Adrianna Bayer
Education 583
Professor Botzler
10 March 2006

Tentative Lesson Plan

Disciplines: English (Literature), History, and Child Development

Names: Adrianna Bayer, Marialana Wittman, and Erica Thompson

Dates for Lesson Implementations:
Adrianna: Monday, April 24, 2006
Marialana: Thursday, March 30, 2006
Erica: April 2006

Adrianna's Lesson Topic: Acts 1 & 2 from The Winter's Tale by William Shakespeare

I.   *Goals*

The goal of this interdisciplinary lesson is to draw students away from traditional forms of analysis and demonstrate the interconnectedness of literature with different realms of life. We will still explore literary concepts, such as characters, plot, and theme, but in relation to history and Kohlberg's Stages of Moral Development.

II.   *Objectives*

Students will:

1. listen and reply to a *brief* history lecture about social relationships in 1611 as it relates to the opening acts of our play (Affective—Receiving & Responding)
2. demonstrate an understanding of Kohlberg's Stages of Moral Development and will investigate character development using this mode of analysis (Affective & Cognitive—Characterization & Analysis)
3. be prepared to discuss select passages in small groups in order to recognize ways history and Kohlberg's Stages of Moral Development can be used to further illuminate a close reading of Shakespeare (Psychomotor & Cognitive—Readiness & Comprehension)

III.   *Type and Organization of Subject Matter*

1. Literature: *The Winter's Tale* (Acts 1 & 2) by William Shakespeare
   - Character analysis
   - Character motivation

- Gender relationships
- Early story/plot
- Themes: What is Shakespeare saying about British society?

2. History: *The Family, Sex, and Marriage in England 1500-1800* by Lawrence Stone and various on-line sources
   - Marriage Roles, men and women
   - Classism
   - Structure and values within the upper class
   - Women's roles in the family
   - Patriarchy
   - Marriage Laws, especially concerning treason and adultery
   - Contrast the 17th century British law with 21st century British law

3. Child Development: Various on-line sources about Kohlberg's Stages of Moral Development
   - Understand the six stages of development
   - Ascertain whether adults can "get stuck" in a certain stage
   - Relate the stages to characters/situations from the play
   - Relate the stages to law/history of England
   - Through close readings, show how all three disciplines influence the decisions/motivations of the characters and further Shakespeare's plot

IV.   *Type and Organization of Learning Opportunity*

The time spent for each portion of the class is subject to change.

1. Questions about lecture and/or Kohlberg reading assignment, distributed on Friday, April 21, 2006 (10 minutes)
2. History mini-lecture (10 minutes)
3. Close readings of certain passages from Acts 1 & 2, done in groups of 3 (15 minutes)
4. Share analysis and findings about certain passages with the class, large group activity (10 minutes)
5. Recap of the lesson and last minute questions (5 minutes)

V.   *Materials*

Class sets of:

- *The Winter's Tale* by William Shakespeare
- Worksheet about Kohlberg's Stages of Moral Development, composed from various on-line sources
- Whiteboard Markers
- Note taking tools, i.e. paper, pens, and pencils

VI.   *Modes of Presentation and Response*

Lecture, Question/Answer, Classroom Discussion, Small-Group Collaboration with Whole-Class Presentations, and Recap of Class Lesson

Procedures:

1. Brief introduction and explanation of goals for the lesson
2. Orientation Set (Verbatim): "The following lesson will be an exploration into the interconnectedness of literature, history, and child development. We are going to consider elements from each discipline and examine ways in which they overlap and enrich our field of study, literature. During the lesson, if you are confused or unsure about connections between the three areas, please don't hesitate to interrupt. Questions will only enhance the learning experience."
3. Time for questions about Kohlberg, British history, or Shakespeare: Make sure students demonstrate an understanding of the connections between the three areas of study before moving on to the next exercise. If students do not ask questions or offer comments on what they read, ascertain comprehension by asking students brief questions, i.e. what stage of moral development is King Leontes in? Is he justified in his suspicions/actions based on marriage laws during that time? How does his actions influence or affect other characters in the play?
4. Brief history mini-lecture from prepared notes: Write an outline of the areas I shall explore on the whiteboard. Make sure the areas I discuss are specific and relate to the assigned reading on Kohlberg. Engage students by asking them to share what they know about history in relation to Shakespeare and Kohlberg.
5. Close Reading of Passages: Once I have established a foundation between the three lessons, I will break the class into groups of 3. Ideally, we will have 4-5 groups, depending upon how many students show up to class. Each group will focus on a passage that highlights one of the following 4 or 5 concepts: 1) Gender 2) Marriage 3) Character Motivation 4) Patriarchy 5) Plot Development and/or Themes. The students will be expected to analyze the passages using techniques, concepts, or elements from the three majors: literature, history, and child development.
6. Share Findings with Class: Each group will briefly share their findings with the class and a short amount of discussion time will be offered for comments and questions about findings. This will also be a perfect opportunity to clarify or strengthen weak analysis/interpretations of *The Winter's Tale*.
7. Recap: Highlight the main points of the lesson and some of the conclusions we discovered about *The Winter's Tale*. Receive verbal feedback from the students about the lesson and what they learned.

VII.   *Evaluation*

Throughout the lesson be aware of my audience, the students, and their interest/attention to what is being discussed. Consider the level of enthusiasm for the material and modify the pace of the lesson according to how fast the students grasp the concepts of the three disciplines. Use the close reading session as a time when I can observe the students and self-evaluate the clarity of my lesson. Finally, I will encourage the students to speak to me after class to offer constructive criticism about my lesson.

Adrianna Bayer
Professor Botzler
Education 583
25 April 2006

<div align="center">Interdisciplinary Lesson and CSTP Standards</div>

The interdisciplinary lesson supported the CSTP standards because it touched upon each of the six points described in the document:

- Engaging and supporting all students in learning

The interdisciplinary lesson engaged students in connecting different fields of study, specifically literature, history and child development. It forced then to step outside their comfort zone and analyze literature from different lenses. Teaching the lesson was difficult because I had to take into consideration the different levels of analysis each student was working from. Since many of the material were unfamiliar to the English students, I had to give mini-lectures at the start of the class to introduce the new disciplines. However, the group work gave students the opportunity to discuss amongst themselves and discover connections between history and child development within Shakespeare's texts.

- Creating and maintaining effective environments for student learning

During the lectures I asked if the students had questions. I was conscientious of their learning needs and made sure I interacted with the three groups during the group discussion period of the class. I asked whether students understood the connections and gave them my opinions about where connections could be made. I also reaffirmed some of their discoveries when I collaborated within the groups. It was also important to have notes written on the whiteboard that students could refer to when analyzing the text.

- Understanding and organizing subject matter for student learning

I organized the lesson plan to start with the newest material first so a foundation in the foreign fields of study was strongly established. Without a strong foundation, the connections to *The Winter's Tale* would be weak and the group work would be unproductive. After we discussed Kohlberg's stages of moral development, we moved into more familiar territory with the mini-history lesson. Once students got to the close reading section of the class, the connections and the organizations really came together. Their comments reflected that they understood how the three disciplines connected and were enthusiastic about the new material that they learned.

- Planning instruction and designing learning experiences for all students

I spent many weeks planning this interdisciplinary lesson. I worked with two other students from the Education 583 class in order to get more materials on the disciplines that I was unfamiliar with. I knew I needed to include some lectures during the class period in order to

get the students to become comfortable at analyzing literature in relation to Kohlberg's theory of moral development and Shakespeare's historical time period. Knowing that lectures would create a more passive learning environment, I tried to balance the lecture time with sufficient time allotted for group work amongst the students. The group work and group responses allowed students to connect the stages of moral development with many of the characters from the play. They also demonstrated a historical knowledge of gender relations and power struggle between servants and masters.

- Assessing student learning

Since I ran short on time, it was difficult to assess my students' learning. I was able to gauge their understanding during the group work when I interacted with the different groups and clarified points of contention. I then asked students to optionally contact me via e-mail and send more personal reflections by the end of the week.

