

Englewood Public School District

English Language Arts

Grade 8

Second Marking Period

Unit 2: Humanity's Good and Evil: Understanding the Holocaust

Overview: In this unit, students will read a variety of literary and informational texts centered on The Holocaust. They will learn important research skills as well as hone their analytical and writing skills.

Time Frame: 35-45 Days

Enduring Understandings:

People are capable of great good and great evil.

Essential Questions:

What can we learn from people who have survived great hardship?

How did WWII and the Holocaust affect how we view humankind?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>SL.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.</p> <p>SL.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.</p> <p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen</p>	Topics	In groups, students conduct research on a specific topic regarding WWII. Students will view and analyze media, complete a timeline, conduct internet research, analyze, evaluate and summarize information from multiple sources. (8.1.8.A.1, CRP4, CRP7, CRP8, CRP11)	<u>Texts:</u> Brown University “What Did You Do in the War, Grandma?” http://www.stg.brown.edu/projects/WWII_Women/tocCS.html	<u>Formative Assessments:</u>
	Research			<ul style="list-style-type: none"> • Do Nows • Journals • Exit Tickets
	World War II			
	Political Cartoons			Students will be evaluated on the quality of their research.
	Twenty-First Century Themes and Skills include:			Students will be evaluated on their responses to the Guided Reading Questions.
	<ul style="list-style-type: none"> • The Four C’s • Global Awareness • Civic Literacy 	<ul style="list-style-type: none"> • http://dev.weta.org/files/weta_lessonplans_thewar.pdf 	<p>The Library of Congress Rosie the Riveter: Real Women Workers in World War II http://www.vahistory.org/WWII/</p> <p>The National Archives http://www.archives.gov/exhibits/powers_of_persuasion/its_a_womans_war_too/its_a_womans_war_too.html</p>	
	Objectives	Guided Reading: Students will respond to questions about the texts using		<u>Summative Assessment:</u> Students will be evaluated on the quality of their presentations.
	Students will be able to conduct research on a focused topic.			

<p>claims and evidence, and add interest.</p> <p>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.</p> <p>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.</p> <p>SL.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.</p> <p>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.</p> <p>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.</p> <p>RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says</p>	<p>Students will hone their abilities to deliver presentations.</p> <p>Students will be able to analyze political cartoons for purpose and intended effect.</p> <p>Topics</p> <p>Plays</p> <p>Memoirs</p> <p>Compare and Contrast Genres</p> <p>Explanatory Writing</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> The Four C's Global Awareness Civic Literacy <p>Objectives</p> <p>Students will be able to compare and contrast different versions of the same story.</p>	<p>evidence from text to support their answer choices. (8.1.8.A.1, CRP4, CRP7, CRP8, CRP11)</p> <p>Students analyze WWII posters and analyze the methods used to inform or persuade their audience. (8.1.8.A.1, CRP4, CRP7, CRP8, CRP11)</p> <ul style="list-style-type: none"> http://www.readwritethink.org/classroom-resources/lesson-plans/argument-persuasion-propaganda-analyzing-829.html <p>Students will select roles and read <i>The Diary of Anne Frank</i> (play). (CRP4, CRP6, 9.2.8.B.3)</p> <p>After reading the play, <i>The Diary of Anne Frank</i>, students will respond to the following open-ended response (CRP4, CRP6, CRP8, CRP11):</p> <ul style="list-style-type: none"> Before <i>The Diary of Anne Frank</i> was performed, Otto Frank wrote in a letter to the actor who would portray him, "Please don't play me as a 'hero'... Nothing happened to me that did not happen to thousands upon thousands of other people." What is a hero? Do you see 	<p><u>Companion Texts:</u> <i>Scholastic Magazine</i></p> <p>"How Rosie the Riveter and Uncle Sam Inspired American Patriotism" https://newsela.com/read/rosie-the-riveter-uncle-sam-persuasion</p> <p><u>Texts:</u></p> <p><i>The Diary of Anne Frank</i> (play) https://www.emcp.com/product_catalog/school/litLink/Grade08/U10-03annefrankact1/selection.php</p> <p><i>The Diary of Anne Frank</i> by Anne Frank</p> <p><u>Companion Texts:</u> <i>Scholastic Magazine</i></p> <p>"Today's refugees and Jewish Girl from Long Ago Share Immigration Problems" https://newsela.com/read/migrants-annefrank</p> <p>"Authors: Anne Frank" https://newsela.com/read/bio-author-anne-frank</p>	<p><u>Benchmark Assessments:</u> Exact Path</p> <p><u>Alternative Assessments:</u> Students will present their findings to the class in an oral presentation.</p> <p>Students will create and present multimedia presentations synthesizing ideas from the texts.</p> <p>Students will engage in group discussion about different types of persuasive methods used in advertising</p> <p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Do Nows Journals Exit Tickets <p>Students will be evaluated on their performance in the play reading.</p> <p><u>Summative Assessment:</u> Students will be evaluated on their open-ended response writing.</p> <p>Students will be evaluated on their explanatory writing.</p> <p><u>Alternative Assessments:</u> Students will perform a dramatization of <i>The Diary of Anne Frank</i></p>
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explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

