

Humanity and Voice in Literature:

Building Bridges between the Past, Present, and Future



Designed by:

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(intended for tenth grade)

Objectives:

- Students will become more aware of historical events within various cultures through research and reading of historical fiction and non-fiction.
- Students will learn to analyze historical events and their impacts on culture and society through the reading of historical fiction and non-fiction, as well as journal prompts that will initiate critical thinking and empathetic responses.
- Students will become more aware of their world and their culture through the understanding of certain historical events and how these events are recognized and sometimes repeated in the present. This will be accomplished through current event journal prompts and a researched presentation on a specific historical event and its impact.
- Students will learn to view historical events not just as facts in a text book, but as an event that human beings had to experience and endure. This recognition of humanity and voice in history will be developed through readings and a creative writing project.

Goals:

- **Research:** Students will select a historical event that displays a struggle and test of humanity. There will be a list of examples given; if a student wishes to select something not on the list, he or she just needs to get it approved by the teacher. The student will then begin research on the chosen historical event. He or she must use at least five reliable sources and give detailed notes reflecting his or her findings. The student needs to specifically find facts, causes, effects, opinions, and experiences of people who lived through this event. The student should then research the impact this historical event had on the present society.
- **Presentation:** The student will take all of his or her research and then create a presentation that will display the details, causes, effects, and impacts of the historical event. He or she will give a ten to fifteen minute presentation to the class that will include some visual component that displays his or her findings. The student will also give a quick summary as to how they are going to represent this historical event within his or her creative writing project.
- **Creative Writing:** The student will assess all his or her research on the chosen historical event and then create a piece of literature that reveals the human voice of that time period. The student may choose any genre to express the story – short story, poem, letter, multi-genre, etc. This creative writing will be historically accurate and present a certain perspective on the chosen event.

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"Nobody need wait a single moment before starting
to improve the world."

--Anne Frank

Major Texts:

Night by Elie Wiesel

My Name is not Angelica by Scott O'Dell

Excerpts from Texts:

Incidents in the Life of a Slave Girl by Harriet Jacob

Maus by Art Spiegelman

Don't Forget by Patricia Lakin (picture book)

A Picture Book of Anne Frank by David A. Abler

Martin's Big Words: The Life of Dr. Martin Luther King Jr. by Doreen Rappaport

(Picture book)

Slave Spirituals and Music from Auschwitz Concentration camp

Rationale:

Who am I? Where did I come from? Who made it possible for me to be who I am

today? These three questions are the essence of growing up and defining self image as well as self awareness. These are questions that we, as educators, constantly encourage students to study and redefine as they grow older; however, does it not make sense to ask these three questions accompanied by one more: How do I make connections between my self image and awareness and the world, environment, and people surrounding me?

Yes, it is crucial for an adolescent to establish and evaluate his or her self image and self awareness, but it is also crucial, we believe, for the student to constantly question his or her awareness and image in relation to the rest of the world, culture, environment, friends, fellow students, etc. The student must see and evaluate these connections in order to become a strong, responsible, and aware citizen that can actively participate in the present society, critically interpret history of many different societies, and constructively influence the future of his or her society. We feel that the building blocks necessary for the creation of such a citizen begins with the study and analysis of history. The study and analysis of history is much more than learning facts and dates, but it is actually feeling history, viewing it from different perspectives, and then assessing the impact, and even relation of certain events. This study and analysis can be done through reading, interpreting, and internalizing historical fiction and nonfiction; it is through this literature that a student can truly hear the human voice behind the black and white facts and dates. Nawrot states that “ [historical fiction and nonfiction] give children a background for historical events, allowing them to relive the past, to internalize it, and thereby remember it far better than they remember information from a textbook” (345). Throughout the six week course of our unit, we plan to begin and encourage the students’ progress in this process of analysis, interpretation, and internalization of history. As the process

continues, we believe our students will become more aware, active, and compassionate citizens; therefore this unit's structure is built with the concerns of Psychology and Human Development, Civic Awareness, Social Needs, and Cultural Significance.

History is an essential component of literature. It is important for students to respect history, and understand how the past affects their present lives. History can repeat itself, and that unfortunately includes painful history such as the Holocaust and Slavery. The anguish and regrets that the members of this historical period felt are very real, and are still present in their descendants. Society should not try to repress these past events, but rather explore the deep emotions evoked by the historical event. The best venue for this exploration is the educational system.

