Content Literacy Project

Amber Korn

Missouri Southern State University

**ALTERNATE TEXT SET**

NONWHITE

Levitin, S. (1987). *Journey to America.* New York, NY: Aladdin.

This story is about a Jewish family fleeing Nazi Germany in 1938 and how they endure innumerable separations before they are united again.

Greenfield, H. (2002). *After the Holocaust*. New York, NY: Scholastic.

In this book Howard Greenfield has gathered stories from survivors of the Holocaust.

Greenfield, H. (1997). *The hidden children*. London, UK: Sandpiper.

In this book by Howard Greenfield he has gathered 25 people who share their experiences as hidden children of the Holocaust.

WOMAN

Mates, C. (1999). *Greater than angels.* New York, NY: Simon Pulse.

This book was written about a girl, Anna, who wasdeported from Germany to Vichy France during WWII, to Le Chambon, a refuge for Jews.

Ford, C. B. (2010). *After the girls club: How teenaged Holocaust survivors built new lives in America*. New York, NY: Lexington Books.

This book is about the lives of orphaned teenage girls and the struggles they faced while trying to make new lives for themselves in America after the Holocaust.

NEWSPAPER ARTICLES

Fisherman, S. (2012, February 12). A powerful story of survival: Survivor of Holocaust camp uprising visits Chabad of Weston. *Sun Sentinel*, p. 1.

This article is about Philip Bialowitz, one of eight remaining survivors of the Sobibor Nazi extermination camp in Poland, and his visit to Chabad of Weston.

Armentrout, M. (2012, April 18). Spotlight: Holocaust survivor shares his story. *Dessert News*,

<http://www.deseretnews.com/article/765569582/SPOTLIGHT-Holocaust-survivor-> shares-his-story.html

In this newspaper article Eric Blaustein, tells the story that has haunted him for nearly 75 years.

MAGAZINES

Tarshis, L. (2011, April 18). Fighting Hitler: A Holocaust story. *Scholastic Scope, 59*(14), 4.

This article is the story Ben Kamm and his experience growing up in Warsaw, Poland.

Cabra, E. (2007, April 16). Frank words. *Scholastic News, 75*(21), 6.

This articles talks about a family’s effort to escape the Holocaust.

NONFICTION

Allan, Z. & Mara Bovsun. (2005). *Heroes of the Holocaust: True stories of rescues by teens*. New York, NY: Scholastic.

This book contains a collection of true stories of rescues performed by teenagers during the Holocaust.

Auerbacher, I. (1986). *I am a star.* New York, NY: Scholastic.

This book is the story of Inge Auerbacher and her family’s experience living in a concentration camp in Czechoslovakia.

Bitton-Jackson, L. (1999). *I have lived a thousand years: Growing up in the Holocaust.* New York, NY: Simon Pulse.

This Holocaust memoir describes what happened to a Jewish girl who is 13 when the Nazis invaded Hungary in 1944.

Brandman, B. (2010). *The girl who survived.* New York, NY: Scholastic.

This book is about how Bronia Brandman and her sisters experience surviving the Holocaust at the Auschwitz concentration camp.

Frank, A. (1993). *Anne Frank: The diary of a young girl.* New York, NY: Bantam.

This book was written by Anne Frank, a thirteen-year-old girl, whom was hiding with her family from the Nazis in the "Secret Annex" of an old office building in Amsterdam.

NOVELS

Lowry, L. (2011). *Number the stars*. London, UK: Sandpiper.

This novel tells the story through the eyes of ten-year-old Annemarie, as the Danish Resistance smuggles almost the entire Jewish population of Denmark across the sea to Sweden.

[Show Less](http://www.amazon.com/Behind-Bedroom-Wall-Laura-Williams/dp/157131606X/ref=cm_lmf_tit_4)

Toll, N.S. (2003). *Behind the secret window: A memoir of a hidden childhood during World War II.* London, UK: Puffin.

This book is about a boy that was scared, lonely, and running from the Nazis, and hides in a bedroom of a Gentile couple in Poland.

Warren, A. (2002). *Surviving Hitler: A boy in the Nazi death camps.* New York, NY: Harper Collins.

This book is about a fifteen-year-old boy Jack Mandelbaum who is torn from his family and thrown into the nightmarish world of the concentration camps.

Williams, L. E. (1996). *Behind the bedroom wall.* Minneapolis, MN: Milkweed Editions.

This book takes place in 1939, where Korinna is a member of a Nazi youth group and believes Hitler's speeches that he is helping the world, but when Korinna discovers that her family is hiding a Jewish family behind her bedroom wall, she has to decide to whom she is truly loyal. [Show More](http://www.amazon.com/Behind-Bedroom-Wall-Laura-Williams/dp/157131606X/ref=cm_lmf_tit_4)

POETRY

Duggan, F. (2007). *The victim.* Retrieved from: http://www.poemhunter.com/poem/

the-victim-4/.

This poem tells about the reaction of a Jewish man after hearing someone mention the word Holocaust.

PHOTOGRAPHY

*A teacher’s guide to the Holocaust*. (2009). Retrieved from: <http://fcit.usf.edu/holocaust/>

resource/gallery/gallery.htm.

This website has ten separate galleries that have multiple photographs available for the teacher to use in the classroom. Click on thumbnail in order to make pictures larger.

*The Holocaust photos*. (2012). Retrieved from: http://www.history.com/topics/the-holocaust

This website also has several current and past photographs and video available about the Holocaust.

CHILDRENS PICTURE BOOK

Bunting, E. (2004). *One Candle.* New York, NY: Harper Collins.

This children’s books tells of a families deeper meaning of the traditional Hanukkah celebration even throughout the Holocaust.

Heese, K. (2004). *The cats in Krasinski Square*. New York, NY: Scholastic.

This children’s book is an account of a Jewish girl's involvement in the Resistance.

Wiviott, M. (2010). *Benno and the night of broken glass.* London, UK: Kar-Ben Publishing

This is a story told through the eyes of an orange and white cat, Benno that is a witness to a night when the “brown-shirted men break down doors.” It is a straightforward text that describes the events as if the cat was a reporter.

WEBSITES

Jewish virtual library. (n.d.). Retrieved from: http://www.jewishvirtuallibrary.org/jsource

/holo.html.

This website was created by the American-Israel Cooperative Enterprise (AICE). By following this link you are taken to the part of the website that contains historical information, photographs, and other reference sources that follow the Holocaust from beginning to end.

United States Holocaust Memorial Museum (n.d.). Retrived from: http://www.ushmm.org

/outreach/en/.

This website is an educational site that is organized by theme, this site uses text, historical photographs, maps, images of artifacts, and audio clips to provide an overview of the Holocaust. The website also has great resources for teachers to use in the classroom. The link I have provided goes straight to the student side of the website.

**Word Sort**

*The Girl Who Survived*

Brandman, B. (2010). *The girl who survived.* New York, NY: Scholastic.

SS 6F07

Analyze how cultural traditions, human actions and institutions affect people’s behavior

CA:R1G07

During reading, utilize strategies to: a. determine meaning of unknown words, b. self-monitor comprehension, c. question the text, d. infer, e. visualize, f. paraphrase, g. summarize.

Directions: Each group will review the categories and the list of vocabulary terms/concepts provided. You will have 10 minutes to work in your small groups to assign the words to the correct category. After the allotted time we will have a class discussions where each group will present the word list from one of the categories. As a team you will be asked to defend your selections by sharing common features of the categories and how each specific term/concept meets the criteria. Good luck!

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Group or people** | **Action** | **Event** |
| January 30, 1933 | Nazi’s | Propaganda | Nuremberg Laws |
| November 9, 1938 | Chancellor | Enslave | Kristallnacht |
| September 1, 1939 | Adolf Hitler | Anti-Semitism | Night of Broken Glass |
|  | Dictator | Genocide | Concentration Camps |
|  | Jews | Liberating |  |
|  | Germans |  |  |
|  | Communists |  |  |
|  | Scapegoat |  |  |

**Summary:**

The word sort could be given before students read the story about Bronia and her family who survived Auschwitz, as a means of checking for prior knowledge of the Holocaust. It can also be a way to introduce the students to foreign terms they may not have heard before, or even to bring attention to important concepts. Lastly it can be used once again after reading the story by having the students look at their charts and make any necessary changes.

**Vocabulary Self-Awareness Chart**

*I am a Star*

Auerbacher, I. (1986). *I am a star.* New York, NY: Scholastic.

SS 6G07

Identify how laws and events affect members of groups and relationships among groups

CA:R1E07

Develop vocabulary through text, using: a. roots and affixes, b. context clues, c. glossary, dictionary and thesaurus

*Student Directions:*

1. *Examine the list of words that are written in the first column.*
2. *Put a “+” next to each word you know well, and give an accurate example and definition of the word. Your definition and example must relate to the unit of study.*
3. *Place a “√” next to any words in which you can only write either a definition or an example, but not both.*
4. *Put a “-“next to the words that are new to you.*

*This chart will be used throughout the unit. By the end of the unit you should have the entire chart completed. When filling out the chart before reading I am a Star, please write in blue or black ink. When you have finished reading and are completing your chart please use green ink.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Word** | **+** | **√** | **-** | **Example** | **Definition** |
| Imprisoned | + |  |  | The Jews were imprisoned by Hitler and the Nazi’s. | To place in jail or prison wrongfully without clear intent or purpose |
| depression |  | √ |  | To be sad. |  |
| Holocaust |  |  | - |  |  |
| Textile |  |  |  |  |  |
| Synagogue |  |  |  |  |  |
| Citizenship |  |  |  |  |  |
| Racist |  |  |  |  |  |
| Anti-Semitism |  |  |  |  |  |
| Concentration Camp |  |  |  |  |  |

**Summary:**

When starting this assignment before reading I will model the first three words. After modeling, the student will fill out the reminder of the chart as they are able. During and after reading the students will revise their responses as necessary. By following this procedure students will be able to self-monitor their knowledge of terms and concepts related to their reading. As the teacher I will further monitor their responses throughout the study.

**Question Answer Relationship (QAR)**

*Heroes of the Holocaust: True stories of rescues by teens*.

Allan, Z. and Mara Bovsun. (2005). *Heroes of the Holocaust: True stories of rescues by teens*. New York, NY: Scholastic.

SS6H07

Assess how personal and group experiences influence people’s perceptions and judgments of events.

CA:R3Ca07

Use details from text to demonstrate comprehension skills previously introduced.

**Directions:** After reading pages 1-37 of *Heroes of the Holocaust: True stories of rescues by teens*, answer the questions in each of the boxes below.

|  |  |  |
| --- | --- | --- |
| **IN THE TEXT** | **Question** | **Answer** |
| ***Right There*** | Where did the word “Holocaust” originate from and what did it mean? | Page 4. The word “Holocaust” originated from ancient Greece and meant “sacrifice by fire.” |
|  | Where did Maria and her family hide Srulik and Moses? How was it hidden? | Page 18. The hideout was a box under the floor of the barn in the pen where the cows stayed.  On top of the box the men spread a thick layer of manure and straw. |
| ***Think and Search*** | How did thousands of Jews survive the Holocaust? | Many Jews survived the Holocaust by receiving help and aid from all types of people. Some people helped the Jews escape the country; others hid them in the homes, offices, etc for several years. Some people even helped by providing fake identity cards, birth certificates, visas, and work permits. Some even sabotaged the German army. |
|  | What books did Maria borrow from Mrs. Olejarczyk for Moses to read while he was in hiding? | The Hunchback of Notre Dame, and The History of the French Revolution, |
| **IN YOUR HEAD** |  |  |
| ***Author and You*** | Why did Hitler single out the Jews and mistreat them? | Hitler believed that the Jews were of an inferior race and that they didn’t deserve to live. There were several reasons for his belief. One being that he thought they had a plan to dominate the world and he felt that they were a threat to him. Another reason was that he saw Jews in a negative light especially since they murdered Jesus. Hitler was not a man who was known to be rational, and he needed someone to blame the countries problems on so he picked the Jews. |
| ***On Your Own*** | On page 5, the writer talks about a “specially minted medal” that is inscribed with a passage from the Talmud. “Whoever saves a single life has saved the entire world.” Explain. | I believe that it means that by taking the time to save that one person, you are not only saving their life but the memory of all of the lives that the one person knew and remembers. That one person can tell the story of thousands, and as long as he or she is alive then the rest didn’t suffer without cause. |

Rubric for *Author and Me*

|  |  |  |  |
| --- | --- | --- | --- |
| 4 | 3 | 2 | 1 |
| Student states why they think Hitler singled out and mistreated the Jews. Two pieces of information from the text are used to support the answer. The student thoroughly explains background knowledge or experiences to further support their answer. | Student states why they think Hitler singled out and mistreated the Jews. At least one piece of information from the text is used to support the answer and the student uses some background knowledge or experience to further explain and support their answer. | Student states why they think Hitler singled out and mistreated the Jews. Uses at least one piece of information from the text **OR** uses background knowledge/experiences to support and explain, | Student states why they think Hitler singled out and mistreated the Jews but does not use information from the text or personal knowledge/experience to support or explain. |

Rubric for *On My Own*

|  |  |  |  |
| --- | --- | --- | --- |
| 4 | 3 | 2 | 1 |
| The student stated what they thought the inscription meant. They provided two reasons gave adequate support for their choice and stated their answer clearly. | The student stated what they thought the inscription meant. They provided one reason and gave adequate support for their choice and stated their answer clearly. | Student presented a vaguely stated answer to what the inscription meant with only minimal explanation. | Student failed to clearly define the inscription. Student vaguely responds to the problem. No explanation was provided. |

**Summary:**

I would use this strategy after the reading of a passage in order to check for student comprehension. I would also use this as a way of checking for understanding of the text, with the intensity of this subject matter it is important to make sure that the students understand the significance of what they are reading. After reading their responses I can go back and clarify any unclear information or re-teach an area that needs improvement. Also, by having to go back and reread the text to find the answers they will get a better understanding of the topic.

**Graphic Organizer**

*Anne Frank: The Diary of a Young Girl*

Frank, A. (1993). *Anne Frank: The diary of a young girl.* New York, NY: Bantam.

BBC The Diary of Anne Frank. (2012). Retrieved from <http://www.bbc.co.uk/annefrank/>

timeline.shtml

SS7B07

Create maps, graphs, timelines, charts and diagrams to communicate information

CA:R3Cf07

Use details from text to sequence events.

Directions: After reading *Anne Frank: The Diary of a Young Girl* finish filling out the Timeline below with information found in the book and on the website <http://www.bbc.co.uk/annefrank/>

timeline.shtml.

Student Copy:

Grading Key

Rubric for Timeline

|  |  |  |  |
| --- | --- | --- | --- |
| 4 | 3 | 2 | 1 |
| Student fill out all of chart correctly and was able to back up all answers given when asked to use the text as reference with no help from classmates. | Student filled out 75% of chart correctly was able to back up most of answers from the text as reference, with little help from classmates. | Student only filled out half of the chart, and could only back up some of his/her answers with the text as reference, only with classmate support. | Student did not fill out 25% of chart, could not back up any answers with the text. |

**Summary:**

I can see many uses for this timeline. The most obvious would of course be using this as a after-reading activity where the students would go back into the text and look for the information they couldn’t remember. It could also be used as a note-taking graphic organizer that they fill out as they are reading. With some changes another option could be that I give the student dates and have them put them into the chart and find the information that corresponds with the date. Lastly and one that could be the most productive is by having this chart filled out then while reading another book fill it out and then compare and contrast how another story of hiding compares with Anne’s story. This idea would help by guiding and showing the different types of connections that can be made between two different people that survived the same situation.

I can see the use of using graphic organizers. This timeline even helped me line out the dates and events that were starting to become unorganized.

**Notetaking**

Jewish virtual library. (n.d.). Retrieved from: http://www.jewishvirtuallibrary.org/jsource

/holo.html.

SS6F07

Analyze how cultural traditions, human actions and institutions affect people’s behavior

SS7D07

Use technological tools for research.

CA:R1Gbefg07

During reading, utilize strategies to: b. self-monitor comprehension, e. infer, f. paraphrase, g. summarize.

