## UNIT OF STUDY #5

<table>
<thead>
<tr>
<th>Title: The Dark Night of the Soul</th>
<th>Subject/Course: English/Pre-AP English</th>
<th>Length: 5 weeks</th>
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<tbody>
<tr>
<td>Topic: Night, the Holocaust</td>
<td>Grade: 10</td>
<td>Designer: J. Powers &amp; M. Harness</td>
</tr>
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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?

### UNIT GOALS AND EXPECTATIONS

#### IMPORTANT CONCEPTS/UNDERSTANDINGS:
- The Holocaust had an incredible impact on Western culture.
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#### ESSENTIAL QUESTIONS:
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### STUDENT LEARNING EXPECTATIONS:

#### Ongoing SLE's
- **R.9.12.2** - Challenge or defend use of writer’s diction and style
- **R.9.12.4** - Analyze and evaluate how works of a given period reflect author's background, historical events, and cultural influences
- **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
- **R.10.12.20** - Evaluate an author's use of literary devices
- **R.10.12.21** - Evaluate the impact of diction, imagery, style, and figurative language on tone, mood, and theme using literary terminology.
- **OV.1.10.2** - Prepare and participate in informal discussions and activities, such as presentations, group discussions/work teams, and debates that:
  - 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
- **R.10.12.22** - Evaluate the significance of literary elements such as setting, plot, theme, characterization, and narration in a work

#### 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
### UNIT ASSESSMENTS

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

<table>
<thead>
<tr>
<th>List any performance assessments in this section or any assessments that require higher thinking levels</th>
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<tbody>
<tr>
<td>Group research presentation about 1930's to 1940's</td>
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<tr>
<td>Socratic seminar after we finish the book</td>
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#### Traditional Assessments:

- Reading quizzes
- Night test

#### Other Evidence of Learning:

- Holocaust WebQuest
- Group work with different elements of the novel

### ACTIVITIES AND LEARNING EXPERIENCES

(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://remember.org/auschwitz/](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