# Unit Plan Template

Note: Type in the gray areas. Click on any descriptive text, then type your own.

## Unit Author

<table>
<thead>
<tr>
<th>First and Last Name:</th>
<th>Sondra Dixon, Donna Windhorst</th>
</tr>
</thead>
<tbody>
<tr>
<td>School District:</td>
<td>Port Neches Groves ISD</td>
</tr>
<tr>
<td>School Name:</td>
<td>Port Neches Middle School</td>
</tr>
<tr>
<td>School City, State:</td>
<td>Port Neches, TX</td>
</tr>
</tbody>
</table>

If your Unit Portfolio is chosen to be uploaded to the Intel® Teach to the Future database or used as a sample in future materials, do you want your name displayed as the author?  

☑ Yes  ☐ No

## Unit Overview

### Unit Plan Title:
Number the Stars Literary Study

### Curriculum-Framing Questions

<table>
<thead>
<tr>
<th>Essential Question</th>
<th>Are we a civilized world?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How was Denmark able to help the Jews escape?</td>
<td>How was Denmark able to help the Jews escape?</td>
</tr>
<tr>
<td>What is “The White Rose”?</td>
<td>What is “The White Rose”?</td>
</tr>
<tr>
<td>How did the Holocaust affect the Jews?</td>
<td>How did the Holocaust affect the Jews?</td>
</tr>
<tr>
<td>How did the Holocaust affect the non-Jews?</td>
<td>How did the Holocaust affect the non-Jews?</td>
</tr>
<tr>
<td>What effect did the Holocaust have on history?</td>
<td>What effect did the Holocaust have on history?</td>
</tr>
<tr>
<td>What was the role of the German soldiers in Denmark?</td>
<td>What was the role of the German soldiers in Denmark?</td>
</tr>
<tr>
<td>Why were the Jews targeted for persecution?</td>
<td>Why were the Jews targeted for persecution?</td>
</tr>
<tr>
<td>Why did the Jews go into hiding?</td>
<td>Why did the Jews go into hiding?</td>
</tr>
<tr>
<td>How did the Jews escape from Denmark?</td>
<td>How did the Jews escape from Denmark?</td>
</tr>
<tr>
<td>Who aided the Jews in their escape?</td>
<td>Who aided the Jews in their escape?</td>
</tr>
<tr>
<td>How did the “handkerchief” play a role in their escape?</td>
<td>How did the “handkerchief” play a role in their escape?</td>
</tr>
<tr>
<td>How were the Jews transported to the camps?</td>
<td>How were the Jews transported to the camps?</td>
</tr>
<tr>
<td>Where were the camps located?</td>
<td>Where were the camps located?</td>
</tr>
<tr>
<td>What were some of the names of the camps?</td>
<td>What were some of the names of the camps?</td>
</tr>
<tr>
<td>What kinds of things happened to the Jews that were sent to the camps?</td>
<td>What kinds of things happened to the Jews that were sent to the camps?</td>
</tr>
<tr>
<td>Why were the camps allowed to exist?</td>
<td>Why were the camps allowed to exist?</td>
</tr>
</tbody>
</table>

### Unit Summary:

*Number the Stars* is a historical fiction book that deals with world war, effects of inhumane activities, and the impact that it has on individual’s lives. Questions posed are intended to stimulate the student to digest the events of history presented in the book and reflect on the
happenings to be able to answer the question “Are we a civilized world?”

**Subject Area(s):** Click box(es) of the subject(s) that your Unit targets

<table>
<thead>
<tr>
<th>Business Education</th>
<th>Drama</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering</td>
<td>Foreign Language</td>
<td>Other:</td>
</tr>
<tr>
<td>Home Economics</td>
<td>Industrial Technology</td>
<td>Other:</td>
</tr>
<tr>
<td>Language Arts</td>
<td>Math</td>
<td>Other:</td>
</tr>
<tr>
<td>Music</td>
<td>Physical Education</td>
<td>Other:</td>
</tr>
<tr>
<td>School to Career</td>
<td>Science</td>
<td>Other:</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Technology</td>
<td>Other:</td>
</tr>
</tbody>
</table>

