

TITLE OF LESSON

English 2 Unit 2 Lesson 14 – What are the reasons for war?
In a divided society, whose truth do we believe?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, 2.0, 2.3, 3.0, W1.0-2, 1.9, 2.0, 2.2a-d, W/O1.0-4, L/S1.0-1, 2.0, 2.4a-d

MATERIALS

Unit 2 Vocabulary Quiz 1 – Teacher Page
Self-Evaluation – Student Page

LESSON OBJECTIVES

- To prepare for and complete a vocabulary quiz
- To work in groups to select questions for quizzing the teacher
- To work in groups to answer questions selected by the teacher
- To imagine oneself as a character in the book

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) **Vocabulary Quiz** – Ask students to place everything underneath their desks. Have them take out a pen or pencil. Hand out the **Unit 2 Vocabulary Quiz 1**. Tell students they will have ten minutes to complete the quiz. They should start immediately. Remind students that if they are tardy for a quiz and the tardy is unexcused, they will not be allowed to make it up and they will simply have to try to complete as much of it as they can in the time given.
- 2) At the end of ten minutes, call time. Collect all quizzes.
- 3) Homework Check – Pass back graded assignments. Have students place them in the appropriate section of their binders. Stamp all highlighted and annotated homework. If you have their letters graded, pass them back. Ask students to place them in their portfolios.
- 4) **Vocabulary** – Have students take out their Unit 2 Vocabulary List 2 and write the words “prophet” and “assassin.” Tell them that they must define the words tonight, writing the sentences in the reading that helped them to determine the definition.
- 5) **Daily Log** – Have students copy down their Daily Log entry below.
- 6) **Sustained Silent Reading** – Read for twenty minutes. Tell students you will be calling home tonight to speak with parents for those students who still do not have a new novel to read.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	6 - What are the reasons for war? (1 page)		1. Vocabulary quiz 2. Hot Seat for <i>Night</i>		1. Read Chapters Five through Eight of <i>Night</i> (pages 63 - 109) 2. Highlight and annotate the reading. 3. Define vocabulary words. 4. Write a one -page journal response answering the question, “What are the reasons for war?” 5. Begin Mind Web for Evaluation Essay #7. 6. Continue reading novels. 7. Organize binders.

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Group Question** – Ask students to take out the “why” question they wrote last night for homework. Have students decide on their *Group Roles* (see below). With their groups, they should read aloud their questions and select one to use for the class activity. They should choose the question that seems the best, according to their strategies for writing good questions. (That is, they should be open-ended and allow for a long answer rather than a one-word answer.) It should be a question that they believe no other group may have thought of. Have them write the question down on a piece of paper. Give them five minutes to agree upon their group’s question and write it down as their first choice. Then they should list their second choice, their third choice, and their fourth choice.
2. **Directions** – At the end of five minutes, call time. On the same sheet of paper, ask students to turn it over and split the page in half. On the right side, they should label it Germans. On the left side, they should title it Jewish people. Tell them to prepare to take notes.
3. **Hot Seat** – Tell the class that you will be modeling a strategy called **Hot Seat**. You will start as the one in the Hot Seat. Tell them that you are going to imagine that you are on the side of the German army during this activity. You will answer each “why” question from the perspective of the Germans. For each question that is asked, students should write down the question and your German response. If a group hears another group ask their question, they should quickly cross off that question and prepare to ask their second choice. In this way, no question should be repeated. If the groups stump you, they will receive a bonus point. Randomly, choose a Presenter from one of the groups to present the group’s “why” question. Then answer it in your role. (For example, the students might ask why Jewish people were forced to wear yellow stars, or why Germans chose to have Jewish police enforcing German laws in the ghetto.) Think carefully about each question as you answer. Demonstrate to the students that you must be careful when representing the views of others. Reinforce for them that these are not your real beliefs, but those of the Germans in the book. While you may not support or condone the beliefs of the Germans, it is important for you to offer real, complex answers that might help students to understand how any human being might be willing to commit atrocities. Repeat the exercise until each group has asked you one question. The notetakers in each group should be writing down the questions presented by every group. Be sure you write down points for each group.
4. **Group Hot Seat Directions** – Now, tell the students that you are going to change places. You will be asking them the same questions that they asked you, and they will be in the Hot Seat. However, they must answer from the perspective of the Jewish people in the book. Tell them to work with their groups to construct an answer to all of the questions they asked of you. The notetakers should write the answers in the column labeled “Jewish people.” They will be required to present the answer to the original question selected by their group. However, they should prepare answers for all of the questions.
5. **Present Group Hot Seat** – Randomly, call on the Presenters from each group to present their answers to their own group’s question. The other groups may contribute to answers other than their own. If they do so, they will earn extra points for their group.
6. **Process Observer** – Have the Process Observers report on the group’s work. Have each student fill out a **Self-Evaluation**. Collect these, along with the “why” question each student formulated for homework.
7. **Journal 6** – Tell the students that they will be imagining the answer to a question from the perspectives of the Germans and the Jewish people tonight during homework. They must write a one-page journal entry answering the question, “What are the reasons for war?” Half of the page should be from the perspective of the Germans, and half of the page should be from the perspective of the Jewish people. (Remind them that these are, of course, not the only perspectives that were important during World War II. They are just the perspectives you are examining at the moment.)
8. **Homework Review** – Tell them they will be writing another Evaluation Essay (Evaluation Essay #5). The essay, due in Lesson 19, should be on *Night*. They should create a Mind Web for their paper topic tonight. Remind them of the procedure for the Mind Web. Tell them to put the title *Night* in the central circle for the Mind Web.

