

Common Core Aligned Lesson Plan Template

Subject(s): English Grade: 7/8

Teacher: Gieser School: Ryan

LESSON ELEMENT: The Wave: How to become a dictator in three easy steps.	Notes:
<p>1. Common Core Learning Standard(s) Addressed:</p> <p>Reading .1Cite several pieces of textual evidence to support analysis of what the text says explicitly says, as well as inferences drawn from the text</p> <p>Writing 2: Write informative/explanatory text to examine and topic and convey ideas/concepts, and information using strategies such as definition, classification, comparison/contrast (Hitler) and cause and effect (elaborations); include formatting (NA) graphics and multimedia when useful to aiding comprehension (Aurasma). b. Develop the topic with concrete facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions (passage of time) to create cohesion and clarify the relationship among ideas and concepts. d. use precise language and domain specific vocabulary (see list) to inform or explain about the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented</p> <p>Language 6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p>2. Learning Target(s): (What will students know & be able to do as a result of this lesson?)</p> <p>Students will know how people in a group can be influenced to behave in ways that individually they might not.</p> <p>Students will cite several pieces of text and organize them chronologically to examine a process.</p>	

<p>3. Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)</p> <p>Understanding processes, how they work based on cause and effect etc. are relevant to many subjects among them Science, Social Studies and Literature.</p> <p>Understanding group dynamics and individualism.</p>	
<p>4. Formative Assessment Criteria for Success: (How will you & your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson's outcomes look like?)</p> <p>Thinking Map</p> <p>Outline</p> <p>Essay: Parts 1 and 2</p>	
<p>5. Activities/Tasks: (What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities?)</p> <ul style="list-style-type: none"> • Read <u>The Wave</u> to engage in classroom discussions and write essays. • View The Wave and Die Welle to Compare and Contrast documentary to docudrama. • Discussions (Early finishers will write Part 2 of the assignment) • Thinking Map to create outline • Outline to write essay 	

6. Resources/Materials: (What texts, digital resources, & materials will be used in this lesson?)

Auman, M. (2003). Step up to writing. In *Step up to writing* (2nd ed.). Dallas, Teaxas, USA: Cabium learning.

Gansel, D. (Director). (2011). *Die welle (The wave)* [Motion picture]. Germany: Rat pak filmproduktion.

Grasshoff, A. (Director). (1981). *The wave* [Motion picture]. USA: Tat communications company.

Jeffery, D. H. (Director). (2011). *Lesson plan* [Motion picture]. USA: State of crisis production.

Kagan, S. (2003). *Kagan cooperative learning* (2nd ed.). San Clemente, CA, USA: Kagan cooperative learning.

Strasser, T. (2005). *The Wave*. New York, NY: Dell.

Yeager, C., & Hyerle, D. (n.d.). *Thinking maps: A language for learning*. Cary, NC, USA: Innovative learning groups.

7. Access for All: (How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity.)

Students will have multiple mediums to interact with the instructor, verbal, written (email, chat, and face to face).

Students will be given access to computers, but may choose to write this essay manually.

Content information will be delivered in multiple forms: print, digital, video and direct instruction.

Students with academic impediments will be given extra time, extra instruction and, if necessary, a reduced, or otherwise modified assignment Students with accelerated academic skills will be given a suggested reading list that will include [The Diary of Anne Frank](#) and [The Giver](#)

Day 1: Book Preview (http://www.thewavehome.com) /Read 1-20
Day 2: Read 21-40 Discussion/Read: How to Appeal to the Masses. Focus on body paragraph #1
Day 3: Read 41-60 Thinking Map Explaining a process. (cont.) Begin filling out the Thinking Map citing from each stage of the movement two events, and the effect that those events had on its participants or its witnesses to be used later on in the essay assignment
Day 4: Read 61-80 Thinking Map Explaining a process. (cont.)

