ELA UNIT PLANNING:
The Dangers of Hatred and the Resiliency of the Human Spirit
UNIT: TIME FRAME: One Month TEACHER/GR: Saunders English II __

Unit Summary and Rationale: Through an exploration of prior historical events and a synthesis with current events, the learner will explore the dangers of hatred and the resiliency of the human spirit.

Unit Connection College and Career Ready Descriptions: Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.

Students will demonstrate independence.
Students will value evidence.
Students will build strong content knowledge.
Students will respond to the varying demands of audience, task, and discipline.
Students will critique as well as comprehend.
Students will use technology and digital media strategically and capably.
Students will develop an understanding of other perspectives and cultures.

Unit Standards:

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Speaking and Listening</th>
<th>Language</th>
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<tbody>
<tr>
<td>X Literature</td>
<td>W9-10.2 Text Types and Purposes</td>
<td>SL9-10 Comprehension and Collaboration</td>
<td>L9-10.1 Conventions of Standard English</td>
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<tr>
<td>RL9-10.1 Key Ideas and Details</td>
<td>1. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
<td>l. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</td>
<td>1. Demonstrate command of the conventions of standard English usage when writing or speaking.</td>
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<td>RL9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is</td>
<td>2. Write a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g.,</td>
<td>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by</td>
<td>a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent,</td>
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shaped and refined by specific details; provide an objective summary of the text.

**RL 9-10.5 Craft and Structure**

5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**Informational Text:**

**RL9-10.5 Craft and Structure**

3. Analyze how the author and conventions unfold an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, or section that follows and the connections that are drawn between them.

**RL9-10.7**

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

f. Provide a concluding statement referring to evidence from dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding.

**SL9-10.1 Presentation of Knowledge and Ideas**

- Referring to evidence from dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest

Integration of Knowledge and Ideas

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.

W9-10.5 Production and Distribution of Writing
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.

Essential Questions: How does the resiliency of the human spirit overcome hatred?

Big Ideas: The resiliency of the human spirit is a factor in a society's ability to counter the dangers of hatred.

Learning Tasks:

**Reading Tasks**
The learner will read current event articles and Holocaust literature to synthesize the dangers of hatred and the resiliency of the human spirit in past and present events.

**Writing Tasks**
The learner will synthesize print and non-print materials to evaluate the big idea.

**Discussion Tasks**
Collaboration will occur through jigsaw activities, group discussion, and presentation of materials.

**Language/Vocabulary Tasks**
The learner will acquire/master new vocabulary and use same in oral and written discourse.

Assessments:

<table>
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<th>DIAGNOSTIC</th>
<th>FORMATIVE</th>
<th>SUMMATIVE</th>
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<tbody>
<tr>
<td>Key language concepts</td>
<td>Jigsaw of current events.</td>
<td>Menu generated products</td>
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and usage of terms such as resiliency and human spirit. Group discussions. Student generated visuals
Essential questions. Essay
Journals

Collage

Text(s) Selections/Resources

Notes (include accommodations/grouping/modifications):

Night by Elie Weisel
"9/11 Documentary"  
Newspaper clippings
Current events

Students will use perspectives gained in collaborative discussions for both group products and independent activities.
Differentiation of product and process will be used throughout the unit.

Thematic Unit: The Dangers of Hatred; The Resiliency of the Human Spirit

1-English
Warm-Up/EQ/S:
Scaffolding: Quick-write:
What events can suddenly change the course of a person's life? Consider or pose a scenario in your own life. Introduction:
Daily: 9/11 Documentary and literature logs
Review: What is the role of hatred in the events of 9/11?

2-
Warm-Up EQ/S:
Definition, term, distinguishing characteristics of the

Graphic Organizers for writing, Personal bias Historical and cultural influences Theme Making
Language Usage
A, V, T

A, V, T
human spirit Link to prior connections Author’s craft learning: Students Language Usage quick-write about one outstanding image from prior day Introduction: First-hand account and consideration of the theme of human spirit Daily: Review:

3-

Warm-Up EQ/S: Introduction to the word resilience, word map Link to prior learning: Provide an example of one 'resilient' person in the documentary. Indicate three outstanding characteristics. TTYPA: Compare thoughts, nominate your partner Introduction: First-hand account as an eyewitness to history Daily: The role of imagery and conflict in documentary. Review: Write a review of 9/11 documentary. Consider theme, imagery, internal and external conflict.

4-

Warm-Up EQ/S: The use of hyperbole in describing tragic events. Link to prior learning: Thesis creation for either the dangers of hatred or the resilience of the human spirit. Use examples from yesterday. Quick-Write: How have you reacted when confronted with danger either to you or someone else? Introduction: The memoir
as genre, consideration of impact. Daily:
Establishing mood and tone through author's craft. Scaffolding:
SMARTBoard introduction to the Holocaust "decoration" of logs with magazine words of impact. Review:
Compare the role of hatred in 9/11 with the role of hatred in the Holocaust.

