

Daniel's Story

Content Area: **English Language Arts**
Course(s): **Generic Course, Language Arts 6**
Time Period: **4 weeks**
Length: **Weeks**
Status: **Published**

Unit Overview

Students will understand that hope for a better world can come from each person raising his/her voice to speak for justice and humanity. (NJ Holocaust/Genocide Curriculum)

Students will examine Daniel's Story by Carol Mates as a realistic fictional piece of literature. Students will relate the events in this novel to their own lives and write a memoir.

Students will read and analyze Daniel's Story for literary devices and elements. Students will understand the horrors of the holocaust, the senselessness of Adolf Hitler's plans, and identifies examples of prejudice in the book.

Transfer

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

- Evaluate the personal context of the novel and relate to other texts and current events
- Investigate the holocaust
- Identify the elements of literature
- Draw conclusions about prejudice and discrimination in today's world
- Develop a personal memoir of their own

Meaning

Understandings

Students will understand...

- How literary devices are used in this work of literature
- The use of flashback
- How themes in fiction relate to current events
- Personal struggles can play a large role in the person you become

- The author's purpose for sharing events of the Holocaust

Essential Questions

Students will consider...

1. How does racial prejudice among races prevent a community from living and working together?
2. What is the importance of family?
3. Why should we remember events from the past?
4. What is needed to ensure that a holocaust does not happen here?

Application of Knowledge and Skill

Students will know...

Students will know...

- Plot Development
- Character Development
- Themes - racial discrimination, family, and survival

Students will be skilled at...

Students will be skilled at...

- Reading with fluency and comprehension
- Identifying and examining literary elements
- Responding to reading through written responses and class discussion
- Discussing social topics while remaining tolerant of others' opinions

Academic Vocabulary

- Holocaust
- Racial Discrimination
- Survival
- Prejudice
- Plot
- Setting
- Character
- Theme

Learning Goals

Students will understand the historical background of the Holocaust.

Students will be able to apply reading strategies and understand literary elements to comprehend a text.

Students will recognize writing as a process and create a memoir.

Objective 1 - Level 1-4

SWBAT:

- Understand historical background of the the Holocaust
 - Identify elements of historical fiction (Level 1)
 - Understand how historical events influence writers. (Level 2)
 - Understand how writers use historical events to express their opinions. (Level 4)

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| LA.RL.6.1 | Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.RL.6.2 | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| LA.RL.6.3 | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
| LA.RL.6.9 | Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, |

and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

LA.RI.6.3

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Objective 2 - Level 2

SWBAT:

- Assess comprehension through a variety of writing pieces, reading comprehension quizzes, tests, journalwriting, research based projects and writing tasks, etc.
 - Write a variety of pieces in response to text using proper grammar and spelling
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LA.RL.6.1

Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

LA.RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

LA.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

LA.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

LA.RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

LA.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

LA.RL.6.9

Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

LA.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

LA.W.6.1.A

Introduce claim(s) and organize the reasons and evidence clearly.

LA.W.6.1.B

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

LA.W.6.1.C

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

LA.W.6.1.D

Establish and maintain a formal/academic style, approach, and form.

LA.W.6.1.E

Provide a concluding statement or section that follows from the argument presented.

LA.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups,

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| LA.SL.6.1.A | and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| LA.SL.6.1.A | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| LA.L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.6.6 | 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. |

Objective 3 - Level 3

SWBAT:

- Participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) based on the text and/or current event issues related to the text.
- Write a personal memoir

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| LA.RL.6.10 | 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.W.6.4 | 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.6.5 | 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. |
| LA.SL.6.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| LA.SL.6.1.B | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| LA.SL.6.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| LA.L.6.6 | 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. |

Summative Assessment

- Comprehension Quizzes
- End of novel test
- Letter Essay - Literary Analysis Essay

- Project
- Tests

21st Century Life and Careers

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| WORK.5-8.9.1.8 | All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures. |
| WORK.5-8.9.1.8.A | Critical Thinking & Problem Solving |
| WORK.5-8.9.1.8.B | Creativity and Innovation |
| WORK.5-8.9.1.8.C | Collaboration, Teamwork and Leadership |
| WORK.5-8.9.1.8.D | Cross-Cultural Understanding and Interpersonal Communication |

Formative Assessment and Performance Opportunities

- Class Discussion
- Comprehension Questions
- Exit Slips
- Journal Entries
- Peer and self assessments
- Presentations
- Reading Quizzes
- Small Group Discussion
- Teacher Observation
- Think-pair-share

Accommodations and Modifications

- .pdf of Daniel's Story screen reading
- Audio recording of Daniel's Story
- Chapter Study Guides
- Graphic Organizers
- Holocaust Research Groups
- Supplemental Materials
- Video Interviews

Interdisciplinary Connections

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| SOC.6.1.8.D | History, Culture, and Perspectives |
| SOC.6.1.8.D.2.a | Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas. |
| SOC.6.1.8.D.2.b | Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed. |
| SOC.6.1.8.D.4.a | Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted. |
| SOC.6.2.8 | World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. |

Unit Resources

- Novel
- Study guides
- Articles
- Journal Entry Topics
- Quizzes
- Tests