

# English II Thematic Unit; Human Spirit

## ELA UNIT PLANNING:

### The Dangers of Hatred and the Resiliency of the Human Spirit

UNIT: TIME FRAME: One Month TEACHER/GR:Saunders English II \_\_

**Unit Summary and Rationale:** Through an exploration of prior historical events and a synthesis with current events, the learner will explore the dangers of hatred and the resiliency of the human spirit.

**Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.

Students will demonstrate independence.

Students will value evidence.

Students will build strong content knowledge.

Students will respond to the varying demands of audience, task, and discipline.

Students will critique as well as comprehend.

Students will use technology and digital media strategically and capably.

Students will develop an understanding of other perspectives and cultures.

#### Unit Standards:

Reading	Writing	Speaking and Listening	Language
<b>X Literature</b>			
RL9-10.1 Key Ideas and Details  1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	W9-10.2 Text Types and Purposes  2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	SL9-10 Comprehension and Collaboration  1. 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.	L9-10.1 Conventions of Standard English  1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
RL9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges	a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics	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	a. Use parallel structure.*  b. Use various types of phrases (noun, verb,

and is shaped and refined by specific details; provide an objective summary of the text.	(e.g., figures, tables), and multimedia when useful to aiding comprehension.	or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	adjectival, adverbial, participial,
RL 9-10.5 Craft and Structure	b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	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.	prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest
5. 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.	c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	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.	
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding.	
<b>Informational Text:</b>		SL9-10.1	
RL9-10.5 Craft and Structure	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications.)	Presentation of Knowledge and Ideas	
3. 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.	W9-10.5 Production and Distribution of Writing	4. 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,	
RL9-10.7	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant		

<p>Integration of Knowledge and Ideas</p> <p>7. 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.</p>	<p>for a specific purpose and audience.</p> <p>(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.</p>		
<p><b>Technology</b></p> <p><b>HS.TT.1.3 Use appropriate technology tools to design products and information with others.</b></p>			
<p><b>Essential Questions:</b> How does the resiliency of the human spirit overcome hatred?</p> <p>Why, after so many instances of hatred, are people still able to rise above a present situation and persevere?</p>		<p><b>Big Ideas:</b> The resiliency of the human spirit is a factor in a society's ability to counter the dangers of hatred.</p>	

<b>Learning Tasks:</b>			
<b>Reading Tasks</b>	<b>Writing Tasks</b>	<b>Discussion Tasks</b>	<b>Language/Vocabulary Tasks</b>
<p>The learner will read current event articles and holocaust literature to synthesize the dangers of hatred and the resiliency of the human spirit in past and present events.</p>	<p>The learner will synthesize print and non-print materials to evaluate the big idea.</p>	<p>Collaboration will occur through jigsaw activities, group discussion, and presentation of materials.</p>	<p>The learner will acquire/master new vocabulary and use same in oral and written discourse.</p>

<b>Assessments:</b>		
<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
<p>Key language concepts and usage of terms such as</p>	<p>Jigsaw of current events. Group discussions.</p>	<p>Menu generated products and Student generated visuals</p>

resiliency and human spirit.	Essential questions. Journals	Essay
Collage		

**Text(s) Selections/Resources****Notes ( include accommodations/grouping/modifications):****Night by Elie Weisel****"9/11 Documentary"****Newspaper clippings****Current events****Students will use perspectives gained in collaborative discussions for both group products and independent activities.****Differentiation of product and process will be used throughout the unit.**

	<b>Thematic Unit:</b>  <b><i>The Dangers of Hatred; The Resiliency of the Human Spirit</i></b>	Materials	Skills	
1- English	Warm-Up/EQ/S: Scaffolding: Quick-write: What events can suddenly change the course of a person's life? Consider or pose a scenario in your own life. Introduction: Daily: 9/11 Documentary and literature logs Review: What is the role of hatred in the events of 9/11?	Graphic Organizers for writing, Personal bias Historical and cultural influences Theme Making connections Author's craft Language Usage	A, V, T	SMARTBoard, Graphics Documentary, Literature logs
2-	Warm-Up EQ/S: Definition, term, distinguishing characteristics of the human spirit Link to prior learning: Students quick-write about one outstanding image from prior day Introduction: First-hand account and consideration of the theme of human spirit Daily: Review:	Graphic organizers for writing, Personal bias Historical and cultural influences Theme Making connections Author's craft Language Usage	A, V, T	SMARTBoard, Graphics, Documentary, Literature logs
3-	Warm-Up EQ/S: Introduction to the word resilience, word map Link to prior learning: Provide an example of one 'resilient' person in the documentary. Indicate three outstanding characteristics. TTYPA: Compare thoughts, nominate your partner Introduction: First-hand account as an eyewitness to history Daily: The role of imagery and conflict in documentary. Review: Write a review of 9/11 documentary. Consider theme, imagery, internal and external conflict.	First-hand account Imagery Int./ext conflict Theme Effective Language	A, V, T	SMARTBoard, Mini white-board, Literature logs, Sample Reviews
4-	Warm-Up EQ/S: The use of hyperbole in describing tragic events. Link to prior learning: Thesis creation for either the dangers of hatred or the resilience of the	Memoir Hyperbole Mood Tone The	A, V, T, K	SMARTBoard, Mini white-boards Magazines, Art

	human spirit. Use examples from yesterday. Quick-Write: How have you reacted when confronted with danger either to you or someone else? Introduction: The memoir as genre, consideration of impact. Daily: Establishing mood and tone through author's craft. Scaffolding: SMARTBoard introduction to the Holocaust "decoration" of logs with magazine words of impact. Review: Compare the role of hatred in 9/11 with the role of hatred in the Holocaust.	Thesis Thematic connections		supplies, Literature Logs
5-	Warm-Up EQ/S: The role of supporting details/textual/historical examples. What scenes, images, or feelings from the 9/11 do you find unforgettable? Link to prior learning: Video clip of Elie Weizel describing first hand account. Introduction: Night, Literature Log expectations. Scaffolding: Elie Weizel's video interview on Sighet and Moishe the Beadle Daily: Introductory essay paragraph, Chapters one-two read aloud, teacher models writing quotes, questions, and comments on board Review: Compare the role of the resilience of the human spirit in 9/11 with the role of hatred in the Holocaust.	Supporting detail Memoir Setting Reader Response Word choice Thematic connections	A,V,T,K	SMARTBoard, Video clip, Mini whiteboards Magazines, Art supplies, Literature Logs, Text, Sticky notes, Literature log rubrics, writing rubrics
6-	Warm-up EQ/S: Textual grammar excerpt from text. Varying sentence type, simple, compound, complex Sample 'wow' log entry on board Link to prior learning: Groups of three/ excerpt from chapter three. Generate impact lines Introduction: Chapters three-four read aloud Daily: Chapter read aloud, journal entry from father's perspective/ silent voice Review: Share quotes from introductory reading/perspective Exit slip: One impact quote from text, narrow to one sentence, narrow to one word Homework: Literature log/finish chapter four, quote/comment on index card	Sentence Variety Silent voices Diary entry Reader Response Reflective response	A,V,T	SMARTBoard, Textual copy for highlighting, Literature Logs, Text, Index card, Sticky notes, Writing rubrics
7-	Entrance slip: Quote/comment from chapter four Warm-up EQ/C: Using coordinate adjectives, describe images from one survivor Introduction: Entrance slip sharing in groups of three/nominate a peer Entrance slip/chapter four: Save the Last Word for Me activity. Daily: Chapters five-six (teacher models reflective process), survivors video <a href="http://player.discoveryeducation.com/index.cfm?guidAssetId=FAB9F311-33E3-408D-9BF1-0026B2F2FA98&amp;blnFromSearch=1&amp;productcode=US">http://player.discoveryeducation.com/index.cfm?guidAssetId=FAB9F311-33E3-408D-9BF1-0026B2F2FA98&amp;blnFromSearch=1&amp;productcode=US</a> excerpt, body paragraph one/two, consideration of ashes metaphor in chapter five Review: Return of reviews with teacher comments, textual prediction for chapter six, threaded metaphor Homework: finish reading, literature log updates	Imagery, Metaphor, Coordinate Adjectives, Reading strategies, Inference, Prediction, Textual evidence	A, V, T	SMARTBoard, Index card, Literature logs, Text, Video, Student-generated reviews, sticky notes, writing rubric
8-	Warm-up EQ/C: What type of questioning does Weisel use to illustrate his disillusionment with God on page 67? Locate another textual example. Sample 'wow' log entry on board Quick-write: What does it mean to feel	Rhetorical questions, Reader response, Making personal	A, V, T, K	SMARTBoard, Text, Video clip, White boards, markers, sticky notes,

	hopeless and how does it effect or affect people's lives? Consider a time when you, or friend, felt hopeless, the circumstances, and how you, or your friend, reacted. Daily: Video clip of Anne Frank, Value of reader response, symbolize of night, chapters six and seven read in the dark, white board responses/reactions to Elie's reaction to hopelessness and the symbolism of night. Review: Symbolism, rhetorical questioning, hopelessness	connections, Symbolism		magazine clips, Literature logs
9-	Warm-up EQ/C: Weisel's assertion that man himself is stronger than God is an example of which literary device? What does this assertion reveal about Wiesel's changing relationship with God? "Death enveloped me, it suffocated me." is an example of which literary device? Consider the effectiveness of the two devices and explain the impact on you as a reader. Quick-write: What circumstances in Night allow for the darker side of human nature to emerge? Locate one textual example. Daily: Body paragraph three. Chapters eight and nine read aloud. Last line activity. "I have no words" activity. Pictorial expression of reaction. Review: The block leader tells Elie: "Don't forget that you are in a concentration camp. In this place there is no such thing as father, brother, friend. Each of us lives and dies alone." Summarize your impression of the statement in one sentence, and then one word. Write the sentence on one side of the exit slip and the single word on the other. Homework: Literature logs	Paradox, Personification, Reader Response, Making personal connections, Textual evidence	A, V, T,	SMARTBoard, Text, Video clip, markers, sticky notes, index cards
10-	Warm-up EQ/C: Correct the sentence for punctuation. Of the advice Elie says-"he was write I thought deep down not daring to admit to myself". (p.111) Sample 'wow' log entry on board Quick-write: Write a a letter from Elie's father either forgiving or admonishing his actions. Consider the point of view of Elie's father and his nature as a character. Daily: Write conclusion of essay. Finish "I have no words". Groups of three: Seven newspaper clippings on current view/events/cartoons. Work to summarize meaning and develop dense questions for next group. Pass clipping with questions to next group. Review: Cultural implications of readings and activities	Quotations, Point of view, Silent voice, Relationships among characters, Textual connections, editing for spelling and mechanics	A, V, T	SMARTBoard, Text, Video clip, markers, sticky notes, index cards, Newspaper clippings, dense question guidelines
11-	Warm-up EQ/C: The Holocaust is an example of man's inhumanity to man; a type of injustice to society. How can a person be irrevocable changed by witnesssing horific events? Include one semicolon in your one-paragraph response. Scaffolding: Considering yesterday's newspaper clipping activity, racism remains a current threat to society. List the types of social and religious persecution that are prevalent today. Consider the impact of hatred in each. Daily: Students are provided with three excerpts from memoirs, Night, Kafir	Punctuation: semi-colon Point of view, Relationships among characters, Textual connections, Excerpts/short text	A, V, T	SMARTBoard, Text, Video clip, markers, sticky notes, index cards, Newspaper clippings, dense question guidelines

	Boy, and All But My Life. Students meet in groups of three to discuss findings and answer the following questions: How are the interlocking oppressions of race, class, and gender at work in the lives of the characters? How do the characters express a philosophy of liberation by assisting and encouraging themselves and others in efforts to prevail over multiple oppressions? What role did family play in each narrators survival. Ask each other dense questions and record your findings. Voluntarily nominate your peers. Review: What common thread did all three narrators share in their survival? Consider the 'last line' approach to writing and consider the impact.			
12-	Warm-up EQ/C: Consider Wiesel's use of literary devices in Night. How effective was his use of imagery in describing his personal struggle during the Holocaust? Consider three types of sensory imagery that were effective and cite examples. Quick-write: Does the reading of poetry involve risk taking? Do you believe that there is only one true interpretation of a poem? Scaffolding: Key terms and definitions for multicultural challenges. Daily: Jigsaw three poems dealing with multicultural challenges. Students work in groups of three to first respond individually and then share reactions/impressions of: "On Speaking Up", "Taking Action", and "Ribbons and Rainbows". Identify the individual and collective impact of the selections. Rubric review and compilation of in-class essays on hatred/resilience of the human spirit. Peer editing and revision. Review: Dangers of hatred/resilience of the human spirit. Literature log collection tomorrow. Media Center to type papers.	Imagery, Poetry, Multicultural terms, Textual connections, editing for spelling and mechanics	A, V, T	SMARTBoard, Text, sticky notes, index cards, Terms, Poems, Essay rubric
1- English II Teacher Notes	9/11 PP/Prezi/Visual	Graphic Organizers for writing, Personal bias Historical and cultural influences Theme Making connections Author's craft Language Usage	A, V, T	SMARTBoard, Graphics Documentary, Literature logs
2-	Cooperative learning groups research/select from two supreme court cases and four authors of the period/ group members summarize/teach each other/nominate ideas and select case and author diary entry from pov of author for homework	Graphic organizers for writing, Personal bias Historical and cultural influences Theme Making connections Author's craft Language Usage	A, V, T	SMARTBoard, Graphics, Documentary, Literature logs
3-	Media Center to research author and case Students must select author and case by first half of class. Blog activity whereby members discuss activity, goals, and scoring criteria. Each member selects a literary work to discuss in group on following day	First-hand account Imagery Int./ext conflict Theme Effective Language	A, V, T	SMARTBoard, Mini white-board, Literature logs, Sample Reviews

4-	Jigsaw activity through group whereby students consider diverse contributions and narrow information into a reflection of the author's spirit and the influencing factors on his/her approach Private journal activity for homework	Memoir Hyperbole Mood Tone The Thesis Thematic connections	A, V, T, K	SMARTBoard, Mini white-boards Magazines, Art supplies, Literature Logs
5-	Teacher models 21st century skills needed to create animoto video on website. Students are given criteria for creation of video and negotiate rubric with teacher by group. Format for one-page research essay is discussed, with rubric, for group provision. Storyboard activity in class as framework for next day's lesson	Supporting detail Memoir Setting Reader Response Word choice Thematic connections	A, V, T, K	SMARTBoard, Video clip, Mini white-boards Magazines, Art supplies, Literature Logs, Text, Sticky notes, Literature log rubrics, writing rubrics
6-	Class prep time through storyboard, consideration of framework, and planning of video text, music, and perspective. Students work in Media Center creating outline for video.	Sentence Variety Silent voices Diary entry Reader Response Reflective response	A, V, T	SMARTBoard, Textual copy for highlighting, Literature Logs, Text, Index card, Sticky notes, Writing rubrics
7-	Teacher promotes positive activity through selection of masterpiece work. Prior sample of author study is used as a demonstration. The remainder of the period is spent creating videos	Imagery, Metaphor, Coordinate Adjectives, Reading strategies, Inference, Prediction, Textual evidence	A, V, T	SMARTBoard, Index card, Literature logs, Text, Video, Student-generated reviews, sticky notes, writing rubric
8-	Presentation day, peer evaluation, self-evaluation, reflection	Rhetorical questions, Reader response, Making personal connections, Symbolism	A, V, T, K	SMARTBoard, Text, Video clip, White boards, markers, sticky notes, magazine clips, Literature logs
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<p>the individual and collective impact of the selections. Rubric review and compilation of in-class essays on hatred/resilience of the human spirit. Peer editing and revision. Review: Dangers of hatred/resilience of the human spirit. Literature log collection tomorrow. Media Center to type papers.</p>			
<p>Daily Options: Jigsaw three poems dealing with multi-cultural challenges. Definition introduction prior to activity. Students work in groups of three to first respond individually and then share reactions/impressions of: "On Speaking Up", "Taking Action", and "Ribbons and Rainbows". response.Excerpt: All but my life Boots/Imagery Peer Edit/Revision</p>			

 Add Discussion

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