

### Humanitas Interdisciplinary Thematic Unit

School: <b>Roosevelt High School</b>	Track: <b>A</b>	Grade: <b>10th</b>	Timeframe: <b>6 weeks</b>
Team Members: <b>Sonia Herrera</b>	<b>Deborah Lowe</b>	<b>Estelle Ost</b>	
Subject Area: <b>World History</b>	<b>English 10</b>	<b>English 10</b>	

**Unit Theme: *The art of citizenship: negotiating the relationships between individuals, communities, and the state***

<b>Rationale</b>	<p>This is the opening unit of the 10th grade year and it is crucial to introduce the interdisciplinary work students will be doing all year long, as well as the themes that drive the courses. Therefore, we scaffold the interdisciplinary work by beginning with a group interdisciplinary project and then moving to an individual, limited-focus interdisciplinary timed writing. We want our students to learn how to work collaboratively in order to develop a strong, democratic classroom community. Historical events often lead to changes in forms of government and we want students to understand, analyze, and reflect upon what an individual's role is in maintaining workable, effective communities and governments so that they can continue to become active, thoughtful participants in their community.</p>		
<b>Student Outcomes</b>			
<b>Focus Standards</b>	<p><b><u>English 10 Standards:</u></b>                  2.5 Reading Comprehension: Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.                  3.0 Literary Response and Analysis: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes.                  2.2 b. Writing Applications: Write responses to literature that support important ideas and viewpoints through accurate and detailed references to the text or to other works.</p> <p><b><u>World History Standards:</u></b>                  10.1.2 Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's <i>Republic</i> and Aristotle's <i>Politics</i>.                  10.2.1 Compare the major ideas of philosophers and their effects on the democratic revolutions.</p>		
<b>Understandings</b>	<p><i>Students will understand ...</i></p> <ol style="list-style-type: none"> <li>1. Changes in government often follow historical patterns</li> <li>2. Philosophy of Socrates, Plato, Aristotle, and other philosophers</li> <li>3. Forms of government</li> <li>4. Greek &amp; Roman philosophies helped develop Western political thought</li> <li>5. How communities operate and maintain order</li> <li>6. The difference between sameness and equality</li> <li>7. The subjective nature of utopias</li> </ol>	<b>Theme-related Essential Questions</b>	<ol style="list-style-type: none"> <li>1. What does the government value more, the individual or the community?</li> <li>2. What do you value more, the individual or the community?</li> <li>3. What is more important, individual freedoms or the success of the community as a whole?</li> <li>4. When are individuals responsible for the well-being of the people around them?</li> <li>5. Do we control the paths of our lives?</li> <li>6. Can people be trusted to govern themselves?</li> <li>7. What is the purpose of government?</li> <li>8. What is the ideal form of government?</li> </ol>
<b>Interdisciplinary Essay Prompt</b>	<p>1. <b>Interdisciplinary group project- travel brochure for desert island community espousing a political philosophy and comparing community to <i>The Giver</i></b>  <b>Instructions:</b> It is now time to put all your knowledge together. Using your knowledge of the eight types of government, the philosophers, and <i>The Giver</i>, what type of government will you have in your island? In groups, you must choose one philosopher whose philosophy you agree with to create your island's government and choose one type of government from the vocabulary words you have learned. Your group will create a colorful six-page travel brochure for your island. The brochure must be typed and must include appropriate illustrations and/or graphics. <b>(please see attached assignment)</b></p> <p>2. <b>Timed essay comparing/contrasting Jonas's society with Plato's ideal republic using knowledge from history and literature readings</b>  <b>Prompt:</b> In a well-developed, organized essay, compare and/or contrast Jonas's society with Plato's ideal republic. Please compare and/or contrast at least three different aspects of the two different societies. Please use specific examples from <i>The Giver</i> and the <i>TCI Briefing on Plato</i> to support your points. You can use your notes, the <i>TCI Briefing on Philosophers</i>, and <i>The Giver</i> to help you as you write. <b>(please see attached assignment)</b></p>		

