**HOLOCAUST UNIT**

by Mary A. Blow

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| |  |  | | --- | --- | | **Theme:** Children of the Holocaust | **Subject/Course:** English 6 | | | | | | | | |
| **Stage 1- Desired Results** | | | | | | | |
| **Enduring Understandings:**   * Characters, like people, change as a result of the trials and tribulations they encounter in their lives. * Historical events can change people; people can change history. * Symbols have connotative meaning. Sometimes it is good; sometimes it is not so good. * Good writers provide transitions or clues to let the reader know how they are organizing information. | | | | **Essential Questions:**   * What are character traits? * What text details best supports character traits? (WALTeR) * What is symbolism? * How can we use symbolism to communicate a message? * How can we use print and digital dictionaries? * Would the character in your book agree or disagree with Elie Wiesel? “The opposite of love is not hate, it’s indifference.” * How can we use transitions to improve our writing? * What is the difference between “who” and “that”? | | | |
| **Students will know or (Knowledge)…**   * Effective discussions require effective speaking and listening skills. * Character traits are words used to describe a person. Some traits are complimentary and some are not complimentary. * Character’s words, actions, looks, thoughts, and how other characters respond are details that help to depict character traits. * Symbols stand for ideas. They send connotative messages: the American flag stands for freedom or a Swastika for Anti-Semitism. * Successful online discussion forums require proper procedures and etiquette (netiquette) . * Transitions provide clues as to how information is organized: comparing/contrasting and cause/effect. * “Who” is used in reference to a person, while “that” and “which” refers to nonhuman things. * Historical fiction is based on historical events, but the characters are not real. | | | | **Students will be able to (skills)…**   * Engage in literature circles (fiction and nonfiction) to discuss how events change character and people. * Analyze literature to identify specific and relevant text details to support an argument. * Utilize context clues and nonfiction text features to learn the meaning of unfamiliar words. * Individually participate in online discussions about literature. * Make text-to-self, text-to-text, and text-to-world connections. * Utilize varying methods of communication to create mural of a Holocaust memorial wall the character development in a novel. * Interpret a quote and use text details to support an answer. * Write a thorough extended response explaining how the character in their book changes over time. * Identify and utilize transitions that give clues to compare/contrast and cause/effect organizational patterns. * Discern when to use “who” and when to use “that”. | | | |
| **New York State Grade 6 Common Core Learning Standards for English Language Arts & Literacy:** | | | | | | | |
| **Reading Literature**  **&**  **Reading for Information** | **RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **RL.6.3** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  **RL.6. 4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  **RL.6.11.a** Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and Situations  **RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **RI.6. 3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  **RI.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  **RI.6. 5** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. | | | | | | |
| **Writing** | **W.6.2b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  **W.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 53.)  **W.6** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.  **W.9a** Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).  **W.11** Create and present a text or art work in response to literary work.   1. Develop a perspective or theme supported by relevant details. 2. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts. 3. Create poetry, stories, plays, and other literary forms (e.g. videos, art work). | | | | | | |
| **Listening & Speaking** | **SL.6.1 a.b.c.d.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics*, *texts*, *and issues*, building on others’ ideas and expressing their own clearly.  **a.** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  **b.** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  **c.** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  **d.** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.  **SL.6.2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.  **SL.6.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate  volume, and clear pronunciation.  **SL.6.5** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | | | | | | |
| **Language** | **L.6.1 d** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*  **L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L.6.3a** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Vary sentence patterns for meaning, reader/listener interest, and style.\*  **L.6.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or  phrase important to comprehension or expression. | | | | | | |
| **Stage 2- Student Outcomes** | | | | | | | |
| **Formative Assessments** | | | **Summative Assessments** | | | **NYS State Assessments** | |
| **All Students**   * Literature circle classroom discussions * Online discussion forum based on how a character changes throughout your novel (Literature Circle Discussion) * Blog: Post your opinion on Genocide in Darfur. Do we interfere in a country’s civil war? (Response to current event.)   **Extra Credit/Enrichment:**   * Read any other book (fiction or nonfiction) from the Holocaust Classroom Library and present a book talk.   + Book prop presentation   + Book Talk 101   + Presentation Tool w/ multimedia   + Other: Submit a student proposal * Research an aspect of your novel and present it to the class:   + Ghettos   + Resistance Groups   + Jewish Culture   + Kindertransport   + Other: submit a proposal | | | **Choose project to illustrating character analysis:**   * [**Character Scrapbook**](http://teacher.scholastic.com/activities/scrapbook/) (Scholastic online tool) or design a hard copy version. * [**Glogster Poster**](http://edu.glogster.com/) * [**Fakebook**](http://www.lacs-ny.org/webpages/MBlow/plot.cfm?subpage=813819)(Mary Blow): Microsoft Word template to design a fake social network profile of a character. * [**Character T-shirts**](http://www2.scholastic.com/content/collateral_resources/pdf/u/unit_characteranalysis_charactertshirt.pdf) design T-shirts based on their character. * **Character Portraits**: draw a portrait of the character that portrays their physical attributes and add a biographical sketch that captures internal traits. * **Song or poem**: write a song such as a rap song that describes a character * **Character Poem**: create a [Bio Poem](http://www.studyguide.org/bio_poem.htm) (more guidance) or capture a character in any form of poetry (higher level). * [**Prezi**](http://prezi.com/)or **PowerPoint**: create a presentation a based on a character. * **Reader’s Theater**: create a script based on an event that defines the character.   **Holocaust Memorial Wall**  Using symbolism, illustrations, journals, artifacts, etc. create a moral based on fiction and nonfiction literature. | | | “Hatred’s Horrors Three Holocaust Survivors Tell Their Stories.” *Teaching Text Structures: A Key to Nonfiction Reading Success* by Sue Dymock and Tom Nicholson  (pgs. 70-73).   * Cause/effect text structure * Author’s purpose * Determine the meaning of words and phrases as they are used in a text * Multiple Choice Questions   **Extended Response:** Eli Wiesel quote: “The opposite of love is not hate, it’s indifference.” Would your character agree or disagree? Use text details to support your answer. | |
| **Stage 3- Lesson Procedures** | | | | | | | |
| **Strategies or Best Practices Used to Explicitly Teach Skills & Concepts** | | | | | | | |
| **All Students**   * Provide texts to meet the varying level of readers. * Structure lessons in sequence: Model, Guided Practice, Independent Practice * Engage in fiction & nonfiction literature circles discussions to improve comprehension. * Provide voice and choice in literature to motivate and increase student engagement * Utilize graphic organizers to collect information and plan writing * Engage in online discussion forum to guide student in social networking etiquette when discussing literature * Provide project choices (Multiple Intelligences) designed to motivate and engage students * Provide student examples of summative projects * Provide exemplar models of discussion forum posts, forum responses, and forum netiquette   **Explicit Instruction**   * Provide mnemonic device (WALTeR) for retaining information, identifying details that support character analysis goal. * Use highlighters to provide visual patterns of compare/contrast and cause/effect organization pattern * Use think alouds to model how nonfiction text features: captions, maps, headers, subheaders, etc. improve comprehension * Provide explicit instruction on using context clues and dictionaries (print and digital) for learning new words.   **Differentiating Instruction**   * Provide audio books to increase comprehension, by bridging the gap between auditory and visual vocabulary. * Provide Text-to-Speech tools for online nonfiction articles * Provide enrichment activities to expand students understanding of topic | | | | | | | |
| **Multigenre Materials** | | | | | | | |
