



Finding the Human Story within an Image

By Deena L. Aglialoro, 2017 CTI Fellow
South Mecklenburg High School

This curriculum unit is recommended for:
10th Grade Language Arts, all levels

Keywords: Fiction, close reading, research paper, Holocaust, Hitler, hate, human behavior, fear, bystander, good and evil, genocide, Germany, Rwanda, propaganda, political cartoons, testimonials, Yad Vashem, concentration camps, ghettos, extermination camps, poetry, *Night*, Elie Wiesel, Bear Witness, CommonLit, written conversation, visual literacy, courage, swastika, identity, pyramid of hate, antisemitism.

Teaching Standards: See [Appendix 1](#) for teaching standards for this unit.

Synopsis: In this six-week unit, students will be completing a hands on, in-depth study of the Holocaust. Since images of the dead are constantly shown in order to ignite an emotional reaction, we will be looking at images that aid students in their journey of learning how this horrific human catastrophe transpired and what happened after liberation. Students will be able to see different portrays of bystanders, perpetrators, and the victims alike in order to draw conclusions of how hate can manifest and escalate throughout a society. Finally, students will be using a critical eye to connect these images with different stories and testimonies and synthesizing how they make up one large story of a group of people who were targeted for extinction but refused to hide their identity. By seeing these people as actual human beings that could have been sitting next to them in school, working next to them at their job, or growing up with them, students will learn the human story being the historical event.

I plan to teach this unit during the coming year to 120 students in 10th grade standard, honors, and inclusion Language Arts.

I give permission for the Institute to publish my curriculum unit and synopsis in print and online. I understand that I will be credited as the author of my work.

Introduction

Rationale

For as long as I can remember, I always felt like I never knew my grandmother's story. "She was born in Berlin," they told me. "She still can speak German," they said. "She left when she was a teenager." It was not until it was too late that I learned my grandmother was actually a German Jew who fled to England not too long before the fateful events of *Kristallnacht*. Unfortunately, she passed away on January 31, 2002, when I was only 17, before I really began to understand what that meant and who she really was.

I had read *Anne Frank* in seventh grade. I knew what the Holocaust was. I had seen the pictures. But how could my grandmother, with her thick accent and blonde hair, have been a Jew? I did not understand what that meant to me until I began to study and explore the topic as a college student, and later, an educator.

My grandmother's story is one of thousands that will never be told since she passed away before she was comfortable talking about the horrific things she had seen and experienced first-hand. All we can bear witness to now are the words of those that took the time to share their testimonies so that the world would never forget that one man convinced an entire nation that someone who identifies as Jewish should be eliminated from the human race.

The Holocaust is a subject that both English and social studies begin to cover as early as middle school grades. At this young age, these classes only begin to skim the surface of the events that took place during this period, how the Jewish community was treated and nearly annihilated, and that they were liberated in 1945. However, we never talk about what happened after liberation. We never show them images of the piles of bodies that were bulldozed into mass graves. We never talk about how children were one of the Nazi's main targets.

Students seek answers that require teachers to spend more time talking about the persecution that took place against the Jewish population and why they seemed to remain passive to the untrained eye. Since this topic is so massive, I have framed this unit around one key thematic concept: "Know Your Story." This theme will focus around what makes up a person's identity and how you maintain your identity through traumatic times. It will take us through the unit and allow the people that we learn about to become human.

Even though some teachers shy away from the visual images and testimonies because they can evoke intense emotions, I will be utilizing this topic to incorporate visual literacy into my lessons to help students hone their analytical and persuasive skills. Visual literacy can help students "accept visuals as persuasive arguments...then transfer their learning into the written word."¹ The best part about incorporating visual literacy into a unit with such a heavy topic is that students will be able to view a different side to this topic from a critical lens. Even though we will still be studying specific text examples, the images and videos that we watch will keep students engaged on a different level by building their investment in the subject matter. I will help students create a clearer picture in their mind of the faces of both the victims and the survivors that we are studying as people rather than just characters in a story.

Overview

As we begin the unit, the concept of visual literacy will be explained and explored by using current events found in different media outlets such as Twitter and CNN. Students should have a strong level of comfort interpreting visual images and videos, and should know what questions to be asking themselves as they look at them before they move further into the unit. My hope is that students will see that the mindset that certain people had in the 1930s is not so different from the mindset that people in their own country have right now in modern times.

To begin discussing this period, examining maps is a great place to start. It is imperative in the understanding of this unit to know the geography of Europe and where the main countries we will be speaking about are located so that students can understand the proximity of the ghettos, camps, and death marches. As we read further into our novel sets, they can trace how far away the camps were placed from towns and cities to get a better understanding of where they were in relation to neighboring towns or cities. This helps spark further interest as to how people could be bystanders during this time and turn a blind eye to their missing neighbors. Making sure students understand the origins of antisemitism and key terminology is also very important moving forward so that they have the background knowledge to build on.

During the rise of the Nazi regime, we will be looking at a popular children's book called *The Poisonous Mushroom* and political propaganda to see how quickly towns and cities adopted these policies and beliefs, and how children were so easily brainwashed into adopting Nazi ideology. Again, seeing how quickly something like this can spread should spark questions and concerns about how easily people are influenced and can go along with what they are told to believe.

After learning about the spread of Nazi culture, we will be discussing the round up and push into the ghettos. We will be focusing on the Lodz and Warsaw Ghetto's specifically. Both deep dives will focus on how children and teenagers tried to hold onto their humanity during such dark times by creating poetry, music, art, and other forms of non-violent resistance. In ghettos like Warsaw specifically, there were also very well-known resistance movements led by Jewish teenagers (and more women than men) so students would want to learn more since I often hear, "Why didn't they fight back?"

This lesson will transition us into the final section of this unit involving the Final Solution, extermination camps, and liberation. Our main novel *Night* by Elie Wiesel will provide the literary background of how someone survived this process, but we will also hear from others through video testimony to compare stories. Finally, we will conclude this unit by discussing life after liberation. What I want students to focus on is how children and teenagers were assimilated back into society and how they rediscovered their identity all over again. This is where video testimonies and diary entries that we have been tracking will prove the most powerful as they see what happened to the people they have developed a relationship with during the past few weeks. By connecting to the people sharing their story, students will then reflect on how hard it must have been to return to living after being dehumanized for so long and having little to no family left to lean on.

During the length of this unit, students will be focusing on one specific topic to write a research paper on at the end. They are allowed to choose any topic they would like as long as it relates to the material that we have covered in class so that they can take a deeper look at any issue that connects to the human story and helps them better answer one of our essential unit questions.

Essential Questions

This unit will answer the following essential questions as we tackle these topics. Some of these essential questions can be found in the lessons produced by *Echoes and Reflections*² Teacher Resource Guide and *Facing History*³ lesson plans:

1. Define identity; what are the various factors that shape a person's identity?
2. How can society influence our identity and the choices that we make?
3. What are civil rights? Who decides? How can we respond when our civil rights are violated? What can be done to strengthen the civil rights of individuals and groups?
4. What is genocide? How can the extermination of an entire race affect the world?
5. What is apathy? What were the moral and ethical choices individuals and groups had to make when deciding whether to help Jews?
6. What were the complex emotional ramifications of liberation for Jews at the end of WWII? What was the situation like for children?

Visual Literacy Essential Questions

1. How does analyzing primary and secondary source material help us to understand what happened?
2. How do visual history testimonies make the people speaking more human?
3. Why did the Nazi's photograph these atrocities? How do these images tell a story about what happened as Jews were sent to the extermination camps?

Demographic

For the 2017-2018, I will be teaching English II at South Mecklenburg High School. Established in 1959, South Mecklenburg High School now has an enrollment of over 3,000 students, making it one of the largest high schools in North Carolina. South Mecklenburg High School, as part of Charlotte Mecklenburg Schools, is accredited by AdvancED and offers a comprehensive college preparatory course of study as well as a World Language Magnet (Spanish, German, French, Japanese, Chinese), the IDEA Academy (Innovation, Design, Engineering and Art), and courses in Project Lead the Way in Engineering and Biomedical Science.

The 65-acre, college-style campus is comprised of 13 buildings organized by academic department. The student body demographic is 35.8 percent white, 24.1 percent African-American, 33.5 percent Hispanic, 2.9 percent Asian, and 3 percent multi-racial other. As of this year, 38 percent of students are considered economically disadvantaged, and 8 percent of our student body is classified as Limited English Proficient.

The faculty consists of 179 certified staff members, including the principal, Dr. Maureen Furr, four assistant principals, two facilitators, two deans, seven counselors, and the support of two additional counselors assigned through the Communities in Schools program.

The school houses about 3,172 students from grades 9-12. Ninth grade has 955 students, tenth grade 850, eleventh grade 672, and twelfth grade 695. This year I will be teaching English II Honors during my first semester, and English II standard during my second semester. This will give me the opportunity to pilot this curriculum to honors level students the first half of the year, and then differentiate this unit the second half of the year. As of now, I do not have any students with IEPs. I do have two students with 504 accommodations, only one ELL student who is still enrolled in the program, and two that have already finished. None of them, however, receives any accommodations.

To begin the year, I have not been given access to my students' scores from the year before to see where they are beginning but will administer my own benchmark exam within the first month of the term. Based on those scores, I will be able to target what standards need to be addressed more heavily than others are. This course has been designed as to be writing intensive and will focus on multi-genre writing as well as constructed response practice for students' EOC in January.

Content Background Knowledge

I feel most English educators are great at teaching students how to analyze passages and novels, and they are great in teaching students the art of writing and expressing themselves effectively. Where we fall short, however, is normally on the historical content side, which really needs to be addressed in order for students to have an accurate concept of geography as well as a political understanding of a particular period.

During the summer of 2017, I was able to submerge myself in the historical content of this topic by attending a two-week long professional development seminar in Jerusalem. Twenty-nine educators, including myself, were selected from various states to study under leading historians such as Dr. David Silberklang, Senior Historian at the International Institute for Holocaust Research at Yad Vashem. We also received instruction from Sheryl Ochayon, Program Director of *Echoes and Reflections*, and Shani Lourie, Head of Pedagogy Section for the International School for Holocaust Studies, professor Yehuda Bauer, chief academic advisor at Yad Vashem and author of *Rethinking the Holocaust* and *The Death of the Shtetl*, as well as Dr. Efraim Zuroff who is currently the coordinator of Nazi war crimes research worldwide for the Simon Wiesenthal Center and the director of its Israel Office and Eastern European Affairs.

