

Finding Identity through Discovering the Past Children in War and Conflict

Bethany Dawkins

Rationale

Take a journey with me back to your childhood. Think about the moments and events that you vividly remember. Think about the specific moments that began to shape who you are; began to shape your identity: the family dinner, the night at the movies, your first day of school, the first argument with a friend. These are the events that shape our lives, memories, and play a major role in whom we are as adults. The realization of conflict becomes especially apparent in adolescence as children approach middle school. From the second a child enters the sixth grade, they become confronted with lockers, textbooks, teachers, homework, and other peers. They begin to socially develop, enter pubescence, and have a strong desire to be exactly like the student in the desk next to them. It is a struggle, even for the strongest, most confident child, to deal with all of the new pressure, feelings, peers, personal and emotional situations and experiences that they have never been confronted with before. Conflict is a “normal and natural part of children’s maturation and socialization.”ⁱ As I think back to my middle school experience, I vividly remember arguments with peers, leaving items in my locker, conflicts with teachers over missing homework, and heated debates with my parents over whether I was allowed to go to the mall unsupervised. Conflict is a major part of who we become as people, and in middle school it seems that we become deeply aware of the conflict surrounding us.

i

At the start of every year, I observe the process of students filing into my classroom and filling in desk after desk to prepare to begin 7th grade Language Arts. Inevitably, I am surprised by the varying amounts of diversity, experience, knowledge and cultural differences that are contained within a room that only holds thirty desks. As the year progresses, as I get to know the students on a personal level; personal relationships are formed and I begin to learn about the individual lives that are behind the papers I grade and questions I answer. My students come from a plethora of different backgrounds and experiences. Many of my students come from split homes, or families with one parent, some have incarcerated parents, others are abused and neglected, and others simply have not gained or been taught the social skills to communicate with peers. Conflict shapes many of these children’s lives, and is a central component to their identity and who they have become in their twelve short years on this planet. Although

my students may not understand how to find the main idea of a paragraph or write a five paragraph essay when they enter my classroom, many of them have dealt with conflict way greater than is beyond their years. Middle school is a hotbed of conflict, but many of my students are familiar with conflicts much greater than forgetting their locker combination or not having a pencil. My students enter the classroom having experienced a great deal of conflict in their lives, and are also engaged in a time period in their life where conflict becomes a major part of their experience. The question then becomes: *How am I, as an educator, supposed to present these students with text, teach them to analyze it, and answer a multiple choice reading comprehension question, when frankly they are much more concerned with their family situations, emotional baggage (previous and current), their peers and their multi-faceted issues?* According to Quest International, the definition of conflict is “the natural disagreement or tension that results when people have different interests, beliefs, values, and needsⁱⁱ.” This tension, often surfaces multiple times daily in each of our lives. The way that we deal with this tension, learn to communicate and express ourselves about this tension, and ultimately overcome this tension then begins to shape our lives, our thoughts, our beliefs and essentially is who we become; in essence, it is our identity.

I teach 7th grade at Whitewater Middle School, a Title One Focus School in metro Charlotte. Due to the percentage of students that receive free and reduced lunch, my school has been targeted by the district and is provided extra assistance. The 7th grade students as a whole passed the reading End of Grade test at the end of last year with approximately a fifty percent score. My students are diverse, come from multicultural backgrounds and have had little success in reading and writing in the past. Many of them dislike reading, and have no interest in any type of literature at all. Over the past four years that I have been an educator, several fictional books that are realistic, current, and relevant have fallen into my lap. These novels, written by authors such as Walter Dean Myers and Sharon Draper, have appealed to my students because they address many of the conflicts that they face and allow them to approach literature in a different light. Many times, these novels are the first some of my students has ever read start to finish. Additionally, many students have such a successful experience with one of these books; they are then encouraged to read other realistic fiction and begin to discover literature on their own. The protagonists in these novels deal with conflicts my students are familiar with, and because of this my students make a connection with the character. They find that reading and writing can be a way to deal with the conflict in their own lives, whether by reading about someone who is dealing with something similar, or writing as a healing process or way of expression; and ultimately they begin the journey to find their own identity. My students delve into this expression separate from peers or the pressure of what others think and begin to have a personal, intimate experience in which they find themselves. Ultimately, they are dealing with the conflict in their lives by connecting to literature. My students flourish during these fictional units, and barriers are broken down in the classroom so that the environment is now conducive for me to be able to teach basic reading and writing skills.

However, one quarter of my school year is dedicated to informational text. Based on the North Carolina Standard Course of Study and the Charlotte Mecklenburg Schools Pacing Guide, I am required to teach non-fiction text and the skills that relate. Every year, I face the same dilemma. How can I make this relevant? Students see non-fiction as boring and cannot connect it to their life. I have attempted to engage them in real world events, however; they do not seem to take quite an interest as they do when fiction is presented to them. Furthermore, they seem disconnected from the world around them. Adolescents, particularly my students, are concerned with individual conflicts that are within themselves and have very little world perspective. They see, hear, and understand that events occur around the world; however, the implications of the conflicts, the faces behind the conflicts, the human beings dealing with the conflicts are not real to them. It is my goal that in creating this unit, non-fiction will become more than literature, and my students will become engaged in world events, have global perspective, and see beyond their own four walls of the classroom.

The topic alone, children dealing with conflict, is something that would appeal to my students. Conflict shapes many of their lives; past and present. Many of them live their lives avoiding conflict, being forced to deal with conflict, and dreading conflict. Because of this, I think there is a striking parallel between my children and children of war. Furthermore, because of their home situations, many of my students are drawn to the gang culture that has permeated our schools and communities. These students are searching for an identity, somewhere to fit in and belong, and many of them find that in a gang. Some are forced to participate, others pretend to do so, and still others choose to join. They essentially, then go to war themselves. Even if they are not directly involved with a gang, many of my students find the gang lifestyle appealing and attempt to imitate what they see gang members do and say. My students emulate the conflicting relationships that they see these “gangsta” figures participate in, and bring that to school, the classroom, and hallway and attempt to behave in the same manner. This then creates an environment of conflict in the classroom.

The solution for this dilemma, I believe is to provide a multicultural education that allows students to gain perspective on world events and conflict around them, from the past and present. According to Davidman and Davidman, the goal of multicultural education is to “provide knowledge, skill training, and a classroom environment that leaves individual students better prepared to live and work with members of their own social group as well as members of different cultural and ethnic groups.”ⁱⁱⁱ In creating this unit, I hope to teach my students about the implications of conflict, the many conflicts that have occurred around the world and in their own backyards, and ultimately how to deal with the conflict so that they can overcome, shape their identity and become tolerant, aware individuals who are open to others. Through this I hope to present to them non-fiction literature that is relevant, engaging, and with which they can connect. If this unit is successful, I will feel as if I have not only reached my goal as a teacher, to initiate the

learning of informational text, but also my goal as an educator, to guide my students in the search for their own identity.

Strategies/Activities

Where are You From: Do you Fight? Would you go to War?

To begin the unit, I feel that it is important to introduce the students to the idea of conflict and identity, and the way I will begin is have them essentially discover themselves. The Charlotte Mecklenburg Schools literature textbook^{iv} defines conflict in two ways: external and internal. External conflict is defined as a physical conflict between a protagonist and another person; on the contrary, internal is defined as a conflict within the protagonist himself. By explaining the difference, we will then provide examples of the two types utilizing a graphic organizer. Based on this, a discussion will occur about the various conflicts we, as a class, have endured in our lives. This is where I will introduce the historical perspective, and have the students provide examples of historical conflicts with which they may be familiar.

Before we discover in depth the conflicts that others have endured, I think it is important to engage the students in the thought process of the events and conflicts that have shaped their own lives. It is only when they are able to articulate what they have been through themselves, that they will be able to empathize and understand the plights of others. Students will begin this process by writing an autobiographical piece that utilizes the writing process as well as the basic organization of informational text. In a non-fiction format, which will include headings, subheadings, bold and italic words, pictures and captions; the students will begin by expressing themselves and sharing about the personal conflicts they have endured, dealt with, and in some cases, overcome. The students will “map out” their own life, choosing three major events that have helped shape who they are as a person, as well as three major conflicts that have impacted their life. Students will also choose three goals for their life that will give them a purpose, a reason to overcome the conflicts that are surrounding them. The students will place this piece in their World Travels Journal that they will keep for the entirety of the unit. This journal will be a record of the children they meet, the conflicts that they learn about, and the information they collect. The journal will also be a means for the students to write letters to the children who have endured the conflicts, write perspective pieces, and express themselves through poetry, art assignments, and musical lyrics as an attempt to resolve conflict. It is fitting that the first journal entry is about themselves, as we are beginning in their own backyard. We will embark on a journey around the planet researching conflict and meeting children who have lived through various forms of conflict, and come full circle towards the end of the unit right back where we started. Once the narrative is complete, the students will sketch a life map that shows where they are from and where they are headed. Using basic map skills, the students will include a

key, and create a map of their life indicating where they have been and where they are going. The students will share this information with the class, and the maps will be posted as a reminder that we have begun our journey to find our identity and reach our goals. As the last part of this introduction, we will post a world map in the room, and use multi-colored pins to indicate the location that all of us are originally from. We will utilize this map throughout the unit as we meet children who have endured conflicts so that we can see where the conflict occurred as well. Beside the world map, we will use bulletin board paper to make a thematic map of the people we meet; victims, participants, and leaders of the conflict. Each time we encounter someone new, we will place their picture, dates, and situation on the thematic map. This is a strategy so that the students will be able to visualize the conflict, in hopes of making a deeper connection as well as impact about the gravity of the situations others have endured.

Where are Others From: Why war? Why join?

World War I

We will begin our journey in Europe, during the time period of “The Great War.” We will initiate our study through the use of visual resources. One day one, the students will view a photograph of a young soldier enrolled in the war. There are several excellent pictorial references found in the book, *Boy Soldiers of the Great War* by Richard Van Emden^v and the following website: <http://www.greatwar.nl/frames/default-children.html>.^{vi} My students will use their World Travel Journal to respond to the visual image of such a clearly young soldier. As a way to get them to think critically, I will engage the students by asking them to tell a story from his perspective. I want the students to place themselves in the young man’s shoes and make an inference about what the young man’s background is, how old he is, what he is getting ready to do, etc. This will be used as a pre-reading activity to generate thought and to have the students explore the idea of perspective and personal voice. It will initiate a discussion about World War I, and we will progress by viewing images of children who are ready to fight this Great War.

Utilizing a power point of images from the Great War along with the students’ history text book, I will then provide the students with a brief history of the conflict itself. It is important to note that a major factor in the initiation of World War I was the desire for land and a big empire. I want the students to receive a brief overview of the historical background of the war, and I think this is an important aspect that will connect to every conflict we study. A way to encourage the students to make this connection is to pose a discussion question about the desire for riches and power, and make this connection to the accumulation of land. Many of the students will respond emphatically about their desire to have riches and to be in charge. This will help them more clearly understand why world leaders decided to choose sides and go to war. They will use their World Travel Journal to log the information, timeline, and basic facts. *World War I: Eyewitness*

Books by Simon Adams^{vii} is a great resource of pictures, information, and basic facts about the war that I will utilize to inform the children about the war itself.

We will then progress to meeting the young men who were involved with World War I. The basic information is necessary to set the tone for the discussion, but the goal is to put a face and an identity with the conflict in order for a connection to be made. In the time period of World War I (1914-1918), it was very common for young men, under the age of 18, to enroll themselves in war. They viewed war as a patriotic display of manhood. "For a number of boys, young life was steeped in military glory and the great campaigns of the past."^{viii} We will meet some of these young men, taken from pictures and letters from Emden's book, through their letters home, through their journal entries, and pictures and discuss their involvement in the war. The students will utilize their journals to write letters back to the soldiers, respond to visual images of the war and children their age fighting, and write perspective writing pieces adding to what they have already read. A graphic organizer would also be relevant here, as the students can chart the causes of the underage children joining the war; and later, the effects the war had on the young men. An example of a letter that they might read comes from *Boy Soldiers of the Great War* by Richard van Emden. "I am an Irish boy of 9 years old and I want to go to the front. I can ride jolly quick on my bicycle and would go as a dispatch rider. I wouldn't let the Germans get it."^{ix}

The letter continues to beg the powers to be to allow the boy to go to the front with "a uniform and revolver." It is important to show the students how excited the young boys were to go to the front, and express the patriotism and nationalism that each young man felt strongly. The connection could be made to the students by discussing their family units. A question that might be posed is, "*What would you do if someone came after your family?*" The students will respond with strong responses that indicate they would do anything to protect the things that belong to them. In the same way, we will make that connection to the war. I will show visual images of propaganda, advertisements, toys, etc. to demonstrate to the students the patriotism that was felt. Another discussion question that might be posed to further the point is "*What is a hero?*" The students will journal their responses, tell stories and share who their personal hero is and why. We will discuss what they feel are the attributes of a hero. *What are the character traits of someone who you consider to be a hero?* The connection will be made that these boys, during World War I, had the opportunity to be a hero.

"As a child, I brandished a wooden sword, with red ink splattered along the edges, and strutted around the estate like a regular recruit. I daydreamed about the **heroic** actions of former campaigns..."^x

Furthermore, we will discuss the implications of familial obligations. Many of these young men had family in the military, and because of this, felt the call to do so themselves. "Ben had close family links to the army...Uncle Toby...was a great

character...He nurtured my interest in the Army.”^{xi} Additionally, we will discuss the implications of the “misfit”. Discussion question: If you have no home, or family, or are a criminal or orphan, what do you do? How do you make money? Where do you go? Many of the students will make the connection here to street gangs, selling drugs, and becoming involved in illegal activities. In essence, even today, if you are homeless or a misfit; you go to war. “A good proportion came from the orphanages...joining for the comradeship and sense of belonging...the Army was their new family.”^{xii} The Army was a refuge for many of these young men, in the same way that gang activity or trouble making becomes for my students. At this point, the students will engage in an activity in which they will choose from a list of names and descriptions (taken from Emden’s book) of boys who fought under the age of 18 in World War I. They will then choose a gang member (Taken from *Monster* by Saniya Shakure^{xiii}) and create a dialogue between the two people. Here is where the students will begin to make multi-cultural connections; not only background, race, culture; but also time period and situation. They will begin to see that no matter the person, we can look beyond their background and find similarities; even when two men are compared from 1915 and 2009. The students will be expected to make connections as well as comparisons and in the dialogue the similarities that the two have, as well as the differences should be evident. We will discuss in detail gang activity later in the unit, but my students have an underlying knowledge of gang activity and they will be able to connect the two men in multiple ways.

