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ED563s: Read for Pleasure & Inspiration  
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### Assignment #10: Lesson Plan Creation

Lesson: 1936 Olympics: To Boycott or Not to Boycott

9th grade English/Language Arts

Duration of Lesson: one 50-minute class period before students read *The Boys in the Boat* and one 50-minutes class period after students read the novel

Essential Question: Should the United States have boycotted the 1936 Olympic Games in Berlin?

#### Objectives:

- \*Students will be introduced to the historical time period of the novel.
- \*Students will read background information about the 1936 Olympics.
- \*Students will watch new footage of the 1936 Olympics.
- \*In a well-developed paragraph, students will create a claim about the boycotting of the 1936 Olympics and explain their reasoning based on the internet website article.
- \*After reading the book, students will write a well-developed paragraph stating their claim about the boycotting of the 1936 Olympics and explain their reasoning based on their reading of *The Boys in the Boat*.

#### Standards:

- \*Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1)
- \*Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text. (RI.9-10.2)
- \*Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and identify false statements and fallacious reasoning. (RI.9-10.8)
- \*Analyze various accounts of a subject told in different mediums, (e.g., a person's life story in both print and multimedia, paying specific attention to cultural nuances) determining which details are emphasized in each account. (RI.9-10.7)
- \*Write arguments to support claims in an analysis of substantive topics or text, including culturally diverse topics or texts, using valid reasoning and relevant and sufficient evidence.
  - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
  - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
  - e. Provide a concluding statement or section that follows from and supports the argument presented. (W.9-10.1)
- \*Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.9-10.4)

Lesson Steps:

1. Before reading the novel, have students read the article about the 1936 Olympics from the United State Holocaust Memorial Museum website.  
<https://www.ushmm.org/wlc/en/article.php?ModuleId=10005680>
2. Click on “Historical Film Footage” on the right hand site of the page above. (Or follow this link: <https://www.ushmm.org/wlc/en/gallery.php?ModuleId=10005680&MediaType=fi> ) Show students both videos on this page.
3. In their student journals, have students write a paragraph about whether the United States should have boycotted the 1936 Olympics or not.
4. After finishing the novel, have students revisit their journal entry and write a new paragraph about whether or not the novel changed their opinion.
5. Discuss answers/opinions as a class.