

“Night” Unit Plan

Date of Experience: Fall 2010 Semester

Description of Experience:

This is a unit plan on the novel *Night* by Elie Wiesel designed for an 8th-9th grade English class. This plan encompasses material that should be covered in reading comprehension, writing strategy and creative writing in a typical 8th or 9th grade English classroom curriculum.

Wisconsin Teacher Standard Alignment:

This artifact aligns with Standard 7: Teachers are able to plan different kinds of lessons. *The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.*

The unit plan that I developed based on the novel *Night* is comprised of several lessons that address curriculum goals in an English classroom such as reading comprehension, writing strategies, reflective writing, revision and vocabulary skills. This novel would be used to teach a Holocaust unit, therefore would also provide historical references. I chose to develop it for an 8th or 9th grade classroom because it is a higher order thinking book with themes and mature subject matter that discusses death and religion. Although it requires a high order of thinking, I believe that most of my students will be able to relate to it because it is a true story written from the author’s recollection of his 14 year old self. These lessons have been formatted to fit a five week time frame, which each student is provided with at the beginning of the unit. The activities that I created were made to address every learning style that may be in my classroom. For students who struggle with reading comprehension I developed three different story maps that provide structure for note taking while students read. To address different styles of writing I incorporated journal reflections, poetry and a narrative essay. Curriculum goals will be reached through students being able to analyze literature and convey what they have read through writing. They will understand the revision techniques and use them in all of their writing assignments. My students will be able to write with passion and read with understanding based on the historical novel chosen for this unit. I plan to teach in an urban area where the community has a large impact on the lives and attitudes of the students in my classroom. Often times urban public schools and the community do not have a strong relationship due to a number of reasons, one is simply not being asked. To integrate the community into our classroom and specifically into this unit plan we will be selling our poetry books that will be composed and published in class. The money raised from this will fund a field trip to a holocaust memorial museum/site. I think it is vital for the students to see a real life application of the material they have learned in class outside of a classroom setting. I also believe that it is important for the community to see the kinds of topics that students are covering in school and their growth as individuals in society.

This artifact further aligns with:

Standard 1- Teachers know the subjects they are teaching.

Standard 4- Teachers know how to teach.

UW-Platteville School of Education Knowledge, Skill, Disposition Statement Alignment:

This experience aligns with KS3.c Engages Students in Learning. This alignment is accurate because I was able to create a unit plan to be used in the future that keeps students cognitively engaged. It also allows students of different learning levels to participate and reflect throughout the unit. Assessment and evaluation is based on the participation of each student in the journal reflections, readings, poetry, vocabulary quizzes and final paper. Their grades will be based upon their revised assignments, not the rough drafts. I will also provide the students with teacher evaluations at the end of the unit to allow them to provide me with feedback and suggestions on what they liked and disliked about the unit and what I could do to improve it for my future classes.

Secondary Alignment:

KSD3.e Demonstrates Flexibility and Responsiveness. The candidate has the ability to make appropriate adjustments to his/her instruction and accommodates students' questions and interests while being aware of student differences and difficulties, and can use a wide range of resources and strategies to meet all students' needs in the classroom.

Personal Reflection:

What I learned about teaching/learning from this experience

This experience taught me how to plan different lessons that address each of the learning styles in my classroom. It also encouraged me to follow a curriculum and incorporate aspects of another subject, which in this case was History to develop a comprehensive unit. It allowed me to focus on what I feel is most important as an English teacher, which is reading comprehension and revision. I learned that in order for students to take an active interest in this unit, I must be organized and provide a structured, detailed outline of assignments and due dates for them to follow. I learned that in order to engage every student in my classroom I must use a variety of lessons and techniques to address the many different learning styles of my students. For example many students struggle with writing structured narrative essays that pertain to a specific essay question, so I have also included a poetry portion in the unit for them to express their writing in a different way. By creating this comprehensive unit plan I was able to learn how to incorporate all aspects of English including reading, comprehension, vocabulary, poetry, journal reflection and narrative essay structure. I learned that as a teacher you have to be flexible and use a variety of

teaching tools and techniques to engage every learner in your classroom and personally to become more well-rounded as a teacher. Those tools for me as an educator include community involvement which should always have a role in the lessons being taught in the classroom.

What I learned about myself as a prospective educator from this experience

I learned that as a future teacher I need to be able to develop relevant units that are applicable and interesting to my students. I understand that there is a curriculum to follow, but that can be done using literature and activities that are both educational and interesting. It is important for my students to see my knowledge and interest in the subject that I am teaching them. Often times as teachers I think we assume that the students do not recognize our knowledge or interest level in a topic, but the reality is that they are very in tune to our level of interest. My enthusiasm about a subject will spark their learning and growth. I believe that all children learn differently and in order to address their different learning styles, I need to broaden my resources. For this particular unit I did a great deal of research both through different texts and scholarly journals as well as choosing the documentary to be used in the class. It is my goal as a prospective educator to provide an environment that fosters growth and opportunity for success. In order to do this successfully, I must know how to work with my colleagues, parents of my students, and community members and organizations. Their influences will help make the students well rounded people and hopefully a positive impact can be made on the community. I learned that in order for children to get involved and increase their passion for learning, it is vital to incorporate local organizations and parents into your lesson plan. As a future educator, I plan to incorporate the community in as many lessons and activities as possible. I like to correlate being a teacher with being a part of a team. You are one individual player along with the other teachers, principal, counselor, parents, and other school staff members. The students are the main goal. If the team works together the goal can be achieved successfully.