At this point, the students should have a clear picture of what World War I was, how it occurred, and how underage soldiers joined and fought in the war. We will then progress to discussing the effects through similar letters and images. The images will be profound here, as we can compare before and after pictures; it is evident on the faces of the young men that they have been through a nightmare. I believe that images will make the most profound affect as I show the children how war destroys. Many children are used to images of war; as they see it in the movies, play video games, and watch television frequently. They are inundated with visual images of war and death. However, it will be interesting to watch the children as we discuss particular individuals that have a name and a face, some of who they have heard about for several days. Story telling will become vital here as we have them connect in their heads that these young men were their age and had similarities to them. I will have the students close their eyes and imagine as I tell the story of Smiler Marshall and Lenny Passiful, best friends, excited to go to the war; and Lenny only surviving for three days into the war.^{xiv} Using graphic imagery and having the students create pictures in their mind, I will tell the story of two best friends and how deeply it must have affected Smiler to have Lenny die in his arms. The students will use their travel journals to respond to the images they created in their mind. I will also have the students discuss a conflict that they have had with a close friend, and ways to resolve conflicts amongst friends. I think the value of human life is an important lesson to teach the students, and what greater way to place an emphasis on humanity and friendship than to discuss the devastating effects of war? We will discuss what war really is; through the words of these young men, and how it deeply affected and profoundly

changed the lives of the children involved. Excerpts from letters and quotes found in Emden's book will supplement the pictures will drive the point home. Several pictures in Emden's book show the boys before and after the war. The students will be able to identify the strain of war on their faces, and tell their stories based on what they see.

As an assessment to wrap up this particular section of the unit, I will give the students an excerpt from the novel, *Soldier Boy* by Anthony Hill^{xv}. This novel tells the story of 14 year old Jim Martin, the youngest Australian soldier to fight in the war, and his untimely death, just six months into the war. The educational goal of this unit is to teach the ideas of conflict, and how it connects with identity; but also for the students be able to better analyze non-fiction. The students will read the excerpt of the novel, and answer questions based on the analysis of the piece plus their knowledge of the war that they have accumulated. This will not be a memory-based assessment; as students may use the information they have accumulated to answer a series of discussion questions based on the conflict and the children involved in the conflict. As well as the reading assessment, I will also pose to the students four situations in which they would be posed with "peer pressure." I will connect this to the study by making sure that there are striking similarities between the reasons the children were influenced to join war and the situations. For example, one of the reasons that we have studied that children became soldiers and wanted to fight in World War I is for a "sense of belonging." The students will be posed with the same pressure. Will they make the choice to do something to find a sense of belonging or not? There will be no correct answer, but I will encourage the students to share their answers and get in partners to discuss the choices that they would ultimately make. We will use our world map to indicate where the soldiers that we have met are from, and have the students say goodbye to this part of our journey.

World War II: The Third Reich

Create your perfect after school social club. What would it look like? Where would you meet? What activities would you do? What kind of socials would you have? You may create any type of social club you want. Here's the catch...kids who wear blue shirts cannot attend. Any child that has ever worn a blue shirt may not join your club. Would you still have it? Would you still go? Would you still do the activities even if your best friend wears blue shirts every day? This is an example of an opening activity that I would use to engage the students in a discussion as we move on to World War II, and specifically our discussion of the Third Reich. The connections are the most important goal of the unit; and it is vital that the students make real life connections with the historical events. We will structure this historical conflict and the presentation similar to the discussion and study of World War I, as we progress through history. It will be important to show the students, as we map out the conflicts with our multi-colored tacks, that this war was very similar in area to World War I; and more importantly, that Germany was once again involved. This time, they would lose even more children to war.

Utilizing a power point of images from the war, we will discuss how once again, children were involved in a conflict; this time focusing on Germany. We will utilize the images from the power point and the student friend text, *World War II: Eyewitness Books*^{xvi} by Simon Adams, to begin our study of this conflict by briefly discussing the background of the war. Based on the information in the power point and the book, the students will use their journals to map out where the event occurred, a timeline of important events, and the people that made a significant impact during this time in history. Most students immediately think of the Holocaust whenever they hear World War II, so it is necessary to discuss the war from a different aspect and perspective. For this part of the unit, we will be discussing the war from the German perspective, particularly from the perspective of the children involved in Hitler Youth.

No discussion of World War II is possible without the study of the Nazi party and Adolf Hitler. On January 30, 1933, Adolf Hitler came to power in Germany and brought the National Socialist Party to the forefront. After fighting in the trenches in World War I, he used his eloquence and passion to catapult him into the second most powerful man in the country; chancellor and eventually president, or Fuhrer. Although the students will recognize that Hitler has a negative connotation, I think it is important (even in English class) to provide the students with a background of his powerful position and the use of manipulation to control a large portion of the world during this time period. To introduce Adolf Hitler to the students, we will begin by simply writing his name on the board. The students will then play a game of “Fact or Fiction” based on the ideas that immediately come to mind when they see his name. This is an ideal place to discuss the idea of connotation, the implied meaning behind a word, and denotation, the actual definition of a word; both important in Language Arts standards for End of Grade testing. Once the students brainstorm of ideas, we will read a short biography of Hitler and either confirm or negate our ideas. I will construct the biography using the resource, *The Life and Death of Adolf Hitler*^{xvii} by James Cross Giblin. This book provides excellent factual information, written in student friendly language, about Hitler as a youth and his subsequent rise to power. In *Voices of the Holocaust*^{xviii}, there is a short biography of Hitler on page 31 to supplement this lesson. Another way to help them make the connection between Adolf Hitler the man and his ideology is to provide them with a quote from *Mein Kampf* (also found in *Voices of the Holocaust*^{xix}), and begin a discussion about his beliefs and the Nazi party’s racism, anti-Semitism, and German nationalism. (All three are terms that we will need to define, discuss, and identify.) The analysis of this quote will call into play the use of high level thinking skills; students must take apart the quote word for word and digest what Hitler means. The discussion of this is a good introduction to the Nazi party ideology and where Hitler took his power and how. The students are very aware with the idea of racism. It would be an excellent connection to make, and many of the students will have powerful responses about their personal experiences with racism and conflicts throughout history that have occurred because of this hatred. Once this discussion occurs, there is an excellent resource in the *Voices of Holocaust* book, which briefly discusses the “Nazi Racial Doctrine.”^{xx} Having the

students read this would be beneficial to the unit, as it distinctly discusses the Nazi idea of a “perfect race”.

