

Drama/Anne Frank/Holocaust Unit Plan

Name: Mandy Roberts
July 2010

8th Grade Language Arts
(This two/three week plan is designed for 85 minutes blocks)

Stage 1 - Desired Results

Established Goals (Standards covered in the Unit)

(G)

Unit Topic: This unit will focus on exploring drama as a genre through reading, study and discussion of *The Diary of Anne Frank* (Goodrich and Hackett), found in the Prentice Hall Grade Eight Literature book, SC edition (pages 776-835, 882-887, 906-911). Students will be reviewing key events that led to the Second World War and the Holocaust, as well as exploring genocide and human rights (through discussion of the Universal Declaration of Human Rights). The overarching goal for this unit (in terms of transfer) is to have students explore what roles acceptance and responsibility have in their lives and the lives of nations. They will also learn the language of and unique characteristics of reading drama as a literary form, author's style in character development, theme and mood and understand cause and effect in plot development and decision-making.

Unit Standards:

8-1 The student will read and comprehend a variety of literary texts in print and non-print formats.

8-1.1 - Compare/contrast ideas within and across literary texts to make inferences.

8-1.2 - Explain the effect of point of view on a given text.

8-1.4 - Analyze a given literary text to determine its theme.

8-1.6 - Create responses to literary texts through a variety of methods.

8-1.7 - Compare/contrast literary texts from various genres.

8-2 The student will read and comprehend a variety of informational texts in print and non-print formats.

8-2.1 - Compare/contrast central ideas within and across informational texts.

8-2.2 - Compare/contrast information within and across texts to draw conclusions and make inferences.

8-2.4 - Create responses to informational texts through a variety of methods.

8-2.5 - Analyze the impact that text elements have on the meaning of a given informational text.

8-2.6 - Analyze information from graphic features in informational texts.

8-2.7 - Identify the use of propaganda techniques in informational texts.

8-2.8 - Read independently for extended periods of time to gain information.

8-3 The student will use word analysis and vocabulary strategies to read fluently.

8-3.1 - Use context clues to generate the meanings of unfamiliar and multiple-meaning words.

8-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice and correct use of the conventions of written Standard American English.

8-5 The student will write for a variety of purposes and audiences.
 8-5.2 -Create narratives that communicate the significance of particular personal relationships.
 8-5.4 -Create persuasive pieces that support a clearly stated position with concrete evidence.

8-6 The student will access and use information from a variety of sources.
 8-6.2 -Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
 8-6.3 -Use a standardized system of documentation to properly credit the work of others.

Understandings: (U)

Big Idea for the Unit: **Rights, Responsibility and Acceptance**

Overarching Essential Question: *Am I my brother's keeper?*

Enduring Understandings:
Students will know understand that...
- we have responsibilities as human beings to protect the rights of others;
-our attitudes and actions do affect others.

Essential Questions: (Q)

Overarching Essential Question: *Am I my brother's keeper?*

Topical Essential Questions:

- What is drama and what makes it unique from other literary forms?
- What rights do all humans have?
- What events and attitudes led up to and caused WWII and the Holocaust?
- What is responsibility?
- What does responsible behavior look like?
- What does it take to act courageously in time of extreme adversity? Is this a characteristic of a hero or a morally responsible citizen?
- What is a “Universe of Obligation?”
- How do attitudes and beliefs influence our thinking? How does our thinking affect our actions?
- What is an “in group?”
- How is our identity formed?
- How can we keep our individuality and still be a part of a group?
- What makes a family?
- Are there universal issues teens face?
- What is the purpose of a (criminal) trial? Is it to punish evil doing and/or to set a precedent for the future? TO
- Are individuals responsible for their crimes if they have obeyed the laws of

	<p>their nation? Or are there higher laws? Are we limited by the group to which we belong or can we expand our horizons?</p>

Understanding by Design Professional Development Workbook by Jay McTighe and Grant Wiggins (Alexandria, VA: Association for Supervision and Curriculum Design, 2004)

Template for Six Facets

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Stage 1 What they must understand.	Stage 2 Six Facets How you will know that they understand.	
<p>If the Desired Outcome is for students to.... (Topical questions)</p>	<p>Then you need evidence that your students can....</p>	<p>Your assessments need to include things like...</p>
<p>What events and attitudes led up to and caused WWII and the Holocaust?</p> <p>Who are we as humans? As a society?</p> <p>What is the purpose of a trial? Is it to punish evil doing or set a precedent for the future?</p> <p>Are individuals responsible for their crimes if they have obeyed the laws of their nation? (or are there higher laws?)</p> <p>How is our identity formed? What effect do our life experiences have on our identity?</p>	<p><i>Explanation</i> Explain...</p>	<p>Students will participate in pair-share, collaborative groups and independent readings on WWII and Holocaust, conducting research and explaining (identifying and describing events, people and places) information in both small and large group discussions and including this researched information in a cumulative authentic assessment (journal project).</p>
	<p><i>Interpretation</i> Interpret...</p>	<p>Students will walk around the room, silently observing (7) images by artist BAK. They will observe each painting image, noticing details, artistic elements and interpreting a message from each print to share in a large group discussion.</p> <p>Students will also interpret the Universal Declaration of Human Rights (and how they can promote them in their own lives) through a medium of their choice (supporting Gardner's Multiple Intelligences). This assignment will be included in the final cumulative portfolio.</p>