This program was the most detailed Holocaust experience any educator could attend. Even though I have taken courses in college and have signed up for the occasional PD, this seminar included vastly comprehensive material. Clear goals were established before we even stepped foot into the museum:

- To deepen knowledge of multiple topics about the Holocaust.
- To reinforce understanding of the pedagogy of *Echoes and Reflections* for effective teaching about the Holocaust.
- To enhance proficiency in teaching with *Echoes and Reflections*' content and resources.
- To become familiar with additional Holocaust resources that complement *Echoes and Reflections*.
- To increase confidence in teaching about the Holocaust.
- To enhance overall learning through experiencing Israel.

We were groomed to be expert resources for our students in the way every educator hopes to be. The seminar not only took us on tours of the museum and the city of Jerusalem, but also set up lectures that covered everything from prewar Jewish life, antisemitism and its long history with the Jewish people, to art, literature and music, geography, specific battles, turning points, political propaganda, and so much more.

After digesting all of this information, I realized that in order for my students to connect with this material, I wanted to do more than just show them pictures and read stories. I wanted my students to see that this catastrophe could happen to anyone at any time. I wanted them to connect to these stories and see that the Jews were not evil people as Hitler said; these were just human beings that were targeted only because they were Jewish. In addition, I want my students to understand what they can do with a strong, educated voice. In today's society, not many people actually understand what it means to use their voice to help the greater good. Students need to learn how to do so in order to improve the world by promoting reason and change, and to

exemplify courage during an otherwise chaotic situation. Most importantly, even teenagers can still make a huge difference in the outcome of a situation.

In this regard, this topic coincides with the concept of “visual literacy” perfectly. Frank Baker in his book *Media Literacy in the K-12 Classroom* quotes Dave Gray, asserting, “Visual literacy...will, as the information revolution evolves, become a requirement for success in business and in life.”⁴ This used to be a skill primarily taught in art classes, but now that visual images are streamlined in front of us (more specifically, our students) at a constant rate throughout the day, this skill is becoming more important in multiple disciplines. In order to understand the creator’s purpose behind an image, just like students are required to do with a text, they must learn how to read and analyze a picture or video with specific techniques.⁵ To do this, multiple steps are essential to this process. So that students can become adept at visual interpretation and analysis, first they must learn how images communicate and what questions to pose about them.⁶

Unit Outline

This outline will focus on the first five lessons of this curriculum that tap into Visual Literacy heavily. These lessons get students accustomed to the questions they should ask when confronted with an image and help them develop a routine procedure for this analysis.

Lesson 1- The Pyramid of Hate and Today's Culture

Objectives:

- Develop a rationale for studying human catastrophes.
- Discuss what the Pyramid of Hate is and how it can go unchecked
- Collaborate in small groups and with the whole class about how these things are found in today's society.

Pre-Activity:

To prepare for our field trip to the Levine Jewish Community Center's Butterfly Project, students will examine the Pyramid of Hate and consider how difficult hate can be to stop once it begins to escalate.⁷

Small Group/Whole Class Discussion: Students discuss and analyze the following terms:

- Bias
- Stereotype
- Discrimination
- Prejudice
- Scapegoating
- Hate Crime
- Genocide
- Bias-motivated Violence

They discuss in their small group where they have seen these things happen and if they have experienced them on a personal level. Full class discussion will allow time to ask questions and share personal information.

Teacher Led Instruction: The teacher will put up the first image they are asked to analyze for the unit. The picture is of a beer pong game where the cups are set up to look like a swastika on one side and a Jewish star on the other. They will be asked the following questions about this photograph:

1. What am I looking at?
2. What does this image mean to me?
3. How is this message effective?⁸

Before showing them the actual article, the teacher will read the rules of this game, easily found on-line:⁹

It has called Jews vs the Nazis. Its 3-on-3, 30 cups per team. The Nazis shape their 30 cups into a swastika, and the Jews set up their 30 cups as the Star of David. The cups are re-racked to a smaller swastika and a smaller star when 18 cups remain on either team. The Nazis start the game off with 'blitzkrieg,' and each player on the Nazis shoots until they miss, but this is only allowed for the first volley. The Jews have the 'Anne Frank Cup,' and this ability allows them to pick any one of their cups and hide it anywhere in the room, but it has to be shootable, obviously. The Jews can only do that once per game and can be used only during their turn. To equalize this slight advantage, the Nazis also have another ability called 'Auschwitz' (or 'Concentration Camp' if you don't know what that means). With this ability, the Nazis can pick any player on the Jews team and they have to sit out of the game until the other two players on the Jews' team each make a cup. After that happens the 3rd person on the Jew's team can play again. Also, throughout the game you are supposed to talk a lot of shit and say as many racist things as possible to make it more enjoyable. My Jewish friends actually love this game haha.

After hearing initial reactions, we will read the article "New Jersey high schoolers play sick Jews vs. Nazis drinking game called 'Holocaust Pong' and 'Alcoholocaust'"¹⁰ in order to discuss the details of the photo, the repercussions of creating or playing this game, and where this falls on the pyramid.

Exit ticket:

3-2-1 Strategy to determine what they are taking away from this activity:

3 reasons we study human catastrophes today.

2 things you found interesting about our discussion today.

1 question you still have after our lesson today.

A poll to see how many of them think genocide could happen in 2017.

Lesson 2- Background on the Holocaust and Knowing Your Sources

Objectives:

- Compare and contrast several definitions of the Holocaust
- Define genocide
- Differentiate between primary and secondary source materials and explain how each is important when studying historical events.
- Summarize the causes and effects of the *Kristallnacht* Pogrom
- Discuss both the content and the messages in a clip of visual history testimony.

