The Boy on the Wooden Box
8th ELA

EQ: What makes someone a hero?

Unit Developed by Lacy McLane and Gaylene Simones
Vallivue Middle School, Vallivue School District
Caldwell, Idaho

The Core Teacher Program
A program of the Idaho Coaching Network
Idaho Department of Education
### Universal Design for Learning (UDL)

#### Multiple Means of Representation

<table>
<thead>
<tr>
<th>Provide options for perception</th>
<th>Provide options for language, mathematical expressions, and symbols</th>
<th>Provide options for comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Offer ways of customizing the display of information</td>
<td>✓ Clarify vocabulary and symbols</td>
<td>✓ Activate or supply background knowledge</td>
</tr>
<tr>
<td>✓ Offer alternatives for auditory information</td>
<td>❑ Clarify syntax and structure</td>
<td>✓ Highlight patterns, critical features, big ideas, and relationships</td>
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<tr>
<td>✓ Offer alternatives for visual information</td>
<td>❑ Support decoding text, mathematical notation, and symbols</td>
<td>✓ Guide information processing, visualization and manipulation</td>
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<tr>
<td></td>
<td>✓ Promote understanding across languages</td>
<td>✓ Maximize transfer and generalization</td>
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<tr>
<td></td>
<td>✓ Illustrate through multiple media</td>
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</tbody>
</table>

#### Multiple Means of Action and Expression

<table>
<thead>
<tr>
<th>Provide options for physical action</th>
<th>Provide options for expression and communication</th>
<th>Provide options for executive functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Vary the methods for response and navigation</td>
<td>✓ Use multiple media for communication</td>
<td>✓ Guide appropriate goal-setting</td>
</tr>
<tr>
<td>❑ Optimize access to tools and assistive technologies.</td>
<td>✓ Use multiple tools for construction and composition</td>
<td>✓ Support planning and strategy development</td>
</tr>
<tr>
<td></td>
<td>❑ Build fluencies with graduated levels of support for practice and performance</td>
<td>✓ Facilitate managing information and resources</td>
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<td>❑ Enhance capacity for monitoring progress</td>
</tr>
</tbody>
</table>

#### Multiple Means of Engagement

<table>
<thead>
<tr>
<th>Provide options for recruiting interest</th>
<th>Provide options for sustaining effort and persistence</th>
<th>Provide options for self-regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Optimize</td>
<td>✓ Heighten salience</td>
<td>✓ Promote expectations and beliefs that</td>
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</table>
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- individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions
- Optimize of goals and objectives
- Vary demands and resources to optimize challenge
- Foster collaboration and communication
- Increase mastery-oriented feedback
- Optimize motivation
- Facilitate personal coping skills and strategies
- Develop self-assessment and reflection
- Foster collaboration and communication
- Increase mastery-oriented feedback
- Facilitate personal coping skills and strategies
- Develop self-assessment and reflection

Webb's Depth of Knowledge - Level 1 (Recall)

- ✓ Who, What, When, Where, Why
- ✓ Define
- ✓ Identify
- ✓ Illustrate
- ✓ Label
- ✓ List
- ✓ Match
- ✓ Measure
- ❏ Recite
- ✓ Recognize
- ✓ Report
- ✓ Use

Webb's Depth of Knowledge - Level 2 (Skill/Concept)

- ✓ Categorize
- ✓ Classify
- ✓ Collect and Display
- ✓ Compare
- ✓ Construct
- ❏ Estimate
- ❏ Graph
- ❏ Identify Patterns
- ✓ Infer
- ✓ Interpret
- ✓ Observe
- ✓ Organize
- ✓ Predict
- ✓ Summarize

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Webb's Depth of Knowledge - Level 3 (Strategic Thinking)

✓ Assess
✓ Construct
✓ Critique
✓ Develop a Logical Argument
✓ Differentiate
✓ Draw Conclusions
✓ Explain Phenomena in Terms of Concepts
✓ Formulate
❏ Hypothesize
❏ Investigate
❏ Revise
❏ Use Concepts to Solve Non-Routine Problems

Webb's Depth of Knowledge - Level 4 (Extended Thinking)

✓ Analyze
✓ Apply Concepts
✓ Connect
✓ Create
✓ Critique
✓ Design
✓ Prove
✓ Synthesize

Idaho Coaching Network Unit Plan Template

Unit Title: The Boy on the Wooden Box--Utilizing a Holocaust Memoir to Develop Informational Research Writing

Created By: Lacy McLane and Gaylene Simones

Subject: English Language Arts

Grade: 8

Estimated Length (days or weeks): Approximately 4-6 weeks with 90 minutes per day of instruction.

Unit Overview (including instructional context): This unit requires students to critically read and analyze multiple texts surrounding a central theme. The central text is The Boy on the Wooden Box. Students will collaborate and discuss the texts and note a common theme. They will respond to the texts using relevant textual evidence and properly cite the evidence. Students will also then complete
a multi-genre writing project after researching an individual who made a positive impact during WWII. This unit is designed to teach students to respond to a writing prompt using relevant textual support. Students will be better prepared for various performance tasks on statewide assessments that call for a synthesis of multiple texts.

**Various strategies to guide instruction and gather material:**
- Marking and Annotating text
- Dialectical Journals
- Pair/Share
- Synthesize--Short but Powerful Response
- Wordle
- Silent Conversation on Google Classroom
- Stoplight Moment--exit tickets.

**Unit Rationale (including Key Shift(s)):**
**Key Shift #2:** Students will participate in Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.

This unit is important for students because in the real world student needs to be able to analyze complex texts and use relevant information from these texts to back up claims they make in their writing. While this is important for them to be able to do in the classroom, it is also important for them to be able to do this when they become adults. The selected key shifts directly relate to the transfer goals we have selected as a basis for the unit.

Our 8th grade literature theme centers around human rights and social justice and how our understanding of empathy, equity, and enlightenment can compel us to become productive and responsible citizens. Studying a topic such as the Holocaust is a quintessential middle school topic and fits very well into our study of how individuals can make contributions to social justice no matter their role. While this seems like a social studies topic, the use of multiple texts with various structures applies to ELA. In essence this is cross-curricular as we can draw in historical facts, graphs and data, and scientific principles from WWII.

Refined: Ultimately, students need to understand the relevance of the Holocaust and how individuals can make contributions to social justice no matter their role. Through this unit, students will develop the ability to analyze complex texts and use relevant information from these texts to back up claims they make in their writing. The selected key shifts directly relate to the goals/outcomes for the unit.
Essential Questions:
- What makes someone a hero?
- Can someone be considered both a monster and a hero?

Enduring Understandings:
- Students will take away a deeper understanding of social justice vs. injustice
- Students will take away an understanding of how historical events have shaped society's approach to social justice issues
- Students will acquire a deeper desire to continue to explore and pay attention to issues in their communities and personal space where they can impact change.
- Students will be able to write a convincing argument about a historical figure using evidence from sources, appropriate rhetoric, and a proper format.
- Students will apply various styles of writing to illustrate a broad picture of a historical figure then and what they might be like now.

Measurable Outcomes:
Learning Goals Success Criteria (Evidence):

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.

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Success Criteria</th>
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</thead>
<tbody>
<tr>
<td>Students will be able to 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.</td>
<td>Students will complete a Venn Diagram that compares and contrasts how two different authors deal with the</td>
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</tbody>
</table>
Students will be able to analyze a poem.

Students will compare the style, tone and meaning of two different types of text through a series of short topics.

Students will correctly explain a poem by carefully analyzing seven steps--explaining the title, connotations of words, paraphrasing the meaning, proving tone.

