Curriculum Sample Template
Max. 8 Pages

Grade Level	9	**Content Area**	Humanities Block -English(Reading)
Course Title (grades 9-12 Only)	**This I Believe: Analyzing and Responding to Eli Wiesel's 1986 Nobel Peace Prize Acceptance Speech**		
Length of Unit	5 Lessons, 7 Class Periods	**Time of Year**	Block 3 of 10 After reading *Night* and studying persuasion.
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students finished the unit on Eli Wiesel's book, *Night*. Students had ample contextual information covered before during and after reading the book : Students received sufficient background information regarding the liberation of Buchenwald concentration camp, used credible resources to learn about the Holocaust, viewed the PBS biography video *Eli Wiesel: First Person Singular* and were given links to additional resources. Colors and symbols of stigmatization were studied as the students researched the different colors and symbols used to symbolize the Nazi party's list of undesirable people. The students gained an understanding of how other people can arbitrarily judge other people as inferior. This provided students with a deeper context with which to delineate and evaluate the argument and specific claims in the text of Eli Wiesel's Acceptance speech for the Nobel Peace Prize in 1986. Students finished the Unit on Persuasion that included pathos, ethos and logos, propaganda, a study of fact and opinion; it included delineating and evaluating the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; and to recognize when irrelevant is introduced. This prepared the students to delineate and evaluate Eli Wiesel's 1986 Nobel Prize Acceptance Speech. Students have ongoing familiarity with the requirements and standards for pair/share and collaborative groups, Socratic Circles, Word Wall, K-W-L charts, Cornell notes, AVID reading and writing strategies and have already created a class blog for discussion purposes.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	Students use collaborative groups, pair/share, and class blog, Socratic circles, to use higher order thinking to analyze and respond to Eli Wiesel's 1986 Nobel Peace Prize Acceptance Speech. Students will delineate and evaluate the argument and specific claims in the speech, assessing whether the reasoning is valid and the evidence is relevant and sufficient; to identify false statements and fallacious reasoning as they continue to educate themselves about the		

	consequences of bigotry and hatred so that never again will anyone suffer the atrocity, the injustice and the agony of the Holocaust.
Standard Number and Description *List the Number* and full description for the required Standard.*	**Reading** Reading Standards for Informational Texts (R1) Reading for Integration of Knowledge and Ideas 9.RI.8- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	Each student will create a chart that examines the speeches of both winners of the 1993 Nobel Peace Prize: Nelson Mandela and F.W. de Klerk. The student 1) outlines the specific arguments that Mandela and de Klerk make 2) delineates and evaluates the arguments and the evidence that each recipient makes for points that are strong and those that do not support the argument. 3) The chart will show whether the reasoning is sound and the evidence is relevant and sufficient and recognize when (if any) irrelevant evidence is introduced.
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	Teacher will score all charts. All students must achieve mastery with a score of 15 (75%) or higher. Exceeds=20 points Meets=15-19 points Approaches=9-14 Falls Far Below=8 or lower. Feedback is given in one-to-one conferencing usingthe "Writing Rubric for Unit 2" Students who have not achieved mastery are given time to achieve mastery. Teacher will mentor students.
Materials/Resources Needed	Computers, Microsoft Office, Internet, LED Projector and screen, markers, colored pencils, paper, handouts with resources, copies of Eli Wiesel's 1986 Nobel Peace Prize Acceptance Speech, class blog, cell phones, Word Wall, AVID reading and writing strategies and graphic organizer, rubrics.

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1)*

This I Believe: **Analyzing and Responding to Eli Wiesel's 1986 Nobel Peace Prize Acceptance Speech**
In this lesson, students use collaborative groups, pair/share, and class blog, Socratic Circles, to use higher order thinking to analyze and respond to Eli Wiesel's 1986 Nobel Peace Prize Acceptance Speech. Students will delineate and evaluate the argument and specific claims in the speech, assessing whether the reasoning is valid and the evidence is relevant and sufficient; to identify false statements and fallacious reasoning as they continue to educate themselves about the consequences of bigotry and hatred so that never again will anyone suffer the atrocity, the injustice and the agony of the Holocaust.

Lesson (add as needed)	**Instruction**	**Student Activities**
1.	Begin the lesson by providing the students with websites as resources to use throughout in the lesson. Students are asked to describe and define Nobel Peace Prize acceptance speech Eli Wiesel Prepare students to read Eli Wiesel's Nobel Prize Acceptance Speech.	Students receive a handout with resources to use during this lesson: *Eli Wiesel* Nobel.org: 1986 Peace Prize: Eli Wiesel www.nobelprize.org/nobel_prizes/peace/laureates/1986 United States Holocaust Museum http://www.ushmm.org/ *A Decade Inspired by Eli Wiesel* sponsored by The Leon and Levine Foundation: Sandra and Leon Levine http://www.echofoundation.org /Past%20Projects%20II/Elie%20Wiesel/Wiesel%202007/Elie%20Wiesel %20Curriculum%20Guide%20Final.pdf Each student creates K-W-L chart about what they know about the Nobel Peace Prize, an acceptance speech and Eli Wiesel. Students visit the Nobel Prize website and search the web for the definition and parts of an acceptance speech. Through Pair/Share students review notes, from their unit on persuasion that included pathos, ethos and logos, propaganda, fact and opinion, argument and specific claims in a text, how to assess whether the reasoning is valid and the evidence is relevant and sufficient. For homework students review background notes on Eli Wiesel's *Night.* From their reviews and notes, students create a short timeline of Eli Wiesel's life.
2	Teacher processes homework Teacher provides resources to research and answer the following 1. Eli Wiesel is a tireless humanitarian, standing up for people around the world who are persecuted and in despair. What specific event(s) in his life gave him his passion for activism? Why? 2. Choose 5-10 major world events that you believe had the most direct and profound influences on Eli Wiesel's life. Justify your choices.	Students pair share their homework timelines of Wiesel's life. Using suggested resources each student researches and takes Cornel notes over answer the questions. 1) Eli Wiesel is a tireless humanitarian, standing up for people around the world who are persecuted and in despair. What specific event(s) in his life gave him his passion for activism? Why? (2)Choose 5-10 major world events that you believe had the most direct and profound influences on Eli Wiesel's life. Justify your choices.

3	Teacher's uses class blog to let students share their homework. Prepare for the reading of the acceptance speech by first playing: Award Ceremony Speech: Presentation Speech by Egi lAarvik, Chairman of the Norwegian Nobel Committeehttp://www.nobelprize.org/nobel_prizes/peace/laureates/1986 Teacher provides copies of the Egil Aavik's speech and models how to use the AVID graphic organizer "Learning about Rhetorical Devices" Teacher assigns homework.	Using their Cornell notes students blog their reactions to their homework. Students fill out the AVID graphic organizer "Learning about Rhetorical Devices." Students listen to the Award Ceremony Speech: Presentation Speech by Egil Aarvik, Chairman of the Norwegian Nobel Committee Students blog the questions 1. In the Nobel Peace Prize presentation speech how does Chairman Aarvik explain the phenomenal success of Hitler and the Nazi Party? 2. What does Aarvik say about Eli Wiesel that made him deserving of the Nobel Peace Prize? For homework, using the provided resources students locate and read a copy of Eli Wiesel's 1986 Nobel Peace Prize Acceptance Speech. Students fill out the AVID graphic organizer "Charting the Text" to determine the technical, connotative, and figurative meanings, to analyze how specific word choices shape meaning or tone.
4	Teacher facilitates discussion of homework. Play the video of the acceptance speech (resources httpNobel.org: 1986 Peace Prize /www.nobelprize.org/nobel_prizes/peace/laureates/1986/) Teacher facilitates student understanding of text by looking at the text and Wiesel's use of techniques and language. Teacher uses AVID strategy and graphic organizer and models how to analyze metadiscouse. Discuss What do you think is Eli Wiesel's most important life mission? What is his main philosophy for what he does?	Students pair/share their notes from their homework. Students watch the acceptance speech. After reading the speech, students blog: What do you think is Eli Wiesel's most important life mission? What is his main philosophy for what he does? For homework students fill out the AVID graphic organizer "Analyzing Metadiscourse." And then each student re-read, reflect, and answer the questions: 1. While not telling the world of the atrocities of the Holocaust

	Teacher assigns homework.	would have been a horror in itself, how could telling of his experiences have been a "betrayal of the dead"? 2. Explain this duality with at least two examples from the In Eli Wiesel's Nobel Prize acceptance speech, what seems to be his most pressing question regarding the Holocaust? How does he answer it? 3. Why does Eli Wiesel feel as ardently about anti-Semitism, a crime against his own people, as he does about apartheid and poverty in Chile?
5	Teacher processes homework. Assign chart: Each student will create a chart that examines the speeches of both winners of the 1993 Nobel Peace Prize: Nelson Mandela and F.W. de Klerk. The student 1) outlines the specific arguments that Mandela and de Klerk make 2) delineates and evaluates the arguments and the evidence that each recipient makes for points that are strong and those that do not support the argument. 3) The chart will show whether the reasoning is sound and the evidence is relevant and sufficient and recognize when (if any) irrelevant evidence is introduced. (allow three days for the project)	In collaborative groups students share their homework for discussion. Each student will create a chart that examines the speeches of both winners of the 1993 Nobel Peace Prize: Nelson Mandela and F.W. de Klerk. The student 1) outlines the specific arguments that Mandela and de Klerk make 2) delineates and evaluates the arguments and the evidence that each recipient makes for points that are strong and those that do not support the argument. 3) The chart will show whether the reasoning is sound and the evidence is relevant and sufficient and recognize when (if any) irrelevant evidence is introduced.

