Unit 3: The Holocaust

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

English Language Arts - Grade 8

Unit 3: The Holocaust

Belleville Board of Education

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Unit Overview

In this unit, students will read, study, and discuss the historical and moral implications of the Holocaust (with World War II). Students will be reading various narrative literature text and informational text *Anne Frank's Diary of a Young Girl*, *Night*, and other short story units with these enduring themes. These works explore how courage is projected in any text. In addition, the unit will cover the value of humanity as it relates to historical and realistic fiction/ non-fiction.

This unit ends with a review and a repeat of both the narrative essay structure and the explanatory essay structure in response to the essential questions.

Enduring Understanding

Enduring understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area. Moreover, they articulate what students should "revisit" over the course of their lifetimes in relationship to the content area.

- Writing clearly is essential to any person's effective communication.
- Individuals must be capable of writing for a variety of audiences in differing styles, including explanatory essays, and citing textual evidence throughout.
- High-level writing skills can produce documents that show planning and organization to convey the intended message and meaning.
- Multiple sources can be researched to identity a thesis.
- The events from the Holocaust - the events that we cannot forget to ensure that they do not happen again.
- Authors provide insights into universal themes of gender prejudices, racism, and poverty.

Essential Questions

Essential Question: A question that lies at the heart of a subject or a curriculum and one that promotes inquiry and the discovery of a subject.

- Why do people care about things that happened a long time ago?

- What can we learn from the past to share our future in a positive manner?
- How might the Nazis' treatment of European Jews have affected everyone else?
- How can literature help us remember and honor the victims of the Holocaust?
- How does personal experience contribute to prejudice?
- Can a hero have both good and bad qualities?
- What are the roles of parents and society in the moral education of children?
- How do you measure the strength of a person when he/she must overcome?
- Is it worth taking a stand for one's self? For others?

Exit Skills

By the end of Unit 3 8th grade ELA General and Inclusion Students Should be able to:

- Continue to expand and apply knowledge of vocabulary - synonyms, antonyms, root words, etc.
- Continue to expand and retell multiple of words including figurative and connotative meanings
- Continue to expand and apply dictionary, thesaurus, and research skills
- Read various nonfiction, informational text to identify text structure, text features, and author's purpose
- Identify and use literary terminology
- Develop and utilize reading strategies to improve comprehension on grade level text
- Cite textual evidence that supports analysis of the text
- Use formal and informal language appropriately
- Employ all phases of process writing
- Select appropriate audience and purpose for all writing
- Demonstrate proficiency in explanatory/informational essay writing
- Listen and contribute appropriately during whole class discussions, small group discussions, and partnered pair discussions
- Analyze and evaluate the purpose of information presented in diverse media and formats

New Jersey Student Learning Standards (NJSLS-S)

The *My Perspectives* text lists all the Reading and Writing Standards for every text, essay prompt, and video component on pages T48-T59 in the teacher's manual.

Please find below a list of 2016 New Jersey Student Learning Standards for English Language Arts (as most current) required by the required benchmark, Unit #3:

LA.RL.8	Reading Literature
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.8.3	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.8.6	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.8.10	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.8.2	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.8.4	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.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
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.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.W.8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.8.2.E	Establish and maintain a formal style/academic style, approach, and form.
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 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.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
LA.L.8.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
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.8.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.L.8.5.B	Use the relationship between particular words to better understand each of the words.

