

Honors Night

Content Area: **English Language Arts**
Course(s): **Language Arts Literacy I Honors**
Time Period: **December**
Length: **2-3 weeks**
Status: **Published**

Unit Overview

In this unit, students will independently read and analyze *Night*, recognize elements of a memoir, identify historical events of the Holocaust, evaluate familial relationships in the face of tragedy, explore genocides other than the Holocaust, and identify and analyze the use of symbolism, imagery, figurative language, and tone in the memoir. (**Note: Students will read the memoir independently, reading 1 chapter per night while also taking SIFT notes for each chapter.**)

Transfer

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

- Understand the historical context of the novel and relate to other texts
- Identify examples of racism and social inequality
- Understand the effects of the Holocaust on an individual and global scale
- Independently read and comprehend *Night*
- Identify and explain the use of symbolism, imagery, figurative language, and tone in *Night*
- Research genocides other than the Holocaust to compare and contrast the events to those of the Holocaust

Meaning

Understandings

Students will understand...

- The Holocaust impacted people of all backgrounds and ages
- The effect that the Holocaust had on adolescents and how it affected the way they grew up
- The author's purpose of making people aware of social injustice
- The Holocaust is not the only genocide that has ever occurred in the world
- The characteristics of a memoir
- What symbolism is and how the author's use of it impacts the plot and reader's mood
- What imagery is and how the author's use of it impacts the plot and reader's mood
- What figurative language is and how the author's use of it impacts the plot and reader's mood

- What tone is and how the author's use of it impacts the plot and reader's mood
- What mood is and how it effects the reader's understanding of the memoir

Essential Questions

- How is the importance of tolerance conveyed through literature?
- How are the themes relevant to today's society?
- How does reading affect our perceptions of various cultures?
- Is a person selfish for doing whatever it takes to survive?
- How is it even possible for a genocide to occur?

Application of Knowledge and Skill

Students will know...

Students will know...

- Historical context of novel - WWII and the Holocaust
- Plot details
- Character development - Elie and his father
- Themes - family, religion, identity, violence, race, mortality
- Rationales for other genocides
- Traits of a memoir
- Definition of symbolism
- Definition of imagery
- Definition of figurative language
- Definition of tone
- Definition of mood

Students will be skilled at...

Students will be skilled at...

- Reading with fluency and ability to cite evidence to demonstrate comprehension

- Identifying and examining literary elements
- Reflecting on themes and establishing personal connections to memoir
- Identifying and analyzing the author's use of symbolism, imagery, figurative language, and tone

Academic Vocabulary

- * Holocaust
- * Concentration camp
- * Nazi
- * Prejudice
- * Stereotype
- * Scapegoat
- * Anti-Semitism
- * SS
- * Kapo
- * Ghetto
- * Deportation
- * Selection
- * Various Jewish terms
- * Memoir
- * Symbolism
- * Imagery
- * Figurative Language
- * Tone
- * Mood
- * Genocide

Learning Goal 1

Students will be able to analyze how complex characters (for example, those with multiple or conflicting motivations) develop over the course of the memoir, interact with other characters, and advance the plot or develop the theme.

Target 1--(Level 1 & 2)

SWBAT:

Recall prior knowledge of and analyze/discuss newly learned information about the causes, events, and effects of the Holocaust.

LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
SOC.6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
SOC.6.1.12.D.11.e	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

Target 2--(Level 2)

SWBAT:

Identify and describe major characters (Elie & his father) and setting of novel (Romania, concentration camps).

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Target 3--(Level 2)

SWBAT:

Define unknown vocabulary words to apply to text

LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LA.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
LA.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.9-10.4.C	Consult general and specialized 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, its part of speech, or its etymology.
LA.L.9-10.4.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).

Target 4--(Level 2 & 3)

SWBAT:

Identify literary elements in plot and draw conclusions about plot development.

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Learning Goal 2

Construct various writing pieces (argumentative, persuasive, narrative, informative, compare/contrast) that include textual evidence and support from *Night* in order to make connections and apply knowledge.

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining
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where the text leaves matters uncertain.

LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
LA.W.9-10.9.A	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme

or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).

Summative Assessment

-*Night* Unit Test

-SIFT Project

- Genocide Research Paper

21st Century Life and Careers

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
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.CRP5.1	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.CRP8.1

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP.K-12.CRP11.1

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECH.8.1.12.A.2

Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

TECH.8.1.12.A.CS2

Select and use applications effectively and productively.

TECH.8.1.12.B

Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.12.C

Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Formative Assessment and Performance Opportunities

- * Teacher Observation
- * Class Discussions
- * Reading Checks
- * SIFT Notes

Accommodations/Modifications

- Pre-teach historical context
- Pre-teach vocabulary
- Review comprehension for individual chapters, as needed
- Show documentaries for visual learners

Interdisciplinary Connections

- Research and discuss Antisemitism
- Research and discuss other forms of genocide
- Research and discuss religious terminology
- Research and discuss the Holocaust
- Research and discuss the rise of Hitler
- Research and discuss WWII

SOC.6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
SOC.6.1.12.D.11.a	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
SOC.6.1.12.D.11.e	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.4.1	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.

Unit Resources

* Copies of *Night*

* *Night* Digital Book Talk

* "Night of Broken Glass" Article

* Notes for *Night*

* Symbolism PowerPoint

* Imagery PowerPoint

* Flocabulary Figurative Language Video

* Figurative Language PowerPoint

* Tone and Mood PowerPoint

* AP Tone and Mood Words List

* "To the Little Polish Boy with His Hands in the Air" Poem

* Liberation of Buchenwald Article

- * Genocide Jigsaw Worksheets with Articles
- * Oprah's Interview with Elie Wiesel
- * Audio of Elie Wiesel's "Why We Must Bear Witness"
- * *Hotel Rwanda* dvd
- * Also see resources listed in the *Night* Unit