**Lesson title:** The Culture of Apathy

**Standards :**

**(state, national, school, network)**

**TEKS**

* 110.33.b.2: Reading/Comprehension of Literary Text/Theme and Genre.
* 110.33.b.12: Reading/Media Literacy.
* 110.33.b.24: Listening and Speaking/Listening
* 110.33.b.26: Listening and Speaking/Teamwork.

**Common Core Standards**

* CCSS.ELA-Literacy.RL.11-12.1 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.
* CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
* CCSS.ELA-Literacy.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
* CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

**Objective(s) for student learning:**

**(understandings, knowledge, skill)**

* That prior life experience provides a foundation from which an author has the ability to pull and comment on.
* That the constant experience of things that we intellectually acknowledge to be morally repugnant, can lead to apathy or even acceptance given exposure over time.

**Essential Question(s):**

* How can an author’s personal background inform their writing?
* Does constant exposure to violence/bigotry limit one’s emotional sensitivity?

**Assessment Evidence:**

**(performance task(s) and/or other evidence such as quizzes, tests, academic prompts)**

* Cards with one word responses
* Writing journal entries

**Opening the lesson/introduction:**

**(anticipatory set/hook, advance organizer, review)**

I will provide students a handout with the lyrics to Lupe Fiasco’s song “Little Weapon” and together we will listen to the song as we read the lyrics. I will ask students to underline and annotate words, lines, and phrases they find significant or interesting as they listen.

Students will respond in writing to the following questions:

* What is this a song about (subject matter)?
* What is the artist’s attitude toward his subject?
* How can you tell?
* What interesting thing happens in the 3rd verse? What makes it interesting?
* How does this song relate to other things you’ve seen, observed, or heard about?
* After having 10 minutes to compose a written response, I will ask students to raise their hands and verbalize their answers.

**Instructional model:**

**(describe curriculum/content and pedagogy/process)**

* modified Kiva protocol (SRI)
  + students will be spilt in groups of 4, not 6
  + response words (from audience members) will be recorded in writer’s journals

**Checking for understanding and feedback:**

**(how will you check for understanding and provide feedback for learners)**

Entry in writer’s journal

**Lesson closure:**

The class will read and discuss Elie Wiesel’s 1986 Pulitzer prize acceptance speech.

Questions for reflection:

* Copy a quotation that you find significant or memorable.
* What is Wiesel’s central message (restate it in your own words)? Do you believe he is correct? Why or why not?
* Can you think of any other events in the world where something terrible has happened, but society has averted it’s eyes?
* How does this relate to the Lupe Fiasco song we listened to in class the other day?
* Do you think that Truman Capote’s style of true crime novel is a way to bear witness to terrible events so that they will never occur again? Or, is it insensitive and sensational journalism purely meant to capitalize on the heartbreak of a community? What do you think Elie Wiesel would think?

**Materials and resources:**

**(student and teacher materials, including technology; human, technical, community, and/or material resources)**

* Handout, lyrics “Little Weapon” by Lupe Fiasco
* Youtube video, “Little Weapon” by Lupe Fiasco
* Handout, speech 1986 Pulitzer Prize Acceptance by Elie Wiesel