



Adventist War Heroes

An interdisciplinary unit for tenth grade

- **Timeline:** April 6, 2009—May 29, 2009 (2-8 weeks)
- **Unit Objectives:**
 - Students to evaluate the traditional Seventh-day Adventist position on non-combatancy
 - Students to learn about Seventh-day Adventists who have advocated/modeled exceptional courage in saving lives during war
 - Students will grapple with the issues of bearing arms, self-defense, patriotism as it relates to the sixth and ninth commandments
 - Students to individually determine what heroism means and research to find an example of it
 - Students will creatively express in dialogue and monologue a portion of John Weidner's WWII experience by converting a third person account to dramatic form
 - Students will collaborate to perform a scene from #5 (above)
- **Materials/Resources:**
 - *Flee the Captor*
 - *The Unlikeliest Hero*
 - *Desmond Doss* (movie)
 - *His Story in Our Time*: lesson 17
 - *The Courage to Care: Rescuers of Jews during the Holocaust*
 - *The Scarlet and the Black* (Movie)
 - "Conscientiously Opposed to Bearing Arms: Seventh-day Adventists and the Faith of Jesus" (Journal of Adventist Education)
 - "The Great Disappearance: Adventism and Noncombatancy" (Journal of Adventist Education)
 - Weidner Center AUC
- **Invitees**
 - Military Issues
 - Ken Dixon
 - Ron Huff
 - Pastor David Dennis
 - Pastor Robert Sierra
 - A Look at Collonges, France and Geneva, Switzerland
 - Cacilda and Daniel Morris
 - Lesson in Conversational French
 - Theresa Robidoux



Creating Cross-Curricular Units-in-a-Day

• **Pre-Unit Activities—English**

- Show *The Scarlet and the Black* and discuss breaking civil law for the preservation of humanity
- A brief look at:
 - Ellen White's abolitionist literature
 - Desmond Doss
 - Harlan Block
 - Paul Rusesabagina
 - Joel Klimkewicz
 - John Weidner
- An introduction to Collonges, France and Geneva, Switzerland (Morris family)
- Conversational French: Theresa Robidoux
- Classwork—English:
 - Students will read *Flee the Captor* (one chapter per day)
 - Teacher will lead daily discussions regarding content assigned
 - Teacher will give ten quizzes (one every two chapters) utilizing recall, evaluation, opinion, and application questions
 - Peer tutoring*
- Homework—English:
 - Each student will select one chapter (a different chapter for each) from *Flee the Captor*, and rewrite it in dramatic format, being careful to include all the events highlighted in the chapter.
 - *Periodically, students will be asked to share their evolving rough drafts in class with a peer, who will make suggestions/notations regarding structure, grammar, punctuation, style, content, and voice using a predetermined rubric.
- Group work
 - Students will collaborate to dramatize a scene of their choice to be performed in chapel at the end of the unit, making relevant connections to 21st century moral dilemmas faced by teens.
- Research
 - Students will research to find a war hero of their choice. The student will determine the criteria for heroism and support it in an oral presentation. There is no limitation imposed on time period, belief system, or conduct of the individual chosen. Presentations will be limited to five minutes, and must include at least one visual aid. Grading rubrics will be given early in the unit.
- Field Trip



- Teacher will take an afternoon field trip to the Weidner exhibit at Bartlett Gallery, AUC. Students will be required to write a one page synopsis of what they learned and their impressions.
- Evaluation
 - Assignments will be graded as follows:
 - 10 Quizzes: 100pts (10 pts each)
 - Dramatized Chapter 100 pts
 - Class Performance 50 pts each
 - Research 50 pts
 - Field trip synopsis 25 pts
 - Total 325 pts