

E3T Lesson Plan Creator

Developed By

Carrie Wozniak

Lesson Title

Embracing Technology

Length of Lesson

2-3 Days

Lesson Unit

The Role of Technology in Society

Grade

11th Grade

Subject

ELA

Strand

Literature and Culture

Michigan Content Expectations

CE1.1.1, 1.1.3,1.1.4, 1.2.1, 1.2.2,1.3.2, 1.3.3, 2.3.8,2.3.3

Keywords

Code of Ethics, American Medical Association, Flashback

Materials

PBS Online: “Body on a Bench - A tiny, living liver is the first step towards a lab version of the human body”

<http://www.pbs.org/saf/1209/video/watchonline.htm>

Nova Activity “You Be The Judge”

Handout: You Be the Judge

American Medical Association’s Code of Ethics

www.ama-assn.org/ama/pub/category/8388.html

Talking to the Text Bookmark – Chapters 11-16

Frankenstein Audio:

<http://etc.usf.edu/lit2go/title/f/frankenstein.html>

Abstract

The teaching plans that follow for High School Thematic Unit 11, Transformational Thinking – The Role of Technology in Society were designed and written by Michigan educators to meet the English Language Arts High School Content Expectations. The plan is meant as a model or example of how teachers might help students meet the Michigan Merit Curriculum Course Credit Requirements for Grade 11. This is approximately a one week lesson which will support the analysis of the text *Frankenstein* and support students in completing their Summative Assessment regarding The Role of Technology in Society.

Big Idea(s)

supernatural

role of technology

genetic engineerin

cloning

unintended consequences

appreciating human life

Essential Questions

What issues are involved in creating, lengthening, and bettering life?

What is technology's role in society?

What are the trade-offs for technological advances?

What role will I play in future technology? Question it, consume it, or help to create it?

What role does technology play in sustaining human life?

Learning Objectives

Students will be able to:

- Apply and evaluate the American Medical Association's Code of Ethics to real life situations.
- Frame and analyze the text of Chapters 11-16 of *Frankenstein*.
- Begin to decide upon a topic for their final project.

Summative Assessment

You will create one of the following:

- A brochure
- A poster display
- A web page
- A multi-media presentation (i.e. Power Point etc.)

Present to the class and school community to demonstrate what you have learned and gained from the texts studied in this unit. You will be using your selected article/topic from the Hyde Park Activity.

Lesson Opening

Students will view a 10-15 minute video clips which act as media linking texts and reflect the essential questions of the unit:

- What issues are involved in creating, lengthening, and bettering life?
- What is technology's role in society?
- What are the trade-offs for technological advances?
- What role will I play in future technology? Question it, consume it, or help to create it?
- What price am I willing to pay for immortality?

These clips will stimulate ideas for the Hyde Park Assignment – Summative Assessment
Introduce clip by saying:

“Today's clip is entitled “*Body on a Bench* - A tiny, living liver is the first step towards a lab version of the human body”.

<http://www.pbs.org/saf/1209/video/watchonline.htm>

Following the clip, students will do a Think-Pair-Share using one of the Essential Questions listed above.

Lesson Opening Co-teaching Plan

Teaming: Both teachers help with the activity, pose questions and offer suggestions.

Exploration

“You Be the Judge” Activity

Students will be a member of the Transplant Review Board at City General Hospital. Four patients, all with the same lung size and blood type are on a transplant waiting list. Your job is to decide who should receive the lung transplant when the next suitable organ becomes available.

Read over the Procedures with the class:

1. Read each case study.
2. Discuss with team members what kinds of criteria would be important in making this decision and create a set of guidelines based on your discussion.

Review each case using these guidelines.

3. Who would you choose for the transplant? Defend your reasoning. Tell students to use the Handout: You Be the Judge.

4. Is there any additional information you would have liked to know in order to make your decision? If so, create a list of what else you would have wanted to know. State reasons why that information might have helped guide your choice.

Students will then share their choices and reasons with the class.

Exploration Co-teaching Plan

Teaming: One teacher introduces the activity and offers a brief explanation of the directions and reviews the AMA Standards. The other teacher reviews and directs the class on how they will break up into groups.

Check for Understanding

Each group will then share their choices and reasons with the class. Based upon the reporting out of the class, the teacher will begin to assess the students understanding of the AMA guidelines and surface the class understanding of the theme.

Check for Understanding Co-teaching Plan

Teaming: Both teachers help with the assessment.

Explanation

Connect Activity to the text and focus questions through the use of a Quick Write.

In a 3-5 minute *Quick Write quiz*: Explain the creature’s request of Victor.

Focus Question #6

Why does Victor decide to stay with him and listen to the creature’s story?

Answer Plan

1. Restate the question.
2. Explain why you think Victor decides to listen.
3. Conclude by giving a prediction of what his story will be.

Possible Answer

[1] Victor chooses to go to the hut with the creature in order to hear his story. I think Victor goes with him out of curiosity. [2] He wonders what he has done over the past two years and possibly why he killed William. He also is to some degree afraid of what the creature might do to other loved ones if he doesn't cooperate with him. Victor does feel some compassion toward the creature for what he has gone through alone. [3] I think maybe he will try to blame all of his actions on Victor.

Explanation Co-teaching Plan

Co-Teacher can use the model focus plan to discuss with the class possible responses. The Co-Teacher can also introduce the next Talking to the Text Bookmarks.

Extended Practice

Students will read Chapters 11 and 12 in class and/or for homework.

Pass out Talking to the Text Bookmark 3. (See Handout)

Provide Students with Audio Text and Digital Text: Link

<http://etc.usf.edu/lit2go/contents/600/0684/0684.html>

Closing

Model for students the Website - Summary, Audio Text, Digital Text and Reading Strategies.