

TITLE OF LESSON

English 2 Unit 2 Lesson 12 – Letter Revisions and Edits
In a divided society, whose truth do we believe?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, 2.0, 2.3, 2.7-8, 3.0, 3.2-10, W1.0-4, 1.6-7, 1.9, 2.0, 2.5a-d, W/O1.0-5

MATERIALS

- Open Mind – Student Page
- Project 1: Letters to the Editor – Student Page (extra copies in case any students forgot)
- Extra novels for independent reading for students who forgot
- Preface and Foreword to *Night* – Reading (not provided)
- Class sets of *Night* – Novel (not provided)

LESSON OBJECTIVES

- To work together to develop a group answer to a question posed about themes in the reading
- To make predictions and pose questions about the next text to be read
- To make suggestions for revision for a partner’s letter to the editor
- To make changes to their own letters, based on their partner’s suggestions (during homework)

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Pass back graded assignments. Have students place them in the appropriate section of their binders. Stamp all highlighted and annotated homework. Initial complete first drafts of their letters and their circle diagram.
- 2) New Novels – Check to make sure that all students have brought a new novel for Silent Reading. Give credit to those who have. You may want to have a few extra copies of novels from the reading list on hand, for those who have not brought theirs. Remind students they must come to class with a novel tomorrow, as tomorrow night you will begin calling home about students who do not have one.
- 3) Vocabulary – Have students take out a new sheet of paper and title it, Unit 2 Vocabulary List 2. Ask them to add the words “Gestapo” and “deportation.” Tell them that they must define the words tonight, writing the sentences in the reading that helped them to determine the definition. Remind them that there will be a vocabulary quiz in Lesson 14. Have them write their names on top of the first Unit 2 Vocabulary Lists. Collect their first Unit 2 Vocabulary Lists, since you will need to check their definitions for accuracy and return them tomorrow so that they may study for the quiz. Use the **Unit 2 Vocabulary List Key** (found in the *Teacher Pages* section) to correct their definitions.
- 4) Daily Log – Have students copy down their Daily Log entry below.
- 5) Sustained Silent Reading: Read for fifteen minutes.
- 6) Journal 5 – Have students take ten minutes to complete the journal entry. Write this quote on the board: (from the preface to *Night*): “Better that one heart be broken a thousand times in the re-telling (of this story) if it means that a thousand other hearts need not be broken at all.” Ask them to guess what this might mean, making predictions based on their readings from *We Are Witnesses*.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	5 - “Better that one heart be broken a thousand times in the re-telling (of this story), if it means that a thousand other hearts need not be broken at all.” What does this mean?		1. Journal Read Around 2. Open Mind for <i>Night</i> 3. Step 5: Peer revision of letters	Foreword to <i>Night</i>	1. Read Chapters One and Two of <i>Night</i> (pages 1-26). 2. Highlight and annotate the reading. 3. Define vocabulary words. 4. Rewrite letters to the editor – Step 6 on the project guidelines.

(1 page)				5. Continue reading novels.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. **Journal Read Around** – Have students pass their journal response to the person sitting on their right. Then read them. When they are done, have them pass it again to the right and read them. Continue the process until each person’s journal has been read by each group member and the author’s own journal is returned. Then ask the students to decide on a group answer to the journal question. Give them five minutes. At the end of five minutes, call time. Randomly call on a member of each group to present the group decision.
2. **Open Mind** – Distribute the **Open Mind** graphic organizer to each student. Explain that, even though we try to approach new books with an open mind, we are always asking questions and making predictions based on our previous reading. Tell them that you will read the foreword to *Night*. While you read aloud, you want them to write down their thoughts in the spaces available in the **Open Mind**. There are eight “thought balloons” for them to record their thoughts. They should fill all of them. They may also use the space around the thought balloons to write more. Tell them that any thoughts related to the reading are acceptable. They may write questions that occur to them, words that they don’t understand, and predictions about the book they are about to read. Tell them that you want them to try to write down ways they are reminded of *We Are Witnesses*, as well. At least one “thought balloon” must contain a connection to *We Are Witnesses*. They may write words and brief phrases, and do not need to worry about spelling or complete sentences. The more they write, the better their grade will be. After they have finished reading and writing about *Night*, they will write a journal entry comparing their initial predictions with their final impressions. The message this exercise underscores is that we encounter every new text with a set of expectations and ideas that are based on our previous experiences. This helps us negotiate meaning with the new text. It also influences our concept of truth, because we never encounter ideas with a blank slate. We always have a preconceived notion of truth. When they are done, collect their **Open Minds**.
3. **Peer Revision** – Ask students to take out their first drafts of their letters to the editor, as well as their **Project 1: Letters to the Editor** guidelines. Pair up the students and have them trade letters. Remind them that the instructions for peer revision are in their handout. Have them place the handout on the desk to look at it. They have been through the revision process before, so they should be familiar with it. They must complete Step 5 today, and have their partners sign their letters. They must complete Step 6 tonight. Spend twenty minutes on revision.
4. If students finish early, have them get started on their homework assignment.
5. Review homework with the students. Remind them to meet you at the computer lab tomorrow.

HOMEWORK

- 1) Read Chapters One and Two of *Night* (pages 1-26).
- 2) **Highlight and annotate** the reading.
- 3) Define vocabulary words.
- 4) Rewrite letters to the editor – Step 6 on the project guidelines.
- 5) Continue reading novels.

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

Evaluation Essay #1
Evaluation Essay #2
Project 2
Evaluation Essay #3
Project 3 – Planning Your First Image
Project 4 – Planning Your Second Image
Novel Evaluation

Unit 2

Essay 1: War
Essay 2: Communication
Novel Evaluation 2

Veils
How does society create and establish truth?

2:2:12:Letter Revisions and Edits

Project 5 – Planning Your Third Image
Evaluation Essay #4
Final Project Image
Final Exam