<p>What are synonyms for the set vocabulary for this unit?</p> <p>What analogies and understandings can I gather and create from the set vocabulary from this unit?</p>	<p><i>Application</i></p> <p>Apply by...</p>	<p>1) Students will take a given list of technical vocabulary, define the words and then describe how they relate to the core text, the period of history (context) and the specific family as center of play – The Otto Frank family.</p>
<p>What makes a drama different from other literary forms?</p> <p>How does language and propaganda influence our thinking and actions?</p>	<p><i>Perspective</i></p> <p>See from the points of view of ...</p>	<p>Students will share point of view/perspective on propaganda used during WWII, along with modern-day commercials and print advertisements.</p> <p>Students will also communicate perspective in their cumulative authentic assessment where they write one of their journal entries relating to the Holocaust from the perspective of a victim, perpetrator or bystander/spectator.</p>
<p>Who are we as humans? As a society?</p> <p>What makes a family?</p> <p>How can we keep our individuality and still be a part of a group?</p> <p>How does our attitudes and beliefs influence our thinking? How does our thinking affect our actions?</p>	<p><i>Empathy</i></p> <p>Empathize with...</p>	<p>Students will have the opportunity to empathize with those affected by the Holocaust by viewing and discussing excerpts from <i>The Boy in the Striped Pajamas</i> and recorded conversations with Holocaust survivors. They will also show empathy in one of their journal reflections that is part of the final cumulative assessment.</p>
<p>Am I my brother's keeper?</p> <p>What is a "universe of obligation?"</p>	<p><i>Self-Knowledge</i></p> <p>Overcome naïve or biased ideas about...</p>	<p>Students will gain self-knowledge of WWII, the Holocaust, genocide and other literary forms as they learn and understand some of the key aspects and effects of these events and literature through class discussions, journal prompts and reflections, and pre, formative and post assessments.</p>

<p>What events and attitudes led up to and caused WWII and the Holocaust? What is genocide?</p>	<p><i>Reflection</i> Reflect on...</p>	<p>Students will have opportunity daily for personal reflection on events portrayed in the play, Diary of Anne Frank, film excerpts shown that relate to Holocaust, WWII, and genocide. The reflections will intentionally offer opportunities to process information and reactions and challenge students to answer important life questions related to identity, responsibility and human rights.</p>
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Template Three

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Performance Tasks:

The students will do the following throughout this unit of study:

1. **Complete pre-assessment (and post-assessment) KWL** on Anne Frank/WWII and Holocaust. Students will turn this in initially and then will be given it back to add onto later in the unit. They will also answer the following six questions (from Teacher Created Resources, Inc.):
 - I want my memory to live on after my death.
 - Until mankind undergoes a great change, there will be wars.
 - What is done cannot be undone, but one can prevent it from happening again.
 - The final forming of one's character lies within one's hands.
 - It is good to always follow one's conscience.
 - In spite of everything, people are really good at heart.
2. **Define** a list of literary/technical/WWII terms (beginning of the unit), along with vocabulary from drama. Students will use vocabulary in writings, both formal and informal to **demonstrate knowledge and correct usage of words.**
3. **Test** themselves on vocabulary from unit and their comprehension of the material read and discussed on a summary assessment tests.
4. **Reflect in journal several times throughout week (up to daily)** on key learnings and what they think about daily lesson topics. These reflections will focus specifically on people, places and events that showed acceptance and responsibility (or lack of) as well as causes and effects of decisions made during World War II, the Holocaust, genocides, Universal Declaration of Human Rights, and in literary texts read during this unit. They will evaluate their feelings, difficulties and actions that can be taken in their lives, in their nation and in the future to prevent the horrible destruction that occurred during the Holocaust. **The journal reflections will be graded and recorded** as one major grade (they earn

OE

Other Evidence:

Additional assessment information will be conducted from observation, listening, "thumbs up/thumbs down," exit slips/surveys/personal reflections, question and answer (using Blooms Taxonomy higher-level questions).

Template Four – Page One

Stage 3- Learning Plan Template

Must include WHERETO elements.

