

Lesson Plan Template
For clarification and more information, contact: _____

Subject: Humanities: Human rights and culture
Grade 12

Unit Theme or Enduring Understanding: Human rights and culture impact people's decisions in times of scarcity.

Essential questions:

- What human rights are inalienable?
- What determines culture?
- How is culture valuable?
- How do people make decisions when cultures collide?

Focused GLEs (Reading and/or Writing)

[10] 3.2.2 Giving an oral formal presentation (e.g., research reports, literature responses)*(L)

[10] 4.2.1 Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events*

[10] 4.2.2 Connecting information by making inferences and drawing conclusions within a text (e.g., why is the information in the chart included), across texts or other summarized information*

Lesson Hook: (Motivating activity that helps activate prior knowledge and promotes purpose for following unit/lesson)

Day 1: In small groups summarize each of the articles from the UN Declaration of Human Rights (copy attached). Each group reports back the summary and significance of the articles until each student has a list of all of them. Each student chooses their top five rights and then the class votes to determine a class list of ten rights. Along the way discussion occurs about how some rights impact others.

Body of the Lesson: (Presentation of new knowledge and concepts in a way that contains opportunities for active engagement of young people.)

(Transfer of knowledge, Introduction, Modeling)

Day 2: The students receive a map of the world (worksheet attached called "Map of Island") and in groups of their choosing, they divide the world among themselves, name their territories, and as the teacher I record this information. The students have to have a list of human rights that will apply to their land, a set of customs including serving basic needs, government, economics, and art (worksheet attached called "Island Plan").

Day 3: Each group reports back to the class about their culture. The other groups need to take notes, so that they can have enough information to negotiate, trade, conquer, or ally later.

Modeling/Application of this new concept or skill:

Day 4: The class has a cultural experience day where each group demonstrates their culture through food, dance, song, poetry, technology, or whatever else they use to identify themselves.

Day 5: A disaster occurs (worksheet attached called "disaster response") which takes at least one of the cultures out of commission and causes the groups to remix as the outcast members disseminate throughout the world. The customs and human rights become critical when decisions are made about the conditions under which newcomers may join an established group and for the new allocation of resources.

Checklist: is the lesson geared toward multiple learning styles?

(Differentiation)

- visual
- auditory
- kinesthetic
- musical
- linguistic
- spatial

Reflection time: Give time to think on what was taught – in groups/pairs/journal/etc. Students have a worksheet to record the implications of the events.

The class reconvenes as a group to discuss what just happened. Who's left and where and under what terms? The following questions are addressed in discussion from this experience.

- What human rights are inalienable?
- What determines culture?
- How is culture valuable?
- How do people make decisions when cultures collide?

Practice the new learning

Guided practice

Assignment description: Class discussion about scarcity of resources, human rights issues, and cultural clashes are in the news daily and serve as a useful way to initiate discussion after this experience.

Bloom's Taxonomy: Which critical thinking skills did this lesson address?

- creating
- evaluating
- analyzing
- applying
- understanding
- remembering

How?

Whole class reflection: This would occur as the class discusses some world event with the framework they just used to understand simulated reactions when many groups want the same resources and have different rules about appropriate behavior.

Grade LA Curriculum Semester - Unit One semester	Essential Questions
<ul style="list-style-type: none"> ➤ Humanities: Expression—Art ➤ Enduring Understanding: Art allows people to represent and recreate the world around them for self expression and communication with others. 	<ul style="list-style-type: none"> • How do individuals and cultures express themselves? • How does art history parallel human progress? • What techniques do artists use to influence their audiences?

