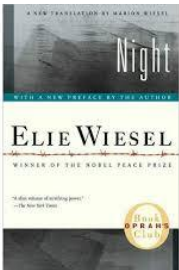


Domain Anchor Statement Codes			
Reading	Writing	Speaking and Listening	Language
CR: Close Reading of Text	AW: Argumentative Writing	PE: Participate Effectively	RF: Foundational Skills: Reading Language
CI: Central Ideas and Themes	IW: Informative and Explanatory Writing	II: Integrate Information	WF: Foundational Skills: Written Language
IT: Interactions Among Text Elements	NW: Narrative Writing	ES: Evaluate Speakers	SS: System and Structure of Language
TS: Text Structure	WP: Writing Process	PI: Present Information	KL: Knowledge of Language
PP: Perspective and Purpose in Texts	WR: Writing Research	UM: Use Media	VL: Vocabulary Acquisition, Use, and Literal Meaning
MF: Diverse Media and Formats	SE: Sources of Evidence	AS: Adapt Speech	VI: Vocabulary Acquisition, Use and Interpretative Meaning
AA: Analysis of an Argument	RW: Range of Writing		
CT: Comparison of Texts			

Trimester	Unit Title	Recommended Instructional Days
1 / 2	The Holocaust	Approximately 15 days (Trimester 1) Approximately 45 days (Trimester 2)

Grade NJSLS - ELA	Core Ideas and Practices Interdisciplinary Standards
<p>Language Domain</p> <p>L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>L.KL.8.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> ● A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ● B. Analyze the impact of specific word choices on meaning and tone. ● C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). ● D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 	<div style="text-align: center;">  </div> <p>Essential Question/s:</p> <ul style="list-style-type: none"> ● How do we remember the past? ● How can literature help us remember and honor the victims of the Holocaust?

<p>L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none">● B. Use the relationship between particular words to better understand each of the words.	<p><u>Instructional Resource: Anchor Text - “Frank Family and World War II Timeline” SE pgs 194-201</u></p> <ul style="list-style-type: none">● Media Vocabulary- annotated, chronological, parallel● First Read- Students Notice, Annotate, Connect, Respond as they read the selection the first time● Comprehension Check-Students complete comp. questions (NJSL RL.8.10) <p>Making Meaning:</p> <ul style="list-style-type: none">● Close Read- Students will review the timeline and record any new observations.● Analyze the Media- Students will respond to questions about the drawings, citing textual evidence <p><u>Language Development:</u></p> <ul style="list-style-type: none">● Media Vocabulary- Students complete activities related to the Media Vocabulary words (NJSL RL.8.7,W.8.2.a,W.8.2.b) <p><u>Performance Task: Writing Focus pgs 202-207:</u></p> <ul style="list-style-type: none">● Write an Explanatory Essay- Students write an essay responding to the question: Explain how outside events affected the moods of the residents of the Secret Annex and their relationships with one another.● PreWriting/Planning- Students write a thesis, gather evidence, and take accurate notes● Drafting- Students organize and write a first draft (NJSL W.8.2.a,W.8.2.b, W.8.2.f, W.8.10)● Author’s Style- Revising Sentences by Combining with Conjunctions- Students choose coordinating conjunctions that help connect important ideas and make writing smoother (NJSL L.8.1,L.8.2,L.8.3)● Revising- Students evaluate and revise draft utilizing peer review● Editing and Proofreading- Students edit for conventions and proofread for accuracies● Published and Presenting- Students create a final version of their essay and share in small groups● Reflecting- Students reflect on their essays (NJSL W.8.2.c,W.8.2.d,W.8.2.e,W.8.5)
<p style="text-align: center;">Reading Domain</p> <p>Reading Literature</p> <p>RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly, as well as inferences drawn from the text.</p> <p>RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.</p> <p>RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).</p> <p>RL.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person’s life story in both print and multimedia), as well as what is emphasized or absent in each work.</p> <p>Reading Informational</p> <p>RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) to strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.</p>	

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text by acknowledging and responding to conflicting evidence or viewpoints.

RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

Companion Standards

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

Writing Domain

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

Instructional Resource: Anchor Text - “The Diary of Anne Frank Act I” SE pgs 100-155

Making Meaning: Concept Vocabulary- anxiously, tension, restraining, quarrels, bickering, hysterically

- **First Read-** Students Notice, Annotate, Connect, Respond as they read the selection the first time
- **Comprehension Check-**Students complete comp. questions
- **Analyze the Text-** Students will respond to questions about the text, citing textual evidence (**Use Questions #1 and #3 as RACE strategy questions. Focus on having students use proper MLA quoting and use detailed evidence with a specific explanation.**)
- **Analyze Craft and Structure: Text Structures in Drama-**students will identify passages of dialogue that serve that purpose

Language Development:

- **Concept Vocabulary-** Students complete activities related to the Concept Vocabulary words
- **Word Study:** Latin Suffix: -ion
- **Word Network-** Students add new words to Word Network
- **Conventions: Principal Parts of Verbs-** Students complete activities identifying principal parts of verbs

Interdisciplinary Connections:

Social Studies:

- Have students research the socialist element of the National Socialist German Workers Party. What was the situation of working-class Germans during the 1920s and 1930s? Were their fortunes rising or falling? What kind of economic policies did the Nazis promise working-class Germans? When students have completed their research, have them present their findings to the class. (TE pg 98)
- Show a map of Europe during World War II. Point out the location of Germany, France, and The Netherlands. Ask students what they notice

B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain/grade level-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal/academic style, approach, and form.