Students will answer short questions.
### Constructed Response Questions

<table>
<thead>
<tr>
<th>Constructed Response Questions</th>
<th>Constructed Response Questions in a Two Column Table, Citing Evidence of from Each Piece of Text. A Final Paragraph Will Show Evidence of Understanding Through a Well-Developed Response with a Claim, Evidence, and Warrant.</th>
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<tr>
<td>Students will be able to write a well-developed, organized, and formatted essay.</td>
<td>Student can produce a multi-paragraph essay with an introduction, body, and conclusion.</td>
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<td>Students will be able to develop an</td>
<td>Student essay will have a</td>
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<td>Students will be able to recognize</td>
<td>Students will specifically</td>
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L 8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Analysis of what the text says explicitly as well as inferences drawn from the text.
Students will be able to distinguish between connotation and denotation and illustrate how nuances in word meanings affect a reader’s interpretation. Choose one or more examples of figurative language to analyze and use specific evidence to support the analysis.

Students will collect vocabulary that has strong connotative overtones, define those terms, and analyze their effects on the text.
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<table>
<thead>
<tr>
<th>SL8.1 Engage Effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues building on other’s ideas and expressing their own clearly</th>
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</table>

**Learning Goals:**

understanding of the text.

words and explain how the connotation of the word leads tone and meaning.

<table>
<thead>
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<tr>
<th>Students will engage in small group discussions about the various texts.</th>
<th>Student success will be determined by the group staying on topic, completing the group task, and being able to share with the whole group.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will engage in a Socratic Seminar or a Philosophical Chairs discussion.</td>
<td>Student will come to the Socratic Seminar or Philosophical Chairs discussion.</td>
</tr>
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</table>
Targeted Standards:

Idaho English Language Arts/Literacy Standards:

- 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.
- W8.1 Write arguments to support claims with clear reasons and relevant evidence.

Supporting Standards

- SL8.1 Engage Effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues building on other’s ideas and expressing their own clearly.
- W8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently.
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as well as to interact and collaborate with others.

L 8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g. verbal irony, puns) in context.
   b. Use the relationship between particular words to better understand each of the words.
   c. Distinguish among the connotations (associations) of words with similar denotations (definitions)

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.

RI 8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI 8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Summative Assessment:

- Summative Assessment Description:
  - Multi genre writing menu: (included pieces: list items a hero carries, list items a monster carries, list character traits, view pictures & videos of persons, emails or letters back and forth, 6 word memoir, diary entries, newspaper articles, create a propaganda poster promoting a historical figure as a hero/monster, found poem, autobiographical poem, argumentative essay)
  - Socratic Seminar
  - Philosophical Chairs

- Depth of Knowledge (DOK) Explanation:
  - DOK #1: List character traits, what a character might value or possess; write what a character might email/text/twitter--receive or send
  - DOK #2: Write diary entries; write an article about characters contributions, exploits, faults, etc.
  - DOK #3: Create a propaganda poster; write a Found Poem
  - DOK #4: Write an argumentative essay; write an autobiographical poem

- Rubric or Assessment Guidelines:

Primary Text(s):
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- The Boy on the Wooden Box
  - As needed, provide audio text & digital text.

Supplemental materials/resources:
- Allegory-- “Terrible Things” (both the audio/visual video and the text)
- Poem-- “First They Came . . . ”
- Short Story--”The Starfish Story”
- *Not included in instructional sequence, but are optional:
  - Possible excerpts from The Diary of Anne Frank--play or diary
  - I Never Saw Another Butterfly--various works of art and poetry

Text Complexity Analysis:

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

Text Description
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 resilience, perseverance, grit, determination, and luck can get one through the toughest of times.

What is your final recommendation based on quantitative, qualitative, and reader-task considerations? Why?
This text is recommended for use in a middle school classroom, because even though students may not initially have background or vocabulary knowledge needed to grasp this terrible time in history, the use of graphic organizers and anticipatory sets will make the text accessible. 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?

Mark all that apply:
Grade Level Band: K-5 ☐ 68 X 9-12 ☐ PD ☐
Content Area: English/Language Arts (ELA) X Foreign Language (FL) ☐
General (G) ☐ Health/Physical Education (HE) ☐
History/Social Studies (HSS) X Humanities (H) ☐ Math (M) ☐
Professional Development (PD) ☐ Professional/Technical Education (PTE) ☐
Science (S) ☐

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Quantitative Measure of the Text: 1000L

Range: 955-1185

Associated Grade Band Level: 6-8

### Qualitative Measures

**Text Structure (story structure or form of piece):**

*Modestly Complex*: *The Boy on the Wooden Box* 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.

**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.

**Levels of Meaning/Purpose:**

*Modestly 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 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:**

- 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

**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 lots of background building to fully comprehend the enormity of the events that occurred in this text.

**Differentiation/Supports for Students:**

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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 . . .”, 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.

- 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.

### Scaffolds and Extensions

<table>
<thead>
<tr>
<th>UDL Components:</th>
<th>Support for students who are ELL, have disabilities or read well below grade level text band:</th>
<th>Extensions for advanced students:</th>
</tr>
</thead>
</table>
| **Representation** | Structured and scaffolded notes on historical background of the Holocaust  
- Video clips about Oskar Schindler and main character of *The Boy on the Wooden Box*.  
- Teacher read; buddy reading; audible  
- Frayer Model for Vocabulary--partially filled in  
- Use computer to look up vocabulary definitions with sound to “hear” the word.  
- Computer generated writing and products  
- Varied lengths of writing--shorter | MyVocabulary.com--create and submit vocab lists, games, and activities  
- Create own vocabulary lists and games for the classroom  
- Research Oskar Schindler’s contribution and extended information about Leon Leyson  
- Computer generated writing and products  
- Extension activities for researching independently chosen topics  
- Create own project  
- Independent reading of text  
- Reading excerpts or entire diary of *The Diary of Anne Frank* |
| **Action and Expression** | Provide flexible means for demonstrating knowledge  
- Continuous feedback through multiple formative assessments--multiple tools for construction and composition  
- Support planning and strategy development (backwards planning graphic organizer etc.) | |
## Engagement
- Choice and autonomy
- Various methods for collaboration and communicating learning
- Varied requirements and resources at various challenge levels

<table>
<thead>
<tr>
<th>Vocabulary</th>
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<tbody>
<tr>
<td><strong>Targeted Academic Vocabulary</strong></td>
</tr>
<tr>
<td>1. Convey</td>
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<tr>
<td>2. Analyze</td>
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<td>3. Examine</td>
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<td>4. Differentiate</td>
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<tr>
<td>5. Distinguish</td>
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<tr>
<td>6. Evaluate</td>
</tr>
<tr>
<td>7. despair (124)</td>
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<tr>
<td>8. anxiety (59)</td>
</tr>
<tr>
<td>9. tumultuous (44)</td>
</tr>
<tr>
<td>10. chaos (94)</td>
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<tr>
<td>11. impressive (34)</td>
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<tr>
<td>12. impenetrable (90)</td>
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<table>
<thead>
<tr>
<th><strong>Targeted Content Area Vocabulary</strong></th>
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<tbody>
<tr>
<td>1. brazenly (58)</td>
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<tr>
<td>2. delirious (121)</td>
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<td>3. demeaning (52)</td>
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<tr>
<td>4. desolation (122)</td>
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<td>5. extraordinary (34)</td>
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<tr>
<td>6. ferociously (102)</td>
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<td>7. frantic (59)</td>
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<tr>
<td>8. furtively (94)</td>
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<td>9. futility (100)</td>
</tr>
<tr>
<td>10. horrific (123)</td>
</tr>
<tr>
<td>11. jubilant (76)</td>
</tr>
<tr>
<td>12. rampaged (94)</td>
</tr>
<tr>
<td>13. shrieks (102)</td>
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<tr>
<td>14. squalid (92)</td>
</tr>
<tr>
<td>15. mood</td>
</tr>
<tr>
<td>16. tone</td>
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<tr>
<td>17. denotation</td>
</tr>
<tr>
<td>18. connotation</td>
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**Instructional Sequence**
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**Major Idea/Topic #1: Understanding an allegory**
- What makes someone a hero?
- Can someone be considered both a monster and a hero?

