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EDUC 724
Unit Plan
July 31, 2010

OBJECTIVES: The student will be able to...

- create
- analyze
- reflect
- summarize
- recall

STANDARDS:

E2-

- ___1.2 analyze impact of POV
- ___1.3 analyze devices of figurative language
- ___1.4 analyze relationship among character, plot, theme
- ___1.5 analyze effect of author's craft
- ___1.6 create responses to texts
- ___1.7 compare/contrast literary texts
- ___1.8 independent reading for pleasure
- ___2.2 compare/contrast information to draw conclusions
- ___2.3 analyze informational texts – bias, word choice, exclusion/inclusion
- ___2.4 create responses to texts – draw, writing, oral, media.
- ___2.8 independent reading - information
- ___4.1 prewriting tech – lists, discussion etc.
- ___4.2 use complete sentences
- ___4.3 create multiple-parag compositions
- ___4.4 use conventions of Stand American Eng
- ___4.5 use revision strategies to improve clarity, tone, voice, content and the development of ideas
- ___4.6 edit written pieces for correct use of Standard American Eng

- ___5.1 create informational pieces for specific audience
- ___5.2 create narratives – descriptive language
- ___5.3 create descriptions – narratives, expository.
- ___6.1 clarify and refine research topic
- ___6.2 use a variety of research sources
- ___6.3 use standardized system of documentation
- ___6.4 use vocab appropriate to audience/purpose
- ___6.5 create works for specific audience/purpose
- ___6.6 select appropriate aids for visual presentations
- ___6.7 use a variety of materials
- ___6.8 design and carry our research projects

Class: English II (10th grade)

Projected Time Frame: Eighteen Class Periods

Overview of the Unit: Students will be pre-assessed of their knowledge on World War II. The teacher will explain genocide, and students will construct a research paper based on a specified genocide using the information they find on their own in the computer lab and library. Then the teacher will explain the Holocaust Genocide. There will be supplementary resources such as audio conversations, video documentary, and a collection of poetry.

UNIT PLAN: Before, During, and After the Holocaust

Pre-Assessment: This will be given after the final test from the previous unit plan. The teacher will ask students to write down as many facts that they know about World War II. Students will not be allowed to use any resources. This will not be graded but will give the teacher understanding as to the extent of the background information students have on the subject matter.

Day One, Day Two, and Day Three:

- Journal: Students will read a poem from the “How to Spot One of Us”. They will analyze and describe the poem.

- What is genocide? **The deliberate and systematic extermination of a national, racial, political, or cultural group. (discussion led by teacher)**
- Students will be given a sheet of blank paper. They will draw a depiction of what they think genocide looks like. This can be depictions such as symbols or scenes of what represents genocide. Answers and interpretations will vary. Students will share with the class.
- The teacher will pass out a list of the various genocides that have taken place around the world (will exclude the Holocaust because the teacher will give this information). Students will select one from the list to discuss in a two-page research paper.
- Students will go to the library and computer lab to begin the research.

Day Four and Day Five:

- Journal: Students will read a poem from the “How to Spot One of Us”. They will analyze and describe the poem.
- Students will present the information they found in a five minute explanation. Students will also have a visual representation. This can vary from poems, songs, playlists, shadow box, or poster.

Day Six:

- Journal: Students will read a poem from the “How to Spot One of Us”. They will analyze and describe the poem.
- The teacher will give a timeline of the events of the Holocaust Genocide. (created in www.prezi.com)
- Video of 3 Survivors
- Journal 2: Students will reflect on what they have seen and heard today.
- Students will study timeline for quiz tomorrow.

Day Seven:

- Journal: Students will read a poem from the “How to Spot One of Us”. They will analyze and describe the poem.
- Quiz on Timeline

- Video : Elie Wiesel and Oprah Winfrey
- Teacher will read from *I Promised I Would Tell*. Students will respond in Journal 2.