anyone in the play as a hero? Why? Cite evidence to support your response.

Students will read the actual diary of Anne Frank and compare and contrast the structure of each text to determine how the structure contributes to its meaning.
(CRP4, CRP8)

- http://www.readwritethink.org/files/resources/lesson_images/lesson378/venn.pdf

Students will align dramatic character types in the play that don't exist in the diary with a graphic organizer to support analysis of the adaptation, then extend the analysis to identifying dramatic elements in the play that were enhanced and changed to "render it new."
(CRP4, CRP6, CRP8, CRP11):

Students will write an explanatory essay in response to the following quote: "In spite of everything, I still believe that people are really good at heart"- Anne Frank
(CRP4, CRP6, CRP8, CRP11):

Students will peer review their open-ended responses using a PARCC rubric

Students will share and discuss their Venn diagrams

As a whole class, students will create an effective graphic organizer for all students to use to align dramatic character types.

Students will share their essays via Google Docs and provide constructive criticism to their peers

<p>SL.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.</p> <p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>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.</p> <p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>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.</p> <p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>Topics</p> <p>The Holocaust, Concentration Camps, and US Internment Camps.</p> <p>Persuasive Writing</p> <p>Research, continued</p> <p>Poetry Analysis</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C's • Global Awareness • Civic Literacy <p>Objectives</p> <p>Students will hone their abilities to conduct research.</p> <p>Students will be able to analyze poetry to characterize the speaker.</p>	<p>Students will complete an anticipation guide on The Holocaust. (CRP4)</p> <ul style="list-style-type: none"> • http://www.readwritetehink.org/classroom-resources/printouts/chart-a-30226.html <p>Students will read the article: <i>The Holocaust Just Got More Shocking</i> (NY Times) in order to identify which aspects of the text (i.e. word choice, quotation and the inclusion of particular facts) reveal the author's purpose. (6.2, 6.3, CRP4, CRP8):</p> <p>Students conduct research to better understand internment camps in the United States and create a short multimedia presentation. (6.2, CRP7, CRP11, 8.1.8.A.1)</p> <p>Students watch a video about the relocation of Japanese peoples in the US in 1943 to internment camps and take notes. (6.2, 6.3, CRP7, CRP11)</p> <ul style="list-style-type: none"> • https://freeology.com/graphicorgs/note-taking-organizer/ <p>Students read poetry written by children and adults that were relocated to Japanese internment camps and from</p>	<p>Texts:</p> <p>"The Holocaust Just Got More Shocking" (NY Times) http://www.nytimes.com/2013/03/03/sunday-review/the-holocaust-just-got-more-shocking.html?pagewanted=all</p> <p>Poetry from Internment Camps in US https://japaneseinternmentmemories.wordpress.com/category/japanese-internment-poetry/</p> <p>Poetry from Concentration Camps in Europe https://www.sccs.swarthmore.edu/users/04/sorelle/poetry/wwii/poetry.html</p> <p>"Strongest Evidence" by Standards Solution</p> <p>Video:</p> <p>Japanese 1943 http://www.archive.org/details/Japanese1943</p> <p>Companion Texts:</p> <p><i>Scholastic Magazine</i></p> <p>"Eyewitness to History: I'm American No Matter What!" https://www.readworks.org/article/Eyewitness-to-History-Im-American-No-Matter-What!/cbf824ec-8ace-4192-a0bc-4a4f79063961</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Do Nows • Journals • Exit Tickets <p>Summative Assessment:</p> <p>Students will be evaluated on the quality of their research and presentations.</p> <p>Students will be evaluated on the quality of their poetry analysis.</p> <p>Students will be evaluated on the quality of their persuasive writing.</p> <p>Alternative Assessments:</p> <p>Students will share and discuss their KWL charts in small groups.</p> <p>Students will create a class word map to identify the authors purpose in "The Holocaust Just Got More Shocking"</p> <p>Students will present their multimedia presentations to the class.</p> <p>Students will read their persuasive letters aloud.</p> <p>Students will self-edit their letters using a writer's checklist.</p>
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children in concentration camps in Europe. They will characterize the speaker based on details in the texts. (6.2, 6.3, CRP4, CRP8)

