

Single Subject Lesson – Matt Mayock

<p><u>TITLE OF LESSON</u></p> <p>'Warmth and the Other'</p>	<p><u>CURRICULUM AREA & GRADE LEVEL</u></p> <p>Social Sciences, Grades 9-10</p> <p>ITU - Third lesson in two week unit</p> <p>'Epidemiology – <i>Zombie Apocalypse</i>'</p>	<p><u>DATE OF LESSON</u></p> <p>Class session 3</p> <p>Days 5-6</p>
<p><u>COMMON CORE STANDARDS</u></p> <p>RL 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain.</p> <p>RL 11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL 11-12.3 Analyze the impact of the author's choices regarding how to develop and related elements of a story or drama (e.g. where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). CA</p>	<p><u>CA ELD STANDARD(S)</u></p> <p>9-10 Collaborative 3 Expanding: Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using a growing number of learned phrases (I see your point, but...) and open responses to express and defend nuanced opinions.</p> <p>9-10 Interpretive 5 Expanding: Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with moderate support.</p>	
<p><u>BIG IDEA ADDRESSED/ENDURING UNDERSTANDING:</u></p> <ul style="list-style-type: none"> • Students will understand that popular media can contain a far-reaching cultural critique. • Students will realize that they and other humans tend to imagine insurmountable barriers where there exists only otherness. • Students will understand that moving forward means discovering dignity outside of your immediate tribe. 	<p><u>ESSENTIAL QUESTIONS</u></p> <ul style="list-style-type: none"> • What is our ethical duty to the 'other'? • What enables the triumph of common humanity? What quality is it that we identify as 'humanity'? What enables a person to say that someone else is less than human? How does the film depict those who have lost this quality? Under what conditions do they have the ability to regain it? • What statement does the film make about the health of human community and relationships within it? How does it depart from other films in the zombie genre and what is its purpose in doing so? 	
<p><u>OBJECTIVE(S) OR LEARNING GOAL(S)</u></p> <p>Affective: Students develop empathy and a common narrative language to describe the challenge of accommodating otherness.</p> <p>Cognitive: Students interpret the meaning conveyed by the film <i>Warm Bodies</i> in the context of epidemiology, whether intended or unintended by the filmmakers. Students explain plot developments in terms of key concepts.</p>	<p><u>ASSESSMENT(S)</u></p> <p>Diagnostic, Informal: Students send opinions anonymously to 'Poll Everywhere' about their personal identifications and attitudes to otherness.</p> <p>Diagnostic, Informal: Students offer their pre-understanding about the meaning of the 'zombie phenomenon' within our culture.</p> <p>Formative, Informal: Students will write a personal reflection about the issues that the film <i>Warm Bodies</i> raises for them.</p> <p>Formative, Informal: Students will participate in a class discussion about their reactions to the film <i>Warm Bodies</i> and it's questioning of the relationship between the afflicted and the un-afflicted.</p>	
<p><u>PREDICTION OF LIKELY DIFFICULTIES STUDENTS MAY ENCOUNTER WITH THIS MATERIAL</u></p> <p>Students who are not accustomed to the use of artifacts from popular culture may view them as entertainment alone. It will be necessary to remind them that although it is fine to appreciate the entertainment value of the film, we are also viewing it from the position of a cultural critic. Students are expected to cull ideas from the film that relate to our essential questions. Viewing films in this more serious way is a skill that they must develop in order to become conscious -- rather than unconscious -- consumers of culture. It will be necessary to stop the film at various points to refocus their attention by asking key questions, to prevent them from lapsing into passive viewing habits.</p>		

INSTRUCTIONAL STRATEGIES: <i>What the teacher does</i>			STUDENT ACTIVITIES: <i>What the students do</i>		
STEPS	LEARNING STYLES ADDRESSED	REASONS/RATIONALES	STEPS	LEARNING STYLES ADDRESSED	REASONS/RATIONALES
<p>Anticipatory Set (“Into”)</p> <p>Instructor uses the projector to put up a slide with questions through the website polleverywhere.com.</p> <p>(10 min)</p> <p>First Poll: http://www.polleverywhere.com/free_text_polls/JQ3t88AJQ5SLHTV</p> <p>Second Poll: http://www.polleverywhere.com/multiple_choice_polls/K2E3PHkB6VZEDrz</p> <p>Third Poll: http://www.polleverywhere.com/multiple_choice_polls/N8JIFJm5MuWhU1o</p> <p>Instruction (“Through”)</p> <p>Instructor introduces the topic by asking about zombies and the concept of otherness:</p> <ul style="list-style-type: none"> • Why is our culture so fascinated by zombies? • Are zombies a symbol for something real in our society? <p>(10 min)</p> <p>Guided Practice (“Through”)</p> <p>Instructor selects portions of the film <i>Warm Bodies</i> to watch with the class, summarizes plot elements for those portions that must be skipped.</p>	<p>Linguistic, Interpersonal, Intrapersonal</p> <p>Auditory, Linguistic</p> <p>Visual, Auditory, Linguistic</p>	<p>Building anticipation for the lesson by immediately involving students’ concepts of identity. This question seems to present a change in topic from the first two lessons on the history of epidemics that will pique student interest in uncovering the connection.</p> <p>Building background context for the film, encouraging meta-analysis of culture.</p> <p>Chosen clips include internal monologues of the main character and his reflections about life, and important interactions between the main</p>	<p>Anticipatory Set (“Into”)</p> <p>Students participate in a poll about their perception of what is a socially ‘normal’ identity and whether they deviate from this in any way.</p> <p>Question 1: “What does it mean to have a ‘normal’ identity? Who is ‘normal’?”</p> <p>Question 2: Do you consider your identity to be ‘other’ than the normal one(s)?</p> <p>Question 3: Does society consider your identity as outside the norm?</p> <p>(10 min)</p> <p>Instruction (“Through”)</p> <p>Students offer orally their interpretations of zombies as a cultural symbol.</p> <p>(10 min)</p> <p>Guided Practice (“Through”)</p> <p>Watch selections of the film <i>Warm Bodies</i></p> <p>Students make notes on the issues raised by the film in their eyes. They may create a word wall, draw a picture, or write a</p>	<p>Linguistic, Interpersonal, Intrapersonal</p> <p>Interpersonal, Linguistic,</p> <p>Visual, Auditory, Linguistic</p>	<p>Students identify and communicate their own perspective on personal identity and have an opportunity to see how it matches up with that of their peers.</p> <p>This allows for a diagnostic glance at how much students have reflected on these cultural questions before being told to look for them in the film.</p> <p>Chosen clips include internal monologues of the main character and his reflections about life, and important interactions between the main</p>

<p>Students are given a blank page to doodle or jot down any reflections during the film.</p> <p>(40 min)</p> <p><u>Independent Practice (“Through”)</u></p> <p>Instructor provides students with a set of questions that interpret the film from various levels based upon Bloom’s taxonomy.</p> <p>(15 min)</p> <p><u>Closure</u></p> <p>Instructor calls for students to share out some answers to the questions that students just wrote about.</p> <p>(20 min)</p> <p>Instructor poses question to students: in terms of reconciling with the ‘other’, do we have it easier or harder than the humans in the film? What, in the real world, are the things that most commonly prevent people from ‘humanizing’ the other?</p> <p>(5 min)</p> <p><u>Transfer (“Beyond”)</u></p> <p>Instructor shows students a World Health Organization Public Service Announcement (see below) that briefly describes the organization’s work. Instructor tells students that the next class period will be devoted to exploring in greater depth the work that is done to protect health on a global scale.</p>	<p>Linguistic, Intrapersonal</p> <p>Interpersonal, Linguistic</p> <p>Visual</p>	<p>characters. Action scenes omitted for time.</p> <p>Instructor provides students with a choice in how to analyze the film.</p> <p>Students learn how their own analyses compare with that of their peers.</p> <p>Transition to health crises in the real world and how differences between culture and economics impact the fate of global health.</p>	<p>reflection in paragraph form.</p> <p>(40 min)</p> <p><u>Independent Practice (“Through”)</u></p> <p>Students address questions independently, selecting two from a list of questions that are based on Bloom’s Taxonomy of Cognition.</p> <p>(15)</p> <p><u>Closure</u></p> <p>Students discuss important answers to questions relating to the film, and address parallels with our world today.</p> <p>(20 min)</p> <p>Students consider additional questions.</p> <p>(5 min)</p> <p><u>Transfer (“Beyond”)</u></p> <p>Students write down the website for the World Health Organization (http://www.who.int) so they can familiarize themselves with the website before the next class period, when they will be expected to navigate the website.</p> <p>(2 min)</p>	<p>Visual/Spatial, Linguistic, Intrapersonal</p> <p>Interpersonal</p> <p>Visual</p>	<p>characters. Action scenes omitted for time.</p> <p>The activity is differentiated for students to allow them to reflect on the level at which they are the most comfortable. They then have the opportunity to learn from others about how other questions could have been approached.</p> <p>Students build community and ties between ‘same’ and ‘other’ through their shared experiences viewing and interpreting the meaning of the film.</p> <p>Students assigned task of becoming familiar with global health resources, making transition to real-life problems of the ‘other’ and health crises.</p>
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(2 min)			
<p><u>INFO ABOUT ENGLISH LANGUAGE LEARNERS</u></p> <ul style="list-style-type: none"> • Daniel (grade 10): CELDT 3, Autism, Basic on CST, enjoys dance. • Wendy (grade 10): CELDT 5, Proficient on CST. • Angel (grade 10): CELDT 4, Basic/Proficient on CST • René (grade 10): CELDT 4, Basic on CST 			<p><u>INFO ABOUT STUDENTS W/ SPECIAL NEEDS</u></p> <ul style="list-style-type: none"> • Daniel (grade 10) – IEP, Autism, ADHD, Processing deficit, needs extra time, needs visual cues, Basic on CST, enjoys dance. • Jenna (grade 10) – IEP, Written language processing deficit, extra time if necessary, easily distracted, highly social, Proficient on CST, enjoys running track. • Austin (grade 10) – IEP, Autism, needs extra time, self-concept, difficulty reading social cues, Proficient/Advanced on CST. • Angel (grade 10) – IEP, Depression/Anxiety, medicated daily, give encouragement and watch to ensure participation, Basic/Proficient on CST
<p><u>DIFFERENTIATION FOR ENGLISH LANGUAGE LEARNERS</u> <i>choose area(s) as necessary based on information above</i></p> <p>Content – (what <i>material - including key vocabulary - is learned</i>) Multimedia content offers multiple routes to understanding. Students able to analyze content in the way that makes the most sense to the.</p> <p>Process (<i>how the material is learned</i>) Bloom’s taxonomy used to develop the levels of understanding on which analysis of the film may take place.</p> <p>Product (<i>how the learning is demonstrated</i>) Within their reflections on the film students are given the opportunity to vary the form their product takes -- They may create a word wall of significant ideas, draw a picture, or write a reflection in paragraph form.</p>			<p><u>DIFFERENTIATION FOR STUDENTS WITH SPECIAL NEEDS</u> <i>choose area(s) as necessary based on information above</i></p> <p>Content (<i>what material - including key vocabulary - is learned</i>) Students given opportunity to draw and process content visually.</p> <p>Process (<i>how the material is learned</i>) Tiered analysis gives students choices on how to approach the material.</p> <p>Product (<i>how the learning is demonstrated</i>) Variety of assessments offered.</p>
<p>RESOURCES: <i>Attach materials needed to implement the lesson - e.g., power point presentation, text, graphic organizer</i></p> <ul style="list-style-type: none"> • <u>Film</u>: <i>Warm Bodies</i> (2013, directed by Jonathan Levine) • Reflection questions on the film (below) • W.H.O. Public Service Announcement http://www.youtube.com/watch?v=N_dXI7qOOaI 			<p><u>REFLECTION</u>: Lesson not yet taught.</p> <p>I strongly anticipate success with this lesson. Not only will students be entertained by the film, which is accessible to students of all levels, but they will be engaged with the main concept, which is human beings have the mental capacity and the heart to overcome what seems like the most insurmountable of barriers between one another. All student will be able to empathize with what it feels like to be ostracized.</p>

Reflecting on the Film *Warm Bodies*

INSTRUCTIONS: Please pick two of the following questions and write a short answer for each one (3-4 sentences minimum).

- Describe the relationship between the main girl (Julie) and her father (the general) and how it changes throughout the movie.
- What is the main idea behind this movie? What are the filmmakers trying to say?
- Describe a person in your own life who would really benefit from the message of this movie and why.
- Observing the kind of people you see in the human settlement throughout the film, what is the overall effect on society of living in this way?
- What kind of a solution might the film propose about a problem that exists in the world today (choose one), and how would it play out?
- In what part of the film was its message delivered most effectively, and why? Name one thing that you might change about the film to make this message clearer or stronger.

Single Subject Lesson Design Rubric

Name Matt Mayock Lesson Title 'Body of the Other' Date

See Lesson Design Resources Website for more details: <https://sites.google.com/site/lessondesignresources/>

Design Component & Criteria	Approaching	Meets (includes the criteria for Approaching)	Exceeds (includes the criteria for Approaching & Meets)
Title, Curriculum Area & Grade Level 5%	Provides a title that is related to the lesson activity	& addresses the unit it belongs to and in what curriculum area and grade	& describes where it fits within a unit plan, i.e. Third lesson in a 4-week unit on Colonization.
Rationale: Big Ideas & Essential Questions 10%	Describes the rationale for teaching this lesson (<i>big ideas, enduring understandings, essential questions</i>) ...	& addresses how the instructional strategies and the student activities are suited to meet the standard and objective of the lesson...	& explains how the assessment is a valid (authentic) and reliable (consistent) way to assess student learning.
Standards, Objectives & Assessments 25%	Both CA Content and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria and is assessed	& each objective is labeled by the type (<i>cognitive, affective, psychomotor or language</i>), the number of the standard it addresses and the type of assessment is labeled (<i>diagnostic, formative or summative</i>)	& expectations are clearly communicated to students via rubric, model or sample student work.
Prediction of Likely Difficulties 5%	Possible misconceptions or assumptions are identified	& the misconception or assumptions are identified as being in the content, process or product of the lesson	& the instructional strategies, student activities &/or the differentiation strategies work to avoid these misconceptions or assumptions.
Instructional Strategies 15%	Provides an <i>into, through</i> and a <i>beyond</i> activity for lesson...	& describes in detail the steps the teacher will take to implement the lesson and instructional materials (i.e. graphic organizer, ppt, model, rubric)...	& provides a written script for teacher and times for each activity.
Student Activities 10%	Describes what the students will do during the <i>into, through</i> and <i>beyond</i> activity of the lesson...	& each activity is student centered with multiple opportunities for the instructor to check for understanding...	& provides criteria for the student activities and times for each activity.
Student Information 10%	Identify the names of the students that need differentiation (both ELL & Students w/ Sp Ed needs)	& describe each of the students readiness level, learning profile and interests	& includes prior successful differentiation strategies for each student.
Differentiation 10%	Describes the differentiation strategy for the ELL and the students with special education needs ...	& labels the strategy (<i>content, process or product</i>) and the way it addresses the students identity and developmental needs (<i>readiness, interest or learning profile</i>)...	& provides how the strategy will be assessed for effectiveness and altered if needed.
Resources 5%	All instructional materials needed to implement the lesson are listed.	All instructional materials that are needed to implement the lesson are listed and described.	& all materials listed for the unit are listed and provided, such as power point, graphic organizer, sample student work, assignment rubric, quiz...
Reflection 5%	Reflection is provided on the strengths, limitations, assessment and differentiation plan.	The reflection addresses all prompts and identifies what would be done next based on this reflection.	Reflection is complete and a new lesson is provided to address the concerns in the reflection.
Self-Evaluation (10% will be deducted if not included)	Provides a copy of the rubric with the lesson plan...	& highlights or circles the evaluated criteria for each lesson component...	& provides evidence for each criteria marked.