5-


6-

Warm-up EQ/S: Textual grammar excerpt from text. Varying sentence Sentence Variety Silent voices Diary entry Reader Response Reflective
type, simple, compound, complex Sample 'wow'
log entry on board Link to prior learning: Groups of three/ excerpt from chapter three. Generate impact lines
Introduction: Chapters three-four read aloud Daily: Chapter read aloud, journal entry from father's perspective/ silent voice
Review: Share quotes from introductory reading/perspective
Exit slip: One impact quote from text, narrow to one sentence, narrow to one word
Homework: Literature log/finish chapter four, quote/comment on index card

7-
Entrance slip: Quote/comment from chapter four
Warm-up EQ/C: Using coordinate adjectives, describe images from one survivor
Introduction: Entrance slip sharing in groups of three/nominate a peer
Entrance slip/chapter four: Save the Last Word for Me activity. Daily: Chapters five-six (teacher models reflective process), survivors video http://player.discovereducation.com/index.cfm?guidAssetId=FAB9F311-33E3-408D-9BF1-0026B2F2FA98&blnFromSearch=1 &productcode=US excerpt, body paragraph one/two, consideration of
Imagery, Metaphor, A, V, T Coordinate Adjectives, Reading strategies, Inference, Prediction, Textual evidence
ashes metaphor in chapter five
Review: Return of reviews with teacher comments, textual
prediction for chapter six, threaded metaphor
Homework: finish reading, literature log updates

8- Warm-up EQ/C: What type of questioning does Weisel use to illustrate his personal connections, disillusionment with God on page 67? Locate another textual example.
Sample 'wow' log entry on board
Quick-write: What does it mean to feel hopeless and how does it affect people's lives? Consider a time when you, or friend, felt hopeless, the circumstances, and how you, or your friend, reacted.
Daily: Video clip of Anne Frank, Value of reader response, symbolize of night, chapters six and seven read in the dark, white board responses/reactions to Elie's reaction to hopelessness and the symbolism of night.
Review: Symbolism, rhetorical questioning, hopelessness

9- Warm-up EQ/C: Weisel's assertion that man himself is stronger than God is an example of which literary device? What does this mean? Textual evidence
assertion reveal about Wiesel's changing relationship with God? "Death enveloped me, it suffocated me." is an example of which literary device? Consider the effectiveness of the two devices and explain the impact on you as a reader. Quick-write: What circumstances in Night allow for the darker side of human nature to emerge? Locate one textual example. Daily: Body paragraph three. Chapters eight and nine read aloud. Last line activity."I have no words" activity. Pictorial expression of reaction. Review: The block leader tells Elie: "Don't forget that you are in a concentration camp. In this place there is no such thing as father, brother, friend. Each of us lives and dies alone." Summarize your impression of the statement in one sentence, and then one word. Write the sentence on one side of the exit slip and the single word on the other. Homework: Literature logs

10-

Warm-up EQ/C: Correct the sentence for punctuation. Of the advice Elie says-"he was write I thought deep down not daring to admit to
myself". (p.111) Sample 'wow' log entry on board
Quick-write: Write a a
letter from Elie's father
either forgiving or
admonishing his actions.
Consider the point of
view of Elie's father and
his nature as a character.
Daily: Write conclusion
of essay. Finish "I have no
words". Groups of three:
Seven newspaper
clippings on current
view/events/cartoons.
Work to summarize
meaning and develop
dense questions for next
group. Pass clipping with
questions to next group.
Review: Cultural
implications of readings
and activities

11-
Warm-up EQ/C: The Holocaust is an example
of man's inhumanity to man; a type of injustice to characters, Textual society. How can a person connections, be irrevocable changed by Excerpts/short text witnessing horific
events? Include one
semicolon in your
one-paragraph response.
Scaffolding: Considering yesterday's newspaper clipping activity, racism remains a current threat to society.List the types of social and religious persecution that are prevalent today. Consider the impact of hatred in each. Daily: Students are provided with three excerpts from memoirs,
Night, Kafir Boy, and All But My Life. Students meet in groups of three to discuss findings and answer the following questions: How are the interlocking oppressions of race, class, and gender at work in the lives of the characters? How do the characters express a philosophy of literation by assisting and encouraging themselves and others in efforts to prevail over multiple oppressions? What role did family play in each narrator's survival. Ask each other dense questions and record your findings. Voluntarily nominate your peers. Review: What common thread did all three narrators share in their survival? Consider the 'last line' approach to writing and consider the impact.

