

TITLE OF LESSON

English 2 Unit 2 Lesson 8 – Resistance
How does society create and establish truth?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, 2.3, 3.0, 3.2-12, W1.0-2, 2.2a-d, 1.9, W/O1.0-3, L/S1.0-1, 2.0, 2.4a-d

MATERIALS

Memorial, Marianne Villanueva – Reading
[Reciprocal Teaching](#) role sheets for each group (**Questioner, Summarizer, Predictor and Clarifier**) – Student Pages
Self-Evaluation – Student Page
Novel Evaluation Presentation Rubric – Student Page

LESSON OBJECTIVES

- To facilitate and participate in a discussion about the previous night’s reading assignment
- To read a short story and pose questions, summarize, clarify, and make predictions about it, using [Reciprocal Teaching](#)
- To present their thoughts about the reading to the class
- To revise an essay with a partner

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) [Peer Revision](#) – Stamp complete first drafts of novel evaluation essay. Post the **Novel Evaluation Instructions** on the overhead or ask students to take their copies out. Tell them that they will have 15 minutes to revise a partner’s essay using the guidelines in Step 3 of the handout. Ask them to switch with a partner (in the interests of time- students do not have a lot of time today – you may simply ask them to pass their paper to the person sitting on their right as they should be seated in their groups anyway). Tell students if they do not finish in 15 minutes, it will be their responsibility to complete the revision on their own time. They must write their second draft complete with suggested changes from their partner for homework tonight. It is due tomorrow when they walk in the door.
- 2) [Journal 3](#) – At the end of 15 minutes, call time. Have students put away their essays and take out a blank sheet of paper. Write the following excerpt from the introduction of *We Are Witnesses* on the board:
 “In Germany, the Nazis came for the Communists and I didn’t speak up because I was not a Communist. Then they came for the Jews and I didn’t speak up because I was not a Jew. Then they came for the labor unionists and I didn’t speak up because I was not a labor unionist. Then they came for the Catholics and I was a Protestant so I didn’t speak up. Then they came for me...By that time there was no one to speak up for anyone.” – Martin Niemolleer.
 Have students complete a journal entry reflecting on and interpreting this quote. Must be at least one page long. Give them 10 minutes. At the end of 10 minutes, call time. Collect their journals.
- 3) [Daily Log](#) – Have students copy down their Daily Log entry below.
- 4) Return graded assignments and quizzes. Have students place them in the appropriate section of their binders.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	3 - Respond to the quote by Martin Niemolleer		1. Journal entry 2. Fishbowl discussion 3. Reciprocal	“Memorial”	1) Read Chapter Two of <i>We Are Witnesses</i> . Highlight and annotate. 2) Finish revising novel evaluation essays.

	(one page)		Teaching for “Memorial”		<p>3) Write second draft of novel evaluation essays.</p> <p>4) Finish novel evaluation presentation and practice presentation for someone. Have them time you.</p> <p>5) Define vocabulary words</p>
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ACTIVITIES – INDIVIDUAL AND GROUP

1. **Fishbowl** – Students will discuss last night’s reading using a strategy called Fishbowl. In this exercise, the students are seated in a circle, and one group sits in the middle of the circle. Each group will take a turn in the middle of the circle. Before they seat themselves this way, have them take out the list of questions they developed while doing the reading the night before. Call on students in the outer circle to ask questions from their lists. The members of the group in the center of the circle must take turns answering the questions. When every student in the center group has answered a question, have a new group go into the center. This way, every student must answer at least one question. In order to make them accountable for their questions and their answers, tell them you will give points only if they have posed at least one good question (they must remember the criteria for good questions) and given at least one thoughtful answer. Repeat the exercise until every group has been in the center of the circle. Make sure each time to call on students who haven’t spoken yet, so that everyone has an opportunity to question and to answer. And be sure you have your grade book out and are giving points for good questions and thoughtful answers.
2. **Wrap Up** – When you have finished the fishbowl activity, ask students how this author’s views of war are similar to or different from the views they have been studying. Allow as many responses as possible, but try to limit the time for this wrap up to 5 minutes.
3. **Reciprocal Teaching** – Have students be seated in their groups. Tell students they will be using the **Reciprocal Teaching** strategy they have been working with since the beginning of their freshman year for this next activity. Remind them of the tasks for each role as you distribute the handouts for **clarifier, predictor, summarizer and questioner**. Then have the members of each group select their roles and write their names on the top of their handouts.
4. **Reading** – Hand out the short story, *Memorial*, by Marianne Villanueva. Ask each group to decide how they will read their stories (out loud- one person reads to the group while others follow along, each person reads a paragraph until the whole story has been read, each person reads one sentence until the whole story is read, or they read silently). Remind them to stop frequently to accomplish their assigned tasks. It may even be useful for you to indicate breaks in the story where they might pause to introduce questions, clarify meaning, summarize, and make predictions. Ask the students to look for connections between their reading of *We Are Witnesses* and “Memorial.” Indicate the quote you have written on the board, which should guide them towards making a connection about the role of the witness and speaking out against injustice. Ask them to make connections to other texts read in class, where appropriate.
5. **Present** – Have each group present their interpretation of the reading. Each person in the group should present, according to their role. After the presentations, have everyone fill out a **Self-Evaluation for Group Work**. Collect these and the **Reciprocal Teaching** sheets.
6. **Vocabulary** – Ask students to take out their vocabulary lists and add the following words: ghetto, Aryan, anti-Semitism. Tell them that they must write a definition for each of these words tonight. This definition should be based on their readings in *We Are Witnesses*. Along with each definition, they should include the sentences in *We Are Witnesses* that helped them understand the meaning of the word. (These may be taken from the Introduction, Chapter One and Chapter Two. If they wish to read further in the book to find supporting sentences, that is fine also.)

7. Homework Review – Remind students that tomorrow is a computer lab day. They should go directly to the computer lab.
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HOMEWORK

- 1) Read Chapter Two of *We Are Witnesses*. Highlight and annotate it.
 - 2) Finish revising your novel evaluation essays.
 - 3) Write draft 2 of novel evaluation essays.
 - 4) Finish novel evaluation presentation. Practice it for one person. Have them time you, making sure your presentation is less than 1 minute.
 - 5) Define vocabulary words.
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GROUP ROLES

Clarifier – Your job is to help your group members dig up any information that will make the reading easier to understand. This might mean researching information related to the story like: history, culture, geography, information about the author, or words that are unfamiliar. It is not your job to do everything. It is your job to make sure your group members provide you with the information necessary to fill out your sheet.

Predictor – Your role is to help your group gather information, make connections, and predict what will happen next or what the author might discuss next in the text. Predictions are based on information, not just guesses. Heading, subheadings, and questions found in the text will help with predictions. Be sure your group can answer the Why. It is not your job to do everything. It is your job to make sure your group members provide you with the information necessary to fill out your sheet.

Summarizer – Your job is to help your group write a brief summary of the reading. Your group will need to write a statement that will give the key points, the main highlights, the gist, the essence of the reading assignment. There may be several big ideas or events that will be important to remember and discuss. It is not your job to do everything. It is your job to make sure your group members provide you with the information necessary to fill out your sheet.

Questioner – Your job is to help your group develop a list of questions about the reading assignment that your group will discuss. Usually the best questions come from your own thoughts, feelings, concerns, and reactions to what you read. Your task is to help people talk over the big ideas in the reading and share their reactions. You will lead the discussion and make sure that all participants contribute to the group. It is not your job to do everything. It is your job to make sure your group members provide you with the information necessary to fill out your sheet.

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