Cross Curricular Connections: <i>Social Studies: Historical context</i>		<i>Science:</i>	
<i>Math: Planes and proportion</i>		<i>Electives: Art, technology</i>	
Pacing	Knowledge/Performance Standards	Performance Task Assessment (Example)	Resources
<p>Estimated: 5 weeks art history. One week each: Intro, Ancient & Medieval, Renaissance, Impressionist, Modern</p> <p>Actual:</p> <p>NOTES:</p>	<p>Reading Focus:</p> <ul style="list-style-type: none"> ❑ Visual literacy ❑ Poetry study ❑ Biographical, historical information ❑ Use of artistic components in paintings <p>Writing Focus: Incorporate and reflect knowledge of context Literary and visual analysis Identify techniques and reflect artistic expression Research skills Note-taking Articulating visual interpretations Precise and articulate expression of observations</p> <p>The student will know: Varieties of human expression. How art parallels history. How to articulate artistic methods.</p> <p>Grammar Focus: Articulate description requires a deliberate and effective syntax and diction in speech and writing.</p> <p>Grade Level Expectations . [10] 3.2.2 Giving an oral formal presentation (e.g., research reports, literature responses)*(L)</p>	<p>Formative: (“...assessments that provide information to be used as feedback to modify instruction and learning activities.” Marzano, 2006) e. g.</p> <ul style="list-style-type: none"> • Art history intro slides • Thumbs up, Thumbs Down or Thumbs to the Side • Art piece sign-up • Art analysis worksheet • Illuminated manuscript • Watercolor • Alternate ending • Poetry discussion • Art presentation • Discussion • Paragraph (descriptive) for notes • Note-taking <p>Summative: (“...assessments that come at the end of a process or activity.” Marzano, 2006) Art slide presentation Art History Essay Test</p>	<p>Core Materials:</p> <p><u>New Humanities Reader</u> Houghton Mifflin Art and museum websites</p> <p>Supplementary Materials:</p> <p>Art guide from Acadeca Decathlon materials Ross King, <i>Brunelleschi's Dome</i> <i>Michelangelo and the Pope's Ceiling</i> <i>The Judgment of Paris</i></p> <p>Dante, <i>The Inferno</i> <u>Concepts of Modern Art</u> Ed. Nikos Stangos <u>Art Across Time 2nd</u> Ed. Laurie Adams</p> <p>Novels: <u>Picture of Dorian Gray (excerpts)</u> <u>DaVinci Code</u> Dan Brown</p> <p>Short Stories:</p>

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<p>[10] 4.2.1 Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events*</p> <p>[10] 4.2.2 Connecting information by making inferences and drawing conclusions within a text (e.g., why is the information in the chart included), across texts or other summarized information*</p> <p>[10] 4.3.1 Identifying or explaining the main ideas in various types of texts (. i.e., recognizing or developing appropriate titles, generalizations, assertions)*</p> <p>[10] 4.3.2 Locating information in narrative and informative text to answer questions related to main ideas or key details*</p> <p>[10] 4.3.3 Comparing/contrasting the main ideas or concepts between related texts*</p> <p>[10] 4.3.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world)* (L)</p> <p>[10] 4.3.5 Locating and using evidence from texts to assess the validity of an author’s main ideas (e.g., is the reasoning logical) and adequacy of support (e.g., is there enough supporting evidence)*</p> <p>[10] 4.3.6 Using evidence from the text to evaluate the power, logic, reasonableness, and audience appeal of arguments (e.g., identifies bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments)*</p> <p>[10] 4.4.1 Reading, understanding, and applying multi-step directions to perform complex procedures and tasks</p> <p>[10] 4.7.2 Identifying author’s purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence*</p>		<p><u>Essays:</u></p> <p><u>Poetry:</u> “Ode on a Grecian Urn” by John Keats “Blue Guitar” by Wallace Stevens E. E. Cummings poems</p> <p><u>Websites:</u></p> <p><u>Audiovisual:</u> (Audio books available at: http://media.asd.k12.ak.us)</p> <p><u>Movies:</u> How Art Made the World (PBS) Vincent and Theo</p>
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<ul style="list-style-type: none"> ➤ Humanities: Human expression ➤ Enduring Understanding: Individuals differentiate themselves through self-expression. 	<ul style="list-style-type: none"> • How do people use sports and competition for expression? • How do people use drama and music for expression? • How can the individual contribute to humanity?

