

9th Grade English

SAMAH I - Cycle II

Week of 1/8/07:

Monday—recap what class has read/studied so far

Tuesday—teacher defines analysis (breaking down and showing relationship among parts) and models 6 steps using a quote

Wednesday—students practice 6 steps using a quote

Thursday—group work and begin presentations

Friday—finish presentations

6 steps to Analyzing quotes:

- 1) Make sense of quote by
 - explaining context
 - summarizing quote
 - defining difficult vocabulary
- 2) Answer the question: What is Elie Wiesel showing about [topic] in this passage?
- 3) Identify key words and phrases that support the interpretation offered in answer to question above (#2).
- 4) Look at unusual or surprising words. Also look at the author's use of simile, metaphor and other artistic use of language. Think about how the author's word choice reinforces his ideas.
- 5) Connect key words and phrases to previous scenes in the book, historical knowledge, and/or universal knowledge of the world.
- 6) Articulate how words and connections from 3-5 above relate to the answer to the question in #2.

Lesson Link on Thurs. 1/11/07

- 1) Seat students in groups
- 2) Hand each group a quote
- 3) Group has 15-20 minutes to prepare 6 steps (above)
- 4) Group presents quote to class and classmates take notes

Name _____

Date _____

Per _____

SIX STEPS TO ANALYZING A QUOTE

1) Make sense of quote by

- Explain the context

- Summarize the quote

- Define difficult vocabulary

2) Answer the question: What is Elie Wiesel showing about [topic] in this passage?

3) Identify key words and phrases that support the interpretation offered in answer to question above (#2).

4) Connect key words and phrases to previous scenes in the book, historical knowledge, and/or universal knowledge of the world.

5) Look at unusual or surprising words. Also look at the author's use of simile, metaphor and other artistic use of language. Think about how the author's word choice reinforces his ideas.

6) How do the information and insights you gathered about the quote prove your statement in step #2.

Quotes for Lesson Link

Practice (chapter 3)

CIC:

“There were dozens of prisoners to receive us, truncheons in their hands, striking out anywhere, at anyone, without reason. Orders:

‘Strip! Fast! *Los!* Keep only your belts and shoes in your hands. . .’” (32)

“They took our hair off with clippers and shaved off all the hair on our bodies” (33).

LOF:

“For the first time I felt revolt rise up in me. Why should I bless His name? The Eternal, Lord of the Universe, the All-Powerful and Terrible, was silent. What had I to thank him for?” (31)

“Never shall I forget those moments which murdered my God and my soul and turned my dreams to dust” (32).

THS:

“The other grew more furious than ever.

‘No, not fifty. Forty. Do you understand? Eighteen and forty’” (28).

“And now a prayer—or rather a piece of advice: let there be comradeship among you. We are all brothers, and we are all suffering the same fate. The same smoke floats over all our heads. Help one another. It is the only way to survive” (38-39).

FSR

“My hand shifted on my father’s arm. I had one thought—not to lose him. Not to be left alone” (27).

“I did not move. What had happened to me? My father had been struck before my very eyes and I had not flickered an eyelid” (37).

Group work and presentations (chapter 5):

CIC

“The head of my new block was a German Jew, small of stature, with piercing eyes. He told us that evening that no one would be allowed to go out after the evening soup. And soon a terrible word was circulating--selection” (66).

LOF

“I no longer accepted God’s silence. As I swallowed my bowl of soup, I saw in the gesture an act of rebellion and protest against Him.

And I nibbled my crust of bread.

In the depths of my heart, I felt a great void” (66).

THS

“I hope you will all succeed in getting through. But you must help your own chances. Before you go into the next room, move about in some way so that you give yourselves a little color. Don’t walk slowly, run!” (67).

FSR

“I went up to him, took his hand and kissed it. A tear fell upon it. Whose was that tear? Mine? His? I said nothing. Nor did he. We had never understood one another so clearly” (65).