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TE 843 Unit Plan  
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10<sup>th</sup> Grade Social Studies Classroom

Unit Topic:

At the end of this unit, students should be able to:

- Understand the cause and effects of prejudice, racism and hatred.
- Study a text and find the point of view and how it could affect the position taken by the author.
- Understand how they can personally take a role in preventing such occurrences.
- Understand the ramifications when confronted or exposed to the stereotyping and suffering of others and ignoring it.
- Understand the results when someone in a position of power, authority, political power or social influence abuses that power with the result of their choices oppressing people, individuals or societies.
- Understand what can happen if as a responsible citizen, they do nothing

Michigan Department of Education Standards Addressed:

This lesson has strong opportunities for students to see what being a responsible citizen entails. The specific standards addressed (according to the Michigan Content Standards and Draft Benchmarks) are:

**Strand I Historical Perspective** - Standard 1.4 Judging Decisions from the Past

**Strand V Inquiry** - Standard V.1 Information Processing

**Strand VI Public Discourse and Decision Making** – Standard VI.1 Identifying and Analyzing Issues, VI.2 Group Discussion, VI.3 Persuasive Writing

**Strand VII Citizen Involvement** – Standard VII.1 Responsible Personal Conduct

Day 1 Lesson Topic:

Introduction to the Holocaust – Gathering Previous Knowledge

Goal:

Students will gain a better basic understanding and appreciation for the severity of the Holocaust by learning some statistics, listening to a victim's poem and reviewing a timeline to obtain knowledge of an overview of facts about the Holocaust.

Method:

- To obtain the prior knowledge base, show photos on the overhead of children from before the Holocaust that look very natural and normal from family portraits, school pictures, etc. ONLY show the first 4 photos. Have students write in their journals/laptops describing the photo, writing their ideas and reactions and what they think the photo might be a picture of. I.e., what

year is it, who are they, what their expressions say about them, why are they important. After each picture is shown, ask for thoughts from students on what they think the pictures show and are about. Do not give any answers, just appreciation that the students are volunteering their comments and encourage ideas with questions.

- Show photo #5 of the group of people walking down the street and have them write down their thoughts again in their journals. Then ask the students what they think is going on in the photo. After some initial discussion, ask, "Do you notice the little girl? The people raising their arms? The soldiers?"
- Show photo #6 of people being loaded on to the trains and have them write. Then ask what is now happening? What do they predict from the photo?
- Read the poem, "Terezin" from the book, "I Never Saw Another Butterfly". Explain that this poem was written by a child probably the same age or a year or two younger than them that was a victim of the Holocaust and died in the concentration camps during World War II.
- Discuss thoughts, reactions, questions about the poem and photos, and begin to ask questions to the students to see how much they already know about the lives of children during the Holocaust. Most likely, the students have already studied the Diary of Anne Frank in middle/junior high school. Make sure to discuss the photos as a more abstract concept and from the photographer's point of view. The photographer is really an author telling a story. What story was the photographer trying to capture? Should we trust the photo? Or with a photo, can we take it for what it is?
- Introduce the Unit Topic explaining that the next few days we will begin to discuss children in the Holocaust and their lives and experiences before, during and after the Holocaust.
- Give a few statistics about the Holocaust and number of victims. ie 6 million Jews, 1 million Jewish children, Gypsies, political prisoners, etc. Go through the remaining photos while discussing the statistics following along with a Timeline handout. Make sure to tell the class that the Holocaust was not only about the Jews, that many other people were victimized as well. Ask them why we typically focus only on the Jews when we learn about the Holocaust?
- Initiate a class discussion on why they think the Holocaust happened, what the root causes were. Make sure to discuss prejudice, racism, and hatred as well as how this prejudice, racism and hatred was developed focusing ample time on the propaganda of the day and why/how it was believed by so many and how influenced (for some, very easily) an entire nation whether it was out of fear or belief.
- Introduce the concept of the aquarium and sunflower seeds. (If you filled a 60 gallon fish aquarium to the top with sunflower seeds (each representing a victim), it would represent the number of people killed during the Holocaust. Each day the students would add sunflower seeds (one cup per student) to the aquarium to gain a concept of the magnitude of the deaths but in a way that is still a little "distant" from the victims. At this early in the stage of the unit, I would not want to be too graphic. Later, they will see more graphic photos of the victims.)

