

Preserving Memory: Holocaust Literature and the Quest for Remembrance

An Instructional Unit Designed for 10th Graders

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RATIONALE

Preserving memory: Holocaust literature and the quest for remembrance

In 1933, Adolf Hitler rose to power in Germany, and thus began “the most tragic period of Jewish history”—the Holocaust (Norton, 2005, p. 260). The lasting impact of the atrocities committed by Hitler and the Nazi army continue to haunt people worldwide. As Aharon Appelfeld notes, “The Holocaust is a central event in many people’s lives, but it also has become a metaphor for our century” (BrainyQuote.com). Despite the fact that the Holocaust and World War II ended over fifty years ago, the effects of the most horrific genocide in history have not been forgotten.

I have chosen to study Holocaust literature in this conceptual unit designed for 10th graders for several reasons. First, as Israeli official Abraham Hirschson suggests “The Holocaust is not only a Jewish issue; it is a universal issue. Let us learn from the past so that a more humane, tolerant society may evolve for the benefit of all” (*March of Remembrance and Hope*, 2005). It is my hope that this unit will allow students to confront the demons of the past in a way that will make them more sensitive, conscientious citizens of the world.

In the United States, school children begin learning about the Holocaust as early as fourth grade, but because of curriculum constraints, many history classes do not have time to adequately address the Holocaust (DeNardo, 2006). Studying Holocaust literature elevates the events of the past from the pages of

history text and makes the facts come alive. Statistics suddenly have faces, names—and students quickly stumble into the harsh reality that children just like them were murdered and families just like theirs were torn apart. When we allow students to only view events in abstract terms (statistics and numbers they cannot fully grasp), we do them a disservice. There is something unmistakably raw but necessary about digging deeper and *feeling* and *understanding* an event. Holocaust literature is one pathway for deeper understanding.

Some might argue that confronting the Holocaust in such an in-depth way is too troubling for today's youth. Many might employ the adage, "Let bygones be bygones." The sad reality is that our world is not immune from genocide today. In Chechnya and particularly in Sudan, thousands of human beings live with the daily threat of genocide. Our past informs our future, and our students—the future of our world and humanity—should be equipped with the knowledge that terrible things can happen in this confusing world, but more importantly that they have agency and the potential to effect change through action.

Many teachers across the nation have been teaching Holocaust literature for some time. One teacher in Nebraska feels that teaching such literature is imperative because our world is not entirely different from that of the 1930s. He notes, "Pick up a newspaper every day. Look at how people don't understand each other and our differences. We don't learn from our mistakes" (Reist, 2006). Simply put, the Holocaust cannot and must not be relegated to a set of facts. The memory and horror of the Holocaust must be kept alive in hopes of preventing a repeat of history.

On a smaller scale than genocide, students deal with discrimination each day. Whether they are discriminated against because of their sex, gender, religion, sexual orientation, age or another identity category, our students have felt the sting of discrimination too many times. Although many students might find genocide remote at first, they will quickly be able to connect with the feelings of characters in Holocaust literature that are mistreated or judged because of who they are or what they believe.

This unit focuses on Holocaust historical fiction, but also includes excerpts from nonfiction writing, song, poetry, film, graphic novels and art. I have chosen to use historical nonfiction for several important reasons. Advocates of historical fiction argue that it “is a way to take in the past in order to understand and have a (positive) impact on the present and perhaps even the future” (Apol, et al, 2002). In addition, historical fiction “encourage[s] readers to see, feel, and experience the frightening person-against-society conflicts in which they place their heroes and heroines” (Norton, 2006, 111). Students are more familiar with the fiction genre, and confronting difficult material in a familiar way will hopefully guide students through the unit. Finally, historical nonfiction for young adults is a particularly strong body of literature, and authors who write within the genre have a keen understanding of what their young readers need and expect from a text.

Instead of assigning a single book for the entire class to read, I have selected four novels to be used in literature circles. The award-winning young adult novels that I have selected are *The Upstairs Room* by Johanna Reiss, *The Devil's Arithmetic* by Jane Yolen, *Number the Stars* by Jane Yolen and *The Final*

Journey by Gudren Pausewang. I have chosen to employ literature circles for several reasons. First, literature circles replace teacher-led discussion, which is often marked by lack of student participation and interest, with student-centered discussion and learning. Lev Vygotsky believed that knowledge was constructed socially through collaborative efforts. As critical theorist and educator Paulo Freire suggests, “teaching cannot be done from top down but only from inside out...with the collaboration of the educator” (Kutz and Roskelly, 1991, 111). In essence, when students work in groups and have a shared investment in a certain piece of literature, the potential for authentic, meaningful learning increases.

Another reason for using literature circles is the undeniable importance of giving students choices in the classroom. Schools should be a place that foster individuality and seek to develop able and confident persons. When students have a choice in what they study, they are immediately more invested in the material. In addition, students are able to decide what aspects of the literature are most meaningful to them. Louise Rosenblatt, who developed Reader-Response Theory in 1938, believed that an individual reader created a text's meaning. Allowing students to work through a text on an individual and small-group basis increases the chance that the student will find authentic meaning in the given text. Ultimately, literature circles seek to put power in the hands of the students, and with that power, the goal is that they will become more invested in their work and make the text more meaningful to them on an individual basis.

This unit will include formative assessments such as reader-response journals, small-group discussions, whole-class discussions, webquests, mini-research projects and other activities that seek to engage students in meaningful work. In the spirit of whole-language learning, reading and writing will be fully merged in this unit, with an emphasis on reflective and personal writing.

The summative assessment for this unit will be a multimedia project in which students can choose one of several assignments to complete (the assignments will include mediums such as song, technology, creative writing, construction and more). As Peter Smagorinsky (2002) notes in *Teaching Through Principled Practice*, “[Howard] Gardner’s work on multiple intelligences suggests that students ought to have opportunities to generate knowledge through texts and processes that move beyond the conventional academic emphasis on analytic writing” (130). Again, I have chosen to give students choices because I firmly believe that when students have a choice, they become more engaged and produce work that is meaningful to them. These projects will be done individually, so that each student may express what they have learned in their own unique terms.

As Holocaust survivor Abraham Foxman laments, “the reality [is] that the Holocaust is fading into the pages of history and memory” (ThinkExist.com). It is my goal that this conceptual unit will impact my students in a way that they will never forget the horrors of the Holocaust and genocide. They are the future of the world, and their memory is necessary for the sake of everyone. The unit will teach them about a difficult past, but also encourage them stand up against

discrimination everywhere—in their school, their community and ultimately, the world.

