

UNIT #3: <i>Night</i> by Elie Wiesel, <i>To Kill a Mockingbird</i> by Harper Lee	TIMEFRAME: January - March
<p>BIG IDEA(S):</p> <p>Reading and Vocabulary:</p> <ul style="list-style-type: none"> Review events in WWI Introduce “genocide” Teach background knowledge about the Holocaust About Elie Wiesel, Harper Lee Review Memoir Themes: Freedom and Confinement, Identity, and Lies Literary Devices: Simile, Metaphor, Personification, Assonance, Onomatopoeia, Idiom, Hyperbole Paraphrasing and Inference Skills Finding the main idea Vocabulary in Context Tone and Mood Vocabulary Skits Roots: histo, dent/dont, melan, lingu, cranio <p>Writing and Grammar:</p> <ul style="list-style-type: none"> Research Writing Unpacking Research Prompts Paragraph Response Verb-subject agreement Argument Vs. Evidence Steps 4-5 <p>Speaking/Listening:</p> <ul style="list-style-type: none"> Review habits of speaking and listening Socratic Seminars <p>Test Prep:</p>	<p>ESSENTIAL QUESTIONS:</p> <p>Skill-based Essential Questions:</p> <ul style="list-style-type: none"> What characterizes genocides? How does Anti-Semitism affect society? How is power achieved? Why do people crave power? How is power lost? Why do people fear losing power? How could genocides be prevented? Why is it important to find support for ideas from multiple sources? How does a person research and read source documents to form an opinion on a debatable topic in order to formulate a thesis? How does a person find support for ideas in research and what tools are available in this process? How does a person read resources critically in order to identify supporting details and data? How does a person construct a draft essay from outline and notes? How does a person incorporate cited research finding into an essay? Why is it critical to properly cite sources throughout the research process? Why is it important to solicit and incorporate feedback in the writing process? What are the characteristics of a well-composed memoir? How do good writers differentiate between impactful, specific details and distracting or unnecessary details while composing memoirs? <p>Content-based Essential Questions:</p> <p><i>Night</i> by Elie Wiesel</p> <ul style="list-style-type: none"> To what extent do individuals have control over their lives? What role does chance, choice, or fate play? Why is memory important? How do people survive great atrocities? What are the circumstances that give rise to genocide? What should a person do when s/he does not understand something? Should a person obey authority or his/her own moral compass? <p><i>To Kill a Mockingbird</i> by Harper Lee</p> <ul style="list-style-type: none"> What is the relationship between morality, behavior, and justice? How does a person know when justice has been achieved?

<ul style="list-style-type: none"> ● PARCC Research Writing Task ● ANET 	<ul style="list-style-type: none"> ● Does justice apply to everyone equally (Race, gender, social status, etc.)? Why or why not? ● Do you think Atticus is successful or unsuccessful in changing the ways of others? Why or why not?
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> ● Students will understand that genocides are large-scale acts of violence against a targeted group of people. ● Students will understand that there are several different causes of genocides. ● Students will understand that the threat of genocide is still present in certain countries today. ● Students will understand that non-Jewish people were also affected by the Holocaust. ● Students will understand that a memoir is an autobiographical account of major events in the author's life. ● Students will understand that studying the Holocaust (and other world tragedies) may be able to prevent them from occurring again. ● Students will understand that an arguable thesis must be formed and defended using support from multiple sources in a formal research paper. ● Students will understand that tone and mood affect the drama of a story, play, or film.. ● Students will understand that an effective open-ended response will contain a restatement of the question, answering the question by giving evidence and adding punchy insight. ● Students will understand that verbs express action, existence, or an occurrence. ● Students will understand that verbs must agree with their subjects in number and person. ● Students will understand that citations in research writing tasks act as a signpost and an acknowledgement. ● Students will understand that strong evidence statements include textual evidence and an explanation of the connection to the argument it supports. ● Students will understand that topic sentences advance an argument of a paragraph. ● Students will understand that transition sentences link the paragraphs of text together in a clear and logical fashion. ● Students will understand that effective readers and writers can synthesize information and multiple texts and videos in order to support one argument. 	
READING and VOCABULARY	RELEVANT RESOURCES/MATERIALS/Standards
<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>	<p>Tier 1 Standards:</p> <ul style="list-style-type: none"> ● RL.CR.8.1 ● RL.CI.8.2 ● RL.IT.8.3 ● L.VI.8.4 ● RI.CR.8.1 ● RI.CI.8.2 ● RI.IT.8.3 ● L.VI.8.4
<ul style="list-style-type: none"> ● Define common literary devices: simile, metaphor, personification, alliteration, assonance, onomatopoeia, idiom, and hyperbole in notebook. ● List events in WWI that led to the Holocaust using timeline graphic organizer. 	<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> ● WWI http://www.ushmm.org/information/exhibitions/online-features/special-focus/world-war-i

