



Unit-at-a-Glance

This unit is approximately 3 weeks or 15 sessions of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 1 RI.8.1, RI.8.2, W.8.4	Voices of Upstanders: Johtje and Aart Vos Opening A. Engage the Learner (5 minutes) Work Time A. Read “Johtje Vos, 97; Sheltered Jews in Her Home in WWII Holland, Saving 36” and Identify Central Idea – RI.8.2 (20 minutes) A. Characteristics of a Holocaust Upstander (5 minutes) Closing and Assessment A. Group Write: Text Reflection – RI.8.1 (15 minutes) Homework A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. Students read an informational text about a Holocaust upstander, consider characteristics that make this person an upstander, and write a reflection.	<ul style="list-style-type: none"> I can determine a central idea and analyze its development in the article “Johtje Vos, 97; Sheltered Jews in Her Home in WWII Holland, Saving 36.” (RI.8.2) I can generate characteristics of a Holocaust upstander. I can write a text reflection about “Johtje Vos, 97; Sheltered Jews in Her Home in WWII Holland, Saving 36.” (RI.8.1, W.8.4) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket Work Time A: Track Central Idea: Voices of Upstanders note-catcher (RI.8.1, RI.8.2) Work Time C: Text Reflection: “Johtje Vos, 97; Sheltered Jews in Her Home in WWII Holland, Saving 36” (RI.8.1, W.8.4)
Lesson 2 RI.8.1, RI.8.2, W.8.4, L.8.1b, L.8.1d, L.8.2a, L.8.2b	Voices of Upstanders: Carl Lutz Opening A. Engage the Learner – L.8.1d (5 minutes) Work Time A. Read “The Forgotten Swiss Diplomat Who Rescued Thousands from Holocaust,” and Identify Central Idea – RI.8.2 (15 minutes) A. Write a Text Reflection – RI.8.1 (15 minutes) Closing and Assessment A. Mini Lesson: Punctuation – L.8.2 (10 minutes) Homework A. Practice Punctuation and Verb Voice and Mood: Students complete Homework: Practice Punctuation and Verb Voice and Mood to answer selected response questions on punctuation and verb voice and mood. Students read an informational text about a Holocaust upstander, consider characteristics that make this person an upstander, and write a reflection. Students also participate in a mini lesson on punctuation.	<ul style="list-style-type: none"> I can determine a central idea and analyze its development in the article “The Forgotten Swiss Diplomat Who Rescued Thousands from Holocaust.” (RI.8.2) I can write a text reflection about “The Forgotten Swiss Diplomat Who Rescued Thousands from Holocaust.” (RI.8.1, RI.8.2) I can use commas, dashes, and ellipses to indicate a pause, break, or omission. (L.8.2a, L.8.2b) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket Work Time A: Track Central Idea: Voices of Upstanders note-catcher (RI.8.1, RI.8.2) Work Time B: Text Reflection: “The Forgotten Swiss Diplomat Who Rescued Thousands from the Holocaust” (RI.8.1, W.8.4)

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Lesson 3 RI.8.1, RI.8.2, W.8.4, L.8.1c, L.8.2a, L.8.2b	Voices of Upstanders: Marek Edelman Opening A. Engage the Learner – L.8.2a (5 minutes) Work Time A. Read “Marek Edelman Obituary” Excerpt, and Identify Central Idea – RI.8.2 (15 minutes) A. Write a Text Reflection – RI.8.1 (15 minutes) Closing and Assessment A. Language Dive: “Marek Edelman Obituary” Excerpt, Paragraph 10 – L.8.2a (10 minutes) Homework A. Punctuation and Verb Voice and Mood: Students complete Homework: Punctuation and Verb Voice and Mood: Text Reflection to answer selected response questions on punctuation and verb voice and mood. Students read an informational text about a Holocaust upstander, consider characteristics that make this person an upstander, and write a reflection. Students also participate in a Language Dive.	<ul style="list-style-type: none"> • I can determine a central idea and analyze its development in “Marek Edelman Obituary” Excerpt. (RI.8.2) • I can write a text reflection about “Marek Edelman Obituary” Excerpt. (RI.8.1, RI.8.2) • I can use commas, dashes, and ellipses to indicate a pause, break, or omission. (L.8.2a, L.8.2b) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket • Work Time A: Track Central Idea: Voices of Upstanders note-catcher (RI.8.1, RI.8.2) • Work Time B: Text Reflection: “Marek Edelman Obituary” Excerpt (RI.8.1, W.8.4) • Closing and Assessment A: Language Dive: “Marek Edelman Obituary” Excerpt, Paragraph 10 note-catcher (L.8.1c, L.8.2a)
Lesson 4 RI.8.1, RI.8.2, W.8.4, L.8.2a, L.8.2b	Voices of Upstanders: Miep Gies Opening A. Engage the Learner – L.8.2b (5 minutes) Work Time A. Say Something: Read Text and Identify Central Idea – RI.8.2 (20 minutes) A. Write a Text Reflection – RI.8.1 (15 minutes) Closing and Assessment A. Reflect on Learning Targets (5 minutes) Homework A. Answer Questions about Punctuation: Students complete Homework: Selected and Constructed Response Questions: Punctuation. Students read an informational text about a Holocaust upstander, consider characteristics that make this person an upstander, and write a reflection.	<ul style="list-style-type: none"> • I can determine a central idea and analyze its development in “Miep Gies.” (RI.8.2) • I can write a text reflection about “Miep Gies.” (RI.8.1, RI.8.2) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket • Work Time B: Track Central Idea: Voices of Upstanders note-catcher (RI.8.1, RI.8.2) • Closing and Assessment A: Text Reflection: “Miep Gies” (RI.8.1, W.8.4)

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Lesson 5 L.8.1b, L.8.1c, L.8.1d, L.8.2a, L.8.2b	Mid-Unit 3 Assessment: Language Assessment: Correct Punctuation and Verb Voice and Mood Opening A. Engage the Learner (5 minutes) Work Time A. Mid-Unit 3 Assessment: Language Assessment: Correct Punctuation and Verb Voice and Mood (20 minutes) Closing and Assessment A. Share Independent Research Reading – RI.8.10 (20 minutes) Homework A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. Students take their mid-unit assessment and correct punctuation and verb voice and mood.	<ul style="list-style-type: none"> • I can use punctuation to indicate a pause or an omission. (L.8.2) • I can use verbs correctly. (L.8.1) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket • Work Time A: Mid-Unit 3 Assessment: Language Assessment: Correct Punctuation and Verb Voice and Mood (L.8.1b, L.8.1c, L.8.1d, L.8.2a, L.8.2b)
Lesson 6 RI.8.1, W.8.3b	Commemorate Upstanders with Graphic Panels Opening A. Engage the Learner – W.8.3b (10 minutes) Work Time A. Deconstruct Model Graphic Panels – RI.8.1 (10 minutes) A. Create Graphic Panels – W.8.3b (20 minutes) Closing and Assessment A. Pair Share: Graphic Panels – W.8.3b (5 minutes) Homework A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. Students create commemorative graphic panels to honor the life of one of the upstanders they learned about in Lessons 1–4.	<ul style="list-style-type: none"> • I can determine how an artist makes inferences and uses narrative techniques to “explode a moment” from a nonfiction text about the Holocaust in graphic panels. (RI.8.1, W.8.3b) • I can make inferences and use narrative techniques to “explode a moment” from a nonfiction text about the Holocaust in graphic panels. (RI.8.1, W.8.3b) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket • Work Time B: Create Graphic Panels (W.8.3b)

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Lesson 7 W.8.3, W.8.4	Analyze a Model Narrative Interview Opening A. Engage the Learner – W.8.4 (5 minutes) Work Time A. Review Traits of Upstanders Anchor Chart (5 minutes) A. Read and Annotate a Model Narrative – W.8.3 (20 minutes) Closing and Assessment A. Alignment to Narrative Criteria – W.8.3 (15 minutes) Homework A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. Students analyze a model in order to determine the essential components of an effective narrative interview.	<ul style="list-style-type: none"> I can determine the essential components of an effective narrative interview. (W.8.3, W.8.4) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket Closing and Assessment A: Narrative Writing Checklist (W.8.3)
Lesson 8 W.8.3a, W.8.4, W.8.5, SL.8.1	Plan a Narrative: Create a Fictional Upstander Profile Opening A. Engage the Learner – W.8.3 (5 minutes) Work Time A. Create an Upstander Profile – W.8.3a (15 minutes) A. Profile Feedback: Praise, Question, Suggestion – W.8.5 (15 minutes) Closing and Assessment A. Narrative Writing Practice: Upstander Introduction and Biography – W.8.5 (10 minutes) Homework A. Revise Upstander Profile: Students revise their upstander profile based on feedback and capture information on their Upstander Profile graphic organizer. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. Students create a profile of their fictional upstander.	<ul style="list-style-type: none"> I can create a fictional upstander profile, including setting, character information, and critical life experiences. (W.8.3a) I can orient the reader by introducing the narrator, character, and setting of my upstander's interview. (W.8.3a) I can give kind, specific, and helpful feedback to my peers. 	<ul style="list-style-type: none"> Opening A: Entrance Ticket Work Time A: Upstander Profile graphic organizer (W.8.3a, W.8.4) Closing and Assessment A: Narrative Writing Practice: Upstander Biography note-catcher (W.8.3)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 9 W.8.3, W.8.3a, W.8.3d, W.8.5	Plan a Narrative: Pacing, Dialogue, and Sensory Details Opening A. Engage the Learner – W.8.3 (5 minutes) Work Time A. Analyze a Model: Pacing, Dialogue, and Sensory Details – W.8.3b (15 minutes) A. Plan a Narrative: Upstander Interview Answers – W.8.3 (20 minutes) Closing and Assessment A. Narrative Writing Checklist: Progress Check-In – W.8.3 (5 minutes) Homework A. Refine Interview Planner: Students revise their Upstander Profile: Interview Planner, focusing on adding sensory details, dialogue, and description to their plan. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. Students plan to use pacing and sensory details for their narrative piece.	<ul style="list-style-type: none"> • I can determine the characteristics of an effective narrative interview. (W.8.3, W.8.4) • I can use pacing, sensory images, and dialogue to appeal to the senses, capture the action, and help my reader understand the experiences of my upstander. (W.8.3b, W.8.3d) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket • Work Time A: Narrative Writing Practice: Pacing, Dialogue, and Sensory Details note-catcher (W.8.3) • Work Time B: Upstander Profile: Interview Planner (W.8.3a, W.8.4)
Lesson 10 W.8.3, W.8.3b, W.8.3d, W.8.5, L.8.1b, L.8.3a	Plan a Narrative: Use Reflection and Descriptive Details Opening A. Engage the Learner – W.8.3b (5 minutes) Work Time A. Analyze a Model Narrative: Reflection and Description – W.8.3b (15 minutes) A. Language Dive: Upstander Model: "Interview with Anna Jensen," Page 1 – W.8.3b (10 minutes) Closing and Assessment A. Draft an Exploded Moment – W.8.3 (15 minutes) Homework A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. Students plan to use reflection and description in their narrative pieces and draft their exploded moment.	<ul style="list-style-type: none"> • I can determine the characteristics of an effective narrative interview. (W.8.3, W.8.4) • I can identify where a writer used reflection and relevant descriptive details to accentuate important aspects of the narrative for the reader. (W.8.3b, W.8.3d) • I can use pacing, sensory details, dialogue, and relevant descriptive details to make a pivotal moment in my narrative come alive. (W.8.3b, W.8.3d) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket • Work Time A: Narrative Writing Practice: Reflection and Relevant Descriptive Details note-catcher (W.8.3b, W.8.3d) • Work Time B: Language Dive: Upstander Model: "Interview with Anna Jensen," Page 1 note-catcher (W.8.3b, W.8.3d, L.8.1b, L.8.3a) • Closing and Assessment A: Narrative Writing Practice: Exploded Moment note-catcher (W.8.3)

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Lesson 11 W.8.3, W.8.4, W.8.6, L.8.1, L.8.2	End of Unit 3 Assessment: Write a Narrative in Interview Form Opening A. Engage the Learner (5 minutes) Work Time A. End of Unit 3 Assessment: Write a Narrative in Interview Form – W.8.3 (30 minutes) Closing and Assessment A. Track Progress: Narrative Writing – W.8.3 (10 minutes) Homework A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. Students take their end of unit assessment, in which they draft their narrative pieces.	<ul style="list-style-type: none"> I can draft an imagined historical narrative using dialogue, pacing, sensory language, and descriptive details. (W.8.3, W.8.4) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket Work Time A: End of Unit 3 Assessment: Write a Narrative in Interview Form (W.8.3, W.8.4, W.8.6, W.8.10, L.8.1, L.8.2) Closing and Assessment A: Track Progress: Narrative Writing (W.8.3)
Lesson 12 W.8.3, W.8.4, W.8.5, SL.8.4	Revise Narrative Interview and Analyze Model Graphic Panels Opening A. Engage the Learner – SL.8.5 (5 minutes) Work Time A. Peer Feedback: Praise, Question, Suggestion – W.8.5 (15 minutes) A. Analyze Graphic Panels – SL.8.5 (10 minutes) A. Introduce Model Graphic Panels Sequence Planner – SL.8.5 (5 minutes) Closing and Assessment A. Plan Graphic Panels – SL.8.5 (10 minutes) Homework A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. Students give and receive peer feedback on their narrative interviews and analyze a model performance task.	<ul style="list-style-type: none"> I can give kind, specific, and helpful feedback to my peers. (W.8.3, W.8.5) I can analyze how model graphic panels illustrate information in a narrative. (SL.8.5) I can plan the sequence of my graphic panels that illustrate a moment in my narrative. (W.8.3, SL.8.5) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket Work Time A: Narrative Interview (W.8.3, W.8.5) Closing and Assessment A: Graphic Panels Sequence Planner (SL.8.5)

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Lesson 13 W.8.3, SL.8.5	Performance Task: Create Graphic Panels Opening A. Engage the Learner – SL.8.5 (5 minutes) Work Time A. Plan Graphic Panels – SL.8.5 (10 minutes) A. Create Graphic Panels – SL.8.5 (20 minutes) Closing and Assessment A. Peer Feedback – W.8.5 (10 minutes) Homework A. Revisions: Students revise their graphic panels using the peer feedback they received in this lesson. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. Students plan and create their graphic panels and give and receive peer feedback.	<ul style="list-style-type: none"> I can create graphic panels that illustrate a moment in my narrative. (W.8.3, SL.8.5) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket Work Times A and B: Graphic Panels Template (SL.8.5)
Lesson 14 W.8.4, W.8.5, W.8.10	Performance Task: Create Prompt Cards Opening A. Engage the Learner – SL.8.5 (5 minutes) Work Time A. Draft a Reflection – W.8.4 (15 minutes) A. Draft Key Points for a Presentation – W.8.10 (10 minutes) Closing and Assessment A. Peer Review and Feedback – W.8.5 (15 minutes) Homework A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. Students create prompt cards to prepare for their performance task presentation.	<ul style="list-style-type: none"> I can draft a reflection on the planning of my graphic panels. (W.8.4) I can identify key points from my reflection to create prompt cards for my presentation. (W.8.10) I can revise and strengthen my prompt cards using peer feedback. (W.8.5) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket Work Time A: Performance Task Reflection graphic organizer Work Time B: Performance Task Prompt Cards (W.8.4, W.8.10)
Lesson 15 SL.8.1, SL.8.5, SL.8.6	Performance Task: Create and Present a Graphic Panel Depiction of a Fictional Holocaust Upstander Opening A. Engage the Learner – SL.8.1 (5 minutes) Work Time A. Present Graphic Panels – SL.8.5 (30 minutes) Closing and Assessment A. Share Major Takeaways from Module 3 – SL.8.1 (10 minutes) Homework A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. Students present their graphic panels to an audience for their performance task and answer questions.	<ul style="list-style-type: none"> I can present my graphic panels to an audience and highlight important aspects of my upstander's experience. (SL.8.5, SL.8.6) I can share major takeaways and progress about my understanding of the module guiding questions. (SL.8.1) 	<ul style="list-style-type: none"> Work Time A: Performance Task: Create and Present a Graphic Panel Depiction of a Fictional Holocaust Upstander Sharing (SL.8.1, SL.8.5, SL.8.6)