224. The primary focus of this article is to give insight on how to improve student engagement in the classroom.

Teachers, Charlotte Mecklenburg Schools, interview by Professor Rick Gay. 2015. *Peace Education: Psychological Factors that Endorse War* (September 10). Having been one of the most invigorating and thought provoking seminars offered by the Charlotte Teacher Institute in 2015, this source refers to the seminar findings, investigations, and opinions of seminar participants.

US News and World Report. 2013. "West Charlotte High Overview." *US News and World Report.* Accessed October 5, 2015. http://www.usnews.com/education/best-high-schools/north-carolina/districts/charlotte-mecklenburg-schools/west-charlotte-high-14574. Similar to the School Improvement Plan, this overview is the academic progress of West Charlotte High School as reported to federal sources.

West Charlotte High School. 2015. *School Improvement Plan.* Draft, Charlotte: Charlotte Mecklenburg Schools. All schools in Mecklenburg County have created

improvement plans for implementation throughout the school year. This plan reviews the improvements suggested for the current school year.

1996. *Matilda.* Directed by Danny Davito. Performed by Mara Wilson, Danny Davito and Embeth Davidtz. This is a great video supplement for teaching the man vs society conflict. My students watched clips of this film that show the mother and father verbally abusing the main character.

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[i] Suggested novel for cycle one is Maus I, the first of a two part graphic novel series by Artie Spiegelman. Text available online at
https://drive.google.com/a/cms.k12.nc.us/file/d/0B0NXbEN0LoxHZjFjN0QtWWVpYWc/edit?usp=sharing
=. Other suggestions for literature can be found in the Teaching Lesson Cycle One section. Reading assignments should be determined by lesson facilitator

[ii] See suggested list of initial terms in Appendix 2

[iii] Consider using www.b.socrative.com, www.classroom.google and/or www.polleverywhere.com to collect discussion question responses

[iv] Access video at https://www.youtube.com/watch?v=OPjAiUbdl14

[v] Teachers have the options of viewing supplements that focus on a specific or multiple wars. One sources for an overview of various wars can be accessed online at
https://www.youtube.com/watch?v=q5AbQF1jJ_A

[vi] See https://www.youtube.com/watch?v=4IJ4mpCDVpE for book trailer

[vii] See http://www.lagcc.cuny.edu/maus/files/StudyQuestions.doc for study guide resource

[viii] See Appendix 2 for resource for reviewing figurative language

[ix] See Appendix 2 for various examples of literary notes, to include plot, setting, author's craft, theme, characterization, and point of view

[x] https://www.youtube.com/watch?v=c6I24S72Jps

[xi] https://www.youtube.com/watch?v=cvDNJK1Gpc4

[xii] All films (Boy in the Striped Pajamas, Animal Farm, Anne Frank, The Pianist) must be obtained by lesson facilitator

[xiii] See http://www.history.com/topics/world-war-i for information on WWI & WWII

xiv Suggested resource for online assessments: www.getkahoot.com, www.b.socrative.com, www.google.com (forms with Flubaroo add-on)

xv Suggested resource for teaching patriotism "Once upon a Time When Patriotism Was What You Did" - Gloria Ladson-Billings

xvi See state Department of Public Instruction site for possible assessment resources http://www.dpi.state.nc.us/

xvii Scholarly article for social issues http://www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%205742.pdf

xviii Novel by Veronica Roth; See additional suggestions in Teaching Lesson Cycle Two section

xix See http://www.equityallianceatasu.org/sites/default/files/Website_files/CulturallyResponsiveTeaching-Matters.pdf for information on cultural competency and how it fits into the educational setting.

xx There are many resources online (for free and for purchase) that offer pre-created lesson materials for this novel. See Caitlin Monahan's class novel resources for suggested resources https://sites.google.com/site/monahanenglish/divergent-unit-materials

xxi See http://www.mcconnellms.org/pdf/summer_projects.pdf for ideas on creating literature based posters.

xxii See http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html for information on how to conduct Socratic Seminars and Literature Circles.

xxiii See https://www.coloradocollege.edu/dotAsset/d65afbee-d1a8-4344-aa1a-9bd484caf732.pdf for information on the symbolism associated with tattooing.

xxiv See http://study.com/academy/lesson/utopia-dystopia-definition-characteristics-examples.html for help on understanding utopias and dystopias. Full access requires membership.

xxv See http://www.lake.k12.fl.us/cms/lib05/FL01000799/centricity/domain/3714/Graphic_Organizer_Booklet.pdf for graphic organizer templates