

An Engaging Literary Enterprise Centering on
Elie Wiesel's *Night*:

Out of the Darkness

A Study of Literature from the Darkest Moments in Human History and
Mankind's Effort to Emerge into the Light



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Unit Overview

Human history is stained by many atrocities that most of us in our modern, fast-paced, privileged world cannot begin to understand. From slavery to the Holocaust to the civil rights movement, humanity has faced incredibly dark moments. At the heart of these conflicts, one question must be answered before a resolution can be found: what does it mean to be a human being?

The written word has served as a candle in the darkness to bear witness to these atrocities. These witnesses offer their answers to the question of “what does it mean to be a human being” by giving their personal experiences with being treated as less than human. Elie Wiesel’s *Night* is the perfect example of such a work. Written ten years after his liberation from the Buchenwald concentration camp, Wiesel recounts his personal story of life in the ghettos of Sighet to the horrifying transport to the Auschwitz death camp, where his mother and three sisters were killed in the gas chamber, to the transport to Buchenwald, where Wiesel watched his father slowly die, only a few weeks before the camp was liberated. This work serves as a chilling reminder of one of the darkest moments in human history, yet it is not the only of its kind. Slave narratives, accounts from United States Japanese internment camps, and personal stories of trials and triumph during the civil rights movement are just a few examples of literature written to show the world the humanity in us all and to stop such atrocities from happening again.

This unit is designed for English I College Prep students. This unit will allow students the opportunity to not only read Elie Wiesel’s *Night*, but also explore other forms of nonfiction literature that serve as accounts to dark moments in history. Through this literature, the students will see how the written word can serve as a catharsis of sorts for those suffering through such trials and offer evidence for future generations so such atrocities cannot be committed again. The assignments of this unit will allow students the opportunity to study and respond to these pieces of literature, to further their own personal understanding of how literature can influence our lives, and to begin to answer the question of what rights do we have as human beings. The completion of this unit will give students an understanding of some of the most terrible moments in history and how, regardless of how dark or hopeless the situation may seem, humanity always finds its way back to the light.

Rationale for Unit Plan

Any fool can make history, but it takes a genius to write it.
-Oscar Wilde

Literature serves many purposes, but one of the most important is its ability to allow the writer to convey to the audience an experience with which they have no knowledge or ability to experience firsthand. Students hear the facts of horrible events like the Holocaust or slavery through their history classes, but it is only through literature that the students may begin to fathom what experiencing those events was actually like. Some may ask why it is important for students to study literature that recalls some of the most terrible moments in human history. There are those who would also argue that reading about such horrible events only serves to further distribute the ideas that led to the atrocities in the first place; however, I believe that not exposing students to this history and literature does them a huge disservice. In reality, reading accounts of these events in history gives students one of the only opportunities to understand what it was truly like to live through these atrocities. An anonymous author once wrote, “History must be written of, by and for the survivors.” In this sense, the truest historical study comes from reading the accounts of those who survived history. Ignoring history does not downplay the horror that occurred; students must learn from these atrocities in order to become knowledgeable citizens who can improve the future so no such atrocities can occur again.

This unit can be justified as catering to the psychological or human development needs of students. Peter Smagorinsky characterized this justification as: “deal[ing] with common human experiences about the pressures, changes, dilemmas, aspirations, conflicts, and so on that make growing up (and being grown up) such a challenge” (141). One element of this unit will be the study of stereotypes and how those stereotypes affect how we judge and treat one another, particularly in terms of gender. The students will discuss throughout the unit the concept of stereotypes and how we use them in our daily lives and how they were used in times like that of the Holocaust. The relevance of this portion of the unit is overwhelming; all of the students have had some sort of experience at some point in their lives with these stereotypes. As a result of this study, the students will have a greater appreciation for their classmates and how judgments about the opposite sex can be hurtful and damaging.

Possibly the largest area of justification for this unit is that it provides students with civic awareness. Smagorinsky states that units catering to this rationale: “develop a citizenry that

knows its history, laws, customs, rights and responsibilities and uses that knowledge to act responsibly for a more equitable, democratic, and dynamic society” (143). The texts and assignments throughout this unit aim largely at developing these characteristics in the students. The main focus of this unit will be on Elie Wiesel’s *Night*, which will give the students a harsh look at what life was like for victims of the Holocaust. This is an important text for the students to be exposed to because of its realistic depictions of the atrocities of the Holocaust. Students will have the opportunity to record their feelings about this reading and how this text relates to life today through the Reader Response Journals, which will be kept by each student throughout the unit.

In addition to *Night*, the students will be reading excerpts from *Life of an American Slave* by Frederick Douglass, *Incidents in the Life of a Slave Girl* by Harriet Jacobs, and *The Interesting Narrative of the Life of Olaudah Equiano* by Olaudah Equiano, as well as recent news articles concerning civil rights violations by the United States and other countries. The students will also listen to the children’s book, *Baseball Saved Us* by Ken Mochizuki. Each of these texts focuses on an event in history, modern or otherwise, that affects our society, both nationally and globally. Reading the slave narratives will give students an insight into the daily life of slaves in the antebellum south, while *Baseball Saved Us* exposes students to the often unknown lives of prisoners in American Japanese internment camps during World War II through the story of a child struggling to find his identity as a person and an American in such a camp. Students will then read news articles detailing concerns over human rights violation in our society today, both in America and globally.

The study of these texts will culminate in a final research project entitled, “What it Means to be Human.” Through this project, students will be able to consider the various civic concerns studied throughout the unit to make their own decisions about human rights and the responsibility of the community, nation, and world to uphold those rights.

Frederick Douglass’ *Life of an American Slave*, Harriet Jacobs’ *Incidents in the Life of a Slave Girl*, and *The Interesting Narrative of the Life of Olaudah Equiano* by Olaudah Equiano could each be considered culturally significant, which, according to Smagorinsky, means: “the material within them [the texts] is worth engaging with because their themes are central to an understanding of a particular culture” (141). Reading this literature, written by slaves and detailing their capture, life as a slave, and escape, enriches student understanding and

appreciation for the African American culture that was so greatly influenced by slavery. As a way of depicting their understanding of this culture, the students will create a Body Biography of an American slave.

This unit also fulfills many of the state standards, especially in writing and research. Throughout this unit, students will exercise their writing skills through various assignments, such as the Reader Response Journal, Personal Narrative, and free-verse poem, each of which will receive with direct modeling from the instructor or modeling through the literature we read in class. Students will also have a great deal of exposure to research and the process of gathering information, creating an argument, and defending that argument. Assignments such as the “What it Means to be Human” research project will allow students to question and research the themes we discuss in the literature throughout the unit to arrive at an answer for the overarching question of this unit: what does it mean to be a human being?

Philosophy for Teaching English

The design of this unit depicts my philosophy for teaching English in a constructivist manner. The assignments of this unit are student centered and allow for student expression and creativity through exploration of the literature. Rather than simply reading *Night*, which is the core focus of the unit, the students will explore literature of similar theme and circumstance that will deepen their understanding and appreciation of moments in history in which human rights were violated. In addition, the reading of the texts in this unit will be supplemented with videos and images that relate to those texts. Students are put in charge of their learning in this unit. There are no formal tests during this unit, rather there are assessments that draw out student creativity and allow for a deeper level of learning than they would get from simply taking a test. Upon completion of this unit, students will not only have knowledge of the texts they have read and the historical events to which they relate, but they will also have a greater ability to make educated decisions and justify those decisions.

Unit Objectives

Response to Literary Texts

- Students will be able to:
 - Produce interpretations of literature (E1-1.1, E1-1.6)
 - Reader Response Portfolio
 - Body Biography
 - Response to Slave Narratives & Poetry
 - Student created free-verse poem
 - Apply interpretations of literary themes to real-world situations. (E1-1.6)
 - “What It Means to be Human” research project

English Course Standards Addressed:

E1-1.1 Compare/contrast ideas within and across literary texts to make inferences.

E1-1.6 Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).

Response to Informational Texts

- Students will be able to:
 - Interpret informational texts
 - “Universal Declaration of Human Rights” Interpretation
 - Reader Response Portfolio
 - “What It Means to be Human” research project

English Course Standards Addressed:

E1-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences.

E1-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, oral, and auditory presentations, discussions, and media productions).

Writing (Process and Product)

- Students will be able to:
 - Generate a personal narrative (E1-4.3, E1-5.2)
 - Personal narrative
 - Critique peer writing (E1-4.4, E1-4.5, E1-4.6)
 - Personal narrative peer editing
 - Generate personal responses to literature (E1-4.3)
 - Reader Response Portfolio
 - Produce a research-based persuasive presentation (E1-4.4, E1-4.5, E1-5.4)
 - “What It Means to be Human” Research Project

English Course Standards Addressed:

- E1-4.3 Create multi-paragraph compositions that have an introduction and a conclusion, including a coherent thesis, and use support (for example, definitions and descriptions).
- E1-4.4 Use grammatical conventions of written Standard American English, including
 - subject-verb agreement,
 - pronoun-antecedent agreement,
 - agreement of nouns and their modifiers,
 - verb formation,
 - pronoun case,
 - formation of comparative and superlative adjectives and adverbs, and
 - idiomatic usage.
- E1-4.5 Revise writing to improve clarity, tone, voice, content, and the development of ideas.
- E1-4.6 Edit written pieces for correct use of Standard American English, including the reinforcement of the mechanics previously taught.
- E1-5.2 Create narratives (for example, personal essays, memoirs, or narrative poems) that use descriptive language to create tone and mood.
- E1-5.4 Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and firsthand accounts).

Communications

- Students will be able to:
 - Produce an oral presentation (E1-6.2, E1-6.5)
 - “What It Means to be Human” Research Project
 - Nonfiction presentations
 - Produce an interpretation of literature (E1-1.2, E1-1.6)
 - Free-verse poem
 - Nonfiction presentation
 - Critique personal and peer communication processes (E1-4.5)
 - Personal narrative peer editing

English Course Standards Addressed:

- E1-1.2 Analyze the impact of point of view on literary texts.
- E1-1.6 Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).
- E1-4.5 Revise writing to improve clarity, tone, voice, and content, and the development of ideas.
- E1-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
- E1-6.5 Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.

Word and Language Study

- Students will be able to:
 - Recall vocabulary from literature (E1-3.1)
 - Vocabulary Notebook
 - Unit test
 - Vocabulary Checks
 - Generate a collection of new vocabulary (E1-3.1)
 - Vocabulary Notebook

English Course Standards Addressed:

E1-3.1 Use context clues to determine the meaning of technical terms and other unfamiliar words.

Research

- Students will be able to:
 - Interpret research materials (E1-6.2, E1-6.5)
 - “What It Means to be Human” research project
 - Generate a research presentation (E1-6.1, E1-6.2, E1-6.8)
 - “What It Means to be Human” Research Project
 - Nonfiction presentations

English Course Standards Addressed:

E1-6.1 Clarify and refine a research topic.

E1-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, and auditory, or visual works the information gathered from a variety of research sources.

E1-6.5 Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.

E1-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

Unit Rubric:**Test/Project Grades:**

Reader Response Portfolio **NCTE/NCATE 2.6, 3.1.2, 3.2.2, 3.3.1, 3.3.2, 3.3.3**

Night Unit test **NCTE/NCATE 2.4, 2.5, 3.1.1, 3.1.2, 3.1.3, 3.2.2, 3.2.5, 3.3.3,**

Personal Narrative **NCTE/NCATE 3.1.6, 3.2.3, 3.2.4**

“What It Means to be Human” Research Project **NCTE/NCATE 2.2, 2.5, 3.1.2, 3.1.6, 3.1.7, 3.2.3, 3.3.3, 3.4.2, 3.6.2**

Quiz Grades:

Vocabulary Notebook **NCTE/NCATE 2.6, 3.1.1, 3.1.5, 3.3.3**

Body Biography **NCTE/NCATE 3.1.3, 3.2.3, 3.3.1**

Free Verse Poem **NCTE/NCATE 3.1.2, 3.2.2, 3.2.4, 3.4.1**

Homework Grades:

Personal Narrative Prewriting **NCTE/NCATE 3.4.1**

Free Verse Poem **NCTE/NCATE 3.2.4**

Find an article for research **NCTE/NCATE 2.5, 3.2.5, 3.3.1, 3.6.2**

Daily Grades:

Night Chapter 1 Reading Group Questions **NCTE/NCATE 2.4, 2.5, 3.1.2, 3.2.2, 3.3.1, 3.3.2, 3.3.3**

Night Chapter 2 Reading Questions **NCTE/NCATE 2.4, 2.5, 3.1.2, 3.2.2, 3.3.1, 3.3.2, 3.3.3**

Night Chapter 4 Reading Questions **NCTE/NCATE 2.4, 2.5, 3.1.2, 3.2.2, 3.3.1, 3.3.2, 3.3.3**

Baseball Saved Us Response Questions **NCTE/NCATE 2.4, 2.5, 3.1.2, 3.2.2, 3.3.1, 3.3.2, 3.3.3**

Slave Narrative Reading Guide **NCTE/NCATE 2.2, 3.2.5**

Personal Narrative Peer Review **NCTE/NCATE 3.2.5**

Resource Palate **NCTE/NCATE 4.1**

Canonical Literature

- *Night* by Elie Wiesel
 - Personal story of a young boy and his family as they live in the ghettos of the Holocaust and move to the concentrations camps.
- *Life of an American Slave* by Frederick Douglass
- *Incidents in the Life of a Slave Girl* by Harriet Jacobs
- *The Interesting Narrative of the Life of Olaudah Equiano* by Olaudah Equiano
 - Each of the above narratives offers a glimpse at what life was like for a typical American slave and chronicles events such as capture, transport, auctioning, life as a slave, and eventual escape or freeing.
- *Ain't I a Woman?* By Sojourner Truth
 - This famous work will combine the elements of stereotypes, especially those of gender, with the inequality of human rights that were present in mid-nineteenth century America.

Supplementary Tests

- Children's literature
 - *Baseball Saved Us* by Ken Mochizuki
 - This children's book written by a survivor of Japanese internment camps will give students an understanding of what life was like for those forced to live in the camps.
 - *The Butterfly* by Pavel Friedman
 - This poem by a child victim of the Holocaust will give students an understanding of how even the most basic things, most of which we take for granted today, were ripped away from the victims of the Holocaust.
 - *I Never Saw Another Butterfly: Children's Drawings and Poems from Terezin Concentration Camp, 1942-44* Hana Volavkova
 - This compilation of poems, drawings, and short stories from children living in concentration camps during the Holocaust offers students the opportunity to see how these children found ways to express themselves, even in their most horrifying and desperate moments.
- Young Adult Literature
 - *Your Life as a Girl* by Curtis Sittenfeld
 - Sittenfeld offers a brutally honest look at the stereotypes and expectations of young girls in this short story. This will give students a chance to see how painful and far-reaching stereotypes and judgments can be.
 - *Chains* by Laurie Halse Anderson
 - The author of popular young adult literature such as *Speak* and *Wintergirls*, Anderson's novel about a young girl struggling for freedom in antebellum South is a wonderful story that students may be interested in using for outside of class reading.
- Supplementary literature
 - "How to Talk to a Hunter" from *Cowboys Are My Weakness* by Pam Houston

- This excerpt provides a view of male stereotypes so that the students can see what judgments look like from both male and female perspectives.
 - *Ballad of Birmingham* by Dudley Randall
 - This short poem provides a glimpse into life during the Civil Rights movement in the South. It will help the students see that the problems of slavery were not easily solved and persisted for many generations before even beginning to get better.
- Nonfiction texts
 - “U.N. Human Rights Council Takes Aim at New Target: United States” by George Russell from foxnews.com on November 5, 2010
 - <http://www.foxnews.com/world/2010/11/04/united-nations-human-rights-council/?test=latestnews>
 - A recent news article that questions human rights violations by the United States. This article shows students that the issues we will be discussing are not strictly historical but are also relevant to present day events.

Music

- Songs of Freedom- slave ballads
 - *The Ballad of the Underground Railroad*
 - *Steal Away*
 - *Wade in the Water*
 - Each of these slave ballads offer a rich introduction to slave culture and the values of that culture, which are important for students to understand in order to attempt to understand the life of an American slave.

Art

- Josiah Wedgwood *Am I Not a Man and a Brother?*
 - http://www.britishmuseum.org/explore/highlights/highlight_objects/pe_mla/a/anti-slavery_medallion_by_jos.aspx
 - This image of Josiah Wedgwood’s famous medallion, *Am I Not a Man and a Brother?* I would use this in conjunction with the slave narratives as an example of artwork from the same period.
- Children’s Art about the Holocaust
 - <http://remember.org/imagine/imagine1.html>
 - The art offered on this website is done by elementary school children and would give students an understanding of how other interpret information about the Holocaust and also how far reaching knowledge about the Holocaust can be.

DVDs

- *Schindler’s List* (1993)
 - Popular Steven Spielberg film that chronicles the saving of hundreds of Jews by one man. Some of the film may not be appropriate for high school classes

but parts can be shown to give students a feeling of what life was like in the camps.

- *Anne Frank: The Whole Story* (2001)
 - This made for television film depicts the life of Anne Frank from birth to death.
- *The Holocaust: A Teenager's Experience* (1991)
 - <http://player.discoveryeducation.com/index.cfm?guidAssetId=0597503A-0BF8-423F-9C89-EF340274469A&blnFromSearch=1&productcode=US>
 - This documentary describes what typical life was like for teenagers living during the Holocaust.
- *Elie Wiesel Goes Home* (1996)
 - This documentary follows Elie Wiesel as he goes back to his hometown of Sighet and as he revisits Auschwitz concentration camp.
- *With Open Eyes* (2003)
 - This documentary follows five Americans as they travel to the Sudan to see the loss and damage of the current human rights violations in the country.

Maps

- The Holocaust: Animated Map
 - http://www.ushmm.org/wlc/en/media_nm.php?ModuleId=10005143&MediaId=3372
 - This animated map is a wonderful visual to use when showing students the basics of where the Holocaust occurred and the vast geographic and cultural areas it affected.

Timelines

- “The History Place” Holocaust Timeline
 - <http://www.historyplace.com/worldwar2/holocaust/timeline.html>
 - This timeline offers a detailed view of the events of the Holocaust that would be easy to understand and view for students.

Pictures

- Children of the Holocaust Photo Library
 - <http://www.oskarschindler.com/Albums4/album.htm>
 - This website links to a photo library that contains images specifically of children of the Holocaust. Though some of the images are graphic, it is important to use pictures such as these to give the students a complete understanding of the horrors that occurred during the Holocaust.
- “A More Perfect Union” Interactive Library
 - <http://www.americanhistory.si.edu/perfectunion/experience/index.html>
 - This website contains images that depict the lives of Japanese Americans living in internment camps during World War II. This website would be an excellent resource for its images as well as its easy to understand information.

Websites

- <http://www.flholocaustmuseum.org/>
 - This website for the Florida Holocaust Museum contains great information about the various exhibits, which attempt to put the viewer in the setting of the victims of the Holocaust.
- <http://webtech.kennesaw.edu/jcheek3/holocaust.htm>
 - This website offers links to many different sites about the Holocaust, including, to name only a few, “Holocaust Heroes” and links to a virtual example of Anne Frank’s home during her time in hiding.
- <http://www.ushmm.org/>
 - This website for the United States Holocaust Memorial Museum gives information, images, and stories from the Holocaust of World War II as well as modern day Holocausts in the Sudan.
- <http://members.accessus.net/%7Ebradley/nightvoc.html>
 - This website offers a list of Jewish terms that the students may encounter through their reading of *Night* or other Holocaust literature and could be used for vocabulary lists and lessons.

Travel Resources

- NA

Personal Stories

- See “Canonical Literature”
 - Each of the texts in this section offer a personal account of some historical event, be it the Holocaust, slavery, or civil rights.

Resources for teachers

- Teaching Methods
 - *Freedom & Identity: A Unit for Ninth Grade Language Arts*
 - http://www.coe.uga.edu/~smago/VirtualLibrary/Brown_Hummel_Man_n_Taylor_Wright.pdf
 - This example of a *Night* unit is available through Peter Smagorinsky’s Virtual Library and offers a wonderful example of an in-depth study of Wiesel’s work in conjunction with other human rights related pieces.
- Critical Commentaries
 - Period’s Major Literary Critic
 - “Historical Survey of Critical Views on Elie Wiesel’s *Night*”
 - This research project was completed through a literary criticism course that I took in the Fall of 2010 and considers the various criticisms of Wiesel’s novel.
- Whole texts that can be found online
 - Frederick Douglass’ *Life of an American Slave*, Harriet Jacobs’ *Incidents in the Life of a Slave Girl*, and Olaudah Equiano’s *The Interesting Narrative of the Life of Olaudah Equiano* are available in full text at the following website.
 - <http://faculty.pittstate.edu/~knichols/sistahs.html#slave>

- These texts are good firsthand accounts of slavery that are fairly easy to read and offer great depictions of the typical life of an American slave.
- Text summaries
 - Sparknotes
 - <http://www.sparknotes.com/lit/night/>
 - This summary offers a section-by-section summary of the text as well as a list of important quotes, possible study and essay questions, a plot-based quiz, and information on the context of the work.

Unit Text List

The following texts will be read over the course of the unit:

Night- Elie Wiesel **NCTE/NCATE 3.5.1, 3.5.2**

The Butterfly- Pavel Friedman* **NCTE 3.1.3, 3.5.3**

Baseball Saved Us- Ken Mochizuki **NCTE 3.1.3, 3.5.3**

Life of an American Slave- Frederick Douglass* **NCTE 2.2, 3.1.3, 3.1.4, 3.5.1**

Incidents in the Life of a Slave Girl- Harriet Jacobs* **NCTE 2.2, 3.1.3, 3.1.4, 3.5.1, 3.5.2**

The Interesting Narrative of the Life of Olaudah Equiano - Olaudah Equiano* **NCTE 2.2, 3.1.3, 3.1.4, 3.5.1**

“U.N. Human Rights Council Takes Aim at New Target: United States” George Russell
(Published Nov. 5 2010) **NCTE 3.6.2**

Universal Declaration of Human Rights Compiled by United Nations in 1949

*These texts have been retyped for easy printing and copying and are provided in this packet.

Daily Lesson Plans

DAY ONE (2/16-17)

Lesson Title: The Unfairness of Life

Subject: English I CP (College Preparatory)

Grade: 9

Date:

Class Time Length: 90 minutes

Overview: Students will begin the *Night* unit, “Out of the Darkness,” with this activity. This activity will introduce students to the Reader Response Portfolio, which will be an ongoing project throughout the unit. The students will complete one of the writing prompts for the portfolio, which will access the students’ prior experiences of being treated unfairly. This writing will serve not only as scaffolding to allow students to be completely aware of what is expected of them in completing the Reader Response Portfolio, but will also allow students to begin thinking about some of the themes we will cover throughout this unit. After completing this writing, I will give a brief preview of the unit as a whole and being to give background information about the Holocaust.

Objectives: (APS 2, 4)

Students will be able to:

- Generate a personal reflection. (E1-5.2)
- Classify historical events as they appear in literature. (E1-2.2)

English I Course Standards Addressed: (APS 2, 4, 7)

E1-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences.

E1-5.2 Create narratives (for example, personal essays, memoirs, or narrative poems) that use descriptive language to create tone and mood.

Prerequisites & Preassessments: (APS 3)

- Since this is a new unit, there is no prior knowledge required.
- I will address background knowledge and basic information about the Holocaust and historical contexts of the texts we will read using a brief PowerPoint and discussion.
- The students will view segments of a documentary about the author of *Night*, Elie Wiesel.
- Through the personal writing, the students will practice the skills used in writing that will be used almost daily throughout the unit.

Materials & Preparations: (APS 6) The following materials will assist students in creating their personal response writing and understanding and organizing historical background information pertaining to the texts we will be discussing.

- Reader Response Portfolio: Performance Expectations Guide and Prompt list handout, one per student.

- PowerPoint detailing basic history of the Holocaust **NCTE/NCATE 4.1**
- Note-taking handout for use during PowerPoint
- Character Log Handout
- *Elie Wiesel Goes Home* Video **NCTE/NCATE 4.1**
- *Night* by Elie Wiesel- one copy per student **NCTE/NCATE 4.1**

Procedures: (APS 4, 5, 6, 7, 8, 9)

- Attendance and housekeeping (3 minutes)
- Brief introduction to the unit (10 minutes) **NCTE 4.4, 4.5**
 - I will explain how the unit will progress and what I expect from the students over the course of the unit.
 - I will also introduce the main question of the unit: what does it mean to be a human being?
 - I will ask students this question and give them a moment to respond on a piece of paper. I will then take these up and keep them for the rest of the unit. I will hand them back at the end of the unit to see if the students' ideas about humanity have changed as a result of our readings.
- Pass out & discuss Reader Response Portfolio handouts and information (10 minutes) **NCTE/NCATE 2.6, 3.3.2, 4.2, 4.7, 4.8, 4.10**
 - Each student will receive a PEG and Prompt list.
 - We will read over the PEG as a class
 - I will describe what I expect from the students with this project and take any preliminary questions
- Student response writing (15 minutes) **NCTE/NCATE 3.3.2, 4.4, 4.7, 4.8, 4.10**
 - Each student will answer #2 from the Prompt List: "Have you ever been in a situation where you felt like you were being treated unfairly? Describe the situation and what you learned from that experience."
 - Students will place their responses as the first entry in their Reader Response Portfolio.
 - Students who finish early will read their individually selected library books.
- Holocaust History and Elie Wiesel Background PowerPoint (30 minutes) **NCTE/NCATE 4.3, 4.4, 4.5**
 - Review what the students already know about the Holocaust
 - Introduction to the Holocaust and its history by means of PowerPoint.
 - Students will complete the note-taking handout as they view and discuss the PowerPoint. **NCTE/NCATE 4.10**
 - Students will view segments of the film *Elie Wiesel Goes Home* in order to make connections between the information about the author and the author himself.
- Begin reading *Night* (remainder of class) **NCTE/NCATE 4.7, 4.9**
 - Pass out books.

- Explain character log.
- Read to page 23 in the first chapter of *Night*.
- Fill in characters from chapter 1 in character log.

Assessment: (APS 3) **NCTE/NCATE 4.10**

- Generate a personal reflection. (E1-5.2)
 - Personal response writing.
- Classify historical events as they appear in literature. (E1-2.2)
 - Note-taking handout

English I Course Standards Addressed: (APS 2, 4, 7)

E1-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences.

E1-5.2 Create narratives (for example, personal essays, memoirs, or narrative poems that use descriptive language to create tone and mood.

Follow-up Lessons/ Activities: (APS 7)

The historical background of the Holocaust and background information about Elie Wiesel will play an important role in student understanding of *Night* and subsequent texts in this unit. As the unit progresses, the students will continue exploring what makes a human being. They will also return to their personal reflections on unfair treatment and compare/contrast their personal experiences with those of the characters they read about throughout the unit. This introductory activity will allow students to compare their own experiences with unfair treatment to those experiences of others; however, it will also give students a greater appreciation for the experiences that these characters and people in their texts go through, experiences that they do not necessarily have to endure in today's society.

The themes discussed in this lesson will be directly used in the following activities later in the unit:

- “Act Like a Man, Behave Like a Lady” Gender Stereotypes Skit
- What It Means to be Human Research Project and Presentation

Lesson Reflection:

I think that this lesson went very well overall. I was pleased at the students' attention and engagement with the PowerPoint and details about the history of the Holocaust. They were very respectful and interested in the ideas and facts being presented. One thing that I would do differently is that I would allow for some sort of student involvement in the discussion or discovery of these facts about the Holocaust. In the future, I would like to try allowing the students to complete a webquest in groups that would allow them to find these facts for themselves. My intention with this lesson was to have the students be very quiet and reflective for a class period to allow them to take in and process the things they are being presented and in this respect I think that the students did a phenomenal job; however, I am aware that there was little to no discussion or sharing of student ideas or responses in this lesson. I plan to take all of

this into account in future versions of this lesson. I might also go into more detail about the enterprise at the end of the unit so the students know what is coming in the future and how everything will tie together.

In terms of flow, I do not necessarily think that my students got into a flow during this particular lesson, as many of the conditions for flow were not addressed in this lesson. The lack of peer interaction and immediate feedback; however, students were given control over their reader response entries and a feeling of competence in talking about their own experiences.

I think that the students met the standards for the day very well. They were able to participate in the discussion concerning the historical events surrounding the literature we will be reading in this unit and they were very receptive to the information that they did not already know. Their participation and engagement with this standard can be seen in the note-taking handout that they completed during the class. They also met the standard of generating a personal reflection with their first reader response entry. Overall I was very pleased with the opening of this unit but would make a few changes in the future.

Day Two (2/18-22)

Introduction to Vocabulary Notebook (5-10 minutes)

- Rubric & Vocabulary squares handouts

Vocabulary for *Night* chapters 1-4 (20-25 minutes)

- Definitions & part of speech

Library to check out nonfiction books for nonfiction presentations (20-25 minutes)

Night chapters 1 & 2 (35-40 minutes)

- Reading Groups
- Chapter questions

Find own vocabulary for vocab. notebook (remainder of class)

Lesson Reflection: This lesson was very successful, I believe because of the breaking up of the class period into different things to work on so that the students did not get bored with one thing for a long period of time. I believe that the students got into a flow with this lesson because all of the conditions of flow were provided for. The element of the social was brought in during the reading groups when students were allowed to read through chapters one and two out loud, in groups of three or four. The class did an excellent job of handling this responsibility and I found that it made the reading more enjoyable than had we listened to the audio, especially since the first two chapters of *Night* are somewhat dry. The students were also given control over their own learning and allowed to establish a sense of competence when they were allowed to choose any type of book, as long as it was nonfiction, in the library. Students were made aware of the usefulness of the vocabulary in that they immediately recognized some of the words in the reading they began today. The students were given appropriate challenges in the form of the questions they completed after the reading. They provided for reflection on the reading and allowed for students to test their comprehension. As they worked in reading groups, I walked around the room and asked questions and gave feedback to each group, which allowed students the chance to get feedback on any questions or concerns they may have had during the new experience of the reading groups. Overall, I was very pleased with today's lesson.

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DAY THREE

Lesson Title: What's Your Story?

Subject: English I CP

Grade: 9

Class Time Length: 90 minutes

Overview: Students have been reading *Night* for two class periods. Today we are going to take a break from *Night* and read the first of a few supplementary texts. The students will be reading excerpts from several slave narratives. We will read these for two reasons: 1) it will offer the chance to introduce the students to personal narratives before they begin writing their own 2) the slave narratives give the students another example of stories from points in history when people were treated as less than human, continuing with the theme of our unit. The notes on personal narrative and prewriting techniques will give the students many options on how to begin the writing process and how to progress with the writing assignment over the next several weeks.

Objectives: (APS 2, 4)

Students will be able to:

- Generate responses to literature. (E1-1.6)
- Use prewriting strategies. (E1-4.1)

English I Course Standards Addressed: (APS 2, 4, 7)

E1-1.6 Create responses to literary texts through a variety of methods (for example, ' written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).

E1-4.1 Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.

Prerequisites & Preassessments: (APS 3)

The students have experience reading personal narratives with *Night* and *The Diary of Anne Frank*. They have also already practiced reading groups in the previous class with finishing chapter 1 of *Night* and responding to critical analysis questions about the reading. The students have past experience with writing and composition so the notes about prewriting will serve to access the students' previous knowledge and apply it to the current assignment.

Materials & Preparations: (APS 6) The following materials will assist students in completing the prewriting assignment as well as reading and analyzing the personal narrative that they will reading in class.

- Copies of excerpts from slave narratives: **NCTE/NCATE 4.3**
 - *The Interesting Narrative of the Life of Olaudah Equiano*
 - *Incidents in the Life of a Slave Girl*
 - *Life of an American Slave*
- Copy of *The History of Mary Prince: A West Indian Slave* for read aloud.
- Reading Group Response Guide for each student.

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- PowerPoint with information about personal narratives and prewriting guides.
- Inspiration prewriting example to model for students.

Procedures: (APS 4, 5, 6, 7, 8, 9)

- Attendance and housekeeping (3 minutes)
 - Overview of days activities available for students to look over during this time on Promethean board.
- Personal narratives introduction (10 minutes) **NCTE/NCATE 4.5, 4.8**
 - Talk about purpose of reading and telling stories.
 - Relate to idea about what makes someone human.
 - Go through brief Powerpoint about characteristics of personal narratives while students take notes to help while writing their own narratives.
- Teacher Model (5-7 minutes)
 - I will read or have one of the students read a section of *The History of Mary Prince: A West Indian Slave* out loud. Before reading, I will tell the students to think about and listen for details about what the slave's life was like and what they went through as well as the language and fluency used in the narrative.
- Reading Groups and discussion questions (25-30 minutes) **NCTE/NCATE 4.1, 4.2, 4.4, 4.7, 4.8, 4.9, 4.10**
 - Students will count off by fours and be put into groups to read one of the four slave narratives that I have selected for them.
 - Students will get into these groups, read their narratives aloud, and answer the questions as a group from the reading guide.
- Class discussion (15 minutes) **NCTE/NCATE 4.2, 4.5**
 - Groups will stand up and give a brief overview of the narrative that they read. They will also discuss some of the questions from their reading guide with the rest of the class.
- Introduce personal narrative assignment (5 minutes)
 - Review PEG and guidelines.
 - Take any preliminary questions.
 - Tell students due dates for rough drafts.
- Prewriting activity notes (10-15 minutes)
 - Review what types of prewriting strategies students are already familiar with.
 - Introduce the three strategies we will talk about today: web, list, free write.
 - Model all of the prewriting activities using the Promethean Board and Inspiration software.

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- Complete own prewriting activity/ assign homework (remainder of class)
NCTE/NCATE 4.7, 4.8, 4.10
 - Students complete one of the prewriting activities for their own personal narratives.
 - Go over what students are expected to turn in for homework grades in the next class.

Assessment: (APS 3)

- Generate responses to literature. (E1-1.6)
 - Reading Group Response Guide
- Organize thoughts to begin the writing process. (E1-4.1)
 - Prewriting activity

English I Course Standards Addressed: (APS 2, 4, 7)

E1-1.6 Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).

E1-4.1 Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.

Follow-up Lessons/ Activities: (APS 7)

Students will continue working on their own personal narratives over the course of the next few weeks. The themes and ideas addressed in the reading groups will come up again when the students read slave ballads as well as continue with their reading of *Night*.

Lesson Reflection: I was incredibly pleased with this lesson and the reaction of the class. The students were incredibly engaged in the reading group activity because they were allowed to work socially and because they were given control over the reading and the answering of the questions rather than doing either or both as a class. The readings were also appropriate for the students in terms of a challenge; they were not simple reads but were understandable enough for them to read without my help. I really feel like the students are beginning to take a great interest in the theme of the unit and in discovering information about various human rights violations.

The prewriting activity also went very well. I think that the strongest element of this part of the unit was allowing the class to complete examples of each type of prewriting strategy together. The students were obviously in a flow with prewriting as was evident by their energy and enthusiasm for giving examples and adding detail to the class example. They were given an appropriate challenge in creating the prewriting activity for themselves, competence and control over their choice of topic, allowed to interact with one another, and given feedback as to how this would help them in writing their personal narratives. I am very excited to see their own prewriting activities in the next class as well as the process of creating the personal narratives.

The students also met the objectives for the lesson by responding to the slave narratives via the discussion questions, as well as using the prewriting strategies discussed in class to complete their own prewriting for their personal narratives.

Day Four

Check homework from last class: prewriting & reader response entry (5-10 minutes)

Read *Night* chapter 2-3 & answer reading questions (30-40 minutes)

Character log (10-15 minutes)

View documentary (10 minutes)

Personal narrative writing tips (15-20 minutes)

Work on rough drafts (remainder of class)

HOMEWORK: 1. Work on rough draft 2. Read nonfiction books

Lesson Reflection: Today's lesson was a good mix of individual, group, and class work. I am finding that the students I have are far more receptive to 20-30 minute blocks of different types of work throughout the period and today's lesson was a perfect example. After reading *Night* as a class the students got into partners to answer the reading questions which allowed them to critically think about the text just read, giving them an appropriate way of assessing their understanding of the text. The character log also introduced the students to a new reading strategy. By projecting a larger version of the log on the Promethean board, the students were able to tell me how they wanted to fill in the chart, giving them control and a sense of competence. Viewing parts of the documentary, *Elie Wiesel Goes Home*, gave the students a visual representation of what they had just been reading and met the needs of the students having an immediate experience with the information from the text. I was able to give the students feedback on their homework of the prewriting for the personal narrative and use the information from the observations of the homework to give helpful tips concerning the personal narratives.

DAY FIVE

Lesson Title: Creating poetic responses to the Holocaust

Subject: English I CP

Grade: 9

Class Time Length: 90 minutes

Overview: Students have been working toward understanding the realities of the Holocaust through our reading of *Night* over the last several classes. Today's class will focus on analyzing a response to the Holocaust written by a child as they experienced it. We will discuss some of the realities of the Holocaust for children. Students will then create a response of their own via free-verse poem to the realities of the Holocaust that we have read about thus far. We will also spend time reading *Night* and going over upcoming assignments.

Objectives: (APS 2, 4)

Students will be able to:

- Generate responses to literature. (E1-1.6)
- Produce a poem. (E1-5.2)

English I Course Standards Addressed: (APS 2, 4, 7)

E1-1.6 Create responses to literary texts through a variety of methods (for example, ' written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).

E1-5.2 Create narratives such as personal essays, memoirs, or narrative poems that use descriptive language to create tone and mood.

Prerequisites & Preassessments: (APS 3)

The students have already completed two reader response entries: one in class and one outside of class. They are familiar with the procedures for this assignment. Students have some background knowledge of the background of the Holocaust, which will be built upon during the lecture as we explore the impact of the Holocaust of children and teens.

Materials & Preparations: (APS 6) The following materials will assist students in completing the prewriting assignment as well as reading and analyzing the personal narrative that they will reading in class.

- Copies of *The Butterfly*
- Copies of Nonfiction Presentation Rubric
- Audio of *Night*
- Color paper
- Markers

Procedures: (APS 4, 5, 6, 7, 8, 9)

- Attendance and housekeeping (3 minutes)
 - Overview of days activities available for students to look over during this time on Promethean board.

- Reader Response Entry (10 minutes)
 - Students will complete their choice of prompts.
 - While students complete this entry, I will pass back papers and show students grades from *Romeo & Juliet* unit tests.
- Go over nonfiction presentation assignment and rubric (5 minutes)
 - Introduce assignment
 - Take any initial questions
- Read *Night* (15-20 minutes)
 - 1A- p46-54
 - 2A-3B- p43-50
- Effects of Holocaust on children PowerPoint (10-15 minutes)
- Read & discuss *The Butterfly* (10 minutes)
 - What is a free verse poem?
 - What did this child experience?
- Students write free verse poems (remainder of class)
 - Students will write their own free verse poem about the Holocaust.
 - This will be worth a quiz grade.
 - These will be decorated and written on colored paper.

Assessment: (APS 3)

- Generate responses to literature. (E1-1.6)
 - Reading Group Response Guide
 - Produce a poem (E1-5.2)

English I Course Standards Addressed: (APS 2, 4, 7)

E1-1.6 Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).

E1-5.2 Create narratives such as personal essays, memoirs, or narrative poems that use descriptive language to create tone and mood.

Follow-up Lessons/ Activities: (APS 7)

Students will finish poems for homework if they do not complete them in class. We will continue to explore the effects of the Holocaust throughout the remainder of the unit.

Lesson Reflection: This lesson and the free-verse poem activity totally amazed me. I initially thought of the activity as a small homework assignment and at the last minute adapted it to an in-class activity. I am so glad that I did, too. The students not only met the standards but also got into a flow while creating their poems. They were in control of their poem in that they were creating it themselves, given an appropriate challenge of creating poetry, allowed to talk quietly with their peers about ideas while they were working, and reminded of the immediate relevance of the poem, “The Butterfly,” that we read as a class, in addition to the information that we have discussed about the holocaust so far. As they were working, I gave the students feedback in the form of graded and commented-on assignments from the previous class, as well as responding immediately

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to questions and concerns about the poem and requests to read over initial drafts. This activity allowed the students to be creative and express themselves through poetry. I think that it was a wonderful way for the students to synthesize the feelings that have been accumulating about the Holocaust through the information we have so far discussed in class. It turned out to be a truly wonderful activity and lesson.

Day Six

Take up vocabulary for quiz grade (5-10 minutes)

Things to remember for writing (10 minutes)

Personal narrative peer edit (30-40 minutes)

Japanese-American Internment Camps: PowerPoint (15-20 minutes)

Baseball Saved Us + questions (20 minutes)

Lesson Reflection: This lesson allowed for us to take a brief break from *Night* and focus on another human rights violation, Japanese-American internment camps. I choose this topic to include in the unit because few students have heard about the topic and it occurred around the same time as the holocaust we are studying in *Night*. I found a wonderful children's book, *Baseball Saved Us* that I choose to read to the class after our discussion of the details of the internment camps. The students definitely got into a flow with this lesson; they were able to work in partners for the questions after reading *Baseball Saved Us* and also reminded of the immediate importance of the experience in that immediately after discussing the internment camps through a PowerPoint, the students listen to a children's book on the same topic and can relate the information they hear in this lesson to the things they have heard about the holocaust.

The students seemed to appreciate the break from the dark, deep text of *Night* to read a children's book, though they were still learning about the same type of subject matter, just in a different form of expression.

About half of the class was devoted to the peer-editing of the personal narratives. This went very well for the students who brought their rough drafts. Around 1/3-1/2 of the students in each class did not have a rough draft to use in peer editing. I was not quite expecting such a high number to not bring rough draft, so I devised a spur of the moment alternative for these students. They had to sit quietly and write their rough draft while those who had theirs completed the peer edit. If they finished the rough draft in this time, they got half of the credit for the assignment that those who brought their rough drafts received from the peer-editing worksheet. I also gave them the opportunity to complete the peer edit outside of class for some additional credit, though not full credit. This ended up working out very well and those without rough drafts did not bother those who had them and needed to complete the peer editing. The students completing the peer editing did a wonderful job of providing feedback to their peers about their essays. They were given the control over this assignment and given enough scaffolding in the worksheet to feel confident in this activity with their peers. Overall, this was a very successful lesson.

Day Seven

Vocabulary- copy and look up new words (15-20 minutes)

Examples for nonfiction presentations (15-20 minutes)

- Go through an previous students' nonfiction presentation
- Discuss what was good and what could be improved

Reading Groups- *Night* chapter 4 (30-40 minutes)

Body Biographies- introduction & pick groups (remainder of class)

Lesson Reflection: This lesson followed the format of most of the lessons in this unit in that it was divided into 20-30 minutes blocks. It did not, however, go exactly as I had planned. I had originally planned for students to read in groups as they had done before, but I encountered

unexpected resistance from the students on this note. Most of the students actually requested to listen to the audio of the text rather than read in groups. Since part of my purpose in having them read in groups is to be sure that they can read the text themselves and understand without having someone else read it to them, I allowed students to read by themselves if they wished and then spent a little more time in the next lesson reviewing this reading. Although the students were resistant, the assignment was an appropriate challenge for them in that it required them to read the text on their own or with their group and attempt to understand the information rather than listen to the audio and wait for me explain certain elements as we read. Though I had a little bit of an unexpected detour from my plan, the students did get into a flow. They were able to work with their peers in the reading groups and in groups at the end of class as they discussed the body biographies for the next class. I also gave students the opportunity to hear my feedback on presentations created by previous students that are like the presentations they will give in a few class periods on a nonfiction book of their choice. This not only gave them scaffolding on what they should do and not do in their presentations, but gave them an opportunity to tell me what they thought was good or bad about the examples, giving them a sense of competence and control over the way that they will be graded on their presentations. The end of the lesson allowed me to present examples of body biographies and to introduce the assignment that the students will begin working on as soon as they walk into the classroom next time. Overall, this was a good lesson.

DAY EIGHT

Lesson Title: Showing How It Felt

Subject: English I CP

Grade: 9

Class Time Length: 90 minutes

Overview: Students will spend the majority of this class period creating their body biographies, which we introduced and began discussing in the last class. Through this project, students will create a visual representation of either a concentration camp prisoner or a slave using textual evidence to support each image that they draw. Students chose their groups in our last meeting and found at least one quote to start them off. Today, they will immediately get into those groups and begin working on the body biographies. They will have the entire class period to complete these. If they finish early, they will complete a reader response entry. Those who do not have time to complete an entry in class will complete one for homework.

Objectives: (APS 2, 4)

Students will be able to:

Produce a response to literature. (E1-1.6)

Create a work for a specific audience. (E1-6.5)

English I Course Standards Addressed: (APS 2, 4, 7)

E1-1.6 Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.

E1-6.5 Create written works and oral and visual presentations that are designed for a specific audience and purpose.

Prerequisites & Preassessments: (APS 3)

The students reviewed the rubric for this assignment in the last class meeting. We have also discussed the treatment of concentration camp prisoners and slaves throughout the unit, which the students will recreate on their body biographies today.

Materials & Preparations: (APS 6) The following materials will assist students in completing the day's assignments:

- Paper for body biographies
- Markers, crayons, colored pencils
- *Night* books for groups depicting concentration camp prisoners **NCTE/NCATE 4.1**
- Slave narratives for groups depicting slaves **NCTE/NCATE 4.1**

Procedures: (APS 4, 5, 6, 7, 8, 9)

- Attendance and housekeeping (3 minutes)
- Reminders for body biographies (10 minutes)
 - Appropriate images
 - Audience/ purpose **NCTE/NCATE 4.7**

- Work on body biographies (60-70 minutes)
 - Students will spend most of the period working on their groups' body biography.
 - I will walk around the classroom throughout the period to monitor work and participation, which is a factor in each student's grade for the assignment.
- Complete activity reflection (10 minutes)
 - Students will each respond to a prompt about this activity once their group is done working.
- Complete a reader response entry (remainder of class)
 - Students should complete their forth reader response entry.

Assessment: (APS 3) **NCTE/NCATE 4.10**

- Produce a response to literature. (E1-1.6)
 - Body Biography
 - Reader Response entry
- Create a work for a specific audience. (E1-6.5)
 - Body Biography

English I Course Standards Addressed: (APS 2, 4, 7)

- E1-1.6 Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.
- E1-6.5 Create written works and oral and visual presentations that are designed for a specific audience and purpose.

Follow-up Lessons/ Activities: (APS 7)

We will continue to discuss the treatment of concentration camp victims and slaves as we continue through the unit. The body biographies will be hung around the room so that students may refer back to them during these discussions.

Lesson Reflection: This lesson completely surpassed my expectations for both the students and the assignment itself. I was honestly very nervous about this lesson at first; I was concerned that the students would not take it seriously and would think that they were just taking a day off to draw and color pictures, but I stuck with my plan to see how things would go and I am so glad that I did. The students got into a flow from the moment that they began working on the body biographies. I think that introducing the activity in the previous class and allowing them to choose their groups and begin finding quotes before coming into class for the actual assignment allowed the students to completely understand what was going on and what I expected from them. The students were in a flow because of their social interaction, control over their own learning through this activity in choosing the quotes and things to draw, the immediate experience of creating this "person" for other to see in order to understand what the people in the concentration camps went through, and my feedback throughout the process. This activity was also challenging for the students but confined enough so that they could complete it in one class period. The products are the proof of this flow, as well as the proof that the standards and objectives for the day were met. The students created products of a high quality that put them in

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charge of actively showing an outside audience how the people we have read about were treated through their experiences. The reflections on the activity that the students completed afterwards also gave me great insights into how they liked this activity. Most of the reflections that I have read were very positive and the students focused not on having a day to draw and work in groups but on the fact that they liked the activity because they were allowed to be creative and free with their own creations rather than being told exactly what they had to do. Overall, I would absolutely do this activity again and am so pleased with the outcome of the lesson.

Day Nine

Turn in personal narratives (15 minutes)

MAP testing (as long as needed)

Read *Night* chapter 4 (remainder of class)

Lesson Reflection: Today's class was used for standardized MAP testing by the school. We took a break from *Night* and our regular lessons and projects in order to complete this testing. Because of the testing, there were no standards or elements of flow designed for today's class.

Day Ten

Reader Response Entry (15 minutes)

Go over nonfiction presentation rubric (10-15 minutes)

Fill in character log (15-20 minutes)

Night chapter 4-5 (30-40 minutes)

Documentary (remainder of class)

Lesson Reflection: This lesson was a perfect example of breaking up the class period into blocks of different activities to keep the students interested and on task. The students were given time to work on the reader response portfolios at the beginning of class, during which I provided the students with feedback on previous entries and things that they could improve upon for the future entries. Afterward, I spent a good deal of time going over the rubric for the nonfiction presentations that will be given in the next class meeting. This allowed the students to be placed completely in control of their own learning through the use of the PEG. I was able to relay the importance of the information about the presentations to the students, giving them an idea of the importance of the immediate information they were getting. The students were also put in control and showed their competence with the material when we filled in the character log as a class. The students were allowed to briefly work with their neighbor to discuss what had happened in the last class as we read *Night*. This allowed for some brief peer interaction while also allowing the students to refresh their memories of the material before beginning the days reading. Because of these elements, the students got into a flow with this lesson and did a wonderful job of taking in the information and applying it to ongoing activities and projects in the class.

DAY ELEVEN

Lesson Title: Nonfiction Presentations

Subject: English I CP

Grade: 9

Date: Thursday, March 17, 2011, 9:50-10:20

Class Time Length: 90 minutes

Overview: Today students will be presenting PowerPoints or posters detailing information about a nonfiction book that they have been reading outside of class since the beginning of the unit. These books could be about any topic or person, as long as they were nonfiction. This project allows for student reading outside of class and practice in giving oral presentations, which will come into play again in the final project of this unit. Each student will present about their topic or person, as well as take notes about each of their classmates' presentations in order to keep them on task and ensure that they are engaging in the class.

Objectives: (APS 2, 4)

Students will be able to:

- Produce an oral presentation. (E1-2.4, E1-6.5)

English I Course Standards Addressed: (APS 2, 4, 7)

E1-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, oral presentations, and media productions.

E1-6.5 Create written works and oral and visual presentations that are designed for a specific audience or purpose.

Prerequisites & Pre-assessments: (APS 3)

Students have been readings nonfiction books outside of class for three weeks. They were given the assignment for this presentation two weeks ago. Over these two weeks, we have gone over previous examples and guidelines for the presentation. This activity will serve as a preliminary assessment of the students' ability to give oral presentations, as they will for the final project of the unit.

Materials & Preparations: (APS 6) The following materials will assist students in giving their oral presentations:

- Computer with access to YouTube.
- Easel for displaying posters.
- Notetaking programs and presentation order forms- 1 per student.

Procedures: (APS 4, 5, 6, 7, 8, 9)

- Attendance and housekeeping (5 minutes)
- Pass out note-taking programs and go over presentation order (5 minutes)
- Student presentations (70-80 minutes)

- Read *Night* chapter 5 (any remaining time)

Assessment: (APS 3) **NCTE/NCATE 4.10**

- Produce an oral presentation (E1-2.4, E1-6.5)

English I Course Standards Addressed: (APS 2, 4, 7)

E1-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, oral presentations, and media productions.

E1-6.5 Create written works and oral and visual presentations that are designed for a specific audience or purpose.

Follow-up Lessons/ Activities: (APS 7)

The final project of this unit, which will be introduced next week, will require students to complete research and give a presentation to their classmates. The skills practiced in this activity will be very useful in the production and presentation of that project.

Lesson Reflection: Today's lesson was, overall, as successful lesson. I was impressed with the seriousness with which the students approached the presentations, with many of them dressing professionally for additional credit and a very respectful atmosphere in the classes as the students presented. The students completely met the standards for today's class in that they created either posters or PowerPoint presentations about the nonfiction book they read and presented these to their classmates. These presentations allowed me to assess the students' presentation skills so that I may accurately determine what they need to work on for the final project of the unit, which involves a similar presentation. Today did not necessarily involve flow because of the need for students to have time to individually present their projects, but I was very pleased with the students in the audience and their respect and attention during their peers' presentations. The note-taking guide that I created for the individual classes helped the students stay on task during a class period full of presentations, a vast change from our usual class setup of breaking the 90-minutes into smaller blocks of activities and assignments. I was pleased with the students' hard work on this assignment and their presentations.

Nonfiction Book Presentation Rubric

Follow the instructions given to you previously on the Information and Requirements sheet. Your presentation will be graded based on the following rubric:

| Requirement | Points Possible | Points Received |
|---|------------------------|------------------------|
| Presentation contains at LEAST five main points about topic. | 25 points | |
| Each of the five points is well organized and stays on topic. | 25 points | |
| Contains at least one picture. | 5 points | |
| Contains at least one quote from the book or person that the report is about. | 10 points | |
| Quote is correctly cited- tells who said the quote and where you found it. | 10 points | |
| Relevance of the quote is made clear- explain why you used this quote and what it says about your topic/person. | 5 points | |
| PowerPoint/Poster is well organized and prepared and follows guidelines discussed in class. | 10 points | |
| Presentation- professionalism, knowledge about topic, correct grammar (no slang). | 10 points | |

Name:

Topic:

DAY TWELVE

Lesson Title: Present Day Human Rights

Subject: English I CP

Grade: 9

Date:

Class Time Length: 90 minutes

Overview: Today students will make-up any presentations that they did not present in the last class. If the class does not have any presentations to make up they will work on their reader response portfolios. We will also read *Night* and discuss present day human rights violations. This will lead the students into their final project by introducing them to the reality that human rights violations did not end with the Holocaust. They will view a documentary, *With Open Eyes*, about the Sudan, which will further show them the horrors that people in our world today are living through.

Objectives: (APS 2, 4)

Students will be able to:

- Compare historical events. (E1-1.1)
- Create a response to literature. (E1-1.6)

English I Course Standards Addressed: (APS 2, 4, 7)

E1-1.1 Compare/contrast ideas within and across literary texts to make inferences.

E1-1.6 Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.

Prerequisites & Preassessments: (APS 3)

We have discussed a variety of human rights violations other than the Holocaust, including slavery and Japanese internment camps throughout the unit. The students will use their prior knowledge of these events to begin thinking about their topics for their final project.

Materials & Preparations: (APS 6) The following materials will assist students in completing the days objective:

- *Night* books
- Copy of *With Open Eyes* documentary

Procedures: (APS 4, 5, 6, 7, 8, 9)

- Attendance and housekeeping (5 minutes)
- Complete a reader response entry (15-20 minutes)
- Read *Night* chapter 5 (pages 79-90) (30 minutes)
- Present day human rights violations PowerPoint (10-15 minutes)
- View documentary *With Open Eyes* (20 minutes)

- Introduction to final project (5-10 minutes)
 - Assign homework due Friday
- Group work (remainder of class)
 - Students will choose their groups for their final project and begin discussing topics.

Assessment: (APS 3) **NCTE/NCATE 4.10**

- Create a response to literature. (E1-1.6)
 - Reader Response Entries

English I Course Standards Addressed: (APS 2, 4, 7)

E1-1.1 Compare/contrast ideas within and across literary texts to make inferences.

E1-1.6 Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.

Follow-up Lessons/ Activities: (APS 7)

The final project will consume most of the remaining class periods for this unit. The students will begin working on these fully in the next class, followed by a day in the computer lab for research and another work-day before the presentations themselves. Homework for this lesson will involve each students bringing one article of some sort to the next class about a topic they would like to research for their project. They will share these with their groups next time to determine the topic for the entire group project.

Lesson Reflection: This lesson surpassed my expectations completely in terms of the students' response to the video and material discussed today. Again, breaking up the class period allowed for the students to get into a flow more easily than had they been doing one thing for the entire class period. As I moved from the reading of *Night* into the discussion of present day human rights violations, I was initially a little skeptical of the students' responses. Some students seemed slightly bored with the more social studies centered ideas being discussed. I made the decision to keep my own comments on the subject brief, only presenting a few things currently going on the world and giving enough background on Darfur so that students were able to understand what was going on in the video. I made the choice early on to let the video speak for itself and it truly did. It was perfect. The students remained almost completely silent and completely engaged as they viewed the video. The comments and questions I got truly showed me that the students were moved, horrified, and concerned about the situation in Darfur. This provided the perfect opportunity for me to very briefly introduce the final project. This got the students excited about what we will be working on in class for the next several periods. The students met all of the needs for flow except the social, which I deliberately left out in order for

enough time for the video. Overall, I was very happy with this lesson and will definitely use this video again in the future.

Day Thirteen

Vocabulary- copy and define new words (15-20 minutes)

Read *Night* chapter 6-7 (30-40 minutes)

Universal Declaration of Human Rights group activity (15 minutes)

Discuss news articles in groups (10-15 minutes)

Reader Response entry (remainder of class)

Lesson Reflection: This lesson was important in that the students were fully introduced to the final project that they will be working on for the next several class periods. Again, the breaking up of the 90-minute class period allowed for students to remain on task and remain focused; it also allowed for the elements of flow to be integrated into the period and thus allow students to get into a flow. I am increasingly impressed with how the students handle the material presented in *Night* and how seriously they are taking it. I cannot explain how enjoyable it is to hear the students express concern for the characters and interest in what happened to these real people. The students were given an appropriate task through the Universal Declaration of Human Rights activity in that they were given a detailed, somewhat elaborate bill of human rights created by the United Nations and asked to interpret some of the individual bills in their groups. This served two purposes: it provided scaffolding for the bill of rights that they will create on their own in their final group projects and it exposed students to more human rights than those we have discussed in class relating to the holocaust. This activity also provided for the need of the social and gave students control and competence over their interpretations of the different bills. Feedback was given to students throughout the class, especially as I walked around during the group work. I was surprised and pleased at some of the choices for the topic in the final projects, which proved to me that the students were taking a true interest in the material and the project. Overall, I was very pleased with this lesson and the beginning of the final projects for the unit.

Day Fourteen

Hand out research guide & go over “things to remember.” (15-20 minutes)

Computer lab for research (remainder of class)

Lesson Reflection: Today’s lesson allowed for students to have something of a change of scenery as we went to the computer lab to complete the research portion of the final project. Beginning in the classroom by explaining the research guide and notes that I made for the students about useful research sites helped the students get into the mindset of becoming a researcher of their group’s topic. They met the conditions of flow through working in their groups in the computer lab, getting feedback from me as I walked around the lab and answered questions and concerns, reminded of the immediate experience through the human rights violations that they discovered going on today, and given control and a sense of competence by being allowed to choose their own topic and complete the research on their own. The research guide was also an appropriate assessment in that it gave the students the support for completing formal research but asked that they input their findings in the correct manner.

DAY FIFTEEN

Lesson Title: Wrapping Up

Subject: English I CP

Grade: 9

Date: Monday, April 4, 2011

Class Time Length: 90 minutes

Overview: Students have completed their reading of *Night* and are preparing for their unit test. They are also getting ready for their presentations and Bill of Rights projects. This lesson will prepare students for taking their test and allow for time for students to work with their groups to prepare for presentations in the next class.

Objectives: (APS 2, 4)

Students will be able to:

- Recall information from *Night*. (E1-1.4)
- Plan research presentations. (E1-6.8)

English I Course Standards Addressed: (APS 2, 4, 7)

E1-1.4 Analyze the relationship among character, plot, and theme in a given literary text.

E1-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.

Prerequisites & Pre-assessments: (APS 3)

Students have completed their reading of *Night* and have the information needed to complete the study guide. They also have completed the research for their final projects and have the information needed to complete their presentations.

Materials & Preparations: (APS 6) The following materials will assist students in completing the days objective:

- *Night* study guides
- Video

Procedures: (APS 4, 5, 6, 7, 8, 9)

- Attendance and housekeeping (5 minutes)
- Work on vocabulary (15-20 minutes)
- Finish reading *Night* (20-30 minutes)
- Complete *Night* study guide (35 minutes)
- View Elie Wiesel video (5 minutes)
- Group work for final projects (remainder of class)

Assessment: (APS 3) **NCTE/NCATE 4.10**

- Recall information from *Night*. (E1-1.4)
 - *Night* unit test
 - *Night* study guide
- Plan research presentations. (E1-6.8)
 - Final project presentations

English I Course Standards Addressed: (APS 2, 4, 7)

E1-1.4 Analyze the relationship among character, plot, and theme in a given literary text.

E1-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.

Follow-up Lessons/ Activities: (APS 7)

The final project will be presented in the next class period and the students will take the unit test in two class periods.

Lesson Reflection: Today's lesson allowed for both flow and meeting the standards. The students were able to work on groups on their final projects and presentations, which not only met the needs of the social for flow, but also gave them control over their own learning and a sense of competence that they were completing the task themselves, but also allowed for the students to meet the standard of designing and carrying out a research project. The video clip of Elie Wiesel discussing the importance of remembering events such as the holocaust and becoming a witness to others about the atrocities of human rights violations brought the immediate experience back to the students and reminded them of the role that they would be playing at witnesses in the next class as they give their presentations. The final project, as well as finishing up the vocabulary notebooks, gave the students an appropriate challenge that, for the most part, kept them on task, though it should be noted that I have seen an increasing amount of restlessness from nearly all of the students as we get so close to spring break.

Day Sixteen

Allow students to get into groups and get organized for presentations (15 minutes)

Group presentations for Bill of Rights Project (40-50 minutes)

Go over study guide and any questions about test (10-15 minutes)

Review game for test (remainder of class)

Lesson Reflection: I must say that this lesson did not go exactly as I had planned. In earlier classes, I was almost disappointed with the presentations because of the lack of effort it seemed that the students were putting into them; however, as the classes progressed, I was more pleased with the effort. For the most part, students completed the presentations acceptably, though almost all groups were missing some element that I had directly addressed as needing to be in the presentation in the previous class. From this I have learned two things: 1. In future implementations of this assessment, I might choose the groups myself rather than letting students choose. 2. I may allow for one more day for students to work on this project. The number one complaint I had was that students felt that they did not have enough time to complete the project, though I must add that most of the students making these complaints did NOT make use of the class time I gave them to work on the project and also did not work on the project outside of class. I would be interested to see how this project would go over during a different time of the school year. I think that being so close to spring break did have some impact on the work ethic of many of the students. Overall, I think that the students did a sufficient job of meeting the standards of presenting and completing the assignment. I did notice that most of the students did at least take the subject matter very seriously and at least some learned something about human rights violations through this project, which makes me consider the entire assignment a success. The review game after the presentations went very well and allowed for meeting all of the conditions of flow. It also gave me a good idea of how the students would perform on the test in the next class period and I was somewhat surprised that so many of the students were so prepared and seemed to really understand the subject matter.

Day Seventeen

Turn in vocabulary (5-10 minutes)

Night unit test (as long as needed)

Work on extra credit assignment after test

Lesson Reflection: Today's lesson does not really fall into the category of flow due to the nature of the assessment; however, I think that the students met the standards of assessing their knowledge of *Night* and the unit as a whole very well. The students came in and were very prepared to take the test. After grading the tests, I can honestly say that the classes surpassed my expectations for their understanding of the unit. Overall, over 90% of the students passed the test and about 80% of those passed with a 75 or better. The test was designed to give the students a chance to respond to the unit rather than just ask multiple-choice questions in which they guess between a few answers. I think that the students demonstrated that they were prepared and able to complete the test successfully; this only reinforces the idea of the conceptual unit as a reliable means of teaching that DOES ready students to complete traditional assessments, such as tests.

Performance Expectation Guides, Rubrics, and Handouts for Unit

Night Vocabulary List

1. Lorry- (n) a large truck- term mainly used in Britain
2. Synagogue- (n) a Jewish house of worship, often having facilities for religious instruction.
3. Ghetto- (n) a section of a city, inhabited predominantly by members of an ethnic or other minority group, often as a result of social or economic restrictions, pressures, or hardships. Regarding the Holocaust, a section of the city where Jews were required to live.
4. Barracks- (n) a building or group of buildings in which many people are lodged.
5. Ration- (n) fixed allowance of provisions or food. (v) to restrict the consumption of a commodity, food, etc.
6. Apathy- (n) absence or suppression of passion, emotion, or excitement; lack of interest in or concern for things that others find moving or exciting.
7. Interminable- (adj) having no limits; unending
8. Morale- (n) emotional or mental condition in the face of opposition
9. Infernal- (adj) extremely troublesome, annoying, outrageous
10. Expelled- (v) to drive or force out or away
11. Pious- (adj) having or showing a dutiful spirit of reverence for god or an earnest wish to fulfill religious obligations.

Performance Expectations Guide

Reader Response Portfolios

NCTE NCATE 2.4, 2.6, 3.3.2, 3.3.3, 4.2, 4.10

Description: Over the course of the unit, you will be asked to keep a Reader Response Portfolio. You will be provided with a list of prompts and ideas to think about as we progress through the unit. You should answer **two prompts per week**, one in class and one out of class. These portfolios will be checked randomly once per week to ensure you are keeping up with the assignments and will be turned in at the end of the unit to be graded for **ONE TEST GRADE**.

Requirements for the Portfolio: Each entry should answer whichever prompt you have chosen in its entirety. Assume that unless otherwise specified by the specific prompt, each entry should be at least two complete paragraphs (4-6 sentences).

Objectives:

Students will be able to:

- Produce interpretations of literature
- Generate responses to literary themes
- Interpret informational texts

Grading Criteria:

The content of each entry will be graded according to the following criteria:

| CATEGORY | 2 | 1 | 0 |
|----------------|---|---|---|
| Length | Response fulfills length requirement of the prompt. If a length is not specified in the prompt, the response is at least two paragraphs (4-6 sentences each) in length. | Response fulfills at least half the length requirement of the prompt. If a length is not specified in the prompt, the response is at least one paragraph (4-6 sentences) in length. | Response does not fulfill length requirement of the prompt. |
| Content | Response completely answers the prompt in a thoughtful, detailed way that incorporates both personal reasoning and references to the texts we have read. | Response somewhat answers the prompt. The response is thoughtful and detailed but only incorporates either personal reasoning or references to the texts we have read. | Response does not answer the prompt in a thoughtful, detailed way. Response does not incorporate either personal reasoning or references to the texts we have read. |

Reader Response Portfolio Rubric
NCTE/NCATE 2.4, 4.2, 4.10

Name:

Class Period:

When turning in your final portfolio, this rubric should be placed at the front of your portfolio. If you do not place this rubric with your portfolio, I will not grade it. For information on what each entry should contain, see the Performance Expectations Guide for the Reader Response Portfolio.

Each portfolio will be graded according to the following rubric:

| Criteria | Points Possible | Points Received |
|---|---|------------------------|
| 10 total entries (Each entry responds FULLY to the prompt) | 7 points for each entry X 10 entries = 70 points | |
| Cleanliness & organization (entries are numbered, legible, and organized) | 1 point for each entry X 10 entries = 10 points | |
| Length (Each entry is at least 8 sentences long) | 2 point for each entry X 10 entries = 20 points | |
| Total | 100 points | |

Reader Response Portfolio

You will respond to your choice of **TEN** of the following prompts over the course of the unit. Each response is worth **four points** and must include the following to receive full credit (see rubric for more information):

- 1) **AT LEAST** two complete paragraphs (4-6 sentences each)
- 2) Response is detailed, thoughtful, and incorporates both personal reasoning and references to the texts we have read.

Each entry should be on a new page and should be numbered according to which prompt you are answering. Your entries should be kept in your Reader Response Portfolio and will be checked periodically throughout the unit. You will turn in your completed Portfolio at the end of the unit for **ONE TEST GRADE**.

Prompts for Reader Response Portfolio

1. Think about the images that we have seen so far of the Holocaust. How did seeing these images make you feel? Have you ever seen images like these before? Think back to your emotions upon first seeing these images and describe the feeling you had.
2. Have you ever been in a situation where you felt like you were being treated unfairly? Describe this situation and what you learned from that experience.
3. Reread the first paragraph of *Night*. Describe your response to this paragraph. What was Wiesel trying to get the audience to realize about his experience with this paragraph?
4. How can a person's race put them at a disadvantage in today's world? What are some examples of these disadvantages you see on the news or around the community? Consider also how someone's race might put him or her at an advantage. Have you ever had a personal experience with this?
5. Respond to the following quote by Elie Wiesel, "Because I remember, I despair. Because I remember, I have the duty to reject despair." What do you think he meant by this statement? What role has memory and remembering played in this unit so far?
6. Respond to the following quote by Mohandas Gandhi: "The moment the slave resolves that he will no longer be a slave, his fetters fall...Freedom and slavery are mental states." What do you think he means by "freedom and slavery are mental states"? How could this statement apply to the topics we have covered so far in class?
7. Wiesel wrote of those things he will never forget (p. 32). After reading *Night*, what images, ideas, and feelings do you think you will never forget?
8. Each of our readings has recounted in vivid detail an experience that each author has had during a difficult time in their lives. Describe an event in your life, good or bad that you can recall in vivid detail. How does this memory make you feel? Why do you think you can recall this with such detail?

9. Luba Frederick, a Holocaust survivor, has said of the Holocaust, "To die was easy." Based on your readings, what do you think he meant by this? Why? Could this statement be applied to any of the other moments in history we have talked about?
10. Why does Wiesel give his book the title, *Night*?
11. What are some of the ways in which your identity is repressed on a daily basis? Think about school rules, parents' rules, etc. How does this repression make you feel?
12. Create a poem, song, drawing, or other creative representation to reflect on why or why not you think people should remember terrible events in history. *Will not be 2 paragraphs in length
13. Think back to the story I read to you, *Baseball Saved Us*. In the story, baseball served as an outlet for the people living in Japanese internment camps to overcome their oppressors, even if only for a few moments. Describe something that you do that serves as an escape from the difficult things in your daily life. How does this act as an escape for you?
14. Based on our readings, what do you think are some of the most basic human rights that we should have as human beings? Why are these sometimes violated?
15. The authors of the works we read in this unit use writing to document terrible moments or hardships that they encountered in their lives. How is the written word therapeutic when remembering? Why do these people write? How can you use writing in similar ways?

Vocabulary Notebook
Performance Expectations Guide
NCTE NCATE 2.6, 3.1.1, 3.3.3, 4.2, 4.10

Description: Over the course of this unit you will keep a vocabulary notebook. In this notebook, you will record the vocabulary terms that I give you throughout the unit as well as vocabulary of your own.

Objectives: Students will be able to:

- Recall vocabulary from literature
- Generate a collection of new vocabulary

Requirements: You should have a separate section in your notebook for vocabulary. In this section, you will keep a list of words I give you as well as at least **two words per chapter** that you do not know or strike you as interesting. There are nine chapters; this means you should have a total of 18 entries of your own by the end of the unit as well as the 12 terms that I will give you. You should have a total of **30 words** by the end of the unit. For each entry, you must include:

- The word's definition
- The part of speech
- A sentence using the word OR a drawing or symbol to represent the word
- The chapter that the word comes from

Throughout the unit, you will complete random, short checks to make sure you are keeping up with the notebook. At the end of the unit, you will turn in the complete notebook for **one test grade**.

Each notebook will be graded using the following rubric:

| Criteria | Points Possible | Points Received |
|---|--|-----------------|
| 30 total words: 18 of your own & 12 that I give you | 30 points (1 point for each entry) | |
| Definition & chapter reference | 30 points (1 point for each entry) | |
| Part of speech | 15 points (.5 point for each entry) | |
| Sentence containing the word OR a drawing/symbol for the word | 15 points (.5 point for each entry) | |
| Organization & cleanliness | 10 points | |
| Total | 100 | |

What does it mean to be human?

Research Project

Description: Over the course of this unit we have studied many instances in which a person or group of people attempt to define what and/or who is or is not a human being. In your group, you will look more closely at some instance of genocide or human rights violations other than the Holocaust and create a Bill of Rights that defines who/what makes a human being and what rights those humans must have in our world today.

Criteria: This is a very involved project. In order to complete it accurately, you must carefully read the directions on all rubrics and scoring guides I give you. **75-80% of the work for this project will be done in class.** As a basic outline, your project will include the following:

1. A written copy of your **Bill of Rights that includes a bibliography** in which you cite each of your sources.
2. **Presentation:** A speech, PowerPoint, skit, poster, or some other means of presenting your research project to the class.
3. Group, self, and peer reviews

What makes this a research project? You will choose one instance of a human rights violation other than the Holocaust and research this event. The evidence you find of human rights violations will be used to create a Bill of Rights based on your group's opinion of what it means to be human. You will justify these choices for your Bill of Rights with your research of your group's topic.

For example: One rule in my Bill of Rights would be *No man, woman, or child will ever be harmed or persecuted based on his or her ancestry or genetic heritage.* I would then describe why I think that this right should be included. I would cite the Holocaust as an instance when this right was violated and I would give specific examples of this violation, such as how Eliezer and his family are persecuted for being Jewish in *Night*.

Each Bill must contain **at least five** individual rights; however, your group can receive **five points extra credit** for each right beyond five, up to eight rights.

Other Information:

- Since we have discussed it at such length in class, your group may **NOT** use the Holocaust as a justification for your Bill of Rights. You may, however, use other instances we have briefly discussed, such as slavery, Japanese internment camps, the civil rights movement, the Sudan, Darfur, Middle East, the Congo, etc.
- Groups can consist of 1 to 4 people and must receive approval from me before you begin working on your project. **I reserve the right to break up groups who I believe will not work well together or who will be a distraction to the rest of the class.**

Research & Written “Bill of Rights” Rubric DUE APRIL 1 (A-Day), APRIL 4 (B-Day)

Your group will research one instance of human rights violations other than the Holocaust. Based on this research, your group will come up with five rights that were violated in the instance your group researches and defend why these rights should be granted to all people. The following rubric explains how the written bill of rights will be graded. This will constitute 60% of a major test grade; the other 40% will come from the presentation, which I will give you a rubric for later.

| Criteria | Points Possible | Points Received |
|--|--|-----------------|
| “Bill of Rights” is typed or written NEATLY in blue or black ink, well organized, and includes the required elements: Bill of Rights and bibliography. | 10 points | |
| Your groups “Bill of Rights”: includes at least five different rights and each is explained. | 3 pts each X 5 rights= 15 points | |
| Total of at least THREE DIFFERENT sources to defend each of your rights in your bill. | 3 pts per source X 5 rights= 15 points | |
| Each of the sources is cited correctly, following the format we go over in class. | 4 pts per source X 5 citations= 20 points | |
| Total | 60 points | |

*Note: You may earn five points extra credit for each additional right beyond five, up to eight. These must also include justifications.

Presentation Rubric NCTE/NCATE 4.2, 4.10

Group Members: 1.
 2.
 3.
 4.

Description: Each group will present their Bill of Rights to the class in a manner of their choosing. The presentation may be in the form of a speech, a creative Powerpoint presentation, a skit, or some other creative presentation and must last at least 7 minutes. Your presentation must describe your Bill of Rights to the class and must also reference the justifications your group decided on for each right. Essentially, you are adapting the Bill of Rights you turn it into a presentation for the class. I must approve your manner of presentation before you present to the class. **Each member of the group must have a role in the presentation.**

Each presentation will be graded based on the following criteria.

| Criteria | Points Possible | Points Received |
|---|--|-----------------|
| Each member of the group has a role and participates in the presentation | 2 points | |
| Presentation is at least three minutes in length. | 3 points | |
| Presentation includes a detailed description of at least five rights from your group's Bill of Rights. | 4 points X 5 rights= 20 points | |
| Presentation includes the group's justification for each of the described rights. (Total of at least five) | 1 points X 5 justifications= 5 points | |
| Two benefits of your rights. | 2 points | |
| Group makes eye contact with audience and does not read off of slides/poster. | 4 points | |
| Total | 40 points | |

Group Participation Rubric

NCTE/NCATE 4.2, 4.10

Description: The success of this project is dependent on a good working relationship among the members of the group. The Bill of Rights and presentation will be graded collectively, meaning that each member of the group will receive the same grade for each element; however, each member of the group will receive an individual grade for group participation. Upon completion of the presentation, each group member will complete and submit a review form. These will not be seen by any of the other members of the group and are for my eyes only therefore honesty is crucial. This peer review is your only opportunity to tell me exactly what you did in your group and how you think your fellow group members participated. **Please be honest but fair.** Keep in mind that I will be observing your group throughout the course of the project and will have an idea of how each member is participating.

After I receive the review forms from each group member, I will combine the scores given in the evaluations. Each member will be graded based on the following criteria:

Group Member Name: _____

| Criteria | Points Possible | Points Received |
|---|---------------------------------------|-----------------|
| Attitude: Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s). | 2 points X 4 evaluations= 8 points | |
| Contributions: Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort. | 2 points X 4 evaluations= 8 points | |
| Working with others: Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together. | 2 points X 4 evaluations= 8 points | |
| Focus on task: Focuses on the task and what needs to be done most of the time. Other group members can count on this person. | 2points X 4 evaluations= 8 points | |
| Quality of work: Provides high quality work. | 2 points X 4 evaluations= 8 points | |
| Teacher observations: presentation participation, participation in in-class work, etc. | 10 points | |
| Total | 50 points | |

Group Member Evaluations

For each member of your group, including yourself, rate the performance in each of the following categories on a scale of 0-2, 2 being exceptional and 0 being unsatisfactory. Use the scale provided for your ratings.

Member name: _____

Evaluator name: _____

| CATEGORY | 2 | 1 | 0 |
|----------------------------|---|---|---|
| Attitude | Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s). | Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s). | Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s). |
| Contributions | Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader or a strong group member who tries hard! | Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what they are asked but may not volunteer to do more than required. | Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate. |
| Working with Others | Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together. | Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member. | Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player. |
| Focus on the task | Focuses on the task and what needs to be done most of the time. Other group members can count on this person. | Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task. | Rarely focuses on the task and what needs to be done. Lets others do the work. |
| Quality of Work | Provides high quality work. | Provides work that occasionally needs to be checked/redone by other group members to ensure quality. | Provides work that usually needs to be checked/redone by others to ensure quality. |

Attitude ____/2 Contributions ____/2 Working with others ____/2

Focus on the task ____/2 Quality of work ____/2

You should turn in one evaluation for each member of your group, including yourself. If there are three members in the group, you will turn in three evaluations. If there are four members in the group, you will turn in four evaluations.

Nonfiction Presentation Requirements and Instructions

You should have a nonfiction book that you are reading outside of class for the next few weeks. You will create either a **poster or PowerPoint** presentation with information about these topics. You will **present** these to the class for a **major project grade**. Your posters/PowerPoint should be attractive and eye-catching. The more creative, the better!

Requirements:

1. You must have **completely read** a nonfiction book of your choice.
2. You must have at least **one picture** of or relating to your topic.
3. You must describe at least **five important points** about your topic. If you read about a specific topic or event, some things to focus on are:
 - 5 major chronological events
 - 5 main points made about your subject

If you read a biography, some areas to focus on are:

- A formative event in early life
 - Events that helped him/her choose a career path
 - A major career high point
 - A major career low point
 - The legacy left by your subject
4. You must have at least **one quote** by the person you researched or about the topic you read about that shows insight into the person's life or the event/situation.



***Things to remember:

- **DO NOT COPY** any information directly from your source.
 - Your poster/PowerPoint should be in your own words.
- Do not have giant paragraphs on your poster/PowerPoint.
 - These should be a reference and contain only bullets or summaries.
- You will be graded on the appearance of your visual aid and on the content of the information you **present** to the class.

Body Biography Rubric

NCTE/NCATE 4.2, 4.10

Description: So far, we have read many texts illustrating what life was like for people who were treated as less than human. Based on our class reading, you and your group will create a visual representation of a slave or labor camp prisoner. Each group will get a large piece of paper on which you will illustrate a life-size version of one of these people and provide text-supported descriptions on various parts of the body that detail how these people were treated as property.

For example, you may draw the hands of a slave callused and bruised because of the labor that they performed daily. Then, either beside or inside the hands on your paper, you will include a quote from one of the texts we have read that supports your drawing. In other words, **a line from at least one of the texts must support everything you draw.**

Requirements: Your biography can contain as many descriptions as you want to include. In fact, the more detailed the biography, the better grade you will receive in terms of creativity. Each biography must contain **at least five different descriptions.**

You may work in groups of no more than 3 people; however, you may work alone if you choose. Keep in mind that you will give a brief presentation to the class about your finished biography.

Things to keep in mind:

1. Each body part counts only once. For example, descriptions on hands, arms, legs, feet, etc. will count as only one description.
2. Carefully choose the placement of your artwork. For example, the area where the person's heart would be might be appropriate for illustrating the important relationships within his or her life.
3. What tools or objects might be associated with your person's life or work? Each different object can count as one of your five descriptions as long as you provide evidence.
4. Make sure to include the name and speaker of the text when sighting the various texts.

| Criteria | Points Possible | Points Received |
|---|------------------|-----------------|
| The body biography contains at least 5 descriptions and each includes textual evidence. | 10 points | |
| The biography is creative, detailed, well-thought out, and shows a clear understanding of what life was like for the various characters or people we have read about. | 10 points | |
| Presentation to class | 5 points | |
| Total | 25 points | |

Questions for make-up article

If you did not complete the homework assignment, you must read the article provided for you in class and complete the questions to receive **half credit** for the homework for today.

1. What does this article tell you about human rights?
2. How does the United Nations think the US has violated human rights? Give at least five examples.
3. Do the allegations the United Nations are making about the United States surprise you? Why or why not?
4. Do you agree that the United States might be guilty of violating human rights? Why or why not?
5. What does the Center for Human Rights say about the US since 9/11? Use the direct quote from the article AND explain the quote.

Personal Narrative Requirements and Expectations

NCTE/NCATE 4.2, 4.10

Assignment: Throughout this unit, we will read many different personal narratives. Your job is to write your own personal narrative. You may write about any event or experience from your life. Keep in mind that this essay will be read by a classmate during peer editing and by me. If you do not feel comfortable having someone else read about that event or experience, choose something else.

Requirements: You will begin with some sort of prewriting activity to organize your thoughts. You will then create a rough draft that you will bring to class and use in a peer editing exercise. You will use the information you gather during the peer edit to create a final draft. You will turn in all of these elements. Rough drafts should be **250 words in length** and can be hand-written. Final drafts should be typed and should be at least **400 words in length**. Your narrative should use correct grammar and spelling.

| CATEGORY | 10 | 5 | 3 | 0 |
|---------------------------------|--|--|---|--|
| Spelling and Punctuation | There are 0-2 spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout. | There are 3-5 spelling and punctuation errors in the final draft. | The final draft has more than 5 spelling and punctuation errors. | Spelling and punctuation errors make the final draft unclear and difficult to understand. |
| Required Elements | Turned in prewriting activity, rough draft with peer editing comments, and final draft. | Missing one of the three required elements. | Missing two of the three required elements. | Missing all required elements. |
| Writing Process | Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful. | Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done. | Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by. | Student devotes little time and effort to the writing process. Doesn't seem to care. |
| Organization | The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions. | The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used. | The story is a little hard to follow. The transitions are sometimes not clear. | Ideas and scenes seem to be randomly arranged. |
| Creativity | The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination. | The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination. | The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination. | There is little evidence of creativity in the story. The author does not seem to have used much imagination. |

Spelling & Punctuation: ____/10 Required Elements: ____/10 Writing Process: ____/10

Organization: ____/10 Creativity: ____/10 Total: ____/50

Reading Group Questions-

Chapter 1

1. Find and describe two instances when Eliezer and the people of Sighet ignored warnings that could have saved them.
2. Why did they ignore these warnings?
3. Explain what life was like for the people living in the ghetto.
4. Have Eliezer's ideas about his faith changed at all from the beginning of the book? Find a quote to support the idea that Eliezer might be losing his faith or that his original belief in God and religion is still strong or stronger than it was in the beginning of the story.

Chapter 2

1. Using a DIRECT QUOTE from the text, determine whether or not Madame Schachter was actually crazy or if she was telling the truth.
2. Describe the conditions aboard the cattle car.
3. Explain what the process of selection was like for Eliezer and his family. Who was sent where? Did everyone get to stay together? What happened to the other members of his family?
4. Find and explain ONE DIRECT QUOTE that demonstrates the author's ability to use imagery and description to make the reader feel as though they are witnessing the same things he witnessed.
5. Video Questions: just write "I did not see the video."

Chapter 4 (pages 55-66)

1. Who does Eliezer meet after he is moved to the musicians block? What plans does he make with these people?
2. Describe where Eliezer is sent to work. What does he do? Who does he work with?
3. After his father is beaten by Idek, how does Eliezer react? How does he say his life has changed over the last few months? Use a QUOTE to support this answer.
4. Describe Eliezer's views about his faith at this point in the novel.

Reading Guide: Slave Narratives

Title of your group's narrative:

Author:

1. What does this narrative tell you about the life of a typical slave?
2. Why would I have you read this narrative in the middle of a unit about the Holocaust?
3. What is the author's attitude about his or her captors or masters? Is it always positive or negative or does it seem to change or be less harsh at certain moments?
4. What is unique or stands out to you about the language and writing style of this work? Does the author's fluency or lack thereof surprise you at all?

Excerpt from Harriet Jacobs'
Incidents in the Life of a Slave Girl (1861)

"The Slaves' New Year's Day"

Dr. Flint owned a fine residence in town, several farms, and about fifty slaves, besides hiring a number by the year.

Hiring day at the south takes place on the 1st of January. On the 2nd, the slaves are expected to go to their new masters. On a farm, they work until the corn and cotton are laid. They then have two holidays. Some masters give them a good dinner under the trees. This over, they work until Christmas eve. If no heavy charges are meantime brought against them, they are given four or five holidays, whichever the master or overseer may think proper. Then comes New Year's eve; and they gather together their little alls, or more properly speaking, their little nothings, and wait anxiously for the dawning of day. At the appointed hour the grounds are thronged with men, women, and children, waiting, like criminals, to hear their doom pronounced. The slave is sure to know who is the most humane, or cruel master, within forty miles of him.

It is easy to find out, on that day, who clothes and feeds his slaves well; for he is surrounded by a crowd, begging, "Please, massa, hire me this year. I will work very hard, massa." If a slave is unwilling to go with his new master, he is whipped, or locked up in jail, until he consents to go, and promises not to run away during the year.

Should he change his mind, thinking it justifiable to violate an extorted promise, woe unto him if he is caught! The whip is used till the blood flows at his feet; and his stiffened limbs are put in chains, to be dragged in the field for days and days! If he lives until the next year, perhaps the same man will hire him again, without even giving him the opportunity of going to the hiring-ground. After those for hire are disposed of, those for sale are called up.

O, you happy free woman, contrast your New Year's day with that of the poor bond-woman! With you it is a pleasant season, and the light of the day is blessed. Friendly wishes meet you where, and gifts are showered upon you. Even hearts that have been estranged from you soften at this season, and lips that have been silent echo back, "I wish you a happy New Year." Children bring their little offerings, and raise their rosy lips for a caress. They are your own, and no hand but that of death can take them from you.

But to the slave mother New Year's day comes laden with peculiar sorrows. She sits on her cold cabin floor, watching the children who may all be torn from her the next morning; and often does she wish that she and they might die before the day dawns. She may be an ignorant creature, degraded by the system that has brutalized her from childhood; but she has a mother's instincts, and is capable of feeling a mother's agonies.

On one of these sale days, I saw a mother lead seven children to the auction-block. She knew that some of them would be taken from her; but they took all. The children were

sold to a slave-trader, and their mother was bought by a man in her own town. Before night her children were all far away. She begged the trader to tell her where he intended to take them; this he refused to do. How could he, when he knew he would sell them, one by one, wherever he could command the highest price? I met that mother in the street, and her wild, haggard face lives to-day in my mind. She wrung her hands in anguish, and exclaimed, "Gone! All gone! Why don't God kill me?" I had not words wherewith to comfort her. Instances of this kind are of daily, yea, of hourly occurrence.

Slaveholders have a method, peculiar to their institutions, of getting rid of old slaves, whose lives have been worn out in their service. I knew an old woman, who for seventy years faithfully served her master. She had become almost helpless, from hard labor and disease. Her owners moved to Alabama, and the old black woman was left to be sold to anybody who would give twenty dollars for her.

Excerpt from *Life of an American Slave* by Frederick Douglass (1845)

Chapter One

I was born in Tuckahoe, near Hillsborough, and about twelve miles from Easton, in Talbot county, Maryland. I have no accurate knowledge of my age, never having seen any authentic record containing it. By far the larger part of the slaves know as little of their ages as horses know of theirs, and it is the wish of most masters within my knowledge to keep their slaves thus ignorant. I do not remember to have ever met a slave who could tell of his birthday. They seldom come nearer to it than planting-time, harvest-time, cherry-time, spring-time, or fall-time. A want of information concerning my own was a source of unhappiness to me even during childhood. The white children could tell their ages. I could not tell why I ought to be deprived of the same privilege. I was not allowed to make any inquiries of my master concerning it. He deemed all such inquiries on the part of a slave improper and impertinent, and evidence of a restless spirit. The nearest estimate I can give makes me now between twenty-seven and twenty-eight years of age. I come to this, from hearing my master say, some time during 1835, I was about seventeen years old.

My mother was Harriet Bailey. She was the daughter of Isaac and Betsey Bailey, both colored, and quite dark. My mother was of a darker complexion than either my grandmother or grandfather.

My father was a white man. He was admitted to be such by all I ever heard speak of my parentage.

The opinion was also whispered that my master was my father; but of the correctness of this opinion, I know nothing; the means of knowing was withheld from me. My mother and I were separated when I was but an infant—before I knew her as my mother. It is a common custom, in the part of Maryland from which I ran away, to part children from their mothers at a very early age. Frequently, before the child had reached its twelfth month, its mother is taken from it, and hired out on some farm a considerable distance off, and the child is placed under the care of an old woman, too old for field labor. For what this separation is done, I do not know, unless it be to hinder the development of the child's affection toward its mother, and to blunt and destroy the natural affection of the mother for the child. This is the inevitable result.

I never saw my mother, to know her as such, more than four or five times in my life; and each of these was very short in duration, and at night. She was hired by a Mr. Stewart, who lived about twelve miles from my home. She made her journeys to see me in the night, traveling the whole distance on foot, after the performance of her day's work. She was a field hand, and a whipping is the penalty of not being in the field at sunrise, unless a slave has special permission from his or her master to the contrary—a permission which they seldom get, and one that gives to him that gives it the proud name of being a kind master. I do not recollect of ever seeing my mother by the light of day. She was with me in the night. She would lie down with me, and get me to sleep, but long before I wake she was gone. Very little communication ever took place between us. Death soon ended what little we could have while she lived, and with it her hardships and

suffering. She died when I was about seven years old, on one of my master's farms, near Lee's Mill. I was not allowed to be present during her illness, at her death, or burial. She was gone long before I knew anything about it. Never having enjoyed, to any considerable extent, her soothing presence, her tender and watchful care, I received the tidings of her death with much the same emotions I should have probably felt at the death of a stranger.

Called thus suddenly away, she left me without the slightest intimation of who my father was. The whisper that my master was my father, may or may not be true; and true, or false, it is of but little consequence to my purpose whilst the fact remains, in all its glaring odiousness, that slaveholders have ordained, and by law established, that the children of slave women shall in all cases follow the conditions of their mothers; and this is done too obviously to administer to their own lusts, and make a gratification of their wicked desires profitable as well as pleasurable; for by this cunning arrangement, the slaveholder, in cases not a few, sustains to his slaves the double relation of master and father.

I know of such cases; and it is worthy of remark that such slaves invariably suffer greater hardships, and have more to content with, than others. They are, in the first place, a constant offence to their mistress. She is ever disposed to find fault with them; they can seldom do any thing to please her; she is never better pleased than when she sees them under the lash, especially when she suspects her husband is showing to his mulatto children favors which he withholds from his black slaves. The master is frequently compelled to sell this class of his slaves, out of deference to the feelings of his white wife; and, cruel as the deed may strike any one to be, for a man to sell his own children to human flesh-mongers, it is often the dictate of humanity for him to do so; for unless he does this, he must not only whip them himself, but must stand by and see one white son tie up his brother, of but few shades darker complexion than himself, and ply the gory lash to his naked back; and if he lisp one word of disapproval, it is set down to his parental partiality, and only makes a bad matter worse, both for himself and the slave whom he would protect and defend.

...

I have had two masters. My first master's name was Anthony. I do not remember his first name. He was generally called captain Anthony—a title which, I presume, he acquired by sailing a craft on the Chesapeake Bay. He was not considered a rich slaveholder. He owned two or three farms, and about thirty slaves. His farms and slaves were under the care of an overseer. The overseer's name was Plummer. Mr. Plummer was a miserable drunkard, a profane swearer, and a savage monster. He always went armed with cowskin and a heavy cudgel. I have known him to cut and slash the women's heads so horribly that even master would be enraged at his cruelty, and would threaten to whip him if he did not mind himself. Master, however, was not a humane slaveholder. It required extraordinary barbarity on the part of the overseer to affect him. He was a cruel man, hardened by a long life of slaveholding. He would at times seem to take great pleasure in whipping a slave. I have often been awakened at the dawn of day by the most heart-rending shrieks of an own aunt of mine, whom he used to tie up to a joist, and whip upon her naked back till she was literally covered with blood. No words, no tears, no prayers, from his gory victim, seemed to move his iron heart from its bloody purpose. The louder she screamed, the harder he whipped; and where the blood ran fastest, there he whipped longest. He would

whip her to make her scream, and whip her to make her hush; and not until overcome by fatigue, would he cease to swing the blood-clotted cowskin. I remember the first time I ever witnessed this horrible exhibition. I was quite a child, but I well remember it. I never shall forget it whilst I remember anything. It was the first of a long series of such outrages, of which I was doomed to be a witness and a participant. It struck me with awful force. It was the blood-stained gate, the entrance to the hell of slavery, through which I was about to pass. It was a most terrible spectacle. I wish I could commit to paper the feelings with which I beheld it.

The Butterfly

The last, the very last,
So richly, brightly, dazzlingly yellow.
Perhaps if the sun's tears would sing
Against the white stone..

Such, such a yellow
Is carried lightly way up high.
It went away I'm sure because it wished
To kiss the world goodbye.

For seven weeks I've lived in here,
Penned up inside this ghetto
But I have found my people here.
The dandelions call to me
And the white chestnut candles in the court.
Only I never saw another butterfly.

The butterfly was the last one.
Butterflies don't live here,
In the ghetto.

- Pavel Friedman
13 years old
Born January 7, 1921
Transported to a Nazi death camp on September 29, 1941.
Perished.

The Interesting Narrative of the Life of Olaudah Equiano by Olaudah Equiano

One day, as I was watching at the top of a tree in our yard, I saw one of those people come into the yard of our next neighbor but one, to kidnap, there being many stout young people in it. Immediately, on this, I gave the alarm of the rogue, and he was surrounded by the stoutest of them, who entangled him with cords, so that he could not escape till some of the grown people came and secured him. But alas! Ere long it was my fate to be thus attacked, and to be carried off, when all our people were gone out to their works as usual, and only I and my dear sister were left to mind the house, two men and a woman got over our walls, and in a moment seized us both; and, without giving us time to cry out, or make resistance, they stopped our mouths, tied our hands, and ran off with us into the nearest wood: and continued to carry us as far as they could, till night came on, when we reached a small house, where the robbers halted for refreshment, and spent the night. We were then unbound, but were unable to take any food; and, being quite overpowered by fatigue and grief, our only relief was some sleep, which allayed our misfortune for a short time.

The next morning we left the house, and continued traveling all the day. For a long time we had kept the woods, but at last we came into a road which I believe I knew. I had now some hopes of being delivered; for we had advanced but a little way before I discovered some people at a distance, on which I began to cry out for their assistance; but my cried had no other effect than to make them tie me faster, and stop my mouth, and then they put me into a large sack. They also stopped my sister's mouth, and tied her hands; and in this manner we proceeded till we were out of the sight of these people—When we went to rest the following night they offered us some victuals; but we refused them; and the only comfort we had was in being in one another's arms all that night, and bathing each other with our tears.

...

At last, when the ship we were in had got in all her cargo, they made ready with many fearful noises, and we were all put under deck, so that we could not see how they managed the vessel. But this disappointment was the least of my sorrow. The stench of the hold while we were on the coast was so intolerably loathsome, that it was dangerous to remain there for any time, and some of us had been permitted to stay on the deck for the fresh air; but now that the whole ship's cargo were confined together, it became absolutely pestilential. The closeness of the place, and the heat of the climate, had scarcely room to turn himself, almost suffocated us. This produced copious perspiration, so that the air soon became unfit for respiration, from a variety of loathsome smells, and brought on a sickness among the slaves, of which many died, thus falling victims to the improvident avarice, as I may call it, of their purchasers. This wretched situation was again aggravated by the galling of the chains, now become insupportable; and the filth of the necessary tubs, into which the children often fell, and were almost suffocated. The shrieks of the women, and the groans of the dying, rendered the whole a scene of horror almost always on deck; and from my extreme youth I was not put in fetters. In this situation I expected every hour to share the fate of my companions, some of whom were almost daily brought upon deck at the point of death, which I began to hope would soon put an end to my miseries.

#1 The Ballad of the Underground Railroad

By Charles Blockson

The Underground Train,
Strange as it seems,
Carried many passengers
And never was seen

It wasn't made of wood,
It wasn't made of steel;
A man-made train that
Ran without wheels.

The train was known
By many a name.
But the greatest of all
Was "The Freedom Train"

The Quakers, the Indians,
Gentiles and Jews,
Were some of the people
Who made up the crews.

Free Blacks and Christians
And Athiests, too,
Were the rest of the people
Who made up the crews.

Conductors and agents
Led the way at night,
Guiding the train
By the North Star Light.

The passengers were
The fugitive slaves
Running from slavery
And its evil ways.

Running from the whip
And the overseer,
From the slave block
And the Auctioneer.

They didn't want their masters
To catch them again,
So men dressed as women
And the women dressed as men.

#4 The Gospel Train's A'Comin'

Author Unknown

The Gospel train's a'comin'
I hear it just at hand
I hear the ear wheel rumblin'
And rollin' thro' the land

*Chorus: Get on board little children
Get on board little children
Get on board little children
There's room for many more*

I hear the train a'comin'
She's comin' round the curve
She's loosened all her steam and brakes
And strainin' ev'ry nerve

Chorus

The fare is cheap and all can go
The rich and poor are there
No second class aboard this train
No difference in the fare

#5 Darling Nelly Gray

Author Unknown

There's a low green valley on the old
Kentucky shore,
There I've while many happy hours away.
A-sitting and a-singing by the little cottage
door,
Where lived my darling Nelly Gray.

*Chorus: Oh! My poor Nelly Gray, have they
taken you away,
And I'll never see my darling anymore.
I'm a sitting by the river and I'm weeping all
the day,
For you've gone from the old Kentucky
shore.*

One night I went to see her but "she's
gone" the neighbors say,
The white man bound her with his chain,
They have taken her to Georgia for to
wear her life away,
As she toils in the cotton and the cane.

Chorus

#2 Swing Low Sweet Chariot

Author Unknown

*Chorus: Swing low, sweet chariot,
Comin' for to carry me home!*

I looked over Jordan and what did I see,
Comin' for to carry me home!
A band of angels comin' after me,
Comin' for to carry me home.

Chorus

If you get there before I do,
Comin' for to carry me home,
Jess tell my friends that I'm a comin' too,
Comin' for to carry me home.

Chorus

I'm sometimes up and sometimes down,
Comin' for to carry me home,
But still my soul feels heavenly bound
Comin' for to carry me home!

#3 Steal Away

Author Unknown

*Chorus: Steal away, steal away!
Steal away to Jesus!
Steal away, steal away home!
I ain't got long to stay here!*

My lord calls me!
He calls me by the thunder!
The trumpet sounds in my soul!
I ain't got long to stay here!

Chorus

My Lord, he calls me!
He calls me by the lightening!
The trumpet sounds it in my soul!
I ain't got long to stay here!

Chorus

“The Holocaust: A Teenager’s Experience”

Response Worksheet

NCTE/NCATE 3.1.2

Directions: Before viewing the video, “The Holocaust: A Teenager’s Experience,” read these questions and watch the video with them in mind. After the film is complete, answer each question in at least **three complete sentences**.

1. How is the story that David Bergman tells in this video similar to that of the story Eliezer has told so far in *Night*?
2. How did seeing actual images of the Holocaust as opposed to words describing those images affect you? Did actually seeing the images that we have read about in *Night* change the picture that you had in your head about what the Holocaust looked like?
3. At one point, Bergman talks about the German citizens who would see the prisoners in cities and simply stare at them. Why do you think this was? Why did no one offer to help them or question what was happening to these people?
4. Bergman was saved from the crematorium by Nazi guards who hid him in a bathroom. Did this shock you? Why or why not?
5. Describe a common theme shared in the stories of David Bergman in this video, and Eliezer in *Night*.

***Night* Character Log**

| Character's Name | Who were they? | Alive or dead at time of liberation? |
|-------------------------|-----------------------|---|
| Moshe the Beadle | | |
| Eliezer | | |
| Shlomo | | |
| Madame Schächter | | |
| Dr. Joseph Mengele | | |
| Tibi & Yosi | | |
| Idek | | |
| Meir Katz | | |
| Stein | | |
| Hilda Béa Tzipora | | |

Universal Declaration of Human Rights
Adopted by the United Nations in 1948

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty, and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman, or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

Everyone charged with a penal offence has the right to be presumed innocent until proved guilty

according to law in a public trial at which he has had all the guarantees necessary for his defence.

No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

Everyone has the right to freedom of movement and residence within the borders of each state.

Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

Everyone has the right to seek and to enjoy in other countries asylum from persecution.

This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

Everyone has the right to a nationality.

No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

Marriage shall be entered into only with the free and full consent of the intending spouses.

The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

Everyone has the right to own property alone as well as in association with others.

No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

Everyone has the right to freedom of peaceful assembly and association.

No one may be compelled to belong to an association.

Article 21

Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

Everyone has the right of equal access to public service in his country.

The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

Everyone, without any discrimination, has the right to equal pay for equal work.

Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability,

widowhood, old age or other lack of livelihood in circumstances beyond his control.
Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

Everyone has duties to the community in which alone the free and full development of his personality is possible.

In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

RESEARCH GUIDE:

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| Title/URL: | |
| Author/ Webmaster: | |
| Last Updated: | |
| Date Accessed: | |

Source #1

Notes:

| QUOTE FROM THE SITE | PARAPHRASE OR DESCRIBE | HOW THIS WILL BE USED IN YOUR BILL OF RIGHTS |
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Research Requirements

1. You must have **three different sources** for your project.
2. You will turn in the research guide on the back of this paper with your final copy of your bill of rights. **Each person in the group must complete a research guide.**
3. Use this research guide to gather and organize information about the human rights violation your group has chosen.
4. Each source must be cited correctly within your bill or rights. I will show you an example of this as we get started.
5. You have THIS CLASS PERIOD ONLY to work on the computer for research. USE IT WISELY.

Possible Research Sites for Final Project

UNICEF: www.unicef.org/voy Go to "Explore" or search for a specific topic.

United Nations: www.un.org/en/right This may seem overwhelming but is a good place to start when exploring different human rights violations and rules.

Time Magazine: www.time.com/time/photoessays/ This website gives various photo essays that you can use in your presentation or just as research.

United States Institute of Peace: www.usip.org

Genocide Watch: www.genocidewatch.org

Go to any major news network website (FoxNews.com, MSNBC.com, CNN.com, etc.) and search for your groups topic in the archives section for past news articles pertaining to your research topic.

Rwanda Genocide Introduction: www.nytimes.com/library/world/africa/index-rwanda-children/html This website will give you an idea of the genocide in Rwanda. This is a good place to start. You should read this article and then research in google for further information about Rwanda.

If you are truly stuck and cannot think of where to start, you may go to wikipedia.com and begin by search "genocide," "discrimination," or "human rights." Tough you can use Wikipedia as a resource to get started or give basic information, **you may NOT use Wikipedia as one of your three required sources.**

Extra Credit for Night Unit
***Will add ten points to your lowest project or test grade.*

Option I

Write a formal subjective letter to one of the following South Carolina politicians expressing concern over human rights violations in the world and what we as fellow human beings are doing or not doing to help. Your letter must include one question. Letter must be at least one page in length and follow appropriate letter writing format.

- Senator Jim DeMint (Member of the Senate Foreign Relations Committee)
 1901 Main St
 Suite 1475
 Columbia, SC 29201
- Senator Lindsey Graham – South Carolina’s senator in Washington, DC
 290 Russell Senate Office Building
 Washington, DC 20510

| | |
|---|-----------------|
| Proper format; Appropriate salutation and closing | ___ / 2 points |
| Clearly states why you are writing: <ul style="list-style-type: none"> • Mentions the classroom study of Human Rights Violations • Clearly expresses your feelings concerning Human Rights Violations | ___ / 4 points |
| Asks one meaningful question | ___ / 2 points |
| Proper grammar, punctuation, legible handwriting | ___ / 2 points |
| Total: | ___ / 10 points |

Option II

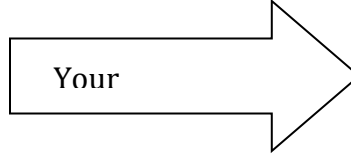
Write a formal subjective letter to Mr. Elie Wiesel expressing your feelings about his novel Night and what you have learned from it. You must also talk about his stance on silence and what it means to you after reading his novel and researching other areas of suffering. Your letter must include one question. Letter must be at least one page in length and follow appropriate letter writing format.

Address:

The Elie Wiesel Foundation for Humanity
 555 Madison Avenue
 20th Floor
 New York, NY 10022

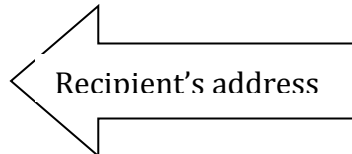
| | |
|--|-----------------|
| Proper format; Appropriate salutation and closing | ___ / 2 points |
| Clearly states why you are writing: <ul style="list-style-type: none"> • Clearly states the impact that his novel has had on your learning experience • Mentions his stance on silence and what it means after research areas of suffering | ___ / 4 points |
| Asks one meaningful question | ___ / 2 points |
| Proper grammar, punctuation, legible handwriting | ___ / 2 points |
| Total: | ___ / 10 points |

PROPER LETTER WRITING FORMAT



6123 Farrington Road
Apt. G11
Chapel Hill, NC 27514
January 11, 2005

Taylor, Inc.
694 Rockstar Lane
Durham, NC 27708



Dear Ms. Jones:

I am seeking a position in your engineering department where I may use my training in computer sciences to solve Taylor's engineering problems. I would like to be a part of the department that developed the Internet Selection System but am unsure whether you have a current opening.

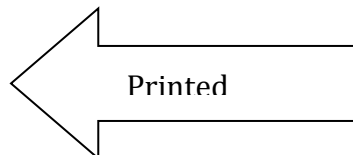
I expect to receive a Bachelor of Science degree in Engineering from North Carolina State University in June and by that time will have completed the Computer Systems Engineering Program. Since September 2000, I have been participating, through the University, in the Professional Training Program at Computer Systems International in Raleigh. In the program I was assigned to several staff sections as an apprentice. Most recently, I have been a programmer trainee in the Engineering Department and have gained a great deal of experience in computer applications. Details of the academic courses I have taken are included in the enclosed resume.

If there is a position open at Taylor Inc., please let me know whom I should contact for further information. I look forward to hearing from you soon. I may be reached at my office (919-866-4000 ext. 232) or via email (Brock@aol.com).

Sincerely,

YOUR SIGNATURE

Rebecca Brock



Night Review

1. Characters- describe and explain who each of the following were:

- a. Madame Schachter
- b. Elie Wiesel
- c. Tzipora
- d. Moshe the Beadle
- e. Idek
- f. Eliezer
- g. Stein of Antwerp
- h. Chlomo Wiesel
- i. Meir Katz
- j. Joseph Mengele

2. Define/ describe the significance of the following:

- a. Holocaust
- b. Synagogue
- c. Apathy
- d. Ghetto
- e. Interminable
- f. Barracks
- g. Expel
- h. Lorry
- i. Ration
- j. Free-verse poem
- k. Personal narrative

1. Nazi propaganda

Fill in the chart for each of the following from *Night*:

| | What happened/ who was involved? | Why was this important to the story? |
|---|----------------------------------|--------------------------------------|
| Sighet | | |
| Moche's return from the woods | | |
| Characters who were "crazy" | | |
| Eliezer's faith and how it changed | | |
| Birkenau/Auschwitz | | |
| The decision Eliezer makes to leave the hospital | | |
| Cattle cars | | |
| Liberation | | |

Peer Edit Sheet for Personal Narrative Essay

In **PAIRS**, you should take turns reading your narrative out loud. Afterward, answer the following questions about your partner's personal narrative. NOTE: "Nothing needs to be changed." Or "Everything is perfect" (or any variation of these two) are not acceptable answers for ANY of these questions.

1. Is the introduction effective? Explain. What could be improved?
2. List at least five **different** vivid images or descriptions used in the essay.
3. List at least two descriptions or words that are less specific and could be changed or given more detail.
4. Circle all spelling errors, run-on sentences, fragments, and any other grammar errors. On a scale of 1-10, how is the structure of the essay? (1= a paper with more than 20 spelling or grammar errors and 10= a paper with few to no spelling errors).

5. Do you feel a personal connection or can you relate to the paper? Is so, how has the writer done that? What can the author do to strengthen that relationship? WHY?

6. If you have never known the author, city the story takes place in, etc., would you still be able to follow it? In other words, is there enough context and explanation for ANYONE to read it and understand it? WHY?

7. Does the conclusion adequately sum up the paper and tie up any loose ends? How?

9. At least **two suggestions for improvement**:

10. At least two things you **really liked about the paper**:

Directions: Using YOUR OWN PAPER, answer each of the following questions.

PART I: Multiple Choice- 20 points, 2 points each

1. What town do Eliezer and his family come from?
 - a. Budapest
 - b. Sighet
 - c. Gleiwitz
 - d. Buna
2. What does Moshe the Beadle try to do once he returns to the village?
 - a. Break into Eliezer's home
 - b. Spy for the Nazis
 - c. Become a Rabbi
 - d. Warn the villagers about the Nazi threat
3. Prior to their deportation, the Jews of Eliezer's village
 - a. Are required to wear a yellow star of David
 - b. Bury their valuable property
 - c. Relocate into ghettos
 - d. All of the above
4. From whom is Eliezer separated at Birkenau?
 - a. His mother and sister
 - b. His father
 - c. His parents
 - d. His entire family
5. In the concentration camp hospital, Eliezer's neighbor remarks that he has lost faith in everything except what?
 - a. God
 - b. Hitler
 - c. Death
 - d. Humanity
6. In the shed, taking a brief break from the run, what does Eliezer pray for?
 - a. The people who have died
 - b. An end to the war
 - c. The strength to never abandon his father for his own benefit
 - d. A quick end to their long journey

7. Eliezer later learned that if he and his father had remained in the Auschwitz hospital
 - a. They would have been shot with the other prisoners
 - b. They would have starved to death
 - c. They would have been liberated by the Russians
 - d. None of the above
8. The men cleaned the block before evacuation in an attempt to
 - a. Show the liberating army that humans lived there
 - b. Search for food
 - c. Pass inspection
 - d. None of the above
9. When the prisoners were liberated, their first act as free men was
 - a. Revenge on their captors
 - b. Burning the barracks
 - c. Throw themselves on the food and other provisions
 - d. Bathing
10. Eliezer's father survives the war and is liberated with Eliezer.
 - a. True
 - b. False

PART II: Short Answer- 20 points, 4 points each

11. What two characters are considered to be crazy at some point in the story by the other Jews?
12. What was the purpose of the "selection" upon arrival at Auschwitz/Birkenau? Why is Eliezer advised to lie about his age?
13. What causes Eliezer to lose his faith in God on his first night in the camps?
14. Define the term "holocaust." Why does this term apply to the events in Europe during WWII?
15. Describe what Eliezer sees in the mirror after his liberation.

PART III: Character Matching- 20 points, 2 points each

Match each character's name with the appropriate description.

- | | |
|----------------------|--|
| 16. Meir Katz | A. author of <i>Night</i> |
| 17. Eliezer | B. Eliezer's teacher who warns the Jews of Sighet that the Nazis want to kill them. |
| 18. Joseph Mengele | C. Eliezer's kapo in Buna. |
| 19. Chlomo Wiesel | D. Eliezer's youngest sister. |
| 20. Stein | E. Friend of Wiesel family who saves Eliezer from being beaten while in the cattle car. |
| 21. Madame Schächter | F. Claims to see fire in the distance while on the cattle car to Auschwitz. |
| 22. Elie Wiesel | G. Relative of Eliezer who asks if his children are still alive. |
| 23. Idek | H. Main character and narrator of <i>Night</i> ; slightly fictionalized version of the author. |
| 24. Tzipora | I. Doctor famous for his atrocious experiments on prisoners of the concentration camps. |
| 25. Moshe the Beadle | J. Father of the main character & head of the Wiesel family. |

PART IV: Unit Review Short Answer- 25 points

26. What is a free-verse poem? **5 points**

27. What is a personal narrative? **5 points**

28. How did the Nazi's use propaganda? **5 points**

29. In at least 5 sentences, describe the similarities between at least three of the various historical events that we have discussed in this unit (slavery, the Holocaust, Japanese internment camps, the civil rights movement, etc). Use as much detail as possible. **10 points**

PART V: Vocabulary- 15 points, 3 points each

Write the word that best completes each sentence.

| | | | | |
|-----------|--------------|----------|----------|----------|
| Synagogue | Ghetto | Morale | Expelled | Ration |
| Apathy | Interminable | Barracks | Lorry | Genocide |

30. The Jews were loaded into a large _____ to be transported to the concentration camps.

31. Each prisoner was given a _____ of food that consisted of a piece of bread.

32. The Jewish people living in cities in Europe were forced to move into _____ where they lived in cramped, dirty, and often inhumane quarters.

33. Nazi armies were _____ from their control in Europe by invading forces from Russia and the United States.

34. After seeing such atrocities during their time in the concentration camps, many prisoners felt _____ when they saw terrible things that most people would find upsetting or horrific.

EXTRA CREDIT- Up to 10 points possible.

1. Give the part of speech of up to five of the vocabulary terms on page 5. 1 point each.
2. Explain why it is important to remember events like the Holocaust. 5 points.

Teacher Research Essay
Spring 2011

Envisioning *Night* Through Creative Enterprise

What does it mean to be a human being? This question seems fairly straightforward; we all have eyes, hair, we breathe, we sleep, we eat. Further investigation of this question, however, reveals a much more complex question that leads to the examination not just of the physical characteristics of the human being, but of the human condition; both the individual and collective hopes, dreams, desires, fears, and nightmares of each member of the human race factor into our individual understanding of what being human means exactly. In questioning the traits that make one human, the subject arises of how these traits are distorted and taken for granted by some groups of people. The Holocaust serves as the one such instance.

I began teaching my unit, which centered on Elie Wiesel's memoir *Night* and incorporated literature detailing other human rights violations in history, in February 2011 to six classes consisting of 165 college prep students. My unit was ambitious to say the least in that not only were we reading *Night*, slave narratives, and some other short stories, but also incorporating two research projects and presentations, the writing of a personal narrative, and reader response and vocabulary into the unit as well. I must admit that I at times worried that I was attempting to incorporate too much into one unit and my students on occasion expressed their concern that they had too much to do at once; however, a few adjustments and discussions of completing work outside of class and using class time to the fullest helped to allay their, and my own, fears.

I went into this unit with an understanding that as ninth graders, my students struggle daily with determining their own identities and being treated as they deem fair by parents, teachers, and peers; this is what makes this unit so perfect for such an age group. The correlation between the ages of the students and the main character in Elie Wiesel's *Night* gives the students

an insight into the feelings and actions of the main character, and also serve to put into perspective the struggles of students living in the modern world with those people who were persecuted and treated as less than human on different occasions throughout history. In crafting assignments and assessments that push the students' understanding of themselves and of the characters in the literature we have read through creative interpretations of the themes presented in this literature, students were able to successfully form a more personal connection with the subject matter and grasp a better understanding of the reach and consequences of these events and the literature that stems from them.

As I began teaching this unit, all of my students admitted to having some knowledge, be it classroom based or otherwise, about the Holocaust and the people it affected. What I hoped for my students more than anything else was that they see the individual victims of the human rights violations that we studied in class. One of the most important lessons that I learned during my student teaching was the value of seeing and understanding the individual student rather than only seeing them as a member of a collective "class." I wanted the students to be able to differentiate the value of not only seeing the collective six million who died during the Holocaust, the millions of slaves who suffered during slavery, or the thousands who suffered in Japanese-American internment camps, but also be able to see the distinct value in each person's individual story so that they may learn that everyone has a voice and everyone deserves to be heard. What I did not expect, however, was the degree to which my students succeeded at this particular task. The completion of the various activities and assignments in this unit, such as the body biographies, free verse poems, and final enterprise all show the different degrees to which the students began to develop an increasing understanding of the plight of the individuals in these situations, taking into account what made each of them a human being and thus worthy of

being heard. Through this, the students also learned that they, too, were worthy of being heard, as was evident through their reader response portfolios and personal narratives.

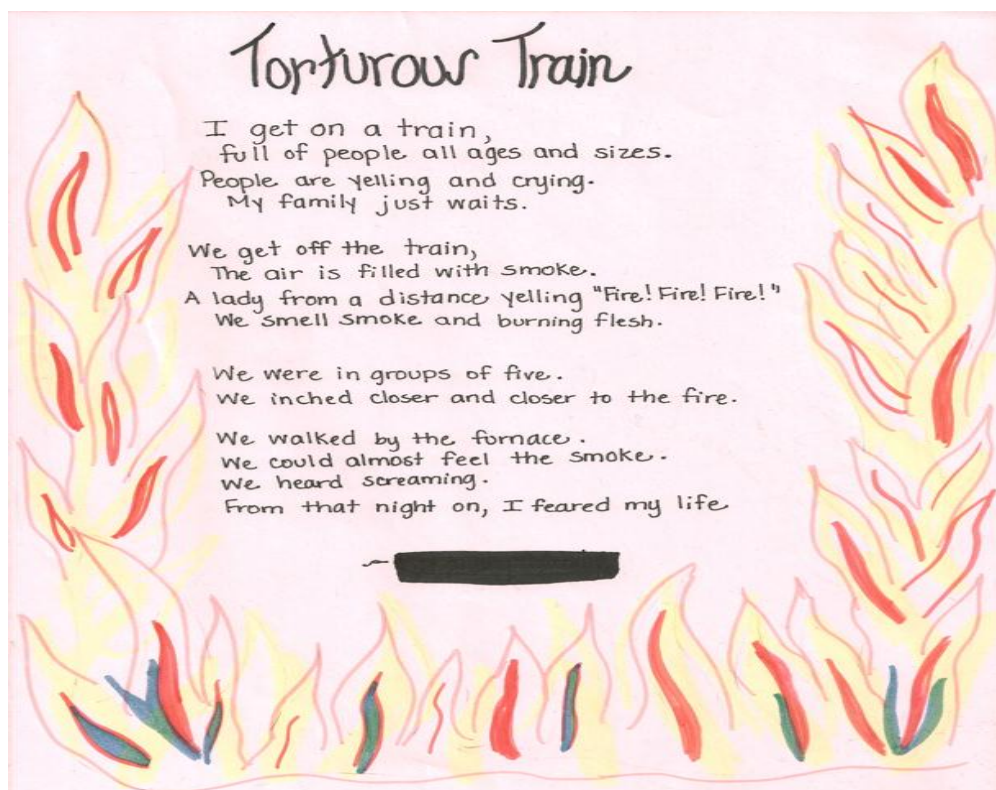
As we began the unit, I introduced the projects that would continue over the course of the entire unit, the vocabulary notebooks and reader response portfolios, and gave the students plenty of background and supporting information to supplement their introduction into the unit as well as the Holocaust and the world of Elie Wiesel. Early lessons were a little slow in employing flow into the daily activities due to the large amount of background information we needed to cover before beginning the actual work of the unit, however, it did not take very long for the students to begin their engagement with the text. One such occasion was on our first day of reading *Night* when the students worked in reading groups for the first time. The elements of flow were all provided during this lesson and the students were able to get through a typically dry introduction of the book in an engaging manner that tested their comprehension and analytical skills.

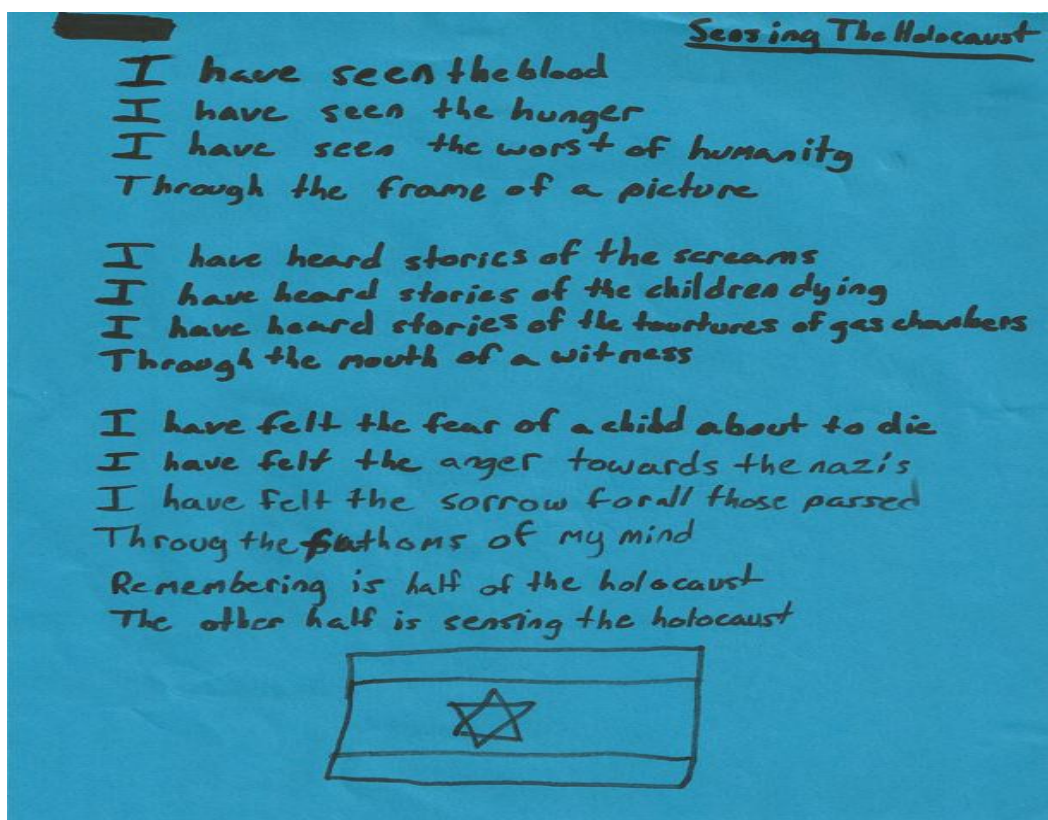
One thing that I learned very early on was the necessity, especially in ninety-minute classes, to break up the class period into manageable blocks. A typical day in my classroom consisted of beginning with fifteen to twenty minutes of free writing or working on vocabulary. We then moved into reading and discussion of the reading for twenty to thirty minutes. The remainder of the class was occupied with activities and instruction to scaffold and support the many different types of assessment completed throughout the unit. This method of breaking up the class not only made the ninety minutes seem to go by faster, something that is always a plus for students who sit in classrooms all day long, but also maintained their attention more effectively and made it easier for them to get into and stay in a flow. I learned quickly that

smooth and effective transitions from one part of the class to the next were necessary in providing for flow.

As we read through the introductory chapters of *Night* and spent a day reading slave narratives the students completed critical thinking questions that required them to look more closely at the individual characters and victims in these stories. These early lessons provided the scaffolding the students needed to begin looking at these aspects of the individual human beings without having to be prompted to do so. This is evident in my first artifact, which is a set of free verse poems written by the students about their reactions to the Holocaust. The only restrictions on the assignment were that the poem had to be at least ten lines in length and had to have a title. The students were given an opportunity for extra credit should they provide an illustration on the poem. This assignment provided the students a chance to learn about poetry in a very relaxed setting; we first read a free verse poem written by a victim of the Holocaust and then another example of a free verse poem after the assignment was given. I noticed that there was not a lot of apprehension with the poetry element of this assignment. Often, students are intimidated by the idea of having to rhyme and create some sort of perfect poem about nothing in particular when they are asked to write poetry in the classroom. This assignment allowed them an introduction to poetry that did not put too much pressure on the students to be great poets but still allowed them to express themselves. I must reiterate that I did not tell students to write about how people were affected by the Holocaust in these poems, only their reactions to the Holocaust based on what we had read and discussed so far in the class. The results can be seen in the following artifacts in which the students, without prompting, began to take into consideration the way in which the victims of the Holocaust were treated as less than human.

The following poems represent just a small sample of the amazing poetry I received from the students who were suddenly turned into poets before my very eyes (*editorial note: the teacher candidate originally discussed four student poems as evidence in the teacher research essay, but two poems cannot be shared with other teacher education programs because they contained identifying features about the students who authored the poems*). The (second) poem (“Sensing the Holocaust”) in this set of artifacts shows the depth of thinking involved in this activity and the level of connection the student was able to make with the victims, both as a whole and on an individual level. This student speaks of hearing, seeing, and feeling the struggles of these people; of using one’s senses to take in all aspects of the Holocaust and its horrors. The connection of the student to the activity and the text itself is evident through this poem.





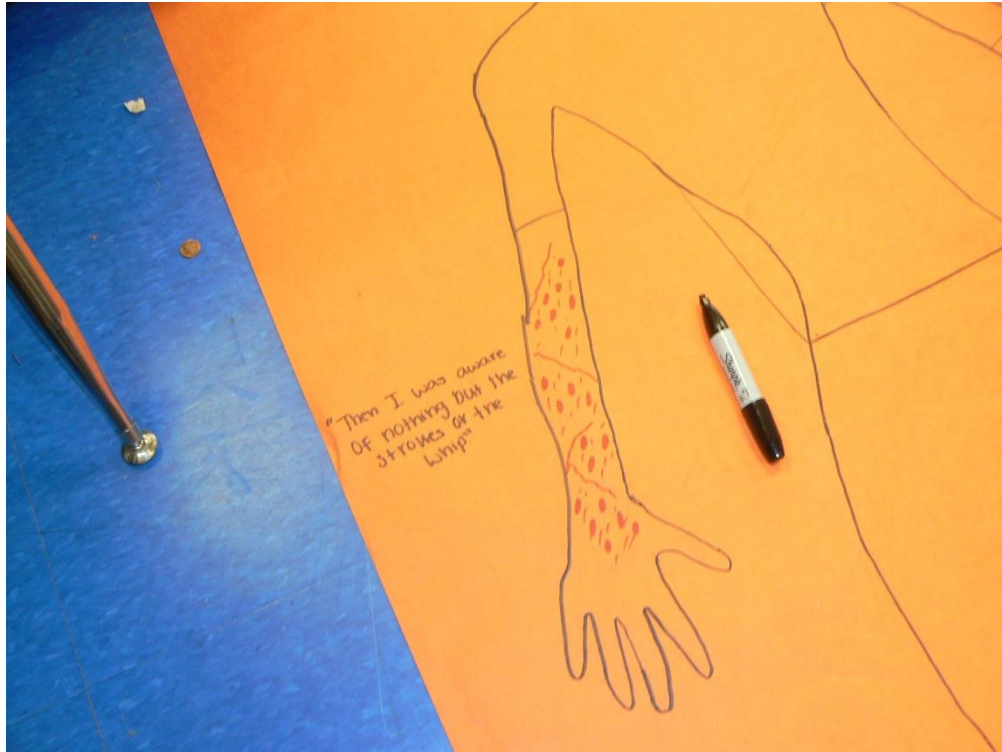
These poems provided early and strong evidence that the students were internalizing the story of *Night* itself but also the ideas that we discussed in class about the value of every human's personal story and struggle. The concern and emotion that the students expressed at such an early stage of the unit for the individual victims and their horror at the atrocities committed can be seen in these poems. No greater example of the students getting into a flow had been exhibited thus far in the unit until this lesson. They were in control of their poem in that they were creating it themselves, given an appropriate challenge of creating poetry, allowed to talk quietly with their peers about ideas while they were working, and reminded of the immediate relevance of the poem, "The Butterfly," which we read as a class, in addition to the information that we have discussed about the Holocaust so far. As they were working, I gave the students

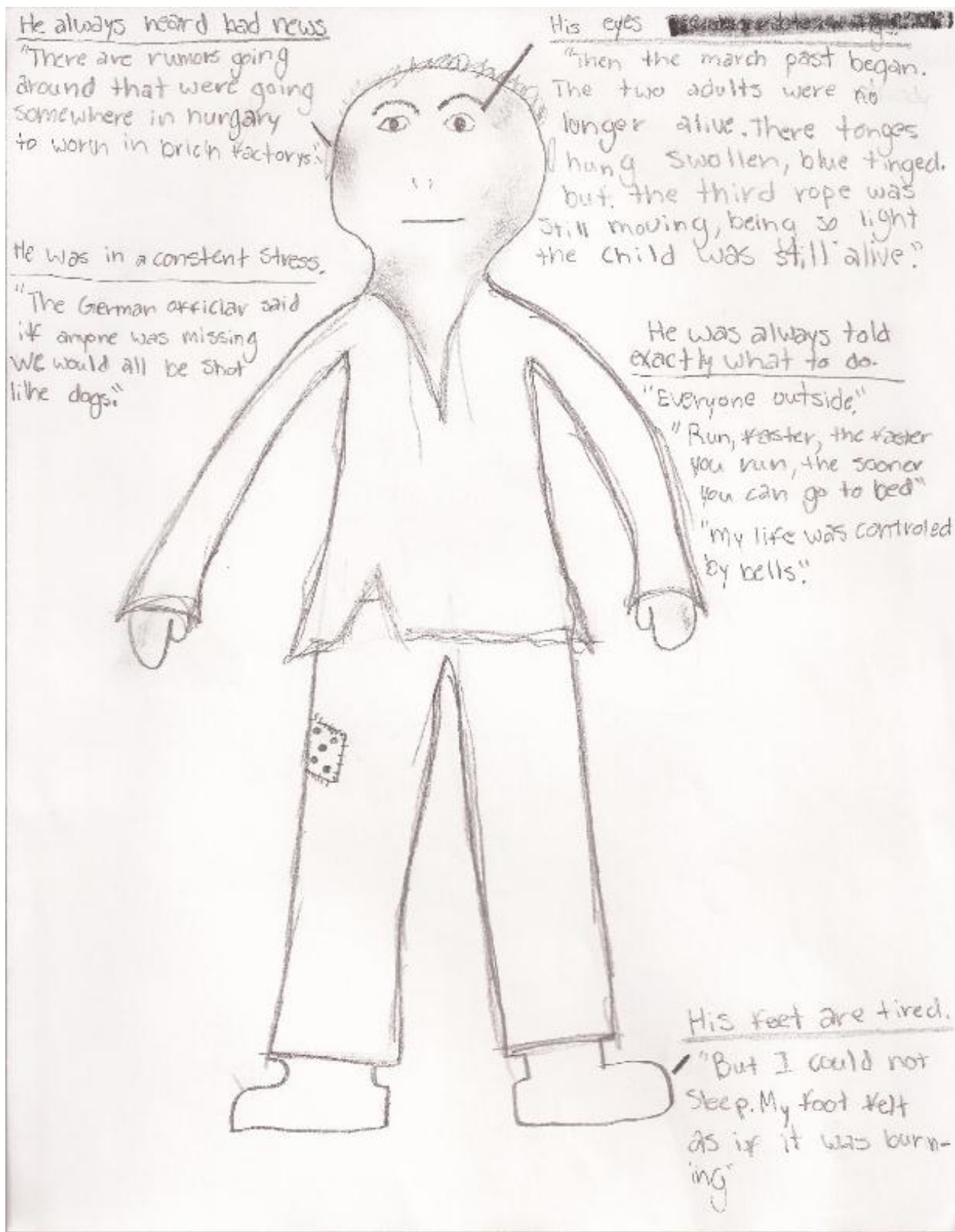
feedback in the form of graded and commented-on assignments from the previous class, as well as responding immediately to questions and concerns about the poem and requests to read over initial drafts. This activity allowed the students to be creative and produce a meaningful, creative, and profound text that the students were immensely proud of; as a result, I hung the poems around the room for the remainder of the unit.

Continuing through the unit, the students maintained their focus on the importance of each individual's story. The next set of artifacts are probably my favorite of the unit and are truly profound in the sense of the level and quality of text that the students were able to produce completely on their own. The idea for the body biography had been presented throughout many texts read in my methods courses. I took this idea of creating a depiction of a character using support from the text to another level within my unit. The assignment required students to get into groups and choose either a slave or concentration camp prisoner to depict in their body biography. Students could draw any person they choose with the only caveat being that they must support every drawing with a quotation from the text that illustrated how the people were treated. This lesson completely surpassed my expectations for both the students and the assignment itself. I was honestly very nervous about this lesson at first; I was concerned that the students would not take it seriously and would think that they were just taking a day off to draw and color pictures, but I stuck with my plan to see how things would go and I am so glad that I did. The students got into a flow from the moment that they began working on the body biographies. The students were in a flow because of their social interaction, control over their own learning through this activity in choosing the quotes and things to draw, the immediate experience of creating this "person" for other to see in order to understand what the people in the concentration camps went through, and my feedback throughout the process. This activity was

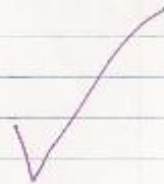
also challenging for the students but confined enough so that they could complete it in one class period. The products are the proof of this flow, as well as the proof that the standards and objectives were met. The students created products of a high quality that put them in charge of actively showing an outside audience how the people we have read about were treated through their experiences. The reflections on the activity that the students completed afterwards also gave me great insights into how they liked this activity. Most of the reflections were very positive and the students focused not on having a day to draw and work in groups but on the fact that they liked the activity because they were allowed to be creative and free with their own creations rather than being told exactly what they had to do.

The artifacts that follow illustrate the students as they work on their body biographies, as well as a few of the reflections of the activity itself that the students completed at the end of this lesson (*editorial note: artifacts that contained identifying features have been removed*).





This activity was fun because I love group work. It showed & gave me a visual about how bad the people in the camps were treated. I don't think were very good artists, but people get a good idea how poorly they were treated when they look at my drawing.



These artifacts serve as a collection of evidence to the level of engagement and quality of text that the students were able to produce through this activity completely on their own with merely a very small amount of scaffolding on my part. For example, the photographs (editorial note: photographs are *not included here because they contained identifying features*) depict the students collaborating with one another through the steps of searching through the text for evidence as well as completing the actual drawing. Their level of engagement can be seen in the participation and involvement of each member of the group. The details chosen from the text, such as the fire or the numbers tattooed on the arms of the prisoners serves to show the depth of understanding of how these people were treated.

After the success of the body biographies, the unit continued to progress through our reading of *Night*, as well as the students' individual research projects and presentations on a nonfiction book of their choosing. This project proved to be good preparation for the students' final projects and presentations in their final enterprise of the unit. For this unit, I decided to integrate the standards of research in a useful manner to allow the students to look beyond the reading and discussions we had in class to create their own bill of rights based on human rights violations. This project was very involved and required a great deal of time and preparation on both my part and the students. I briefly introduced the project in the beginning of the unit but introduced it in its entirety about three weeks before the completion of the unit. This introduction came after the students viewed a documentary about the present day human rights violations in the African country of Sudan. This lesson surpassed my expectations completely in terms of the students' response to the video and material discussed. Again, breaking up the class period allowed for the students to get into a flow more easily than had they been doing one thing for the entire class period. As I moved from the reading of *Night* into the discussion of present day

human rights violations, I was initially a little skeptical of the students' responses. Some students seemed slightly bored with the more social studies centered ideas being discussed. I made the decision to keep my own comments on the subject brief, only mentioning a few human rights violations currently going on the world and giving enough background on Darfur so that students were able to understand what was going on in the video. I made the choice early on to let the video speak for itself and it truly did. It was perfect. The students remained almost completely silent and completely engaged as they viewed the video. The comments and questions I got truly showed me that the students were moved, horrified, and concerned about the situation in Darfur. More than one student in every class asked the question, "Why aren't we (America) doing anything to stop what is going on there?" This provided the perfect opportunity for me to introduce the final project. I informed the students that they were going to have the chance to act as witnesses for the victims of human rights violations.

The most inadvertent but perfect result of this project was that it tied together the reasons for reading books such as *Night*; the students came to the conclusion that reading and spreading the stories of these people are the first and most important step in educating other about the victims' suffering and that the only way to begin to help those victims is to first make people aware of their plight. The students worked in groups in both the computer lab and in class through a number of class periods on their projects. The following group of artifacts depicts the thoroughness and depth of knowledge of the students on their groups' topic. The students not only completed the assignment as laid out in the rubrics, but they took ownership of their bill of rights and took a huge amount of pride in presenting their research and bill of rights to the class. For the most part, the students took their rolls as witnesses for the victims seriously and the level of concern and honest, innocent hope for the betterment of the situations they researched was

palpable in the room as the students presented their projects. This proved to me that the students were engaged and that the conditions for flow that I provided for had been met. Not only do these artifacts prove that the students took the information from the details in the unit about human rights violations to heart, but also depict a deeper understanding of research methods and presenting research to an audience in a professional manner. The fifth right composed by this group provides evidence for the idea that the students have taken the ideas and themes learned in this class and applied them to other situations. This artifact, the fourth attached document, combines research of the treatment of slaves with the main question of the unit, what does it mean to be a human being, to create a right that is applicable to all humans in the world today.

Group Members: [REDACTED]

Presentation

| Criteria | Points Possible | Points Received |
|---|---------------------------------------|-----------------|
| Each member of the group has a role and participates in the presentation. | 2 points | 2 |
| Presentation is at least three minutes in length. | 3 points | 2 |
| Includes a brief summary of topic. | 4 points | 4 |
| Presentation includes a detailed description of at least five rights from your group's Bill of Rights. | 4 points X 5 rights = 20 points | 20 |
| Presentation includes the group's justification for each of the described rights. (Total of at least five) | 1 point X 5 justifications = 5 points | 2 |
| Two benefits of your group's rights. | 2 points | 2 |
| Group makes eye contact with audience and does NOT read off of slides/poster. | 4 points | 4 |
| Total | 40 points | 36 |

Written Bill

| Criteria | Points Possible | Points Received |
|--|--|-----------------|
| "Bill of Rights" is typed or written NEATLY in blue or black ink, well organized, and includes the required elements: Bill of Rights and bibliography. | 10 points | 10 |
| Your groups "Bill of Rights": includes at least five different rights and each is explained. | 3 pts each X 5 rights = 15 points | 15 |
| Total of at least THREE DIFFERENT sources to defend each of your rights in your bill. | 3 pts per source X 5 rights = 15 points | 15 |
| Each of the sources is cited correctly, following the format we go over in class. | 4 pts per source X 5 citations = 20 points | 20 |
| Total | 60 points | 60 |

Extra Credit:

FINAL PROJECT GRADE:

96/A

Wonderful!

Name: [REDACTED]
 Class Period: [REDACTED]
 Source #1

| | |
|--------------------|---|
| Title/URL: | http://www.Pbs.org/wgbh/aia/part4/4p2956.html |
| Author/ Webmaster: | Unknown |
| Last Updated: | Unknown |
| Date Accessed: | 3/29/11 |

Notes:

| QUOTE FROM THE SITE | PARAPHRASE OR DESCRIBE | HOW THIS WILL BE USED IN YOUR BILL OF RIGHTS |
|------------------------------------|----------------------------------|---|
| "Slaves were considered Property." | Slaves were treated as Property. | No one should be treated as Property and we should all be free. |

Source #2

| | |
|--------------------|---|
| Title/URL: | http://library.thinkquest.org/J0112190/slaves.htm |
| Author/ Webmaster: | Unknown. |
| Last Updated: | Unknown |
| Date Accessed: | 3/29/11 |

Notes:

| QUOTE FROM THE SITE | PARAPHRASE OR DESCRIBE | HOW THIS WILL BE USED IN YOUR BILL OF RIGHTS |
|---|------------------------|---|
| "If you don't do your job, you would be whipped." | They would be abused | No one should be abused. Every one should be treated equally. |

Source #3

| | |
|--------------------|--|
| Title/URL: | www.unicef.org/joy |
| Author/ Webmaster: | Unknown |
| Last Updated: | Unknown |
| Date Accessed: | 3/29/11 |

Notes:

| QUOTE FROM THE SITE | PARAPHRASE OR DESCRIBE | HOW THIS WILL BE USED IN YOUR BILL OF RIGHTS |
|---|---|--|
| "Without a struggle, there can be no progress." | Most slaves worked hard without freedom | Everyone should be free + no one should be forced to work. |

Bill of Rights

1. No clans against certain people, the way they act, the way they look, etc.

If this right had taken place when slavery was a problem there would be no KKK or other clan. Although some slaves had it good others had it worse. Some slaves were killed and if there were no clans more people would live. This right has been violated by the way the KKK would treat african americans.

* "Without a struggle, there can be no progress."
(Frederick Douglass, 2010)

2. No race discrimination.

If there was no race discrimination there would be no more partial segregation. Whites and blacks would have a much better history. There would be no hating for what people look like. This has been violated because when there were slaves all it was, was discrimination. If there was no discrimination there would be no problem.

* "Better to starve free than be a fat slave."
(Aesop, 2010)

3. No abusing or torturing others.

Many slaves were beaten, even for no reason. There would be so much less hate in the world if people didn't resort to violence. Some people have been kidnapped and then tortured, but if this right were in effect there would be hardly any kidnappings. Also there would definitely be less injuries. This has been violated because there are sick people in this world still alive today who would beat their slaves.

"Slaves would be tyrants were the chance theirs." (Victor Hugo, 200)

4. If someone attempts to enslave you you have the right to defend.

When the slaves were captured they didn't really defend themselves. They pretty much just did what they were told and got on the boats. If this right were in act it's possible there would be no slavery. We all have freedom and even though violence isn't the answer we still need to defend ourselves. This right has been violated because the slaves didn't defend themselves when they were captured.

"We have not yet achieved complete freedom." (Kate Miller, 2010)

5. You can't buy or sell humans as enslaved property.

All humans are free. Unfortunately in the past people forgot this and would sell slaves as property. If people weren't sold, the world would be more friendly and social. This right has been violated because people used to sell and trade their slaves. They would treat them like things instead of people.

"If slavery is not wrong, nothing is wrong."
(Abraham Lincoln, 2007)

One of the most valuable pieces of information that I will take away from this unit is that traditional assessments in the form of tests and quizzes are not necessary for students to learn the information in meaningful ways. In fact, the students are more engaged and produce higher quality texts through these interactive and playful enterprises than ever before with tests and quizzes. To prove this, I gave the students a traditional test at the end of the unit to see if a unit designed around nontraditional assessments could still produce the type of knowledge that the students still need to complete tasks such as standardized tests. I designed a test composed of a variety of types of questions, matching, multiple choice, fill in the blank, short answer, and essay, that required the student to truly understand the knowledge on a deeper level than merely, “what happens in the novel *Night*?” The results were astounding. Twelve of the thirty students in the class in which I conducted the majority of my research passed the test with a 100% or better. Twenty-two out of the thirty students made a “B” or better and only three people made below a 70%. I consider this a great success and hard proof of the effectiveness of the unit as a whole.

Overall, there are very few things that I changed from my original unit design to my implementation and there are only a few things that I would change in future uses of this unit. One thing I would consider changing is the use of both the vocabulary notebook and the reader response portfolio as outside of class activities at the same time. One of the main complaints about the unit was that there was too much work, which I actually take as a compliment because it means that the students were active and not sitting idly by waiting on something to happen; however, I do see how having such large projects to keep up with over

| Night Unit Test 04/07/2011 |
|-------------------------------|
| 102% |
| 68% |
| 97% |
| 103% |
| 79% |
| 96% |
| 72% |
| 85% |
| 103% |
| 82% |
| 104% |
| 99% |
| 88% |
| 94% |
| 106% |
| 110% |
| 67% |
| 61% |
| 88% |
| 106% |
| 82% |
| 104% |
| 110% |
| 106% |
| 81% |
| 94% |
| 103% |
| 86% |
| 101% |

the course of the entire unit outside of class could be stressful on young ninth graders who are not used to such work.

I would also allow for a little more time to work on the final enterprise. One problem that I had throughout my unit and with some students in general, regardless of the unit, was the willingness or lack thereof to complete assignments outside of class. I do not for a second believe that the work was too difficult for them to comprehend or complete on their own, but rather a matter of lack of concern for grades and completing assignments. This experience has truly shown me the importance of seeing your students as individuals rather than as members of the collective class. This includes making a conscious effort to understand and appreciate where and what your students come from and that, often, the single greatest influence in their lives and largest determinant of their success or motivation comes from the models of such things that they see in their home environments, but that it is still my responsibility to act as a model of a life-long learner so that students may be motivated to do their best.

Overall, this unit surpassed my expectations and proved two things to me: 1. Students can produce quality texts through nontraditional methods and still be able to complete the traditional assessments, possibly with even better results than simply only using traditional assessments and 2. Flow is achievable and important. Students become engaged and get to a point where they are not even aware of the massive amount of information that they are learning because they can become so engrossed in the activities and enterprises that are facilitating that learning. My unit allowed students to not only learn a little about the Holocaust or read a book about survival and sorrow, but it also and most importantly taught the students the value of EVERY human story, including their own.