W	<ol style="list-style-type: none">1. By the end of this unit, students will be able to build greater awareness and understanding regarding human rights and responsibilities, along with the value and importance of acceptance. They will also understand how attitudes and actions affect outcomes that often far exceed individual impact.2. Students will build on prior personal experience and information learned in previous units regarding literary terms and devices, vocabulary, history on WWII, the Holocaust and genocide.3. I will explain to students (through the posting of the Big Idea, Overarching Essential Question and Topical Questions and debrief of daily discussions) that we are studying rights, responsibilities and acceptance because these principles and topics are everywhere and do have a major impact in shaping who we are and what we do. Through the anchor text Diary of Anne Frank and the current events found in informational texts, students will see that we are all impacted/affected by ours and others' attitudes and actions.4. In addition to completing an end of story test (on vocabulary for all classes and the literary elements, themes, plot structure, etc. for Honors students), students will create their own memoir/journal including and applying information synthesized and evaluated from independent and group readings and discussions, film viewings and audio tracks listened to throughout the unit. The journal components include memoir writing, creative writing, historical narrative and descriptive writing, and their own original interpretation and promotion of remembering the Holocaust and supporting the UDHR. This will be the cumulative authentic assessment. <p>The traditional test(s) will be scored and graded on a point system. The cumulative authentic assessment will be scored with a rubric.</p>
H	<p>Hooks are important to engage students early into the lesson. The following hooks will be used in this unit:</p> <ul style="list-style-type: none">• Using BAK prints (curriculum integration with art) to expose students to artwork by a Holocaust survivor. This will help get students to relate on a more personal, emotional and expressive level to “tell the story” of the Holocaust.• Using candy (4-6 different types that they will blindly select from) as a group sorter. Before acting on the group task, I will discuss how they moved into groups (not having any idea or say really in the group they were a part of, other than through the initial blind selecting of the candy). This will help establish (momentarily) how it feels to be grouped without a lot of input.• Using the KWL pre-assessment and anticipation questions at the very beginning of the unit to get students thinking and interested in the content material.• Room changes with Annex dimensions marked out on floor, seating for drama reading to replicate the space used by Franks in their hiding.• Showing excerpts of The Boy in the Striped Pajamas to illustrate the various types of propaganda used during WWII by the Nazis and the effects of the propaganda on the nation at large (not just Jews). Excerpt from The Freedom Writers will be shown to introduce acceptance and heroism (discussed by Miep Gies).• Using an experiential exercise of having students discuss and reach consensus on which statements (taken from UDHR) are always, sometimes and rarely/never international rights for all people before getting into the full discussion on Eleanor Roosevelt and the UDHR.
E	<p>As part of this unit, students will have the following experiences:</p> <ul style="list-style-type: none">• Experience what it is like to be grouped without choice.

Template Four – Page Two

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O	<p>For this unit, the instruction will be focused on the following topics in this order:</p> <p>Day One:</p> <p>Topic: Introduction to Unit – Introduce vocabulary and key terms</p> <p>Objective(s): Students will begin to build an awareness of and understand what attitudes and actions caused WWII and the Holocaust (to build context for play on Anne Frank) by organizing key events on a timeline (on white board) as a group. They will self assess themselves in answering five questions (anticipation guide), complete a KWL on WWII and the Holocaust and observe and respond to several of BAK’s paintings. They will identify characteristics of drama by previewing core text.</p> <p>Standard(s): 8-2 (Informational text) 8-2.2 compare/contrast information within and across texts to draw conclusions and make inferences. 8-2.4 Create responses to informational texts through a variety of methods.</p> <p>8-3 (Word Analysis and Vocabulary) 8-3.1 Use context clues to generate the meanings of unfamiliar and multiple-meaning words.</p> <p>Activities:</p> <ol style="list-style-type: none">1. Hand out KWL chart as students enter room and have them complete as bell ringer activity. Take up to review them and then return to students to add during unit.2. Ask students to independently agree or disagree (on paper) to the following statements: <i>I want my memory to live on after my death; Until mankind undergoes a great change, there will be wars; What is done cannot be undone, but one can prevent it from happening again; The final forming of one’s character lies within one’s hands; It is good to always follow one’s conscience; and In spite of everything, people are really good at heart.</i>3. Explain “silent observation” and have students walk around viewing the (7) of BAK prints. Then lead discussion on what they noticed in the paintings, what the elements are unique to each print (how they were put
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together), and what the message is and/or how they feel as a result of viewing the prints.

4. Ask, “*Who are we? How do we identify ourselves? What makes us tick?*” Think about a recent decision and the factors that went into the decision (lead them in creating an identity chart) for that decision.
5. Give overview of unit, introduce “Big Idea” and “Essential Question” for unit (then post on wall)
6. Handout vocabulary list for unit, along with WWII terms and drama terms. Assign 1st set of vocabulary (homework)
7. Divide students to sort and place key WWII events on board in the correct order under the year templates. Review and correct any errors. Encourage students to take notes (to help with one of their final writing assignments).

Assessment(s): Informal – Teacher observation and listening to group work on definitions, responses to timeline material; Q & A, “thumbs up and thumbs down” regarding directions, time frame, etc.

Formal -KWL chart and anticipation questions (pre-assessments) on lesson material. Checklist/review of timeline events to review/correct student generated timeline.

Day Two:

Topic: Who was Anne Frank? (The following topical questions will also be discussed –“What makes a family? Are there universal issues for teens? What events led up to and caused Holocaust?”)

Objective(s): Students will identify and correctly match vocabulary terms (assigned) with given synonyms (possible analogies also used) – Bell ringer Students will watch and listen to biography DVD on Anne Frank and take notes on her life (on given character graphic organizer). This organizer will assist in identifying character traits and their effects on others. Students will also define next set of key terms assigned from master vocabulary sheet.