However, history is usually presented to students in the form of monotonous, oppressive texts. They are forced to memorize dates and events that will be forgotten as soon as testing is finished. English teachers can deter this problem by giving a voice to history. Students should be given the opportunity to realize that history is about real people that have experienced triumph, or staggering defeats. It is about real people that have been oppressed, abused, and trampled on by society. History is much more than dates. The beliefs and attitudes that have caused harm to the people of the Holocaust and Slavery are still present in today's society. It is important to discuss racism and discrimination in order to prevent history from repeating itself. The first step of prevention is helping students relate to historical victims. We have elected to do this through the powerful works *Night*, *My Name is not Angelica*, and excerpts from *Incidents in the Life of a Slave Girl*. We will also introduce and study poems about the Holocaust and the struggles of Slavery, picture books depicting our chosen topics, and music

including recordings of re-created coded slave songs and music played by the symphony in Auschwitz. In utilizing these resources, students will explore different aspects of humanity through two historical events depicted in literature: Slavery and the Holocaust. In exploring these events, students will search for a deeper understanding of humanity at its cruelest, the effects of cruelty on human lives, how that cruelty is perpetuated, and how it can be prevented.

In Elie Wiesel's *Night*, students will delve deeper into the hell of the Holocaust. In most history classes, the Holocaust is skirted over, and many students are not able to explore human reaction when tested to the fullest. *Night* is an autobiographical account of Elie Wiesel's life in Auschwitz and Birkenau. Forced into horrific conditions, Wiesel is stripped of all dignity and forced into a state of dehumanization by his Nazi captors. The students will explore human nature and discuss the selfish, animalistic actions the prisoners revert to in their desperation to survive. The students will discuss human will, the will to live, and what made some survive while others did not.

In *My Name is not Angelica*, by Scott O'Dell, students will encounter not only the cruelty of slavery, but also a more extensive history of the peculiar institution. All too often students learn about slavery just as a function of the southeastern states of the United States. The exploration, or even just expression of slavery within the Caribbean and Africa is never even mentioned in most text books. Scott O'Dell's story of Raisha, a slave on the island of St. John, not only presents a vivid story, but also a more complete history of the peculiar institution. Raisha is taken from her land in Africa and auctioned off as a slave on the island of St. John. She must fight to find strength in order to survive the cruelty and dehumanization of her situation. However, through the great slave

rebellion, she is also forced to decide at what cost should she fight for her freedom.

Through the reading and evaluation of *My Name is not Angelica* students will question what is the importance of freedom, and to what extent should an individual go to to gain freedom?

Incidents in the Life of a Slave Girl is a narrative by Harriet Ann Jacobs recounting the painful experiences of her life in bondage within the South. Imprisoned as a slave against her will, Jacobs is pursued for sexual purposes by her master. Jacobs realizes she must make a choice--the only choice she is free to make in a life that is not her own. She chooses her own lover--a white man. In that morally conflicting decision, Jacobs decides to dictate that one part of her life she is free to control. After bearing two illegitimate children, Jacobs is forced to dwell in a small crawl space in her grandmother's cottage in order to be near her children. In using excerpts from this piece of literature, students can connect with the voice of an actual person who endured these painful experiences. The students will attempt to rationalize Jacob's decision to give up her morality to maintain a small piece of freedom, and explore the question: "Who decides which people are inferior and why?" This question will be explored primarily through the study of excerpts from the narrative, and will also be the focus of many journal prompts.

Throughout this process within our unit, we hope to continue to open the students' minds and eyes to the current events and historical events that are apparent all around them. This chance for enlightenment and reflection will be given to the students through various journal prompts throughout the six weeks. We will use the above mentioned *Incidents in the Life of a Slave Girl*, as well as recordings of slave spirituals and the

Auschwitz symphony, and certain scenes within the picture books recounting Anne Frank, Martin Luther King Jr., and a child named Sarah in New York who learns of the tattooed numbers on the grocer's arm. These journal prompts are geared to make the students think about the historical event and to listen to the human voice expressed within the text. The student will be asked to respond with a report of their reactions, feelings, and evaluation of the texts. These journals will also encourage the students to make connections to their own lives, or to the events of present day society. Through these journal responses the students will begin the practice and development of a compassionate, creative, and critical mind that is needed for our final assessment: a creative writing assignment that will portray a character that is a victim of oppression. The student will choose and research a historical event that fits the requirements and displays the questions we have discussed in the various texts we have studied throughout the unit. He or she will then create a historical fiction or non-fiction story that lets the voice of history be revealed and expressed.

This unit and all of its components, as mentioned before, operate under the intent to affect and influence the students' psychology and human development, civic awareness, social needs, and cultural significance. Of all these components, psychology and human development seems to be the most crucial point at hand considering that it is an integral building block to the successful development of the following three components. Adolescents within the tenth grade are at a very interesting point in the process of growing up: they are closer to independence and a defined self image, but still easily influenced by their peers, family, and any other information that crosses their path. Students at this age have a hard time developing their own thoughts about current or

historical events; in stead, the common thing to do is just adopt what a teacher, parent, or peer has told them. However, students often recreate, or in Piaget's terms *play*, with what they hear and see. Alvermann points out that "[u]nlike the play of young children, however, adolescent play often seems to be marked by an awareness of the adolescent of its purpose: to explore identities through roles and to find a place in the world. Although play at all ages is serious and important, adolescent performance as identity has a particular urgency and intensity" (3). This "play" is inspired by an adolescent's surroundings including his or her environment, peers, culture, family, and historical background; it is also easily influenced by any information internalized from various media forms including the internet. Considering that these various influences can constantly give misleading, contradicting, or wrong information that will influence the adolescent's thoughts and perspective, is it not our duty as educator to teach the child how to read, research, evaluate, and internalize history? Also, the understanding of history and the humanity and human voice that can be seen within historical fiction and nonfiction directly affects the development of an adolescent's outlook on the world of current events around him or her. Elliott and Dupuis point out that "as students vicariously engage in the dramatic and often vivid struggles of characters, they confront feelings and behaviors that provide insight into their own quest for identity, recognize and validate viewpoints different from their own, and may even begin to consider alternative ways to handle their own problems" (70). Within this unit we will be able to influence the students' development of critical analysis and awareness of various historical perspectives, as well as help them realize what an impact one individual's beliefs can make on an entire society.

As the students find reflections of themselves within the texts, they can also begin to see what an impact one person can make within a society. Throughout the unit the adolescents become vary engaged with the characters and the time period being displayed. This engagement leads the student to not only to question the humanity of that time period, but also to study patterns of how the atrocities and attitudes were perpetuated. As the students begin this critical analysis of the historical events, they can also begin to identify and research patterns of these atrocities across cultures. This progression within the process of human development and psychology helps the student to realize the cultural significance of each historical event. Furthermore, it fulfills the students' "desires to reinvent society and to envision the possibilities of what might be, to find the ideal. Historical fiction can provide a springboard for those critical and usually lively discussions" (71). It can also lead to the students' enthusiasm and inquiry for their own culture and society. Hull and Schultz suggest the inclusion and introduction of community members speak in the schoolroom to share their knowledge and know – how (35).

As the students begin to reflect upon history and its effect on their own development, as well as cultural significance, they will, naturally, become more aware and active within their present and future society. Our ultimate goal, beyond awareness of self and cultural significance, is to help students take the process of awareness this unit requires into all aspects of their lives; the students will become active citizens aware of their civic duties and societal needs. Throughout the unit, we intend that "as [the student's] admiration and empathy [grow] for the characters, so [will] the pride of our own national, ethnic, or racial connections. It [is] then that we [come] to understand that

our lives [are] influenced by those who lived before us, and that our actions or inactions will influence the lives of those yet to come” (Elliott and Dupuis 71). Through this unit, though it may be graphic, and sometimes uncomfortable, we will challenge students to “read the world” and “reading the world always precedes reading the word, and reading the word implies continually reading the world” (Freire & Macedo 35).

References:

- Alvermann, D., Hinchman, K., Moore, D. *Reconceptualizing the Literacies in Adolescents' Lives*. London: Lawrence Erlbaum Associates, Publishers, 1998.
- Dupuis, M. & Elliott, J. *Young Adult Literature in the Classroom Reading it, Teaching it, Loving it*. Newark: International Reading Association, Inc., 2002.
- Freire, P. & Macedo, D. *Literacy: Reading the Word and the World*. South Hadley: Bergin and Garvey, 1987.
- Hull, G. & Schultz, K. *School's Out! Bridging Out-of-School Literacies with Classroom Practice*. New York: Teachers College Press, 2002.
- Nawrot, K. “Making Connections with Historical Fiction.” *The Clearing House*, 69 (6), p. 343-345. 1996.

**Oral Presentation Rubric : Presentation For Humanity
and Voice in Literature Project**

Teacher Names: **Katherine Dodd, Elizabeth Garrard, Audrey Welshhans**

Student Name: _____

CATEGORY	Excellent/A	Great/B	Good/C	Needs Improvement/D
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Listens to Other Presentations	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.

Research Report : Humanity and Voice in Literature: Building Bridges Between The Past, Present, and Future

Teacher Names: **Katherine Dodd, Elizabeth Garrard, Audrey Welshhans**

Student Name: _____

CATEGORY	Excellent/A	Great/B	Good/C	Needs Improvement/D
Quality of Information	Information clearly relates to the your topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Notes	Notes are recorded and organized in an extremely neat and orderly fashion.	Notes are recorded legibly and are somewhat organized.	Notes are recorded.	Notes are recorded only with peer/teacher assistance and reminders.

