Feb/March Gr. 8 Unit 4: Holocaust Literature Copied from: Grade 8, Copied on: 03/14/25

Content Area: **English**
Course(s):
Time Period: **February**
Length: **10 weeks**
Status: **Published**

Unit Description

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 devistating 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 thier 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
- 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
- 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
- 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
- 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
- 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 and Learning Activities

Holocaust Unit

- The unit begins with the United States Holocaust Memorial Museum timeline cards: individual profile cards, laws and decree cards, and historical events cards. These resources help students understand events from the end of WWI to the surrender of Germany at the end of WWII. A large timeline is created in the classroom that students can reference throughout the unit.
- Class lessons then focus on the impact of propaganda throughout the rise of Hitler in Nazi Germany. Students read and discuss the Junior Scholastic article titled "How did Hitler happen?" Students analyze several pieces of propaganda from this time period.
- Students select an independent reading text related to the Holocaust or WWII. These texts vary in genre; many choices are available (informational nonfiction, narrative nonfiction, biography, historical fiction). Throughout the unit, they read these texts independently and complete journal entries analyzing the text with the support of textual evidence. Students apply these texts to a book project ("The Butterfly Project").
- The unit then focuses on Anne Frank; students complete a webquest to learn more about her and then read *The Diary of Anne Frank* play, changing roles each day to work on fluency and expression in addition to comprehension.
- Throughout the play, lessons focus on literary elements, historical context, character development, and themes.
- Students watch several scenes from the filmed production of *The Diary of Anne Frank*. They craft a comparative essay to discuss how the filmed adaptation differs/stays the same, and the effectiveness of those choices.

- Students then read *Night* by Elie Wiesel (honors) or *The Boy on the Wooden Box* by Leon Leyson. These novels are read primarily in class. Lessons focus on development of themes, symbolism, and author's craft.

- Students craft an analytical essay responding to *Night* or *The Boy on the Wooden Box.*

Integration of Career Readiness, Life Literacies and Key Skills

9.4.8.CI	Creativity and Innovation
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).
9.4.8.CT	Critical Thinking and Problem-solving
	Multiple solutions often exist to solve a problem.
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
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.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.4.8.GCA	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
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.
9.4.8.IML.5	Analyze and interpret local or public data sets to summarize and effectively communicate the data.
	The mode of information can convey a message to consumers or an audience.
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
	Sources of information are evaluated for accuracy and relevance when considering the use of information.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
	There are ethical and unethical uses of information and media.
9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
9.4.8.IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).
9.4.8.IML.11	Predict the personal and community impact of online and social media activities.

9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.IML.14	Analyze the role of media in delivering cultural, political, and other societal messages.

Technology and Design Integration

There are currently no standards for Computer Science and Design in this unit.

Interdisciplinary Connections

6.3	Active Citizenship in the 21st Century
	Civics, Government, and Human Rights: Civic and Political Institutions
	Political and civil institutions impact all aspects of people's lives.
6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
	Governments have different structures which impact development (expansion) and civic participation.
6.3.8.CivicsPI.2	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
	Civic participation and deliberation are the responsibility of every member of society.
6.3.8.CivicsPD.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
	Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.
6.3.8.CivicsPD.3	Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
	The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.
6.3.8.CivicsDP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
6.3.8.CivicsDP.3	Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

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:

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 and Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

In class support and modifications based on individual IEP's

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:
Linkit Benchmarks 3X a year

Formative Assessment

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:

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 Assessment

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:

Final graded essays and projects.

Instructional Materials

Materials: *Prentice Hall Literature: Timeless Voices, Timeless Themes*; "The Diary of Anne Frank" play; *The Boy on the Wooden Box* by Leon Leyson (on-level); *Night* by Elie Wiesel (Honors); The Diary of Anne Frank filmed production; timeline cards from The United States Holocaust Memorial Museum; the United States Holocaust Memorial Museum website

- *Wordly Wise* level 8 workbooks
- *Write on Course 2020 : A Student Handbook for Writing, Thinking, and Learning*
- *Write on Course 2020 Skillsbook* (grammar workbook, level 8)

Standards

L.SS.8.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.8.1.A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
L.SS.8.1.B	Form and use verbs in the active and passive voice.
L.SS.8.1.C	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
L.SS.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
L.SS.8.1.E	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
L.SS.8.1.F	Use an ellipsis to indicate an omission.
L.SS.8.1.G	Recognize spelling conventions.
L.KL.8.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.8.3	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VL.8.3.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.
L.VL.8.3.B	Analyze the impact of specific word choices on meaning and tone.
L.VL.8.3.C	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
L.VL.8.3.D	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.
L.VL.8.3.E	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).
L.VI.8.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.VI.8.4.A	Interpret figures of speech (e.g., verbal irony, puns) in context.
L.VI.8.4.B	Use the relationship between particular words to better understand each of the words.

L.VI.8.4.C	Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
L.VI.8.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
RL.CI.8.2	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.CI.8.2	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.8.3	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
RI.IT.8.3	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
RI.TS.8.4	Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.
RL.MF.8.6	Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.
RI.MF.8.6	Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.
RL.CT.8.8	Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.
W.IW.8.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.IW.8.2.A	Introduce a topic clearly, previewing what is to follow; 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) when useful to aid in comprehension.
W.IW.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
W.IW.8.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
W.IW.8.2.D	Use precise language and domain/grade-level-specific vocabulary to inform about or explain the topic.

W.IW.8.2.E	Establish and maintain a formal style/academic style, approach, and form.
W.IW.8.2.F	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.
W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
W.WR.8.5	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.
W.SE.8.6	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.
W.RW.8.7	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.
SL.PE.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.
SL.PE.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.
SL.PE.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.PE.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.
SL.PE.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.II.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.
SL.ES.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.
SL.PI.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.
SL.UM.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.AS.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.