Standard(s): 8-2 (Informational text) 8-2.2 compare/contrast information with in and across texts to draw conclusions and make inferences. 8-2.4 Create responses to informational texts through a variety of methods.

8-3 (Word Analysis and Vocabulary) 8-3.1 Use context clues to generate the meanings of unfamiliar and multiple-meaning words.

Activities:

1. Teacher will have synonyms for assigned vocabulary (and check homework) on board for students to complete/match as well as create some analogies for some selected terms.
2. Students will be asked to quickly draw a piece of candy from teacher box (not knowing what they are drawing) and will then be assigned to groups.

Discussion will explain the kind of grouping and sorting that Germany (and other countries were doing). Ask students to identify some of the potential effects and feelings associated with being a part of the grouping/selection (can also use the “Bear” short story from *Facing Ourselves* text). Use as backdrop for biography of Anne Frank. Assign specific groups key information on graphic organizer (handout) to complete and “report” on after video.

3. Debrief biography highlights from student input and teacher comments. Assign second group of vocabulary terms.
4. Time permitting, students will complete a personal reflection in their notebooks on the information discussed in class.

Assessment(s): Informal – Teacher observation and listening to group discusses the “sorting” exercise (“Bear” story as well) and important information from biography; Q & A, “thumbs up and thumbs down” regarding directions, time frame, etc.
Formal –Character Graphic Organizer and review of vocabulary synonyms and analogies) and journal self-reflection on lesson material.

Day Three:

Topic: What did Jews and others go into hiding? What was life in hiding like? How can we keep our individuality and still be a part of a group?

Objective(s): Students will begin to build an awareness of and understand what life was like for Anne Frank and others while in hiding. Students will also read and discuss drama of Anne Frank, following stage directions and set space (dimensions of Annex outlined on floor). Students will demonstrate awareness and understanding of terms (vocabulary) by finding them and discussing context in play.

Standard(s): 8-1 The student will read and comprehend a variety of literary texts in print and non-print formats. 8-1.1 - Compare/contrast ideas within and across literary texts to make inferences. 8-1.2 -Explain the effect of point of view on a given text.

8-3 (Word Analysis and Vocabulary) 8-3.1 Use context clues to generate the meanings of unfamiliar and multiple-meaning words.

Activities:

1. With room changed to replicate the Annex size and setting, ask class to restate some of the most important facts brought out in yesterday’s biography of Anne Frank, especially focusing on life in hiding.
2. Review some of descriptors (of personality) of some of main people discussed in biography and relate them to the list of characters in play. Use this discussion to review how to read drama, following stage directions and character development guidelines. Have students volunteer for roles.

3. Set up plot structure (graphic organizer) for all students to complete. And begin reading and discussing text, following discussion points in Teacher edition of Literature book.
4. When group gets to a “stopping point” in play, ask student to summarize what has happened thus far in story and then shift to informational text piece from *Facing Ourselves* text called the “In Group.” Read to class and then ask students to reflect in journals who was the “in“ group and what the effects were of being or not being in the group.
5. Share on Smart Board the “Stages of Prejudice” (by Rossel) and have students take notes and then discuss these steps. Ask them to relate these steps to any situations that they are familiar with in their lives or in more current times.
6. Time permitting, journal reflection on today’s class.

Assessment(s): Informal – Teacher observation and listening to group as they read and discuss text in drama and recap from yesterday’s biography and note taking. Verbal review of vocabulary (check their homework); Q & A, “thumbs up and thumbs down” regarding directions, time frame, etc.
 Formal –Graphic organizer completion (carry over from yesterday’s class) and journal self-reflection on lesson material.

Day Four:

Topic: “What does it take to act courageously in time of extreme adversity? Is this a characteristic of a hero or a morally responsible citizen?”

Objective(s): Students will continue to increase awareness of and understanding in what life was like for Anne Frank and others while in hiding and once they were caught. Students will complete reading and discussion of drama of Anne Frank, following stage directions and set space (dimensions of Annex outlined on floor).

Standard(s): 8-1 The student will read and comprehend a variety of literary texts in print and non-print formats. 8-1.1 - Compare/contrast ideas within and across literary texts to make inferences. 8-1.2 -Explain the effect of point of view on a given text.

8-3 (Word Analysis and Vocabulary) 8-3.1 Use context clues to generate the meanings of unfamiliar and multiple-meaning words.

Activities:

1. With room still changed to replicate the Annex size and setting, ask class to restate some of the most important facts brought out in yesterday’s reading of Anne Frank.
2. Continue to read (finish text) and discuss text in class.

3. Have students finish completing plot structure (graphic organizer) for drama.

Assessment: Informal – Q & A; teacher observation and listening to reading and discussion of material.

Day Five:

Topic: “How do our attitudes and beliefs influence our thinking? How does our thinking affect our actions? What events and attitudes led up to and caused WWII and the Holocaust?”

Objective(s): Students will begin to research and record pertinent information on WWII and the Holocaust to assist their understanding of the drama and apply to their final cumulative writing journal project. Students will review assigned unit vocabulary and use in sentences correctly.

Standard(s): 8-2 (Informational text) 8-2.2 compare/contrast information within and across texts to draw conclusions and make inferences. 8-2.4 Create responses to informational texts through a variety of methods.