Cross Curricular Connections: <i>Social Studies: Contributions to humanity</i> <i>Science:</i> <i>Math:</i> <i>Electives: Art, Physical Education, Drama, Music</i>			
Pacing	Knowledge/Performance Standards	Performance Task Assessment (Example)	Resources
<p>Estimated: 2 weeks sports and competition, 2 weeks drama and music, 2 week contribution to humanity</p> <p>Actual:</p> <p>NOTES:</p>	<p>Reading Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Media literacy <input type="checkbox"/> Script interpretation <input type="checkbox"/> Opinion editorials <input type="checkbox"/> Critical reviews <input type="checkbox"/> Sports commentary <p>Writing Focus: Writing dialogue, critical reviews, opinion editorials Cutting a script Writing a multi-step action plan</p> <p>The student will know: Benefits and drawbacks of competition. Dramatic techniques.</p> <p>Grammar Focus: Punctuate direct and indirect quotes. Address proper comma usage.</p> <p>Grade Level Expectations [10] 4.1.2 Determining meanings of unfamiliar words by utilizing context clues, literary allusions, syntax, or semantics in • dialectical English (e.g., Huck Finn) • other languages adopted into English (pie a la mode) • idiomatic expressions (e.g., “it drives me up a wall”)* , [10] 3.2.1 Rehearsing and reading aloud with expression from a variety of genres to an audience (L)* [10] 3.2.2 Giving an oral formal presentation (e.g., research reports, literature responses)*(L)</p>	<p>Formative: (“...assessments that provide information to be used as feedback to modify instruction and learning activities.” Marzano, 2006)</p> <p>e.g.</p> <ul style="list-style-type: none"> • Critical Review • Class competitions • Theater games • Direct or act in play • Rehearsal • Sports commentary • Sports competition • Sports video • Team building group project • Project plan <p>Summative: (“...assessments that come at the end of a process or activity.” Marzano, 2006)</p> <p>One act play presentation Contribution to humanity presentation</p>	<p>Core Materials:</p> <p><u>New Humanities Reader</u> Houghton Mifflin</p> <p>Supplementary Materials:</p> <p>Student videos from sports and activities <u>One Act Plays</u> Opinion editorials from newspaper Critical reviews from newspaper</p> <p><u>Novels:</u> <u>A River Runs Through It</u> Norman MacLain</p> <p><u>Short Stories:</u></p> <p><u>Essays:</u></p> <p><u>Poetry:</u> “Success is Counted Sweetest” by Emily Dickinson</p> <p><u>Websites:</u></p> <p>Audiovisual: (Audio books available at: http://media.asd.k12.ak.us)</p> <p><u>Movies:</u></p> <p><u>The Natural</u> <u>Wordplay</u> <u>Big Fish</u></p>

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Grade LA Curriculum Semester - Unit One semester	Essential Questions
<ul style="list-style-type: none"> ➤ Humanities: Human ideas ➤ Enduring Understanding: Humans apply prior learning to the future to make changes in the world. 	<ul style="list-style-type: none"> • How have human ideas impacted the world? • How do human ideas evolve over time? • What human ideas will need development in the future?

Cross Curricular Connections: <i>Social Studies: Impact of technology and science on society</i>			
<i>Science: Scientific development</i>		<i>Math:</i>	<i>Electives: Journalism and technology</i>
Pacing	Knowledge/Performance Standards	Performance Task Assessment (Example)	Resources
<p>Estimated: 2 weeks Research and technological Presentation</p> <p>Actual:</p> <p>NOTES: Students research a topic of human interest or for a career choice.</p>	<p>Reading Focus:</p> <ul style="list-style-type: none"> ❑ Choosing relevant websites ❑ Identifying sources ❑ Comprehending science, technological and educational articles ❑ Quoting from primary sources ❑ Paraphrasing ❑ Synthesizing information <p>Writing Focus: MLA format Note-taking Synthesis paper Script for media presentation Direct and indirect quote Paraphrase Reflection and response Analytical research paper Parenthetical in-text citation</p> <p>The student will know: Information about science, engineering, technology, communications, medicine, and other human ideas.</p> <p>Grammar Focus: Punctuating direct and indirect quotes</p> <p>Grade Level Expectations</p>	<p>Formative: (“...assessments that provide information to be used as feedback to modify instruction and learning activities.” Marzano, 2006)</p> <ul style="list-style-type: none"> • Brainstorm human ideas • Fast write (timed) • MLA Format • Evaluate web sites • Research • Organize presentation • Anecdotal Notes • Use powerpoint, podcast, or video, or photostory • Class discussion • Debate • Journal • Town meeting • Newspaper <p>Summative: (“...assessments that come at the end of a process or activity.” Marzano, 2006) 3-4 page synthesis paper Presentation to class using media</p>	<p>Core Materials: <u>Science media sources</u> <u>New Humanities Reader</u> Houghton Mifflin</p> <p>Supplementary Materials: Library website for MLA format Science magazines News articles</p> <p><u>Novels:</u> <u>Frankenstein</u> (excerpts and introduction) Mary Shelley</p> <p><u>Short Stories:</u></p> <p><u>Essays:</u></p>