Day Eight:

- As students enter the classroom, they will sit in their assigned seats. On each desk will be an upside-down card. Students are not allowed to flip the card over until told to do so. Once the bell has rung, students will be told to flip their cards. There are two different kinds of cards: one with a swastika and one with a Jewish Star of David. The students will divide themselves on opposite sides of the classroom based on their cards. Students with the swastika will receive cookies and drinks. Those with the Jewish Star of David will clean up the trash on the floor, wipe all of the desks, and various other cleaning tasks. Any complaining of those cleaning will receive a detention (or at least told so).
- Journal: Students will reflect on how they felt once given the task of either eating or cleaning.
- The teacher will explain how this is a reflection of how the Jews were treated. Their rights were taken away, they were treated differently, they didn't receive food, and they couldn't do anything about it because they would be punished even more.
- Read: *Night* by Wiesel (Chapter One)
- Explanation of Jewish Synagogues and Pictures
- Homework: Students will answer the questions provided on Chapter One.

Day Nine

- Journal: Students will read a poem from the "How to Spot One of Us". They will analyze and describe the poem.
- Read: *Night* by Wiesel (Chapter two)
- Students will answer the Chapter Two Questions.
- Listen to Track 1 from "First Person Conversations with Holocaust Survivors".
- Students will write a reflective journal about the audio.

- Homework: read Chapter Three

Day Ten

- Journal: Students will read a poem from the “How to Spot One of Us”. They will analyze and describe the poem.
- Students will take a quiz on their readings from Chapter Three.
- Listen to Track 10 from “First Person Conversations with Holocaust Survivors”.
- Read: *Night* by Wiesel (Chapter Four)
- Students will reflect and summarize what they read in Chapter Four.
- Homework: answer Chapter Four Questions

Day Eleven

- Journal: Students will read a poem from the “How to Spot One of Us”. They will analyze and describe the poem.
- Students will compose a 300-word creative writing essay. The essay must be based on the following words: death camp, starvation, and soldier.
- When finished, students will read Chapter Five and answer the questions.

Day Twelve

- Journal: Students will read a poem from the “How to Spot One of Us”. They will analyze and describe the poem.
- Listen to Track 19 from “First Person Conversations with Holocaust Survivors”.
- Students will read Chapter Six and answer the questions provided.
- Students will be given a blank sheet of paper. On this paper, they are to draw (artistic ability not graded) a picture of the most memorable scene from *Night* that they have read so far. They will also write a brief description of the scene they draw.
- Homework: read Chapter Seven

Day Thirteen

- Journal: Students will read a poem from the “How to Spot One of Us”. They will analyze and describe the poem.

- The teacher will show pictures of Auschwitz and give a detailed description.
- Students will read Chapters 8-9 and answer the questions provided.
- Listen to Track 4, 16, and 27 from “First Person Conversations with Holocaust Survivors”.
- Students will reflect on the audio in their journals.

Day Fourteen

- Journal: Students will read a poem from the “How to Spot One of Us”. They will analyze and describe the poem.
- Students will use this class time to finish up any reading they may have missed. They will also study for the test which will be the next day.
- As an interactive activity, one-by-one students will go around the classroom and tell the story of Wiesel as it is in the book. They are allowed to use their notes for accuracy. This is a way to remind students of what they read and the order it took place.

Day Fifteen

- Students will take the test.
- As a post-test assessment, students will write down 5 new facts about the Holocaust or WWII that they did not previously know. They are not allowed to use their notes during this time.
- Holocaust Survival Guide: students will create a survival guide for those who are in the death camps as if they are still there trying to survive. (attached)

Day Sixteen

- Students will each be given a name from one of the people from the Nuremberg Trials. Students will research the person they have been assigned using the computers in the Computer Lab. They will review what accounts they could be charged with and their roles during the Holocaust.
- Students will break into groups based on their assigned person. Students will decide if their person is guilty and on which accounts.
- They will discuss their findings with one another. Then the teacher will give each group a handout that describes the actual charges each person received during the Nuremberg Trials.

- Students will write a responsive journal on their reactions.