Interdisciplinary Connections

- Current Events
- Social Studies

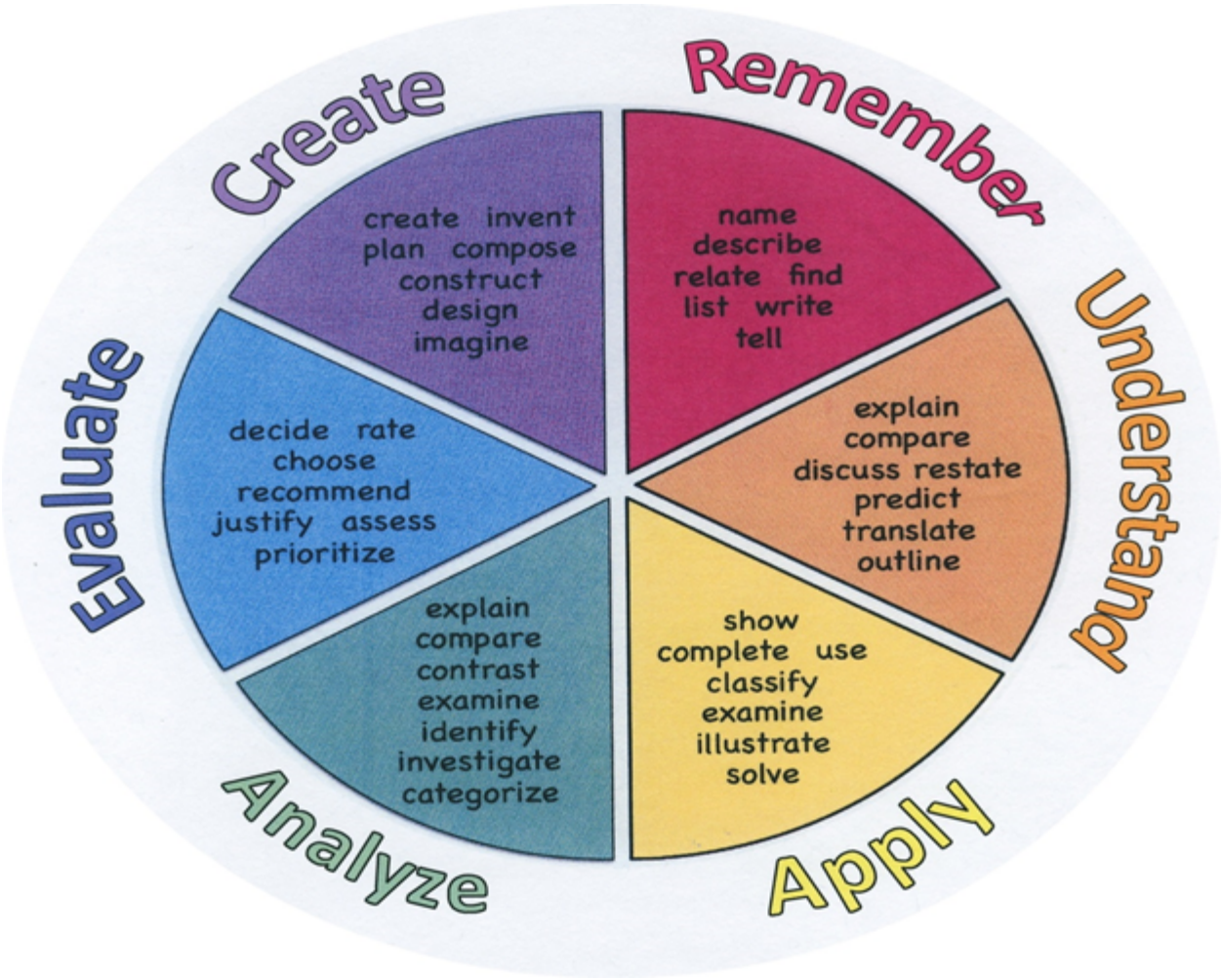
LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Learning Objectives

Students will be able to:

