TCSS

RL = Reading Literary
RI = Reading Informational
W = Writing
SL = Speaking and Listening
L = Language

Troup County School System
English/Language Arts Curriculum Map
10th grade Literature and Composition
Thematic Unit # 3—Humanity versus Inhumanity

Big Idea / Unit Goal • The goal for this unit is to analyze and explore the theme of Humanity versus Inhumanity across literary and informational texts with an in-depth focus on GSE priority standards. **Length of Unit** • 45 Days **Unit 3 Common Assessment Blueprint** **Unit 3 Checklist**	**Unit Essential Question(s):** • What does it mean to be human? • How do human beings respond to adversity? • Are human beings inherently evil? • Is innocence possible after tragedy? **Priority Standards:** • RL5, RL6 • RI2, RI9 • W2, W7, W8, W9 **Support Standards:** • RL1, RL2 • RI1, RI4, RI6, RI7 • W3
Reading Focus: Informational **Text Resources**: **Extended Text (Choose one of the following as your extended text. The lessons that have been written for this unit are based on *Night*; therefore, if you choose the other selection, you will need to make adjustments):** • *Night* • *A Doll's House* **Short Texts (Mixture of Literary and Informational thematically connected texts. Unless otherwise noted, these texts are from *Prentice Hall Literature, Grade 10*.):** • "I Never Saw Another Butterfly" poems • "The Censors" by Luisa Valenzuela (short story), p. 410 • "The Lottery" by Shirley Jackson • Sir Nicholas BBC clip and Sir Nicholas Winton informational text • "Darfur" (Informational text) • "Rwandan Genocide" (informational text) • "The Lost Boys of the Sudan" (informational text) • Universal Declaration of Human Rights • Universal Declaration of Human Rights video clip • 30 Articles of Human Rights (informational text) • "Keep Memory Alive" by Wiesel- informational text- p. 542 • "Nobel Lecture"- information text about Russian prison camps- p. 548	**Writing Focus: Informative/Explanatory** **Primary Writing Tasks (at least 3 of these should be in the unit focus):** • After reading *Night*, "Darfur," "Rwandan Genocide," and "The Universal Declaration of Human Rights," compare and contrast 2-3 human rights violations experienced by the victims using specific textual evidence. • What are the consequences of treating select groups of people as less than human? Analyze the alienation of Holocaust victims using the "Universal Declaration of Human rights" as a guide to support your claims. Focus on 1 to 2 articles from the "Universal Declaration of Human Rights" and find 5 to 6 excerpts from your anchor text showing violations of these articles. Explain how victims of the Holocaust (or other event) were dehumanized, why the treatment of these victims violated human rights, and explain why all humans deserve those rights. **Narrative Writing Tasks:** • Read "Never Shall I Forget" and mimic Wiesel's writing style. Pick a moment in your life, apply the five senses and concrete details to each line, and mimic his style. • Holocaust education poetry exercise **Research Connections:** • Pre-reading multimedia presentation concerning Holocaust and/or Jewish terms.

- "Never Shall I Forget" poem by Elie Wiesel

Additional Materials:
- Link to Lesson on Holocaust: Bullies and Bystanders
- "Bystanders Role in Cyberbullying" Fact Sheet
- *Auschwitz: If You Cried, You Died* Video and Viewing Guide
- "The Child's Shoe"- poem
- Elie Wiesel interviewed by Oprah Winfrey Part I

Routine Writing (Notes, summaries, process journals, and short responses across all genres):
- *Night* journals

Lessons for Unit 3 (all lessons are hyperlinked below)

- ELA10.3.1: Focus on analyzing seminal U.S. documents, determining an author's point of view or purpose, and analyzing accounts in different mediums (RI9, RI6, RI7)
- ELA10.3.2: Focus on analyzing point of view or cultural experience from outside the U.S. (RL6)
- ELA10.3.3: Focus on analyzing point of view or cultural experience from outside the U.S. and drawing evidence from literary or informational texts (RL6, W9)
- ELA10.3.4: Focus on determining and analyzing central idea development, providing objective summaries, and citing strong textual evidence (RI2, RI1, RL1)
- ELA10.3.5: Focus on analyzing point of view or cultural experience from outside the U.S., writing narratives, determining point of view or purpose, and analyzing accounts in different mediums (RL6, W3, RI6, RI7)
- ELA10.3.6: Focus on analyzing effects of structure and citing strong and thorough textual evidence (RL5, RL1, RI1)
- ELA10.3.7: Focus on gathering information from sources, drawing evidence from literary or informational texts, conducting research, and citing strong and thorough textual evidence (W8, W9, W7, RI1)
- ELA10.3.8: Focus on gathering information from and citing sources, conducting research, and citing strong and thorough textual evidence (W8, W7, RI1)
- ELA10.3.9: Focus on conducting research, gathering information from and citing sources, drawing evidence from literary or informational texts, and citing strong and thorough textual evidence (W7, W8, W9, RI1)
- ELA10.3.10: Focus on writing informative/explanatory texts, citing strong and thorough textual evidence, and determining and analyzing theme and central idea development (W2, RL1, RI1, RL2, RI2)

Georgia Standards of Excellence (GSE)	Essential Questions	Vocabulary	Lessons and Resources
ELAGSE9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	How does the textual evidence offer credible support to my analysis of the text and of inferences drawn from it? How does analyzing a text help me better understand it?	Cite Textual evidence Inferences Explicit Analysis	ELA10.3.4 ELA10.3.6 ELA10.3.10
ELAGSE9-10RL2: Determine a theme or central idea of text and closely 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.	How is theme developed, refined, and shaped by specific details in a text? How do I objectively summarize a text?	Theme Universal theme Central idea Analyze Specific details Objective Subjective Summary/précis	ELA10.3.10
ELAGSE9-10RL5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g.,	How does the structure of a text impact the overall atmosphere/mood of the text? How	Structure Mood/atmosphere Parallel plots	ELA10.3.6

|			
parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	does the author use structure to create outcomes?	Pacing Flashbacks Foreshadowing	
ELAGSE9-10RL6: 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.	How is point of view or cultural experience reflected in a work of literature? What is the effect of an author's point of view on the text?	Point of view (first person, second person, third person limited, omniscient) Cultural experience	ELA10.3.2 ELA10.3.3 ELA10.3.5
ELAGSE9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	How does the textual evidence offer credible support to my analysis of the text and of inferences drawn from it? How does analyzing a text help me better understand it?	Cite Textual evidence Inferences Explicit Analysis	ELA10.3.4 ELA10.3.6 ELA10.3.7 ELA10.3.8 ELA10.3.9 ELA10.3.10
ELAGSE9-10RI2: 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.	How is a central idea developed, refined, and shaped by specific details in a text? Why is objectivity important in summarizing a text , and how do I objectively summarize a text?	Central idea/main idea Analyze Specific details Objective Subjective Summary/précis	ELA10.3.4 ELA10.3.10
ELAGSE9-10RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	How do I determine the figurative, connotative, and technical meanings of words and phrases in the text? How do words and phrases impact an author's meaning and tone?	Diction Figurative meaning Connotation Denotation Technical meaning Analyze Tone Loaded words	ELA10.3.1 ELA10.3.5
ELAGSE9-10RI6: 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.	What effect does an author's point of view or purpose have in a text? How does an author use rhetoric to advance his point of view or purpose?	Point of view Purpose • to describe • to entertain • to inform/explain • to persuade/argue Rhetoric	ELA10.3.1 ELA10.3.5
ELAGSE9-10RI7: 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.	In what ways do two versions of texts on the same topic compare and contrast?	Analyze Print media Digital media Compare/contrast Textual comparison	ELA10.3.1 ELA10.3.5
ELAGSE9-10RI9: Analyze seminal US documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail," Nelson Mandela's Nobel Peace Prize Speech, The Universal Declaration of Human Rights),	How do seminal U.S. and/or world documents address the themes and concepts of history and literature?	Analyze Seminal documents Themes	ELA10.3.1

including how they address related themes and concepts.			
ELAGSE9-10W2: 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. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. 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 an appropriate style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or significance of the topic).	How do I clearly and accurately convey complex ideas, concepts, and information in an informative/explanatory text?	Informative texts Explanatory texts Organization Formatting Multimedia Topic Relevant and sufficient facts Concrete details Quotations Audience Transitions Precise language Domain specific vocabulary Appropriate style Objective tone Concluding statement Conclusion	ELA10.3.10

