



The Holocaust

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Middle Level Methods

Stage 1: Identify Desired Results

G Established Goals (Standards)

SS8.4.1 Students identify people, events, problems, conflicts, and ideas and explain their historical significance.
SS8.4.2 Students discuss current events to better understand the world in which they live.
SS8.4.3 Students analyze the impact of historical events and people on present conditions situations, or circumstances.

U What understandings are desired?

Students will understand that...

- It is valuable to learn about the Holocaust because we should analyze past events and learn from them for our future.
- Current events parallel signifiers leading to a holocaust.
- Literature teaches important ideas of relationships, events and problems from a personal viewpoint.

Q What essential questions will be considered?

- What is the value of learning about the Holocaust?
- Is there a present-day condition we could compare to the Holocaust?
- What can we learn about the Holocaust through literature?
- What patterns of behavior are predictors of a “second coming holocaust”?

What key knowledge and skills will students acquire as a result of this unit?

K Students will know...

- Important concepts, people and overall history of the Holocaust
- Important vocabulary
- How to connect historical literature to their present day life
- Selected current events and why they relate to the Holocaust

S Students will be able to...

- Participate in a Book Club, small group collaborative learning unit
- Write a short paper relating a current event to the Holocaust
- Complete a student selected final project culminating their book club unit



Stage 2: Determine Acceptable Evidence

<p>T</p> <p>What evidence will show that students understand?</p>	<p>Performance Tasks*</p> <ul style="list-style-type: none"> • Student Lead discussions • Final Project Options <ul style="list-style-type: none"> ○ Imagine you are one of the characters from the book. Write diary or journal entries about your thoughts and feelings and events in your life. ○ Write a new ending to your selected story. Consider what changes you would make and how that would alter the overall meaning of the story. ○ Compare a character in your story to someone you know in real life. Describe this person, pointing out the similarities to the character in the book. ○ Make a board game that reflects to plot of your novel. ○ Adapt a familiar song to reflect your book. ○ Create an award for each of the main characters in the book. <p>Write a paragraph for each, explaining each of your selections.</p> <ul style="list-style-type: none"> ○ Select a piece of music that you feel captures the plot of each of the chapters in your book (or your own selected chunks). Create a soundtrack for your book. ○ Word Collage—Put the title of the book in the center of the page and fill the page with words from magazines that relate to the novel in some way. Explain your choice of words. ○ Pick 15 words that are essential to the understanding of the book, define them, and explain why they are important to the story.
<p>OE</p> <p>Other Evidence</p>	<ul style="list-style-type: none"> • Informal Observations • Discussion • Review Response Journals • Rubric Assessment of Book Club Presentation (Culminating Project) • Book Club Leader- Role Sheet
<p>SA</p> <p>Student Self Assessment and Reflection</p>	<ul style="list-style-type: none"> • How did you feel about your learning? • Was the information easy or difficult? • Did you learn something new and meaningful? • Was the lesson taught at a good pace? • Book Club Self Assessment



Stage 3: WHERE TO ELEMENTS: Lesson Plan

I. Goal:

SS8.4.1 Students identify people, events, problems, conflicts, and ideas and explain their historical significance.

SS8.4.2 Students discuss current events to better understand the world in which they live.

SS8.4.3 Students analyze the impact of historical events and people on present conditions situations, or circumstances.

II. Objectives: SWBAT

1. Participate in a Book Club, small group collaborative learning unit
2. Write a short paper relating a current event to the Holocaust
3. Complete a student selected final project culminating their book club unit

III. Adaptations for Diverse Learners

- A series of picture books may be selected for the struggling reader. The reader may be placed with a buddy who will help guide them through the books. (Possibly a high school student)
- Instead of leading a book discussion alone, a learner who is struggling may want to partner up with another student for help leading a discussion.

IV. Materials:

- The following books for the Book Clubs
 - “Real Time” by Pnina Moed Kass
 - “Anna is Still Here” by Ida Vos
 - “One Eye Laughing, The Other Eye Weeping” by Dear America
 - “Maus I and II” by Art Spiegelman
 - “The Book Thief” by Markus Zusak
- Each student will need a journal
- Computer
- Holocaust images for hooks
- Book Club Material Worksheets (attached)

V. Procedure:

A. Set / Hook

Show a slide show of images from the Holocaust with accompanying music. Ask students if they know what the images are from. Introduce the Holocaust.

B. Transition “Mini Commercials”

Present a short “commercial” for each book. Have students write on a piece of paper numbered 1-3 for their top three book selections.

C. Main lesson

Model the structure of a book club. As a class read a selection from “Number the Stars”. introduce each of the roles of the book club groups and read an example of a journal entry for week two.

The roles are as follows:

- Discussion Director
- Word Wizard
- Artful Artist
- Connector
- Passage Picker

D. Transition

Pass out rubrics and go over expectations for Book Club Discussions. Draw the following chart on the board.

What Does Quality Group Discussion...

Look Like	Sound Like	Feel Like	Not Look Like
<ul style="list-style-type: none">▪ Ex. All Members participating	<ul style="list-style-type: none">▪ Positive words	<ul style="list-style-type: none">▪ My contributions as a group member are valued	<ul style="list-style-type: none">▪ Wandering around the room

E. Conclusion

Tomorrow you will be receiving your book club and making a plan for your readings as a group. Let the literature begin!

VI. Assessment:

Informal. Participation points awarded.

VII. Assignment:

Bring Journal to class tomorrow for day one of book clubs.



Book Club Daily Procedures

Before Class

1. Students will read the assigned portion of the text.
2. Students will journal in preparation for the class period and do assigned roles.

During Class

Time	Activity
5 minutes	The teacher will lead the whole class in a Community Share mini-lesson
1 minute	Students will review their journal entry to focus attention
20 minutes	Group discussion facilitated by student leader
5 minutes	Students will journal a response to the discussion
5 minutes	The teacher will lead the class in a community share to relate responses, insights and questions
5 minutes	Students fill out self-assessment form and assign roles for the next rotation



The Books

“Real Time” by Pnina Moed Kass

Set in contemporary Israel, this powerful novel is narrated in real time by many voices: Sixteen-year-old Thomas, from Berlin, seeking answers to questions about his grandfather, a Nazi officer in World War II. Vera from Odessa, reclaiming her Jewish heritage. Baruch Ben Tov, a Holocaust survivor. Sameh Laham, illegally employed at a diner. His boss. Sameh's friend Omar. A Palestinian doctor in an Israeli hospital. A mother. A soldier. A newscaster . . .

Minute by minute, hour by hour, these lives and many others unfold and then intersect in one violent moment on a highway outside Jerusalem. Each is drastically and irrevocably changed. What do secrets, hopes, dreams, and future plans mean after such a catastrophe? Can what was destroyed be made whole again?

“Anna is Still Here” by Ida Vos

The Holocaust is over and [Anna Is Still Here](#). Holland has been liberated, and Anna is free--but she is still haunted by the past. For three long years, Anna hid from the Nazis in Mr. De Bree's attic and never saw her parents. Now the war is over, and her family is reunited--but Anna can't pick up the pieces of her life. All of her friends are gone. She's three years behind in school. Worst of all, her parents refuse to talk about what happened. Anna may be out in the world, but inside she's still hiding--unless she can find a way to free herself.

“One Eye Laughing, The Other Eye Weeping” by Dear America

This special edition, a first in the *Dear America* series, vividly captures World War II in two disparate but dramatic cities, beginning in Vienna and continuing in New York. In Part One, twelve-year-old Julie Weiss's world crashes around her when Hitler's invasion of Vienna forces her way to flee to the only home she has ever known. Leaving her beloved father behind, she heads off to America in Part Two, and starts a new life in New York City with an extended family she has never met. Through this transition from war zone to safe haven Julie is feisty and brave, emotional and real.

“Maus I and II” by Art Spiegelman

The book alternates the stories told by Spiegelman's father Vladek Spiegelman about life in Poland before and during the Second World War with the contemporary life of Art, Vladek, and their loved ones in the Rego Park neighborhood of New York City. Vladek's embedded story, often framed as a dialogue with Art, recounts the struggle of Vladek Spiegelman living with his family in Radomsko, Częstochowa, Sosnowiec, and Bielsko in the late 1930s and his tragic odyssey during the war which ultimately led him to Auschwitz as prisoner 175113.

“The Book Thief” by Markus Zusak

Set during World War II in Germany, Markus Zusak's groundbreaking new novel is the story of Liesel Meminger, a foster girl living outside of Munich. Liesel scratches out a meager existence for herself by stealing when she encounters something she can't resist – books. With the help of her accordion-

playing foster father, she learns to read and shares her stolen books with her neighbors during bombing raids as well as with the Jewish man hidden in her basement before he is marched to Dachau. This is an unforgettable story about the ability of books to feed the soul.