This unit is provided as a sample of available resources and tasks; it is for informational purposes only. It is your responsibility to investigate the resources listed here to determine their value and appropriateness for your district. GaDOE does not endorse or recommend the purchase or use of any particular resource.

<table>
<thead>
<tr>
<th>READING FOCUS- INFORMATIONAL</th>
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<tr>
<td><strong>THEME- HUMAN RIGHTS AROUND THE WORLD: SYMBOLS OF ALIENATION</strong></td>
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</table>

**ONE EXTENDED TEXT FROM AMERICAN OR WORLD LITERATURE:** Night by Elie Wiesel

**SHORT TEXTS FROM AMERICAN OR WORLD LITERATURE:**

- Metamorphosis by Franz Kafka, novella
  [http://www.gutenberg.org/files/5200/5200-h/5200-h.htm](http://www.gutenberg.org/files/5200/5200-h/5200-h.htm)

- Antigone by Sophocles
  [http://classics.mit.edu/Sophocles/antigone.html](http://classics.mit.edu/Sophocles/antigone.html)

- “Pride” by Dahlia Ravikovitch, poem

- “Do Not Accept,” “A Jewish Cemetery in Germany,” “Before,” “Forgetting Someone,” “Half The People In the World,” “Memorial Day for the War Dead,” by Yehuda Amichai, poetry

- Excerpt from Shakespeare's The Merchant of Venice, Shylock's “Hath Not A Jew…” speech (III.i.49–61)
  [http://shakespeare.mit.edu/merchant/merchant.3.1.html](http://shakespeare.mit.edu/merchant/merchant.3.1.html)

**SHORT INFORMATIONAL TEXTS INCLUDING PRIMARY AND SECONDARY SOURCE DOCUMENTS FROM U.S. AND WORLD HISTORY:**

- Maus I and Maus II by Art Spiegelman

- “Universal Declaration of Human Rights”

- Elie Wiesel's Nobel Prize acceptance speech:
http://www.pbs.org/eliiewiesel/nobel/index.html

“First They Came” by Pastor Martin Niemoller, famous quote
http://www.jewishvirtuallibrary.org/jsource/biography/niemoeller.html

“Why Don’t We Know the Origin of the Word “ghetto”?”, article from Oxford University Press’s blog
http://blog.oup.com/2009/03/ghetto/

“Elie Wiesel Shines Spotlight On Romney Over Controversial Mormon Practice,” blog post and All Things Considered podcast
http://www.npr.org/blogs/itsallpolitics/2012/02/15/146950146/elie-wiesel-shines-spotlight-on-romney-over-controversial-mormon-practice

SUPPLEMENTAL MATERIALS:

WEB SITES

Holocaust Encyclopedia
http://www.ushmm.org/wlc/en/

“Prisoners of Conscience,” an Amnesty International Campaign web site

VISUAL/OTHER TEXTS:

Selected photography from the Yad Vashem archives (individual photos referenced below)

Images from the Lodz ghetto

Images from the Lodz ghetto: Street scene

Images from the Lodz ghetto: Saddle Factory in Lodz

Images from the Lodz ghetto: Straw shoe workshop

Images from the Lodz ghetto: Ghetto panorama

Visual Art
A Holocaust Art Exhibit (contains 30 works of visual art related to the Holocaust and links to more information)  
http://www.english.illinois.edu/maps/holocaust/art.htm

The Works of David Olere, an artist and Holocaust survivor:  
The Food of the Dead for the Living http://fcit.usf.edu/holocaust/gallery2/D86.htm  

Song  
“Holland, 1945” by Jeff Mangum (performed by Neutral Milk Hotel, 1998) http://neutralmilkhotel.net/lyrics.html  
Accompanying art by Will Schaff  

“Never Again” by Wu Tang Clan (1998)  
Lyrics http://www.azlyrics.com/lyrics/wutangclan/neveragain.html

Film/Video  
One Survivor Remembers: An Evening with Gerda Weissman Klein  
http://www.youtube.com/playlist?list=PL37223B677547FCB6&feature=plcp

WRITING FOCUS: Informative/Explanatory

ASSESSMENT TASKS (These writing prompts will serve as the assessments for this unit.)  
Informative/Explanatory writing should focus on why literary and rhetorical choices are made by the author, and how those choices are intended to affect or impact the reader based solidly in text evidence; argumentative/opinion writing must advance a specific claim or claim(s) and provide strong and logical support, based solidly in text, for claims.

1. INFORMATIVE/EXPLANATORY: In Defense of Human Rights. What are the consequences of treating select groups of people as less than human? Analyze the alienation of Holocaust victims using the “Universal Declaration of Human Rights” as a guide to support your claims. Focus on 1 to 2 articles from the “Universal Declaration of Human Rights” and find 5 to 6 excerpts from Night showing violations of the articles. Explain how victims of the Holocaust were dehumanized, why the treatment of Holocaust victims violated human rights, and explain why all humans deserve those rights.

2. INFORMATIVE/EXPLANATORY: The Symbols of Alienation. After reading Night, Maus, and “The Metamorphosis,” compare the symbols used in each text to represent alienation and dehumanization. Analyze the authors’ purposes in writing narratives of alienation and dehumanization. Consider how the genre of each text (memoir, graphic novel, fiction) affected the writers’ construction of symbols. After selecting 9 or more quotes (3 from each text), generate a thesis comparing the authors’ depiction of dehumanization and alienation. Are there any common symbols found across two or three of the texts, or does each author offer a unique perspective?

3. ARGUMENTATIVE: How Does Art Inform or Influence Society? Select any of the major texts read in the unit (Night, Maus, “The Metamorphosis,” and Antigone) or a combination of the texts and develop an argument about the texts’ potential to change society. Identify and analyze elements of the work that have the potential to change lives. Then answer the following question: Can art truly influence society and inform
human behavior? Of the works you’ve analyzed, which would be the most effective at changing society? Consider both the medium and the message of each work you analyze. Select at least 8 quotes from the text (or combination of texts) that strike you as the most profound and present and analyze them as evidence to support your claim. Suggested length: 1000 words.

4. INFORMATIVE/EXPLANATORY (CONSTRUCTED IN TEAMS AS A MULTIMEDIA PRESENTATION): Human Rights in High Schools and American Society. In groups, paraphrase “The Universal Declaration of Human Rights” to make it more appealing to a teenage audience. Then illuminate each article with an example of the right that relates to high school or life in America. Use audio and visual clips to illustrate people enjoying each right or suffering due to being denied their rights. The goal of your presentation should be to explain the “Universal Declaration of Human Rights” to an audience of your peers in a way that grabs their attention by making connections to their lives and entertains them by presenting the material in a novel way. In addition to containing audio and video clips, the presentation must be created as a Prezi or video. NO POWERPOINT. Brief skits may be used to supplement the material in the presentation.

NARRATIVE/RESEARCH ROUTINE WRITING

NARRATIVE

1. After reading Night, listen to “Holland, 1945” by Neutral Milk Hotel and “Never Again” by Wu Tang Clan, two vastly different songs about the Holocaust. Although the songs are different in tone and genre, they both contain narratives about the modern American’s struggle to comprehend the Holocaust. After contemplating Jeff Mangum’s (singer of Neutral Milk Hotel) and Remedy’s (rapper in Wu Tan Clan) reactions to the Holocaust, complete a 1-page reflective essay documenting your feelings about the suffering described in Night. Is your reaction similar to Mangum’s (wishing you could go back and change history) or Remedy’s (hoping the world learns a lesson from the suffering)? * Differentiation/Extension: This activity can be modified so that students can write their narrative in a stream of conscience/free verse poem/free-style rap format OR after writing a narrative, students may extend the lesson and compose a poem or song based on their narrative.

2. Think of a time in your life when you felt like an outsider. Then retell the story without any human characters by generating symbols to represent your experience like Art Spiegelman did in Maus when he represented Jewish people with mice and Nazis with cats. Select a symbol to represent your alienation and a symbol to represent the people or forces that oppressed you. Craft a narrative to recount your experience using the symbols you’ve selected. You may choose from a variety of genres to tell your tale: short story, poem, children’s picture book, comic strip, song/rap, or video/slideshow. Finally, write an explanation of your symbolism containing at least one paragraph explaining the symbol used to represent you and the symbols used to represent your oppressors.

RESEARCH CONNECTION(S)

- Eugenics
- Genocide
- Historical context of texts
- Holocaust
- Other, non-Jewish populations persecuted by the Nazis
- Prisoners of Conscience: Use Amnesty International to research people around the world currently imprisoned for their beliefs http://www.amnestyusa.org/our-work/issues/prisoners-and-people-at-risk/prisoners-of-conscience
- Symbolism
<table>
<thead>
<tr>
<th>ROUTINE WRITING</th>
<th>Notes, summaries, process journals, and short responses across <strong>all genres</strong></th>
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<tr>
<td></td>
<td>• Annotations and explanations of texts as they are read</td>
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<td></td>
<td>• Compare the poetry of Yehuda Amichai to passages from <em>Night</em></td>
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<td></td>
<td>• Compare the art of David Olere and Art Spiegelman to passages from <em>Night</em></td>
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<td>• Explications of selected poems</td>
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<td>• Paraphrase the &quot;Universal Declaration of Human Rights&quot; using language to appeal to a high school audience. Students will work in groups to paraphrase each article and create a class declaration adding any new amendments as they see fit.</td>
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<td></td>
<td>• Quote log to collect, paraphrase/explain, and respond to selections from the text in preparation for the culminating writing assessment</td>
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<td>• Reactions to images from the Holocaust (exit slips)</td>
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<td>• Reflection on the use of &quot;ghetto&quot; in popular culture after researching its etymology</td>
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<tr>
<td></td>
<td>• Response journal for students to document how they feel about excerpts from the texts, generate questions and research possibilities, and annotate passages (sponge/class work)</td>
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PLANS FOR ASSESSMENT 1

In Defense of Human Rights. What are the consequences of treating select groups of people as less than human? Analyze the alienation of Holocaust victims using the “Universal Declaration of Human Rights” as a guide to support your claims. Focus on 1 to 2 articles from the “Universal Declaration of Human Rights” and find 5 to 6 excerpts from Night showing violations of the articles. Explain how victims of the Holocaust were dehumanized, why the treatment of Holocaust victims violated human rights, and explain why all humans deserve those rights. Suggested length: a minimum of 750 words.

SKILL BUILDING TASKS
Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: What can literature teach us about humanity and our responsibilities to ourselves, our culture, our society, and our world?

TASK: Establish text context, introduce new vocabulary, examine the publication and translation history, research a related topic

Standards:

ELACC9-10RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

ELACC9-10W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ELACC9-10L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

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

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

c. Consult general and specialized 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, its part of speech, or its etymology.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Instruction:

- Conduct a pre-assessment to analyze students’ knowledge of WWII in Europe to aid in your selection/creation of materials to teach the context.
- Direct students to begin a new notebook section devoted to the study of Night.
- Show students the book cover (the Bantam Books version with a lone figure surrounded by barbed wire) and predict the subject, tone, purpose, etc. of the text.
- Introduce new vocabulary relevant to Night by first examining its context (example: introduce the word within the sentence from Night), hypothesizing a definition, and then recording the actual definition; stress the part of speech and give students versions of the word in different parts of speech (Ex. analyze, analysis, analytical; advocate, advocacy) and require students to write multiple example sentences using variations of the
Use an online dictionary in class to model the correct pronunciation of new and difficult vocabulary or words borrowed from other languages.

Require students to keep a vocabulary log in their notebook to record both vocabulary discussed in class and to define unfamiliar vocabulary discovered while reading.

Point out that Night has been translated. It was originally written in Hebrew in 1954 and given the title Un di Velt Hot Geshvign (And the World Remained Silent). In 1958, Wiesel shortened the manuscript from over 800 pages to 178 pages, changed the title to Night and translated it into French. In 1960, it was shortened to 116 pages and translated into English by Stell Rodway. In 2006, Wiesel's wife, Marion, completed a new English translation.

Discuss the complications that can arise from translations.


Read and discuss the famous statement, “First They Came” by Pastor Martin Niemoller http://www.jewishvirtuallibrary.org/jsource/biography/niemoeller.html and use it to predict the events of Night.

Assessment Opportunity: Assign each student a different topic from the United States Holocaust Memorial Museum’s Holocaust encyclopedia (http://www.ushmm.org/wlc/en/a2z.php?type=article). Ask them to read the article, summarize it, cite it in MLA format, and post their summary and citation to a class blog to create a peer-reviewed resource for the class to use throughout the unit. Read over the A-Z topic list and select topics relevant to the unit (such as Anti-Semitic Legislation, Anti-Semitism in history, Auschwitz, Children During the Holocaust, Lodz, Plight of Jewish Children, etc.) You can also access this blog in class to teach the context and background.

Differentiation Option(s):

- If your pre-assessment reveals that your students do not have a working knowledge of WWII, you may want to begin with a video, WebQuest, or PowerPoint to teach them the necessary background.
- If students do not have access to technology or you do not have a class blog, students could write their summaries and citations on index cards to be posted on a bulletin board.

ESSENTIAL QUESTION: How can taking notes and annotating a text aid my comprehension?

TASK: Take notes to reveal how the author’s use of details builds to a major point or theme; review literary and rhetorical techniques and identify them as they arise in the text

Standards:

- ELACCA9-10RI1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELACCA9-10RI2 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.
- ELACCA9-10RI3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Instruction:
- Provide explicit instruction on how to take notes on the text using your note taking method of choice, such as a response journal.
- Share a list of themes to help students focus their reading or share the types of evidence students should look for as they read.
- Direct students to pay attention to jumps in time in the narrative (flashbacks, insertions of the narrator’s adult understandings into his childhood, etc.).
- Read Ch. 1 aloud modeling the types of questions students should ask themselves as they read independently and pointing out features of the narrative, style, and diction that will become more important later on (ex: analyze the author’s purpose when using figurative language; pay attention to passages where the language shifts from literal to figurative and vice versa).
- Direct students to pay special attention to the role of Moishe the Beadle (Why is Moishe an outsider in his own community? How does his experience transform him? Why is it significant that his warnings are ignored?) and discuss the archetype of the outsider (http://tutortales.wordpress.com/2011/07/17/narrative-archetypes-the-outsider/).

*Assessment Opportunity: Moishe the Beadle is the archetypal outsider. Consider why Moishe is an outsider in his own community, how his experience transform him, and why it is significant that his warnings are ignored. Using the traits of an outsider listed here http://tutortales.wordpress.com/2011/07/17/narrative-archetypes-the-outsider/, identify another example of an archetypal outsider from another book, movie, legend, etc. Compare your example to Moishe the Beadle in 3 concise paragraphs.

Differentiation Option(s):
Use Eeyore to introduce the archetype of the outsider: http://www.guardian.co.uk/books/booksblog/2011/may/09/eeyore-literature-archetypal-outsider

| ESSENTIAL QUESTION: How can I use note-taking to analyze details form a text to make inferences based on evidence I’ve collected? |
| TASK: Identify examples of foreshadowing and predict the outcome; connect the details in the text to the historical context |

Standards:
ELACC9-10RI3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
ELACC9-10RI5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
ELACC9-10RI7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

Instruction:
- Conduct group read-aloud of Ch. 2
- Show students images of train deportations to connect the story to the historical context, to aid comprehension, and to stimulate discussion.
- Direct students to take notes on details that may foreshadow future events in the book.
Compare the woman on the train to Moishe. Was she psychic, prophetic, or just a lunatic? Other than their literal meaning, what could these flames symbolize?

Compare the woman on the train to Cassandra (http://www.maicar.com/GML/Cassandra.html).

Discuss (Think-Pair-Share): Do you believe the woman on the train was a real person or was she a character created by Wiesel to develop the narrative? Can non-fiction texts have fictional elements?

Conduct group read-aloud of Ch. 3.


Take notes on Wiesel’s description of Auschwitz, his treatment, the different personalities of various guards, kapos, and policemen.

Make predictions on the fate of Wiesel's family based on the details in Ch. 3, Wiesel’s tone, and the historical context.

Conduct research on Auschwitz, the concentration camp Eliezer is taken to with his father. Evaluate the reliability of your source. Then find at least 3 descriptions of the camp and compare them to the descriptions given by Wiesel in Ch. 3.

Homework: Read “What made this man? Mengele” By Robert Jay Lifton, New York Times article http://www.wellesley.edu/Polisci/wj/100/menge.htm and come to class prepared to discuss.

ESSENTIAL QUESTION: How does an author create tone?

TASK: Determine the tone; analyze how the narrative structure furthers the plot

Standards:
ELACC9-10RI3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
ELACC9-10RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
ELACC9-10RI5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Instruction:
Discuss “What made this man? Mengele” by Robert Jay Lifton asking the students how the presence of Mengele affected their perception of the danger of Wiesel's situation and how his mention provides a context for Nazi war crimes.

Review the concept of chronological order by creating a timeline of major events in the novel.

Select a few sentences from Ch. 1-3 to begin a discussion of tone:

○ “Mother is still a young woman,” my father once said. “She must be in a labor camp. And Tzipora, she is a big girl now. She too must be in a camp...”

○ How we would have liked to believe that. We pretended, for what if one of us still did believe?”

○ We never saw him again. He had been given the news. The real news.

○ The inscription: WARNING! DANGER OF DEATH! What irony. Was there here a single place where one was not in danger of death?
Discuss Wiesel’s tone. Ask students to cite specific words to defend their answers.
Discuss Wiesel's stylistic decision to use italics.
Read Ch. 4 as a group read-aloud.
Analyze Wiesel’s purpose when he recounts the story of the French girl in the concentration camp and then jumps forward and discusses meeting her after the war. As a class, discuss some of the following ideas: a) How does the episode with the French girl demonstrate the differences between fiction and non-fiction. Could an author take that liberty in a fiction novel? b) When Wiesel jumps ahead in time to tell the tale of his second meeting with the French girl, he reminds the reader that he survived the Holocaust. How may his perspective as a survivor affect his tone and purpose as an author? Does it make him a more or less reliable narrator? c) What does the French girl's experience tell you about Jewish identity and the Nazi’s identification of Jews? d) How does knowing Night is nonfiction affect your perception of the book as a reader? E) How does Wiesel’s tone shift as he jumps from the Holocaust to after the war? Cite specific words to defend your answer. Differentiation option: use this questions as a written assessment.

Homework: Assign Ch. 5 as independent reading. Require that students take notes in the appropriate format (ex. a response journal with 10 quotes and responses).

Differentiation Option(s):
- Students can discuss the French girl as a class, in small groups, in a think-pair-share activity, or they can answer the questions with written responses.
- If you have access to the text, assign students to read “Cause of Death: Hooked Nose,” an essay by Heinrich Boll. The story is available in How Was It Humanly Possible? A Study of Perpetrators and Bystanders During the Holocaust, a resource for teachers available through Yad Vashem (http://secure.yadvashem.org/store/product.asp?productid=387). High achievers could read and compare this story to the story of the French girl in Night to discuss prejudice and racial profiling.

Assessment Opportunity: Compare the Eliezer in Ch. 1 to the Eliezer who speaks these lines in Ch. 4. How do you explain his transformation? Write at least 3 paragraphs using textual evidence to describe and explain his transformation.

“For God’s sake, where is God?”

And from within me, I heard a voice answer:

“Where is he? This is where – hanging here from these gallows…”

ESSENTIAL QUESTION: How does word choice and use of the literal and figurative language inform and reveal an author’s purpose?

TASK: Take a closer look at the author’s word choice, examine the difficulties involved in translation, compare translations of the text

Standards:
ELACC9-10RI2: 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.
ELACC9-10RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
ELACC9-10L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

c. Consult general and specialized 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, its part of speech, or its etymology.

Instruction:

- Begin with a discussion of etymology.
- Introduce students to the concept of etymology and demonstrate the usage of [http://www.etymonline.com/](http://www.etymonline.com/) to uncover the history of “ghetto: ghetto (n.).
  - 1610s, “part of a city to which Jews were restricted,” especially in Italy, from It. ghetto "part of a city to which Jews are restricted," various theories of its origin include: Yiddish get "deed of separation;" special use of Venetian getto "foundry" (there was one near the site of that city’s ghetto in 1516); a clipped word from Egitto "Egypt," from L. Aegyptus (presumably in memory of the exile); or It. borghetto "small section of a town" (dim. of borgo, of Germanic origin, see borough). Extended by 1899 to crowded urban quarters of other minority groups (especially blacks in U.S. cities). As an adjective by 1903 (modern slang usage from 1999). Ghetto-blaster "large, portable stereo" is from 1982.
- Students will read this article from Oxford University Press’s blog: [http://blog.oup.com/2009/03/ghetto/](http://blog.oup.com/2009/03/ghetto/) (note: This blog post is a linguistic analysis of the word and is very difficult).
- Create word web for “ghetto” to connect, compare, and contrast words related to the concept.
- Review and discuss Ch. 5, paying special attention Wiesel’s word choice and treatment of language.
  - Discuss the line: “The last day of the year. Last had an odd ring to it. What if it really were the last day?”
  - Discuss the denotation and connotation of “congregation,” then use the etymological dictionary to look it up. Is it ironic that it was used by Old Testament translators as a synonym or replacement for synagogue?
  - Discuss Wiesel’s stylistic decision to include one-word sentences, such as “Defeat.” Is this literal, figurative, or both?
  - Discuss the many meanings of “fast.”
  - Discuss the effect of using German words, such as “Achtung!”
  - Read the “Preface to the New Translation” by Wiesel, paying attention to his discussion of language.

*Assessment Opportunity: Find an example of “ghetto” used in a modern context (ex. song, advertisement, article, blog post, clothing). Cite the source where you found the word, describe it, and then compare it to the original meaning. Finally, analyze whether the word in the context you found it has a positive, negative, or neutral connotation. Your analysis should be at least 2 paragraphs and needs to be posted to a class blog.

Differentiation Option(s):
Break the students into small groups and give them each one of the discussion options listed above. Allow them to answer the question in groups and then present out to the class.

**ESSENTIAL QUESTION:** How does an author’s syntax and diction support his major claims and ideas?
### TASK: Examine the author’s sentence structure to identify how he uses syntax to draw the reader’s attention to important details; determine how the diction affects the tone; compare the diction of a memoir to the diction of encyclopedia entries and fiction

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### Instruction:

- **Discuss:** Notice the tone and diction of interactions between victims of the holocaust and their oppressors in *Night*. How do these interactions serve as microcosm for the war itself and the interactions of nations? Allow students 10 minutes to find and discuss examples with a partner. Then conduct a class discussion.
- **Read and discuss Ch. 6-7.**
- **Is there any symbolism in the blizzard, or is it merely literal?**
- **What is the purpose of the story of Rabbi Eliahou and his son?**
- **What claim is Wiesel making about the relationships between fathers and sons and their duties to each other? Do these roles and duties remain the same during times of crisis?**
- **Discuss the significance and symbolism of Juliek and his violin, paying special attention to this passage:**

  > The darkness enveloped us. All I could hear was the violin, and it was if Juliek’s soul had become his bow. He was playing his life. His whole life glided over the strings. His unfulfilled hopes. His charred past, his extinguished future. He played that which he would never play again.

- **Once again, Wiesel jumps ahead in time to examine a French woman. Compare this woman to the French girl from earlier in the book. Compare her perception of reality to Wiesel’s.**

*Assessment Opportunity: Research Buchenwald and predict how the book will end. Write a 1 page reflection that combines your research and your prediction. Read Ch. 8-9.

### Differentiation Option(s):

- Students can discuss the story of Rabbi Eliahou and Wiesel’s attitude towards fathers and sons as a class, in groups, or individually with a written response.
- Similarly, the discussion of Juliek can be conducted as a class or individually.
ESSENTIAL QUESTION: How does an author use rhetoric to support his point of view or purpose?

**TASK:** Analyze the author’s main points looking for rhetorical strategies; consider how these strategies help the author establish his point of view.

**Standards:**
- ELACC9-10RI5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- ELACC9-10RI6 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.
- ELACC9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**Instruction:**
- Discuss Ch. 8-9. What is the impact of the father’s death? Would his survival have affected the story in a positive or negative way? What about the tone? After the death of his father, how does Eliezer change? What does his behavior symbolize?
- Introduce or review the concepts of rhetoric, ethos, pathos, and logos using quotes from the text:
  - “From the depths of the mirror, a corpse was contemplating me. The look in his eyes as he gazed at me has never left me.” (pathos)
  - “Our first thoughts as free men was to throw ourselves onto the provisions. That’s all we thought about. No thoughts of revenge, or of parents. Only of bread.” (logos)
  - There was no choice: Gustav, the Blockälteste, made it clear with his club” (ethos).
- Read “Elie Wiesel Shines Spotlight On Romney Over Controversial Mormon Practice,” and write an outline of the points of view or arguments of each group. Then use the concepts of ethos, pathos, and logos to analyze the arguments and look for fallacious reasoning. (As an extension activity, this could be turned into a class debate.)
- Read Wiesel’s Nobel Prize Acceptance Speech (found in the back of many editions of the text or [http://www.pbs.org/eliewiesel/nobel/index.html](http://www.pbs.org/eliewiesel/nobel/index.html)). First, read the speech aloud. Then, in small groups, the students should identify his purpose and select 6 pieces of evidence he gives to support his argument. For each argument, analyze whether he is using ethos, pathos, logos, or a combination. Students should fill out a graphic organizer that looks like this:
Label each section of the triangle ethos, pathos, or logos. Students will write out the purpose of Wiesel’s speech and then arrange the evidence in the correct locations inside the triangle. Each group should share their work with the class.

Read the Preamble to the Universal Declaration of Human Rights (http://www.un.org/events/humanrights/2007/hrphotos/declaration%20_eng.pdf) and complete the same activity to analyze and identify the rhetoric.

* Assessment Opportunity: Compare the argument presented by Wiesel in his Nobel acceptance speech to the Preamble to the Universal Declaration of Human Rights. Write at least 3 paragraphs using textual evidence to compare the texts.

Differentiation Option(s):
Students could be divided into two groups or divided evenly between the topic of the Nobel acceptance speech and the preamble. Each group could analyze one text, and the class could compare them as a whole group exercise.
Students could complete the tasks individually as an in-class writing prompt.

ESSENTIAL QUESTION: How can I develop an understanding of parallel structure and phrases to improve my writing and sentence fluency?

TASK: Using parallel structure and various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute); identify these grammatical structures in Night

Standards:
ELACC9-10L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Use parallel structure.*

b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbal) to convey specific meanings and add variety and interest to writing or presentations.

ELACC9-10L2L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

b. Use a colon to introduce a list or quotation.

c. Spell correctly.

ELACC9-10RI5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Instruction:

● Introduce the concept of parallel structure instructing students to take notes.

● Examine the writing of Wiesel looking for examples of parallel structure.

● Use exemplars from the texts to practice using parallel structure.

● Introduce the concept of various types of phrases (note: although the standards list 7 types of phrases, select only one or two to focus on now).

● Examine the writing of Wiesel looking for examples of various phrases.

● Use exemplars from the texts to discuss the functions of various phrases.

● Use exemplars from texts to model and practice using various phrases.

● Diagram sentences from the text.

● Use exemplars from the text to discuss the function of semi-colons (On pg. 12 of Night, Elie Wiesel [as translated by Marion Wiesel], writes: “The ghetto was ruled by neither German nor Jew; it was ruled by delusion.”)

● In preparation for the writing assessments, practice quote integration using colons. Use Wiesel’s sentences as exemplars, such as:

   And from within me, I heard a voice answer:
   “Where is he? This is where – hanging here from these gallows…”

Differentiation Option(s):

The teacher can give students the grammatical rules and then ask them to find examples from the text, the teacher can provide all examples, or use a combination of both.

In groups, students can make instructional posters explaining parallel structure, phrases, semi-colons, or colons using sentences from Night as examples.

*Assessment Opportunity: Using parallel structure, write a three (or more) part thesis to answer one of the following essay prompts. Then write 3 sentences to support the thesis including a phrase in each and using colons to introduce any quotes.

a. Does Eliezer truly believe God is dead? If he does, does that mean Wiesel does?
b. Was it fate, free-will, or coincidence (chance) that allowed Wiesel to survive?
c. Does *Night* have the potential to change the world by showing the destructive power of hate? Should it be required reading for all people?

ESSENTIAL QUESTION: How does the medium affect the message?

**TASK:** Compare informative and literary texts across mediums; consider how the impact of a song or a visual image differs from the impact of a written work

**Standards:**
ELACC9-10RL7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
ELACC9-10RI7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
ELACC9-10SL2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**Instruction:**

- Students will compare the poetry of Yehuda Amichai to passages from *Night*. Select one poem to model in class, and then allow students to read over the poems and select the one they want to analyze. (“Do Not Accept,” “A Jewish Cemetery in Germany,” “Before,” “Forgetting Someone,” “Half The People In the World,” “Memorial Day for the War Dead,” by Yehuda Amichai, poetry. [http://www.poemhunter.com/i/ebooks/pdf/yehuda_amichai_2004_9.pdf](http://www.poemhunter.com/i/ebooks/pdf/yehuda_amichai_2004_9.pdf)
- Students will read an excerpt from Shakespeare’s *The Merchant of Venice*, Shylock’s “Hath Not A Jew…” speech (III.i.49–61) [http://shakespeare.mit.edu/merchant/merchant.3.1.html](http://shakespeare.mit.edu/merchant/merchant.3.1.html)

He hath disgraced me, and
hindered me half a million; laughed at my losses,
mocked at my gains, scorned my nation, thwarted my
bargains, cooled my friends, heated mine
enemies; and what's his reason? I am a Jew. Hath
not a Jew eyes? hath not a Jew hands, organs,
dimensions, senses, affections, passions? fed with
the same food, hurt with the same weapons, subject
to the same diseases, healed by the same means,
warmed and cooled by the same winter and summer, as
a Christian is? If you prick us, do we not bleed?
if you tickle us, do we not laugh? if you poison
us, do we not die? and if you wrong us, shall we not
revenge? If we are like you in the rest, we will
resemble you in that. If a Jew wrong a Christian,
what is his humility? Revenge. If a Christian
wrong a Jew, what should his suffering be by
Christian example? Why, revenge. The villany you
teach me, I will execute, and it shall go hard but I
will better the instruction.

- Students should first read the speech silently, annotating the text to make connections to Amichai’s poetry and *Night* and to define difficult words.
- Discuss the excerpt as a class.
- Ask each student to paraphrase the speech to update it to a modern dialect.
- Summarize the claims Shylock makes about Jewish people.
- Direct students to select a passage from *Night* or a poem from Amichai to compare to Shylock’s speech.
- Differentiation: Students can write their own “Hath not…” speeches. Students can select a group they identify as (race, gender, religion, ethnicity, cliques, fashion, music, etc.) and write their own speeches declaring the humanity of the group they identify with. Volunteers can share their speeches with the class. (Ex. “Hath not a Mexican-American…”, “Hath not a football player…”, “Hath not a straight-A student…”)
- Generate citations in MLA format for the various types of texts used (play, novel, poetry).

“Assessment Opportunity: Write 3-4 paragraphs (in class or for homework) using textual evidence to explain how Shylock and Wiesel argue for the humane treatment of Jewish people.

**ESSENTIAL QUESTION** How can I determine and evaluate the argument and specific claims in a text while evaluating the reasoning to assess whether it is logical or fallacious and supported by sufficient evidence?

**TASK:** Compare different accounts of the Holocaust and examine the evidence cited by the author (1st person account vs. interview vs. government report vs. hearsay) to establish the validity and the reliability of the source

**Standards:**
ELACC9-10RI5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
ELACC9-10RI6 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.
ELACC9-10RI8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**Instruction:**
- Review or introduce the concept of logical fallacies and some of the many types of fallacious reasoning. (This web site has information on 40 types of logical fallacies: [http://ksuweb.kennesaw.edu/~shagin/logicalfallacies.htm](http://ksuweb.kennesaw.edu/~shagin/logicalfallacies.htm)).
- Return to Ch. 5 and record Wiesel’s description of the “selections” and the criteria that would lead to one being chosen for execution. Uncover the logical fallacy (or fallacies) behind the selections.
- Revisit arguments analyzed earlier in the unit (Wiesel’s Nobel Prize acceptance speech, the Preamble to the Universal Declaration of Human Rights,
Wiesel’s reaction to Mormon baptisms of Jews) and analyze the logic searching for fallacious reasoning.

- Read about Holocaust denial at http://www.jewishvirtuallibrary.org/jsource/Holocaust/denial.html and uncover the fallacious reasoning in the claims of the deniers (Note: The chosen source is not a Holocaust denial web site, but instead a web site created by the American-Israeli Cooperative Enterprise that explains the problems with Holocaust denial. This source was chosen to discourage students from falling into the illogical argument of the deniers.)

  * Assessment Opportunity: Students should evaluate a fallacious argument (any of the arguments discussed in class or an argument of their choosing) and identify at least three claims of the argument. For each claim, they should write a paragraph uncovering its fallacious nature.

Differentiation Option(s):
Students could evaluate the fallacious argument in pairs with each partner analyzing a different perspective on the same topic. After analyzing the arguments individually, they could share and discuss their conclusions.

**ESSENTIAL QUESTION:** How do I write narratives to develop real or imagined experiences using effective techniques with appropriate diction, syntax, and word choice in addition to a well-organized structure?

**TASK:** Write a narrative to detail your response to studying the Holocaust

**Standards:**
ELACC9-10RL7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
ELACC9-10RI7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
ELACC9-10W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

  a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
  d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**Instruction:**

- Provide students with lyrics to Neutral Milk Hotel’s “Holland, 1945.”
- Play the song for students, directing them to first listen to the tone of the song and its impact on the listener.
- Play the song again directing students to notice the lyrics and which words or phrases are stressed by the singer.
- In partners or small groups, compare the lyrics to the events of Night.
- As a class, discuss reactions to the song, both the sound and musical elements and the lyrics.
- Provide the students with the lyrics for “Never Again” by the Wu Tang Clan.
- Play the song for students, directing them to first listen to the tone of the song and its impact on the listener.
- Play the song again, directing students to notice the lyrics and which words or phrases are stressed by the rapper.
In partners or small groups, compare the lyrics to the events of Night.

*Assessment Opportunity: Narrative writing assignment #1: After reading Night, listen to “Holland, 1945” by Neutral Milk Hotel and “Never Again” by Wu Tang Clan, two vastly different songs about the Holocaust. Although the songs are different in tone and genre, they both contain narratives about the modern American's struggle to comprehend the Holocaust. After contemplating Jeff Mangum’s (singer of Neutral Milk Hotel) and Remedy’s (rapper in Wu Tang Clan) reactions to the Holocaust, complete a 1-page reflective essay documenting your feelings about the suffering described in Night. Is your reaction similar to Mangum’s (wishing you could go back and change history) or Remedy’s (hoping the world learns a lesson from the suffering)?

Differentiation/Extension: This activity can be modified so that students can write their narrative in a stream of conscience/free verse poem/free-style rap format OR after writing a narrative, students may extend the lesson and compose a poem or song based on their narrative.

**ESSENTIAL QUESTION:** How do I write an essay comparing texts from two different genres?

**TASK:** Analyze texts to select evidence to support an essay; quote evidence effectively and fully integrate quotes in the writing

**Standards:**
ELACC9-10RI7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
ELACC9-10W2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
ELACC9-10L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  a. Use parallel structure.
  b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
ELACC9-10L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  b. Use a colon to introduce a list or quotation.

**Instruction:**

- Students will write an essay comparing the events of Night to the “Universal Declaration of Human Rights” (UHDR) in order to uncover which human rights were violated in the Holocaust (see writing assessment 1).
- Read the assignment rubric and use it as a guide for the essay.
- List evidence to support a thesis and then write a thesis statement using parallel structure.
- Analyze both texts to select 5-6 quotes from Night to represent human rights violations that correspond to 1-2 (or more, if necessary) articles of the UHDR.
- Integrate quotes in an essay using colons when necessary.
- Apply the writing process to craft a rough draft, edit, revise, and write a final draft.
- Participate in a writing workshop or peer editing activity.
- Use the assignment rubric to evaluate their own work and the work of peers.
- Evaluate all claims made in their own essay to uncover and remove any fallacious reasoning.

Differentiation Option(s):
Require students to complete pre-writing and outline activities if needed. After returning the graded final drafts, students could work together in groups of 3-4 to create a super paper or perfect paper from their combined efforts, selecting only the best elements of each paper and editing the work to make it flow as one essay. Students could post their rough drafts to a blog or wiki to allow other students to read and comment on their work.

**PLANS FOR ASSESSMENT 2**

The Symbols of Alienation. After reading *Night*, *Maus*, and “The Metamorphosis,” compare the symbols used in each text to represent alienation and dehumanization. Analyze the authors’ purposes in writing narratives of alienation and dehumanization. Consider how the genre of each text (memoir, graphic novel, fiction) affected the writers’ construction of symbols. After selecting 9 or more quotes (3 from each text), generate a thesis comparing the authors’ depiction of dehumanization and alienation. Are there any common symbols found across two or three of the texts, or does each author offer a unique perspective? Suggested length: A minimum of 1000 words.

**SKILL BUILDING TASKS**

*Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.*

**ESSENTIAL QUESTION: How can I activate my prior knowledge of the Holocaust (from reading *Night*) to set the context for *Maus*?**

**TASK:** Pre-reading; using the historical background to provide context

**Standards:**

- ELACC9-10RI1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELACC9-10W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- ELACCL4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

**Instruction:**

- Inform students that the protagonist of *Maus*, Vladek Spigelman, was ranked #13 on a list of the 50 best comic book heroes. ([http://www.empireonline.com/50greatestcomiccharacters/default.asp?c=13](http://www.empireonline.com/50greatestcomiccharacters/default.asp?c=13)).
- In partners, students will generate a list of traits shared by comic book heroes. Then they will make predictions about Spiegelman before reading the article posted above. After reading the article, the class can discuss their reactions or make a character map for Vladek.
- Introduce the term “frame narrative” and ask students to generate a list of examples. Many movies have frame narratives like *The Princess Bride*, *Titanic*, and *Slumdog Millionaire*.
- Use a graphic organizer to represent the two narratives of *Maus*. Draw a picture frame. Inside the frame, describe the main narrative of the story. On the frame, describe the connecting narrative.
- Read Ch. 1 of *Maus* in small groups and take notes on the following guiding questions:
  - Describe the relationship between Vladek and Art.
  - Record essential details that characterize Vladek.
  - Who does Vladek resemble? Look up an image of this person and describe his appearance. How does this affect your perception of Vladek?
After reading, groups will discuss their notes with the class.

Homework:
- Blog post: Does comparing Vladek Spiegelman, a Holocaust survivor, to comic book heroes dignify or denigrate his life? Explore your opinions on this topic and provide evidence to support your claims. (If students do not have access to a class blog, this can be completed on paper.)
- Read classmate’s blog posts and comment on at least 3 other entries.

*Assessment Opportunity: Summarize Ch. 1 notes into 2-3 detailed paragraphs.

ESSENTIAL QUESTION: How are graphic novels an appropriate format for a nonfiction text?

TASK: Analyze the author’s purpose and point of view; evaluate how the images and text work together to form a narrative.

Standards:
- ELACC9-10RI7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- ELACCL6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- ELACCSL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Instruction:
- Read Ch. 2 as a class.
- Discuss communism in Europe between WWI and WWII and analyze why it was considered so vile a crime. As a class, generate a list of reasons communism seemed threatening. Discuss the Polish-Soviet War (http://electronicmuseum.ca/Soviet-Polish_War/spw_introduction.html).
- Analyze the depictions of Jews, Nazis, and other groups in Spiegelman’s drawings. Jewish people are drawn as mice. Nazis are cats, and other people are pigs. While the relationship between mice and cats is clear, how do pigs fit in? Complete a 5-10 minute freewrite brainstorming reasons why Spiegelman chose pigs as a representation for non-Jews and non-Nazis. Share and discuss.
- Read Ch. 3 as a class or in small groups.
- How does Spiegelman describe the labor camps, and how does his description compare to other texts read in class?
- Notice the pig mask donned by Vladek when he pretends to be a gentile. How does this compare to the French girl from Night?
- After reading chapter 3, summarize the treatment of children in the Holocaust as illustrated by Maus and Night. What sacrifices did families make for children? What makes the story of Richieu especially tragic? What was a child’s best chance for survival?

*Assessment Opportunity: 1-page reflection: Would you rather read an encyclopedia entry on a historical subject (ex. Holocaust Encyclopedia), a first-person account (ex. Night), or a graphic novel? What are the advantages and disadvantages of each medium?
ESSENTIAL QUESTION How does the genre of graphic novels vary from the typical memoir format?

TASK: Compare *Night* and *Maus* to study how the medium affects the message and how artists use various mediums to convey similar messages

Standards:
ELACC9-10RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

ELACC9-10RI7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

ELACC9-10W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

ELACC9-10W8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Instruction:

- Read Ch. 4-6 of *Maus*, finishing the first book, as you complete the activities below.
- Compare the author’s purpose and point of view. *Night* was written in first-person by a survivor. *Maus* was written in 3rd and 1st person by the son of a survivor. How does this distinction (survivor vs. son of a survivor) affect the tone and the author’s purpose?
- Complete a 10-minute freewrite on the following topic: Vladek Spiegelman is often reluctant to share his story or is obviously exhausted by the telling of it, which frustrates his son. Would Wiesel share Spigelman’s attitude towards telling his tale? What advice would he have for Art Spiegelman to help him understand his father?
- Compare the tone of both texts. Begin with a general discussion, then compare related passages such as life before the Holocaust, the confusion before the deportations, life in a labor camp, etc. Select 3 quotes from each text to compare and write at least three paragraphs comparing the tones of the texts.
- Use Time Toast ([http://www.timetoast.com/](http://www.timetoast.com/)) to create a timeline of 1939-1945, including events from the lives of Vladek Spiegelman and Eliezer Wiesel in addition to important events in WWII. Each timeline must include a total of 30 events (10 from Spigelman’s life, 10 from Wiesel’s life, and 10 from the war). You may include Spiegelmen and Wiesel’s dates of birth. However, these do not count as part of your 10 events.
- Write a 1-page synthesis report that explains the connections between Spiegelman and Wiesel to accompany your timeline.

*Assessment Opportunity: After comparing the tones of *Night* and *Maus* and the lives of the protagonists, return to your paragraphs comparing the tone and add another that attempts to explain the similarities or differences.

ESSENTIAL QUESTION How do graphic novels compare to visual art? How does the addition of text add to (or take away from) the image?

TASK: Compare *Maus* to visual art with similar concepts and/or themes

Standards:
ELACC9-10RI5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
ELACC9-10RI6 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.

ELACC9-10RL7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

Instruction:

- Conclude the in-class reading of Maus by comparing the graphic novel to visual art.
- Read Maus II as you work on the following projects.
- Allow students to explore A Holocaust Art Exhibit (http://www.english.illinois.edu/maps/holocaust/art.htm) containing 30 works of visual art related to the Holocaust and links to more information. Each student will select one image to analyze to identify a tone, point of view, and narrative. Then they will compare the image to Maus. Finally, they will select 1-3 cells from Maus that they think are the most similar to the image.
- Select a painting by David Olore, an artist and Holocaust survivor, and write a narrative to accompany it. Your narrative must be 2-3 paragraphs that tell the story you see in the painting. Then use the text from your narrative to create a collage of the image and your words. You may edit both your text and the image for your collage. Use photo editing software such as Photoshop or a photo editing website such as Photobucket to create the collage.

*Assessment Opportunity: As you finish reading Maus, respond to one of the following discussion questions to explore your opinion of the text:

- Evaluate the effectiveness of the graphic novel in telling a serious story like the tale of a Holocaust survivor. Would the story of Vladex Spiegelman have been more of less effective if it was written as a memoir like Night?
- Evaluate the effectiveness of the graphic novel in telling a serious story like the tale of a Holocaust survivor. Would the story of Eliezer Wiesel have been more of less effective if it was written as a graphic novel like Maus?

- Evaluate which text you preferred: Night or Maus? Explain your position, making sure to mention how the medium affected the message.

ESSENTIAL QUESTION What is an allegory?

TASK: Read a poem that contains an extended metaphor and transform it into an allegorical children’s book

Standards:
ELACC9-10RL2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ELACC9-10RL3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
ELACC9-10RL4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
Instruction:

- Introduce new vocabulary by first examining context, hypothesizing a definition, and then recording the actual definition.
- Introduce the concept of allegory to the class by reviewing the concept of extended metaphor.
- Read “Pride” by Dahlia Ravikovitch, poem (http://www.poetryinternational.org/piw_cms/cms/cms_module/index.php?obj_id=3359) to review the concept of extended metaphor.
- Students will work in pairs or small groups to transform the poem by adding images and turning the poem into an allegorical children’s book.
- Introduce an overview of “The Metamorphosis” and discuss the allegoric possibilities.
- Analyze the author’s purpose when using figurative language.
- Pay attention to passages where the language shifts from literal to figurative and vice versa.
- Generate a list of situations that could be represented by a man turning into a large bug.
- Review or introduce the concept of ambiguity to discuss ambiguity in “The Metamorphosis.”
- Discuss: Is ambiguity the sign of genius or idiocy?
- Introduce and define the word “Kafkaesque;” generate examples in popular culture (http://dictionary.reference.com/browse/kafkaesque).
- Read articles on anti-Semitism from the United States Holocaust Memorial Museum: http://www.ushmm.org/museum/exhibit/focus/antisemitism/.

**ESSENTIAL QUESTION** How does symbolism in a fiction text compare to symbolism in a nonfiction text?

**TASK:** Compare nonfictional and fictional accounts of the same subject

Standards:
- ELACC9-10RL2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- ELACC9-10RI7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- ELACCL1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  a. Use parallel structure.

**Instruction:**

- Read the first section of “The Metamorphosis” as a class, taking notes on:
  - details that characterize Gregor Samsa
  - the tone of the novel, especially shifts in tone
  - symbolism
  - ambiguity
  - allegory
● Read the lecture: “Kafka’s Metamorphosis In His Time and In Ours” [http://www.upenn.edu/nso/prp/met/breckman_lecture.html]
● Compare passages from Night to “The Metamorphosis,” focusing on moments when Eliezer and Gregor are alienated from others
● Select passages from Night and “The Metamorphosis” to compare, considering the following questions:
  ○ Where is the fiction?
  ○ Where is the nonfiction?
  ○ How can we tell?
  ○ If you did not know the context of each novel, would you be able to tell which is fiction and which is non-fiction from the passages provided? Explain the reasons why you would be able or would not be able to distinguish genre.
● Read an article that mentions Kafka’s sister’s death in a concentration camp [http://www.ushmm.org/wlc/en/article.php?ModuleId=10007504] to provide a context for the connections between the tone of Night and “The Metamorphosis” using Antisemitism and discrimination against European Jews as a guide
● Review the concept of parallelism
● Use the concept of parallelism to write a thesis statement answering one of the following prompts:
  ○ How is Gregor Samsa similar to Eliezer Wiesel
  ○ How can “The Metamorphosis” be interpreted as an allegory for antisemitism?
  ○ How is Kafka’s portrayal of Gregor Samsa as a cockroach similar to Spiegelman’s portrayal of Vladek as a mouse?
* Assessment Opportunity: Post your thesis statement to the class blog. Read over your classmate’s work and comment on at least 3 of their posts. Decide which thesis you think is the best and explain what you like about it in a comment.

### ESSENTIAL QUESTION
How do authors use symbolism to convey their messages and themes?

### TASK:
Identify and analyze symbols used in Night, Maus, and “The Metamorphosis” and then compare them.

Standards:
ELACC9-10RL7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
ELACC9-10RI7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
ELACC9-10W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Instruction:
● Generate a list of symbols used in Night, Maus, and “The Metamorphosis” as a class or in pairs/small groups/independently.
● Analyze the list to look for any common symbols between the texts.
● If no common symbols are found, look for common ideas. For example: In Maus, Spiegelman uses ___________ to symbolize fear while Wiesel
uses ____________.

- For any common symbols or ideas found, start collecting related quotes from each work. This will help for the writing prompt.
  
  "Assessment Opportunity/NARRATIVE: Write a 2-page narrative or create a 20-cell comic (text and images) to respond to the following prompt: Think of a time in your life when you felt like an outsider. Then retell the story without any human characters by generating symbols to represent your experience like Art Spiegelman did in *Maus* when he represented Jewish people with mice and Nazis with cats. Select a symbol to represent your alienation and a symbol to represent the people or forces that oppressed you. Craft a narrative to recount your experience using the symbols you’ve selected. You may choose from a variety of genres to tell your tale: short story, poem, children’s picture book, comic strip, song/rap, or video/slideshow. Finally, write an explanation of your symbolism containing at least one paragraph explaining the symbol used to represent you and the symbols used to represent your oppressors.

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**ESSENTIAL QUESTION** How do I prepare to write a synthesis essay?

**TASK:** Use a graphic organizer and outline to begin the writing process

**Standards:**
- ELACC9-10W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- ELACC9-10W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- ELACC9-10W7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Instruction:**
- Review the prompt and rubric for the second writing assessment
- Use your notes from the unit and previous activities to compile a list of symbols and their meanings from *Night*, *Maus*, and “The Metamorphosis” to analyze for connections
- Fold a piece of paper into three vertical columns, one for each text, and organize the symbols from the previous list, focusing only on symbols related to alienation. Use a highlighter to connect similar symbols and ideas
- Using parallelism, write a thesis that assumes a point of view about the depiction of alienation in *Night*, *Maus*, and “The Metamorphosis”
- Create a concept map with your thesis statement in the middle. Connect your thesis to evidence that could support it like quotes and ideas from the texts
- Add at least 5 examples from each text
- Review the evidence from your concept map and select the 3 best pieces of evidence from each text to begin organizing an outline

**ESSENTIAL QUESTION** How can I write a synthesis essay that accurately conveys my thought process as I analyze literature?
## TASK: Writing assessment 2, peer editing

### Standards:
- **ELACC9-10W2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **ELACCL1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Use parallel structure.
  - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- **ELACCL2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Instruction:
- Write a rough draft in class.
- Prepare for a writing conference with your teacher by writing down any questions you have and marking sections of your essay that you are struggling with.
- Use the rubric as a checklist to edit and revise your essay.
- Check to make sure your quotes meet all the requirements on the rubric.
- Revise any weak “to be” verbs.
- Add transitions to make sure your writing flows from one point to the next.
- Edit to remove any redundant phrases or wordiness.
- Look for tired or overused words and use a dictionary or thesaurus to spice up your word choice.
- Edit out any informal diction, 1st or 2nd person pronouns, and contractions.
- Switch papers with a partner and use the rubric to check his or her paper.
- Type up your final essay.

## PLANS FOR ASSESSMENT 3
How Does Art Inform or Influence Society? Thematic Connections Across Mediums. Select any of the major texts read in the unit (Night, Maus, “The Metamorphosis,” and Antigone) or a combination of the texts and develop an argument about the texts’ potential to change society. Identify and analyze elements of the work that have the potential to change lives. Then answer the following question: Can art truly influence society and inform human behavior? Of the works you’ve analyzed, which would be the most effective at changing society? Consider both the medium and the message of each work you analyze. Select at least 8 quotes from the text (or combination of texts) that strike you as the most profound and present and analyze them as evidence to support your claim. Suggested length: 1000 words.

SKILL BUILDING TASKS
Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: How has art informed society about human rights from the classical era to the modern era?

TASK: Establish thematic connections between Night, Maus, “The Metamorphosis,” and Antigone

Standards:
ELACC9-10RL2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

ELACC9-10W2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

ELACC9-10SL4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Instruction:

● Give students an anticipation guide that asks them to decide if they agree or disagree with themes that will be explored in Antigone.
  ○ Laws were created to protect us.
  ○ All good people respect and follow the laws of their government.
  ○ Laws should be honored above man’s natural instincts.
  ○ People should always respect and obey their leaders even if they do not agree with them.
  ○ Religion and government rarely clash or come into conflict.
  ○ If they have to choose, people should support their government over their beliefs.
  ○ Our society believes in honoring the dead.
  ○ We must show all people respect by giving them the proper burial.
  ○ Once a person is dead, he or she is gone, so it does not matter what happens to the body.
  ○ Blood is thicker than water, meaning that family responsibilities should trump all other duties.

● Designate one side of the classroom as the place for people who agree and the other side for those who disagree. Go over each statement and ask students to move to the side that reflects their opinion. Allow students to discuss each statement and change their minds if they want to do so.

● Allow students to pick one to two topics that they want to debate as a class.
  ○ Select 3-4 judges, and divide the class between the agree and disagree teams.
  ○ Each team must prepare an opening statement with 3 pieces of evidence to support their perspective.
  ○ After opening statements, each team must present a rebuttal responding to the other team’s claims.
Students may cross-examine the other team by asking them 2 questions about their perspective.

- Students can reiterate their perspective with a closing statement.
- The judges will confer and deliver a verdict.
- Each student will write 2-3 paragraphs responding to the judges’ final decision.

- Once students have decided their opinions on each statement, they should make connections between each statement and *Night*, *Maus*, or “The Metamorphosis.” Once students have written down their connections, they should share them with the class so that everyone will see the thematic connection to the other texts in the unit. Students should take notes on these connections as they may help them with their unit writing assessment.

“Assessment Opportunity: Students’ 2-3 paragraph responses to the judgment.

**ESSENTIAL QUESTION:** What were the conventions of Greek drama, and how do they aid my comprehension of *Antigone*?

**Task:** Research the elements of Greek theatre and stagecraft to provide the historical context to *Antigone*.

**Standards:**

ELACC9-10RL5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

ELACC9-10RL6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

ELACC9-10L6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Instruction:**

- Introduce or review the story of Oedipus with the class, including the curse of Oedipus and Freud’s Oedipus complex.
- Introduce Antigone as Oedipus’s daughter.
- Discuss the possible meanings of the name Antigone (against bending or against motherhood) and make predictions about her character.
- Have students research or take notes on elements of Greek theatre. Edsitement has a good list of terms to introduce at [http://edsitement.neh.gov/lesson-plan/sophocles-antigone-ancient-greek-theatre-live-antiquity#section-16234](http://edsitement.neh.gov/lesson-plan/sophocles-antigone-ancient-greek-theatre-live-antiquity#section-16234)
- Read “An introduction of Greek Stagecraft” to give an overview of Greek theatre and introduce the physical elements of Greek theatre and look at a 3D replication of Dionysus in Athens [http://www.didaskalia.net/studyarea/recreatingdionysus.html](http://www.didaskalia.net/studyarea/recreatingdionysus.html)
- Students will write a one-page summary of the conventions of Greek theatre and stagecraft, answering the following questions:
  - How many actors would have appeared in the original production of *Antigone*?
  - What was the role of the chorus?
  - Describe the roles of “peripeteia” and “hamartia” in Greek tragedy.
  - Describe the Greek tragic hero.
  - What was the role of dramatic irony in Greek theatre?
  - Describe the layout of the stage and the role of the audience in the play.
- **Differentiation:** Assign students to create masks for different roles for use in class reading of the play
- Allow students to explore the play and sign up for roles prior to reading the play in class

**ESSENTIAL QUESTION:** How do Antigone’s struggles mirror women’s fight for equal rights throughout history?
**TASK:** Read Antigone over several days in class, taking time to allow students to act out scenes using blocking and masks

Standards:
- ELACC9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELACC9-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- ELACC9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Instruction:
- Begin reading the play in class allowing students to read the various roles.
- As students read, they should take notes in the form of a response journal. They should summarize each scene, copy important quotes, and ask questions on one side of a sheet of paper and react to their notes on the other side. Their reactions can take the form of definitions of important words, reactions to specific details, connections to their lives, paraphrasing of quotes, or research notes taken to clarify a concept or idea.
- Read the first scene (lines 1-116) and analyze the conversation between Antigone and Ismene, paying special attention to their opinions on the role of women.
- Take notes summarizing Antigone’s view of women’s rights and Ismene’s view of women’s place in society.
- Explore the web site for the Antigone Foundation [http://antigonefoundation.wordpress.com/](http://antigonefoundation.wordpress.com/) in class or for homework and ask students to consider how the mission and the vision of the foundation compares to Antigone’s views on women.
- Ask students to generate a list of courageous women in history and literature that they can compare to Antigone.

*Assessment Opportunity:* Select a courageous historical or fictional woman and analyze her according to Antigone’s view of women. Would Antigone approve of her actions and beliefs? Write 1-2 paragraphs summarizing the accomplishments of the woman you chose and at least 2 paragraphs analyzing her according to Antigone’s point of view.

**ESSENTIAL QUESTION:** How is the tragedy in Antigone caused by a refusal of basic human rights?

**TASK:** Read, perform, and analyze Antigone

Standards:
- ELACC9-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- ELACC9-10RL5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- ELACC9-10SL1: 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.

Instruction:
- Act out the first performance of the chorus using volunteers, masks, and paying attention to the strophe and antistrophe. During the strophe, the chorus moves right to left across the stage, and during the antistrophe, it moves back. After the performance, discuss the class’s reaction to the chorus, its perspective, and its function.
- Continue reading (lines 179-376) and analyze Creon’s perspective. Take notes on his argument and analyze it studying his rhetoric and looking for logical fallacies. (Temple University has a good online study guide that accompanies the text: http://www.temple.edu/classics/antigone/index.html.)
- Act out the second appearance of the chorus and have a class discussion on the chorus’ perspective, the point of view they represent, and how a Greek audience would have reacted to them.
- Continue reading lines 417-655 taking notes on Creon’s reaction to Antigone’s capture, her response to his admonishment, his decision to punish her, her reaction, and Ismene’s reaction.
- Act out the chorus and discuss.
- Read lines 701-878 paying attention to Creon. Is he the same Creon as at the beginning of the play, or has he changed? How does he interact with his son, Haemon? Explain the misunderstanding when Creon thinks Haemon is threatening him. What is really happening? Analyze the Creon’s punishment for Antigone. What does it/could it symbolize? Is it a humane or fitting execution?
- Act out the chorus and discuss.
- Continue reading lines 895-1034. Act out the conversation between Antigone and the chorus. How does Antigone feel as she faces her punishment and her mortality? Does her position waiver at all? What is the perspective of the chorus at this point? Has its position changed? Keep acting out the scene as Creon enters.
- Act out the chorus and discuss.

* Assessment Opportunity: Before finishing the play, return to the “Universal Declaration of Human Rights.” Using it as a guide, ask students to generate a list of human rights violated in the play and violated in ancient Greek society. Discuss how these violations have contributed to the tragedy in 2-3 paragraphs.

**ESSENTIAL QUESTION:** Is it more tragic to die for your beliefs or to live with your mistakes?

**TASK:** Finish reading Antigone and analyze the nature of the tragedy.

**Standards:**
ELACC9-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
ELACC9-10RL5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
ELACC9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
  c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  e. Provide a concluding statement or section that follows from and supports the argument presented.

**Instruction:**
- Continue reading lines 1090-1237. Make the connection between Teiresias and “The Odyssey.” Summarize Teiresias’s argument. How does he...
soften Creon’s stubborn mind towards Antigone?

- Act out the chorus and discuss. How does Creon change?
- Finish reading. Discuss whether or not Creon’s change of heart at the end of the play makes the story more or less tragic. Re-imagine an ending where Creon remains stubborn to the end. How does this change his character?

* Assessment Opportunity: In-class essay: Whose fate is more tragic: Antigone’s or Creon’s? Using Aristotle’s definition of a tragic hero (http://vccslitonline.cc.va.us/tragedy/aristotle.htm), evaluate who is the true tragic hero: Antigone or Creon. Students will have 1 hour (or less) to map out an outline of an argument, find evidence in their notes, and write a compelling argument to prove their points.

- Differentiation options:
  - Let students edit their essays with their peers to strengthen their arguments before submitting their work.
  - Let several volunteers present their arguments to the class and evaluate their arguments as a class.
  - Conduct a class debate on the topic.

**ESSENTIAL QUESTION: How can the “Universal Declaration of Human Rights” help the world avoid tragedy?**

**TASK:** Look for connections between the unit texts and current events using the UDHR as a guide

Standards:
ELACC9-10RI7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
ELACC9-10W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ELACC9-10W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**Instruction:**

- In small groups, review the lists of human rights violations found in Antigone. Using the “Universal Declaration of Human Rights” as a guide, add violations from Night, Maus, and “The Metamorphosis” to that list.
- Using a graphic organizer (a simple 3-column chart), write each violation in a separate row in the first column. Then write the article of the UDHR it violates in the second column. Finally, in the 3rd column, write a 2-3 sentence explanation of how the event in column 1 violates the article in column 2.
- Working with the same group, brainstorm a list of recent news stories that may involve human rights violations. Consider local, state, national, and world news in your discussion.
- Select 5-6 stories from your list and research them using the internet to find and review the stories. Make sure you are using reputable sources and try to find the original source and not a reposted or reblogged version of the story. For each story, identify any human rights violations and add them to the chart you created to connect violations to the UDHR articles. If an article upon review does not show any violations, cross it off your list.

* Assessment Opportunity: Once you have completed your research, choose from one of the following projects to share your findings:
  - Create a pamphlet suitable for public distribution that explains how the UDHR could prevent these events from happening if everyone studied it and applied it in their daily lives. Select one violation from each text we've read and five violations from the news. For each page of the pamphlet, describe the violation and how following the UDHR could have prevented it.
  - Create a commercial for the UDHR. Reenact violations from the news and explain how following the UDHR would have prevented each
Violation from occurring. Make sure that the tone of your video does not undermine the seriousness of any of the events it depicts. (Note: The tone for a commercial or video project almost always ends up being silly. For this reason, I would discourage any Holocaust reenactments).

○ Create a poster series demonstrating how the UDHR can prevent tragic events from occurring. Select 2 events from the texts and 3 from the news. For each poster, create a visually compelling image to grab readers’ attention. Then add and explain an article of the UDRR to explain the violation.

○ Write a script for a new TV show, Law and Order: UDHR. Write five scenes involving five different violations from a combination for the texts and the news. Create two human rights detectives that step in to prevent the violations from occurring and prosecute the perpetrators.

○ Create a multimedia ad campaign for the UDHR using 5 events from a mixture of the news stories and texts as the context of the ads. Create 1-2 billboard designs, 2-3 print ads, and create a script for a commercial or viral video.

● Present your project to the class.

ESSENTIAL QUESTION: How do I use research to strengthen the ethos, or credibility, of my writing? How can I use rhetoric to form a logical argument that synthesizes my ideas and clearly expresses my point of view?

TASK: Assign and discuss writing assessment 3; review and discuss ethos, pathos, and logos to help students develop their arguments.

Standards:
ELACC9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
   a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

ELACC9-10W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

ELACC9-10L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Instruction:
● Introduce writing assessment 3 and discuss it with the class, pointing out the differences between informative/explanatory writing and argumentative writing.
● Ask students to identify the argument they will have to make based on the prompt.
● Discuss how to generate a thesis statement that will answer the question posed in the prompt and present a point of view.
● Remind students that the thesis statement is the heart of the logos in their paper, and that each piece of evidence they select must strengthen it.
● Explain to students that in order for their logos to be effective, they must also make sure they have ethos in their paper. Ask them to brainstorm ways to make sure their argument is credible.
● Examine the ethos of the writers read in this unit. How does each author assert his credibility? Which author has the most ethos? Write 2-3 paragraphs explaining your answer.
● Ask students to consider how the concept of ethos applies to the online resources they use to research. Ask them to discuss the ethos of Wikipedia compared to an online subscription database available from the school’s library. Show students sample Works Cited pages (one citing Wikipedia and
blogs and one citing online databases) and ask them which essay they would trust more based just on the works cited.

- Continue the discussion of ethos by discussing primary vs. secondary sources. Show students examples of primary sources and discuss the benefit of citing the actual document instead of someone’s description or analysis of it.
- Fiction vs. nonfiction. Ask students how they would feel if the discovered Wiesel made Night up or if new evidence was discovered that showed Antigone was based on actual events.
- Review how pathos relates to argumentative writing. Discuss the audience for their essay (their teacher) and brainstorm ways to make sure their work connects to their audience.
- Finally, give students a triangle graphic organizer. Ask them to label one part logos, one part ethos, and one part pathos. They should write their thesis in the logos section, the sources of their evidence in ethos, and ways to connect to their audience in pathos.

ESSENTIAL QUESTION: How do I write an argumentative essay using a variety of fiction and nonfiction sources as evidence?

TASK: Identify and analyze quotes to use as evidence, create an outline, and begin a rough draft

Standards:
ELACC9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
   a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
ELACC9-10W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

ELACC9-10L3: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Instruction:

● After writing a draft of a thesis statement and generating a list of sources, students need to gather actual evidence. Students should begin gathering quotes from the texts read in class to strengthen their argument. Eight quotes are required.
● Once students have collected their quotes, they will trade their thesis and quotes with their peers so their peers can evaluate whether the quotes appear to be on topic.

As soon as students have a final list of quotes, they can begin their outline. Their outline should include a sketch of an outline, the thesis, and a paragraph to support each quote that includes:
  ○ An introduction to provide context for the quote
  ○ The quote itself
  ○ An explanation or paraphrase of the quote
  ○ An analysis showing how the quote supports the thesis
  ○ A sketch of a conclusion
● After completing the thesis, students can complete peer evaluations of the outlines or one-on-one conferences with the teacher to make sure they have a solid foundation for an argument before they begin writing.
● Students will write their rough drafts in class.

ESSENTIAL QUESTION: How can I revise and edit my writing to strengthen and clarify my argument?

TASK: The writing process

Standards:

ELACC9-10W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

ELACC9-10L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  a. Use parallel structure.*
  b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

ELACC9-10L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  b. Use a colon to introduce a list or quotation.
  c. Spell correctly.
  d. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

Instruction:
Review the grammatical concepts introduced at the beginning of the unit: parallelism and phrases.

Students will edit their work, first looking for any places where parallelism applies.

Students will evaluate their sentence variety, looking to see if all of their sentences follow the same pattern and using phrases to provide variety and remove the repetitiveness of dull writing.

Peer editing: Using the rubric as a checklist, students will examine their peers’ work looking for sentence variety and parallelism.

In pairs, students will take turns reading their papers aloud. Both the author and editor will listen for places where they stumble or get lost and mark those passages for further revision.

Each student should edit his or her paper independently, read it aloud with a partner, and have three other people (not including the read-aloud partner) read it looking for clarity, proper grammar, and clear reasoning before writing and submitting a final draft.

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**PLANS FOR ASSESSMENT 4**

**Human Rights in High Schools and American Society.** In groups, paraphrase “The Universal Declaration of Human Rights” to make it more appealing to a teenage audience. For each article, find an example of the right that relates to high school or life in America. Use audio and visual clips to illustrate people enjoying each right or suffering due to being denied their rights. The goal of your presentation should be to explain the “Universal Declaration of Human Rights” to an audience of your peers in a way that grabs their attention by making connections to their lives and entertains them by presenting the material in a novel way. In addition to containing audio and video clips, the presentation must be created as a Prezi or video. NO POWERPOINT. Brief skits may be used to supplement the material in the presentation.

**SKILL BUILDING TASKS**

*Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.*

**ESSENTIAL QUESTION:** What have I learned about human rights from the texts I’ve read in this unit?

**TASK:** Write an example for as many articles of the UDHR as you can

Standards:

ELACC9-10RI2 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.

ELACC9-10RI7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

ELACC9-10RI8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**Instruction:**

- Ask each student to review the UDHR and write an example for each article from the unit texts. Once they run out of examples from the texts, they can use examples from news or other sources.
- Students should share examples with the class.
- Make a list of the articles of the UDHR students had the hardest time connecting to examples. Discuss the articles as a class, making sure...
students understand them.

* Assessment Opportunity: Students will pick an article of the UDHR that they have struggled with and conduct research for homework to find an example. Once they find one, they will summarize it and explain how it illustrates the article.

### ESSENTIAL QUESTION: What have I learned about human rights from the writing I've done in this unit?

**TASK:** Write an argument to prove that protecting human rights is essential.

**Standards:**

ELACC9-10W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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

e. Provide a concluding statement or section that follows from and supports the argument presented.

ELACC9-10W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

ELACC9-10W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**Instruction:**

- Student should have graded copies of all the essays and narratives they have completed for the unit and a copy of the UDHR.
- In class, students will write an argumentative essay that answers the question: Why must society protect human rights? What are the consequences of denying people their basic human rights?
- Students should use examples and arguments from their own essays to answer the essay question.
- The finished essay should include:
  - An introductory paragraph and thesis statement that answers the question in the prompt.
  - At least 3 examples of textual evidence supported by body paragraphs.
  - A concluding paragraph that summarizes and reinforces the main point.
- Students should revise and edit their work as time allows.

*Assessment Opportunity: The in-class essay.

### ESSENTIAL QUESTION: What can I still learn about human rights and human rights violations in my state/country/world?

**TASK:** Research current human rights struggles

**Standards:**

ELACC9-10W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

ELACC9-10W7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem;
narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ELACC9-10W8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Instruction:

- Take students to a computer lab to give them time to explore Amnesty International’s “Prisoners of Conscience” campaign website (http://www.amnestyusa.org/our-work/issues/prisoners-and-people-at-risk/prisoners-of-conscience).
- Students should explore the website taking time to read about several of the people featured on the site.
- Teachers may want to require that students write summaries of 5 cases to prove they are reading and researching.
- Students should find one case that interests them the most and look for more information on the person.
- After finding 3 or more sources in addition to Amnesty International, students should write 3-5 paragraphs summarizing the case with citations and 2-3 paragraphs explaining which of the prisoner’s human rights are being violated. The writing can be completed in essay or PowerPoint format.

*Assessment Opportunity/Optional writing assessment:
INFORMATIVE/EXPLANATORY Prisoners of Conscience Use Amnesty International’s “Prisoners of Conscience” campaign website, http://www.amnestyusa.org/our-work/issues/prisoners-and-people-at-risk/prisoners-of-conscience, to research a person who is currently imprisoned due to his or her beliefs. Using the “Universal Declaration of Human Rights” and evidence from the texts studied during this unit, write a speech or letter explaining why the prisoner should be freed. *Optional action component: If students are truly invested in the person they’ve researched, they can find places to mail their letters and people to contact through Amnesty International.

ESSENTIAL QUESTION: How can I use my knowledge about human rights to the benefit of my school and peers?

TASK: Begin planning your multimedia presentation

Standards:

ELACC9-10SL1 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.

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

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

ELACC9-10SL2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELACC9-10W7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under
investigation.

Instruction:

- Introduce students to writing assessment 4.
- Discuss the project to answer any questions.
- Allow students to select groups or organize students into groups.
- Students should immediately begin brainstorming examples to illustrate each of the 26 articles. Examples should be selected first from the unit texts and then from the news and other sources.
- Students should also begin discussing the media they will use to create their presentation. While the final presentation should be a Prezi or a video, it can incorporate video clips, audio clips, music, art, poetry, excerpts from texts read in class, interactive elements, brief skits to illustrate examples, or almost anything else they can imagine.
- Students should also organize themselves into group roles:
  - Director: Supervises all work on the project and makes sure all group members are participating. Steps in to cover any member who is not present or who needs help. Keeps an eye on the big picture and makes sure each element of the presentation fits the overall message.
  - Researcher: In charge of the examples, making sure each article has an example that truly illustrates it. Keeps this information organized and is knowledgeable and able to explain the examples to group members. Takes the lead on finding examples for any articles that need them.
  - Media expert: researches and selects the correct medium for each element of the presentation. Is knowledgeable about various types of media and is able to troubleshoot to keep the presentation flowing in case of any technical problems. Always has a back-up plan.
  - Writer: Takes the lead on paraphrasing the articles, making sure the language is clear, appeals to the audience, and retains the intended meaning.

**ESSENTIAL QUESTION: How do I work effectively with a group of my peers to complete a project?**

**TASK:** Set expectations and objectives as a group

**Standards:**
ELACC9-10W2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
ELACC9-10W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ELACC9-10SL1 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.

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

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Instruction:

- Once students have selected their roles, the director should lead the group in a discussion of expectations for the final project and all group roles.
members. Together the members will draft and sign a group contract.

- This contract should include:
  - Explicit and clear expectations for each group member (for example: attend all class periods and notify group members in case of an absence, come to class prepared, etc.).
  - A list of tasks or expectations for each member in addition to the details on the project handout.
  - A schedule and timeline for completion of specific tasks.
  - A clear purpose and objective for the project in addition to earning a high grade.
  - All group members must agree to and sign the contract.

- Before completing the contracts, the class could have a discussion to share ideas.

- The class may wish to set expectations for the presentations as a class since students will be evaluating their peers.

### ESSENTIAL QUESTION: Which members of my society (outside of my school) can help me better understand the need for human rights?

**TASK:** Apply your knowledge of human rights to your community and contact a community member who could help you

#### Standards:
- ELACC9-10SL4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- ELACC9-10SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- ELACC9-10SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

#### Instruction:

- In groups, students should brainstorm community members who may be able to help them illustrate or discuss their interpretations of the UDHR articles. For example, a volunteer or director at a homeless shelter could discuss the importance of creating employment opportunities, or a nurse could discuss the need for affordable health care.
- Once students brainstorm and generate a list of people who may be able to help them, the researcher will take the lead and figure out how to contact each person (email or phone) and divide up the tasks.
- Before contacting any adults, group members should agree on a way to introduce themselves, explain their purpose, and create a short list of questions to ask.
- Students should conduct interviews with adults who work outside of the school.
- Students can incorporate these interviews into their presentations by quoting their interview subjects to lend ethos to their work, including audio clips obtained with the subjects’ permission, or use information presented by the subjects to find more examples for the presentation.

### ESSENTIAL QUESTION: How can I synthesize and organize my information to find the most relevant and pertinent evidence to support my point of view?

**TASK:** Synthesize notes and ideas for the project and prioritize and edit them

#### Standards:
- ELACC9-10W8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
ELACC9-10SL4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

ELACC9-10SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Instruction:

- Before putting together the presentation, students should map out a rough draft reviewing all of their examples and checking them for relevance and completeness.
- All research conducted independently should be shared with and verified by the group.
- If some articles have multiple examples, students should pare them down to just the essential information.
- Students should review the objectives and purpose they wrote down in their contracts and use that to help them organize and edit their research.
- The director should take the lead to make sure all elements of the project fit together, and the media expert should verify that each example will be illustrated with the correct media.
- All group members should agree to the rough draft plan before the final presentation is made.

**ESSENTIAL QUESTION:** How can I use language effectively to reach an audience of my peers?

**TASK:** Paraphrase the articles to provide clarification and explanation when needed

Standards:

ELACC9-10W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

ELACC9-10W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

ELACC9-10W7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Instruction:

- The writer should now take the lead as the group paraphrases the articles of the UDHR.
- The group should agree on a tone to structure their writing. Is their presentation going to be somber like a Feed the Children or ASPCA commercial? Is it going to be flashy and bold with popular music like an MTV documentary? Is it going to be objective and professional like a CNN special?
- Groups should agree on one before proceeding.
- Groups should also work together to discuss a target demographic. Is their presentation meant just for their school so it will include local examples and diction? Do they want to include a multicultural element and make sure their examples are diverse? Do they want to include bilingual examples in Spanish or sign language?
- Once the tone and target demographic have been agreed on, students should work together in class to paraphrase each article and edit their work.
ESSENTIAL QUESTION: How can I use multimedia and technology to present my ideas effectively? How do I ensure that my medium is promoting my message and not detracting from it?

TASK: Evaluate several presentation forms to find the best fit for your group

Standards:
ELACC9-10SL2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
ELACC9-10SL4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
ELACC9-10SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Instruction:
- After all the examples have been researched and selected and each article has been paraphrased, the group can begin to construct the final presentation.
- The media expert should select the correct medium to illustrate each example, selecting songs, videos, and images to strengthen the presentation. The group should make sure that each element adds to the presentation and does not take away from it. For example, is it work it to show 10 minutes of a movie when a 30-second clip would suffice? Should three articles in a row be illustrated by songs, or should the media be more varied?
- The director should ensure that each element of the presentation is complete and works together as a whole.
- The director should also direct at least one presentation overview. All groups should rehearse before the final presentation to make sure their videos, audio, and other elements work and that everyone knows his or her part.

ESSENTIAL QUESTION: What is the benefit of a multimedia presentation?

TASK: Evaluate the effectiveness of your presentation and your peers’ presentations to consider the effectiveness of various forms of digital media

Standards:
ELACC9-10SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
ELACC9-10SL4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
ELACC9-10SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Instruction:
- For the final group presentations, teachers may want to reserve the media center, theater, or auditorium to create a more formal mood for the presenters.
- Depending on the class size, classes may need up to a week for the presentations.
- As each group presents, the other students should complete an honest and fair peer evaluation of their work.
- At the conclusion of the presentations, the class should discuss the effectiveness of the presentations including what worked well, what didn’t go as planned, which examples were the most memorable, and what they can learn for future presentations. Students may also want to discuss expanding their ideas beyond the classroom, such as creating a bulletin board display for the school, working on a class presentation for a local elementary or middle school, sharing their presentations with a different grade level, etc.
- Students should also complete individual reflections on their groups’ projects, their roles in the presentation, which presentation they liked the best, and what they learned from the unit.