

Prisoner B-3087 Lesson Plan

Unit:

Tome Society

Unit Objective:

Students will be able to participate in competitions and conferences in order to showcase their knowledge with reading comprehension and technology.

Lesson:

Read and Critique Prisoner B-3087 by Alan Gratz

Lesson Objective:

Students will read Prisoner B-3087 and analyze the book.

Standards:

- [CCSS.ELA-Literacy.CCRA.W.2](#) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- [CCSS.ELA-Literacy.CCRA.W.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- [CCSS.ELA-Literacy.CCRA.W.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- [CCSS.ELA-Literacy.CCRA.W.6](#) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- [CCSS.ELA-Literacy.CCRA.W.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Tools/Equipment Needed:

copies of Prisoner B-3087, internet access, computers, SmartBoard or other projection device, document creation software, Holocaust picture books and other novels, such as Maus and Night

Links to Prior Knowledge/Activities:

Begin the lesson by reminding the students of the Tome Society and its purpose. Remind them that the book they read will then be used in creating a blog entry and video

submission.

Lesson Activities:

Before Reading the Novel:

1. Before reading the novel, students should review the events of the Holocaust. Teachers can refer to many online resources, clips from movies, and other written works.
2. Teachers should do an introduction to reading true stories, highlighting the differences between various nonfiction pieces. Students should be asked to create a list of possible difficulties when reading nonfiction pieces such as narrator bias and faulty memories. Students could model these difficulties by participating in a scripted scene and then writing about their experience. These writings will then be compared and students will analyze why the potential differences in each piece occurred.
3. Students should then watch the book trailer for [Prisoner B-3087](#) and read the synopsis, both of which are located on The Tome Society Blog. After completing both activities, generate discussion by asking students to name books or movies that seem similar to the novel.

As you are Reading:

1. Throughout the novel, use the guided questions to provide discussion in the classroom. Have students post their thoughts on both the blog and on twitter to generate activity and discussion outside the classroom. The teacher should walk the students through commenting on a blog and the appropriate use of comments, including appropriate language and content. Teachers can model this by displaying the Tome Society blog and then posting their own comment.
2. While reading, refer students to online maps to trace Yanek's journey through the prison camps.

After Reading:

1. After completing the novel, students will create their own version of the book cover. Students will attach a short description describing their cover and why they choose each part. This could be completed by hand but ideally would be created with software that would allow the students to create a professional document that includes the title, author, and pictures.
2. Students will then create a list of suggested readings if they enjoyed [Prisoner B-3087](#) with explanations for their choices. These suggestions should be shared on both the blog and on twitter.

Assessment

Students will take a short multiple choice quiz for basic understanding. Their primary assessment will be in their creation of a new book cover for the novel and the description and evaluation of the cover.