

GRADE 12, UNIT #3

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UNIT TITLE/FOCUS: On Behalf of Others (Responsibility) UNIT LENGTH: 8 Weeks

STEP 1: DESIRED RESULTS

Essential Question: Are we responsible for others?

Guiding Questions: (content, process, metacognitive)

Content:

1. How do we determine the criteria for making observations about other people?
2. How do we define the parameters of acceptable behaviors towards others?
3. How do we define when a good story oversteps the boundaries and becomes damaging towards others?
4. How have governments historically responded to morally reprehensible acts?
5. How have governments contemporaneously responded to morally reprehensible acts?
6. How have organizations encouraged moral behavior in others and toward others?
7. How have public and private organizations alleviated miseries throughout the globe?
8. How have specific historical figures (e.g., writers, documentarians, photographers, journalists, historians, public servants) helped to enlighten others to the miseries surrounding them?
9. Is it morally responsible to profit from the misery of others?

Process

1. What elements of language and writing have been developed to accommodate the purpose of your project and of your audience? [W3F]
2. How have you been able to evaluate the credibility and accuracy of your multiple sources in order to integrate them into your photo essay?

Comment [MM1]: Nuremburg Trials after WWII;
<http://listverse.com/2013/03/17/10-war-crimes-of-the-us-civil-war/>

Comment [MM2]: Oklahoma City Bombing – Timothy McVeigh
<http://www.businessinsider.com/20-years-after-the-oklahoma-city-bombing-timothy-mcveigh-remains-the-only-terrorist-executed-by-us-2015-4>;
Abna Louima – sodomized by members of NYPD
<http://www.vanityfair.com/magazine/1997/12/louima199712>

Comment [MM3]: Right to Life – anti-abortionists – Check SIRS on FLHS library site:
<http://sks.sirs.com/cgi-bin/hst-article-display?id=SNY0596-0-998&artno=0000380923&type=ART>.

Comment [MM4]: Articles regarding religious/secular charitable organizations
Check Gale Databases – Global Issues in Context – Topic: Hunger Relief
Review each section on this page for access to various reference and primary articles, podcasts, stats, etc.

Comment [MM5]: Articles about blood diamonds - <http://www.amnestyusa.org/our-work/issues/business-and-human-rights/oil-gas-and-mining-industries/conflict-diamonds>; and Nike's exploitation of workers - <http://www.wsj.com/articles/SB10001424052702303873604579493502231397942>;

Comment [MM6]: Oral presentations with specific rubric requirements; reading speeches. Have students read Chief Seattle's Speech
<http://www.halcyon.com/arbhorhs/chiefsea.html>
Link also has audio capability.

Comment [MM7]: Have students rely on FLHS databases; newspaper and magazine articles which are accessible from the FLHS library website.

[SL2]

3. How have specialized reference materials enhanced our ability to clarify the meaning of our text? [L4]

4. How have the conventions of standard English been applied to our photo essays/PowerPoint Presentations and narratives? [L1]

5. In what ways has developing evaluative questions helped to explore the topics? [R1A]

Metacognitive

1. How has your journal experience led to an understanding of the topic?

2. How have you learned from the fictional aspects of documenting moral misbehavior in order to complete your projects?

3. How have you learned from your peers the syntax and criteria of charitable giving, and governmental and private responsibility?

4. Have you in any way considered or researched the economics of poverty?

Standards:

WRITING

[W3] Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

[W3a] Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

[W3b] Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

[W3c] Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

Comment [MM8]: Use *Grammar and Practice* by Leslie J. Favor. ISBN 978-1-56765-135-5 (An Amsco Publication: a division of Perfection Learning)

Comment [MM9]: The Importance of Student Journals and How to Respond Efficiently

<http://www.edutopia.org/blog/student-journals-efficient-teacher-responses>

Comment [MM10]: "Is Poverty Functional" <https://people.eou.edu/socwelf/readings/week-3/is-poverty-functional/>

Comment [MM11]: Definition from SIRS database. Poverty includes financial hardship, hunger, homelessness, illiteracy and lack of medical care. U.S. schools saw a 5% increase in students eligible for free or reduced-price meals, which are generally seen as a proxy for poverty. Advocates for the poor seek for more government aid to reduce poverty. Opponents of increased government aid counter that it is up to individuals to adopt behaviors that are conducive to economic prosperity.

Go onto the SIRS Researcher Database – Topic: Poverty. Review the following article: "Contraception Reduces Child Poverty"

Comment [MM12]: <http://www.wikihow.com/Write-a-Narrative-Essay>

[W3d] Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

[W3e] Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Speaking and Listening:

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Presentations)

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (Presentations)

[SL2] Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Comment [MM13]: Same as above:
<http://www.wikihow.com/Write-a-Narrative-Essay>

Comment [MM14]: Check out the following "How To" sites: Presentations w/o Powerpoint
<http://computers.tutsplus.com/tutorials/how-to-make-a-better-presentation-without-powerpoint--cms-19689>
Or
10 things to do instead of Powerpoint
<http://www.forbes.com/sites/nickmorgan/2011/06/13/10-things-to-do-instead-of-powerpoint/#7dd69aa92ca7>.

Comment [MM15]: Use the following as a guide.
What is a Socratic discussion?
The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others.
Also reference:
<http://grammar.about.com/od/rs/g/Socratic-Dialogue.htm>

Comment [MM16]: Use *College Now Across Cultures: A Reader for Writers 8th Edition* for specific short stories. (Free Download)

Comment [MM17]: Reference the following website: <http://study.com/academy/topic/use-multiple-sources-of-information-elaccsela-literacysl9-102.html>.

