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| **TGC Fellow Unit** | | |
| **Prepared by:** Sarah Carrola, TGC Fellow **School/Location:** Whittier Middle School, San Antonio, Texas | | |
| **Subject**: English Language Arts  **Grade**: 8th  **Unit Title**: The Holocaust: Hope in Dark Times  **Time Needed**: 9 Week Unit | | |
| **Unit Summary**: As part of our 8th grade curriculum, students spend one 9 week period learning about the causes and effects of The Holocaust. During this same period, students will begin reading various Holocaust themed literature such as: *The Diary of Anne Frank*, excerpts from *Night,* various articles on key political and military players, and diary excerpts from children who witnessed the Holocaust firsthand.  One question that is always raised throughout the unit is *Why didn’t they fight back?* As part of our learning experience, we will focus on people who have “fought back” throughout history and helped create social change. These people are known to some but not to all. These people risked their lives to save or speak out for the voiceless. Examples of these real life heroes include: Miep Gies (Anne Frank’s helper), Tank Man in China, Malala Yousafzai in Pakistan, Mahatma Gandhi in India, the Freedom Riders in the US, Della Curry in the US (a cafeteria worker fired for giving a hungry student extra food) and Larissa Martinez a young HS graduate/Dreamer in Texas.  During our unit, students will have the opportunity to meet real life activists who turned their ideas into action. First, students will visit the San Antonio Holocaust Memorial Museum and will have an opportunity to meet and question a Holocaust Survivor. The Survivor will tell their story of defiance against the Nazis and describe various people they knew who risked their lives to protect Jews during WWII. Then, students will hear from college students from St. Mary’s University’s Center for Legal and Social Justice. These students work on various causes from protecting Dreamers in San Antonio to helping San Antonio’s homeless population receive benefits and get government ids.  Throughout the unit, students will have three major assignments at the three, six, and nine week mark. The first assignment is to write a reflection piece on *The Diary of Anne Frank* using Harvard’s 3Ys. Why does the Holocaust matter to me? Why would Holocaust matter to my friends, family, and community? Why does the tragedy of the Holocaust matter to the world in 2018? The second assignment is for students, in groups, to create a multi-media presentation that focuses on a real-life hero. Students will explain how culture and traditions, context, politics, and biographical traits influenced the individual to resist in a non-violent way. Students will use images, video, and speeches in their presentation. For their third assignment, students will formulate a persuasive argument to focus on a human rights issue they have chosen to highlight. Students can write to a policy maker or stakeholder or create a social media presence on their chosen topic. | | |
| **STAGE 1: Desired Results** | | |
| ESTABLISHED GOALS:  Reading TEK 8.5 Analyze an author’s use dialogue to portray protagonists and antagonists in a drama  Reading TEK 8.7 Analyze how speakers use appeals to the audience in literary non-fiction  Reading TEK 8.8 Draw conclusions based on an author’s use imagery and other sensory language in a text  Reading TEK 8.10 Summarize and make logical connections between different genres of texts  Reading TEK 8.18 Write a persuasive text to influence the ideas or actions of a specific group of people    World Geography 10.A-F Understand  the historical development related to  the rights and responsibilities of  citizenship across the world  (including resistance movements and  fights for democracy)  GLOBAL COMPETENCY:  1. Recognize Perspective  *2.* Communicate Ideas  *3.* Take Action  TECHNOLOGY USED:  Classroom kindles  School computer lab  Classroom padlet (message board)  Prezi created by students  Powerpoint created by students  RESOURCES:  Universal Declaration of Human Rights  Convention on Rights of the Child  *The Diary of Anne Frank*  Excerpts from *Night*  Tank Man video on youtube  Mala speech before the UN  Gandhi biographical video  Freedom Riders article and photos  Miep Gies obituary  DACA article  Della Curry Article  San Antonio’s Haven for Hope article  Larissa Martinez’s 2016 Valedictorian speech on DACA | ***Transfer*** | |
| *Students will be able to independently use their learning to: address real-life problems with a targeted, logical, reasonable, non-violent response.* | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that:*  Throughout history regular citizens have fought back against oppression using violent and non-violent methods.  People – including young people who often feel marginalized – have the power to organize and protect others | ESSENTIAL QUESTIONS:    How does identity influence the way we see ourselves and others?  How have average citizens used non-violent means to start dialogues and change human history?  What can kids do to fight intolerance? |
| ***Acquisition*** | |
| *Students will know:*    the major causes and implications of The Holocaust  the legacy of Anne Frank and her family  real life heroes who have risked their lives throughout history to fight for others  how local university students are using their skillset and education to fight for the marginalized  Various ways to share information on a certain topic (using social media or the written word) | *Students will be able to:*    Describe in their own words intolerance, civil disobedience, marginalized, conformity, non-conformity, identity, justice, and activism.  Explain at least three instances in human history of acts of “fighting back”  Describe how one local university promotes activism through their Office of Legal and Social Justice  Write a persuasive letter or create a persuasive webpage that focuses on a human rights issue important to the student |
| **Stage 2 – Evidence** | | |
| **Evaluation Criteria (Learning Target Student or Student Will Be Able To)**   * **Explain events that led to Nazism and ultimately the Holocaust** * **Compare and Contrast characters in *The Diary of Anne Frank*** * **Summarize the importance of Anne Frank’s legacy to the world** * **Create a multi-media presentation on a real life hero focuses on biographical information, a call to action, consequences for speaking out, and their legacy** * **Write questions to a real-life hero to learn more about their experience** * **Create an original text (persuasive letter or webpage) that focuses on an important human rights issue** | **Types of Assessments**   1. ***The Diary of Anne Frank Act One and Act Two* Exams**   Character Profiles, True/False, Multiple Choice, Short Answer   1. **Multi-Media Presentation: Story of Courage Profile**   Include: geography, context, biography, motivation, primary source, consequence, legacy   1. **Anne Frank/Holocaust Reflection Essay**   Utilize Harvard 3Ys   1. **Persuasive Letter/Webpage:**   After meeting local activists, students will identify an issue important to them and either write a letter to a local policy maker or create a social media presence devoted to this issue.  **Other Evidence of Learning:**  Observation during collaboration time with groups  Observation during Holocaust Museum field trip  Student-created questions  Student Reflections on Padlet  Dialectical Journaling on *The Diary of Anne Frank* | |
| Assessments **FOR** Learning: | Make inferences about character motivations based on dialogue in the play  Using key academic vocabulary in conversation, reflection, and presentations  Connect examples of non-violent resistance movements from around the world to the UN Declaration of Human Rights  Formulate opinions on global human rights issues | |
| Assessments **OF** Learning: | Anne Frank Exams  Identify global issue and explain significance  Persuasive Letter/Webpage (using pathos/ethos/logos) | |
| **Stage 3 - Learning Plan** | | |
| This lesson will encompass an entire unit of study. Each unit last approximately nine weeks of school. Each week, we will focus on a certain theme in our unit. Throughout the unit, we will have three different checkpoints to monitor student progress on their unit project. Each major assignment will be due at the 3, 6, and 9 week period.  **Week One: Beginnings**  Students will learn about the causes of WWII, the concepts of intolerance and discrimination, and what events set in motion the election of Adolph Hitler in 1933. Students will read the children’s book *Terrible Things* – an allegory of The Holocaust. Students will create a vocabulary foldable on WWII terms. Students will begin to read *The Diary of Anne Frank*.  **Week Two: To Fight or Flee?**  Students will continue to read *The Diary of Anne Frank*. Students will read an excerpt from *Night,* about the narrator’s arrival by cattle car to Auschwitz. In response to our readings, students will write a comparison essay titled “Fight or Flee?” that describes the consequences of fighting back against the Nazis or trying to escape.  **Week Three: Heroes Among Us**  After meeting a Holocaust Survivor who lives in San Antonio, students will learn more about real life heroes. With their group, students will identify a real life hero who fought back against oppression using non-violent means. Students will present their findings to the class.  **Week Four: Hope in Dark Times**  Students will write “thank you” letters to the Holocaust Museum and to our guest speaker. To accompany our reading of *The Diary of Anne Frank*, students will learn about Jewish traditions.  **Week Five: The Resistance Grows**  Students will watch the PBS documentary “The Sharps’ War” about an American couple who traveled to Europe during the war and saved others from Nazis. Students will watch excerpts from the Charlie Chaplin movie “The Great Dictator” and explain how humor was used to fight against Nazism.  **Week Six:** **Silence is Complicity**  After meeting local activists, students will begin to identify global topics they are the most concerned about. Students will then break out into groups and research their topics for study. Students will also choose what type of final project they will submit – a persuasive letter or a webpage. After a topic is identified, students will use steps in the writing process and exchange papers (or outline for online presence) for peer review and revision. By the end of this week, students should be able to explain their topic, their mode of persuasion, and the key points they want to highlight.  **Week Seven: The Youngest Victims**  As we finish *The Diary of Anne Frank*, students will read various children’s books set during the WWII era. Like *The Diary of Anne Frank,* these stories tell the story of the Holocaust from a child’s eyes. Students will also read an article about the 1.5 million children killed during the Holocaust. Students will reflect on the causes of this tragedy and if something like the Holocaust could ever happen again. Students will complete a comprehensive exam on *Anne Frank*.  **Week Eight: The Refugees**  Students will watch interviews with Holocaust Survivors which describe what happened to Survivors after the war. Students will watch an interview with Otto Frank in which he describes his tragic search for his family after the war. Students will be able to explain what a refugee is, what global organizations help refugees, and describe what dangers refugees face. Students will research what systems the United States and other world leaders have in place to protect or welcome refugees. Students will research refugee camps around the world and describe the conditions at the camps. Students will participate in a philosophical chairs debate on refugees. Who should protect refugees? Should the US do more – or less – for refugees?    **Week Nine: Transformation**  Publication. Students will submit their persuasive letter or publish their social media website on their global issue topic. Reflection time! Students will write a reflection on the unit project. What would they do differently? How can the teacher make this assignment more meaningful or easier to explain? What changes would you make for next year? | | |

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| **TGC FELLOWS UBD Lesson** | | |
| Lesson Title: Causes of WW2 Subject: ELA Prepared by: Sarah Carrola, TGC Fellow  Materials Needed: Posters, markers, primary sources, tablets, images from WW2, news articles  Global Competency: Investigating the World | | |
| **W**here is the lesson going?  (Learning Target or SWBAT) | I can identify five major causes of WW2. | |
| **H**ook: | | **T**ailored Differentiation: |
| **Judaism, Anti-Semitism, Rise of Adolf Hitler, Economic Crisis in Germany, Nuremberg Laws**  On the big screen, students will see various images relating to WW2. Students will make inferences and describe what is happening in each picture. | | Articles will be provided at different lexile levels per group.  Students will use print and media resources to learn about their topic.  Students can use pictures, words, and symbols in their explanation. |
| **E**quip: | |
| Students will read various primary sources, watch video clips, and read articles based on their topic. Students will then use the information they have learned to create an informational poster to display in the class. | |
| **Rethink and revise:** | |
| As each group presents, the rest of the class will summarize each topic in a graphic organizer. Then, students will conduct a gallery walk to again review everyone’s posters. When the class comes together, students will reflect on which posters they liked the most and what topic had the most impact on WW2. | |
| **Evaluate:** | |
| Students will create a poster on their topic and then present it to the class. Students will identify the significance and legacy of their topic to human history. | |
| Notes:  This lesson is a part of our larger Holocaust Unit in which we read *The Diary of Anne Frank*. These lesson will build some background knowledge for our students before we begin reading. | |
| **O**rganization: |
| Tables will be arranged in groups prior to students’ arrival. Each table will cover a different topic. |