Katherine Dodd
 Elizabeth Garrard
 Audrey Welshhans

Week One
Day one / Monday

3 min: Attendance and other housekeeping chores.

5 min: Hand out the *Historical Event Questionnaire* in order to introduce the unit and assess students' prior knowledge of historical events and their significance in present society. Teacher will explain that the questionnaire is not a grade, but an opportunity to observe and discuss students' thought and beliefs before starting conceptual unit.

15 min: Students will take the *Historical Event Questionnaire* individually.

5 min: Students will assemble into groups of 3-4. Every student in the groups must discuss one event that he or she views as historically significant.

2 min: Small groups will cease discussion and form desks in circle in order to perform classroom round table discussion.

20 min: Teacher will lead class discussion, but call on individuals to report events that were found to be significant. The class will discuss what made this event important and what the national consequences were. Who was involved in the event? Were their voices heard? Has the event affected us as a society today? Is the event still thought to be an occurrence that happened to real people, or is it just another statistic in the history textbook? How do textbooks report the event?

3 min: Final comments from teacher and students. Students must be reminded to think back to today's discussion throughout the conceptual unit *Humanity and Voice in Literature: Building Bridges between the Past, Present, and Future*.

Historical Event Questionnaire

1. What is a historical event that you remember? (learned, or lived)

2. How did you experience this historical event?
3. Who was involved in this historical event?
4. What effects did the event have on that society and people?
5. How did the event affect present day society?
6. How has the historical event been told: textbook, personal story, news, etc.?
7. Has the historical event been accurately expressed?
8. Do you feel you know all perspectives on the happenings of the event?
9. How do you relate to the happenings of this event as a citizen in our society?

Week One
Day Two/ Tuesday

3 min: Attendance and other housekeeping chores.

5 min : Students will free write in writing journals on today's journal prompt. Students may respond to prompt in any form: poem, picture, letter, story, essay, etc.

Prompt: Respond to the quote – “Nobody need wait a single moment before starting to improve the world.” – Anne Frank

10 min: Discussion and sharing of journal responses. What does this quote say to us? Why do we think this quote came about? Do we see elements of this quote in our society? Provide evidence of why or why not this idea is present in today's society.

20 min: Introduce the first novel of the unit *My Name is not Angelica* and then begin historical background lecture. Discuss the colonial times of the Caribbean: slave trade, culture, and emancipation. Introduce synopsis of the book and how the characters portray this colonial time period of the Caribbean.

12 min: Distribute class set of *My Name is not Angelica* and begin reading first chapter aloud.

- Students are expected to finish chapter 1 – 3 for homework.

Week One
Day Three/ Wednesday

3 min: Attendance and other housekeeping chores.

10 min: Students will free write in writing journals in response to today's journal prompt. Students may respond in any creative form.

Prompt: In 1942, all Japanese American citizens on the West Coast were rounded up and forced into Japanese Holding Camps. The U.S. govt. did this due to the fear that many of these citizens were actually spies for the Japanese forces. These camps were mainly stables in and around the deserts of the southwest United States. They were finally released after the war.

10 min: Discuss the journal entries to today's prompt.

15 min: Discuss the chapters 1-3 in *My Name is not Angelica*. Do we see any similar themes of oppression between the book's plot and today's journal prompt? What do we see in the characters so far? Whose voice are we hearing? What is the story she is trying to tell thus far? Students ask any questions they may have and provide feedback on what they have read thus far.

12 min: Read *My Name is Not Angelica* aloud till the bell.

* Students are expected to finish chapters 4-8.

Week One

Day Four/ Thursday

3 min: Attendance and other housekeeping chores

10 min: Students will free write in journals in response to today's journal prompt. Students may respond in any creative form.

Prompt: "Prejudices, it is well known, are most difficult to eradicate from the heart whose soil has never been loosened or fertilized by education; they grow there, firm as weeds among rocks."

--Charlotte Bronte

10 min: Discuss the journal entry to today's prompt.

15 min: Discuss Chapters 4-8 in *My Name is Not Anjelica*. The class will divide into five groups. Each group will answer one of the following topics: Can one compare the quote to the prejudices going on in the slavery on St. John's Island? Has she conformed to her new name or not? Has 'Anjelica' lost her sense of identity? What evidence can you provide for stating 'Anjelica' is losing her identity? What evidence is there that 'Anjelica' is not losing her identity?

12 min: Read *My Name is Not Anjelica* aloud until the bell rings.

