***Night* and Genocide Unit**

**Main Standards:**

CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-LITERACY.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

**Essential Questions:**

Why might another person allow hatred, oppression, or even genocide? What are human beings capable of doing in order to survive? What other events took place around the world similar to the Holocaust? How can I present my research in an appropriate manner using multiple mediums?

**Calendar**

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 9/18  Half Day  All American Assembly | DUE- *Night* Reading (to pg 23) and annotations  Introduction to the Holocaust  Students will be able to…  -Conduct independent research  -Analysis informational texts for central ideas  - Present ideas to others in a formal and informational manner  Journal: Look at your grade. Are you missing any work that you should be doing today?  Part II- List three things that you know about the Holocaust  Complete a KWL chart as a class  Holocaust Background Readings (assigned in class and accessible on the class website) and Presentation to the class (jig-saw style)   * Students will determine the main topic, pull five important facts, and present information to others   Exit Ticket- What was the most important thing that you learned today? How do you know that is was the most important thing you learned today? | ALL MAKE-UP WORK DUE  Introduction to theme and main idea  Students will be able to-  -analyze the text using Reader-Response theory by creating meaning through their emotional reactions with the text  Journal: What was your emotional reaction to the reading last night? What made you feel that way? The plot? The characters? The tone? The word choice?  Class discussion.  Finish presenting from yesterday | SUB- Independent Reading and Study Island  Journal: After completing work on theme over the past few days, do you feel like you understand it better? Why or why not?  Complete ONE study island practice on theme.  Read the remainder of class. Turn in ONE paragraph on the following prompt at the BEGINNING OF CLASS FRIDAY- What is one of the main themes (or main ideas) of the piece you were reading? What pieces of textual evidence lead you to believe that? | DUE- Night Reading (to page 47) and annotations  Students will be able to…  -review the main points of the text  -Use key details in the text to begin to construct thematic interpretations  Journal: Describe Mrs. Schachter. Who is she? What does she do? She is a literary device. Which one is it and why? How does it affect how you interact with the text?  Class discussion in small groups and then discussion as class.  Brief lesson- What is the difference between a topic and a theme?  Review the reading and its main plot points  Theme exercise - How do I determine the theme or main topic of a section?  -Things to look at FIRST-  --Literary Devices (such as foreshadowing and characterization)  --Textual evidence  DUE AT THE END OF THE THEME LESSON Write a reflection describing how the theme of Night and your emotional reaction align. |
| 9/25  Students will be able to…  -analyze for character change throughout a novel.  Journal: How has Elie changed throughout the reading? How is he different from the beginning of the book? Why do you think that his mind set has changed this much?  Class discussion with Venn Diagram on the board  In peers- Discuss how this change might be related to the themes and topics of the novel  Finish theme lesson | DUE- NIGHT READING (to pg 85)  Students will be able to…  -recognize how wording affects the power of a text and our emotional reactions to is  Journal: What was the most powerful image in the text? Why do you think it impacted you the most? Please REFERENCE THE TEXT with a quote.  Class discussion.  Students with similar quotes may form a group. Students will then analyze how word choice affects how we react to a novel.  Exit ticket- Group work | REVIEW AND REVISIONS OF THEME  Journal: What is theme? What process do you use to find theme?  Students were given theme statements created earlier in the week and asked to revise and reflect on them. | DUE- NIGHT READING  (Finish book)  Students will be able to…  -analyze societal norms that led to the Holocaust  Journal: Who ABSOLUTELY is the most responsible for the Holocaust? Why?  Class discussion and reflection.  Pie chart assignment- students will be given a list of people involved in the Holocaust, from Adolf Hitler, to pedestrian bystanders, to the oppressed themselves. Students will be asked to fill the pie chart to visually explain who is responsible.  Reflection: Whose responsibility is it to prevent things like the Holocaust from happening? Why? | Independent Reading-  Journal: How do you ask questions? What is a good question? Why is it important to ask questions? How do you know which questions to ask? |
| 10/2  HALF DAY- Time to work on Paideia Prep | Eli Wiesel and Oprah documentary at Auschwitz  Journal: How do you think that this documentary might be different than reading a novel? Compare and contrast the benefits of collecting information in a novel vs. a documentary  Exit Ticket- Why do you think Wiesel chose to write *Night* and reflect on such a horrible experience for himself? What do you think his purpose was? How is this purpose reflected in the themes of the text and the central ideas of the documentary? | DUE: PAIDEIA DISCUSSION PREP  Students will be able to…  -Analyze various perspectives and interpretations of the events of the Holocaust  -communicate opinions and interpretations in a honest and respectful manner.  Journal: What the rules of Paideia discussion? (There are three)  Do a short Paideia Discussion (20 min per group)  Backchannel chat (others not in the group)  Exit Ticket- How do you think your perspectives have changed throughout Paideia discussion? Why do you think that they have changed? | Journal: How do you think that reading a comic book might be different than reading a novel? Watching a documentary? Why?  Students will read select sections of MAUS in groups and then analyze it for color and light. | Analyze the prompt  DUE- Project Proposal (Groups)  Independent Reading |
| **ACADEMIC BREAK** | | | | |
| 10/16  BENCH MARK | BENCHMARK | DC Field Trip  Ghosts of Rwanda documentary and reflection | DC Trip  Ghosts of Rwanda documentary and reflection | Independent Reading |
| 10/23  Journal: Why might this project be important? Why should you put effort into the assignment?  As a class, we will review the assignment sheet for PAC.  Students will complete preliminary research to get an overarching idea of their chosen topic, then they may begin finding sources for their final project  Exit ticket- Paragraph summary of the topic. | Journal: What is a reliable source? How do you test to see if a source is reliable?  Brief lesson the reliability of sources:  -Can trust- .edu, .gov, .org  -Be skeptical of- .com, and biased news sources  -NO BLOGS OR WIKIS  -(Seriously, use your nose and common sense)  To check, you can us sources on my website, or you can look up the story to see if it is repeated in other places  Independent work.  DUE: A list of 15 possible sources (and links) for the Works Cited page | PSAT  (If class- catch-up day or independent reading) | Journal: What is MLA Formatting? What do you know about it? What might a basic citation look like?  Brief re  DUE: Works Cited Page of 10 sources. | HALF DAY/ Independent Reading |
| 10/20  Students will be able to…  -Analyze sources for purpose, main details, and possible uses on the final presentation.  Journal: Look at your current list of sources. How might they be useful? Which ones might not be as useful?  Independent work toward annotated bibliography  Exit Ticket0 | Objectives from yesterday  Journal: What is an annotation? How might it be related to an annotated bibliography?  Using student responses, I will create a sample annotated bibliography in from of the class.  Students do one in a group.  Students will work on their own annotated bib.  Independent work  DUE: Annotated Bibliography | Students will be able to…  -Determine the various biases of a source  -Determine whether to keep or counteract the biases on the final project  Journal: What is a bias? How can a person be biased? Who is biased? Are you biased?  Lesson- How to determine a source’s bias- students list ways that they can be biased based on their journal response. (gender, race, politically, etc.)  Students will choose one source to analyze for bias. Check throughout the class.  DUE: Annotated Bibliography Revision | Students will be able to…  -identify important aspects of a multi-media presentation  -create a multimedia presentation using those aspects  Journal: What makes a good multi-media presentation? What are the different aspects of a good multi-media presentation?  Discuss journals in groups  Make a list of good aspects of multimedia presentation as a class.  Independent work  Exit ticket- check one slide from every presentation for appropriate visuals, audio, and movement. | Independent Reading |
| Re-taught lesson from Thursday due to cologne and asthma | Same objectives from Thursday  Journal: What questions do you have about the final presentation?  Independent work and student-teacher conferences  Exit Ticket- What do you need to work on when you go home? | DUE: DRAFT OF PRESENTATION  Students will be able to…  -collaborate with and assess other class mates writing style  Journal: What things should we be looking for in this peer review? Why?  As a class- list aspects that will be required for the presentation.  Peer review- FIVE things that students need clarification on, THREE things that students did well  Exit Ticket- Check peer review notes | Students will be able to…  -identify the qualities of an engaging speaker  -use those qualities to create an script for presentation  Journal: What are the qualities of an engaging speaker? Teacher?  Brainstorm in groups  Create a list as a class.  Personal Choice- Work on scripts for final presentation OR independent read. | Veteran’s Day |
| Same objectives from Thursday | FINAL PROJECTS PRESENTED | SUB- Mrs. Elllis  Independent Reading |  |  |