- <http://ontheweb.rozlinde.com/wp-content/uploads/2013/06/RI1-021.jpg>

Students will write a letter to President Roosevelt persuading him not to intern Japanese Americans. (6.2, 6.3, CRP4, CRP6, 8.1.8.A.1)

SL.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.

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.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

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

Topics	Students will read <i>Night</i> and respond to Guided Reading Questions. (6.2, CRP4)	<u>Texts:</u> <i>Night</i> by Elie Wiesel	<u>Formative Assessments:</u> <ul style="list-style-type: none"> • Do Nows • Journals • Exit Tickets
Holocaust Survivors			
Memoir	Students will watch excerpts from Elie Wiesel's interview, and take notes. (CRP4)	"On the Shoulders of Giants: Analogies and Allusions" by Standards Solution	
Opinion Writing			
Twenty-First Century Themes and Skills include:	<ul style="list-style-type: none"> • https://freeology.com/graphicorgs/note-taking-organizer/ 	<u>Video:</u> Elie Wiesel Interview https://www.youtube.com/watch?v=3ZvT3pX-AiU	<u>Summative Assessment:</u> Students will be evaluated on their responses to the Guided Reading Questions.
<ul style="list-style-type: none"> • The Four C's • Global Awareness • Civic Literacy 	Students will watch the film <i>Life is Beautiful</i> and take notes. (CRP4)	<i>Life is Beautiful</i>	
Objectives	<ul style="list-style-type: none"> • https://freeology.com/graphicorgs/note-taking-organizer/ 	<u>Companion Texts:</u> <i>Scholastic Magazine</i>	<u>Alternative Assessments:</u> Students will discuss Wiesel's message as a class.
Students will be able to analyze a memoir for author's purpose and theme.	Students will then write a letter to the director, explaining their opinion of the film and what they believed the message to be.	"Killing Centers: An Overview" https://encyclopedia.ushmm.org/content/en/article/killing-centers-an-overview?series=19772	Students will peer review their director letters using a writer's checklist. Students will read their
Students will improve their abilities to write opinions and to analyze film.			

types are defined in standards 1–3 above.)		(CRP4, CRP6, CRP11, 6.1.12.A.11.e)	“Oral History” https://www.ushmm.org/exhibition/personal-history/media_oi.php?MediaId=1081&th=camps	letters aloud to a partner.
W.8.1. Write arguments to support claims with clear reasons and relevant evidence.				Students will complete exit slips with regard to the film.
SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Topics	Students will research a modern-day genocide using the following resources (6.2, 6.3, CRP7, 8.1.8.A.1, CRP11):	Companion Texts: <i>Scholastic Magazine</i>	Formative Assessments:
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.	Research Capstone	Students will hone their abilities to conduct research and present information.	“What is Genocide” https://www.ushmm.org/confront-genocide/defining-genocide	<ul style="list-style-type: none"> • Do Nows • Journals • Exit Tickets
RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> • The Four C’s • Global Awareness • Civic Literacy Objectives	<ul style="list-style-type: none"> • http://onemillionbones.squarespace.com/genocide-resources/ • http://onemillionbones.squarespace.com/genocide-resources/ • https://www.ushmm.org/confront-genocide Students will create a Glogster poster that provides background information, statistics, and a call to action. (6.2, 6.3, CRP7, 8.1.8.A.1, CRP11, 9.2.8.B.3) <ul style="list-style-type: none"> • www.edu.glogster.com Students will write a research paper on a twenty-first century genocide (not the Holocaust) (6.2, 6.3, CRP7, 8.1.8.A.1, CRP11)	“Auschwitz to Rwanda: Link Between Science, Colonialism, and Genocide” https://newsela.com/read/lib-Auschwitz-Rwanda-science-colonialism-genocide	Students will be evaluated on the quality of their research. Students will be evaluated on the quality of their posters.
W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Students will improve their informative/explanatory writing.			Summative Assessment: Students will be evaluated on the quality of their informative writing.
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.				Alternative Assessments: Students will create an annotated bibliography in preparation for their research papers.
				Students will engage in

<p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>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.)</p> <p>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</p>				group discussion about the definition and implications of genocide.
				Students will present their posters.
				Students will share their research papers via Google Docs and provide constructive criticism to their peers.
	<p>Topics</p> <p>PARCC LATs</p> <p>Objectives</p> <p>Students will gain a better understanding of EBSRs and TECRs.</p> <p>Students will hone their understanding of literary elements.</p> <p>Students will practice completing LATs.</p>	Instructors will select the reading and writing LAT lessons that best meets their students’ needs.	<p><u>Literary Reading Analysis Tasks</u></p> <p><u>Lesson 1: Introducing the EBSR and TECR</u></p> <p><u>Lesson 2: Modeling the EBSR and TECR</u></p> <p><u>Lesson 3: Honing Understanding of Literary Elements</u></p> <p><u>Lesson 4: Close-Reading Strategies</u></p> <p><u>Lesson 5: Using Context Clues for the Vocabulary EBSR</u></p> <p><u>Lesson 6: The Evidence-Based Selected Response</u></p> <p><u>Lesson 7: The Technology-Enhanced Constructed Response</u></p>	<p>Reading PARCC LAT Lesson 8</p> <p>Writing PARCC LAT Lesson 8</p>

and audience have been addressed.

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.

Lesson 8: Practice
Completing the LAT

**Literary Writing Analysis
Tasks**

Lesson 1: Introduction to the
Prose Constructed Response
on the Literary Analysis
Task

Lesson 2: Modeling the
Prose Constructed Response

Lesson 3: Understanding the
PCR Prompt and Writing a
Thesis Statement

Lesson 4: Selecting Textual
Evidence to Support Reasons

Lesson 5: Drafting the Prose
Constructed Response
Outline

Lesson 6: Writing Quality
Body Paragraphs

Lesson 7: Practice
Completing the Prose
Constructed Response

Lesson 8: Writing
Advanced-Proficient Prose
Constructed Responses

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> Students will watch videos re: the Holocaust to build background knowledge Closed captions in native language will be provided for videos Students will receive peer support in writing the letter to the director Shorten assignments to focus on mastery of key concepts. Teacher modeling Peer modeling Develop and post routines Label classroom materials Word walls Give directions/instructions verbally and in simple written format. Provide audiotapes of textbooks and have the student follow the text while listening 	<ul style="list-style-type: none"> Students will watch videos re: the Holocaust to build background knowledge Students will receive peer support in writing the letter to the director Utilize modifications & accommodations delineated in the student’s IEP Work with paraprofessional Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas. Work with a partner Give directions/instructions verbally and in simple written format. Provide extra time to 	<ul style="list-style-type: none"> Students will receive peer support in writing the letter to the director Using visual demonstrations, illustrations, and models Give directions/instructions verbally and in simple written format. Peer Support Increase one on one time Teachers may modify instructions by modeling what the student is expected to do Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. Review behavior expectations and adjust for 	<ul style="list-style-type: none"> Students will create a presentation about the Holocaust that can be shared with younger grades Curriculum compacting Inquiry-based instruction Independent study Higher order thinking skills Adjusting the pace of lessons Interest based content Real world scenarios Student Driven Instruction

<ul style="list-style-type: none"> ● Allow students to use a dual language dictionary 	<ul style="list-style-type: none"> ● complete assignments. ● Adjust the pace of lessons 	<ul style="list-style-type: none"> personal space or other behaviors as needed. ● Oral prompts can be given. 	
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Integration of 21st Century Standards NJSL 9:

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections:

Social Studies:

6.2. 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.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Integration of Technology Standards NJSL 8:

8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools.

Career Ready Practices:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP11. Use technology to enhance productivity.