

Integrated Unit on the Holocaust
Theme: Identities

This three week unit is about the Holocaust with the theme of identity. This theme is very relevant to the young adolescent as they are struggling with their identity and trying to find out who they really are. They are very curious about the world around them and are able to relate to real-world situations. Young adolescents are at a point in their lives in which they are tackling moral and ethical issues and determining what their values and beliefs truly are (Beane, 1993).

This unit invites the students to explore their identity in many different ways such as evaluating their identity both before and after the unit, taking on the role of an individual involved in the holocaust, and journaling their thoughts and feelings as they learn more about the Holocaust and themselves. This allows them to truly inspect their identity and assess how or why they identify themselves a particular way and how their identities may change. The unit will explore a variety of people and their contributions to the Holocaust, both positively and negatively. By exploring a variety of people the students should be able to find an identity they can relate to and create meaning from. In doing this, they will be part of preventing injustice from happening in their school, their community, and the world.

In order for students to effectively grasp how identity relates to the Holocaust there must be an understanding of World War II and the Holocaust. Several of the activities in this unit are designed to give students the necessary background knowledge so that they may fully connect these historical events with their lives. Students will see the Holocaust as something that could happen again and they could prevent it from happening again. Teaching this unit in an interdisciplinary team makes the learning more relevant to real life (Beane, 1993). It shows

the students that identity and cultural diversity, just like the Holocaust, involves every area of a person's life. The students are able to take ownership and have a voice throughout the unit by being active participants in the planning, implementation, and assessment of the material. Although the Holocaust is the central event they will study, the students will pick areas of this time that interest them to study. They are able to use their social and personal concerns throughout the unit and especially during the service learning project of their choice. When considering the theme of identity, the concepts of democracy, human dignity, and diversity are kept in the forefront of these activities. Through these activities (with proper teacher leadership) students will be able to explore the areas of history that interest them, present their final project in a way that interests them, see others as people deserving our respect and understand that diversity makes the world a better place.

The unit ends with a field trip to Europe, specifically to Germany with lessons that will be conducted in the exact historical places they have been studying. The last lesson and final project being presented at Auschwitz. They will be able to see and experience first hand the experiences the Germans, Jews, and Gypsies had during the WWII era. Ending this unit, the students will take on a WWII identity of their choosing and have discussions about that time and attempt to create a solution which would have altered history for the betterment of all who suffered during WWII. This will be their summative assessment and will be a project that they work on through the entire unit by placing entries in a "Who Am I?" journal (see note in Launching Activity). It will be a memorable, meaningful experience that should stay with them for the rest of their lives.

Unit Schedule

Week One

- **Launching Activity- Brown Eyes Vs. Blue Eyes**
- **Timeline-How Did We Get Here?**
- **Diversity-Who is Who?**
- **Identities- People Stories**

Week Two

- **Mapping- Where Did This Happen?**
- **Propoganda- What Does It Mean?**
- **Service Learning Projects- Student Choice**

Week Three

- **Field Trip to Europe**
- **Self Portraits- Who Am I?**
- **Concentration Camps- Starvation**
- **Concentration Camps- Population Dynamics**

Ongoing

- **Read Aloud- *The Boy In The Striped Pajamas***
- **Independent Reading- Student Selected**
- **Final Projects- Student Choice**

Essential Questions

1. What is identity?
2. How does identity impact me in my life?
3. Why is identity important in a global society?
4. What are some reasons a person's identity may change?
5. How do people in the world today act out against others because of fear or hatred of others?
6. What is my role in promoting a society in which people's identities are respected?

Activity	Standard Course of Study Objectives							Essential Questions
	English Language Arts	Math	Science	Social Studies	Art	Health	Technology	
Launching Activity- Brown Eyes	1.01, 1.02, 1.03, 1.04			4.03, 11.02			1.09, 2.09	1, 2, 3, 4, 5, 6
How did we get here?	2.01, 2.02	2.01		4.01,7.01, 7.02,8.01, 8.02,11.01			1.13, 2.05, 2.06, 2.07	3, 4, 5
Who is Who?	1.01, 1.02			1.01, 4.03, 7.01,11.01,11.02,11.03				1, 5
The People	Goal 1, 2.01			3.01, 4.03, 8.01, 8.02, 9.03				1, 4
Where Did This Happen?	2.01, 2.02	2.01, 3.01		1.01, 1.02, 4.01, 4.03				4, 6
What Does it Mean?	4.01			9.01, 11.04,			1.09, 2.09	5
Service Learning	1.01, 1.02, 1.03, 1.04			13.01, 13.02,				1, 2, 3, 4, 5, 6
Who Am I?	1.01, 1.02, 1.04			1.01,4.03, 7.01, 11.01, 11.02, 1.03	Goal 1, 5, 8		1.09, 2.09	1, 2, 3
Starvation in Camps	1.02, 2.01, 2.02	1.03,5.04				4.04,4.05, 4.06,4.09		4, 5
Population Dynamics	2.01, 2.02	5.02, 5.03, 5.04, 1.02	7.04, 7.05	1.02, 2.02, 2.03, 4.01			1.13, 2.05, 2.06, 2.07	4

Read Aloud Paideia Seminars	1.01, 1.03, 2.01, 2.,02, 5.01			7.01 11.01 13.02				1, 2, 4, 5
Independent book Read	1.01, 1.02, 1.03, 1.04, 2.01, 2.,02, 5.01, 5.02, 6.01, 6.02			7.01 11.01 13.02			1.13, 2.05, 2.06, 2.07	1, 2, 4, 5
WWII Day Culminating Activity	This activity will cover all of the above standards.							1, 2, 3, 4, 5, 6

(North Carolina Department of Public Instruction[NCDPI], n.d.)

Launching Activity-Brown eyes vs. Blue eyes

*Prior to activity-parent letter was sent home (for consent in participation and information about unit).

Goals:

- To determine the students' identities and what they value most. S.S. 11.02 L.A. 1.01, 1.02, 1.03, 1.04
- Determine if what they value are materialistic or ethical, moral beliefs. S.S. 4.03, 11.02 LA 1.01, 1.03, 1.04
- Expose needs vs. wants with the things "they cannot live without." S.S. 11.02
- Introduce them to WWII by using facts and a simulation of the minor atrocities the Jews and Gypsies were exposed to. S.S. 4.03 L.A. 1.01, 1.02, 1.03, 1.04 (NCDPI, n.d.)

Activity:

As students enter room, give all the students that do not have brown eyes a black bandana to tie around their arm. Make all the students with the bandana sit on one side of the room. Explain to students they are not to associate with those people who have armbands and tell people with armbands they may want to watch their behavior very closely (as not to upset the people in charge). Have students fill out All About Me Questionnaire (use questions such as: List the 5 things that are most important to you. Of those 5 things, what is the one thing you cannot live without? Why? Write three words to describe yourself. When your friends and family think about you- what do you want to be remembered for? List 3 important events and/or people who have influenced your life the most. What is your biggest fear? Why? What are you most proud of accomplishing? Why?) and continue with class as normal-just ignore questions and answer with "I can't say" or "I've already told you too much."

As students are filling out survey have the administrators and/or office personnel rush in and "take" the students with armbands. They empty their desks, and throw their book bags in a pile for another person to get. The students are taken separately in different directions of each other and without their belongings.

After the students are gone continue teaching normally about the facts of WWII and the precursors leading up to the war. Before lunch, bring students back and discuss them being "taken." Ask the students to discuss how it felt to be "taken" and how the classmates felt seeing them get "taken." Compare their experiences to how we think the Jews and Gypsies who were taken to ghettos and concentration camps would have felt. Review identity questionnaires and turn them into teacher. Discuss how their important things may be materialistic. Does this surprise them? Share answers for what they cannot live without and discuss whether the answers are needs or wants. Discuss how their opinion of what is important may have already changed from the survey in the beginning and ask them to think about that when they do their journal entries.

Introduce "Who Am I?" journal and explain that students will keep entries throughout the unit on things that stood out to them, were important to them, that they still have more questions about, and sometimes use them to explore another person's point of view. Students can decide their method of journaling (i.e. a wiki, a blog, paper and pencil, Word, etc.) Students will respond to activity and thoughts brought up by the discussion in their "Who Am I?" journal they will keep for the entire unit.

Formative and Summative Assessments:

Identity Questionnaire- students will fill out at another survey at the end of the unit for themselves to document any changes and they will fill them out for a person whose identity they will take on during the unit.

“Who Am I?” Journal Entries will be added throughout the unit and turned in as part of final project. Journal entries will be taken up periodically to assess how the student is progressing.

How did we get here?

Goals:

- Determine Hitler's role and identity during World War II. S.S. 8.01, 8.02 L.A. 2.01, 2.02
- Discover how Hitler's actions lead to WWII and the Holocaust S.S. 8.01, 8.02
- Discover the events which led up to Nazi control of Europe and the Holocaust S.S. 7.01, 7.02 L.A. 2.01, 2.02
- Examine why the Jews allowed themselves to be put into concentration camps. S.S. 4.01
- Relate the identity of the Jews to the students own identity. S.S. 11.01, L.A. 2.01, 2.02
- Create a Timeline to show important events Math 2.01, L.A. 2.01, 2.02 (NCDPI, n.d.)

Activity

: Show Video Clips of events that happened during WWII using United Streaming's Discovery Atlas Interactive Map.

Read Facts on the Holocaust, WWII, and death totals to students. After hearing the facts allow students time on the internet visiting the bookmarked sites to research causes of the Holocaust. Allow students to work in groups and pick the section of history they want to research the most. When students return to class time they will share their philosophies on how something that awful could happen. Students and teacher discuss the information that was found.

Students then work in groups to create a timeline of these events—Timeline should be big enough to cover many years and have room to add events that are found as learning is continued. (This will be a continuous project throughout the Unit. Students decide—years, events, reasons, setup of timeline, color code for the events.)

The timeline across the top of the poster should record Holocaust events as above.

Underneath, the students constructs parallel timelines on one or more of the following:

- The War and major political events
- Inventions and discoveries
- People, arts, theater, music, film, and sports
- The student's family history of that period

Students should look for and attempt to explain events from the various timelines that coincide. (Florida Instructional Technology, 2005)

Formative Assessment:

This assignment may be assessed on the accuracy and relevancy of the information included on the timeline. The teacher may set guidelines for the quantity of events, photos, etc. to be included. Alternatively, you may wish to have students write their own evaluations of what they have learned by examining the order and connections of events on their timelines.

Who is Who?

Goals:

- To identify racial, cultural, and ethnic differences between people and identify stereotypes of people. S.S. 1.01,4.03, 7.01, 11.01, 11.02, 1.03 L.A. 1.01, 1.02, 1.04
- Determine how difficult it is to identify religion and ethnic background from looking at someone or a picture. S.S. 1.01,4.03, 7.01, 11.01, 11.02, 1.03 L.A. 1.01, 1.02, 1.04
- Identify values and beliefs of different religions and ethnic groups. S.S. 1.01,4.03, 7.01, 11.01, 11.02, 1.03 L.A. 1.01, 1.02, 1.04 (NCDPI, n.d.)

Activity:

Have pictures of people from WWII era and people today. Ask the students to label the pictures with race, religion, and ethnic background on pos-its and place below the pictures. Include pictures of: Churchill, Eisenhower, Hitler, Osama bin Laden, George Bush, Barack Obama, Bill Clinton, German soldiers, Jews, Gypsies, German people, English people, Americans, French, etc.. Go through each picture and see how many students were correct in their guesses. Discuss the stereotypes of each race and common misconceptions people have about cultures, races, and religions. Discuss and identify the beliefs of religious, racial, and ethnic groups.

Have the students choose a card out of a bag. Each card has a personal narrative. There is also a script they are to read and each member take their role. They are to “become” that person and follow the scene as they are called various names and treated differently because of their beliefs or background.

Students will discuss experiences and prejudices they took part in. Students will respond in their “Who Am I?” journals answering the following questions: How did they feel being the target of prejudice? How did they feel calling out slurs against people? Could they identify their lives with any of the characters in the scene? How?

Formative Assessment:

Observational Notes

Post-its displayed under photographs

Journal Entries

The People

Goals:

- Students will understand the impact the Holocaust had on so many people. SS 3.01
- Students will understand key ethical ideas and values of the Nazi Army during the Holocaust SS 4.03
- Students will understand the key role of historical figures and groups had on the Holocaust. SS 8.01 & 8.02
- Students will understand how Germany dealt with what they saw as injustices in their country. SS 9.03
- Students will use language to express individual perspectives drawn from personal or relate experience. LA Goal 1
- Students will explore informational material for understanding what is read and viewed. LA 2.01 (NCDPI, n.d.)

Activity:

The teacher will begin the discussion with students on the people involved in the Holocaust, not just the Jews, but all those persecuted, soldiers committing the horrible acts, commanders in the military, the soldiers who helped to liberate the camps, etc. The Holocaust had an emotional impact on so many people. Using

<http://fcit.usf.edu/holocaust/people/people.htm> students will work in pairs looking at the people of the Holocaust. The teacher and students will have a Paideia Seminar discussion on how people could act so inhumanely. This is important for students to understand how they could have been a person during this time supporting the Nazi Army.