- Describe and assess grade-level text and apply various comprehension skills/strategies
- Understand and retell fictional and non-fictional text and its literary elements and text features
- Identify textual evidence and incorporate text to defend point of view.
- Create products that enhance literary strategies/devices in an an argumentative essay.
- Develop strategy of connecting to understand setting and motivation of a historical figure
- Pose question that elicit elaboration and contribute to class discussion and acknowledge new viewpoints
- Recognize and analyze the impact of word choice on meaning and tone
- Use facts, definitions, details, quotations, etc to develop topic
- Use appropriate transition words
- Analyze literary works by writing essays
- Respond critically to various writing prompts/exercises
- Locate the meaning/usage of text in a media clip/video and analyze
- Independently complete problem based learning units based on learning objectives related to the benchmark
- Construct examples of explanatory and narrative essays by using well-constructed, mechanically sound structure.
- Analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot)
- Summarize narrative nonfiction text
- Construct literary analysis in response to close readings that are both informational and literary
- Independently complete problem based learning units based on learning objectives related to the benchmark

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

The suggested activities listed below can be found within the My Perspective textbook on page 89 of the teacher's edition.

Whole Class Learning:

- Reading the Diary of Anne Frank by Frances Goodrich and Albert Hackett
- Night by Elie Wiesel
- Media - Frank Family and Word War II Timeline
- Supplemental materials from Echoes & Reflections curriculum as needed

Suggested Activity:

After reading Night, students will sort chapter summary Word art based on each chapter. Also, students can sketch memorable scenes from the chapters, or paste in magazine pictures that remind them of the events in the chapter. The written entries should focus on each student's response to the literature, and should not merely be a plot summary. They should include comments about their thoughts and feelings while reading, any questions they have, and predictions for the next chapter. With Night, encourage them to write about the mood

of the story.

Small Group Learning

- Journal Entires from Anne Frank's diary
- Elie Wiesel's acceptance speech for his Nobel Peace Prize
- Media - Graphic Novel

Suggested activity: Perform a read aloud by Reader's Theatre and/ or a close read of the text using accessible leveled text for small, differentiated groups to best understand the complexity of "The Diary of Anne Frank". Complete text dependent questions and construct formal open-ended questions/ answers using the RACER rubric and format.

Independent Learning Activities

- Saving the Children, by Bob Simon
- A Gret Adventure in the Shadow of War, by Mary Helen Durkx
- Irene Sandler: Rescue of the Children of Warsaw, by Chana Kroll
- Quiet Resistance by Ann Byers
- Remembering a Devoted Keeper of Anne Frank's Legacy by Moni Basu
- I'll Go Fetch Ger Tomorrow by Bloeme Emden with Marcel Prins
- Newsela Set on Hlocaust and WWII

Suggested activity: Skim, predict and use KWL to help the understanding of reading nonfiction , or fiction text independently, through paired text. Write a compare and contrast essay of nonfiction and diction on the same topic, "The Holocaust"

Assessment Evidence - Checking for Understanding (CFU)

By identifying the Evidence of Student Learning with Checking for Understanding (CFU) techniques used during the lesson and/or for closure, below is a suggested varied list of means used to assess students' learning:

Suggested activities and best practices related to this unit:

Formative Assessment:

Quizzes for Night

Anticipatory Guide for "The Diary of Anne Frank"

Summative Assessment:

Compare/ Contrast writing prompt: "Irena Sandler: Rescuer of the Children of Warsaw", by Chana Kroll vs. "Saving the Children", by Bob Simon

Alternative Assessment:

Open book exam

Creating a multimedia project/presentation via Google Slides in lieu of a final exam

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share

- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

The following resources are located within the district in either textbook or work text. Additional themed resources are listed, but not available in district.

- Textbook: *My Perspectives English Language Arts*, Grade 8 - Pearson

Novels:

- Night, by Elie Wiesel

Leveled Novels:

- The Devil's Arithmetic, by Jane Yolen
- The Boy in Striped Pajamas, by John Boyne

Ancillary Resources

- Scholastic SCOPE Magazine
- CommonLit
- NEWSELA articles

The My Perspectives text also lists an array of Independent Learning Activities

Suggested Trade Books:

- List of novels above

Suggested informational text:

- Scholastic Scope articles/debates

Suggested lessons to teach the explanatory/informative essay:

- Use lessons within textbook
- Refer to Writer's Workshop framework.