| **Fiction Anchor Texts**  *Number the Stars* by Lois Lowry  *The Devil’s Arithmetic* by Jane Yolen  *Daniel’s Story* by Carol Matas  *Jacob’s Rescue* by Malka Drucker  *Milkweed* by Jerry Spinelli  *Yellow Star* by Jennifer Roy | | **Nonfiction**  ***Upfront* Articles**  [“Never Again, For Real”](http://teacher.scholastic.com/scholasticnews/indepth/upfront/opinion/index.asp?article=o031609) (03/16/2009)  [“Darfur: The Genocide Continues”](http://teacher.scholastic.com/scholasticnews/indepth/upfront/opinion/index.asp?article=o031609)  (01/15/2007)  [“The Genocide in Darfur”](http://teacher.scholastic.com/scholasticnews/indepth/upfront/features/index.asp?article=f0115a) (01/09/2006)  **Jr. Scholastic**  [“Africa: 50 Years of Independence”](http://teacher.scholastic.com/scholasticnews/magazines/junior/pdfs/JUNIOR-092010-COVERSTORY.pdf) (09/20/2011) | | | **Poetry**  “[If](http://www.poemhunter.com/poem/if/)” by Rudyard Kipling (Poem Hunter)  “[First They Came for Socialists](http://www.ushmm.org/wlc/en/article.php?ModuleId=10007392)” by Pastor Martin Niemöller (USHMM)  Holocaust Poems ([Education Department Manitoba, Canada](http://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr6/blms/))   * “[The Butterfly](http://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr6/blms/6-2-4b.pdf)” by Pavel Friedmann | | **Drama**  Devil’s Arithmetic  Daniel’s Story  Miracle at Midnight  Documentaries provided by the Florida Holocaust Museum. Or online survival stories at the USHMM  **Music Choices**  *From the Diary of Anne Frank: Oratorio for Voce and Orchestra* Oskar Morawetz  *A Survivor From Warsaw* by Arnold Schoenberg 1947 (German)  *Babi Yar (1962)* by Dmitri Shostakovich(Russian)  *I Never Saw Another Butterfly* by Charles Davidson |
| **Background Knowledge:** | | | | | | | |
| **Assess Prior Knowledge**  Assess students for background knowledge. Post a list of terms related to the Holocaust. The students think for 1 minute and write for 3 minutes, using the words written on the board. Share their responses in a whole group discussion.  **Literature Circle Procedures (fiction & nonfiction)**  After a book talk on the selected books, the students sign up for their book of choice on varying reading levels. The teacher groups students by interests if possible. Groups are given a folder to track their participation and progress: reading calendar, homework tracker, project goals. Students take turns being the leader of the group.  Students are assigned roles and instructed on how to participate in literature circles. Each day, the group roles rotate. Those who did not do their assignments before class must do it before joining their group. Any work they missed in group will have to be done independently. In order to ensure that all students participate equally in the literary discussions, students are given either a talking stick, which is passed around or 2 poker chips. If student use the poker chips, you can monitor their contribution. Students must contribute two times to the daily conversation. The others listen, and then respond, using their chip(s). | | | | | | | |

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| **Order of Lessons** |
| 1. **Assess Prior Knowledge**: Assessment of prior knowledge & Book Talk on Literature Circle Books—group students 2. **Unit Hook:** Invite a guest speaker, a former student who went to Poland and created a photo journal of her tours of the Holocaust historical sites. 3. **Literature Circle Procedures** (fiction): Literature circle procedures and expectations; schedule reading assignments to meet due dates. 4. **Strategies for Self-Selected Vocabulary**: Using context clues and dictionaries (print & digital) to determine unfamiliar words when reading. 5. **How to annotate texts:** Using sticky notes or graphic organizer. 6. **Reading for Understanding**: What are character traits? Read to identify character traits in the beginning, middle, and end of the novel. What events occurred that changed this character. Annotate relevant, text-based details that support character development 7. **Online Discussion Forum**: Model quality posts and responses. Review criteria: post a minimum of 3 comments (beginning, middle, and end) and 2 responses. 8. **Poetry**: making text-to-text connections between poetry and fiction. Integrate NYS state test review with m/c questions and grammar questions. 9. **Literature Circles Nonfiction**: using nonfiction text features to better understand text. 10. **Extended Response (State Test Review):** Make connections between fiction, nonfiction, and poetry. Respond to the quote by Elie Wiesel, “The opposite of love is not hate, it’s indifference.” Would your character agree or disagree with Mr. Wiesel? Use text details to support your answer. You may use your notes and books. 11. **Summative Project**: Explain the Holocaust Remembrance Wall. Share student samples from previous years. Provide guidelines and rubrics. 12. **Extra Credit/Enrichment Assignments:** Review extra credit or enrichment activities that allow student to explore areas of interest related to the topic. |
| **Reflection** |
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