After students work to understand all of those involved in the Holocaust, they will begin research to find a person's story during this time period. The student's will be looking to find a person they can closely identify with. Students will answer the following questions about their person. What is his or her name? What was his or her role in the Holocaust? How did the Holocaust change this person? Do you know if this person is still living? If not, was this person's death a direct result of the Holocaust? Why can you identify with this person and how do they relate to your life? If you had been this person what effect would living through the Holocaust have on you?

Students will be introduced to the final project and assist in creating the learning contract.

Formative and Summative Assessment:

The students will use this information to create a "Who Am I?" journal entry from one day in this person's life. The student will assume the identity of the person and write the journal entry from the person's perspective. They can choose any day in the person's life to journal about; the rescue, the events of the day they died, the day they were taken, the day the soldier decided to become a Nazi, etc. This will be a component of final project.

Where did this happen?

Goals:

- Students will use a coordinate plane and coordinates to create a map of the locations of concentration camps, ghettos, key events, and people during the Holocaust, etc. Math 3.01, S.S. 1.1, 1.2, 4.01, 4.03
- Students will use coordinate plane and coordinates to measure distance on the map and actual distance to tell how far camps were from each other. Math 2.1
- Using the research create an explanation for the events, locations, people, that have been included on the map L.A. 2.1 (NCDPI, n.d.)

Activity:

In Groups of two or more students will research WWII and the Holocaust. Then they will create a map of Europe during the time of the Holocaust. This map will have a coordinate grid on it. On the map they will place, concentration camps, ghettos, key events (as they see them), and movement of people. They will then have coordinate locations, country locations, and explanation for each location to accompany the map.

Formative and Summative Assessment:

Map will be evaluated on accuracy of locations of the places and events the students chose to place on the map, coordinate grids, and country locations. Students will also be evaluated on their explanation for the events, places, and movement of people they placed on the map. They need to explain why these events were important.

In their "Who Am I?" journals they the students will also compare where they live to the locations on their map. They should explain how is life different from when and where they are growing up to when and where the Holocaust took place.

What Does it Mean?

Goals:

- Students will explore how propaganda was used persuade and effect the human emotion. LA 4.01
- Students will identify examples of political changes and its impact on culture. SS 11.04
- Students will understand how the government used propaganda to affect the people's views on the political system. SS 9.01 (NCDPI, n.d.)
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Activity:

Visit <http://fcit.coedu.usf.edu/holocaust/arts/ARTPOP.HTM> and view Nazi Propaganda Illustrations

Use the worksheet at <http://www.nara.gov/education/teaching/analysis/poster.html> and answer questions about the poster

What are the main colors used in the poster?

1. What symbols (if any) are used in the poster?
2. If a symbol is used, is it clear (easy to interpret)? memorable? dramatic?
3. Are the messages in the poster primarily visual, verbal, or both?
4. Who do you think is the intended audience for the poster?
5. Consider the tabloid by Julius Streicher, "Der Stümer," in which a medieval illustration depicts ritualistic murder of children, a medieval anti-Semitic myth. What irony can you identify?
6. What does the Nazi Government hope the audience will do?
7. What Nazi purpose(s) is served by the tabloid?
8. Go to the anti-Semitic cartoon by Seppla (Josef Plank) - an octopus with a Star of David over its head has its tentacles encompassing the globe. Compare this imagery with the song - "He's Got the Whole World in His Hands." Is there a correlation?
9. The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster?

Visit <http://www.nara.gov/education/teaching/analysis/cartoon.html> and complete cartoon analysis worksheet.

Discussion Questions

1. Which of the objects on your list are symbols?
2. What do you think each symbol means?
3. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?
4. List adjectives that describe the emotions portrayed in the cartoon.

Compare and contrast three cartoons for: Content, Efficacy, and Aesthetic value

The following day, create a cartoon depicting a message of propaganda relating to current events in America, their school or their life. Then, create a second cartoon combining a current event which parallels [to some degree] with the Holocaust. Have students share their cartoons with the class

Have each student defend his or her position:

- telling why they used particular imagery
- color

- subject matter
- composition

Students will share these cartoons with class. The students must defend their choice of subject, color, imagery, and composition. The cartoons will be part of the “Who Am I?” journal entries for this activity.

Formative and Summative Assessment:

The quality of the student's work can be assessed by :

- Peer and/or teacher review.
- Set up your classroom and library as a Holocaust Gallery and Museum.
- Constructive criticism of each other's work
- Plan an exhibition for the school
- Offer your work as a traveling show to other schools and art councils within the community.

“Who Am I?” journal entry of cartoon for final project.

Activity was adapted from: <http://fcit.usf.edu/holocaust/activity/68plan/cartoon.htm>

Service Learning Projects--The Holocaust could never happen now!!!

Goals:

- Students will connect what they learned about WW II to a service project that is important to them. S.S. 13.01, 13.02, L.A. 1.01, 1.02, 1.03, 1.04 (NCDPI, n.d.)

Every student will pick a service project that they want to be a part of. They will work to plan an event to help the area they picked. They will determine the need, decide what they are going to do about it, set the goal they want to accomplish, the reason they are doing it, ways to get the community involved, they will do this peacefully, and will report what the result was.

Global

Darfur—this is an area of Africa that is experiencing a mass genocide at this time (2005-2009). Thousands of people have been killed and tortured. There are many ways to help the people in this area.

Resources: www.samaritanspurse.org www.amnestyinternational.org
www.youthpolicyactioncenter.org www.genocidewatch.org www.savedarfur.org

Community

Homeless—these are people just like the Jews who have lost their house. What can you do to help them?

Here are a few other ideas, but it is very important that you take the lead in a way that you are interested in helping others.

- Organized a conference in your community in which people from different religions, races, and ethnic groups come together to learn more about each other.
- Start a food drive for people who are hungry in your community.
- Volunteer at an after-school program serving children who are underprivileged. Collect needed supplies and donate them to the program.

Resources: Homeless Shelters—call community agencies that help the homeless.
Habitat for Humanity—is there any way you can be involved?

School

What need do you see in our school?

Is there a group that you could create to raise awareness? Is there a campaign you could start? What can you do to change our school for the better?

Resources: Peers Guidance Counselor Parents Principal Media
Coordinator Teachers

Individual

(all must participate, information put into “Who Am I?” journal for final project) What do you need to change in you?—Find one thing in yourself that you need to improve on. Create a plan on how to change that part of you. Put the plan into place. Report your results. How have I changed?—Focus on one thing that you have learned from this unit that has made you grow. Describe what changed in you. Explain how you are different now. Elaborate on how this will or does impact your life.

European Holocaust Field Trip

Students will be traveling to Europe for the last week of the three week unit. Here students will see for themselves life in a concentration camp. They will be able to take all of their research and reading and connect it to real life experiences. The trip will pull on the emotion of the Holocaust making it a reality for the students. During this week different learning activities will be conducted at different sites along the way.

Itinerary for Holland

- Arrival in Amsterdam, Germany
- Touring Anne Frank's House in Amsterdam

Itinerary for Germany:

- Visit Bergen-Belsen Concentration Camp, Germany- where Anne Frank died in March of 1945
- Visit Dachau Concentration Camp- first concentration camp in Germany

Itinerary for Poland:

- Visit Belzec Concentration Camp
- Visit Auschwitz Concentration Camp
 - Here students will end the week, finishing the unit. Using laptops and wireless access, students will make final preparations for their presentations.
 - We will take the students pictures in their "balding caps" and "Striped Pajamas"
 - Students will present their identity story in a makeshift classroom in Auschwitz.

Who Am I?

Goals:

- To identify the similarities between people through art and photographs. S.S. 1.01,4.03, 7.01, 11.01, 11.02, 1.03 L.A. 1.01, 1.02, 1.04 Arts: Goal 1, 5, 8
- To discuss how identity is more than the visual appearance of a person. S.S. 1.01,4.03, 7.01, 11.01, 11.02, 1.03 L.A. 1.01, 1.02, 1.04 Arts Goal 1, 5, 8,
- Determine how difficult it is to identify religion and ethnic background from looking at someone or a picture. S.S. 1.01,4.03, 7.01, 11.01, 11.02, 1.03 L.A. 1.01, 1.02, 1.04 Arts: Goal 1, 5, 8
- Compare student photographs taken with a “bald wig” and striped shirt. LA 1.01, 1.02, 1.04 Arts Goal 1, 5, 8 (NCDPI, n.d.)
- Students will begin to figure out that who a person is more than how they look on the outside.