- Developing as a professional educator

This was a major step in my development as a professional educator. I had the opportunity to stand in front of a class of students and experience first hand how it feels to be the center of attention. It was strange having so many eyes upon me all at once. I definitely was nervous, but in a good way. I felt like the students were really receptive and interested in everything I was talking about. When I walked around and interacted with the small groups, it was really gratifying to see the students understanding the lesson and how the different fields of study connected. I felt like it was a good start to a teaching career and am really excited about the teaching opportunity that awaits me this summer.

Lawrence Kohlberg and his Stages of Moral Development:
A Concise Guide to a Child Development Theorist

If you have questions, please e-mail Adrianna at amb93@humboldt.edu

Lawrence Kohlberg developed stages of moral development to explain moral reasoning. He created his theory while studying psychology at the University of Chicago and based it off of predecessors such as the Swiss psychologist Jean Piaget and the American philosopher John Dewey. Kohlberg emphasizes that human beings develop philosophically and psychologically in a progressive fashion. Kohlberg's stages are not universal across cultures. Only stages 2, 3, and 4 have been found to be universal. Stages 1 and 5 are not found in all cultures and stage 6 is considered unattainable by most, if not all, a sort of ideal. The reason why all the stages are not cross-cultural has to do with Kohlberg's four factors that determine what stage of reasoning you are in. Factors 1 and 2 are personal while factors 3 and 4 are cultural. Those factors are:

1. The individual's level of logical reasoning as identified by Piaget's basic mental-growth stages.
2. The individual's desire and motivation (often referred to as the person's needs).
3. Opportunities to learn social roles.
4. The form of justice in the social institutions with which the person is familiar (family, school, church, local and national government, etc.).

The six stages of Moral Development are generally divided into three levels:

Level 1 (Pre-Conventional)

The pre-conventional level of moral reasoning is especially common in children, although adults can also exhibit this level of reasoning. Reasoners in the pre-conventional level judge the morality of an action by its direct consequences, i.e. purely concerned with the self (egocentric).

1. Obedience and Punishment Orientation (Heteronomous Morality)
- Moral realism in which a person assumes that moral judgments are so self-evident that no justification is needed beyond simply stating that a rule has been broken.
- Piaget's heteronomous justice—absolute obedience to authority and the letter of the law.
- Individuals focus on the direct consequences that their actions will have for themselves. For example, an action is perceived as morally wrong if the person who commits it gets punished.
- In addition, there is no recognition that others' points of view are any different from one's own view.

2. Self-Interest Orientation (Individualistic, Instrumental Morality)
- Espouses the "what's in it for me" position, right behavior being defined by what is in one's own best interest.

- "Since each person's primary aim is to pursue his or her own interests, the perspective is pragmatic—to maximize satisfaction of one's needs and desires while minimizing negative consequences to the self."
- Shows a limited interest in the needs of others, but only to a point where it might further one's own interests, such as "you scratch my back, and I'll scratch yours."
- Concern for others is not based on loyalty or intrinsic respect.

Level 2 (Conventional)

The conventional level of moral reasoning is typical of adolescents and adults—people who reason in a conventional way judge the morality of actions by comparing these actions to societal views and expectations.

3. Interpersonal Accord and Conformity (a.k.a. the good boy/good girl attitude)
- In contrast to Stage 1, where rules are handed down by authority, the shared norms at Stage 3 are the result of general agreement about what constitutes suitable social behavior.
- The self enters society by filling social roles.
- Individuals are receptive of approval or disapproval from other people as it reflects society's accordance with the perceived role.
- They try to be a good boy or good girl to live up to these expectations, having learned that there is inherent value in doing so.
- Stage three reasoning may judge the morality of an action by evaluating its consequences in terms of a person's relationships, which now begin to include things like respect, gratitude and the 'golden rule'.
- Desire to maintain rules and authority exists only to further support these stereotypical social roles.
- People at Stage 3 are especially concerned with mutual trust and social approval.

4. Authority and Social-order Maintaining Orientation (Social System Morality)
- It is important to obey laws and social conventions because of their importance in maintaining a functioning society.
- "The pursuit of individual interests is considered legitimate only when it is consistent with the maintenance of the sociomoral system as a whole…A social structure that includes formal institutions and social roles serve to meditate conflicting claims and promote the common good."
- Moral reasoning in stage four is thus beyond the need for approval exhibited in stage three because the individual believes that society must transcend individual needs.
- If one person violates a law, perhaps everyone would. Thus, there is an obligation and a duty to uphold laws and rules.

Level 3 (Post-Conventional)

Realization that individuals are separate entities from society now becomes salient. One's own perspective should be viewed before the society's is considered.

5. Social Contract Orientation (Human Rights and Social-Welfare Morality)

- What rules would guide a society that fosters equality, equity, and general welfare for all?
- Individuals are viewed as holding different opinions and values, all of which should be respected and honored as impartiality is paramount.
- However, issues that are not regarded as relative, like life and choice, should never be withheld.
- Along a similar vein, laws are regarded as social contracts rather than dictums, and those that do not promote general social welfare should be changed when necessary to meet the greatest good for the greatest number of people.
- Democratic government is ostensibly based on Stage Five reasoning.

6. Universal Ethical Principles (a.k.a. principled conscience)
- Moral reasoning is based on abstract reasoning using universal ethical principles.
- Laws are valid only insofar as they are grounded in justice and that a commitment to justice carries with it an obligation to disobey unjust laws.
- Rights are unnecessary as social contracts are not essential for denoting moral action.
- Decisions are met categorically in an absolute way rather than hypothetically in a conditional way. This can be done by imagining what one would do being in anyone's shoes, who imagined what anyone would do thinking the same. The resulting consensus is the action taken.

One example of how Kohlberg used his theory to determine which stage of moral reasoning a person uses was by presenting people with dilemmas, short stories that describe situations in which a person has to make a moral decision. The participant is asked what the right course of action is, as well as an explanation why. A dilemma that Kohlberg used in his original research was the druggist's dilemma:

Heinz Steals the Drug in Europe

A woman was near death from a special kind of cancer. There was one drug that the doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost him to produce. He paid $200 for the radium and charged $2,000 for a small dose of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about $ 1,000 which is half of what it cost. He told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later. But the druggist said: "No, I discovered the drug and I'm going to make money from it." So Heinz got desperate and broke into the man's store to steal the drug-for his wife. (Kohlberg, 1963, p. 19)

Should Heinz break into the laboratory to steal the drug for his wife? Why or why not? Below are examples of possible arguments that belong to the six stages:

- **Stage one (obedience):** Heinz should not steal the medicine, because he will consequently be put in prison.

- **Stage two (self-interest):** Heinz should steal the medicine, because he will be much happier if he saves his wife, even if he will have to serve a prison sentence.
- **Stage three (conformity):** Heinz should steal the medicine, because his wife expects it.
- **Stage four (law-and-order):** Heinz should not steal the medicine, because the law prohibits stealing.
- **Stage five (human rights):** Heinz should steal the medicine, because everyone has a right to live, regardless of the law. Or: Heinz should not steal the medicine, because the scientist has a right to fair compensation.
- **Stage six (universal human ethics):** Heinz should steal the medicine, because saving a human life is a more fundamental value than the property rights of another person. Or: Heinz should not steal the medicine, because that violates the golden rule of honesty and respect.

NOTE: The stages of Kohlberg's model refer to reasoning, not to actions or to people themselves. Kohlberg insists that the form of moral arguments is independent of the content of the arguments.

Sources:

Barger, Robert N. "A Summary of Lawrence Kohlberg's Stages of Moral Development." 2000. U of Notre Dame. 4 April 2006 <http://www.nd.edu/~rbarger/kohlberg.html>.

"Kohlberg's Stages of Moral Development." 4 April 2006. Wikipedia. 4 April 2006 <http://en.wikipedia.org/wiki/Kohlberg's_stages_of_moral_development>.

Thomas, R.M. Human Development Theories: Windows on Culture. Thousand Oaks, CA: Sage Publications, 1999