Technology Infusion

What technology can be used in this unit to enhance learning? Some sites, apps., and programs are listed below, but not limited to:

Suggested activities and best practices:

Use of Pearson Realize online for writing tool with feedback (Research, Reflection, and Open-ended writing)

Use of Google Classroom for Formative Assessment with all readings (Beta Quiz using Google Forms)

Use of Survey Monkey to survey thoughts about the Holocaust

Understand:

- Google Classroom - Google Suite for Education
- Word Processing/ Typing essays
- Microsoft Office Suite where applicable
- Apple iWorks Suite where applicable
- Edmodo - Education social networking
- Blog Journaling

Apply:

- Story telling - Comic Life
- Movie Making
- GarageBand

Analyze:

- Google Forms

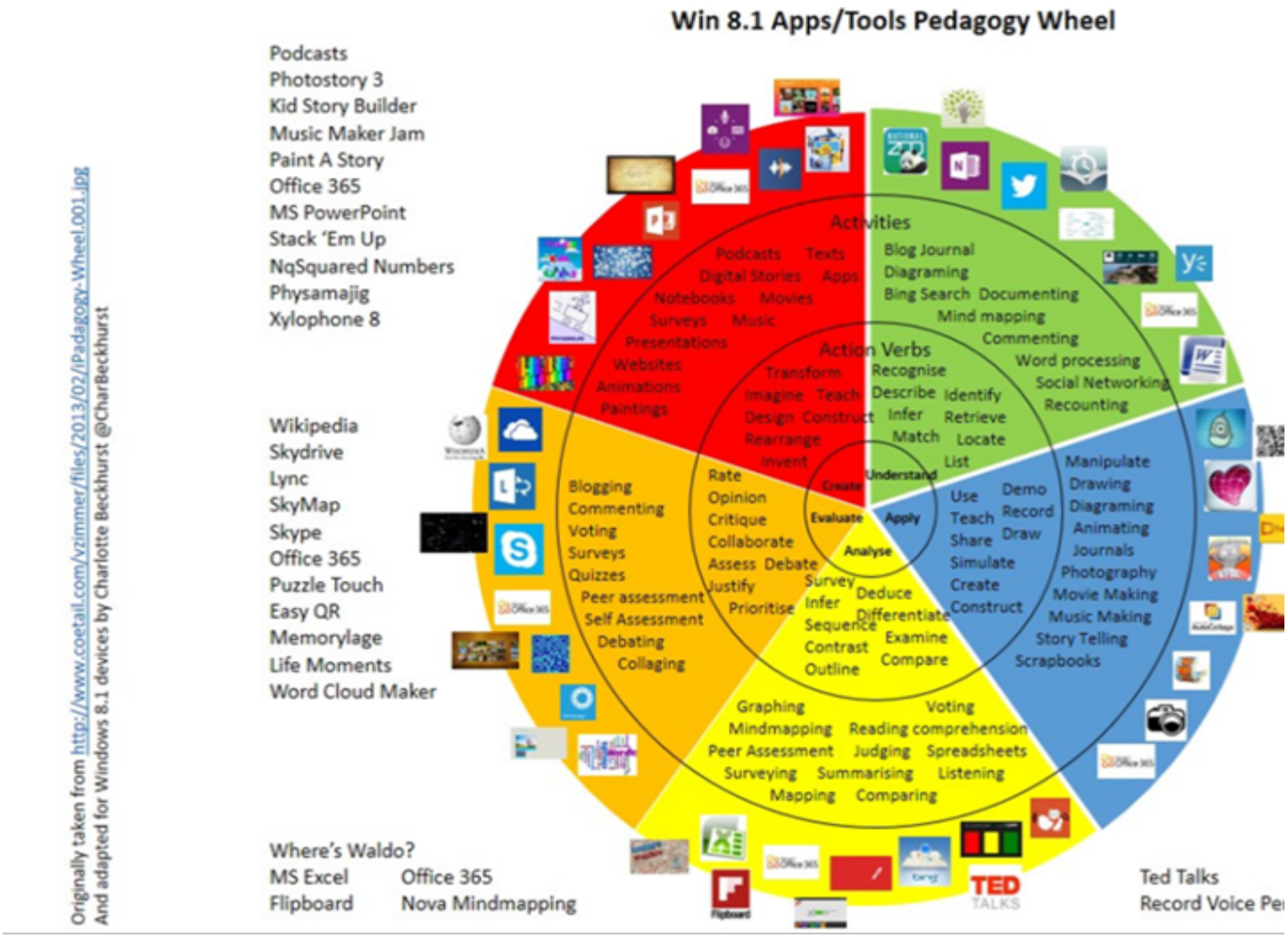
- Survey Monkey
- PollEverywhere.com
- Use of listening stations

