

## EL Education Curriculum: Grade 8, Module 3 Overview Guide

### Purpose:

This guide is designed to support you with organized and synthesized key ideas and information about each EL Education module. We hope this will help you get a big picture idea of what will happen in the module and what is needed to plan for the module.

### What is the topic?

In this module, students explore central questions. What was the Holocaust and why did it occur? Why do we remember it? How did the victims and survivors respond and how can we honor their voices? Students read *Maus I* and analyze dialogue, tone, characterization, and theme. They write literary analysis essays to compare the structure and meaning of texts. Students read accounts of victims and survivors of the Holocaust, analyze language, and write summaries. Students read accounts of upstanders during the Holocaust and write reflections on what qualities and actions made them upstanders. Students write a narrative interview about a fictional upstander, during the Holocaust and write reflections on what qualities and actions made them upstanders. Students write a narrative interview about a fictional upstander, create a graphic panel based on this narrative, and present it to an audience.



#### **Coach Tip:**


It is important to note that *Maus I* contains references to sensitive topics in the context of the atrocities of the Holocaust including anti-Semitism, prisoners of war, and prisoner of war camps. The events must be carefully and sensitively discussed to give students context as they read these stories. Teaching notes throughout the lessons provide recommendations for difficult topics with suggestions of how to support students who may be sensitive to the events described.

*Crystal Wash, BetterLesson Instructional Coach*

### Where are we headed?

Performance Task	Students create graphic panels to visually depict a key moment from the narrative they wrote in Unit 3. Students write a reflection answering questions about their work. Students answer these questions and other questions from audience members, who will take time to review their graphic panels and jot down what they notice and wonder.
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Unit 1 Mid Unit Assessment	<b>Analyze Character, Dialogue, and Word Choice: Maus I, Chapter 4</b> Students read a chapter of Maus I and answer selected response and short constructed response questions about the meaning of figurative language, how incidents in the text provoke decisions and reveal character, and how dialogue and word choice reveal tone and aspects of character.
Unit 1 End of Unit Assessment	<b>Analyze Passive Voice and Active Voice and Summarize Maus I</b> Students answer constructed response questions about passive and active voice and then write a summary of their anchor text, Maus I.

Unit 2 Mid Unit Assessment	<b>Compare and Contrast Structure and Meaning in a New Poem and Maus I</b>  In this assessment, students will read a new poem, "The Action in the Ghetto Of Rohatyn, March 1942," and will answer selected and constructed response questions about the infinitive, figurative language, theme, and comparing and contrasting the structures of this poem and Maus I and how they contribute to meaning.
Unit 2 End of Unit Assessment	<b>Language Assessment: Correct Verb Mood</b> In this assessment, students will read a paragraph and answer selected and constructed response questions about verb mood.

Unit 3 Mid Unit Assessment	<b>Language Assessment: Correct Punctuation and Verb Voice and Mood</b> In this assessment, students will read a paragraph and will answer selected and constructed response questions about punctuation and verb voice and mood.
Unit 3 End of Unit Assessment	<b>Write a Narrative in Interview Form</b> In this assessment, students will use their fictional profile of their upstander, interview questions, and exploded moments to draft a narrative in interview form.

## How do I break it down?

Unit 1	<a href="#">EL Module 3, Grade 8, Unit 3 Overview</a>
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Week	Instructional Focus	Long Term Targets	Assessments
Unit 1: The Holocaust: Build Background Knowledge			
2 weeks (10 Sessions)	<p>Students explore the module topic by exploring artifacts that represent the Holocaust.</p> <p>Students will learn about how to read a graphic novel; they will then read the first chapter and answer text-dependent questions.</p> <p>Students will use this glossary to help make meaning of unknown words and phrases</p> <p>Students will analyze how word choices impact meaning and tone and how dialogue reveals aspects of character.</p> <p>Students will track gist, plot, characterization, and theme, and will analyze a whole-book summary in order to prepare to write their own.</p>	<p>I can infer the topic of this module from the resources. (RI.8.1)</p> <p>I can read a text in graphic novel format.</p> <p>I can answer questions about a text and cite evidence to support my analysis. (RL.8.1)</p> <p>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)</p> <p>I can analyze how specific word choices impact meaning and tone in Maus I. (RL.8.1, RL.8.4)</p> <p>I can track characters, plot, and emerging themes in Maus I. (RL.8.2)</p>	<p><b>Mid Unit Assessment:</b> Analyze Character, Dialogue, and Word Choice: Maus I, Chapter 4</p> <p><b>End of Unit Assessment:</b> Analyze Passive Voice and Active Voice and Summarize Maus I</p>

In the beginning of Unit 1, students discover the topic by examining multiple artifacts and encountering the guiding questions of the module and the culminating performance task. Students read an informational text providing an overview of the Holocaust to build their background knowledge on the scope and gravity of the Holocaust. They are introduced to their anchor text, *Maus I: A Survivor's Tale: My Father Bleeds History*, a graphic novel, and closely read the first chapter to understand how dialogue and tone reveal aspects of characters. In the second half of Unit 1, students continue to read *Maus I* and track plot and emerging themes. This work prepares students for the end of unit assessment. At the end of Unit 1, students write a summary of the entire anchor text, *Maus I*, including a statement of a major theme developed throughout the text.

