



**Building Perspective:
Understanding History through Fiction**

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This curriculum unit is recommended for
English Language Arts, 8th or 9th grade

Keywords: Literature, Holocaust Literature, Historical Fiction, Central Idea, Author's Purpose, Informational Texts, Persuasion, Perspective

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

Synopsis: This unit examines the circumstances and choices of the main character of the novel *The Book Thief*. Students will analyze the connection between historical events and a fictional representation of them. Students will come to a better understanding of the causes behind historical events by examining the emotions and reactions of fictional characters depicted during this time. They will trace the development of themes as they progress through the novel. Students will read primary documents such as newspapers, firsthand accounts, and political cartoons to understand the social climate of Germany during World War II. Students will analyze the point of view of both German citizens and German Jews as they learn about the Holocaust. Finally, students will write an essay determining whether the main character of the novel *The Book Thief* is a victim, offender, or witness of the events of the story.

I plan to teach this unit during the coming year to 100 students in 8th grade English Language Arts.

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Introduction

In the seminar “Children in War and Conflict,” we studied the impact of wartime and concentrated violence on children. In our discussions, a recurring theme was the choices children make and the circumstances in which they find themselves that are inescapable. For my curriculum unit, students will explore society in wartime Germany through the eyes of a character named Liesel, who makes tough decisions and finds herself in inevitable circumstances, which force her, sometimes, to fight for her life. Students will also look at the characters that surround our novel’s heroine to examine the layers of impact upon a character and the various viewpoints and attitudes pertaining to specific events. These characters- Max, Rudy, Hans, Rosa- all deal with different obstacles brought on by the novel’s overarching conflict. They provide the reader with a myriad of perceptions into the Holocaust and World War II. As a class, we will delve into the difference between what is right, what is legal, and how those two things do not always coincide. We will blend historical documents with our reading of the novel *The Book Thief* by Markus Zusak. Using these two sources, students will study theme, author’s purpose and perspective.

Rationale

I have always been an avid reader, devouring *Nancy Drew* novels as a young child and now my similar thrillers. Books have brought me an endless source of entertainment and excitement. One of the most important things I gained from reading though is a sense of empathy. Reading taught me to understand characters that were very different from myself. I am able to then apply my learning to life, working to understand people I meet through work, school, and everywhere in between. In my short career as a middle school teacher, I have noticed a lack of empathy among my students. They very rarely think about the other people in the room, or how their peers might feel about a situation. This is evident from their interaction with one another, younger students, and teachers. A common conversation among students will include several insensitive terms, which definitely hurt one or more of the other people in the room. Along with this lack of sensitivity is a severe lack of reading. When asked, less than half of my students have read a book in their free time in the last year. Not only are they missing out on valuable vocabulary acquisition and fluency practice, they are passing up opportunities to see life through another perspective. The more we can get kids to read, the broader their understanding of the world becomes.

This curriculum unit is aimed at blending real life with fiction, understanding a time period and the people that lived then by looking into the mind of a fictional person. We will talk about how the actions of certain characters frustrate us, but also work to understand why they made certain choices. Historical fiction is an invaluable genre for facilitating conversations about human condition and human error. As we read Liesel’s story, students will compare her inner thoughts with her actions, working to understand why her character behaves in a certain way. We will also examine the thoughts and actions of other major and

minor characters in order to understand how the historical circumstances and setting affects the progression of the plot. Pairing the novel with informational texts adds a layer of learning to this unit, supporting students' understanding of the novel by building background knowledge. Students will look at the connections between individuals and events throughout history, analyzing the impact and effects of the actions of people. Through the combination of the study of historical events and fictional characterization, students will be pushed to understand people who are different from themselves.

Demographics

Cochrane Collegiate Academy is a 6-12 school, consisting of a middle school and magnet high school. There are 928 students currently enrolled. 58% of those students identify as Hispanic, 32% as African American, 4% as Asian, and 4% as White. 24% of our population are English Learners. 7% of our population are considered students with a disability, and 2% are considered McKinney-Vento. I teach Language Arts to 100 eighth grade students, and our classroom demographics mirror the school breakdown nearly perfectly. The average lexile level of my students is between 700 and 950. I have three students who are novice English Learners.

