



NTA REVISED Project Planning Toolkit

“Instruments of Hope...”

Subject/Course:	Special Topics in History: Holocaust Education	Grade Level:	9th-12th
Content Big Idea:	The Impact of Music on the Holocaust and Present-Day Society	Semester:	Spring Semester

Content Standards

must be spelled out or linked-in

Power Standards:

- **Holocaust Education:** W.H. 6.4 & W.H. 6.5
- **Mass Media:** IM-6.1 & IM-6.5
- **Psychology/Sociology:** P.2.2, P.4.7, P.5.4, P.5.6, P.7.3 & P.8.2
- **Creative Writing:** W3.3 & W4

Information & Authentic Sources?

think community contacts, go-to resources, movie clips, simulation programs, etc

Music and the Holocaust -

<http://holocaustmusic.ort.org/politics-and-propaganda/third-reich/berlin-judischer-kulturbund/>

Music of the Holocaust - <https://www.ushmm.org/exhibition/music/>

Heartstrings: Music of the Holocaust -

http://www.yadvashem.org/yv/en/exhibitions/music/music_and_holocaust.asp

Teachers' Guide to the Holocaust -

<https://fcit.usf.edu/holocaust/arts/music.htm>

Benefits of Learning and Listening to Music -

https://www.nammfoundation.org/articles/2014-06-01/benefits-learning-and-playing-music-adults?gclid=EA1aIQobChMlylbhvNbH2QIVTlqGCh3YswDkEAAYASAAEgKY-fD_BwE

How Music Effects the Brain -

<http://www.cammomusic.org/cammo-offers/music-therapy/what-is-music-therapy>

Impact of Music on Children and Youth -

<http://pediatrics.aappublications.org/content/124/5/1488>

	Power of Music - https://academic.oup.com/brain/article/129/10/2528/292982 How Music Affects Us and Promotes Health - http://www.emedexpert.com/tips/music.shtml Music and Those with Down's Syndrome - https://www.youtube.com/watch?v=swo-l2BI3zY Impact of Music on Emotions - http://www.inquiriesjournal.com/articles/1402/the-impact-of-music-on-emotion-comparing-rap-and-meditative-yoga-music Ted Talks - https://www.ted.com/playlists/363/how_music_affects_us 9 Ways Music Can Improve Your Life - http://theweek.com/articles/448464/9-ways-music-improve-life Violins of Hope - http://www.violinsofhopecle.org/about/the-founder/ Violins of Hope Ft. Wayne - https://violinsofhopefw.org/		
<u>SWLO's Rubrics (updated)</u> LINK to RUBRIC - Exhibit/Gallery Walk LINK to RUBRIC - Holocaust Education (GALA) LINK to RUBRIC - Mass Media (GALA)	Project Context (Authenticity & Adult Connections) ? <i>think real world connections, adult roles and guests</i>		
Knowledge & Thinking Type in the KT rubric being used	<table> <tr> <td data-bbox="1003 1133 1423 1549"> Content = Visual/Audio/Written Final Product (EXHIBIT) <i>What is the evidence that the student knows and can use accurate and relevant historical/social scientific content?</i> <i>(Holocaust) - Do you have enough information connecting impact of music OR self to the chosen person's life?</i> Argument = Reflective IAKT (EXHIBIT) <i>What is the evidence that the student can communicate a clear</i> </td><td data-bbox="1423 1133 2053 1549"> What's the overview? Students (Holocaust Education) analyze the lives of musicians and artists during the Holocaust and develop empathy for those that used music to "survive". Each individual produced a trifold board to display their lives and the connection to how music was used to provide hope OR used to persecute. Boards were displayed at the Yom Hashoah event in front of the Fort Wayne community. Students (Holocaust Education) will develop a connection between the lives of those </td></tr> </table>	Content = Visual/Audio/Written Final Product (EXHIBIT) <i>What is the evidence that the student knows and can use accurate and relevant historical/social scientific content?</i> <i>(Holocaust) - Do you have enough information connecting impact of music OR self to the chosen person's life?</i> Argument = Reflective IAKT (EXHIBIT) <i>What is the evidence that the student can communicate a clear</i>	What's the overview? Students (Holocaust Education) analyze the lives of musicians and artists during the Holocaust and develop empathy for those that used music to "survive". Each individual produced a trifold board to display their lives and the connection to how music was used to provide hope OR used to persecute. Boards were displayed at the Yom Hashoah event in front of the Fort Wayne community. Students (Holocaust Education) will develop a connection between the lives of those
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	<i>historical/social scientific argument/thesis?</i> • <i>Prompt (Exhibit) - How did this project connect to you personally in conjunction with your topic and the impact of music on your life?</i> • <i>Prompt (Holocaust Education) - What was the impact of the ordinary people on the Holocaust?</i>		musicians/artists impacted by music during the Holocaust and transformed an old music instrument and music stand into a representation using art design. Students (Mass Media) will develop a documentary that attempts to not only follow the story of the art/instruments being created in Holocaust Education, but also connect the ideas of hope/dispair to what these instruments mean for the Holocaust. The documentary is meant to evoke emotion from the audience for the connection of the instruments and their creators. Students (Holocaust Education) will identify the impacts of music on the Holocaust and its present-day effects on human emotion, health and cognitive skills. Each individual or collaborative group will identify how music saved people during Holocaust and continues to save people in our current society. Collaborative groups (including two students from Holocaust Education, one student each from Mass Media, Journalism and Psychology) will complete an audio, visual, and written exhibit that depicts the impacts and uses of the “chosen” music on themselves and others from a selected societal group (those with ADHD, athletes, babies, etc.)
Oral Communication Evaluated yes/no (domain name)	Interaction with Audience = Final Product (EXHIBIT & GALA) • <i>What is the evidence that the student can respond to audience questions effectively?</i> Clarity = One on One Conference (EXHIBIT & GALA) • <i>What is the evidence that the student can present a clear perspective and line of reasoning?</i> Evidence = One on One Conference (EXHIBIT & GALA) • <i>What is the evidence that the student can present a perspective with supportive evidence?</i>		
Written Communication Evaluated yes/no (domain name)	Language and Conventions = IAKT • <i>What is the evidence that the student can use language skillfully to communicate ideas?</i>	Who's the audience?	GALA - Members of Jewish Federation of Fort Wayne, Mynett Music, Sweetwater, Fort Wayne Philharmonic, USF Staff & Students, various music businesses (Neat Neat Neat Records, etc.) and the general public EXHIBIT - Members of WBOI, WMEE, Psychologists, and Therapists from the area along with those organizations from the Gala and their peers
Agency & Collaboration Evaluated yes/no (domain name)	Find Personal Relevance (Agency) = Whole Project • <i>(Exhibit) What relevance have you found in your life vs. the impact of music?</i>	What's the adult connection?	GALA - The public makes personal and emotional connections to the stories of those impacted by Music of the Holocaust along with the students' final products (documentary, art designs and spoken word).

	<i>(Holocaust) What relevance have you found in your life vs. the Personal ID story?</i> <i>(Exhibit & Holocaust) Have you developed empathy for those that have been impacted by music?</i> Contribution and Development of Ideas = Whole Project		EXHIBIT - Members of the community audience understand the impact of music and song on the mental, spiritual, social and/or physical health of people.
Artistic Expression	Conventions = Art Pieces <i>What is the evidence that the student has command of the technique of the artistic discipline?</i>		
Enduring Understanding	<i>Think big picture. What would I like students to remember and understand a year or a decade later</i> Students will develop an understanding of how music is more than just a sound. Each individual will develop an understanding that music has saved throughout history in different eras including the Holocaust. Music saves by improving health, increasing productivity, improving emotions and cognitive skills.		
Driving Question	<i>What question are students being asked to answer? This question should drive the project.</i> How is music used to save (provide hope) or persecute (cause despair)? How do we connect the use of music during the Holocaust for survival (like the Kulturbund) and persecution of various groups (like Jews) with the impact of music on an individual's life (including ourselves and current society)?		

Performance Product/s

What final products will require students to apply what they have learned? What will students be expected to produce and/or present that will allow them to demonstrate their knowledge and skills?

Students will develop an understanding of how music saved many non-Aryans from certain death and persecution because of their musical abilities. Students will connect this idea of "Music Saves" with how music impacts our current world and has the ability to save.

Final Product:

Group (Cross-Curricular Project):

- Gallery Walk Exhibit** - Created a collaborative visual, written and audio piece that focused on how music positively OR negatively impacts today's society (personally)
 - Psychology Student** - Research the effects of music
 - Creative Writing Student** - Develop a written piece to show impacts of music on group's topic
 - Mass Media Student** - Researched a style of music and connected this style to the focal topic. Created an audio and or video piece.

- Holocaust Education Student - Create a visual representation of the focal topic.
- [PROJECT EXPLANATION](#)

Individual (Holocaust Education):

- **Tri-Fold Story Board** - Focused on musician from Holocaust Era. Developed empathy for individuals NOT an overall total - 6 mill.
- **Instruments** - Focused on reconstructing the unplayable instrument to show how music provided hope OR caused despair.
- **Instrument Stands** - Focused on repurposing the stand as a piece of art to connect music to the book "Violins of Hope."
 - All on Display at Yom Hashoah Event AND Instruments of Hope GALA

Individual (Mass Media):

- **Documentary** - Focused on the development of a longer film. Also focused camera shots involved with the filming of the documentary. The advanced editing techniques involved with the creation of the video.
 - Documentary on Display at Yom Hashoah Event AND Instruments of Hope GALA

LITERACY TASK

What authentic written product will fit naturally within the context of the project and provide an opportunity for students to synthesize information and demonstrate their content knowledge?

Communication Type Argumentative / Narrative

- **Argumentative** : Defending a point of view, persuading an audience, supporting with evidence
- **Informational** : Describing a process or event, analyzing an event or text, examining a topic
- **Narrative**: Telling a story, developing either real or imagined experiences or events using effective techniques and clear event sequences

IAKT or CRA: (link in any cra scaffolding you may have here)

[Resources for IAKT & CRA Literacy Tasks](#)

Prompt:

Prompt (Exhibit) - How did this project connect to you personally in conjunction with your topic and the impact of music on your life?

Prompt (Holocaust Education) - What was the impact of the ordinary people on the Holocaust?

NUMERACY TASK

What authentic numeracy product will fit naturally within the context of the project and provide an opportunity for students to synthesize information and demonstrate their number skills?

Activity/ Prompt

Use the driving question and sources from the Brainstorm page to develop a prompt for your numeracy task.

Problem Solving Rubric for Support

Analyze data from research and connect it to the population of Fort Wayne.

Survey peers and members of the public and use statistics to connect to the topic and issues that it has caused or provided answers to.

PROJECT LAUNCH

How might I introduce the project to my students in a way that produces engagement, urgency for the work, and need-to-knows for the targeted skills?

Entry Event/ Doc: (hyperlink/ attach/ describe rollout here)

PART #1 - Roll Out - Personal ID Vision Board & Art Piece

Entry Event

- DOCUMENT
 - [Letter](#)
- VIDEOS
 - [Selection in Auschwitz](#)
 - [Holocaust 70 years later](#)
- Driving Question
 - How can we create a remembrance for those that survived the Holocaust or perished during the Holocaust? How do we as individuals develop empathy for one by developing a memorial board for “One of six million”?

PART #2 - Roll Out - Art Design for Yom Hashoah Commemoration & GALA

Entry Event

- DOCUMENT
 - [Letter](#)
- Entry Event [VIDEO](#)
 - Class Discussion
- Music of the Holocaust [VIDEO](#)
 - Class Discussion
- Rainbow in the Night [VIDEO](#)
 - Class Discussion
- Driving Question

- How did music save during the Holocaust era and reign of the Nazis?
- How can we use musical instruments and music stands to tell a story of how music provides hope or creates despair/persecution?
- Enduring Understanding
 - To determine how music impacted the lives of those that lived during the Third Reich.
 - To look at the events of the Holocaust from different perspectives and make connections to the use of music.

PART #3 - Roll Out - When Music Saves... Connection to the Present - EXHIBIT

Entry Event

- **Individually develop an abstract form of art (while listening to a specific song or music style) using acrylic paint.**
 - **Went outside and played music while students created an abstract art design.**
- Entry Video + Discussion
 - Entry Event [VIDEO](#) - Noisy Paintbox
 - Class Discussion
 - Nathaniel Ober Orbits [VIDEO](#)
 - Class Discussion
 - Oliver Herring “Art 21” [VIDEO](#)
 - Class Discussion
 - Bo and Lydia Gray [VIDEO](#)
 - Class Discussion
- Driving Question
 - How does music impact our mental, physical and emotional lives?
- Enduring Understanding
 - To determine the power of music and how it impacts perceptions, personalities and health in our society.

PLANNING GUIDE: Holocaust Education Class

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Targeted Skills		Anticipated Need to knows	Lessons/ Scaffolding Activities
1. Analyze Meanings of Vocabulary 2. Compare and Contrast the Impacts of the Treaty of Versailles on Cause for Nazi Rule 3. Determine the Role of Ordinary People 4. Create Empathy for One and not just Six Million		1. What is the difference between genocide and Holocaust? 1. What terms should we understand to make basic connections? 1. How will these basic vocabulary terms help us understand general ideas of the Holocaust? 2. How do the causes of WWII and the effects of WWI lead to the idea of Holocaust/genocide? 2. How did the Treaty of Versailles impact the growth of Nazism in Germany? 2. How did the terms and provisions of the Treaty of Versailles place the term “scapegoat” on the Jewish community of Europe? 3. What were the different roles of those individuals during the Holocaust? 3. What is the difference between a perpetrator, victim, rescuer, and bystander? 3. What type of people were considered “ordinary”? 4. What was life like prior to the rule of the Nazi Party? 4. How are our lives similar to the lives of Jews prior to 1933 in Germany? 4. How can we create a remembrance for those that survived the Holocaust or perished during the Holocaust? 4. How do we as individuals develop empathy for one by developing a memorial board for “One of six million”?	Scaffolding Activities
Key Benchmarks		Vocabulary List, Photo Journal, Personal IDs Vision Board	
Teacher Reflection:		We will be having members of the Jewish Federation and Jewish community coming in for the benchmark process on the trifold	

	(what needs to be adapted or changed in the future).	board.	
M I D D L E P H A S E (S)	Targeted Skills	Anticipated Need to knows	Lessons/ Scaffolding Activities
	1. Determine the initial research and information pertaining to one of the different uses of music during the Nazi regime. 1. Develop a presentation describing the topic to peers 2. Design an art piece (involving old music instruments) and written synopsis pertaining to the impact of music on Holocaust. 3. Design an art piece (involving a music stand) and written synopsis pertaining to the impact of music on the Holocaust or own lives.	1. What are the different uses of music during the rule of the Third Reich? 1. How was music used to save? 1. How was music used to persecute? 1. Did music influence the people of Germany more than the posters? 1. How was music used as propaganda by the Nazis? 1. What impact does music have on people today? How does this compare to the Holocaust? 2. What type of art medium can be used for the final art piece? 2. How do we choose a topic for the art piece? 2. Can we connect the art piece to the lives of those individuals in the book “Violins of Hope”? 2. How do we summarize the book and make sure we accurately bring the nonfictional lives from “Violins of Hope” to life (properly and accurately)? 2. How do we decide on an art piece that shows the positive impact of music on the Jewish community? 2. How can we portray the negative use of music to persecute those identified as degenerates or unfit? 3. How does music impact those around us? How does it personally impact us? 3. How do we connect the Holocaust to us?	Scaffolding Activities
	Key Benchmarks	Jigsaw Presentation (Collaborative) & Music Instrument and Stand Art Pieces (Yom Hashoah Commemoration & Gala)	
	Teacher Reflection: (what needs to be adapted or	Josh’s Mass Media students will be in our classroom throughout the process to film the stages of design. We need to make sure that we correlate the calendars.	

changed second (or more) time around.			
L A T E P H A S E (S)	Targeted Skills	Anticipated Need to knows	Lessons/ Scaffolding Activities
	1. Develop an understanding of the areas in current society that music impacts 2. Develop a personal connection to the impact of music on our current society 3. Create an exhibition product that shows the audience the impact of music on today's society or the topic of choice. 4. Explain the evidence and argument in a conference with Roberts, Smith, OR Toy. 5. Interact with audience members to explain the point of view after audience listens and views final product	1. What areas of statistics and data do we 1. What type of music can we use? How do we determine the impacts of this music style? 1. What effect does music have on us personally? 1. How was music able to help or hurt people in our own lives? 1. What are the topics that we will focus on throughout this project? 1. How was music used as propaganda in our current world? 1. What effects does music have on various stereotypes (race, ethnicity, gender, etc.)? 2. Does music impact those with mental, social or physical disabilities? 2. What power does music have on our perception of different races, ethnicities and genders? 2. How does music help our mental and physical health? 2. Does the impact of music have the same impact on today as it did for those that suffered during the Holocaust? 2. How do we connect our personal lives to the music we listen to? 2. How does our favorite music connect to our passions? 2. How does music impact stereotypes? 2. What relationship does music have with our different cultures? 3. What does the final exhibit look like? 3. How do we incorporate our choices in music to audio, visual, digital, written concepts? 3. How has music connected to art in the past and present?	Scaffolding Activities

		3. How will our collaboration with other students allow us to be an individual? 3. What is abstract art and how will it be displayed? 3. How does music define our personalities? 4. What does the conference system look like? How are being assessed? 4. If it is an individual decision, how do we connect it to ourselves if we have NO connection? 5. What kind of questions should we expect? 5. What are the guidelines for the final product? 5. Do we have to have all aspects of the exhibit (audio, visual, etc.)? 5. How do we rotate through each member of the group?	
	Key Benchmarks	Audio, Visual, Written and Digital Exhibit	
	Teacher Reflection: <i>(what needs to be adapted or changed second (or more) time around.</i>	Have to make sure that I have enough time for the Curriculum Development Project in Holocaust. Every other day we will work with the students from Psychology, Mass Media and Journalism.	

<u>6A's Rubric</u> BLACK = Holocaust Ed BLUE = Mass Media RED = Cross Curricular		
	Authenticity	- Relating the impact of music on others and self - Redesigning musical instruments to connect with driving question or enduring understanding - Violins of Hope arrival in Fort Wayne November 2019, art and design on display for performances - Video will be displayed at our event in April - Members of the community will watch and provide feedback for the documentary. - Relate the impact of music to a current topic or issue (health, disabilities, stereotypes, etc.) - Design a visual gallery walk display and receive input from health professionals and music professionals

		- Connect topic to own personal life and reflect on the power of music
	Academic Rigor	- Analyzing impact of music as Nazi propaganda - Analyzing the use of music to soothe non-Aryans in camp setting - Researching idea of “degenerate” music - Connecting music to the oppression of Jews during Nazi reign - The documentary will consist of hours of meticulous editing techniques that will test all of the skills learned. - The number of hours of footage to edit will exceed anything the students have encountered - The audience is real and authentic. - Research various topics that focus on the impact of music (refer to brain, health issues, etc.) - Reflect on the power of music in their own lives and those around them - Analyze the chosen topic pertaining to music and develop a list of resources to support your claim - Connect the power of music on the chosen topic
	Applied Learning	- Connect the idea of music being used as a tool for persecution or survival to how music impacts positivity and negativity in our current society - Connect the stories of the various violins with the development of empathy for those that were defined by the events of the Holocaust era - Editing techniques: Time lapse, jump cuts, audio editing, interviewing skills, color correction, angles - Telling the story while still keeping audience engaged - Create a 3-D visual display for the gallery walk exhibit - Develop a written piece that shows new knowledge of the topic - Create an expression of the power of music through an audio project
	Active Exploration	- Students conduct research and review interviews from people impacted during era - Students review a variety of sources from first person accounts - Students collect data based on impact of music on emotions, personal connections - Many editing techniques will need to be used to create this film that we have not used before, as well as the research part of this involving the violins of hope. All aspects will have to be developed and explored to create a good video. - Decisions as a collaborative group of what looks good and what should be shown, vs. what is not necessary for the story. - Students conducted self directed research by contacting authentic community resources and guided research phase scaffolding - Students analyzed the impacts of music on various positive/negative aspects of life (mental, physical, sociological, etc.) and connected to personal lives of collaborative

		group - Students collaborated and debated on the connections between their topic choice and the impact on society OR own lives
	Adult Relationships	- Jewish Federation of Fort Wayne - Fort Wayne Philharmonic - University of Saint Francis - Communications Class - Arts Education Class - Holocaust Education Class - Music Education Class - Music History Class - Jewish Community - Fine Arts Community - Working with the Jewish Federation of Fort Wayne - Video instructor from University of Saint Francis - University of St. Francis Fine Arts - Mynett Music - Neat Neat Neat Records - University of St. Francis Music Students - Sweetwater - Peers - Parents
	Assessment	- Tri-Fold Board - Musical Instrument Redesign - Abstract Music Stand Design - Written Reflection IAKT - SWLOs - Knowledge & Thinking - Content - Artist Statement - Evidence - Presentation - Oral Communication - Evidence - Presentation - Audience Interaction - Events - Written Communication - Development - Artist Statement - Organization - IAKT - Agency & Collaboration - Relevance to Self - IAKT - Seek Feedback - Art Design

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| | <ul style="list-style-type: none"> - Written scripts/storyboards - Editing assignments - Final video <ul style="list-style-type: none"> - Knowledge & Thinking <ul style="list-style-type: none"> - Content - Documentary - Oral Communication <ul style="list-style-type: none"> - Use of digital media- Production of the documentary - Written Communication <ul style="list-style-type: none"> - Development - Script for Documentary - Agency & Collaboration <ul style="list-style-type: none"> - Equal Participation - Editing and filming - Audio Expression - Written Essay, Poem, Lyrics, etc. - Reflection IAKT - Visual Display (tri-fold, model, etc.) <ul style="list-style-type: none"> - Knowledge & Content <ul style="list-style-type: none"> - Content - Diarama/3D - Argument - Written Piece - Written Communication <ul style="list-style-type: none"> - Language/Conventions - Written Exhibit - Oral Communication <ul style="list-style-type: none"> - Clarity - Gallery Walk - Interaction with Audience - Gallery Walk - Evidence - Audio Expression - Agency/Collaboration <ul style="list-style-type: none"> - Contribution and Development of Ideas - Collaboration - Art Conventions <ul style="list-style-type: none"> - Creative Expression |
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Detail Planning - Link in Calendar or Use Outline Below *See the Link for my Calendar

Holocaust Education Calendar + Cross Curricular- [LINK](#)

Mass Media Calendar - [LINK](#)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY