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## **Voices of the Holocaust**

What was the Holocaust and how did it occur? Why do we remember it? How did victims and survivors respond, and how can we honor their voices? How did upstanders respond, and what can we learn from their voices? In this module, students learn about a terrible time period in history, remember the voices of victims, survivors, and upstanders, and at the same time, they develop their ability to determine and track themes, understand the development of characters, identify and track the development of central ideas, and write narratives to honor the memories of those who served as upstanders during the Holocaust.

In the beginning of Unit 1, students discover the topic by examining multiple artifacts and encountering the guiding questions of the module and the culminating performance task. Students read an informational text providing an overview of the Holocaust to build their background knowledge on the scope and gravity of the Holocaust. They are introduced to their anchor text, *Maus I: A Survivor's Tale: My Father Bleeds History*, a graphic novel, and closely read the first chapter to understand how dialogue and tone reveal aspects of characters. As students continue to read the text, they track character, plot, and emerging themes. This work prepares students for the Mid-Unit 1 Assessment. In the second half of Unit 1, students continue to read *Maus I* and track plot and emerging themes. This work prepares students for the end of unit assessment. At the end of Unit 1, students write a summary of the entire anchor text, *Maus I*, including a statement of a major theme developed throughout the text.

In Unit 2, students analyze a model literary analysis, an expository essay that compares and contrasts the structures and themes of a poem and a novel. Students then closely read a new poem, "Often a Minute" by Magdalena Klein, in order to write their own essay comparing the structure and theme of this poem to their anchor text, *Maus I*. Students spend two days planning their essay and two days drafting and revising their essay based on peer feedback. For their mid-unit assessment, students are presented with a new poem and answer selected and constructed response questions to compare and contrast its structure and theme with that of *Maus I*. In the second half of Unit 2, students read excerpts from memoirs written by victims and survivors of the Holocaust and also participate in mini lessons and practice verb conjugation, voice, and mood. This work prepares students for the end of unit assessment. At the end of Unit 2, students answer selected and constructed response questions about verb conjugation, voice, and mood.

In Unit 3, students read informational accounts of upstanders during the Holocaust. Students write reflections about how these individuals took action. Students also participate in mini lessons and practice how to use punctuation such as commas, ellipses, and dashes. This work prepares students for their mid-unit assessment, in which they are presented with a reflection paragraph from an informational text and answer selected and constructed response questions about the use of punctuation and verb voice and mood. In the second half of Unit 3, students create a graphic panel as a representation of one of the summaries they wrote and observe one another's work in order to scaffold towards their performance task. Students discuss common traits of upstanders that they saw across the texts they read and analyze a model narrative of a fictional interview with an imaginary upstander. Students plan a narrative of their own by creating a profile of a fictional upstander, creating interview questions and answers, and planning an "explode the moment" with sensory details and figurative language to slow down the pacing of a key moment of the narrative. This prepares students for their end of unit assessment, in which they draft their narrative.

To prepare for their performance task, students peer review one another's narrative and provide feedback and then analyze a model performance task that includes a graphic panel to visually represent elements of the narrative and a reflection on the narrative and panel. Students then plan their own panel and reflection, draft these elements, and prepare to present. For their performance task, students present their graphic panel to an audience and answer questions about their work.

## **Guiding Questions and Big Ideas**

### ***What was the Holocaust, and how did it occur? Why do we remember it?***

- *The Holocaust was the systematic, state-sponsored persecution and murder of six million European Jews by the Nazi German regime and its allies and collaborators. The Holocaust was an evolving process that took place throughout Europe between 1933 and 1945.*
- *We remember the Holocaust because painful experiences shape us and teach us so that history does not repeat itself.*

### ***How did victims and survivors respond, and how can we honor their voices?***

- *Victims and survivors maintained hope and a will to live and faced unspeakable challenges in order to try to survive and to protect those they loved.*
- *Victims and survivors maintained their dignity, respect, and humanity throughout unimaginable pain and hardship.*
- *Victims and survivors shared their voices through poetry, memoirs, and other tellings of their stories that help us remember and learn from this terrible chapter of history.*

### ***How did upstanders respond, and what can we learn from their voices?***

- *Even in the midst of unimaginable pain and hardship, people during the Holocaust made choices to stand up for others and themselves.*
- *There were risks involved in resisting the Nazis, hiding Jewish people and other victims, or supporting the transit of victims, but many were willing to risk the severe consequences in order to stand up for others.*
- *Through the choices they made in the Holocaust, upstanders continue to inspire people to make the world a better place.*
- *There are big and small ways to stand up for your beliefs.*

### **Module Performance Task - Create and Present a Graphic Panel Depiction of a Fictional Holocaust Upstander**

This performance task gives students the opportunity to present the graphic panels they create. Throughout Unit 1 of this module, students learn about the Holocaust and explore the graphic novel *Maus I*, which tells the story of a Holocaust survivor. In Unit 2 of this module, students explore poems and memoirs that highlight the different voices of victims and survivors of the Holocaust. Throughout Unit 3, students read the accounts of upstanders who took action during the Holocaust. Students then create a fictional profile of an imaginary upstander and write a narrative of a fictional interview. For their performance task, students create graphic panels to represent a key moment of their narrative and write a reflection on the work they have created. Students present their panels to an audience and answer questions about their work.

Format - Students create graphic panels to visually depict a key moment from the narrative they wrote in Unit 3. Students write a reflection answering questions about their work. Students answer these questions and other questions from audience members, who will take time to review their graphic panels and jot down what they notice and wonder.

### **Criteria for Success**

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a criteria list by which their work will be critiqued and formally assessed.

Your performance task will include the following elements:

- At least six panels that portray a moment from your Unit 3 narrative (panel should cover one to two pages of 8.5" x 11" paper)
- At least one example of dialogue

- At least one example of a domain-specific vocabulary word and one example of an academic vocabulary word you have acquired in this module
- Visuals that portray the description and dialogue in each panel
- A written reflection on the work you have created, which you will present orally to your audience
- Prompt cards with speaking points about your reflection on the planning process for the graphic panels (you will refer to these prompt cards during your presentation)
- Time to answer questions from your audience members

### **Social Studies Connections**

This module is designed to address English language arts standards and to be taught during the literacy block. But the module intentionally incorporates social studies content that may align to additional teaching during other parts of the day. These intentional connections are described below.

#### College, Career, and Civic Life (C3) Framework for Social Studies State Standards

- D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.
- D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.
- D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings.
- D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.