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Goals and Rubrics

In this unit, I have many goals for my students. My overarching goal is that my students actively engage with materials and grow as individuals during the course of the unit. In order to accomplish this, it is imperative that I create smaller goals that will hopefully put my students on the path to attaining the lofty overarching goal.

Goal 1: Dialogue Journals

Students will keep a dialogue journal during the unit. The dialogue journal will be a way for students to engage with various texts and with each other. Students will write in their journals one to two days a week, and they will read a peer's journal and make comments one to two days a week. Writing and thinking are inextricably linked. Often, students have a difficult time verbally articulating how they feel about a piece of literature because they have not had time to work through their feelings. When we allow students to have the opportunity to "think on paper," we are providing them with an important medium for focused, coherent thought free from the pressure of speaking in front of an audience.

Sample journal and grading rubric ►

Assignment:

During this unit, you will keep a journal in which you respond to literature and classroom discussions. You will write in this journal one to two days a week, and then you will respond to a classmate's journal one to two days a week. These journals (and your commentaries) should be reflective and demonstrate that you are grappling with the texts and other class materials.

This is a sample dialogue journal.

My Response to the literature	Sue's response to me
Today in class, we read an excerpt from <i>The Diary of Anne Frank</i> . Even though I read part of this in 7 th grade, I really understood it more this time. I liked the part where Anne said, "Despite everything, I believe that people are really good at heart." This made me feel good because if Anne could see good in people, then maybe I can, too. It reminds me of a song by Twista and Faith Evans about hope...	<i>Me too! I don't think I understood it the first time, though. I</i> <i>I don't know if I really think this. Sometimes, I want to believe it, just like Anne, but it also is hard when there seem to be so many bad people in the world. I wonder if Anne would still believe that if she were alive</i>

Dialogue journals will be graded as follows:

	5	3	1
My content	Student has tried to ask open-ended questions, make connections and go beyond the surface.	Student tried to do at least 1 of the following: ask open-ended questions, make connections and go beyond the surface, but student wasn't able to do all three.	Student didn't really try to ask any questions, make connections or go beyond the surface.
My response to my partner's content	Student has tried to respond to specific things in my partner's journal. Student also went beyond vague, general comments and tried to connect with my partner through my response.	Student tried to do at least 1 of the following: respond to specific things in my partner's journal, go beyond vague, general comments and connect with my partner through my response.	Student didn't really try to respond to specific things, go beyond vague, general comments or connect with my partner through my response.

Students must also meet minimum length requirements and turn their journals in on time. Although each journal will be graded to assess progress, at the end of the unit, each student will turn in three entries that they feel are their best work.

Goal 2: Literature Circles

Students will participate in one of four literature circles. Literature circles allow students to take charge of their experience and shape it to suit their individual needs. The literature circles will meet two times a week. During the unit, each student will fill each of the following roles: The Talk Master (Discussion

Director), The Word Sleuth (Vocabulary Expert), Inspector Hound (Investigator/Researcher), Mr./Ms. Bottom Line (Summarizer), and The Connector. Having specific roles gives each student the chance to contribute to the group in a meaningful way. Rotating the roles will not only allow each student to have the opportunity to excel at one activity, but will also push reluctant students beyond their comfort zone to achieve new things. Finally, roles provide a certain level of structure that will keep the groups on task.

Assessing literature circles can be a daunting task because so much exploratory talk is involved. Students should view literature circles as a safe place to learn with their peers, instead of yet another school activity where they are critiqued and judged based on superficial factors. As an ongoing assessment, I have decided to ask students to fill out the survey below two to three times during the unit—once at the beginning and once at the end. This will allow me the opportunity to assess the group's progress and level of functioning in order to provide assistance as needed. The survey includes self-evaluation by the student, which is crucial to academic growth and development. Too often, students leave evaluation up to others, and this does not adequately prepare them for “the real world” where self-evaluation is a critical tool that helps many adults in their personal and professional lives.

It is important to note that many of these skills will require a great deal of scaffolding. It is not practical to expect students to automatically know how to ask open-ended questions. This unit is designed for second semester of the sophomore year, so it is essential that the teacher has emphasized these skills prior to asking students to exhibit them.

In addition to the surveys, students will take reading quizzes, write reflective paragraphs and engage in other formative assessments that the teacher feels will propel their learning and guide them towards success.

Assignment:

During this unit, you will participate in one of four literature circles. You will choose one book to read, and you will meet with your group members two times a week. Each group member will fulfill each of the following roles at least once: The Talk Master (Discussion Director), The Word Sleuth (Vocabulary Expert), Inspector Hound (Investigator/Researcher), Mr./Ms. Bottom Line (Summarizer), and The Connector. You should prepare for each meeting by doing the assigned work, doing the preparation work that corresponds to your role, and bring all of your materials to class. During your meetings, you should listen to your group members, be respectful, and have fun!

Literature Circles will be graded as follows:

Preperation	Student	Teacher
I am prepared for meetings—I have read the material and my completed preperation work is in my notebook.	5 (Always) 3 (Sometimes) 1 (Never)	5 3 1
I participate by asking open-ended questions.	5 3 1	5 3 1
I am a good listener and don't interrupt.	5 3 1	5 3 1
I encourage and respect other's opinions.	5 3 1	5 3 1

(Adapted from "All America Reads: During Reading Strategy: Literature Circles," www.allamericareads.org/lessonplan/strategies/during/litcirc13.htm)

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Goal 3: Multigenre Project

At the end of the unit, students will complete a project that demonstrates student learning. Students will be given a list of 5-8 projects from which they may choose one to complete. The project choices are designed to meet the interests of a wide range of students. Each student will present his or her project to the class.

Student progress should be monitored along the way. In other words, students should bring in evidence that they are working on their project and update the teacher periodically throughout the process. Teenagers often have difficulty working on long-term projects because their lives are so focused on “the moment.” Periodic check-ins and progress reports will hopefully help students succeed. The purpose of this project is to demonstrate learning in a creative way, and the goal is for every student to receive an “A”

Assignment:

Holocaust Project

Choose **one** project from the list below. (The project for this unit may **not** be completed with a partner.) Pay careful attention to the due date for the project.

******The project is due on _____.

Projects will be graded on correctness, eye appeal and neatness, completeness, creativity, difficulty of the project selected, and the amount of research done to complete the project. If you choose a project that requires written work, the written work must be TYPED. If you use outside material, you need a works cited

Follow all of the teacher's special directions.

CHOICE 1: Create a personal diary that could have been written by a character from the book you read in your literature circle or by one of the historical persons we have studied (Primo Levi, Art Spiegleman, Elie Wiesel). Use details from the texts to base your entries on. You should have 10 entries at minimum, and a total of at least 4 pages.

