

Erin Rose Wilder
4400 Final Unit
Literature of the Holocaust: A Study of Human Issues

Prejudice and Persecution are two of the darker themes that exist throughout history. They are ever-present issues that are inherent in human nature, and every civilization has some example of the their existence. Even in current times our nation, and perhaps the world, is experiencing a prejudice against a race merely because of the act of a few. We can make the tie between our current prejudices and those experienced during the 1930's and '40's in Europe against Jews and other minority groups. Studying the Holocaust gives us the historical framework to understand some of the more inherent issues springing from Prejudice and Persecution that prevail throughout time, such as Discrimination, Loss, Faith, Hope, Resistance, and how human beings react to them all. A strong unit on the Holocaust and its literature helps to allow students to create their own understanding about an integral piece of our history; to create their own connections between their lives and the literature, experiences, and people involved; and to impress upon them an open-mindedness to anyone and everyone who is even a little bit different from them.

All too often, the Holocaust is taught as a historical occurrence and then glossed over. "The goal of teaching history is not the transmission of a set of facts, a timeline of events, or a list of names. In teaching about history we teach about life, about people not so different from ourselves, whose story could all too easily be our own."¹ Creating an understanding of the history of our nation and our world is an important part of being a participating citizen in them. One cannot simply hope to fit in unnoticed or be without a solid understanding of our histories and how they affect us. Our students need to understand the more human aspects of such a big piece of our history. One of the reasons we learn about history is so that we are not doomed to repeat it. Students therefore need a thorough understanding of all the aspects of a thing such as the Holocaust, not just pieces of it. "The Study of the Holocaust assists students in developing an understanding of the ramifications of prejudice, racism, and stereotyping in any society. It helps students develop an awareness of the value of pluralism and encourages tolerance of diversity in a pluralistic society."² By studying the history of this event, our students will hopefully come closer to truly understanding it and its ramifications.

Most of the literature we will be engaging with in this unit was written by people who experienced and in some cases survived the Holocaust. Many of the accounts come from young adults and teenagers of similar backgrounds and experiences as our children today. The authors grappled with the same issues as our children do today, before, during, and after their tragic experiences. By using this literature the students will hopefully develop connections between the authors' lives and their own. By realizing that these people were the same as they are, they will perhaps feel more of what they are reading, understand the events better, and identify with the people they are reading about. We will be studying many different genres of work, including novels, short stories, and poems. We will also expand our scope beyond written literary works by utilizing other media such as web resources and motion pictures. All of the works we will be using deal heavily with the issues of Discrimination, Loss, Faith, Hope, and Resistance, and hopefully through the literature the students will be able to create their own definitions for each Theme. Among the novels we will be studying are *The Diary of a Young Girl*, by Anne Frank; *Night*, by Elie Wiesel; *If I Should Die Before I Wake*, by Han Nolan; *Number the Stars*, by Lois Lowry; *On The Other Side of the Gate*, by Yuri Suhl; and *Chernowitz*, by Fran Arrick. Each of these novels has been selected for its portrayals of people persecuted and dealing with the same core issues of Discrimination, Loss, Faith, Hope, and Resistance. *Chernowitz* is the most important out of all the novels because it applies to a current situation. It is the only novel that will be read as an entire class, and it displays all of the issues we will be studying but applied to a main character experiencing them all in a modern-day high school. Working with this novel as an entire class will allow the students to realize that "silence and indifference to the suffering of others, or to the infringement of civil rights in any society, can -however unintentionally- perpetuate the problems."³

In addition to the novels, we will be working with several pieces of poetry, short stories, websites and webquests, and watching a film. Again, the thematic issues will be identified and discussed in each work, helping the student to make the connection between the literature and the experience. While some of the works we will be addressing as a class may give rise to some criticism, it is important to address the issues that they bear. By addressing these issues, however controversial, we are showing them to only have power when we give them power. The same emotions and issues throughout the works that would give rise to controversy are the ones that teach us the real lessons in these novels and poems. We must persevere in times of tragedy and trouble if we hope to fully achieve all that we can. We also must not turn our eyes from things we know are wrong. By doing so we are allowing it to continue.

It is easy to say that this unit should be avoided because it deals so heavily in and exposes children needlessly to violence, suffering, and other horrific atrocities. But our children today are already becoming exposed to these things daily as they permeate everyday media; news, cartoons, etc. It is important that we keep our children from becoming immune to this violence. They need to see the emotional toll and suffering related to these tragedies so that they can see that it is not just to be glossed over. The suffering of the victims and survivors will help our students to recognize the

emotional cost that is all too often 'edited out'.

"The Holocaust was not an accident in history- it occurred because individuals, organizations, and governments made choices that not only legalized discrimination but also allowed prejudice, hatred, and ultimately, mass murder to occur."4 By concentrating on these occurrences and issues in a classroom setting, we give our students a chance to react with one another, to discuss the problems that lead to events such as these, and to determine cause and effect in a manner that allows us to prevent such a thing from ever happening again.

