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ENG 371

Professor Mckenzie

27 November 2019

Unit Plan Module 10: Book Thief

**Grade: 10th**

**Subject: English**

**Week One:**

Day 1: Set up historical framework

Day 2: Examine several key historical events in depth

Day 3: Introduce the author; Read

Day 4: Introduce personification; Read

Day 5: Read; writing assignment

## Day One:

**Resources/Materials needed:** Projector for power point; Holocaust handout and accompanying reading questions.

### Standards:

RI.1 Read closely to comprehend texts of grade-level appropriate complexity: a. Determine what the text says explicitly and implicitly. b. Provide an objective summary of the text. c. Cite strong and thorough textual evidence

RI.3 Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text: a. Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text. b. Cite strong and thorough textual evidence.

### Objectives:

TLW be able to identify key parts of the Holocaust, including events leading up to and coming after WWII.

TLW express a factual timeline of major events of the Holocaust.

TLW have a better understanding of what the Jewish people experienced during the war.

### Learning Activities: (to be paired with PP Presentation: Day 1)

- (2 min) Welcome students and provide an overview of the class. Hand out reading on the Holocaust and the accompanying reading questions.
  - Explain how we will be learning about the historical context that *The Book Thief* was written in.
- (3 min) Introduce the idea of the Holocaust— work through the PP.
- (5 min) Ask about their knowledge (if any) of the Holocaust. Discuss this event briefly with the class, being sure to warn about the atrocities and hurtful truths they will be reading about.
- (35 min) The class will now read the Holocaust Handout. They can answer the reading questions as they go or wait until the end.
  - The reading questions will be due the next day. If the students do not finish answering the questions, they will take it home for homework. If they finish before the time is up, they can quietly work on reading their independent reading books.
- (5 min) Turn and talk with a neighbor about what you have read so far— any answers that you are unsure about, concerns, comments, questions from the reading, etc.

### Assessment:

Students will turn in their reading questions either at the end of class or at the start of the next day's class.

## Day Two

**Resources/Materials needed:** Enough equal numbers of 3 different colored cards (green, red, yellow), with matching number of corresponding article/question handout; handouts of anonymous journal entries; student's will need their chromebooks.

### Standards:

RI.1 Read closely to comprehend texts of grade-level appropriate complexity: a. Determine what the text says explicitly and implicitly. b. Provide an objective summary of the text. c. Cite strong and thorough textual evidence

SL.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.

SL.4 Organize, develop, and present claims, information, findings, and supporting evidence, using communication techniques appropriate to purpose, audience, and task.

### Objectives:

TLW be able to explain a key event in the history of Jewish people.

TLW work on developing listening and speaking skills in small group discussions.

TLW analyze a primary document in order to draw connections among ideas, and examine particular examples from a larger event.

TLW reflect on their emotions and opinions in their journal

### Learning Activities: (to be paired with PP Presentation: Day 2)

- As students are entering the classroom, they will be asked to pick one color from the stacks of three colored papers: green, red, or yellow. These colors will determine their small group and the research article; everyone who picked a green card will be in one group, all of the yellows together, etc. (note: 1:Green- Nurnberg, 2:Red- intro to Holocaust 3:Yellow-Ghettoization)
- (2 min) Welcome class and give an overview of the day.
- (4 min) Briefly talk students through the first slide of the PP. (how the laws paved the way, what are pogroms, *Book Thief* covers 39-43, right before Auschwitz— ask what it is, concentration camps heightened the Final Solution, VE Day)
  - Next, explain how they will then be divided into three groups according to the color of the flashcard they chose to further research some of these historical events.
- (16 min) After they have divided appropriately, one color group per corner, students will use their chromebooks to read the article provided and work together as a group to answer the questions asked on the handout. This allows students who are less vocal in

whole group discussion to take part in offering their thoughts. Small group work also provides help for students who may be struggling and can receive assistance from their peers.

- Each person in the group will complete their own handout, and then the group will appoint one speaker to tell the rest of the class what they learned about their topic.
- (10 min) The student representatives from each group will tell the rest of the class what their group learned/discussed on their particular topic.
- (11 min) Explain that I want us to look a little more closely at the ghettoization of Jewish people (so have the yellow group present last, keeping the content more fresh in their minds). I will ask students to read the handout from the Anonymous Journal Entries. First, be sure to express the horror of this topic, that we should feel sad, and explain why we are taking the time to read it)
- (7 min) After reading the entry, students will have some time to reflect in their journals on what we have just read and why we might read it. I want students to have time to process what we have read, as it can be very hard to imagine, or might make them sad or confused. Nonetheless, I want them to consider why we might read things like this, how it can help/teach us, while developing a deeper empathy with what the Jewish people experienced. There are prompting questions included on the handout to get them thinking.

**Assessment:**

This will be more of a formative assessment as I listen both to the small-group discussions with each other, and listen to the representative from their group relate the information they have learned.

### Day Three

**Resources/Materials Needed:** Powerpoint technology; reading packets for entire class; extra copies of *The Book Thief*

#### **Standards: (to be paired with PP Presentation: Day Three)**

RL.10 By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity<sup>30</sup>, in a variety of print genres and other media, proficiently and independently, with scaffolding<sup>31</sup> as needed.

RL.1 Read closely to comprehend texts of grade-level appropriate complexity: a. Determine what the text says explicitly and implicitly. c. Cite strong and thorough textual evidence.

#### **Objectives:**

TLW explain to another person what they understand about 4 key events of WWII, Nazi Germany and/or the Holocaust.

TLW read an age and grade appropriate reading, being able to provide answers that demand textual evidence and critical thinking.

TLW develop a broader range of vocabulary words.

#### **Learning Activities:**

- (3 min) Welcome class as I pass out the packets for this novel; give an overview of the day.
- (4 min) Begin with a small “turn and talk” discussion (prompt on PP: what are 4 things you have learned about Nazi Germany, WWII, and/or the Holocaust?). This allows students to refresh themselves on what we have been learning and discussing the last two days, and hear from their peers what they have learned as well.
- (3 min) Briefly introduce the author, Marcus Zusak.
- (40 min) Today, we will begin reading the novel. Students will have the remainder of class to begin reading the novel (pages 3-15) and may begin working on their packets for that day’s reading. If students are fast readers, they have the reading packets to work on; if they are slow readers, they have until the next day to finish the packet assignment.

#### **Assessment:**

Reading packet — to be completed in conjunction with each day’s reading. For today, they will complete the section for Day One: pages 3-15

## Day Four

**Resources/Materials Needed:** PowerPoint equipment; handouts “reflection on narrator/tone” for the whole class

### Standards:

RL.10 By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

RL.1 Read closely to comprehend texts of grade-level appropriate complexity: a. Determine what the text says explicitly and implicitly. c. Cite strong and thorough textual evidence.

RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., evoking a sense of time and place; setting a formal or informal tone; identifying bias in language).

SL.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.

### Objectives:

TLW understand and apply knowledge of personification and the use of this literary device for narration.

TLW read an age and grade appropriate reading, being able to provide answers that demand textual evidence and critical thinking.

TLW develop a broader range of vocabulary words.

### Learning Activities: (to be paired with PP Presentation: Day 4)

- (2 min) Welcome class and pass around the appropriate handouts; give a summary of the day.
- (28 min) (10 min) Discuss the use of first person narrative and explain to students that they will be reflecting on their reading from yesterday. They will be examining the role of Death and personification, Rstudying word choices to help them understand Death as a character in this novel. Before beginning, ask students to explain why an author would choose to tell a story using a first person narrator? Discuss their answers. Have students take it one step further by asking them why Zusak might have chosen Death as his

narrator rather than having Liesel tell the story. (Students should realize that an author can introduce character and setting at the same time using first person narration. They can also provide more emotional insight into a character. Death makes an excellent narrator because he is omniscient narrator. He can observe other characters besides and travel anywhere that Death is present.)

- (10 min) Students will now begin working in groups to understand Death as a character better. To split the groups up, I will count off 1-4; all ones, twos, threes, and fours will get together and work in their assigned corners. They will work together to answer the questions on the “Reflection on narrator/tone” handout. Students who do not understand the questions can ask their peers for help. I will also be walking around, listening to conversations and answering questions/offering clarifications.
- (8 min) Bring the whole group back together and discuss the answers with the class. Ask for their answers/thoughts/concerns and discuss my thoughts on the questions.
- (20 min) Students will use the remaining time to read their assigned reading for that day (pages 19-29). If they finish early, they may begin working on their packet that corresponds to that day’s reading.

**Assessment:**

Reading packet — to be completed in conjunction with each day’s reading. For today, they will complete the section for Day Two: pages 3-15

## Day Five

**Resources/Materials Needed:** PowerPoint equipment; handout of example Photo Response

### Standards:

RL.10 By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

RL.1 Read closely to comprehend texts of grade-level appropriate complexity: a. Determine what the text says explicitly and implicitly. c. Cite strong and thorough textual evidence.

RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., evoking a sense of time and place; setting a formal or informal tone; identifying bias in language).

SL.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.

### Objectives:

TLW understand and apply knowledge of personification and the use of this literary device for narration.

TLW read an age and grade appropriate reading, being able to provide answers that demand textual evidence and critical thinking.

TLW develop a broader range of vocabulary words.

### Learning Activities:

- (2 min) Welcome class and explain the agenda for the day.
- (40 min) Students will be given the majority of the class period today to read pages 30-45. Because they do not have a packet response due for today's reading, today is an opportunity for students to both catch up on their reading, as well as work on their packets if they still need to. Packets will always be turned in for me to collect on Fridays so I will be able to grade/provide feedback on their journals before the next week, when I will return them on Monday.
- (3 min) Explain the assignment that is due over the weekend. (Example project: Photo Response: Day 5)



**Assessment:**

Photo Response

Directions for students on PP and on a handout, "Directions for Photo Response"

Rubric for photo-response essay:

<file:///C:/Users/monic/Pictures/Photo%20Response%20Rubric.pdf>