

# Holocaust Unit

Content Area: **English**  
Course(s):  
Time Period: **December**  
Length: **10 to 12 weeks**  
Status: **Published**

## Unit Description

---

The Holocaust was a historical event that affected so many people in many different ways, and continues to do so even today. In studying this unimaginably devastating event through quality literature, and other media, students will develop an understanding of the pervasive political unrest leading up to the Holocaust, what occurred during that time in history, and how, despite the trauma, the undominable human spirit allowed people to cope and rise above it. Students will think, discuss, and write about what they learn, and develop an understanding of why it is necessary that they become the keepers of the past, so that it will not be allowed to happen again in their lifetime.

## Enduring Understandings

---

**The Holocaust was an event that changed the world and must never be forgotten. In studying the past, people can become guardians of the future, so events such as the Holocaust can never happen again.**

- **Objectives:**
  - Read informational text regarding the events leading up to the Holocaust
  - Cite the textual evidence that supports an analysis of what the texts says explicitly as well as inferences drawn from the text
  - Cite specific textual evidence to support analysis of primary and secondary sources
  - Choose a significant event
  - Conduct research specific to topic
  - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies
  - Identify aspects of a text that reveal an author's point of view or purpose
  - Integrate visual information with other information in print and digital texts
  - Distinguish among fact, opinion, and reasoned judgment in a text
  - Analyze how a text makes connections among and distinctions between events
  - Analyze the structure of a specific paragraph in a text, including the role of sentences in developing and refining a key concept
  - Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints
  - Delineate and evaluate the argument and claims in a text

- Create a PowerPoint or Prezi visual presentation analyzing the event leading up to the Holocaust with proper citations
- Introduce events to peers through their presentation
- Present PowerPoint or Prezi slide show in front of an audience
- Reflect upon others' presentations by referring to the Anticipation Guide
- Discuss connections of events while reading a play
- Understand play terminology
- Apply a variety of reading strategies appropriate for reading drama
- Analyze and respond to literary elements: staging
- Develop listening and speaking skills
- Analyze the impact of specific word choices on meaning and tone
- Develop vocabulary skills: prefixes *in-* and *un-* Develop spelling strategies: i before e
- Demonstrate knowledge of spelling and vocabulary skills
- Conduct short research projects to answer a question, drawing on several sources
- Write arguments to support claims with clear reasons and relevant evidence
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- Write informative/explanatory texts, including the narration of historical events
- Introduce a topic clearly, previewing what is to follow: organize ideas, concepts, and information into broader categories
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, and quotations
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
- Use precise language and domain-specific vocabulary to inform about or explain the topic □ Establish and maintain a formal style
- Provide a concluding statement that flows from and supports the information or explanation presented
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- With some guidance and support from peers and teacher, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed
- Use technology to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
- Draw evidence from literary and informational texts to support analysis, reflection, and research
- Demonstrate command of the conventions of standard English grammar and usage when writing
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Use knowledge of language and its conventions when writing, speaking, reading, or listening
- Determine the meaning of unknown and multiple-meaning words or phrases based on grade

## 8 reading and content

- Use context as a clue to the meaning of a word or phrase
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word
- Consult reference materials to find the pronunciation of a word or determine its precise meaning
- Verify the preliminary determination of the meaning of a word or phrase
- Demonstrate understanding of figurative language and word relationships in word meanings
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression
- Self-assess and peer-assess a writing prompt using the PARCC Rubric
- Write routinely over extended time frames and shorter time frames for a range of disciplinespecific tasks, purposes, and audiences
- Analyze and respond to literary elements: evaluate the effect of historical context
- Prepare for PARCC
- Analyze how particular lines of dialogue in a drama propel the action, reveal aspects of a character, or provoke a decision
- Analyze how differences in the points of view of the characters and the audience/reader create suspense or humor
- Engage effectively in a range of collaborative discussions building on others' ideas and expressing their own clearly
- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion
- Demonstrate knowledge of a drama
- Demonstrate knowledge of grammar skills: subject/verb agreement and verb agreement with indefinite pronouns
- View a documentary to gain better understanding
- Analyze and respond to literary elements (plot and subplot) critical thinking questions
- Develop word analysis skills, fluency, and systematic vocabulary
- Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot
- Provide an objective summary of the text
- Analyze the extent to which a filmed production of a drama stays faithful to or departs from the script, evaluating the choices made by the director or actors
- Compare and contrast the structure of two or more texts (informational and literary) and analyze how the differing structure of each text contributes to its meaning and style
- Analyze a drama based on the Holocaust
- Understand the connection between literary and film depictions of the Holocaust
- Understand the components of a screenplay
- Read and comprehend literature at the high end of grades 6-8 text complexity band

independently and proficiently

## **Essential Questions**

---

What can we learn from the Holocaust that will help us shape a future that does not repeat the horrific events of that time?

Where do people get the inner strength to survive such events?

How does good literature about this event in the past help us understand the Holocaust, and how does that literature help us to form our opinions, beliefs and convictions?

How do good writing skills and practices allow us to express our thoughts and share them with others on a deeper level than just through discussion?

## **Instructional Strategies and Learning Activities**

---

Holocaust Unit

- Complete Anticipation Guide in Google Classroom.
- “Holocaust Events Overview” packet
- choose an event from the timeline and conduct research
- PowerPoint or Prezi presentation
- Holocaust Introductory Notes”
- World War II powerpoint presentation and discuss.
- Staging in a play review, intro to Anne Frank

### **Vocabulary and spelling every day**

- Intro to characters
- literary elements
- historical context
- Continue reading
- Write an explanatory essay

Act1 followed by Act 2

- discussion
- analysis
- Writing prompts

□

\*reading comprehension prompt:

\*plot and subplot prompt-

- World Events Connection for Act II:
- Research the Normandy Invasion
- Write explanatory essay
- *Life is Beautiful*, compare and contrast
  
- **Assessments:** Teacher observation; PowerPoint/Prezi presentation

## **Integration of Career Readiness, Life Literacies and Key Skills**

---

TECH.9.4.8.CI	Creativity and Innovation
TECH.9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
TECH.9.4.8.CT	Critical Thinking and Problem-solving
TECH.9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
TECH.9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
TECH.9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
TECH.9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
TECH.9.4.8.GCA	Global and Cultural Awareness
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
TECH.9.4.8.IML	Information and Media Literacy
TECH.9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
TECH.9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
TECH.9.4.8.IML.5	Analyze and interpret local or public data sets to summarize and effectively communicate the data.
TECH.9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.

TECH.9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
TECH.9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
TECH.9.4.8.IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).
TECH.9.4.8.IML.11	Predict the personal and community impact of online and social media activities.
TECH.9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
TECH.9.4.8.IML.14	Analyze the role of media in delivering cultural, political, and other societal messages. There are ethical and unethical uses of information and media. An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful. The mode of information can convey a message to consumers or an audience. Multiple solutions often exist to solve a problem. Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation. Sources of information are evaluated for accuracy and relevance when considering the use of information. Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

## **Technology and Design Integration**

---

There are currently no standards for Computer Science and Design in this unit.

## **Interdisciplinary Connections**

---

SOC.6.3	Active Citizenship in the 21st Century
SOC.6.3.8.CivicsPD.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
SOC.6.3.8.CivicsDP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
SOC.6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
SOC.6.3.8.CivicsPI.2	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
SOC.6.3.8.CivicsDP.3	Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
SOC.6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
SOC.6.3.8.CivicsPD.3	Construct a claim as to why it is important for democracy that individuals are informed by

facts, aware of diverse viewpoints, and willing to take action on public issues.

Political and civil institutions impact all aspects of people's lives.

The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.

Civics, Government, and Human Rights: Civic and Political Institutions

Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.

Governments have different structures which impact development (expansion) and civic participation.

Civic participation and deliberation are the responsibility of every member of society.

## Differentiation

---

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components:**
  - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
  - Process – how the student will acquire the content information.
  - Product – how the student will demonstrate understanding of the content.
  - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

### Differentiation occurring in this unit:

Student choice in writing topics

Flexible grouping for instruction

Differentiated resources to match reader readiness

Variety of reading levels for additional research

multiple assessment techniques

Differentiated levels of support for individuals based on ability throughout reading and writing process

## Modifications and Accommodations

---

Refer to QSAC EXCEL SMALL SPED ACCOMMODATIONS spreadsheet in this discipline.

**Modifications and Accommodations used in this unit:**

In class support and modifications based on individual IEP's

---

## **Benchmark Assessments**

**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

**Schoolwide Benchmark assessments:**

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

**Additional Benchmarks used in this unit:**

Writing samples

Linkit testing 3 times a year.

---

## **Formative Assessment**

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

**Formative Assessments used in this unit:**

**Assessments:** Teacher observation; PowerPoint/Prezi presentation;

Homework; discussion; critical thinking questions: responses to: reading comprehension, literary analysis, plot/subplot, and thematic connections questions; explanatory writing prompts; responses to literary analysis grammar work; open-ended responses; explanatory essays, spelling and vocabulary quizzes for Acts I and II, Act I and II tests; film vs. play analysis comparison/contrast written evaluation and explanatory essay



## Summative Assessment

---

**Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

**Summative assessments for this unit:**

Final graded essays and projects.

## Instructional Materials

---

**Materials:** *Prentice Hall Literature: Timeless Voices, Timeless Themes*; “The Diary of Anne Frank” play; “Life is Beautiful”; Surface Pro; Holocaust Introductory Notes from read\*write\*think, Stages of the Holocaust/The Diary of Anne Frank Holocaust/WWII Information, Anticipation Guide/websites

## Standards

---

LA.RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.L.8.3.A	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
LA.W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LA.L.8.1.B	Form and use verbs in the active and passive voice.
LA.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

LA.L.8.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
LA.W.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.L.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
LA.L.8.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
LA.RI.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
LA.W.8.1.D	Establish and maintain a formal style.
LA.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LA.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.L.8.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.8.2.A	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
LA.W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.L.8.2.B	Use an ellipsis to indicate an omission.
LA.L.8.2.C	Spell correctly.
	Knowledge of Language
LA.L.8.5.A	Interpret figures of speech (e.g., verbal irony, puns) in context.
LA.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.8.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
LA.L.8.5.B	Use the relationship between particular words to better understand each of the words.
LA.L.8.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
LA.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

LA.L.8.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.W.8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.RI.8.10	By the end of the year read and comprehend literary nonfiction at grade level text complexity or above, with scaffolding as needed.
LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.8.2.E	Establish and maintain a formal style/academic style, approach, and form.
LA.W.8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LA.SL.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.W.8.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
LA.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LA.SL.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.W.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
LA.SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
LA.W.8.3.C	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
LA.SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LA.W.8.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
LA.W.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LA.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

- LA.W.8.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- LA.W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- LA.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.