- Students are expected to finish Chapters 8-12.

Week One

Day Five/ Friday

3 min: Attendance and other housekeeping chores.

10 min: Students will free write in response to today's journal prompt.

Prompt: "From antiquity, people have recognized the connection between naming and power."

- Casey Miller and Kate Swift.

5 min: Discuss journal entries to today's prompt in relation to *My Name is not Anjelica*. Does Anjelica possess a form of power in her two names? Why or why not? Was she forced to conform to the dominant culture, or was she in secret rebellion? How was the whites' naming of this girl a form of power? Lead into Final reading of *My Name is not Anjelica*.

15 min: Finish reading *My Name is not Anjelica* aloud in class.

17 min: The students will lead discussion. The teacher will supervise the student-led class discussion; but will not contribute. However, the following questions will be provided in order to keep the students on task and to avoid any problems that may occur with generating a discussion. How does 'Anjelica's' choice in the end reflect a part of herself? Has 'Anjelica found her true identity? What influences her choice and why? How do such choices relate to us today? Discuss issues of identity today in school including: stereotypes, prejudices, and minorities. Tie in how the book is an example of this, and how it is applicable today.

**Kat Dodd
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Elizabeth Garrard**

Week Two Lesson Plans

Day One: Monday

3 minutes: Housekeeping

15-20 minutes: Reading Quiz (Daily Grade)

25-27 minutes: Body Biography

Groups of 3-4 students will pick character from *My Name Is Not Angelica*. Explain what a body biography is. Have them draw a rough outline of a body shape rather than trace each other in order to avoid possible problems with body and gender issues. Students will fill in symbols they feel are representative of their chosen character.

5 minutes: Clean-up from activity

Day Two: Tuesday

3 minutes: Housekeeping

25-27 minutes: Retrieve character body biographies and supplies. Have students finish project.

20 minutes: Students will present body biographies as small groups. This will be a daily grade.

5 minutes: **Clean up** from activity and put room back in order.

Day Three: Wednesday

3 minutes: Housekeeping

5-7 minutes: Quick Write: Spanish Inquisition

15-20 minutes: Share journal entries in free-flow jig-saw manner. Each student will pick one line from their journal to share. It should be a constant flow of ideas that don't necessarily have to be linking. There should never be more than one second of silence.

15-20 minutes: Give class excerpts from *Incidents of the Life of a Slave Girl*. Have them read the excerpts silently to themselves. (Each group will get a different excerpt)

5 minutes: Inform students the groups (3-5) that they will be placed in for tomorrow's activity.

Day Four: Thursday

3 minutes: Housekeeping

5 minutes: Class break into their pre-assigned groups.

20 min: Small groups discuss excerpts they read yesterday. Each group will write down several significant quotes, and explain how the excerpt ties in with the unit.

20 minutes: The students will take turns presenting their group's topic of discussion and reactions to the class.

5 minutes: Questions, Closing remarks and putting desks and room back in order.

Day Five: Friday

3 minutes: Housekeeping

10 min: Journal Prompt:

The Spanish Inquisition was used for both political and religious reasons. Following the Crusades and the Reconquest of Spain by the Christian Spaniards, the leaders of Spain needed a way to unify the country into a strong nation. Ferdinand and Isabella chose Catholicism to unite Spain and in 1478 asked permission of the pope to begin the Spanish Inquisition to purify the people of Spain. They began by driving out Jews, Protestants and other non-believers. Accused heretics were identified by the general population and brought before the tribunal. They were given a chance to confess their heresy against the Catholic Church and were also encouraged to indict other heretics. If they admitted their wrongs and turned in other aggressors against the church they were either released or sentenced to a prison penalty. If they would not admit their heresy or indict others the accused were publicly introduced in a large ceremony before they were publicly killed or sentenced to a life in prison. Around the 1540s the Spanish Inquisition turned its fire on the Protestants in Spain in an attempt to further unify the nation. The Spanish Inquisition's reign of terror was finally suppressed in 1834.

5-7 minutes: Write down feelings about the writing prompt

30-35 minutes: Students will be given blank sheets of paper with a pre-drawn outline of a head. They will draw symbols that affect their chosen character from Harriet Jacob's *Incidents in the Life of a Slave Girl* internally, inside the head, and symbols that affected the character externally outside the outline of the head. Students will present, and these will be hung on the wall beside their body biographies.

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Week Three Lesson Plans

Day One: Monday:

3 minutes: Housekeeping

5 minutes: assign books (*Night*)

5 minutes: Assign Holocaust name cards. (Each card will have the name, age, and hometown of a person who went through the Holocaust. Each student will have a card. Cards will be used as subject of journals, diary entries from that person's voice and perspective, and other responses. After completing *Night* students will learn the fate of their person, and whether or not they survived the Holocaust.)

