

**ELA Lesson Plan
Grade 11 Dehumanization**

Unit of Study	Lesson Title	Duration of Lesson	Date(s)
Process of Dehumanization	Dehumanization Book: <i>Survival in Auschwitz</i> by Primo Levi	90 minutes	
Design Question/Focus of the Lesson/Addressing Content			
<ul style="list-style-type: none"> • What is dehumanization? • What are examples of dehumanization? • What are the processes of dehumanization? • What is the impact of dehumanization on individuals? 			
<input checked="" type="checkbox"/> Introducing New Knowledge	<input checked="" type="checkbox"/> Deepening or Practicing	<input checked="" type="checkbox"/> Generating and Testing Hypotheses	
Learning Goal/Objective (Based on standards.)			
<ul style="list-style-type: none"> • LAFS.1112.RL.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • LAFS.1112.RL.1.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. • LAFS.1112.RL.2.4 Determine the meaning of words and phrases. • LAFS.1112.RL.2.6 Determine an author's point of view or purpose in a text. • LAFS.1112. L.1.1b Use various types of phrases and clauses to convey specific meanings. 			
Scale			
2.0 Simpler Content	3.0 Target (Objective)	4.0 More Complex	
Students will be able to define and identify examples of dehumanization from text.	Students will provide textual evidence to demonstrate the impact of dehumanization on individuals.	Students will apply their understanding of dehumanization to reflect on situations related to their lives or current social issues.	
Assessment and Monitoring (Checks for content and desired effect.)			
<p>Teacher observation during pair work</p> <p>Group discussion</p> <p>Formative assessment based on worksheets</p>			
Critical Information Chunks/Close Read (As determined by learning targets.)			
<p>Define/explain dehumanization.</p> <p>Identify examples of dehumanization from the text – “Survival in Auschwitz,” by Primo Levi</p> <p>Analyze explicit and implicit messages from the text – “Survival in Auschwitz,” by Primo Levi</p> <p>Determine author's point of view</p> <p>Describe the impact of dehumanization on individuals, using textual evidence.</p>			

Instructional Strategies/Lesson Activity

Opening Activity

1. The teacher deconstructs “dehumanization” by brainstorming with students.
 - De + Human (Denying someone “human dignity” is a form of dehumanization.)
 - Share an example or two to explain dehumanization (e.g., a picture in which a Jew is referred to as lice – <http://www.ushmm.org/propaganda/exhibit.html#/records/data/records/polish-antisemitic-poster.xml>)
 - Ask students to find a partner and to identify and write at least 3 examples of dehumanization.
 - Lead a class discussion on the question: What is the relationship between human dignity and human rights?
2. Ask students to fill out “What rights are most important to me” ADL & Echoes and Reflection worksheet (See Resources Section attached). This will help them to identify a few basic rights that we have at present and how those rights were denied to Jews and other victims during the Holocaust. Ask them if and how that could be a form of dehumanization.

Main Activity (Close Reading)

Teacher Modeling (State the theme of these two paragraphs: 2 & 3).

- Teacher models close reading based on paragraphs 2 & 3 of Ch. 2 (pg. 22). The discussion/guiding question for those 2 passages could be:
 - “What is the author describing here?”
 - “What does this description indicate about the nature of dehumanization?”

The theme of paragraphs 2 & 3 is dehumanization/purging of human dignity. Teacher could discuss the following phrases as evidence to show the theme:

- “We have had nothing to drink for four days.”
- “. . . it is forbidden to drink, as the water is dirty.”
- “Hell must be like this. A huge empty room; we are tired.”
- “One cannot think any more. It’s like being already dead.”

Guided Practice

- Ask students to read Ch. 2 of “Survival in Auschwitz,” by Primo Levi (pgs. 22 – 37; designated paragraphs), and respond to the following guiding questions to complete close reading:
 - Read paragraphs 4 & 5, and identify one phrase that you think is metaphorical. Explain your interpretation. (Examples could be “We had to undress” and “Shoes . . . stolen by whom?” The removal of dress or shoes could imply denial of human dignity.)
 - Read paragraphs 8 & 9 and describe author’s purpose. (Description of brutality.)

Independent Activity A

- Citing textual evidence, students will read pages 27-37 and explain how the Nazis classified prisoners in Auschwitz.
- Students will discuss how the classification system may be dehumanizing.

Independent Activity B

- Distribute copies of “Pyramid of Hate” (see Resources section / attached).

- Ask students to give at least two examples, representing each level on “Pyramid of Hate.” This will help them to connect the concept of dehumanization and prejudice to current situations.

Post Activity

- Students respond to the following prompt:
 - Describe the chain of events in the novel that indicated dehumanization, and explain its impact on people in one paragraph by citing textual evidence.

Adaptations for Unique Student Needs

Use of image to teach an abstract concept like dehumanization.

Provide an overview of the content or expected learning at the beginning of the session.

Present material in a logical manner, and use explicit cues to shift from one aspect to the next.

Change the tone of voice to alert the student and sustain attention.

Repeat and simplify instructions for the student.

Use Pair Share Activity to help struggling students.

Assignment(s)

Close Reading Assignment

Pyramid of Hate Worksheet

Paragraph Writing

Resources and Materials

Book: “Survival in Auschwitz,” by Primo Levi pages 22-37

Textual Evidence Organizer (attached)

“Pyramid of Hate” Worksheet (ADL - <http://www.adl.org/assets/pdf/education-outreach/Pyramid-of-Hate.pdf>)

Propaganda cartoon – USHMM Website (<http://www.ushmm.org/propaganda/exhibit.html#/records/data/records/polish-antisemitic-poster.xml>) - An antisemitic poster published in Poland in March 1941. The caption reads, “Jews are lice; They cause typhus.”

Textual Evidence Organizer

Quote It!

Text:

Name _____ Period _____ Date _____

Classification System	Textual Evidence

Classification System	Textual Evidence