Unit Goals and Rubrics

Unit Goal 1

Students will keep a continuous journal of their thoughts throughout the unit. Each day, time will be provided to write in this journal in an attempt to help the students learn the ability to show continuous, relevant thought on the material. Each day the student will be responsible for reflecting on what was discussed in class, read the previous night, or anything else that they found relevant to the days happenings. This will allow them to reflect on all of the texts we will cover, and to discover connecting themes, similarities, and differences between all the different pieces of literature. Each day the student should also 'look forward' to what is to come in the next day, week, and so on and how what they have learned will affect what they are about to learn, ask questions, etc. Most days the teacher will have prompts available to guide students towards a relevant written response.

Journal Writing Rubric

Possible points: 120 (will vary depending on how many days the free writing journal is actually done)

- A cumulative journal that students will spend time writing in each day for approximately 5 minutes at the end of class.
- Journals will be graded daily, with a possible 5 points each.
- Total journals collected should equal 24

A Journal receiving a grade of 5 points will

- Have at least one relevant, connecting response to the days activities/discussion and the text
- Demonstrate some 'future thought', ask questions, show that they are thinking about what is to come

A Journal receiving a grade of 4 points will

- Have at least on connecting though, the relevance of which is slightly less than would be considered 'A' work
- Demonstrate some future thought, perhaps not as much as an 'A' entry

A Journal receiving a grade of 3 points will

- Show some thought about how the days' discussion is relevant to the text and unit
- Not have any evidence of 'future thought'

A Journal receiving a grade of 2 points will

- Show little thought of the discussion and its pertinence
- Have no evidence of 'future thought'

A Journal receiving a grade of 1 point will

- Show little thought of the discussion
- Have absolutely no thought of the relevance of the day to the unit as a whole

Unit Goal 2

Students will complete a WebQuest project within a small group. The purpose of this project is to expose students to other media types and how they can assist and influence the reading and learning of a text. Students will work in small groups, each group on a different WebQuest. There will be a total of 5 different WebQuests being done at one time, each by a different group. Each site asks for different final products, all of which will be shared with the class and displayed. WebQuests will be assessed on a standard rubric regardless of site methods.

Sites:

Remembering the Holocaust

www.ncsu.edu/meridian/win2002/514/holocaust/index.html

Remembering the Holocaust

www.Richmond.k12.va.us/schools/brown/Holocaust.htm

A Holocaust WebQuest

www.jasper.k12.al.us/teachers/ajackson/WebQuest/holo_wq.html

Never Forget: A Holocaust Project WebQuest

www3.district125.k12.il.us/faculty/sheller/WebQuest.html

After the Attic: A WebQuest on the Holocaust

www9.chatham.k12.nc.us/J-M/holocaust2.html

WebQuest Grading Rubric

Possible points: 100 (20 point grading scale, then each category multiplied by 5)

CATEGORY

4
3
2
1

Organization

Content is well organized using headings or bulleted lists to group related material. Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.

Content is logically organized for the most part.

There was no clear or logical organizational structure, just lots of facts.

Content

Covers topic in-depth with details and examples. Subject knowledge is excellent. Answers questions, follows directions of the individual page

Includes essential knowledge about the topic. Subject knowledge appears to be good.

Answers most of the questions, follows directions of the individual page

Includes essential information about the topic but there are 1-2 factual errors. Doesn't answer all of the questions or follow the directions of the individual page well

Content is minimal OR there are several factual errors. Does not answer all of the questions, and disregards many of the directions on the individual page

Requirements

All requirements are met and exceeded.

All requirements are met.

One requirement was not completely met.

More than one requirement was not completely met.

Workload

The workload is divided and shared equally by all team members.

The workload is divided and shared fairly by all team members, though workloads may vary from person to person.

The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work.

The workload was not divided OR several people in the group are viewed as not doing their fair share of the work.

A= 100-90 (20-18 pts) B= 89-80 (17-16 pts) C= 79-75 (15 pts)

D= 74-70 (14 pts.) F= 69 or below (13 or fewer points)

*All grades according to this rubric are still subject to teacher evaluation and modification

(Rubric based from rubistar.4teachers.org)

Unit Goal 3

Students will create a multi-genre representation of the life of a character in their novel. They will work in their novel groups and include many different types of literature and art. There will be a minimum of twelve pieces included, encompassing at least 7 different genres. A genre list will be passed out with the project explanation (for both see Appendix). Additional entries will be encouraged, but not required. The goal of the project is to have a 'common thread', a story that is told continuously throughout the project utilizing several different ways of writing. Each group will pick a character from their book, (can also be a made up character they place in the story) and tell from start to finish their 'story' through several different forms of expression; poetry, diary, fiction, and art. Important to this project is the understanding that the pieces need to follow a sort of timeline, walking the reader through a story, following the 'common thread'.

Multi-Genre Project Grading Guidelines

Possible points: 125

Part I: 75 points Overall Group Project

(See following Teacher Rubric)

A Group Project receiving an A (75 to 67 pts) will

-Demonstrate intelligent use of multiple literary forms

-Have an inner story, continuous throughout entire project, showing the 'common thread'

-Have a neat, clean presentation

A Group Project receiving a B (66 to 60 pts) will

-Demonstrate good use of multiple literary forms

-Have an inner story, continuous throughout most of the project, strongly shows the 'common thread'

-The presentation/layout of the project follows the guidelines and is easily followed

A Group Project receiving a C (59 to 56 pts) will

-Uses multiple literary forms, meets requirements

-The inner story/ 'common thread' is evident, but not very strong

-The layout of the project is somewhat confusing

A Group Project receiving a D (55 to 52 pts) will
-Meet most of the requirements, missing some of the pieces
-Show little evidence of the 'common thread'
-Layout does not follow any sort of timeline

A Group Project receiving 51 pts. or lower will receive an F

Holocaust Multigenre

Teacher Rubric (to be attached to each project and used to grade)

Name _____

Period _____

[Key] 5=Exceptional 3=Good 1=Poor

_____ Topic is limited to a particular character and the series of related events.

_____ Six or more Genres are encompassed

_____ Ten or more Pieces are included

_____ Form and conventions of each genre are imitated

_____ Each piece of writing includes appropriate tone, specific details, and engaging descriptions

_____ Writing has a variety of interesting sentences and structures. Creativity is shown

_____ Word choices are creative and interesting

_____ Visuals and graphics are blended into the whole project

_____ Critical thinking is demonstrated through the use of dramatic conflict and/or contradictory information

_____ Critical thinking is included through the expanded use of contextual information such as historic, economic, and/or sociological information

_____ Report is coherent and moves from one piece to the next without confusion

_____ Report has a piece that serves as a conclusion

_____ Report has a piece that serves as an introduction

_____ A thematic element connects all pieces of the project into a whole artistic unit

_____ Report contains very few errors in spelling, punctuation, or usage

75 points possible 67+ = A 60+ = B 56+ = C 52+ = D 51- = F

Additional Comments:

Part II: 50 pts. Individual Work

-Each student will be responsible for contributing a 'portfolio' with at least 3 original pieces. All of these pieces will have been worked into the Group Project for a separate grade.

A Portfolio receiving an A (50-45 pts) will

-Show impressive effort on all pieces
-Show understanding of the themes and concepts of the novels discussed in class
-Have evidence of the 'common thread'

A Portfolio receiving a B (44-40 pts) will

-Show good effort made on all pieces
-Shows an understanding through usage of some of the themes discussed in class
-Have evidence of the 'common thread', though not as strong as an 'A' portfolio

A Portfolio receiving a C (39-37 pts) will

-Show true effort on all pieces
-Show a basic understanding of most of the themes and concepts discussed in class
-Have some evidence of the 'common thread'

A Portfolio receiving a D (36-34 pts) will

-All the pieces are turned in, but not all show full effort
-Some of the class themes are exemplified, but not very evidently
-Little evidence of the 'common thread'

Unit Goal 4

The final presentation of the unit. Each student will take a unit final in essay format. The final will be fairly subject to what they want to write about. They will be allowed to use their materials. The guidelines given for the final are that each student has to pick any two things we studied; ex. One poem and the main character from their novel, etc. (any two things from the entire unit) and then write an essay discussing, comparing, and contrasting how one of the unit 'themes' (Loss, Resistance, Faith, Hope, Rewards) apply to each specific thing they've chosen. Each essay should at least include:

- Intro (with a clear, well-developed thesis)
- Paragraph discussing how chosen theme relates to first item
- Paragraph discussing how chosen theme relates to second item
- Paragraph comparing both items as relating to the chosen theme
- Paragraph contrasting both items as relating to the chosen theme
- Conclusion (relating all points back to thesis in new terms)

Students will choose what they feel they best understand so as to maximize their output on this final. The purpose of this chosen method is to be able to relate the different works to one another, find a common string between them, and be able to discuss this in a manner appropriate to an English class.

Unit Final Grading Rubric

Possible points: 100

A Paper receiving an A (100-90 pts) will

- Have a good intro, conclusion, and at least three well-connected ideas/paragraphs
- Have a clear thesis that shows the relationship of the two items and the chosen theme
- Each concept has strong support from the text or memory

A Paper receiving a B (89-80 pts) will

- Have a good intro, conclusion, and at least three well-connected ideas/paragraphs
- Have a strong thesis, perhaps not very clear, but supports the points the author is trying to make
- Each concept will have support, mostly from text, some from memory

A Paper receiving a C (79-75 pts) will

- Have an intro, conclusion, and at least two connected ideas/paragraphs
- Have a thesis that states the main idea but does not tie-in to the rest of the paper
- Show some support from the text

A Paper receiving a D (74-70 pts) will

- Have weak intro, conclusion, and connecting paragraphs
- Have no evidence of transition between ideas
- Show little support from the text

Total points available in unit (not counting occasional classwork): 445

Day 1 - IN COMPUTER LAB

5 min. - Housekeeping (approximately 5 minutes each day will be allotted at the start of class to take care of necessary activities: attendance, make-up, turn ins, etc.)