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_Class:\_\_\_\_\_\_\_\_\_\_Page:\_\_\_\_\_\_\_\_

Directions:

As you read The Holocaust: An Introduction History from the Jewish Virtual Library website, complete the split-page note format below. Make sure to place your “Big Ideas” on the left side of the chart and the “Details and notes” on the right. At the bottom of your notes, in the space provided, summarize the information you found and any thoughts you had during your reading.

Reason to Read:

As you are reading think about these questions:

What was the Holocaust?

What was the cause of the Holocaust?

What happened during the Holocaust?

Where was affected by the Holocaust?

|  |  |
| --- | --- |
| Big Ideas | Details and Notes |
|  |  |
| Summary: | |

**Key:**

|  |  |
| --- | --- |
| Big Ideas: | Details and Notes: |
| Holocaust | Ha-Shoah in Hebrew  January 30, 1933 when Hitler became chancellor of Germany to May 8, 1945 at the end of WWII  6,000,000 Jew killed with 1.5 million being children  Destruction of 5,000 Jewish communities  Killed unnecessarily because of Hitler hatred |
| Background | After WWI Germany was humiliated,  Suffered even more during the Depression after the stock market crash of 1932 in New York.  Resulted in massive inflation, high unemployment  Jan. 30, 1933 Adolf Hitler, leader of the Nazi Party (National Socialist German Workers Party) became chancellor of Germany  Nazi’s blamed the Jews for Germany’s problems |
| Propaganda | Nazi’s used their weekly newspaper Der Sturmer to type message like “The Jews are our misfortune!” and had cartoons printed that made Jews hooked-nosed and apelike, by 1938 about ½ a million copies were distributed weekly  Under the pretense of controlling the Communists, Hitler abolished individual rights and protections: freedom of press, assembly, and expression, right to privacy  March 23 Enabling Act, gave Hitler right to pursue his mission  Gestapo, Secret State Police, professional police offers, were given complete freedom to arrest anyone after Feb. 28 controlled and sent prisoners to concentration camps  Those against the Nazis could be terrorized, beaten ore sent to concentration camps  End of 1934 Hitler had absolute control of Germany, and he went after the Jews in full swing  Claimed that the Jews corrupted pure German culture with their “foreign” and “mongrel” influence. Portrayed Jews as evil and cowardly, Germans as hardworking, courageous and hones.  Blamed that because the Jews were heavily represent in finance, commerce, the press, literature, theater and the arts for the weakening of Germany’s economy and culture  Anti-Semitism, racial inequality  Believed that the Germans were of the superior race |
| Jews are Isolated from Society | Nazis combined their racial theories with evolutionary theories of Charles Darwin, to justify their treatment of the Jews  Hitler began to restrict the Jews by creating the Nuremberg Laws  Burning books written by Jews, removing Jews from their professions and public school, confiscating their business, and property  Jews attempted to flee Germany, thousands succeeded by immigrated to Belgium, Czechoslovakia, England, France, and Holland  But very difficult to get out of Europe |
| The Jews are Confined to Ghettos | Germany invade Poland on Sept. 1939 WWII began,  1940, Nazis began establishing ghettos , where Jews were forcibly deported from their homes to live in these crowded areas away from society |
| The Final Solution | June 1941 Germany attacked the Soviet Union and began the Final Solution  Jan. 20, 1942 organized a system of mass murder of the Jews, full-scale comprehensive extermination operation  Mass murdering of other national and ethnic groups  Soviet prisoners of war, Polish intellectuals, and gypsies,  Only the Jews were marked for the “Special Treatment” which was death by poisonous gas or “SB”  Spring of 1942, six killing center or death camps are established near railway lines so that Jews could be easily transported  These camps, were used for slave labor, transit, concentration camps and sub-camps. Some were notaries death camps,  Jews were forced to wear badges that showed they were Jews,  Sent to ghettos or concentration camps and then transported to killing centers |
| Jewish resistance | Warsaw Ghetto Uprising the largest ghetto revolt  Also revolts in the Sobibor death camp |
| Liberation and the end of the war | Camps were liberated gradually s the Allies advance on the German army  At the end of the war between 50,000 and 100,00 Jewish survivors were living in three zones of occupation: American, British, and Soviet within a year the number changed to about 200,000 |
| Summary:  During Adolf Hitler’s reign as chancellor of Germany he blamed the troubles of Germany on Jews. He felt that Germany was a superior race and that all others should be killed. In order to kill Jews he had the Gestapo round up the Jews, place them in Ghettos, and then send them to concentration camps where they starved to death, was beaten to death, or killed by poisonous gas. It wasn’t until the end of WWII that this cruelty came to an end. Around 200,000 Jews survived in hiding while over 6 million were killed. | |

**Summary:**

In the classroom I would use this as a way to teach the students how to conduct research on the internet, how to find important and relevant information. This exercise could also be used as a way to teach my students how to find online resources that are trustworthy and excellent sources of information. Being able to take and make good notes is part of the basis of become a good student and a good reader. For those that have a hard time reading the text, they can take notes and write the information in a way that is understandable to them or even in a method that they are better able to understand. In my content area, making and taking notes is a vital part of learning the information that is important to remember. I plan on helping my students learn to be better note takers as I wish someone had done for me.

**Shared Reading**

***The victim***

Duggan, F. (2007). *The victim.* Retrieved from: http://www.poemhunter.com/poem/the-victim-4/.

SS6H07

Assess how personal and group experiences influence people’s perceptions and judgments of events.

R1G07

During reading, utilize strategies to: a. determine meaning of unknown words, b. self-monitor comprehension, c. question the text, e. infer, f. visualize, g. paraphrase, h. summarize.

**The Victim**

Some one mentioned the 'Holocaust' the old Jewish man said 'no'  
Such word I do not wish to hear that happened years ago  
Then he slowly folded up his sleeve and numbers etched in blue  
Told of the sufferings he'd known and all he had been through.  
  
A silence fell o'er one and all across the club room floor  
And in his presence 'Holocaust' not mentioned any more  
We had amongst us in the flesh one who had lived through hell  
But I wish that he could have spoke of sufferings he could tell.  
  
Don't mention 'Holocaust' to me with one wave of his hand  
A silence fell o'er one and all how could we understand?   
The agony he had been through, the torture and the pain  
We did not mention 'Holocaust' no not to him again.  
  
My heart went to that Jewish man who sought no sympathy  
He wanted to block out his past as a bad memory  
Don't mention 'Holocaust' to me and little else he said  
But i could picture living soul whose thoughts were with the dead.  
  
That night I did not sleep too well I had recurring dream  
I watched the hungry slowly die, I heard the tortured scream  
I saw a gray haired Jewish man the sorrow on his face  
And I was in another time a dark and a sadder place.  
  
I woke and when I went to sleep the dream returned to me  
Of Jewish man with tragic past who sought no sympathy  
I see a young man in his prime with a hunger wasted frame  
With numbers branded on his hand 'they'd robbed him of his name'.  
  
Some one mentioned the 'Holocaust' the old jewish man said 'no'  
Such word I do not wish to hear that happened years ago  
Then he slowly folded up his sleeve and numbers etched in blue  
Told of the sufferings he'd known and all he had been through.

Francis Duggan

|  |  |  |
| --- | --- | --- |
| **Text** | **Teacher commentary during the think aloud** | **Strategies modeled/practiced** |
| The Victim  By Francis Duggan | “As I look at the title of this poem I wonder: Who is the victim? And what have they suffered? I will read the first two lines.” | Predicting and using titles and graphics provides focus and motivation to read further. |
| Some one mentioned the 'Holocaust' the old Jewish man said 'no' Such word I do not wish to hear that happened years ago | “From reading I can tell that the victim was an old Jewish man who does not want to talk about the Holocaust. From what I know about the Holocaust it was a when many Jews died unnecessarily because Adolf Hitler wanted someone to blame when Germany wasn’t doing very well financially or economically. I wonder if the reason he doesn’t want to talk about it is because he was one of the Jews who were captured or if someone close to him was captured. Did he lose some of his loved ones during the Holocaust? I need to read more to see why exactly he doesn’t want to hear about it.” | Activating prior knowledge |
| Then he slowly folded up his sleeve and numbers etched in blue Told of the sufferings he'd known and all he had been through | “I see from reading the next two lines that it was him that had suffered during the Holocaust. In the first sentence of this section I am reminded that the Nazi’s tattooed the Jews with numbers and symbols that were used to identify the prisoner and the camp number they belonged to. I need to continue reading to see what else he has to say and what the reactions of those he is with are.” | Visualizing, Synthesizing, |
| A silence fell o'er one and all across the club room floor And in his presence 'Holocaust' not mentioned any more We had amongst us in the flesh one who had lived through hell But I wish that he could have spoke of sufferings he could tell. | “This paragraph shows that everyone respected his wishes but they couldn’t help but wonder more about his story, and what he had been through. I wonder if further in the poem if someone will ask him his story, or show him sympathy. I should continue the poem to find out.” | Predicting |
| Don't mention 'Holocaust' to me with one wave of his hand A silence fell o'er one and all how could we understand?  The agony he had been through, the torture and the pain We did not mention 'Holocaust' no not to him again. | “I see from this section of reading how with just a wave of his hand, everyone was silent and thinking about the horrors he had faced. I can’t help but wonder how those around him felt and if they wanted to ask him questions. Lets read further to see if maybe he does say anything else.” | Inferencing |
| My heart went to that Jewish man who sought no sympathy He wanted to block out his past as a bad memory Don't mention 'Holocaust' to me and little else he said But Ii could picture living soul whose thoughts were with the dead | “The man did not seek sympathy in fact he didn’t want to even think about the past, it says ‘he wanted to block out his past as a bad memory.’ If this had been me and I had been one of the customers sitting at the club I know I would be visualizing the horrors he faced and wondering how he survived. Would anyone else at the club be affected the same way I would have been? Lets find out.” | Connecting, Evaluating |
| That night I did not sleep too well I had recurring dream I watched the hungry slowly die, I heard the tortured scream I saw a gray haired Jewish man the sorrow on his face And I was in another time a dark and a sadder place. I woke and when I went to sleep the dream returned to me Of Jewish man with tragic past who sought no sympathy I see a young man in his prime with a hunger wasted frame With numbers branded on his hand 'they'd robbed him of his name'. | “Through my reading I can see that I was not the only one that was drastically affected by the simple words that had such meaning from the man. As I continue to read the rest of the poem, I begin to realize how the use of a simple phrase can have a deep impact on someone else’s thoughts and actions. The man faced many evils in his life, he did not want sympathy from anyone and in fact just wanted to leave it as if it was a bad memory. How many of us would be able to just let go of an evil or wrong that was done to use because of someone else’s beliefs?” | Connecting, |

**Summary:**

By using this shared reading and think aloud in the content classroom students can learn how to use many different strategies in order to build their comprehension. By activating prior knowledge and building upon in a way that makes the task authentic the new knowledge will easier to recall. I could very easily incorporate the use of shared reading into my Social Studies class in this manner, especially texts, articles, or other instructional level materials, where students who need just that extra boost can receive it.

**Constructed Responses**

Tarshis, L. (2011, April 18). Fighting Hitler: A Holocaust story. *Scholastic Scope, 59*(14), 4.

SS6F07

Analyze how cultural traditions, human actions and institutions affect people’s behavior

CA:R1G07

During reading, utilize strategies to: a. determine meaning of unknown words, b. self-monitor comprehension, c. question the text, e. infer, f. visualize, g. paraphrase, i. summarize.

CA:R1H07

Apply post-reading skills to demonstrate comprehension of text: a. answer basic comprehension questions, b. identify and explain the relationship between the main idea and supporting details, e. reflect g. analyze, h. paraphrase, i. summarize.

CA:R1I07

Compare, contrast and analyze connections: b. text to self (text ideas and own experiences)

CA:R2A07

Use grade level text to: a. interpret and analyze information in title.

CA:R2C07

Use details from text to: a. demonstrate comprehension skills previously introduced, d. identify and explain point of view, e. identify and explain author’s viewpoint, f. perspective, h. evaluate the effectiveness of solutions, i. make inferences

CA:R3C07

Use details from text to: a. demonstrate comprehension skills previously introduced, b. summarize author's ideas, d. make inferences, i. determine and/or compare authors’ viewpoints,

CA:R3D07

Read and follow multi-step directions to a complete a complex task

**Student Instructions:**

1. Read the following article.

2. Answer the questions that follow on the lines provided.

3. Look back at the article to reread information, search for headings, etc. You are encouraged to refer back at the text.

Constructed responses are a way to evaluate what strategies your student is using well or what strategies your student needs more help with. Selected response assessments are the opposite of constructed responses tests. Selected response assessments are when the answer is visible, and the student needs only to recognize it. Although selective response items can address the higher levels of Bloom's taxonomy, many of them demand only lower levels of cognition. With constructed responseassessments, the answer is not visible -- the student must recall or construct it. Constructed response assessments are conducive to higher level thinking skills. This strategy may not be suitable for every single lesson from every textbook because it does take a great deal of time. However, the more opportunities students have to practice comprehension strategies, the more likely they are to use them independently.

**Fighting Hitler: A Holocaust Story**

Thousands of Jewish teens fought the Nazis during World War II Ben Kamm was one of them.

You probably know a kid like Ben Kamm -- the guy with big ideas and a quick smile, the one who will lead you off on an adventure and make sure you get home safely. He grew up in a different place and time than you -- in Warsaw, Poland, in the 1920s and '30s -- but he was enough like you and your friends that you should be able to picture him: a blond boy with bright-blue eyes, short but strong, his clothes rumpled from wrestling with his little brothers.

Try to imagine him, running through the crowded city streets with his friends, zigzagging around fancy ladies and fruit sellers and men with long, gray beards. You can hear him laughing with his friends and shouting goodbyes as they all head home for dinner.

But wait, do you hear mat too? As Ben walks by a neighbor, the man hisses something.

Brudny Zyd.

Dirty Jew.

Ben's skin prickles, but he doesn't glance at the man. The truth is that he is used to these words. Anti-Semitism -- prejudice against Jewish people -- was a fact of life in Warsaw, as it was in many European cities. Like most of Warsaw's 350,000 Jews, Ben doesn't dwell on the petty hatreds of ignorant people. The man's words are like the cold wind that blows off the nearby Vistula River. Ben shivers for a few seconds. But he holds his head up and keeps walking. He quickly forgets about this man.

Keep picturing Ben in your mind as he walks up to his spacious apartment -- where his four little brothers happily pounce on him, where his father looks up from his evening paper and smiles, where his mother serves a delicious dinner in their cozy dining room. This is where Ben's story takes a sharp turn into one of the darkest and most evil chapters in history: the Holocaust.

As Ben's family is enjoying their dinner, Germany's leader, Adolf Hitler, is plotting the annihilation of Europe's 9 million Jews.

Germany had been struggling since 1918, when it was defeated in World War I. The German people felt humiliated, tired, and bitter. Hitler and his Nazi Party rose to power by tapping into these feelings. Hitler declared that Germans were superior to everyone else. He also found a scapegoat for all of Germany's problems: the Jews.

In speech after speech, Hitler attacked Europe's Jewish people. He compared them to "vermin," calling them "subhuman," and "an inferior race." These words fanned the flames of centuries-old bigotry against Jewish people, whose religion and rituals had often kept them separate from the rest of the population.

"Eliminate the Jews," Hitler exclaimed, "and you will eliminate all of Germany's problems!"

Soon, many Germans turned against their Jewish neighbors. Synagogues were destroyed. Jewish-owned businesses were burned and vandalized. By 1945, 6 million Jewish men, women, children, and babies would be dead. Nazi troops and their collaborators shot them, starved them, worked them to death, and systematically murdered them in the gas chambers of death camps. But in the days before World War II, when the Kamms were happy and comfortable, nobody could even conceive of such horrors. "Who could imagine such things?" Ben would say decades later. "Who could imagine?"

[**Nazi Invasion**](http://ezproxy.mssu.edu:2077/ehost/detail?sid=f57c8597-626c-4186-bdfc-85761a9d38c4%40sessionmgr110&vid=2&hid=112&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#toc)

Ben was 18 when, in 1939, German troops invaded Poland. With shocking swiftness and brutal efficiency, the Nazis and Polish police cracked down on Warsaw's Jews. Many Jewish-owned businesses, including Ben's father's, were confiscated. Jews were not allowed to set foot in public parks, use public libraries, or go out after 9 p.m. Those who violated these laws could be shot on the spot.

The Kamm family often spoke about leaving Poland, but they had nowhere to go. Germany was at war with England, France, and the Soviet Union, and the Nazis controlled a vast expanse of Europe. All of the borders were closed.

Then, on October 16, 1940, all of the Jewish people in Warsaw and its surrounding towns were rounded up and forced to move into one tiny area of the city. The area, which became known as the Warsaw Ghetto, was surrounded by an 11-foot wall topped with barbed wire and broken glass.

Armed police herded hundreds of Jews through the streets. Ben looked with sorrow at those around him -- women holding tight to their babies, men in business suits, teachers from his school, little girls wearing their finest dresses and shoes. One man, a well-known violinist, carried only his instrument. No one was permitted to bring more than a few belongings.

Ben saw a sneering policeman shove an old woman who lagged behind the crowd. The policeman's eyes were filled with disgust. Ben gripped his littlest brother's hand, his heart pounding with fear and hatred. He realized then that the Nazis and their Polish helpers did not see them as humans. He felt like an animal -- a helpless animal.

Ben's family moved into one small room. The ghetto gates closed. And nobody was allowed to leave.

[**Terrible Rumors**](http://ezproxy.mssu.edu:2077/ehost/detail?sid=f57c8597-626c-4186-bdfc-85761a9d38c4%40sessionmgr110&vid=2&hid=112&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#toc)

Rage at the Nazis burned inside Ben as conditions became more desperate. One day, a policeman drove through the streets with a smile on his face, firing his gun. He killed a pregnant woman. An epidemic of typhus swept through the crowded apartments, killing thousands. Bodies piled up in the streets. Each week, police rounded up people to work as slave laborers. None returned. There were terrible rumors that the Nazis had set up death camps where Jews were being killed in gas chambers.

Each ghetto resident was entitled to a tiny ration of food, barely a tenth of what a person should eat each day. Like many young people, Ben soon learned tricks for sneaking out of the ghetto to find food for his family. There were holes in the wall and tunnels that led to the other side. With his blond hair and blue eyes, Ben blended in easily with the Polish population. Plus, he had an aunt on the outside. None of her neighbors knew she was Jewish, and she managed to help Ben without attracting suspicion.

But even with his aunt's help, Ben and his family were slowly starving. They could do nothing, it seemed, other than wait for death.

[**Jewish Fighters**](http://ezproxy.mssu.edu:2077/ehost/detail?sid=f57c8597-626c-4186-bdfc-85761a9d38c4%40sessionmgr110&vid=2&hid=112&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#toc)

As Ben would soon learn, there was something he could do after all -- if he dared. All around Eastern Europe, tens of thousands of people, including thousands of Jews, were fighting back against the Nazis. They were called partisans. Like characters out of The Adventures of Robin Hood, they operated from bases hidden deep in the thick forests of Eastern Europe. Some were hardened fighters. Others were teenage boys (and a few girls). They blew up factories, sabotaged railroads, stole weapons shipments, and upset the flow of supplies to German troops.

In several partisan forest camps, fighters protected large numbers of Jewish families who had escaped from the ghettos. The most famous was commanded by the Bielski brothers, three Jewish men who'd fled when the Nazis invaded their village in Belorussia (now called Belarus). The brothers fought German troops and ran sabotage missions, though their focus was protecting a community of 1,200 Jewish men, women, and children.

Stories about partisans like the Bielskis spread through the Warsaw Ghetto, offering a glint of hope to boys like Ben. One day, Ben's aunt told him about a Polish partisan group in a forest 100 miles away. With his family's blessing, Ben snuck out of the ghetto and joined up.

Ben struggled to adjust to life with the partisans. He learned to shoot, to fall asleep on the cold forest ground, to endure days in rain-soaked clothing, and to ambush Polish policemen and steal their weapons. Danger lurked everywhere in the hostile countryside, where Poles could earn rewards for turning in Jews to the Nazis. But Ben's rage had toughened him. His bravery and skill soon earned him the respect of the most experienced fighters.

Just months after joining the partisans, Ben received word that his family in Warsaw was in dire straits. He rushed back to help them and was shocked by what he found. Orphaned children begged on the street. The dead lay slumped in doorways. His family lived in despair, sharing their single room with three other families.

Ben stayed for two days, sneaking in and out of the ghetto to steal food for his family. He considered taking his brothers back to the forest with him. But many in the ghetto believed that the war would soon be over, that the Soviet army would crush Hitler's troops and free the Jews from their ghetto prison. Ben's parents believed the younger boys would be safer in the ghetto.

For the rest of his life, Ben Kamm would break down in tears when he recalled the moment he left his family to rejoin the partisans.

He would never see them again.

[**Luck and Sorrow**](http://ezproxy.mssu.edu:2077/ehost/detail?sid=f57c8597-626c-4186-bdfc-85761a9d38c4%40sessionmgr110&vid=2&hid=112&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#toc)

For the next two years, Ben fought with a legendary band of partisans commanded by a former Soviet general. Their group eventually grew to 1,600 fighters operating from a large compound in the forest. The compound became almost like a town, with cobblers who repaired damaged shoes and musicians who provided moments of joyful escape.

Ben volunteered for dangerous ' missions blowing up cargo trains carrying supplies meant for German troops. Often, the group discovered Jews hiding in the forests.

"We took them with us," Ben said. "Old, young, children. We took them with us, and they survived the war."

In 1945, the war finally ended with Germany's surrender. Ben was 24 years old. There was little left of that laughing boy who once sprinted through peaceful Warsaw streets. His entire family was dead. The Nazis had "liquidated" the Warsaw Ghetto in 1943, first burning down buildings, then taking the surviving 42,000 men, women, and children by train to the death and forced labor camps. Most were killed in gas chambers.

Hitler committed suicide. Many of the men who helped murder Ben's family and friends were executed for their crimes.

As for Ben, he married and moved to America, where he built a happy family and a successful life.

Before his death last year, Ben spoke at length about his experiences. You can see him on video, his eyes still bright, his voice strong, his handsome face shockingly free of bitterness. The rage and sadness were still smoldering inside him, of course, but he also had a strong sense of his own good fortune.

"I can't forgive the people who killed innocent babies, innocent women, innocent people," he said. "But I am lucky that I'm alive and, can tell the story."

**Fighting Hitler: A Holocaust Story**

1. In ONE sentence, state the main idea of the article.

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2. Is “Fighting Hitler: A Holocaust Story” an appropriate title for this article? Use two details from the passage to explain why or why not.

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3.Explain how the author’s heading help you to understand the passage. Use one example from that passage to support your answer.

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4. Imagine that you are living in the Warsaw Ghetto in the 1940s and you hear about the partisan group. After re-reading the article what would be some reasons for and against joining these Jewish fighters? Complete the chart by giving three reasons for and three reasons against joining the Partisans.

|  |  |
| --- | --- |
| **For** | **Against** |
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |

Circle the letter of the correct answer to Questions 5 and 6.

5. What is the author’s purpose in writing “Fighting Hitler: A Holocaust Story?”

A. to inform the reader of what life was like being a Jew living in the Warsaw Ghetto during the Holocaust.

B. to persuade the reader to become historians

C. to entertain the readers with a true story of the Holocaust

D. to evaluate the importance of helping others

6. Reread the first paragraph of the article. Why did the author describe Ben in the way that she did?

A. to help the reader relate to Ben

B. to help the reader feel concerned about Ben

C. to help the reader feel connected to Ben

D. all of the above

7. Now you will write a paper in response to a writing prompt.

First, red the prompt in the box below. You will now have 45 minutes for your prewriting

activities such as brainstorming, listing, outlining, and writing a rough draft. Use the pages

labeled “prewriting” to record your ideas and your rough draft.

You will then have another 45 minutes in which to write your final paper. Use the page

labeled “final paper” to record your completed work.

|  |
| --- |
| In the article “Fighting Hitler: A Holocaust Story,” Ben stood up for what he thought was right and joined the Partisans to fight against the unfair conditions the Nazi’s forced upon the Jews. Think about another time in History when someone stood up for what they knew was went against a wrong that was committed against them. Then, write a paper to a classmate in which you describe this event, and why it is important to you and possibly to others as well. |

**PREWRITING**

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**PREWRITING (cont)**

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**PREWRITING (cont)**

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**FINAL DRAFT**

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**FINAL DRAFT (cont)**

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Grade 7 Scoring Guide

“Fighting Hitler: A Holocaust Story”

**Question 1, R1H**

2 pts The response includes an accurate statement of the main idea of the passage in one sentence.

Example—As a teenager, Ben Kamm escaped the Warsaw Ghetto and joined the resistance fighters hiding in the forests of Poland.

1 pt The response includes an accurate statement of the main idea of the passage in two or more sentences, OR with one run-on sentence.

Example—Ben Kamm joins the Partisans and helps bring food and supplies to the people living in the ghetto while hiding in the forest.

0 pt Other

**Question 3, R3A**

2 pts The response includes an opinion and a reasonable explanation, related to the appropriateness of the title, using two details from the passage as support.

Example—Yes, it is a good title because the author writes about how Ben fought against Hitler. Ben learned how to shoot, and to ambush Polish policemen and steal their weapons. After he received word that his family in Warsaw was in dire straits he snuck food in and out of the Ghetto for his family.

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1 pt The response includes an opinion and a reasonable explanation that uses

one detail from the passage as support.

0 pts Other

Scoring *Note: The student must indicate an opinion to receive credit.*

**Question 3, GLE R3A**

2 pts The response includes an explanation of how the headings aid understanding and one detail to support the explanation.

Example—Words in the headings caught my attention, such as “Terrible Rumors”

and “Jewish Fighters.” OR The headings served as an outline of the text and helped transition from one topic to the next.

1 pt The response includes an explanation of how the headings aid understanding but without a detail.

Example—Some of the words in the headings caught my attention.

0 pts Other

**Question 4, R3C**

2 pts The response includes three accurate corresponding sets of differences.

Examples—For: A way to help the citizens still living in the Ghetto by bringing in food, a way to sabotage German troops, help protect Jewish families who had escaped the Ghetto. Against: Life was in more danger on the outside, Away from family and risk of not every seeing them again or even know how they were doing, thought that the war would be over soon.

1 pt The response includes two accurate corresponding sets of differences.

0 pts Other

**Question 5, R3C**

1 pt A

**Question 6, R2C**

1 pt D

**WP** Use state writing scoring guide for 7th grade.

**Summary:**

With the creation of a CRW I will be able to pre-test/test my students in order to prepare for the format of high stakes testing. This format allows my student to know in advance what is expected of them during testing, leaving no surprises. One great thing I love about using this format is it gives me a chance to see exactly where my student’s strengths are and how I can work throughout the year to improve on areas that need work.

**Minilesson #1**

**Name:** Amber Korn

**Grade Level:** 7th

**Content:** Social Studies/ Holocaust

**Lesson:** Use a word sort to gain a better understanding of text.

**Objective(s):** After teacher modeling and guided practice, students will demonstrate an understanding of vocabulary through the creation of a closed word sort from the book *The girl who survived*.

**GLE:**

SS 6F07

Analyze how cultural traditions, human actions and institutions affect people’s behavior.

CA:R1G07

During reading, utilize strategies to: a. determine meaning of unknown words, b. self-monitor comprehension, c. question the text, d. infer, e. visualize, f. paraphrase, g. summarize

**Modifications:**

Basic Beginner: Students will be asked to demonstrate understanding of vocabulary through physical responses including hand motions, whole body movement, and acting out.

High Beginner: Students will hear the text again and raise their hand when unfamiliar words are read. Then, either the teacher or a peer will give a verbal definition.

Low Intermediate: When unknown vocabulary is read, the student will ask for assistance with a clear and full definition.

High Intermediate: Students will use context clues to predict the meaning of unfamiliar vocabulary.

Extension: After students complete the closed word sort, students can find synonyms for the words used.

**Materials/Media/Resources:**

Pre-made tables with columns

Pencil

SmartBoard

Brandman, B. (2010). *The girl who survived.* New York, NY: Scholastic.

**Anticipatory Set:** We will be starting a new unit in which we will be studying the Holocaust. To start the unit we will be reading a book by Bronia Brandman titled *The girl who survived*.Let us discuss what we already know about the Holocaust? Have the students discuss as a large group what they already know about the Holocaust. Any questions they ask of me I want to write them on the board so that as we go through the unit we can find the answers to their questions. As the discussion is continuing I will hand out the book out to the students.

**Instructional Input:**

Today, we will be looking specifically at some of the vocabulary that is used in the text to gain a better understanding of Holocaust. We will use the text, our prior knowledge, and other resources to decide what groups the words should be placed in. This process is called a word sort.

A word sort is a graphic organizer that helps us put words in groups that are associated with the same thing. We will make our own word sort with a select group of words. We will try to figure out what group the words will fall under. This will help us visually see what words are associated with one another. The words we chose will be directly from the text which will in turn help us understand our book.

I will model a word sort for you. Then, we will work on one together until I am confident that you can all create a word sort on your own.

**Modeling/Demonstrating:**

Lets start with something simple. I’m going to use some of our country’s states and cities to show you how to do a word sort. The information we are going over is all something you should have learned in Elementary school so this should really fun and easy.

First, I have made a two column word sort table for states and cities.

Use SmartBoard to create a two column/6 row table.

I have made the words states and cities my column headings.

Place headings in the table.

Any of the states or cities I choose will now be placed under the appropriate column.

Fill out the table using states and capitals. Make one mistake purposefully.

Because this is a review from a unit you did last year in, you should be able to see where I may have made a mistake.

|  |  |
| --- | --- |
| **States** | **Cities** |
| Missouri | St. Louis |
| Arkansas | Little Rock |
| Tallahassee | Florida |
| New York | Albany |
| California | Sacramento |

Where did I make a mistake? You are correct! Tallahassee is actually a city while Florida is the state. Let’s go ahead and drag those two words and put them in the correct columns. Switch Tallahassee and Florida to appropriate columns.

Guided Practice:

Now, let’s do a word sort together along the same lines as the one I did by myself. This time, we are going to decide what countries belonged to which Power during WWI. First, how many Powers were there? That’s correct. There were two Powers. What were they? Yes; Allied and Central. We need to make a table with two columns and lets do five rows. Now, who can remember what we do after creating the appropriate sized table? Yes, we fill in our headings. I went ahead and wrote down the big countries that were involved in WWI and we will draw them from the stack and as a group; we will place them in the correct category.

Draw the following countries from the stack; France, Germany, Great Britain, Russia, Austria-Hungary, United States, and Ottoman Empire. Have students place the countries in the correct category while helping each other along the way and making changes as needed. Open discussion is encouraged. Students will write the word in the correct category after ample wait time for class discussion has been given.

|  |  |
| --- | --- |
| **Central Powers** | **Allied Powers** |
| Germany | France |
| Austria-Hungary | Great Britain |
| Ottoman Empire | Russia |
|  | United States |

**Checking for Understanding:**

I will monitor the students by walking around the classroom, actively listening and watching as they create the word sort on the SmartBoard. If I feel that the students are confused, I will stop and do more practice sorts with different subjects. During the lesson, I will watch for the amount of input I am given. The ability to work together as a whole to correctly place the words in the right category will communicate to me whether or not they understand the categories, how a word sort works and the vocabulary. I should hear students properly and kindly verbalizing to each other what food goes where on the word sort. If students seem to be catching on and participating in the lesson, I will assume that they are ready to make a word sort of their own.

**Independent Practice:**

It looks like you are catching on to how a word sort works. I have passed out paper with a pre-made table for each of you. Notice the headings are already given on the table. When headings are already given for you, this is known as a “closed” word sort. If I had given you a table in which the headings had not been provided then this would have been called a “open” word sort.

The headings are: date, group or people, action, and event. I have listed on the SmartBoard several terms. They are: Nazi’s, Propaganda, Kristallnacht, Scapegoat, January 30, 1933, Chancellor, Enslave, Communists, Nuremberg Laws, Anti-Semitism, November 9, 1938, Adolf Hitler, Genocide, Night of Broken Glass, Concentration Camps, Liberating, Jews, Dictator, September 1, 1939, and Germans. You are to make a word sort on the paper provided using the words from the board. Remember all of the words need to be placed in the category that best fits the word. To receive full credit, you will need to use all of the words and put them in the correct category. Please remember to do your best!

Allow enough time for each student to place the words into the word sort. Collect word sorts, making sure names are on the papers.

**Closure:**

Today, we looked at some terms that will be seeing in our reading of *The girl who survived* by conducting a word sort. This exercise helps expand your knowledge of vocabulary and unknown words. When we learn more about a word and other words that are similar to them, we expand our vocabulary. By expanding our vocabulary we change the way we see and understand everyday situations, conversations, and the books we read. We will review the answers to the word sort tomorrow on the SmartBoard.

**Evaluation/Assessment:**

Students’ work will be evaluated to be sure they have each completed the task correctly and neatly. Spelling should be correct since the words were taken directly from the SmartBoard. All words need to be used and placed in the following categories.

**Rubric: 20 points total for word sort.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date**  *(3 pts.- 1 pt. per word)* | **Group or people**  *(8 pts- 1 pt. per word)* | **Action**  *(5 pts.-1 pt. per word)* | **Event**  *(4 pts.- 1 pt. per word)* |
| January 30, 1933 | Nazi’s | Propaganda | Nuremberg Laws |
| November 9, 1938 | Chancellor | Enslave | Kristallnacht |
| September 1, 1939 | Adolf Hitler | Anti-Semitism | Night of Broken Glass |
|  | Dictator | Genocide | Concentration Camps |
|  | Jews | Liberating |  |
|  | Germans |  |  |
|  | Communists |  |  |
|  | Scapegoat |  |  |

**Minilesson #2**

**Name:** Amber Korn

**Grade Level:** 7th

**Content:** Social Studies/ Holocaust

**Lesson:** Use of a shared reading to gain a better understanding of text.

**Objective(s):** After teacher lead shared reading of *The Victim*, students will be able to use text clues in order to make decisions about how a piece of literature should be read and interpreted by writing a brief summary about their opinion of the poem.

**GLE:**

SS6H07

Assess how personal and group experiences influence people’s perceptions and judgments of events.

CA:R1G07

During reading, utilize strategies to: a. determine meaning of unknown words, b. self-monitor comprehension, c. question the text, d. infer, e. visualize, f. paraphrase, g. summarize.

**Modifications:**

With this activity being more based around the teacher, modifications will be more for the brief summary that they will write at the end of the shared reading. For students who have a hard time writing they can choose to use a graphic organizer as a way to demonstrate their summary. Students can also draw pictures or provide an oral summary to myself.

Extension: After students complete the closed brief summary, students can then create a Found Poem using phrases of meaning from their summaries.

**Materials/Media/Resources:**

Pencil

SmartBoard

Copies of *The victim* for each student.

Duggan, F. (2007). *The victim.* Retrieved from: http://www.poemhunter.com/poem/the-victim-4/.

**Anticipatory Set:**

Yesterday, we reviewed vocabulary related to our book *The girl who survived* by creating word sorts. Today I am going to read *The victim* a poem by Francis Duggan. It is a powerful piece of writing with the use of figurative language and real-life situations. For some of you, this might be an eye opener about how the past affects our future memories of what we do and don’t want to remember. For others, you may already know how this feels and can relate to how this gentleman feels. Either way, this poem will affect all of us in one way or another. I know it sure did me.

Hand the poem out to the students; let them know that they are free to make notes on the paper that will help them when writing their brief summary.

Instructional Input and Modeling/Demonstrating:

Today I will be will be reading the poem, *The victim* out loud in a shared reading. Your assignment today will be to make notes as I read about what you are feeling or thinking as I read aloud.

Beginning reading poem, using expression and dramatic pauses as needed. As I am reading I will stop where I have it marked and discuss with the students the teacher commentary remarks I have already made.

|  |  |  |
| --- | --- | --- |
| **Text** | **Teacher commentary during the think aloud** | **Strategies modeled/practiced** |
| The Victim  By Francis Duggan | “As I look at the title of this poem I wonder: Who is the victim? And what have they suffered? I will read the first two lines.” | Predicting and using titles and graphics provides focus and motivation to read further. |
| Someone mentioned the 'Holocaust' the old Jewish man said 'no' Such word I do not wish to hear that happened years ago | “From reading I can tell that the victim was an old Jewish man who does not want to talk about the Holocaust. From what I know about the Holocaust it was a when many Jews died unnecessarily because Adolf Hitler wanted someone to blame when Germany wasn’t doing very well financially or economically. I wonder if the reason he doesn’t want to talk about it is because he was one of the Jews who were captured or if someone close to him was captured. Did he lose some of his loved ones during the Holocaust? I need to read more to see why exactly he doesn’t want to hear about it.” | Activating prior knowledge |
| Then he slowly folded up his sleeve and numbers etched in blue Told of the sufferings he'd known and all he had been through | “I see from reading the next two lines that it was him that had suffered during the Holocaust. In the first sentence of this section I am reminded that the Nazi’s tattooed the Jews with numbers and symbols that were used to identify the prisoner and the camp number they belonged to. I need to continue reading to see what else he has to say and what the reactions of those he is with are.” | Visualizing, Synthesizing, |
| A silence fell o'er one and all across the club room floor And in his presence 'Holocaust' not mentioned any more We had amongst us in the flesh one who had lived through hell But I wish that he could have spoke of sufferings he could tell. | “This paragraph shows that everyone respected his wishes but they couldn’t help but wonder more about his story, and what he had been through. I wonder if further in the poem if someone will ask him his story, or show him sympathy. I should continue the poem to find out.” | Predicting |
| Don't mention 'Holocaust' to me with one wave of his hand A silence fell o'er one and all how could we understand?  The agony he had been through, the torture and the pain We did not mention 'Holocaust' no not to him again. | “I see from this section of reading how with just a wave of his hand, everyone was silent and thinking about the horrors he had faced. I can’t help but wonder how those around him felt and if they wanted to ask him questions. Lets read further to see if maybe he does say anything else.” | Inferencing |
| My heart went to that Jewish man who sought no sympathy He wanted to block out his past as a bad memory Don't mention 'Holocaust' to me and little else he said But Ii could picture living soul whose thoughts were with the dead | “The man did not seek sympathy in fact he didn’t want to even think about the past, it says ‘he wanted to block out his past as a bad memory.’ If this had been me and I had been one of the customers sitting at the club I know I would be visualizing the horrors he faced and wondering how he survived. Would anyone else at the club be affected the same way I would have been? Lets find out.” | Connecting, Evaluating |
| That night I did not sleep too well I had recurring dream I watched the hungry slowly die, I heard the tortured scream I saw a gray haired Jewish man the sorrow on his face And I was in another time a dark and a sadder place. I woke and when I went to sleep the dream returned to me Of Jewish man with tragic past who sought no sympathy I see a young man in his prime with a hunger wasted frame With numbers branded on his hand 'they'd robbed him of his name'. | “Through my reading I can see that I was not the only one that was drastically affected by the simple words that had such meaning from the man. As I continue to read the rest of the poem, I begin to realize how the use of a simple phrase can have a deep impact on someone else’s thoughts and actions. The man faced many evils in his life, he did not want sympathy from anyone and in fact just wanted to leave it as if it was a bad memory. How many of us would be able to just let go of an evil or wrong that was done to use because of someone else’s beliefs?” | Connecting, |

**Guided Practice:**

Now as I was reading this selection each of us felt different feelings and emotions. What were some of those feelings or emotions that you had? What would you have done if you were sitting in the club and you had heard the old man say “no” and then show the numbers on his arm? Here I will have the student do an open discussion where they talk about parts of the story and how it affected them and what they would have done if they were sitting in the club.

**Independent Practice:**

Now, I want you, by yourself, to write a brief paragraph that summarizes and states your opinion of the selection. Remember it is important to always use correct punctuation, spelling, and grammar throughout your writing. Give students adequate time to write their summary and then have them turn it in making sure to check that names are on all papers.

**Closure:**

Today, I read the poem, *The victim* written by Francis Duggan. We each experienced different reactions and emotions throughout the selection. By participating in a shared reading you have added to prior background knowledge and been shown how to break a text down so that it can be easily understand by asking questions throughout your reading.

**Evaluation/Assessment:**

Students’ work will be evaluated to be sure they have each completed the task correctly and neatly. Spelling, punctuation, and grammar should all be done correctly.

**Rubric:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **3** | **2** | **1** | **Score** |
| Grammar  - spelling  - capitalization  - punctuation  - no contractions | Contains no grammatical mistakes | Contains few grammatical mistakes | Contains many grammatical mistakes |  |
| Sentence Formation  - complete sentences  - no run-on sentences  - sentences do not begin  with words such as:  so, like, and, but,  & because | Contains no incomplete sentences, fragments, run-ons, etc. | Contains few incomplete sentences, fragments, run-ons, etc. | Contains many incomplete sentences, fragments, run-ons, etc. |  |
| Topic Sentence and  Main Points | Restates the questions and provides three main points in the topic sentence | Includes three main points but does not restate the question  -or-  Restates the question but does not contain any main points | Does not restate the question and does not include main points |  |
| Order of Main Points | Three main points are discussed in the order presented in the topic sentence | Two of the three main points are discussed in the order presented in the topic sentence | One of the three main points is discussed in the order presented in the topic sentence |  |
| Closure (Conclusion) | Restates and reverses the topic sentence | Restates, but does not reverse the topic sentence | Does not restate and reverse the topic sentence |  |

**The Victim**

Francis Duggan

Some one mentioned the 'Holocaust' the old Jewish man said 'no'  
Such word I do not wish to hear that happened years ago  
Then he slowly folded up his sleeve and numbers etched in blue  
Told of the sufferings he'd known and all he had been through.  
  
A silence fell o'er one and all across the club room floor  
And in his presence 'Holocaust' not mentioned any more  
We had amongst us in the flesh one who had lived through hell  
But I wish that he could have spoke of sufferings he could tell.  
  
Don't mention 'Holocaust' to me with one wave of his hand  
A silence fell o'er one and all how could we understand?   
The agony he had been through, the torture and the pain  
We did not mention 'Holocaust' no not to him again.  
  
My heart went to that Jewish man who sought no sympathy  
He wanted to block out his past as a bad memory  
Don't mention 'Holocaust' to me and little else he said  
But i could picture living soul whose thoughts were with the dead.  
  
That night I did not sleep too well I had recurring dream  
I watched the hungry slowly die, I heard the tortured scream  
I saw a gray haired Jewish man the sorrow on his face  
And I was in another time a dark and a sadder place.  
  
I woke and when I went to sleep the dream returned to me  
Of Jewish man with tragic past who sought no sympathy  
I see a young man in his prime with a hunger wasted frame  
With numbers branded on his hand 'they'd robbed him of his name'.  
  
Some one mentioned the 'Holocaust' the old Jewish man said 'no'  
Such word I do not wish to hear that happened years ago  
Then he slowly folded up his sleeve and numbers etched in blue  
Told of the sufferings he'd known and all he had been through.

Retrieved from: http://www.poemhunter.com/poem/the-victim-4/.

**EDUC 343 Reflection**

Quality Indicator 5: The pre-service teacher uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Performance Indicator: The pre-service teacher

1.2.5.1 selects alternative strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs

1.2.5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities.

Students’ learn by doing. They construct new learning into meaning based on their prior knowledge. As a pre-service teacher, I must constantly use a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills. I must strive to constantly educate myself on the most efficient and effective instructional techniques and structure my instruction to include multiple activities, at differentiated levels, within each lesson so that I help my students construct meaning through active learning. Quality Indicator 5, as defined in the teacher education program, outlines the necessary tasks I must achieve in order to foster critical thinking, problem solving, and performance skills in my students.

Overall, my final literacy project clearly illustrates my knowledge of selecting alternative strategies, materials, and technology so that the learning needs of my students’ are met (1.2.5.1). As identified by Performance Indicator 1.2.5.2, my literacy project proves my ability to engage students in active learning environment that promotes the development of critical thinking, problem solving, and performance capabilities.

The literacy project reflects my mastery of using a variety of materials and approaches so that students are developing the problem solving and critical thinking skills that will be necessary later in life. Throughout my project there are several different artifacts that reflect how I plan to achieve my multi-instructional goals of my ever changing diverse population of students. The artifacts included within this project are: a word sort, vocabulary self-awareness chart, QAR, split-page note taking method, shared reading, constructed response writing, and two mini-lessons.

According to the National Reading Panel, (National Institute of Child Health and Human Development, 2000) comprehension instruction across all content areas has been identified as an essential teaching practice. The artifacts within my project focus on the use of alternative text’s that can be used to build student knowledge of the Holocaust and the lasting effects on multiply societies and cultures on a seventh grade level. Blachoswisz and Fisher (2000) suggest that teachers should have numerous informational sources to aid students with strengthening meaning. I think it is important here to add that the books that I collected cover a wide range of reading levels, this gives student at the ability to choose which book will challenge them at the correct level needed. The alternate text set includes texts from the following categories; non-white author, female author, newspapers, magazines, nonfiction books, novels, poetry, photography, picture books, and websites. There are a total of 26 wonderful, age appropriate books that all relate to the Holocaust. To further the effectiveness of using multiple sources, I have created a variety of artifacts that each has unique features that highlight and reinforce the text by utilizing different comprehension strategies. These resources and artifacts combine to secure that students’ needs will be met within multiple content areas.

The authors of Improving *Adolescent Literacy: Content Area Strategies at Work,* Douglas Fisher and Nancy Frey, compile the tools needed to deepen student comprehension. These strategies or tools are; questioning, summarizing, inferencing, self-monitoring, making connections, predicting, and analyzing. All of these tools can be directly found in the variety of artifacts throughout my literacy project. Questioning and inferencing strategies are illustrated in my QAR and constructed response writing artifacts. Summarizing, predicting, and analysis strategies are in several artifacts but most apparent in my constructed response and shared reading artifacts. Self-monitoring strategies are evident in the exercises described in vocabulary self-awareness chart. Students’ abilities to make connections and the development of ideas related to making connections are evident in the shared reading, word sort, and graphic organizer. Each mini-lesson effectively demonstrates my understanding of how to implement the strategies of word sorts and shared reading, along with the integration of technology by using a SmartBoard, computers, and reading devices.

As I was creating my artifacts I found the QAR tool to be the most appealing. As a future teacher to middle school students I feel that it is important that I prepare my class to be able to gradually transfer control of developing and answering questions from teacher directed to student directed. This I believe is a wonderful time to teach independent thought and also allows them take responsibility for their learning. Graphic organizers help students organize information in a number of ways. Students can easily map out relationships between events or characters, create a timeline of sequenced events, show cause and effect, and picture important vocabulary easily. Students become better at finding the information they need through content literature and can visually organize difficult information. Directed notetaking takes the stress of knowing precisely what to look for while reading text away for students and helps them focus and practice on ways they might take notes independently within the same or different subjects. Students can experience success with notetaking using this method and then, gradually, there can be a release of control.

The shared reading strategy can be used for any content area incorporating teachers and students reading text together. What’s great about this strategy is that the teacher stops while reading and conducts think-alouds in a small mini-lessons format along the way. The more opportunities students have to witness a teacher modeling comprehension strategies, the more likely they are to use them independently. Finally, constructed responses are a way to evaluate what strategies your student is using well or what strategies your student needs more help with. Constructed response assessments are conducive to higher level thinking skills. The more opportunities students have to practice comprehension strategies, the more likely they are to use them independently. Another great benefit of the constructed response assessment is that it helps prepare the students for state required testing. If the students’ know what to expect on the test then there will be less surprises and they will be better prepared thus improving state scores.

Personally creating an alternative text set and corresponding artifacts allowed me the opportunity to discover how to make content related texts more manageable, effective, and interesting. Often, as pre-service teachers, we are told to integrate other materials into lessons and not to rely solely on textbooks to do the teaching. However, by developing this project, I learned first-hand how to go about expanding information from typical informational textbooks into integrated, substantial learning experiences which are written in a language in which the students can more easily comprehend. With the completion of this project I feel that I am well-prepared to take the necessary steps in creating a well-rounded, whole content lessons for my future students’.