ELAGSE9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to
	How do I use narrative techniques, well-chosen details, and well-structured effect sequences to write quality narratives?	Narrative
		Engage
		Orient
		Point of view
		Narrator
		Characters
		Narrative techniques
		  • dialogue
		  • pacing
		  • description
		  • reflection
		  • sequence of events
		Precise words and phrases
		Sensory language
		Conclusion
			ELA10.3.5

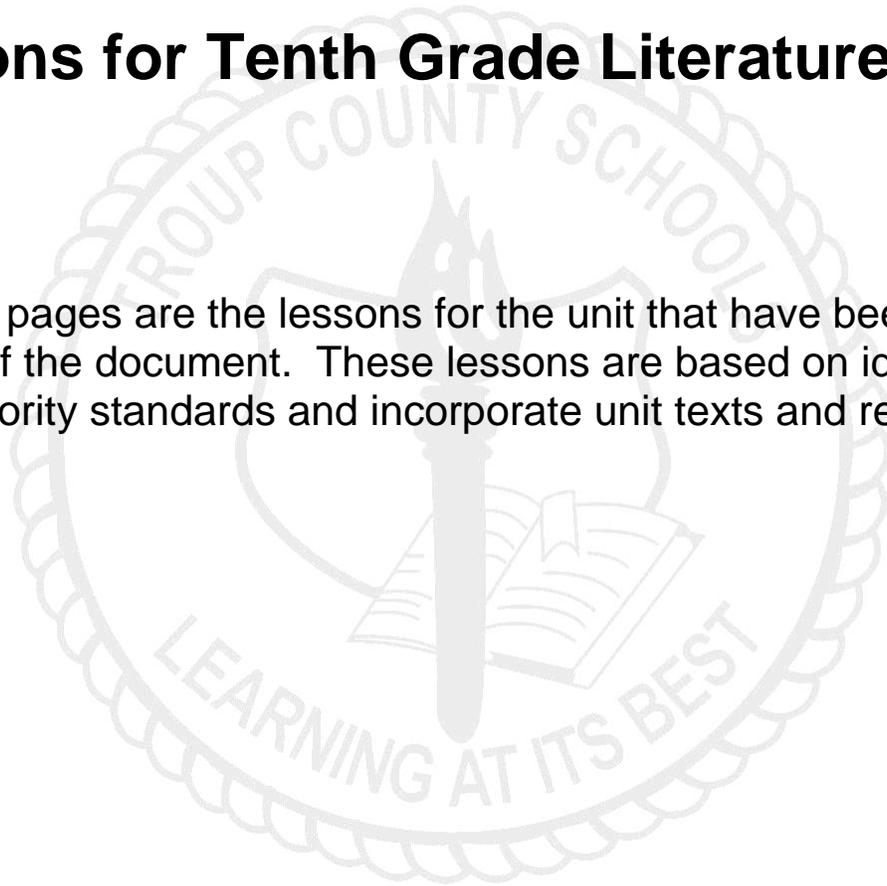|			
develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.			
ELAGSE9-10W7: 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.	How can research be utilized to answer a question or solve a problem? How do I determine when to narrow or broaden the focus? How does synthesizing multiple sources provide a deeper understanding of the research topic?	Research Research questions Self-generated research questions Narrowing topic Synthesis Source	ELA10.3.7 ELA10.3.8 ELA10.3.9
ELAGSE9-10W8: 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.	How do I gather relevant information from various authoritative print sources? How do I determine a source's usefulness? How do I include information selectively to maintain flow of ideas and avoid plagiarism? Why is following a standard format (MLA) for citation important, and how do I follow this format?	Print sources Digital sources Search engines Paraphrasing Summarizing Quoting MLA format Citation Works cited/bibliography Parenthetical citation	ELA10.3.7 ELA10.3.8 ELA10.3.9
ELAGSE9-10W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades *9-10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply grades *9-10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a	How do I use evidence from texts to support my analysis, reflection, and research?	Textual evidence Analysis Reflection Research	ELA10.3.3 ELA10.3.7 ELA10.3.9

text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").			
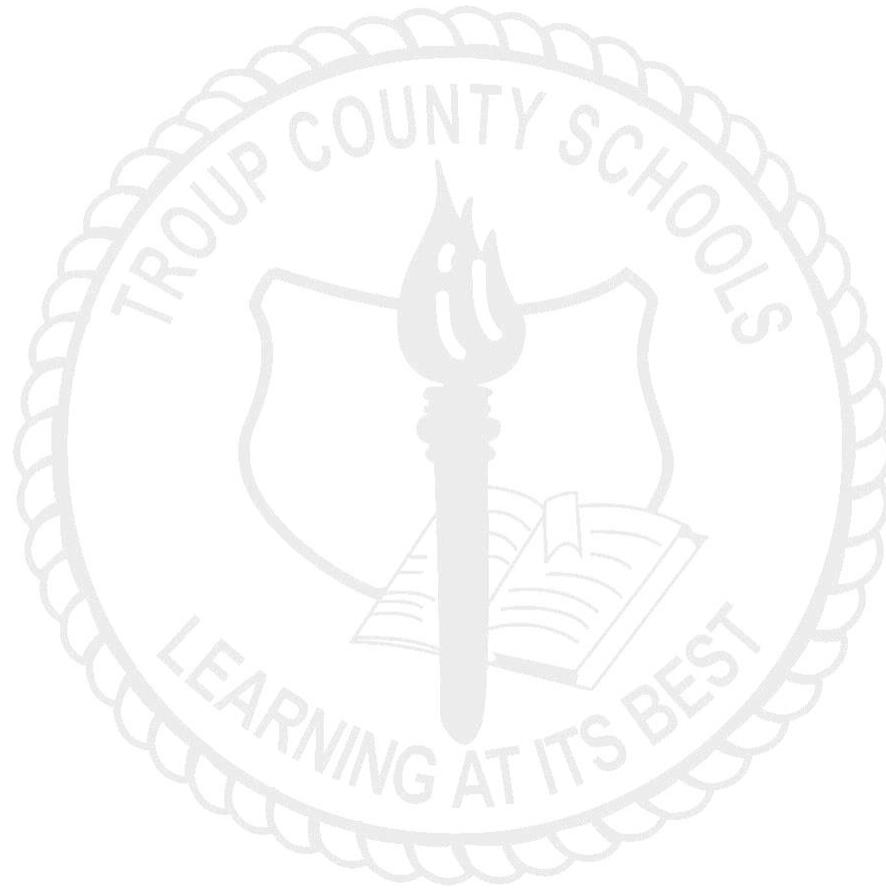
Lessons for Tenth Grade Literature Unit 3

The following pages are the lessons for the unit that have been linked at the beginning of the document. These lessons are based on identified GSE high-priority standards and incorporate unit texts and resources.

