

Common Core Catholic Identity Initiative ELA Unit Plan Template

ELA UNIT PLAN	
Title/Theme	Holocaust/ Adversity
Grade/Subject	8 th / ELA
Length of Unit/Timeframe	6 weeks
Description	<i>This six-week unit encourages students to explore novels, poetry, newspaper articles, and invites them to identify adversity and discern how the characters deal with and overcome the struggles and adversity they face. A comparison between the experiences of the events of the Holocaust will also be examined closely throughout the unit, through the implementation of other texts.</i>
Overview	<i>This unit opens with a presentation of key words that pertain to the Holocaust in order to serve as background knowledge prior to reading. Students will use these key words to make predictions about the anchor text, <u>Anne Frank: Diary of A Young Girl</u>, based on the generalizations that can be made as well as their understanding of the Holocaust. Throughout the entirety of the unit, students will explore several themes that are present in Anne Frank's diary. The students will spend time applying and analyzing how these themes compare to various fictional and non-fictional texts. The theme of adversity will be examined through each of the different text that is presented, emphasizing how each character or groups of people overcome and become stronger from their experiences of adversity. Some readings purposely provide a different viewpoint of the events of the Holocaust, particularly focusing and distinguishing between Anne Frank's personal experience of hiding and living in fear of being found and comparing it to other reading, such as the short story <u>Life is Beautiful</u> that delves into the life in a concentration camp. Along with reading the anchor text, <u>Anne Frank: Diary of Anne Frank</u>, students will be grouped to read <u>I Have Lived A Thousand Years</u>. This reading will be done in literature circle format, where reading is done in groups or individually and each group member conducts a task for a designated meeting to discuss the reading with each other and with the teacher. Each assignment that the members complete focuses on a comprehension skills, such as making connections, developing open-ended questions about the reading to provoke a discussion, and making predictions about the next section of reading. In each meeting, it is ensured that comprehension of the text is achieved, and an analysis and comparison between these two novels in regards to each main character's experience with the Holocaust will also be examined and analyzed using a Top Hat compare and contrast model, in order to focus on each separate text prior to students making predications and analyzing the singular events of each text. Towards the end of the unit, a look at a newspaper article written 30 years after the Holocaust will be conducted. The article is meant to provide an engaging conversation about the article's main focus of U.S. citizens not realizing that the Holocaust occurred during WWII, and focusing on how so many people who either died from the Holocaust or attempted to escape to the United States, are not noted for the adversity that they faced and perhaps overcame. The lesson will then be extended to other parts of U.S. history by looking at events that took place after the Holocaust, particularly focusing on adversity and biases in regards to one's race or religious belief in order to develop a correlation between the events during the Holocaust and that of slavery and segregation, in regards to one race seeing themselves as superior over another. Nonetheless, the main focus of the unit will continue to compare and contrast various characters' experiences of the Holocaust. These reading and discussion, along with extended individual researching about the Holocaust, students will write an essay in which they explain how Anne Frank's perspective of the Holocaust is similar to or different from the experiences of others during this time.</i>
THE BIG PICTURE	

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Essential Question:

How can adversity make a person stronger?

Have people’s views and biases changed since the Holocaust?

How is Anne Frank’s perspective of the Holocaust similar to or different from the experiences of others during this time?

Catholic Identity Elements:

Scripture: “The Woman by the Well”– John 4 (1-26)

Biography of Saints: St. Maximilian Kolbe: http://www.catholic.org/saints/saint.php?saint_id=370

Common Core Standards:

RL.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **(See grade 8 Language standards 4–6 for additional expectations.) CA**

RL.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RI.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Key Objective Linked to the Standards:

Students will be able to:

1. Read and discuss a variety of fiction and non-fiction that reveal, explicitly or implicitly, the meaning of adversity in relation to the Holocaust (RL.1, RL2, SL2, W1)
2. Cite textual evidence, compare and contrast plots, characters, settings, themes, and literary devices used in the poetry and novels read in this unit. (RL1, RL2, RL5, RL6, SL1) *Diary of Anne Frank; I Have Lived A Thousand Years; Live is Beautiful*
3. Identify particular lines of dialogue or incidents in the story that reveal aspects of the character, or provoke a decision that is made that propels the story. (RL3, RL5, RL6, RI1) *Diary of Anne Frank; I Have Lived A Thousand Years*
4. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (RL1, RL2, RL6, RI6, RI2) *Diary of Anne Frank; I Have Lived A Thousand Years*
5. Define and provide examples of literary devices used in context. (RL4, RI1) *Diary of Anne Frank; I Have Lived A Thousand Years*
6. Analyze how writing styles and literary techniques are used and how their use affects meaning and reader engagement. (RL5, RL6, RI1, RI6) *Diary of Anne Frank; I Have Lived A Thousand Years; Life is Beautiful*
7. Examine content and perspective of authors and characters in terms of point-of-view. Discern each point of view in regards to their experience of the events in relation to the Holocaust. (RL5, RL6, RI1, RI6). *Diary of Anne Frank; I Have Lived A Thousand Years; Life is Beautiful, A Horror Erased*
8. Use discussion questions to draw conclusions from textual evidence to used evidence to weigh

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W1. Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W2. Write informative/explanatory texts, **including career development documents (e.g., simple business letters and job applications)**, to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **CA**

- a. Introduce a topic **or thesis statement** clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **CA**
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of language standards 1–3 up to and including grade 8 on page 52. writing

W6. Use technology, including the Internet, to produce and publish writing

- interpretations. (RI1, RI5, RI9, SL1) *A Horror Erased from Memory, "Into the Arms of Strangers: Stories of the Kindertransport", Diary of Anne Frank, I Have Lived A Thousand Years*
9. Develop oral skills through presentation, vocabulary development, and group discussions. (RI4, SL1, SL4) *Diary of Anne Frank*
 10. Write a variety of clear and coherent responses to literature and informational texts. (RL5, RL6, RI9, W2, W4, L1, L2, L3) *Diary of Anne Frank, I Have Lived A Thousand Years, Life is Beautiful, A Horror Erased from Memory, "Into the Arms of Strangers: Stories of the Kindertransport"*
 11. Analyze the events of the Holocaust in the readings in comparison to the informational text and historical videos. (RL1, RL3, RL5, RI1, W2, W4, SL2) *Diary of Anne Frank, I Have Lived A Thousand Years, Life is Beautiful, A Horror Erased from Memory, "Into the Arms of Strangers: Stories of the Kindertransport," Holocaust videos*
 12. Engage in the writing process via 3x3 Writing Frames and writer's workshop model. (W2, W4, W5, W6)
 13. Create a prayer where the focus of strength, peace, and forgiveness is explicitly stated or implied. (L1)
 14. Define words in context and across multiple texts using graphic organizers and sorting/labeling activities. (L4, L5, L6, RL4) *Diary of Anne Frank*
 15. Analyze two or more texts provide conflicting information and experiences of the events of WWII and the Holocaust and provide evidence to support how the texts disagree on matters of fact or interpretation (RI9) *Diary of Anne Frank, I Have Lived A Thousand Years, Life is Beautiful, A Horror Erased from Memory, Holocaust videos*
 16. Draw evidence from literary or informational texts to support response to question posed regarding comparisons of experiences of the Holocaust and with experiencing and handling adversity. (RL1, RI1, W9) *Diary of Anne Frank, I Have Lived A Thousand Years, Life is Beautiful, A Horror Erased from Memory, "Into the Arms of Strangers: Stories of the Kindertransport," Holocaust videos*
 17. Write a reflection that include responses to the reading, reactions to events of both fictional and

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and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.

SL.2. Analyze the purpose of information presented in diverse media and formats (e.g. visually, quantitative, orally) and evaluates the motives behind its presentation.

SL.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate contact, adequate volume, and clear pronunciation.