Day Seventeen and Eighteen

- Students will watch the film “Nuremberg”. The teacher will pause periodically to discuss scenes with students. At the end of the viewing, students will write a 200-word newspaper article discussing the outcome of the Nuremberg Trials. They are allowed to discuss the outcome for each person or they can focus on one person on trial.

Annotated Bibliography

Drew, Margaret A. *Facing History and Ourselves: Holocaust and Human Behavior : Annotated Bibliography*. New York: Walker, 1988. Print.

This is a resource book with various information on the Holocaust and the Human Behavior leading up to the actions of those responsible. It includes an extensive timeline of the events that occurred during this time. Also, it contains sections that induce critical and analytical thinking about the subject matter presented.

First Person Conversations with Holocaust Survivors. CD.

This CD is a compilation of Holocaust Survivors discussing events and reflections of what they experienced. There are forty-one different perspectives from survivors that saw, felt, heard, and lived the life of a victim and survivor of the Holocaust.

"For Every Person There Is a Name." Interview. Television.

This is a thirty-minute DVD that documents the experiences of three Holocaust survivors. The survivors include Joe Engel, Dientje Kalisky, and Pincus Kolender.

Genocide.org: Genocide, Holocaust and Democide Studies. Web. 22 July 2010.

<<http://www.genocide.org/>>.

This site gives detail to the extensive list of genocides that have and are taking place around the world. The reader can click on any genocide and full detail of

that occurrence is explained. The site also expands on hate groups, hate crimes, and other related acts.

"Holocaust Timeline." *The History Place*. Web. 22 July 2010.

<<http://www.historyplace.com/worldwar2/holocaust/timeline.html>>.

This website gives a detailed timeline of the events leading up to and those occurring during the Holocaust. It gives a year-by-year examination. It's good for referencing historical events when beginning a Holocaust Unit to give students a significant background tutorial.

Kirchheimer, Janet R. *How to Spot One of Us: Poems*. New York: CLAL, National Jewish Center for Learning and Leadership, 2007. Print.

This is a collection of poetry by Janet Kirchheimer. It reflects her experiences before, during, and after the Holocaust. It also includes pictures of the victimized families.

"Night Study Guide | Facing History and Ourselves." *Linking History to Moral Choices Today | Facing History and Ourselves*. Web. 22 July 2010.

<http://www.facinghistory.org/resources/publications/night?_kk=night lesson plans&_kt=4ad1e0e6-b582-4116-a592-966bc1612f23&gclid=C1zPiafl_6ICFYpV2godNGOsYQ>.

This site gives several resources teachers can use when teaching *Night* by Elie Weisel. The resources are categorized by theme, scope and sequence, and time and place. Some of the resources provided include but are not limited to books and videos.

Nuremberg. Television.

This is a made for television movie. It is a reproduction of the Nuremberg Trials.

This 2000 film stars Alec Baldwin, Brian Cox, and Christopher Plummer.

"The Nuremberg Trials." *UMKC School of Law*. Web. 22 July 2010.

<<http://www.law.umkc.edu/faculty/projects/ftrials/nuremberg/NurembergIndictments.html>>.

This webpage defines those involved in the Nuremberg Trials and the outcome of each person. It also includes the different articles of the court. In addition, the potential charges of those on trial are also described.

United States Holocaust Memorial Museum. Web. 22 July 2010.

<<http://www.ushmm.org/>>.

This site provides articles and pictures that can be used during the teaching of the Holocaust. It also includes supporting ideas of the importance of teaching the subject matter in the classroom. Also, it supplies lesson plans to those desiring to teach it.

Wiesel, Elie. *Night*. New York: Bantam, 1982. Print.

Night is a novel, or memoir, of the life of Elie Wiesel during the Holocaust. He recounts experiences of the segregation of the Jews, the deportation, the death camps, and the liberation. This is a first-person point of view that captures the attention of many student readers.

