

Day 9: Problems in Egypt



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VITAL INFORMATION

Subject(s): Language Arts (English)

Grade/Level: 10

Time Frame: 80 minutes

Learning Context: Students will be taking their knowledge of human rights and applying it to a serious world issue that is happening right now.

Objectives and Understandings: LT: Students will be able to create their own graphic organizers to categorize and organize important information

LT: Students will be able to critically analyze the media for biases and contradictions.

LT: Students will be able to work in collaborative groups and perform necessary duties to ensure that the project will be done on time.

ST: Students will be able to read newspapers from several "reliable" sources and categorize the information into a graphic organizer

ST: Students will be able to critically analyze "reliable" newspapers for biases and contradictions on the same event.

ST: Students will be able to recognize that politics influences the media.

Essential Questions: What is happening in Egypt and how do I feel about it?

How does the media influence our thoughts?

Rationale: **Administrators:** students will be able to differentiate fact from opinion. They will also be able to relate current events to a book theme (helpful on the Regents' critical lens.)

Students: You will be learning about the current events in Egypt and how this pertains to the text.

Critical Pedagogues: Students will be learning ELA tasks and skills while also applying the themes of the book to current world events; this will empower students because they will be up-to-date on events in the world.

Background Knowledge and Skills: Students will need to have an understanding of human rights, and what constitutes a violation of these rights.

Standards:

NY- New York State Standards

- **Subject:** English Language Arts (1996)
- **Learning Standard 1 :** Language for Information and Understanding
Students will listen, speak, read, and write for information and understanding.

As listeners and readers, students will collect data, facts, and ideas; discover

relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

- **Level :** Commencement
- **Key Idea :** Listening and Reading
 - **Performance Indicator :** Interpret and analyze complex informational texts and presentations, including technical manuals, professional journals, newspaper and broadcast editorials, electronic networks, political speeches and debates, and primary source material in their subject area courses.
 - **Performance Indicator :** Synthesize information from diverse sources and identify complexities and discrepancies in the information.
 - **Performance Indicator :** Make distinctions about the relative value and significance of specific data, facts, and ideas,
 - **Performance Indicator :** Make perceptive and well developed connections to prior knowledge.
 - **Performance Indicator :** Evaluate writing strategies and presentational features that affect interpretation of the information.
- **Key Idea :** Speaking and Writing
 - **Performance Indicator :** Support interpretations and decisions about relative significance of information with explicit statement, evidence, and appropriate argument.

• **Learning Standard 2 :** Language for Literary Response and Expression
Students will read, write, listen, and speak for literary response and expression.

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

- **Level :** Commencement
- **Key Idea :** Listening and Reading
 - **Performance Indicator :** Understand how multiple levels of meaning are conveyed in a text
 - **Performance Indicator :** Evaluate literary merit based on an understanding of the genre, the literary elements, and the literary period and tradition
- **Key Idea :** Speaking and Writing
 - **Performance Indicator :** Produce literary interpretations that explicate the multiple layers of meaning

• **Learning Standard 3 :** Language for Critical Analysis and Evaluation
Students will listen, speak, read, and write for critical analysis and evaluation.

As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

- **Level :** Commencement
- **Key Idea :** Listening and Reading
 - **Performance Indicator :** Analyze, interpret, and evaluate ideas, information, organization, and language of a wide range of general and technical texts and presentations across subject areas, including technical manuals, professional journals, political speeches, and literary criticism
 - **Performance Indicator :** Make precise determinations about the perspective of a particular writer or speaker by recognizing the relative weight they place on particular arguments and criteria (E.g., one critic condemns a biography as too long and rambling; another praises it for its accuracy and never mentions its length)

• **Learning Standard 4 :** Language for Social Interaction
Students will listen, speak, read, and write for social interaction.

Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

• **Level** : Commencement

• **Key Idea** : Listening and Speaking

■ **Performance Indicator** : Engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them

Summary: We will be covering the Egyptian crisis and looking at which human rights were violated; students will also be looking at the media coverage and discovering the biases.

Procedure (Including Motivation and Closure):

- I will ask the students "Who usually takes notes when you're in a group? Who does all of the talking? Who doesn't talk at all? Who usually does the reading?" I will hand out post-its that have these four labels on them: Speaker, Listener, Note-taker, and Reader. I want the students to put these on their foreheads. Now they are not allowed to hold these positions when they get into groups. They must decide who will do the position that they usually perform. This will build upon the skills that they are weakest at, and it will show them that even if everybody is working on their weakest ability, the job is still able to get done.
- Talk about problems in Egypt
- I will have the students get together in groups and read through three articles on Egypt. I want the students to create their own graphic organizer. I want the students to look at the tone of the articles, the message being sent (how they know...give specific examples using words from the text), and which words seem to be the most persuasive?
- Now I want the students to determine which article is right and why. This will show students that the media influences how we feel about things, and that the media is not accurate.
- Now we will talk about the issues of Egypt.
- Who started the campaign to fire up the Egyptians? What do you think about this?
- I will go over an article that discusses how Facebook was NOT what started the revolution in Egypt.
- How did they start up the revolution? Why was Facebook/the internet shut down? Do you think that this is legal? Why or why not? Would this ever happen in America?
- Who has the potential to start a revolution in Panem? Why do you think this? Why don't they do it?

Extension: Students will read Chapter 8+9; writer's notebook. I also want students to jot down the ads that appear on TV tonight while they're watching, and the ads that appear in the magazines that they're reading. What kinds of ads are they? Are they products that we need, or are they products that society dictates we need to look/act a certain way? How does this make you feel? How much consumerism are we surrounded by?

Sample Student Products:

Differentiated Instruction: We will be working on this stuff as a group.

Assessment/Rubrics: I will check the students' notebooks tomorrow.

Reflections on Teaching:

Materials, Resources,
and/or Handouts: