

# Unit 2--Faith and Identify: Night & Life is Beautiful

Content Area: **ELA**  
Course(s): **Accelerated English 10**  
Time Period: **Marking Period 1**  
Length: **6 weeks**  
Status: **Published**

## Course Pacing Guide

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Unit	MP/Trimester Weeks	
<i>A Long Way Gone</i> /Summer Reading	1	3
<b>Faith and Identify:</b> <i>Night &amp; Life is Beautiful</i>	1	6
<b>Family, Gender, and Identity:</b> <i>A Doll's House &amp; Like Water for Chocolate</i>	2	9
<b>Culture and Conflict:</b> <i>The Kite Runner, Master Harold and his Boys &amp; Things Fall Apart</i>	3	9
<b>Creating Identity:</b> <i>The Things They Carried &amp; World Poetry</i>	4	9

## Unit Overview

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Beginning with a review of the Holocaust and an examination of contemporary atrocities, students explore the theme of faith and identity. This unit enhances students' awareness of the need to honor and respect the human rights of everyone through exposure to emotional depictions of the Holocaust: *Night and Life is Beautiful*.

## Enduring Understandings

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1. Students will understand how numerous factors -- including those related to history, society, religion, politics, and the economy -- contributed to the gradual and systematic destruction of Jews and other oppressed populations.
2. Students will understand the steps of genocide and how it is a possible consequence of prejudice, as well as the preventability of the final stages, as seen during the Holocaust.
3. Students will understand how religion and culture contribute to the shaping of identity.
4. Students will understand how both the choices one makes and circumstances beyond one's control define character and relationships.

5. Students will understand how an individual's responses to both positive and negative experiences shape his/her identity.
6. Students will understand the individual's responsibility to respond to civil rights violations and how to work to prevent them.
7. Students will understand the dangers of remaining silent and apathetic in the face of discrimination of any type.
8. Students will understand how setting is used to not only depict a time and place, but also to convey values associated with that setting, and how a drastic change in one leads to a shift in the other.
9. Students will understand how a narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.
10. Students will understand how the arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.
11. Students will understand how to interpret figurative representations to discover an author's purpose or message.
12. Students will understand how to employ textual evidence to articulate and support an interpretation of literature.

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## Essential Questions

How do seemingly small acts of discrimination develop into ethnic cleansing, genocide, or other atrocities?

What characteristics or factors allow an individual to survive humanities most extreme hardships?

How does does systematic discrimination affect individuals psychologically?

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## LGBTQIA+ Integration

Thematic Connection to LGBTQIA+ topics: being "othered"

In each of the texts that we explore in English 10, there is a character who is left out and does not meet the "requirements" that society expects of them. When a character does not meet society's expectations, there is conflict.

### *Night*

In *Night*, the Jews and other groups (gypsies, people with disabilities, homosexuals [as they are referred to in the text], political dissidents) are all marginalized and attempted to be exterminated. The entire memoir is an exploration of being othered to the point of non-existence.

Suggested reading:

<https://www.stonewall.org.uk/node/127916>

<https://www.history.com/news/pink-triangle-nazi-concentration-camps>

Activity:

Research in order to compare and contrast how Jews, Gypsies, members of the LGBTQIA+ community, political dissidents and the disabled were treated in concentration camps. Although they were all imprisoned, their experiences were different and their “status” in the camp was indicated by different colored triangles on their uniforms (hence the “pink triangle” article above).

SJ.5	Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
SJ.7	Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
SJ.8	Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
SJ.11	Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
SJ.12	Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
SJ.13	Students will analyze the harmful impact of bias and injustice on the world, historically and today.
SJ.15	Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
SJ.16	Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
SJ.17	Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.

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## **New Jersey Student Learning Standards (No CCS)**

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail 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.
LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

## Amistad Integration

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This unit does not explicitly address African American history, but a study of the Holocaust provides the opportunity to discuss issues that are analagous to the African-American experience in America: dehumanization, suppression of rights, segregation, violence.

SJ.16	Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
SJ.17	Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

## Holocaust/Genocide Education

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N.J.S.A. 18A:35-28, Holocaust/Genocide Education

SJ.16	Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
SJ.AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.

## Interdisciplinary Connections

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Students will research and review the Holocaust in preparation for reading *Night* and *Life is Beautiful*.

Students will read articles about contemporary atrocities and explain how these atrocities are similar to the Holocaust.

SOC.6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
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SOC.6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
SOC.6.1.12.D.11.e	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

## Technology Standards

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TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.

## 21st Century Themes/Careers

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CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
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## Financial Literacy Integration

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PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
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## Instructional Strategies & Learning Activities

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Holocaust Web search and presentation

Read articles about contemporary atrocities, and present information to their peers.

Discussion of each section of the memoir.

Note taking.

Review questions.

## Differentiated Instruction

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- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Tiered Learning Targets

- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Debate
- LMS use
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Grouping
- Socratic Seminar
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Mentoring
- Student Interest & Inventory Data

## **Formative Assessments**

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Holocaust Web Search & Presentations

Articles on Contemporary Atrocities & Presentations

Questioning & Responses

Quotation Logs

Notes

Reading Questions

## **Summative Assessment**

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*Night* Test

*Night & Life is Beautiful* Essay

## Benchmark Assessments

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*Night & Life is Beautiful* Essay

## Alternate Assessments

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Projects

Speeches

Socratic Seminars or Fishbowls

## Resources & Technology

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Chromebooks (1:1)--

- Research, common Google Slides for presentations, composition of essays, conferencing via Google Docs

Film *Life is Beautiful*

## BOE Approved Texts

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*Night* by Elie Wiesel

*Life is Beautiful*--Italian film directed by Roberto Benigni

## Closure

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- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"

- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Have students complete the following sentence: "The [concept, skill, word] is like \_\_\_\_\_ because \_\_\_\_\_."

## **ELL**

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- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

## **Special Education**

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- Shorten assignments to focus on mastery of key concepts.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.



- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Average grades out when assignments are reworked, or grade on corrected work.

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## 504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visit

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## At Risk

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Graph paper to assist in organizing or lining up math problems
- No penalty for spelling errors or sloppy handwriting

- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Chart progress and maintain data

## **Gifted and Talented**

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Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking