



Unit-at-a-Glance

This unit is approximately 2 weeks or 10 sessions of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 1 RI.8.1, RI.8.10, L.8.4b	Discover Our Topic: The Holocaust Opening A. Engage the Learner – L.8.4b (5 minutes) Work Time A. Infer the Topic – RI.8.1 (20 minutes) A. Introduce the Performance Task and Module Guiding Questions (10 minutes) Closing and Assessment A. Launch Independent Research Reading – RI.8.10 (10 minutes) Homework A. Read and Reflect: Students read and reflect on the guiding questions for the module and discuss them with their families. They should consider how the guiding questions make them feel. They can sketch or write about their ideas. 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 infer the module topic by exploring artifacts that represent the Holocaust and will be introduced to the module guiding questions and performance task.	<ul style="list-style-type: none"> • I can infer the topic of this module from the resources. (RI.8.1) • I can select a research reading text that I want to read. (RI.8.10) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket • Work Time A: Infer the Topic: I Notice/I Wonder note-catcher (RI.8.1)
Lesson 2 RL.8.1, RL.8.3	Read a Graphic Novel and Build Background Knowledge Opening A. Engage the Learner – RL.8.1 (5 minutes) Work Time A. Introduction: How to Read a Graphic Novel (10 minutes) A. Preview <i>Maus I</i> – RL.8.1 (10 minutes) A. Read <i>Maus I</i> , Chapter 1 (15 minutes) Closing and Assessment A. Exit Ticket: Text-Dependent Questions, <i>Maus I</i> , Chapter 1 – RL.8.3 (5 minutes) Homework A. Preread “The Holocaust: An Introductory History”: Students preread Homework: “The Holocaust: An Introductory History” in preparation for reading the text in the next lesson. Students are introduced to their anchor text and will learn about how to read a graphic novel; they will then read the first chapter and answer text-dependent questions.	<ul style="list-style-type: none"> • I can read a text in graphic novel format. • I can answer questions about a text and cite evidence to support my analysis. (RL.8.1) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket • Work Time C: Gist on sticky notes, <i>Maus I</i>, chapter 1 • Closing and Assessment A: Exit Ticket: Unit 1, Lesson 2 (RL.8.3, RL.8.4)

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Lesson 3 RI.8.4, SL.8.1, L.8.4c	<p>Read “The Holocaust: An Introductory History”</p> <p>Opening A. Engage the Learner (5 minutes)</p> <p>Work Time A. Introduce the Holocaust Glossary – L.8.4c (10 minutes) A. Read “The Holocaust: An Introductory History” – RI.8.4 (25 minutes)</p> <p>Closing and Assessment A. Pair Share: Build Background Knowledge – SL.8.1 (5 minutes)</p> <p>Homework A. Preread Anchor Text: Students preread <i>Maus I</i>, chapter 1 in preparation for studying this chapter in the next lesson.</p> <p>Students are introduced to and explore a glossary of terms from the Holocaust. They will use this glossary to help make meaning of unknown words and phrases as they read an overview of the history of the Holocaust and reflect on thinking questions.</p>	<ul style="list-style-type: none"> I can deepen my understanding of the Holocaust by determining the meaning of words and phrases using a glossary. (RI.8.4, L.8.4c) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket Work Time A: Holocaust Glossary (L.8.4c) Work Time B: “The Holocaust: An Introductory History” note-catcher (RI.8.4, L.8.4c)
Lesson 4 RL.8.1, RL.8.2, RL.8.3, RL.8.4	<p>Close Read: <i>Maus I</i>, Pages 11–23</p> <p>Opening A. Engage the Learner – RL.8.4 (5 minutes)</p> <p>Work Time A. Close Read: <i>Maus I</i>, Pages 11–23 – RL.8.3 (20 minutes) A. Culminating Task – RL.8.3 (10 minutes)</p> <p>Closing and Assessment A. Track Gist, Plot, and Character – RL.8.2 (10 minutes)</p> <p>Homework A. Preread Anchor Text: Students preread <i>Maus I</i>, chapter 2 in preparation for studying this chapter in the next lesson.</p> <p>Students closely read the first chapter of <i>Maus I</i> and will analyze how word choices impact meaning and tone and how dialogue reveals aspects of character. Students also begin to track gist, plot, and characterization.</p>	<ul style="list-style-type: none"> I can analyze how dialogue between characters and incidents in <i>Maus I</i> reveal aspects of Vladek’s character or provoke a decision. (RL.8.1, RL.8.3) I can analyze how specific word choices impact meaning and tone in <i>Maus I</i>. (RL.8.1, RL.8.4) I can track gist, plot, and characterization in <i>Maus I</i>. (RL.8.2) 	<ul style="list-style-type: none"> Opening: Entrance Ticket Work Time A: Close Reading note-catcher (RL.8.1, RL.8.3, RL.8.4) Work Time B: Culminating Task (RL.8.3, RL.8.4)

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Lesson 5 RL.8.1, RL.8.2, RL.8.3, RL.8.4, L.8.1b, L.8.3a, L.8.4	<i>Maus I</i>: Dialogue, Tone, and Character Opening A. Engage the Learner – L.8.4 (5 minutes) Work Time A. Read <i>Maus I</i> , Chapter 2: Track Gist and Plot (15 minutes) A. Language Dive: <i>Maus I</i> , Chapter 2 – RL.8.4 (10 minutes) Closing and Assessment A. Text-Dependent Questions and Characterization – RL.8.3 (15 minutes) Homework A. Preread Anchor Text: Students preread chapter 3 in <i>Maus I</i> in preparation for reading the chapter in the next lesson. Students read chapter 2 of their anchor text, participate in a Language Dive, and answer text-dependent questions about how dialogue and incidents reveal aspects of character and how word choice impacts meaning and tone. Students also track gist, plot, and characterization.	<ul style="list-style-type: none"> I can analyze how dialogue between characters and incidents in <i>Maus I</i> reveal aspects of character or provoke a decision. (RL.8.1, RL.8.3) I can analyze how specific word choices impact meaning and tone in <i>Maus I</i>. (RL.8.1, RL.8.4) I can track gist, plot, and characterization in <i>Maus I</i>. (RL.8.2) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket Work Time A: Gist on sticky notes, <i>Maus I</i>, chapter 2 Work Time B: Language Dive: <i>Maus I</i>, Page 36, Panel 3 note-catcher (RL.8.3, RL.8.4, L.8.1b, L.8.3a) Closing and Assessment A: Text-Dependent Questions, <i>Maus I</i>, chapter 2 (RL.8.3, RL.8.4)
Lesson 6 RL.8.1, RL.8.2, RL.8.3, RL.8.4	<i>Maus I</i>: Dialogue, Tone, and Character (cont.) Opening A. Engage the Learner – L.8.4 (5 minutes) Work Time A. Read <i>Maus I</i> , Chapter 3: Track Gist and Plot – RL.8.1 (15 minutes) A. Text-Dependent Questions: Character and Theme – RL.8.3 (20 minutes) Closing and Assessment A. Sketch Graphic Panels (5 minutes) Homework A. Revise Graphic Panels: Students continue to sketch out their ideas for their graphic panels representing them asking Vladek a question. A. Preread Anchor Text: Students preread chapter 4 in <i>Maus I</i> in preparation for reading the chapter in the next lesson. Students read chapter 3 of their anchor text and answer text-dependent questions about how dialogue and incidents reveal aspects of character and how word choice impacts meaning and tone. Students also track gist, plot, characterization, and theme and sketch their own graphic panels.	<ul style="list-style-type: none"> I can analyze how dialogue between characters and incidents in <i>Maus I</i> reveal aspects of character or provoke a decision. (RL.8.1, RL.8.3) I can analyze how specific word choices impact meaning and tone in <i>Maus I</i>. (RL.8.1, RL.8.4) I can track gist, plot, characterization, and emerging theme ideas in order to track the development of theme in <i>Maus I</i>. (RL.8.2) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket Work Time A: Gist on sticky notes, <i>Maus I</i>, chapter 3 Work Time B: Text-Dependent Questions, <i>Maus I</i>, chapter 3 (RL.8.3, RL.8.4)

