

## PROHUMAN CURRICULUM - GRADE 6

### OVERVIEW OF UNITS:

Unit 1	September	Optimism
Unit 2	October	Grit
Unit 3	November	Gratitude
Unit 4	December	Curiosity
Unit 5	January	Courage
Unit 6	February	Compassion
Unit 7	March	Fairness
Unit 8	April	Understanding
Unit 9	May	Humanity

## UNIT 3: GRATITUDE

### LESSON 2: LEARNING GRATITUDE FROM A NONFICTION TEXT

#### SUMMARY:

The Prohuman Grade 6 curriculum is aligned to two sets of standards: [Common Core State Standards for English Language Arts](#) and [Character and Social Emotional Development \(CSED\) National Guidelines](#). The full collection of units introduces all nine of the prohuman character strengths: optimism, grit, gratitude, curiosity, courage, compassion, fairness, understanding, and humanity.

In Unit 3, Lesson 2, “Learning Gratitude from a Nonfiction Text,” students will learn examples of gratitude from the life of Dietrich Bonhoeffer, a German pastor who took a stand against Hitler. Students will develop their critical thinking and writing skills by answering questions about the text. Additionally, students will practice their conversation skills by sharing their thoughts about the book with classmates.

### **SUGGESTED TIME:**

- 7 class sessions of in-class independent reading or 7 homework assignments to complete the book, [\*The Faithful Spy: Dietrich Bonhoeffer and the Plot to Kill Hitler\*](#) by John Hendrix. This heavily illustrated text is 7 chapters and 171 pages total.
- Students should complete the worksheet questions as they read the book.
- Please allow 50 minutes of class time for discussing the worksheet questions.

**RELATED SUBJECT:** English Language Arts

### **LEARNING OUTCOMES:**

- Read a nonfiction text and demonstrate understanding of the central ideas
- Determine the author's purpose in the text
- Compose short answers to questions, demonstrating comprehension of the text
- Demonstrate understanding of standard English sentence structure and grammar
- Practice reading and conversation skills by sharing sentences with classmates

### **REQUIRED MATERIALS:**

- Video: [Explained In 5 Questions: World War II](#) by [Encyclopaedia Britannica](#) (~5 min)
- Video: [Bonhoeffer: Pastor. Spy. Assassin. | Official Trailer](#) by [Angel Studios](#) (~2 min)
- Book: [\*The Faithful Spy: Dietrich Bonhoeffer and the Plot to Kill Hitler\*](#) by John Hendrix
- [Prohuman Grade 6 Unit 3 Worksheet 2: Learning Gratitude from a Nonfiction Text](#)

## ELA COMMON CORE STANDARDS MET

CCSS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓
CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	✓
CCSS.ELA-Literacy.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	✓
CCSS.ELA-Literacy.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	✓
CCSS.ELA-Literacy.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	✓
CCSS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	✓
CCSS.ELA-Literacy.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	✓
CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓

CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	✓
CCSS.ELA-Literacy.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓
CCSS.ELA-Literacy.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓
CCSS.ELA-Literacy.SL.6.1.A.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion	✓
CCSS.ELA-Literacy.SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	✓
CCSS.ELA-Literacy.SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	✓
CCSS.ELA-Literacy.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓

## CHARACTER AND SOCIAL EMOTIONAL (CSED) NATIONAL STANDARDS MET

Performance Character A6	Describe a role model who demonstrates a positive attitude, effort, and grit	✓
Moral Character A2	Understand and explain why it's important to do the right thing, even when no one is looking	✓
Moral Character A4	Understand and explain why the expression "to get along, go along" may prevent some people from being an "active bystander"	✓
Moral Character A5	Understand and explain why caring (and helping others) should never be motivated by the likelihood of being recognized or rewarded for your help or support	✓
Moral Character A6	List and explain the reasons why people sometimes do not care or help others	✓
Moral Character B5	Provide an example of a time when you expressed your gratitude to someone beyond your family and friends	✓
Performance Character A6	Describe a role model who demonstrates a positive attitude, effort, and grit	✓
Civic Character A2	Explain why friends have a responsibility to speak up or take action to prevent or stop others from engaging in disrespectful, dangerous, harmful, or illegal conduct	✓
Civic Character A4	Explain why protest and civil disobedience are essential to the democratic process	✓
Civic Character B2	Describe how a role model challenged an unjust law	✓
Social-Awareness A1	Experience and demonstrate empathy	✓
Social-Awareness A3	Demonstrate respect for other people's opinions and perspectives	✓

Social-Awareness A4)	Analyze the impact of stereotyping, discrimination, and prejudice (at school, in the community and beyond	✓
Social-Awareness A5	Practice “perspective taking” as a strategy to strengthen your acceptance of others	✓
Social-Awareness A6	Demonstrate awareness and understanding that despite differences, all people have similar needs, feelings and wants	✓
Responsible and Ethical Decision-Making A3	Write about and share a principle you want to live by that you learned from a family member, book, movie, or personal experience	✓

