

UNIT OF STUDY

Title: The Dark Night of the Soul	Subject/Course: English	Length: 5 weeks
Topic: <i>Night</i> , the Holocaust	Grade: 10	Designer: J. Powers & M. Harness
UNIT GOALS AND EXPECTATIONS		
<p>IMPORTANT CONCEPTS/UNDERSTANDINGS:</p> <ul style="list-style-type: none"> -The Holocaust had an incredible impact on Western culture. -We must learn never to forget that prejudice can bring about the destruction of innocent people. -Intolerance of others who seem different from us can only bring about hatred. -We must show respect for each other. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> -Why are we so fascinated with the Holocaust? -What was the Holocaust's impact on our culture? -What can we learn about hatred so we can change the world? 	
<p>STUDENT LEARNING EXPECTATIONS:</p> <p>Ongoing SLE's</p> <p>R.9.12.2 - Challenge or defend use of writer's diction and style</p> <p>R.9.12.4 - Analyze and evaluate how works of a given period reflect author's background, historical events, and cultural influences</p> <p>R.10.12.18 - Evaluate the influence of historical context on the form, style, and point of view of written works from history or literature</p> <p>R.10.12.20 - Evaluate an author's use of literary devices</p> <p>R.10.12.21 - Evaluate the impact of diction, imagery, style, and figurative language on tone, mood, and theme using literary terminology.</p> <p>OV.1.10.2 - Prepare and participate in informal discussions and activities, such as presentations, group discussions/work teams, and debates that:</p> <ul style="list-style-type: none"> • exhibit a logical structure appropriate to the audience, context, and purpose • maintain focus • include transitions • provide coherent conclusions • employ proper eye contact, speaking rate, and gestures • emphasize volume, enunciation, and inflection to communicate ideas effectively <p>build on the ideas of others by contributing relevant information in group discussions</p> <p>R.10.12.22 - Evaluate the significance of literary elements such as setting, plot, theme, characterization, and narration in a work</p>	<p>R.10.12.23 - Evaluate the impact of irony on text</p> <p>R.10.12.24 - Analyze several of an author's works that deal with a single issue</p> <p>W.5.12.3 - Write using rhetorical strategies with special emphasis on comparison/contrast, , cause/effect, classification, and argumentation/persuasion that demonstrate logic</p> <p>W.5.12.7 - Write responses to literature that:</p> <ul style="list-style-type: none"> • articulate the significant ideas of literary works • support important ideas and viewpoints • analyze and evaluate the author's use of stylistic and literary devices • evaluate the impact of ambiguities, nuances, and complexities using evidence from the text • evaluate conflicts (character dilemmas) as revealed by characters' motivations and behavior <p>OV.2.10.4 - Demonstrate critical listening skills and productive participation in self-directed work teams for a particular purpose to include:</p> <ul style="list-style-type: none"> • extracting essential information from others' input • contributing relevant information or ideas in group discussions <p>evaluating the range and quality of evidence used to support or oppose an argument</p> <p>OV.1.10.1 - Create, present, and adjust oral language to audience and appropriately apply the rules of standard English</p>	
<p>SPECIFIC DECLARATIVE KNOWLEDGE – What I know</p>	<p>SPECIFIC PROCEDURAL KNOWLEDGE – What I will do</p> <ul style="list-style-type: none"> -do historical background research using the Internet -present a multi-media presentation -write a literary analysis -Search the Internet for research material -Annotating text -Evaluate tone and style 	

	-Analyze literary devices (this covers several SLE's) -Participate in group work and discussion -Evaluate the work of other group members
UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)	
<p>List any performance assessments in this section or any assessments that require higher thinking levels</p> <p>Group research presentation about 1930's to 1940's Socratic seminar after we finish the book</p>	
Traditional Assessments: Reading quizzes <i>Night</i> test	Other Evidence of Learning: -Holocaust WebQuest -group work with different elements of the novel

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p>(This unit is different than I had planned because I had a pre-student teacher from Harding who taught 3 lessons in this unit.)</p> <p>As an introduction to the unit, groups will perform a WebQuest to research a topic related to the 1930's to 1940's from teacher-given list related to the Holocaust. Give a multi-media group presentation.</p> <p>-Take an online tour of Auschwitz in class on Smartboard -View maps of Elie's journey and concentration and death camps on Smartboard</p> <p>-give definition of "asyndeton" and have students find examples of it in the novel. (The pre-student teacher did the same with figurative language.)</p> <p>-Put students in 6 groups to search entire book for different elements of the novel: loss of faith and fathers and sons; irony; "night"; timeline; figurative language; characters</p> <p>-Put students in groups to apportion blame in a pie graph for the Holocaust.</p> <p>-For review for the test</p> <ul style="list-style-type: none"> • go over multiple choice questions • using the ABC Chart or Anticipation Guide • Socratic seminar <p>-<i>Night</i> test</p>	<p><i>Night</i> by Elie Wiesel</p> <p>ABC strategy</p> <p>Socratic Seminar</p> <p>WebQuest (www.</p> <p>Internet</p> <p>http://www.oprah.com/article/oprahsbookclub/night/book_glossary_01</p> <p>http://remember.org/auschwitz/</p> <p>sparknotes.com cliffsnotes.com</p> <p>Computer lab</p> <p><i>Night</i> teacher's guide</p> <p>Smartboard</p> <p>"On the Bottom" from <i>Survival in Auschwitz</i> by Primo Levi?</p> <p><i>Smithsonian</i> article about Anne Frank – "Forever Young"?</p> <p>Show an excerpt from <i>Schindler's List</i>?</p>
Career Connections	
Historian, museum curator, author	