To further focus on the Nazi party, and help the students understand how Germany was ruled by Hitler and what that entailed; I will utilize the resource of a pictorial timeline. *Tell them We Remember*^{xxi} by Susan D. Bachrach gives an excellent pictorial timeline of Hitler’s takeover of Germany and the beginning of the war. It paints a picture through images and text that will help set the stage for the Holocaust. In this book, students will also meet several children, Germans and Jews alike, who lived through this time and contributed to this time in history. I will utilize a power point of images plus these resources to have the students grasp the concept of what was going on in Germany at this time.

As we progress as a class to the next activity, both previously mentioned texts (*Voices of the Holocaust* and *Tell Them We Remember*) are both full of multiple resources that the students can utilize. The texts offer a variety of non-fictional texts, from letters to biographies and first hand accounts. There is also a plethora of visual images that relate to the Nazi takeover and the idea of a “perfect race” in Germany. Both texts are organized in chronological order, and are very easy to utilize. I will pull out multiple, related excerpts from these books that focus on the Nazi regime and Hitler’s ideology when he began to rule Germany. The Nazi party quickly took over and soon controlled every part of German life after Hitler rose to power. They established Nazi organizations in every aspect of life; medicine, education, the judicial system, even the Red Cross. They placed spies on every level who would report back about those who were not following the Nazi regime’s policies. They established a secret state police, and began to make sure their ideology was a part of every young German’s life. The Nazi party influenced toys, games, and was particularly influential in schools and education. They began to teach the idea of a “perfect race” within the school building; and children were educated from a very young age about their beliefs. Because of this, many youth (even more than World War I) were ready and excited to fight and go to war for Hitler against the Jews, and ultimately against other countries. The texts that I will pull from these books will educate the students in a variety of ways about this information and they will be placed in folders, so that the students will have access to complete their research. The students will use this variety of non-fictional texts and read the information in groups, pulling out the information that they feel would be important to share. The students will then present the information to the class using images and pertinent text they have found. One of the group members will be responsible for portraying the German perspective, while another group member will take one of the various other perspectives portrayed in the book. A part of the presentation will be given from these characters’ point of view, showing that the students can identify and analyze non-fictional characters for depth and understanding of their circumstances. Furthermore, it will show that the students are able to evaluate primary and secondary sources, and pull out the main idea and significant details, and use these sources to make a presentation to the class.

Once the students have made their presentations, and clear picture of what Nazi Germany would look like is painted, we will then turn our focus to the Hitler Youth. The Hitler Youth Organization was officially established in 1926, however; was hugely responsible for helping Hitler gain power in Germany. “The Nazi party promised young Germans a great future in Germany—if they joined the Hitler Youth^{xxii}.” The Hitler Youth was a youth organization that allowed young Germans to join to support Hitler and the efforts of the Nazi Party. Many young Germans at the time saw the opportunity as an adventure, responsibility, and excitement; and rushed to join. For the next part of the unit, I will have the students meet those children that were on the German side of Hitler’s rule and powerful position. The children were given the option to join Hitler Youth, for boys, and Union German Girls, for girls. Using the resource, *Hitler Youth: Growing Up in Hitler’s Shadow*^{xxiii} my students will be able to become acquainted with eleven youth that supported the Hitler Youth and were advocates of Hitler as adolescents. Each of these eleven youth has a story; and the story, along with pictures is narrated in the Hitler Youth resource book. I will create centers for the students, with 1-2 Hitler Youth supporters at each table. Using written text, images, and personal statements (all provided in the book); they will read the stories of these youth, how they were inundated from a young age, and the personal choices they made to either for or against Hitler and the Nazi regime. My students will look at the art of persuasion, and keep a graphic organizer of the multiple ways Hitler manipulated the children and people of Germany to support and agree with his opinion. As they fill out the chart, they will keep in mind the question of: *How did Hitler persuade all of these people?* At the centers, the students will also define the word racism, and keep a chart of how many of Hitler’s policies were segregating and elitist. Each day, the centers will switch their biographies; ultimately all my students will meet the eleven children presented in the book.

As a cumulative activity for this part of the unit, my students will write a persuasive letter to one of the young Hitler Youth members, convincing them to make a different choice. We will discuss in class, before the letter writing process, several positive ways to stand up against peer pressure and manipulation; and brainstorm ideas about how these teenagers could have helped end the suffering. Once we have done this, the students will be prepared to write a letter persuading the Hitler Youth to make a different choice for their life, and give them quality advice about peer pressure and how to withstand manipulation and attempt to make better choices. Ultimately, my students will have made a connection with a child from overseas, from a different time period, and be able to communicate advice from their perspective; connecting the two conflicting adolescents and making a point that will hopefully resonate.

Fighting for your Life: How do you survive? What happens to you?

Holocaust

To begin our study of the Holocaust, a nice transition will be made because it is the same war, World War II. Here, the emphasis will be placed on bias and stereotype. A question to start the unit might be, *Has anyone ever been prejudiced against you? How are you prejudiced yourself?* Students will discuss the idea of stereotype and bias, and we will attempt to make the connection about how the stereotype begins. Because they will be already familiar with a little bit about the war, we can progress quickly into the actual conflict surrounding the Holocaust itself. Every day, on the projector, students will meet a person who was involved on the Holocaust side of the war, taken from the resource *People of the Holocaust*.^{xxiv} The book provides stories of children, adolescents, and adults; all who were involved in the Holocaust in some way. The resources provide a picture of the person, quotes from the person, as well as information about their lives. Students will immediately begin to make connections with these individuals; as they will meet several people multiple times as we chronologically discuss the war.

Historical background is important, and we will spend several days of the unit discussing the why factor as well as the progression of events. Rather than just provide the students with this information, I believe that it is important that they begin to live it. Resources for this part of the unit are rich, and full of information that the students can use to construct an understanding of what really occurred during this time. Before we really discuss the Holocaust, the students will participate in a pre-learning activity. For the entirety of this part of the unit, I will have the students split into pre-selected groups, in which they will participate in a form of literature circles; analyzing literature and perspectives and gaining a different view of the Holocaust. Many students are already familiar with this part of history, so I think it is important to have them make connections with individuals rather than just provide them with historical information.

To begin, each group will be given a different diary entry from *We are Witnesses: Five Diaries of Teenagers Who Died in the Holocaust*.^{xxv} Utilizing a graphic organizer, the students will read their particular entry over a time period of a couple days, and then piece together the part of the Holocaust their particular person was exposed to. They will log this information in the graphic organizer, and then on a cumulative day, we will discuss the various experiences that their particular writer endured. I will have the students present their person, and their experiences, and merge together the information they have collected in a different part of the organizer. The goal would be for the students to have an understanding of the Holocaust taken from people's experience rather than just the factual historical information.

We will then progress to the historical background; in which the students will discover the various phases of the Holocaust; paired with literature to deepen their understanding and connection. Although we will be working in groups, before we delve into the actual study of the various parts of the Holocaust, we will begin by having a class discussion about stereotyping and bias. This is an important topic not only for a discussion of historical matter, but also for Language Arts standards. Utilizing the students' previous

knowledge of World War II, we will discuss the meaning and definition of racial stereotyping. I will have the students consult their journals to connect back to our first day of discussion, and we will discuss how the Nazis' fear of Jews translated into racial Anti-Semitism. The students will be already aware of Hitler's influence on the German people and his racist tendencies; we will just take this to the next level and analyze it further through discussion.

As we prepare to participate in group work surrounding the Holocaust, it is important to emphasize several key points with the students. Although there are many roots of Anti-Semitism, the Nazis truly believed in a pseudo-scientific theory that Jews would "poison the blood" of the German empire. Because the Jews had a different language, religion, and ethnicity; the Germans believed that they were different, and the Germans began to scientifically separate the Jews to determine the difference. Their studies lead them to believe that the Jews would eventually weaken Germany and defeat the Aryan race. The Germans began to believe that if they push the Jews out of Germany would "save" the country. The Nazis implemented a plan, in several stages, to relieve their country of Jews and lessen the threat to the German empire. Originally, they did not intend to exterminate the Jews. The Germans believed that they could set a plan in motion that would get all Jews to leave Germany for elsewhere, thus making their country a more unified and safer place.

There are four distinct phases that the German government progressed through during the Holocaust. The students, in their groups, will each receive one of these phases and analyze the information from literature, historical documents and resources to piece the facts together. (See bibliography for resources.) The students' ultimate goal will be to log this information, organize the information, and eventually present this information through an artistic venue. The students will be provided with a differentiated chart that will allow choice of activity to present their information (See Appendix 1). From a chart of ten activities, they will choose a creative way to present the information about the phase; and use the literature and historical information they have been provided to create a product that will explain to the rest of the class the particular phase they were assigned. Below I have provided a brief amount of information about each of the four phases; to provide a background for the students before they begin their in depth research. Please see resources for more information concerning the phases.

Spontaneous Action: On April 1, 1933, the German government implemented a boycott of all Jewish stores in Germany. They encouraged the people, politically, to be pro German; utilizing this pride in country to exclude Jews and Jewish business. Furthermore, they begin the exclusion of Jews; laws established to keep Jews out of public areas, or areas where they could influence others. Jews were shunned from public office, media, schools/universities, doctors, subways, etc. In schools, the German government began to educate children of the negativity that Jews brought to the country through picture books, board games, toys, posters, etc.

Separation Phase: In 1935, the separation phase for the Jewish people began. The government realized, although there was much persecution, many Jews were hopeful that it would get better and did not leave Germany. Thus, in Nuremberg, they established a set of laws that would further separate Jews from the country and hopefully push them to leave and not return. Through a set of racial superiority themed laws, the Germans set into motion the idea that Jews would become second class citizens of Germany. The ultimate goal of all these measures was to keep the German people from associating with the Jews. The Jews businesses and livelihoods had already been destroyed, and this took the persecution a step further by labeling them as “poison”.

Removal Phase: Because voluntary, forced Jewish immigration seemed to not be working, in 1938, the German government initiated a “forced removal” of all Jews from Germany. Jews were not leaving their homeland because many of them still held on to a sense of nationalism and pride, and truly believed that it may get better. The Germans first, attempted to push many of the Eastern Jews into Poland, however; the Poles were not accepting and many of these Jews ended up being killed or placed in a compound. After several major events occurred, many Jewish males were arrested; and sent to the three concentrations camps that were open. At this point, the majority of Jews realized what was happening and that they finally needed to leave. Immigration exploded with Jews trying to get out of Germany. The Nazis soon realized that the German people were frightened by what was going on, and they needed to come up with a solution to get rid of the Jews in Germany for good.

Final Aim(Concentration/Death Camps): At this point, World War II had broken out, and immigration was no longer an option. The Nazis begin to set up a highly organized system of ghettos, transit camps, work camps, and death camps in which to place the Jews. All of the Jews were transported out of neighborhoods into ghettos under the counsel of Jewish elders. They were transported under the guise of “labor” in the East, however; Jews were shoved into these ghettos, which were in the midst of terrible conditions. Meanwhile, the Nazis established mobile killing centers, in which they would travel to Jewish communities and kill all Jews. This method, however, could not sustain; the German government knew they would have to create a “final solution” for the Jewish people. The Germans established an intricate system of transit, labor, and death camps and a way to transport millions through the system. The purpose of the camps was either to transport Jews to labor/death camps, to work the Jewish people to death in a labor camp, or simply to kill, therefore exterminating the Jews. They converted many areas to massive gas chambers, and tortured and persecuted millions of Jews with this final system.

Using the background information and their collective research, the students will then present the information. The students in the class will log the information in their collective journals, and use this as a form of “taking notes” about the Holocaust. In doing so; the students will have researched, presented, and learned about the Holocaust in a

manner that they have never done so before. We will continually, systematically add to our thematic timeline, as we continue to meet victims, participants and people who endured these conflicts through the daily warm up and presentations of groups. Ultimately, as we draw conclusion to the end of this part of the unit, I want the students to leave with this thought: *The Holocaust is considered to be a form of genocide. Based on what you have learned, what is genocide? Has genocide been committed since the Holocaust? Have you heard of genocide since?* This discussion will provide a nice transition to the next part of our unit, and the discussion of the conflict in Rwanda.

Child Soldiers in Rwanda

“In the early days of April aged 13 years, I watched as *Interahamwe* killed my father, mother, 2 brothers and baby sister. I still see them crying out to me asking me to plead on their behalf. I became numb, I couldn't cry even though I wanted to scream.”^{xxvi}

Mujawyesu was a young lady who experienced, first hand, the affects of genocide in her country. For 100 days in 1994, more people were killed in Rwanda than under Adolph Hitler. The rest of the world stood by, and many people of the world did not even realize this was happening. For this part of the unit, we will turn our focus to another part of the world; Africa, particularly Rwanda. It is my goal for my students to learn and be able to identify the term, “genocide.” There are multiple, excellent resources found through technology that I will utilize for this part of the unit. I will take the students to the computer lab and have them use multiple resources to research and learn about genocide itself, and furthermore what occurred in Rwanda.

According to the United States National Holocaust Museum website, genocide is defined as, “Acts committed with the intent to destroy, in whole or in part, a national, ethnic, racial or religious group...” Another website, very helpful in the study of Rwanda is SURF-Survivor’s Fund^{xxvii}. This website offers an entire section devoted to the definition of genocide, explanation of who it affects and who is at risk, as well as testimonies from survivors, essays, and pod casts. The students’ first day in the computer lab will focus on this part of the website. I will have the students use a graphic organizer to complete a “scavenger hunt” of the information. Once we return to class, we will discuss the information they collected, and hopefully they will return with an understanding of the devastating affects of genocide on a people group. For the next part of the unit, I will have the students research what happened in Rwanda, in depth, using a variety of technological resources. First, they will peruse a variety of images () of people who were affected by the killings in Rwanda. They will use their knowledge of genocide, and apply it to the pictures to make inferences about what occurred in Rwanda. Much like an anticipation guide, we will return to this at the end of our research to see if their inferences were correct. I will take the students to the computer lab to research the conflict. The SURF-survivor’s fund website has a plethora of educational materials, including an electronic guide to what occurred in Rwanda.

Like many countries in Africa, for many years Rwanda was under colonized rule by other countries. First ruled by Germans and later by Belgium, the Rwandan people grew accustomed to the European customs and traditions. The Rwandan people were split mainly into two tribes, the Hutus and Tutsis; and amongst these tribes a feeling of racial superiority was instilled. This racial superiority would later cause major devastation for Rwanda, when Belgium allowed the country to operate freely. The Hutu, who had previously been discriminated against by the ruling class of the Tutsi, were escalated to power and ruled Rwanda as a dictatorship. Many Tutsi fled the country or were murdered, and those that remained were discriminated against in government, education, land, etc. The Tutsis banded together to attempt to return to their homeland, however; this caused the Hutu run government to accumulate weapons in case of a return. The government considered the Tutsis to be “cockroaches” and determined that if the Tutsis were to return; they would be immediately eliminated. A youth organization, the Interahamwe, or “those who fight together” was established as a semi-governmental organization that targeted youth to help in the fight and discrimination against Tutsis. Although several peacekeeping methods were attempted, the Hutu government drove out anyone trying to maintain peace. When the Hutu president was killed, April of 1994, the Hutus no longer needed an excuse to ravage the country in search of all Tutsis and even moderate Hutu to murder them in cold blood, using machete knives and rifles.

”Once the killing had started, it spread through the country like an evil fire. Within three months, a million people had been killed. The statistic is cold: behind it lie death upon death, of a wife, a mother, a father, a husband, a sister, a brother, a daughter, a son, an aunt, an uncle, a grandmother, a grandfather.”^{xxviii} The Hutu used identification cards that every citizen of Rwanda was given to identify Tutsis in order to systematically murder them. Many Tutsis attempted to hide; but the cold blooded nature of the killing Hutu and the militant force in which they searched caused many of the hidden to be found.

The SURF website is an excellent resource that goes into specific detail about the horrific nature of the events in Rwanda. The website offers historical details about the specific events surrounding the genocide, as well as facts about the country of Rwanda itself and the reasons behind the conflict. The website also is an excellent resource for survivor’s stories, photos, and educational research. It is very student friendly, and geared toward educating students and adults alike about the tragedy that occurred. Once the students have sufficient time to use this website as a research tool, they will turn to the classroom to watch excerpts of the PBS documentary, “Ghosts of Rwanda”^{xxix}, making sure to log the research in their journals. The students will then compile their research, and we will discuss the conflict in detail to make sure their information is accurate and correct. I will utilize a power point presentation of photographs to emphasize the brutality of the conflict, and make sure the students are aware of the magnitude of what occurred. Furthermore, we will read excerpts of Immaculee Ilibagiza’s *Left to Tell*^{xxx}; which tells her personal story of hiding in a bathroom at a church for 91 days to escape death. The

personal photos and account that Ilibagiza gives will be a personal touch to the research the students have done.

As important as it is for the students to make personal connections with each of the conflicts we have discussed, it is as equally important for the students to make connections amongst the conflicts. Once the students have completed research on the genocide in Rwanda; their first task will be a power point presentation, utilizing photos, quotes, personal narratives, and historical facts to compare/contrast the genocide with Rwanda with the Holocaust. The photographic essay book, *Never, Again, Again*^{xxxi} offers photographs of multiple genocides, including both the Holocaust and the Rwandan tragedy. The students will use their research and in class resources to make comparisons across the two conflicts in the following categories: 1.) Government Involvement 2.) Method 3. Victimization 4.) Outcome. The students will present this information to the class and open the floor for discussion about the two conflicts.

Once the presentations have been made, a final assessment of everything the students have learned in this part of the unit will be given. As an assessment of their research and the information they have learned, the students will create a brochure that will educate other students on the hazards of genocide and what happened in Rwanda over the 100 day period. We will return to the computer lab with the plethora of research that the students should have collected at this point, in order for the students to complete the assignment. Students will be given access to the photos, quotes, and stories of the survivors from the website, and will be able to use whatever they find important to create their final presentation. They will finally, return to their anticipation guide, and correct any misconceptions they made about genocide. They now, should have clear understanding of the conflict in Rwanda and what exactly genocide is. In this way, we are not only discussing the historical events, connecting with the individuals who were a part of the events, but also educating others and becoming socially aware of issues that occur in our world.

The Choices You Make

Gang Culture in America

As we have progressed through the various conflicts that have taken place all over the world, the students have not seen that they have similar conflicts occurring in their own backyard. Many places in America are considered to be “hotbeds” of gang conflicts; crime, drugs, murder, war over territory, etc. Since the emergence of the modern gang in the early 1970’s; major urban areas that house people with low socio-economic status, provide little or no programming for the youth of the community, and offer no unifying factor to pull the community together, have been targets for gang activity. Many of the youth in these areas are searching for somewhere to belong, a structured environment in

which to thrive, and a monetary income on which they can survive. A gang offers stability, an income, and essentially a structured family for these youth.

To begin our discussion of the war in our own country, we will participate in a classroom debate called philosophical chairs. The students will fill out a gang survey that makes statements about gangs. The students will respond to the statements as either “true” or “false” and then justify their answer on the chart as well. (See Appendix 2) Once the students have completed the form, they will be asked to share their opinions with the class. Those that agree will sit on one side of the classroom; those that disagree, on the other. We will discuss norms for debating each other respectfully, and discuss each statement at length. If their opinion changes, they will change their seat. They will move for the entirety of the class period, depending which question we are discussing and based on their own opinion. This debate, or discussion, will open the door to discuss the problem of gang culture in America.

The main question from the philosophical chairs debate that we will focus on is *what is a gang?* Many students have varying ideas of what a gang is, what a gang does, what the reasons are that youth choose to join gangs, and where these decisions usually lead them. Many of the students that I teach see a gang as “cool” or find it to be something that makes you better than everyone else; richer or more tough. Many of them are unaware of the brutality that comes with being in a gang, and the fact that many gang members end up in the hospital, dead, or in jail. Empowering the students with knowledge is the first way to help them make good decisions. We have discussed conflicts all over the world, and the students have learned about reasons that young men (in this case) have decided to join the war, choose discrimination against others, or fight/kill others. At this point, they have a journal filled with information about conflict and the negative implications of what happens to the people on the wrong side of the conflict.

First, I find it necessary to discuss with the students what exactly a gang is. For the sake of our discussion and activities, I will provide the students with the following definition of a gang: 1) Self-founded 2) Hold a mutual interest. 3.) Must control a territory, facility, or enterprise 4) The use of signs/symbols 5.) Actively involved in organized crime. I will ask the students to provide examples of gangs they are familiar with, and offer perspectives about the gang activity they have been exposed to. We will first, as we have done in the various other conflicts of the unit, meet a few teenagers that are involved in gang activity in the United States. Leon Bing’s book, *Do or Die*^{xxxii} offers an in depth look at gang activity in the United States, and introduces the students to many gang members. It is not a candy coated account, and although I will need to be selective about what excerpts I share with them; I do believe that there is a good bit that will be a living example for the students to see the negative affects of gang life and activity. As we read the excerpts, the students will continue to use their journals as an outlet to log the information that they learn about the people they come across.

