

Unit 4-Reading-Memoir Night

Content Area: **English Language Arts**
Course(s): **Language Arts 8**
Time Period: **November**
Length: **6 Weeks**
Status: **Published**

Unit Summary

Memoirs help a reader learn from someone else's experience, broaden a reader's perspective, and develop increased empathy for others. In addition, memoirs go beyond simple story telling to reflect on how the narrator has grown or changed as a result of his/her life experiences. This genre allows us to more deeply understand the causes and impacts of historical events on individuals and groups, and challenges us to speculate on how analogous events might impact ourselves and others. (Holocaust)

Standards

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| 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.RI.8.6 | Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |
| LA.RI.8.10 | By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. |
| LA.W.8.4 | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.8.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| LA.W.8.9.A | Apply grade 8 Reading standards to literature (e.g., "Analyze 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.W.8.9.B | Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). |
| 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.SL.8.1.A | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and |

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| | reflect on ideas under discussion. |
| LA.SL.8.1.B | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| LA.SL.8.1.C | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
| LA.SL.8.1.D | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
| LA.SL.8.3 | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. |
| LA.SL.8.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| LA.SL.8.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| LA.L.8.4.A | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| LA.L.8.4.C | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| LA.L.8.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| CAEP.9.2.8.B.3 | Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. |
| TECH.8.1.8.A.CS1 | Understand and use technology systems. |
| TECH.8.1.8.A.CS2 | Select and use applications effectively and productively. |
| TECH.8.1.8.D.CS2 | Demonstrate personal responsibility for lifelong learning. |

Student Learning Objectives

- Students will learn

Essential Questions

- How can the story of one individual help us better understand society and ourselves?
- How does the genre of memoir promote a reader's understanding of an author's experience?
- In what ways do an individual's choices matter?
- Is mankind inherently good, or inherently evil?

Enduring Understandings

- Students will understand that the Holocaust had an effect on history and individuals.
- Students will understand that the Holocaust had specific causes and implications.
- Students will understand that the Socratic Seminar has a specific format and participants have roles and expectations to follow.

Application

- Students will be able to independently use their learning to...

Skills

Students will be skilled at:

- Identifying literary techniques such as allusion, symbolism, imagery, characterization, foreshadowing.
- Determining the themes in *Night*.
- Determining how narrative elements and literary techniques support an author's message.
- Demonstrating an understanding of why/how the shared experiences of memoir are meaningful to the author and to the reader.
- Understanding, assessing, and analyzing events and themes
- Generating focused questions to explore the underlying universal implications of an author's particular experience.
- Discussing, examining, and evaluating the text in depth to determine a variety of interpretations of what the author has written and using evidence from the text to support all hypotheses and arguments.
- Determining the mood of a text.