



**Text Complexity Analysis of: The Boy on the Wooden Box:
by Author: Leon Leyson
Text Type: Memoir**

Text Description		
<p>This memoir was published by the youngest child on Schindler's list. Leon Leyson shares his changes from being a small child to an adult US immigrant. This is the story of a boy who was ten years old when his home country of Poland was invaded by the Nazis and how he was able to survive the ghettos of Krakow and the concentration camps that followed. This memoir shows how resiliency, perseverance, grit, determination, and luck can get one through the toughest of times.</p>		<p>What is your final recommendation based on quantitative, qualitative, and reader-task considerations? Why?</p> <p>This text is recommended for use in middle school classrooms. Although some of the vocabulary may be overwhelming to the students, with proper support and use of anticipatory sets, students can find success with reading this memoir while also exploring a time that many students of their age are unfamiliar. This novel will open the door to exploring essential questions such as: What makes someone a hero?, and Can someone be considered both a monster and a hero?</p> <p>Mark all that apply: Grade Level Band: K-5 <input type="checkbox"/> 6-8 <input checked="" type="checkbox"/> 9-12 <input type="checkbox"/> PD <input type="checkbox"/></p> <p>Content Area: English/Language Arts (ELA) <input checked="" type="checkbox"/> Foreign Language (FL) <input type="checkbox"/> General (G) <input type="checkbox"/> Health/Physical Education (HPE) <input type="checkbox"/> History/Social Studies (HSS) <input checked="" type="checkbox"/> Humanities (H) <input type="checkbox"/> Math (M) <input type="checkbox"/> Professional Development (PD) <input type="checkbox"/> Professional/Technical Education (PTE) <input type="checkbox"/> Science (S) <input type="checkbox"/></p>
Quantitative Measure		
Quantitative Measure of the Text: 1000L	Range: 925-1155	Associated Grade Band Level: 6-8
Qualitative Measures		
<p>Text Structure (story structure or form of piece): Moderately Complex: <i>The Boy on the Wooden Box</i> is a nonfiction narrative memoir that follows the life of Leon Leyson from the time he is ten years old in his native country, Poland, until he is a retired teacher in Los Angeles, CA. Leon tells the events of his life story in chronological order while expounding on the details that take him from a happy little boy who idolizes his grandfather to a frightened young man who finds himself saved by a member of the Nazi party.</p> <p>Language Clarity and Conventions (including vocabulary load) Very Complex: The language is very complex. This narrative nonfiction work includes not only rich English vocabulary, but also vocabulary in Hebrew, German, and Polish. Building students' background knowledge is essential. The text contains a variety of sentence patterns.</p> <p>Levels of Meaning/Purpose: Moderately Complex: This memoir is complex because the author provides several background details that illustrate what lead up to him and his family being coerced into a Krakow Ghetto. These details are necessary though because middle school students don't often have the background knowledge of this time</p>		

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period. While many students have heard about Hitler and concentration camps, they don't really understand Germany's progression from WWI to WWII or how the older generation accepted new changes as the status quo.

Knowledge Demands (life, content, cultural/literary):

Very Complex: Leon explores multiple themes throughout the course of the text. Students may be unfamiliar with the Holocaust and the atrocities that occurred. They also may have bias when interpreting events and actions of people within the memoir.

Considerations for Reader and Task

Possible Major Instructional Areas of Focus (include 3-4 CCS Standards) for this Text:

Students will read and analyze this central text along with several other pieces (*Terrible Things: An Allegory of the Holocaust*, "First they Came for the Jews", and other short selections). They will use these texts to create multi genre writing pieces. Students will use information to write argument pieces, persuasive pieces, newspaper articles, diary entries, and communications with others.

RL 8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

W 8.1 Write arguments to support claims with clear reasons and relevant evidence

RI 8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

W 8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Below are factors to consider with respect to the reader and task:

Potential Challenges this Text Poses:

- Vocabulary--there are several words in Polish and other words associated with the Holocaust and concentration camps
- Lack of Background Knowledge--students will require background building to fully comprehend the enormity of the events that occurred in this text.

Differentiation/Supports for Students:

- Prior to beginning the novel, the students will be involved in several building background knowledge activities
- Students will utilize an electronic graphic organizer as they read the text. This will provide them with the opportunity to organize their thoughts and pull out important passages that they can use in their writing.
- An audio version of the text is available to students who may need access to it.

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Please save this document using the following format: GradeLevelBand.TextTitle.Author'sLastName.ContentArea

Example: 9-12.Hamlet.Shakespeare.ELA

- If the text can be used in more than one area, use “General” for Content Area (but make sure specific content areas are checked above).
- Use abbreviations (above in parentheses) to designate Content Area (eg. ELA, FL, G, HPE, etc.)
- If the text can be used in a wide variety of grade levels, please show the range (eg. K-8, 6-12, etc.)

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