CHOICE 2: Design and sew a minimum of three costumes for characters in the book you read for the literature circles. Dress dolls in the costumes and label each costume according to character, chapter, and scene. Have the dolls attached to a base or a platform so that they can stand and be displayed. Base the costume designs on research of what people might have actually worn during the time period the book is set in. Attach a one-page paper to the project that includes an explanation of each costume. Follow the teacher's directions to include either a Works Cited or copies of the sources used.

CHOICE 3: Design five scenes from the book you read for your literature circle. Display the scenes on a poster, on several posters, or in shadow boxes (dioramas). Clearly label each scene according to scene and act. Arrange the scenes in chronological order. Include an explanation of each scene. Each explanation must be a minimum of one-half page in length. Base the information about setting and costume on research. Follow the teacher's directions to include either a Works Cited or copies of the sources used.

CHOICE 4: Select and depict twelve to sixteen scenes from the play for a multiple panel quilt. Make each panel out of paper. For each panel of the quilt, create an illustration and write a caption which includes the act, scene, and a quote. Create a border for each panel and tie or string the panels together to form a large wall hanging. Acts and scenes must be in order.

CHOICE 5: Individual performance. Memorize and perform two to three monologues/soliloquies. You should recite your selection for the class. Type a one to two-page paper explaining why these lines are important and explicate the lines (tell what the lines mean).

CHOICE 6: Design a comic book or an illustrated children's book that tells the story you read for the literature circle or based on one of the nonfiction texts you read. You may use the original text or you may write and illustrate your own version of the story. Type a one to two-page paper which explains why you chose to represent things the way you did. Minimum number of pages for book—10.

CHOICE 7: Develop a board game based on the story you read in your literature circle. Include all game pieces and directions. The game should be enjoyable and educational. You will be expected to demonstrate the game and show classmates how it works.

CHOICE 8: Write a song/rap with music (or a beat) about the book you read for the literature circle or based on the nonfiction texts we read. Display the words of the song on a poster or scroll. Sing the song to the class or bring in recorded version.

CHOICE 9: Write a sequel or "Afterward" to the book you read for your literature circle. You may write as a story or in dialogue format. Also include a half page write-up of why you made the choices that you did.

CHOICE 10: Create a website that goes in depth on a topic we have touched on this summer. You could create a website about Darfur, Elie Wiesel, the author of your literature circle book, or any other topic that relates to this unit. You should have at least 4 links on your site.

CHOICE 11: Develop a project idea of your own. Think computer, website, video, sound recording, etc. Clear the project with me, and then complete the project.

ALL PROJECTS MUST BE DONE NEATLY AND MUST SHOW EVIDENCE OF WORK! I AM MUCH MORE INTERESTED IN EFFORT THAN PERFECTION—
BE CREATIVE AND HAVE FUN!!!!!!

Inform teacher of your topic_____

Update teacher on your progress_____

Projects will be graded as follows:

“A” projects:

- ~Will be turned in on time
- ~Will complete all required elements
- ~Will demonstrate effort
- ~Will be creative

“B” projects will fulfill 3 of the following 4 requirements:

- ~Will be turned in on time
- ~Will complete all required elements
- ~Will demonstrate effort
- ~Will be creative

“C” projects will fulfill 2 of the following 4 requirements:

- ~Will be turned in on time
- ~Will complete all required elements
- ~Will demonstrate effort
- ~Will be creative

“D” projects will fulfill 1 of the following 4 requirements:

- ~Will be turned in on time
- ~Will complete all required elements
- ~Will demonstrate effort
- ~Will be creative

“F” projects will fulfill 0 of the following 4 requirements:

- ~Will be turned in on time
- ~Will complete all required elements
- ~Will demonstrate effort
- ~Will be creative

DAILY LESSON PLANS

DAY 1 (Introductory Activity)

PREPARATIONS

➤ Objectives

My objective for this lesson is to activate student's prior knowledge of the Holocaust and pique interest.

➤ Materials Needed:

~Butcher Paper or giant Post-It paper

~Markers

~Images from Holocaust compiled into a slideshow

~Projector

ACTIVITIES

➤ Class Housekeeping (2-3 minutes)

➤ Activity #1: Brainstorm/Class Discussion (30 minutes)

Allow students to organize themselves into groups of 3-4. Give each group a piece of butcher paper/giant post-it paper and markers. Tell each group to brainstorm about what they know about the Holocaust. Encourage students to think back to history classes, books they've read, things they have heard on television, etc. Explain that it is okay if they don't have many things to write down, but encourage them to write down as many things as they can.

After 9-11 minutes, bring the class back together. Ask each group to share what they have listed. One student (or the teacher) can keep a master list on the white board. Encourage students they have all come up with excellent ideas, and that during the course of the unit on the Holocaust, we will be reading various types of materials, watching film, reading graphic novels, examining art about the Holocaust.

➤ Activity #2: Gallery Walk (20 minutes)

Using a projector, show students a compilation of images of the Holocaust. Ask students to jot down on paper their response to each image. (This will ensure each

student is actively engaging with the images and not relying on more vocal classmates to carry the discussion. In addition, going through the images silently mirrors the somber nature of the images themselves). Images can include: Anne Frank, photos of children, photos of concentration camps, cattle cars, Hitler, Nazi soldiers, etc. None of the images should be overtly graphic, but they should be striking enough to grab student interest and intrigue.

After the “gallery walk” (a.k.a: slide show), ask students to jot down on paper how the images made them feel. Then, ask for volunteers to share their feelings. Which image made them feel the saddest? Which images made them angry? If students are reluctant to share, modify the activity so that students can discuss the images with a partner.

➤ **Homework**

Ask students to write a half-page reflection of today’s class. They may discuss the images, the lists they brainstormed, what they think about the Holocaust so far, and how they feel about studying the Holocaust, or any other topic pertaining to the day’s activities.

Day 2

PREPARATIONS

➤ Objectives:

My objective for this lesson is to introduce students to the most important aspect of the overall unit: literature circles.

➤ Materials Needed

~Copies of each of the 4 books to be used in the literature circles: *The Upstairs Room* by Johanna Reiss, *Number the Stars* by Louis Lowry, *The Devil's Arithmetic* by Jane Yolen, and *When Hitler Stole Pink Rabbit* by Judith Kerr

~Handouts describing literature circles roles (Appendix A)

~Handouts of literature circle rubrics (Appendix B)

ACTIVITIES

➤ Housekeeping (2-3 minutes)

➤ Activity #1: Introduction to Literature Circles: Book Talks (20 minutes)

Explain to classes that they will have a choice between four books to read in literature circles. Explain that a literature circle is a group of students who have chosen to read the same book, and that they will meet together twice a week to discuss their readings. Emphasize that they are in charge of their groups, and they will have roles to fill each week.

Tell students that you will briefly go over each book, and that they should start to think about which book they want to read during the unit. Give a brief 2-3 minute book talk on each selection. Pass the books around the classroom so that students can have a tactile encounter with each choice. Emphasize that students should make choices based on which books sounds most intriguing, not based on the cover or the length or another superficial feature. Tell students to think about which book they would like to read, so that they can tell you their decision at the end of class.

Answer any questions students have about the books. Inform students that they need to be prepared to make their final book choice tomorrow.

➤ **Activity #2: Introduction to Literature Circles: Roles (15 minutes)**

Pass out the handout describing the various roles in the literature circle. Explain to students that in the literature circles, each member will fill a specific role each week and that each role is vital to the group's success. Read the title of each role and ask students what duties that person might fill. For instance, "If you were the word sleuth, what do you think your duties would be?" After discussing each role, pause and allow time for questions.

➤ **Activity #3: Introduction to Literature Circles: Rubrics (20 minutes)**

Pass out the handout with the literature circles rubric. Write the four sections of the rubric on the board: Prepared, Open-Ended Questions, Good Listener/Don't Interrupt, Encourage and Respect. Briefly define each category and tell students to think about how they can meet each requirement. Ask for volunteers to briefly share some good and bad experiences they have had in groups. Tell students these are the four key ingredients to a literature circle. Explain that a good literature circle is like a chocolate chip cookie: you have to have just the right amount of flour, sugar, chocolate chips, etc. in order for the cookie to taste good.

➤ **Homework**

Write a one-page journal entry about a good group experience that you have had and about a bad group experience that you have had. Be prepared to share ideas tomorrow.

Day 3

PREPARATIONS

➤ **Objectives:**

My first objective for this lesson is to deepen students' understanding of important historical elements of the Holocaust. My second objective is to integrate technology into the classroom via a WebQuest. My third objective is to assign books for the literature circles.

➤ **Materials Needed**

~Webquest handout (Appendix C)

~Computers

~Copies of the literature circle books ready to be issued

ACTIVITIES

➤ **Housekeeping (2-3 minutes)**

➤ **Activity #1: WebQuest (45 minutes)**

Set each student up at their individual computers. Pass out the Webquest and tell each student that they will search on the Internet to learn more about the Holocaust. Spend 10-15 minutes circulating and making sure that the students are having success using the computers and navigating.¹ After students seem to be comfortable, begin issuing books to each individual student based on the selections they made on their "Ticket Out the Door" yesterday. If numbers are highly uneven and workable groups cannot be formed, ask for volunteers to switch books. If students have changed their minds, make adjustments as necessary.

¹ *Since this class is designed for a sophomore class, students will have had a freshman computer applications class in which they have developed the computer skills necessary for this assignment.*

➤ **Activity #2: Assign First Literature Circle Roles (8 minutes)**

Assign a role to each student in the various groups, according to the Literature Circle Roles handout by having them draw the name of a role out of a hat or basket. Briefly remind students what their duties entail and the importance of being prepared.

➤ **Homework**

Read 1st reading assignment in novel and prepare for literature circle meeting tomorrow. (Since the novel chapters vary by length, each group will have slightly different reading assignments each night).

DAY 4

PREPARATIONS

➤ Objectives:

My first objective for this lesson is for students to have a successful first meeting of their literature groups. My second objective is to introduce students to dialogue journals. My third objective is for students to make a personal connection with a victim of the Holocaust using ID cards from the United States Holocaust Memorial Museum.

➤ Materials Needed:

~Identification Cards from US Holocaust Memorial Museum (downloadable and printable cards available at:

<http://www.ushmm.org/education/foreducators/resource/idcards.pdf>

~Dialogue Journal Sample (Appendix D)

~Dialogue Journal Rubric (Appendix E)

ACIVITIES

➤ Housekeeping (2-3 minutes)

➤ Activity #1: Literature Circles Meeting (30—40 minutes)

Tell students to get into their groups and conduct the first literature circle meeting. The first few meetings will require a great deal of teacher aid. Circulate around them room and help groups that are struggling. Depending on how well things go, the first meeting could require anywhere from 30 to 40 minutes.

➤ Activity #2: Introduction to Dialogue Journals (10 minutes)

Pass out the sample dialogue journal and the grading rubric. Explain the purpose and grading of dialogue journals. Encourage students that this is a place for them to respond a personal level to what is going on in class. Stress the importance of being respectful and open to other people's values and opinions.

➤ **Activity #3: ID Cards (10--15 minutes—depending on how much time spent on literature circles)**

Tell students that many victims of the Holocaust were children. Give each student a Holocaust ID card. Tell them to read over their child/teen's biography. Then, ask them to write a dialogue journal about how they felt about reading about "their child." Did it make them sad? Mad? Ask the students to note any similarities between themselves and their child. Tell students this is their adopted child for the remainder of the unit, and they will need to keep up with their ID card.

➤ **Homework**

Complete dialogue journal. Be prepared to trade with partner tomorrow.

Day 5

PREPARATIONS

➤ **Materials**

~Copies of excerpts from *The Diary of Anne Frank*

~Copies of excerpts from *Maus* by Art Spiegelman

**Note: For today's activities, desks should be put in pairs or trios*

ACTIVITIES

➤ **Housekeeping (2-3 minutes)**

➤ **Activity 1: Dialogue Journal Swap (10—15 minutes)**

Ask each student to trade their dialogue journal with the person sitting at their partnered desk. Tell the students to comment on what their partner had to say about their child and the identification card they received the day before.

➤ **Activity 2: *The Diary of Anne Frank*—excerpts (20 minutes)**

First, provide a brief biography of Anne Frank. The class should be familiar with this historical figure. Next, have volunteers read excerpts from Anne's diary. Discuss each passage. Then tell each pair to make a list of 5-7 observations and reactions about the passages. (For instance, they might observe that Anne is optimistic, that the Attic would have been a scary, lonely place. They can also include how the various passages made them feel).

➤ **Activity 3: *Maus*—excerpts (20 minutes)**

Begin by asking students if they have ever read a graphic novel. Chances are that at least one student is familiar with the genre. Ask that student to explain to the class what a graphic novel is and how to read this type of work. Pass out copies of Spiegelman's *Maus*. Tell the students to read the selections silently. Tell each pair to summarize what they have read and list 5-7 observations about the selections. End today's lesson by telling students to think about how Frank and Spiegelman's accounts of the Holocaust are similar and different.

➤ **Homework**

Complete 2nd reading assignment for literature circles and prepare for tomorrow's literature circle meeting.

Day 6

PREPARATIONS

➤ **Objectives**

My first objective for this lesson is for students have continued success with literature groups. My second objective is for students to compare and contrast two effective forms of non-fiction writing: diary and graphic novel.

➤ **Materials**

~None

ACTIVITIES

➤ **Class Housekeeping (2-3 minutes)**

➤ **Activity 1: Literature Circles Meeting (30-40 minutes)**

Circulate to make sure groups are on track.

➤ **Activity 2: Small Group Work (10-15 minutes)**

To avoid lengthy transition time, tell students to remain in their literature circle groups. Tell each group to make a comparison and contrast chart that records similarities and differences between Frank's diary and Spiegleman's graphic novel. Tell each group to have at least 5-6 similarities and differences.

➤ **Activity 3: Whole Group Discussion (10-15 minutes)**

**Note: If there is not enough time to conduct the whole group discussion, extend small group work and save whole group discussion for day 7.*

On the board, make a large comparison and contrast chart. Spend a few minutes jotting down similarities and differences. Then, ask they class which form of nonfiction they preferred and why. Ask students which one was easier to understand? Which one made them feel more sad/angry/confused/etc?

➤ **Ticket Out the Door**

How do you feel about the literature circles so far? Is your group having any trouble? Do you have any concerns?

Day 7

PREPARATIONS

➤ Objectives

My first objective for this lesson is for students to deepen understanding of the impact the Holocaust had on individuals—particularly children and teenagers. My second objective is for students to create either a diary entry or a comic strip demonstrating their understanding of the broad range of the nonfiction genre.

➤ Materials

~Markers

~Construction Paper

ACTIVITIES

➤ Class Housekeeping (2-3 minutes)

➤ Activity 1: Creative Project (45 minutes)

Yesterday, students read excerpts from Anne Frank's diary and also read excerpts from Art Spiegelman's graphic novel, *Maus*. Today, students will create their own diary entry or comic strip. Tell students to review their adopted Holocaust child's ID card. Tell students that they will have the opportunity to write a diary entry or create a few frames of a graphic novel based on the life story of their child. Tell students that they may elaborate on the information on the card and imagine events based on the information provided on the ID card. Reserve seven or eight minutes at the end of class for students to share their work with each other (either in small groups or as a whole class).

➤ Activity 2: Class Meeting (5-7 minutes)

Based on yesterday's Ticket out the Door, address student concerns and offer constructive criticism on how to improve the fluidity of the literature circles.

➤ Homework

Complete reading for 3rd literature circle meeting and prepare for tomorrow's literature circle meeting.

Day 8

PREPARATIONS

➤ Objectives

My first objective for this lesson is for students to continue working successfully in literature circles. My second objective is to introduce students to the multigenre project that is the summative assessment for this unit.

➤ Materials

- ~Multigenre project assignment handout (APPENDIX F)
- ~Multigenre project rubric (APPENDIX G)
- ~Model projects from previous years, if available

ACTIVITIES

➤ Class Housekeeping (2—3 minutes)

➤ Activity 1: Literature Circle Meeting (30-40 minutes)

Circulate and provide help where needed.

➤ Activity 2: Introduction to Multigenre Projects (15-20 minutes)

Distribute project assignment and rubric handouts. Explain that instead of a test or a paper at the end of the unit, each student will have the opportunity to complete a unique project. Briefly discuss each of the options with the students. If models from previous years are available, pass them around the room or display them. Answer questions about the projects.

➤ Homework

Begin working on multigenre projects and prepare to go to the media center tomorrow to conduct research for the projects.

Day 9

**Today's class should meet in the media center.*

PREPARATIONS

➤ Objectives

My objective for today is for students to conduct research that will aid their multigenre project.

➤ Materials

~Ask the media specialist to prepare a brief presentation that will point students to some good resources (both print and electronic).

ACTIVITIES

➤ Class Housekeeping (2-3 minutes)

➤ Activity #1: Media Specialist's Presentation (10 minutes)

➤ Activity #2: Independent Research (40 minutes)

Circulate to aid students who need help or guidance.

Day 10

PREPARATIONS

➤ **Objectives**

My objective for today's class is to introduce the class to Primo Levi and Elie Weisel, well-known Holocaust survivors.

➤ **Materials**

~Excerpts from Primo Levi's memoir, *Survival in Auschwitz*, and Elie Weisel's memoir *Night*².

ACTIVITIES

➤ **Class Housekeeping (2-3 minutes)**

➤ **Activity #1: Primo Levi's "Survival in Auschwitz" excerpts (20 minutes)**

Briefly introduce students to Primo Levi. Students should read the selection from *Survival in Auschwitz* and discuss the selections as a class.

➤ **Activity #2: Weisel's *Night* excerpts (30 minutes)**

Briefly introduce students to Elie Weisel, an Auschwitz survivor. Students should read excerpts from *Night* and discuss how the vivid and detailed descriptions make them feel. Have a whole-class discussion about the excerpts and ask students to compare today's reading with *The Diary of Anne Frank*, *Maus*, and *Survival in Auschwitz*.

➤ **Ticket Out the Door**

Ask students to briefly tell you how they are progressing on their multigenre project and if/how you can help.

² In Gwinnett County, excerpts from *Night* and *Survival in Auschwitz* are included in the 10th grade Prentice Hall World Literature textbook. For the purposes of this unit, I will be using this textbook.

➤ **Homework**

Students should prepare for tomorrow's literature circle meeting.

Day 11

PREPARATIONS

➤ Objectives

My first objective today is for students to continue working successfully in their literature groups. My second objective is to continue developing student's understanding of the Holocaust by watching footage of Oprah Winfrey's interview with Elie Weisel.

➤ Materials

~A DVD copy of Oprah Winfrey's interview with Weisel (can be ordered at http://www.oprah.com/tows/pastshows/200605/tows_past_20060524.jhtml)

ACTIVITIES

➤ Class Housekeeping (2-3 minutes)

➤ Activity #1: Literature Circles Meeting (30 minutes)

Circulate while students are working to ensure student success.

➤ Activity #2: Oprah's Interview with Elie Weisel (20 minutes)

Ask students to recall information about Elie Weisel and what they learned yesterday about his experiences (and Primo Levi's experiences) in concentration camps. For the remainder of the class, show selected excerpts from Oprah's interview with Weisel. Some of the most gripping aspects of the interview are when Weisel gives Oprah a tour of Auschwitz. Students should take notes and be prepared to write a dialogue journal in class tomorrow.

➤ Homework

Write a dialogue journal entry about the works of Levi and Weisel and the Oprah interview. Be prepared to share with a partner tomorrow. Work on multigenre project.

Day 12

PREPARATIONS

➤ Objectives

My first objective for today's lesson is for students to utilize their dialogue journal exchange as a form of serious reflection. My second objective is to introduce students to some of the most influential poets and poetry of the Holocaust.

➤ Materials

~Copies of Holocaust poems (poets could include Nelly Sachs, Primo Levi, Paul Celan, and Abraham Sutzkever)

~Mini-poetry project assignment and rubric (APPENDIX H)

ACTIVITIES

➤ Activity # 1: Dialogue Journals (20 minutes)

Today students will exchange the dialogue journal that they wrote for homework with a peer. Encourage students to be as thoughtful and reflective as possible when they respond to what their peer has written.

➤ Activity #2: Introduction to Holocaust Poetry (30 minutes)

As a whole class, briefly discuss the biographies of the various poets. Read and discuss one poem as a class. Tell students that tomorrow, after their literature circle meeting, each literature circle group will prepare two poems to share with the class (distribute mini-poetry assignment and rubric). They will present their poems on Day 13.

➤ Homework

Prepare for literature circles meeting tomorrow.

Day 13

PREPARATIONS

➤ Objectives

My first objective for today's lesson is for students to continue working in their literature circles in a way that encourages self-directed thought and inquiry. My second objective is for student groups to successfully help each other discover Holocaust poetry.

➤ Materials

~Copies of various Holocaust poems for each group.

MATERIALS

➤ Class Housekeeping (2-3 minutes)

➤ Activity #1: Literature Circles Meeting (30 minutes)

Circulate to aid groups that need teacher assistance. The students should be gradually "weaning" themselves off of teacher aid at this time, and the groups should be working towards self-sufficiency.

➤ Activity #2: Group Preparation of Holocaust Poems (20 minutes)

Circulate and aid groups that need teacher assistance. Remind students to consult their rubrics and assignment sheets. Students will have 5-10 minutes tomorrow to tie up loose ends before their brief presentation. Ensure students that this mini-project is not meant to be perfect, but a chance for the whole class to learn together.

➤ Homework

Work on multigenre projects.

Day 14

PREPARATIONS

➤ Objectives

My objective for this lesson is for student-centered learning to dominate as students work towards an understanding of Holocaust literature.

➤ Materials

~Transparencies or handouts of each poem that the various groups will be discussing

ACTIVITIES

➤ Class Housekeeping (2-3 minutes)

➤ Activity #1: Group Presentation of Holocaust Poems (50 minutes)

Each group will present their 2 poems to the class, as outlined on the assignment sheet. After the group presents, the whole class should discuss the poems briefly.

➤ Homework

Prepare for literature group meeting tomorrow.³

³ From this point on, the literature group meetings will last for an entire class period, so the reading assignments should reflect the longer meeting times. (In other words, reading assignments should be roughly twice the length of the previous reading assignments).

DAY 15

PREPARATIONS

➤ **Objective**

My objective is for students to continue working towards successful self-sufficiency in their literature circles.

➤ **Materials**

~Copies of literature circle assessment rubric (APPENDIX B)

ACTIVITIES

➤ ***Class Housekeeping (2-3 minutes)***

➤ **Activity #1: Literature Circles Meeting (45 minutes)**

Circulate and aid groups that need assistance.

➤ **Activity #2: Literature Circle Assessment (5 minutes)**

Ask students to grade their preparation and participation and the progress their group is making.

➤ **Homework**

Tell students that tomorrow they will go to the media center to conduct research for their multigenre projects. They will also be able to use the computers in the media center for word processing, if needed.

Day 16

PREPARATIONS

➤ Objectives

My objective for today's class is for students to continue working on their multigenre projects and make use of technology and other media resources.

➤ Materials

~None

ACTIVITIES

➤ Class Housekeeping (2-3 minutes)

➤ Activity #1: Library Research (50 minutes)

Circulate and help students who need aid.

➤ Homework

Prepare for literature circle meeting tomorrow.

Day 17

PREPARATIONS

➤ Objectives

My objective for today's class is for students to continue working in their literature circles successfully.

➤ Materials

~None

ACTIVITIES

➤ Class Housekeeping (2-3 minutes)

➤ Activity #1: Literature Circle Meeting (50 minutes)

➤ Homework

Work on multigenre projects

Day 18

PREPARATIONS

➤ Objectives

My first objective for today's class is for students to learn about genocides that have happened in recent years or are happening now in countries such as Rwanda, Sudan, and Chechnya. My second objective is for them to synthesize what they know about the Holocaust with recent instances of genocide.

➤ Materials

~projector

~world maps

~Access to website <http://www.ushmm.org/conscience/alert/>

~PowerPoint presentation "Save Darfur" (Presentation and script are available at (http://www.savedarfur.org/pages/educate_others)

~Film "Hotel Rwanda"

ACTIVITIES

➤ Class Housekeeping (2-3 minutes)

➤ Activity #1: Introduction to Genocides Around the World (15 minutes)

This should be a brief lesson on genocides around the world that introduce students to the fact that the Holocaust was not an isolated event in the past. Many students will be very unfamiliar with the situations in the Sudan, Rwanda and Chechnya. Using the website <http://www.ushmm.org/conscience/alert/> go through the information with students. This website, maintained by the United States Holocaust Memorial Museum, includes photographs and information that will help students learn about the shocking events occurring worldwide. As you go through the various countries, ask students to find and highlight the countries on a world map.

➤ **Activity #2: Save Darfur Presentation (20 minutes)**

Using a projector, present the PowerPoint presentation found at http://www.savedarfur.org/pages/educate_others. At the end of the presentation, answer questions.

➤ **Activity #3: Hotel Rwanda (15-20 minutes)⁴**

Show one long clip of the film at a pivotal moment or two to three smaller scenes. Ask students to jot down a few of their initial reactions to the film. Ask for student feedback about how the film makes them feel. Are they surprised at what happened in Rwanda? What makes the film so powerful?

➤ **Activity #4: Small Group Discussion (15-20 minutes)**

After showing the film, ask students to organize into pairs or groups of three. Each group should write down 3-4 things that shocked or interested them about today's lesson. They should be prepared to share how they feel tomorrow.

⁴ Many school districts are incorporating this film (or at least parts of the film) into the curriculum. If showing this film is not an option, whole-class or small-group discussion can be substituted.

Day 19

PREPARATIONS

➤ Objectives

My first objective for today's lesson is to have a whole class discussion about the presentations from yesterday. My second objective is for students to write a reflective journal about the works they have read during the unit as a whole.

