Daily Lesson plan for April 2, 2012

Subject: English II CP A — 90 minutes

Topic: What is totalitarianism? Introducing *1984*

Objectives:

* The student will compare a passage from chapter one depicting the Two Minutes of Hate with a speech that Adolf Hitler gave as chancellor of Germany (RL.9-10.7)
* The student will work in groups to identify aspects of totalitarianism evident in both the novel and the video clips, thus establishing the overall theme of totalitarian control for the rest of the unit, which will serve as a segue for students to create their own versions of the Two Minutes of Hate on Flip cams based on their group discussion (RL.9-10.2) (IT.9-10.1).
* Group will present their projects and discuss aspects of totalitarianism in their work (SL.9-10.1).

Purpose: To introduce the theme of totalitarianism. This will be the first lesson of the unit, and it will allow students to gain a framework to read the novel in. By introducing the unit with what totalitarianism is, students will be able to identify the dangers and critiques of totalitarian government in the novel, and in turn, become equipped to identify and react to aspects of this theme that they see in their everyday lives.

Procedures:

Introduction:

* Students will enter class. They will have read chapter one *1984* over the weekend. They will have a prompt on the board and they will respond on Edmodo: “What should the limitations of government be? How much power should the government be allotted?” (5 minutes).
* Discuss (5 minutes)

Development

* Mini-lesson on Totalitarianism. I will write the word “TOTALITARIAN” on the board and ask students to tell me what they think of when they see this word. I will write student responses on the board. After we have a thorough list of words, I will give an official definition of Totalitarianism and give examples of this form of government. I will focus on Nazism, especially since this novel is largely written as a response to totalitarianism in World War II. Notes to this Mini-lesson are attached. (15 minutes) (Now on Prezi).
* On the iPads I will direct students to passages in the novel where the Two Minutes of Hate is depicted. As a class, we will go through sections of the passage handed out to pick out reactions of the citizens of Oceana. As we go through each of the sections, I will give students some space to annotate on their copies (highlight and take notes) and point out interesting aspects of the passage. (10 minutes).
* After we go through this section of chapter 1, I will show a video clip of a speech given by Hitler to the youth in Germany. I will be playing from the 3:55 mark until the 9:00 mark. Before I start the video, I will let students know that I will be playing two videos and that they should be thinking about similarities and differences between the two videos and the excerpt from the novel (5 minutes)
* After this video, I will show a propaganda video distributed by the United States after the end of World War II. I will remind students to be thinking about how this video is similar to or different from the two pieces that we’ve already looked at. I’ll be playing the clip from the beginning until the 2:00 mark and then from the 5:00 until the 6:45. (5 minutes).
* After reading the excerpt from the novel and watching the two videos, I will distribute a handout to students (attached), asking questions about similarities and differences in the three pieces. Students will work on this worksheet independently (5 minutes).
* After students get a chance to work on the handout alone, they will get into groups of 3 to discuss and further fill in their worksheets with different insights that they gain from their peers. (10 minutes)

Conclusion

* For the rest of class, students will make their own version of the two minutes of hate. They can choose to do this in any way they please. They can have a group of actors, they can make a common craft, or they can come up with their own way to depict this scene. If they don’t finish today, the will have time at the beginning of the class tomorrow.

Materials:

* *1984*
* Excerpt from chapter 1 for each student to have and mark on
* White board, dry erase markers
* Smart board (to show videos and definitions)
* Video clip of Hitler speech (http://www.youtube.com/watch?v=gx6TDCtkQHg&feature=related)
* Video clip of post-war U.S. propaganda (http://www.youtube.com/watch?v=1v5QCGqDYGo&feature=related)
* Handout
* Writing utensil

Evaluation:

Introduction — Monitoring class and ensuring that each student is participating in the reading.

Development — Handouts will be collected for a participation grade (1 point total/day)

Conclusion — I will have been visiting groups during their group work to get a sense of what the students were talking about. This way, I will be able to encourage discussion in students that are hesitant to talk but that I know have great insight.

Mini-lesson notes

**Totalitarianism** (defined by Merriam-Webster): Noun – 1. Centralized control by an autocratic authority. 2. The political concept that the citizen should be subject to an absolute state authority.

From an encyclopedia article (Totalitarianism; retrieved from discovery.com): In the older forms of autocracy people could live and work in comparative independence, provided they refrained from politics. In modern totalitarianism, however, people are made utterly dependent on the wishes and whims of a political party and its leaders.

* There is an old form of totalitarianism (kings)
* There is a new form of totalitarianism (dictators)
  + Modern totalitarianism includes: (Can you think of examples for some of these?)
    - Social
    - Political
    - Economic
    - Intellectual
    - Cultural
    - Spritual

Examples of totalitarian governments: Germany (during WWII), USSR under Joseph Stalin, North Korea (Kim il-Sung, Kim Jong-il), Syria (current events), Iraq (Hussein).

Characteristics of a totalitarian government:

* Class stratification and hierarchy (the social ladder). The only person that doesn’t have anyone to answer to is the absolute ruler or dictator.
* All aspects of life are either modified to support the government, or they are eliminated. EVERYTHING works to further the totalitarian government.
* Government control of news sources: the government gets to choose what info the people have access too (why is this?). Censorship
* Most things are controlled and distributed by the government, not individuals.

**History**

Nazism (information retrieved from discovery.com from a National Socialist encyclopedia article) — German political movement of totalitarianism. (Do we know who the leader of this movement was?) Adolf Hitler. This form of totalitarian government was particularly military-based.

After WWI: Germany was desolate. Nazism is seen as a response to Germany’s economic “disruption.” (How did this make totalitarianism in Germany so successful? Hope offered? But at what cost?)

Hitler: Assumed complete control over the party.

* Violence
* Racism
* Creation of conspiracies

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: 2 April 2012

Reflection sheet

Answer these questions after reading the excerpt of the “Two Minutes of Hate” from *1984*, and watching the video clips of Hitler’s speech and propaganda distributed by the U.S. government.

1. How was emotions used in each of the pieces?
2. Did you notice any language being repeated in any of the pieces?
3. How does each draw on the idea of enemies?
4. How does each piece use fear?
5. What did you personally feel when you read the excerpt? The videos?
6. What did the U.S. video reveal about attitudes toward totalitarianism? How is this different from the German perspective? What about the novel’s excerpt?
7. How did the reactions of the German youth contrast with the citizens of Oceana?
8. How is the individual viewed in each of these in relation to their country? Is the individual or the larger whole emphasized?
9. How do you understand chapter 1 differently, now that you’ve been given historical background information?