

Unit Planner: Night: Memoir: Campanelli  
Honors 2016 - 2017  
English 3

Tuesday, November 6, 2018, 10:09AM

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Last Updated: [Thursday, February 2, 2017](#) by Benedette LoParo

Night: Memoir: Campanelli Honors 2016 - 2017

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Big Ideas / Enduring Understandings

1. Authors' word choice has a cumulative impact on the power of a story.
2. A memoir's purpose can provide a lens through which to explore first person accounts of major historical events.
3. Human rights violations occur throughout history and have an impact on future political and social responsibilities.

Essential Questions

1. Why is author word choice essential to the overall development of a powerful story?
2. How does knowledge of an author's purpose and historical circumstances shape our understanding of (and connection to) the event and the author as a witness of history?
3. Why is it important to never forget Human Rights Violations?

## Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 9-10

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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 shaped and refined by specific details; provide an objective summary of the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

6. Assess how point of view or purpose shapes

the content and style of a text.

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.

#### Responding to Literature

11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

11. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations.

#### Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2. 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.

2a. 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.

2b. 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.

2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

#### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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(Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

#### Responding to Literature

11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

11a. Engage in a wide range of prewriting experiences, such as using a variety of visual representations, to express personal, social, and cultural connections and insights.

#### Speaking & Listening

##### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

1. 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.

1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

1b. 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.

1c. 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.

1e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.

#### Language

##### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

5. Demonstrate understanding of word relationships and nuances in word meanings.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5a. Interpret figures of speech (e.g.,

euphemism, oxymoron) in context and analyze their role in the text.

5b. Analyze nuances in the meaning of words with similar denotations.

New York State P-12 Learning Standards (New York State Education Department, used with permission)

<p><b>Content</b></p> <p>1. Historical Terms/ Short Sustained Research Holocaust, Nazi, SS Troop, concentration camp, Auschwitz, ghetto, final solution, dehumanization, Kristallnacht (Align to Global History Regents content)</p> <p>2. Memoir</p> <p>3-5. Literary Analysis: Author's craft Word Choice for Meaning and Tone and Impact on story. <b>(Honors class will focus on an in-depth look at more complex passages and their cumulative impact on the memoir)</b></p> <p>6. Social Responsibility</p>	<p><b>Skills / Strategies</b></p> <p>1. Research historical terms</p> <p>2. Analyze first person narratives/ memoir</p> <p>3. Analyze passages (diction, tone, atmosphere, suspense)</p> <p>4. Explore cumulative impact of specific word choice</p> <p>5. Explore how specific language evokes a sense of dread within the memoir</p> <p>6. Examine Elie Weisel's preface to <i>Night</i> and his Nobel Prize acceptance speech to explore his notion of social responsibility</p>
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Key Terms /

Vocabulary

Memoir

Genre

First Person Narrative

Author Choice:

Diction

Tone

Atmosphere

Suspense

Lit Elements/ Devices - characterization, conflict (strong focus here to analyze how Elie was transformed by his experience)

Dehumanization

Conformity

Human Nature

Dehumanization

See historical terms in content

Learning Plan & Activities

*Please include Theatre Modalities when appropriate*

**(Honors class will focus on an in-depth look at more complex passages and their cumulative impact on the memoir)**

Defining Memoir/ the distinction from autobiography.

Read Elie Wiesel's preface and Nobel Peace Prize acceptance speech to explore author's purpose for writing the memoir.

Read Night, by Elie Wiesel

Read NY Times related news articles (current events related to Holocaust and other related articles)

Close reading of passages to analyze author choice

Exploring text through application of literary elements/ devices such as theme, characterization, tone, diction, etc.

Assessments

[Depth of Knowledge \(DOK\) Levels](#)

**Author Craft Analysis**

**Summative: DOK 3 Strategic Thinking:**

**Written: Essay**

Students take an in-depth look at Elie Wiesel's 'response' to the Holocaust and how he constructs text to express/ demonstrate his experiences through memoir.

Students will analyze author choice and explore not just WHY, but HOW one tells a powerful story.

**Prompt: What is Elie Wiesel's purpose in writing and how does his specific word choice and use of literary devices contribute to this purpose?**

(Analysis of author choice and craft)

**Mid-Unit Analysis**

**Formative: DOK 2 Basic Application:**

**Written: Informative**

Students examine a portion of the text to analyze how Wiesel uses contrasting imagery to heighten the terror of his experiences.

They will present this analysis in a multi-paragraph writing activity.

**Human Rights Violation Essay**

**Written: Essay**

Students conduct short/ sustained research and read Night to understand the issues surrounding the Holocaust. Students will write a thematic essay using the same prompts, directions and rubric used for the Global History Regents.

## [Resource](#)

### [S](#)

#### **Texts Used (fiction, non-fiction, on-line, media, etc...)**

Night

Text Features

- Literary
- Layout
- Meaning / Purpose
- Text Structure
- Cultural Knowledge Demands
- Content Knowledge Demands

#### **Websites and Web-tools used**

World War II Research

Focus

- Small group
- Research

#### **Texts Used (fiction, non-fiction, on-line, media, etc...)**

Students watch Elie Wiesel interview with Oprah Winfrey to gain insight into Elie's experience in a Nazi death camp.

Focus

- Whole class

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