Materials: (all electronic and paper versions unless otherwise noted)

Volavková, H. (1994). *I Never Saw Another Butterfly: Children's Drawings And Poems From Terezin Concentration Camp, 1942-1944*. New York: Schocken.

- Photos

- Timeline handout

#### Assessment:

As it is in introduction to the unit and is meant for attaining the base knowledge the students possess, the assessment for this lesson will be based on class participation in the discussions.

#### Day 2 Lesson Topic:

Holocaust – Vocabulary, Basic Facts

#### Goal:

Students will gain a better basic understanding of the basic facts of the Holocaust by reviewing vocabulary words, and participating in a classroom discussion about the unit outline.

#### Method

- Hand out vocabulary lists. Ask students if they know the words. Go over vocabulary list for unit talking about the words and what they mean. Go over words briefly together.
- Provide the outline to students with space for them to write notes on. Next, go over a lecture/Q&A style discussion about the lives of children in the Holocaust and the different life styles that there were according to the outline. Occasionally show photos and videos/audio clips that show emphasize each topic. Ie the photo of the boys in Hitler's junior army, Anne Frank, etc.
- Introduce Vocabulary Strategy using one of the words from the list. Get into pairs to practice strategy with more words from the list.
- Assign homework: finish use vocabulary strategy at home, Read pg 1-7 of "Life in Shadows" using "X Marks the Spot" strategy.

#### Materials:

- Unit outline
- List of vocabulary words
- Vocabulary Strategy
- Photos
- Life In Shadows article

O'Donnell, Anne Stewart. United States Holocaust Memorial Museum, (n.d.). *Life In Shadows: Hidden Children And The Holocaust* Retrieved from  
<http://www.ushmm.org/museum/exhibit/online/hiddenchildren/index/>

#### Assessment:

Students will be assessed by completing the vocabulary strategy as well as X Marks the Spot homework assignment.

#### Day 3 Lesson Topic:

Holocaust – Cause/Effect and Responsible Citizen

### Goal:

Students will gain a deeper understanding of causes and effects of the Holocaust by discussing the homework assignment, "Life in Shadows" in groups and comparing/contrasting what they found in the article. Students will also understand the concept of cause and effects as well as characteristics that make someone a responsible citizen.

### Method

- Divide into groups and have each student go through their "X Marks the Spot" strategy and see if they can answer each others questions, compare interesting notes and what they knew already to encourage a peer discussion of the article.
- Have each group go through the list and find 8-10 examples of a cause and its effect and put into an organizer.
- Come back together as a class and create a classroom organizer listing all the causes and effects.
- Take 2-3 of these and delve deeper into a discussion of "what would happen if..." and think about other possible actions taken and what the outcomes would have been.
- Passout "Character Attribute Charts"
- Discuss what it means to be a responsible citizen. Ask where they saw evidence of bad/good citizens in the article and create a list of what characteristics they thought each involved. Have students fill out the side of the rows with the list of attributes they choose with the "character"/person at the top of the column, then marking off which attributes they had.
- Discuss point of view by asking them what point of view was shown in the point above. Discuss whether they are right or wrong, or whether they are just thinking of their own point of view. Tell them you're not saying any one is right or wrong, but just reminding them of how people can make assumptions and can immediately believe someone without all the evidence.
- Homework: Have students find evidence in the local newspaper of a bad and a good citizen based on the discussion in class and their own point of view. Describe at least three characteristics of each that make them good/bad (according to them) and the major cause/effect that prompted an article about them. Students can use the Character Attribute Chart to help them. Students will write two paragraphs per individual in the assessment and include the newspaper articles with the description.

### Materials: (all electronic and paper versions unless otherwise noted)

- Life in Shadows article  
O'Donnell, Anne Stewart. United States Holocaust Memorial Museum, (n.d.). *Life In Shadows: Hidden Children And The Holocaust* Retrieved from <http://www.ushmm.org/museum/exhibit/online/hiddenchildren/index/>
- Cause/Effect organizer
- Character Attribute Chart

### Assessment:

Students will be assessed based on classroom participation and their newspaper article descriptions. Students will be graded on the amount they write, if they include at least 3

characteristics of the person and having the cause/effect. They must also include the two articles.

#### Day 4 Lesson Topic:

Holocaust – Online Exhibit, pairs to create timeline, then add to class timeline,

#### Goal:

Students will gain a better understanding of the facts, vocabulary, timeline and cause/effect relationship as well as what it takes to be a good citizen by seeing the personal accounts which makes it real and relevant.

#### Method:

- Have students to go the “Life in Shadows” online exhibit at the United States Holocaust Memorial Museum website
- As students go through, have them listen and watch the videos in whichever order they prefer.
- When they get to the “Stories of the Hidden” page, have them create a personal timeline of one of the victims. Align the personal timeline with the timeline from Day One so they can understand what else was going on during the war at that same time outside of the individual’s life.
- Homework: Have them identify 3 cause and effects from the person’s history and find an example of a good citizen in that person’s life and write a one page paper on how they came to that decision using examples. Have them also include whether or not they believe the person and evidence of why. What makes them believable or not?

#### Materials:

- Computers/internet access
- Webaddress: <http://www.ushmm.org/museum/exhibit/online/hiddenchildren/index/>
- Timeline

#### Assessment:

Students will be assessed by their homework assignment. They will be scored on length, and the evidence of examples from the website as well as their inclusion of the cause/effects and characteristics of a citizen.

#### Day 5 Lesson Topic:

Holocaust – Discuss genocide, prejudice, bullying, compare/contrast “what would you do” show, assign project

#### Goal:

Students will be able to understand how prejudice, discrimination and racism result in genocide and bullying and see how it relates to becoming a responsible citizen.

## Method

- Ask what they think the major causes of the Holocaust were. (There should be by now in the unit; prejudice, racism discrimination, hatred, and “letting it happen”.)
- Bring the topic around to how people let it happen. What would they have done if they witnessed it? If they saw the people being piled into train cars, would they speak up? If it happened now, in 2010, what do they think would happen? Show a shortened segment of ABC’s “What Would You Do” [clip on anti-semitism](#). Ask them what they think? They should be shocked by some responses, but should also see how different it is.
- Ask them what if it was someone else? An abusive boyfriend, a doctor or pilot drinking before surgery or flying? What about someone being bullied?
- Use a compare/contrast strategy to begin a compare and contrast discussion on the Holocaust, bullying and Darfur (adding Darfur later as it comes up in the discussion).
- Ask what the characteristics of a bully are. Do any of those fit on to our Character Attribute Chart? Using the compare/contrast chart, show the attributes that are similar
- Ask if they think something like the Holocaust could ever happen again. After discussing, give the facts from the Darfur sheet. Tell them that it’s still happening and Darfur isn’t the only one. Are there similarities with our Character Attribute Chart and/or our compare/contrast chart here?
- Show students newspaper headlines of current events both local and global involving bullying and Darfur. Have students get into groups. Show the photos from Day 1 of the Unit and ask what Darfur, bullying and the Holocaust have in common by creating their own compare and contrast chart.
- Go into a brief lesson on gossip. This lesson provides a great way to teach about gossip as well and not only how bullying affects students, but what they should believe about rumors they hear and how they should put the fodder into perspective and see the cause/effect relationship of the bullying as well as the gossip/rumor that is spread.
- Assign Unit Project: Your assignment is to persuade others to help the children in the Holocaust and to seeks to end prejudice, discrimination, hatred, genocide and irresponsible citizenship. Using the personal history story you focused on in Day 4’s lesson “Life in Shadows” online exhibit as your evidence. Make sure to mention a cause/effect relationship as well as the characteristics it takes to be a responsible citizen.