F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Domain

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

about the locations of these two countries and Germany. Explain that the Nazis occupied many countries during the war. Use the map to demonstrate the wide reach of the Nazis during World War II. (TE pg 101)

- How did the Netherlands become part of World War II and the Holocaust? Often, when discussing the Holocaust, students think of Germany. It is important to understand the history of Dutch participation in the war and in resisting Adolf Hitler. Have students research Internet resources to familiarize themselves with how people like the Franks and the Van Daans ended up where they did. Ask students to share what they have learned with the class. Discuss the findings to be sure that students understand the history behind the play. (TE p. 128)
- **Art-** The writer uses dialogue and stage direction to create a picture for the reader of what the characters experienced. By talking about what the characters wore and what they carried, we can visualize them on stage. Have students look at the photograph of Jews leaving their homes. Ask them to describe the details they see. They may notice that it is black and white, the stars on the clothing, or the small packages the people carry. They may notice that the people are going somewhere. Ask students to imagine the story behind this picture. Ask students to tell the story they see. Have students respond to each other's stories in discussion. (TE p. 106)
- **Music** In paragraphs 40–46, Anne is trying to get others to dance a waltz with her. The dance she chooses is formal and there are many customs associated with it, including a curtsy. It involves partners and has specific steps. Find a video example of a waltz and share it with the class. Explain that even though this dancing style was more popular in the past, people still learn how to waltz. Ask students to compare this to other, more popular ways we dance today. (TE p. 117)

<p>A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>		<p><u>Instructional Resource: Anchor Text - "The Diary of Anne Frank Act II" SE pgs 156-193</u></p> <p><u>Making Meaning:</u></p> <ul style="list-style-type: none"> ● Concept Vocabulary- foreboding, intuition, rigid, apprehension, mounting, insistent ● First Read- Students Notice, Annotate, Connect, Respond as they read the selection the first time ● Comprehension Check-Students complete comp. questions ● Close Read the Text- Students will review the Close Read Model and complete the close read sections in the selection ● Analyze the Text- Students will respond to questions about the text, citing textual evidence (Use Question 2 as a RACE strategy. This question will then build off of question 1 on pg. 189) ● Analyze Craft and Structure: Characters' Motivations- Students will analyze characters' motivation in Act II (Focus on Questions #1 and #2. For #2, use this as a class discussion to discuss what motivates people's behavior in times of crisis.) <p><u>Language Development:</u></p> <ul style="list-style-type: none"> ● Concept Vocabulary- Students complete activities related to the Concept Vocabulary words ● Word Study: Latin Suffix: -ent ● Word Network- Students add new words to Word Network ● Conventions: Simple Tenses of Verbs- Students complete activities identifying principal parts of verbs <p><u>Effective Expression:</u></p> <ul style="list-style-type: none"> ● Speaking and Listening: Dramatic Reading- Students deliver a dramatic reading of a scene from The Diary of Anne Frank. Then students write a drama review of one of the performances ● Evidence Log- Students add notes and evidence that will be used to inform the PBA. 	
<p>Social and Emotional Learning:</p> <p><i>Competencies</i></p>	<p>Social and Emotional Learning:</p> <p><i>Sub-Competencies</i></p>		
<p>Self-Awareness Self-Management Social Awareness Relationship Skills Responsible Decision-Making</p>	<p><u>Self-Awareness -</u></p> <ul style="list-style-type: none"> ● Recognize one's feelings and thoughts ● Recognize the impact of one's feelings and thoughts on one's own behavior ● Recognize one's personal traits, strengths, and limitations ● Recognize the importance of self-confidence in handling daily tasks and challenges <p><u>Self-Management-</u></p> <ul style="list-style-type: none"> ● Understand and practice strategies for managing one's own emotions, thoughts, and behaviors 		

- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.

Social Awareness-

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Relationship Skills-

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed.

Responsible Decision-Making-

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions.