To slowly transition the class from talking about current events to the Holocaust, we will begin by discussing key terminology and the difference between primary and secondary source material. This activity will focus on watching the first three visual testimonies. *Echoes and Reflections* believes that “Survivor and witness testimonies, unlike documents or words from a book, communicate the crucial role of the individual’s experiences through his or her stories.”¹¹ Viewing first-person, visual history testimony is a personal experience that will spark emotions differently in everyone who watches it. It will also help remind students that these are real people, not just fictional characters in a story.

To begin, it is important to determine each student’s background knowledge. Identify whenever possible their source or sources of information, listing their responses on the board or chart paper.

Students will record important definitions in their notes for the following words:

- Holocaust
- Genocide
- Propaganda
- Visual history testimony

We will discuss the definitions of these words and what other genocides they are familiar with in history.

Small Group Work:

Students will study several documents related to the same event in order to compare and contrast source material to distinguish the difference between primary and secondary source information. The topic will be about the *Kristallnacht* Pogrom, which students may have heard about prior to class. The teacher provides background information and then divides the class into about six small groups.

Speed Dating Strategy

Each group receives a different article that they will record and take notes on in a graphic organizer. After an ample amount of time to read and discuss the article, students will hear a buzzer and move to the next group and a new article. Students will move around the room in a timed session until they have read and taken notes on each article.

When they are finished, they will share their thoughts and findings with the whole class. The teacher will informally assess the following:

- Which of these materials are primary source documents? Which are secondary source documents?
- What are some of the things your group noticed while studying the two photographs? What questions, if any, did the photographs raise for your group?
- How is studying photographs different from studying other types of material?
- What did you learn about the *Kristallnacht* Program by reading Heydrich's instructions?
- How does the Description of the Riot in Dinslaken make the story of the *Kristallnacht* Pogrom a "human story?"

Whole Class:

Students will watch Kurt Messerschmidt's video testimony, answering questions as they listen, so they can see that video testimonials are another source of information. Closed captioning makes sure students can understand what he is saying.

Discuss the video afterwards:

- How do you feel after listening to him talk about his experiences?
- What did you learn from the testimony that you did not from the articles?
- How does it reinforce what you have learned from other sources?
- What role does this testimony play in the study of the Holocaust?

Exit ticket:

3-2-1: Strategy to determine what they are taking away from this activity:

3 things you learned participating in this lesson

2 things that surprised you

1 question you still have.

Lesson 3- The Origins of Jewish Antisemitism

Objectives:

- Define antisemitism and trace its origins.
- Describe propaganda methods.
- Give examples of propaganda methods that the Nazis used to exploit antisemitic attitudes among the German people and to isolate Jews from the rest of the population.

Purpose:

Students will learn about the origins of antisemitism and that the Nazi ideology is not where this hatred began. Students will also examine propaganda methods used to exploit antisemitic attitudes among the German people to create an atmosphere of terror. We will also look at a children's book called *The Poisonous Mushroom* to discuss how images and seemingly harmful things can help foster unconscious feelings of fear.

Beginning:

- Post a map of Jewish communities in Europe before the Nazi rise to power. Have students make observations and consider the importance of demographic data when studying historical events.
- Post Jewish population numbers to show how many were in each country, and where their largest demographics were.
- Two testimonies discuss life in Germany prior to the rise of the Nazi Party (John Graham and Margaret Lambert). Students will record what they hear in the graphic organizer they started the day before.
- In between testimonies, we will discuss what life was like for each person and how they felt about their homeland.
- An important question to connect to one of our essential questions for the unit is “What does this lead you to believe about how many Jews might have identified with their country during this time period?”
- Discuss the term “antisemitism” and how these people experienced it firsthand.

Independent Work/Informal Assessment

Have students silently read “Summary of Antisemitism” and take notes.

Students must identify and underline/highlight examples of stereotypes or accusations made against Jews in the selection.

Whole class:

Discuss the article and how antisemitism is similar/different from scapegoating.

Additional Activity:

- Students will read an article from 1995 that reported on a town in Billings, Montana titled “Not in our Town.”¹²
- “New Yorker’s come together to Erase Swastikas” article.¹³
- Compare and contrast the two; discuss why the desire to dehumanize is still happening today and how that connects to the original objectives we have talked about.

Lesson 4- Is Seeing Believing?

Objectives:

In this lesson, we will be taking another step closer to understanding how an entire country began following the Nazi ideology. Students will brainstorm the meaning of the word “ideology” and what constitutes an ideology now or in 1930s Germany.

We will look at different images and try to determine if they are real or completely fabricated (see Appendix 2).¹⁴ Even children were being subliminally manipulated through the children’s books that were in front of them.

- Read “Nazi Ideology” and discuss with the whole class.
- Read parts of *The Poisonous Mushroom*¹⁵; show students the image on the projector and have them answer the visual interpretation questions they have answered in the past (see Appendix 2):
 - What am I looking at?
 - What does this image mean to me?
 - How is this message effective?¹⁶
- Have them finish reading through the children’s book with a partner.
- Identify the images they see and how they could have been subliminal antisemitic messages used to manipulate them.
- Share with them the false document that was printed in a newspaper in Czarist Russia that described a secret action plan by which “the Jews” were plotting to take over the world.

Independent Informal Assessment:

Constructed Response Practice (EOC)

Students must answer one of the following prompts just like they would on the EOC:

1. Some people thought that after the Holocaust, antisemitism would disappear, which it did not. How can you explain that? Why do you think it did not disappear? What have you learned of the history of antisemitism that might explain why the Holocaust did not end antisemitism?
2. Do you recognize propaganda in your life and society? Do you feel that you are influenced by it? If so, how? If not, how do you protect yourself from its influence?
3. Think about the dangers in stereotyping. Why are stereotypes so easy to believe and perpetuate? How can you combat stereotypes in your daily life? What would be the value of doing so?
4. Many of the testimonies in this lesson related stories of hurtful, neglectful, and/or abusive behavior toward children who could not defend themselves. Who in a society is responsible for the care of children? What should those entrusted with this responsibility do to ensure that all children are emotionally and physically safe?¹⁷

Lesson 5- Propaganda

Objectives:

- **Consider** the role of propaganda in a society over time.
- **Collect** evidence from Twitter that shows trending issues of race and perception.
- **Construct** an inference of how this connects to events that happened in the 1930s.
- **Communicate** with others through “Written Conversation” on how the media affects perception, as well as any thoughts or questions that you have.

To keep things culturally relevant, students will take the information they have learned in the past few lessons and ideally see the connection to today’s social media presence. By logging on to Twitter, which students are very familiar with, they can see trending topics that deal with race and perception. As a class, we will research and read a top trending article such as #iftheygunnedmedown. Students will determine how it puts forth conflicting visual arguments that address issues of race and perception.¹⁸

Strategy: Analyzing a Photograph worksheet will be used to help them navigate through multiple images (see Appendix 2 for Analyzing a Photograph worksheet).¹⁹

Strategy: Written Conversations

Based on the SIOP model, students with varying abilities are grouped together. Students with the lowest level sit at the desk numbered 1, next up is 2, then 3, and the highest students sit at the desk 4 or 5 (depending on class size).

Markers will be given based on the number they were previously assigned:

- 1- Red
- 2- Orange
- 3- Green
- 4- Blue
- 5- Purple

Students are expected to silently write all their ideas (questions, comments, inferences) as they analyze the picture on their own. After two minutes of brainstorming, they can draw an arrow and comment/question on their group members’ ideas.

After a general observation based on the comments written in their specific colors, I can pull students that are still struggling or not contributing properly to work in a small group with me. Higher-level students can be tasked with leading their group with a deeper analysis of the images based on the visual literacy strategies they have used in previous lessons.

Additional lessons for the unit could include the following:

Lesson 6 and 7: Life in the Lodz Ghetto:

Introduction to Elie Wiesel and *Night*

CommonLit fiction, nonfiction, and poetry passages with EOC questions.

Lesson 8-11: The Final Solution

Part 1- The Victims: Additional diary entries

Part 2- The Perpetrators (visual testimony, Interview with Franz Stangl, viewing *The Auschwitz Album*, and reading the Adolf Eichmann was “performing his duty” article)

Lesson 12-14: Resistance and the People Who Led Them

Part 1: Spiritual and Cultural Resistance; Socratic Seminar of the role of culture, customs, and traditions in individual or group resistance.

Part 2: Partisans and Armed Resistance; Warsaw Ghetto uprising; *Beyond Courage*-testimonies of Jewish Resistance fighters

Lesson 15: The camps

Lesson 16 and 17: Return to Life

A Liberator’s Letter Home, *The 10th Man*, *When it Happened* supplemental texts.

CommonLit nonfiction response from Elie Wiesel with EOC questions.

Formal Assessment Research Paper

At the beginning of this unit, students will be told that they will be conducting their own individual research simultaneous to our unit. They will pick a topic that they would like to learn extensively about and gather information from books, websites, journals, videos, etc. (see Appendix 2 for Research Guidelines and part 1 outline).

This research paper will have four major components for a total of 200 points. The four components will be:

1. Research from multiple print and digital sources.
2. The written component in proper MLA formatting that includes a Works Cited page.
3. Visual/media representation.
4. An oral presentation.

Students will have a total of eight class days to gather research, formulate a strong thesis statement and outline, and begin drafting. The majority of the work will be done independently outside of school and will be tracked through homework assignments. Presentations will be held the first full week January.

During the first two lessons, students will brainstorm and begin developing an objective stance on the subject. They will compose a strong thesis and begin developing their ideas on how to make sure they prove their thesis. Next, they will make sure they are compiling reliable information and taking precise, documented notes. To make sure they are not plagiarizing and that they are citing their sources correctly, we will spend a day working on in-text citations and our works cited page (possible guest speaker from UNCC will be leading this lesson).

Finally, students will receive feedback from the teacher and then begin revising and editing with a peer partner. This exercise will also give them some time and practice presenting their work to

Appendix 1

Common Core State Standards

English Language Arts Standards » Grade 9-10

<http://www.corestandards.org/ELA-Literacy/RL/9-10/>

English Language Arts Standards » History/Social Studies » Grade 9-10

<http://www.corestandards.org/ELA-Literacy/RH/9-10/>

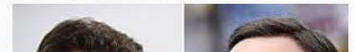
Appendix 2

“New Jersey high schoolers play sick Jews vs. Nazis drinking game”

New Jersey high schoolers play sick Jews vs. Nazis drinking game called ‘Holocaust Pong’ and ‘Alcoholocaust’



MOST POPULAR



“Not In Our Town”

NOT IN OUR TOWN



In the mid-1980s, some hate groups declared the northwestern part of the United States to be their “homeland.” These hate groups were becoming more and more violent in the region. In 1986, the Aryan Nations organization declared its intention to make the region a place where only whites and Christians could own property, vote, conduct business, bear arms, and hold public office. Incidents of harassment and violence against “minority” groups became more and more common. It was not long before Billings, a city in southern Montana, found itself the target of a series of hateful incidents. Billings, with a population of approximately 110,000 people, is the largest city in Montana and the commercial, shipping, and processing center of a region that produces cattle, wheat, and sugar beets. Billings is the gateway to Yellowstone National Park, the Crow Indian Reservation, and the Little Bighorn Battlefield National Monument.

In 1993, Ku Klux Klan flyers were distributed around Billings, tombstones in the Jewish cemetery were overturned; the home of a Native American family was spray-painted with swastikas; members of an African-American church were intimidated, and bricks were thrown through windows of homes that displayed menorahs for the Jewish holiday of Chanukah.

Rather than accept what was happening in their community, people decided to take a stand against hate. Those who were not targets became allies to those who were. City officials and law enforcement officers made strong statements against the activities. The Painters Union formed a work force to paint over the graffiti. Religious and community leaders sponsored human rights activities. The local newspaper printed full-page menorahs for display in homes and businesses throughout the town. Most of the 10,000 people who decided to display the menorahs were not Jewish; they displayed the symbols to show that they were unwilling to accept prejudice and hate in their community. In a show of support, people attended religious services at an African-American church where the congregation was being harassed and intimidated by members of hate groups.

Actions by the people of Billings, Montana became a model for other communities around the country who also spoke out against hate. The motto for such community actions became known as “Not in Our Town.”

Adapted with permission from Anti-Bias Study Guide, Elementary/Intermediate Level (New York: Anti-Defamation League, 2000), 257. All rights reserved.

Image Manipulation



FIGURE 3.3a It looks like the baby is reading the newspaper. Its hand is holding the corner of the page, perhaps ready to turn the page, but let's consider what we don't see.



FIGURE 3.3b Now we see the baby is actually sitting on someone's lap. Seeing what's "outside the frame" changes the viewer's understanding.

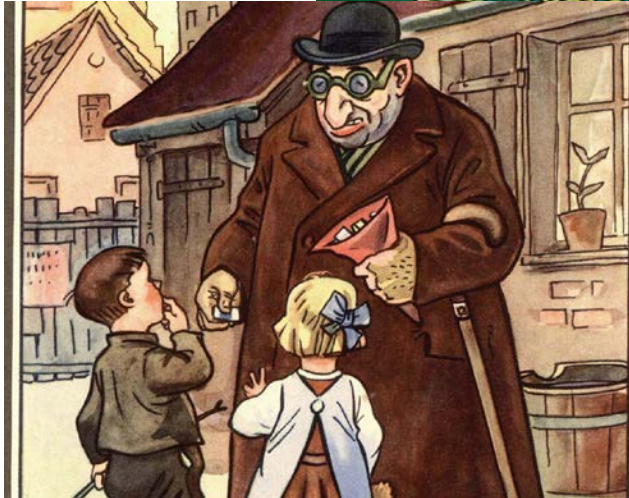
Visual Literacy Inquiry

Graphic designer Erin Riesland (2005) suggests that students who are learning to incorporate visual literacy into their thinking consider the following questions:

- What am I looking at?
- What does this image mean to me?
- What is the relationship between the image and the displayed text message?
- How is this message effective? (Riesland, 2005, para. 10)

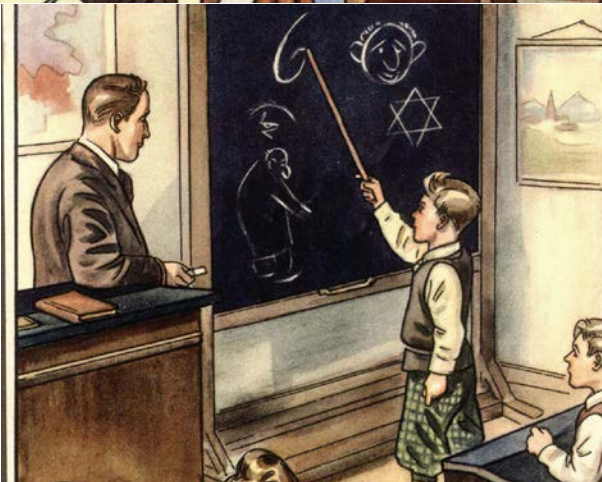


The Poisonous Mushroom Children's Book



Das ist der jüdische, der Pfaffenwurst,
der sich selbst im eigenen Reich!
Er meint, daß er der Erste sei
Und ist stolz auf sich dabei!

Der Deutsche ist
ein feiges Tier
der verachtet
die jüdischen
Menschen
und will sie
von der Erde
wischen!



Analyze a Photograph worksheet

Analyze a Photograph

Meet the photo.

Quickly scan the photo. What do you notice first?

Type of photo (check all that apply):

- Portrait Landscape Aerial/Satellite Action Architectural
 Event Family Panoramic Posed Candid
 Documentary Selfie Other

Is there a caption? yes no

Observe its parts.

List the people, objects and activities you see.

PEOPLE	OBJECTS	ACTIVITIES

Write one sentence summarizing this photo.

Try to make sense of it.

Answer as best you can. The caption, if available, may help.

Who took this photo?

Where is it from?

When is it from?

What was happening at the time in history this photo was taken?

Why was it taken? List evidence from the photo or your knowledge about the photographer that led you to your conclusion.

Use it as historical evidence.

What did you find out from this photo that you might not learn anywhere else?

What other documents, photos, or historical evidence are you going to use to help you understand this event or topic?



Research Paper Guidelines

What is a research paper?

A research paper is an expanded essay that presents **your own interpretation or evaluation or argument**. A research paper is the culmination and final product of an involved process of research, critical thinking, source evaluation, organization, and composition. It is, perhaps, helpful to think of the research paper as a living thing, which grows and changes as the student explores, interprets, and evaluates sources related to a specific topic. It is A LOT of work!

A research paper is NOT:

“An informed summary of a topic by means of primary and secondary sources. It is neither a book report nor an opinion piece nor an expository essay consisting solely of one's interpretation of a text nor an overview of a particular topic. Instead, it is a genre that requires one to spend time investigating and evaluating sources with the intent to offer interpretations of the texts, and not unconscious regurgitations of those sources” (<https://owl.english.purdue.edu/owl/resource/658/02/>).

The goal of a research paper is not to inform the reader what others have to say about a topic, but **to draw on what others have to say about a topic and engage the sources in order to thoughtfully offer a unique perspective on the issue at hand.**

What needs to be included in a research paper?

- A research question and thesis statement
- Primary and secondary sources
- Multiple body paragraphs
- Images, graphs, data, etc.
- All of these things should make your paper about **5-7 pages (no more, no less)**
- ***AT LEAST ONE PRINT SOURCE (this means an actual book!)***

What are some possible topics I could write my research paper on?

Topics suggested but are not limited to the following:

- Who was Adolf Hitler?
- The Hitler Youth
- Medical Experiments
- Nazi Propaganda and Censorship
- The Nuremberg Trials
- Ghettos (must pick only one)
- Concentration or Extermination Camp (one only)
- Children of the Holocaust
- The Final Solution
- Back to life- what happened after liberation
- The True Story of "Defiance:" the Bielski Brothers
- The Story of Oskar Schindler
- Survival during the Holocaust
- Families of the Holocaust: Their Stories

- How did the Holocaust end and at what cost?
- Faces behind the Holocaust: Hitler Wasn't the Only Bad Guy
- Holocaust Denial- How Some Say It Never Happened
- Gas Chambers
- Psychological Effects Survivors Had to Deal With
- Who had it Worse- Men or Women?

Topics must be approved by me before you may begin.

How will this be graded?

This research paper will have four major components for a total of 200 points.

The four components will be **research from multiple print and digital sources, the written component in proper MLA formatting that includes a Work Cited page, a visual/media representation, and an oral presentation.**

Due by Monday, November 6th: Research Proposal

On Monday, you will need to submit to me a formal proposal on what you plan on conducting research on and writing your research paper about. A research proposal considers your overall topic ideas, your research question, your research process, your sources, and your next steps. Your proposal should be written in essay format and should be about 1-2 pages.

Please make sure your proposal includes the information above as well as the following:

- A strong introduction that explains your general knowledge of the subject you will be studying.
- A research question/thesis statement that tells me what you're going to be studying about the subject you chose.
 - Ex: If you are researching Adolf Hitler, what ABOUT Hitler will you be writing about? Will it be an argument about how his policies could have helped Germany? Will it be an analytical paper? Bottom line- I don't want a biography. That is not a research paper.
 - Papers can be argumentative papers, analytical, compare and contrast, cause and effect.

Research Paper Outline

Topic: _____

Research Questions: List 3 questions you want to answer throughout your paper

- 1.
- 2.
- 3.

What kind of research paper are you writing? Circle one

Analytical Compare/Contrast Argumentative Cause/Effect

Why did you choose that kind of paper to write? As the author, what are you hoping to prove?

Body Paragraph:

What is the first point you plan on discussing?

I. _____

Three supporting details:

- 1. _____
- 2. _____
- 3. _____

Sources you have begun to investigate for this section:

- 1. _____
- 2. _____

What is the second point you plan on discussing?

II. _____

Three supporting details:

- 1. _____
- 2. _____
- 3. _____

Sources you have begun to investigate for this section:

1. _____
2. _____

What is the third point you plan on discussing?

III. _____

Three supporting details:

1. _____
2. _____
3. _____

Sources you have begun to investigate for this section:

1. _____
2. _____

****Remember- your paper should be written in MLA format and should be between 5-6 pages with a complete Works Cited page (not included in the page count)****

-
- ¹ Caitrin Blake, "Professional Resources" (Concordia Nebraska Online). <https://online.cune.edu/teaching-visual-literacy/>.
- ² *Echoes & Reflections*. <http://echoesandreflections.org/>.
- ³ *Facing History and Ourselves*. <https://www.facinghistory.org/resource-library>.
- ⁴ Frank Baker, *Media Literacy in the K-12 Classroom* (2nd ed. ISTE INTL Soc For Tech In, 2016), 41.
- ⁵ *Ibid.*, 44.
- ⁶ *Ibid.*, 51.
- ⁷ Levine JCC Butterfly Project. <http://www.charlottejcc.org/webpage-directory/butterfly-project/levine-jcc-butterfly-project/>
- ⁸ Frank Baker, *Media Literacy in the K-12 Classroom* (2nd ed. ISTE INTL Soc For Tech In, 2016), 51.
- ⁹ Brandon Wenerd, "Jews vs Nazi Beer Pong Exists and The Rules are Pretty F*cked Up" (2013). <http://brobible.com/life/article/jews-vs-nazis-beer-pong-rules/>
- ¹⁰ Tobias Salinger, "New Jersey High Schooler's" (Daily News Online). <http://www.nydailynews.com/news/national/new-jersey-high-schoolers-play-jews-nazis-drinking-game-article-1.2592680>.
- ¹¹ *Echoes & Reflections*. <http://echoesandreflections.org/>.
- ¹² *Ibid.*, np.
- ¹³ Blake Bakkila, "This Is Not Trump's America: New Yorkers Come Together to Erase Swastikas on Subway" (2017), <http://people.com/human-interest/new-yorkers-erase-swastikas-subway/>
- ¹⁴ Frank Baker, *Media Literacy in the K-12 Classroom* (2nd ed. ISTE INTL Soc For Tech In, 2016), 53.
- ¹⁵ Ernst Heimer, *The Poisonous Mushroom* (1938), <https://www.mtholyoke.edu/courses/rschwartz/hist151/Nazi/poisonousmushroom.pdf>
- ¹⁶ Frank Baker, *Media Literacy in the K-12 Classroom* (2nd ed. ISTE INTL Soc For Tech In, 2016), 51.
- ¹⁷ *Echoes & Reflections*. <http://echoesandreflections.org/>.
- ¹⁸ Caitrin Blake, "Professional Resources" (Concordia Nebraska Online). <https://online.cune.edu/teaching-visual-literacy/>.
- ¹⁹ National Archives Educator Resource, <https://www.archives.gov/education/lessons/worksheets/photo.html>.

Annotated Bibliography

- "Analyze a Photograph." National Archives and Records Administration. March 2, 2017. Accessed October 15, 2017. <https://www.archives.gov/education/lessons/worksheets/photo.html>. This website provides worksheets for students to use while analyzing different images. This specific worksheet helps students become accustomed to identifying what they are looking at, the different parts a photo is made of, routine questions they should ask when interpreting a photo, and background information they should consider during their analysis.
- Baker, Frank W. *Media literacy in the K-12 classroom*. Eugene, OR: International Society for Technology in Education, 2016. This book provides a wealth of knowledge on the subject of media and visual literacy. Each chapter breaks down different components that can be used in the classroom. Baker provides examples as well as strategies that can be incorporated within any lesson for any subject.
- Blake, Caitrin. "Professional Resources." Concordia Nebraska Online. December 15, 2015. Accessed October 16, 2017. <https://online.cune.edu/teaching-visual-literacy/>. This online resource provides several strategies for teaching visual literacy. These strategies are designed to help students learn to analyze images as well as media in a similar way to analyzing text.
- Facing History and Ourselves. (n.d.). Retrieved September 13, 2017, from <https://www.facinghistory.org/>. Premade lessons that engage students of diverse backgrounds in an examination of racism, prejudice, and antisemitism in order to promote the development of a more humane and informed citizenry. By studying the historical development of the Holocaust and other examples of genocide, students make the essential connection between history and the moral choices they confront in their own lives.
- Echoes and Reflections: a multimedia curriculum on the Holocaust*. New York, NY: Anti-Defamation League, 2005. The new Teacher's Resource Guide reflects the latest in Holocaust education and research as well as the most current pedagogy for effectively teaching about this content in today's middle and high schools.
- "Levine JCC Butterfly Project." Levine Jewish Community Center, Charlotte, NC - Levine JCC Butterfly Project. Accessed September 10, 2017. <http://www.charlottejcc.org/webpage-directory/butterfly-project/levine-jcc-butterfly-project/>. The LJCC Butterfly Project is an interactive workshop for students of all ages. During this pre-activity, students learn what the Pyramid of Hate is and how hate can escalate when it goes unchecked. Students walk in to their workshop with this background knowledge and apply it to the incidents that led up to the Holocaust and the murder of 1.5 million Jewish youths.

Salinger, Tobias. "New Jersey high schooler's play Jews vs. Nazis drinking game." NY Daily News. April 08, 2016. Accessed May 29, 2017. <http://www.nydailynews.com/news/national/new-jersey-high-schoolers-play-jews-nazis-drinking-game-article-1.2592680>. An article written about how high school students in NJ played a drinking game that pitted Nazis against Jews. This is a great article to look at and discuss what could be offensive to some and not to others.

"Swastika takedown: New York subway riders tackle Nazi symbols on train." RT International. February 5, 2017. Accessed May 29, 2017. <https://www.rt.com/usa/376374-swastika-takedown-new-york-subway/>. An article written about how New York City residents found swastikas drawn throughout a subway car and how they washed them off together. It is an extremely recent article that can be used to show that antisemitism is still culturally relevant, as well as showing how people can come together to fight it.

Wiesel, Ellie. (2013). *Night*. New York, NY: Hill and Wang, a division of Farrar, Straus and Giroux. A nonfiction account of Wiesel's experience with his father in the Nazi German concentration camps at Auschwitz and Buchenwald in 1944–1945 at the height of the Holocaust toward the end of World War II.