**Grade Level:** Click box(es) of the grade level(s) that your Unit targets

<table>
<thead>
<tr>
<th>K-2</th>
<th>3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-8</td>
<td>9-12</td>
</tr>
<tr>
<td>ESL</td>
<td>Resource</td>
</tr>
<tr>
<td>Gifted and Talented</td>
<td>Other:</td>
</tr>
</tbody>
</table>
(H) describe how the author's perspective or point of view affects the text (4-8);

<table>
<thead>
<tr>
<th>Targeted State Frameworks/Content Standards/Benchmarks:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.9) <strong>Reading/vocabulary development.</strong> The student acquires an extensive vocabulary through reading and systematic word study.</td>
</tr>
<tr>
<td>A) develop vocabulary by listening to selections read aloud (4-8);</td>
</tr>
<tr>
<td>(6.10) <strong>Reading/comprehension.</strong> The student comprehends selections using a variety of strategies</td>
</tr>
<tr>
<td>B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);</td>
</tr>
<tr>
<td>(G) paraphrase and summarize text to recall, inform, or organize ideas (4-8);</td>
</tr>
<tr>
<td>6.11) <strong>Reading/literary response.</strong> The student expresses and supports responses to various types of texts.</td>
</tr>
<tr>
<td>(D) connect, compare, and contrast ideas, themes, and issues across text (4-8).</td>
</tr>
<tr>
<td>6.12) <strong>Reading/text structures/literary concepts.</strong> The student analyzes the characteristics of various types of texts (genres).</td>
</tr>
<tr>
<td>(F) analyze characters, including their traits, motivations, conflicts, points of view, relationships</td>
</tr>
<tr>
<td>(G) describe how the author's perspective or point of view affects the text (4-8);</td>
</tr>
<tr>
<td>6.13) <strong>Reading/inquiry/research.</strong> The student inquires and conducts research using a variety of sources.</td>
</tr>
<tr>
<td>(A) form and revise questions for investigations, including questions arising from readings, assignments, and units of study (6-8);</td>
</tr>
<tr>
<td>(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);</td>
</tr>
<tr>
<td>(F) produce research projects and reports in effective formats for various audiences (6-8);</td>
</tr>
<tr>
<td>(I) present organized statements, reports, and speeches using visuals or media to support meaning, as appropriate (6-8),</td>
</tr>
<tr>
<td>6.15) <strong>Writing/purposes.</strong> The student writes for a variety of audiences and purposes and in a variety of forms.</td>
</tr>
<tr>
<td>(H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).</td>
</tr>
<tr>
<td>6.16) <strong>Writing/penmanship/capitalization/punctuation/spelling.</strong> The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly.</td>
</tr>
<tr>
<td>(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8);</td>
</tr>
<tr>
<td>6.17) <strong>Writing/grammar/usage.</strong> The student applies standard grammar and usage to communicate clearly and effectively in writing.</td>
</tr>
<tr>
<td>(B) write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses (6);</td>
</tr>
<tr>
<td>(F) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8);</td>
</tr>
<tr>
<td>6.18) <strong>Writing/writing process.</strong> The student selects and uses writing processes for self-initiated and assigned writing.</td>
</tr>
</tbody>
</table>
use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);
refine selected pieces frequently to "publish" for general and specific audiences (4-8);

(6.19) **Writing/evaluation.** The student evaluates his/her own writing and the writings of others.
(C) evaluate how well his/her own writing achieves its purposes (4-8);

(6.20) **Writing/inquiry/research.** The student uses writing as a tool for learning and research.
(A) frame questions to direct research (4-8);

(6.2) **History.** The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies.
(B) describe the influence of individual and group achievement on selected historical or contemporary societies.

(6.4) **Geography.** The student understands the characteristics and relative locations of major historical and contemporary societies.
(B) identify and explain the geographic factors responsible for patterns of population in places and regions;

(6.11) **Government.** The student understands the concepts of limited governments, such as constitutional and democratic governments, and unlimited governments, such as totalitarian and nondemocratic governments
(C) identify reasons for limiting the power of government

(6.19) **Culture.** The student understands the relationships among religion, philosophy, and culture.
(A) explain the relationship among religious ideas, philosophical ideas, and cultures; and
(B) explain the significance of religious holidays and observances such as Christmas and Easter, Ramadan, and Yom Kippur and Rosh Hashanah in selected contemporary societies.

(6.21) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about selected world cultures; (6.22) **Social studies skills.** The student communicates in written, oral, and visual forms.
(C) express ideas orally based on research and experiences;
(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and
(E) use standard grammar, spelling, sentence structure, and punctuation.

§126.12. Technology Applications (Computer Literacy), Grades 6-8.

(a) General requirements. Districts have the flexibility of offering technology applications (computer literacy) in a variety of settings, including a specific class or integrated into other subject areas.

(b) Introduction.

(1) The technology applications curriculum has four strands: foundations, information acquisition, work in
solving problems, and communication.

(2) Through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies, students learn to make informed decisions about technologies and their applications. The efficient acquisition of information includes the identification of task requirements; the plan for using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Students will analyze and evaluate the results.

(c) Knowledge and skills.

(1) **Foundations.** The student demonstrates knowledge and appropriate use of hardware components, software programs, and their connections. The student is expected to:

(A) demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;

(B) compare, contrast, and appropriately use the various input, processing, output, and primary/secondary storage devices;

(C) demonstrate the ability to select and use software for a defined task according to quality, appropriateness, effectiveness, and efficiency;

(D) delineate and make necessary adjustments regarding compatibility issues including, but not limited to, digital file formats and cross platform connectivity;

(E) use technology terminology appropriate to the task;

(F) perform basic software application functions including, but not limited to, opening an application program and creating, modifying, printing, and saving documents;

(G) explain the differences between analog and digital technology systems and give examples of each;

(H) use terminology related to the Internet appropriately including, but not limited to, electronic mail (e-mail), Uniform Resource Locators (URLs), electronic bookmarks, local area networks (LANs), wide area networks (WANs), World Wide Web (WWW) page, and HyperText Markup Language (HTML); and

(I) compare and contrast LANs, WANs, Internet, and intranet.

(2) **Foundations.** The student uses data input skills appropriate to the task. The student is expected to:

(A) demonstrate proficiency in the use of a variety of input devices such as mouse/track pad, keyboard, microphone, digital camera, printer, scanner, disk/disc, modem, CD-ROM, or joystick;

(B) demonstrate keyboarding proficiency in technique and posture while building speed;

(C) use digital keyboarding standards for data input such as one space after punctuation, the use of em/en dashes, and smart quotation marks; and
(D) develop strategies for capturing digital files while conserving memory and retaining image quality.

(3) **Foundations.** The student complies with the laws and examines the issues regarding the use of technology in society. The student is expected to:

(A) discuss copyright laws/issues and model ethical acquisition and use of digital information, citing sources using established methods;

(B) demonstrate proper etiquette and knowledge of acceptable use while in an individual classroom, lab, or on the Internet and intranet;

(C) describe the consequences regarding copyright violations including, but not limited to, computer hacking, computer piracy, intentional virus setting, and invasion of privacy;

(D) identify the impact of technology applications on society through research, interviews, and personal observation; and

(E) demonstrate knowledge of the relevancy of technology to future careers, life-long learning, and daily living for individuals of all ages.

(4) **Information acquisition.** The student uses a variety of strategies to acquire information from electronic resources, with appropriate supervision. The student is expected to:

(A) use strategies to locate and acquire desired information on LANs and WANs, including the Internet, intranet, and collaborative software; and

(B) apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies.

(5) **Information acquisition.** The student acquires electronic information in a variety of formats, with appropriate supervision. The student is expected to:

(A) identify, create, and use files in various formats such as text, bitmapped/vector graphics, image, video, and audio files;

(B) demonstrate the ability to access, operate, and manipulate information from secondary storage and remote devices including CD-ROM/laser discs and on-line catalogs; and

(C) use on-line help and other documentation.

