

Unit Planner: Night: Memoir: Campanelli

2016 - 2017

English 4

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High School > 2018-2019 > Grade 10 > English Language Arts > English 4 (C) > Week 22 - Week 25

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Night: Memoir: Campanelli 2016 - 2017

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- [Unit Planner](#)
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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

Content	Skills / Strategies
<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. (Honors class will focus on an in-depth look at more complex passages and their cumulative impact on the memoir)</p> <p>6. Social Responsibility</p> <p>7. Current Events and more recent acts of genocide</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> <p>7. Compare <i>Night</i> to other more recent acts of genocide and current events</p>

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

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)

Read non-fiction texts that discuss other acts of genocide

Close reading of passages to analyze author choice

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

Differentiated Instruction; I.E.P.

1. Sentence starters for MEAL (template available)
2. Directions and prompts read aloud
3. Leveled texts
4. Graphic Organizer of outline for essay
5. Peer editing checklist
6. Support pairing based on Writing results of 2nd draft of essay (different tiers)
7. Audio book is available
8. Support auditory presentations with visual

Assessments

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

Significance of Night

Summative: DOK 3 Strategic Thinking:

Written: Essay

Students take an in-depth look at Elie Wiesel's 'response' to the Holocaust and how his message is still relevant today.

Students will compare the events and themes of Night to other acts of genocide to discuss its continued relevance.

Prompt: **Discuss how the central idea in Night continues to be relevant to global history and society.**

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.

9. Peer or scribe note taking
10. Space for movement or break
11. Extra visual and verbal cues and prompts

ELL Modifications

1. Extended time for assessment and assignments.
2. The Frayer Model - for vocabulary building
3. Use of Bilingual dictionary
4. Simplified assessments: True/False, Multiple choice (only two choices) matching, decreased number of questions.
5. Students seat near the front of the class for easier monitoring by teacher.
6. Students receive visual and graphic organizers
7. Vocabulary words are introduced and tested prior to introduction of new material
8. Student are paired with another student for peer tutoring
9. Teachers repeat and rephrase often
10. Physical activity is used: Model, role play, act out
11. Length of reading passages is modify, with extended time to complete them
12. Teachers accept Verbal responses in lieu of written work(Beginners)

[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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