8-3 (Word Analysis and Vocabulary) 8-3.1 Use context clues to generate the meanings of unfamiliar and multiple-meaning words.

Activities:

1. Class will begin with many booklets and other topical resources displayed around the room. Students will be given the opportunity to self-select some materials to read and take notes from (including works cited information) during assigned SSR. This information will help build their understanding of the issues presented in the drama being studied as well as help them with their research and writing for their final cumulative assessment.
2. Continue with reading and discussion of drama, having students select roles and read according to stage directions, etc.
3. When class gets to a good stopping point with text, transition to a review of vocabulary. Have vocabulary cards in folder and ask students (select) to draw a card and use the word in a sentence or define (based on teacher request).
4. Assign last section of vocabulary terms (definitions and/or sentence application) for homework.

Assessment(s): Informal – Teacher observation and listening to group work on vocabulary sentences, reads and discusses drama text and self-selects reading and note taking for journal project; Q & A, “thumbs up and thumbs down” regarding directions, time frame, etc.

Day Six:

Topic: “What is Propaganda? How do attitudes and beliefs influence our thinking? Others thinking? How do our thinking patterns affect our actions?”

Objective(s): Students will begin to build an awareness of and understand what propaganda is and how it was used to further WWII campaigns (on both sides). Students will identify the different types of propaganda and their effect on the war and our society today.

Standard(s): 8-2 (Informational text) 8-2.2 compare/contrast information within and across texts to draw conclusions and make inferences. 8-2.4 Create responses to informational texts through a variety of methods. 8-2.5 –Analyze the impact that text elements have on the meaning of a given informational text.
8-2.6 – Analyze information from graphic features in informational texts.
8-2.7 –Identify the use of propaganda techniques in informational texts.
8-2.8 – Read independently for extended periods of time to gain information.

8-3 (Word Analysis and Vocabulary) 8-3.1 Use context clues to generate the meanings of unfamiliar and multiple-meaning words.

Activities:

1. Begin class with SSR (encourage them to read some of unit-related materials).
2. Have some of language Nazis used as part of propaganda initiative to hide the reality of their “mission.” Ask students to draw some of terms, read out to group and then write down what the term meant. Once all have been read and responded to, review each of the terms and share their “real” meanings.
3. Ask the class to define propaganda. Record their input on board.
4. Begin in showing Power Point on propaganda and encourage them to take notes on each of propaganda techniques used.
5. Once Power Point presentation and discussion is completed, prepare students to watch excerpts from *Boy in the Striped Pajamas* (DVD) and record all the instances of propaganda and their effects on the characters in the story.
6. Class will end before movie is over. Record point in movie where it was stopped and resume next day.

Assessment(s): Informal – Teacher observation and listening to group define the terms used during Nazi campaign

Formal –notes taken during propaganda presentation and movie excerpts of *Boy in the Striped Pajamas*.

Day Seven:

Topic: What was the effect of propaganda during WWII?

Objective(s): Students will begin to identify propaganda techniques used during WWII and explain their far-reaching effects on the populations living during that time as well as today. Students will complete the drama and respond in personal reflection to the story and its outcome (in particular).

Standard(s): 8-1 The student will read and comprehend a variety of literary texts in print and non-print formats. 8-1.1 - Compare/contrast ideas within and across literary texts to make inferences. 8-1.2 -Explain the effect of point of view on a given text.

8-2 (Informational text) 8-2.2 compare/contrast information within and across texts to draw conclusions and make inferences. 8-2.4 Create responses to informational texts through a variety of methods. 8-2.5 –Analyze the impact that text elements have on the meaning of a given informational text.

8-2.6 – Analyze information from graphic features in informational texts.

8-2.7 –Identify the use of propaganda techniques in informational texts.

8-2.8 – Read independently for extended periods of time to gain information.

8-3 (Word Analysis and Vocabulary) 8-3.1 Use context clues to generate the meanings of unfamiliar and multiple-meaning words.

Activities:

1. Finish showing (if needed) excerpts of movie and have students record evidence of propaganda (and its effects).
2. Ask student(s) to recap the story, focusing on literary devices and elements (to bring everyone “up to speed”).
3. Assign or let students select roles and finish play (if not completed earlier in the week). Discuss the “rest of the story” (reviewing the information from the biography).
4. Students will reflect on both movie and play, focusing on propaganda in journals.

Assessment(s): Informal – Teacher observation and listening to group as they watch movie and discuss propaganda and drama; Q & A.

Formal -Journal self-reflection on lesson material.

Day Eight:

Topic: “What did Auschwitz and other camps look like? Are they still standing? What is the purpose of a trial? Is it to punish evil or set a precedent for the

future? Are individuals responsible for their crimes if they have obeyed the laws of their nation? Or are there higher laws?"

Objective(s): Students will virtually tour Auschwitz to see the conditions and planned “program” for the Jews and other outcasts. Students will also be given one of the Nazi supporters’ profiles and in a small group, review the charges and determine if they should be convicted. They will then summarize their person’s profile and the decision of the group regarding conviction.

