

Unit 4: Europe

Start day: 61

Meetings: 20 days

Skills and Concepts

Student objectives/skills (what will students be able to do at the end of the unit?):

- Identify and understand characteristics of Middle-eastern philosophies and religion
- Demonstrate understanding of definitions and context of difficult vocabulary words
- Use technology to produce, update and share individual writing products in response to feedback from peers
- Structure and deliver a compare/contrast essay
- Synthesize common elements of religious/philosophical literature
- Structure and deliver an informational paper

Unit Summary

Students will read literature from various European countries. Students will evaluate the perspective of various literary characters in the context of the larger cultural experience. Students will deliver a multi-media presentation focusing on human rights in which they draw connections between an independent choice novel and challenges to human rights within the context/country of that novel.

Essential Questions

- How does this literature reflect the beliefs and values of the country where it originates?
- How do these storytellers reflect human beings making meaning out of their experience?
- How does who is telling the story matter?
- How does word choice/ the language in which a story is told convey cultural meaning?

Learning Progressions

	Before	During	After
Reading			
Writing			

Speaking/Listening			
Language			

Academic Vocabulary Tier II

Domain Specific Vocabulary

Literary Texts

Anchor texts:

***The Count of Monte Cristo*—Alexandre Dumas OR *A Tale of Two Cities*—Charles Dickens**

***Night*—Elie Weisel**

Supplemental:

Les Miserables—Victor Hugo

Inferno—Dante

Sophie's World—Jostein Gaarder

Don Quixote—Miguel De Cervantes

Galileo—Bertolt Brecht

"The Metamorphosis"

Crime and Punishment—Fyodor Dostoyevsky

Anna Karenina—Leo Tolstoy

Animal Farm—George Orwell

Life is Beautiful

Hamlet

Schindler's List

The Trial—Kafka

Resources:

1. eNotes.com
2. Gutenberg Files
3. Novels for Students
4. Literature Resource Center
5. youtube.com (Oprah interview with Elie Weisel, Mahmoud Ahmadinejad speech)
6. Ted.com
7. <http://www.usmmm.org/>

Informational Texts

Suggested Interims - Benchmarks

Class discussions, reading comprehension quizzes

End of Unit Common Task

Human Rights in Literature Presentation, on-demand argumentative essay

Learning Plan Instructional Strategies

Core Shifts to be Incorporated

Research

Webquests

Group research assignments

Photographic Images/graphics

Compare/Contrast

Top Hat

Venn Diagrams

Reading for Meaning

Guided reading chart

Guided reading questions

Note-taking guides

Active reading

Preview questions (prior knowledge)

Reflective response

KWL

Turn and talk

Annotative Reading

Vocabulary CODE

Fist lists

power decoding

concept maps

use it or lose

metaphor and similes

3-way tie

use it or lose it

3's a crowd

Write to Learn

Pre-writing activities

Journal writing

Warm-up writing

Focus Correction Area Writing

Preview questions (prior knowledge)

Stop and write

Reflective response

Exit tickets

Circle of Knowledge

Socratic seminars

Group Discussions

Group projects/presentations

Shared inquiry questions

X2 Discussion forums

Webinar

Parking lots

Chalk talk

Inductive Learning

Socratic seminars

Focus Correction Area Writing

Vocabulary Strategies

Differentiation for Struggling Learners

mentor texts, graphic organizers, study guides, chunking text, cubing, guided reading questions,

Differentiation for ELLs

Differentiation for Extension

Supplemental readings, opportunities for independent research, additional sources for essay

Common Misconceptions

Instructional Resources

Suggested and Required Text