**Unit 2**[EL Module 3, Grade 8, Unit 2 Overview](#)

Week	Instructional Focus	Long Term Targets	Assessments
Unit 2: The Holocaust: Voices of Victims and Survivors			
3 weeks (14 sessions)	<p>Students analyze a model essay in order to prepare to write their own. They also participate in a grammar mini lesson and analyze the text structure of Maus I.</p> <p>Students closely read a new poem analyzing language, structure, and meaning. Then they compare and contrast the structures and meanings of Maus I and the poem.</p> <p>Students draft their literary analysis essay and participate in a peer critique and revisions.</p> <p>Students read and summarize a memoir of a Holocaust victim in a ghetto. Students also participate in a grammar mini lesson.</p>	<p>I can identify the parts of a model literary analysis essay and explain the purpose of each. (W.8.2)</p> <p>I can determine criteria for an effective literary analysis essay. (W.8.2, W.8.4)</p> <p>I can determine the theme of a new poem and analyze its development over the course of the text. (RL.8.2)</p> <p>I can identify structural elements of a text and analyze how the structure contributes to its meaning and style.</p> <p>I can write an explanatory essay to examine and analyze the structure of two texts and the impact of structure on theme. (RL.8.5, W.8.2)</p>	<p><b>Mid Unit Assessment:</b> Compare and Contrast Structure and Meaning in a New Poem and Maus I</p> <p><b>End of Unit Assessment:</b> Language Assessment: Correct Verb Mood</p>

In Unit 2, students analyze a model literary analysis, an expository essay that compares and contrasts the structures and themes of a poem and a novel. Students then closely read a new poem, "Often a Minute" by Magdalena Klein, in order to write their own essay comparing the structure and theme of this poem to their anchor text, Maus I. Students spend two days planning their essay and two days drafting and revising their essay based on peer feedback. For their mid-unit assessment, students are presented with a new poem and answer selected and constructed response questions to compare and contrast its structure and theme with that of Maus I. In the second half of Unit 2, students read excerpts from memoirs written by victims and survivors of the Holocaust and also participate in mini lessons and practice verb conjugation, voice, and mood. This work prepares students for the end of unit assessment. At the end of Unit 2, students answer selected and constructed response questions about verb conjugation, voice, and mood.

**Unit 3**[EL Module 3, Grade 8, Unit 3 Overview](#)

Week	Instructional Focus	Long Term Targets	Assessments
<b>Unit 3: The Holocaust: Voices of Upstanders</b>			
3 weeks (15 Sessions)	<p>Students read an informational text about a Holocaust upstander, consider characteristics that make this person an upstander, and write a reflection.</p> <p>Students create commemorative graphic panels to honor the life of one of the upstanders they learned about in Lessons 1–4.</p> <p>Students analyze a model in order to determine the essential components of an effective narrative interview.</p> <p>Students plan and create their graphic panels and give and receive peer feedback.</p>	<p>I can determine a central idea and analyze its development. (RI.8.2)</p> <p>I can write a text reflection (RI.8.1, W.8.4)</p> <p>I can determine how an artist makes inferences and uses narrative techniques to “explode a moment” from a nonfiction text (RI.8.1, W.8.3b)</p> <p>I can determine the essential components of an effective narrative interview. (W.8.3, W.8.4)</p> <p>I can draft a reflection on the planning of my graphic panels. (W.8.4)</p>	<p><b>Mid Unit Assessment:</b> Language Assessment: Correct Punctuation and Verb Voice and Mood</p> <p><b>End of Unit Assessment:</b> Write a Narrative in Interview Form</p>

In Unit 3, students read informational accounts of upstanders during the Holocaust. Students write reflections about how these individuals took action. Students also participate in mini lessons and practice how to use punctuation such as commas, ellipses, and dashes. This work prepares students for their mid-unit assessment, in which they are presented with a reflection paragraph from an informational text and answer selected and constructed response questions about the use of punctuation and verb voice and mood. In the second half of Unit 3, students create a graphic panel as a representation of one of the summaries they wrote and observe one another’s work in order to scaffold towards their performance task.

Getting Started Steps
<ul style="list-style-type: none"> <li>When you first review this Module, we suggest looking at the assessments. <a href="#">Download the assessments here</a>. If you can, take the assessments yourself. This will help you better understand why the lessons are building the skills that they are.</li> </ul>
<ul style="list-style-type: none"> <li>After that, it can help to see the ‘flow’ of lessons. We love the ‘Module at a Glance’ and ‘Unit-at-a-Glance’ as a way to chart the way that lessons build over time. This can help you feel confident that even when kids aren’t all ‘there’ yet, it is ok! They have more opportunities to build understanding and independence.</li> </ul>
<ul style="list-style-type: none"> <li>At the lesson level, remember that it is just a part of the whole. If students are stuck somewhere in a lesson, that can give you data to inform scaffolding for the next lesson. Check out the ‘<a href="#">Meeting Student Needs</a>’ section in the lessons for more.</li> </ul>

- If you have students who are attending school remotely, the EL Flex curriculum provides resources to support student learning. [EL Flex](#)

## Planning Resources

The links listed below may take you to additional resources to support EL Education curriculum implementation outside of BetterLesson. Please check with your district to ensure alignment.

- ❖ [Internalizing Module Assessments strategy](#)
- ❖ [Strategic Lesson Planning in the EL Education Curriculum](#)
- ❖ [Detroit's ModEL Resources](#)
- ❖ [Protocols List](#)
- ❖ [Lesson Internalization Guide](#)