Standard(s): 8-2 (Informational text) 8-2.2 compare/contrast information within and across texts to draw conclusions and make inferences. 8-2.4 Create responses to informational texts through a variety of methods. 8-2.5 –Analyze the impact that text elements have on the meaning of a given informational text. 8-2.6 – Analyze information from graphic features in informational texts.

8-3 (Word Analysis and Vocabulary) 8-3.1 Use context clues to generate the meanings of unfamiliar and multiple-meaning words.

Activities:

1. Review the different camps and where they were located (note that they were not in Germany).
2. Introduce Auschwitz as the “main” concentration camp (which was a work camp and death camp unlike most of the others, which were death camps)
3. Take students on a virtual tour of Auschwitz and introduce them to site.
4. Distribute copies of the four Nazi supporters’ profiles and divide the class into groups. Assign their timeframe to read and discuss both the profile and the charges/violations (on the Smart Board) given in the international trials. Explain that they will be responsible for giving a two minute overview to the entire class of their person and which violations (if any) they agree that apply to the individual and what the punishment should be.
5. Debrief the exercise and share the “rest of the story” information on the men and what actually happened to each.
- 6.

Assessment(s): Informal – Teacher observation and listening to group discussions ; Q & A.

Day Nine:

Topic: Research and review (of information, including vocabulary) of historical and literary material.

Objective(s): Students will continue researching and recording information that will assist them in completing their cumulative writing assignment/assessment.

Standard(s): 8-2 (Informational text) 8-2.2 compare/contrast information within and across texts to draw conclusions and make inferences. 8-2.4 Create responses to informational texts through a variety of methods.

8-3 (Word Analysis and Vocabulary) 8-3.1 Use context clues to generate the meanings of unfamiliar and multiple-meaning words.

Activities:

1. Students will begin class with a vocabulary review on vocabulary terms with a matching exercise in the Smart Board.
2. Students will be directed to research, take notes and write according to project guidelines.

Assessment(s): Informal – Teacher observation and listening to group work on definitions, responses to questions and assignment criteria.

Formal –Smart Board vocabulary matching self-reflection on research material.

Day Ten:

Topic: Analysis of a hero – What makes a hero?

Objective(s): Students will begin to define and understand what attributes and actions make a hero. Students will read, analyze and reflect on obituaries/eulogies for Miep Gies.

Standard(s): 8-2 (Informational text) 8-2.2 compare/contrast information within and across texts to draw conclusions and make inferences. 8-2.4 Create responses to informational texts through a variety of methods.

Activities:

1. Bell-ringer will have the questions, “What is a hero?” “What makes a hero?” on the board. Ask students to personally reflect in their journals and then ask for some to share in large group. Follow up with the questions, “Does someone have to act extraordinary or make responsible choices?” “What role do ethics play into our responsible (or irresponsible) behavior (connection to earlier unit on ethics).”
2. Ask is there is a hero in the story of Anne Frank and if so, provide some evidence and effects.
3. Show excerpts from Freedom Writers movie (1st – when students passed around ugly picture of student and Erin Gruwell introduced concept of discrimination/gang/prejudice in Nazi movement and Holocaust. 2nd – when students raised money to bring Miep Gies to school and Miep

- explained her definition of a hero and her own actions with the Franks).
4. Ask for students responses from movie.
 5. Direct students to read (together) the information in Literature book, "Anne Frank Remembered" (pages 906-911).
 6. Distribute copies of different obituaries for Miep Gies. Have students read and compare/contrast them (noticing where or what papers in what countries printed the stories).
 7. Personal journal reflection – their hero.

Assessment(s): Informal – Teacher observation and listening to group discusses hero attributes, film clips and obituaries; Q & A.

Formal -Journal self-reflection on lesson material.

Day Eleven:

Topic: "What is genocide?" "What are the effects of genocide on our world?" "Are there rights that all human beings are entitled to have?"

Objective(s): Students will begin to build an awareness of and understand what genocide is and what genocides have taken place and are occurring in our world. Students will list the summary facts of (5) genocides to share with class. They will identify what constitutes a human right and define dignity. Students will work collaboratively to reach consensus on categorizing human rights.

Standard(s): 8-2 (Informational text) 8-2.2 compare/contrast information within and across texts to draw conclusions and make inferences. 8-2.4 Create responses to informational texts through a variety of methods.

8-3 (Word Analysis and Vocabulary) 8-3.1 Use context clues to generate the meanings of unfamiliar and multiple-meaning words.

Activities:

1. Students will watch the "Genocide" DVD by Schlessinger Media after being given one of five recognized genocides. Each group will be responsible for taking notes on their assigned topic to share with class in video debrief.
2. Video will be debriefed with input from class on main highlights of genocide in general and the specific occurrences.
3. Class will work on a personal reflection, focusing on these questions, "What is a right? What rights do all human beings have?"
4. Teacher will show the first video segment from the "Youth for Human Rights" website (we are all free and equal).
5. Students will work in collaborative groups to sort through some statements and place them (by reaching consensus) in one of the quadrants

of the box (determining whether the statement is a right for all humans, some or not). Teacher will walk around to listen and observe the process and discussion had by groups.