On the spokes, they may write any ideas or phrases that connect to this central theme. This is only a preliminary brainstorm for their paper topic, because it only encompasses chapters one through four, and it may change after they finish reading the book. Tell them that it is helpful to start thinking of possible topics before they finish the book. If they select a topic they like, they can be reading for supporting reasons and examples as they finish the book.

HOMEWORK

- 1) Read Chapters Five through Eight of *Night* (pages 63 - 109)
 - 2) Highlight and annotate the reading.
 - 3) Define vocabulary words.
 - 4) Journal 6 – Write a one-page journal response, answering the question, “What are the reasons for war?” Answer it twice, once from the perspective of the Germans, and once from the perspective of the Jewish people.
 - 5) Create Mind Web for Evaluation Essay #5.
 - 6) Continue reading novels.
 - 7) Organize binders. Due tomorrow.
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GROUP ROLES

Facilitator – Your job is to keep the group focused on the task at hand and to help them generate as many ideas as possible about the answer to the “why” question. It is not your job to come up with the ideas. It is your job to encourage/help other group members to come up with the ideas. You must also help your group reach a decision about which question to select.

Notetaker – Your job is to write out the “why” question the group is giving you, and to write a list of all of the questions asked by each group. You must also write out the answers to the questions. It is not your job to generate all of the ideas. It is your job to help others to give you as many ideas as possible to write.

Presenter – Your job will be to help your group members to present the “why” question, as well as the answer. It is not your job to conduct the entire presentation. It is your job to make sure that everyone in your group has a role in the presentation, that they can effectively convey their ideas, and that the presentation runs smoothly.

Process Observer – Your job is to observe how other members of your group work together. You must write down your thoughts about how your group members work together to select a “why” question and to generate ideas about the answer to the question. It is not your job to say anything to them about what you are writing during the exercise, but you will report back to them after the exercise is complete.

DOCUMENTATION FOR PORTFOLIO

Unit 1

Evaluation Essay #1
Evaluation Essay #2
Project 2
Evaluation Essay #3
Project 3 – Planning Your First Image
Project 4 – Planning Your Second Image
Novel Evaluation
Project 5 – Planning Your Third Image
Evaluation Essay #4
Final Project Image
Final Exam

Unit 2

Essay 1: War
Essay 2: Communication
Novel Evaluation 2
Project 1 - Letters to the Editor