Summative Assessment Each student will create a chart that examines the speeches of both winners of the 1993 Nobel Peace Prize: Nelson Mandela and F.W. de Klerk. The student 1) outlines the specific arguments that Mandela and de Klerk make 2) delineates and evaluates the arguments and the evidence that each recipient makes for points that are strong and those that do not support the argument. 3) The chart will show whether the reasoning is sound and the evidence is relevant and sufficient and recognize when (if any) irrelevant evidence is introduced.

Paste Answer Key/Scoring Rubric Here:

Teacher will score all charts. All students must achieve mastery with a score of 15 (75%) or higher. Exceeds=20 points Meets=15-19 points Approaches=9-14 Falls Far Below=8 or lower. Feedback is given in one-to-one conferencing usingthe "Writing Rubric for Unit 2" Students who have not achieved mastery are given time to achieve mastery. Teacher will mentor the student(s).

Reading Rubric

This I Believe: Analyzing and Responding to Mandela and de Klerk's 1993 Nobel Peace Prize Acceptance Speech

Each student will create a chart that examines the speeches of both winners of the 1993 Nobel Peace Prize: Nelson Mandela and F.W. de Klerk. The student 1) outlines the specific arguments that Mandela and de Klerk make 2) delineates and evaluates the arguments and the evidence that each recipient makes for points that are strong and those that do not support the argument. 3) The chart will show whether the reasoning is sound and the evidence is relevant and sufficient and recognize when (if any) irrelevant evidence is introduced.

Teacher will score all charts. All students must achieve mastery with a score of 15 or higher. Exceeds=20 points Meets=15-19 points Approaches=9-14 Falls Far Below=8 or lower. Feedback is given in one-to-one conferencing in conjunction withthe "Writing Rubric for Unit 2"so the reading and writing standards are both met through this assignment. The writing part is in a separate curriculum sample. Students who have not achieved mastery are given time to achieve mastery. Teacher will mentor student(s).

Score	Content	Organization	Development	Style	Correctness

Exceeds 4	Response to topic is insightful and original. Chart reflects depth of thought. Excellent analysis of reading is evident with strong examples of reasoning.	Thesis is well-focused. Information sequence is logical; transitions clarify relationships of ideas. Chart information is engaging; conclusion is substantive.	Examples are unified and coherent. Ideas are well-developed with significant and include persuasive evidence. Relevant quotes are skillfully integrated. Sound reasoning and valid statements made.	Information and graphics are skillfully constructed, varied, and distinctive. Diction is fresh and precise. Chart is well constructed visually appealing.	Consistent use of standard grammar, punctuation, and spelling.
Meets 3	Response to topic is thoughtful, and purpose is clear. Chart information shows that close reading is evident with clear examples of reasoning.	Thesis is focused. Sequence of information is logical; transitions are generally smooth. Chart is informative; conclusion goes beyond summary.	Examples are unified and coherent. Ideas are developed with effective evidence and support. Quotes are generally relevant and well integrated. Some illogic in reasoning and statements.	Information is generally concise, varied, and fluent. Graph is well constructed, neat.	Mandatory score of 4
Approaches 2	Response to topic is appropriate but needs more sustained thinking. Chart is not fully developed. Analysis of reading is superficial and limited examples	Thesis is evident, but may need sharper focus. Organization is apparent but not consistent. Transitions are lacking. Intro and/or conclusion may be weak.	Examples are generally developed but have occasional lapses in coherence or unity. Some ideas may be underdeveloped; some key points may need support. 9th grade reading looks good. Some fallacious	Information is appropriate but may show little complexity or variety and some awkwardness. Diction is generally clear and idiomatic with occasional vague or	Mandatory score of 4

	of reasoning.		reasoning or false statements.	inappropriate wording. Graph is not well constructed, no visual appeal.	
Falls Far Below 1	Topic is addressed inadequately. Ideas lack development. Understanding of reading is not demonstrated. Inappropriate topic. Unacceptable length. Little thought evident.	Thesis is weak. Organization is haphazard; information is illogical. Some information is repetitive or irrelevant. Intro and conclusion are weak. No thesis. No plan or organization evident.	Information lackscoherence and is short. Ideas are overly generalized, ramble, and lack supporting details. Quotes are insufficient, excessive, or inaccurate. Short, undeveloped statements. No transitions. Incoherence. 9th grade reading looks good. Fallacious reasoning or false statements?	Awkward train of thought. Diction is vague, repetitive, incorrect, and unidiomatic. Excessive slang. Awkward language obscures train of thought. Diction is vague, repetitive, and incorrect. Excessive slang. Chart is poorly constructed with little design appeal.	Repeated comma splices, fragments, and other serious errors. Serious deviations.