6. Teacher will ask some of the groups to report on which statements were always a right and which had conditions. Debrief on the ease of deciding where each of the statements should be placed.

Assessment(s): Informal – Teacher observation and listening to group work on explanations from video on genocide and human rights statements; Q & A, “thumbs up and thumbs down” regarding directions, time frame, etc.

Day Twelve:

Topic: Eleanor Roosevelt and Universal Declaration of Human Rights

Objective(s): Students will read and identify important information about Eleanor Roosevelt and her role in helping to develop and communicate the Universal Declaration of Human Rights. Students will also examine their assigned human right, using the “Youth for Human Rights” website. They will define their right, explain its “feasibility” and identify at least one country that seems to be honoring the right and which country or countries seem to be violating this right in their nation.

Standard(s): 8-2 (Informational text) 8-2.2 compare/contrast information within and across texts to draw conclusions and make inferences. 8-2.4 Create responses to informational texts through a variety of methods.

8-3 (Word Analysis and Vocabulary) 8-3.1 Use context clues to generate the meanings of unfamiliar and multiple-meaning words.

Activities:

1. Students will quickly recap (via group discussion) the difficulty in working with others to determine universal rights.
2. Share handouts from Facing History organization on Eleanor Roosevelt and the UDHR. Ask students to read silently (or they can be read aloud as a large group or in smaller groups) and highlight on an index card the main sentence(s) and why they are so important. Group will stand in a large circle around the room and share one at a time, their selected sentence while the rest of the group listens (does not make any comments at that time). After all have read their statements, the teacher will facilitate a recap and ask why at this time (1948) it was so important and yet difficult to get these rights recognized and accepted before the UN.
3. Show YouTube video “Human Rights for Dummies” and have them

listen to Eleanor Roosevelt's address to the UN, along with taking note of the visuals included in the video. Have students respond and reflect on video in class.

4. Assign each student one of the (30) rights and show them (via Smart Board) the "Youth for Human Rights" website (for their own research). Go over homework directions: Each student will take their assigned right and complete a page with the definition and explanation of the right, the feasibility of supporting or enforcing this right (in your opinion, with reasons), and at least one country in the UN that seems to be supporting this right in their nation and one country that seems to be violating the right in their nation. They will be expected to report in the next class their findings.

Assessment(s): Informal – Teacher observation and listening to group work on definitions, responses to ethical situations via images, most important sentence from informational text article; Q & A, "thumbs up and thumbs down" regarding directions, time frame, etc.

Formal -KWL chart (pre-assessment) and journal self-reflection on lesson material.

Day Thirteen:

Topic: The Importance of Perspective - Listening to Survivor stories and working on final assessment (with conferencing)

Objective(s): Students will listen to survivor stories and reflect on perspective and life experiences shared through these stories. They can use this information in their own journal assignment. Students will also complete research, drafting (or pre-writing) and will consult with teacher on progress, problems, etc.

Standard(s): 8-2 (Informational text) 8-2.2 compare/contrast information within and across texts to draw conclusions and make inferences. 8-2.4 Create responses to informational texts through a variety of methods.

8-3 (Word Analysis and Vocabulary) 8-3.1 Use context clues to generate the meanings of unfamiliar and multiple-meaning words.

Activities:

1. Students will be directed to survivor stories, both in books and on audio (will have cd players in room with headphones). They will listen to at least one survivor story or read at least one survivor story and then reflect on the information shared and the perspective/point of view in their own personal journal reflection.
2. Students will then have the opportunity to finish their research and

prewriting/editing and will be able to consult (informally) with the teacher on the final assessment project. They will have class time to work on the content pieces and the assimilation of information.

3. A reminder will be given for the end of unit vocabulary/drama test (as would have been done on homework boards, etc earlier).

Assessment(s): Informal – Teacher observation and listening to individual and group questions on survivor stories and journal assignment.; Q & A, “thumbs up and thumbs down” regarding directions, time frame, etc.

Formal –Prewriting and editing of journal entries and components of final assessment project.

Day Fourteen

Topic: What have I learned in this unit and how will I use/apply this information in my life

Objective(s): Students will demonstrate their knowledge and understanding by completing a vocabulary quiz and end of unit quiz. They will also complete their journal assignment and turn that in by day 15 (tomorrow).

Standard(s): 8-1 The student will read and comprehend a variety of literary texts in print and non-print formats. 8-1.1 - Compare/contrast ideas within and across literary texts to make inferences. 8-1.2 -Explain the effect of point of view on a given text.

8-2 (Informational text) 8-2.2 compare/contrast information within and across texts to draw conclusions and make inferences. 8-2.4 Create responses to informational texts through a variety of methods.

8-3 (Word Analysis and Vocabulary) 8-3.1 Use context clues to generate the meanings of unfamiliar and multiple-meaning words.

Activities:

1. Students will complete the end of unit vocabulary and drama quizzes.
2. They will review and ask questions for any final clarification on their cumulative assessment and self rate themselves against project rubric.

Assessment(s): Formal –Vocabulary and Drama quizzes; self-rating on assessment rubric for journal project (teacher will also grade according to rubric when assessment is turned in tomorrow.

