

## Who am I?

A unit exploring Identity inspired by the novel *Milkweed*



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## Unit Rationale

This unit centers around the theme of identity. The goals for this unit include fostering identity development in young adolescents with specific concerns about family relations, control of feelings, and drive for social change.

This unit will complement the developmental needs of young adolescents as they begin to move toward adolescence and begin to question their own role in society and explore their own place in the larger world. Examining the concept of personal identity is a launching pad for discussions about contributions they can make to the larger society.

This unit will incorporate a service learning project inspired by our novel study that will encourage students to use their own gifts to help eliminate the problem of hunger.

Skill development within the unit includes reading, writing, analysis of visual stimuli, public presentation skills, vocabulary taught within the context of novel study, and student writing samples.

Team scheduling will vary during the three week unit. The first day will have a modified schedule to allow students to work through the three main introductory lessons. The schedule on the final day of the unit will also vary to allow students to prepare and plan for their identity showcase. The rest of the three week period will consist of a series of activities delivered at a student-driven pace as opposed to a bell schedule. Since most of the activities are project based, the pacing will be dependent upon student interest level.

The driving forces behind this unit are the essential questions which have been developed to spark curiosity and personal interest, and engagement of young adolescents.

While there will be stepping-stone essential questions to drive daily instruction, the overarching essential questions that are driving our unit include:

1)What is identity?

2)How does identity affect me in my life?

3)Why does our society need to be aware of individual identities?

**Launching Activity:**  
**“Welcome to the Ghetto”**



The launching activity for this unit involves introducing students to the concept of “Identity” and the history of the Holocaust. Once students have arrived to school, our team will take them to the auditorium for a general session on Holocaust history. As the students enter the auditorium, they will be given a colored bracelet. Students are asked to place the bracelet on their wrist and not to remove it until the end of the day. After they have entered the auditorium, students will view a presentation by our team titled “Introduction to the Holocaust.” Students will receive a very brief introduction to the Holocaust through a Power Point presentation.

Once the presentation has concluded, students will separate into three different groups based on the color of their bracelets. Each group will then follow a teacher matching their corresponding color and complete an activity that will continue our introduction to the Holocaust and the overarching theme of “Identity.” The three activities that the students will engage in are:

**Activity 1: Right versus Wrong: A Paideia Seminar**

One teacher will take the students back to her classroom and conduct a Paideia seminar on the concept of “Right versus Wrong.” Some opening questions will center on concepts such as:

- What is considered right and what is considered wrong?
- Who decides what is right and wrong?
- How do you decide what is right and what is wrong?
- If someone is doing something wrong, should he/she be corrected? Why?
- How does this concept relate to the Holocaust? Why do you think it took so long for someone (country) to interfere with the plans of the Nazis?

Students will participate in this discussion with enriched engagement. The teacher will be a mediator / facilitator, but she will mostly be quiet as the students discuss the importance of such ethical dilemmas. Students can reflect on the choices made by the Nazis and the choices they make in their own life.

**Activity 2: 1,2,3, Star: The Role of Numbers During the Holocaust**

Students will be asked to think of a 4 digit number. This number must represent one or more things relevant to their life. For example, the number 2305 can represent the following:

- 2 = month of my birthday
- 3 = number of sisters I have
- 0 = number of pets I have now
- 5 = number of places I have lived

Once the students have created their number, they will write them on a name tag and place it on their shirt. Students will then stand in front of the class and explain their number. Once the presentations have concluded, the teacher will explain how Jews in the Auschwitz camps were given numbers that had to be tattooed on their body or sewn on their clothing. Jews were only known by this number, they no longer held their personal identity. More than 400,000 of these "serial numbers" were assigned at Auschwitz. The teacher will pull up the following website to introduce students to this system of identification:

<http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10007056>

Students will take a moment to reflect on the question: What if you were only known as this number – no name? How would this affect your personal identity?

### **Activity 3: The Meaning of a Symbol: Identification Markers During the Holocaust**

The teacher will begin the discussion by talking about the different colored wrist bands that the students received that morning. What could the colors represent? Why do you think you were separated by color? After students have had a moment to discuss their thoughts, the teacher will discuss the arm bands and symbols that the prisoners of the concentration camps had to wear. The following website will be used to show the different colors and what they meant:

[http://www.adl.org/children\\_holocaust/about\\_color\\_id.asp](http://www.adl.org/children_holocaust/about_color_id.asp)

Students will then write a personal reflection on their thoughts about: How would you feel if you were labeled by a color, symbol, or armband?

## What is the "Average" 6th Grader?

### NC Standard Course of Study Correlation:

#### Mathematics:

4.06 Design and conduct experiments or surveys to solve problems; report and analyze results.

#### English / Language Arts:

1.04 Reflect on learning experiences

#### Objective:

Students will create a survey and use methods of central tendency in order to create a culminating product.

#### Essential Question:

- How are surveys an effective method for gathering data? When should surveys be used?
- How do you compare to the "average" sixth grader? How are you similar or different?
- How do these similarities and differences help to create your identity?

#### Activity Summary:

Students will create a survey to be given to other sixth graders in their community of learners. The sample of this population must include at least 50 students. Students will create questions or choose from a question bank. Students must create a survey of at least 10 questions (at least five of them from the question bank so that there is some continuity) and give it to their sample population. Students will then take their data and present it in an appropriate graphical representation (bar graph, line graph, pie chart, scatter plot, etc.). Students will present their information to the class on a poster or through a Power Point demonstration.

Once students have completed their presentations, the data will be collected as a whole, and the students will create a bulletin board that uses the information from the surveys to create the "Average" Sixth Grader.

After the data has been collected and the bulletin board has been created, students will be asked to write a reflection about how they compare with the "Average" Sixth Grader.

#### Assessment:

The presentation and reflection will be scored with the following rubric:

<b>Criteria</b>	<b>5 points (GREAT!)</b>	<b>3 points (Satisfactory)</b>	<b>1 point (Still needs some work)</b>
Mathematics / Calculations	All calculations are mathematically correct; graphical representations	Most of the calculations are mathematically correct; most of the graphical	Very few calculations are mathematically correct; very few graphical

	are appropriate and correct.	representations are appropriate and correct.	representations are appropriate or correct.
Presentation	Presentation is clear and concise, displaying all 10 questions with correct mathematical calculations and visual representations.	Presentation displays all 10 questions with fairly accurate mathematical calculations and visual representations.	Presentation is not complete; does not display all 10 questions; inaccuracies or omissions of mathematical calculation and visual representations.
Reflection	Reflection addresses the essential questions and relates their personal identity to the "average" sixth grader.	Reflection addresses some of the essential questions with some reference to personal identity.	Reflection does not address the essential questions; little or no reference to personal identity.

### **Blog-It**

#### **NC Standard Course of Study Correlation:**

##### *Social Studies:*

**7.01** Identify historical events such as invasions, conquests, and migrations and evaluate their relationship to current issues.

**7.02** Examine the causes of key historical events in selected areas of South America and Europe and analyze the short- and long-range effects on political, economic, and social institutions.

**8.01** Describe the role of key historical figures and evaluate their impact on past and present societies in South America and Europe.

**8.02** Describe the role of key groups and evaluate their impact on historical and contemporary societies of South America and Europe.

**8.03** Identify major discoveries, innovations, and inventions, and assess their influence on societies past and present.

**Objective:**

Students are introduced to the symbols of the era including the Star of David and the Swastika and how they became more than just the identity of specific groups through podcasts. They are immersed in Hitler's propaganda, the seeking out of Jews and their imprisonment in the ghettos until the eventual train ride to "death camps" and the liberation of those camps through videos obtained at <http://www.ushmm.org/> via podcasts, computers, and classroom television.

**Essential Questions:**

- ❖ In what ways to responsibility and civil rights play a part in forming identity?
- ❖ How much of your identity is formed by your culture?
- ❖ To what extent do religion, beliefs, and values define identity?
- ❖ Describe the effects of outside/peer pressure on identity.
- ❖ In what ways to power and influence affect identity?
- ❖ How do location, environment, and natural changes affect identity?
- ❖ Analyze the impact of imprisonment on a group's identity.

**Activity Summary:**

Through a series of blogging activities on Gaggle, students will post their reactions to events leading up to and including the liberation of Nazi Death Camps while answering two to three essential questions, and respond to at least three peers' posts in order to engage in meaningful reflection on how identity was a dangerous thing to have during Hitler's reign, and how identity has changed into something more positive and influential today.

**Assessment:**

Informal. Teachers will monitor blogs for three elements: 1) participation, 2) students answer at least two essential questions, and 3) students respond to three peer blogs.



## **Agent Mash**

### **NC Standard Course of Study Correlation:**

#### *Health / PE:*

- 2.01** Differentiate between communicable and chronic diseases.
- 2.02** Identify the modes of transmission and methods for reducing the transmission of common communicable diseases.
- 4.01** Identify and classify behaviors as either conducive or counterproductive to group functioning.
- 4.02** Demonstrate effective verbal and nonverbal communication skills.
- 4.03** Demonstrate ways to communicate care, consideration, and respect of self and others.

#### **Objective:**

Students will discern the difference between communicable diseases and chronic diseases (as was prominent in the ghettos), their transmission, and how to prevent and/or treat them through a local health representative guest speaker.

#### **Essential Questions:**

- ❖ How is a person's or group's identity affected by outbreaks of incurable diseases?
- ❖ Analyze society's response to members who have become incurably ill.
- ❖ What role does identity play in researching a cure for disease?

#### **Activity Summary:**

Using Microsoft Agent and Mash, students create a multimedia commercial informing the public about communicable and chronic diseases, their transmission, and treatment. Commercial must include the effects illness has on identity by addressing one essential question.

#### **Assessment:**

Peer review. Students come up with assessment criteria prior to creating commercial and teacher copies criteria onto visible surface area. As each commercial is viewed, students enter assessment outcomes on index cards with commercial title on top and turn in.

## **Family Tree**

### **NC Standard Course of Study Correlation:**

#### *Social Studies:*

- 11.01** Identify the concepts associated with culture such as language, religion, family, and ethnic identity, and analyze how they both link and separate societies.

**11.02** Examine the basic needs and wants of all human beings and assess the influence of factors such as environment, values and beliefs in creating different cultural responses.

**11.03** Compare characteristics of political, economic, religious, and social institutions of selected cultures, and evaluate their similarities and differences.

**11.04** Identify examples of economic, political, and social changes, such as agrarian to industrial economies, monarchical to democratic governments, and the roles of women and minorities, and analyze their impact on culture.

**12.01** Examine the major belief systems in selected regions of South America and Europe, and analyze their impact on cultural values, practices, and institutions.

**12.02** Describe the relationship between cultural values of selected societies of South America and Europe and their art, architecture, music and literature, and assess their significance in contemporary culture.

**12.03** Identify examples of cultural borrowing, such as language, traditions, and technology, and evaluate their importance in the development of selected societies in South America and Europe.

**13.02** Describe the diverse cultural connections that have influenced the development of language, art, music, and belief systems in North Carolina and the United States and assess their role in creating a changing cultural mosaic.

