WALKING THROUGH FIRE TO COURAGE

Grade 8
Elie Wiesel’s *Night* and *The Diary of Anne Frank*
Holocaust Collaboration
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RATIONALE

• 8th grade curriculum
• Important aspect of history
• Current genocides
I presented some background data (WWI: 1914-1919) to the students so they would have some time/place focus before presenting the Holocaust. With that said, I presented data for end of WWI including Germany’s surrender and participation in the Treaty of Versailles. We noted that the treaty meant Germany had to accept responsibility for the war, agree to reparations and to downsizing its military machine. Students were then made aware of the worldwide economic downturn (mid-late 1920s into 1930s) and depression like conditions experienced abroad. The students discussed that during extremely difficult times like those, waves of internal conflict and change tend to take hold and even flourish; including the support of dictators like Hitler who promoted fascist ideals i.e. “The Third Reich” and the “Aryan Race.” Such was the case in Germany when the support of Hitler led to him becoming Chancellor, allowing him the perfect opportunity to wield his propaganda machine to spread his fascist messages. Once Hitler, who was very charismatic, found a foothold, he hand-picked individuals and placed them in positions where they could best serve in carrying out the plan to eliminate all that did not fit the mold of his “Third Reich,” which primarily meant Jews. From that time forward Jews were marked for processing, movement to ghettos and eventually to concentration camps for work or extermination. Students learned that survival in the camps was all about being able to contribute your labor in some meaningful way; and yet for others, those deemed unable to “work” eventual extermination was just around the corner. Students learned that these heinous acts were well calculated and required enormous resources and strategic efforts abound. This time of genocide and mass destruction of the Jewish people was later referred to as the Holocaust. While Hitler did target other people whom he felt would not further his 1000 year Reich, his main focus was demonizing, targeting, removing and eventually killing Jews on a mass scale. Fortunately, the Holocaust was halted when WWII came to a close, but by then 6,000,000 Jews and others were already exterminated.

**Unit Materials/Resource Used**

- Vocabulary & Guided Reading World History Text – Between the Wars
- Primary Source Reading – Mein Kampf (Adolf Hitler)
- Video – End WWI (Germany – Reparations)
- People in World History Activity – Anne Frank
- Vocabulary & Guided Reading World History Text – World War II
- Primary Source Reading – Rena’s Promise: A Story of Sisters in Auschwitz
- Video - Inside the Mind of Adolf Hitler
- Video – The Holocaust – A Teenagers Experience
- Video - Witness: Voices from the Holocaust
- Wordle – Adolf Hitler & Concentration Camps
- Research and Typing Assignments from The United States Holocaust Memorial Museum
  - Nazi Concentration Camps: [http://www.ushmm.org/search/results/?q=concentration+camps](http://www.ushmm.org/search/results/?q=concentration+camps)
Our primary sources focused on:
*Clementine fruit
*Anne Frank’s family members
*Each 8th graders in their own prior family generations

Information on the given person was found within the NDSL Online Library Resources

Ancestry Library Generation
http://www.ancestrylibrary.com/

Our secondary sources focused on:
*Reference materials
*Quality websites
Who is Elie Wiesel? Author Research and Presentation

Primary and secondary sources
Prezi (www.prezi.com)
Presentation
A PREZI PRESENTATION
HOW DOES MY LIFE COINCIDE WITH ANNE FRANK?

Steps to complete assignment

• Locating primary and secondary sources
• Personal Information
• Timeline
  http://www.dipity.com
• Presentation to others in the class

Dipity Timeline Presentation
ESSENTIAL QUESTION: WHAT IS COURAGE?

• How would you define courage?
• List an individual who you would characterize as courageous and explain why.

Format: one paragraph for each question
Assessment: Content: 10 pts.
Grammar/Spelling: 10 pts.
NIGHT INTRODUCTORY ACTIVITIES

- KWL chart
- Focus Activity/Writing: events suddenly changing a person’s life (share)
- Connotation of the word *night*
NIGHT CH. 1-2

• Headlines survey
• Euphemisms (final solution, liquidation, resettlement)
• Writing Style (compare/contrast)
• Personal letter to Moche the Beadle (share)
VIRTUAL FIELD TRIPS TO AUSCHWITZ, BIRKENAU, MAUTHAUSEN

Children Remember the Holocaust

• Gas Chambers & Mass graves (2:15 minutes)

Children remember the Holocaust | Search | Discovery Education

• Arrival at Auschwitz (4:06 minutes)

Children remember the Holocaust | Search | Discovery Education

A People’s History of the Holocaust and Genocide

http://remember.org/

To view virtual fieldtrip Quik Time player is needed:

Auschwitz

http://www.remember.org/auschwitz/aus.php

Birkenau

http://remember.org/camps/birkenau/index.html

Mauthausen

http://remember.org/camps/mauthausen/index.html
NIGHT CH. 3-5

- Focus Activity/Writing: Responding to Danger (share)
- Characterization of Elie
- Inference of passages
- Persuasive Essay: Fasting (share)
- Science Connection: Calories
INTERVIEWS

- Ashley ND community members who lived through WWII. They focused on the topic: What life was like during the war?

Leona Neu, age 89
Presented on her life in rural Ashley ND

Jerri Rau, age 82
Presented on her life in Hearne TX (near Camp Hearne WWII Prisoner of War Camp)
SHORT VIDEO CLIPS OF THE INTERVIEWS
NIGHT CH. 6-9

- Focus Activity/Writing: Hopelessness
- Narrator Point of View (compare/contrast)
- Group Research: Dysentery
- Dramatic Recitation (Holocaust poetry)
- Thank you letters (member of concentration camp)
- Eulogy for Elie’s father
- Allied soldier writing (share)
NIGHT FINAL ACTIVITIES

- Writing: Do you consider Elie Wiesel courageous? (share)
- Reflection writing: thoughts and questions on the book (share)
- Survey Questions: Holocaust occurring again, important to study, etc.
- Group Research: current genocides in the world
- Pictures of the concentration camps today
THE DIARY OF ANNE FRANK

• Play format
• Assigned parts
• Compare/Contrast between Anne Frank’s experiences and Elie Wiesel’s experiences
• Virtual tour of the Secret Annex

http://www.annefrank.org/en/Subsites/Home/
FUTURE POTENTIAL FOR THE UNIT

• PLC - Holocaust collaboration
• Science: Dr. Mengele
• Health: illnesses within the concentration camps
• Music: music produced within the concentration camp
• Math: creating a Holocaust monument
• Counseling: mental effects of surviving the Holocaust, survivor’s guilt, etc.
• Business: Jewish businesses during the time period
• Student presentations to older peers
STANDARDS: READING INFORMATIONAL TEXT

- **RI.8.1** - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

- **RI.8.2** - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

- **RI.8.3** - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

- **RI.8.4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

- **RI.8.5** - Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

- **RI.8.6** - Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

- **RI.8.7** - Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
STANDARDS: WRITING

• W.8.1 - Write arguments* to support claims with clear reasons and relevant evidence.
  
  a. Introduce claim(s)*, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  
  b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  
  c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.*
  
  d. Establish and maintain a formal style.
  
  e. Provide a concluding statement or section that follows from and supports the argument presented.
  
• W.8.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

  a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  
  b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
  
  c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
STANDARDS: WRITING

• W.8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)

• W.8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

• W.8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

• W.8.7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

• W.8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARDS: WRITING

• W.8.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

• a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.").

• b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.").
STANDARDS: SPEAKING AND LISTENING

- SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
  
  a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  
  b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  
  c. Pose questions that connect the ideas of several speakers and elicit elaboration, and respond to others’ questions and comments with relevant evidence, observations, and ideas.
  
  d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.

- SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

- SL.8.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying any background knowledge or assumptions the speaker makes.
STANDARDS: SPEAKING AND LISTENING

• SL.8.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

• SL.8.5 - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

• SL.8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
STANDARDS: LANGUAGE

- L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
  - a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
  - b. Form and use verbs in the active and passive voice.
  - c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
  - d. Recognize and correct inappropriate shifts in verb voice and mood.
- L.8.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
  - b. Use an ellipsis to indicate an omission.
  - c. Spell correctly.
- L.8.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
STANDARDS: LANGUAGE

• L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
• L.8.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  a. Interpret figures of speech (e.g., verbal irony, puns) in context.*
  b. Use the relationship between particular words to better understand each of the words.
  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
• L.8.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARDS: READING LITERATURE

• RL.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

• RL.8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

• RL.8.3 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

• RL.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.*

• RL.8.5 - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

• RL.8.6 - Explain how differences in the point of view of characters and the audience or humor.

• RL.8.9 - Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LIBRARY & TECHNOLOGY STANDARD: INFORMATION AND INQUIRY

- Cluster: Inquire
  - 8.IAI.1 Identify a problem or need using current knowledge as context for new learning.
  - 8.IAI.2 Develop questions based on a problem or need
- Cluster: Access
  - 8.IAI.3 Select most appropriate library print, digital, and subscription resources from a known list.
  - 8.IAI.5 Retrieve identified information resources with some adult guidance.
- Cluster: Evaluate
  - 8.IAI.6 Evaluate information found within selected resources on the basis of accuracy, currency, reasonableness, appropriateness, credibility, and detail.
  - 8.IAI.7 Modify and implement new search strategies based on information gaps.
- Cluster: Develop and Share
  - 8.IAI.8 Interpret information and apply new knowledge to real world situations.
  - 8.IAI.9 Organize and analyze information using technology and other tools.
  - 8.IAI.10 Collaborate with others to exchange ideas and develop new understanding.
  - 8.IAI.11 Explain how information and ideas support a decision or solution.
  - 8.IAI.12 Evaluate and reflect on the inquiry process using assessment techniques.
Cluster: Technology Operations and Concepts

8.MTL.1 Define and use grade appropriate media and technology terminology in context.

8.MTL.2 Select the appropriate technology to accomplish a goal.

8.MTL.3 Perform grade-appropriate operations using technology to accomplish a goal.

8.MTL.4 Use a variety of strategies to troubleshoot systems and applications with guidance.

8.MTL.5 Adapt current knowledge to the learning of new technologies.

Cluster: Creative and Innovative Processes and Products

8.MTL.6 Adapt current knowledge to generate new ideas, products, or processes.

8.MTL.7 Create unique products and processes by selecting digital resources, tools, and formats for a real-world task.

8.MTL.9 Investigate past, present, and future technology trends and forecast.

8.MTL.11 Use technology to gather and share information with a variety of audiences in ways that others can view, use, and assess.
Cluster: Learning Communities

8.PLG.1 Develop cultural understanding and global awareness by engaging with people of other cultures.
8.PLG.2 Use tools to seek out different perspectives to inform thinking and decision-making.
8.PLG.3 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.

Cluster: Reading, Listening, and viewing for Life-Long Learning

8.PLG.5 Identify and respond to a variety of genres, formats, and authors of literature.
8.PLG.6 Read widely and fluently to make connections with self, the world, and previous learning.
8.PLG.7 Transfer current knowledge with new learning
8.PLG.8 Display curiosity by pursuing interests through multiple resources.
8.PLG.9 Determine and select materials appropriate to personal abilities and interests.
LIBRARY AND TECHNOLOGY STANDARD: RESPONSIBLE USE OF INFORMATION AND TECHNOLOGY

Cluster: Intellectual Property and Ethics
8.RU.1 Explain and follow copyright guidelines
8.RU.2 Identify when citation or permission is needed to use the intellectual property of others.
8.RU.3 Practice strategies to avoid plagiarism and discuss the personal consequences of plagiarizing the work of others.
8.RU.4 Demonstrate respect for and proper use of materials and technology.
8.RU.5 Comply with Acceptable Use Policies.
8.RU.6 Identify personal acts of piracy and discuss the possible consequences.

Cluster: Digital Citizenship and Safety
8.RU.8 Discuss the principles of intellectual freedom
8.RU.9 Discuss the use appropriate digital etiquette for a variety of situations.
8.RU.10 Practice safe and ethical behaviors in personal electronic communication and interaction.
8.RU.11 Apply safe practices for sharing personal information and explain the implications of unsafe practices.