TCSS
ELA10.3.1

Learning Target(s):	**I can:** • analyze seminal US documents for key themes and concepts • discern the purpose(s) of seminal US documents by analyzing author's purpose and concepts presented • analyze rhetorical features and literary elements of seminal US documents and evaluate their impact on meaning and purpose • analyze multiple seminal US documents for related themes and concepts
Priority Standards: • **Support Standards** • **Pre-requisite Learning**	**Priority Standards:** **ELAGSE9-10RI9:** Analyze seminal US documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail," Nelson Mandela's Nobel Peace Prize Speech, The Universal Declaration of Human Rights), including how they address related themes and concepts. **Support Standards** • **ELAGSE9-10RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). • **ELAGSE9-10RI6**: 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. • **ELAGSE9-10RI7**: 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. **Pre-requisite:** • identify facts in informational text • identify interpretation of facts in informational text • recognize the points of disagreement between the two texts • explain why two texts provide conflicting information • analyze how the authors used facts and interpretations in presenting information on a topic
Resources for Instruction	Human Rights Anticipation Guide The Universal Declaration of Human Rights** website The Universal Declaration of Human Rights with Preamble Articles from the Universal Declaration of Human Rights The Story of Human Rights Video Clip The Universal Declaration of Human Rights, Article 1-10 Jigsaw Tool The Universal Declaration of Human Rights, Article 1-10 Jigsaw Tool Answer Key Reference: *Lord of the Flies* *Night* ****The Universal Declaration of Human Rights will be used throughout the unit.**
Time Allocated	1-2 days; spiral throughout *Night*

TCSS

EQ	How does the Declaration of Human Rights relate to other texts we have and we will read?
Activator/Connection/Warm Up	Students will complete the Declaration of Human Right activator. We will go over their responses using four corners. Students will stand in a corner that represents their answer- Strongly Agree, Strongly Disagree, Sometimes Agree, and Neutral (but they can only use it once). Students must be ready to defend their answers.
Instructional Delivery • **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)** • **Guided Instruction/ Differentiated Instruction (We Do)** • **Independent Practice (You Do)**	Students will watch *The Story of Human Rights* to learn about the perspectives of others and about the document's history. Project or hand out copies of the Preamble. You may want to ask the following questions: • What words does the Universal Declaration of Human Rights use to describe people of the world in paragraph 1? What is the impact of this choice of words? • What are the effects of the barbarous acts described in paragraph 2? What elements of the word barbarous confirm the definition of the word? • What is the highest aspiration of the common people (par. 2)? • According to paragraph 3, what is "essential"? Why is it essential? • According to paragraph 4, what is "essential"? What does this reveal about a purpose of The Universal Declaration of Human Rights? • What ideas and words are repeated throughout the Preamble? What is the cumulative impact of this repetition? • What have Member States pledged in paragraph 6? How does this pledge support an idea developed throughout the preamble? • What is of the "greatest importance" for realizing the pledge (par. 7)? • How does the General Assembly describe The Universal Declaration of Human Rights in paragraph 8? How does the General Assembly hope people will use the UDHR? The teacher might want to first assign groups of students to work in pairs on assigned articles on [The Universal Declaration of Human Rights, Article 1-10 Jigsaw Tool](#). The teacher can follow this activity by going over the first 10 articles. The teacher will then assign a set number of human rights (there are 20 more) to either to individual students, a pair, or a small group. Students will discuss what they believe their right means. Teacher will provide a handout of all the human rights. Students will annotate their own right and share answers. Teacher will also lead a discussion on students' rights versus the human rights. Teacher will lead a discussion connecting the Declaration of Human Rights with *Lord of the Flies*. Students will identify which rights were violated, to whom, and by whom.

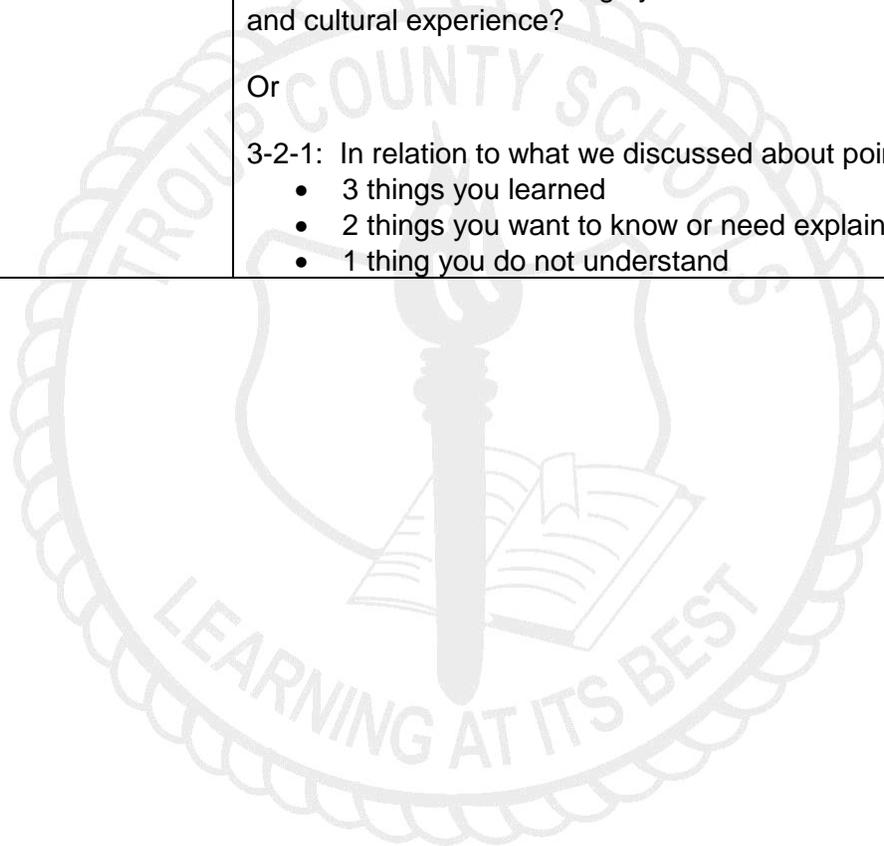|	
	Students will read an information text- Darfur, Rwandan genocide, The Lost Boys, and identify the human rights violations.
	As students read *Night*, they will identify which human rights are being violated, to whom, and by whom.
	Optional Extension Activity: **Informative / Explanatory Multi-media Presentation:** Working independently or in groups, paraphrase "The Universal Declaration of Human Rights" to make it more appealing to a teenage audience. Then illuminate each article with an example of the right that relates to high school or life in America. Use audio and visual clips to illustrate people enjoying each right or suffering due to being denied their rights. The Learning Target(s) of your presentation should be to explain the "Universal Declaration of Human Rights" to an audience of your peers in a way that grabs their attention by making connections to their lives and entertains them by presenting the material in a novel way. In addition to containing audio and video clips, the presentation must be created as a Prezi, PowerPoint, or video.
Summarizer/Closure/Evaluation of Lesson	Compare and contrast the human rights violations in extended text from the previous unit and the informational texts. Paraphrase evidence from the extended text and use direct quotations from the informational text. Demonstrate use of proper MLA citation format. **OR** Select a human rights violation from the extended text from the previous unit. Create an Instagram page that includes the right violated, an image of the right violated, a quotation from the extended text showing the violation of the right, and an explanation of how the right was violated. Use google for an Instagram template.

TCSS
ELA10.3.2

Learning Target(s):	**I can:** • determine which details in a particular work of literature relate to a cultural experience or support the author's or character's point of view • compare and contrast the author's or character's point of view or cultural experience from a wide variety of texts • analyze how a particular cultural belief affects the point of view of a topic • analyze how cultural experiences differ in literary works of similar topics • evaluate the influence of cultural experiences and their effects on the author's or character's point of view within a text
Priority Standards: • **Support Standards** • **Pre-requisite Learning**	**ELAGSE9-10RL6:** 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. **Prerequisites:** • determine the points of view represented in the text • identify disparities in the information readers and characters receive • explain how a character's knowledge or lack of knowledge influences his or her perspective on situations and events in a text • contrast the different points of view between the audience and a character • contrast the different points of view among characters • recognize irony in a text and explain how it renders the text humorous or suspenseful • recognize dramatic irony in a text and explain how it renders the text humorous or suspenseful explain how the author used point of view to create humor and/or suspense in the text
Resources for Instruction	*Toy Story* Clip with a Point of View Worksheet Point of View PowerPoint Point of View Tiered Activity
Time Allocated	2-3 days
EQ	How does analyzing points of view and cultural experiences in world literature teach readers about different time periods and cultures?
Activator/Connection/Warm Up	Students will watch a clip from *Toy Story Three* and complete a worksheet that asks students to identify the different perspectives in the clip, choose a perspective and write from it using first person, rewrite it in third person, and explain how changing the point of view affects the story.

TCSS

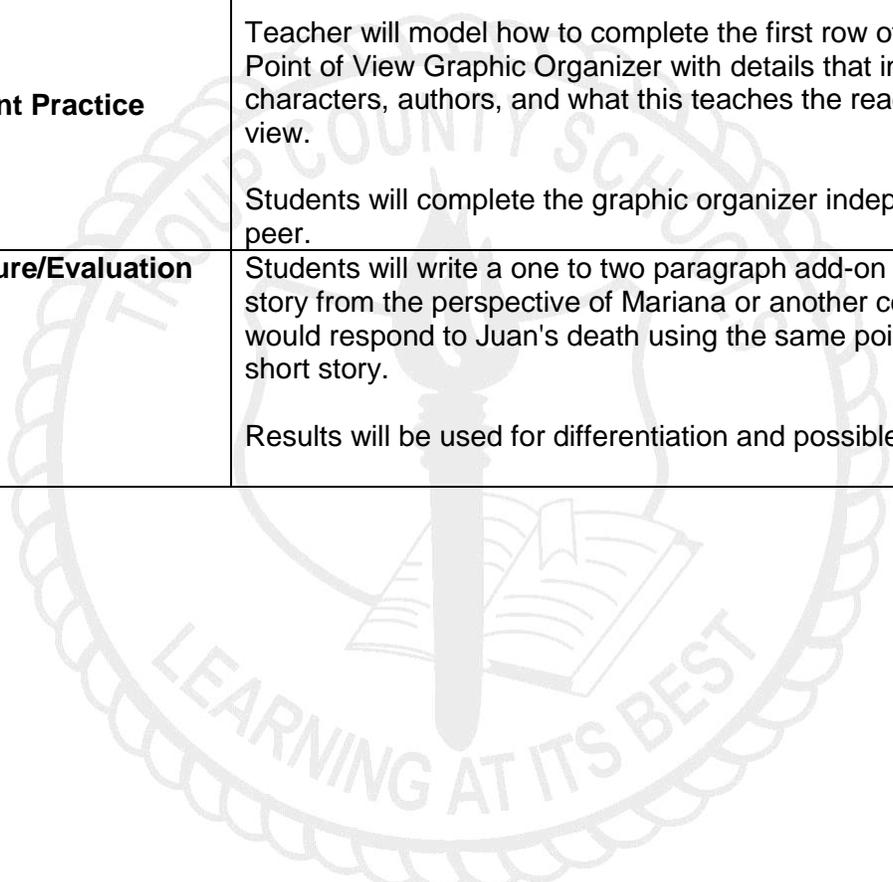|	
Instructional Delivery • **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**	Teacher will lecture about point of view using the point of view PowerPoint as students take notes.
• **Guided Instruction/ Differentiated Instruction (We Do)**	Students will complete a point of view practice sheet individually. Teacher will use the point of view practice sheet to differentiate instruction and assign students a tiered point of view project. These can be completed individually, in pairs, or small groups.
• **Independent Practice (You Do)**	Students will read selected poems from the book *I Never Saw Another Butterfly* and analyze the point of view, central idea, and what the poem taught the reader about the speaker's cultural experience.
Summarizer/Closure/Evaluation of Lesson	TOTD: What are three things you have learned about point of view and cultural experience? Or 3-2-1: In relation to what we discussed about point of view, write: • 3 things you learned • 2 things you want to know or need explained • 1 thing you do not understand

TCSS
ELA10.3.3

Learning Target(s):	**I can:** • determine which details in a particular work of literature relate to a cultural experience or support the author's or character's point of view • compare and contrast the author's or character's point of view or cultural experience from a wide variety of texts • analyze how a particular cultural belief affects the point of view of a topic • analyze how cultural experiences differ in literary works of similar topics • evaluate the influence of cultural experiences and their effects on the author's or character's point of view within a text
Priority Standards: • **Support Standards** • **Pre-requisite Learning**	**ELAGSE9-10RL6:** 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. **Support Standard:** • **ELAGSE9-10W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades *9-10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). **Prerequisites:** • determine the points of view represented in the text • identify disparities in the information readers and characters receive • explain how a character's knowledge or lack of knowledge influences his or her perspective on situations and events in a text • contrast the different points of view between the audience and a character • contrast the different points of view among characters • recognize irony in a text and explain how it renders the text humorous or suspenseful • recognize dramatic irony in a text and explain how it renders the text humorous or suspenseful explain how the author used point of view to create humor and/or suspense in the text
Resources for Instruction	Point of view worksheet "The Censors" p. 410 "The Censors" text dependent questions Dynamic and Static Characters Graphic Organizer Flat and Round Characters Graphic Organizer Characterization and Theme Graphic Organizer Characterization and Plot Graphic Organizer Analyzing Point of View Graphic Organizer
Time Allocated	2 days
EQ	How does analyzing points of view and cultural experiences in world literature teach readers about different time periods and cultures?
Activator/Connection/Warm Up	Complete the point of view practice activator

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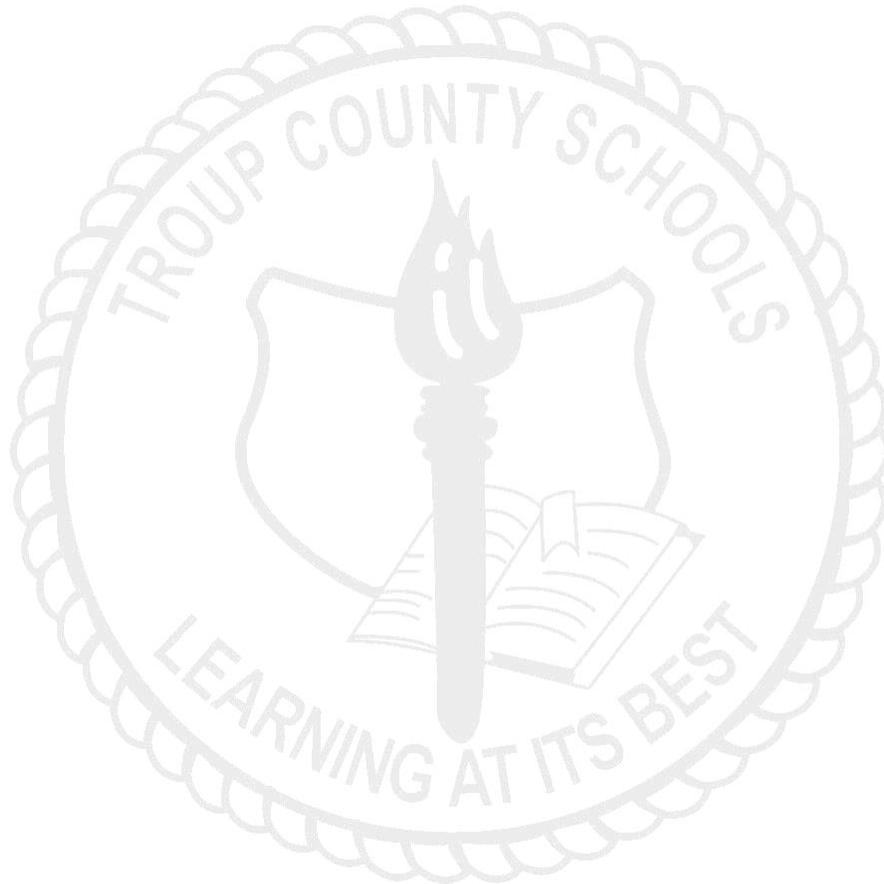|	
Instructional Delivery • **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)** • **Guided Instruction/ Differentiated Instruction (We Do)** • **Independent Practice (You Do)**	After students finish the activator, teacher will review the answers and correct misconceptions. Students will read "The Censors" out loud as a class at first, and then finish independently. Students will answer text dependent questions independently and then compare their answers with a peer. Teacher will randomly call on students to share their answers. Teacher will spiral review characterization using teacher selected: Graphic Organizers (Dynamic and Static Characters, Flat and Round Characters, Theme, Characterization and Plot). Teacher will model how to complete the first row of the Analyzing Point of View Graphic Organizer with details that indicate the beliefs of characters, authors, and what this teaches the reader about the world view. Students will complete the graphic organizer independently or with a peer.
Summarizer/Closure/Evaluation of Lesson	Students will write a one to two paragraph add-on ending to the short story from the perspective of Mariana or another censor on how s/he would respond to Juan's death using the same point of view as the short story. Results will be used for differentiation and possible remediation.

TCSS
ELA10.3.4

Learning Target(s):	**I can:** • analyze/trace the progression of a central idea using supporting ideas across the whole text and understand how it is shaped and refined by specific details • summarize the central idea using the most supportive ideas
Priority Standards: • **Support Standards** • **Pre-requisite Learning**	**ELAGSE9-10RI2:** 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. **Support Standards:** • **ELAGSE9-10RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • **ELAGSE9-10RI1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **Pre-requisite:** • determine a central idea and supporting details • summarize the text without using personal opinions or judgments
Resources for Instruction	"Introducing the Memoir" "Darfur" Genocide Informational text** "Rwandan Genocide" informational text** "The Lost Boys of the Sudan" newspaper article** Central Idea Development Graphic Organizer Text dependent questions ****Note: These informational texts will also be used in later lessons in this unit.**
Time Allocated	2 days
EQ	How does an author develop the central idea of a text?
Activator/Connection/Warm Up	Students will analyze a political cartoon and determine the artist's central idea.
Instructional Delivery • **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)** • **Guided Instruction/ Differentiated Instruction (We Do)** • **Independent Practice (You Do)**	 Teacher will review the activator as a whole class and lead a discussion about how the artist developed the central idea, which specific details support the central idea, and the difference between an objective and subjective summary. Teacher will model how to analyze the central idea of a text by reading and analyzing "Introducing the Memoir." Teacher will lead students in completing the Central Idea Development Graphic Organizer. Teacher and students will identify the central idea, provide evidence from the beginning that introduces the details that advance the central idea in the middle of the text, and a summary of central ideas. Students will answer text dependent questions as teacher helps. Teacher will review the answers: • How did the author organize the text?

	• How did this organization develop the central idea? • What was the quality of evidence? Cite textual evidence. Students will be divided into small groups or collaborative pairs and assigned an article. Students will become the experts for their article and will be required to answer the same questions as above and complete the graphic organizer. **NOTE**: You may want to consider having students use the Skitch app to annotate texts to cut down on printing.
Summarizer/Closure/Evaluation of Lesson	Students will get into groups or pairs with someone who read a different text and share their analyses. They will write two paragraphs about the central idea and its development.

TCSS
ELA10.3.5
(*The next two lessons will be embedded in this lesson)

Learning Target(s):	I can:
	• determine which details in a particular work of literature relate to a cultural experience or support the author's or character's point of view
	• compare and contrast the author's or character's point of view or cultural experience from a wide variety of texts
	• analyze how a particular cultural belief affects the point of view of a topic
	• analyze how cultural experiences differ in literary works of similar topics
	• evaluate the influence of cultural experiences and their effects on the author's or character's point of view within a text
Priority Standards: • **Support Standards** • **Pre-requisite Learning**	**Priority Standards:** **ELAGSE9-10RL6:** 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. **Support Standards** • **ELAGSE9-10W3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • **ELAGSE9-10RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). • **ELAGSE9-10RI6:** 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. • **ELAGSE9-10RI7:** 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. **Prerequisites:** • determine the points of view represented in the text • identify disparities in the information readers and characters receive • explain how a character's knowledge or lack of knowledge influences his or her perspective on situations and events in a text • contrast the different points of view between the audience and a character • contrast the different points of view among characters • recognize irony in a text and explain how it renders the text humorous or suspenseful • recognize dramatic irony in a text and explain how it renders the text humorous or suspenseful explain how the author used point of view to create humor and/or suspense in the text
Resources for Instruction	*Night*

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	Personal History of Holocaust Survivors ID Cards Analyzing Point of View Graphic Organizer Dunbo primary source Sir Nicholas Winton clip and Sir Nicholas Winton informational text Video introduction to Elie Wiesel's *Night* Holocaust Research Project Remediation
Time Allocated	Three weeks (NOTE: The next two lessons will be embedded into the teaching of the novel at the appropriate times)
EQ	How do Wiesel's experiences affect his point of view?
Activator/Connection/Warm Up	Holocaust victim ID cards- students receive an ID card with information about an individual Holocaust victim from the United States Holocaust Memorial Museum. Students will read the information and assume his/her identity. Compare and contrast yourself to the victim. Hand out the basic IDs before reading and distribute pieces of information pertaining to each victim as the novel progresses. As students read, they will write from the perspective of the victim though journal and tickets out of the door. OR Students can assume the role of a person living in the Holocaust and write about the experience from a first person perspective as Elie Wiesel experiences events. You may also want to show the Video introduction to Elie Wiesel's *Night* Students will also complete *Night*-specific journals as daily activators throughout the reading of the novel.
Instructional Delivery • **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**	 Students will study the novel through independent readings at home and in class, in-class close readings, and in-class collaborative and/or small group readings. Students will complete *Night* text dependent questions during reading and the Point of View Graphic Organizer.
• **Guided Instruction/ Differentiated Instruction (We Do)**	After Elie is rescued, students will read two informational texts- Dunbo primary text and the Winton summary. Students will also watch a video of Winton being reunited with the children (now adults) he saved. Students will work with a partner to write a dialogue between the two men about their achievements.
• **Independent Practice (You Do)**	Students will learn the fate of their assumed identities for the activator, and write a one page narrative about their time in the concentration camp and what happened to him/her. After reading, students will take a quiz or test on *Night*. Based on the results, students will work in small groups to create a newspaper based on Night: Project for *Night*- Tier 2 (designed for the majority of students)

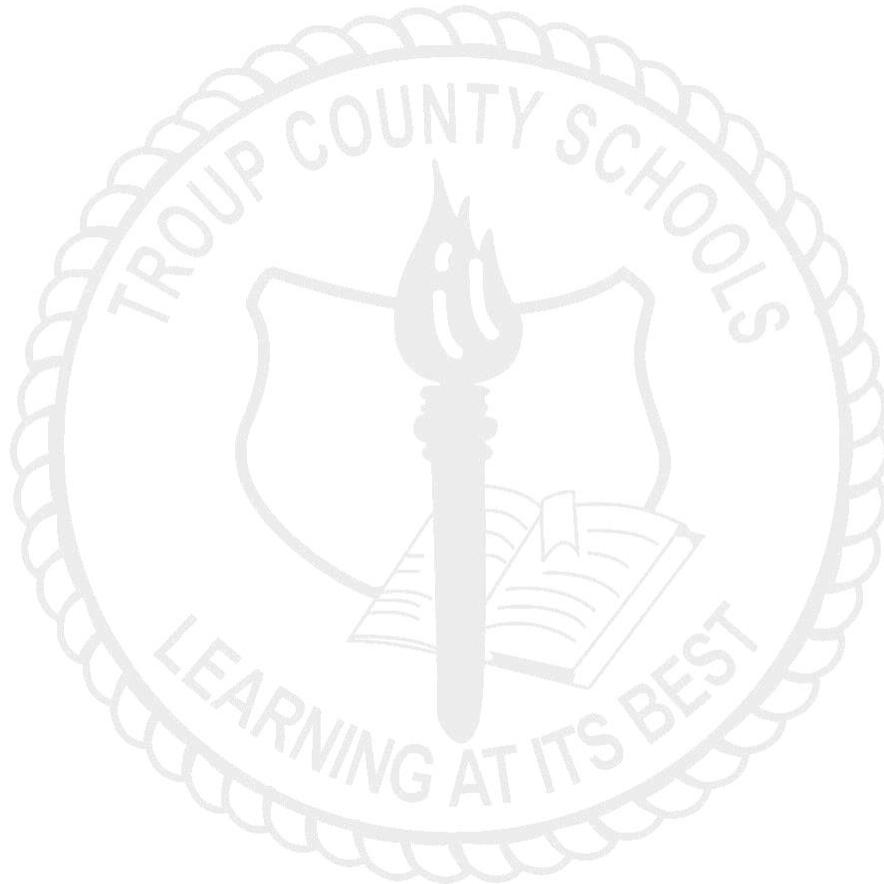|	
	Project/Quiz Grade- Create a newspaper front page summarizing the events in *Night* using a graphic organizer. Your project should be creative, educational, and professional. Sections should include: * Newspaper Title (name your newspaper so it fits the assignment) - 10 points * Lead Story (two paragraph summary of the memoir) – 40 points * Picture related to *Night*- very nicely hand drawn or from the Internet- 10 points * Editorial/ personal review of the memoir (one paragraph) – 20 points * Where Are They Now (update on Elie Wiesel- what he is doing today, other works he has written- with picture) one paragraph- 20 points Project for *Night*- Tier 1 (designed for students who may need additional support) **Project/Quiz Grade**- Create a newspaper front page summarizing the events in *Night* by using a graphic organizer and writing frame. Your project should be creative, educational, and professional. * Newspaper Title (name your newspaper so it fits the assignment) - 10 points * Lead Story (summary of the book with related picture) two paragraph summary – 40 points * Picture related to *Night*- very nicely hand drawn or from the Internet- 10 points * Editorial/ personal review of the work (one paragraph) – 20 points **II. Correct your quiz and turn it in. – 20 points** Project for *Night*- Tier 3 (designed for students who need to be accelerated) **I. Collaborative Project/Quiz Grade**- Create a newspaper front page summarizing the events in *Night* using a graphic organizer. Your project should be creative, educational, and professional. Use Microsoft Word, Publisher, or Prezi. Sections should include * Newspaper Title (name your newspaper so it fits the assignment) - 10 points * Lead Story (summary of the book with related picture) two paragraph summary – 40 points * Editorial/ personal review of the work (one paragraph) – 20 points * Picture related to *Night*- very nicely hand drawn or from the Internet- 10 points * Compare the Holocaust to another human rights tragedy (two paragraphs): The Lost Boys of Africa, riots on Tahrir Square, North Korea (www.altnet.org) ; write two ways the events are similar and two ways they are different. - 20 points Another possible culminating project is to have students do the [Holocaust Research Project Remediation](#).
Summarizer/Closure/Evaluation of Lesson	Pretend to be an American soldier who liberated Elie's camp. Describe what you would have seen and Elie's appearance. Write in first person point of view using the soldier's perspective.

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Note: This lesson is designed to be used in conjunction with Chapter 3 or 5 of *Night*.

Learning Target(s):	**By the end of this lesson, students will be able to:** • analyze how the author manipulates time in the text and how it creates effects such as mystery, tension, or surprise • classify and evaluate the sequence of events in a text • examine how the structure of the text creates an emotional response from the reader
Priority Standards: • **Support Standards** • **Pre-requisite Learning**	**ELAGSE9-10RL5:** 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. **Support Standards:** • **ELAGSE9-10RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • **ELAGSE9-10RI1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **Pre-requisite learning:** • describe the structure of two or more texts • describe the style of two or more texts • identify the meanings of two or more texts • explain how the structure of a text contributes to its meaning and style • identify similarities and differences in structure and style between two or more texts • evaluate the effect of one structure over another with regard to a work's meaning and style
Resources for Instruction	Mystery reading for activator "The Lottery" *Night* pages 29-34 Text Structure Graphic Organizer
Time Allocated	2-3
EQ	•How do authors' choices concerning text structure, order of events, and manipulation of time create tension or suspense?
Activator/Connection/Warm Up	Students will read a short mystery with a twist and analyze how the author created tension and suspense. Questions include: • Did you expect the twist? • Review the story, and highlight/underline sentences that foreshadow the ending. • How would the impact of the story been different if the twist occurred earlier? What if the reader had known about the twist, but the characters were unaware (dramatic irony)?
Instructional Delivery • **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**	Students will read "The Lottery" and compare the text to the "lottery" faced in *Night*. Focus the discussion on the question, "How do the authors in both texts build suspense?"

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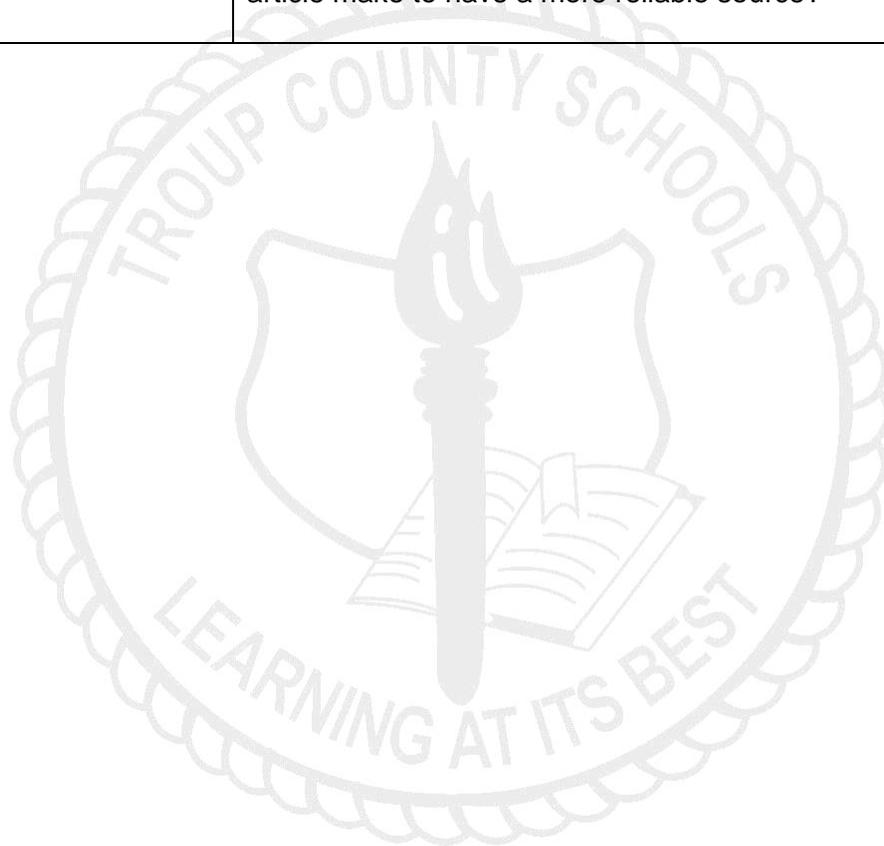|	Students will complete the [Text Structure Graphic Organizer](#) on Pacing, Flashbacks, and Foreshadowing.
• **Guided Instruction/ Differentiated Instruction (We Do)**	After reading "The Lottery," students will continue reading Night, pg. 29-34- the walk to the fire pit or pg. 72-73-camp selection. Discuss how Wiesel paces the selection and creates tension and suspense. Students will complete the same graphic organizer for this selection.
• **Independent Practice (You Do)**	Students will compare and contrast how the authors of both texts developed suspense in their texts. Using a Venn diagram is a possible strategy.
Summarizer/Closure/Evaluation of Lesson	Answer in RACE format: How do the authors of both texts build suspense?

