**UNIT OF STUDY**

<table>
<thead>
<tr>
<th>Title: The Dark Night of the Soul</th>
<th>Subject/Course: Pre-AP English</th>
<th>Length: 4 weeks</th>
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<tr>
<td>Topic: Night, the Holocaust</td>
<td>Grade: 10</td>
<td>Designer: J. Powers &amp; M. Harness</td>
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### IMPORTANT CONCEPTS/UNDERSTANDINGS:
- 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.

### ESSENTIAL QUESTIONS:
- 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?

### ESSENTIAL QUESTIONS:
- R.10.12.23 - Evaluate the impact of irony on text
- R.10.12.24 - Analyze several of an author's works that deal with a single issue
- W.5.12.3 - Write using rhetorical strategies with special emphasis on comparison/contrast, cause/effect, classification, and argumentation/persuasion that demonstrate logic
- W.5.12.7 - Write responses to literature that:
  - 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

### SPECIFIC DECLARATIVE KNOWLEDGE – What I know
- 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

### SPECIFIC PROCEDURAL KNOWLEDGE – What I will do
- do historical background research using the Internet
- present a multi-media presentation
- write a literary analysis
- Search the Internet for research material
- Annotating text

### UNIT ASSESSMENTS
(Include tasks related to Dimensions 3 and 4 and Bloom’s Taxonomy)

List any performance assessments in this section or any assessments that require higher thinking levels
Group research presentation about 1930’s to 1940’s
Socratic seminar after we finish the book

<table>
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<tr>
<th>Traditional Assessments:</th>
<th>Other Evidence of Learning:</th>
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<tr>
<td>Reading quizzes</td>
<td>-Holocaust WebQuest</td>
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<tr>
<td>Night test</td>
<td>-group work with different elements of the novel</td>
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ACTIVITIES AND LEARNING EXPERIENCES

Resources

(This unit is different than I had planned because I had a pre-student teacher from Harding who taught 3 lessons in this unit.)

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.

- Take an online tour of Auschwitz in class on Smartboard
- View maps of Elie’s journey and concentration and death camps on Smartboard
- Give definition of “asyndeton” and have students find examples of it in the novel. (The pre-student teacher did the same with figurative language.)
- 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
- Put students in groups to apportion blame in a pie graph for the Holocaust.
- For review for the test
  - go over multiple choice questions
  - using the ABC Chart or Anticipation Guide
  - Socratic seminar
- Night test

Resources

Night by Elie Wiesel
ABC strategy
Socratic Seminar
WebQuest (www.
Internet
http://www.oprah.com/article/oprahbookclub/night/book_glossary_01
http://remember.org/auschwitz/
sparknotes.com
cliffsnotes.com
Computer lab
Night teacher’s guide
Smartboard
“On the Bottom” from Survival in Auschwitz by Primo Levi?
Smithsonian article about Anne Frank – “Forever Young”?
Show an excerpt from Schindler’s List?

Career Connections

Historian, museum curator, author