Materials: (all electronic and paper versions unless otherwise noted)

- Darfur sheet
- *11 Facts About Darfur*. (n.d.). Retrieved from <http://www.dosomething.org/tipsandtools/11-facts-about-darfur>
- Computer with access to internet for video clip
- Character Attribute Charts from previous assignment
- Compare/Contrast Chart
- Newspaper articles
- Assignment/Rubric sheet

Assessment:

Students will be graded based on the requirements for the assignment:

- There is a persuasive argument for action with a reason.
- There is evidence of a cause/effect.
- There is evidence of characteristics discussed in class.
- There are examples from the individual's life you're using as your basis for argument.
- It meets the length/duration requirements.
- Scripts are typed up and turned in electronically.
- You have sources for any direct quotes.

Sources:

Weber, L. (2001). *The Holocaust Chronicle*. Lincolnwood: Publications International, LTD.

Volavková, H. (1994). *I Never Saw Another Butterfly: Children's Drawings And Poems From Terezín Concentration Camp, 1942-1944*. New York: Schocken.

11 Facts About Darfur. (n.d.). Retrieved from  
<http://www.dosomething.org/tipsandtools/11-facts-about-darfur>

<http://www.ushmm.org/museum/exhibit/online/hiddenchildren/index/>

O'Donnell, Anne Stewart. United States Holocaust Memorial Museum, (n.d.). *Life In Shadows: Hidden Children And The Holocaust* Retrieved from

<http://www.ushmm.org/museum/exhibit/online/hiddenchildren/index/>

Christensen, L. (2000). *Reading, Writing, And Rising Up: Teaching About Social Justice And The Power Of The Written Word*. Milwaukee: Rethinking Schools Ltd.

Roberts, Mike. (2011). Teaching Young Adult Literature. *English Journal*, 100(4), 94-97.  
(This would be provided to the students.)

### Children of the Holocaust Unit Project Assignment and Rubric

Throughout this unit, you have learned about the lives of children during the Holocaust with the trials and tribulations they had to endure whether they had to hide in a cupboard, live with a stranger, hide by themselves, or be sent to camps, etc. You have studied the cause and effect relationship and how that affected the lives of these children. Lastly, you have also learned what it takes to be a responsible citizen in our community, nation and world.

Your assignment is to persuade others to help the children in the Holocaust and to seeks to end prejudice, discrimination, hatred, genocide and irresponsible citizenship. Using the personal history story you focused on in Day 4's lesson "Life in Shadows" online exhibit as your evidence. Make sure to mention a cause/effect relationship as well as the characteristics it takes to be a responsible citizen.

Your project can be a:

Pair projects:

Powerpoint slideshow for a community symposium – Must include 15 slides with speaking notes  
TV or radio advertisement – Must be 5 minutes in length, scripts must be typed up and turned in electronically.

Can be pair or individual project (please discuss with me first as requirement may change to shorter/longer):

Live “movement” performance (ie play, plea to Congress, expressive dance with narration) –  
Must be five minutes in length. Scripts must be typed up and turned in electronically.

Design a advocacy webpage – Must include a photo, mission statement, one page of text with the information as well as links to reliable references.

Individual project:

Letter to the editor – Must be 5 pages long (typed double spaced)

Documentary Movie poster – Must include a description of the documentary as well as a “tagline” and some kind of visual on it (photo, drawing, artifact, etc.)

Due dates:

Today: Your preference in project is due to me today so I can pair up those who would like to be in a pair but need a partner.

One Week: Project due

Rubric – You will be graded based on the following criteria:

There is a persuasive argument for action with a reason.

There is evidence of a cause/effect.

There is evidence of characteristics discussed in class.

There are examples from the individual’s life you’re using as your basis for argument.

It meets the length/duration requirements.

Scripts are typed up and turned in electronically.

You have sources for any direct quotes.

Projects will be presented to class. Documentary posters will be posted on the walls. TV/Audio Letters to the editor will be posted under a new page on our Class webpage designed to look like a newspaper.