

What is Moral Integrity? Lesson Plan

Overview Information

Lesson plan title: What is moral integrity?

Your name and the name of your school/educational institution:

Taci Allen
Prosperity, South Carolina
English II

Angelica McDonald
Columbia, South Carolina
Graduate Student- Future Secondary English Teacher

LaPrecious Polk
Houston, Texas
English II

Course the lesson is taught in: English/Language Arts

Primary category the lesson belongs to: Holocaust Literature and/or World Literature

Grade level of students and academic level: Secondary/Ages 14-18/College Prep

Total required time to teach the lesson: Four 60-Minute lessons

Summary:

In this lesson, students will explore what it means to have moral integrity. We will examine it through the lenses of people in their day to day lives who display integrity. Students will be introduced to figures from throughout the Holocaust who have shown integrity in the midst of adversity. Following this, they will create a presentation discussing two figures from history, and their own personal lives whom have shown integrity.

Context:

English Literature, especially English II, has an emphasis on humanity, morality, and global perspective. Students will look at texts such as *Copper Sun*, *Julius Caesar*, *Antigone*, and *Night*. This lesson can be an extension of any work relating to the theme of integrity, perseverance, or suffering or can be used as a starting point for research.

Enduring Understanding:

The persecution of the Jewish people during the 20th century provided Gentiles many opportunities to practice moral integrity. It is important for students to understand that, in order for a society to remain civil, people have to be willing to act morally despite the possibility of persecution.

Goals/Objectives:

Students will use the Centropa website and other resources to create a research-based project defining and describing moral integrity using personal and historical examples.

Centropa Resources:

Dagmar Lieblova from Bohemia to Belsen and Back Again

Dagmar Lieblova, although in her 80s, is a tireless lecturer at the Terezin (Theresienstadt) Memorial. She meets and conducts classes with Czech, Austrian and German, as well as British and Americans students. Equally at home in three languages, Dr. Lieblova, a sprightly grandmother with a ready smile, shares with these teenagers stories of her own teenage years--when she and her family were uprooted from their comfortable home in a small town near Prague, and sent to Terezin. When Dr. Lieblova tells them, "Things were not so bad in Terezin-- compared to what I went through next," they can only imagine what she's about to tell them.

<https://www.centropa.org/node/44639>

A Bookstore in Six Stories: Renne and Solon Molho

Another film festival favorite. Renee and Solon were sweethearts in the Greek city of Thessaloniki. Then the Germans came. How both of them stayed alive—through Christians friends and complete strangers—is remarkable.

<https://www.centropa.org/centropa-cinema/renee-molho-bookstore-six-chapters>

Background Skills Needed:

Students will need to utilize research skills and flipgrip. Students will also need a working knowledge of the events of World War II and the Holocaust.

The Lesson:

Lesson Duration: Four 60-minute class periods

Subject: ENGL II CP (College Prep)

Topic: Moral Integrity

Title: What is moral integrity?

Student Objectives: Students will use the Centropa website and other resources to create a research-based project defining and describing moral integrity using personal and historical examples.

Materials/Resources:

Day 1

- Laptops
- Cellphones, tablets with internet access and a camera
- Centropa picture:
<https://www.centropa.org/photo/dagmar-lieblova-her-husband-and-children>
- Centropa video: **Dagmar Lielova “From Bohemia to Belsen...And Back Again?”**<https://www.centropa.org/node/44639>
- Padlet (online bulletin board; online tutorial
<https://www.youtube.com/watch?v=KHWri54nCn8>)

Days 2-5

- Laptops
- Flipgrid tutorial: **How to Use Flipgrid** <https://www.youtube.com/watch?v=p1f992gNBec>

Day 5

- Edmodo: **How to Use Edmodo** <https://www.youtube.com/watch?v=i2wOEF3KNQ>

DAY 1: Introduction

What is moral integrity (Group Discussion)? (5-10 mins)

- Students will give their definition of **moral integrity** by posting online to Padlet (an online bulletin board)

Analyzing Photo of Dagmar (5 mins)

- The teacher will display the following picture from Centropa of Dagmar with her family on the board



(link to the photo above under materials)

- Students will give descriptions of what they see displayed in the photo
 - What do you see?
 - How would you describe the people in this photo?
 - By just looking at the photo, can you describe what characteristics they have? Why or why not?
 - The last question is supposed to guide students to see that you cannot see someone's moral integrity based on their outward appearance but through their actions.

Watch Centropa Film (14 mins)

- Students will watch the Centropa film Dagmar Lielova "From Bohemia to Belsen...And Back Again".

Small Group Discussion: (10-15 mins)

- After watching the film, students will be broken up into 4 groups and asked to discuss the following questions:
 - What examples of moral integrity did you see displayed in the film?
 - Does it match your definition of moral integrity? Why or why not? Did it expand or change your personal definition? How?

Introduce Flipgrid Project (10-15 mins)

- The teacher will hand out the Flipgrid project rubrics to students and will go over the project. Project rubric attached.

Exit Slip (2-3 mins)

- At the end of class, students will complete an exit slip through Padlet (online bulletin board)
 - What is one thing that you learned today from the lesson that you do not want to forget?

OR

 - What questions do you have regarding the project?

DAY 2: Research/Outline

Rubrics (2-3 mins)

- Students will take out their rubrics and the teacher will review the rubric
- The teacher will answer that was on the exit slips from the previous day

Demonstrate How to Use FlipGrid: (10-15 mins)

- The teacher will review how to use Flipgrid
<https://www.youtube.com/watch?v=p1f992gNBEC>

Project Research/Create Outline (40-50 mins)

- Each student will be given a laptop to research more information on their topic
 - What does moral integrity mean to you?
 - Which two examples will you choose?
 - 1 example can be either a historical, current event or a literary character
 - 1 example must be a personal example
 - How do these examples of people support your definition of moral integrity?
- Students will also create an outline for their project which should include:
 - Introduction

- Include your name,
 - Their definition of moral integrity
 - What examples you are going to discuss and why
- Body
 - Example 1: either a historical, current event or a literary character
 - Example 2: personal example

Group Review/Clean Up (5-7 mins)

- The class will come together
 - Discuss what they've completed so far with their research,
 - Discuss what questions they have regarding the project
 - Create a to-do list of what needs to be completed the next day

Review Homework (1 min)

- For homework, students should finish their research and outline so that they can begin videotaping the next day
- Students need to bring their cellphones with a camera

DAY 3: FlipGrid Videotaping

Student Research/Videotaping (45-50 mins)

- Students will review their research and outline that they have done so far for their project
- The class will be separated into 5 groups to begin videotaping in different areas either in the classroom or in different areas of the school. Students must return to the classroom at a certain time
 - NOTE: Students who do not have the internet at home must record at the school
 - NOTE: Students have the choice to tape at home if they desire, but they must finish their research or outline if they are not taping via Flipgrid.

Review Homework (1-min)

- If students have not finished their video in class or do not desire to tape in school, they must complete it at home

DAY 4: Presentation Day

- **Presentations (30 mins)**
 - Students will be separated into 5 groups to review presentations
 - After each presentation students will give feedback to their peers and write notes on paper to turn in at the end of class
 - Student Name:
 - What did you enjoy about the presentation?
 - What questions do you have? What would you like to know more about?
 - What do you have to add to the presentation? Or what opinions do you have to offer to the presentation?

Reflection (14-20 mins)

- Students type a reflection in class to turn in via Edmodo (online database)
- The reflection must be:
 - 1-1.5 page double spaced

- A summary of their presentation and what they learned on the topic
 - Areas in their life they might need to improve to be
- If not completed in class, can be completed for homework