30 min. - History and Background of the Holocaust

- * Give out History Study Guide (Handout #1 in Appendix)
- * Class will spend 20 minutes online looking for the information on the Study Guide.

They may go to the following sites

- o www.ushmm.org - United States Holocaust Memorial Museum
- o www.holocaust-history.org - The Holocaust History Project
- o <http://www.historyplace.com/worldwar2/holocaust/timeline.html> - The History Place:

Holocaust Timeline

- * Go over study guide and answers found

15 min. - Booktalks and Assigning

- * Pass out copies of Chernowitz. Students will have four weeks to read this outside of class. Class discussion of the novel will begin on the 19th day of the planned curriculum.
- * Spend 3-4 minutes discussing each of the books in the group reading pool (The Diary of a Young Girl, Night, If I Should Die Before I Wake, Number the Stars, On The Other Side of the Gate)
- * Students will pick the books they want to read

Books are assigned, numbered, groups created, etc. There will be approximately 5 people in each group. Groups will be responsible for having finished their novel in two weeks time. This is when we will start discussing the novels in class.

Day 2

5 min. - Housekeeping

30 min. - Introductory Activity

Each student will receive a Holocaust Memorial Biography Card. They will create a dialogue between themselves and their subject. In the dialogue they should show most of the following things:

- * Introduce themselves and state their purpose (interviewing for TV, doing research, etc. students can pick this themselves)
- * Discuss with the subject why either the student or the subject feels that a Holocaust literature unit is one that should or should not be taught
- * Discuss some of the subjects biographical information (on bio card)
- * Discuss one or more of the 5 themes we will be discussing throughout this unit in any form of the students choice (themes: discrimination, loss, faith, hope, resistance)
- * Some sort of conclusion, thank the subject, etc.

Students need to be sure to utilize any information they have learned in other classes and the previous day in the computer lab about this time period and anything going on during it. The point of this dialogue is to show understanding of what has previously been studied and the ability to use it in context.

5 min. - Multigenre Project

- * Hand out Project Overview and Genres List students (Handouts #2, #3 in Appendix)
- * Briefly explain the project, the timeline, etc.

5 min. - Free write reflectively

*Offer bonus points to students who can find and bring in a poem or song lyrics about the Holocaust for the following two classes. These poems can be incorporated to the pre-scheduled lessons.

Day 3

5 min. - Housekeeping

35 min. - Poetry

We will begin looking at some of the poetry created by the children at the Terezin Concentration Camp from the book ...i never saw another butterfly... Today students will be reading:

- * "The Closed Town" Anonymous
- * "It All Depends on How You Look At It" Miroslav Kosek
- * "Terezin" Mif, 1944
- * "Terezin" Hanus Hachenburg: IX, 1944

The poems will be read aloud as a whole class. After each one we will discuss what we noticed, felt, etc. Questions of voice and tone will also be discussed.

10 min. - Free-write reflectively

-Students should choose one of the poems we read today and respond to it in writing. Possible things to write about include their reactions, their ability to relate, whether they took notice of traditional poetic conventions, etc.

Day 4

5 min. - Housekeeping

20 min. - Poetry

We will continue and conclude our study of the poetry of the children at Terezin. Today students will break into groups and each group will choose four poems from the book. They will be responsible for ranking them by a system that they construct. They will have to get up in front of the class and discuss their ranking as well as analysis and summary of each poem.

15 min. - Group Presentations

Groups will take turns presenting the poems they read. They must tell the class why they chose the four they chose, how they ranked them and why, what they noticed in each poem, how they interpreted them, etc.

10 min. - Free-write reflectively

-Students should choose one of the poems we read today and respond to it in writing. Possible things to write about include their reactions, their ability to relate, whether they took notice of traditional poetic conventions, etc. They may also choose to write about reading poetry as a group activity and how it differs from an individual activity.

Day 5

5 min. - Housekeeping

5 min. - Mini lesson "Allegories"

- * What is an allegory? A symbolic fictional narrative that conveys a secondary meaning not explicitly set forth in the literal narrative (<http://home.earthlink.net/~jenniferterry/courses/201material/allegory.html>)
- * Some examples: Star Wars, The Crucible, Animal Farm, etc. *see if students can come up with more

30 min. - Terrible Things

-Read the book Terrible Things: An Allegory of the Holocaust by Eve Bunting. During reading students should try to take some notes on their responses to the book. After the book has been read through discuss their reactions as a whole group.