**Guiding Question:** What is an allegory and how are allegories used to teach lessons?

**Guiding Question:** How does a life and death situation affect our choices and reactions?

**Guiding Question:** To what extent will humans compromise morals and ethics when it comes to survival?

**Guiding Question:** Why did the author choose to tell the story of the Holocaust in this way?

**Guiding Question:** How does the text structure of each piece of text impact the meaning of the text?

<table>
<thead>
<tr>
<th>Day(s) and Desired Outcome(s)</th>
<th>Texts and Resources</th>
<th>Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)</th>
</tr>
</thead>
</table>
| Day(s) __1-2_____:           |                    | **Pre-reading:**  
| Desired Outcome(s):          |                    | ● **Pre-reading activity**—Divide class into groups of 8 as evenly as possible  
| Understand the classification of an allegory |                    | ○ Each student in a group draws a question. (These can be placed on notecards)  
| Connect empathetically to characters in the allegory | Poem: “First They Came...” | ○ Students pair up and ask each other the questions--approximately 2 ½ minutes per question to allow discussion time.  
|                                | Short Moral Story: “The Starfish Story” Text Video | ○ After 5 minutes, new pairs are formed (play music to indicate a shift to a new pair)  
| Desired Outcome(s):          |                    | ○ Allow for at least 4 different pairs.  
| Understand that small actions can have life saving implications. Recognize that |                    | ○ Students return to seats and share big ideas and take-aways from the discussion.  
|                                |                    | ○ Final task--students post their own ‘drawn’ question on a google classroom question format and provide a personal answer.  
|                                |                    | ○ Academic Vocab--genocide, prejudice  
|                                |                    | ● Readers Theatre—Blind Readers Theatre (Various methods used for this--for advanced students, I did not give any prior knowledge of this)  
|                                |                    | ○ Students are divided into 3 groups--one group for each selection--“*The Terrible Things,*” “*First They Came...,*” and “*The Starfish Story.*”  
|                                |                    | ■ Scripts can be prepared in advance (speaking parts are highlighted on each script, or students can develop and prepare the scripts--mainly depends on time and ability level of group)  
|                                |                    | ■ Students are given approximately 30 minutes to read, practice, and prepare “props” if desired.  

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| Anyone of any age can create change | • Scripts are presented in the following order: Allegory, poem, fable.  
| Discover that we are only limited by our own fears | • Reflection following: What was difficult/easy about putting this together? What connections can you make between the three pieces? What lessons can be learned from each of the three selections? Allow students to pose questions.  
|  | • This can move into a Philosophical Chairs using questions presented by students.  
| Content Vocab--allegory, text structure | • Is the nature of man inherently good or evil?  
| Academic Vocab--Analyze |  
| Read--Partner Close reading of the “Terrible Things.”, “First They Came,” and “The Starfish Thrower.” |  
| Text Dependent Questions: |  
| ● What kind of excuses do the other animals offer to explain the fate of each group as it is taken away? How do these reactions help the Terrible Things? |  
| ● How are the Terrible Things described? What verbs are used to describe their actions? How do the specific word choices the author uses affect your feelings about the Terrible Things? |  
| ● Note any irregular capitalization. Why do you think the author chose these capitalization patterns? What might this symbolize? |  
| ● What choices do the animals in the clearing have when the Terrible Things come? |  
| ● When the Terrible Things come for the rabbits, what do the rabbits do? What choice does Little Rabbit make? Why? What does this tell you about the Terrible Things? |  
| ● Compare/contrast the themes of the three selections. How do the differing text structures impact the reader? |  
| ● Come up with two text dependent questions for future kids. Questions should be based on the allegory, poem, or both. |  
| Option--view short video of “Terrible Things”--Quick Write: How is mood and tone represented in the story vs. the video? (Mood and tone has been taught in previous units--this is a review of those elements in literature) |  
| Little Rabbit’s Advice--create a notecard that illustrates something from the story and provides a piece of advice from Little Rabbit to the other forest creatures. |  
| Another option--read the children’s story version and have students compare how/if their reactions differed between the drama, close read, and children's story versions. |  
| Constructed Response Questions: Two Column Question/Response Organizer |  

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## Major Idea/Topic #2: Survival, Sacrifice, and Suffering

**Guiding Question:** What does it take for a person to survive in extreme conditions?

**Guiding Question:** Why is it important to learn about the secret and heroic actions of individuals during WWII?

**Guiding Question:** How does figurative language enhance a text’s meeting?

<table>
<thead>
<tr>
<th>Day(s) and Desired Outcome(s)</th>
<th>Texts and Resources</th>
<th>Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)</th>
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</table>
| Day(s) __2___:                | *The Boy on the Wooden Box* | Prologue-Chapter One (1-29)  
Utilize various reading strategies throughout the unit  
Whole group reading, individual reading, sticky notes, *dialectical journal*  
*Vocabulary: Power Decoding*--upon finding the word in the text, the teacher will take the students through a power decoding strategy--AVID’s inside/outside/inside strategy.  
*Vocabulary: See it, Say it, Show it, Store it*--students will pronounce the word, then write their own definition from their inside/outside/inside strategy. Students will do a TPR of the vocabulary word.  
*Visualizing Vocabulary*--students create images, sketches, or use icons to with brief explanations to show understanding of the denotation and connotation  
Discussion Questions--Prologue-Ch. 1  
Alternative Format Discussion Questions for Prologue-Ch. 1 (A whole class or small group discussion)  
Quiz--Prologue & Ch. 1  
*continues throughout the remainder of the unit. |
| Day(s) __3___:                | *The Boy on the Wooden Box* | Chapters 2-3 (30-66)  
*Discussion Questions--Ch. 2-3*  
Vocabulary: extraordinary, impressive, tumultuous, anxiety, brazenly, demeaning, frantic.  
*Vocabulary: Word Banks*--students will organize the words by level of intensity. Using their understanding of connotation, students will rank order words from most positive to most negative. |
An Idaho Core Teacher Program Unit Developed by Core Teacher Name: Lacy McLane and Gaylene Simones

Unit Title: *The Boy on the Wooden Box*

<table>
<thead>
<tr>
<th>Day(s)</th>
<th>Desired Outcome(s):</th>
<th>The Boy on the Wooden Box</th>
<th>Sections and Topics</th>
<th>Vocabulary and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-5</td>
<td>Recognize that heroism comes in many different shapes and sizes</td>
<td>Chapters 4-6 (67-112)</td>
<td><strong>Discussion Questions--Ch. 4-6</strong>&lt;br&gt;Vocabulary: jubilant, furtively, chaos, impenetrable, futility, ferociously, rampaged, squalid, shrieks.&lt;br&gt;<strong>Vocabulary: Group and Label</strong>--students examine a group of words and place them into groups based on common characteristics. Students will devise their own labels and explain how that label applies.&lt;br&gt;<strong>Quiz--4, 5, &amp; 6</strong></td>
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<tr>
<td>6-6</td>
<td>Understand Perspective</td>
<td>Chapters 7-9 (113-165)</td>
<td><strong>Discussion Questions--Chap 7-8</strong>&lt;br&gt;Vocabulary: delirious, desolation, horrific, despair.&lt;br&gt;<strong>Vocabulary: Use it or Lose it</strong>--students will use selected vocabulary words provided in a word bank in writing prompts.&lt;br&gt;<strong>Vocabulary Assessment</strong>: Students will evaluate sentences that use the vocabulary words. They will rewrite the sentence using a synonym and explain whether or not the meaning or tone of the sentence has changed.&lt;br&gt;<strong>Quiz--7, 8, &amp; 9</strong>&lt;br&gt;<strong>Descriptive Writing--Sensory Moment in Time</strong></td>
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<tr>
<td>7-7</td>
<td>Understand Perspective</td>
<td>Chapters 10-Afterword (166-225)</td>
<td>Vocabulary Collection&lt;br&gt;<strong>Final Test</strong></td>
<td></td>
</tr>
</tbody>
</table>