Activity:

Students will view Art from the WWII era. Students will compare those pieces to art they have worked on in class. Students will have their photographs taken with a bald wig and striped shirt and observe the similarities and differences (will be discussed again after reading The Boy in The Striped Pajamas.) This is a wonderful time to show pictures of holocaust victims. Discuss if they can tell the difference between different people in the camps. They will note that they are not so different and that they cannot identify themselves alone by that picture. Respond to activity in “Who Am I?” journal.

The big question posed to students during this time is: “Who would you be without your hair, clothes, technology, etc.? Who are you on the inside? They will begin to create a self portrait using the photograph taken, in this portrait have representations of who they are on the inside, symbols, designs, or objects that describe who they are, what they believe, what is important to them, etc.

This assignment can be completed using hand drawn work, computer animation, a combination of both, or some other means with teacher approval.

Formative and Summative Assessment:

“Who Am I?” journal response

Anecdotal records from class discussions

The self portrait assignment will be started in class and finished as a component of their final project.

Starvation in the Concentration Camps

Goals:

- To investigate how human beings survive under camp life's extreme conditions by examining the set rations. Health: 4.06, 4.09 LA: 1.02, 2.02
- To recognize the suffering and loss of life experienced in Holocaust due to food rationing Health: 4.06, 4.09
- To compare food rations of camp life to daily intake of students today Health: 4.03, 4.05, 4.06, 4.09 Math: 1.03, 5.04 LA: 1.02, 2.01, 2.02
- To identify the basic food groups, USDA requirements and compare those to rations of camp inmates Health: 4.03, 4.05, 4.06, 4.09 LA: 1.02, 2.02
- To recognize the importance of adequate nutrition Health: 4.06, 4.09 LA: 1.02, 2.02 (NCDPI, n.d.)

Activity:

Visit <http://www.mypyramid.gov/?gclid=COyonfjTlpsCFQebnAod5yEWgA> to see how many calories are required for children and adults. Compare this to the amount of food received in the Concentration Camps

[http://wiki.answers.com/Q/How many calories did the Jews get in concentration camps during the Holocaust](http://wiki.answers.com/Q/How_many_calories_did_the_Jews_get_in_concentration_camps_during_the_Holocaust)

Example: a 10 year old boy who gets less than 30 min of activity a day needs 1300 calories.

In concentration camps the most they received was 1,000 cal a day, but quite often much lower and with large amounts of physical labor added to that.

Have students keep a food journal to track the calories they ate and compare them to the calories of a concentration camp child's intake. Graph the results using multiple graphs and write about results in "Who Am I?" journal.

Formative Assessment:

Review graphs and Journal Entries

Population Dynamics

Goals:

- To make calculations of population density S.S. 1.02, 2.02, 2.03, 4.01 Science: 7.04, 7.05 L.A. 2.01, 2.02
- To recognize the stressful conditions experienced by European ghetto dwellers and Concentration Camp prisoners due to high population density and scarcity of resources. S.S. 1.02, 2.02, 2.03, 4.01 Science: 7.04, 7.05 L.A. 2.01, 2.02
- How does human activity impact the environment? Science: 7.04, 7.05 L.A. 2.01, 2.02 S.S. 1.02
- What effect does increased population have? Science: 7.04, 7.05 L.A. 2.01, 2.02 S.S. 1.02 (NCDPI, n.d.)

Activity:

Research the populations in ghettos and concentration camps. Compare to population of closest city. Discuss effects of population migration on the land, animals, and ecosystems. Students will create their own concentration camp which would be humane in the sleeping, eating, and work arrangements. Determine the resources needed for food, clothing, proper waste disposal, etc. Compare plans to the real concentration camps. Allow them to see what inhumane methods were used by visiting Auschwitz. Display findings using a graphic organizer or paragraph format. Respond in "Who Am I?" journal about your findings.

Formative Assessment:

Plans for concentration camp, research and comparison of concentration camp and "Who Am I?" journal entry ("Who Am I?" journal entry will become part of summative assessment).

Read Aloud and Paideia Seminars

Goals:

- Students will participate in meaningful discussion of the book making connections to their own lives. L.A. 1.01
- Students will participate in Paideia Seminar, working on listening and speaking with other students. L.A. 1.03
- Students will explore the text for meaningful information. L.A. 2.01
- Students will participate in whole class seminars. L.A. 5.01 (NCDPI, n.d.)

Activity:

For one hour each morning through out the unit the teacher will read aloud from The Boy in the Striped Pajamas. The teacher will lead students in a Paideia Seminar each morning, using the following questions as a guide:

1. What is the most critical moment in the story where you understand the point the author is trying to make?
2. What is true friendship?
3. Why do you think Bruno and Shmuel become friends and stay that way for over a year when the only thing they can do is sit at the fence and talk?
4. Why is Bruno so ashamed when he denies knowing Shmuel? Have you ever done anything to a friend and felt ashamed because of it?
5. The fence is a barrier that separates Bruno and Shmuel....What other barriers does the fence represent?
6. Why does Bruno continue his friendship with Shmuel despite his family's beliefs about Jews?
7. How can father, who obviously loves his children, act so inhumanely?
8. Why does Bruno struggle so much with his identity after his discussion with Gretel about who they are?

*These are guiding questions. Student discussion can lead to more questions and themes. The teacher will write down student's thoughts throughout the seminar as a guide if more questions need to be generated during the activity.

Formative Assessment:

The teacher will keep anecdotal records of student participation throughout each seminar. This will serve as a guide for encouraging participation of students. The teacher can then speak with students on a one on one basis if the student is not actively participating in the seminars.

Independent Book Read

Goals:

- Students will choose a book which is set during WWII to read, keep a “Who Am I?” journal and blog, and be able to discuss with groups. L.A. 1.01, 1.02, 1.03, 1.04, 5.01, 5.02
- Students will monitor their comprehension as they are reading these books. L.A. 1.02
- Students will connect the research they have found to the books they are reading. Language Arts 2.01, 2.02 (NCDPI, n.d.)

Activity:

Students pick from Number the Stars by Louis Lowry, Devil’s Arithmetic by Jane Yolen, Snow Treasure by Marie McSwigan, Anne Frank: Diary of a Young Girl by Anne Frank or another book of their choosing that is at their reading level. Students will read these books independently and then meet once a week with their groups to discuss key ideas in these books.

As students read their selected book, have them keep a response journal about what they are reading. Instead of summarizing the material, they are to reflect upon it and relate what they have read to their own lives. Responses might begin with a brief summary, or the statement, "The themes of this book are..." but the main portion of the response states, "This reminded me of a time in my life when..." or "These themes are relevant today because...."

Students are to write in their journals and blog about what they are reading once a week, sharing portions of their journals, questions they might have, new words, dilemmas, and issues brought up by the novel that left them puzzled.

The mission is to create an open book talk between the students. Blog correspondences are to be printed and kept within the journal. These will be collected at the end of the project.

After reading the book, students are to complete one of the following projects:

- Write a letter through one character's perspective to another character in the book.
- Write a poem based on the book.
- Create a dictionary of terms that would help someone reading this book.
- Write a short story about the Holocaust.
- Write a one-act play based on the book; include appropriate stage directions.
- Any other ideas, provided they are approved by the teacher.

Students may share their final projects with their class.

Formative and Summative Assessment:

Evaluate the students based on the journals and projects they have completed. You may wish to develop a rubric specifying the criteria that you will be assessing.

One journal entry to go in their Who Am I? journal should be: Compare the main character’s identity to their own identity. Explain how the main character’s identity was challenged during these books. Explain what the main characters did to promote a society in which people’s identity was respected.

Who Am I? Culminating Activity (completed and presented at Auschwitz)

Goals:

- Students are able to answer in detail the Essential Questions
- Students share result of their work for this unit.
- Students are able to put themselves in other people's perspective.
- Students have an understanding of how historical events impact their lives.

Final project:

This project will be worked on as the students are going through the unit. This will be a Learning Contract that involves options for different final products (Ideas could be monologue, song, poem, graphic novel, play, movie, website, etc.). Students will create a combination of different products but must include:

- Answers to the essential questions for the Unit.
- Research on who they are and who some of the people were during WWII or create a character who could have lived during this time.
- Work of Art—self portrait without hair and in striped PJ's—background symbols that represent who they are as a person.
- "Who Am I?" journal-Learning Logs, results from different activities and class discussions, paideia seminars, Service Learning Project, answers to guiding questions, research and creation of WWII Identity.

This project will all be prepared for the final World War II Day.

World War II Day

Come as a person during the WWII and sit with common characters acting as if they were that character during that time period. Present identity (can use some of final product ideas if applicable). Share the WWII characters' role during the Holocaust.

Afternoon—Hindsight is 20/20--rewriting history with UN peacekeeping talks—what could their person have done to change the result of history and maintain their identity? Small and whole group discussions.

Assessment:

Final Journal entry in "Who Am I?" journal- answering the 6 essential questions for unit and any final reflections from field trip.

Who Am I? Culminating Activity (completed and presented at Auschwitz)

Rubric

CATEGORY	4	3	2	1
Quality of Information	Information clearly relates to the assumed identity. It includes several supporting details and/or examples.	Information clearly relates to the assumed identity. It provides 1-2 supporting details and/or examples.	Information clearly relates to the assumed identity. No details and/or examples are given.	Information has little or nothing to do with the assumed identity.
Organization and Presentation	Information is very organized and well-constructed. Presentation is clear and well thought out. Student is completely prepared and has obviously rehearsed.	Information is organized and well-constructed. Student seems pretty prepared but might have needed a couple more rehearsals.	Information is organized, but not well-constructed. The student is somewhat prepared, but it is clear that rehearsal was lacking.	The information appears to be disorganized. Student does not seem at all prepared to present
Sources	All sources (information and graphics) are accurately documented in the desired format. All sources are clearly valid and credible.	All sources (information and graphics) are accurately documented, but a few are not in the desired format. All sources are clearly valid and credible.	All sources (information and graphics) are accurately documented, but many are not in the desired format. Student sources seem to be valid and credible.	Some sources are not accurately documented, and it is unclear if these are valid or credible.
Props	Student uses several visual aids that shows considerable work/creativity and which make the presentation better.	Student uses 1 visual aid that is creative, but appears to be a ready-made visual aid (computer printout)	Student has a visual aid, but it appears to have been printed from the computer with little or no effort by the student.	The student uses no props OR the props chosen detract from the presentation
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most \ (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.

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Attachments

Service Learning Handout (Read to students)

- I would never be part of killing 6 million people!
- I could never imagine treating people the way the prisoners were treated!
- I could never live the way the prisoners did!
- No one should be treated the way the prisoners were treated!!

The Holocaust was a horrendous event that occurred during World War II. It started as a movement of fear and prejudice. Hitler never woke up one morning and said, "Starting today, we will begin to kill 6 million Jews and other unworthy people!!! Who wants to help with starving, imprisoning, torturing, and gassing these worthless people?" Little by little people sat by and let the Nazi take over. It started small, with Crystal Night which ended up leading to death camps.

- Could this happen again?
- Does this happen now in our world?
- Are mass genocides a thing of the past?
- Do people in the world today ever act out against other because of fear or hatred of others?
- Research and discuss these ideas. Come back to the group to have a conversation of these topics. (Give time)
- Ok, so things like the holocaust can and are happening now. BUT
- Nothing like the Holocaust will ever happen in America.
- Nothing like the Holocaust will ever happen in North Carolina.
- Nothing like the Holocaust will ever happen in my town.

Hitler believed that Jews and other unworthy people caused all the problems for the Germans. He believed that if the Jews did not live in their country then there would not have been the problems in Germany. He believed that if it were not for the people that were making their life hard the Germans would have more money and more jobs. Hitler was prejudice and racist.

- Are there people in your community that are not treated as equals because of who they are?
- Ever hear anyone say, "If _____ did not come in a take our jobs, we would not be out of jobs."?
- Ever hear anyone say, "If all of America's jobs weren't being shipped overseas we would not be out of jobs."?
- Do you know of anyone that blames a certain group of people for things?
- What makes Americans today different from Germans then?

- Discuss these ideas. Come back to the large group to have a conversation on these topics. (Give time)
- Ok, so there are some people who are like Hitler and the Germans today. BUT
- I am not like the people who stood by and let the Holocaust happen.
- I am not like Hitler.
- I am not prejudiced.
- I care about others.

Hitler treated people poorly because of who they were. He took away what was important to them. He made them live in fear of him and his “friends” or followers. He led others to treat these people poorly. He mocked and made fun of others. He convinced the world to sit by and watch as he killed hundreds of people.

- What about people in your school, is everyone treated fairly no matter who they are?
- How would you describe someone in your school that treats people poorly for who they are?
- Is there anyone in your school that is afraid of someone else in your school?
- Have you even taken the time to notice if there is?
- Do you see others in school get treated poorly?
- Do you see others in school get made fun of and mocked?
- Do you do anything to stop it?
- Do you tease people that are different than you?
- Would you stand by and watch others get treated poorly?
- Discuss these ideas. Come back to the large group to have a conversation on these ideas? No names.
- Can we stop prejudice around the world...in our community...in our school...in yourself?
- Will you stand up to help people who need it around the world...in our community...in our school...in yourself?

What area of the need is most important to you?