Resources Needed for Unit:

1. Prentice Hall Student Literature books (and Teacher edition for teacher)
2. Seven BAK prints (available from Facing History organization)
3. Candy (several different kinds used to sort class)
4. Laptops and headphones for journal work – research, writing, listening to survivor stories, etc.
5. Graphic organizers on plot structure, character traits and their affect on others in the story (and the reader), KWL charts
6. Handouts on Nazi profiles, Eleanor Roosevelt and UDHR, quizzes and vocabulary/terms lists, human rights statements and “board” for placing strips (one per group), journal cumulative assessment guidelines and rubric, hero handout, Miep Gies obituary copies, historical timeline events and years (on sentence strips to post on white board, and key questions for the day (journal reflections).
7. Smart Board or overhead projector with laptop to access and navigate through websites.
8. Power point on propaganda, vocabulary exercises, prejudice ladder, UDHR categories.
9. DVDs – *Boy in the Striped Pajamas*, *Genocide*, *Freedom Writers*,
10. Pens, pencils, paper, student journals, markers, magnets (for posting on white board) and Big Idea/Essential Question posters (to mount on wall throughout the unit)
11. Books (see works cited/resource list) on WWII, Holocaust, novels and other non-fiction texts on related subjects.

Works Cited and Resources Used in This Unit

(*please note that this is not an exhaustive list of resources that can be used, but rather are the ones referenced in this unit and made available in the classroom for the students)

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Cumulative Assessment – Journal Portfolio

Anne Frank viewed her diary as a “lifeline –“someone” to confide in and share hopes, feelings and experiences that were important in her life, especially during her years in hiding. We see that though she did not survive the concentration camps, her diary and voice live on even today. A contemporary author states “...You can’t erase what you know. You can’t forget who you are.” The purpose of this project is to create your own journal or portfolio which will help you reflect on Anne’s time in history as well as remember the Holocaust, WWII, what you learned and share who you are.

Your book must have the following items:

- An original cover, Title page, Dedication Table of Contents
- 14 chapters (see below), Works Cited page (in correct format), (5) graphics.

Your portfolio must be turned in a folder with brads. It must be typed and double-spaced. Your journal will be divided into two parts, with the following subjects included:

Part One: World War II and after (7 entries)

- Timeline of events leading up to, during and after WWII (through 1948). This must be in paragraph form and a minimum of one page.
- The Holocaust – one entry focused on some aspect of the Holocaust that is YOUR OWN WRITING, not copied. This needs to be written from the perspective of a victim of the Holocaust, a spectator or a perpetrator. This must be a minimum of one page.
- One additional descriptive/narrative on selected topic from attached list
- Propaganda, promotion piece for Universal Declaration of Human Rights (can be a drawing, writing, mixed media, etc.)
- Three poems of different construction relating to WWII/Holocaust/UDHR

Part Two: “Your Turn” – each entry must be at least one full page and in correct sentence format.

- Favorite relative or immediate family member
- Favorite games or toys from your childhood
- A time you got into trouble or saw someone else get into trouble
- Advice from an adult
- How you have shown responsibility (situation, your actions, outcomes)
- Where you see yourself in ten years from now
- What you’re thankful for.

This project is your cumulative assessment and as such has a 50% weighting so please put your best effort into it. It is due on _____.

Topics for Journal entry relating to WWII/Holocaust

The following topics are available for you to choose from for your journal cumulative assessment. Please remember that you are responsible for including a complete Works Cited page for any/all references used and all of your writing must be your own – not plagiarized. If you choose one of the historical fiction books, please complete an overview of the plot structure, major themes, and accuracy in keeping to real events, character development and how you were impacted by the reading.

Weimer Republic	Hanukah	Victory in Europe	Kristelnacht
Adolf Hitler	Bauhaus	Eleanor Roosevelt	Concentration Camps
Winston Churchill	Great Depression	Franklin D. Roosevelt	Judaism
Treaty of Versailles	Nuremberg Trials	Warsaw Ghetto	Pearl Harbor
Food rationing	Wannsee Conf.	Royal Air Force	Mengele
D-Day Invasion	Partisan groups	Jerusalem	Aryanization
Armenian Massacre	“Final Solution”	Kindertransport	Nationalism
Women in the War			

Drama Unit Journal Portfolio Rubric

Name _____

This project is due on _____. Please self-rate your journal before turning it in. Write your scores in PENCIL.

Category	Missing = 0	Weak = 1	Needs Improvement = 2	Good = 3	Excellent = 4	Total
Cover and Title title, name, block , date						
Table of Contents complete, page numbers, aligned x 2						
Dedication (who and why)						
Graphics (min. 5, neat, appropriate, neat)						
Proper format and mechanics (typed, double spaced, page numbers) x 2						
Grammar, Punctuation, Spelling x2						
Thoughtfulness & Creativity originality, expression and effort						
Works Cited Proper format						
Chapters 1-4 points for each chapter given						
Chapters 5-7 points for each Chapter given						
Chapters 8-14 points for each Chapter given						

Total points _____/100
Comments: