

# Unit 3 - The Challenge to Make a Difference

Content Area: **English Language Arts**  
Course(s): **Generic Course**  
Time Period: **Generic Time Period**  
Length: **36-40 Class Periods**  
Status: **Published**

## Unit Overview

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In the first part of this unit, you will read texts about the Holocaust that show both the tragedy of historical events and the ways in which people reacted to those events. This study will help prepare you to research current issues from around the world and choose one for which to create a persuasive multimedia campaign.

I remember: It happened yesterday, or eternities ago. A young Jewish boy discovered the Kingdom of Night. I remember his bewilderment, I remember his anguish. It all happened so fast. The ghetto. The deportation. The sealed cattle car. The fiery altar upon which the history of our people and the future of mankind were meant to be sacrificed. I remember he asked his father: Can this be true? This is the twentieth century, not the Middle Ages. Who would allow such crimes to be committed? How could the world remain silent?

-from Elie Wiesel's Nobel Peace Prize Acceptance Speech

## Transfer

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### AP/College Readiness

- Using strategies of close reading and making careful observations of textual detail (Activities 3.4, 3.5, 3.10, 3.11, 3.12, 3.15, 3.19).
- Writing for a variety of purposes (Activities 3.5, 3.8, 3.9, 3.10, 3.15).
- Focusing deliberate attention on the craft of sentence-level writing (Activities 3.3, 3.4, 3.8, 3.16).
- Creating and sustaining arguments based on readings, research, and/or personal experience (Activities 3.15, 3.16, 3.18).
- Controlling tone, establishing and maintaining voice, achieving appropriate emphasis through diction and sentence structure (Activities 3.5, 3.7, 3.8).
- Demonstrating a mastery of standard written English as well as a stylistic maturity (Activities 3.8, 3.12, 3.14).
- Correctly using, and recognizing and correcting inappropriate uses of, punctuation within sentences (Activity 3.10).
- Recognizing and correcting inappropriate shifts in verb tense within and between sentences (Activity 3.19).

## Meaning

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## **Understandings**

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- To compare thematic development in multiple literary texts in different genres.
- To work collaboratively to plan and perform oral presentations.
- To organize a draft with a purposeful structure, including an introduction, transitions, and a conclusion.
- To research and summarize information from a variety of sources about an issue of national or global significance.
- To advocate a position using rhetorical appeals while employing effective presentation techniques.

## **Essential Questions**

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- Why is it important to learn about the Holocaust?
- How can one person make a difference?

## **Application of Knowledge and Skill**

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## **Students will know...**

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### **Language and Writer's Craft**

- Combining Sentences (3.3)
- Active and Passive Voice (3.8)
- Pronoun-Antecedent Agreement (3.10)
- Reviewing Participial Phrases (3.14)
- Reviewing Clauses (3.15)

### **Academic Vocabulary**

- communication
- resume
- euphemism
- slogan

### **Literary Terms**

- drama
- found poem

## **Students will be skilled at...**

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### **Embedded Assessment 1: Presenting Voices of the Holocaust**

- Include an effective oral reading of a significant passage.
- Present a variety of significant ideas to explain how literary elements contribute to the development of a theme.
- Provide relevant elaboration to develop the topic, including textual evidence, details, commentary, and questions.
- Demonstrate strong evidence of effective collaboration and preparation.
- Follow a logical and smooth organizational structure.
- Use transitional strategies effectively and purposefully.
- Communicate effectively with group members and the audience.
- Use consistently precise diction and academic language.
- Demonstrate deep command of the conventions of standard English grammar, usage, and language (including active/passive voice).

### **Embedded Assessment 2: Presenting a Multimedia Campaign**

- Support a clear claim and address counterclaim(s) with relevant reasons and evidence from a variety of accurate sources.
- Use rhetorical devices effectively.
- Integrate engaging multimedia and campaign features to clarify ideas.
- Demonstrate extensive evidence of collaboration and preparation.
- Has an introduction that engages and informs the audience.
- Sequence ideas and quotations smoothly with transitions.
- Conclude with a clear call to action.
- Communicate to a target audience with a persuasive tone and precise diction.
- Demonstrate a command of the conventions of standard English grammar, usage, and language (including correct mood/voice).
- Cite and evaluate sources thoroughly in an annotated bibliography.

## **Academic Vocabulary**

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### **Academic Vocabulary**

- communication
- resume
- euphemism
- slogan

### **Literary Terms**

- drama
- found poem

## **Digital Assessments**

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## Digital Assessments:

- Activity Quizzes: 3.2 - LC3.19
- Unit Assessment Part 1
- Unit Assessment Part 2

## Learning Goal - Level Three

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**Learning Goal 1:** The students will present a panel discussion that includes an oral reading of a significant passage from the texts read by your group. Their discussion should explain how the theme or central idea of "finding hope in times of despair" is developed in each text.

**Learning Goal 2:** The students will develop a multimedia presentation that informs their peers about an issue of national or global significance and convinces them to take action. Students will work collaboratively to conduct and synthesize research into an engaging campaign that challenges their audience to make a difference.

## 3.1 Previewing the Unit

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SWBAT:

- Examine the big ideas and the vocabulary for the unit.
- Identify the skills and knowledge necessary to be successful in completing the Embedded Assessment.

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.

## Learning Strategies

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Learning Strategies:

- Think-Pair-Share
- QHT
- Close Reading
- Marking the Text
- Paraphrasing
- Graphic Organizer

LGBTQ during the Holocaust:

[https://www.goodreads.com/list/show/77421.Best\\_Gay\\_Holocaust\\_Survivor\\_Books](https://www.goodreads.com/list/show/77421.Best_Gay_Holocaust_Survivor_Books)

## The Gay Holocaust

\*\*These resources cover several aspects of the Gay Holocaust: situation at the concentration camps, relations with other persecuted groups, the resistance, theoretical works about the Holocaust itself and the persecution of homosexuals.

Adams, Barry D. *The Survival of Domination*. New York: Elsevier, 1978.

Altman, Linda Jacobs. *The Forgotten Victims of the Holocaust*. The Holocaust in History. Berkeley Heights, NJ: Enslow, 2003.

Berembaum, Michael, ed. *A mosaic of victims: non-Jews persecuted and murdered by the Nazis*. New York: New York University Press, 1990.

Blumenfeld, Warren J. *History/Hysteria: Parallel Representations of Jews and Gays, Lesbians and Bisexuals*. In "Queer Studies: A Lesbian, Gay, Bisexual and Transgender" Anthology, edited by Brett Beemyn and Mickey Eliason, 146-162. New York: New York University Press, 1996.

Clark, J. Michael. *Pink Triangles and Gay Images*. Arlington, Texas: Liberal Arts Press, 1987.

Crompton, Louis. "Gay Genocide from Leviticus to Hitler." In *The Gay Academic* edited by Louie Crewe. Palm Springs, CA: ETC Publications, 1978.

Drane, David Scott. *The "Other Holocaust": The Persecution of Homosexuals in Nazi Germany*. Honor's diss., Bowdoin College, 1989.

Dynes, Wayne R. *Encyclopedia of Homosexuality*. New York: Garland Publishing, 1990 s.v. *Pink Triangle*, by Richard Plant. *Encyclopedia of Homosexuality*. New York: Garland Publishing, 1990 s.v. "Holocaust, Gay," by Warren Johansson and William A. Percy.

Feig, Konnilyn. *Hitler's Death Camps*. New York: Holmes & Meier, 1981.

"Non-Jewish Victims in the Concentration Camps." In *Confronting the Nazi Past: New Debates on the Modern Germany History*, edited by Michael Burleigh. London: Collins and Brown, 1996.

Friedlander, Saul. *Nazi Germany and the Jews*. Vol.1, "The years of Persecution," 1933-1939. New York: HarperCollins, 1997.

Friedman, Ina R. *The Other Victims : First-Person Stories of Non-Jews Persecuted by the Nazis*. Boston: Houghton Mifflin Co., 1990.

Gottfried, Ted. *Martyrs to Madness : The Victims of the Holocaust*. Brookfield, Conn.: Twenty-First Century Books, 2000.

Grau, Günter, Claudia Schoppmann, and Patrick Camiller. *Hidden Holocaust? : Gay and Lesbian Persecution in Germany, 1933-45*. Chicago: Fitzroy Dearborn, 1995.

Gutman, Israel, ed. *Encyclopedia of the Holocaust*. New York: MacMillan, 1990 s.v. "Homosexuality in the Third Reich," by Shaul, Elisheva.

Jensen, Erik N. "The pink triangle and political consciousness: gays, lesbians, and the memory of Nazi persecution." *Journal of the History of Sexuality* 11:1-2(2002): 319-349.

Lautmann, Rudiger. "The Pink Triangle: Homosexuals as 'Enemies of the State.'" In *The Holocaust and History: The Known, the Unknown, the Disputed, and the Reexamined*, edited by Michael Berenbaum and Abraham J. Peck, 345-357. Bloomington: Indiana University Press, 1998.

"Gay Prisoners in Concentration Camps Compared with Jehovah's Witnesses and Political Criminals." In *A Mosaic of Victims*:

Non- Jews Persecuted and Murdered by the Nazis, edited by Michael Berembaum. New York: University Press, 1990.

"The Pink Triangle: The Persecution of Homosexual Males in Concentration Camps in Nazi Germany." *Journal of Homosexuality* 6:1-2 (1980):141-160.

Lenz, Reimar. *The Wholesale Murder of Homosexuals in the Third Reich*. Los Angeles: Urania Manuscripts, 1979.

Nash, Paul J., and Michael A. Lombardi. *The Gay Holocaust: The Dutch and German Experience: The Writings of Reimar Lenz, Ron Tielman, and Adriaan Venema*. Jacksonville, Fla.: Urania Manuscripts, 1979.

Percy, William. "Anti-Semitism and Homophobia Linked in Discussion of Holocaust Victims Memorial". *Gay Community News*, 8-14 March, 8-9.

Plant, Richard. *The Pink Triangle: The Nazi War Against Homosexuals*. New York: New Republic/Holt, 1986. One of the best books on the subject, it also has an extremely useful bibliography.

Porter, Jack Nusan, and Erwin J. Haeberle. *Sexual Politics in the Third Reich : The Persecution of the Homosexuals During the Holocaust : Essays, Biographies, Bibliographies, Photos, and Charts on Sexology, Homosexuality, Nazism, and Magnus Hirschfeld Plus Essays by Dr. Erwin J. Haeberle on the History of Sexology*. 3rd , rev. and enl. ed. Newton, MA: Spencer Press, 2003.

Raphael, Lev. *Journeys & Arrivals : On Being Gay and Jewish*. Boston: Faber and Faber, 1996.

Rector, Frank. *The Nazi Extermination of Homosexuals*. New York: Stein and Day, 1981.

"Homosexuals and the Third Reich." In *Flaunting It: A Decade of Gay Journalism from the Body Politic*, edited by Ed Jackson and Stan Persky, 84-90. Vancouver : New Star Books; Toronto : Pink Triangle Press, 1982.

Stumke, Hans-Georg. "The Persecution of Homosexuals in Nazi Germany." In *Confronting the Nazi Past: New Debates on the Modern Germany History*, edited by Michael Burleigh. London: Collins and Brown, 1996.

Teilman, Rob. *The Persecution of Homosexuals in the Netherlands During the Second World War*. Los Angeles, CA: Urania Manuscripts, 1979.

Venema, Adriaan. *The Persecution of Homosexuals by the Nazis*. Los Angeles, CA: Urania Manuscripts, 1979.

Wood, Robin. "Gays and the Holocaust : two documentaries." In *Image and Remembrance : Representation and the Holocaust*, edited by Shelley Hornstein and Florence Jacobowitz.. Bloomington: Indiana University Press, 2003.

Woods, Gregory. "The Pink Triangle." In *A History of Gay Literature: The Male Tradition*. New Haven: Yale University Press, 1998.

Wytwycky, Bohdan. *The Other Holocaust: Many Circles of Hell: A Brief Account of 9-10 Million Persons Who Died with the 6 Million Jews Under Nazi Fascism*. Washington, D.C.: Novak Report on the New Ethnicity, 1980.

Young, Ian. *Gay Resistance: Homosexuals in the Anti-Nazi Underground*. Toronto: Stubblejumper Press, 1985.

Zoe, Lucinda. "The Black Triangle." *Lesbian Herstory Archives Newsletter*, June 1991.

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## Independent Reading Link

- p. 222 Reading Plan

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## 3.2 Preparing for Literature Circles

SWBAT:

- Identify and practice skills for active listening and effective speaking.
- Participate in a group discussion about quotations related to the unit theme.

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.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 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.

## **Learning Strategies & Vocabulary**

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### **Learning Strategies:**

- Note-taking
- Graphic Organizer
- Previewing
- Predicting
- Summarizing
- Discussion Groups

### **Vocabulary:**

communication

## **Formative Assessment Opportunities**

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- Book Preview Graphic Organizer p. 179
- p. 224 Quote Interpretation Chart
- p. 225 Book Preview Graphic Organizer
- p. 226 Composing Letters Book Request
- p. 227 Novel Reading Schedule
- Quotation Chart p. 178

## Literature Circle Text Collection

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1. Novel: excerpt from *Number the Stars*, by Lois Lowry
2. Memoir: excerpt from *In My Hands: Memories of a Holocaust Rescuer*, by Irene Gut Opdyke with Jennifer Armstrong
3. Poetry: "The Butterfly," by Pavel Friedmann
4. Poetry: "On a Sunny Evening," by Anonymous
5. Novel: excerpt from *The Devil's Arithmetic*, by Jane Yolen
6. Interview: excerpt from "Life After the Holocaust: Stories of Holocaust Survivors After the War," an *Interview Transcript with Thomas Buergenthal*, by Joan Ringelheim and Neenah Ellis
7. Poetry: "1980," by Abraham Sutzkever

## 3.3 Understanding Literature Circle Discussion

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SWBAT:

- Analyze Literature Circle role descriptions and demonstrate an understanding of one role by creating a resume of the skills needed to perform it.
- Read a narrative with the purpose of learning more about the Holocaust.
- Practice Literature Circle roles by participating in a collaborative discussion.

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.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.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LA.8.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

## Learning Strategies & Vocabulary

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Learning Strategies:

- Diffusing
- Literature Circles
- Questioning the Text
- Summarizing
- Note-taking



- Discussion Groups

### Vocabulary:

resume

## Formative Assessment Opportunities

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- p. 229 Assign Literature Circle Role Chart
- p. 230 Practice Literature Circle Role Chart
- p. 231 Focus on the Sentence

## Language & Writer's Craft

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- p. 231 Combining Sentences

## 3.4 Making Thematic Connections

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SWBAT:

- Read and analyze an excerpt from a memoir and a poem.
- Compare thematic development in two literary texts in different genres.
- Participate collaboratively in a discussion to analyze and compare themes of literary texts.
- Integrate ideas from multiple texts to build knowledge and vocabulary about the theme of standing up for others.

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.8.4	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.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.8.4.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.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.L.8.5.C

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

LA.8.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

## **Learning Strategies**

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### **Learning Strategies:**

- Close Reading
- Chunking the Text
- Marking the Text
- Choral Reading
- Rereading
- Discussion Groups

## **Formative Assessment Opportunities**

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- p. 233 Knowledge Quest
- p. 234 Knowledge Quest
- p. 235 Focus on the Sentence
- p. 235-236 Text Questions
- p. 237 Knowledge Quest
- p. 238 Knowledge Quest
- p. 238-239 Text Questions
- p. 239 Knowledge Quest
- p. 240 Compare/Contrast Graphic Organizer
- p. 240 Focus on the Sentence

## **Independent Reading Link**

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- p. 237 Read & Respond
- p. 239 ZINC-Holocaust, activists, bullying

## **Gaining Perspectives**

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- p. 239 Nazi's singled out Jews, along with other groups

## 3.5 Analyzing an Allegory

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SWBAT:

- Use sensory and other descriptive details to create a mental image of a story as it is read aloud.
- Identify and analyze connections among the themes of Holocaust texts in multiple genres.
- Work collaboratively to plan and perform a dramatic interpretation of an assigned passage.

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.8.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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.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.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LA.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## Learning Strategies

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Learning Strategies:

- Oral Interpretation
- Think-Pair-Share
- Graphic Organizer

## Formative Assessment Opportunities

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- p. 241 Making Observations
- p. 242-243 Terrible Things Graphic Organizer
- p. 243-244 Text Questions
- p. 244 Check Your Understanding
- p. 244 Dramatic Performance
- p. 244 Informational Writing Prompt

## 3.6 Dangerous Diction

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SWBAT:

- Use print and digital resources to explain the meaning, word origin, and other aspects of Holocaust-related vocabulary.
- Participate collaboratively in a discussion about the Holocaust using new acquired vocabulary.

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.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.8.4	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.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.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.8.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
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.

## Learning Strategies & Vocabulary

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### Learning Strategies:

- Graphic Organizer
- Discussion Groups

### Vocabulary:

euphemism

## Formative Assessment Opportunities

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- p. 245 Euphemism Chart
- p. 246 Check Your Understanding
- p. 246 Holocaust Vocabulary Chart

## 3.7 Exploring the Museum

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SWBAT:

- Summarize information gathered from a Holocaust website and contribute events to a historical time line.
- Work within a group to choose talking points and plan a collaborative presentation to present them.
- Organize a draft with a purposeful structure, including an introduction, transitions, and a conclusion.

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.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.8.4	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.

## Learning Strategies

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### Learning Strategies:

- Oral Reading
- Note-taking
- Discussion Groups
- Graphic Organizer
- Summarizing

## Formative Assessment Opportunities

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- p. 247-248 Research Group Topic Chart
- p. 249 Presentation Talking Points Chart
- p. 250 Check Your Understanding
- p. 250 Presentation Chart Graphic Organizer

## 3.8 Presenting Voices

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### SWBAT:

- Choose a specific Holocaust victim and gather relevant biographical information about him or her through research.
- Identify active and passive voice, and use each voice correctly to achieve an appropriate effect.
- Plan, write, and revise a draft that tells the story of a person's life.

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.
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LA.W.8.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
LA.W.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
LA.W.8.3.C	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
LA.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.L.8.1.B	Form and use verbs in the active and passive voice.
LA.L.8.1.C	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
LA.L.8.3.A	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

## Learning Strategies

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### Learning Strategies:

- Note-taking
- Graphic Organizer
- Drafting
- Adding
- Substituting
- Oral Reading

## Formative Assessment Opportunities

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- p. 251 Focus on the Sentence
- p. 251 Research Holocaust Chart
- p. 252 Holocaust Victim ID Card Chart
- p. 253 Check Your Understanding
- p. 253 Narrative Writing Prompt
- p. 253 Text Questions

## Language and Writer's Craft: Active Versus Passive Voice

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- p. 252 Active & Passive Voice

## Independent Reading Link

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- p. 251 Read & Respond

### 3.9 Analyzing Theme in Film

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SWBAT:

- Analyze film clips from a movie about the Holocaust and note details about setting, characters, plot, and mood.
- Explain how screenwriters use such literary elements such as setting, character, plot, and mood to develop a theme.
- Write an informational text on the Holocaust and present an effective oral reading of the written draft.

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.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.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### Learning Strategies

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Learning Strategies:

- Predicting
- Graphic Organizer
- Drafting
- Oral Reading
- Discussion Groups

### Formative Assessment Opportunities

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- p. 254-255 Film Analysis Chart
- p. 256 Check Your Understanding

- p. 256 Informational Writing Prompt

### 3.10 Dramatic Tone Shifts

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SWBAT:

- Understand and identify the features of the drama genre.
- Analyze how dialogue and other features of drama are used in a play to develop character and plot, convey tone, and reveal theme.

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.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.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.8.2.A	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
LA.L.8.2.B	Use an ellipsis to indicate an omission.

### Formative Assessment Opportunities

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- p. 261 Making Observations
- p. 262-263 Text Questions
- p. 264 Check Your Understanding
- p. 264 Informational Writing Prompt

### Independent Reading Link

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- p. 258 Read & Connect

### Learning Strategies & Vocabulary

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Learning Strategies:

- Skimming/Scanning



- Marking the Text
- Close Reading
- Oral Reading
- Discussion Groups
- Drafting

**Vocabulary:**

drama

### 3.11 A Tale of Survival and Hope

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SWBAT:

- Analyze literary elements in an excerpt of historical fiction about the Holocaust.
- Understand how setting affects other story elements, such as character, plot, and theme.
- Collaborate to plan a panel discussion about the thematic focus of a passage.

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.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.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.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.8.4	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.

### Formative Assessment Opportunities

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- p. 270 Making Observations
- p. 271 Text Questions
- p. 272 Venn Diagram
- p. 273 Character/Plot Chart
- p. 274 Check Your Understanding
- p. 274 Information Writing Prompt

- p. 274 Talking Points Chart

## Learning Strategies

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### Learning Strategies:

- Marking the Text
- Note-taking
- Graphic Organizer
- Outlining
- Summarizing
- Rehearsal

## 3.12 Creating a Memorable Opening

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### SWBAT:

- Read an excerpt from a diary and choose impactful language to use in a found poem.
- Work collaboratively to analyze the content and structure of a found poem.
- Present an oral reading of a found poem and listen actively to a partner's presentation, asking questions, and making comments as appropriate.

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.8.4	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.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.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.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.

## Formative Assessment Opportunities

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- p. 277 Making Observations

- p. 277-279 Text Questions
- p. 278 Found Poem
- p. 279 Check Your Understanding

## **Independent Reading Link**

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- p. 278 Read & Respond
- p. 279 Independent Reading Checkpoint

## **Learning Strategies 7 Vocabulary**

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### **Learning Strategies:**

- Questioning the Text
- Close Reading
- Rereading
- Discussion Groups

### **Vocabulary:**

found poem

## **Summative Assessment Presenting Voices of the Holocaust**

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### **SWBAT:**

- Present a panel discussion that includes an oral reading of a significant passage from the texts read by your group.
- Your discussion should explain how the theme or central idea of "finding hope in times of despair" is developed in the each text.

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.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.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## Reflection

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SWBAT:

Explain how the theme or central idea of "finding hope in times of despair" developed in the different Holocaust texts that you heard about in the panel discussions.

Share what they learned from studying and discussing texts about the Holocaust that they can apply to their own life.

## 3.13 Unpacking Embedded Assessment 2

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SWBAT:

- Reflect on and make connections between the lessons of the Holocaust and "taking action."
- Analyze the skills and knowledge needed to complete Embedded Assessment 2 successfully.

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.8.4	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.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.

## Independent Reading Link

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- p. 300 Reading Plan

## Learning Strategies

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Learning Strategies:

- QHT
- Close Reading
- Paraphrasing
- Graphic Organizer

## 3.14 Making a Difference

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SWBAT:

- Identify the purpose of PSAs (Public Service Announcements) by analyzing their formats and imagery.
- Evaluate the effectiveness of imagery and language in PSAs.

LA.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
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.8.4	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.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.8.4	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.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## **Language and Writer's Craft**

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- p. 304 Reviewing Participial Phrases

## **Formative Assessment Opportunities**

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- p. 301-303 Text Questions
- p. 303 Multimedia Chart
- p. 304 Check Your Understanding
- p. 304 Informational Writing Prompt

## **Learning Strategies & Vocabulary**

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**Learning Strategies:**

- Discussion Groups

**Vocabulary:**

### 3.15 Never Forget, Never Again

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SWBAT:

- Analyze the parts of an argument.
- Write and present a short argumentative speech about a controversial issue.

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.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.W.8.1.D	Establish and maintain a formal style.
LA.W.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
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.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.8.4	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.L.8.2.A	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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.8.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

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### Formative Assessment Opportunities

- p. 306 Making Observations

- p. 307 Text Questions
- p. 308 SOAPStone
- p. 309 Argumentative Speech Graphic Organizer
- p. 310 Check Your Understanding
- p. 310 Informational Writing Prompt

## Independent Reading Link

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- p. 310 Reading Plan

## Learning Strategies

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### Learning Strategies:

- SOAPStone
- Close Reading
- Discussion Groups
- Drafting
- Rehearsal
- Oral Reading

## 3.16 Students Taking Action

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### SWBAT:

- Analyze informational texts about taking action.
- Research and evaluate issues of personal significance.

LA.RI.8.8	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.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.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.

## Formative Assessment Opportunities

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- p. 313-314 Text Questions
- p. 315 Check Your Understanding
- p. 315 WWH Graphic Organizer
- p. 316 Focus on the Sentence

## Learning Strategies

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### Learning Strategies:

- Marking the Text
- Summarizing
- Brainstorming
- Graphic Organizer
- Note-taking

## 3.17 From Vision to Action

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### SWBAT:

- Analyze informational texts and discuss the global impact of their subjects.
- Create content for a web page to represent a campaign to make a difference.
- Integrate ideas from multiple texts to build knowledge and vocabulary about making a difference.

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.8.8	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.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.8.4	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.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LA.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **Formative Assessment Opportunities**

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- p. 317 Knowledge Quest
- p. 319 Knowledge Quest (2)
- p. 321 Knowledge Quest
- p. 322 Text Questions
- p. 323 Knowledge Quest
- p. 324 Knowledge Quest
- p. 324 Text Questions
- p. 325 Check Your Understanding
- p. 325 Mission Chart

## **Independent Reading Link**

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- p. 323 Read & Respond
- p. 324 ZINC - Social Justice

## **Learning Strategies**

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### **Learning Strategies:**

- Metacognitive Markers
- Diffusing
- Rereading
- Summarizing
- Discussion Groups
- Graphic Organizer
- Drafting

## **3.18 Examining Media Campaigns**

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SWBAT:



- 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.

### **3.18 Examining Media Campaigns**

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SWBAT:

- Explain how specific media types appeal to different target audiences.
- Use rhetorical devices in different types of media to convince a target audience to take action.
- Integrate ideas from multiple texts to build knowledge and vocabulary about a theme.

- LA.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- 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.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- 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.

### **Formative Assessment Opportunities**

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- p. 327 PSA Chart
- p. 327-329 Text Questions
- p. 329 Check Your Understanding

### **Independent Reading Link**

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- p. 326 Read & Discuss

### **Gaining Perspectives**

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- p. 329 Media Campaign

## Learning Strategies

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### Learning Strategies:

- Graphic Organizer
- Note-taking
- Discussion Groups
- Sketching

## 3.19 Raising Awareness

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### SWBAT:

- Analyze the parts of an effective argument in spoken texts.
- Evaluate the effectiveness of arguments in spoken texts.

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.8.5	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.8.8	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.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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.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 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.L.8.1.D

Recognize and correct inappropriate shifts in verb voice and mood.

## **Formative Assessment Opportunities**

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- p. 332 Making Observations
- p. 333-334 Text Questions
- p. 334 Check Your Understanding

## **Independent Reading Checkpoint**

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- p. 334 Book Talk

## **Learning Strategies**

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### **Learning Strategies:**

- Diffusing
- Graphic Organizer
- Note-taking
- Collaborative Discussions

## **Summative Assessment - Presenting a Multimedia Campaign**

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### **SWBAT:**

- Develop a multimedia presentation that informs peers about an issue of national or global significance and convinces them to take action.
- Work collaboratively to conduct and synthesize research into an engaging campaign that challenges an audience to make a difference.

LA.RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

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.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 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.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LA.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.L.8.1.B	Form and use verbs in the active and passive voice.
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.

## Reflection

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SWBAT:

Explain which presentations were effective in convincing them to care about the issue and why.

Share what were the most effective media channels observed, and what were the strengths of each.

## 21st Century Life and Careers

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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.
CAEP.9.2.8.B.5	Analyze labor market trends using state and federal labor market information and other resources available online.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.

## Technology

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TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.

## Formative Assessment and Performance Opportunities

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See target specific opportunities listed with each lesson

- Activate Prior Knowledge
- Brainstorm
- Choral Reading

- Chunking Text
- Close Reading
- Collaborative Discussion
- Diffusing
- Discussion Groups
- Double-Entry Journal
- Expressive Oral Reading/Speaking
- Graphic Organizers
- Jigsaw
- Levels of Questions
- Literature Circles
- Mark the Text
- Note-Taking Strategies
- Predictions
- Quickwrites
- Read Aloud
- Rehearsing
- Scoring Guide
- Shared Reading
- Skim/Scan
- SOAPStone
- Think Aloud
- Think-Write-Pair-Share
- Writing Prompts

## **Accommodations and Modifications**

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3.3 - Provide sentence frames to help students create a resume.

3.4 - Use a Conclusion Builder graphic organizer to support drawing conclusions.

3.4 - Provide evidence and modeling on how to draw a conclusion about how the character changed.

3.4 - Challenge students to write a script for a collaborative discussion using conclusions, text evidence, and counterstatements.

3.5 - Student pairs use Peer Editing checklist graphic organizer to help revise their writing.

3.5 - Challenge students by have student pairs discuss how the themes in the excerpt and the poem are different.

3.6 - Use Unknown Word Solver to help understand meaning of *euphemism*. Use Spanish/English glossary.

3.6 - Challenge students by guiding them to write sentences explaining the meaning of the word *euphemism*

and to include examples in their sentences.

3.7 - Use Active Listening Feedback graphic organizer to support in presenting research.

3.8 - Provide Active Listening Notes graphic organizer to support responses and evaluating of narrative presentation.

3.9 - Provide support for complete graphic organizer on elements of film with an Opinion Builder to help gather & present reasons for opinions.

3.9 - Have students sketch images in the graphic organizer in place of using words.

3.9 - Provide students with sentence stems to support them as they fill out the graphic organizer.

3.9 - Challenge students by having groups work together to create a 3-5 sentence summary of each clip.

3.10 - Use Sequence of Events Time Line to help understand the text.

3.11 - Use a story map to support in analyzing a narrative.

3.11 - Challenge students to work in pairs to highlight details in the text that explain each part of the story map.

3.15 - Use the Word Choice Analyzer to support analyzing word tone.

3.15 - Use Persuasive/Argument Writing Map to help organize ideas.

3.17 - Support comprehension of a text using Sequence of Events Time Line.

3.19 - Offer visuals to provide extra support for developing background understanding of a historic speech.

- 3.1 a scaffolded list of assignments to help students self monitor how close they are to attaining the skills necessary to complete the embedded assessment.
- 3.19 Show students an exemplar. Teacher highlights on document camera while students highlight their individual work and matches elements to either the rubric or a modified checklist for students.
- 3.5 Read the children's book "The Terrible Things" to students. Chunk and compare/contrast to the Holocaust
- 3.6 clips from propaganda used in World War II
- 3.9 Life is Beautiful - subtitles
- Fishbowl
- Grammar Handbook
- Independent Reading
- Independent Research
- Jigsaw
- Literature Circles
- Note-Taking Model
- Read Aloud
- Signal Boxes

- Small Groups
- Sustained Silent Reading
- Writing Workshop 5 and 6

## Interdisciplinary Connections

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-*Night*

-*Life is Beautiful*

-*The Diary of Anne Frank*

-*The Diary of a Young Girl*

-Holocaust, WWII

SOC.6.3.8.CS1	Recognize the causes and effects of prejudice on individuals, groups, and society.
SOC.6.3.8.CS3	Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
SOC.6.3.8.CS7	Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

## Unit Resources

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- "Address" by Cesar Chavez, President, United Farm Workers of America, AFL-CIO
- "Do Something! A Handbook for Young Activists"
- "First They Came for the Communists" by Martin Niemoller
- "Life is Beautiful" directed by Roberto Benigni
- "Terrible Things" by Eve Bunting
- "The Diary of a Young Girl" by Anne Frank
- "The Diary of Anne Frank" by Frances Goodrich and Albert Hackett
- "Wangari Maathai" from BBC News
- Children's book about the Holocaust
- Chromebooks
- Copies of Holocaust Narratives
- Elie Wiesel's Nobel Peace Prize Acceptance Speech
- Excerpt from "Night" by Elie Wiesel
- Excerpt from "Prisoner B-3087" by Alan Gratz
- Free Rice Online Quiz Game
- Freerice.com
- Map of Europe
- Nobel Lecture by Wangari Maathai, Oslo
- Public Service Announcements



