

Grade 8 Module 3 Unit 1
Canterbury Public Schools

Subject	ELA
Grade Level	8
Unit Title	Voices of The Holocaust Analyze Character, Dialogue, and Word Choice Maus I, Chapter 4
Unit Goals	Analyzing , interpreting, and evaluating text Analyze tone, dialogue, characterization, and theme Write literary analysis essays to compare the structure and meaning of two texts Read accounts of victims and survivors of the Holocaust Write summaries Write reflections on what qualities and actions make upstanders Write a narrative interview about a fictional upstander, create a graphic panel based on this narrative and present it to an audience
Pacing (# of weeks)	3-4 weeks
Standards	RL.8.1, RL.8.2,RL.8.3,RL.8.4,RL.8.10 W.8.9a,W.8.10 L.8.1b, L.8.3a
Content/Conceptual Knowledge (know)	How dialogue and tone reveal aspects of characters, track character,plot, and themes Standing up for what is right can be challenging Being an upstander has risks attached Why doing what is right is necessary Authors use specific words and phrases to create mood and set the scenes for what is happening- plot development
Skills (be able to do)	Cite textual evidence that supports an analysis of what the text says as well as inferences drawn from the text Determine theme or central idea of a text and analyze its development over the course of the text Analyze how particular lines of dialogue or incidents in a story or drama propel the action and reveal aspects of a character, or provide a decision. Determine the meaning of words and phrases as they are used in a text - including figurative and connotative meaning, analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts Read and comprehend literature, including stories, dramas, and poems, at the high end of grade t- 8 text complexity

	<p>Analyze how a modern work of fiction draws on themes, patterns of events, or character types from mythos, traditional stories, or religious works such as the Bible, including describing how the material is rendered new</p> <p>Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences</p> <p>Form and use verbs in the active and passive voice</p> <p>Use verbs in the active and passive voice and in the conditional subjunctive mood to achieve particular effects</p> <p>Can do:</p> <p>Infer the topic of this module from the resources</p> <p>Select a research reading text</p> <p>Read a text in graphic novel format</p> <p>Cite evidence to support analysis</p> <p>Determine the meaning of words and phrases using a glossary</p> <p>Analyze how dialogue between characters and incidents reveal aspects of a character or provide a decision</p> <p>Track gist, plot, and characterization in text</p> <p>Analyze how dialogue between characters and incidents in the text reveal aspects of character</p> <p>Analyze how specific word choices impact meaning and tone</p> <p>Track gist, plot, characterization and emerging theme ideas in order to track the development of theme</p> <p>Identify characteristics of an effective whole-book literary summary</p>
<p>Essential Questions</p>	<p>What was the Holocaust, and how did it occur? Why do we remember it?</p> <p>How did victims and survivors respond, and how can we honor their voices?</p> <p>How did upstanders respond, and what can we learn from their voices?</p>
<p>Enduring Understandings</p>	<p>The Holocaust was the systematic persecution of 6 million Jewish people by the Nazi regime during WWII</p> <p>We remember the Holocaust because painful experiences shape us and teach us so that history does not repeat itself.</p> <p>Victims and survivors maintained hope and a will to live and faced unspeakable challenges in order to try to survive and to protect those they loved.</p> <p>Victims and survivors maintained their dignity, respect, and humanity throughout unimaginable pain and hardship.</p> <p>Victims and survivors shared their voices through poetry, memoirs, and other tellings of their stories that help us remember and learn from this terrible chapter in history.</p> <p>Even in the midst of unimaginable pain and hardship, people during the Holocaust</p>

	<p>made choices to stand up for others and themselves. There were risks involved in resisting the Nazis, hiding Jewish people and other victims, or supporting the transit of victims, but many were willing to resist these severe consequences in order to stand up for others. Through the choices they made in the Holocaust, bystanders continue to inspire people to make the world a better place.</p> <p>There are big and small ways to stand up for your beliefs.</p>
Vocabulary	<p>Adversary, consolidating, genocide, Nazi, upstander, caption, graphic novel, panel, speech bubble, tail, Allies, annihilate, anti-semitism, Aryan, concentration camp, Dachau, death camp, dictatorship, displaced persons, Gestapo, ghetto, killing center, persecution, propaganda, Reichstag, Treaty of Versailles, Warsaw Ghetto Uprising, Weimar Republic, World War I, agency, allusion, tone, communism, communist, eonspirations, sanatorium, pogrom, integrity,</p>
Common Learning Experiences	<p>examine multiple artifacts Encountering guiding questions Read informational texts providing an overview of the Holocaust Work time Build background knowledge Create and present a graphic panel depiction of a fictional Holocaust upstander- a key moment from the narrative they wrote Write a reflection answering questions about their work Dot and notices and wonder Performance task Work in pairs</p>
Assessments	<p>Create and present a graphic panel depiction of fictional Holocaust upstander Written reflection and interactive presentation Selected responses and short constructed response Mid unit 1 analyze character, dialogue and word choice End of unit 1 analyze passive voice and active voice and summarize the text Criteria: at least six panels that portray a moment from the narrative At least one example of dialogue One example of domain s pacific vocabulary One academic word Visuals that portray the description and dialogue in each panel Written reflection on the work Prompt cars with speaking points Answer questions from audience</p>
Student/teacher	<p>Maus 1: A Survivors Tale: My Father Bleeds History</p>

Resources	<p> The Holocaust: An Introductory History The Blind Men and the Elephant Often a Minute In Flanders Fields The Owl We Wear the Mask The Creed of the Holocaust Survivor The Action in the Ghetto of Rohatyn, March 1942 Excerpts from Abe's Story: A Holocaust Memoir Excerpts from Nlgit Excerpts from The Other Victims: First Person Stories of Non-Jews Persecuted by the Nazis Johtje Vos,97; Sheltered Jews in her Home in WWII Holland , Saving 36 The Forgotten Swiss Diplomat Who Rescued Thousands from Holocaust Marek Edelman Obituary 1994, Miep Gies </p> <p> Anchor charts Vocabulary logs Prompt cards Sticky notes </p>
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Grade 8 Module 3 Unit 2
Canterbury Public Schools

Subject	ELA
Grade Level	8
Unit Title	The Holocaust: Voices of Victims and Survivors
Unit Goals	Analyze a model literary analysis, an expository essay that compares and contrast the structures and themes of a poem and a novel to prepare to write their own itinerary analysis and to identify the theme of the text Plan and revise and edit based on peer feedback Read excerpts from memoirs written by victims and survivors of the Holocaust to analyze development of theme and write summaries And practice verb conjugation, voice, and mood
Pacing (# of weeks)	3-4 weeks
Standards	RL.8.1,,RL.8.2,RL.8.4, RL.8.5,RL.8.10 L.8.1a, L.8.1c, L.8.1d, RL.8.3, L.8.5a
Content/Conceptual Knowledge (know)	Risks have rewards when helping others Ways of helping others to survive Standing up for others is worth the challenges People persevere in times of struggle and challenge WWWI Took place in Europe The Nazis were in power in Germany and spread their murderous behaviors across Eastern Europe Jewish people were the targets of the persecution Concentration camps were set up to contain Jewish people and often to annihilate them There were sympathizers (non Jewish) who tried to help Jewish people.
Skills (be able to do)	I can: Identify the parts of a model literary analysis essay and explain the purpose of each. Determine the criteria for an effective literary analysis essay Explain the function of gerund and infinitive phrases Determine the theme of a new poem and analyze its development over the course of the text Identify structural elements of a text and analyze how the structure contributes to its meaning and style Determine the meaning of words and phrases as the are used in a text, including figurative and connotative meanings and analyze the impact of

	<p>specific word choices on tone and meaning</p> <p>Identify the purpose of each part of the introduction of a model literary analysis and use this understanding to plan the introduction of my own literary analysis</p> <p>Write an objective summary of a text</p> <p>Use verbs in different moods to achieve particular effects</p> <p>Give useful feedback</p>
Essential Questions	<p>What was the Holocaust, and how did it occur? Why do we remember it?</p> <p>How did victims and survivors respond, and how can we honor their voices? , and what can we learn from their voices?</p> <p>How did upstanders respond?</p>
Enduring Understandings	<p>The Holocaust was the systematic persecution of 6 million Jewish people by the Nazi regime during WWII.</p> <p>We remember the Holocaust because painful experiences shape us and teach us so that history doesn't repeat itself.</p> <p>Victims and survivors maintained hope and a will to live and faced unspeakable challenges in order to try to survive and to protect those they loved.</p> <p>Victims and survivors maintained their dignity, respect and humanity throughout unimaginable pain and hardship.</p> <p>Victims and survivors shared their voices through poetry, memoirs, and other tellings of their stories that help us to remember and learn from this terrible chapter in history.</p> <p>Even in the midst of unimaginable horror , people during the Holocaust made choices to stand up for others and themselves.</p> <p>There were risks involved in resisting the Nazis , hiding Jewish people and other victims, or supporting the transit of victims but many were willing to take that risk.</p> <p>Through the choices they made in the Holocaust , upstanders continue to inspire people</p> <p>There are big and small ways to stand up for your beliefs.</p>
Vocabulary	<p>Gerund, infinitive, persecution, rhetorical question, ghetto, commemorate,</p>
Common Learning Experiences	<p>Work time</p> <p>Reading</p> <p>Entrance and exit slips</p> <p>Read and analyze a model</p> <p>Use the informative writing checklist</p>

	<p>Use the elements of formal English conventions of the English language effectively Compare themes and purposes</p> <p>Explore structures in various texts Look for infinitives and gerunds Write sentences about text using gerunds and infinitive phrases Use the Painted Essay format Close read text Pan an essay using resources Grammar mini lessons Share posters</p> <p>Read a poem and answer questions</p>
Assessments	<p>Mid - unit assessment answer selected and constructed response questions to compare and contrast a new poem's structure and theme with that of Maus I</p> <p>End of unit assessment : answer selected and constructed response questions about verb conjugation, voice and mood</p> <p>Write an essay comparing and contrasting the structure and theme of "In a Minute" and Maus I</p>
Student/teacher Resources	<p>Texts: Maus I Often a Minute Excerpts from Abe's Story Excerpts from Night Excerpts from The Other Victims Anchor charts, note cards, Painted Essay template, checklists, Graphic organizers Memoirs Directions for peer critique, Additional texts, articles Sentence starters</p>

ELA Grade 8 Module 3 Unit _3
Canterbury Public Schools

Subject	ELA
Grade Level	8
Unit Title	The Holocaust: Voices of Upstanders
Unit Goals	<p>Read informational accounts of upstanders during the Holocaust in order to learn more about how and why many people took action against Hitler and the Nazis during the Holocaust.</p> <p>Write reflections about how these individuals took action and what makes them upstanders.</p> <p>Participate in mini lessons on Conventions of English- punctuation such as commas, ellipses, and dashes.</p> <p>Create a graphic panel to present one of the summaries they wrote and will observe others work in order to scaffold towards their performance task.</p> <p>Plan a narrative of their own by creating a profile of a fictional upstander, creating interview questions and answers and planning to explode a moment with sensory details and figurative language to slow down the pacing of the key moment of the narrative.</p> <p>Peer review of student work</p>
Pacing (# of weeks)	3 - 4 weeks
Standards	W.8.3, W.8.4, W.8.6, W.8.10 L.9.1, L.8.1b, L.8.1d, L.8.2, L.8.2a, L.8.2b
Content/Conceptual Knowledge (know)	<p>Accounts from the memoirs of victims and survivors of the Holocaust</p> <p>The trials and horrors of the Holocaust</p> <p>The behaviors of the Nazi soldiers and others who sympathized with them</p> <p>The attitudes and strategies of the upstanders who aided the Jewish people</p> <p>The causes of WWII and why it was such a devastating war</p> <p>Survival strategies</p>
Skills (be able to do)	Write narratives to develop real or imagined experiences or events using effective techniques, relevant details, and well structured event sequences

	<p>Engage in and orient the reader by establishing a context and point of view and introduce a narrator or characters, organize and event sequence that unfolds naturally and logically</p> <p>Edit paragraphs for punctuation and verb voice and mood</p> <p>Write a narrative depicting a fictional interview with an imaginary upstander during the holocaust</p> <p>Create and present a scene from their narrative and answer questions about their work</p> <p>Determine a central idea and analyze its development in the article</p> <p>Generate characteristics of a Holocaust upstander setting, character</p> <p>Write a text reflection</p> <p>Use commas, dashes, and ellipses to indicate a pause, break, or omission</p> <p>Use verbs correctly</p> <p>Determine how and artist makes inferences and uses narrative techniques to explode a moment from a nonfiction text about the Holocaust in graphic panels</p> <p>Determine the essential components of an effective narrative interview</p> <p>Create a fictional upstander profile, including setting, character, information and critical life experiences</p> <p>Orient the reader by introducing the narrator, character, and setting of my upstander's interview</p> <p>Give feedback</p> <p>Use pacing sensory images and dialogue to appear to the senses, capture the action, and help my teacher understand the experiences of my upstander.</p> <p>Determine the characteristics of an effective narrative interview</p> <p>Identify where a writer used reflection and relevant descriptive details to accentuate important aspects of the narrative</p> <p>Use pacing, sensory details, dialogue, and relevant descriptive details to make a pivotal moment in my narrative come alive descriptive details</p> <p>Draft an imagined historical narrative using dialogue, pacing sensory language</p> <p>Give feedback</p> <p>Analyze how model graphic panels illustrate information</p> <p>Illustrant a moment in time</p> <p>Create graphic panels</p> <p>Revise and edit my prompt cards using peer feedback</p> <p>Present my graphic panels</p> <p>Share major takeaways and progress about my understanding of the module</p> <p>Identify key points</p>
<p>Essential Questions</p>	<p>What was the Holocaust, and how did it occur? Why do we remember it?</p> <p>How did victims and survivors respond, and how can we honor their voices? , and what can we learn from their voices?</p>

	How did upstanders respond?
Enduring Understandings	<p>The Holocaust was the systematic persecution of 6 million Jewish people by the Nazi regime during WWII. We remember the Holocaust because painful experiences shape us and teach us so that history doesn't repeat itself. Victims and survivors maintained hope and a will to live and faced unspeakable challenges in order to try to survive and to protect those they loved. Victims and survivors maintained their dignity, respect and humanity throughout unimaginable pain and hardship. Victims and survivors shared their voices through poetry, memoirs, and other tellings of their stories that help us to remember and learn from this terrible chapter in history Even in the midst of unimaginable horror, people during the Holocaust made choices to stand up for others and themselves.</p> <p>There were risks involved in resisting the Nazis, hiding Jewish people and other victims, or supporting the transit of victims but many were willing to take that risk. Through the choices they made in the Holocaust, upstanders continue to inspire people There are big and small ways to stand up for your beliefs.</p>
Vocabulary	<p>Clandestine, impetus, nostalgic, upstander, Assassinate, consulate, diplomat, envoy, neutral, corralled, dissent, martyr, nationalist, fictional, impetus,</p>
Common Learning Experiences	<p>Entrance and exit slips Peer feedback Independent research Write a reflection Read selected texts/excerpts Group write Use journal to complete a piece of text TPShare language dive Work time Create graphic panels Writing practice Analyze models</p>
Assessments	<p>Group write, text reflection, mini lesson punctuation, language dive, reflections, Create and present a graphic panel depiction of a fictional Holocaust and short</p>

	selected response and short constructed responses, language assessment, Correct verb mood, correct punctuation and verb voice, write a narrative,
Student/Teacher Resources	Word wall, anchor charts, vocabulary logs, journals, note catchers, close read texts and excerpts