**Humanitas Interdisciplinary Thematic Unit  
Subject-Area Unit Plan**

**School: Roosevelt High School**

**Teacher: Sonia Herrera**

**Subject-Area: World History**

**Semester: Fall**

Essential Understandings	Knowledge/ Skills	Focus Standards
<p><b>Important Concepts</b></p> <ol style="list-style-type: none"> <li>Forms of government</li> <li>Differing philosophies lead to changes in government</li> <li>The conflict between individuality and collectivism</li> <li>Having an effective, functioning government requires collaboration, good communication and compromise</li> </ol>	<p><b>Students will know...</b></p> <ol style="list-style-type: none"> <li>Many ideas about government and rule of law come from Plato and Aristotle.</li> <li>The European Enlightenment resulted in revolutions that replaced kings, queen, and dictators with governments designed to represent the will of the people. These ideas come from Locke, Rousseau, and Montesquieu.</li> <li>Recognize that Plato and Aristotle advanced the idea that the human mind could effectively deal with all problems.</li> <li>Forms of governments</li> </ol>	<p><b><u>California World History Standards:</u></b></p> <p><b>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.</b></p>
<p><b>Guiding Questions</b></p> <ol style="list-style-type: none"> <li>What is Divine Right?</li> <li>Can people be trusted to govern themselves?</li> <li>What is the purpose of government?</li> <li>What is the ideal form of government?</li> <li>What is more important, individual freedom or the success of the community as a whole?</li> </ol>	<p><b>Students will be able to...</b></p> <ol style="list-style-type: none"> <li>Evaluate how direct democracy developed in Athens and the extent to which Roman law extended the idea of democracy.</li> <li>Make inferences from documents to incorporate ideas into their role-playing speech.</li> <li>Students will gain problem solving skills and critical thinking skills.</li> <li>Students will learn to think critically about research and evaluating the point of view and reliability of sources.</li> </ol>	<ol style="list-style-type: none"> <li>Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's <i>Republic</i> and Aristotle's <i>Politics</i>.</li> </ol>
<b>Assessment Evidence</b>		
<p><b>Formative Assessments</b></p> <ol style="list-style-type: none"> <li>Shared Inquiry to discuss sources and readings about philosophy.</li> <li>Articles of Incorporation (for Creating an Island Project)</li> <li>Quiz on Forms of Government</li> <li>Philosopher Quiz</li> <li>Socratic Seminar on <i>The Prince</i> by Niccolo Machiavelli</li> </ol>	<p><b>Summative Assessments</b></p> <ol style="list-style-type: none"> <li><b>Project: Creating a Government</b> - groups of 3-4 students create a community when they “land” on a deserted island. Establish rules and way of making decisions.</li> <li><b>“Meeting of the Minds” Philosopher Panel</b>- Students research philosophers and role play in a philosopher panel discussing the answers to the essential questions.</li> <li><b>Travel Brochure Project (see attached)</b></li> </ol>	<p><b>10.2.1 Compare the major ideas of philosophers and their effects on the democratic revolutions.</b></p>
<b>Learning Plan</b>		
<p>Texts, major lessons, events, projects, activities, and ELL/SPED differentiation</p> <p><b><u>Lessons/Activities:</u></b> Using symbols for forms of government, role playing activities, Roadmaps (flow charts), graphic organizers, think alouds, reading to learn, assignments from textbook, Creating a Government Project, performance assessment (philosopher panel), and Travel Brochure project.</p> <p><b><u>Texts:</u></b> <i>World History: The Modern World</i> (class textbook) <i>History Alive!</i> (TCI) Curriculum “Meeting of the Minds” Philosopher Panel Readings from <i>Facing History and Ourselves Resource Book</i></p>		

