

UNIT PLAN

Belton-Honea Path High School

Name: Dorriety/Flowers	Course: English 2 Honors	Unit: <i>Night</i>
Essential Standards: <ul style="list-style-type: none">● Inquiry Standard 3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.● Inquiry Standard 3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.● RI Standard 5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.● RI Standard 6.1 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.● RI Standard 8.1 Determine figurative, connotative, or technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies or allusions on meaning and tone.● RI Standard 10.1 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.		
Objectives: <p>Students will be able to:</p> <ul style="list-style-type: none">● analyze the development of central ideas over the course of a text.● use textual evidence to support analysis.● analyze how presentation style impacts an audience's understanding.● determine tone based on connotation and denotation.● analyze symbolism.● analyze figurative language and its impact on meaning and tone.		
Day 1: Background Research		
Lesson/Activity: <ul style="list-style-type: none">- Inquiry Question Multiple Choice Practice- Night One-Pager<ul style="list-style-type: none">- Rubric		
Formative/Summative Assessment: <ul style="list-style-type: none">- Reflection — Based on your research today, what question(s) do you still have about Elie Wiesel that might be answered through his memoir?		

Day 2: Begin *Night*

Lesson/Activity:

- Discuss results of inquiry one-pager
- Begin *Night*
 - Read and discuss pages 3-9

Formative/Summative Assessment:

- Reflection — Why do you think Elie Wiesel chose to begin his memoir with the story of Moishe the Beadle?

Day 3: Topic and Poetry Analysis

Lesson/Activity:

- Review key literary terms (characterization, conflict, setting, figurative language, motif, etc.)
- Discuss chapters 1 & 2 of *Night* & [Topic Trackers](#)
- Read "[To the Little Polish Boy](#)." Complete the [poetry analysis handout](#).

Formative/Summative Assessment:

- Reflection — How do you see one of the four topics of *Night* demonstrated in the poem "To the Little Polish Boy"?

Day 4: Denotation vs Connotation

Lesson/Activity:

- [Denotation, connotation, and symbolism](#)
- Discuss *Night* chapter 3
- [Night Ch. 1-3 Quiz](#)
- [Topic Tracker #3](#)

Formative/Summative Assessment:

- Reflection — [Exit Ticket](#)

Day 5: Tone and Symbolism Analysis

Lesson/Activity:

- [Connotation & Tone Practice](#)
- Discuss *Night* chapter 4 — [tone, character, and symbolism](#)
- [Topic Tracker #4](#)

Formative/Summative Assessment:

- Reflection — [Exit Ticket](#)

Day 6: Multimedia Comparison**Lesson/Activity:**

- [Night Ch. 4-5 Quiz](#)
- View “[One Survivor Remembers](#)” & answer [critical thinking questions](#)

Formative/Summative Assessment:

- Reflection — Other than dehumanization, how did you see another topic (loss of faith, danger of silence, family bonds) evidenced in the documentary? Why do you think these topics are so prevalent in survivor stories?

Day 7: Motif, Personification, Hyperbole**Lesson/Activity:**

- Discuss Chapters 6 & 7 — [Motif, Personification, Hyperbole \(Fall 21 notes\)](#)
 - Small group analysis and [presentations](#)

Formative/Summative Assessment:

- Reflection — [Exit Ticket](#)

Day 8: Review**Lesson/Activity:**

- [Discussion Board](#)
- [Review for Night unit test](#)
- [Night Quiz Chapters 6-9](#)
- [Topic Tracker 5-9](#)

Formative/Summative Assessment:

- Play [Night Jeopardy Review](#)

Day 9: Test**Lesson/Activity:**

- [Night unit test](#)

- [Citation Reminder](#)

Formative/Summative Assessment:

- [Night unit test](#)

Unit Reflection: Based on the summative assessment for the unit, which standards were not mastered by the students with 80% accuracy? How do you plan to incorporate the standards not mastered in future units?