● **SELECTION TEST**

Interdisciplinary Connections:

Social Studies: In difficult times, there are always stories to be found about everyday heroes—ordinary people who have risked their own lives and safety to help others. The Holocaust was no exception. Have students research a story about an everyday hero from the time of the Holocaust and have them share the stories with the class, either orally or through a project. Ask students to discuss: *What is inspiring about an everyday hero from the Holocaust that you read about?*

Interdisciplinary Connections:

Social Studies:

- In paragraph 26, Mrs. Van Daan mentions two years, 1943 and 1944, when she is talking about the cakes Miep has brought them. The Franks, the Van Daans, and Mr. Dussel have been cut off from the world for some time at this point in the play. Have students research what was happening in World War II during this period. Have them select one event and write a news brief to share with the class.
- In paragraph 68, Anne says: “. . . we'd finish up with ice cream at the Delphi, or the Oasis, where Jews were allowed. . .” This tells the reader that before they reached the point of having to go into hiding to save their lives, the Dutch Jews already faced laws restricting what they could do and where they could go. They had to wear yellow stars to identify themselves as Jews. Have students research when in Dutch history these laws came to be. Have students answer the following questions: When did the Nazis take over Holland? When were laws against Jews enacted there? What were those laws? How long was it from when these laws were enforced to when authorities deported Dutch Jews to concentration camps?

Acceptance Speech for the Nobel Peace Prize- Elie Wiesel

Making Meaning:

- **Concept Vocabulary-** forbidden, restrictions, sacrifices
- **First Read-** Students Notice, Annotate, Connect, Respond as they read the selection the first time
- **Comprehension Check-**Students complete comp. questions
- **Close Read the Text-** Students will review the Close Read Model and complete the close read sections in the selection
- **Analyze the Text-** Students will respond to questions about the text, citing textual evidence.
(NJSLS RI.8.1, RI.8.2,RI.8.5, L.8.4.b, L.8.4.d)

Language Development:

- **Concept Vocabulary-** Students complete activities related to the Concept Words
- **Word Study:** Word Families
- **Analyze Craft and Structure:**Author's Purpose and POV-students find evidence to support purpose and point of view (**Use Question #2 as RACE strategy.**)
- **Conventions:** Perfect Tenses of Verbs- Students analyze types of verb tenses (**Use IXL Skill Plan to reinforce.**)
(NJSLS L.8.4.b, L.8.4.c,L.8.4.d)

Effective Expression:

- **Speaking and Listening: Group Discussion-** Students discuss what they learned from Wiesel's speech
- **Evidence Log-** Students add notes and evidence that will be used to inform the PBA.

SELECTION TEST

(NJSLS SL.8.1.a, SL.8.1.b,SL.8.1)

(NJSLS W.8.2a,W.8.2.b,W.8.2.d,W.8.7,W.8.8)

Instructional Resource: Independent Texts:

- Television Transcript: *Saving the Children*, Bob Simon (740L)
- Reflective Essay: *A Great Adventure in the Shadow of War*, Mary Helen Dirx (1260L)
- Informative Article: *Irena Sendler: Rescuer of the Children of Warsaw*, Chana Kroll (1130L)
- Historical Writing: *Quiet Resistance*, from *Courageous Teen Resisters* (910L)
- News Article: *Remembering a Devoted Keeper of Anne Frank's Legacy*, Moni Basu (950L)
- First-Person Account: *I'll Go Fetch Her Tomorrow from Hidden Like Anne Frank*, Bloeme Emden with Marcel Prins (800L)

Weekly NJSLA Text- see separate document for suggested texts for each marking period. Texts will be used from CommonLit, AchievetheCore, ReadWriteThink, etc.

Novel for MP2: Night by Elie Wiesel

Anchor Text: Night by Elie Wiesel

Pre-reading activity: Read “Elie Wiesel” and “Introduction to the Holocaust” by The United States Holocaust Memorial Museum (2016) (CommonLit)

Chapter One

1. What simile does Elie Wiesel use to describe Moishe the Beadle? Given the information that Moishe tries to share with the people of Sighet later in the chapter, what is interesting about this simile choice?
2. Why, do you suppose, Wiesel cries when he prays?
3. Describe Wiesel's opinion of his fellow Sighet citizens. Find and write a line from the text that supports your statement.

4. How old is Wiesel during this opening chapter? How many siblings does he have and what are their names?
 5. The German soldiers want to rid their country of the Jewish people, yet every day “the Germans came looking for men to load coal into the military trains.” What point might Wiesel be trying to make here to the reader?
 6. When Wiesel runs to awaken his father’s friend, the “man with a gray beard and the gaze of a dreamer,” we’re told about a moment where the man “went over to the bed where his wife lay sleeping and with infinite tenderness touched her forehead.” What can you infer about the smile that crossed the wife’s lips as she awoke?
 7. Given Wiesel’s description of the behavior of his fellow Sighet residents, do you think Wiesel views hope as a blessing or a curse? Give evidence from the text to support your answer.
 8. In your own life, does hope create more harm or good? Explain.
 9. When the Hungarian police finally arrive to round up the Jews in the ghetto, what is Wiesel doing? What’s ironic about this?
 10. Before the Wiesel family members are taken, Maria, their former maid, offers to hide them in a safe shelter. What does Mr. Wiesel say about this offer? What does the family decide? Although it’s impossible to place ourselves in such a situation, what do you think your family would decide in such a situation?
 11. On their last day in Sighet, the Hungarian police crammed Wiesel and the other remaining Jews into the synagogue, where they were held for 24 hours. Symbolically, what is particularly upsetting about the treatment of this holy building?
 12. Wiesel uses numerous similes in this first chapter as he works to help the reader visualize the events as they unfold. Find and write down four similes from the chapter. Be sure to include the page number of each simile.
- Chapter Two**
1. Why didn’t the Jewish people from Sighet eat enough to satisfy their hunger? What does this show us about these people?
 2. How does the German officer ensure that none of the 80 passengers in the cattle car will try to escape? Is this an effective strategy?
 3. In what way is Mrs. Schächter similar to Moishe the Beadle?
 4. In what way does the treatment of Mrs. Schächter serve as a parallel to the treatment of all of the people in the cattlecar?
- Chapter Three**