## Humanitas Interdisciplinary Thematic Unit

### Subject Area Unit Plan

**School: Roosevelt High School Teachers: Estelle Ost and Deborah Lowe Subject Area: English 10 Semester: Fall**

Essential Understandings	Knowledge/ Skills	Focus Standards
<p><b>Important Concepts</b></p> <ol style="list-style-type: none"> <li>1. the formation of the community in <i>The Giver</i> by Lois Lowry</li> <li>2. the correlation between the individual and her or his role in society</li> <li>3. the power of individuals</li> </ol>	<p><b>Students will know...</b></p> <ol style="list-style-type: none"> <li>1. what an utopian or ideal society may be</li> <li>2. with regard to forms of government learned in History class: students will know which type of government or society was created in <i>The Giver</i></li> <li>3. the meaning of equality and community</li> </ol>	<p><b>2.0 Reading Comprehension</b></p> <p>2.3 Generate relevant questions about readings on issues that can be researched.</p> <p>2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.</p>
<p><b>Guiding Questions</b></p> <ol style="list-style-type: none"> <li>1. What is more important, individual freedom or the success of the community as a whole?</li> <li>2. When are individuals responsible for the well-being of the people around them?</li> <li>3. Do we control the paths of our lives?</li> <li>4. What is the purpose of government?</li> </ol>	<p><b>Students will be able to...</b></p> <ol style="list-style-type: none"> <li>1. collaborate within small groups of 3-4 students in English and in History class</li> <li>2. formulate and describe an ideal society or an ideal form of government</li> <li>3. plan, research, design, create a computer generated brochure</li> <li>4. write a comparison and/or contrast timed writing (see attached)</li> <li>5. describe Jonas's society and Plato's ideal republic</li> </ol>	<p><b>3.0 Literary Response and Analysis</b></p> <p>Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes.</p>
Assessment Evidence		
<p><b>Formative Assessments</b></p> <ol style="list-style-type: none"> <li>1. locate and list rules for the community/society in <i>The Giver</i></li> <li>2. question and comment on individualized rules for the main character, Jonas</li> <li>3. various reading &amp; note-taking strategies practiced throughout reading of the text</li> <li>4. study questions</li> <li>5. writing from character's point of view</li> </ol>	<p><b>Summative Assessments</b></p> <ol style="list-style-type: none"> <li>1. with knowledge gained in History class, students plan and design a government on a desert island</li> <li>2. a computer-generated, colorful, tri-fold island brochure describes the island, its form of government, connections to the History class knowledge and <i>The Giver</i> text</li> <li>3. write timed writing comparing and/or contrasting Jonas's society &amp; information from History <i>TCI Briefing on Plato</i></li> </ol>	<p>3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.</p> <p><i>Narrative Analysis of Grade Level Appropriate Text</i></p> <p>3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.</p>
Learning Plan		
<p><b>Texts, major lessons, events, projects, activities, and ELL/SPED differentiation</b></p> <ul style="list-style-type: none"> <li>• <i>The Giver</i> by Lois Lowry, "Basic Teachings of the Great Philosophers" by S.E. Frost, "TCI Biographical Briefing on Plato"</li> <li>• group philosophy poster based on "Basic Teaching of the Great Philosophers" explaining definition of philosophy and major questions that philosophers study</li> <li>• notebook assignments to monitor reading comprehension</li> <li>• notebook assignments to identify government/community structure in <i>The Giver</i></li> <li>• timed writing (see attached)</li> <li>• travel brochure project (see attached)</li> </ul> <p><b>ELL/SPED</b></p> <ul style="list-style-type: none"> <li>• individual work and cooperative learning as appropriate</li> <li>• various reading strategies to explain text using: questioning, connecting, commenting, visualizing, predicting, paraphrasing</li> <li>• illustrate images from Jonas's experiences with <i>The Giver</i></li> <li>• choice of literature pieces was based on students' needs</li> </ul>		<p>3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.</p> <p>2.2 b. Write responses to literature that support important ideas and viewpoints through accurate and detailed references to the text or to other works.</p>

## **Travel Brochure Project: Creating a Government**



It is now time to put all your knowledge together. Using your knowledge of the eight (8) types of government, the philosophers, and The Giver, what type of government will you have in your island?