(6) **Information acquisition.** The student evaluates the acquired electronic information. The student is expected to:

(A) determine and employ methods to evaluate the electronic information for accuracy and validity;

(B) resolve information conflicts and validate information through accessing, researching, and comparing data; and

(C) demonstrate the ability to identify the source, location, media type, relevancy, and content validity of available information.

(7) **Solving problems.** The student uses appropriate computer-based productivity tools to create and modify
solutions to problems. The student is expected to:

(A) plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings;

(B) create and edit spreadsheet documents using all data types, formulas and functions, and chart information;

(C) plan, create, and edit databases by defining fields, entering data, and designing layouts appropriate for reporting;

(D) demonstrate proficiency in the use of multimedia authoring programs by creating linear or non-linear projects incorporating text, audio, video, and graphics;

(E) create a document using desktop publishing techniques including, but not limited to, the creation of multi-column or multi-section documents with a variety of text-wrapped frame formats;

(F) differentiate between and demonstrate the appropriate use of a variety of graphic tools found in draw and paint applications;

(G) integrate two or more productivity tools into a document including, but not limited to, tables, charts and graphs, graphics from paint or draw programs, and mail merge;

(H) use interactive virtual environments, appropriate to level, such as virtual reality or simulations;

(I) use technical writing strategies to create products such as a technical instruction guide; and

(J) use foundation and enrichment curricula in the creation of products.

(8) **Solving problems.** The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:

(A) participate with electronic communities as a learner, initiator, contributor, and teacher/mentor;

(B) complete tasks using technological collaboration such as sharing information through on-line communications;

(C) use groupware, collaborative software, and productivity tools to create products;

(D) use technology in self-directed activities by sharing products for defined audiences; and

(E) integrate acquired technology applications skills, strategies, and use of the word processor, database, spreadsheet, telecommunications, draw, paint, and utility programs into the foundation and enrichment curricula.

(9) **Solving problems.** The student uses technology applications to facilitate evaluation of work, both process and product. The student is expected to:

(A) design and implement procedures to track trends, set timelines, and review/evaluate progress for continual improvement in process and product; and

(B) resolve information conflicts and validate information through research and comparison of data.
Communication. The student formats digital information for appropriate and effective communication. The student is expected to:

(A) use productivity tools to create effective document files for defined audiences such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports;

(B) demonstrate the use of a variety of layouts in a database to communicate information appropriately including horizontal and vertical layouts;

(C) create a variety of spreadsheet layouts containing descriptive labels and page settings;

(D) demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to effectively communicate; and

(E) match the chart style to the data when creating and labeling charts.

Communication. The student delivers the product electronically in a variety of media, with appropriate supervision. The student is expected to:

(A) publish information in a variety of ways including, but not limited to, printed copy, monitor display, Internet documents, and video;

(B) design and create interdisciplinary multimedia presentations for defined audiences including audio, video, text, and graphics; and

(C) use telecommunication tools for publishing such as Internet browsers, video conferencing, or distance learning.

Communication. The student uses technology applications to facilitate evaluation of communication, both process and product. The student is expected to:

(A) design and implement procedures to track trends, set timelines, and review and evaluate the product using technology tools such as database managers, daily/monthly planners, and project management tools;

(B) determine and employ technology specifications to evaluate projects for design, content delivery, purpose, and audience, demonstrating that process and product can be evaluated using established criteria or rubrics;

(C) select representative products to be collected and stored in an electronic evaluation tool; and

(D) evaluate the product for relevance to the assignment or task.

**Student Objectives/Learning Outcomes:**
The students will:
Understand vocabulary associated with events of book
Have a general knowledge of geographical location where events occurred
Draw conclusions about effects of war
Determine cause/effect of events in the book
Identify character feelings and motives
Associate happenings of history to social impacts of today

**Procedures:**
1. Introduce the book through a teacher PowerPoint presentation.
2. Introduce vocabulary through discussion one chapter at a time.
3. Read and discuss orally the book and its events by chapter.
4. Evaluate the student’s understanding of the book and its events through discussion by chapter.
5. Incorporate critical thinking by a variety of teacher assigned activities by chapter.
6. Research topics given by teacher.
7. Share research through PowerPoint, Publisher, or by creating a website.
8. Evaluate student understanding through student worksheets, teacher generated tests, and assigned group activities.