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Lesson 7 RL.8.1, RL.8.2, RL.8.3, RL.8.4	Mid-Unit 1 Assessment: Analyze Character, Dialogue, and Word Choice: <i>Maus I</i>, Chapter 4 Opening A. Engage the Learner (5 minutes) Work Time A. Read <i>Maus I</i> , Chapter 4 (10 minutes) A. Mid-Unit 1 Assessment: Analyze Character, Dialogue, and Word Choice: <i>Maus I</i> , Chapter 4 – RL.8.3 (20 minutes) Closing and Assessment A. Track Gist, Plot, Character, and Emerging Theme: <i>Maus I</i> , Chapter 4 – RL.8.2 (10 minutes) Homework A. Preread Anchor Text: Students preread chapter 5 in <i>Maus I</i> in preparation for reading the chapter in the next lesson. A. Analyze Voice: Students complete Homework: Selected and Constructed Response Questions: Analyze Voice: <i>Maus I</i> , Chapter 5 to answer questions about active and passive voice. Students read chapter 4 of their anchor text and take their mid-unit assessment, in which they will answer text-dependent questions about how dialogue and incidents reveal aspects of character and how word choice impacts meaning and tone. Students also track gist, plot, and characterization and theme.	<ul style="list-style-type: none"> I can analyze how dialogue between characters and incidents in <i>Maus I</i> reveal aspects of character or provoke a decision. (RL.8.1, RL.8.3) I can analyze how specific word choices impact meaning and tone in <i>Maus I</i>. (RL.8.1, RL.8.4) I can track characters, plot, and emerging themes in order to track the development of theme in <i>Maus I</i>. (RL.8.2) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket Work Time A: Gist on sticky notes Work Time B: Mid-Unit 1 Assessment: Analyze Character, Dialogue, and Word Choice: <i>Maus I</i>, Chapter 4 (RL.8.1, RL.8.3, RL.8.4, RL.8.10)
Lesson 8 RL.8.1, RL.8.2	Analyze a Model Whole-Book Literary Summary Opening A. Engage the Learner – RL.8.2 (5 minutes) Work Time A. Read <i>Maus I</i> , Chapter 5 (15 minutes) A. Track Gist, Plot, Character, and Theme: <i>Maus I</i> , Chapter 5 – RL.8.2 (15 minutes) Closing and Assessment A. Analyze a Model Whole-Book Literary Summary – RL.8.2 (10 minutes) Homework A. Preread Anchor Text: Students preread chapter 6 in <i>Maus I</i> in preparation for reading the chapter in the next lesson. Students read chapter 5 of their anchor text, will track gist, plot, characterization, and theme, and will analyze a whole-book summary in order to prepare to write their own.	<ul style="list-style-type: none"> I can track characters, plot, and emerging themes in <i>Maus I</i>. (RL.8.2) I can identify characteristics of an effective whole-book literary summary. (RL.8.1, RL.8.2) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket Work Time A: Gist on sticky notes Closing and Assessment A: Analyze a model whole-book literary summary (RL.8.1, RL.8.2)

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Lesson 9 RL.8.1, RL.8.2, L.8.1b, L.8.3a	Plan a Whole-Book Literary Summary of <i>Maus I</i> Opening A. Engage the Learner – RL.8.2 (5 minutes) A. Mini Language Dive: Model Whole-Book Literary Summary – L.8.3a (5 minutes) Work Time A. Read <i>Maus I</i> , Chapter 6 (15 minutes) A. Track Gist, Plot, Character, and Theme: <i>Maus I</i> , Chapter 6 – RL.8.2 (10 minutes) Closing and Assessment A. Plan a Model Whole-Book Literary Summary – RL.8.2 (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 read chapter 6 of their anchor text and will plan a whole-book summary.	<ul style="list-style-type: none"> • I can form and use active and passive voice to achieve particular effects. (L.8.1b, L.8.3a) • I can track characters, plot, and emerging themes in <i>Maus I</i>. (RL.8.2) • I can plan an effective literary (whole-book) summary of <i>Maus I</i>. (RL.8.1, RL.8.2) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket • Opening B: 5-Minute Mini Language Dive note-catcher (L.8.1b, L.8.3a) • Work Time A: Gist on sticky notes • Closing and Assessment A: Whole-Book Literary Summary Writing Plan graphic organizer (RL.8.1, RL.8.2)
Lesson 10 RL.8.1, RL.8.2, W.8.9a, L.8.1b, L.8.3a	End of Unit 1 Assessment: Analyze Passive Voice and Active Voice and Summarize <i>Maus I</i> Opening A. Engage the Learner (5 minutes) Work Time A. End of Unit 1 Assessment: Analyze Passive Voice and Active Voice and Summarize <i>Maus I</i> (20 minutes) A. Discuss Development of Theme in <i>Maus I</i> – RL.8.2 (10 minutes) Closing and Assessment A. Share Independent Research Reading – RL.8.10 (10 minutes) Homework A. Determine Gist: Students complete Homework: Read a Poem and Determine Gist. Students take their end of unit assessment, in which they will write a summary of their anchor text.	<ul style="list-style-type: none"> • I can use the passive voice in my writing. (L.8.1b, L.8.3a) • I can write an effective literary summary of a novel. (RL.8.1, RL.8.2) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket • Work Time A: End of Unit 1 Assessment: Analyze Passive Voice and Active Voice and Summarize <i>Maus I</i> (RL.8.1, RL.8.2, W.8.9a, W.8.10, L.8.1b, L.8.3a)