Evaluate:

- Self-Assessment with online Rubric - use of Google Docs
- PearDeck
- Pic Collage
- Online quizzes in Google Forms
- Online quizzes in EdModo
- Twitter for Educators - commenting
- Backchanneling - Today's Meet - commenting
- Plickers (CFUs)
- Kahoot!

Create:

- Google Suite for Education, Google Slides or Sites
- Flipgrid
- Prezi presentations or Excel
- Listening to Podcasts and/or audio
- Remind 101 App - Text updates
- Use of Webquests
- Photostory
- Newsela



Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts including reading
- Social Studies, including American History, World History, Geography, Government and Civics
- Technology
- Visual and Performing Arts

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

21st Century Skills/Interdisciplinary Themes

Please find a list of the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit:

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Please find a list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Global Awareness
- Health Literacy

Differentiation

Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Please find a list below of the ones that are suggested to be employed in this unit.

Specific activities related to Unit 3 are:

- Think-Tac-Toe board after reading about the Holocaust (multiple text: *Night*, "The Diary of Anne Frank", and related texts)
- Highlight text evidence and vocabulary reading *Night*
- Jigsaw events from WWII and the Holocaust in order to have all pertinent background knowledge

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards

- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Please find a list of **Special Education Learning** adaptations that may be employed in the unit, using the ones identified below.

Specific activities related to Unit 3 are:

- Extended time on all Google Form formative assessments (*Night*, "The Diary of Anne Frank", and all related texts).
- Use of highlighted text tool while using Newsela - color code for what you understand and what you would like further clarification on
- Use of open-book resources when taking formative assessments on readings
- Provide all modifications and follow all IEP/ 405 plans for each of the units of study in this Holocaust unit

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Please find a list of the **English Language Learning** adaptations that may be employed in the unit, using the ones identified below.

Specific activities related to Unit 3 are:

- Provide study guides and/ or note cards and open-book assessments for all texts (*Night,* "The Diary of Anne Frank", "Irene Handler..." text and others, etc.)
- Using "Grammarly" or other techology program to help correct spelling and/ or mechanics while writing
- Create project-based-learning for a visual connection to all readings (Example: poster board or one-pager for any reading)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Please find a list of **Intervention Strategies** adaptations that may be employed in the unit, using the ones identified below.

Specific activities related to Unit 3 are:

- Review objectives and construct a learning contract discussing consequences for all readings, in all marking periods. Continue to monitor and allow choice of text to keep high interest.
- Tutoring or paired with peers who can assist in keeping focus on all studies - applies to all readings and work in Unit 3
- Create problem-based-learning for a real-life authentic connection to all readings

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Please find a list of **Talented and Gifted** adaptations that may be employed in the unit, using the ones identified below.

