# Unit Calendar

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday the 1st</td>
<td>Wednesday the 2nd</td>
<td>Thursday the 3rd</td>
<td>Friday the 4th</td>
</tr>
<tr>
<td>- Brainstorming past knowledge</td>
<td>- Quiz (Simulation)</td>
<td>- Poem</td>
<td>- Poem</td>
</tr>
<tr>
<td>- Introduce Unit</td>
<td>- Discussion</td>
<td>- Video Clip</td>
<td>- Literature Circles</td>
</tr>
<tr>
<td>- Introduce Books</td>
<td>- The Sneetches</td>
<td>- Explain Jobs</td>
<td>- Library Research</td>
</tr>
<tr>
<td>- Book Selections</td>
<td>- Hand out books and logs</td>
<td>- Literature Circles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- First Assignment</td>
<td>- Introduce Research Project</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday the 7th</td>
<td>Monday the 14th</td>
<td>Tuesday the 15th</td>
<td>Wednesday the 16th</td>
</tr>
<tr>
<td>- Poem</td>
<td>- Poem</td>
<td>- Poem</td>
<td>- Poem</td>
</tr>
<tr>
<td>- Literature Circles</td>
<td>- Literature Circles</td>
<td>- Presentations</td>
<td>- Literature Circles</td>
</tr>
<tr>
<td>- Computer Lab Research</td>
<td>- Presentation Rubric Development</td>
<td>- Self-Evaluation</td>
<td>- Writing Time</td>
</tr>
<tr>
<td></td>
<td>- Work Time</td>
<td>- Writing Introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Writing Time</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 9</th>
<th>Day 10</th>
<th>Day 11</th>
<th>Day 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday the 17th</td>
<td>Friday the 18th</td>
<td>Monday the 21st</td>
<td>Tuesday the 22nd</td>
</tr>
<tr>
<td>- Poem</td>
<td>- Poem</td>
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<td>- Poem</td>
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<td>- Literature Circles</td>
<td>- Literature Circles</td>
<td>- Literature Circles</td>
<td>- Literature Circles</td>
</tr>
<tr>
<td>- Writing Time</td>
<td>- Writing Time</td>
<td>- Writing Time</td>
<td>- Sharing Writings</td>
</tr>
<tr>
<td></td>
<td>- Partner Exchange</td>
<td>- Group Exchange</td>
<td>- Collect Books</td>
</tr>
</tbody>
</table>
| Day 13  
Monday the 28\(^{th}\) | Notes |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guest Speaker</td>
<td></td>
</tr>
<tr>
<td>• Thank you letter</td>
<td></td>
</tr>
<tr>
<td>• Book Themes</td>
<td></td>
</tr>
<tr>
<td>• Book Presentations and Treats</td>
<td></td>
</tr>
</tbody>
</table>
Big Question:

How did WWII affect individual lives?

Sub-Questions:

- What significant events happened during WWII?
- How were Jewish people affected by WWII?
- How were non-Jewish people affected by WWII?
- How did people recover after WWII was over, including survivors today?
STANDARDS MET IN THIS UNIT

♦ “Uses effective reading strategies” - Superior School District Standard RL61
♦ “Interprets and analyzes text” - Superior School District Standard RL64
♦ “Reads aloud with age-appropriate fluency, accuracy and expression” - Superior School District Standard RL62
♦ “Identifies and implements criteria for effective oral presentation” - Superior School District Standard OL61
♦ “Identifies and summarizes main ideas, themes, important points from text” - Superior School District Standard RL63
♦ “Uses appropriate conventions and spelling in a variety of contexts” - Superior School District Standard Wr62
♦ “Writes complete sentences and paragraphs to convey meaning” - Superior School District Standard Wr63
♦ “Uses a variety of words and phrases to improve communication” - Superior School District Standard Wr64

♦ “The learner can identify and use key concepts such as chronology…” - NCSS Standard II b
♦ The learner can develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors or people in different historical contexts.” - NCSS Standard II e
♦ “The learner can identify and use processes important to reconstructing the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.” - NCSS Standard II d
♦ “The learner can identify and interpret examples of stereotyping, conformity, and altruism.” - NCSS Standard IV g
♦ “The learner can explain and apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.” - NCSS Standard VI h
Unit Goals and Objectives

USE LITERATURE TO UNDERSTAND HISTORY

- The students will select a book about WWII and the Holocaust that they are interested in reading.
- The students will read a literature book about WWII and the Holocaust and complete a reading log to help them better understand the text.
- Students will hear and chorally read poetry written about the Holocaust by Holocaust survivors.
- Students will read and discuss books about WWII and the Holocaust in literature circles after completing the day’s reading and a reading log.

BUILD UP KNOWLEDGE ABOUT WWII AND THE HOLOCAUST

- The students will listen to several survivor stories from the Holocaust via video and guest speakers.
- Students will research a topic about WWII and the Holocaust and present it to the class.
- The class will create a timeline, vocabulary list, and map to pinpoint important dates, words and places of WWII.

DISCUSS DISCRIMINATION, SELF-IDENTITY AND EQUALITY

- The students will participate in a simulation designed to make them understand how it feels to be discriminated against.
- The class will discuss being equal after listening to a reading of The Sneetches by Dr. Seuss.
- Students will write a paper, using a jump-start, relating to their book and their own lives.
How did WWII affect individual lives?

Day: 1

Grade: 6th

Objectives:
- The students will select a book about WWII and the Holocaust that they are interested in reading.

Standards:
- The learner can develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors or people in different historical contexts."- NCSS Standard II e

Materials:
- Copies of Diary of a Young Girl, Friedrich, Under the Blood-Red Sun, and Number the Stars
- Half sheets of scrap paper
- Pencils
- White board
- Dry erase markers

Procedure:
- During lesson, note the eye color of each student on a sheet of paper for tomorrow’s lesson.
- Before students arrive, write at the top of the board, “How did WWII affect individual lives?” Cover this with paper. Then write below it, “What do you know about WWII?” Leave this uncovered.
- When students arrive, have them brainstorm ideas of what they know about WWII, and write them on the board while they list them.
- If they have a hard time getting started, give them the general idea of the war.
- After they’ve listed ideas, say, “In the next few weeks, we will be learning about WWII. We will learn about it through literature, research, and a guest speaker. Throughout these weeks, we will strive to answer a big question, (uncover the question) “How did WWII affect individual lives?”
- Introduce the concept of literature circles. Specifically talk about how each person needs to do their job in order for the circle to run smoothly. Mention that they will get a say in which book they read but that not everyone will be able to get their first choice.
- Introduce each of the books by holding them up and giving a little summary of them. After introducing the book, pass copies of it around the room for them to look through. Write the names of each of the books on the board.
- Hand out half sheets of paper and pencils. Have them rank the books in order from 1-4 (1 being the book they want most, 4 being the book the want least).
- Collect the pieces of paper.
Conclusion:

“Tomorrow, you will receive your literature circle assignments. Tonight, I want you to go home and ask your parents or guardians if they know of anyone who fought in WWII. My guess is that many of you may have grandparents who were soldiers. Talking with them is a great way to learn how WWII affected individual lives.”
How did WWII affect individual lives?

Day: 2

Grade: 6th

Objectives:
- The students will participate in a simulation designed to make them understand how it feels to be discriminated against.
- The class will discuss being equal after listening to a reading of The Sneetches by Dr. Seuss.
- The students will read a literature book about WWII and the Holocaust and complete a reading log to help them better understand the text.

Standards:
- “The learner can identify and interpret examples of stereotyping, conformity, and altruism.”- NCSS Standard IV g
- “The learner can explain and apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.”- NCSS Standard VI h

Materials:
- Copies of Diary of a Young Girl, Friedrich, Under the Blood-Red Sun, and Number the Stars
- Reading Logs for each student
- Eye color findings from the previous day
- List of literature circle groups
- Candy
- Rope
- List of questions for simulation
- Three sets of vertically divided half sheets of paper (one set cut neatly and pre-numbered 1-5, one set torn with the edges curled, one set that is only little tiny scraps of torn crumpled paper, preferably dirty)
- The Sneetches by Dr. Seuss

Procedure:
- Before students arrive, note which eye color had the most students and the least students. The eye color with the least number of students will be the “good” group. The eye color with the most number of students will be the “bad” group. The eye color grouping in the middle is the “average” group.
- Arrange the desks so there is a special section in the front with plenty of space for the “good” group. Leave a semi-large gap and then put enough desks for the “average group” so that everyone has a desk, but it is crowded. In the back of the room, rope off a tiny area so that the “bad” group will have to stand and will be squished.
• As students come in greet them according to their eye color. “Good” students will be escorted to their seats and greeted pleasantly. Be sure to ask if they feel comfortable or if there is anything else they need. “Average” students will be dealt with quickly and dismissively, greet them and point to their spot. “Bad” students will be yelled at for being late (even if they are early) and banned to the roped area.

• After they are in their spots, announce that we are having a quiz on WWII today. Hand out the nice paper to the “good” group, the okay paper to the “average” group and throw the yucky paper on the floor and yell at the “bad” group to get it.

• While they are taking the test, be sure to give the answers away to the “good” group. Also hand them lots of candy and make the “bad” group pick up their candy wrappers. Randomly hand out referrals or detention notices to the “bad” group. If anyone in the “average” group acts out of line they can be sent to the “bad” group. Stay in character and make sure your voice reflects each groups’ status.

• After the test is over, tell the students to put the desks back in the normal seating arrangement. Tell them that we just participated in a simulation to show how it feels to be discriminated against.

• Give them plenty of time to discuss as a class how it felt. Specifically ask, what did it feel like to be in the “good” group? Even if it felt nice, did you feel guilty or bad for the “bad” group?

• Read the book, The Sneetches by Dr. Seuss. Afterwards, discuss if there really is one group of people that is better than others. How do we discriminate in middle school? Are you better than someone else if you have brand-name sneakers? How does that relate to The Sneetches or to what we know about WWII and the Holocaust?

Conclusion:
Hand out books and reading logs. Explain how to fill in a reading log (only need to do 4 out of the 6 sections each day). Have a student describe the difference between a fact question and a discussion question. Put the first reading assignments on the overhead. Tell students to pay careful attention during their readings to discrimination.
How did WWII affect individual lives?

Day: 3

Grade: 6th

Objectives:
- The students will listen to several survivor stories from the Holocaust via video and guest speakers.
- Students will hear and chorally read poetry written about the Holocaust by Holocaust survivors.
- Students will read and discuss books about WWII and the Holocaust in literature circles after completing the day’s reading and a reading log.
- The class will create a timeline, vocabulary list, and map to pinpoint important dates, words and places of WWII.

Standards:
- “Uses effective reading strategies”- Superior School District Standard RL61
- “Interprets and analyzes text”- Superior School District Standard RL64
- “Reads aloud with age-appropriate fluency, accuracy and expression”- Superior School District Standard RL62
- “The learner can identify and use key concepts such as chronology…”- NCSS Standard II b
- The learner can develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors or people in different historical contexts.”- NCSS Standard II e

Materials:
- Copies of Diary of a Young Girl, Friedrich, Under the Blood-Red Sun, and Number the Stars
- Reading Logs
- List of group leaders and group jobs
- Name badges for leaders that say Word, Place, Date or Free on them
- Overhead of a poem about the Holocaust
- Holocaust video recording
- Crates of books about WWII and the Holocaust
- List of research partners
- Bulletin boards around room (Important Words, Important Places and Important Dates) with an example on each.

Procedure:
- When students enter, have the lights off and the poem on the overhead. Read the poem aloud to them.
• Show a five minute clip from the video (52 minutes to 57 minutes).
• After they watch the video, have them share what it felt like to see the images and hear the stories.
• Have the class chorally read the poem.
• Point to the bulletin boards around the room and explain the purpose of each.
• Important Words are vocabulary terms and definitions that are either from reading or just general WWII vocabulary words that we need to know to better understand (example- Axis Powers).
• Important Places are places from reading or just general WWII places that we need to know to better understand (example- Auschwitz).
• Important Dates are times from reading or just general WWII events that will give us a better understanding of the context (example- September 1st, 1939- War Began).
• Show them where the supplies are to add words, places and dates to the boards. Each group will have to add on to a different bulletin board each day.
• Break groups into their literature circles. Assign each group a leader for the day. Give each leader the appropriate badge for their group’s job. For instance, if Suzy is the Friedrich leader and their group needs to add a date to the timeline today, she would get the badge that says “Date.” The group who has “Free” gets extra time to discuss their readings.
• While students are discussing in their groups, the teacher will go around and check off students who she/he hears participating in discussions. She/he will also check off students whose reading logs are completed.
• Get the groups back together. Have each group share their word, place or date with the group and add it to the bulletin board.
• Talk about what went well in the groups and what needs to improve.
• Introduce the concept of a research project by saying, “Partner pairs are going to pick any topic about WWII that they are interested in and get it approved. It can’t be too broad or too narrow. Too broad would be like Pearl Harbor. Whole books and movies have been made about Pearl Harbor. A better choice would be the USS Arizona. You will research your topic and present it to the class in a fun way.”
• Read off the list of partners.

**Conclusion:**
• Before dismissing, have the groups meet quickly again and divide up the rest of the reading assignments into the number of days left.
How did WWII affect individual lives?

Day: 4

Grade: 6th

Objectives:
- Students will hear and chorally read poetry written about the Holocaust by Holocaust survivors.
- Students will read and discuss books about WWII and the Holocaust in literature circles after completing the day’s reading and a reading log.
- Students will research a topic about WWII and the Holocaust and present it to the class.
- The class will create a timeline, vocabulary list, and map to pinpoint important dates, words and places of WWII.

Standards:
- “Uses effective reading strategies”- Superior School District Standard RL61
- “Interprets and analyzes text”- Superior School District Standard RL64
- “Reads aloud with age-appropriate fluency, accuracy and expression”- Superior School District Standard RL62
- “The learner can identify and use key concepts such as chronology…”- NCSS Standard II b
- The learner can develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors or people in different historical contexts.”- NCSS Standard II e
- “The learner can identify and use processes important to reconstructing the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.”- NCSS Standard II d

Materials:
- Copies of Diary of a Young Girl, Friedrich, Under the Blood-Red Sun, and Number the Stars
- Reading logs
- List of group leaders and group jobs
- Name badges for leaders that say Word, Place, Date or Free on them
- Overhead of a poem about the Holocaust
- Crates of books about WWII and the Holocaust
- List of research partners
- Bulletin boards around room (Important Words, Important Places and Important Dates) with an example on each.
- Library use

Procedure:
• When students enter, have the lights off and the poem on the overhead. Read the poem aloud to them.
• Have the class chorally read the poem.
• Break groups into their literature circles. Assign each group a leader for the day. Hand out name badges to the leaders.
• While students are discussing in their groups, the teacher will go around and check off students who she/he hears participating in discussions. She/he will also check off students whose reading logs are completed.
• Get the groups back together. Have each group share their word, place or date with the group and add it to the bulletin board.
• Talk about what went well in the groups and what needs to improve.
• Head to the library for time to research. By the end of the hour, they need to have chosen a topic and gotten it approved.

Conclusion:
• Before dismissing, ask the group what our big question is and what answers they found for that question today. Then, read off the list of research topics to check for mistakes. Encourage them to research at home, as well.
How did WWII affect individual lives?

Day: 5

Grade: 6th

Objectives:
- Students will hear and chorally read poetry written about the Holocaust by Holocaust survivors.
- Students will read and discuss books about WWII and the Holocaust in literature circles after completing the day’s reading and a reading log.
- Students will research a topic about WWII and the Holocaust and present it to the class.
- The class will create a timeline, vocabulary list, and map to pinpoint important dates, words and places of WWII.

Standards:
- “Uses effective reading strategies”- Superior School District Standard RL61
- “Interprets and analyzes text”- Superior School District Standard RL64
- “Reads aloud with age-appropriate fluency, accuracy and expression”- Superior School District Standard RL62
- “The learner can identify and use key concepts such as chronology…”- NCSS Standard II b
- The learner can develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors or people in different historical contexts.”- NCSS Standard II e
- “The learner can identify and use processes important to reconstructing the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.”- NCSS Standard II d

Materials:
- Copies of Diary of a Young Girl, Friedrich, Under the Blood-Red Sun, and Number the Stars
- Reading logs
- List of group leaders and group jobs
- Name badges for leaders that say Word, Place, Date or Free on them
- Overhead of a poem about the Holocaust
- Crates of books about WWII and the Holocaust
- List of research partners
- Bulletin boards around room (Important Words, Important Places and Important Dates) with an example on each.
- Computer lab use with internet

Procedure:
• When students enter, have the lights off and the poem on the overhead. Read the poem aloud to them.
• Have the class chorally read the poem.
• Break groups into their literature circles. Assign each group a leader for the day. Hand out name badges to the leaders.
• While students are discussing in their groups, the teacher will go around and check off students who she/he hears participating in discussions. She/he will also check off students whose reading logs are completed.
• Get the groups back together. Have each group share their word, place or date with the group and add it to the bulletin board.
• Talk about what went well in the groups and what needs to improve.
• Head to the computer lab for time to research. By the end of the hour, they need to have chosen a presentation method and gotten it approved.

Conclusion:
• Before dismissing, ask the group what our big question is and what answers they found for that question today. Then, read off the list of research topics and presentation methods to check for mistakes. Encourage them to work on the presentation at home, as well.
How did WWII affect individual lives?

Day: 6

Grade: 6th

Objectives:
- Students will hear and chorally read poetry written about the Holocaust by Holocaust survivors.
- Students will read and discuss books about WWII and the Holocaust in literature circles after completing the day’s reading and a reading log.
- Students will research a topic about WWII and the Holocaust and present it to the class.
- The class will create a timeline, vocabulary list, and map to pinpoint important dates, words and places of WWII.

Standards:
- “Uses effective reading strategies”- Superior School District Standard RL61
- “Interprets and analyzes text”- Superior School District Standard RL64
- “Reads aloud with age-appropriate fluency, accuracy and expression”- Superior School District Standard RL62
- “The learner can identify and use processes important to reconstructing the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.”- NCSS Standard II d

Materials:
- Copies of Diary of a Young Girl, Friedrich, Under the Blood-Red Sun, and Number the Stars
- Reading logs
- List of group leaders and group jobs
- Name badges for leaders that say Word, Place, Date or Free on them
- Overhead of a poem about the Holocaust
- Crates of books about WWII and the Holocaust
- List of research partners
- Bulletin boards around room (Important Words, Important Places and Important Dates) with an example on each.
- Blank overhead

Procedure:
- When students enter, have the lights off and the poem on the overhead. Read the poem aloud to them.
- Have the class chorally read the poem.
• Break groups into their literature circles. Assign each group a leader for the day. Hand out name badges to the leaders.
• While students are discussing in their groups, the teacher will go around and check off students who she/he hears participating in discussions. She/he will also check off students whose reading logs are completed.
• Get the groups back together. Have each group share their word, place or date with the group and add it to the bulletin board.
• Talk about what went well in the groups and what needs to improve.
• Remind students that tomorrow is the day for presentations.
• Explain how it is important for students to know what they are being graded on and to have a say in their grading. Announce that we will form the rubric for the presentations together.
• Put the blank overhead on the machine. Ask students what they think are important qualities in a research presentation (informative, good speaking traits, prepared, etc.) Write their answers down the side in a vertical column. Across the top write, in a row, 4, 3, 2, and 1. Ask them what a 3 presentation would look like for each of those criteria. Write that down under the 3 column and the correct criteria. Continue for 2 and 1. Finally go back and write down what a 4 presentation would look like.
• Give the remaining time for partner research work.

Conclusion:
• Before dismissing, ask the group what our big question is and what answers they found for that question today. Inform students that the presentations will be videotaped.
How did WWII affect individual lives?

Day: 7
Grade: 6th

Objectives:
- Students will hear and chorally read poetry written about the Holocaust by Holocaust survivors.
- Students will research a topic about WWII and the Holocaust and present it to the class.

Standards:
- “Uses effective reading strategies”- Superior School District Standard RL61
- “Interprets and analyzes text”- Superior School District Standard RL64
- “Reads aloud with age-appropriate fluency, accuracy and expression”- Superior School District Standard RL62
- “Identifies and implements criteria for effective oral presentation”-Superior School District Standard OL61
- “Uses appropriate conventions and spelling in a variety of contexts”- Superior School District Standard Wr62
- “Writes complete sentences and paragraphs to convey meaning”- Superior School District Standard Wr63
- “Uses a variety of words and phrases to improve communication”- Superior School District Standard Wr64
- The learner can develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors or people in different historical contexts.”- NCSS Standard II e

Materials:
- Copies of Diary of a Young Girl, Friedrich, Under the Blood-Red Sun, and Number the Stars
- Overhead of a poem about the Holocaust
- Crates of books about WWII and the Holocaust
- Copies of rubric for each student and one for the teacher for each student.
- Videocamera if possible
- Sticks in a can with students’ names on them
- Overhead of writing jump-starts
- Copies of writing jump-starts for each student

Procedure:
- Before students enter, have the videocamera set up.
- When students enter, have the lights off and the poem on the overhead. Read the poem aloud to them.
- Have the class chorally read the poem.
• Ask for volunteers to present first. If no one volunteers, draw a stick from the can.
• While students are presenting, write down things that they did well or could improve on.
• After a group is done presenting they can call on three people for questions or comments.
• Once all of the groups have gone, pass out rubrics to each student. Have them grade themselves on the presentation and write why they think they deserve that grade. Also have them note any problems they had working with their partner that they feel the teacher needs to know about.
• Run down the list of what was good and what could use improvement (generally speaking, don’t give any indication of whose presentation it is referring to).
• Introduce our next project- a writing. Put the list of writing topics on the overhead. Mention that these are only some of the jump-starts that they can use to write. If none of the jump-starts inspire them, they can come up with their own idea and get it approved.
• Talk about how these are only to get them thinking and to give them a topic to focus in on. They do not need to answer each question; instead they should focus on giving the paper flow and unity.
• They will have a week to work on this writing. It is an individual project. It does not have a required length, only that it needs to be full and complete.
• Introduce the concept of a teacher tally. Write “Teacher Tally” on the board and the numbers 1-10. The teacher will sit at the table and if a student has a question or needs help with his/her writing he/she should first check to see if the teacher is currently helping someone. If they are not, the student can go straight there. If they are, then the student writes his/her name on the teacher tally and sits down. When the previous student is finished, the teacher will call the next student’s name. That student can come up and get help and erase his/her name when he/she goes to sit down.
• Any remaining class time can be used to work on the writing projects.

Conclusion:
• Ask the group what our big question is and what answers they found for that question today.
How did WWII affect individual lives?

Day: 8

Grade: 6th

Objectives:
- Students will hear and chorally read poetry written about the Holocaust by Holocaust survivors.
- Students will read and discuss books about WWII and the Holocaust in literature circles after completing the day’s reading and a reading log.
- Students will write a paper, using a jump-start, relating to their book and their own lives.
- The class will create a timeline, vocabulary list, and map to pinpoint important dates, words and places of WWII.

Standards:
- “Uses effective reading strategies”- Superior School District Standard RL61
- “Interprets and analyzes text”- Superior School District Standard RL64
- “Reads aloud with age-appropriate fluency, accuracy and expression”- Superior School District Standard RL62
- “Uses appropriate conventions and spelling in a variety of contexts”- Superior School District Standard Wr62
- “Writes complete sentences and paragraphs to convey meaning”- Superior School District Standard Wr63
- “Uses a variety of words and phrases to improve communication”- Superior School District Standard Wr64
- “The learner can identify and use key concepts such as chronology…”- NCSS Standard II b
- The learner can develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors or people in different historical contexts.”- NCSS Standard II e

Materials:
- Copies of Diary of a Young Girl, Friedrich, Under the Blood-Red Sun, and Number the Stars
- Reading logs
- List of group leaders and group jobs
- Name badges for leaders that say Word, Place, Date or Free on them
- Overhead of a poem about the Holocaust
- Crates of books about WWII and the Holocaust
- Overhead of writing jump-starts
- Writing paper
- Bulletin boards around room (Important Words, Important Places and Important Dates) with an example on each.
Procedure:
- When students enter, have the lights off and the poem on the overhead. Read the poem aloud to them.
- Have the class chorally read the poem.
- Break groups into their literature circles. Assign each group a leader for the day. Hand out name badges to the leaders.
- While students are discussing in their groups, the teacher will go around and check off students who she/he hears participating in discussions. She/he will also check off students whose reading logs are completed.
- Get the groups back together. Have each group share their word, place or date with the group and add it to the bulletin board.
- Talk about what went well in the groups and what needs to improve.
- Put the teacher tally on the board and give students time to write.

Conclusion:
- Before dismissing, ask the group what our big question is and what answers they found for that question today.
How did WWII affect individual lives?

Day: 9
Grade: 6th

Objectives:
- Students will hear and chorally read poetry written about the Holocaust by Holocaust survivors.
- Students will read and discuss books about WWII and the Holocaust in literature circles after completing the day’s reading and a reading log.
- Students will write a paper, using a jump-start, relating to their book and their own lives.
- The class will create a timeline, vocabulary list, and map to pinpoint important dates, words and places of WWII.

Standards:
- “Uses effective reading strategies”- Superior School District Standard RL61
- “Interprets and analyzes text”- Superior School District Standard RL64
- “Reads aloud with age-appropriate fluency, accuracy and expression”- Superior School District Standard RL62
- “Uses appropriate conventions and spelling in a variety of contexts”- Superior School District Standard Wr62
- “Writes complete sentences and paragraphs to convey meaning”- Superior School District Standard Wr63
- “Uses a variety of words and phrases to improve communication”- Superior School District Standard Wr64
- “The learner can identify and use key concepts such as chronology…”- NCSS Standard II b
- The learner can develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors or people in different historical contexts.”- NCSS Standard II e

Materials:
- Copies of Diary of a Young Girl, Friedrich, Under the Blood-Red Sun, and Number the Stars
- Reading logs
- List of group leaders and group jobs
- Name badges for leaders that say Word, Place, Date or Free on them
- Overhead of a poem about the Holocaust
- Crates of books about WWII and the Holocaust
- Overhead of writing jump-starts
- Writing paper
- Bulletin boards around room (Important Words, Important Places and Important Dates) with an example on each.
Procedure:
- When students enter, have the lights off and the poem on the overhead. Read the poem aloud to them.
- Have the class chorally read the poem.
- Break groups into their literature circles. Assign each group a leader for the day. Hand out name badges to the leaders.
- While students are discussing in their groups, the teacher will go around and check off students who she/he hears participating in discussions. She/he will also check off students whose reading logs are completed.
- Get the groups back together. Have each group share their word, place or date with the group and add it to the bulletin board.
- Talk about what went well in the groups and what needs to improve.
- Put the teacher tally on the board and give students time to write.

Conclusion:
- Before dismissing, ask the group what our big question is and what answers they found for that question today.
How did WWII affect individual lives?

Day: 10

Grade: 6th

Objectives:
- Students will hear and chorally read poetry written about the Holocaust by Holocaust survivors.
- Students will read and discuss books about WWII and the Holocaust in literature circles after completing the day’s reading and a reading log.
- Students will write a paper, using a jump-start, relating to their book and their own lives.
- The class will create a timeline, vocabulary list, and map to pinpoint important dates, words and places of WWII.

Standards:
- “Uses effective reading strategies”- Superior School District Standard RL61
- “Interprets and analyzes text”- Superior School District Standard RL64
- “Reads aloud with age-appropriate fluency, accuracy and expression”- Superior School District Standard RL62
- “Uses appropriate conventions and spelling in a variety of contexts”- Superior School District Standard WR62
- “Writes complete sentences and paragraphs to convey meaning”- Superior School District Standard WR63
- “Uses a variety of words and phrases to improve communication”- Superior School District Standard WR64
- “The learner can identify and use key concepts such as chronology…”- NCSS Standard II b
- The learner can develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors or people in different historical contexts.”- NCSS Standard II e

Materials:
- Copies of Diary of a Young Girl, Friedrich, Under the Blood-Red Sun, and Number the Stars
- Reading logs
- List of group leaders and group jobs
- Name badges for leaders that say Word, Place, Date or Free on them
- Overhead of a poem about the Holocaust
- Crates of books about WWII and the Holocaust
- Overhead of writing jump-starts
- Writing paper
- Bulletin boards around room (Important Words, Important Places and Important Dates) with an example on each.
**Procedure:**

- When students enter, have the lights off and the poem on the overhead. Read the poem aloud to them.
- Have the class chorally read the poem.
- Break groups into their literature circles. Assign each group a leader for the day. Hand out name badges to the leaders.
- While students are discussing in their groups, the teacher will go around and check off students who she/he hears participating in discussions. She/he will also check off students whose reading logs are completed.
- Get the groups back together. Have each group share their word, place or date with the group and add it to the bulletin board.
- Talk about what went well in the groups and what needs to improve.
- Put the teacher tally on the board and give students time to write.
- When there are 15 minutes left of class, have students partner up with someone not from their literature circle and exchange writings. Have them read through each other’s writings and offer comments and suggestions.

**Conclusion:**

- Before dismissing, ask the group what our big question is and what answers they found for that question today.
How did WWII affect individual lives?

Day: 11

Grade: 6th

Objectives:
- Students will hear and chorally read poetry written about the Holocaust by Holocaust survivors.
- Students will read and discuss books about WWII and the Holocaust in literature circles after completing the day’s reading and a reading log.
- Students will write a paper, using a jump-start, relating to their book and their own lives.
- The class will create a timeline, vocabulary list, and map to pinpoint important dates, words and places of WWII.

Standards:
- “Uses effective reading strategies”- Superior School District Standard RL61
- “Interprets and analyzes text”- Superior School District Standard RL64
- “Reads aloud with age-appropriate fluency, accuracy and expression”- Superior School District Standard RL62
- “Uses appropriate conventions and spelling in a variety of contexts”- Superior School District Standard Wr62
- “Writes complete sentences and paragraphs to convey meaning”- Superior School District Standard Wr63
- “Uses a variety of words and phrases to improve communication”- Superior School District Standard Wr64
- “The learner can identify and use key concepts such as chronology…”- NCSS Standard II b
- The learner can develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors or people in different historical contexts.”- NCSS Standard II e

Materials:
- Copies of Diary of a Young Girl, Friedrich, Under the Blood-Red Sun, and Number the Stars
- Reading logs
- List of group leaders and group jobs
- Name badges for leaders that say Word, Place, Date or Free on them
- Overhead of a poem about the Holocaust
- Crates of books about WWII and the Holocaust
- Overhead of writing jump-starts
- Writing paper
- Bulletin boards around room (Important Words, Important Places and Important Dates) with an example on each.
Procedure:
- When students enter, have the lights off and the poem on the overhead. Read the poem aloud to them.
- Have the class chorally read the poem.
- Break groups into their literature circles. Assign each group a leader for the day. Hand out name badges to the leaders.
- While students are discussing in their groups, the teacher will go around and check off students who she/he hears participating in discussions. She/he will also check off students whose reading logs are completed.
- Get the groups back together. Have each group share their word, place or date with the group and add it to the bulletin board.
- Talk about what went well in the groups and what needs to improve.
- Put the teacher tally on the board and give students time to write.
- When there are 20 minutes left of class, have students get into their literature circle and read their writings to the group. The group can then offer comments and suggestions.

Conclusion:
- Before dismissing, ask the group what our big question is and what answers they found for that question today. Remind them that their writings are due tomorrow.
How did WWII affect individual lives?

Day: 12

Grade: 6th

Objectives:
- Students will hear and chorally read poetry written about the Holocaust by Holocaust survivors.
- Students will read and discuss books about WWII and the Holocaust in literature circles after completing the day’s reading and a reading log.
- Students will write a paper, using a jump-start, relating to their book and their own lives. The class will create a timeline, vocabulary list, and map to pinpoint important dates, words and places of WWII.

Standards:
- “Uses effective reading strategies”- Superior School District Standard RL61
- “Interprets and analyzes text”- Superior School District Standard RL64
- “Reads aloud with age-appropriate fluency, accuracy and expression”- Superior School District Standard RL62
- “The learner can identify and use key concepts such as chronology…”- NCSS Standard II b
- The learner can develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors or people in different historical contexts.”- NCSS Standard II e

Materials:
- Copies of Diary of a Young Girl, Friedrich, Under the Blood-Red Sun, and Number the Stars
- Reading logs
- List of group leaders and group jobs
- Name badges for leaders that say Word, Place, Date or Free on them
- Overhead of a poem about the Holocaust
- Crates of books about WWII and the Holocaust
- Writing paper
- Bulletin boards around room (Important Words, Important Places and Important Dates) with an example on each.

Procedure:
- When students enter, have the lights off and the poem on the overhead. Read the poem aloud to them.
- Have the class chorally read the poem.
- Break groups into their literature circles. This is the last literature circle. Assign each group a leader for the day. Hand out name badges to the leaders.
• While students are discussing in their groups, the teacher will go around and check off students who she/he hears participating in discussions. She/he will also check off students whose reading logs are completed.
• Get the groups back together. Have each group share their word, place or date with the group and add it to the bulletin board.
• Talk about what went well in the groups and what needs to improve.
• Ask if anyone would like to share their writing with the group. Afterwards, collect all writings. Also collect books. Students should keep their reading logs for tomorrow.

Conclusion:
• Before dismissing, ask the group what our big question is and what answers they found for that question today.
How did WWII affect individual lives?

Day: 13

Grade: 6th

Objectives:
- Students will hear and chorally read poetry written about the Holocaust by Holocaust survivors.
- The students will listen to several survivor stories from the Holocaust via video and guest speakers.

Standards:
- “Identifies and implements criteria for effective oral presentation”— Superior School District Standard OL61
- “Identifies and summarizes main ideas, themes, important points from text”— Superior School District Standard RL63
- The learner can develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors or people in different historical contexts.”— NCSS Standard II e

Materials:
- Reading logs
- Guest speaker who fought in WWII
- Writing paper and pencils
- Cookies and juice

Procedure:
- Remind students about proper behavior during a speaker.
- Introduce the guest speaker.
- Have the students listen attentively and ask questions at the end.
- Have students look through their reading log and identify a one or two word theme from their book. (Diary of a Young Girl- Family Life, Self-Identity; Number the Stars- Friendship, Bravery; Friedrich- Regret, Differences; Under the Blood-Red Sun- Honor, Pride) Have students write the theme on a piece of paper and why they think that is an appropriate theme of the novel.
- Get the literature circles back together. Have them share their individual themes. Have them agree on one or two themes from the novel. They should also create a summary of the entire book (without using the book jacket summary), and they should each come up with a rating for the book.
- Give each group a chance to present their book to the class and encourage others to read it on their own. The group should summarize the book, share the themes and give it a rating.
- While the groups are presenting, students can enjoy cookies and juice.
Conclusion:

- Before dismissing, ask the group what our big question is and what answers they found for that question throughout the unit. Write the answers on the board.
Reflection

I think my social studies unit on WWII went pretty well. The kids seemed to enjoy the literature connection with the books. The projects were much better than I imagined they would be considering the amount of time they had to do them. I got to be in kind of a routine with each day and it didn’t take too much planning beforehand once I got the whole unit laid out.

The most frustrating aspect of the unit was the lack of time. It started where I would have about three and a half weeks to do the unit. I was supposed to go from Oct. 31st to Nov. 22nd. I thought it was a little bit rushed to complete a historical novel and do the six projects I had envisioned, but I decided I could make it work and dropped the work load down to four projects. Then testing came up. The WKCEs cut into three of my class days. The preparations for the WKCEs cut into another two. I was pretty frustrated and cut my assignments down to three, but I really wanted to fit it all in. I felt as if my unit would not be quality because it was so rushed.

As I started teaching, I felt very flustered by the constant schedule changes. I had made a nice assignment list for each of the students at the front of their reading logs and pretty much had to throw it out the window because the schedule was already off on the first day. I decided that part of being a teacher included flexibility, and I would have to make it work somehow. I cut the workload down to two projects. The first day the students chose their books. My cooperating teacher helped me group them into their literature circles based on what their reading level was and whom they would work well with. Big mistake! I was uncomfortable with the “ability grouping” idea since it goes against everything I had ever learned. The two lower ability groups required constant supervision and assistance. If this were my own classroom, I would have done it an entirely different way.
The second day, I introduced the research projects. I was so excited as we brainstormed ideas on how they could present their information. They thought of dances and raps, talk shows and wanted posters. Yet, a couple days later it was clear that all of the groups resorted back to the standard poster. I encouraged them to try something different and several of the groups ventured off of the norm- their presentations were captivating. I think it’s funny how they wanted to stick with something safe, but the groups who tried something new had more fun with their presentations, and they were a lot more interesting.

I was very glad that I taped the presentations. I had a parent call and debate her daughter’s grade for the presentation. I simply said, “I have the project taped if you would like to see it.” After seeing it, she no longer had any questions about why her daughter got the grade that she did. It was nice to have that evidence for parents and students alike, especially when it’s something as subjective as a presentation and not just a multiple-choice test.

One of the things that I did that I really liked was getting crates of books from the library about WWII and the Holocaust. The students had those resources right in the classroom and almost all of the information they needed was there. I also liked the list of websites I compiled. It was nice for the students to have a starting place. This particular class has had problems using the internet respectfully before, so they needed to be limited to a list of appropriate sites.

I liked having the bulletin boards around the room: Important Words, Important Places and Important Dates. I think that the students really gained a lot of background knowledge by adding to the bulletin boards. They looked forward to that part every day and they would cross their fingers and say, “Please let us get date. Please let us get date.” when they had something cool to add to that one. Next time, I might change it slightly and have anyone be able to add to them at anytime rather than assigning one to each group every day. I originally did that to help
motivate them and make sure facts were being added, but they were motivated enough on their own and would have really taken off with the idea.

The integration between literature and history worked out beautifully. They were more interested in the history because of the novels that they were reading. They would say things like, “Yeah, Friedrich had to wear a yellow star on his coat too, that must have happened around that same date.” It seemed very natural to have the two subjects together. I would like to incorporate art next time and maybe even some math involving rationing.

The writing project they had to do went very well. I think having the jump-starts helped the majority of the students. One group created their own jump-start and they produced a sequel to the book they were reading. Their papers were interesting and creative. A couple students struggled with finding something to write about, but I think they would have had a hard time regardless of how the jump-starts were presented and my cooperating teacher agreed.

Our culminating activity involved each of the groups presenting their book and answering “how WWII affected individual lives” in their book (our big question). We had cookies and juice and a little celebration. The groups came up with some very insightful answers. I was also impressed with the themes they drew out of their novels and how they related them to WWII. I wish I could have gotten a guest speaker to come in. The guy from the Veterans’ Association never returned my phone calls. Next time, I might try to have someone I know personally come in rather than trying to get someone from the VA.

One of the things I was most impressed with was that if I set my expectations high, they reached them. My cooperating teacher doubted that they would be able to do quality work in the amount of time I gave them for the presentations and writings. He had a conversation with me about if I was really going to stick to those deadlines and if it was just setting them up to fail. I
stayed firm and said that we didn’t have a lot of time and that I felt it was important to do at least two big projects. I said that they were in sixth grade and could handle working outside of class. I had every student turn in a paper and do a presentation for me that I believe they put a lot of thought and effort into. (On a side note- my cooperating teacher is still waiting on papers from some of the students from four weeks ago because, in my opinion, his expectations weren’t high enough for them.) If I have learned anything this unit, it would be that you can raise the bar for students, challenge them and tell them you know they can succeed and they will surprise you with the results. Overall the unit went well. I think the students enjoyed it and they learned a lot. With more time, I could have taught much better- but I tried to remain flexible and things worked out just fine.
Eye Color Simulation Quiz Questions

“Good” Group-
- Which war was World War II, the first or second world war?
- Hitler was the leader of the Axis Powers, TRUE or false?
- How do you spell war?
- What is your first name?
- World War II involved fighting, true or false?

“Average” Group-
- Who were the Axis Powers?
- What country was Hitler from?
- When did WWII start?
- What state was Pearl Harbor in?
- What year did WWII finish in?

“Bad” Group-
- What was Adolph Hitler’s second cousin on his father’s side’s middle name?
- What were the names of the cities we bombed in Japan and how many people lost their right arm because of the bombing?
- What was Anne Frank’s street address and telephone number?
- At what hour and minute did the first person die from World War II fighting and what was he/she wearing?
- What was the name of the bunker that Hitler moved into after the war and how many square feet was it?
Three words I wonder about are:

<table>
<thead>
<tr>
<th>Word</th>
<th>Page Number</th>
<th>Best Guess</th>
<th>Dictionary Definition</th>
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Under the Blood-Red Sun
By Graham Salisbury

Illustration

Caption

One fact question:

Answer:

One discussion question

A section I would like to discuss with the group is:

On page(s)

Three words I wonder about are:

<table>
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WORLD WAR II WEBSITES

**Expedition Pearl Harbor** - National Geographic.com hosts a site about Pearl Harbor with maps, pictures, and many additional links.  

**Forgotten Battles of World War II** - Fascinating accounts of soldiers, weapons, animal heroes, and battles left out of most historical accounts of WW II.  

**History of World War II** - A year by year account of the war through words and pictures.  

**The History Place - World War Two in Europe** - A simple timeline of events during World War II, from 1939-1945, including several historical photographs for each year.  

**Holocaust Memorial Museum's Learning Site for Students** - Museum site that uses text, historical photographs, maps, images of artifacts, and audio clips to provide an overview of the Holocaust.  
[http://www.ushmm.org/outreach/nrule.htm](http://www.ushmm.org/outreach/nrule.htm)

**Life on the Home Front** - A site for children that describes sacrifices made by civilians.  
[http://home.freeuk.net/elloughton13/wwar.htm](http://home.freeuk.net/elloughton13/wwar.htm)

**Navsource Naval History** - U.S. Navy warship photo collection.  Search by category of ship.  
[http://www.navsource.org/index.html](http://www.navsource.org/index.html)

**Northwestern University Library Government Publications and Maps** – Search for pictures of actual posters from World War II.  Descriptions of the posters include title, year, and date.  
[http://www.library.northwestern.edu/govpub/collections/wwii-posters/index.html](http://www.library.northwestern.edu/govpub/collections/wwii-posters/index.html)

**People at War** - This site highlights the contributions of American men and women both military and civilian who served their country in World War II.  
[http://www.archives.gov/exhibits/a_people_at_war/a_people_at_war.html](http://www.archives.gov/exhibits/a_people_at_war/a_people_at_war.html)

**Survivor Stories** - Stories of survivors from Concentration Camps.  
[http://holocaustsurvivors.org/](http://holocaustsurvivors.org/)
Writing Jumpstarts -

**Under the Blood-Red Sun:**
What items do you have in your family that are honored and treasured? Do these heirlooms hold a special place in your heart? What is the history behind it?

Where did your family name come from? How did your family immigrate to the United States? What is the meaning behind your name?

What does pride mean to you? Is pride a good thing or a bad thing? How do you keep your pride? Does fighting with someone honor or disrespect yourself? What experiences have you had that prove that?

**Number the Stars:**
When is lying okay? Is it okay to lie if you are protecting someone? Who is it okay to lie to? Have you ever been caught in a bad lie?

What does it mean to be brave? Who is the bravest character in this story and why? Do you think you could be that brave? When have you had to be brave?

How far would you go for a friend? Would you be willing to put your life on the line? Do you have a great friend? What makes them a great friend?

**Friedrich**
Have you ever done anything that you regretted? What did it feel like afterwards? How did you make it right?

Is it good to have friends who are different from you? Is it ever hard or awkward? How is your friendship richer because of your differences?

In what ways were the lives reversed between the narrator’s family and the Schneiders? Was the narrator’s family as gracious as the Schneiders when they were the successful ones? How do you think each family changed from the beginning to the end of the story?

**Diary of a Young Girl**
What does writing provide for Anne? How does her view of writing change over the course of the novel? Would her experience have been the same without her journal?

If you had a diary, what would you name it? Make up a character and write a story using a diary format about the lives and adventures of your person.

What is Anne’s relationship like with her family? How does she communicate with them? Can you relate to her family frustrations? What advice would you offer Anne on dealing with her family if she was your friend?
Use this sheet to prepare for your book discussion with the class

Summarize the book (*do not use the back of the book*):

What are some of the book’s themes? *(2 or 3)* Why?

What would each of you rate the book? Why?

How did WWII affect individual lives in your book?

What went well and what needed work in your literature circle as a whole?
## Reading Logs and Discussion Checklist

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<th>Total Reading Logs</th>
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