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Learning Target(s):	**I can:** • determine if a source (print or digital) is credible, relevant, and/or useful in answering a research question
Priority Standards: • **Support Standards** • **Pre-requisite Learning**	**Priority Standards:** **ELAGSE9-10W8:** 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. **ELAGSE9-10W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grades *9-10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). **Support Standards:** • **ELAGSE9-10W7:** 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. • **ELAGSE9-10RI1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **Pre-requisite:** • focus and narrow their search terms to related subtopics and aspects of the original topic • determine the credibility of a source
Resources for Instruction	"Darfur" Genocide Informational text "Rwandan Genocide" informational text "The Lost Boys of the Sudan" newspaper article Wikipedia article Celebrity article How to Determine Credibility of a Source Handout
Time Allocated	1 day
EQ	How do I gather relevant information from multiple authoritative sources?
Activator/Connection/Warm Up	Pick a topic or teacher can assign (music, sports newest cell phones) that you could use for a research project. What search engine would you use? List three questions you would use in the search engine to narrow down your research. What makes a source reliable?

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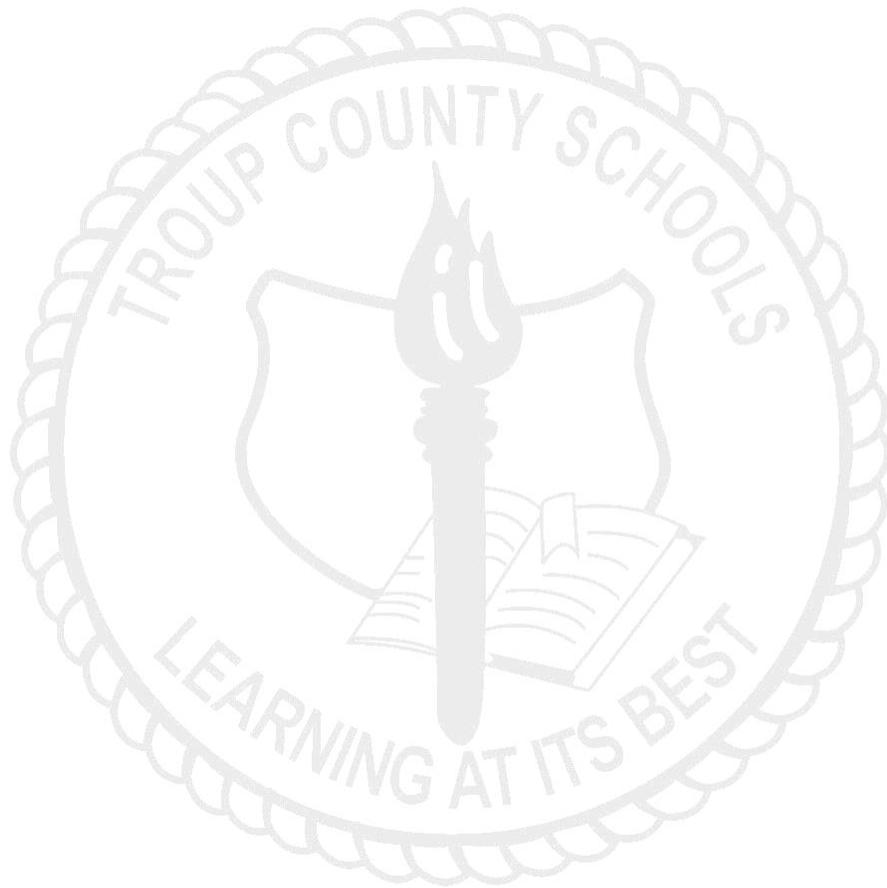| Instructional Delivery	
• **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**	Using the projector, the teacher will explain and model the steps of narrowing down a topic for research (suggestion- Hitler), finding relevant sources, and determining the validity of sources as students take notes.
• **Guided Instruction/ Differentiated Instruction (We Do)**	Students will evaluate sources- "Darfur," "Rwandan Genocide," a Wikepedia entry, and a celebrity story using the How to Determine the Credibility of a Source worksheet as teacher monitors student work. Teacher will lead a review of the analysis.
• **Independent Practice (You Do)**	
Summarizer/Closure/Evaluation of Lesson	What improvements to the article should the author of the "Celebrity" article make to have a more reliable source?

Learning Target(s):	**I can:** • use required format style correctly
Priority Standards: • **Support Standards** • **Pre-requisite Learning**	**Priority Standard:** **ELAGSE9-10W8:** 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. **Support Standards:** • **ELAGSE9-10W7:** 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. • **ELAGSE9-10RI1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **Pre-requisite:** • develop writing that includes citations within the text (e.g., footnotes, parenthetical references) • focus and narrow their search terms to related subtopics and aspects of the original topic • determine the credibility of a source • determine when and how to cite different print and digital resources
Resources for Instruction	Model MLA paper Questions for the model paper MLA handout (class set) In-text citation sheet Research paper summarizer
Time Allocated	2-3 days
EQ	How do I follow MLA format when conducting research?
Activator/Connection/Warm Up	Students will read a model paper and answer questions about its use of MLA format
Instructional Delivery • **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**	Teacher will lead a discussion of the answers to the activator. Using the MLA packet, the teacher will use review how to create in-text/parenthetical citations and a Works Cited page. Using a projector and the Internet, teacher will show students sites that create citations-Easybib, Infotrac, etc… Students will use the packet to complete the in-text citation and the Works Cited worksheet in pairs as the teacher monitors. The teacher

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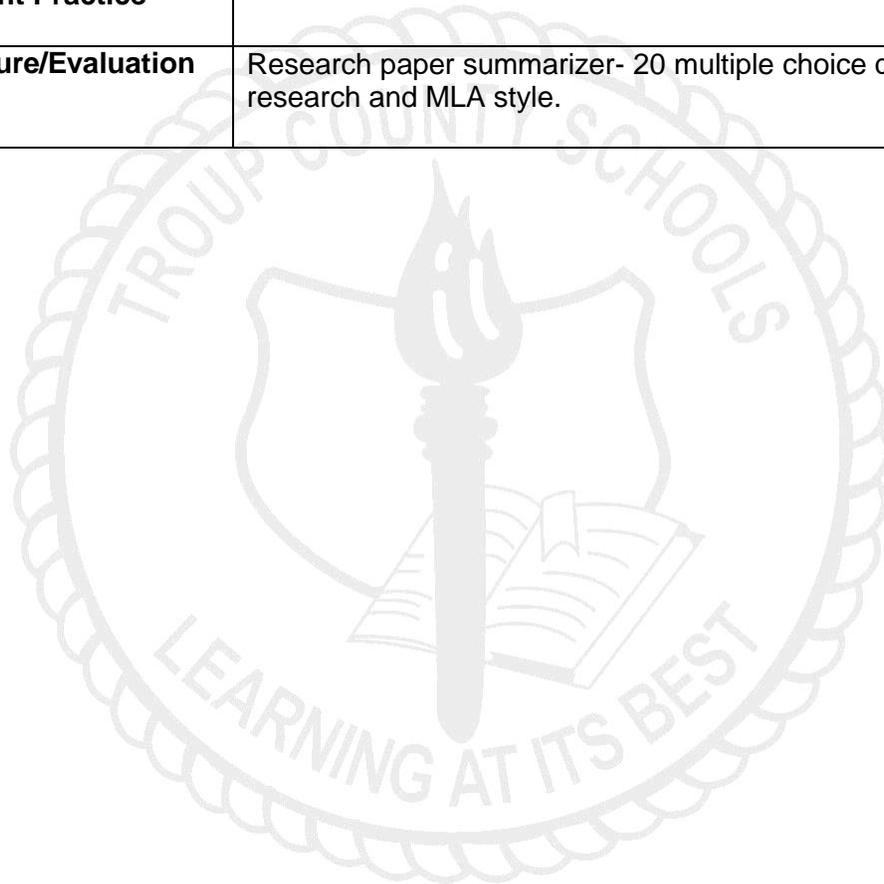|	
• **Guided Instruction/ Differentiated Instruction (We Do)** • **Independent Practice (You Do)**	
Summarizer/Closure/Evaluation of Lesson	Research paper summarizer- 20 multiple choice questions about research and MLA style.