**Objective:**

Students gain a better understanding of their identity by building their family tree through tracing their ancestry as far as they can. Countries of origin, religions, cultures, tribes, literature, and types of government throughout their tree must be noted.

**Essential Questions:**

- ❖ How has your identity been affected by historical events?
- ❖ By what means is your identity affected by current events?
- ❖ How much of your identity is formed by your culture?
- ❖ To what extent do religion, beliefs, and values define identity?

**Activity Summary:**

For students who already know their family's history, they may use [www.tamagenerations.com](http://www.tamagenerations.com) - a website that uses tama characters in place of family names in cartoon trees. Characters are customizable to suit the tastes of individuals. For students who need help researching their history and

documenting their findings, they may use <http://kids.familytreemagazine.com/kids/FamilyTreeForm.asp>. This site has every tool imaginable to assist students in their journey. Both sites are user friendly.

**Assessment:**

Students will be assessed by their finished printed product along with a three page personal reflection that answers all essential questions.

**Literature Circles**

**NC Standard Course of Study Correlation:**

**Social Studies:**

4.06 Design and conduct experiments or surveys to solve problems; report and analyze results.

**English Language Arts:**

1.04 Reflect on learning experiences by:

- describing personal learning growth and changes in perspective.
- identifying changes in self throughout the learning process.
- interpreting how personal circumstances and background shape interaction with text.

**Objective:**

Students will assume roles in literature circles to discuss the novel *Milkweed*.

**Essential Question:**

- How do the events of our lives shape our identity?
- When is it OK to steal?
- How do the characters in the novel change over time?

**Activity Summary:**

Students will be assigned groups for literature circles. A "Literature Circle" is a structure for talking about a book with your peers as you read it together. Students are in charge of the discussion and for setting reading assignments together (how many pages read before next discussion). There are between

4 -6 members in each literature circle, and each member rotates one of the following jobs throughout the project.

Roles include literary luminary, discussion director, connector, character captain, artful adventurer, and vocabulary enricher.

For this novel, we will meet three times. Students will discuss book deadlines with members to pace themselves for their reading. Discussion directors are to gear conversations around the essential questions.

**Assessment:**

Students will self evaluate participation in literature circles using a rubric. In addition, students will reflect on experiences from the novel and discussion in literature circles to formulate group responses to the essential questions posed at the beginning of the activity. Responses will be scored using the rubric below.

<b>Criteria</b>	<b>5 points (GREAT!)</b>	<b>3 points (Satisfactory)</b>	<b>1 point (Still needs some work)</b>
Content	Responses include specific examples to support ideas and reflect the opinions of all group members.	Responses do not include enough examples to fully support opinions and ideas of the group and may not reflect the opinions of all group members.	Examples from the text are missing and there is very little information to support the ideas of the group or the responses are written from one viewpoint.
Conventions	Correct spelling, grammar and punctuation were utilized in a way that made the responses easy to read and understand.	There were a few errors in conventions, but they did not significantly impede the ability to understand the responses.	There were multiple errors in the responses that hindered the readability of the information presented by the group.
Reflection	Reflection addresses the essential questions and relates their literature circle experiences personal identity	Reflection addresses some of the essential questions with some reference to personal identity.	Reflection does not address the essential questions; little or no reference to personal identity.

	to the "average" sixth grader.		
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## **Role Description**

**Overview:** A "Literature Circle" is a structure for talking about a book with your peers as you read it together. Students are in charge of the discussion and for setting reading assignments together (how many pages read before next discussion). There are between 4 -6 members in each literature circle, and each member rotates one of the following jobs throughout the project.

**Discussion Director/Facilitator:** This student is responsible for writing down 5 thought-provoking questions for the purpose of group discussion based on that day's reading assignment. As the group Facilitator, it is also this student's job to direct the group discussion, keep track of student work, and rate the group's "Habits of Work" each day the group meets.

**Literary Luminary/Alternate Facilitator:** This student is responsible for choosing parts of the story that he/she wants to read out loud to the group. The idea is to help students remember some interesting, powerful, puzzling, or important sections of the text being read. The Literary Luminary must decide which passages or paragraphs are worth reading aloud, and justify the reason for selecting them. Additionally, if the Discussion Director is absent, this student will serve as the Facilitator.

**Connector:** This student is responsible for finding connections between the text his/her group is reading and the outside world. This means connecting the reading to the following: his/her own life, happenings at school or in the community, similar events at other times and places, other books or stories, other writings on the same topic, or other writings by the same author.

**Character Captain:** This student is responsible for revealing specific personality traits of the character(s) within the novel. This means he/she will find examples in the assigned reading of behaviors/actions that help group members to know the character(s).

**Artful Adventurer:** This student is responsible for sharing an artistic representation of the material read. Avenues for expression may include: artwork in any medium, music, poetry, collage, music, mobile or anything else which represents an aspect of the material read.

**Vocabulary Enricher:** This student is responsible for finding especially important vocabulary in the story. Vocabulary selected should focus on words that are unfamiliar, interesting, important, repetitive, funny, puzzling, descriptive, vivid or those used in an unusual way.

## Discussion Director

Date: \_\_\_\_\_

Novel you're reading: \_\_\_\_\_

Pages read to prepare for this discussion: \_\_\_\_\_

As the Discussion Director, it is your job to write down some good questions that you think your group would want to talk about. List a minimum of five thought provoking questions below. (Think of these starters: Why..., If..., What..., Who..., and How...)

1.)

2.)

3.)

4.)

5.)

**Date:** \_\_\_\_\_

**Novel you're reading:** \_\_\_\_\_

**Pages read to prepare for this discussion:** \_\_\_\_\_

As the Literary Luminary, it is your job to read aloud parts of the story to your group in order to help your group members remember some interesting, powerful, puzzling, or important sections of the text. You decide which passages or paragraphs are worth reading aloud, and justify your reasons for selecting them. Write the page numbers and paragraph numbers on this form along with the reason you chose each passage. You must choose a minimum of 3 passages.

**Some reasons for choosing passages to share might include:**

\* Pivotal events \* Informative \* Descriptive \* Surprising \* Scary

\* Thought-provoking \* Funny \* Controversial \* Confusing \* Personally meaningful

<b>Location</b>	<b>Reason for choosing the passage</b>
Page _____  Paragraph _____ _____	_____ _____ _____
<b>Location</b>	<b>Reason for choosing the passage</b>
Page _____  Paragraph _____ _____	_____ _____ _____
<b>Location</b>	<b>Reason for choosing the passage</b>
Page _____  Paragraph _____ _____	_____ _____ _____



## Connector

Date: \_\_\_\_\_

Novel you're reading: \_\_\_\_\_

Pages read to prepare for this discussion: \_\_\_\_\_

As the Connector, it is your job to find connections between the novel your group is reading and the outside world. This means connection the reading to:

- \* Your own life \* Happenings at school or in the neighborhood
- \* Similar events at other times and places \* Other books or stories
- \* Other writings on same topic \* Other writings by the same author

Think about a minimum of two connections today's reading reminded you of. List the connection and explain how the events are similar.

1.)

2.)

## Character Captain

Date: \_\_\_\_\_

Novel you're reading: \_\_\_\_\_

Pages read to prepare for this discussion: \_\_\_\_\_

As the Character Captain, it is your job to share observations you have about the main character(s). Select three adjectives that describe one or more of the characters in your novel, and support your selection with an example taken from your reading assignment.

Character	Specific Example of behavior/action:
Character: Adjective:	Page: _____ Paragraph: _____
Character: Adjective:	Page: _____ Paragraph: _____
Character: Adjective:	Page: _____ Paragraph: _____

## Common Character Traits: A List of Adjectives

adventurous	awesome	artistic	athletic	active
beautiful	brave	bold	bossy	cheerful
curious	creative	courageous	considerate	daring
impulsive	dainty	dangerous	exciting	entertaining
energetic	funny	a fighter	friendly	fun-loving
gentle	generous	happy	humble	hostile
honest	intelligent	independent	inventive	a leader
lazy	messy	mischievous	mean	neat

nasty	nice	nosy	open	poor
proud	pretty	quiet	rich	respectful
rad	sad	sloppy	serious	successful
shy	short	smart	studious	selfish
simple	tall	trustworthy	thoughtful	unselfish
warm	witty	wild	wonderful	silly
melancholy	mellow	aimless	loud	prudent
iconoclastic	penurious	belligerent	loyal	visionary

## Artistic Adventurer

Date: \_\_\_\_\_

Novel you're reading: \_\_\_\_\_

Pages read to prepare for this discussion: \_\_\_\_\_

As the Artistic Adventurer it is your responsibility for sharing an artistic representation of the material you read for today's Literature Circle. Some ideas for sharing may include: a character, the setting, a problem, an exciting part, a surprise, a prediction, or anything else. Examples of genres for expression may include:

\* Artwork \* Music \* Poetry \* Collage \* Mobile

Have fun! Let your imagination soar!

What I shared: \_\_\_\_\_

In the space below please provide a written description of what you shared and explain how it represents a facet of the assigned reading.

## Vocabulary Enricher

Date: \_\_\_\_\_

Novel you're reading: \_\_\_\_\_

Pages read to prepare for this discussion: \_\_\_\_\_

As the Vocabulary Enricher, it is your job to look for especially important vocabulary words within the book your group is reading. Words chosen should be:

\* Important \* Unfamiliar \* Different \* Puzzling

\* Funny \* Used in an unusual way \* Interesting

List a minimum of 5 words you feel would be worth discussing with your group.

Word selected and page # where found:	Definition based on context -- use of dictionary is encouraged!	Reason word was selected:

When your group members meet, help them find and discuss the words you have chosen. You might discuss the following:

- How does the word fit in the story?
- How does this word make you feel?
- What is the etymology of this word?
- What images does this word evoke?
- Does this word carry any specific connotations?

From: <http://litsite.alaska.edu/workbooks/circle/group.html>

### Percent Per Country

#### NC Standard Course of Study Correlation:

Mathematics:

1.02 Develop meaning for percents.

English / Language Arts

1.03 Interact appropriately in group settings.

1.04 Reflect on learning experiences.

Computer / Technology Skills

2.03 Use spreadsheet terms/concepts and functions to calculate, represent, and explain content area findings.

3.06 Select and use chart/graph functions to analyze and display findings in content projects, citing data sources

3.07 Modify/create spreadsheets to calculate and graph data to incorporate into content area projects (e.g., word processing, multimedia, webpages).

3.12 Plan, collect, evaluate, interpret, and use information from a variety of resources to develop assignments about the Eastern Hemisphere, Europe, and Former Soviet Republics.

**Objective:**

Students will use percentages to determine how many Jews died / survived the Holocaust from various countries. Students will then use those percentages to create a representative group of students that will represent their country from the class population.

**Essential Questions:**

How do percentages help you to better understand a concept such as survival rate and death count?

How does identity play a role in this activity?

**Activity Summary:**

The teacher will begin a class discussion about percentages and how to calculate using percentages. Students will be split into cooperative learning groups of two or three. Students will be given three specific countries, the approximate total number of Jews in each country before the Holocaust, and the percentage of Jews that died by the end of the Holocaust in each country. Students will gather information from the following website:

<http://www.historyplace.com/worldwar2/holocaust/h-statistics.htm> .

Students will create a table on the computer using the Excel spreadsheet program comparing the three countries with the following headings:

**Country / Total Number Before Holocaust / % Died / Total Number After Holocaust**

Students will then calculate manually (with the aid of a calculator but with written work ) exactly how many people survived the Holocaust from their countries based on the percentages given. Students will create a double bar graph comparing the "before" and "after" population of each country. After

they have used Excel to create the tables and graphs, students will then use the classroom population to determine “if” our classroom represented one of the countries that they studied, how many of their classmates would survive. This piece of information will be included in their presentation to the class. Students will create a short Power Point presentation that illustrates the information that their group gathered, the graphic representation, and the classroom population sample. After all of the presentations, students will write a one page reflection on the activity and answer the essential questions.

**Assessment:**

<b>Criteria</b>	<b>5 (GREAT!)</b>	<b>3 (Satisfactory)</b>	<b>1 (Unsatisfactory)</b>
<b>Calculation: Table and Bar Graph</b>	Calculations are correct; Double bar graph is correct.	Calculations and double bar graph have minor errors.	Calculations and double bar graph are nonexistent or have major errors.
<b>Presentation</b>	Presentation provides class with information about countries given and classroom sample size.	Presentation lacks one of the major components: data on countries, graphs, classroom sample size, etc.	Presentations lacks more than one major component: data on countries, graphs, classroom sample size, etc.
<b>Reflection</b>	Student reflects on activity and answers both essential questions.	Student reflects on activity but does not address both essential questions.	Student provides little feedback and does not address the activity and /or both essential questions.

## **Swing Into Identity**

### **NC Standard Course of Study Correlation:**

*Health / PE:*

**7.01** Demonstrate square, folk, and rhythmic movement skills.

7.02 Create short movement compositions.

### **Objective:**

Students learn about the culture during the World War II era including the Swing Dance phenomenon through a podcast of the movie "Swing Kids." This movie is about a group of teenagers who enjoy going to clubs to swing dance but get caught up in the war and the propaganda involved. Their friendships are tested and their identities lost.

### **Essential Questions:**

- ❖ In what ways do leisure activities influence identity?
- ❖ Describe the effects of peer pressure on identity.
- ❖ Analyze the significance of a person's quality of life in determining their identity.
- ❖ How can enjoyment alleviate the strain on a person's identity?

### **Activity Summary:**

This is a three-part activity. Part one is learning the basics steps in swing dancing. Part two is to perform the steps with a partner. Part three is to choreograph a three-minute movement of dance that defines the student's individual identity.

### **Assessment:**

Informal. The student genuinely attempts the basic steps of swing dancing, performs the steps with a partner, and choreographs a three minute movement that defines his or her identity.

## **Alice**

### **NC Standard Course of Study Correlation:**

*Social Studies:*

**7.01** Identify historical events such as invasions, conquests, and migrations and evaluate their relationship to current issues.

**7.02** Examine the causes of key historical events in selected areas of South America and Europe and analyze the short- and long-range effects on political, economic, and social institutions.

**8.01** Describe the role of key historical figures and evaluate their impact on past and present societies in South America and Europe.



**8.02** Describe the role of key groups and evaluate their impact on historical and contemporary societies of South America and Europe.

**8.03** Identify major discoveries, innovations, and inventions, and assess their influence on societies past and present.

**11.01** Identify the concepts associated with culture such as language, religion, family, and ethnic identity, and analyze how they both link and separate societies.

**11.02** Examine the basic needs and wants of all human beings and assess the influence of factors such as environment, values and beliefs in creating different cultural responses.

**11.03** Compare characteristics of political, economic, religious, and social institutions of selected cultures, and evaluate their similarities and differences.

**11.04** Identify examples of economic, political, and social changes, such as agrarian to industrial economies, monarchical to democratic governments, and the roles of women and minorities, and analyze their impact on culture.

**12.01** Examine the major belief systems in selected regions of South America and Europe, and analyze their impact on cultural values, practices, and institutions.

**12.02** Describe the relationship between cultural values of selected societies of South America and Europe and their art, architecture, music and literature, and assess their significance in contemporary culture.

**12.03** Identify examples of cultural borrowing, such as language, traditions, and technology, and evaluate their importance in the development of selected societies in South America and Europe.

**13.02** Describe the diverse cultural connections that have influenced the development of language, art, music, and belief systems in North Carolina and the United States and assess their role in creating a changing cultural mosaic.

**Objective:**

Having learned of the conditions of the ghettos and Hitler's orders to exterminate all non-Christians, students use their identities to briefly change history.

**Essential Questions:**

- ❖ How has your identity been affected by historical events?

- ❖ By what means is your identity affected by current events?
- ❖ How much of your identity is formed by your culture?
- ❖ To what extent do religion, beliefs, and values define identity?

**Activity Summary:**

Using the Alice software program (3D virtual world creation), students construct a ghetto to house Adolf Hitler and his army of Nazis. They will need to have necessities available to the prisoners. What kind of system is in place to receive food, water, clothing, medicine, etc.? What kind of shelter do they have? How humane will you be compared to Hitler?

**Assessment:**

Final product shows basic human needs are met and there is a higher level of humanity shown compared to Hitler's conditions.

**I Packed a Suitcase to Europe, 1939**

**NC Standard Course of Study Correlation:**

**Social Studies:**

**9.01** Trace the historical development of governments including traditional, colonial, and national in selected societies and assess the effects on the respective contemporary political systems.

**9.02** Describe how different types of governments such as democracies, dictatorships, monarchies, and oligarchies in selected areas of South America and Europe carry out legislative, executive, and judicial functions, and evaluate the effectiveness of each.

**9.03** Identify the ways in which governments in selected areas of South America and Europe deal with issues of justice and injustice, and assess the influence of cultural values on their practices and expectations.

**9.04** Describe how different governments in South America and Europe select leaders and establish laws in comparison to the United States and analyze the strengths and weaknesses of each.

**10.01** Trace the development of relationships between individuals and their governments in selected cultures of South America and Europe, and evaluate the changes that have evolved over time.

**10.02** Identify various sources of citizens' rights and responsibilities, such as constitutions, traditions, and religious law, and analyze how they are incorporated into different government structures.

**10.03** Describe rights and responsibilities of citizens in selected contemporary societies in South America and Europe, comparing them to each other and to the United States.

**10.04** Examine the rights, roles, and status of individuals in selected cultures of South America and Europe, and assess their importance in relation to the general welfare.

**Objective:**

Students take a tour of the different forms of the European governments over time along with its people, religions, laws, responsibilities, cultures, and values through a Discovery Education video and exploration activity.

**Essential Questions:**

- ❖ In what ways do governments influence identities of individuals and groups?
- ❖ How does individual responsibility determine identity?
- ❖ Analyze how civic responsibilities determine identity.

**Activity Summary:**

Students create a suitcase from paper grocery bags and decorate the outside with slogans that capture their individual identity as if they were living in 1939 Europe. The inside contains artifacts from 1939 Europe taken from websites that address the objectives.

**Assessment:**

<b><u>Component</u></b>	<b><u>Unacceptable</u></b>	<b><u>Acceptable</u></b>	<b><u>Target</u></b>
Slogans	No slogans attached	One or two slogans attached	At least three slogans attached
Objectives	No objectives represented or objectives represented incorrectly.	No more than four objectives represented correctly.	All eight objectives represented correctly.

## Events in Pictures

### NC Standard Course of Study Correlation:

#### Social Studies:

4.06 Design and conduct experiments or surveys to solve problems; report and analyze results.

#### English Language Arts:

1.04 Reflect on learning experiences by:

- describing personal learning growth and changes in perspective.
- identifying changes in self throughout the learning process.
- interpreting how personal circumstances and background shape interaction with text.

#### Objective:

Students will examine and reflect using pictures to tell the history of the holocaust and World War II.

#### Essential Question:

- What are sources of conflict?
- What was the most important cause of World War II?

#### Activity Summary:

Students will work in small groups to examine pictures of the events from World War II including the holocaust. Each event will tell a story about the causes of the conflict and the horrors associated with the events leading up to and following the holocaust.

Through the activities, students will print pictures and place them on a timeline of events. Pictures of people, places, and events will be placed on the timeline and accompanied by a description of relevance. Students will outline the relevance of the picture to their study of the time period or the significance of the picture in their exploration of identify.

#### Assessment:

Each group of students will present their timeline to the class along with a rationale for choosing the particular pictures presented. Students will be evaluated based on the accuracy of information, clarity of presentation, and quality of the product produced.

<b>Criteria</b>	<b>5 points (GREAT!)</b>	<b>3 points (Satisfactory)</b>	<b>1 point (Still needs some</b>
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			<b>work)</b>
Accuracy of Information	Information presented was accurate and shared in an appropriate manner.	There were a few inaccuracies in the information or events/details were omitted.	Multiple inaccuracies were noted in the information and/or information was presented in an inappropriate format.
Clarity of Presentation	The information was presented in a clear and concise format.	The presentation was somewhat clear..	The presentation lacked clarity.
Product Quality	Timelines were visually pleasing, polished products with rationales included.	Timelines were not polished for public sharing and lacked pieces or rationales.	Timeline was incomplete.

### Personal Narrative

#### **NC Standard Course of Study Correlation:**

##### Social Studies:

4.06 Design and conduct experiments or surveys to solve problems; report and analyze results.

##### English Language Arts:

1.04 Reflect on learning experiences by:

- describing personal learning growth and changes in perspective.
- identifying changes in self throughout the learning process.
- interpreting how personal circumstances and background shape interaction with text.

#### **Objective:**

Students will create a personal narrative that reflects on their own identity.

#### **Essential Question:**

- What events have shaped your identity?

#### **Activity Summary:**

In preparation for the culminating activity, students will begin to synthesize their study of identity as they craft an essay to reflect on their own experiences and pivotal events in their lives.

To compliment the study of identity in literature circles, students will begin to evaluate events in their own lives. Many of our young adolescents have experienced divorce, moves, deaths, that have shaped their own understanding of self.

In this activity, students will brainstorm events that have shaped their lives and describe those in a written essay. This piece will be written and revised to publish using the writing process. It will be scored for content and conventions using the North Carolina scoring rubrics used with the North Carolina Writing Assessment System Pilot (WASP.)

### **Assessment:**

Students will apply the rubrics to their writing individually prior to turning the pieces in for teacher evaluation. The self assessment process is an important piece of this puzzle. Teachers will be able to evaluate the level of understanding each student has of the rubrics

### **Ally or Axis?**

### **NC Standard Course of Study Correlation:**

#### English Language Arts:

Goal 1The learner will use language to express individual perspectives drawn from personal or related experience.

Goal 2The learner will explore and analyze information from a variety of sources.

Goal 3The learner will examine the foundation of argument.

Goal 4The learner will use critical thinking skills and create criteria to evaluate print and non-print materials.

#### Social Studies:

Goal 4 The learner will identify significant patterns in the movement of people, goods and ideas over time and place in South America and Europe.

Goal 5 The learner will evaluate the ways people of South America and Europe make decisions about the allocation and use of economic resources.

Goal 6 The learner will recognize the relationship between economic activity and the quality of life in South America and Europe.

Goal 7 The learner will assess connections between historical events and contemporary issues.

Goal 8 The learner will assess the influence and contributions of individuals and cultural groups in South America and Europe.

Goal 9 The learner will analyze the different forms of government developed in South America and Europe.

Goal 10 The learner will compare the rights and civic responsibilities of individuals in political structures in South America and Europe.

Goal 11 The learner will recognize the common characteristics of different cultures in South America and Europe.

Goal 12 The learner will assess the influence of major religions, ethical beliefs, and values on cultures in South America and Europe.

Health:

Goal 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.

Goal 3: The learner will develop healthy and effective interpersonal communication and relationship skills.

**Essential Questions:**

- What aspects of identity and personality would be a compelling catalyst in securing the votes of the different cultural groups of Europe in 1933?

**Activity Summary:**

Students construct a campaign to run against Adolf Hitler in 1933 Germany. The needs of the country/economy at that time are to be addressed, a relevant platform is to be declared, a slogan that sums up what the candidate stands for is to be written, a symbol for the party's identity created, posters persuading voters made, commercials for radio or television produced, and a final 5 minute oral speech given to the class.

**Assessment:**

Criteria	Unacceptable	Acceptable	Target
Needs of Country/ Economy	Needs are not addressed or are not relevant to that time period	General needs addressed. No plan of action, or general plan of action presented.	Specific needs are addressed and a plan of action is presented.
Platform Declared	No platform declared, or the platform declared has no relevance to that time period.	General problem area announced as priority with general or no plan of action presented.	One particular problem area is announced as candidate's number one priority as well as a plan of action presented.
Slogan Written	No slogan written, or the slogan has no bearing on what the candidate stands for.	Slogan written generalizes candidate.	The slogan sums up the candidate's identity and what he or she stands for.
Party Symbol	No party symbol created, or the symbol has already been	Symbol created with borrowed parts from other established	The party symbol is original and placed on all campaign

	used in history.	symbols.	material such as posters and slogans.
Poster	No poster created, or poster does not have persuasive tone.	Posters created with persuasive statements to gain votes, party symbol may be included.	Posters depict a positive changing world under candidate's rule, a persuasive statement to gain votes is visible, and party symbol is included.
Commercial	No commercial created, or commercial is not relevant to campaign.	Commercial has "mud-slinging" or propaganda included.	Commercial has positive spin on election and is convincing to "voters."
Oral Speech	No speech written, or speech is "propaganda" or "Hitler-Bashing."	Speech may be under or exceed time limit and stray from issues.	Speech stays within time limit and remains focused on election issues.



## Service Learning Activity: Feed the Hungry



Students have been studying the theme "Identity" during this unit of study. During this unit, students have participated in various activities, one of which is the study of the book *Milkweed*. In this book, a boy has lost his home, his family, and his identity. He is moved to the ghetto with his newly formed family and friends during the Holocaust. He understands the meaning of hungry! He has stolen his food for quite some time. Now he must make the decision, with no food found in the ghetto, will he try to escape to fill his empty bowl and share his new found fortune with the ones he cares for *or* remain in the ghetto with no hope for survival in sight?

Students will be asked to showcase what they feel is their identity through a physical representation. Students will be given a bowl and asked to paint it however they choose, but the artwork on the bowl must represent their identity – cultural, spiritual, etc. Students will be given two days during the third week of this unit to paint their bowl, allow it to dry, and then present a short one or two minute explanation of their artwork to the class.

The discussion will continue after the presentations; students will determine how much rice can fit in their specific bowls after completing an activity on FreeRice.com. On this website, students will answer questions about vocabulary or mathematics. Each correct answer is worth 10 grains of rice. Each student will participate in this online activity and note how much rice they were able to donate to world hunger through this free program. On this website, it notes that a person can live off of 400 grams of rice a day. Each student will then use a three-beam balance to determine how much rice his/her bowl can hold. After that has been calculated, then the student will determine how many people could be fed from his/her bowl in one day. Once all of the bowls have been painted, the students have presented them to the class, and students have made their calculations, then the activity moves from "service to self" to "service to others."

On a designated evening, we will hold "Feed the Hungry" night. Parents and community members will be invited into the school to view the bowls that the students have created and be given an opportunity to buy one or more of the bowls. Every student's bowl is given to this project as a symbol of his/her hope for a brighter future for those that may receive its benefits. A few students will be invited to speak on behalf of the child in the book *Milkweed*. These students will read selected passages that will help

those people not familiar with the book understand the important meaning behind this event. After the students have read selected passages, a silent auction will begin. The reasoning behind having a “silent” auction is to help demonstrate to others the silence that the people in the ghetto had to endure during their time suffering through the Holocaust. Each bowl will be presented with an information card in front of it identifying the student who created it, what the artwork means to them, and how many people could eat from his/her bowl in one day. After the silent auction is complete, the bowls will be released to their “winner,” and all money will be donated to a local food bank, in order to ensure that fewer people will go hungry – at least for now.

“Feed the Hungry” Project Rubric

<b>Criteria</b>	<b>5 (GREAT!)</b>	<b>3 (Satisfactory)</b>	<b>1 (Needs Work)</b>
<b>Physical Representation</b>	Bowl is completely painted.	Bowl is mostly painted; some of the original bowl is still visible.	Over half of the original bowl is still visible; very little paint has been applied to the bowl.
<b>Identity Explanation</b>	Explanation of identity is clear and matches artwork on bowl.	Explanation of identity is unclear and matches most of the artwork on bowl.	No explanation OR explanation has little relevance to artwork on bowl.
<b>Rice Calculation</b>	Student used the three beam balance correctly and identified approximately how many people could be fed from his/her bowl.	Student attempted to use three beam balance effectively but had some difficulty getting calculations; approximate number of people that could be fed from his/her bowl is close but not mathematically sound.	Student was not successful using three beam balance and / or did not make appropriate calculations for the approximate number of people that could be fed from his / her bowl.

