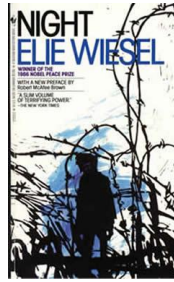


Holocaust Unit Syllabus

Ms. Heiar's 8th Grade English Class

Text: Night by Elie Wiesel



Week 1: February 28

Chapter 1

2/28-2/4 Journal Prompts
3/1 Holocaust Video w/ Response Worksheet
3/2 In class read/ Study day
3/3 Vocabulary Quiz #1
3/4 Discussion Groups/ Active Reading

Week 2: March 7

Chapters 2-3

3/7-3/11 Journal Prompts
3/8 Poem Work Day
3/9 Peer Revisions
3/10 Student-Teacher Conferences
3/11 Discussion Groups/Active Reading

Week 3: March 14

Chapters 4-5

3/14-3/18 Journal Prompts
3/14-3/15 In class Revision Help Days
3/16 Poem Due
3/17 Vocabulary Quiz #2
3/17 Final Essay Assigned
3/18 Discussion Groups/Active Reading

Week 4: March 21

Chapters 6-9

3/21-3/25 Journal Prompts
3/21-3/22 Essay Work Days
3/23 Peer Revisions
3/24 Student Teacher Conferences
3/24 Vocabulary Quiz #2
3/25 Discussion Groups/Active Reading

Week 5: March 28

3/28-3/29 In class Revision Help Days
3/30 Final Paper Due
3/30 Late Work Due
3/30 All Revisions Due
3/30 Vocabulary Quiz #3

Night Journal Prompts

During this Holocaust Unit you will be asked to keep a journal. The journal will be provided by me and you will be given a journal prompt at the beginning of each class period. You are to write for 15 minutes on the prompt given to you, so I suggest keeping up on the readings. I would like you to reflect on what is happening in the book with emotion and detail. Try relating the story to your own life or putting yourself in a certain characters shoes. There is no length requirement, I just want you to free write. Your journals will be handed in at the end of each week and I will read and grade them and also leave comments. This is a chance for you to be expressive and improve your writing skills! Listed below are the prompts so if you are sick, you can look back and find the journal prompt that you missed.

Week 1 Prompts: Chapter 1

2/28- What do you know about the Holocaust? What would you like to know?

3/1- What kind of feelings do you get just by looking at the cover of this book?

3/2- Imagine, like the Weisel family, you had only twelve hours to prepare and pack your bag for a lifetime journey to a new home. What steps would you take to prepare for the trip and what items would you pack in your personal bag?

3/3- Describe Elie's father, Mr. Weisel. Include details that show his importance in Elie's life?

3/4- List three warnings the Weisel family was given, but ignored, before they reached the train station.

Week 2 Prompts: Chapters 2-3

3/7- Compare Elie the innocent young boy from Sighet with Elie, prisoner A-7713.

3/8- What would you have done to stay calm inside of the cattle car?

3/9- Describe in detail the train passenger Madame Schachter. How did she react to being sealed inside a crowded cattle car and what image did she foresee?

3/10- What probably happened to Elie's mother and sisters. List the clues from the chapters that helped you determine their fate.

3/11- What are you feeling thus far in the book? Have any of your opinions or thoughts changed?

Week 3 Prompts: Chapters 4-5

3/14- Explain the situation that caused Elie's cauldron-cooked soup to taste excellent one night, yet of corpses on another.

3/16- Elie finally had his gold-crowned tooth extracted by the prison dentist who used a rusty spoon for a tool. Tell about one of your experiences at the dentist.

3/17- The gate that leads into the work camp Buna says Arbeit Mach Frei, a German phrase meaning work will set you free. Describe the irony of this phrase on the gate?

3/18- What would keep you going each day if you were in Elie Wiesel's shoes?

3/19- If you could ask Elie Wiesel one question what would it be and why?

Week 4 Prompts: Chapters 6-9

3/21- Compare the conditions Elie endured in camp Buna with those of his journey to Gleiwitz, and then on to Buchenwald.

3/22- Explain what the author meant when he wrote "from the depths of the mirror, a corpse gazed back at me. The look in his eyes, as they stared into mine, has never left me."

3/23- Suppose Elie's father had died at the beginning of their evacuation. Would Elie have survived, or was his father's support crucial to his son's survival? Support your opinion with details from the book.

3/24- List images author Weisel used to help readers realize the deplorable plight the prisoners experienced when fleeing Buna for Buchenwald.

3/25- After having read this book, what do you know now that you didn't previously know about the Holocaust? How did this book impact you?

Vocabulary Quiz #1

Chapter 1 *Night*

Ms. Heiar's 8th Grade English

1. ____ a poor densely populated city district occupied by a minority ethnic group linked together by economic hardship and social restrictions.
2. ____ worthy of or causing disgust or hatred.
3. ____ a secret-police organization employing underhanded and terrorist methods against persons suspected of disloyalty
4. ____ A usually short narrative of an interesting, amusing, or biographical incident
5. ____ a Jew trained and ordained for professional religious leadership; *specifically* : the official leader of a Jewish congregation
6. ____ marked by or showing reverence for deity and devotion to divine worship
7. ____ an international movement originally for the establishment of a Jewish national or religious community in Palestine and later for the support of modern Israel
8. ____ the removal from a country of an alien whose presence is unlawful or prejudicial
9. ____ the house of worship and communal center of a Jewish congregation
10. ____ the art and practice of conducting negotiations between nations

Word Bank

- A) synagogue (noun)
- B) Gestapo (noun)
- B) Gestapo (noun)
- C) rabbi (noun)
- D) Zionism (noun)
- E) diplomacy (noun)
- F) ghetto (noun)
- G) anecdotes (noun)
- H) deportation (noun)
- I) pious (adjective)
- J) abominable (adjective)

Vocabulary Quiz #2

Chapters 2-5

Ms. Heiar's 8th Grade English

1. ____ a police officer's stick.
2. ____ to handcuff
3. ____ vague, not fixed in advance.
4. ____ beginning of a journey.
5. ____ to hold attention tightly, as if physically attached.
6. ____ like a beast or animal
7. ____ filled with disease, contagious.
8. ____ dry, shrunken, wrinkled
9. ____ the sky or heavens
10. ____ to rob with open violence.

Word Bank

Word Bank

- A) pestilential (adj)
- K) wizened (adj)
- K) wizened (adj)
- L) truncheon (noun)
- M) pillage (verb)
- N) vigilance (noun)
- O) embarkation (noun)
- P) contagion (noun)
- Q) encumbrance (noun)
- R) manacle (verb)
- S) firmament (noun)

Vocabulary Quiz #3

Chapters 6-9

Ms. Heiar's 8th Grade English

1. ____ state of extreme watchfulness.
2. ____ marked by abnormal thinness, caused by starvation or disease.
3. ____ vague, not fixed in advance.
4. ____ beginning of a journey.
5. ____ to hold attention tightly, as if physically attached.
6. ____ like a beast or animal
7. ____ an international movement originally for the establishment of a Jewish national or religious community in Palestine and later for the support of modern Israel
8. ____ the removal from a country of an alien whose presence is unlawful or prejudicial
9. ____ burden.
10. ____ an influence that spreads rapidly.

Word Bank

Word Bank

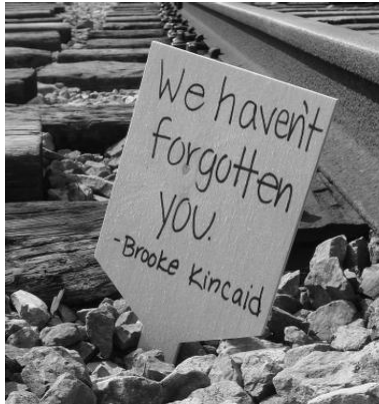
- A) bestial (adj)
- T) emaciated (adj)
- U) crucible (noun)
- V) rivet (verb)
- W) vigilance (noun)
- X) embarkation (noun)
- Y) contagion (noun)
- Z) encumbrance (noun)
- AA) indeterminate (adjective)
- BB) abominable (adjective)

I cannot teach this book. Instead,
I drop copies on their desks,
like bombs on sleeping towns,
and let them read. So do I, again.
The stench rises from the page
and chokes my throat.
The ghosts of burning babies
haunt my eyes.
And that bouncing abaton,
that pointer of Death,
stabs me in the heart
as it sends his mother
to the blackening sky.
Nothing is destroyed
the laws of science say,
only changed.
The millions transformed into
precious smoke ride the wind
to fill our lungs and hearts
with their cries.
No, I cannot teach this book.
I simply want the words
to burn their comfortable souls
and leave them scarred for life.

-Thomas E. Thornton



The Holocaust Poetry Project



In order to document what we have learned from the holocaust and from the book *Night* thus far our class will be composing poems which will be compiled in a book. Our class book will be entitled *We Haven't Forgotten You: The Holocaust Poetry Project*. Each of you will write a reflective poem about the Holocaust. You may use past knowledge from a variety of sources including other books you have read, movies etc. and you may also use the book *Night* that we are reading in class for inspiration. Pictures may be included with your poem, but should not be the focus of the assignment. I have provided you an example poem that reflects the book *Night* from a teacher's perspective. We will be doing peer evaluations as well as student/teacher conferences and in class revisions in order to make our poems the best!

Grading is as follows:

Participation: 20 pts.

Creativity/Content: 20 pts.

Rough Draft: 10 pts.

Peer Revising: 20 pts.

Revisions: 10 pts.

Final Draft: 20 pts.

- For timeline regarding the poem, please see Holocaust Unit Syllabus.

Name _____ Date _____
Class Ms. Heiar's 8th Grade English

Active Reading

Night chapters 1 and 2

In chapters 1 and 2, a number of significant things happen to Elie Wiesel and the other Jews of Sighet. As you read this section, look for important events and for how people respond to them. List some key events in the Event column. In the Response column identify how Wiesel and the other Sighet Jews respond. In the third column, write what happens next in the story. Discuss whether or not the villagers' responses to events influenced, at least in part, events that followed.

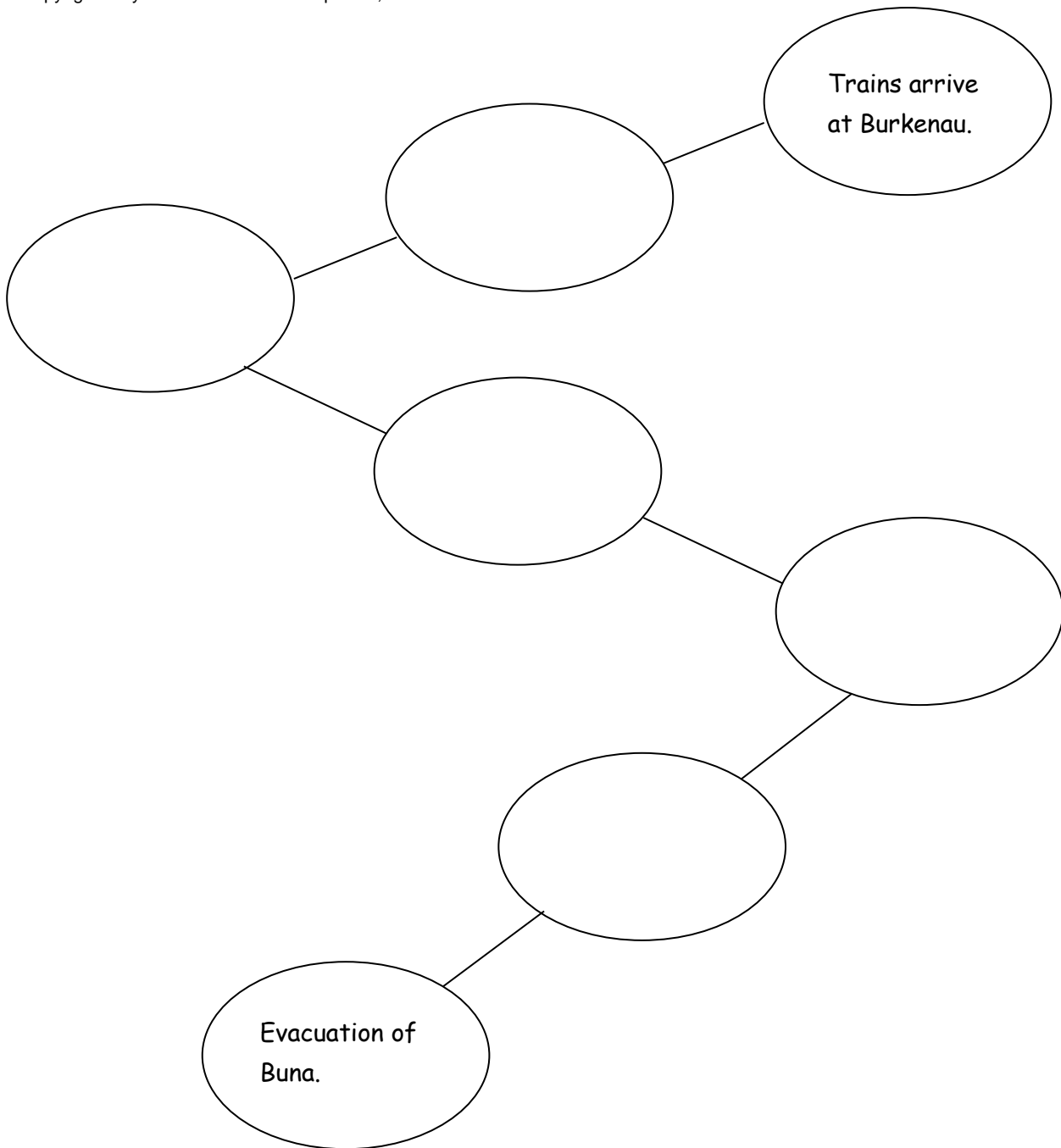
Event	Response	What Happens Next?
Moche the Beadle is deported because he is a foreign Jew.		

Active Reading

Night chapters 3 through 5

As you read chapters 3 through 5, complete the flow chart below by listing in chronological order the major events that occur from the arrival of the trains at Birkenau to the evacuation of Buna. Add more circles if necessary.

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Active Reading

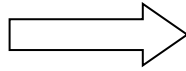
Night chapters 6 through 9

In this section, Wiesel is pushed closer and closer toward hopelessness and death. His inexplicable will to live and the realities of life pull him back again and again. As you read, think about the events and emotions that influence Wiesel's zigzag journey between death and life. In the chart below, record examples of events that create a sense of hopelessness and events that provide hope.

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Hopelessness and Death

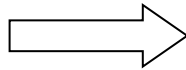
pain in foot,
exhaustion, death
seems a release



Hope and Life

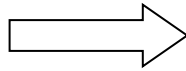
His father needs Wiesel's
support, Wiesel cannot
abandon him

Empty rectangular box for recording an event of hopelessness and death.



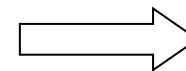
Empty rectangular box for recording an event of hope and life.

Empty rectangular box for recording an event of hopelessness and death.



Empty rectangular box for recording an event of hope and life.

Empty rectangular box for recording an event of hopelessness and death.



Empty rectangular box for recording an event of hope and life.

Final Paper

Ms. Heiar's 8th Grade English

Night by Elie Wiesel

Throughout this unit you have been required to write journal prompts and poems, take vocabulary quizzes, do worksheets and watch videos that all pertain to the book *Night* by Elie Wiesel. For this essay I will provide you with three prompts that correlate with what you have read and done in class. You may choose one of the three prompts to write a Narrative essay. I would like you to be descriptive and expressive like you have been doing in your journal prompts. The only difference is that this needs to be in depth and you will be typing it, so it should be done to the very best of your ability. I will be providing a list of things that I would like you to cover in your paper as well as grading rubric so that you can see how all areas of your paper will be scored. Elie Wiesel shared his story in *Night* and I would like you to share your story after reading *Night*. Best of luck!

Prompt 1:

Wiesel believes that remembering the Holocaust will help to ensure that this type of atrocity does not occur in the future. Do you think learning about historical events can guide people to behave differently?
Explain.

Prompt 2:

Explain the indifference of the rest of the world to the concentration camps of the Holocaust. Are there any parallels today?

Prompt 3:

What does it mean to feel hopeless? How do you think hopelessness affects people's lives?

Final Paper Marker

- For each topic, gauge how well you feel you did this in your paper by placing a marker on the line shown.

Does the first sentence of my introduction grab the reader's attention?

0-----5-----10

Is my thesis clear and cohesive with the rest of my paper and my topic?

0-----5-----10

Have I revised my paper more than once? _____

How strong is my conclusion?

0-----5-----10

How strong are my topic sentences?

0-----5-----10

How strong are my transitions?

0-----5-----10

Did I write what I wanted to write?

0-----5-----10

Is my paper free from grammatical errors such as sentence fragments, run on sentences, spelling errors, and subject predicate agreement?

0-----5-----10

Did I write to the best of my ability and revise and edit where need be?

0-----5-----10

Name _____ Date _____ Class _____

Revision Checklist

- _____ 1. Did I write what I wanted to write?
- _____ 2. Is my topic focused?
- _____ 3. Will my readers understand what I am saying?
- _____ 4. Is my writing clear?
- _____ 5. Is my opening strong? Does it capture my reader's attention?
- _____ 6. Are my main ideas supported with details? Have I used examples?
- _____ 7. Does my conclusion contain a final point or summary of my essay?
- _____ 8. Is all my information needed? Can I remove any phrases, words, paragraphs or sentences to make my paper more concise?
- _____ 9. Are there places where I can expand my ideas?
- _____ 10. Does my essay show unity? Do all the parts build to a whole?
- _____ 11. What part of the piece do I like best?

Why? _____
_____.

_____ 12. What part of the piece do I like least?
Why? _____
_____.

_____ 13. What part do I feel needs improvement? How can I improve it?

_____.

Revise, Revise, Revise, Revise

This is a handout that provides you with revision strategies as well as a checklist for revision. You are encouraged to refer back to this handout for any writing assignment that we have in this class. No matter how good your paper is the first time, it can always be improved! We will be doing peer revisions, student-teacher conferences, as well as in class revision help sessions in order for your paper to be the best it can be. Whether or not you choose to revise is up to you though. I have included a revision checklist that can be used at any time by you for your personal revisions as well as for peer revisions. I have provided you with many resources and I encourage you to take advantage of them.

Development : Development addresses how your combination of words, sentences, and paragraphs work together to present your reader a clear view of what it is your essay (and you) intends to say. The best way to develop is to free-write, use graphic organizers and constantly read and re-read your paper to make sure it is going in the direction you want it to.

Sentences: Note the relationship between each sentence in a given paragraph. Make sure each sentence combines with the next sentence to build a main idea. Make sure your sentences are allowing you to express your full idea. Avoid run on sentences where your ideas are running together as well as sentence fragments where your ideas are not fully expressed and you leave your reader hanging.

Thesis: Your thesis should be your main idea. The rest of your paper should be thoughts that reflect and support your main idea. Your thesis needs to be strong, if it is vague then you will find difficulty relating all of your supporting thoughts in the paper.

Paragraphs: When writing your paragraphs be sure and focus on your topic sentences and transition sentences. Ask yourself: Does the first sentence of my paragraph state what my focus of the paragraph is? Does my last sentence foretell what my next paragraph is going to be addressing?

Organization: Write down your main points of focus in your paper. Look to see if any of them tie together. If they do organize them so that your paper flows from one point to the next. Remember you can always go back and reorganize your paper when revising!

Editing: Editing should be the very last thing that you do before you turn in your paper. Spelling mistakes, comma errors, and other grammatical problems can be easily fixed. Feel free to fix these as you come across them in your writing, but know they should not be your main point of focus when writing your paper 😊

Lesson Plan Format:

Teacher Ms.

Heiar

Subject English

Grade Level 8

Date 12/13/10

I. Content: I want my students to be able to analyze literature and convey what they have read through writing. I want them to understand revision techniques and use them in all of their writing assignments. I want my students to write with passion and read with understanding.

II. Prerequisites: In order to complete this unit syllabus my students will need to know how to write reflectively and with emotion. They will need to know how to read and analyze a text. They will need to know how to effectively discuss and communicate when put into a group setting. They will need to know how to revise and edit their peers work as well as their own by offering and responding to positive criticism.

III. Instructional Objective: The student will learn how to read a historical piece of literature and reflect on it based on emotion, opinion, and research. They will write reflective journal pieces, take vocabulary quizzes, take part in discussions and Active Reading, write a reflective poem, and write a final essay.

IV. Instructional Procedures: To introduce this unit I will start by showing a video of Oprah Winfrey's interview with Elie Wiesel at Auschwitz. I think this will get the student interested and it will really give them an idea of how terrible the holocaust was. The students will all be provided with a syllabus that says when and what is due on each date so they are aware of current and upcoming activities. The closure to this unit will be the student's final papers and a finished book of their poems.

VI. Assessment/Evaluation: I think by evaluating how the students have progressed overall from the beginning of the unit from journal reflections to discussions to their poems and their final papers I will be able to gauge how far the particular students has come and how their writing has progressed.

VII. Follow-up Activities: A follow up activity to this unit would be a civil rights unit that focuses on the struggle that African American's faced in this country during the 1960's. This would be a good follow up activity because it still deals with ethnic inequalities like the holocaust. Students would be required to do many similar projects that revolve around one or several informative historical texts.