Mar. HOLOCAUST Refugee by Alan Gratz

Content Area: **English**
Course(s):
Time Period: **March**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

This unit is an indepth study of the novel "Refugee" by Alan Gratz.

Enduring Understandings

We can learn much about human nature through literature analysis.

Our reading skills improve when we read and talk together.

Essential Questions

What are the responsibilities of the individual, of society, and of superpowers in regard to human rights? Whose responsibility is it to fight for those who are being persecuted by someone or something more powerful? What are the consequences of being unconcerned with injustice and persecution taking place around the world?

Instructional Strategies & Learning Activities

***This unit was done at the same time as the Photo Essay writing unit. Therefore, this actually took longer than 14 days.

Date:	Day 1	Day 2	Day 3	Day 4
	Aim: To understand what a refugee is Procedure: 1. Show character trailer from Scholastic 2. Distribute reading schedule bookmark	**Aim:**To understand the vocabulary for Week 1 **Procedure:** 2. Review Finding Themes/Essential Questions slide in HyperDoc & Notice &	Aim: To learn historical context for each of the character's stories 1. Discuss signposts 2. View videos and complete notes in Historical Context graphic organizer:	**Aim**: To understand different types of confli **Procedure:** 1.Discuss signposts.

	3. Show "What is a refugee" video by TedED. Pair/share discussion questions. 4. Distribute novels and post its. Place post it with first/last name in the inside cover of the novel. 5. View "Interview with Alan Gratz"(10 mins). Pair/share what inspired or surprised you. Assess: vocab WS; discussion	Note **Assessment:** vocab	Assessment: comprehension questions; Padlet	Read "8 Things You Should Know about Refugees" by World Relief, and write in Pad (2 things I found out, 1 thing that is interesting, question I still have) 4. View Types of Confl & Theme slides in HyperDoc and complet activities **Assessment:** Signposts; comprehensi questions; NearPod; hyperdoc activities

Date:	Day 6	Day 7	Day 8	Day 9
	Aim: To try and understand the decisions that refugees are forced to make Procedure: 1. Complete Syrian Journey: Choose Your Escape (BBC) and complete worksheet 2.Pair/share. Collect 2. Read novel Assess: Choose your escape	Aim: To create a bio poem/silhouette including theme for a character from the novel Procedure: 2. Introduce Bio Poem. Show guidelines and sample. 3. Show Silhouette/Theme guidelines and sample. 4. Vote on character using Google Form 5. Complete Syrian Interactive Activity	Aim: To demonstrate understanding of novel Assess: Comprehension check; signposts; theme slide; flipgrid response; vocabulary	Aim: To demo understanding Assess: Comp check; signpos vocabulary; S

	WS	6. Receive character for Bio Poem/Silhouette Assess: activity		

Date:	Day 11	Day 12	Day 13	Da
	Pair/share and collect Bio Poem Distribute Silhouette/Theme Project Rubric Photo Essay Drafting Conclusion and completing Editing	Aim: To demonstrate understanding of the novel *Refugee* Assess: discussion; signposts; comprehension check; essential question flip grid response	Aim: To self-reflect on areas of growth in reading this year. To write a letter of advice to incoming 7th graders. Assess: project; letter	Ai act Pr 1. bre As

Integration of Career Readiness, Life Literacies and Key Skills

	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT	Critical Thinking and Problem-solving
	Multiple solutions often exist to solve a problem.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.GCA	Global and Cultural Awareness
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML	Information and Media Literacy
	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.

Technology and Design Integration

Students will interact with the unit using the Smartboard, Chromebooks, Google Classroom.

	Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem.
8.1.8.CS.4	Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.

Interdisciplinary Connections

Social Study themes are discussed.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will be monitored for support or additional challenge questions as needed.

IEP/504

-audiobook

-schedule bookmarks and check ins

-modified comprehension quizzes

-extended time for assignments

Advanced

-discussion leaders

-unmodified project expectations

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

See above

Benchmark Assessments

- **Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

See above

Linkit testing 3 times a year.

Formative Assessments

- Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

See above

Summative Assessments

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Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

See above.

Instructional Materials

Class novels

Supplies and video resources listed above.

Standards

Social Justice Standards

https://www.tolerance.org/frameworks/social-justice-standards

LA.RL.7.1	Cite several pieces of 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.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LA.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LA.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LA.RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LA.RL.7.10	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.7.5	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.W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.7.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.7.1.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.7.1.C	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
LA.SL.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
LA.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
LA.L.7.6	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.