<ul style="list-style-type: none"> ● Recount the events that led to Adolf Hitler's rise to power and the decisions that led to the Final Solution. ● Describe characters in <i>Night/To Kill A Mockingbird</i> using DDAT. ● Take notes on the elements of a memoir. ● Paraphrase events of various sections within <i>Night/To Kill a Mockingbird</i> in journal/notebook. ● Select source information for research project. ● Introduce Story Vocabulary: Students will define vocabulary selected by the teacher from <i>Night/To Kill a Mockingbird</i>. They will create a user-friendly definition by using the context in the story/passage. Students will read, identify, and discuss vocabulary words in sentences. The words will be placed on the word wall. ● Define "tone" and "mood" in journal/notebook. ● Define the root of the week: (histo, dent/don't, melan, lingu, cranio) ● Define more words based on their root words. They will add these to a running list. 	<ul style="list-style-type: none"> ● Timeline http://www.thinkport.org/1389fd68-7f29-4a02-ab65-d30f49945ae3.asset ● About Elie Wiesel http://xroads.virginia.edu/~cap/holo/eliebio.htm ● About Harper Lee http://www.gradesaver.com/author/harper-lee ● Elements of a Memoir: http://etheleemiller.com/wp-content/uploads/sites/3/2013/02/5-Elements-of-Memoir.pdf ● Learning about the Holocaust: http://www.theholocaustexplained.org/ks3/#.VaRt4OtHNUQ ● Character DDAT: http://www.literacycookbook.com/download.php?did=90 ● Elements of a Memoir: http://etheleemiller.com/wp-content/uploads/sites/3/2013/02/5-Elements-of-Memoir.pdf ● How to Paraphrase: Literacy Cookbook ● Research Educational Websites: http://www.rasmussen.edu/student-life/blogs/college-life/15-educational-search-engines/ ● Teacher-based generated tone and mood based on www.fallriverschools.org
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> ● RL.CR.8.1 ● RL.IT.8.3 ● L.VI.8.4 ● RI.CR.8.1 ● RI.CI.8.2 ● RI.IT.8.3
<ul style="list-style-type: none"> ● Explain how events in WWI led to Holocaust. ● Explain how political and economical factors contribute to Hitler's rise to power in Germany. ● Distinguish common literary devices: simile, metaphor, personification, alliteration, assonance, onomatopoeia, idiom, and hyperbole within <i>Night/To Kill a Mockingbird</i>. ● Examine and explain the development of themes and character traits with evidence in <i>Night/To Kill a Mockingbird</i>. 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> ● Character DDAT: http://www.literacycookbook.com/download.php?did=90 ● What's Important Organizer: http://www.literacycookbook.com/download.php?did=90 ● Chapter Notes Organizer: http://www.literacycookbook.com/download.php?did=61 ● Teacher-based generated tone and mood based on www.fallriverschools.org

<ul style="list-style-type: none"> ● Explain how author uses tone or mood in <i>Night/ To Kill a Mockingbird</i> and how it affects the message of the story. ● Analyze the main idea in <i>Night/To Kill a Mockingbird</i> and explain its development by supporting it with evidence from text using “What’s Important Organizer.” ● Take notes on each chapter using “Chapter Notes Organizer.” ● Construct a plan on how to use vocabulary words in <i>Night/To Kill a Mockingbird</i> by taking part in “Vocabulary Skit activities.” ● Produce and use flashcards for new root words: (histo, dent/don’t, melan, lingu, cranio). ● Choose and demonstrate 5 words that have the roots “histo,” “dent/don’t,” “melan,” “lingu,” and “cranio,” then write the meanings in journal. ● Compare words with the same root to find out how they relate. 	<ul style="list-style-type: none"> ● Vocabulary Skits: http://usinginformationaltext.blogspot.com/search/label/vocabulary
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 Standards: <ul style="list-style-type: none"> ● RL. 8.1 ● RL.IT.8.3 ● L.VI.8.4 ● RI.CR.8.1 ● RI.CI.8.2 ● RI.IT.8.3
<ul style="list-style-type: none"> ● Critique author’s use of literary elements in <i>Night/To Kill a Mockingbird</i> relative to tone or mood, or other literary devices, to convey a message. ● Project how the outcome may have been different had the character(s) in <i>Night/To Kill a Mockingbird</i> chosen a different path by writing an open-ended response. ● ● Choose and organize two or more sources to evaluate information about the same topic (Nazi beliefs, dehumanizing/treatment in the camp, or Nazi youth and propaganda) in order to select details that best support a thesis in a research paper for <i>Night</i> by Elie Wiesel. ● Role-play using vocabulary words in <i>Night/To Kill a Mockingbird</i> by completing “Vocabulary Skits”. 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> ● Research educational websites: http://www.rasmussen.edu/student-life/blogs/college-life/15-educational-search-engines/ ● Tone and Mood teacher generated sheet based on www.fallriverschools.org ● Chapter Question Study Guide: <i>Night and To Kill a Mockingbird</i> ● Paragraph Responses for <i>Night</i> and <i>To Kill a Mockingbird</i>: teacher-created ● Vocabulary Skits: http://usinginformationaltext.blogspot.com/search/label/vocabulary

<ul style="list-style-type: none"> • Write sentences using words with identified roots. • Infer 3 character traits for main character(s) in <i>Night/To Kill a Mockingbird</i> and cite evidence from the text to support those traits. • Answer chapter questions related to “freedom and confinement,” “identity,” and “lies” in <i>Night/To Kill a Mockingbird</i>. • Arrange words using the same root and explain how they are similar and different in meaning. • Write a paragraph proving a topic sentence by citing evidence from <i>Night/To Kill a Mockingbird</i> using Paragraph Responses. 	
STUDENT WORK PRODUCTS/ ASSESSMENTS: <ul style="list-style-type: none"> • Research project for <i>Night</i> by Elie Wiesel- students will select meaningful support from multiple sources to advance ideas in thesis for one of the following topics: Nazi beliefs, dehumanizing/treatment in camp, or Nazi youth and propaganda. • Vocabulary quizzes/tests. • Open-ended questions related to <i>Night/To Kill a Mockingbird</i>. • Multiple-choice questions related to <i>Night/To Kill a Mockingbird</i>. 	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: <ul style="list-style-type: none"> • Laptop • SmartBoard
WRITING and GRAMMAR	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: <ul style="list-style-type: none"> • W.AW. 8.1 • W.IW.8.2 • W.WR.8.5 • W.SE.8.6 • W.RW.8.10 • RL.IT.8.3 • L.VI.8.4 • L.SS.8.1 • L.KL.8.2 • L.VL.8.3
<ul style="list-style-type: none"> • Identify and summarize the components of a Research Writing Task by reviewing Sample Writing Prompt and Exemplary Response. • Summarize general language used in a Research Writing Task. 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> • Research Writing: http://www.gradesaver.com/writing-help/elements-of-a-successful-research-paper

<ul style="list-style-type: none"> Describe how to restate a question using a two-column chart with “How” and “Why” questions (Step 4). Write “How” and “Why” questions about <i>Night</i> (Step 5). Write “How” and “Why” questions about <i>To Kill a Mockingbird</i> (Step 5). Identify the components that make up the acronym RACER and write them in journal. Recognize and translate how verbs are used in a sentence by the relationship it has to either a singular or plural subject given. Review “first-person point of view,” “present tense” and “third person point, of view.” 	<ul style="list-style-type: none"> Research Writing Task Citations: http://web.grinnell.edu/Dean/Tutorial/EUS/IC.pdf Research Writing Task Prompt and Exemplary: https://theliteracycookbook.wordpress.com/2014/10/30/parcc-preparation-tackling-the-research-writing-task/ RACER: http://www.literacycookbook.com/page.php?id=148 Argument Vs. Evidence Step 4: https://theliteracycookbook.wordpress.com/2012/09/10/approaches-to-the-common-core-argument-vs-evidence-step-4/ Argument Vs. Evidence Step 5: https://theliteracycookbook.wordpress.com/2012/09/15/approaches-to-the-common-core-argument-vs-evidence-step-5/ Verbs: <i>Mechanically Inclined</i> by Jeff Anderson
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> W.AW.8.1 W.IW.8.2 W.WR.8.5 W.SE.8.6 W.RW. 8.7 RL.IT.8.3 L.VI.8.4 L.SS.8.1 L.KL.8.2 L.VL.8.3
<ul style="list-style-type: none"> Compare 3 different sources for a specific topic related to <i>Night</i> using 3-column chart. Compare 3 different sources for a specific topic related to <i>To Kill a Mockingbird</i> using 3-column chart. Analyze how each source uses “explanations”, “descriptions” and “arguments”. Use “Story Detectives organizer” to practice writing “How” and “Why” questions related to <i>Night</i> and <i>To Kill a Mockingbird</i>. (Step 4). Construct 10 questions related to <i>Night</i> and <i>To Kill a Mockingbird</i> and classify each question 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> Argument Vs. Evidence Step 4 (3-column chart and <i>Story Detectives</i>): https://theliteracycookbook.wordpress.com/2014/10/30/parcc-preparation-tackling-the-research-writing-task/ Argument Versus Evidence Step 5: https://theliteracycookbook.wordpress.com/2012/09/15/approaches-to-the-common-core-argument-vs-evidence-step-5/ Teacher-generated open-ended questions related to <i>Night</i>/TKAMB