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<ul style="list-style-type: none"> ➤ Humanities: Human ideas ➤ Enduring Understanding: Humans apply prior learning to the future to make changes in the world. 	<ul style="list-style-type: none"> • How have human ideas impacted the world? • How do human ideas evolve over time? • What human ideas will need development in the future?

	<p>placing paragraph breaks logically*</p> <p>[10] 4.1.3 Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition) using a variety of transitional words and phrases*</p> <p>[10] 4.1.4 Writing a <u>conclusion that ties it to the introduction</u></p> <p>[10] 4.2.4 research-based information and/or analysis in research projects or extended reports*(L)</p> <p>W3.3 Use the conventions of standard English including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage in written work. E.A.2</p> <p>W4.3 Use the conventions of standard English independently and consistently including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage. E.A.2</p> <p>[10] 4.5.1 Giving credit for others' ideas, images, and multimedia information, including others' ideas directly quoted or paraphrased by student, by citing <u>sources using a standard method of documentation</u> (e.g., MLA or APA style)* (L)</p> <p>W3.6 Compose and edit a composition with a word processing program. E.A.7</p>		
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Cross Curricular Connections: <i>Social Studies: Culture and human rights</i> <i>Science:</i>			
	<i>Math:</i>	<i>Electives:</i>	
Pacing	Knowledge/Performance Standards	Performance Task Assessment (Example)	Resources
<p>Estimated: 1 week human rights, 1 ½ weeks novel chapters, 1 ½ weeks island simulation</p> <p>Actual:</p> <p>NOTES:</p>	<p>Reading Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Literature <input type="checkbox"/> Character study <input type="checkbox"/> Cultural understanding <input type="checkbox"/> Map reading <input type="checkbox"/> Recognize cultural difference and understanding <input type="checkbox"/> Investigation and exploration of documents <p>Writing Focus: List making Paraphrase Note taking Chart formation Storyboard visual Informal reaction paper Written reflection and analysis</p> <p>The student will know: How to identify human rights. What comprises culture. Methods to mediate conflicts. Grammar Focus: Connotation and denotation Correct word choice Use of applicable modifiers</p>	<p>Formative: ("...assessments that provide information to be used as feedback to modify instruction and learning activities." Marzano, 2006)</p> <p>e.g.</p> <ul style="list-style-type: none"> • Paraphrase • Partner share with two minute conversation • Thumbs up, Thumbs Down or Thumbs to the Side • Chapter storyboard • Small group presentations • Island simulation with world map • Small group cultures • Disaster response simulation <p>Summative: ("...assessments that come at the end of a process or activity." Marzano, 2006) Short list of human rights Novel test Reaction response to simulation</p>	<p>Core Materials: <u>UN Declaration of Human Rights</u> <u>New Humanities Reader</u> Houghton Mifflin</p> <p>Supplementary Materials: Newspapers Magazine articles, ads, and illustrations</p> <p><u>Novels:</u> <u>Gilgamesh</u> <u>Lord of the Flies</u> William Golding <u>Cannery Row</u> John Steinbeck <u>On the Beach</u> Nevil Shute</p> <p><u>Short Stories:</u></p> <p><u>Essays:</u></p>

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