Objectives

For the exact language of the North Carolina Standard Course of Study standards addressed in this unit, please refer to Appendix I. By the end of this unit, students will be able to identify the central idea of an informational text, identify and trace the development of more than one theme throughout a fictional text, and use evidence from the novel to argue the guilt or innocence of a fictional character.

Besides the standardized skills that students will work toward, students will also practice analytical and communication skills that are transferable to all areas of life. Students will work on their ability to collaborate in groups, leading constructive conversations that are respectful of one another's opinions. Students will decide for themselves the moral value of certain rules and laws, discerning when it is the right time to question the decisions of a person in authority.

Content Research

For my research, I focused on the information students would need to know in order to understand the context of the novel. Generally, they would need to know about the man and political party, which led Germany into World War II. They would need to understand what life was like for German citizens at the height of Nazi rule and during WWII. Lastly, the students will need introduced to the Holocaust, Hitler's purpose behind it, and the impact it had on the Jewish population and the world.

Hitler and Nazism

Adolf Hitler was born in 1889 to Austrian parents. He grew up middle class with an unfinished high school career.ⁱ After a mostly unsuccessful career as a self-proclaimed artist, he enlisted in the German army for WWI. He served as a dispatch runner, distinguishing himself as a recipient of the Iron Cross. For all of his valor, Germany still lost the war, and Hitler returned to Munich with fierce pride in his German comrades and fury toward the Allied countries persecuting them. Upon his return, he continues to work for the German army as a political informant, which led to his introduction to the early version of the Nazi party.

The National Socialist German Workers' Party, or Nazi for short, began in postwar Germany during a period of governmental overhaul. The party gained fellowship through their unflinching German pride. According to David G. Williamson, the assertion of German superiority was paired with social Darwinism to claim the supremacy of the German, and more specifically the Aryan raceⁱⁱ. Hitler was favored for the leader of the party for his passionate speeches. With his guidance, the Nazi party came out on top in the fight for political control. Hitler was appointed Chancellor of Germany in 1933, and he filled his cabinet with supporters, finalizing the advent of the Nazi state.ⁱⁱⁱ

In order to secure the support of their agenda for the country's future, the Nazis used the process called *Gleichschaltung*.^{iv} This three-part process was utilized the party to deliver their message and control the masses. The first strategy was the use of propaganda, or information used to persuade for political gain. Joseph Goebbels, the Minister of Propaganda for the Nazi party, perfected the delivery of information through simplified, attractive messages that the public could get behind. One of the most famous examples of this was a children's book, *The Poisonous Mushroom*, which told the story of a mother warning her son of the dangers of the Jew.^v The Nazis were relentless with their messages of the need for Aryan purity, the persecution and removal of Jews, and the domination of German culture.

The second strategy of *Gleichschaltung* was to create new versions of organizations that adhere to the party agenda. One prominent example would be the school systems. Williamson writes, "Educational syllabuses were radically revised in the light of Nazi racial, political and social prejudices. Special emphasis was placed in the school curriculum on history, biology, geography and German as the subjects which were particularly effective vehicles for Nazi propaganda."^{vi} Students spent their day studying how science could prove the racial inferiority of the Jews, and the necessity of breeding superiorly pure Aryans. The main focus was to develop "healthy bodies" that could serve their country. With this change in curriculum also came the Hitler Youth, which was a program that reinforced patriotism and duty. Young boys learned how they could contribute to German war efforts, and young girls learned how they could become effective homemakers.

Lastly, the third strategy of Gleichschaltung is to control the general public through the presence of force. There were two major branches of force used; the Security Service, or SD, and the Gestapo. The SD was a network of spies, which worked in as small of spheres as single streets, or as large as government offices. Their job was to find and interrogate citizens who were not adhering to the approved lifestyle^{vii}. The Gestapo were a secret state police, who were the visible, daily persecutors of Jews and other unwanted populations.

German Life Before and During WWII

The Nazi party's nationalistic campaign was especially attractive to the German population because of the consequences the country faced after World War I. As per the Treaty of Versailles, Germany was to claim full guilt for starting the war. They were ordered to reduce the size of their military and relinquish control of several territories.^{viii} This left society in a state of poverty, instability and low morale. The people were looking for something, or someone to restore order to their world. The Nazi party, for many, had the prospect to do this. They supported Hitler's vibrant view of what Germany should be.