L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

informational text, and questions posed that relate to the topic and to enhance understanding in both routine short and extended time periods. (RL1, RL2, RL3, RL4, RL5, RI9, W10) *Diary of Anne Frank, I Have Lived A Thousand Years, Life is Beautiful, A Horror Erased from Memory, “Into the Arms of Strangers: Stories of the Kindertransport,” Holocaust videos*

Summative Assessment(s):

Paper (based on EQ): After reading Anne Frank: Diary of A Young Girl and researching about the Holocaust, write an essay in which you explain how Anne Frank’s perspective of the Holocaust is similar to or different from the experiences of others during this time.

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UNIT READINGS AND VOCABULARY																																																																																				
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Fiction Text (s)	<ul style="list-style-type: none"> <u>I Have Lived A Thousand Years</u> by Livia Bitton-Jackson <u>Life Is Beautiful</u> by Roberto Benigni & Vincenzo Cerami– Excerpt from Anthology – (Screenplay) “<u>LETTER from TEACHER and CHILD</u>” by Haim Ginott. (Poetry) 																																																																																			
Non-Fiction Text (s)	<ul style="list-style-type: none"> <u>A Horror Erased From Memory</u>, Chicago Sun-Times, April 11, 1976. (Informational) “<u>Into the Arms of Strangers: Stories of the Kindertransport</u>” – (Informational) “<u>The Holocaust</u>” – History Channel Article http://www.history.com/topics/world-war-ii/the-holocaust “<u>World War II: The Holocaust</u>” http://www.theatlantic.com/infocus/2011/10/world-war-ii-the-holocaust/100170/ (<i>The Atlantic</i> - Article) <u>Concentration Camp Liberation</u> -(History Channel) http://www.history.com/topics/world-war-ii/the-holocaust/videos/concentration-camp-liberation (3 minute video) 																																																																																			
Essential Unit Vocabulary	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;"><i>Essential:</i></th> <th style="padding: 5px;"><i>Diary of Anne Frank:</i></th> <th style="padding: 5px;"><i>I Have Lived A Thousand Years:</i></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"><i>Adversity</i></td> <td style="padding: 5px;"><i>wangle</i></td> <td style="padding: 5px;"><i>Discordant</i></td> </tr> <tr> <td style="padding: 5px;"><i>Discernment</i></td> <td style="padding: 5px;"><i>faze</i></td> <td style="padding: 5px;"><i>Caustic</i></td> </tr> <tr> <td style="padding: 5px;"><i>Holocaust</i></td> <td style="padding: 5px;"><i>collapsible</i></td> <td style="padding: 5px;"><i>Averts</i></td> </tr> <tr> <td style="padding: 5px;"><i>WWII</i></td> <td style="padding: 5px;"><i>incriminate</i></td> <td style="padding: 5px;"><i>Agaog</i></td> </tr> <tr> <td style="padding: 5px;"><i>Hitler</i></td> <td style="padding: 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| <ul style="list-style-type: none"><input type="checkbox"/> Catholic Identity 7, 10, 13, 16, 18, 21<input type="checkbox"/> Reading 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 15, 17,<input type="checkbox"/> Writing 2, 4, 5, 6, 8, 13, 14, 16, 17, 18, 19, 20, 21<input type="checkbox"/> Speaking/Listening 1, 4, 5, 6, 7, 8, 9, 11, 13, 17 | <ul style="list-style-type: none"><input type="checkbox"/> Language 1, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 15, 17, 19, 20<input type="checkbox"/> Vocabulary 1, 3, 5, 7, 11, 12, 13, 15, 17, 19<input type="checkbox"/> Viewing 1, 3, 9, 11,<input type="checkbox"/> Critical Thinking 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21 |
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1. **Inductive Learning – Labeling and Sorting.** Provide students with a list of words that pertain to the Holocaust. In groups of 5 or 6, students analyze the words and explore different ways they can group and sort them. Using the dictionary, students may look up words they do not know. Encourage students to think flexibly and to create more inclusive, specific groupings. Students are to also follow the format used in previous lessons and create a label for each sorted category. Students then share their different groupings aloud and they are recorded either on the board or using a sorting of the words via a document reader. Discuss why certain words were grouped together and why their labels fit each grouping. (1, 8, 9, 14)
2. **Predictions - “Support/Refute Organizer”** – Either working in the same groups as the day before or individually, students may devise several predictions or hypotheses about our next reading The Diary of a Young Girl: Anne Frank by Anne Frank. Students are to use a three-column “Support/Refute Organizer” with their hypotheses in the middle column. Students are to share some of the hypotheses that they and/or their group developed. (1, 4, 5, 8, 9)
3. **Introduce Novel** – Inform students that we will begin reading The Diary of a Young Girl: Anne Frank by Anne Frank. As they read, students are to fill out their “Support/Refute Organizer” with evidence that supports their predictions on the left, and evidence that dispute it on the right. Teacher reads aloud the novel to students. As we read, students may raise their hand if they have a question or to state that they found evidence to support their prediction/ hypothesis. Class will listen to the teacher read aloud at least 4 times each week, with at least one chapter minimum read during each session. (1, 2, 4)
4. **Character Analysis** – Students are to brainstorm words that describe the characters in the story. A designated scribe, or two, writes these words and phrases on the board. In looking at these words, students are to make a hypothesis about the character of their choosing. Students are to look back at the chapters read, as well as the chapter read during this session, to identify and choose a particular line of dialogue or incidents in the story that reveal aspects of any character. Students are to write these lines or dialogue either in the left or right hand. column of a new “Support/Refute Organizer” – with supporting evidence on the left and opposing evidence on the right regarding the prediction made about the character’s actions, motives, or personality. Students may work in table groups or in pairs to develop this new hypothesis or prediction. As we read the next chapter(s), students are to continue filling out their organizer as before. (2, 3, 16)
5. **Holocaust Article** – Read “The Holocaust” – History Channel Article. Discuss how it relates to The Diary of a Young Girl. Recall vocabulary introduced in Day 1 of Unit. Look at the sort again and discuss and identify if any new words or rearrangements should be conducted to the activity. (1, 9, 8, 14, 15)
6. **Prediction/Hypothesis Check-In** – Students are to evaluate their FIRST “Support/Refute Organizer” and note what evidence they have collected for either side. With their new knowledge and understanding of the plot and the events behind WWII, the Holocaust, and Hitler’s vision, students are to make a new prediction about the story’s plot and character’s actions based on this information. Again, supporting evidence on the left and opposing evidence on the right. (1, 2, 3, 11)
7. **Read the “Woman at the Well”**. Recall the meaning of “adversity”. How does the woman at the well imply that she or Jesus faced adversity? Discuss how adversity was faced in how the Samaritans were viewed, in which Jesus and other Jews were not to speak or even take a drink from a lower person of standing. Discuss what other adversities they witnessed or have read/ learned about. Students share in groups for no more than two minutes. Then share out whole class. Students share in groups for no more than two minutes. Then share out whole class. Students are to write for 5 minutes about an adversity they experienced, learned about, or create their own tale that demonstrates adversity. Share responses. In groups, identify how adversity has been demonstrated in The Diary of Anne Frank. (1, 7, 14, 17)

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8. **Introduce Literature Circle Reading** – Small group readings of: I Have Lived A Thousand Years by Livia Bitton-Jackson. Provide students with background knowledge of the book in that it pertains to the events that took place during the Holocaust as well. Assign each group different tasks, such as Vocabulary schedule of Wizard, Illustrator, Connection Builder, Summarizer, and Questioner. (Students are to follow the same format that were instructed last year and in with previous readings in completing of the assigned activities). Groups are to follow which chapters to read on their own or in groups before each group meets with teacher regarding the reading and their assigned tasks. Teacher meets with each group twice a week for 5 minutes to discuss reading. (1, 3, 4, 10, 14, 16)
9. **Holocaust video** – Show short videos to the class about the Holocaust: “[World War II: The Holocaust](#)” Students are to discuss the events from the videos and identify the events and types of adversities that were presented. Using a **Top-Hat Comparison Organizer**, the class begins to compare and contrast the two videos. First, by listing details about each video separately. Then at the bottom of the “Hat,” analyze the information to draw conclusions of how they are similar. Next, students are to work in groups to compare how these events, found when completing the Top-Hat, relate or do not relate to the reading: The Diary of Anne Frank. Students are to complete the Top-Hat Organizer as modeled. (1, 3, 14, 16, 17)
10. **Exploring St. Maximilian Kolbe** – Using information on the Catholic Online website about [Saint Maximilian Kolbe](#), students are to read about and watch a short video to gain information about the Saints life. Students then are given a few moments to jot down any questions, reactions, or responses they have about St. Maximilian Kolbe’s life and his involvement with WWII and his relation to the events of the Holocaust. Pose the question: How does his experience relate to or not relate to Anne Frank’s experience? (1, 7, 9, 11)
11. **Concentration Camp Video** – Inform students that we will be watching a 3-minute video that tells about the use of concentration camps during the Holocaust. Remind students that if Anne and her family were captured. They would most likely be sent to a camp such as this. Discuss their reactions to the video in class and whole class. As a class, conduct a short prayer for those that endured time in the concentration camps, both those that died and those that survived. (1, 7, 11, 17)
12. **Anthology Excerpt** – Inform students that we will be reading a short excerpt about a man that was sent to live in a concentration camp during the Holocaust period. Read aloud Life Is Beautiful by Roberto Benigni & Vincenzo Cerami in the anthology reader. Students are to follow along and develop connections while reading, and identify elements of adversity in the story. Students are to share some of their findings after the reading. Discuss adversity again. Students, in groups of 3, are to create 3 columns on a sheet of paper. Above each column write the three following titles: Life Is Beautiful, I Have Lived a Thousand Years, and The Diary of Anne Frank. Students are to reflect on each reading and identify how the characters in each story experienced adversity and how they overcome it, if applicable? Students are to share their findings aloud in the class on a larger 3-column note taking system on the board. After discussing, pose the question: How can adversity make a person stronger? In their learning logs, respond to the question using the notes from the 3-columns and the discussion as evidence. (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 15, 16, 17)
13. **Reading -- Into the Arms of Strangers: Stories of the Kindertransport** – Students are to conduct a cloze reading on the article provided. While reading, students are to develop one connection and one question in response to any part of the reading. Allow students to share their responses to the assigned task with their table groups, which consist of no more than 6 students. Allow students to share their connections and questions as a class to provoke discussion starters. Either focus on if the connection has already been stated, or if not- direct students to the lines regarding “‘inferior’ people” and “race”. If the connection has not already made, ask students if this form mentality ever existed again after the Holocaust. Lead the discussion to other times in history where conflict arose because of the belief of

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supreme and inferior races – i.e. slavery, segregation. Allow students to brainstorm in groups or whole class other times in history where supremacy over another race has existed. By the end of the discussion, students are to respond in their learning logs to the following question: Have people’s views and biases changed since the Holocaust? (1, (1, 2, 6, 9, 10, 14, 15, 16)

14. **Compare/Contrast** – Literature circle groups meet briefly to discuss this weeks reading and the events that occurred. They are then to conduct a Top-Hat Comparison Organizer between the characters of both The Diary of Anne Frank and I Have Lived a Thousand Years. Conduct as a group. Each group shares aloud their findings and turns in the organizer for credit and to be used again as reevaluation of the books to note changes if any. ((1,2, 3, 4, 6, 7, 8, 9, 10, 11)
15. **Letter from Teacher and Child by Haim Ginott**– Discuss the short letter/ poem presented. What does the author pose as the important part of education? What does it mean to be humane? Students in groups of 5 or 6, students are to discuss examples of being humane – discussion may lead to Humane Society, which we have donated to in the past. This can spur the conversation in how one is humane. Why would the author want people to be educated in being humane? Discuss and analyze the poem. Note the italicized words and those that refer to “education”. In groups, respond to the question: Why would the author say he was suspicious of education? Share out responses to questions posed. Discuss the meaning of the poem and the message the author is trying to convey. Individually, students are to respond in writing to the following question as an assessment. How would an education in humaneness have affected the events of the Holocaust? (1, 2, 3, 4, 5, 6, 7, 8, 9, 11)
16. **Prayer Writing** – Students write a prayer for those afflicted by the Holocaust, those that passed away, those that escaped but still endured the pain, as well as for those that lost loved ones from the event. (10, 13)
17. **Read Newspaper article** during that time period -- Read [A Horror Erased From Memory, Chicago Sun-Times, April 11, 1976](#). After reading the article, allow students a moment to think about what we read. Note that it was written 30 years after WWII, and the Holocaust, ended. Students are to then write down for 5 minutes their response and reaction to this article. They may respond to the questions that were posed at the end, or just their overall thoughts about what the article stated. Ask for volunteers to share their responses either by reading their writing out loud or summarizing their ideas in their presentation. (1, 2, 3, 7, 8, 9, 10, 11, 15)
18. **Reflection** – Refer back to the newspaper article and recall some of the student responses that ere given. Next, pose the question: Why would people have such skewed views about the Holocaust? Is it because they were unaware? Was it because they didn’t want to know, or perhaps another reason? In groups, discuss this viewpoint again. Note that it was only a 30 years difference. Why would we know more about the events of the Holocaust now, rather than 30 years after the WWII. In groups, hypothesize whether all people are aware now of the events WWII. Share with the class. (10, 17)
19. **Top-Hat Comparison Organizer** – Repost the Top-Hat Comparison Organizer created about the Holocaust video and pass out student completion of the Top-Hat Comparison Organizer comparing the videos and The Diary of Anne Frank. Recall some of the information we gathered when comparing the reading to the videos, what did we find? How does it compare now to the newspaper article (*A Horror Erased From Memory*) and the novel I Have Lived a Thousand Years? (1,2, 3, 4, 6, 7, 8, 9, 10, 11)
20. **Writing Process** – Post around the classroom the “Compare/Contrast” organizer completed between The Diary of Anne Frank, as well as those conducted in the previous lesson. Students are to also take out their learning logs. Inform students of their writing assignment topic: How is Anne Frank’s perspective of the Holocaust similar to or different from the experiences of others during this time? Students are to complete a 3x3 Writing Frame that focuses on the question “What are you trying to prove?” in the left column. Next, students are to reference their learning logs and the comparison posters around the classroom to identify evidence to support what they are trying to prove. Continue writing process by elaborating on each reason to complete the assignment. (1, 2, 7, 11, 12, 16, 17)

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21. **Prayer Service Preparation** – Reflect on the readings that we have read these past 6 weeks. Some of the readings that we read reflected on Psalms in the Bible. Read aloud Psalm 33, which was referenced in the novel *I Have Lived a Thousand Years*. Why would the story use this particular Psalm in their story? Discuss what message the Psalm gives – one of hope. How does this relate to their adversity? Would this Psalm have worked for every character/ individual we read about? Read aloud Psalm 33. In groups of 3, students are to identify the following: 1 Psalm and a reflection about the Psalm that relates to either: Hope, Gratitude, Forgiveness, Temperance, or respect and 1 Petition for those that experienced adversity in a specific way – such a bias, inferiority, etc. If students identify another Psalm that is fitting, but does not relate to the above mentioned exactly, they are to share it with the teacher for approval. Students will connect with another group of 3 to create a short prayer service to present the following week, making a total of 3 groups to present their prayer services on assigned days. (13, 17)

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Instructional Resources
<ul style="list-style-type: none">- "Support/Refute Organizer"- "The Core Six: Essential Strategies for Achieving Excellence with the Common Core by Silver, Dewing, & Perini- Catholic Bible- WWII information site.
Cross Curricular Link(s)
<p><i>Social Studies: Vocabulary Terms related to Holocaust: https://www.hmh.org/la_holocaust_terms.shtml</i></p> <p><i>-Events of the Holocaust and WWII.</i></p> <p><i>Religion: Prayer Writing, Prayer Service, Focus on Saint life, and Psalms.</i></p>