Although we have focused mainly on non-fiction and primary sources for entirety of this unit, there are several fictional resources that I believe would be a good comparison for the students to read during this time. This part of the unit is where I will integrate literature as a connection to the non-fiction they have studied. “On the Sidewalk Bleeding^{xxxiii}” by Evan Hunter, is a great short story that gets the students mind’s working about the negativity of a gang. The students will read this story as an introductory activity to literature circles, which we will complete with a choice of three novels: *Scorpions*^{xxxiv} by Walter Dean Myers, *The Outsiders*^{xxxv} by SE Hinton, and *Battle of Jericho*^{xxxvi} by Sharon Draper. The students will split into groups, and complete multiple assignments, discussion questions, and a presentation on the book they have chosen. This is where I will focus on End of Grade testing skills as well; the students will complete three to five multiple choice questions (main idea, inferences, context clues, etc.) a day based on their reading. This way their skills are still being honed while making deeper connections to literature. All three books focus on adolescents making the choice to join a gang, the reasons why they may have made the choice, and the consequences that they subsequently face because of their choices. Using their journals, the students will compare/contrast the characters to the real individuals they have encountered through our study; as well as chart the reasons why these individuals chose to join a gang and what their experiences were like. Lastly, the students will choose a character, real or fictional, and write a rap or song about their experiences with a gang, focusing on the reasons they joined and the consequences they faced. The students will also create a mini-biography for that person, much like the biographies we have read from the historical conflicts we have studied. In their journals, they will continue to log the people they meet, although fictional; because it is important they see that although the fiction is made up; characters can make a similar impact on our lives just as real people. It is important for the students to study the consequences of joining; as they will make a connection that this is not something that would be a positive choice for them. We will add the individuals we learned about in Bing’s book to our thematic time line, as well as the fictional characters who we read about.

Cumulative Activity

Conflict is a part of every one of my students’ lives. They all face conflict daily and hopefully throughout this unit they have made a connection with at least one of the many individuals from who they have heard first hand experiences and learned about. As a cumulative assignment for the entire unit, the students will first use their journals that have been a place for them to store all the information we have collected along the way to choose a conflict and a specific person. Whether the person is someone we met along the way, or a fictional character that we read about in our gang study; it does not matter. The student will simply write a letter to that individual, telling them what they have learned about conflict. They will let them know who they are, the conflict they have faced in their lives, and how they feel that that particular person connects with them. They may include

personal information about their lives, as well as make sure to show that they know information about the person we studied. The students will turn in this letter, as well as their world travel's journal as a cumulative assessment for the unit.

Conflict is such a broad topic, as are the conflicts we have discussed in this unit. Although there is a plethora of information included, I believe that the information becomes rich and useful and about so much more than Language Arts objectives when our children begin to make connections with people who endured conflict in their lives. Through this unit, a student will be able to identify the causes of conflict, how conflict affects others, how children cope with this conflict, and ultimately how one makes choices. Once this occurs, my students will be better equipped for the challenges they face in middle school, and ultimately life. Whether our students connect with a child soldier in World War I, a German child in World War II, a Jew, persecuted for his ethnicity in World War II, a Rwandan Tutsi, struggling for survival, or a gang member, living every day in fear; I believe that the students will grow academically and emotionally from the individuals they will meet in this unit.

Notes

1. M.S. Koch and S. Miller, "Resolving student *conflicts* with student mediators" *Principal* 66, no.4 (1987): 59-62.
2. Lions Quest International, ed. *Working towards peace: Managing anger, resolving conflict, and prevent violence Curriculum Manual*, (Granville: Quest International, 1994).
3. Patricia P. Davidman, *Teaching with a Multicultural Perspective: A practical guide*, (New York: Longman, 1994), p.6.
4. Mcdougall-Littell, *Language of Literature*, (Houghton-Mifflin: 2001), p.R8.
5. Richard Van Emden, *Boy Soldiers of the Great War*, (London: Headline Books, 2005).
6. *Heritage of the Great War*, "Children of the Great War," <http://www.greatwar.nl/frames/default-children.html>.
7. Simon Adams, *World War I*, (New York: DK Eyewitness Books, 1997).
8. Emden, *Boy Soldiers of Great War*.
9. *Ibid.*, p.9.
10. *Ibid.*, p. 17.

11. Ibid., p. 17.
12. Ibid., p. 24.
13. Sanyika Shakur, *Monster: The Autobiography of an LA Gang Member*, (New York: Grove Press, 1993).
14. Emden, *Boy Soldiers of Great War*, p.90-91.
15. Anthony Hill, *Soldier Boy*, (Penguin Global, 2004).
16. Simon Adams, *World War II*, (New York: DK Eyewitness Books, 1997).
17. James Cross Gibilin, *The Life and Death of Adolf Hitler* (Clarion Books, 2004).
18. Lorie Jenkins McElroy, *Voices of the Holocaust* (UXL, 1998), p.31.
19. Ibid., p. 19.
20. Ibid., p. 8.
21. Susan Bachrach, *Tell Them We Remember* (Weinburg, 1994).
22. Susan Campbell Bartoletti, *Hitler Youth: Growing Up in Hitler's Shadow* (Scholastic, 2005).
23. Ibid.
24. Linda Schmittroth and Mary Kay Rosteck, *People of the Holocaust* (UXL 1998).
25. Jacob Boas, *We are Witnesses: Five Diaries of Teenagers Who Died in the Holocaust* (Henry Holt and Co. 1995).
26. SURF-Survivor's Fund. "The Genocide", <http://www.survivors-fund.org.uk/index.php>
27. Ibid.
28. Ibid.
29. *Ghosts of Rwanda*. 2005. DVD. Frontline. PBS-Paramount.
30. [Immaculee Ilibagiza](#), *Left to Tell* (Hay House, 2006).
31. Lane H. Montgomery, *Never Again, Again, Again...: Genocide: Armenia, The Holocaust, Cambodia, Rwanda, Bosnia, Darfur*. (Ruder Finn Press, 2008).
32. Leon Bing, *Do or Die* (Harper Perennial 1992).

33. Evan Hunter, "On the Sidewalk Bleeding" *Reading for Pleasure In Orbit* (Scott, Foresman and Company, 1996).
34. Walter Dean Myers, *Scorpions* (Amistad, 1995).
35. S.E. Hinton, *The Outsiders* (Puffin, 1967).
36. Sharon Draper, *Battle of Jericho* (Simon Pulse, 2004).

Appendix 1

<p>Create an artistic representation of your phase of the Holocaust (painting, drawing, sketch). Include a narrative explaining the art, including four elements that are important for your classmates to know about your phase.</p>	<p>Create a pictorial timeline of your phase of the Holocaust. You must include at between 5 and 10 major events that occurred during your phase. Each event must have a pictorial representation (picture, sketch, symbol) to represent what happened. Be prepared to present and explain the events.</p>	<p>Write a series of four poems/songs about your phase of the Holocaust. Be sure to reference at least four major events/elements of the phase. Be prepared to explain/present the songs, and to tell the historical information that inspired the songs to be written.</p>	<p>Create a power point presentation explaining your phase of the Holocaust. You must elaborate on at least 5 major events. Use pictures, websites, music, and art to help explain to your classmates what occurred.</p>	<p>Create a journal from a person's perspective who lived through your phase of the Holocaust. Include at least 10 entries, making sure to touch on the historical events that occurred during the time period. Make sure to include a name, dates, and a photo/drawing of the person. Be prepared to share the journal with the class and touch on major points.</p>
<p>Build a diorama that represents your particular phase of the Holocaust. You may choose an important building, street, event or symbol that represents what occurred. Include a narrative explaining what occurred and how your art connects to the event.</p>	<p>Choose a person who experienced the events in your particular phase of the Holocaust. Write a series of letters from that person, explaining to a family member/friend what is occurring. Make sure to touch on at least four major elements of the phase. Be prepared to read them aloud.</p>	<p>Create a cd, choosing 10 songs that represent the feelings of the people who experienced your phase of the Holocaust. Create a cd cover, using art to represent what occurred. Include an explanation of why you picked each song, and what particular event inspired your choice.</p>	<p>Create a magazine that would have been published during your particular phase of the Holocaust. Include at least five articles, and five pictures that explain and illustrate the events that were occurring. Make sure your magazine has a cover, with a photo/drawing that represents your phase. Be prepared to share this with the class.</p>	<p>Create a skit that represents the people and events of your phase of the Holocaust. Choose at least one major event to focus on, and create a skit that explains the event and how the people may have felt. Be prepared to answer questions from your classmates about the skit and historical events when it is over.</p>

Directions: Read the following statements. Decide whether the statement is true or false. (There is no correct or incorrect answer.) In the last column, justify why you believe the statement to be true or false.

STATEMENT	True/False	REASON
All gangs are bad.		
All gangs sell drugs.		
Younger kids are more likely to join a gang than older kids.		
If your brother or sister is in a gang, you will probably join a gang.		
If your friends are in a gang, you will probably join a gang.		
All gangs are violent.		
People join gangs to feel safe.		
People join gangs to feel like they belong.		
People pretend like they are in gangs to scare other kids.		
Gangs are dangerous.		

Anthony Hill, *Soldier Boy*, (Penguin Global, 2004). This is the story of the youngest soldier to fight in World War I. This is used as an assessment tool in the World War I section of my unit.

Evan Hunter, "On the Sidewalk Bleeding" *Reading for Pleasure In Orbit* (Scott, Foresman and Company, 1996). A great short story used to supplement the non-fiction elements of the unit. The story focuses on a gang member and the consequences he faces for his decision. This is great for students to read in class.

Ghosts of Rwanda. 2005. DVD. Frontline. PBS-Paramount. Excellent video resource for discussing Rwanda. Would use excerpts to show survivors, etc. from the genocide.

Heritage of the Great War, "Children of the Great War," <http://www.greatwar.nl/frames/default-children.html>. Excellent resource for pictures for World War I of children soldiers, etc.

[Immaculee Ilibagiza](#), *Left to Tell* (Hay House, 2006). Rwandan Holocaust survivor who survived by hiding in a church bathroom. Excerpts would be excellent for a discussion of the Rwandan Holocaust.

Jacob Boas, *We are Witnesses: Five Diaries of Teenagers Who Died in the Holocaust* (Henry Holt and Co. 1995). Diary entries from teenagers who lived during World War II. Used in a group activity during the Holocaust portion of the unit. This is also a great book for students to read on their own to supplement the unit.

James Cross Gibilin, *The Life and Death of Adolf Hitler* (Clarion Books, 2004). Historical resource for World War II. Provides information about Hitler; his life and reign.

Lane H. Montgomery, *Never Again, Again, Again...: Genocide: Armenia, The Holocaust, Cambodia, Rwanda, Bosnia, Darfur*. (Ruder Finn Press, 2008). Resource for the discussion of genocide in the classroom. Beneficial for both the Holocaust and Rwandan genocide.

Leon Bing, *Do or Die* (Harper Perennial 1992). Utilized during the discussion of gangs in the United States. Excerpts tell the stories of gang members, consequences, living conditions, etc.

Linda Schmittroth and Mary Kay Rosteck, *People of the Holocaust* (UXL 1998). Chronologically and pictorially allows the reader to meet soldiers, survivors, victims, etc. of the Holocaust. Great teacher resource to pull pictures, people, historical information, etc. Students would enjoy reading this as a supplement to the unit.

Lorie Jenkins McElroy, *Voices of the Holocaust* (UXL, 1998), p.31. Stories, historical information, and primary documents of the Holocaust. Both teachers and students can use this resource to learn more about the Holocaust.

Mcdougall-Littell, *Language of Literature*, (Houghton-Mifflin: 2001), p.R8. Literature book utilized in Charlotte-Mecklenburg School system.

Richard Van Emden, *Boy Soldiers of the Great War*, (London: Headline Books, 2005). Outlines the lives and experiences of many of the young men who endured World War I.

Sanyika Shakur, *Monster: The Autobiography of an LA Gang Member*, (New York: Grove Press, 1993). Graphic resource that could not be entirely read in the classroom. Excerpts, however, would be useful to provide descriptions of gang life in the U.S.

S.E. Hinton, *The Outsiders* (Puffin, 1967). Fictional novel that offers a glimpse into the negative and positive affects of gang activity. Great book for students!

Simon Adams, *World War I*, (New York: DK Eyewitness Books, 1997). Provides historical information, facts, pictures, and descriptions of World War I and the events surrounding the conflict.

Simon Adams, *World War II*, (New York: DK Eyewitness Books, 1997). Provides historical information, facts, pictures, and descriptions of World War II and the events surrounding the conflict. Great non-fiction book for students to peruse, and great resource for teachers.

SURF-Survivor's Fund. "The Genocide", <http://www.survivors-fund.org.uk/index.php> This resource provides a plethora of information about the Rwandan genocide; including the events, people, and places involved. It provides maps, etc. for the students to research.

Susan Bachrach, *Tell Them We Remember* (Weinburg, 1994). Historical information about the Holocaust, along with survivors' personal accounts. Excellent resource for students interested in learning more.

Susan Campbell Bartoletti, *Hitler Youth: Growing Up in Hitler's Shadow* (Scholastic, 2005). Tells the story of World War II from a different perspective. Good for discussion of the Third Reich, and for students interested in the war from the "other" side.

United States Holocaust Memorial Museum. "The Holocaust." *Holocaust Encyclopedia*. <http://www.ushmm.org/wlc/en/index.php?ModuleId=10005143>. Excellent historical and informational resource.

Walter Dean Myers, *Scorpions* (Amistad, 1995). Fictional novel about a young adolescent and his encounter with gang activity and choice to become involved with a gang. Excellent fictional novel to supplement non-fiction unit; students love this book!

ii

iii

iv

v

vi

vii

viii

ix

x

xi

xii

xiii

xiv

xv

xvi

xvii

xviii

xix

xx

xxi

xxii

xxiii

xxiv

xxv

xxvi

xxvii

xxviii

xxix

xxx

xxxi

xxxii

xxxiii

xxxiv

xxxv

xxxvi