12-

Warm-up EQ/C: Consider Imagery, Poetry, Multicultural terms, Textual connections, editing for spelling and mechanics A, V, T

1-English II Teacher Notes

9/11 PP/Prezi/Visual Graphic Organizers for writing, Personal bias Historical and cultural influences Theme Making connections Author's craft Language Usage A, V, T

2- Cooperative learning groups research/select from two supreme court cases and four authors of the period/ group members summarize/teach each other/nominate ideas and select case and author diary entry from pov of Graphic organizers for writing, Personal bias Historical and cultural influences Theme Making connections Author's craft Language Usage A, V, T
author for homework

3- Media Center to research author and case Students must select author and case by first half of class. Blog activity whereby members discuss activity, goals, and scoring criteria. Each member selects a literary work to discuss in group on following day.

4- Jigsaw activity through group whereby students consider diverse contributions and narrow information into a reflection of the author's spirit and the influencing factors on his/her approach Private journal activity for homework

5- Teacher models 21st century skills needed to create animoto video on website. Students are given criteria for creation of video and negotiate rubric with teacher by group. Format for one-page research essay is discussed, with rubric, for group provision. Storyboard activity in class as framework for next day's lesson

6- Class prep time through storyboard, consideration of framework, and planning of video text, music, and perspective. Students work in Media Center creating outline for
video.

**7-** Teacher promotes positive activity through selection of masterpiece work. Prior sample of author study is used as a demonstration. The remainder of the period is spent creating videos.

**8-** Presentation day, peer evaluation, self-evaluation, reflection Rhetorical questions, Reader response, Making personal connections, Symbolism

**9-** Warm-up EQ/C: Weisel's assertion that man himself is stronger than God is an example of which literary device? What does this assertion reveal about Wiesel's changing relationship with God? "Death enveloped me, it suffocated me." is an example of which literary device? Consider the effectiveness of the two devices and explain the impact on you as a reader. Quick-write: What circumstances in Night allow for the darker side of human nature to emerge? Locate one textual example. Daily: Body paragraph three. Chapters eight and nine read aloud. Last line activity. "I have no words" activity. Pictorial expression of reaction. Review: The block leader tells Elie: "Don't forget that you are in a
concentration camp. In this place there is no such thing as father, brother, friend. Each of us lives and dies alone."
Summarize your impression of the statement in one sentence, and then one word. Write the sentence on one side of the exit slip and the single word on the other.

Homework: Literature logs

10-
Warm-up EQ/C: Correct the sentence for punctuation. Of the advice Elie says-"he was write I thought deep down not daring to admit to myself". (p.111) Sample 'wow' log entry on board
Quick-write: Write a a letter from Elie's father either forgiving or admonishing his actions. Consider the point of view of Elie's father and his nature as a character.
Daily: Write conclusion of essay. Finish "I have no words". Groups of three: Seven newspaper clippings on current view/events/cartoons. Work to summarize meaning and develop dense questions for next group. Pass clipping with questions to next group.
Review: Cultural implications of readings and activities

11-
Warm-up EQ/C: The Punctuation: semi-colon A, V, T
Holocaust is an example of man's inhumanity to man; a type of injustice to society. How can a person be irreversibly changed by witnessing horrific events? Include one semicolon in your one-paragraph response.

Scaffolding: Considering yesterday's newspaper clipping activity, racism remains a current threat to society. List the types of social and religious persecution that are prevalent today. Consider the impact of hatred in each. Daily: Students are provided with three excerpts from memoirs, Night, Kafir Boy, and All But My Life. Students meet in groups of three to discuss findings and answer the following questions: How are the interlocking oppressions of race, class, and gender at work in the lives of the characters? How do the characters express a philosophy of literation by assisting and encouraging themselves and others in efforts to prevail over multiple oppressions? What role did family play in each narrators survival. Ask each other dense questions and record your findings. Voluntarily nominate your peers.

Review: What common thread did all three
narrators share in their survival? Consider the 'last line' approach to writing and consider the impact.

12-

Warm-up EQ/C: Consider Wiesel's use of literary devices in Night. How effective was his use of imagery in describing his personal struggle during the Holocaust? Consider three types of sensory imagery that were effective and cite examples.

Quick-write: Does the reading of poetry involve risk taking? Do you believe that there is only one true interpretation of a poem? Scaffolding: Key terms and definitions for multicultural challenges.

Daily: Jigsaw three poems dealing with multicultural challenges. Students work in groups of three to first respond individually and then share reactions/impressions of: "On Speaking Up", "Taking Action", and "Ribbons and Rainbows". Identify the individual and collective impact of the selections. Rubric review and compilation of in-class essays on hatred/resilience of the human spirit. Peer editing and revision. Review: Dangers of hatred/resilience of the human spirit. Literature
log collection tomorrow.
Media Center to type
papers.

Daily Options: Jigsaw
three poems dealing with
multi-cultural challenges.
Definition introduction
prior to activity. Students
work in groups of three to
first respond individually
and then share
reactions/impressions of:
"On Speaking Up",
"Taking Action", and
"Ribbons and Rainbows".
response.Excerpt: All but
my life Boots/Imagery
Peer Edit/Revision