5 minutes: journal entry: describe your initial reaction to your person. (Students may choose diary entry, poem, drawing, etc.)

15 minutes: Brief historical background of Holocaust (students may ask questions so time may vary)

17 minutes: Read *Night* aloud for remainder of the period.

Day Two: Tuesday

3 minutes: Housekeeping

10 minutes: Journal response to following excerpt: "Looting, vandalism, acts of sadistic cruelty, torture and murder began almost immediately. Sometimes the acts were aimed at the religion—a rabbi was made to spit on the Torah, the sacred book of Jewish law, holy to all Jews. A group of Jews was forced to run a race through their synagogue on hands and knees, and each 'winner' was shot as he came crawling out of the door. Jews were picked up off the streets and taken as forced labor to dig ditches or cut down trees, and sometimes were never seen again. German soldiers cut off the beards of pious Jews with bayonets or pulled them out by the roots, even set them on fire. They performed 'medical' examinations on women to find 'hidden valuables'. They used Jews for target practice. Five thousand Jews were killed within the first two months of the Nazi takeover of Poland." --*Smoke and Ashes* (p. 32)

10 minutes: Share journals and reaction to excerpt.

27 minutes: Read *Night* aloud

Day Three: Wednesday

3 minutes: housekeeping

10 minutes: Journal prompt: Ghettos. Excerpt: “ Ghettos were located in the oldest, most run-down sections of town. The buildings were in bad condition, often near collapse. Where running water and sanitary facilities existed, the overcrowding soon made them break down. The ghetto in Lodz was a little over 1.5 miles square—the size of about twenty city blocks. Over 150,000 Jews lived seven or eight to a room. In the Vilna, Lithuania ghetto, 25,000 people lived in seventy-two buildings on five streets. The crowding was so intense that each person had about seven feet to call his or her own—a space as “narrow as the grave.”” --*Smoke and Ashes* (p. 34-35)

10 minutes: React to journal prompt in small groups

27 minute: Read *Night* aloud

Day Four: Thursday

3 minutes: Housekeeping

10 minutes: Journal: “It may not be possible to write about the camps. If one has never survived them, but has only read about them, what happens after a while is that all the words blend into one scene of Hell. The words do not, they cannot, describe what happened there. It is possible to describe scenes of torture, to tell of cruelties meant to humiliate, cause unbearable pain or to kill. The operations of the camp can be put down in a diagram. An average day’s activities can be broken down into a schedule. But the experience of being there, of living through the life of those camps, can never be made real to those who did not experience it.” *Smoke and Ashes* (p. 89-81)

--Why did the Jews not fight back, and go, as some say, “like sheep to the slaughter?”

10 minutes: Discussion

15 minutes: Everyone must write a diary entry from the perspective of their person from their Holocaust card.

12 minutes: Read *Night* aloud.

Day Five: Friday

3 minutes: Housekeeping

10 minutes: Historical Quick Write: Russian Revolution/murder of the Romanovs: In 1914, Russia joined WWI which led to an economic crisis. People were starving and demanded a change of government. Ironically, Rasputin, Czarina Alexandra's religious advisor predicted the downfall of the royal family before he was murdered in 1916. In 1917, people of Russia began storming stores for bread. Czar Nicholas II abdicated his throne. The Royal family was kept under house arrest at Tsarskoye Selo. In November of 1917, the Romanovs were moved to Siberia, and then Ekaterinaburg, the last place they lived together. On the night of July 17, 1918, Czar Nicholas II and his family were awakened and told to dress. They were led down into the basement where they were told they would have their picture taken before being taken to a safer place. In the basement, the royal family was killed by gunfire.

10 minute jigsaw discussion: How is the Russian Revolution and murder of the Romanovs similar to the Holocaust?

37 minutes: Students will make visual representations of their assigned person from the Holocaust. Students can make mobiles, collages, draw, or color. Materials will be provided.

Kat Dodd
Elizabeth Garrard
Audrey Welshhans

Week Four

Day 1: Monday

3 minutes: Housekeeping

15 minutes: Historical Journal Prompt: Throughout the world, Communist China is second in size of population only to India. In order to try and keep a control over the population, Communist leaders created a policy that encouraged each family only to have one child through various incentives including tax breaks and special privileges for the individual child. In order for families to receive these rewards, some abandon or kill their own female baby(ies).

Respond with your thoughts, reactions, and opinions about this subject. Who holds more culpability: the government or the individual families?