**Correlation of "Feed the Hungry" project to  
6<sup>th</sup> Grade Standard Course of Study Objectives:**

<b>Subject:</b>	<b>North Carolina Standard Course of Study Objectives</b>
Art	<p>3.05 Recognize and discuss how artists use the elements and principles of design to impact the environment.</p> <p>4.01 Recognize and discuss art as a means of communication and persuasion.</p> <p>4.02 Understand the use of life surroundings and personal experiences are used to express ideas and feelings visually.</p> <p>4.04 Convey meaning through original imagery that does not rely on copying, tracing, patterns or duplicated materials.</p> <p>6.02 Describe how people's experiences influence the development of specific artworks.</p> <p>6.03 Acknowledge and discuss how other's work and ideas are unique expression of themselves.</p>
Computer Skills	<p>1.15 Demonstrate knowledge of Copyright and Fair Use Guidelines by explaining selection and use of Internet resources in content projects/assignments.</p> <p>3.13 Use evaluation tools to select Internet resources and information for content and usefulness in content area assignments</p>
English / Language Arts	<p><b>2.01</b> Explore informational materials that are read, heard, and/or viewed by:</p> <ul style="list-style-type: none"> <li>• monitoring comprehension for understanding of what is read, heard and/or viewed.</li> <li>• restating and summarizing information.</li> <li>• making connections between works, self and related topics/information.</li> <li>• comparing and/or contrasting information.</li> <li>• generating questions.</li> </ul>

Guidance	<p>1.03 Communicate pride in work and achievement.</p> <p>1.12 Develop an awareness of personal interests, skills, motivations, and abilities</p> <p>7.08 Document personal strengths and assets</p> <p>7.10 Establish that everyone has rights and responsibilities.</p> <p>7.15 Understand that communication involves speaking, listening, and nonverbal behavior.</p>
Healthful Living	<p>4.06 Predict the short and long term benefits of healthy eating.</p>
Information Skills	<p>3.01 Describe personal cultural heritage and environment.</p> <p>3.02 Collect and compare information about diverse cultures, environments, and peoples.</p> <p>3.04 Relate cultural similarities and differences to personal heritage and environments.</p> <p>3.05 Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic and historical events.</p> <p>5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats</p>
Mathematics	<p><b>2.01</b> Estimate and measure length, perimeter, area, angles, weight, and mass of two- and three-dimensional figures, using appropriate tools.</p>
Science	<p>1.06 Use mathematics to gather, organize, and present quantitative data resulting from scientific investigations:</p> <ul style="list-style-type: none"> <li>• Measurement.</li> <li>• Analysis of data.</li> </ul>
Social Studies	<p><b>3.01</b> Identify ways in which people of selected areas in South America and Europe have used, altered, and adapted to their environments in order to meet their needs, and evaluate the impact of their actions on the development of cultures and regions.</p> <p><b>7.02</b> Examine the causes of key historical events in</p>

	<p>selected areas of South America and Europe and analyze the short- and long-range effects on political, economic, and social institutions.</p> <p><b>8.02</b> Describe the role of key groups and evaluate their impact on historical and contemporary societies of South America and Europe.</p> <p><b>11.01</b> Identify the concepts associated with culture such as language, religion, family, and ethnic identity, and analyze how they both link and separate societies.</p> <p><b>11.02</b> Examine the basic needs and wants of all human beings and assess the influence of factors such as environment, values and beliefs in creating different cultural responses.</p>
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### Culminating Activity: Who Am I?



Students have worked on a three week unit involving a variety of issues surrounding the Holocaust and the personal theme of identity. During the final week of the unit, students will be working with a program called Photo Story. Students will create their own Photo Story that can explain what they interpret as their identity. They may choose as many different aspects of their identity that they would like to express in a single slide. Slides will be constructed like a "scrapbook" page. Students may bring in photos, written work, or they may create forms of expression that can be placed on their personal page. Students are told in advance that the page must "tell" their story; they will not have an opportunity to explain their page. Students will have two days to work compiling their page together, adding sounds, controlling animation, etc. Once all of the students have completed their individual "scrapbook" pages, the teacher will assemble them into one Photo Story presentation. Parents and other family members will be invited to the presentation of the students' Photo Story scrapbook pages.

The day before the Photo Story presentation, students will create a Six Word Memoir. Students will reflect on their Photo Story creation, and then try to develop a statement of six words that describes their identity. This Six Word Memoir will be presented to family and friends on the day the Photo Story is presented. Students will be given a white T-shirt, and they will write their Six Word Memoir on their T-shirt. They may write it on the front of the shirt, on the back of the shirt, left to right, top to bottom, etc., however they choose to express themselves. On the day of the Identity presentations, the Photo Story will be projected on a large screen. When each individual student's "scrapbook" page is shown, the student will stand below the screen, wearing his/her Six Word Memoir T-shirt. The student will not speak; he/she will stand there and allow the audience to read the shirt and embrace his/her "scrapbook" presentation. The silence from the student during his/her presentation will bring the identity theme back to their study of the Holocaust. As each child stands silently before his/her family and friends, each child will demonstrate his/her pride in identity and heritage, just as the victims of the Holocaust stood silently but stood proudly.

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