➤ Materials

~None

ACTIVITIES

➤ Class Housekeeping (2-3 minutes)

➤ Activity #1: Small Group Meeting (5-8 minutes)

The small groups from yesterday should reconvene to refresh their memories about the list they created. They should prepare to discuss their list with the class.

➤ Activity #2: Whole Class Discussion (30 minutes)

The whole class should come together. A representative from each group should share their group's list while the teacher or another class member keeps a list on the board. The class should pause to discuss and elaborate on listed items.

➤ Activity #3: Reflective Journal (10-20 minutes)

Explain to the class that the unit is drawing to a close. Ask the students to think back on all the literature they have read and the information that they have learned. Students should then write a one to two page journal reflecting on the unit—what made them happy/sad/angry/scared, what interested them the most/least, what they liked/didn't like, etc.

➤ **Homework**

Prepare for the last literature circle meeting tomorrow and continue to work on multigenre projects.

Day 20

PREPARATIONS

➤ Objectives

My first objective today is for students to have a successful final meeting of their literature circle. My second objective is for students to evaluate themselves and the effectiveness of their literature circle.

➤ Materials

~Literature Circle Rubric (APPENDIX B)

ACTIVITIES

➤ Class Houskeeping (2-3 minutes)

➤ Activity #1: Literature Circle Meeting (30 minutes)

Circulate and aid groups that need assistance.

➤ Activity #2: Literature Circle Evaluation (5 minutes)

Students should complete the final literature circle evaluation.

➤ Activity #3: Whole Class Discussion

Begin by asking the various literature circle groups to share something about their book choice—what they liked, didn't like, etc. Then, open up the discussion so that students can share how they felt about literature circles in general—was it fun, boring, difficult, easy, etc. Finally, ask for students to share anything from their reflective journals from yesterday.

➤ Homework

Prepare to begin multigenre project presentations tomorrow.

Day 21

PREPARATIONS

➤ Objectives

My objective is for students to successfully present their individual projects to their peers.

➤ Materials

~None

ACTIVITIES

➤ Class Housekeeping (2-3 minutes)

➤ Activity #1: Individual Presentations (50 minutes)

Day 22

PREPARATIONS

➤ Objectives

My first objective is for students to continue successfully present their individual projects to their peers. My second objective is to take some time to close the unit.

➤ Materials

~None

ACTIVITIES

➤ Class Housekeeping (2-3 minutes)

➤ Activity #1: Individual Presentations (40 minutes)

➤ Activity #2: End of Unit Discussion (10 minutes)⁵

This should be a time for the teacher and students to share any thoughts about the unit, to reflect on the individual presentations and to discuss what each individual will take away from the unit.

⁵ If the entire class period is needed to complete project presentations, the end of unit discussion should be moved to the next day.

APPENDIXES

APPENDIX A

Literature Circle Roles

During this unit, you will participate in one of four literature circles. You will choose one book to read, and you will meet with your group members two times a week. Each group member will fulfill each of the following roles at least once: The Talk Master (Discussion Director), The Word Sleuth (Vocabulary Expert), Inspector Hound (Investigator/Researcher), Mr./Ms. Bottom Line (Summarizer), and The Connector. You should prepare for each meeting by doing the assigned work, doing the preparation work that corresponds to your role, and bring all of your materials to class. During your meetings, you should listen to your group members, be respectful, and have fun!

Description of Roles:

Talk Master: It is your job to fuel the discussion. You should come up with a minimum 3-4 open-ended questions (can't be answered with "yes" or "no") based on the reading. Try to think of questions that will get your teammates to really think and discuss!

The Word Sleuth: It is your job to look up new words from the reading. When you see a word you don't know, look it up and write it down to share with the group. You should look up a minimum of 6 words!

Inspector Hound: In the reading, you should look up ideas, names of people, places, events, etc that are unfamiliar to you. You can use the encyclopedia or reputable internet sites. Be prepared to share at least 1 think that you have investigated or researched!

Mr./Ms. Bottom Line: It is your job to write a 3-5 sentence summary of the reading selection. Summarizing is a great study tool! Be sure you include the most important events, people and ideas of the section in your summary.

The Connector: It is your job to find at least two links between the story and your own life. Was a particular scene similar to a movie you saw? What about other books, songs, music videos, video games? Did a similar event happen to you in your own life?

APPENDIX B

Literature Circles will be graded as follows:

Preperation	Student	Teacher
I am prepared for meetings—I have read the material and my completed preperation work is in my notebook.	5 (Always) 3 (Sometimes) 1 (Never)	5 3 1
I participate by asking open-ended questions.	5 3 1	5 3 1
I am a good listener and don't interrupt.	5 3 1	5 3 1
I encourage and respect other's opinions.	5 3 1	5 3 1

(Adapted from "All America Reads: During Reading Strategy: Literature Circles,"
www.allamericareads.org/lessonplan/strategies/during/litcirc13.htm)

APPENDIX C

Holocaust WebQuest

1. Go to the Holocaust Memorial Museum Website (<http://www.ushmm.org>). Click on “Holocaust Encyclopedia.”

A. Click on “Introduction to the Holocaust”

1. When speaking about the Holocaust, what time period are we talking about? (beginning and ending date)
2. What does the word “holocaust” mean?

B. Go back to Main Menu (MM)

C. Click on “Pogroms”

1. Click on the word “Kristallnacht.” What was this, when and why did it occur?

D. Go back to MM

E. Click on “Anti-Semitism”

1. What does this term mean and when was it first used?
2. How were the Jews perceived in 19th century Germany?
3. What are pogroms?

F. Click on “anti-Jewish propaganda.”

1. Name two forms of propaganda Hitler used. How were they effective?

G. Go back to MM

H. Click on “Final Solution”

1. What does the term “final solution” mean and what is its origin?
2. How many Jews lost their lives? What fraction was this of the Jews living in Europe in 1939?

I. Go back to MM

J. Click on “WWII”

1. How did Germany start WWII
2. Who were the three Allied leaders?
3. Who were the four Axis powers?

K. Go back to MM

L. Click on “Ghettos”

1. What were the ghettos?
2. Why were they established?
3. How many were established

M. Go back to MM

N. Click on “Resistance”

1. Explain three types of resistances.

O. Go back to MM

P. Using the following websites, find explanations for the words below:

<http://remember.org/educate/vocabulary.html>

Genocide

Aryan Race

Nuremberg Laws

Extermination Camps

Concentration Camp

Auschwitz

Jewish Badge

APPENDIX D

During this unit, you will keep a journal in which you respond to literature and classroom discussions. You will write in this journal one to two days a week, and then you will respond to a classmate's journal one to two days a week. These journals (and your commentaries) should be reflective and demonstrate that you are grappling with the texts and other class materials.