1. What eight words will change Wiesel’s life forever? For him, what was the meaning of those eight words beyond their literal meaning?
 2. A fellow inmate quickly tells Elie Wiesel and his father to lie about their ages. How old is each and what new age do they give to Dr. Mengele, one of the Nazi leaders of Auschwitz? Why, do you suppose, they need to lie about their ages?
 3. When the men begin to recite Kaddish, the prayer for the dead, why does Wiesel grow angry?
 4. Wiesel tells us that the first night in the camp his life turned “into one long night seven times sealed.” Symbolically, the number seven is important in Judaism, as it represents divinity and completeness. What, do you suppose, the never-ending night might symbolically represent?
 5. The dehumanization of Wiesel and his fellow Jews is on full display in this chapter, as they are treated more like livestock than men. Paraphrase three moments from this chapter where the prisoners are treated like animals. What might such treatment do to a person’s view of himself?
 6. What particular horror was Béla Katz forced to endure? What message can you take from this moment?
 7. In chapter 2, Wiesel used numerous similes to help the reader visualize the cattlecar the scene. In chapter 3, he limits this technique and, instead, provides one stark metaphor. Find and write down the metaphor. Then, explain why this metaphor is an especially effective choice, given the trials Wiesel and his people are facing.
 8. There are several moments in this chapter that should strike the reader as particularly absurd. Find and describe one of those moments in this chapter.
 9. Describe the lie that Wiesel tells to Stein, Reizel’s husband. Was lying the morally correct thing to do? Explain your answer.
- Chapter Four**
1. Find and write a line from this chapter that supports the claim that Wiesel and his father were treated more like animals than humans.
 2. What detail shows the reader that the dentist from Czechoslovakia likely was not actually a dentist?
 3. Wiesel uses his wit and a bit of luck to keep the gold crown on his tooth. Later, though, he must surrender the crown to Franek, the foreman of his work group. Why does Wiesel finally relent and agree to give the crown to Franek?
 4. Toward the middle of the chapter, Wiesel says, “That was what life in a concentration camp had made of me...” To what is he referring here?

5. Identify the literary device Wiesel uses in this line: “At first, my father simply doubled over under the blows, but then he seemed to break in two like an old tree struck by lightning.” What does the comparison of Idek to lightning emphasize to the reader?

6. What does Juliek, one of the musicians, say that shows the callousness that life in the concentration camp is creating?

Chapter Five

1. Why, do you suppose, Wiesel directs more of his anger toward God than the Nazis?

2. Traditionally, Rosh Hashanah is a time for celebration, marking the beginning of the Jewish New Year. Why, then, is Wiesel afraid of having to wish his father a happy new year?

3. When the elder Wiesel hastily gives his son a knife and spoon, what two words does Elie Wiesel use in his narration to describe these items? What is his tone here?

4. What lesson can be drawn from the passage describing Akiba Drumer?

5. At first, staying in the infirmary seems good, as Wiesel is given white sheets, better food, and time away from his usual grueling work. Why, though, should he not want to stay too long in the infirmary?

6. After the evacuation of the camp has been ordered, Wiesel and his father decide not to stay in the infirmary and instead join the main group being marched to a different camp. What fear drives them to make this choice? Two days after the evacuation, what actually happens to the patients who stayed?

7. What unexpected moment from the evacuation shows that the inmates retained their humanity in spite of being treated no better than animals by their guards?

8. Given the snowy weather and Wiesel’s statement that “it seemed as though an even darker night was waiting for us on the other side,” what do you think is going to happen next?

Chapter Six

1. Once again, animal terms are used to describe the inmates in this chapter. List three times when Wiesel or the guards use animal imagery to describe the men.

2. What evidence exists early in this chapter that the emaciated prisoners are actually stronger than their guards?
3. Thinking back to the description of Akiba Drumer in chapter five, what similarities do Drumer and Wiesel hold? What's the crucial difference between them?
4. As his father sleeps, Wiesel watches over the older man, making sure he's safe and breathing. At one point, the elder Wiesel "awoke with a start. He sat up, bewildered, stunned, like an orphan." What's significant about this particular simile choice?
5. Explain how Rabbi Eliahu and his son can be seen as a parallel for the relationship between Wiesel and his father
6. Repeatedly, Wiesel has spoken about his anger with God, yet there is evidence in this chapter that his faith is not entirely broken. Describe the moment that the reader realizes Wiesel is still a believer.
7. What is significant about Juliek playing a Beethoven concerto as he died? Do you think Juliek actually played the music for the mass of people in the pile, or do you think the music was a hallucination created by Wiesel's mind? Explain your answer.
8. Write two lines from this chapter where it's clear that the prisoners set aside their own values in order to survive.