20 minutes: Hand out *History through Literature: Express the Unheard Voices* project proposal, guide sheet, and historical events. Discuss the procedures and expectations of the project: the research of event, presentation of research, and expression through some creative genre.

17 minutes: Read *Night* aloud.

Day 2: Tuesday

3 minutes: Housekeeping

15 minutes: Free write journal response to student's Holocaust Name Card of their Holocaust Victim.

10 minutes: Some students will volunteer to share their journal responses. Are the events and situations of the various Holocaust victims similar or different from Elie Wiesel's experience?

27 minutes: Read *Night* aloud.

Day 3: Wednesday

3 minutes: Housekeeping

30 minutes: Finish reading *Night* aloud.

15 minutes: Jigsaw flow discussion – each student picks out a quote from *Night* that really speaks to them. We go around the room in a continuous “flow” by reading each student’s selected quote aloud.

7 minutes: Using the selected quote from the Jigsaw Flow discussion, students will begin a collage as a visual representation of the quote. Materials and instructions provided on handout. Quote collage will be completed the following day.

Day 4: Thursday

3 minutes: Housekeeping

17 minutes: Finish the quote collages.

15 minutes: Share some of the quote collages with the class. After a few students have presented their collages, each student will post their collage along with the body biography and open mind portrait that portrays the same ideas and themes.

17 minutes: Teacher will call each student up to the front of the room and read their Holocaust Victim’s name. The student will show the class their card with their person’s picture. The teacher will then tell the student and the class the fate of their person.

3 minutes: Remind students they need to be thinking of a few historical events they might want to research for their project. We will be going to the library for research tomorrow. Be able to have selected one historical event that they wish to research, present, and write about the next two weeks by the end of class on Friday. We will meet in the Library tomorrow.

Day 5: Friday (Meet in Library)

3 minutes: Housekeeping

5 minutes: Explain that the time in the library will be used for quiet research. Look for sources that give data, but also check for sources that give personal accounts of the event (this information will help you start your creative writing part of the project).

45 minutes: Research the selected historical event.

2 minutes: Students will turn in selected topic on a piece of paper before leaving the library. Students are strongly encouraged to continue their research on their topic throughout the weekend – remember, presentations of research begin on Wednesday of next week.

History Through Literature: Express the Unheard Voices

Project Proposal:

Throughout this unit, you all have learned a great deal about certain historical events through reading various narratives and personal accounts. Each one of you has been given the chance to hear or read a certain perspective on the various historical events: you know what it may have been like to be a young girl taken from her native land and enslaved in the Caribbean, or to be a female slave fighting for freedom in the South of the United States, or to be a Jewish boy battling with faith in humanity while being persecuted in Nazi concentration camps. All of you have heard the character(s) “voice;” you have now served as a witness to these times of little humanity. In conjunction with these narratives and personal accounts of certain historical events, each of you have been responding in your journals to other historical events that portray similar trials and tribulations as seen in the three works of literature we have read. Now, using what you have learned through your readings, journal responses, and discussions, I want you to express the “unheard voice” of a certain historical event.

Project Details:

- You will select a historical event to research. This event can be one that has been covered in journals, but cannot be from the literature covered in class; therefore, you are not allowed to select the events of American Slavery, Caribbean Slavery, or the Holocaust.
- You will then begin your research on your selected topic. I encourage you to not only research facts and data, but also various personal accounts of the event; these personal accounts can be found in old news papers, biographies, diaries, non-fiction works, interviews, etc. (Research time will be given in class, but I recommend that you research at home as well. I am looking for depth in research.)
- After your research is finished, you will then put together some type of visual presentation of your historical event; this can be done through power point, posters, picture books, etc. You will present the information on your historical event to the class through about a five to eight minute presentation.
- Once you have become very knowledgeable about your historical event, you will then express the “unheard voice” of this historical event through a creative writing piece. This creative writing piece must display the experience of an individual living through your selected historical event. You may choose from various genres to express your character’s tale: short story, diary, letters, narrative, poem, comic strip, etc. Please remember the creative writing pieces must be historically accurate. For example, you did not read about Angelica calling home on her cell phone!

Project Guidelines

Research:

1. Select two or three historical events to look for when we begin our research on Friday of Week 4. You should then figure out which topic will be most interesting to you while researching at the library.
2. Finalize and turn in your chosen topic by the end of Friday's class of Week 4.
3. Continue your research through class time and through outside research.
4. Become very knowledgeable about your topic and the experiences of the society that lived through it.
5. Remember to take notes on all your sources. I will be collecting your notes and your documentation of sources at the end of your presentation.

***** I am looking for depth in you research (see rubric) *****

Presentation:

1. Create a visual presentation of your historical event. This can be done through power point, posters, picture books, etc.
2. Give your presentation to the class in a block of about five to eight minutes. This presentation should be more fact based – tell us “what happened.”
3. At the end of your presentation, turn in your notes, sources, and visual to me. I will be evaluating the depth of your research to see if you are ready to write your story. You will get your notes back at the very beginning of class on Monday of Week 6, but feel free to begin your creative thoughts as to what genre you will use, what perspective you will portray, what character names you will use, etc.

***** I am looking for a factual presentation about your historical event *****

Creative Writing:

1. You will express the “unheard voice” of an individual who lived through your selected historical event.
2. Figure out what story and whose voice you wish to express.

3. Then begin to explore which genre of creative writing would portray your character's story best – through a poem, short story, narrative, diary, letter, comic strip, etc. If you wish to express the story through another genre not listed, please pass it by me first.
4. Begin the portrayal of your character's voice through writing work shops in class. Though you may have class time to work on your creative writing, I recommend you bring a disk to save your work so you can work on it outside of school as well.
5. Turn in your creative writing piece at the end of class on Friday of Week 6.

***** I am looking for creativity that is still historically accurate! *****

See Rubrics if you have any questions about what I am looking for in your research, presentation, and writing. Of course, come talk to me if you are still unsure about what is expected.

Possible Historical Events to Choose From

- These are just suggestions of possible topics for your project. You are definitely not limited to just these events; in fact, I would be most interested in finding out about other historical events you are interested in. If you do select a topic not given here on the list, let me know what it is.

1. The Great Depression (United States 1929-1934)
2. The war in Kosovo (Serbia and Albania 1999-2001)
3. The Bubonic Plague (Europe 1300's)
4. The AIDS crisis in South Africa (South Africa present day situation)
5. Andersonville Prison (Confederate States of America)
6. Apartheid (South Africa)
7. Civil Rights Movement (U.S. 1950's and 60's)
8. Women's Movement (U.S. and Europe in 1950, 60, 70)
9. The Japanese American Holding Camps (U.S. 1941-45)
10. The Family policies of Communist China (China 1945- present)
11. The Caste system (India)
12. The Russian Revolution
13. Stalin's rule over Russia

*please list any more you can think of.

Quote Collage: Use this sheet of paper to write down your selected quote from *Night*, and then draw, paste, paint, etc. pictures that display the idea of the quote.

(*Night* p.____

Katherine Dodd
Elizabeth Garrard
Audrey Welshhans

Week Five

Day One/Monday:

3 min: Housekeeping

3 min: Take Class to Library

45 minutes: Class will continue research in Library over chosen historical event until bell rings.

Day Two/Tuesday:

3 min: Housekeeping

3 min: Take class to Library

40 min: Class will continue research in Library over chosen historical event.

5 minutes: Students will sign up on sign sheet for a presentation day.

Day Three/Wednesday:

3 min: Housekeeping

47 minutes: Students will give historical event presentations until bell rings.

Day Four/Thursday:

3 min: Housekeeping

47 minutes: Students will continue to give historical event presentations until bell rings.

Day Five/Friday:

3 min: Housekeeping

47 min: Students will finish giving historical even presentations until the bell rings.

Katherine Dodd
Elizabeth Garrard
Audrey Welshhans

Week Six:

Day One/ Monday:

3 min: Housekeeping

30 min: Picture book Activity: Teacher will show class picture books, including *Anne Frank*, *Martin Luther King*, and *Don't Forget*. Teacher will show how the words in the pictures can be covered up, and creative responses can be invoked from the pictures. Teacher will also show how a story can be created just by viewing the pictures. Students will try one of these options from presented picture books.

17 min: Teacher will explain exactly what is expected of students in their writing project. Teacher will go over project sheet with students, and students may ask questions.

Day Two/ Tuesday:

3 min: Housekeeping

47 min: Students will begin writing workshops in the Library for their creative writing piece.

Day Three/ Wednesday:

3 min: Housekeeping

47 min: Students will begin writing workshops in the Library for their creative writing piece.

Day Four/ Thursday:

3 min: Housekeeping

45 min: Students will begin writing workshops in the Library for their creative writing piece.

2 min: Teacher will explain that creative writing will be turned in first thing tomorrow in order to read voluntarily to class. Students sign up to bring food/drinks/napkins/ Teacher will provide coffee and paper cups for coffee house reading day.

Day Five: Friday (Final Day!)

3 min: Housekeeping

47 min: Students engage in fun 'coffee shop reading' day. Students may volunteer to read their writing piece while snacking and drinking coke/coffee/water. After everyone who wishes to read has read their piece, teacher will wrap up unit with final thoughts and questions from students.