

2017 Unit 4 Holocaust

Content Area: **English**
Course(s): **English I, Language Arts Literacy**
Time Period: **April**
Length: **9 weeks**
Status: **Published**

Enduring Understandings

The ability to read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

The ability to determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

The ability to analyze how and why individuals, events, and ideas develop and interact over the course of a text.

The ability to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

The ability to analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

The ability to read and comprehend complex literary and informational texts independently and proficiently with scaffolding when necessary.

The ability to conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

The ability to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

The ability to draw evidence from literary or informational texts to support analysis, reflection, and research.

The ability to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Essential Questions

How can I cite the textual evidence and make relevant connections that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text?

How can I determine a theme or central idea of a text and analyze its development over the course of the text,

including its relationship to the characters, setting, and plot; so that I can provide an objective summary of the text?

How do I determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts?

How can I compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style?

How do I write arguments to support claims with clear reasons and relevant evidence?

How do I introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically?

How do I support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text?

How do I use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence?

How do I establish and maintain a formal style?

How do I provide a concluding statement or section that follows from and supports the argument presented?

Standards/Indicators/Student Learning Objectives (SLOs)

LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LA.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LA.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LA.RL.8.7	Evaluate the choices made by the directors or actors by analyzing the extent to which a

	filmed or live production of a story or drama stays faithful to or departs from the text or script.
LA.RL.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LA.RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
LA.W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LA.W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Lesson Titles

The Holocaust - timeline, WWII background

Anne Frank victim

The Frank Family

Miep Gies - rescuer

Richard Rozen - survivor

Gerda Weissmann Klein- survivor

Elie Wiesel - author "Night" - survivor, nobel prize winner

Maps of Europe

The Pianist - Wladslaw Spilman - survivor

Life is Beautiful - realistic fiction, comedy, satire

21st Century Skills and Career Ready Practices

CAEP.9.2.8.B	Career Exploration
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CAEP.9.2.8.B.5	Analyze labor market trends using state and federal labor market information and other resources available online.

Inter-Disciplinary Connections

SOC.6.1.8	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.8.B.1.a	Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.

Anticipatory Set

warm up

journaling/brainstorming

video clips

intro to author

scenarios

artifacts, examples

webbing, four square

KWL Chart

Evidence Based Selection Response

Anticipation/Reaction Guide

Quizlet

Vocabulary - triple entry, context based, practice

Discussion - whole group, pairs, groups

Debating

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

Reading text book selections

studying authors

reading and connecting related materials - articles, etc.

working with related vocabulary

reading a novel

various worksheets

audio and video connections

projects

essays - Literary Analysis Task, Research Analysis Task, Narrative Writing - PARCC practice

Modifications

Formative Assessment

homework

classwork

exit ticket

quiz

journaling

think/pair/share

thumbs up/thumbs down

kahout

answer garden

discussion

Summative Assessment

multiple choice test

essay

selection test

unit test

project

slide show

presentation

Resources & Materials

textbook selection

additional readings

video

poetry

articles

worksheets

The Holocaust - timeline, WWII background <https://www.ushmm.org/educators/teaching-about-the-holocaust>

Anne Frank victim

The Frank Family <http://www.annefrank.org/en/Anne-Frank/>

Miep Gies - rescuer

Richard Rozen - survivor

Gerda Weissmann Klein- survivor <http://www.tolerance.org/kit/one-survivor-remembers>

Elie Wiesel - author "Night" - survivor, nobel prize winner
<http://www.eliewiesel.org/eliewiesel.aspx>

Maps of Europe <https://www.ushmm.org/learn/mapping-initiatives/geographies-of-the-holocaust/>

The Pianist - Wladslaw Spilman - survivor <http://www.dailymail.co.uk/news/article-3334954/The-good-Nazi-Courageous-story-guilt-wracked-German-officer-saved-Pianist-inspired-Hollywood-blockbuster.html>
<http://www.szpilman.net/>

Life is Beautiful - realistic fiction, comedy, satire