

Holo. P.Cert.: The Holocaust Unit Copied from: Grade 8, Copied on: 09/14/21

Content Area: **English**
Course(s): **Language Arts**
Time Period: **December**
Length: **10-12 weeks**
Status: **Published**

Unit Overview

The Holocaust was a historical event that affected so many people in many different ways, and continues to do so even today. In studying this unimaginably devastating event through quality literature, and other media, students will develop an understanding of the pervasive political unrest leading up to the Holocaust, what occurred during that time in history, and how, despite the trauma, the undominable human spirit allowed people to cope and rise above it. Students will think, discuss, and write about what they learn, and develop an understanding of why it is necessary that they become the keepers of the past, so that it will not be allowed to happen again in their lifetime.

Enduring Understandings

The Holocaust was an event that changed the world and must never be forgotten. In studying the past, people can become guardians of the future, so events such as the Holocaust can never happen again.

• Objectives:

- Read informational text regarding the events leading up to the Holocaust
- Cite the textual evidence that supports an analysis of what the texts says explicitly as well as inferences drawn from the text
- Cite specific textual evidence to support analysis of primary and secondary sources
- Choose a significant event
- Conduct research specific to topic
- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies
- Identify aspects of a text that reveal an author's point of view or purpose
- Integrate visual information with other information in print and digital texts
- Distinguish among fact, opinion, and reasoned judgment in a text
- Analyze how a text makes connections among and distinctions between events
- Analyze the structure of a specific paragraph in a text, including the role of sentences in developing and refining a key concept
- Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints
- Delineate and evaluate the argument and claims in a text
- Create a PowerPoint or Prezi visual presentation analyzing the event leading up to the Holocaust with proper citations
- Introduce events to peers through their presentation

- Present PowerPoint or Prezi slide show in front of an audience
- Reflect upon others' presentations by referring to the Anticipation Guide
- Discuss connections of events while reading a play
- Understand play terminology
- Apply a variety of reading strategies appropriate for reading drama
- Analyze and respond to literary elements: staging
- Develop listening and speaking skills
- Analyze the impact of specific word choices on meaning and tone
- Develop vocabulary skills: prefixes *in-* and *un-*
- Develop spelling strategies: i before e
- Demonstrate knowledge of spelling and vocabulary skills
- Conduct short research projects to answer a question, drawing on several sources
- Write arguments to support claims with clear reasons and relevant evidence
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- Write informative/explanatory texts, including the narration of historical events
- Introduce a topic clearly, previewing what is to follow: organize ideas, concepts, and information into broader categories
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, and quotations
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
- Use precise language and domain-specific vocabulary to inform about or explain the topic
- Establish and maintain a formal style
- Provide a concluding statement that flows from and supports the information or explanation presented
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- With some guidance and support from peers and teacher, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed
- Use technology to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others
- 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
- Draw evidence from literary and informational texts to support analysis, reflection, and research
- Demonstrate command of the conventions of standard English grammar and usage when writing
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Use knowledge of language and its conventions when writing, speaking, reading, or listening
- Determine the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content
- Use context as a clue to the meaning of a word or phrase
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word
- Consult reference materials to find the pronunciation of a word or determine its precise meaning

- Verify the preliminary determination of the meaning of a word or phrase
- Demonstrate understanding of figurative language and word relationships in word meanings
- 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
- Self-assess and peer-assess a writing prompt using the PARCC Rubric
- Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences
- Analyze and respond to literary elements: evaluate the effect of historical context
- Prepare for PARCC
- Analyze how particular lines of dialogue in a drama propel the action, reveal aspects of a character, or provoke a decision
- Analyze how differences in the points of view of the characters and the audience/reader create suspense or humor
- Engage effectively in a range of collaborative discussions building on others' ideas and expressing their own clearly
- 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
- Demonstrate knowledge of a drama
- Demonstrate knowledge of grammar skills: subject/verb agreement and verb agreement with indefinite pronouns
- View a documentary to gain better understanding
- Analyze and respond to literary elements (plot and subplot) critical thinking questions
- Develop word analysis skills, fluency, and systematic vocabulary
- Determine a theme 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
- Analyze the extent to which a filmed production of a drama stays faithful to or departs from the script, evaluating the choices made by the director or actors
- Compare and contrast the structure of two or more texts (informational and literary) and analyze how the differing structure of each text contributes to its meaning and style
- Analyze a drama based on the Holocaust
- Understand the connection between literary and film depictions of the Holocaust
- Understand the components of a screenplay
- Read and comprehend literature at the high end of grades 6-8 text complexity band independently and proficiently

Essential Questions

What can we learn from the Holocaust that will help us shape a future that does not repeat the horrific events of that time?

Where do people get the inner strength to survive such events?

How does good literature about this event in the past help us understand the Holocaust, and how does that

literature help us to form our opinions, beliefs and convictions?

How do good writing skills and practices allow us to express our thoughts and share them with others on a deeper level than just through discussion?

Instructional Strategies & Learning Activities

Holocaust Unit

- Complete Anticipation Guide in Google Classroom.
- “Holocaust Events Overview” packet
- choose an event from the timeline and conduct research
- PowerPoint or Prezi presentation
- Holocaust Introductory Notes”
- World War II powerpoint presentation and discuss.
- Staging in a play review, intro to Anne Frank

Vocabulary and spelling every day

- Intro to characters
- literary elements
- historical context
- Continue reading
- Write an explanatory essay

Act1 followed by Act 2

- discussion
- analysis
- Writing prompts
-

*reading comprehension prompt:

*plot and subplot prompt-

- World Events Connection for Act II:
- Research the Normandy Invasion
- Write explanatory essay
- *Life is Beautiful*, compare and contrast

Assessments: Teacher observation; PowerPoint/Prezi presentation

Integration of 21st Century Themes and Career Exploration

TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.5.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.
TECH.8.1.5.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

Technology Integration

Students will interact with the unit using the Smartboard, Google Classroom, Document camera, and chromebooks to research and publish.

TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.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.
TECH.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.8.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.8.A.CS1	Understand and use technology systems.

Interdisciplinary Connections

SOC.6.2.8	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
TH.6-8.1.4.8.Cr1a	Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.
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.
TH.6-8.1.4.8.Pr5b	Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.
TH.6-8.1.4.8.Pr5a	Examine how character relationships assist in telling the story of devised or scripted theatre work.
SOC.6.3.8.CS1	Recognize the causes and effects of prejudice on individuals, groups, and society.
SOC.6.3.8.CS2	Recognize the value of cultural diversity, as well as the potential for misunderstanding.
SOC.6.1.8	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Differentiation

Student choice in writing topics

Flexible grouping for instruction

Differentiated resources to match reader readiness

Variety of reading levels for additional research

multiple assessment techniques

Differentiated levels of support for individuals based on ability throughout reading and writing process

Modifications & Accommodations

In class support and modifications based on individual IEP's

Benchmark Assessments

Aimsweb

Writing samples

Linkit testing 3 times a year.

Formative Assessments

Assessments: Teacher observation; PowerPoint/Prezi presentation;

Homework; discussion; critical thinking questions: responses to: reading comprehension, literary analysis, plot/subplot, and thematic connections questions; explanatory writing prompts; responses to literary analysis grammar work; open-ended responses; explanatory essays, spelling and vocabulary quizzes for Acts I and II, Act I and II tests; film vs. play analysis comparison/contrast written evaluation and explanatory essay

Summative Assessments

Final graded essays and projects.

Instructional Materials

Materials: *Prentice Hall Literature: Timeless Voices, Timeless Themes*; “The Diary of Anne Frank” play; “Life is Beautiful”; Surface Pro; Holocaust Introductory Notes from read*write*think, Stages of the Holocaust/The Diary of Anne Frank Holocaust/WWII Information, Anticipation Guide/websites

Standards

LA.RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.RI.8.1	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.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).
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.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.L.8.1.B	Form and use verbs in the active and passive voice.
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.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.L.8.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
LA.W.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.L.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
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.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.W.8.1.D	Establish and maintain a formal style.
LA.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
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.8.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.8.2.A	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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.L.8.2.B	Use an ellipsis to indicate an omission.
LA.L.8.2.C	Spell correctly.
	Knowledge of Language
LA.L.8.5.A	Interpret figures of speech (e.g., verbal irony, puns) in context.
LA.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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).
LA.L.8.5.B	Use the relationship between particular words to better understand each of the words.
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.
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.8.10	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.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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.W.8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.RI.8.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.8.2.E	Establish and maintain a formal style/academic style, approach, and form.
LA.W.8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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.8.2	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.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.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.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.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.W.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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.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.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.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.W.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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.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.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.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.