10 min. - Free write

-Students should reflect on the book. Try to pick two things that stood out to you or you thought extensively about. Write and respond to the book as an experience.

Day 6

5 min. - Housekeeping

30 min. - Group Reading and Discussion

* Give out copies of 'Lights Out' and 'Preparing for the Commission's Visit' from the diary of Helga Weissova out of ...I never saw another butterfly...

* Class will get into groups and read the two short pieces. They may choose to read silently or out loud as a group. The rest of the time will be spent discussing the reading in the small group. Groups should try to concentrate on the five themes of our unit and things like what it was like growing up in the ghetto, how it was different than their own childhood, etc.

10 min. - Class Discussion

* Discuss the small groups reactions to the stories and the overall message students got from them.

5 min. - Free write reflectively

Students should respond to the diary entries that we read today. They should consider the things we discussed in class and respond to the discussion.

*Offer bonus points to students who can bring in a short story about or pertaining to the Holocaust. They may be incorporated into the pre-scheduled lesson tomorrow.

Day 7

5 min. - Housekeeping

25 min. - Reading 'The Night' by S.Y.Agnon

* Give out copies of story. Students will read the story silently at their desks.

* They will spend approximately 15 minutes creating a journal entry from the point of view of the story's narrator.

15 min. - Class Discussion

* We will discuss some of the things the students wrote about. The goal is to show how many different views can be taken about one thing and how each person brings different things to their own interpretation of a piece.

5 min. - Free write reflectively

*Inform class about webquest project beginning tomorrow. If there is time left in class you can break them into groups. Otherwise this will be part of housekeeping tomorrow at the start of class.

Day 8 - IN COMPUTER LAB

5 min. - Housekeeping (sort class into groups if not already done)

10 min. - Brief explanation of WebQuests

* Inquiry oriented activity in which some or all of the information that learners interact with comes from resources on the Internet.

(<http://www.community.k12.mo.us/webquest/powerp/sld006.htm>)

* We will be doing one Webquest per group, each group has a different task. The site explains the information required and the expectations and assessments.

30 min. - Student Work

* Teacher will be available throughout class to answer questions, offer advice, and general help to the students.

No free writing today

Day 9

5 min. - Housekeeping

50 min. - Student Work

* Teacher will be available throughout class to answer questions, offer advice, and general help to the students.

* Groups should have completed at least half of the work, preferably more. They should also have a working rough draft of their final work.

No free writing today

Day 10

5 min. - Housekeeping

30 min. - Student Work

* Groups will finish their work and hand in a final draft today.

10 min. - Presentations

* A representative from each group will tell the class what their group's webquest was about. They will explain their task and give a brief description of the conclusions they made.

5 min. - Free write reflectively

Students should respond to the experience of multimedia learning. They can consider questions such as how doing an internet project helped or facilitated their learning, how doing this project in a group was or was not helpful, etc.

*Next week begins our novel unit. Students should have completed their outside novel reading. Monday we will be addressing discrimination in our novels. Each student should bring in three examples from their novel of Discrimination. We will use these examples to create a class definition of the theme and show how it pervades through the literature of the time.

Day 11 - Novel Week - Discrimination

5 min. - Housekeeping

7 min. - Novel Groups meet

* Group members compare their examples of Discrimination in their novel.

* They will choose the 3 examples that best fit a group-created definition of Discrimination

8 min. - Class discussion of Theme (Definition)

* What is discrimination?

* Class will brainstorm a definition of the theme Discrimination. They will be able to 'shout out' anything they think relevant and we will create a word web on the board to track our definition.

25 min. - Class discussion of Theme in Novels

* Groups will take turns discussing with the class the occurrences in their novels that they feel demonstrate the theme Discrimination.

* They will explain to the class why they picked those parts of their books, give brief descriptions of the events if necessary, and try to engage with other students in a discussion of Discrimination.

5 min. - Free write reflectively

Students should concentrate on the discussion in class and how it helped or did not help them to create their own definition of the theme. They should also reflect on some of the other examples given by other novel groups.

* Each student should bring in three examples from their novel of Loss tomorrow. We will use these examples to create a class definition of the theme and show how it pervades through the literature of the time.

Day 12 - Novel Week - Loss

5 min. - Housekeeping

7 min. - Novel Groups meet

* Group members compare their examples of Loss in their novel.

* They will choose the 3 examples that best fit a group-created definition of Loss.

8 min. - Class discussion of Theme (Definition)

* Class will brainstorm a definition of the theme Loss. They will be able to 'shout out' anything they think relevant and we will create a word web on the board to track our definition.

25 min. - Class discussion of Theme in Novels

* Groups will take turns discussing with the class the occurrences in their novels that they feel demonstrate the theme Loss.

* They will explain to the class why they picked those parts of their books, give brief descriptions of the events if necessary, and try to engage with other students in a discussion of Loss.

5 min. - Free write reflectively

Students should concentrate on the discussion in class and how it helped or did not help them to create their own definition of the theme. They should also reflect on some of the other examples given by other novel groups.