**Approximate Time Needed:**
6 weeks

**Prerequisite Skills:**
Grade level word recognition skills, knowledge of geographical locations, historical background, understand words appropriate to story, grade appropriate cause/effect thinking skills, grade appropriate drawing conclusion skills

**Book – Number the Stars, encyclopedias, dictionaries, access to internet**

Technology – Hardware: (Click boxes of all equipment needed)
- [ ] Camera
- [x] Computer(s)
- [ ] Digital Camera
- [ ] DVD Player
- [x] Internet Connection
- [x] Laser Disk
- [ ] Printer
- [ ] Projection System
- [x] Scanner
- [x] Television
- [ ] VCR
- [ ] Video Camera
- [ ] Video Conferencing Equip.
- [ ] Other:

Technology – Software: (Click boxes of all software needed.)
- [x] Database/Spreadsheet
- [x] Desktop Publishing
- [x] E-mail Software
- [x] Encyclopedia on CD-ROM
- [x] Image Processing
- [x] Internet Web Browser
- [x] Multimedia
- [x] Web Page Development
- [x] Word Processing
- [ ] Other:

Printed Materials:
- Book – Number the Stars
### Supplies:
Class set of books, teacher made worksheets, additional publications with appropriately generated worksheets

### Internet Resources:
- [www.richmond.edu/academics/a&s/education/projects/samplers/stars.html](http://www.richmond.edu/academics/a&s/education/projects/samplers/stars.html)
- [http://users.systec.com/kimel/resist2.html](http://users.systec.com/kimel/resist2.html)
- [http://www.travel.org/denmark.html](http://www.travel.org/denmark.html)
- [http://hs.riverdale.k12.or.us/~dthompso/german/wrose/links.html](http://hs.riverdale.k12.or.us/~dthompso/german/wrose/links.html)
- [http://www.historyplace.com/pointsofview/white-rose1.htm](http://www.historyplace.com/pointsofview/white-rose1.htm)
- [http://www.geocities.com/Athens/Academy/1148/july8.html](http://www.geocities.com/Athens/Academy/1148/july8.html)
- [http://members.aol.com/baronvanc/whitrose.htm](http://members.aol.com/baronvanc/whitrose.htm)
- [http://www.mtholyoke.edu/offices/comm/csj/970404/rose.html](http://www.mtholyoke.edu/offices/comm/csj/970404/rose.html)
- [http://hs.riverdale.k12.or.us/~dthompso/german/wrose/index.html](http://hs.riverdale.k12.or.us/~dthompso/german/wrose/index.html)
- [http://www.wagingpeace.org/articles/01.09/010905ginder.htm](http://www.wagingpeace.org/articles/01.09/010905ginder.htm)
- [http://www.us-israel.org/jsource/Holocaust/rose.html](http://www.us-israel.org/jsource/Holocaust/rose.html)
- [http://www.whiteroseinternational.org/](http://www.whiteroseinternational.org/)

### Others:
- Holocaust Museum, Houston
- Schedule resource people to talk to class
- View other museums on the internet that host Holocaust exhibits

### Accommodations for Differentiated Instruction

| Resource Student | Teacher led oral reading calling on students to read shorter passages  
| Group discussions to allow others to digest information through auditory channels  
| Modify worksheets and evaluation tools by using larger print, limited answer choices, and varying evaluation criteria |

| Non-Native English Speaker | Peer tutoring  
| More frequent check for understanding |

| Gifted Student | In-depth presentation using multimedia resources  
| Options of activities such as dramas, prose readings, role play, etc.  
| Opportunities for writings that demonstrate inferences, understanding of characters feelings, and historical events |

| Student Assessment | Students will be assessed by:  
| Participation in class discussion  
| Quizzes by chapter  
| Understanding of vocabulary through tests and discussion  
| Quality of final product chosen by students as listed in student procedures #7  
| Rubrics for student presentation, web-page, and publication |
Holocaust, humanity, civilized, inhumane, greed, jealousy, prejudice, religion, mind-control, Hitler, concentration camps, World War II