

Do We Need Tolerance?

A Lesson Based on Alabama Author Han Nolan's *If I Should Die before I Wake*

Teacher Name(s): Jonte' C. Taylor

Grade level: 11

Content Areas: Language Arts / Social Studies

Description/Abstract: WWII, the Holocaust, and issues of tolerance

Timeline: One Week

Goals/Content and Cognitive:

- Understanding the effects WWII had on Nazi Germany
- Recognition of authors from Alabama
- Identifying the implications of intolerance
- Synthesizing information from sources to formulate ideas and opinions

Links to Curriculum Standards:

Alabama 11th grade state standards in the areas of social studies and language arts, and technology:

Social Studies (<ftp://ftp.alsde.edu/documents/54/07SS10-12.rtf>)

7. Explain the entry by the United States into World War II and major military campaigns in the European and Pacific Theaters.
 - Identifying roles of significant leaders, including Franklin D. Roosevelt, Winston Churchill, Joseph Stalin, and Adolph Hitler
 - Explaining the isolationist debate as it evolved from the 1920s to Pearl Harbor
 - Describing the changing home front, including wartime economic measures, population shifts, racial and ethnic tensions, industrialization, science, and technology
 - Explaining Alabama's participation in World War II, including the Tuskegee Airmen, the Aliceville Prisoner of War (POW) camp, the growth of the Port of Mobile, Birmingham steel, and military bases
 - Explaining events and consequences of war crimes committed during World War II, including the Holocaust, the Bataan Death March, and the Nuremberg Trials
 - Describing consequences of World War II on the lives of American citizens

Language Arts (<ftp://ftp.alsde.edu/documents/54/15ELA%209-12.rtf>)

8. Apply critical reading skills with expository, editorial, and narrative materials recognizing aspects that affect meaning.
 - Propaganda
 - Bias
 - Tone
 - Mood
 - Logical fallacies

9. Differentiate points of view. *

12. Employ critical listening skills in class discussions, lectures, and speeches—noting aspects that affect meaning. *
 - Main idea
 - Supporting ideas
 - Bias
 - Propaganda
 - Fallacious thinking

* Literacy Partners Standards (<http://www.alsde.edu/general/LiteracyPartners.pdf>)

Technology (<ftp://ftp.alsde.edu/documents/54/TecEdCOS.rtf>)

23. Apply appropriate techniques for producing word processing documents.
 - Creating and opening documents
 - Using *save* and *save as*
 - Using print options (Examples: preview, entire file, selected parts)
 - Formatting text, paragraphs, and pages (Examples: text justification, indents, line spacing, tabs, margins, headers, footers, pagination, page orientation)
 - Cutting, copying, pasting, and deleting text
 - Using *spell check* and *thesaurus* features
 - Using *find* and *replace* features

29. Apply appropriate techniques for producing multimedia products. (Examples: brochures, newspapers, slide presentations, web pages, digital or video presentations)

33. Demonstrate proficiency in presenting digital information. (Examples: web pages, video segments, multimedia presentations, publications)

34. Use appropriate on-line resources for research. (Examples: on-line databases, electronic card catalog, search engines, AVL)

35. Apply appropriate techniques for information retrieval.
 - Boolean operators (Examples: AND, NOT, +, -)
 - Key words

37. Take notes and paraphrase from a search.

Guiding Questions:

Story Summary:

The story is about a young female (Hillary) who is neo-Nazi sympathizer. She is in a horrible motorcycle accident and is taken to the nearest facility, which is a Jewish hospital. While drifting in and out of consciousness, Hillary dreams that she is a Jewish girl (Chana) during World War II Germany. The story details major events of each girl coping with the world around her.

Language Arts

What makes the book, *If I Should Die before I Wake* by Han Nolan, poignant for the state of Alabama?

What information (if any) about the author can you gather from the readings?

Whose point of view is this story written in?

Can you identify aspects that affect meaning?

Social Studies

What were living conditions like for Jewish citizens in Nazi Germany?

How did WWII affect the world political climate? Is intolerance still a problem in society? Why or why not?

What were the differences and similarities of WWI and WWII?

Are there issues that were relevant during WWII that are relevant now?

What steps can each of us make to improve understanding of differences?

Assessment:

- Individual reports on the reading material regarding issues (WWII or intolerance)
 - *Teacher constructed rubric*
- A teacher constructed test
- Class project - web quest regarding tolerance and understanding
 - *Teacher constructed rubric*
- Quiz on readings
- Participation in a class discussion relating (WWII and current societal issues)

Learning Connections:

Pre-Teaching Activity

- Students relating life experiences with exclusion or inclusion will be the foundation of the lesson. It is possible that some students will have no concept of intolerance, which could hinder understanding. In an effort to improve understanding, technology-based assignments involving differing points of view will be given. WWII will be the backbone of the lesson; however, the book, *If I Should Die before I Wake*, will allow for the crossing of content with language arts.
- Discussion themes and point of view in book
- Supplemental learning about WWII and its societal impact through the book *If I Should Die Before I Wake*

Learning Activities or Tasks:

- Introduction to the WWII chapter in the textbook with class discussion about current knowledge of WWII and what students have learned through television, movies, books and stories
- Individual book reports about various aspects of *If I Should Die before I Wake*
 - Changes in Point of View
 - Relevance Today
 - Persuasive Arguments
- Group students together to create a WebQuest or PowerPoint presentation about the Allies and Axis powers, major battles of WWII, major figures or groups of WWII and/or the major weapons of WWII
- WebQuest regarding issues related to tolerance in understanding currently or from a historical perspective

Teaching Strategies:

Lecture

Class discussion

Student directed learning

Small group activities

Individual activities

The teacher's role will be to lead teach, moderate discussion, and direct the flow of discovery for the lesson. The students will have a variety of roles including a passive participant, lead takers, technology developers, and facilitators of class discussions. Technology will be used to create and complete writing assignments, research, and web quest development.

Management:

Various delivery methods will be used for instruction including:

Classroom teaching
Computer lab
Small group
Individual activities
Class project

Materials and Resources:

Traditional textbook, the book *If I Should Die before I Wake*, newspaper archives, and video and audio clips regarding WWII and issues of intolerance will be used during the course of the lesson. The students will use various technology devices and applications to create and complete assignments. Technology allows for a variety of perspectives outside of the scope of the class, school, and community to be highlighted. Technology also gives students the opportunity for discovery learning.

Lesson Evaluation and Teacher Reflection:

Questions: (to be completed post-lesson)

Was this lesson worth doing?

In what ways was this lesson effective?

What evidence do you have for your conclusion?

How would you change this lesson for teaching it again?

What did you observe your students doing and learning?

Did your students find the lesson meaningful and worth completing?