## LESSON PROCEDURE

### Step 1:

- Explain that we will be reading a book about Dietrich Bonhoeffer, a German Lutheran pastor and anti-Nazi dissident during WWII.
- Ask students what they know about WWII and write a list of knowledge on the board.
- It is important to understand the historical context of WWII. Play the video: [Explained In 5 Questions: World War II](#) by [Encyclopaedia Britannica](#) (~5 min)
- There was a film made about Dietrich Bonhoeffer. Here is the trailer. Play the video: [Bonhoeffer: Pastor. Spy. Assassin. | Official Trailer](#) by [Angel Studios](#) (~2 min)

### Step 2:

- Have students complete the book either as a series of in-class silent readings or for homework: [The Faithful Spy: Dietrich Bonhoeffer and the Plot to Kill Hitler](#) by John Hendrix.
- Students should complete the answers to the worksheet questions as they read the book.

### Step 3:

- Spend a class period having a class discussion of the worksheet questions.

## GRADE 6 UNIT 3 WORKSHEET 2: LEARNING GRATITUDE FROM A NONFICTION TEXT

### Vocabulary

**Civil liberties:** Freedoms each person has because they are human, and that other people or the government cannot take away. Civil liberties include freedom of religion, freedom of speech, freedom of the press, freedom of assembly, the right to bear arms; the right to a speedy trial and due process of law; and protections from having soldiers live in your house, from unreasonable search and seizure, from self-incrimination, from being tried twice for the same crime, and from excessive bail, fines, and cruel and unusual punishment. The U.S. Constitution protects civil liberties in the Bill of Rights.

**Fascism:** While experts disagree about the exact meaning of the term fascism, the governments that have been called fascist in the past had certain characteristics in common. Under these governments, the people had few freedoms. They had no voice in the government. Instead, a strong leader controlled everything and became a symbol of the country. The leader built up the police force to punish people who disobeyed. The leader also built up the army and threatened other countries. The leader blamed minority groups for the country's problems. (Source: [Britannica Kids](#))

**Gratitude:** I am thankful for many things, big and small.

**Intellectual character:** Someone who has intellectual character shows the strengths of curiosity, carefulness, intellectual autonomy, intellectual humility, open-mindedness, and critical thinking. Intellectual autonomy means you can think for yourself, especially when it might go against what is popular at the time. Intellectual humility means you recognize that your knowledge is limited and that your beliefs might be wrong. Critical thinking means you question, analyze, interpret, and evaluate what you read, hear, say, or write.

**Nationalism:** Nationalism is a strong attachment to a particular country, or nation. Nationalism can have a positive influence by giving people a sense of belonging to a national community. Sometimes, however, nationalist feelings can make people ignore problems in their country or group. It also can make people think that their country or group is better than any other. (Source: [Britannica Kids](#))

**Nazi:** A short form of the official name "National Socialist German Workers' Party." The Nazi Party was a political group that ruled Germany between 1933 and 1945. Under Adolf Hitler's leadership, the Nazis started World War II. They also carried out the Holocaust—the murder of about 6 million Jewish people.

**Theologian:** A person who studies God, religion, and religious beliefs.

**QUESTIONS TO ANSWER WHILE READING [The Faithful Spy: Dietrich Bonhoeffer and the Plot to Kill Hitler](#) by John Hendrix:**

- 1.) What were some of the problems that Germany faced after WWI that helped Hitler gain popular support?**
- 2.) What parallels did Dietrich see in the way blacks were treated in America and the way Jews were treated in Germany?**
- 3.) What were some of the complex ideas that Dietrich and Jean Lasserre discussed about the nature of war?**
- 4.) How did Dietrich show intellectual character? Give one example of how he showed each of the following intellectual character strengths: (1) intellectual autonomy, (2) intellectual humility, and (3) critical thinking.**
- 5.) What did Dietrich mean by the term “civil courage”? What are some ways he showed civil courage?**
- 6.) What did Dietrich do as a double-agent spy?**
- 7.) How many attempts on Hitler’s life are described in this book?**
- 8.) What was the result of Operation Valkyrie?**
- 9.) The author of this book wrote, “Dietrich believed that love was the same thing as sacrifice” (pg. 169). How did Dietrich live this belief?**
- 10.) Write about and share a principle you want to live by that you learned from the life of Dietrich Bonhoeffer.**
- 11.) While this quote is not in the book we read, Dietrich Bonhoeffer once made a now-famous observation about gratitude. He said, “In ordinary life, we hardly realize that we receive a great deal more than we give, and that it is only with gratitude that life becomes**



rich.” How do you think he showed gratitude in the way lived his life?

**12.) What is one way that you can show gratitude in your own life?**

### **EXTRA CREDIT OPPORTUNITY**

Watch the documentary film [Bonhoeffer](#) (2003; Running time 1 hour 31 minutes) or the feature film [Bonhoeffer: Pastor. Spy. Assassin.](#) (2024; Rated PG-13; running time 2 hours, 12 minutes).

Write a 5-paragraph essay in response to the following:

Did the film or the book we read make a greater impact on you? Give three reasons and cite specific examples from either the film or the book.