

Paramount Unified School District
Educational Services



***English Language Arts 2
Curriculum Guide
Unit 4
2016-2017***



Unit Focus: Stories

Standards	Transfer Goals		
<p>Year Long RL/RI 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text. RL/RI 9-10.2 Determine a theme/central idea of a text and analyze its development over the course of a text; provide an objective summary of the text. RL/RI 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze how word choice affects meaning and tone. W 9-10.4 Produce clear and coherent writing appropriate to task, purpose, and audience. W 9-10.5 Develop and strengthen writing as needed by planning, revising, and editing; focus on addressing what is most significant for purpose and audience. W 9-10.6 Use technology to produce, publish, and update projects. W 9-10.9 Draw evidence from literary and informational text to support analysis, reflection, and research. SL 9-10.1 Initiate and participate effectively in collaborative discussions SL 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically SL9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate L 9-10.1, 2, 3 Demonstrate command of the conventions of standard English grammar and usage</p> <p>Focus Standards RL9-10.3 Analyze how complex characters (e.g., those with multiple or</p>	<p>Understandings <i>Students will understand that...</i> 1. Authors carefully select details in order to create effective or entertaining narratives. 2. Events in the plot and character interactions help shape and develop the theme of a text. 3. Authors use a variety of methods to develop complex characters. 4. Different points of view in literature can have different impacts on the plot of a story. 5. Authors use figurative language to elevate and enhance their writing.</p>	<p>Essential Questions <i>Students will keep considering...</i> 1. What makes an effective or entertaining narrative? 2. How does an author communicate theme? 3. What are the methods an author uses to develop a complex character? 4. How does the point of view affect the development of a story? 5. How can I incorporate figurative language to elevate and enhance my writing?</p>	<p>Resources</p> <p>Anchor Text: <i>Night</i> by Elie Wiesel</p> <p>Related Texts: "Psalm 23" King James Bible (Textbook page 910)</p> <p>Children of the Holocaust Biographies (Museum of Tolerance Website)</p> <p>Nonprint: Figurative Language PPT Narrative Elements + Historical Context PPT</p>
	<p>Knowledge <i>Students will need to know...</i> 1. What plot details or events are important to include in order create an effective or entertaining narrative. 2. How inferences made from dialogue and plot structure can help determine theme. 3. How word choice, dialogue, monologue, and character actions or reactions contribute to character development. 4. The different points of view an author can choose from when writing a story and how each one limits or enhances the text. 5. Different types of figurative language and how to identify and use them effectively.</p>	<p>Skills <i>Students will need to develop skill at...</i> 1. Deciding which details to include when constructing the plot for a narrative. 2. Making inferences from dialogue and plot structure. 3. Applying inferences to determine an appropriate theme for a story. 4. Using narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 5. Using precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters</p>	

conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL9-10.6 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.

RL9-10.7 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).

W9-10.3 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.

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.



Unit 4 Text Sequence

March 27 – June 8 (48 days)

LESSON	# OF DAYS	TEXT(S)
1	2	Figurative Language Foldable (definitions and samples) Circle Map- “night” (symbolism)
2	2	Narrative Elements (structure of plot, sensory detail, dialogue, (quick historical context activating prior knowledge warm up)
3	3	<i>Night</i> - Chapter 1 and Text Dependent Questions
4	1	Chapter 2
5	2	Chapter 3 and Text Dependent Questions
6	1	Psalm 23
7	3	Chapter 4 and Text Dependent Questions
8	3	Chapter 5
9	3	Chapter 6
10	3	Chapter 7 and Text Dependent Questions
11	3	Chapter 8
12	2	Chapter 9
13	7	Writing/Inquiry – Narrative (2 days for Child of the Holocaust story plot, 2 days to write 1 st draft, and 3 days to type)
	1	Formative Assessment



INSTRUCTIONAL SEQUENCE

LESSON 1: 2 Days
FIGURATIVE LANGUAGE
FOLDABLE AND “NIGHT”
SYMBOLISM CIRCLE MAP

TEXT(S):
PPT

STANDARDS:
RL9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.

ACADEMIC VOCABULARY:
Symbolism
Simile
Metaphor
Personification
Imagery
Irony

LESSON UNDERSTANDING(S):

- Authors use figurative language to elevate and enhance their writing

ESSENTIAL QUESTION(S):

- How can I incorporate figurative language to elevate and enhance my writing?

Focus Questions:

- What is figurative language?
- What are some examples of figurative language?
- What can “night” symbolize?

LESSON OVERVIEW:

Students will create a foldable and take notes on different types of figurative language. After taking their notes, teacher will lead a discussion about the title of the novel *Night* and students will create a circle map brainstorming the various things “night” can symbolize.

EXPRESS UNDERSTANDING:

- ❖ Students will complete figurative language foldable.
- ❖ Students will complete “night” circle map.



LESSON 2: 1 Day
NARRATIVE ELEMENTS AND
HISTORICAL CONTEXT

TEXT(S):
PPT

STANDARDS:

RL9-10.6 Analyze a particular point of view or cultural experience from outside the United States, drawing on a wide reading of world literature.
W9-10.3 Write narratives to develop real or imagined experiences and events using effective technique, well-chosen details, and well-structured event sequences.

ACADEMIC VOCABULARY:

Point of View

Conflict

Climax

Exposition

Setting

Rising/Falling Action

Resolution

Dialogue

Interior Monologue

Sensory language

LESSON UNDERSTANDING(S):

- Authors carefully select details in order to create effective or entertaining narratives.
- Different points of view in literature can have different impacts on the plot of a story.

ESSENTIAL QUESTION(S):

- What makes an effective or entertaining narrative?
- How does the point of view affect the development of a story?

Focus Questions:

- What are the elements of a narrative?
- From whose point of view is our story told?

LESSON OVERVIEW:

Students will review the elements of a narrative by taking notes, then briefly review the historical context for the novel Night, including an introduction to Elie Wiesel, our narrator.

EXPRESS UNDERSTANDING:

- ❖ Students will complete notes on the elements of a narrative and the historical context of the novel.



LESSON 3: 3 Days

NIGHT CHAPTER ONE pgs. 3-22

TEXT(S):

Night

STANDARDS:

RL 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.

RL 9-10.3 Analyze how complex characters develop over the course of a text.

RL9-10.6 Analyze a particular point of view or cultural experience from outside the United States, drawing on a wide reading of world literature.

W9-10.3 Write narratives to develop real or imagined experiences and events using effective technique, well-chosen details, and well-structured event sequences.

LESSON UNDERSTANDING(S):

- Authors carefully select details in order to create effective or entertaining narratives.
- Events in the plot and character interactions help shape and develop the theme of a text.
- Authors use a variety of methods to help develop complex characters.
- Different points of view in literature can have different impacts on the plot of a story.

ESSENTIAL QUESTION(S):

- What makes an effective or entertaining narrative?
- How does an author communicate theme?
- How does the point of view affect the development of a story?
- What are the methods an author uses to develop a complex character?

Focus Questions:

- What is Elie like at the beginning of the novel?
- Why do the Jews continue to ignore the warning signs around them?
- How does the author communicate the theme of “night” in this chapter?
- How would we feel about Moishe the Beadle’s story if we were hearing it from his point of view instead of Elie’s? Which details would be the same? Which would be different?

LESSON OVERVIEW:

Students will read Chapter One of *Night*. Teachers may read aloud, use reading groups, assign independent reading, or use an audio presentation of the text. Students will answer text-dependent questions as they read. After the chapter is over, students will write a diary entry from the point of view of Moishe the Beadle, using dialogue, interior monologue, and sensory language to capture Moishe’s feelings and emotions about what happened to him and how the Jews react to hearing his story. Diary entry must contain at least one example of figurative language.

EXPRESS UNDERSTANDING:

- ❖ Students will answer text-dependent questions about Chapter One.
- ❖ Students will write a diary entry from the POV of Moishe the Beadle.



LESSON 4: 1 Day

NIGHT CHAPTER TWO pgs. 23-28

TEXT(S):

Night

STANDARDS:

RL 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.

RL 9-10.3 Analyze how complex characters develop over the course of a text.

RL9-10.6 Analyze a particular point of view or cultural experience from outside the United States, drawing on a wide reading of world literature.

W9-10.3 Write narratives to develop real or imagined experiences and events using effective technique, well-chosen details, and well-structured event sequences.

LESSON UNDERSTANDING(S):

- Authors carefully select details in order to create effective or entertaining narratives.
- Events in the plot and character interactions help shape and develop the theme of a text.
- Authors use a variety of methods to help develop complex characters.
- Different points of view in literature can have different impacts on the plot of a story.

ESSENTIAL QUESTION(S):

- What makes an effective or entertaining narrative?
- How does an author communicate theme?
- How does the point of view affect the development of a story?
- What are the methods an author uses to develop a complex character?

Focus Questions:

- Why does the author include the story of Madame Schacter and her vision?

LESSON OVERVIEW:

Students will read Chapter Two of *Night* and answer the focus question (as it relates to foreshadowing). After reading the chapter, students will write a diary entry from the point of view of one of the teenagers on the train, using dialogue, internal monologue, and sensory details to express their feelings about the journey they're on and Madame Schacter's outburst on the train. Diary entry must contain at least one example of figurative language.

EXPRESS UNDERSTANDING:

- ❖ Students will present (in written or verbal form) a response to the focus question for the chapter.
- ❖ Students will write a diary entry from the POV of one of the teenagers on the train.



LESSON 5: 3 Days

NIGHT CHAPTER THREE pgs. 29-46

TEXT(S):
Night

STANDARDS:

RL 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.

RL 9-10.3 Analyze how complex characters develop over the course of a text.

RL9-10.6 Analyze a particular point of view or cultural experience from outside the United States, drawing on a wide reading of world literature.

W9-10.3 Write narratives to develop real or imagined experiences and events using effective technique, well-chosen details, and well-structured event sequences.

LESSON UNDERSTANDING(S):

- Authors carefully select details in order to create effective or entertaining narratives.
- Events in the plot and character interactions help shape and develop the theme of a text.
- Authors use a variety of methods to help develop complex characters.
- Different points of view in literature can have different impacts on the plot of a story.

ESSENTIAL QUESTION(S):

- What makes an effective or entertaining narrative?
- How does an author communicate theme?
- How does the point of view affect the development of a story?
- What are the methods an author uses to develop a complex character?

Focus Questions:

- How does the author develop the theme of “night” in this chapter?
- How does Elie begin to change in this chapter?
- How do the guards seem to view their prisoners?

LESSON OVERVIEW:

Students will read Chapter Three of *Night* and answer text-dependent questions. After reading the chapter, students will write a diary entry from the point of view of one of the camp guards, using dialogue, internal monologue, and sensory details to express their feelings about the things they are observing and the job they are doing. Diary entry must contain at least one example of figurative language.

EXPRESS UNDERSTANDING:

- ❖ Students will answer text-dependent questions about Chapter Three.
- ❖ Students will write a diary entry from the POV of a camp guard.



LESSON 6: 1 Day

PSALM 23

TEXT(S):

Psalm 23 Textbook pg. 910

STANDARDS:

RL 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.

RL 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze how word choice affects meaning and tone.

RL9-10.6 Analyze a particular point of view or cultural experience from outside the United States, drawing on a wide reading of world literature.

W9-10.3 Write narratives to develop real or imagined experiences and events using effective technique, well-chosen details, and well-structured event sequences.

LESSON UNDERSTANDING(S):

- Authors use figurative language to elevate and enhance their writing.

ESSENTIAL QUESTION(S):

- How can I incorporate figurative language to elevate and enhance my writing?

Focus Questions:

- How does the author of the Psalm use figurative language to enhance his meaning?

LESSON OVERVIEW:

Teacher will introduce the Psalm, reminding students that it is a text very similar to the Jewish Kaddish; both have similar themes (praise for God in spite of trying circumstances) and both are often recited at funerals. Students will read Psalm 23 on page 910 of their textbook and answer the text-dependent questions (see below) to analyze the use of figurative language in the text and identify the theme.

Text Dependent Questions:

- What are the two central metaphors of Psalm 23 (The first one is directly stated in line 1, and the second is implied in lines 9 and 10). By implication, what is the speaker compared to in each metaphor?
- How does the poet extend the first metaphor through line 8 of Psalm 23?
- What is the main message of the Psalm? Use evidence from the text to support your answer.
- How does the author intend for the reader to feel after reading this text?
- How would Elie feel if he read this text?

EXPRESS UNDERSTANDING:

- ❖ Students will answer text-dependent questions about Psalm 23.



LESSON 7: 2 Days

NIGHT CHAPTER FOUR pgs. 47-65

TEXT(S):

Night

STANDARDS:

RL 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.

RL 9-10.3 Analyze how complex characters develop over the course of a text.

RL9-10.6 Analyze a particular point of view or cultural experience from outside the United States, drawing on a wide reading of world literature.

W9-10.3 Write narratives to develop real or imagined experiences and events using effective technique, well-chosen details, and well-structured event sequences.

LESSON UNDERSTANDING(S):

- Authors carefully select details in order to create effective or entertaining narratives.
- Events in the plot and character interactions help shape and develop the theme of a text.
- Authors use a variety of methods to help develop complex characters.
- Different points of view in literature can have different impacts on the plot of a story.

ESSENTIAL QUESTION(S):

- What makes an effective or entertaining narrative?
- How does an author communicate theme?
- How does the point of view affect the development of a story?
- What are the methods an author uses to develop a complex character?

Focus Questions:

- How is Elie's attitude toward his father changing?
- How does the story of the *pipel* develop the theme of "night"?

LESSON OVERVIEW:

Students will read Chapter Four of *Night* and answer text dependent questions. After reading the chapter, students will write a diary entry from the point of view of one of Idek the Kapo, using dialogue, internal monologue, and sensory details to express Idek's feelings about Elie laughing at him and how he takes revenge. Diary entry must contain at least one example of figurative language.

EXPRESS UNDERSTANDING:

- ❖ Students will answer text dependent questions for Chapter 4.
- ❖ Students will write a diary entry from the POV of Idek the Kapo.



LESSON 8: 2 Days

NIGHT CHAPTER FIVE pgs. 66-84

TEXT(S):

Night

STANDARDS:

RL 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.

RL 9-10.3 Analyze how complex characters develop over the course of a text.

RL9-10.6 Analyze a particular point of view or cultural experience from outside the United States, drawing on a wide reading of world literature.

W9-10.3 Write narratives to develop real or imagined experiences and events using effective technique, well-chosen details, and well-structured event sequences.

LESSON UNDERSTANDING(S):

- Authors carefully select details in order to create effective or entertaining narratives.
- Events in the plot and character interactions help shape and develop the theme of a text.
- Authors use a variety of methods to help develop complex characters.
- Different points of view in literature can have different impacts on the plot of a story.

ESSENTIAL QUESTION(S):

- What makes an effective or entertaining narrative?
- How does an author communicate theme?
- How does the point of view affect the development of a story?
- What are the methods an author uses to develop a complex character?

Focus Questions:

- How is Elie's faith changing?
- How is his father changing?
- Elie and his father decide to leave the camp. How is this decision ironic?

LESSON OVERVIEW:

Students will read Chapter Five of *Night* and answer the focus questions. After reading the chapter, students will write a diary entry from the point of view of Elie's father, using dialogue, internal monologue, and sensory details to express his feelings his own health, his son's health, and their decision to leave the camp. Diary entry must contain at least one example of figurative language.

EXPRESS UNDERSTANDING:

- ❖ Students will present (in written or verbal form) a response to the focus questions for the chapter.
- ❖ Students will write a diary entry from the POV of one of Elie's father, Shlomo.



LESSON 9: 3 Days

NIGHT CHAPTER SIX pgs. 85-97

TEXT(S):

Night

STANDARDS:

RL 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.

RL 9-10.3 Analyze how complex characters develop over the course of a text.

RL9-10.6 Analyze a particular point of view or cultural experience from outside the United States, drawing on a wide reading of world literature.

W9-10.3 Write narratives to develop real or imagined experiences and events using effective technique, well-chosen details, and well-structured event sequences.

LESSON UNDERSTANDING(S):

- Authors carefully select details in order to create effective or entertaining narratives.
- Events in the plot and character interactions help shape and develop the theme of a text.
- Authors use a variety of methods to help develop complex characters.
- Different points of view in literature can have different impacts on the plot of a story.

ESSENTIAL QUESTION(S):

- What makes an effective or entertaining narrative?
- How does an author communicate theme?
- How does the point of view affect the development of a story?
- What are the methods an author uses to develop a complex character?

Focus Questions:

- How are Rabbi Eliahu's son and Elie similar? How are they different?
- How is the theme of "night" developed by this chapter?
- What does Julie's violin symbolize? How do we know?

LESSON OVERVIEW:

Students will read Chapter Six of *Night* and answer the focus questions. After reading the chapter, students will write a diary entry from the point of view of one Rabbi Eliahu's son, using dialogue, internal monologue, and sensory details to express his feelings about his father and his decision to leave him behind. Diary entry must contain at least one example of figurative language.

EXPRESS UNDERSTANDING:

- ❖ Students will present (in written or verbal form) a response to the focus questions for the chapter.
- ❖ Students will write a diary entry from the POV of Rabbi Eliahu's son.



LESSON 10: 1 Day

NIGHT CHAPTER SEVEN pgs. 98-103

TEXT(S):
Night

STANDARDS:

RL 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.

RL 9-10.3 Analyze how complex characters develop over the course of a text.

RL9-10.6 Analyze a particular point of view or cultural experience from outside the United States, drawing on a wide reading of world literature.

W9-10.3 Write narratives to develop real or imagined experiences and events using effective technique, well-chosen details, and well-structured event sequences.

LESSON UNDERSTANDING(S):

- Authors carefully select details in order to create effective or entertaining narratives.
- Events in the plot and character interactions help shape and develop the theme of a text.
- Authors use a variety of methods to help develop complex characters.
- Different points of view in literature can have different impacts on the plot of a story.

ESSENTIAL QUESTION(S):

- What makes an effective or entertaining narrative?
- How does an author communicate theme?
- How does the point of view affect the development of a story?
- What are the methods an author uses to develop a complex character?

Focus Questions:

- How has the Nazi's treatment of the Jews changed the way they behave?
- How do the spectators view the prisoners?

LESSON OVERVIEW:

Students will read Chapter Seven of *Night* and answer text-dependent questions. After reading the chapter, students will write a diary entry from the point of view of one of the spectators throwing bread to the prisoners, using dialogue, interior monologue, and sensory details to express their view of the prisoners and their behavior and the reasons they are throwing bread. Diary entries must include at least one example of figurative language.

EXPRESS UNDERSTANDING:

- ❖ Students will answer text-dependent questions about Chapter 7.
- ❖ Students will write a diary entry from the POV of one of the spectators throwing bread to the prisoners.



LESSON 11: 3 Days

NIGHT CHAPTER EIGHT pgs. 104-112

TEXT(S):
Night

STANDARDS:

RL 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.

RL 9-10.3 Analyze how complex characters develop over the course of a text.

RL9-10.6 Analyze a particular point of view or cultural experience from outside the United States, drawing on a wide reading of world literature.

W9-10.3 Write narratives to develop real or imagined experiences and events using effective technique, well-chosen details, and well-structured event sequences.

LESSON UNDERSTANDING(S):

- Authors carefully select details in order to create effective or entertaining narratives.
- Events in the plot and character interactions help shape and develop the theme of a text.
- Authors use a variety of methods to help develop complex characters.
- Different points of view in literature can have different impacts on the plot of a story.

ESSENTIAL QUESTION(S):

- What makes an effective or entertaining narrative?
- How does an author communicate theme?
- How does the point of view affect the development of a story?
- What are the methods an author uses to develop a complex character?

Focus Questions:

- What are Elie's conflicting emotions about his father's death?

LESSON OVERVIEW:

Students will read Chapter Eight of *Night* and answer the focus question. After reading the chapter, students will write a diary entry from the point of view of one of Elie's dad's neighbors, using dialogue, interior monologue, and sensory details to express how they feel toward Elie's dad in his final days. Diary entries must include at least one example of figurative language.

EXPRESS UNDERSTANDING:

- ❖ Students will answer text-dependent questions about Chapter 8.
- ❖ Students will write a diary entry from the POV of one of Elie's dad's neighbors.



LESSON 12: 1 Day

NIGHT CHAPTER NINE pgs. 113-115

TEXT(S):
Night

STANDARDS:

RL 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.

RL 9-10.3 Analyze how complex characters develop over the course of a text.

RL9-10.6 Analyze a particular point of view or cultural experience from outside the United States, drawing on a wide reading of world literature.

W9-10.3 Write narratives to develop real or imagined experiences and events using effective technique, well-chosen details, and well-structured event sequences.

LESSON UNDERSTANDING(S):

- Authors carefully select details in order to create effective or entertaining narratives.
- Events in the plot and character interactions help shape and develop the theme of a text.
- Authors use a variety of methods to help develop complex characters.
- Different points of view in literature can have different impacts on the plot of a story.

ESSENTIAL QUESTION(S):

- What makes an effective or entertaining narrative?
- How does an author communicate theme?
- How does the point of view affect the development of a story?
- What are the methods an author uses to develop a complex character?

Focus Questions:

- How has Elie changed as a result of his experiences?
- How does the conclusion of the book develop the theme of “night”?

LESSON OVERVIEW:

Students will read Chapter Nine of *Night* and answer the focus questions for the chapter. After reading the chapter, students will write a diary entry from the point of view of Elie, using dialogue, interior monologue, and sensory details to retell the moment of Elie’s liberation and his emotions about the things that he has witnessed. Diary entries must include at least one example of figurative language.

EXPRESS UNDERSTANDING:

- ❖ Students will present (either verbally or in writing) a response to the focus questions for the chapter.
- ❖ Students will write a diary entry from the POV of Elie Wiesel.



LESSON 13: 7 Days

INQUIRY+WRITING TASK:

***Children of the Holocaust
Narrative Writing***

TEXT(S):

***Children of the Holocaust
biographies
(Museum of Tolerance Website)***

STANDARDS:

RL 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.

RL 9-10.3 Analyze how complex characters develop over the course of a text.

RL9-10.6 Analyze a particular point of view or cultural experience from outside the United States, drawing on a wide reading of world literature.

W9-10.3 Write narratives to develop real or imagined experiences and events using effective technique, well-chosen details, and well-structured event sequences.

LESSON UNDERSTANDING(S):

- Authors carefully select details in order to create effective or entertaining narratives.
- Events in the plot and character interactions help shape and develop the theme of a text.
- Authors use a variety of methods to help develop complex characters.
- Different points of view in literature can have different impacts on the plot of a story.
- Authors use figurative language to enhance and elevate their writing.

ESSENTIAL QUESTION(S):

- What makes an effective or entertaining narrative?
- How does an author communicate theme?
- How does the point of view affect the development of a story?
- What are the methods an author uses to develop a complex character?
- How can I incorporate figurative language to elevate and enhance my writing?

Focus Questions:

- Where does my child's story start? What is the climax of their story? How does it end?
- What dialogue, interior monologue, and sensory details can I include to bring their story to life?
- How can I incorporate figurative language to elevate and enhance my writing?

INQUIRY TASK OVERVIEW:

Students will research one of the "Children of the Holocaust" whose biographies can be found on the Museum of Tolerance's website. They will decide where their child's story "starts" and where it "ends". Then they will plot the events of the child's life on a flow map.

WRITING TASK OVERVIEW:

Students will use their flow map to write a narrative, telling their story from the child's point of view (first person). They will incorporate dialogue, interior monologue, sensory details, and figurative language. Students will hand write their first draft, make revisions, and type a final draft.

EXPRESS UNDERSTANDING:

- ❖ Students will create flow map outlining their child's story.



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|--|---|
| | <ul style="list-style-type: none">❖ Students will write a narrative from first person point of view telling their child's story and incorporating dialogue, interior monologue, sensory details, and figurative language. |
|--|---|