List of Genocides:

- Ukraine
- Armenian genocide
- Sikh
- Yamomani
- Guatemalan "genocide"
- Kashmir
- Iraq
- Norfolk islanders
- Azeri genocide
- Irish famine/genocide
- Tamil genocide
- Khojali genocide
- Bosnia genocide
- Native American
- Kurdish
- Mongol
- Armenian
- Transylvanian
- Soviet
- Christian genocide
- Spiritual genocide
- Assyria
- Nanking massacre
- Cambodia
- Rwanda
- Darfur Crisis

English 2-CP

Night: Survival Guide Activity

Did You Know?

Psychologists who study Holocaust survivors have recognized a pattern of reaction to the concentration camp experience. At first, prisoners were stunned and paralyzed by the horror. Many did not survive this early shock; in fact, the highest death toll was among new prisoners. Even if they weren't selected for death, they fell ill, were grief-stricken by the loss of family members, became exhausted, or simply gave up hope in the face of evil. Those who survived these early experiences recovered some sense of balance. Many have reported that they separated themselves from their surroundings and even their bodies. They focused on surviving one day at a time. With each new onslaught of horror or loss, prisoners repeated this process. Some people became what prisoners called *muselmänner* or "walking dead." If a prisoner fell into this state for too long, death was probably imminent.

Directions: Using this information, create a "Survival Guide" for those at the Holocaust. Encourage them on how to stay alive. Your "Survival Guide" must have at least 10 ways to keep alive. I will give you one that you can use if you choose and you will create the rest. Complete this assignment on the back of this sheet or on a separate sheet of paper.

Example:

1) Stay Positive. Don't let the negative bring your spirit down.

English 2-CP

Night Test

Matching: Match the correct literary term with the definition.

1. _____: where an action done by a character is the opposite of what was meant to be expected.
2. _____: In *Night*, the examples of this are death, darkness of the soul, and loss of faith.
3. _____: an expression or statement where the meaning of the words used is the opposite of their sense.
4. _____: When the writer drops hints or clues in the plot that give the reader an idea of what is going to happen later in the story.
5. _____: the audience of a play knows something that the main character does not.
6. _____: In *Night*, an example of this is the way the soul was submerged in suffering and hopelessness.
7. _____: a representation of an abstract or spiritual meaning through concrete or material forms
8. _____: an indirect or implied reference to another work of literature, historical event, famous quotation, etc.

- | | | |
|----------------------|---------------|-------------|
| a. verbal irony | e. foreshadow | i. allegory |
| b. situational irony | f. symbolism | |
| c. dramatic irony | g. metaphor | |
| d. allusion | h. imagery | |

Fill in the Blank: Fill in the blank with the correct person's name.

9. _____: the first person that Ellie knew to be expelled.
10. _____: the doctor known for doing cruel experiments on patients.
11. _____: the person Ellie caught having sex with a Polish girl.

12. _____: the boy that Ellie befriended who played the violin.
13. _____: his last word was Ellie's name.
14. _____: the leader of the German army who started all of the concentration camps.
15. _____: the man who saved Ellie's life.

Short Answer: Answer the following questions in at least 3 complete sentences.

- 16) Who is Moshe the Beadle? What is his unique connection to Ellie? Why does he leave Sighet and what does he tell the people when he returns?
- 17) In Spring of 1944, on the seventh day of Passover, Wiesel writes. "The race toward death had begun." What three "restrictions" are imposed on the Jews (the first restrictions put on the Jews before being transported to Auschwitz)? Describe the restrictions and what this meant for the Jews.
- 18) Describe Madame Schachter and her actions.
- 19) Why is Wiesel summoned to the dentist? Describe what happened with his father and the outcome.
- 20) What does Elie witness Idek doing? What was the outcome?
- 21) Who is Juliek? What instrument does he play? What touching, memorable thing does Juliek do in the barracks the night before he dies?
- 22) In Chapter Seven, many of them are traveling by train. Describe what happens at each stop during the ten days of traveling by train. What happens when a workman throws bread into the wagon? What nightmarish thing happens on the last day on the train?
- 23) How does Wiesel's father die? Describe what takes place right before he dies.
- 24) What is Wiesel's life like from January 29th to April 11th? What happens on April 10th? What does Wiesel say about revenge?