- Higher level thinking and problem solving questions, created by students for students (all readings)
- Partnered by skill for essay writing - all applicable readings in this Unit
- Find authentic articles to pair with this historical. catasthropic event, allowing for advanced problem solving increasing awareness

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Narrative - Center Activities, End of ACT I "Diary of Anne Frank" by Frances Goodrich and Albert Hackett - Unit 3

NJSLS: LA RI 8.1, 8.2, 8.3, 8.4, 8.6

RL 8.1, 8.2, 8.3, 8.6, 8.10

Interdisciplinary Connection: History/ Social Studies and Civics, Current Events

Statement of Objective: Students will actively participate in centers to create, analyze, and synthesize knowledge of text up until ACT I, Scenes I, II, and III from the Readers Theatre rendition of "The Diary of Anne Frank" by Frances Goodrich and Albert Hackett so they they can show their mastery of text

Anticipatory Set/Do Now: What is the difference between fiction and nonfiction or drama and nonfiction? Reflect on how the elements of drama (setting, characterization, plot, and symbols) can make nonfiction (a diary) come alive for a reader.

Learning Activity:

Do Now: see above

Students will continue a rotation of approximately 25 minutes each station until each station is visited. Final work is due Tuesday, March 21, 2017, if not completed prior.

Station 1:
Bloom It! - Question Station: Create 2 questions per bloom level independently from Act I (any Scene). Answer with your group (pair/share for discussion)

Differentiated learning: Those lower leveled learners in each groups will be given BLUE (remember), PINK (understand), and GREEN (apply) question cards while higher level learners in this group will receive ORANGE (analyze), PURPLE (evaluate), or MAGENTA (create) questions. Questions STEMS will be provided.
Intentional grouping: Groups will be determined by last Edmodo quiz

Station 2:
Analyzing the Text - Choose 3 Quotations - one from the beginning of Act I, one from the middle of Act I, and one from the end of Act I - quotes that add significance to the story. (major plot points) Know Tone/ Mood/ Theme
*Independent Activity: of these 3 quotations, which is the most signaficant to YOU? Write an essay (5 paragraphs)
Differentiated learning: Interactive Notebook Pages for Tone/ Mood/ Theme, Graphic Organizers that provide defintions (mini-lessons, if needed). Also, reference previously taught page in notebook with list of tone words. Graphic Organizer for essay provided.
Intentional grouping: Heterogeneous grouping by Reading Levels (reassessed early March, new data)

Station 3:
Characterization and Paradigm Shifts - Choose one FEMALE from the play and one MALE from the play so far - characters that have had a Dynamic roles thus far - suggestion: Anne and Peter, or Anne and her father.
Activity 1: Complete the activity with a partner detailing his/her thoughts, words, feelings, choices, actions. Please list what they did and a text evidence line to support each.
Activity 2: Independent work - For each of the 4 events listed, please shift your paradigm, and take on the point of view of the character stated. Write that diary entry from that character's point of view.
Differentiated learning: For lower leveled learners, complete one person's response per event. (rather than two)
Intentional grouping: Heterogeneous grouping by last Edmodo quiz on Ransom of Red Chief (last Narrative)

Station 4:
Theme Connections - Relating Literature to Real Life -
Part I: With their small groups, students will work together to find text evidence/ quotes to support the following situations.

*We are learning that while Anne is living in the “Secret Annex”, she is experiencing difficulties of growing up. She encounters many of the troubles young people face today as they become adolescents. Search the text in Act One to find examples in Anne’s diary of the following typical adolescent experiences.
- asserting independence from parents
- disagreeing with parents
- forming one's own identity; questioning one's identity
- questioning religious beliefs
- developing romantic relationships
- experiencing sibling jealousy/ rivalry

Part II: Independent work: Make a T chart - in one column make TEXT to TEXT connections, and next to it, make TEXT to SELF connections
Differentiated learning: For higher leveled learners, make a third column, and add TEXT TO WORLD connections.
Intentional grouping: Homogeneous pairings/ groupings for conversations based on last Edmodo quiz Random of Red Chief (Theme connections)

Station 5:
SCOPE - Narrative Non-fiction -
Read: The Girl Who Lived Forever, a paired nonfiction text from Scope that adds to our knowledge of Anne's legacy, as well as World War II and the Holocaust.