Chapter Seven

1. In the beginning of this chapter, Wiesel says that the "night was growing longer, never-ending" and that finally "a grayish light" appeared on the horizon. Why, do you suppose, he describes the daybreak light as grayish instead of yellow or golden?
2. How is the German worker who throws the first piece of bread similar to the French woman who throws coins to the "natives" in Aden? Are the worker and the woman kind? Cruel? Explain your answer.
3. Explain how the father and son killed in the cattle car next to Wiesel died. What message can you take away from this incident?
4. What is the first name of Elie Wiesel's father? How do you know this?
5. Of the 100 inmates who were loaded onto the cattle car, how many survived the trip and were able to walk off the train?
6. Find and write two lines from this chapter that would be useful in an analysis of the book's title, Night.

Chapter Eight

1. What three adjectives does Wiesel use when he describes “childlike” behavior? What three adjectives would you use to describe children that you know? What’s significant about how your word choices differ from Wiesel’s?
2. Describe what happens that makes Wiesel feel ashamed of himself forever?
3. What test does Wiesel believe he has failed? Do you think he is morally the same as Rabbi Eliahu’s son? Explain your answer.
4. As Shlomo Wiesel is dying, he has information that he must tell his son. Between gasps for breath, what does he say? What does this show about Shlomo’s character?
5. What is the Blockälteste’s advice to Wiesel in regards to his father? Is the Blockälteste correct? Explain your answer.
6. What was Shlomo Wiesel’s final word?
7. Why didn’t Wiesel weep when he realized his father had died?

Chapter Nine

1. As the Allied Forces draw closer to the Buchenwald concentration camp, the German soldiers decide to evacuate the prisoners. On the day that Wiesel and the other children on his block are supposed to be taken out of the camp, what happens?
2. How long did the battle for control of Buchenwald take? What does this show us about the SS guards?
3. There’s a bit of irony involved in the final threat to Wiesel’s life at the end of the book. After liberation, Wiesel and the other freed men gorge themselves with food. What happens that forces Wiesel to spend two weeks fighting for his life in a hospital?
4. Write the final sentence of the chapter. Then, explain Wiesel’s purposeful mixing of the third-person pronoun “he” and the first-person pronoun “me” in that sentence. What point can be drawn from this moment?

<p style="text-align: center;">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p style="text-align: center;">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Quizzes ● Reader’s Notebook ● Take and print photographs that capture the social issues addressed in the novel ● Admit and Exit Slips ● Type 1 (Reader Response Journal) ● Create a soundtrack ● Double entry journals <p>Literary Analysis Tasks:</p> <ul style="list-style-type: none"> ● Create and administer quizzes that mirror multiple-choice questions on NJSLA exam. Each question will contain both Part A and Part B, as well as multiple sources (video, text, poetry and articles) to be compared to the novel. These quizzes will cover theme, characters, setting, central idea, point of view, structure, and vocabulary in context. ● Short Constructed Response (RACE) <ul style="list-style-type: none"> ○ See each story recommended RACE question in “Recommended Activities” <p>Classwork:</p> <ul style="list-style-type: none"> ● relevant student inquiry ● small group and/or whole-class discussions ● Individual and/or group presentations ● graphic organizers ● text-based questions and evidence ● content and/or accountability Quizzes 	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Mid-Year Assessment ● LinkIt! <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Unit 2 Test ● Selection Tests ● Various RACECE Questions <p><u>Performance-Based Assessments:</u></p> <p>Writing to Sources: Explanatory Essay: Write an Explanatory Essay- Students write an essay responding to the question: Explain how outside events affected the moods of the residents of the Secret Annex and their relationships with one another.</p> <p><u>Research/Application:</u></p> <p><u>Synthesis:</u> Research Simulation Task: Write an essay that explains how this novel challenges or validates the “single story” of Holocaust survivors and the Holocaust at large. Use Night and Unit 2 stories as texts.</p> <p>Option 1- Do some more extensive research into the Holocaust. Create a timeline of important events and decide where you might include important events that happen in the novel. Then, write a 2-page paper about how the novel informs your understanding of the Holocaust <u>or</u> how it detracts from your understanding.</p>

<p>Extension Activities:</p> <ul style="list-style-type: none"> EngageNY Classroom Protocols and Resources Socratic Circles <ul style="list-style-type: none"> Compare and contrast the emotions exhibited by the characters that populate the world of the novels we have read. How do those emotions affect how the characters handle the conflicts they experience? 		<p>Option 2- You are going to read two texts about teens during the Holocaust: “Teens Against Hitler” by Lauren Tarshis and “The Boys Who Fought the Nazis” by Kristin Lewis. As you read these texts, think about what the texts show about how resisting the Nazis affected the teens during and after the Holocaust. Using these texts, write an informative essay explaining the following prompt: <u>According to these two texts, explain how both articles show the effect that resisting and fighting against the Nazis and Hitler had on young people? Be sure to use evidence from the texts to support your reasoning.</u></p>	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ML Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> Night by Elie Wiesel Anchor Text, Drama: <i>The Diary of Anne Frank, Act I</i>, Frances Goodrich and Albert Hackett (NP) Anchor Text, Drama: <i>The Diary of Anne Frank, Act II</i>, Frances Goodrich and Albert Hackett (NP) Media, Timeline: <i>Frank Family and World War II</i>, Timeline Speech: <i>Acceptance Speech for the Nobel Peace Prize</i>, Elie Wiesel (770L) 	<ul style="list-style-type: none"> Text-to-speech applications Anchor charts Modified Version of Texts Audio of Text Large Font Text Extra Support Readers Provide options for comprehension Tiered Content/Activities Provide a variety of materials Provide options for perception Strategic Support in TE of myPerspectives 	<ul style="list-style-type: none"> Teacher Edition sections for ELL Learners (ex. pg 80) Spanish language version of the text (when available) myPerspectives Unit Planning Guide- ELD Companion Support Audio Summary ESL Basics Cultivate Relationships and be culturally responsive. Topic choice Reflection activities Various assessment strategies Pair work Online Thesaurus Extra Support Readers Tiered Content/Activities 	<ul style="list-style-type: none"> Savvas Challenges (ex on TEp. 106) Novel/Book of choice Write a research paper describing <i>choosing one of the other world genocides studied in class (Rwanda, Armenia, etc) and explain how it is an example of genocide, as well as how it fits the patterns laid out in the ADL Pyramid of Hate</i> Leadership Roles Assign independent projects. Speak to Student Interests Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum. Tiered Content/Activities Provide a variety of above-level material

- First-Person Account:
I'll Go Fetch Her
Tomorrow from Hidden
Like Anne Frank,
Bloeme Emden with
Marcel Prins (800L)

- *Discuss the cultural significance and ethical considerations of traditional tattoos in contemporary society. In your essay, examine the historical context of at least two types of cultural tattoos, such as Polynesian, Japanese, Holocaust, or Arabic tattoos. Analyze how these tattoos are perceived both within their originating cultures and by the broader global community. Additionally, explore the potential issues of cultural appropriation and the responsibilities individuals should consider when choosing to get a culturally significant tattoo.*
- **Additional independent reading assignments.**

Supplemental Resources

Technology:

- Savvas Realize
- Edulastic
- brainpop.com
- Achieve The Core
- Slidesmania
- iReady
- NoRedInk
- Prezi
- Viewpure
- Bookcreator
- Flipgrid
- Scratch
- TedED Talks
- Padlet

- Peardeck
- At Home Learning Experiences At Home (helpful website)
- Nearpod
- CommonLit: Night Text Set
- Youtube/Teachertube
- Sandford Harmony (SEL)
- Second Step (SEL)
- Middle School Community Rebuild Unit PDF (SEL)
- Character Strong (SEL)
- Conscious Discipline (SEL)
- From the Collaborative for Academic, Social, and Emotional Learning (CASEL): Reunite, Renew and Thrive: SEL Roadmap for Reopening School (SEL)

Other:

- Numerous Protocols and Activities for Classroom Instruction from EngageNY
- **Activate/Build Prior Knowledge:**
 - Use a WW2 Map of Europe from mapsoftheworld.com to help students see the relationship between Germany, Hungary, and Warsaw, Poland. This book takes place during the German occupation of Poland.
 - Holocaust Introductory Notes on ReadWriteThink.org: This student reproducible, from a ReadWriteThink lesson, provides background information about the plight of the Jews throughout history
 - Making Connections TED Talk Injustice Activity
 - Chicago Public Library- Elie Wiesel Biography
- **Educational Websites for the Holocaust:**
 - Echoes and Reflections
 - ADL
 - USC Shoah Foundation
 - Yad Vashem
- **ReadWriteThink:** Using Student-Centered Comprehension Strategies with Elie Wiesel's *Night* (to help with Small Group selection)
- **Identified Common Theme Topics for Unit 2 and Night:**
 - *Remembrance*
 - *Voice*
 - *Justice*

- *Faith*
- *Identity*
- *Tragedy*
- *Survival Instinct*
- *Human Nature*
- *Civility vs. Savagery*
- *Silence*
- *Choiceless Choices*
- *Parent/Child Relationship*
- *Inhumanity Towards Others*

Night Talking Points for Each Chapter:

- **Chapter One:** Students will read the first chapter of the book as a class and find examples of prejudice as it appears within the opening section of the book. Through short responses, students will think and write about how they would react in the same situations
- **Chapter Two:** Students will read the second chapter of the book as a class within the Cattle Car Simulation and discuss the use of language to foreshadow the arrival at Birkenau at the end of the section. Students will draw representations of Madame Schacter’s visions using textual evidence to support their choice of color and imagery to convey the experience of the first trip in the cattle cars.
- **Chapter Three:** Students will read the third chapter of the book as a class and discuss the developing character of young Elie, focusing on who he is and who he will become as a result of the atrocities that he will continue to experience and witness in the concentration camps. It is in this section of the book when he lies to stay with his father, begins to show disbelief in God, feels guilty for his lack of reaction as his father is tortured, refuses soup on principle, and becomes the number A-7713. Through exit slips, students will respond to the famous “Never shall I . . .” passage from the book.
- **Chapter Four:** Students will read the fourth chapter of the book as a class and discuss the use of similes and metaphors to create powerful imagery. In this chapter students confront the assassination of a man as he tries to steal a taste of soup and the hanging of a young boy that brings all of the prisoners to tears. Through short responses, students will think about a powerful image, experience, or incident in their life and describe it using a simile or metaphor to effectively and creatively convey the feeling or emotion of that time.
- **Chapter Five:** Students will read the fifth chapter of the book as a class and discuss the changing faith of the characters in the book as they continue to experience the atrocities in the concentration camps. As Elie struggles to believe in God and can’t repent at Rosh Hashanah, he watches Akiba Drumer die because he has lost his faith.
- **Chapter 6:** Beethoven’s Concerto – As a way to provide a deeper experience of Chapter Six, students will listen to a violin concerto by Beethoven. On the cattle car trip to Gleiwitz, a young boy plays the piece on his violin to say farewell to his fellow prisoners.

Poems Aligned with Night Text Chapters: Holocaust Law: *N.J.S.A. 18A:35-28*

Please visit CommonLit for poetry and paired texts.

Pre-reading activity: Read “Elie Wiesel” and “Introduction to the Holocaust” by The United States Holocaust Memorial Museum (2016)

Chapters 1 & 2:

“No Man is an Island” by John Donne (1624)(SEL)

"The Ball" by John Berryman"

Chapter 3:

“Auschwitz” by The United States Holocaust Memorial Museum (2016)

“Crystal Night” by Lyn Lifshin

Chapter 4:

“I am Offering this Poem” by Jimmy Santiago Baca (1990)

“To the Little Polish Boy Standing With His Arms Up” by Peter L. Fischl

Chapter 5:

“Hope” is a the Thing with Feathers (1891) by Emily Dickinson (**LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35***)

Chapter 6:

Read this informational text piece prior to the poem: Commonlit: “Death Marches in the Holocaust” by The United States Holocaust Memorial Museum (2017)

“The Butterfly” by Pavel Friedman(SEL)

Chapter 7:

“The Light in the Darkness by Trever Barlow(SEL)

Chapter 8:

“Do Not Go Gentle Into That Goodnight” by Dylan Thomas

Chapter 9:

“The Man He Killed” by Thomas Hardy and “Never Shall I Forget” by Elie Wiesel

“This Too Shall Pass” by Helen Steiner Rice(SEL)

New Jersey Legislative Statutes and Administrative Code Resources

(These articles can be used with Notice and Note Non-Fiction Signposts)

- **myPerspectives Unit 2 “The Holocaust”**
 - **(Holocaust Law: N.J.S.A. 18A:35-28)**
- **Night by Elie Wiesel**
 - **(Holocaust Law: N.J.S.A. 18A:35-28)**
- **Sounds of Silence by Simon and Garfunkel**
 - Students will listen to and discuss the Simon and Garfunkel song to spark a discussion about the effects of being silent in the face of human suffering. Students should reflect with partners and analyze the song lyrics to interpret the meaning and their connection to the text.
 - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
- **ReadWriteThink: Fighting Injustice by Studying Lessons of the Past**
 - **(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35) (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
 - Social injustice occurs every day all over the world. In this lesson, students research a few historical examples of social injustice.
- **ReadWriteThink: Battling for Liberty: Tecumseh’s and Patrick Henry’s Language of Resistance**
 - **(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35) (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
- **Edsitement NEH: Lesson 2: From Courage to Freedom: Slavery's Dehumanizing Effects**
 - **(Amistad Law: N.J.S.A. 18A 52:16A-88)**
- **ReadWriteThink: In 1939, Marian Anderson was denied permission to sing at Constitution Hall.**
 - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
 - **(Amistad Law: N.J.S.A. 18A 52:16A-88)**
- **Separate is Not Equal: Brown Versus the Board of Education**
 - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
 - **(Amistad Law: N.J.S.A. 18A 52:16A-88)**
- **Judaism and Climate Change (from Yale Climate Connections)**
 - **(Standards in Action: Climate Change)**

**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ML Core Resources	Gifted & Talented Core
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<ul style="list-style-type: none"> ● Allow for access to print and digital versions and exemplar of culminating Writing task ● Anchor Text, Drama: <i>The Diary of Anne Frank, Act I</i>, Frances Goodrich and Albert Hackett (NP) ● Anchor Text, Drama: <i>The Diary of Anne Frank, Act II</i>, Frances Goodrich and Albert Hackett (NP) ● Media, Timeline: <i>Frank Family and World War II</i>, Timeline ● Diary Entries: <i>from Anne Frank: The Diary of a Young Girl</i>, Anne Frank (1010L) ● Speech: <i>Acceptance Speech for the Nobel Peace Prize</i>, Elie Wiesel (770L) ● First-Person Account: <i>I'll Go</i> 	<ul style="list-style-type: none"> ● Highlighting and annotation of text. Text-To-Speech application. Anchor Chart for Vocabulary & Text Structure ● Vocabulary: Circulate the room and support students as they write their sample sentences. Provide a visual glossary on an anchor chart to scaffold. Reading: Work directly with students to read and annotate the text. Model annotation for the first one or two paragraphs. Then, allow students to finish annotating with partners or in groups. ● Review Prompt and Rubric: Work directly with students as a group to review prompts and rubrics. Prewriting: Work directly with students to begin planning their responses. Project a graphic organizer and complete it as a group. Discussion: Work directly with students as a group. Use a 	<ul style="list-style-type: none"> ● Personalized for Learning English Language Support in Teacher Edition (ex: pg 91, 115, 125, etc.) ● Four Corners Activity, Sentence Stems ● Anchor Chart for Vocabulary & Text Structure ● Audio Summary ● Accessible Leveled Text ● “Personalize for ELS” ● Linguistics: Use sound and phonics transfer charts and lessons to identify where transfer of sounds occurs for English learners from students’ native languages into English. Create sound-spelling cards with images to pronounce English sounds. ● Grammar Transfers: Use grammar transfer charts to address common mistakes that some English learners make in speaking and writing when they transfer grammatical forms from their native languages into English. Allow the use of charts for grammar lessons and oral communication activities. ● Cognates: Cognate strategy instruction helps students whose first language shares cognates with English draw on their first language knowledge by teaching how to use cognate knowledge. Provide opportunities for English language learners to find cognates in authentic text and compare meanings with their native language. 	<ul style="list-style-type: none"> ● Presentation Strategies: Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation ● Organizational/Behavioral Strategies: Use a Study Contract for students to achieve outcomes Use a Learning Log for independent or outside learning Establish a timeline for long-range projects ● Motivational Strategies: Provide fewer drill and practice activities when the material is learned Give student choices of activities in learning the content Allow the student to ‘buy’ time for self-directed activities after the material is learned ● Assessment Strategies: Give a pretest to allow the student to demonstrate mastery Provide self-checking materials Provide tests at a higher level of thinking ● Environmental Strategies: Arrange for a mentor to work with the student in interest area Cluster group gifted/talented students by areas of strength in the classroom Allow independent use of library
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<p><i>Fetch Her Tomorrow from Hidden Like Anne Frank</i>, Bloeme Emden with Marcel Prins (800L)</p>	<p>discussion guide and speaking frames to facilitate the discussion.</p>		
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept:</p>	
	<p><i>Core Ideas:</i></p>	<ul style="list-style-type: none"> ● An individual’s strengths, lifestyle goals, choices, and interests affect employment and income. ● Developing and implementing an action plan is an essential step for achieving one’s personal and professional goals. ● Early planning can provide more options to pay for post-secondary training and employment. ● There are a variety of resources available to help navigate the career planning process. ● Employee benefits can influence your employment choices. ● Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.
	<p><i>Performance Expectation/s:</i></p>	<ul style="list-style-type: none"> ● 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest. ● 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. ● 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. ● 9.2.8.CAP.4: Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement

- **9.2.8.CAP.5:** Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
- **9.2.8.CAP.6:** Compare the costs of postsecondary education with the potential increase in income from a career of choice.
- **9.2.8.CAP.7:** Devise a strategy to minimize costs of postsecondary education.
- **9.2.8.CAP.8:** Compare education and training requirements, income potential and primary duties of at least two jobs of interest.
- **9.2.8.CAP.9:** Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships).
- **9.2.8.CAP.10:** Evaluate how careers have evolved regionally, nationally, and globally.
- **9.2.8.CAP.11:** Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
- **9.2.8.CAP.12:** Assess personal strengths, talents, values and interests to appropriate jobs and careers to maximize career potential.
- **9.2.8.CAP.13:** Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.
- **9.2.8.CAP.14:** Evaluate sources of income and alternative resources to accurately compare employment options.
- **9.2.8.CAP.15:** Present how the demand for certain skills, the job market and credentials can determine an individual's earning power.
- **9.2.8.CAP.16:** Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.
- **9.2.8.CAP.17:** Prepare a sample resume and cover letter as part of an application process.
- **9.2.8.CAP.18:** Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
- **9.2.8.CAP.19:** Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to the

		potential level
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● How to Become a Children’s Doctor: Career and Education Roadmap ● How to Become a Teacher ● How to Teach Conversational Skills – An important skill for the workplace (Teacher Lesson) ● How to Become an Author/Illustrator ● How to Become a Newspaper Reporter ● How to Become a Poet ● How to Become a Historian 	

New Jersey Legislative Statutes and Administrative Code (place an “X” before each law/statute if/when present within the curriculum map)									
X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>