

Moral Courage and Endurance: A Necessity for Change



A Thematic Unit by Brooke Gendron

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Rationale

One of the suggested unit themes from the Common Core Georgia Performance Standards for the tenth grade level is “Moral Courage and Endurance: A Necessity for Change.” Winder Barrow High School is moving towards common planning. Common planning means having mirrored lesson plans, and identical midterms and finals. In order to prepare for the shift to common lesson plans and assessments, I will be using the same unit theme as my colleagues. I will be teaching this unit as my second unit of the semester. For this theme, I am exploring several supplementary texts and my anchor text will be *Night* by Elie Weisel. I am looking forward to working within this theme because it will address several of the issues that many of my students face every day. When I teach within this theme, students will take a closer look at the judgments and stereotypes that they make among their peer group and others.

The theme, “Moral Strength and Endurance: a Necessity for Change,” may seem too deep or broad for a tenth grade English class, and I agree. But as Jensen says in his book, *Walking on Water*, “There’s really only one question in life, and only one lesson” (Jensen, 2003, p.41). The question he is discussing is “Who am I?” As Jensen continues to discuss writing, he states...

We are here to marvel in the wonders of life, to think and ponder “passion, love, hate, fear, hope...Life itself springs from these sources, and what is writing without life? Writing and life. Life and writing. One is the stuff of the other, and the other is the stuff of the one. So by definition this is as much a class in life – passion, love, fear, experience, relation – as it is in writing(19).

This course and this unit are not just about the holocaust or *Night*. This unit is designed to help students challenge their preconceived ideas and create new ones. I want my students to use this broad theme answer, what Jensen calls, the only question. Where is the thrill in living if we

cannot relate and love others? If we cannot marvel at the world around us? My students will be encouraged to use this theme as a springboard to question their own thoughts

There is a wealth of knowledge that can be obtained from reading this story. First and foremost, it gives a personal account of the holocaust. I know that some might argue that learning about the holocaust should be saved for history class and that some students have already learned about the catastrophe in their history classes so reading this book would be redundant. I would not argue against the fact that my students have already learned a great deal in those classes, but providing my students with a literary, personal, account will allow them to relate personally and think deeply about the events of World War II. It is difficult to relate personally to accounts of historical events when read in a text book or by watching a documentary. By providing my students with this award-winning memoir, my students will be able to personally relate and begin to think deeply about their own experiences in connection with this story.

The most important aspect of my classroom that I wish to foster is an environment fueled by creativity and curiosity. I want my classroom to be a safe haven of personal inquiry and reflection. In order to foster this type of environment, I have chosen three major assessments to be completed over the course of this four and a half week unit. My students will be completing a reflective journal, an argumentative essay, and a creative project. I have chosen these three assessments because they work well together to scaffold each of the other projects. The reflective journal will act as a formative assessment that will lead and scaffold towards the other two summative assessments. These assessments will hopefully be

assignments that the students can be proud of and enjoy doing as individual assessments especially the creative project.

Night and several of the supplementary texts that we will be reading are very intense. They have horrific scenes, and these stories provide intense dilemmas and moral questions. The reflective journal is an important and vital part of this unit. I want my students to have an outlet for their questions, concerns, and thoughts. I want them to form their thoughts as they write and not be afraid to change their minds. My thoughts on journals have been formed with assistance from Frank Smith's "Myths of Writing." In this piece, Smith states, "Writing can create ideas and experiences on paper which could never have existence in the mind.... Thoughts are created in the act of writing, which changes the writer just as it changes the paper on which the text is produced" (Smith, pg. 27). The journal is to be a free response journal. My students will be free to respond in whichever form is easiest for them whether it be music, movies, quotes, other forms of literature. I want them to make cross textual connections as well as personal connections to what we are reading and discussing in class. These connections will come in handy when students are asked to write an argumentation essay.

I have chosen the argument essay for this unit for several reasons. One of my main reasons behind choosing the argumentation essay over other essays is because argumentation essays are difficult. As a student entering college, you have to write several essays that argue for yourself. It is important to be able to explain why you are the best person for a scholarship, for a certain school, for a certain organization. Like those students who are college bound, those who are career bound must be able to argue for themselves with eloquence. Whether you are arguing for jobs, for promotions, for raises, you must be able to argue and to argue

well. This is an essay I have struggled with in the past, and I wish that a teacher had taken time to teach me how to argue well. I will be sure to structure the writing instruction so that my students do not feel overwhelmed or unsure. Having my students write in their journals twice a week will allow them to wrestle through many of their own opinions. Journaling is a great method of brainstorming that will lead up to our argumentation papers.

One of my main objectives of this entire unit is to foster an environment of creativity and curiosity. With the reflective journals, the objective is to get students thinking deeply about the readings, about the holocaust, about social injustice in general. These thoughts are deep and vast. I want my students to have an outlet for their curiosity, their questions, and for their deep thoughts that they have begun to discover through their reflective journals. The creative project will provide this outlet. In order for this project to yield the most positive results, students must have freedom of choice. Romano states, "If students were going to fly as high and as far as they could with this project they needed complete freedom of choice, unfettered opportunities, to pursue their own driving interests" (1995, p.113). The creative project will tie back to the journal and the argumentation essay in several ways. The creative project is designed with many options for many different student interests. Students' journals will help remind them what they read as well as provide as a pre-accomplished brainstorming activity. They can use quotes from their journals and use their questions from their pot-o'-gold bookmarks to help generate ideas for their creative projects. I have provided several options for students as well as left the project open to their suggestions. It is my hope that students have fun with their projects, but that they will also cherish it and keep it as one of their favorite assignments in high school.