*Each student should bring in three examples from their novel of Resistance. We will use these examples to create a class definition of the theme and show how it pervades through the literature of the time.

Day 13 - Novel Week - Resistance

5 min. - Housekeeping

7 min. - Novel Groups meet

* Group members compare their examples of Resistance in their novel.

* They will choose the 3 examples that best fit a group-created definition of Resistance.

8 min. - Class discussion of Theme (Definition)

* Class will brainstorm a definition of the theme Resistance. They will be able to 'shout out' anything they think relevant and we will create a word web on the board to track our definition.

25 min. - Class discussion of Theme in Novels

* Groups will take turns discussing with the class the occurrences in their novels that they feel demonstrate the theme Resistance.

* They will explain to the class why they picked those parts of their books, give brief descriptions of the events if necessary, and try to engage with other students in a discussion of Resistance.

5 min. - Free write reflectively

Students should concentrate on the discussion in class and how it helped or did not help them to create their own definition of the theme. They should also reflect on some of the other examples given by other novel groups.

*Each student should bring in three examples from their novel of Faith. We will use these examples to create a class definition of the theme and show how it pervades through the literature of the time.

Day 14 - Novel Week - Faith

5 min. - Housekeeping

7 min. - Novel Groups meet

* Group members compare their examples of Faith in their novel.

* They will choose the 3 examples that best fit a group-created definition of Faith.

8 min. - Class discussion of Theme (Definition)

* Class will brainstorm a definition of the theme Faith. They will be able to 'shout out' anything they think relevant and we will create a word web on the board to track our definition.

25 min. - Class discussion of Theme in Novels

* Groups will take turns discussing with the class the occurrences in their novels that they feel demonstrate the theme Faith.

* They will explain to the class why they picked those parts of their books, give brief descriptions of the events if necessary, and try to engage with other students in a discussion of Faith.

5 min. - Free write reflectively

Students should concentrate on the discussion in class and how it helped or did not help them to create their own definition of the theme. They should also reflect on some of the other examples given by other novel groups.

*Each student should bring in three examples from their novel of Hope. We will use these examples to create a class definition of the theme and show how it pervades through the literature of the time.

Day 15 - Novel Week - Hope

5 min. - Housekeeping

7 min. - Novel Groups meet

* Group members compare their examples of Hope in their novel.

* They will choose the 3 examples that best fit a group-created definition of Hope.

8 min. - Class discussion of Theme (Definition)

* Class will brainstorm a definition of the theme Hope. They will be able to 'shout out' anything they think relevant and we will create a word web on the board to track our definition.

15 min. - Class discussion of Theme in Novels

* Groups will take turns discussing with the class the occurrences in their novels that they feel demonstrate the theme Hope.

* They will explain to the class why they picked those parts of their books, give brief descriptions of the events if necessary, and try to engage with other students in a discussion of Hope.

10 min. - Brief Recap of Novel Project

* Go over MultiGenre Project Handouts again (Handouts #2, #3 in Appendix)

* Recap of the concept, show some examples.

5 min. - Free write reflectively

Students should concentrate on the discussion in class and how it helped or did not help them to create their own definition of the theme. They should also reflect on some of the other examples given by other novel groups.

Day 16

5 min. - Housekeeping

7 min. - Movie Intro

* Swing Kids: 1993

* The story of a close-knit group of young kids in Nazi Germany who listen to banned swing music from the US. Soon dancing and fun leads to more difficult choices as the Nazi's begin tightening the grip on Germany. Each member of the group is forced to face some tough choices about right, wrong, and survival.

* Hand out Holocaust Mini Paper sheet and briefly discuss. (Handout #4 in Appendix)

33 min. - Watch Movie

5 min. - Free write reflectively

Respond to the movie. Think about things like how the movie fits into the unit, how the characters may be suffering our themes, etc.

Day 17

5 min. - Housekeeping. Quick Review of what was watched yesterday.

40 min. - Continue watching movie

5 min. - Free write reflectively

Respond to the movie. Think about things like how the movie fits into the unit, how the characters may be suffering our themes, etc. Also consider how your feelings towards characters and themes have changed since yesterday, now that you've seen the rest of the movie.

Day 18

5 min. - Housekeeping. Quick Review of what was watched yesterday.

35 min. - Finish movie

10 min. - Spend rest of class discussing the movie as a group.

* What sort of things did you notice?

* What affected you?

* What could you relate to? Etc.

* What did you like/dislike?

* How do you think this fits into the unit? Why do you think we watched it?

*Remind students to bring their Chernowitz tomorrow. Discussion will begin.

Day 19

5 min. - Housekeeping

30 min. - Student Responses and Discussion

* Students will take turns sharing their responses to the novel as a whole.

* Class will address why they think this novel was included in the unit.

* We will see what sort of discussion comes out of their responses.

