

EDSE 435 CROSS-CURRICULAR CRP LESSON PLAN

Group Members:

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Theme:

Identifying and analyzing the concept of guilt through text and applying the rule of law through judgement of both behavior and responsibility.

Narrative Overview:

Our lesson is about the moral dilemma of guilt. The story we will be using is a moral dilemma story that involves five characters, students must decide characters from most to least guilty according to their definition of guilt.

Student Learning Outcomes:

1. **SWBAT** - Define and identify the concept of guilt, building and defending their own opinions.
2. **SWBAT** - Also use critical thinking skills and analysis to rank each level of guilt and responsibility.
3. **SWBAT** - They will make connections and inferences to the rule of law based on the given text.

Connection to CRP Principles (Validating, Comprehensive, Multidimensional, Empowering, Transformative & Emancipatory)

Validating - Children from different cultural backgrounds identify and analyze their beliefs of guilt, applying their judgements to whomever is responsible.

Multidimensional - There are many different subjects blended together in this lesson.

1. English - Studying the concepts of ethos/pathos/logos through the text
2. History - The study of Greco-Roman law (through decisions of guilty/not guilty)
3. Art - Drawing concept of Guilt for Freire model
4. Physical Education - Kinesthetic movement throughout lesson, especially during Gallery Walk

Comprehensive - Utilizing a definition key so that students can identify new vocabulary words and understand different word connotations.

Emancipatory- Discussion-based, students are the main drivers of the lesson, the teacher acts merely as a facilitator.

Empowering: The names of each character within the story are changed to respond to students of color and their unique cultural backgrounds.

Transformative: Teacher can use utilize this lesson with nearly all students of differing backgrounds and cultures. It is culturally neutral, and names can be changed to suit different groups. There will be student to student interaction using their individual prior knowledge and applying it to debate during class.

Grade Level(s):

High school - 10th grade

Content Areas Represented:

Physical Education, Art, English, History

Content/Common Core Standards (CCSS...)

1. History: 10.1. - Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.
2. History: 10.1.1 - Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.
3. Physical Education: 3.9 - Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.
4. Acc VA: Re7.2 - Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences
5. [CCSS.ELA-Literacy.RI.9-10.1](#) - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Required Materials:

1. Paper
2. Pen or Pencil
3. Projector for PowerPoint to project lecture presentation on screen
4. Poster Paper

5. Colored markers/pencils

Essential Questions (3-5):

1. How do students' different backgrounds impact their definition of guilt?
2. How do students utilize source text as evidence for their opinion towards the story?
3. How does interpretation of image influence students' concept of guilt and how it applies to our world?

Assessment of Student Learning Outcomes (Differentiate for ELL, Spec. Needs):

The teacher will visit each group and analyze students' posters and pose questions to the students to understand their reasoning to draw their representation of guilt.

Differentiated Instruction

1. **English Proficiency Levels of the ELL students**
 - a. Expanding and Bridging
2. **Types of disability of special needs students:**
 - a. ADD and Autism
3. **3-5 Strategies for reaching these specific students:**
 - a. In order to address emerging and expanding ELL students' vocabulary needs for the lesson, these students will be given a definition key of possibly hard-to-define terms that may challenge their reading of the story.
 - b. In order to address the unique needs of autistic students, the teacher will provide these students with sentence stems to assist them in how to properly phrase their answers on their group's poster.
 - c. For students with ADD in the classroom, we will give a pre-recorded reading of the story so these students have the option of listening to the story.
4. **Explain how these strategies are different from the ones used for the whole class:**
 - a. The strategy of giving key vocabulary terms will likely help students with specific needs to better understand the story will differ from the general student population in that we are giving them greater assistance that they may need for better reading comprehension.
 - b. The strategy of the sentence stems for students on the autism spectrum differs from what the general population receives in that these students are given examples of what is expected of them. These particular students will likely need more time to think about their answers, however, we don't

want them to think too long on how to phrase it. General population students will likely move at a quicker pace, yet we don't want any autistic students to be left behind in the lesson.

- c. The strategy of providing students with ADD a pre-recorded reading of the story will provide an alternative mode of learning (auditory) for students who respond better to differentiated methods of teaching. Audio versions are also capable of providing greater connections with the story. Audio listeners may form greater emotional connections to the narrator, which can draw them deeper and motivate them to continue with the lesson.

5. **Explain why these specific ones meet the needs of these student populations:**

- a. The audio is good for ADHD students because it lets them practice their strongest literacy skill of listening. Reading is not everyone's strongest form of literacy, listening is another alternative.
- b. Sentence stems are good for ASD students because it gives them a chance to comprehend their answers as efficiently as CP students. ASD are no less smarter than CP students they just take a longer time coming up with their thoughts.
- c. Vocabulary definitions are good for ESL learners because it gives them a chance to comprehend a document with hard vocabulary words in a more efficient manner without having to use google translate. They are only using English to improve their vocabulary.

Step-by-step procedure for carrying out the lesson and activities

1. Open question: Ask the class (individually) to define their initial ideas of guilt (5 minutes)
2. Distribute Alligator River Story to students to read (give students 10 minutes to read and come up with their individual list of most to least guilty)
3. After coming up with their own list of who is guilty, have students get into groups of 4 to make a group list of most to least guilty characters in the story and make a Frayer Model of the word guilty as a group (15 minutes)

4. Gallery walk for 20 minutes with groups observing other groups guilty/not guilty lists, teachers are informally assessing other groups by checking for their understanding of the story (become a devil's advocate because we know the story better than anyone else) (20 minutes)
5. For the last 5 minutes of class quick-write your thoughts on the gallery walk and if any student changed your opinion regarding who was most to least guilty.

Instructional Strategies (Whole Class):

1. Think, Pair, Share
2. Gallery Walk
3. Quickwrite

The Alligator River Story

[The Alligator River Story audio version.m4a](#)

Once upon a time there was a woman named Abigail who was in love with a man named Gregory. Gregory lived on the shore of a river. The river, which separated the two lovers, was **teeming** with man-eating alligators. Abigail wanted to cross the river to be with Gregory. Unfortunately, the bridge had been washed out. So she went to ask Sinbad, a riverboat captain, to take her across. He said he would be glad to if she would **consent** to go to bed with him preceding the **voyage**. She promptly refused and went to a friend named Ivan to explain her **plight**. Ivan did not want to be involved at all in the situation. Abigail felt her only alternative was to accept Sinbad's terms. Sinbad fulfilled his promise to Abigail and delivered her into the arms of Gregory.

When she told Gregory about her **amorous escapade** in order to cross the river, Gregory cast her aside with **disdain**. Heartsick and dejected, Abigail turned to Slug with her **tale of woe**. Slug, feeling compassion for Abigail, sought out Gregory and beat him brutally. Abigail was overjoyed at the sight of Gregory getting his due. As the sun sets on the horizon, we hear Abigail laughing at Gregory.

Vocabulary

Teeming (v): be full of or swarming with.

Voyage (n): a long journey involving travel by sea or in space.

Consent (n): permission for something to happen or agreement to do something.

Plight (n): a dangerous, difficult, or otherwise unfortunate situation.

Amorous (adj): showing, feeling, or relating to sexual desire.

Escapade (n): an act or incident involving excitement, daring, or adventure.

Disdain (n): the feeling that someone or something is unworthy of one's consideration or respect; contempt.

Tale of woe (n): a sad story; a list of personal problems; an excuse for failing to do something.

All five characters are listed below in alphabetical order. Rank each character (1-5) according to their guilt with 1 being the most guilty and 5 being the least guilty. Justify your rankings on a poster provided after each character.

SENTENCE STARTERS: CLAIM, EVIDENCE, REASONING

- Directly answer the question/ prompt.

Sentence Starters

- I observed _____ when _____.
- I compared _____ and _____.
- I noticed _____, when _____.
- The effect of _____ on _____ is _____

EVIDENCE

- The document quote that supports the claim being made.
 - quotes are textual evidence directly from the document that is used to make a claim.
 - Specific Examples
 - Use documents and historical background knowledge from previous classes

Sentence Starters

- In the document ...
- The evidence I use to support _____ is _____.
- I believe _____ (statement) because _____ (justification).
- I know that _____ is _____ because _____.
- Based on _____, I think _____.
- Based upon _____, it is evident that _____.

REASONING

- Explains why the evidence supports the claim, providing a logical connection between the evidence and claim.

- Why is claim valid?
- background/ prior knowledge

Sentence Starters

- Based on the evidence, we must conclude... because....
- The most logical conclusion we can draw from this evidence is that.... because....
- These facts work together to build a case that... because...
- All of this proves that.... because...
- The reason I believe _____ is _____.