



Teaching Social Skills, Creating Successful Students

Making an Apology

Academic Context	Teach students the skill of "Making an Apology" by researching a major mistake in history. Please adapt this lesson plan to fit content-specific needs. Examples of appropriate subject choices: <ul style="list-style-type: none">• History• Current Events• Literary Character• Scientist
Objective	<ul style="list-style-type: none">• Students will research a major mistake in history or in current events and compose an apology from the point-of-view of the person who made the mistake. The apology will contain the Boys Town steps for the skill of "Making an Apology."• Students will apply their use of 21st Century skills such as writing and interpersonal skills.
Life Skill	<ul style="list-style-type: none">• Ask students if they've ever had to make an apology. Ask students to share any school-appropriate examples.• Tell the students that there have been major gaffes in history and that they are going to choose a mistake in history (current or past), research it, and help the "offenders" make an apology.• Tell the students the steps of "Making an apology" and refer to your wall poster or write them on the board:<ol style="list-style-type: none">1. Look at the person.2. Use a serious, sincere voice.3. Say "I'm sorry for..." or "I want to apologize for..."4. Explain how you plan to do better in the future.5. Say "Thanks for listening."• Ask students why it might be important for major players in history to apologize. Elicit conversation about the effectiveness of an apology. (What effect will an apology have on others and on the future? Will the apology "smooth things over"?)

<p>Academic Content</p>	<ul style="list-style-type: none"> • Tell students that they will research a major mistake in history or current events. If desired, you can give them a list of acceptable topics. A sample list is included. They must identify the problem, the major players, the effect that the mistake had and on whom. They will write an apology note to the affected party/parties, utilizing the skill of "Making an apology". Students will be graded on their use of the six traits of writing, their knowledge of the historical content, and their incorporation of the skill of making an apology.
<p>Assignment</p>	<ul style="list-style-type: none"> • Each student chooses a mistake from history or current events. • Students are to follow the guidelines (identify the problem, the major players, the effect that the mistake had and on whom). • Then write the apology note from the point of view of the person(s) who made the mistake. • You can facilitate students' use of the entire publishing process, including self- and peer-edits, revision, and publication. • *Optional follow-up assignment: The papers can be distributed to the class and the students can reply to another student's letter, using the skill of "Accepting an apology".
<p>Assessment</p>	<ul style="list-style-type: none"> • 100 point project. Rubric is attached.

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	6 Exemplary	5 Strong	4 Proficient	3 Developing	2 Emerging	1 Beginning
Ideas & Content <ul style="list-style-type: none"> • <i>main theme</i> • <i>supporting details</i> 	<ul style="list-style-type: none"> • Exceptionally clear, focused, engaging with relevant, strong supporting detail 	<ul style="list-style-type: none"> • Clear, focused, interesting ideas with appropriate detail 	<ul style="list-style-type: none"> • Evident main idea with some support which may be general or limited 	<ul style="list-style-type: none"> • Main idea may be cloudy because supporting detail is too general or even off-topic 	<ul style="list-style-type: none"> • Purpose and main idea may be unclear and cluttered by irrelevant detail 	<ul style="list-style-type: none"> • Lacks central idea; development is minimal or non-existent
Behavioral Skill <ul style="list-style-type: none"> • <i>main theme</i> • <i>supporting details</i> 	<ul style="list-style-type: none"> • Adept at incorporating the behavioral skill within the academic content 	<ul style="list-style-type: none"> • Strong incorporation of behavioral skill into the academic content 	<ul style="list-style-type: none"> • Behavioral skill included though not fully incorporated and lacking some understanding 	<ul style="list-style-type: none"> • Lacked significant steps of the skill or not incorporated 	<ul style="list-style-type: none"> • Lacked significant steps of the skill nor was it incorporated 	<ul style="list-style-type: none"> • Did not incorporate the skill
Organization <ul style="list-style-type: none"> • <i>structure</i> • <i>introduction</i> • <i>conclusion</i> 	<ul style="list-style-type: none"> • Effectively organized in logical and creative manner • Creative and engaging intro and conclusion 	<ul style="list-style-type: none"> • Strong order and structure • Inviting intro and satisfying closure 	<ul style="list-style-type: none"> • Organization is appropriate, but conventional • Attempt at introduction and conclusion 	<ul style="list-style-type: none"> • Attempts at organization; may be a "list" of events • Beginning and ending not developed 	<ul style="list-style-type: none"> • Lack of structure; disorganized and hard to follow • Missing or weak intro and conclusion 	<ul style="list-style-type: none"> • Lack of coherence; confusing • No identifiable introduction or conclusion
Voice <ul style="list-style-type: none"> • <i>personality</i> • <i>sense of audience</i> 	<ul style="list-style-type: none"> • Expressive, engaging, sincere • Strong sense of audience • Shows emotion: humor, honesty, suspense or life 	<ul style="list-style-type: none"> • Appropriate to audience and purpose • Writer behind the words comes through 	<ul style="list-style-type: none"> • Evident commitment to topic • Inconsistent or dull personality 	<ul style="list-style-type: none"> • Voice may be inappropriate or non-existent • Writing may seem mechanical 	<ul style="list-style-type: none"> • Writing tends to be flat or stiff • Little or no hint of writer behind words 	<ul style="list-style-type: none"> • Writing is lifeless • No hint of the writer
Word Choice <ul style="list-style-type: none"> • <i>precision</i> • <i>effectiveness</i> • <i>imagery</i> 	<ul style="list-style-type: none"> • Precise, carefully chosen • Strong, fresh, vivid images 	<ul style="list-style-type: none"> • Descriptive, broad range of words • Word choice energizes writing 	<ul style="list-style-type: none"> • Language is functional and appropriate • Descriptions may be overdone at times 	<ul style="list-style-type: none"> • Words may be correct but mundane • No attempt at deliberate choice 	<ul style="list-style-type: none"> • Monotonous, often repetitious, sometimes inappropriate 	<ul style="list-style-type: none"> • Limited range of words • Some vocabulary misused

<p>Sentence Fluency</p> <ul style="list-style-type: none"> <i>rhythm, flow</i> <i>variety</i> 	<ul style="list-style-type: none"> High degree of craftsmanship Effective variation in sentence patterns 	<ul style="list-style-type: none"> Easy flow and rhythm Good variety in length and structure 	<ul style="list-style-type: none"> Generally in control Lack variety in length and structure 	<ul style="list-style-type: none"> Some awkward constructions Many similar patterns and beginnings 	<ul style="list-style-type: none"> Often choppy Monotonous sentence patterns Frequent run-on sentences 	<ul style="list-style-type: none"> Difficult to follow or read aloud Disjointed, confusing, rambling
<p>Conventions</p> <ul style="list-style-type: none"> <i>age appropriate, spelling, caps, punctuation, grammar</i> 	<ul style="list-style-type: none"> Exceptionally strong control of standard conventions of writing 	<ul style="list-style-type: none"> Strong control of conventions; errors are few and minor 	<ul style="list-style-type: none"> Control of most writing conventions; occasional errors with high risks 	<ul style="list-style-type: none"> Limited control of conventions; frequent errors do not interfere with understanding 	<ul style="list-style-type: none"> Frequent significant errors may impede readability 	<ul style="list-style-type: none"> Numerous errors distract the reader and make the text difficult to read



Possible Topics for Historical Mistakes

- Captain Edward Smith crashes the Titanic into an iceberg. (1909)
- Faulty equipment causes the Challenger to explode on liftoff. (1986)
- John Wilkes Booth assassinated President Abraham Lincoln. (1865)
- The U.S. government ordered the removal and internment of many Japanese Americans. (1942)
- Hernan Cortes and his soldiers brought smallpox into the Aztec Empire. (1520)
- Joseph McCarthy claimed to have a list of 205 State Department employees who were members of the Communist Party. (1954)
- The Ohio National Guard shot unarmed students at Kent State. (1970)
- The U.S. army, led by Major Samuel Whitside, sought to disarm the Lakota Indians and the result was the Wounded Knee Massacre. (1890)
- The U.S. Government signed the Indian Removal Act. (1830)
- The U.S. Senate signed the Treat of New Echota, leading to the removal of the Cherokee Indians in the Trail of Tears. (1835)
- White bus drivers in Montgomery, Alabama, enforced the segregation of blacks and whites on public buses. (1950's)
- Five police officers in Birmingham, Alabama beat an unconscious suspect. (2008)
- Al-Qaeda hijacked four passenger plane so they could be flown into buildings. (2001)
- Timothy McVeigh and Terry Nichols bombed the Alfred P. Murrah Federal Building in Oklahoma City. (1995)
- James Earl Ray assassinated Martin Luther King, Jr. (1968)
- The Nixon administration participated in and covered up the Watergate scandal. (1970's)
- Gavrillo Princip assassinates Archduke Ferdinand of Austria and his wife, the duchess. (1914)
- NASA uses the metric system while Lockheed Martin uses the English system when building a satellite. (1999)
- New Mexico loses control of a controlled burn in the Cerro Grande. (2000)
- Columbus lands in the Caribbean. (1492)
- Doctors prescribed Thalidomide as a treatment for morning sickness. (1950's & '60's)
- Faulty equipment causes a B-2 stealth bomber to crash on takeoff. (2008)
- The Chinese military attacked student protesters at Tiananmen Square. (1989)
- A hunter starts the biggest fire in California history. (2003)
- Faulty equipment causes nuclear meltdown at Three Mile Island. (1978)
- Safety inspectors forget to replace a valve at the Piper Bravo Oil Rig. (1994)
- Capitain Joe Hazelwood crashes the Exxon-Valdez into Prince William Sound. (1989)
- Faulty equipment causes nuclear meltdown at Chernobyl. (1986)
- Trojans accepted the Trojan horse. (Greek legend)
- John F. Kennedy consented to the Bay of Pigs invasion. (1961)
- Edward Snowden breached the NSA. (2013)
- Former Confederate veterans founded the Ku Klux Klan. (1866)

The Boys Town Education Model

Empowering Learning Communities | Transforming Social Climates

ARE YOU IMPLEMENTING THE BOYS TOWN EDUCATION MODEL IN YOUR CLASSROOM OR SCHOOL?

If so, be sure to take advantage of all the resources we have to help you!

- FREE on-demand webinars you can watch anytime
- Low-cost on-demand training to help you practice the teaching interactions, increase your fluency and confidence and learn more about helping children learn skills and develop their social and emotional competencies.
- Free Social Skills Lesson Plans
- Check out the Boys Town Press for additional resources and books that are designed to support behavior change and skill teaching.

ARE YOU INTERESTED IN IMPLEMENTING THE BOYS TOWN EDUCATION MODEL IN YOUR CLASSROOM OR SCHOOL?

We have many options to meet your needs! The first step is to just have a conversation to talk about your goals and needs. We help you develop a plan that can range from attending an on-campus national workshop to having Boys Town Trainers come to you to train staff, trainers, and consultants. Just like behavior interventions and supports it is not one size fits all.

If you want to learn more about our Model and tools, be sure to visit our website. We have webinars, articles and resources with information on how our model can help you build social and emotional competencies in all students to improve school culture and build positive relationships.

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