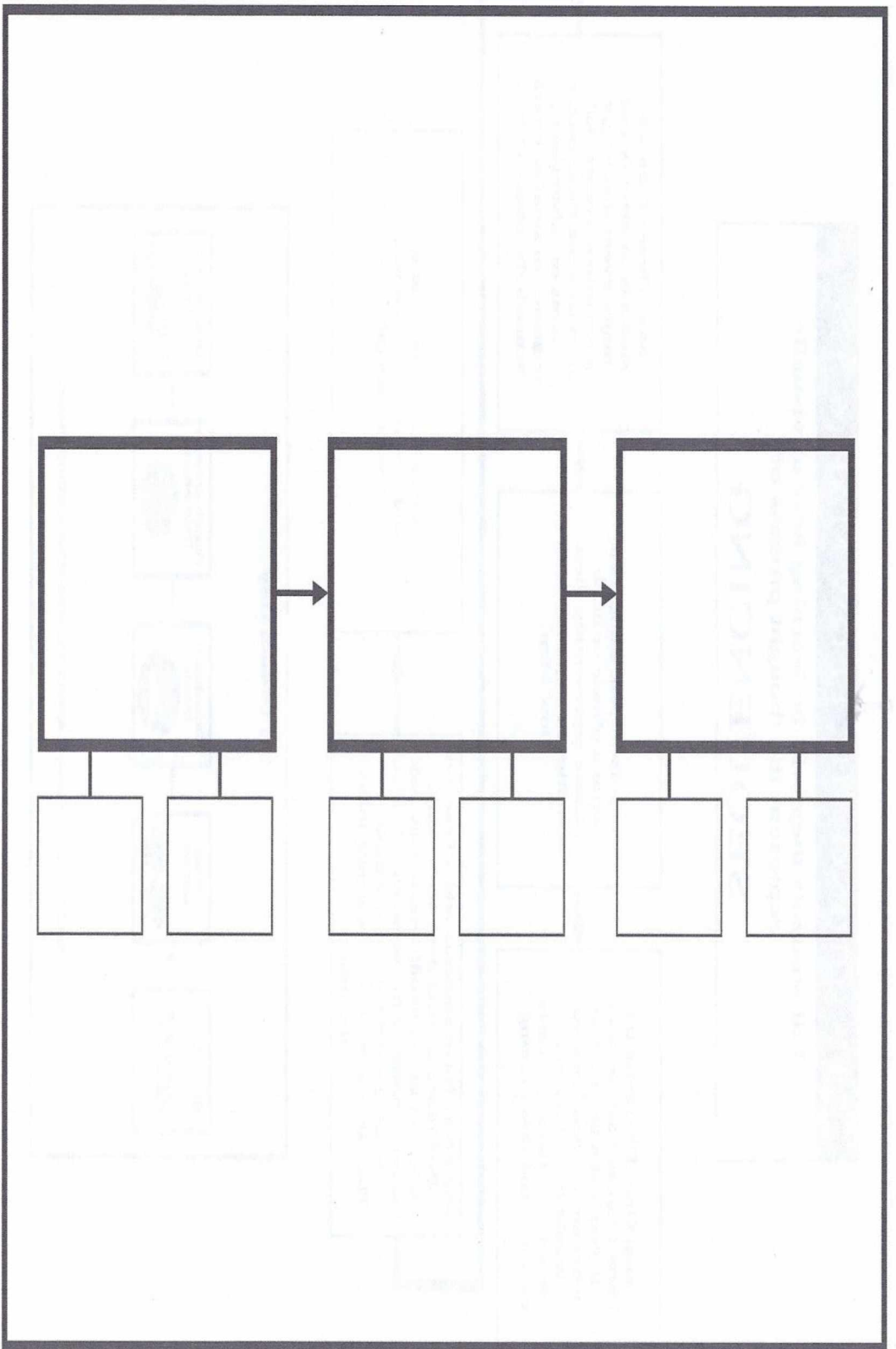
Week 2 :
Day 1 Read 81-100 Discussion: How to Organize a Movement . How to Appeal to the Masses. Focus on body paragraph #2
Day 2 Read 101-120 Thinking Map Explaining a process. (cont.)
Day 3 Read 121-end Thinking Map Explaining a process. (cont.)
Day 4 Movie: Die Welle (docudrama) Thinking Map Explaining a process. (cont.)

Week 3 :
Day 1 Movie: Die Welle. How to Appeal to the Masses. Focus on body paragraph #3 Thinking Map Explaining a process. (cont.)
Day 2 Movie: The Wave (documentary)
Day 3 Kagan groups/Whole class discussion: Compare and contrast documentary and docudrama. How much Freedom are you willing to give up for success/popularity? Would you rather be right and be alone; or, be wrong and have friends? Would you rather be at sea in a boat where everyone was rowing in the same direction; or, be in a boat where everyone paddled in their own direction but got nowhere because of it?
Day 4 Outline (see attached) Background, Thesis Statement and Conclusion

Week 4:
Day 1 Transition Topic Sentences
Day 2 Elaborations
Day 3 Collaborate/Revise (spell check, grammar check)/ Review/Record
Day 4 Proof/Highlight and submit

The Wave Rubric

	Proficient	Acceptable	Needs more work	Will require a complete rewrite
Background/Thesis Statement/Conclusion	The Background is unique and engages the reader. The Thesis Statement and Conclusion are clear, concise and creative, implying both the topic and the thesis (Process).	The Background engages the reader. The Thesis Statement and Conclusion are clear and concise. It contains both the topic and the thesis (Process)	The background is present. The Thesis Statement is missing the topic, thesis or both. It is wordy and confusing. Conclusion is missing or lacking the element of summarizing	Little or no evidence of a Background, Thesis Statement or conclusion
Transition Topic Sentence	All three are focused and varied. The transitions are appropriate	All three are present. The transitions are basic	Less than three are present. Some transitions are inappropriate or missing.	1 or none are present
Elaborations	Your elaborations make perfect sense. You clearly understand the topic and the thesis. You have stated your opinion and supported it with evidence from the text.	Your elaborations make an attempt to connect the topic and the thesis; however, the connection is only made with further inference. A rewrite could make you proficient	Your elaborations make little or no effort in connecting the topic with the thesis. You have not made a connection between the progress of The Wave and the influence it exerted over the students	You have not described the process of The Wave taking over the school
Mechanics/Fluency	Transitions make the paper flow. Use of a variety of sentence structures evident. Vocabulary is appropriate and style is formal. Punctuation and spelling are correct throughout.	Transitions make the paper flow. Use of a variety of sentence structures is <i>not</i> present. Vocabulary may or may not be appropriate. Style may/may not be formal. Punctuation and spelling show lack of proofreading	No Transitions. All details must show transitions. Sentence structure lacks order. Vocabulary and style are both inappropriate and informal. Multiple errors in punctuation and spelling show disregard for proofreading	Too little has been written to make any assessment. Most sentences are incomplete or nonsensical. Forms of invented spelling are present.



Flow Map for Sequencing