Use the Student Scope website to preview the video and vocabulary in a small heterogenerous group
Listen to the audio version of the text on Scope - stop and discuss critical thinking questions with the group at the suggested spots. Pair/ Share, Think/ Ink
Part II: Complete Text Structure worksheet in partnered pairs
Differentiated learning: video introduction; audio read aloud, peer review; vocabulary review; highlight and annotation of text on paper for lower leveled readers instead of computer screen; Graphic organizers for lower level assistance for text structure
Intentional grouping: Heterogeneous pairings/ groupings for conversations based on last Edmodo quiz Random of Red Chief (Theme connections) and for completion of text structure worksheets

Station 6:
Newsela -
Sign into your Newela account. Search for and choose one of the following informational text sets related to Anne Frank (and courage, perseverance, immigrants, etc.). This text set includes:
War and Peace from 7/6/16: Elie Wiesel, Nobel-winning author of Holocaust memoir "Night," dies at 87
War and Peace from 6/24/16: German court sentences former Nazi guard to five years in prison
War and Peace from 11/29/16: Story of suffering, survival emerges after Holocaust jacket found at sale

Arts from 3/21/16: Book club shows immigrant moms their stories aren't written in stone
Arts from 10/12/16: Museum program uses art to help students remember Holocaust lessons
War and Peace from 12/1/15: Syrian refugees' story mimics struggles by Anne Frank's family 75 years ago

Part II: Read an article (annotate the article with the colored annotation tools as you read along online) See legend provided on tables.
Part III: Complete the quiz (4 questions) and the Short Constructed Writing Response (RACER/ old RSSE) Be sure to hit "Submit" so Ms. Fazio gets your work.
Differentiated learning: Choice reading; Students may change their reading LEXILE reading levels (charts at these stations - students have been recently reassessed to know their new reading levels) Typical Newsela reading level ranges from grades 2 or 3 to maximum grade 12).
Intentional grouping: No grouping: individual computer work

Station 7:
Newsela - (second Newsela station if needed)
Sign into your Newela account. Go into your Assignments. Find "The Holocaust, Part One: The Rise of Adolf Hitler and World War II" and "The Holocaust, Part Two: The Final Solution"
Part II: Read the article (annotate the article with the colored annotation tools as you read along online)
Part III: Complete the quiz (4 questions) and the Short Constructed Writing Response (RACER/ old RSSE) Be sure to hit "Submit" so Ms. Fazio gets your work.
Differentiated learning: Highlight BIG ideas in GREEN and SPECIFIC details in RED. (Big ideas are themes or central ideas the author is trying to convey. Specific details are examples or facts that support the big idea.) Add annotations to the details explaining what they show about the big ideas.
Students may change their reading LEXILE reading levels (charts at these stations - students have been recently reassessed to know their new reading levels) Typical Newsela reading level ranges from grades 2 or 3 to maximum (grade 12).
Intentional grouping: No grouping: individual computer work

Student Assessment/CFU's:

Teacher Observation

Oral Questioning throughout
Debriefing
Twitter exit ticket - overall

Moving on:

What predictions can you make for Act 2? What do you base these predictions on?

Materials
Language of Literature Textbooks
Smartboard for projection

Reader's Notebook/ Interactive Notebooks
Stations 1-7, Differentiated Handouts/ Graphic Organizers
Lexile Worksheets
Scope Article to accompany text

21st Century Themes and Skills:

see link

Differentiation:

Directions are read aloud before each station

Extra time if needed

Allow students to highlight key points
(see stations for individualized differentiation)

Integration of Technology:
Smartboard integration for projection and misc.
Chromebooks for Newsela Station #1
Chromebooks for Newsela Station #2
Chromebooks for SCOPE Station #1