10 min. - Class Discussion

* We will determine what we want to discuss tomorrow in class. Students will have the chance to decide what they think is important to study

5 min. - Free write reflectively

Students should consider the ramifications of what Chernowitz teaches, why we read it, some things that they liked or could relate to in the novel, etc.

*Students should come in tomorrow prepared with a 'lesson' or moral that they think Chernowitz teaches and be ready to discuss it.

Day 20

5 min. - Housekeeping

30 min. - Class Discussion

* This discussion should be guided by the students. Different formats are available online at

o http://drscavanaugh.org/discussion/inclass/discussion_formats.htm

o <http://www.ces.ncsu.edu/resources/education/sd1/>

* If the students can't guide the discussion themselves, the teacher may consider

prompts, such as

- o Tolerance
- o Respecting Differences of Opinions
- o Empathy

10 min. - Current Social Connections

* Introduce Monday's Video 'Not In Our Town'

* Talk about some current social issues that mirror the struggles during the Holocaust.

If students don't bring them up, prompt:

- o Civil Rights
- o America's Japanese 'Internment Camps'
- o The struggles of African-Americans, Jews, Native Americans, etc.
- * Try to stress the point that this unit is taught because of the ever-occurring issues that we have learned about through this literature.

5 min. - Free write reflectively

Consider what we have spent the last two classes discussing: Why is it important to study something like this so long after it happened?

Brainstorm other groups and occurrences that have experienced persecution, bias, etc.

Day 21

5 min. - Housekeeping

27 min. - Video 'Not In Our Town'

13 min. - Discussion of Video

* Viewers Guide available at http://www.pbs.org/niot/media/Study_Guide1.pdf

* Concentrate on how the unit is important to the students not just to learn about history, but also because the issues we've addressed still exist. The only way to combat them is to learn about them.

5 min. - Free write reflectively

Students should address the questions: Why do you think we teach this unit? What relevance do you think it has on your lives? How did the unit affect you overall? Etc.

Day 22

5 min. - Housekeeping

45 min. - Work on Novel projects in class

Teacher should be walking around all period and make themselves available for questions and help. They should be checking the students' work to be making sure they're on track to finish on time. They can offer suggestions, check things like voice, flow, and generally guide the students towards creating a good project. Since the guidelines allow and encourage creative expression as well, the teacher should also make available supplies to help the construction of the projects, including but not limited to:

- * Magazines
- * Glue
- * Scissors
- * Paper (White and Construction)
- * Markers

No free writing today

Day 23

5 min. - Housekeeping

45 min. - Work on Novel projects in class

Teacher should be walking around all period and make themselves available for questions and help. They should be checking the students' work to be making sure they're on track to finish on time. They can offer suggestions, check things like voice, flow, and generally guide the students towards creating a good project. Since the guidelines allow and encourage creative expression as well, the teacher should also make available supplies to help the construction of the projects, including but not limited to:

- * Magazines
- * Glue
- * Scissors
- * Paper (White and Construction)
- * Markers

No free writing today

Day 24

5 min. - Housekeeping

35 min. - Project Presentations

Students will get up in front of the class and present what they did. They should choose

one piece of work that they created and share it, explaining it to the class. If necessary, they can give a little background on their novel to help the rest of the class understand.

10 min. - Test Review

* Reveal format (Handout #5 in Appendix)

* Allow students to ask questions: at this point their success is up to them!

No free writing today

Day 25

2 min. - Housekeeping

8 min. - Unit Final (Handout #5 in Appendix)

APPENDIX - HANDOUTS

Handout #1

Internet Study Guide

-you will be given one class period to fill this sheet in. We will discuss it in class.

Part I: Vocabulary

-identify the following words and concepts pertaining to the Holocaust

Holocaust

Final Solution

Euthanasia

ghetto

concentration camps

Einsatzgruppen

extermination camps

Gestapo

Part II: Dates

-create a timeline of at least 10 of the events of the Holocaust

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Handout #2

Holocaust Multigenre

Student Overview

About the Project: A Multigenre Project is one that addresses a single theme in many different ways. Similar to a Literary Magazine or Collection, many different genres are used to explore a common theme. Your task is to choose one character from the novel your group read. Using multiple genres, you will explore the changes they go through emotionally and physically from start to finish of the play. We will go over an example to help better understand the project.

You Will: create at least 12 pieces, encompassing at least 7 genres. Each student is responsible for at least three pieces of the cumulative work, which will be turned in as an individual portfolio as well. The pieces should thread together, showing similar emotion and following the storyline of the novel. All the pieces will be published in a book or scrapbook format. Create a title for you collection, add illustrations and artwork is you so desire. *Remember: that your 12 pieces do not all have to be written! You can express yourself artistically, musically, etc. We will have several days in class to work on these projects, as well as some additional workshops in class to help you understand the project better. On these in class days I will be coming around to

check on your progress and see some of your works.

Why a Multigenre Project? Because you can! These types of projects boast your abilities to be creative and show understanding in ways other than essays. They allow you to highlight your own personal interests and spend more time on things you are expert in or interest you.

How will you be graded? The final product grade will be based on a rubric that you will receive later. We will also discuss assessments throughout the unit and determine guidelines and rubrics for the individual pieces and genres as a class.

Projects will be presented in class during the last week of our unit

Materials to Be Provided:

Handouts

- * Project Overview
- * Genres List
- * Project Rubric

Handout # 3

Holocaust Multigenre

Multiple Genres

This is a list of possible genres to use in your project. Remember that each thing you use must connect to the others in certain ways.

Journal Entries

Personal Letter, Correspondence, or Greeting Card

Business Letter

Persuasive or Advocacy Letter

Narrative Essay

Short Scene from a Play with Notes for Stage

Directions

Short Scene from a Movie with Notes for

Camera Shots

Dialogue of a Conversation among Two or More People

Inner Monologue Representing Internal Conflict

Short Story

Adventure Magazine Story

Ghost Story

Myth, Tall Tale, or Fairy Tale

Picture Book

Biographical Summary

Newspaper or Magazine Feature Story

Newspaper or Magazine Human Interest Story

Home or Hobby Magazine Story

Future News Story

Letter to the Editor

Classified or Personal Advertisement

Obituary and Eulogy or Tribute

Critique of a Published Source

Speech, Diatribe, or Debate

Personal Essay or Philosophical Questions

Historical Times Context Essay

Chart or Diagram with Explanation and Analysis

Time Line, Chain of Events, or Map with

Explanation and Analysis

Top Ten List

Textbook Article

News Program Story or Announcement

Talk Show Interview or Panel

Magazine or Television Advertisement or

Infomercial

Glossary or Dictionary

Recipe and Description of Traditional Holiday

Events

Restaurant Description and Menu

How To or Directions Booklet

Travel Brochure Description

Science Article or Report

Business Article or Technical Report

Company or Organization Publication

Receipts, Applications, Deeds, Budgets, or Other

Documents

Wedding or Graduation Invitation
Local News Report
Birth Certificate
Year Book or School Newsletter or Paper
Classroom Discussion
Award Nomination
Contest Entry Application
Doctor, Teacher, Lawyer, Employer, Police,
or Counselor Records and Notes
Character Analysis or Case Study
Review and Poster for a Movie, Book, or TV
Program
Board Game or Trivial Pursuit with Answers and
Rules
Comedy Routine or Parody
Comic Strip or Book
Tabloid Article
Puzzle, Witticisms, or Aphorisms
Poetry
Favorite Inspirational Quotation with a Journal
Entry
Lyrics for a Song or Ballad Video
Power Point Presentation
Web Site
Advice Columns
Bedtime Story
Billboard
Book Review
Bumper Sticker
Collage
Diary
Horoscope
Interview
Jingle
Soap Opera
Spoonerism
Telegram
Vignette
Valentine
Dedication
Soliloquy
Crossword
Handout #4
Holocaust Mini Paper

While watching the movie, listen for these quotes:

Arvid: I would rather belong to any one...ANYONE, than belong to the Nazis like you do.

Thomas Berger: That's because you have everything backwards. Nazis go anywhere they want, do anything they want, everyone gets out of our way.

Arvid: Quiz time. Got your glasses on.

ThomasBerger: What?

Arvid: It means you don't know who your friends are.

SS Offical: How I envy the young. For them everything is so clear. Things seem to be either one way or another. It is only with a little age that you begin to see life as a series of compromises. But even in compromising one must draw a line.

Wednesday you will turn in a one-page paper on your response to one of these quotes. Think about: What does it mean? How does it fit into the story? Where does it take place in the movie and why is that important?

Handout #5
Holocaust Final

Choose any two things from the unit (ex. A character, a poem, a story, etc.) Create an essay discussing, comparing, and contrasting how one of the unit 'themes' (Loss, Resistance, Faith, Hope, Rewards) apply to each of the two things you've chosen. Each essay should include:

- * Intro (with a clear, well-developed thesis)
- * Paragraph discussing how the chosen theme relates to the first item
- * Paragraph discussing how the chosen theme relates to the second item
- * Paragraph comparing both items as relating to chosen theme

- * Paragraph contrasting both items as relating to chosen theme
- * Conclusion (relating all points back to thesis in new terms)

You may use your materials for the final! You should support as many of the points you make with information from the texts as you can. Remember that there are only 50 minutes to the period. I would much rather have thoughtful responses and true understanding more than wordy, not-so-understandable writing.

1The Spirit That Moves Us, Rachel Quenk

2Teaching About the Holocaust: A Resource Book for Educators, United States Holocaust Memorial Museum

3Teaching About the Holocaust: A Resource Book for Educators, United States Holocaust Memorial Museum

4Teaching About the Holocaust: A Resource Book for Educators, United States Holocaust Memorial Museum