My response to the literature...	Sue's response to me...
I really liked reading <i>The Diary of Anne Frank and Maus</i>. I knew the Anne Frank story already, but I had never seen a graphic novel before, so reading <i>Maus</i> was really cool. I like the way the author used mice. I still liked the Anne Frank story, though, and it makes me really sad to think of what she went through...	<i>Me too!</i> <i>I think I understood it a lot more this time...the last time I read it, I was in sixth grade. I think that is too young to really understand the diary.</i> <i>By the way, I have lots of graphic novels, I can bring you some!</i> <i>I also thought that using the animals made it cool. Plus, I think that it made it less depressing, but it still got the point across and made me realize how horrible the Holocaust was.</i>

APPENDIX E

Dialogue journals will be graded as follows:

	5	3	1
My content	Student has tried to ask open-ended questions, make connections and go beyond the surface.	Student tried to do at least 1 of the following: ask open-ended questions, make connections and go beyond the surface, but student wasn't able to do all three.	Student didn't really try to ask any questions, make connections or go beyond the surface.
My response to my partner's content	Student has tried to respond to specific things in my partner's journal. Student also went beyond vague, general comments and tried to connect with my partner through my response.	Student tried to do at least 1 of the following: respond to specific things in my partner's journal, go beyond vague, general comments and connect with my partner through my response.	Student didn't really try to respond to specific things, go beyond vague, general comments or connect with my partner through my response.

APPENDIX F

Holocaust Project

Choose one project from the list below. (The project for this unit may not be completed with a partner.) Pay careful attention to the due date for the project.

****The project is due on _____.**

Projects will be graded on correctness, eye appeal and neatness, completeness, creativity, difficulty of the project selected, and the amount of research done to complete the project. If you choose a project that requires written work, the written work must be TYPED. If you use outside material, you need a works cited

When presenting the project to the class, use one note card. Maintain eye contact with the audience. Do not read to the audience.

Follow all of the teacher's special directions.

CHOICE 1: Create a personal diary that could have been written by a character from the book you read in your literature circle or by one of the historical persons we have studied (Primo Levi, Art Spiegelman, Elie Wiesel). Use details from the texts to base your entries on. You should have 10 entries at minimum, and a total of at least 4 pages.

CHOICE 2: Design and sew a minimum of three costumes for characters in the book you read for the literature circles. Dress dolls in the costumes and label each costume according to character, chapter, and scene. Have the dolls attached to a base or a platform so that they can stand and be displayed. Base the costume designs on research of what people might have actually worn during the time period the book is set in. Attach a one-page paper to the project that includes an explanation of each costume. Follow the teacher's directions to include either a Works Cited or copies of the sources used.

CHOICE 3: Design five scenes from the book you read for your literature circle. Display the scenes on a poster, on several posters, or in shadow boxes (dioramas). Clearly label each scene according to scene and act. Arrange the scenes in chronological order. Include an explanation of each scene. Each explanation must be a minimum of one-half page in length. Base the information about setting and costume on research. Follow the teacher's directions to include either a Works Cited or copies of the sources used.

CHOICE 4: Select and depict twelve to sixteen scenes from the play for a multiple panel quilt. Make each panel out of paper. For each panel of the quilt, create an illustration and write a caption which includes the act, scene, and a quote. Create a border for each panel and tie or string the panels together to form a large wall hanging. Acts and scenes must be in order.

CHOICE 5: Individual performance. Memorize and perform two to three monologues/soliloquies. You should recite your selection for the class. Type a one to two-page paper explaining why these lines are important and explicate the lines (tell what the lines mean).

CHOICE 6: Design a comic book or an illustrated children's book that tells the story you read for the literature circle or based on one of the nonfiction texts you read. You may use the original text or you may write and illustrate your own version of the story. Type a one to two-page paper which explains why you chose to represent things the way you did. Minimum number of pages for book—10.

CHOICE 7: Develop a board game based on the story you read in your literature circle. Include all game pieces and directions. The game should be enjoyable and educational. You will be expected to demonstrate the game and show classmates how it works.

CHOICE 8: Write a song/rap with music (or a beat) about the book you read for the literature circle or based on the nonfiction texts we read. Display the words of the song on a poster or scroll. Sing the song to the class or bring in recorded version.

CHOICE 9: Write a sequel or "Afterward" to the book you read for your literature circle. You may write as a story or in dialogue format. Also include a half page write-up of why you made the choices that you did.

CHOICE 10: Create a website that goes in depth on a topic we have touched on this summer. You could create a website about Darfur, Elie Wiesel, the author of your literature circle book, or any other topic that relates to this unit. You should have at least 4 links on your site.

CHOICE 11: Develop a project idea of your own. Think computer, website, video, sound recording, etc. Clear the project with me, and then complete the project.

**ALL PROJECTS MUST BE DONE NEATLY AND MUST SHOW EVIDENCE OF WORK!
I AM MUCH MORE INTERESTED IN EFFORT THAN PERFECTION—BE CREATIVE
AND HAVE FUN!!!!!!**

Inform teacher of your topic_____

Update teacher on your progress_____

APPENDIX H

Projects will be graded as follows:

“A” projects:

- ~Will be turned in on time
- ~Will complete all required elements
- ~Will demonstrate effort
- ~Will be creative

“B” projects will fulfill 3 of the following 4 requirements:

- ~Will be turned in on time
- ~Will complete all required elements
- ~Will demonstrate effort
- ~Will be creative

“C” projects will fulfill 2 of the following 4 requirements:

- ~Will be turned in on time
- ~Will complete all required elements
- ~Will demonstrate effort
- ~Will be creative

“D” projects will fulfill 1 of the following 4 requirements:

- ~Will be turned in on time
- ~Will complete all required elements
- ~Will demonstrate effort
- ~Will be creative

“F” projects will fulfill 0 of the following 4 requirements:

- ~Will be turned in on time
- ~Will complete all required elements
- ~Will demonstrate effort
- ~Will be creative

APPENDIX I

Mini-Poetry Project Assignment

You and your teammates have been given two poems to teach to the class. Each group member must participate. Be sure that you do the following:

1. Read the poem out loud to the class
2. Define any words that are new or uncommon
3. Explain any footnotes or endnotes included with the poem
4. Provide at least one explication of the poem
5. Describe how this poem relates to other materials we have read so far

Rubric

1. Did my group.....
 - a. read the poem out loud to the class? (10 points)
 - b. define any words that are new or uncommon (10 points)
 - c. explain any footnotes or endnotes included with the poem (if applicable, 10 points)
 - d. provide at least one explication of the poem (10 points)
 - e. describe how this poem relates to other materials we have read so far (10 points)

Total Points: _____ / _____