There are many who are opposed to teaching about the holocaust in public schools; some claiming that it is too violent or too harped on for something that happened years ago. Why teach it? There are many critical reasons to teach the holocaust and I have several of my own beliefs but there are two undeniably great reasons to teach about the holocaust. Number one is that avoiding tough topics is the worst decision we, as teachers, can make for our students. In Cindy O'Donnell-Allen's book *Tough Talk, Tough Texts*, she states that "Sweeping them out of the classroom rather than acknowledging that they exist does our students a disservice" (2011, p.17). She goes on to say that these topics are always there, that there are so many tough topics that both the adults and the teenagers know about but that are totally avoided because it may be uncomfortable. In Harry Potter, Dumbledore states, "We must all choose between doing what is right and what is easy" (Heyman, D.2005). In *Tough Talk, Tough Text*, O'Donnell-Allen reminds us that the English classroom is far more than teaching books; it is the best environment to discuss tough topics in an effort to bring about social change. There is no better place, history classroom included, to discuss the holocaust and the themes that surround it. Teenagers are dealing with a lot of judgment and prejudice every day, whether giving it or receiving it. The holocaust demonstrates how destructive that these judgments can be.

The second reason the holocaust should be taught in the English classroom goes hand in hand with the first and makes it a bit more personal to my students. According to the Holocaust Museum of Houston's website, we should teach the holocaust because "Holocaust education engages students in critical thinking and self-reflection, by which they can make essential connections between history and the contemporary moral choices they confront in

their own lives” (Holocaust Museum). The reasoning behind using the reflective journals coincides with this belief. We should teach the Holocaust in the English classroom because it is easier to form a place of self-reflection and discussion among peers. Teaching the topic thematically will allow my students to make those connections and understand why we learn about this atrocity in the first place, so that we can take action against any genocide or judgment that occurs.

By accessing the holocaust through the text *Night* and through the English classroom, my students will learn about the facts of the holocaust with their own sense of personal purpose. All students will have the chance to reflect, respond, create ideas, revise old ones, and discuss with their peers. These discussions, both in journals and in person, will be transformed into an academic paper and a creative project. Teaching thematically will allow for organic learning to take place and for the facilitating of creativity and curiosity that already exists.

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Why teach the holocaust? Holocaust museum Houston.

http://www.hmh.org/ed_why_teach.shtml

Goals and Rubrics

Goal 1: Reflective Journal

The Reflective Journal will be used throughout the entirety of the unit. This journal will be used to discover new thoughts, express old ones, make connections, or simply respond to the texts. I will encourage all forms of response by allowing the journal to be more than just a writing journal. I will have my class make journals either on notebook paper or on a word document. My classroom is a computer lab because I also teach a credit recovery course online. They can use doodling, drawing, coloring, painting, etc. to help them express whatever the texts inspires them to create. They need access to a camera, scanner, or tablet for their creations. These electronic items will be available at the school for check out. They are also encouraged to find music that they like or scenes from movies or TV shows. They must write a quick "connection reflection" paragraph about what inspired them from the reading inspired to include this element in their journal or what from their choice of media made them think of the book.

There will be a supplementary part of this assessment that will be called the "Pot o' Gold" bookmarks. They are so aptly named because they will be placed or distributed during certain chapters or readings. At the end of a chapter of *Night*, for example, the students will use their bookmark to create one open ended question and one "right there" question. The bookmark will also include a space for quotations that are significant to the reader. I will ask that they provide the page number in which they found said quote but other than that, the quotes are not a requirement. These bookmarks will be recorded into their journals. When the bookmarks have been recorded in their journal, they will be encouraged to respond to any

quotes that they had recorded or reflect on the questions they asked, what answers they have come up with, or what they have been working through.

Students will use these journals in class. There will be 3 opportunities a week to complete their journal entries, usually as a part of the daily hook or summarizing strategy. They are welcome to work on these journals at home if desired. There will be nine opportunities in a four week unit to perform these journal entries. I will allow them to miss two days of reflection if they are not feeling particularly into the journal that day. A total of seven entries will be graded. I will be collecting these after each week to help keep them from procrastinating and to collect the student's questions for their next big assignment, the argumentation essay.

The following guidelines will be handed out, read together and then pasted into the front of their new journals at the beginning of the unit:

Please consult these guidelines when you are asking yourself, "What will Ms. G grade me on?"

What I am looking for in **each** journal entry:

Relevance: Is it relevant to you? Is it relevant to the text (remember, discussions we have in class are also texts)? Is it relevant to the theme? (Each entry must be about the reading, but you do not have to relate it to you and the theme all in one entry.)

What I am looking for **throughout** the journal (each entry does not need to contain these things but please be sure to make connections as often as you can):

Connections: *How* have you made this relevant to you? What about the text inspired you? What have you read in your world that reminded you of what you are reading? What larger projects or activities has this reading inspired, if any?

What I am looking for **at the end** of the unit:

Responsibility: Did you turn it in on time? Did you use the time you were given in class to reflect? Did you write these yesterday and put fake dates on them? (That is what I used to do and I WILL know if you do it too)

Completion: Did you complete 15 out of 18 journal entries?

Reflective Journal Rubric

	100	80	70	50*
Relevance	Completely related to the theme and/or reading, thoughtful, and meaningful to the student	Is related to the theme and/or reading but is not thoughtful and meaningful to the student	Is thoughtful but not at all related to the reading or theme	Not about the reading, not thoughtful, not meaningful to the student
Connections	Specific in what connection is made from the text and to what or whom	Clear connection is made to the text but lacks specificity	Unclear what connection is made and to what part of the text	Purely reflective, no connection to the text is made
Responsibility	Journal was submitted on time and entries are unrushed	Journal was submitted on time but entries are rushed	Journal was late but journal entries seem thorough and	Journal is late and entries are rushed

			unrushed	
Completion	18 to 15 entries are present in the journal	10 to 15 entries are present in the journal	5 to 10 entries are present in the journal	0-5 entries are present in the journal

*a zero is only possible if no journal is turned in

Goal 2: The Argumentation Essay

The argumentation essay will be used after reading *Night*. I want my students to learn how to write an analytical essay, and I want to be able to set up my instruction so that my students will be able to perform this activity after about three weeks of study. I want to scaffold my activities to build up to this essay because argumentation is a tough essay to accomplish and it was always the hardest type of essay to me when I was in school. I believe that getting to this point will be easy and transition nicely through reflective exercises, such as the journal entries. Throughout our discussion of *Night*, the holocaust, and other events based out of hatred, my students will maintain a reflective attitude, constantly questioning the subject matter as well as our society. This argumentation essay will ask students, after looking at acts of hatred that are occurring today, why they think this is still happening today and what can be done to change it. I will include ample class time to work on this:

Argumentation Essay: Why haven't we learned from history?

With the work we have been performing with turning our opinions into an argument, it is time to demonstrate your knowledge of argumentation. As we have discussed previously, it is

sad to learn about the holocaust and, we have to learn about it a great deal in schools. The reasons we are given for studying this event in history is so that history does not repeat itself. But, as we have seen in our current event articles, history keeps on repeating. In *Night* and all of the current event articles we have read, what, in your opinion, is the right way to stop these acts of extreme violence? In this argumentative essay you will chose one reason that you believe these horrible incidents are still occurring. You will then argue for your reason and then provide a brief solution and why you think your solution would work.

So when you are freaking out about writing this BIG paper, look at the following questions:

- Revisions:
 - Did you use your brainstorming/ prewriting time to explore your ideas?
 - Did you work through several drafts in order to explore your own thoughts?
 - Did you revise your paper? Remember, revising means reading what you have written and making corrections as necessary. I will not take off for picky grammar mistakes, but I need to reread for simple error mistakes.
- Textual evidence:
 - Do you have helpful quotations to help clarify your point?
 - Are your quotes relevant to your point?
 - Do you use evidence from the text (not necessarily quotes) throughout your argument?
- Clarity of Ideas/ Organization:
 - Is your thesis/point clear?

- Is there a clear beginning, middle, and end?
- Is it clear what your opinion is?
- Do you provide evidence to your ideas in an organized fashion?
- Do you provide a solution that you believe in and why you believe in it?
- Completion of all parts:
 - Does it meet the page requirement? (5 to 7 pages)
 - Remember! Page numbers are not as important as completion of thoughts!

Argumentation Essay Rubric

Requirements	Explanation	Points
Revisions	<p>Did you use your brainstorming/ prewriting time to explore your ideas?</p> <p>Did you work through several drafts in order to explore your own thoughts?</p> <p>Did you edit your paper? Remember, this means did you reread what you have written! I will not take off for picky grammar mistakes but I need to reread for simple error mistakes.</p>	___/30

Textual Evidence	Do you have helpful quotations to help clarify your point? Are your quotes relevant to your point? Do you use evidence from the text (not necessarily quotes) throughout your argument?	___/20
Clarity of Ideas/ Organization	Is your thesis/point clear? Is there a clear beginning, middle, and end? Is it clear what your opinion is? Do you provide evidence to your ideas in an organized fashion?	___/40
Completion of all parts	Does it meet the page requirement? (5 to 7 pages) Remember! Page numbers are not as important as completion of thoughts!	___/10
Comments:		

Goal 3: Creative Project

As a culmination of our study on the theme, “Moral Courage and Endurance,” I have come up with several choices that the students can work on in pairs or individually to demonstrate their knowledge of all that they have learned through the texts, discussions, journal entries, etc. I want them to be able to use their journals, their analysis skills, and all the readings that they have completed in order to create something that would demonstrate their knowledge.

Wow! What a great unit it has been! Can you believe it has come to an end?! Me neither! That’s why we are doing one more final project to give us some closure before moving on to the next great adventure!

Below are some creative project options. Remember: the goal of this assignment is to showcase what you have learned and to make it meaningful to you. So, if you don’t see anything here you like or you would like to do an adaptation of something that you see, feel free to come up with your own creative option. Just be sure to okay it with me first.

The possibilities are endless! Don’t be overwhelmed by all these options. Think about what you would want to do, and then look at the list. If the option isn’t already on there, talk to me.

- ❖ Talk show: Have one or more of the characters from one of the stories we read on a talk show. You can write about the interaction or you can make it into a video.

- ❖ Put a character on trial: Did a character do something morally conspicuous? Put them on trial! A video, or written record of this project will be accepted.
- ❖ Letter to the author: Write a letter to the author about what you think about the book, how it relates to the theme, and any questions you might have. If the author is still alive, I will mail it to him/her.
- ❖ Letter to a character: Write a letter to a character in one of the stories we read or one of the speakers in a poem. Ask him/her questions that you have, identify with them, scold them, yell at them, whatever you want to say, say it!
- ❖ Interview a character: Start by writing a question to the character, then write an answer that you think the character would come up with then keep going. It's crazy what these characters will say to you during this exercise!
- ❖ Write a poem or song: If a text that we read inspired you to write a song, write one! Or a poem!
- ❖ Media connections: Is there a song, music video, movie, television show, video game, etc. that reminded you of a text we read? Write a paper that describes the connections you made between the media and the text.
- ❖ Artistic reaction: If you are inspired by a text we read but you would rather create something more tangible than words, feel free to draw, sculpt, paint, engineer, etc.

For each of the projects, I will require a short explanation about why you chose what you chose and how it connects for you to our theme and the texts that we read. Please be complete with your ideas when writing your explanations.

Creative Project Rubric

Requirements	Explanations	Points
Thoroughness/ development	Do you completely cover all parts of the assignment? Is there a creative component and a brief explanation?	___/75
Thoughtfulness/ Relevance	Did you thoughtfully respond to our theme and use your unique gifts to create something inspired by the texts and the theme? Did your brief explanation demonstrate your knowledge of the theme? Is it clear that you put thought and time into this project? Is the project and brief explanation relevant to the texts and themes we discussed?	___/75
Completion of all parts/ Punctuality	Did you complete both a creative project and a brief explanation of that creative project? Was it turned in on time?	___/50
Comments:		

Lesson Plans

Essential Question for the Unit: What creates a morally sound society, and do you think it is possible to achieve such in today's day and age?

Standards addressed in this unit:

ELACCL9-10RI2: Determine a central idea of a text and analyze 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.

ELACCL9-10RI6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

ELACCL9-10SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Week One:

Day One:

Introductory Activity

Hook (10 to 20 minutes): Scenario: You are in the science hallway when you hear a man's voice becoming angry with a woman. You look to see who it is because their voice is forceful. It is Jimmy, a male student on the offensive line of the football team. He seems to be mad at his petite girlfriend, Ellen, for forgetting to wear his letter jacket. You become afraid that he will become physically violent and she has already started to cry.¹

What do you do?

Okay. Now what if Jimmy was a teacher and he was yelling at a female student for forgetting her homework? What would you do then? Would your actions change? Why or Why not?

Okay. Now what if the first scenario was reversed? What if Ellen was yelling at Jimmy? How would your actions change or not change? Why or why not?

The reaction to this scenario will be labeled and saved as your last name _RJ1.

¹The "Hook" activities, also known as starters, are a habit in which my students will be comfortably familiar with. The students will be used to coming into the classroom and getting started on what ever instructions are on the board. My co-teacher, Barbara Consolini will most likely perform most of the starters with students.

30 to 40 minutes: Hand out anticipation guide. Go over the instructions of the anticipation guide. Have students answer individually for five to ten minutes. After students have adequate time to reflect, they will get with a partner and share their answers. Each student can explain their answers and discuss their differences with their partner. We will then watch a short clip of a show called “What would you do?”

I have picked out a cheating scenario, both on a game show and in a relationship. We will watch the segments from the following episode: <http://abc.go.com/watch/what-would-you-do/S15555951/VD55241040/what-would-you-do-1019-can-i-steal-your-final-answer>

10 to 15 minutes: Update your anticipation guide in the second column. Did your answers change? Why or why not? When you have finished your anticipation guide, please turn to a partner and discuss your answers.

Summarizing Strategy (10 minutes): As a class, we will discuss how the hook activity relates to the video we watched and the anticipation guide we filled out. How did the hook activity inform us to what the rest of the class period we be about? How did it relate to the video we watched. Did what they wrote in their scenarios correspond with what they wrote on their anticipation guide? Why or why not?

Day Two:

Hook (10 minutes): Write about a time where you were courageous. Make sure you explain! Go into detail.

- What made you courageous at this moment?
- What circumstances fought against making the right choice?
- Would you do it again if you had the chance?

This response will occur on the computer in a word document. Save it as Last name_RJ2.²

10 minutes: Chalk talk the word “Courage.” During this chalk talk students will be instructed to take turns with the marker and write at least one phrase or idea each. Each student must come up once but are welcome to write as many ideas as possible. Use examples from your narrative, or use any prior knowledge. Anything you can think of that has to do with courage, write it on the Promethean board.³

5 minutes: Discuss chalk talk. What did you like about it? What do you notice? What stands

² My classroom is a computer lab because of a credit recovery course I teach. Therefore, all students will have access to a computer while in class. There is a photo of the classroom I will be using in the appendix for reference.

³ All information recorded on the Promethean board will be saved and can be retrieved at any moment.

out to you?

30 to 40 minutes: Get into groups of two to three people. Each group will be assigned one of the following vocabulary words: “courage,” “moral,” and “endurance.” In each group, take your put these definitions in your own words, use the online dictionary, and try to create a picture in your mind. If you could teach each word to your peers, how would you do that? Write down a plan!

Summarizing Strategy (10 minutes): Explain and copy chart on Courage and Endurance in relation to text. This chart will be copied down into a page on their binders. The columns will be labeled as follows: characters...examples of moral courage...examples of endurance....chapter or story....connections. I will explain that as we move through the unit, this chart will be referred to as their “Theme Chart,” and that we will add on to it after reading or watching different texts. For the rest of the class period, students can go back to the video we watched (on their own individual computers) and write down characters or citizens that represented either moral courage or endurance onto their chart.

Day Three:

Hook (20 minutes): Begin Vocabulary for Night. I will use 8 to 10 vocabulary words from the following list: <http://teacherweb.com/MA/Holliston/MsCCournoyer/Vocabulary.pdf>
Students should follow the instructions below:

For each word, mark it with a....

1. you do not know the word
2. you have seen or heard it before but do not know it
3. you know the word but don't feel comfortable using it in a sentence
4. you know the word and feel comfortable using it in a sentence

For each word below a three, gain enough knowledge through the dictionary, through examples, through resources, that you can make your own definition of the word, complete with a new example. Make sure to instruct students that they will be tested on these vocabulary words in a week's time.

10 to 20 minutes: Have them get their journal entry from yesterday, the journal named RJ1. Explain that they must be organized with their journal and that it must be easily accessible to both me and themselves. I can access their computer's files. I can also hold on to students' physical journals if they feel as if they would lose them.

10 to 20 minutes: Allow students to write a KWL chart on the Holocaust. We will fill out the “What we know” section and the “what we want to know section.” I want to be able to work towards the students’ goals as well as my own while learning about the holocaust together.

10 minutes: Students will be asked to journal in reaction to the question: “Why do we learn about the holocaust? What is your answer to that question? What would be your teachers answer?” Students will label this journal RJ3.

Summarizing Strategy: 10 minutes: After students complete their journal entry, each student will get with a partner or someone sitting next to them and discuss what their answers were. We will then bring the class into a whole-class discussion. At this point, I hope to address that most teachers agree that we teach the holocaust in an effort to not repeat history. (This could lead to great discussion as to why there are public schools and why I am a teacher!)

Ticket out the door: Create a sentence with a vocabulary word. Students must prove in their vocabulary sentence that they understand the meaning of the word.

Day Four:

Hook (10 minutes): Handed back their vocabulary sentence on the way into the classroom. They must, on the back, explain what makes the sentence make sense. In other words, what does the word mean and how does that facilitate the sentence’s meaning. Finish any journal responses you have not yet completed. Revisit your vocabulary list. Use one of the words in a sentence about the holocaust.

30 to 40 minutes: Define “memoir” as a class. This activity will be performed in groups. There will be 4 groups and each group will receive a clue. One group will be provided with the definition of the word “memoir.” One group will have a copy of a memoir, such as *Angela’s Ashes*. Two groups will have sentences. Together, the class will come up with our own working definition of a memoir. With each of the “clues” the groups will come up with what they think a memoir is based off of what they were given. The groups will then “jigsaw,” one member of each group ending up in a different group. Each student in the new group will share what their clue was and what their group came up with as a definition for memoir. The new groups will come up with a new definition based off of all the clues. The class will then come together and share all 4 to 5 groups’ definitions. We will then form a definition as an entire class.

5 minutes: Explain vocabulary extra credit. Students will receive one extra credit point for anytime they identify a vocabulary word being used in a sentence, whether in the reading of in discussion. Or they can also receive a point for using the word in a sentence.

30 to 40 minutes: Read chapter 1 of *Night* aloud to the class.

Summarizing Strategy (15 minutes): In partners, try to answer the following question: Why do you think there are different genres of writing? Memoirs, poems, novels, articles: what do all of these different types of writing allow you to do? Is this a good thing? A bad thing? Why?

Day Four:

Hook (10 minutes): Brainstorm ways that at least three of your vocabulary words could work in an everyday sentence. Write these down and turn them in!

10 to 15 minutes: Review basic elements of poetry end rhyme, slant rhyme, simile, metaphor, onomatopoeia, etc. We will review these by using the Promethean board. The words will appear one at a time and we will work as a class to define each word and to give an example based on our past experiences with poetry.

20 minutes: Read Chapter 2 of *Night* aloud. I will read while students follow along. This is a short chapter (about six pages).

20 to 30 minutes: During reaction poem individually or with a partner. I want them to write a poem using at least three of the terms that we went over before reading Chapter 2 in their reaction poem. They can use any type of poem to react to our readings. Students may place this poem in their reflective journal if they wish.

Summarizing Strategy: 10 to 20 minutes: Write a found poem on Chapter 2. This short chapter has several powerful words. Students will be asked to select several of the words and write a poem based directly off the words in Chapter two. This poem will serve as their ticket out the door. Students must turn in the poem but if they did not finish, they can finish it tomorrow. I will hand it back to them the next day.

Day Five:

Hook (10 minutes): Work on finishing your Chapter 2 found poem. If you are finished, work on your journal, is there anything you want to add? Write a quick reflection of what you have learned!

30 to 40 minutes: With a partner, read Bio of Hitler.⁴ While you are reading, make sure to look out for events, characteristics, or situations that you believe helped shape Hitler into the man who would start a Holocaust.

10 to 20 minutes: Determine at least 10 “events” that led to his destructive personality. Write these down with your partner and be ready to share with the class.

5 to 10 minutes: Discuss the biography as a class. Use the Promethean board to record.

Summarizing Strategy: 10 to 20 minutes: Write down one question that you have now that we have started reading *Night* and the biography of Hitler.

Week Two:

Day Six:

Hook (10 Minutes): Vocabulary Charades! Get with a partner and choose a word from our vocabulary list. Check with me so that each pair has a different word from the rest of the class. Choose on action to act out and demonstrate the word. You cannot use words! Make sure to remind students that their vocabulary quiz is tomorrow! Study! (And remember! Studying the words means understanding them, not memorizing them!)

5 to 10 minutes: Explain and handout the Creative Project and its rubric. These projects will be due on Day Thirteen, exactly 7 school days from today! There will be some class time provided but students must rely heavy on their homework time for this particular project. Allow some time to brainstorm which option they would like to choose. Creative project option choice is to be made by Day Eight.

5 minutes: My students and I will form a circle within the middle of the computer lab and read together. I will ask for volunteers to read. The student will read until a page break (these occur quite regularly in the memoir). When the student finishes, I will call on a student to summarize what we have just read.

30 to 40 minutes: Read chapter 3 of *Night* as a class.

30 to 40 minutes: Play a modified game of “Would you rather.” In this game I will have several categories around the room on giant sticky notes. These sticky notes will be labeled with

⁴ This biography is from a book in the library. I have made copies and given them to the students. Rice, E. Jr. *Adolf Hitler and Nazi Germany* 2006. Greensboro, N.C. Morgan Reynolds Publishing Inc.

activities such as, go to a movie, watch a movie at home, read a book, watch tv, play video games, play sports, text friends, work on school work. Each activity is on its own sticky note. I will ask for volunteers to pick two sticky notes and put them in the front of the room. Each student will be given a small sticky note. For each pair of activities we do, we will ask, "Would you rather" and students will have to put their sticky notes on one or the other activities.

We will then, after each pair, assess the data. I am hoping to move from "What would student's rather do and why do you know that?" to the more difficult, "If you put your sticky note in sports rather than tv, does that mean you love sports? Why or why not?" This is an activity that I have modified from the "Teaching argumentation" chapter of *The Dynamics of Writing instruction*.⁵

Summarizing Strategy (10 minutes): Go back to page 34 in chapter three of *Night*. There is a small section of this page that reads like a poem. It begins with "Never shall I forget that night..." and continues to list the things that are forever burnt in his head. Use this style to write something similar to it. What is something that you will never forget? Try to write at least four lines.

Day Seven:

20 to 25 minutes: Vocabulary Quiz! This quiz will be a short answer. Each word will need to be used from a word bank. Students are to use each word in a story.

10 to 20 minutes: Finish reading chapter 3 of *Night* in our reading circle.

10 to 15 minutes: Quote Ellie and discuss the significance of words to him. He states that "Eight words spoken quietly, indifferently, without emotion. Eight short, simple words. Yet that was the moment when I parted from my mother. I had not had time to think, but already I felt the pressure of my father's hand: we were alone.... I did not know that in that place, at that moment, I was parting from my mother and Tzipora forever" (29).⁶

20 to 30 minutes: Make an eight-word memoir. In order to begin scaffolding towards the creative project, students will make a slide from PowerPoint that has eight words that are powerful to them. These memoirs need to be in reaction to *Night* and what we have read so

⁵ Smagorinsky, P., Johannessen, L., Kahn, E., and McCann, T. (2010). *The Dynamics of writing instruction: a structured process approach for middle and high school*.

⁶ Wiesel, E. (1958). *Night*. New York: Hill and Wang.

far. You can include pictures or images. Please be as creative as you possibly can. Allow yourself to reflect and respond to all that has been read thus far.⁷

Summarizing Strategy (10 minutes): In the chapter we have just read, Elie says that “the world would never tolerate such crimes...” (33). If the holocaust occurred during our time, do you think that the world would have known about, especially with our increased technology? Why or why not? Do you think that the world, the U.S., or you would do something about it? What would that be? Label this as RJ4.

Day Eight:

Hook (10 minutes): New vocabulary words! Using different words from the same site, I will have students add another eight words into their vocabulary pool. Explain that all words, the new and old list are fair game on the test.

For each word, mark it with a....

1. you do not know the word
2. you have seen or heard it before but do not know it
3. you know the word but don't feel comfortable using it in a sentence
4. you know the word and feel comfortable using it in a sentence

For each word below a three, gain enough knowledge through the dictionary, through examples, through resources, that you can make your own definition of the word, complete with a new example. Make sure to instruct students that they will be tested on these vocabulary words in a week's time.

15 to 25 minutes: Finish 8 word memoir.

30 to 40 minutes: Get with a partner and begin to read chapter 4. If students finish their eight-word memoir, they should begin reading directly. During this reading, students should take turns reading to each other, much like when we are reading in our reading circle. This reading activity will differ from reading in our groups by allowing students to immediately respond in their own way. Each student will receive a “Say Something” worksheet, a reading strategy adopted by Kyrene Beers.⁸

⁷ I have attached several examples of students' Eight Word memoirs. These memoirs can be found in the appendix

⁸ The “Say Something” activity can be found in the appendix. Beers, K. (2003). *When Kids Can't Read what teachers can do*. Portsmouth, NH: Heinemann

Ticket out the door (5 minutes): Students must write down, on a scrap piece of paper, their choice for their creative project.

Day Nine

Hook (10 minutes):

20 to 30 minutes: Read the rest of chapter 4 with a partner. This should be a mostly quiet activity.

20 to 30 minutes: Read an article on the Virginia tech shootings:

<http://www.washingtonpost.com/wp-dyn/content/article/2007/04/16/AR2007041600533.html>

20 to 30 minutes: First create ground rules on sharing with each other. We must respect everyone who wants to share. We also must respect the fact that no one may want to share. I will lead of the discussion. I will share my own experience. We will get in a circle and I will share where I was and how the events of April 16th have affected my life every day. Students will be encouraged to share their experiences with grief or with acts of violence.⁹ After 20 minutes, be sure to bring the conversation back around to *Night*. I will say something along these lines: These horrible things that we have just discussed are nowhere near the horror that was the holocaust. Can we all agree on that? But to me, losing my friends on April 16th, and from the stories you have just shared, I think we can understand what Elie went through in losing is mom and sister on the first day without cause or reason. Grief is grief. Today has been a sad day and I want you to collect your thoughts and recuperate before you head to your next class.”

Summarizing Strategy (10 to 20 minutes): Go back to your RJ4. I want you to write a reaction based off of what you have wrote in RJ4 and off of our discussion. We all just talked about our personal connection and reactions to horrible events. Some of these events we could not have stopped because they did not last like the holocaust lasted but is there something we can do to stop these things from happening? The world knew about Columbine, Virginia Tech, Sandy Hook, so why does it keep happening? (Keep in mind that there is not a correct answer). Label this entry RJ5.

⁹ I will make sure to announce that I am an obligated reporter and that if something is said that causes harm to a student, I am legally obligated to report that to the guidance department.

Day Ten:

Hook (10 minutes): Hand vocabulary quizzes back as students come back in the door. Have students pick two to three words from the old list and two to three words from the new list. They must have five words total. The words chosen should be the words that are the most difficult. With these five words, find a way to teach your classmates what they mean. Write down these lesson plans and be read to share them.

10 minutes: Read the beginning of chapter five aloud. Read enough to get them started on reading the rest of the chapter on their own.

30 to 40 minutes: Read Chapter 5 silently. If you finish reading, you may use this time to work on your Creative Project. It is due in two school days!!!

Week Three:**Day Eleven:**

Hook (10 minutes): Come in and take out your Theme Chart. Update your theme chart!

30 to 40 minutes: Watch "One Survivor Remembers"

<http://www.youtube.com/watch?v=2dgo9poiA2Y>

20 to 30 minutes: We will briefly discuss and reflect on the video as a class. I will read the following worksheet aloud and the students will complete the "One Survivor" discussion questionnaire below.

Discussion Questions for "One Survivor Remembers"

Please answer the following questions in 4 or 5 complete sentences. What you do not finish in class today will revert to homework, so work efficiently!

1. What scenes or images were most powerful for you, and why? What lessons or messages did these scenes offer?
2. How did the Nazis dehumanize Jews? How did Gerda Weissmann work to overcome dehumanization, and who helped her?

3. During her ordeal in the Nazi camps, Weissmann says she fantasized about enjoying a simple morning with her family or deciding what dress to wear to an imagined party. What simple things in your own life do you think you'd fantasize about if everything were taken away? What ordinary things do you think you take for granted?
4. This film focuses on persecution of Jews in the Holocaust, but others were also murdered, including Soviet prisoners of war, Roma (Gypsies), gays and lesbians, people with disabilities, and Communists. In what ways do you see persecution happening in today's world? What groups do you see being targeted? What can be done to work against such prejudice and intolerance?
5. In many ways, this film is about hope for the future. Who are the heroes of the film? What did they do that makes you hopeful? What can you do to help make the world a better place?

Students may complete this questionnaire for homework if necessary.

15 to 20 minutes: Explain what a warrant is in writing instruction and ask that each student write an argument about which story they thought best represented the holocaust, Gerda's or Elie's. Write a paragraph explain your opinion and be sure to provide a warrant. Use figure 5-4 on page 86 of *The Dynamics of Writing Instruction*.¹⁰

Summarizing Strategy (20 minutes): In a new journal entry, labeled RJ6, respond and make connections between Gerda's and Elie's experience. Make connections to our conversations in class. What is sticking out to you? What do you find yourself wondering? If you finish this journal entry early, take this time to wrap up loose ends. Update your theme chart, work on your creative project (it's due tomorrow!), organize your Reflective Journal, finish reading Chapter five.

Day Twelve:

Hook (10 minutes): Finish reading chapter five. From what you saw from Gerda's death march, what do you predict will happen to Elie and his father? Why do you think that? This is a great opportunity to work on your claims and warrants!!

20 to 30 minutes: Get in our reading circle in the middle of the classroom. We will read chapter six together. One student reading until a page break and then another student will summarize what we just read. We will complete the chapter in this time.

45 to 50 minutes: Watch Elie and Oprah at Auschwitz.

¹⁰ Smagorinsky, P. *The Dynamics of Writing Instruction*.

Summarizing Strategy (10 minutes): Reflective Journal time! How did seeing Elie affect you? Does it make it more real? What part of the interview was the saddest part? Why do you think that? Do you ever want to visit a concentration camp? Why or why not?

Ticket out the door: When you are finished with your RJ7, please put the finishing touches and turn in your Creative project!

Day Thirteen:

Hook (10 minutes): During the interview with Oprah, Elie called the Holocaust, “a scandal on the level of creation.” What do you think this means? Do you think there is anything going on today that could be said to be as scandalous as creation? Label this RJ8.

20 to 30 minutes: Read chapter 7 of *Night* aloud to the class.

10 to 20 minutes: Think, pair, share. In the last few words of this chapter, Elie explains that his father’s death, at this time in his life, felt like a relief more than anything else. Going back to our theme, do you think Elie had courage? What about moral courage? What about endurance? Elie survived a great deal and stuck with his father until the end. Be sure to be fair to Elie in your assessment but make sure you are clear with your opinion.

Students will write a short response to these questions. They will then get with a partner and share their answers. Finally, we will come together as a class and share together.

10 minutes: Revisit the KWL chart on the holocaust. What have we learned together? Did we answer all the questions in the “what to know” column?

Day Fourteen:

Hook (10 minutes):

10 minutes: Read the eighth and final chapter of *Night* aloud.

10 to 20 minutes: Hand back anticipation guides from the beginning of the semester. Have students finish the final column of the guide. Take a few minutes to discuss. What changed? What didn’t change? Why did you make the choices that you did?

20 to 30 minutes: Get into partner and read the article on Darfur:

<http://www.savedarfur.org/pages/primer>

10 to 20 minutes: Reflective journal entry. Remember that in response to the idea of a crematorium, Elie said that “the world would never tolerate such crimes...” (33). After reading the article on Darfur, do you think the world should have tolerated this? Did you know about it before reading the article? Label this as RJ9.

Summarizing Strategy: Brainstorms solutions! How would you stop this from happening? When a group of kids were asked about how to stop shootings like the one at Sandy Creek elementary school, they said that what needed to change more than the gun laws was society. Do you agree? Disagree? Why or why not? Please write this on a piece of paper and give it to me on the way out the door!

Day Fifteen:

Hook (10 to 20 minutes): Watch the following video and have students argue for their side of the story. They will write a letter to the government explaining their opinion and either arguing for change to the law or for the law to remain the same. They will hold onto these letters to be used later on in this class.

<http://abcnews.go.com/blogs/headlines/2012/01/georgia-mom-arrested-for-allowing-10-year-old-to-get-tattoo/>

20 to 30 minutes: Read article with partner “The gulag behind the goose-steps”

<http://www.economist.com/node/21553090>

10 to 20 minutes: Answer the following questions with your partner and prepare to discuss.

1. Did you know that there were still concentration camps?
2. How does it make you feel to know these camps exist.
3. Do you think that these camps and the holocaust are similar? Why or why not?
4. What do you think can be done to stop these camps from existing?

5 minutes: A brief class discussion on students’ answers to the questions and the article.

5 to 10 minutes: Watch the interview on the same website as the article. These camps exist right now!! Did you think that this could still happen?

Summarizing Strategy (20 to 30 minutes): Write a letter to the government about the gulags. What do you think can be done about them? Argue your opinion on them. Do you think something should be done? Why or why not? When in doubt, look back to the letter you wrote about tattoos. You had a definite opinion and facts to back it up, do the same for this

letter. Turn in the tattoo letter and the gulag letter.

Week Four:

Day Sixteen:

Hook (10 to 20 minutes): Hand back their letters on their way into the door. On each letter, I have given each student prompting questions on how to clarify their opinions and provide better claims and warrants for those claims. For their hook activity, the students will go through and answer my prompting questions. This activity will be a great way to differentiate instruction because each student will have their own questions to answer regardless of their writing level.

10 minutes: Hand out the argumentation essay assignment and rubric. Go over it with the students. "You should keep your rubric beside you as you write, constantly rereading it as you go."

20 to 30 minutes: Brainstorm your opinions. You must nail down your opinions first so that you can look into supporting them. Fill out the following brainstorming form:

I believe that horrible events of violence are still occurring because _____.

From your reasoning's, what has made you believe them to be true?

What do you believe is a good solution?

Why do you believe that? What is your proof that it would work?

20 to 30 minutes: Read: *from The Sunflower* by Simon Wiesenthal¹¹

Summarizing Strategy (10 minutes): Practice your claims and warrants! Should Simon have told the German soldier's mother all of his horrible deeds? Why or why not? What is your proof?

Day Seventeen:

Hook (10 minutes): Finish any brainstorming or your practice claims and warrants from yesterday. If you are done with everything already, start writing!!!

¹¹ This selection is found in the back of their school copies of *Night*.

10 minutes: Explain that this will be a day of writing. Use your resources. Make a list of resources that you need to look up, these will be readings that we have completed as a class, and make sure that you get evidence to support your claims.

So the steps for today as follows:

1. Know your claims
2. Question how you came to make those claims
3. Answer yourself by going back into the readings we have done and finding as much evidence as possible
4. Write down all of your claims and their corresponding warrants.

40 to 50 minutes: This should take the majority of the class period. Students will need to show that they have finished or are working toward finishing these four steps before they leave for the day.

Ticket out the door: Show me your four steps and how you met them. Your homework for the night is to take these claims and warrants home and to create a rough draft from these four steps.

Day Eighteen:

Hook (20 minutes): Get out your rough draft of your argumentation essay. Remember we are trying to save the world from hatred! Now that you have all the nitty gritty facts in your essay, today we will work on putting your voice into the paper. We know you care about the issues but show us that you do through your writing! For the starter today, brainstorm why you care about ridding the world of acts of violence.

10 minutes: Explain the writer's workshop to students. Today we will get in groups of four and let each other read our claims and warrants. Use the rubric that I have given you and, while being kind and respectful to each other's writing, show your group members how their papers could be improved and where their papers are rocking already. While this is going on, I will call up students individually to conference and participate in the writer's workshop. When you are done, go ahead and start sewing your paper together.

If it helps you to write your paper as a letter, you can do so. Just be sure to have the proper audience picked out. You may also write your letter like the articles we have read. Whatever format you choose, make sure it is clear to me which type of essay it is.

50 minutes: Writer's workshop and teacher conferences. I will get through half the class myself.

Summarizing strategy (10 minutes): For homework, put together your paper and have a second draft ready to turn in. Explain that students don't need to freak out if they have not yet conferenced with me. There will be time tomorrow.

Day Nineteen:

Hook (20 minutes): Your paper is getting close to being a cohesive essay. If you were turning this essay in today, what would you want to frantically change before I saw it? Grammar?

Phrasing? Personal voice? Claims and warrants? Whatever your answer is, go and fix it now!

40 minutes: This will be the second day of workshopping. Students will be rearranged and asked to give three positive comments about each paper and one improvement that could be made. These suggestions and comments are to be turned into me when completed. I will continue to conference.

10 minutes: Hand each student back the comments made by their peers. Their homework tonight is to complete their paper to be turned into me.

Summarizing Strategy (10 minutes): Make sure to bring in your creative projects for our gallery day tomorrow!

Day Twenty:

Hook (10 minutes): Get your reflective journals together to turn and turn them into me! Or let me know that they are in the folder with your name on it on your computer and I can access them.

30 to 40 minutes: Creative project gallery! For those who would like to present their creative project, they may do so at this time. Otherwise, all projects must be set up for viewing. Take time to visit each project.

10 to 20 minutes: Our unit is coming to a close. As your final journal entry, what creative project moved you the most? Why?

Summarizing Strategy (20 minutes): Share our solutions for change. Brainstorm, using the Promethean board, how we can put these plans into action. How can each of us help change the culture of violence? What are so doable steps that can be taken today?

Ticket out the door: Turn in your "final" argumentation essay.

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RULES FOR ***SAY SOMETHING***

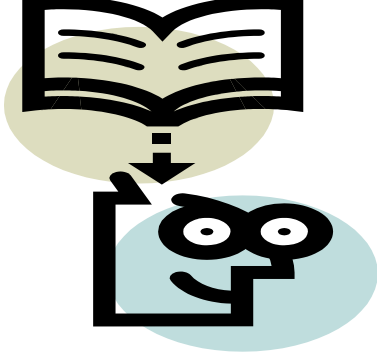
Kylene Beers, 2003

1. With your partner, decide who will say something first.
2. When you say something, do one or more of the following:
 - make a prediction;
 - ask a question;
 - clarify something you had misunderstood;
 - make a comment; and,
 - make a connection.
3. If you can't do one of these five things, then you need to reread.



HELP WITH "SAY SOMETHING"

<p>Make a Prediction</p> <ul style="list-style-type: none"> • I predict... • I bet that... • I think that... • Since this happened (fill in details), then I bet the next thing that is going to happen is... • Reading this part makes me think that this (fill in the details) is about to happen... • I wonder if... 	<p>Ask a Question</p> <ul style="list-style-type: none"> • Why did... • What's this part about... • How is this (fill in detail) like this (fill in detail)... • What would happen if... • Why... • Who is... • Do you think that... • I don't get this part here...
<p>Clarify Something</p> <ul style="list-style-type: none"> • Oh, I get it... • Now I understand... • This makes sense now... • No, I think it means... • As first I thought (fill in detail), but now I think... • This part is really saying... 	<p>Make a Comment</p> <ul style="list-style-type: none"> • This is good because... • This is hard because... • This is confusing because... • I like the part where... • I don't like this part because... • My favorite part so far is... • I think that...

Make a Connection	
<ul style="list-style-type: none">• This reminds me of...• This part is like...• This character (fill in name) is like (fill in name) because...• This is similar to...• The differences are...• I also (name something in the text that has also happened to you)...• I never (name something in the text that has never happened to you)...• This setting reminds me of...	



Gendron

Before

After
"What would you do? After *Night*

Yes/No

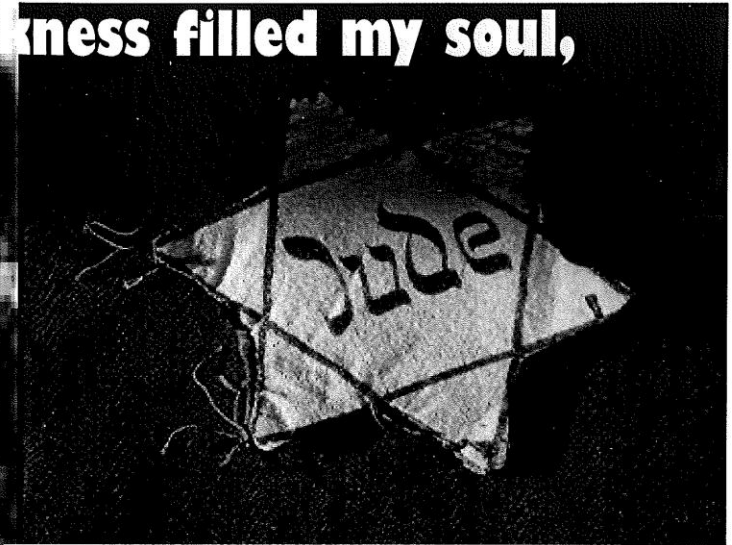
Yes/No

Yes/No

_____	I would stick up for my friend if it meant being humiliated.	_____	_____
_____	I would stick up for my friend if it meant being physically hurt.	_____	_____
_____	I would stick up for my friend if it meant being killed.	_____	_____
_____	I would want my friend to stick up for me if it meant being humiliated.	_____	_____
_____	I would want my friend to stick up for me if it meant being physically hurt	_____	_____
_____	I would want my friend to stick up for me if it meant being killed.	_____	_____
_____	I would stick up for a stranger if it meant being humiliated.	_____	_____
_____	I would stick up for a stranger if it meant being embarrassed.	_____	_____
_____	I would stick up for a stranger if it meant being physically hurt.	_____	_____
_____	I would stick up for a stranger if it meant being killed.	_____	_____



Horrible darkness filled my soul,



Heartless and tragic





ACCEPT NOTHING
TRY SOMETHING
IT'S A CRAZY WORLD

By: code vanderpool

WHAT REALLY
HAPPENED?