****Discussion Questions, Vocabulary Assessments, and Quizzes were adapted from TPT Unit: Kotinek, Jane. *The Boy on the Wooden Box* A Novel Study, © 2015.****

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### Major Idea/Topic #3: Multi-Genre Writing Portfolio

**Guiding Questions:**
- How are claims supported with logical reasoning and relevant evidence from credible sources?
- What does it take to be a hero?
- Who are other people in history who survived against all odds?
- Who are other people in history who risked their own lives to save others?

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<tr>
<td>Day(s) <strong>3</strong>_: Desired Outcome(s): Identify appropriate sources and utilize them to support claims.</td>
<td>Gerda Weismann Klein story (possible resource from McDougal Littell Literature Anthology) Multi-Genre Writing Unit <a href="http://listverse.com/2008/11/06/10-people-who-saved-jews-during-world-war-two/">http://listverse.com/2008/11/06/10-people-who-saved-jews-during-world-war-two/</a></td>
<td>Distribute and review Multi-Genre Writing Unit Assignment Sheet and Rubric with Students. Research historical figure who went to extraordinary lengths to save/protect others. Choose a person to explore more deeply Distribute Historical Figure Analysis Sheet List character traits View pics &amp; videos of persons List items this person might carry or possess Write emails or letters (these can be in formal register or personal/informal) this person might send or receive Six-word memoirs Take focused notes from selected sources--Cornell Notes or dialectical journal Teach parenthetical citations and work cited information Extensions: View selected movie clips from Schindler’s List (preview before showing to make sure they are appropriate for your audience and still available) A Drone Tour of Auschwitz</td>
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<tr>
<td>Day(s) <em>3</em>_:</td>
<td>Explore other’s stories</td>
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<tr>
<td>Desired Outcome(s):</td>
<td>Students will complete various self selected writing assignments.</td>
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<tr>
<td>Selected resources depending on individual choice</td>
<td>Write diary/journal entries this person might have written based on their involvement</td>
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<td>Write a newspaper article that may have been written about this person--review the 5 W’s and How</td>
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<tr>
<td>● Who was involved</td>
<td></td>
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<tr>
<td>● What happened</td>
<td></td>
<td></td>
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<tr>
<td>● Where did it happen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● When did it happen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Why did it happen</td>
<td></td>
<td></td>
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<tr>
<td>● How did it impact or affect others</td>
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<td>Review the sentence pattern S-V-DO. (click link above for the connection)</td>
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| Day(s) __2____: | Presentation/notes on thesis statements | Teach **thesis statement development**  
Paragraph construction for Claim, Evidence, and Warrant |
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<td>Desired Outcome(s): Students will write and evaluate thesis statements.</td>
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| Day(s) ____5___: | Selected resources depending on individual choice | Choices from Assignment Sheet:  
- Propaganda poster promoting someone as a hero/monster  
- Found Poem that represents a short bio of this person (possibly) using more than one source  
  - Student Resource for Found Poem  
- Blackout Poetry or Cento Poem  
- Autobiographical poem--(may be for person researched, for Leon Leyson, or for student)  
**Argumentative essay, Character Sketch, and Process Essay:**  
- Research  
- Draft  
- Revise (add, delete, reorder, reword)  
- Peer review/edit  
- Proofread  
- Publish  
- Possible presentation--small group or whole group |
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**Other (important elements not captured in this template, explanation, reflection supplementary materials):**  
**Other possible resources:**  
https://www.ushmm.org/learn  
https://www.ushmm.org/wlc/en/media_nm.php?ModuleId=0&MediaId=7827  

Original unit development sponsored by The Idaho Coaching Network
Scholastic Scope Magazine--April 2013 “The Boys Who Fought Hitler”
Scholastic Scope Magazine--April 2015 “The Girl Who Lived Forever” (Anne Frank)