<p>as “effective” and “ineffective” with peer (Step 5).</p> <ul style="list-style-type: none"> ● Practice “unpacking” Research Writing prompts by changing directions into questions. ● Examine a teacher-generated Sample Exemplary Writing Response and explain how parts of the essay work, writing notes in journal/notebook as it is being discussed. ● Complete a response to an open-ended question related to <i>Night</i> and/or <i>To Kill a Mockingbird</i> using RACER. ● Examine paragraphs using different points of view and explain how verbs are used in each paragraph using samples from <i>Mechanically Inclined</i>. 	<ul style="list-style-type: none"> ● RACER: http://www.literacycookbook.com/page.php?id=148 ● Unpacking Research Prompt: https://theliteracycookbook.wordpress.com/2014/11/07/parcc-prep-how-to-unpack-literary-analysis-and-research-writing-prompts/ ● Verbs: <i>Mechanically Inclined</i> by Jeff Anderson <p>Open-ended questions for <i>Night</i> (RACER)</p> <ul style="list-style-type: none"> - What is the significance behind the title of this memoir <i>Night</i>? - Human rights of Jews were violated during the Holocaust. Describe which human rights were violated and provide textual evidence and examples. - What is the world’s responsibility in matters of inhumane treatment of others? - Why were most of the women and children immediately killed when taken to the concentration camps? - Could the Holocaust have been avoided? If so, how? <p>Open-ended questions for <i>TKAMB</i> (RACER)</p> <ul style="list-style-type: none"> - Why is <i>TKAMB</i> narrated from a child’s perspective? - Why does Atticus kill Tim Johnson? - What does the death of Tim Johnson symbolize? - Why does Calpurnia speak differently around other black people? Why does Mr. Raymond pretend he is drunk to help people cope with his mixed marriage? - At the end of the book, Scout says that telling people Boo Radly committed the murder would have been “sort of like shootin’ a mockingbird.” What does that mean? Do you agree that Boo is like a mockingbird? - Do you agree that most people in the the novel are nice once you see them? How is Atticus able to see the
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	good side of people despite all he has experienced? Can you?
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 Standards: <ul style="list-style-type: none"> ● W.AW.8.1 ● W.IW.8.2 ● W.WR.8.5 ● W.SE.8.6 ● W.RW.8.7 ● RL.IT.8.3 ● L.VI.8.4 ● L.SS.8.1 ● L.KL.8.2 ● L.VL.8.3
<ul style="list-style-type: none"> ● Critique a teacher-generated Sample Exemplary Writing Response using a PARCC writing rubric. ● Plan and develop a Research Writing Task Essay and critique it using a PARCC Writing rubric. ● Critique “How” and “Why” questions related to text by answering the question “Would the answer to this question require proof/evidence?” (peer review). ● Develop paragraphs using appropriate verb tenses for a given topic. 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> ● PARCC Writing Rubric: https://theliteracycookbook.wordpress.com/2014/12/10/user-friendly-parcc-writing-rubrics/ ● Peer review: https://theliteracycookbook.wordpress.com/2012/09/15/approaches-to-the-common-core-argument-vs-evidence-step-5/ ● Teacher-generated topics for paragraphs containing appropriate verb-subject tenses.
STUDENT WORK PRODUCTS/ ASSESSMENTS: <ul style="list-style-type: none"> ● PARCC sample assessment on Research Writing using passages about penguin rescue efforts after an oil spill from “The Amazing Penguin Rescue” by Lauren Tarshis, “The Amazing Penguin Rescue” by Dyan deNapoli, and “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic”. ● ANet sample assessments. ● 3-column chart for “How” and “Why” questions based on articles. ● Teacher-created open-ended and multiple-choice assessment based on verbs. ● Unpack Research Writing Task prompt and make into statement. ● Develop a Research Analysis Essay using PARCC rubric. 	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: <ul style="list-style-type: none"> ● SmartBoard ● Laptop ● Ipad ● Computerized practice assessments ● Practice typing open-responses on a regular basis. ● PARCC sample assessment on Research Writing: http://parcc.pearson.com/resources/Practice_Tests/Grade_5/PC194821-001_5ELATB_PT.pdf
TEST PREP	RELEVANT RESOURCES/MATERIALS/Standards

Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: <ul style="list-style-type: none"> ● W.AW.8.1 ● W.WP.8.4 ● W.WR.8.5 ● W.SE.8.6 ● W.RW.8.7 ● RL.CR.8.1 ● RL.CI.8.2 ● RL.IT.8.3 ● L.VI.8.4 ● L.SS.8.1 ● L.KL.8.2 ● L.VL.8.3
<ul style="list-style-type: none"> ● Read sentences and match the appropriate subject-verb agreement in examples from <i>Mechanically Inclined</i> and teacher-generated tests. ● Read sentences and express appropriate subject-verb agreement used in examples from <i>Mechanically Inclined</i> and teacher-generated tests. ● Explain how to unpack Research Writing Task Prompts. 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> ● Book: <i>Mechanically Inclined</i> ● Subject-Verb Agreement teacher-generated tests based on: https://owl.english.purdue.edu/exercises/5/13/34 , http://www.cityu.edu.hk/elc/quiz/subverb1.htm , and https://www.douglascollege.ca/~media/AF77C270344F4374ABBC6FF465A29189.ashx ● Unpacking: https://theliteracycookbook.wordpress.com/2014/11/07/parcc-prep-how-to-unpack-literary-analysis-and-research-writing-prompts/
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> ● W.AW.8.1 ● W.SP.8.4 ● W.WR.8.5 ● W.SE.8.6 ● W.WR.8.5 ● W.RW.8.7 ● RL.CR.8.1 ● RL.CI.8.2 ● RL.IT.8.3 ● L.VI.8.4 ● L.SS.8.1 ● L.KL.8.2 ● L.VL.8.3
<ul style="list-style-type: none"> ● Use subject and verb to construct well-organized sentences. ● Demonstrate and explain how to unpack Research Writing Task to peer. ● Compare and contrast three different articles using 3-column chart. 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> ● 3 column chart: https://theliteracycookbook.wordpress.com/2014/10/30/parcc-preparation-tackling-the-research-writing-task/ ● Unpacking: https://theliteracycookbook.wordpress.com/2014/10/30/parcc-preparation-tackling-the-research-writing-task/

	om/2014/11/07/parcc-prep-how-to-unpack-literary-analysis-and-research-writing-prompts/
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 Standards: <ul style="list-style-type: none"> ● W.AW.8.1 ● W.SP.8.4 ● W.WR.8.5 ● W.SE.8.6 ● W.WR.8.5 ● W.RW.8.7 ● RL.CR.8.1 ● RL.CI.8.2 ● RL.IT.8.3 ● L.VI.8.4 ● L.SS.8.1 ● L.KL.8.2 ● L.VL.8.3
<ul style="list-style-type: none"> ● Critique a peer's unpacked Research Writing Task. ● Write a Response to an Unpacked Research Writing Task and use rubric to assess. 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> ● Teacher-generated Research Writing Task worksheet ● Teacher-generated Unpacked Research Writing Tasks based on articles from ReadWriteThink.org and Newsela.com ● PARCC Writing Rubric: https://theliteracycookbook.wordpress.com/2014/12/10/user-friendly-parcc-writing-rubrics/
STUDENT WORK PRODUCTS/ ASSESSMENTS: <ul style="list-style-type: none"> ● Complete an exit ticket asking students to annotate and explain their annotations. ● Score/grade unpacked RWT. ● Score/grade questions related to text using 3-column chart. 	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: <ul style="list-style-type: none"> ● [List ways in which you will connect Test Prep to other disciplines and integrate technology.]
SPEAKING/ LISTENING	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: <ul style="list-style-type: none"> ● SL.PE.8.1 ● SL.UM.8.5 ● SL.AS. 8.6
<ul style="list-style-type: none"> ● Read passages of the text aloud with correct use of verb-subject agreement. ● Observe and express similarities and differences between <i>TKAMB</i> text and video. ● Use sentence starters “Habits of Discussion” in guided discussions. ● Follow the procedure and expectations for guided discussions in Socratic Seminars. 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> ● Poster with sentence starters for “When you agree” and “When you disagree”. ● Common Core and Media Literacy TKAMB: https://theliteracycookbook.wordpress.com/2014/08/11/common-core-and-

<ul style="list-style-type: none"> • Take notes before, during, and after class discussions, guided and Socratic. • Complete an “Observation Checklist” during Socratic Seminars. 	<p>media-literacy-some-excellent-resources/</p> <ul style="list-style-type: none"> • TKAMB film study guide and video clips: http://www.frankwbaker.com/tkam1.htm • Socratic Seminar: http://www.literacycookbook.com/page.php?id=31 Observation Checklist: http://www.literacycookbook.com/uploaded_fires/fck/Soc%20Seminar%20OBSERVATION%20CHECKLIST.doc • Socratic Seminar questions for TKAMB: https://theliteracycookbook.wordpress.com/2014/07/30/teaching-to-kill-a-mockingbird-here-are-some-tools/ • Socratic Seminar questions for Night: http://www.cpalms.org/Public/PreviewResource/Preview/48873 • Journals/Notebooks.
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> • SL.PE.8.1 • SL.UM.8.5 • SL.AS. 8.6
<ul style="list-style-type: none"> • Participate in Socratic Seminars, responding to teacher-generated questions. • Acknowledge and build on the view expressed by their peers. • Cite textual evidence to support their claims and opinions, calling their peers’ attention to important passages. • Analyze and explain the use of literary devices through discuss. • Discuss the significance of individual passages (and their themes of Freedom and Confinement, Identity, Lies) and their relation to the whole text using supplementary texts. • Identify and analyze the main ideas and themes in texts through discussion. Reference ideas from multiple texts and make connections between them over the course of a discussion. 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> • Socratic Seminar: http://www.literacycookbook.com/page.php?id=31 • Observation Checklist: http://www.literacycookbook.com/uploaded_fires/fck/Soc%20Seminar%20OBSERVATION%20CHECKLIST.doc • Supplementary Texts: How to Talk to Hunter - http://vdbarrett.iweb.bsu.edu/howtotalktoahunter.pdf , Ballad of Birmingham http://www.poetryfoundation.org/poem/175900 , Non-fiction text http://www.foxnews.com/world/2010/11/04/united-nations-human-rights-council/?test=latestnews , and more based on http://smago.coe.uga.edu/VirtualLibrary/Clemson/Clemson2011_night.pdf.pdf • Journal/Notebooks
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 Standards: <ul style="list-style-type: none"> • SL.PE.8.1

	<ul style="list-style-type: none"> ● SL.UM.8.5 ● SL.AS. 8.6
<ul style="list-style-type: none"> ● Students will role-play sample experiences based on <i>Night/To Kill a Mockingbird</i> and identify the problem in the role-play, and work out a strategy to find a solution to the problem. ● Students will critique the interaction between the characters in role-play, and critique the play from several different points of view. ● Evaluate the strengths of the arguments made by the peers, based on the quality of their evidence and analysis. ● Pose original questions for the class to answer based on the text. ● Construct original arguments to answer the discussion questions based on the text. ● Evaluate the strengths and weaknesses of their peers. 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> ● Teacher-based role play sample experiences for example: <ul style="list-style-type: none"> - Your friend has been suspended from school for something s/he did not do. What is the problem? What would you do? Work out a strategy to find a solution to the problem. - A classmate of yours is treating your friend unfairly because of his/her race. What is the problem? What would you do? Work out a strategy to find a solution to the problem. - You copied the answers on a test and received a good mark, while your friend who also cheated and was caught and given a zero. “What is...” ● Socratic Seminar: http://www.literacycookbook.com/page.php?id=31 ● Observation Checklist: http://www.literacycookbook.com/uploaded_files/fck/Soc%20Seminar%20OBSERVATION%20CHECKLIST.doc ● Journal/Notebooks

STUDENT WORK PRODUCTS/ ASSESSMENTS:	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:
<ul style="list-style-type: none">● Practice reading and annotating the text for evidence that supports a particular answer.● Differentiate between relevant and irrelevant evidence.● Participation in Socratic Seminar discussions. <p>Suggested Topics:</p> <p><i>Night</i></p> <ul style="list-style-type: none">- What is the primary lesson that Wiesel teaches us in <i>Night</i>? Choose specific characters and scenes that convey this lesson.- Give examples of issues in <i>Night</i> that still arise today and what do you think should be done about genocide? <p><i>TKAMB</i></p> <ul style="list-style-type: none">- Should Boo Radley have been locked away in a mental institution when he was a teenage? Why or why not?- Why does the author tell the story through Scout instead of Jem, Atticus, or Tom?	

ADDITIONAL OVERALL NOTES (e.g., field trips, guest speakers):	
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New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

	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>
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