

Teacher(s)	Vincent Hyland	Subject group and discipline	E. S. L. Language Acquisition		
Unit title	Maus & The Holocaust	MYP year	1-3	Unit (hrs) duration	44

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Culture	Purpose Context	Fairness & Development –Inequity, difference and inclusion; justice, peace and conflict management; Imagining a hopeful future
Statement of inquiry		
Culture can provide a context for responding to text, while justice, peace and conflict management can provide a purpose for writing a text.		
Inquiry questions		
<p>Factual— What is fact and opinion? What is the history of the Holocaust?</p> <p>Conceptual— How can we respond to a text? Why do we talk about terrible things?</p> <p>Debatable— Why do the details support the main idea? Isn't it better just to forget?</p>		

Objectives & Standards	Summative assessment	
<p>MYP Objectives-</p> <p><u>Criterion B: Comprehending written & visual text</u></p> <ul style="list-style-type: none"> i. Show understanding of information, main ideas and supporting details, and draw conclusions. ii. Understand conventions, including aspects of format and style, and author's purpose for writing. iii. Engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. <p><u>Criterion C: Communicating in response to spoken, written and visual text</u></p> <ul style="list-style-type: none"> i. Respond appropriately to spoken, written and visual text. ii. Interact in exchanges. iii. Express ideas and feelings, and communicate information in familiar and some unfamiliar situations. iv. Communicate with a sense of audience and purpose. <p>CCSS Focus Standards –</p> <p>RL.6-8.2; RI.6-8.2; RL.6-8.6; RI.6-8.6; L.6-8.3;</p>	<p>GRASPS -</p> <p>G – Write a review of the graphic novel <i>Maus</i></p> <p>R – Literary critic</p> <p>A – A class of prospective readers, trying to learn about the holocaust</p> <p>S – You are writing a response to the text. You can choose what variety of response you would like to do (agree-disagree; ask/answer a question; Empathic; Compare-Contrast...) But the conclusion of this response must be either a positive or a negative recommendation. Your <i>evidence</i> will include details from and personal connections to the text.</p> <p>P – The product will be a written article for a literary newspaper.</p> <p>S – An exemplary response will include: Complete Sentences, Main Ideas from the text, Details from the text, Connections outside the text, Your feelings, opinions, or experiences.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p>

Approaches to learning (ATL)		
Pending grade-team decision		

Action: Teaching and learning through inquiry

Content	Learning process
<p>Week 1</p> <p>Anticipation guide surrounding history of the era and response to reading/author's purpose.</p> <p>Detail factual, historical knowledge about the time period and the Holocaust, in general. Including: Totalitarianism, Fascism, Dictators, WWII, Genocide, Hitler's Final Solution.</p> <p>Build map skills, using maps of Europe that illustrate the historical themes mentioned above.</p> <p>Formative assessment on the last day that encompasses all of these.</p>	<p>Learning experiences and teaching strategies</p> <ul style="list-style-type: none"> -Anticipation Guides to activate prior knowledge, -QFT, -Map exercises -Talk tickets and paired discussions -Journal/reflection writing -Read alouds and independent/small-group reading -Reading summaries at home
<p>Week 2</p> <p>Begin reading Maus. Begin discussion of figurative language and symbols.</p> <p>Students use Talk Tickets in small group discussions about the book, and write reflections about connection made between historical learning and the readings.</p> <p>Track story progress using timelines, as well as the timeline of WWII/the Holocaust. (Ongoing)</p>	<p>Formative assessments</p> <ul style="list-style-type: none"> - Vocabulary quizzes. Definition and Spelling - Reading comprehension and response exercises (<i>teach them 2-3 ways to respond, and have them write short responses as a quiz</i>) - Finding and/or producing the main idea, details, formal/informal language (**When differentiating down for Phase 1/2, use pictures from the text. With or without words.**)

<p>Week 3</p> <p>Discuss the difference between facts and opinions. Students identify these things in their readings and make comparisons between the graphic novel and the nonfiction texts.</p> <p>Students begin to draw conclusions based on these reflections.</p> <p>Discuss inferences and practice drawing them based on what we already know to be true and what we think to be true.</p> <p>Week 4</p> <p>Discuss the ramifications of the book and the impact of history on the modern world; revisiting the question of studying history and discussing atrocity as a productive exercise. Is it best never to forget?</p> <p>Finish reading <i>Maus</i>. Students write a larger reflection as a formative assessment.</p> <p>Week 5 – Work on Summative Assessment Projects</p>	<p>Differentiation</p> <ul style="list-style-type: none"> -Graphic novel genre allows for multiple points of access -Leveled texts -Hetero- and homogeneous reading groups -Talk tickets allow for students who are stronger writers and students who are stronger speakers to reflect and respond to the reading -Differentiated input during independent reading v. reading aloud -Students are free to make reflections and connections using their prior knowledge -Writing and reading expectations are less for lower phases, and more for higher phases -All students have access to bilingual, monolingual and picture dictionaries, as well as glossaries and online translation tools. -Bilingual paraprofessional for Arabic speakers.
<p>Resources</p>	
<p><i>Maus I</i>, Non-fiction articles RE: The Holocaust; Access History Textbooks; Nat.Geo. Resources; Video and images; Maps</p>	