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Learning Target(s):	**I can:** • validate their sources during research for credibility and accuracy • demonstrate academic honesty in their writing and research • develop a research project using several in-text citations using MLA format
Priority Standards: • **Support Standards** • **Pre-requisite Learning**	**Priority Standard:** **ELAGSE9-10W7:** 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. **Support Standards:** • **ELAGSE9-10W8:** 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. • **ELAGSE9-10W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grades *9-10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). • **ELAGSE9-10RI1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **Pre-requisite:** • demonstrate different purposes for research through their writing • validate their sources during research for credibility and accuracy • demonstrate academic honesty in their writing and research
Resources for Instruction	Model paper Holocaust pre-reading research assignment
Time Allocated	2-3 days
EQ	How do I conduct research on a specific topic that is based on research questions and synthesis of multiple sources?
Activator/Connection/Warm Up	Students will read the model paper, create a list of five research questions the author answered, and determine which sources were utilized the most.
Instructional Delivery	Teacher will review the answers to the activator through discussion and random questioning.

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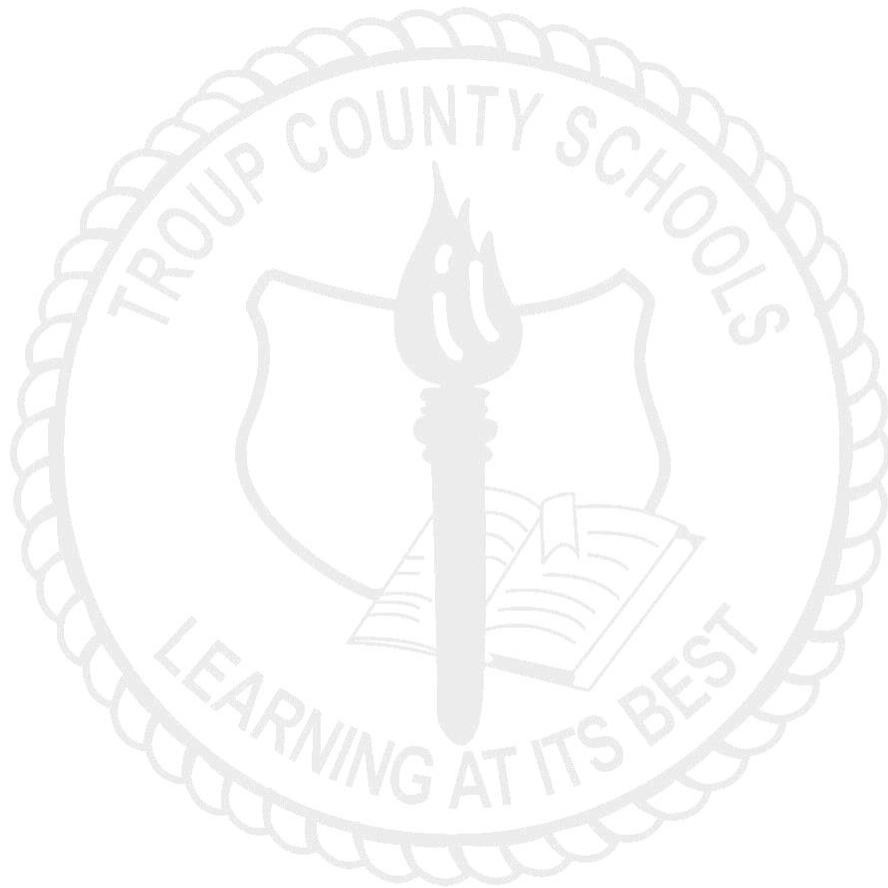|		
• **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**	Teacher will assign the research project. Teacher can assign topics to individual students, collaborative pairs, or allow students to choose their own topic from the list.	
• **Guided Instruction/ Differentiated Instruction (We Do)**	Students will conduct research on a Holocaust term before reading Night using two relevant and scholarly sources. Students will create a prezi, PowerPoint, or other presentation. Students will present their findings to the class.	
• **Independent Practice (You Do)**		
Summarizer/Closure/Evaluation of Lesson	Research paper summarizer- 20 multiple choice questions about research and MLA style.	

Learning Target(s):	**I can:** • select an informative/explanatory topic that can be reasonably explained or clarified within the text • effectively organize complex ideas that communicate the author's purpose • develop the topic by selecting and synthesizing relevant facts, definitions, concrete details, and quotations appropriate to the audience's knowledge of the topic • use appropriate transitions to create cohesion and clarify relationship among ideas • use precise language for the purpose • provide a concluding statement or section that supports the information or explanation

Priority Standards:
• **Support Standards**
• **Pre-requisite Learning**
	Priority Standard:
	ELAGSE9-10W2: 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.
	  a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
	  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 an appropriate style and objective tone.
	  f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or significance of the topic).
	Support Standards
	• **ELAGSE9-10RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	• **ELAGSE9-10RI1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	• **ELAGSE9-10RL2:** Determine a theme 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.
	• **ELAGSE9-10RI2:** 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.
	
	Pre-requisite:
	• demonstrate the proper organization for a classification essay

	• demonstrate the proper organization for a process analysis essay • determine the purpose for their expository essay
Resources for Instruction	Model comparison/contrast text *Night* "Darfur" "Rwandan Genocide" "The Lost Boys" The Universal Declaration of Human Rights Articles from the Universal Declaration of Human Rights
Time Allocated	2-3 days
EQ	How does the Declaration of Human Rights relate to other texts we have read?
Activator/Connection/Warm Up	Students will read and annotate the model text- highlight the central idea, supporting details, transitions, and analyze the type of organization used and how it impacted the central idea.
Instructional Delivery • **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)** • **Guided Instruction/ Differentiated Instruction (We Do)** • **Independent Practice (You Do)**	Teacher will lead a discussion on the model text- highlighting the structure, its central idea, use of transitions, and conclusion. Provide writing instruction as needed to ensure that students receive instruction on all parts of the standard W2. Writing topics for Informative Essay (Choose one of the following): • After reading *Night*, "Darfur," "Rwandan Genocide," and "The Universal Declaration of Human Rights," students will write a multiple paragraph informational text to compare and contrast 2-3 human rights violations experienced by the victims using specific textual evidence in *Night* and one informational text. All students will use a graphic organizer. Struggling students can use a fill-in-the blank writing frame that will be used to create their essay. • What are the consequences of treating select groups of people as less than human? Analyze the alienation of Holocaust victims using the "Universal Declaration of Human rights" as a guide to support your claims. Focus on 1 to 2 articles from the "Universal Declaration of Human Rights" and find 5 to 6 excerpts from your anchor text showing violations of these articles. Explain how victims of the Holocaust (or other event) were dehumanized, why the treatment of these victims violated human rights, and explain why all humans deserve those rights. Students will peer edit/revise each other's works for transitions, precise vocabulary, and a conclusion. Students will write a rough draft and a final draft.
Summarizer/Closure/Evaluation of Lesson	Carousel- Students will work in small groups to complete a carousel to write what they have learned about The Declaration of Human Rights, Human Rights Violations in today's society, violations in modern genocides, violations in Lord of the Flies, and violations in *Night*.

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Learning Target(s):	
Priority Standards: • **Support Standards** • **Pre-requisite Learning**	
Resources for Instruction	
Time Allocated	
EQ	
Activator/Connection/Warm Up	
Instructional Delivery • **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)** • **Guided Instruction/ Differentiated Instruction (We Do)** • **Independent Practice (You Do)**	
Summarizer/Closure/Evaluation of Lesson	