In groups, you must choose one philosopher whose philosophy you agree with to create your island's government and choose one type of government from the vocabulary words you learned. Your group will create a colorful six-page travel brochure for your island. The brochure must be typed and must include appropriate illustrations and/or graphics. The brochure should be organized as follows:

- Page 1 Cover of brochure- Must include the name of the island, flag, motto, type of government, and name of philosopher.
- Page 2 Give background of the island such as rules and consequences. (Check your list of rules from The Giver for ideas, categories, etc.).
- Page 3 Describe how duties (assignments, jobs) will be determined, how decisions will be made on your island, and the procedure (justice system) your island will follow to determine whether someone is guilty of breaking the rules. Be sure to be consistent with the form of government you chose.

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Page 4 Explain the philosophy of the philosopher you chose and his/her ideal form of government.

Page 5 Explain how your island and its government compare to that in The Giver. Compare at least four (4) points. Consider the following categories:

1. Leadership
2. Assignment of duties
3. Form of government
4. Justice System

Page 6 Answer 2 or 3 of the essential questions.

1. What does society value more, the individual or the community?
2. What do you value more, the individual or the community?
3. What is more important, individual freedoms or the success of the community as a whole?
4. When are individuals responsible for the well-being of the people around them?
5. Do we control the paths of our lives?
6. Can people be trusted to govern themselves?
7. What is the purpose of government?
8. What is the ideal form of government?

***Make sure your pages are numbered!***

***Be creative! Use color and pictures!***

**Humanitas Interdisciplinary Thematic Unit**  
**Timed Essay Comparing and/or Contrasting**  
**Plato's Ideal Republic to Jonas's Society in *The Giver***

"In Plato's republic, the state would be unified and self-sufficient. Each person would be put to the best use for which nature prepared him or her. All children would be the property of the government and would owe primary loyalty to the state rather than to their mother and father. In this way, power would never be hereditary, and each person would be educated and judged suitable for a certain role based only on her or his own skills and merits. ... Philosopher-kings would make the laws.... Plato assigned to the populace the primary duty of obedience." ("TCI Biographical Briefing on Plato")

**Essay Prompt**

In a well-developed, organized essay, compare and contrast Jonas's society with Plato's ideal republic. Please compare/contrast at least three different aspects of the two societies. Please use specific examples from The Giver to support your points. You can use your notebook and The Giver to help you. Since you have a limited amount of time (only one hour), please neatly cross out any mistakes and keep writing. Do not use white-out and do not recopy your essay.

**Introduction checklist**

- ✓ One sentence summary of the plot of The Giver (e.g. The Giver is a novel written by Lois Lowry which..., In the novel The Giver, Lois Lowry writes about...)
- ✓ One sentence explanation of who Plato is
- ✓ Your thesis (e.g. Jonas' society is/is not like Plato's ideal republic.)

**Body Paragraph checklist (for each of your 3 body paragraphs)**

- ✓ Comparison of one aspect of Plato's republic to Jonas's community
- ✓ Specific example(s) from The Giver to support your point
- ✓ Brief quotation from "TCI Briefing on Plato"
- ✓ Your explanation of how the two compare/contrast

**Conclusion checklist**

- ✓ What would Plato's overall opinion of Jonas's society be?
- ✓ Do you think that Jonas's society is a utopia (perfect society)?
- ✓ Do they achieve equality? Is it fair?

**Format checklist**

- ✓ Is every paragraph indented?
- ✓ Did you capitalize all names?
- ✓ Is the title of the book underlined?
- ✓ Did you put quotation marks around any text you copied?
- ✓ Did you put the pg # in parentheses after any quotations from The Giver?
- ✓ Eliminate ~~I think~~ and ~~I believe~~ - your sentences will make sense without them.