[L1] Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

[L4] Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

[RI9a] a. Read, annotate, and analyze informational texts on topics related to diverse and nontraditional cultures and viewpoints.

[RI1a] Develop factual, interpretive, and evaluative questions for further exploration of the topic.

[RI4] Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Group photo-essay/PowerPoint presentation – digital format in addition to presentation and hard copy

STEP 2: ASSESSMENT EVIDENCE

Comment [MM18]: Using Context Clues To Understand Word Meanings
<http://www.idonline.org/article/61511/>.

Comment [MM19]: *Teaching to the Common Core With The Visual Thesaurus (Vocabulary).*
<https://www.vocabulary.com/articles/wordshop/vocabulary-and-the-new-common-core-standards/commoncore.pdf>

Authentic Performance Task(s):

Students will...

Develop, present, and publish the following:

A group photo-essay or PowerPoint presentation exposing an aspect of the work done on behalf of others

(e.g. war, poverty, immigrations laws, education, labor laws). [W2 a – e] [W3f] [RL1] [L1] [L4] [RI9Q]

[RI1a] [RI4]

{*schools.nyc.gov/NR/rdonlyres/EDA5160E-B51B-4E3C-B8D0-

21D394DF33B2/0/NYCDOEG11_12LiteracyOnBehalf_of_Others_Final.pdf}

Compose a reflective personal narrative focusing on experiences gained throughout their high school career. Students will highlight the people, places, events, etc. that impacted their lives and inspired them. Students will concentrate specifically on the contributions done on their behalf, as well as how they can continue to work on behalf of others in the future. [W2]

Other Assessments (Diagnostic, Formative, Summative):

Diagnostic

Brainstorming project, KWL chart, Quizzes [RI1A]

Formative

Journals; class discussions, student generated progress checklists

[W2] [W3f] [RL1] [RI1a]

Summative

Group photo-essay/PowerPoint presentation – digital format in addition to presentation and hard copy.

Personal Narrative

[W2] [W3] [RL1] [L1] [L4] [RI9a]

STEP 3: TEACHING AND LEARNING PLAN

Teaching and Learning Activities:

Students will...

Comment [MM20]: Check out the following "How To" sites: Presentations w/o Powerpoint <http://computers.tutsplus.com/tutorials/how-to-make-a-better-presentation-without-powerpoint-cms-19689>
Or
10 things to do instead of Powerpoint <http://www.forbes.com/sites/nickmorgan/2011/06/13/10-things-to-do-instead-of-powerpoint/#7dd69aa92ca7>.
Or
<http://www.wikihow.com/Make-a-Photo-Essay>.

Comment [MM21]: *How To Write A Narrative Essay*
<http://www.wikihow.com/Write-a-Narrative-Essay>

Comment [MM22]: See MM20

Work in small groups to define their vision of morality and participate in fishbowl activity.

Students will view examples of photo-essays in the works of various artists such as James Agee,

Dorothea Lange, Jacob Riis, Annie Liebovitz and "One in Eight Million: on The New York Times website.

Students will develop written responses to one of their choice.

Participate in whole class discussions on issues of morality and responsibility. Record responses and compose reflection.

Students will read and analyze photo essays and nonfiction pieces relating to the theme of working on behalf of others.

Choose specific chapters and selections in books read such as; The Jungle by Upton Sinclair; How the Other Half Lives by Jacob Riis and examine how the characters exemplify humanitarian work.

View and analyze online collections of art works and photo essays including those of JR, an artist concentrating on world wide poverty, whose work has won the TedPrize and is available at the TED website.

Resources and Technologies Needed:

Suggested Electronic Sources:

The New York Times, especially historical views and current photo and video essays.

Federal Library of Congress websites (www.loc.gov/rr/print/list/128_migm.html)

Tenement Museum Census pages and other information (www.tenement.org)

Other public and private repositories of information on poverty and the underprivileged.

Federal regulations, including Labor Laws, and congressional committee reports.

www.un.org - Teaching Human Rights

www.humanrights.com/educators

www.amnesty.org

Technology needed:

Library computerized databases; storage devices; flatscreen; electronic graphic organizers; video

Comment [MM23]: Youtube Video: *One In Eight Million* – click on URL below:
<https://www.youtube.com/watch?v=jedlf4mhKMs>.

Comment [MM24]: Charmian and Global Witness are calling for governments around the world to pass laws to create registries which list the true owners of companies, and that are open to the public - with no loopholes. At the moment, anonymous companies are aiding and abetting tax evaders, drugs cartels, and arms traders, and **helping keep millions of poor people around the world permanently stuck in desperate poverty.** It is easy and legal for criminals to set up an anonymous company, and then use it to hide their identity.

EXCELLENT SITE – PLEASE CHECK OUT.
<https://www.globalwitness.org/en/campaigns/corruption-and-money-laundering/the-ted-prize/>

capability; PowerPoint program.

Suggested Book List:

Fiction: The Stranger; Hamlet; Metamorphosis; Warriors Don't Cry; Twelve Angry Men; Master Harold and

the Boys; Raisin in the Sun; works by Jonathan Swift

Nonfiction: Selections from the writings of Dorothea Day, How the Other Half Lives by Jacob Riis, Jane Adams biography and writings, Henry Adams, Senator Moynahan writings, Upton Sinclair's The Jungle, Let Us Now Praise Famous Men by James Agee, photographs and electronic media by other artists such as Dorothea Lange, JR, Steven Spielberg, Michael Moore, etc. Works by Studs Terkel, including Working, Jonathan Kozol, essays George Orwell.

Selected poems by contemporary poets writing about social issues.

Comment [MM25]: Examples of Social Poems – see URL below.
<http://www.poetrysoup.com/poems/social>.