With the appointment and success of the Nazi party, the installment of party-approved schools and institutions, and new public work initiatives, Germany began to see the benefit of Hitler's vision. The unemployment rate of the country decreased drastically. Nazis disestablished the worker's unions and reinstated them under the new Labor Front, or DAF for short. The DAF eventually expanded to all working people, connecting people of all socio-economic statuses, employers and employees, to a common community. Most of the population was rekindling their national pride, parades and rallies boosting their spirits. There was even a new government initiative called Strengthen Through Joy, which was tasked with providing enriching activities for Germans to take part in while they were not working. The people's focus went toward family and homemaking. The Third Reich animatedly encouraged everyone, young and old, to expand their family, increasing the German population and ensure the longevity of the race.^{ix}

Not every German citizen supported the Third Reich. Many Germans chose to silently dissent the Nazi rule, and a smaller portion was publicly vocal with their opposition. Younger citizens had a larger population of resistance. Many young Germans formed groups of like-minded individuals to share their thoughts about the Nazi control. Some led small uprisings, resulting in violence in certain cases. Many voiced their opinions at universities.^x

With the onset of new jobs and reinvigorated national pride, also came a loss of privacy. The ever-present Nazi leaders at varying levels of authority punctuated daily life for Germans. Working class people, who, enjoying their newfound power, ruled over Germans with little regard for ethics. They held most Nazi leadership positions, except or the elite, which was saved for those personally appointed by Hitler. These leaders, known as Gauleiter or Reichsleiter, were in charge of enforcing Hitler's agenda within their jurisdiction. Spielvogel writes, "The leadership cadres were dedicated to Hitler as their leader and shared his ideological goals, especially his ideal of an Aryan state that would

make possible a new European order.”^{xi} Along with the civilian leaders, were the *Schutzstaffeln*, or SS, which was a police system “concerned primarily with the domestic enemies of the regime.”^{xii} The SS used their authority to seek out any person who they believed threatened the progress of the Nazi State. This was not contained to only Jews, but also Communists, Socialists, homosexuals, and anything else they saw as unwanted. Although many parts of German life were enjoyable, the ever-present police created a tense aura of paranoia for citizens.

The state of general prosperity was short lived for Germans. As World War II intensified in 1942, Great Britain and the Allies took the upper hand. Germany was put on defense and the Allies began a strategic bombing campaign on German soil.^{xiii} Although the targets were areas of military importance, cities suffered greatly from the destruction of the attacks. With the destruction caused by war and the overall costs of military production, Germany’s economy was left in a crisis. Citizens were subjected to rationing. Although they were made to be as fair as possible, this still cut into morale.^{xiv}

The Holocaust

Adolf Hitler wanted to ensure the racial purity of the Third Reich. From the beginning of his campaigning with the NSDAP, Hitler has included anti-Semitic rhetoric in his political ideology. Hitler did not have to use an outstanding amount of effort to enforce this agenda, though. In Germany, there were already fair levels of animosity toward Jews, founded in religious separation. In 1933, Hitler began to create legislature, culminating in the 1935 Nuremberg Laws, which would make pariahs out of the Jews, and gradually rob them of their citizenship and ability to participate in society.^{xv} As legislation continued to pass, Jews experienced harsher restrictions. Jews had to carry identification cards bearing a “J.” They had to wear a yellow Star of David on their outer layer of clothing. Those who had a first name that was not immediately recognizable as Jewish had to include Israel or Sara as a middle name.

A climactic night came in 1938, which was referred to as *Kristallnacht*. On this night, Nazis sent a clear message of their intentions by breaking in the glass of the remaining Jewish-owned businesses and many synagogues. In the aftermath of the “night of broken glass,” Jews were officially stripped of the last of their rights. Jewish children were turned away at schools, and the exiling process quickened.^{xvi}

The German army experienced success at the beginning of the war, occupying Poland in 1939. Nazis pushed Jews into contained towns, expelling them from their homes and forcing them to live in cramped, overcrowded spaces. Their goal was to dismantle Jewish communities and force them outside of the German living space. These ghettos were walled, or fenced in cities where thousands of Jews were corralled and forced to work. Those Jews who were found outside of the camp were killed.^{xvii} They were isolated cities, reachable by railroad, where Jewish men, women and children were trapped; working to try to earn freedom that would never come. After the development of the Final Solution, Nazis changed their plan of exiling to one of extermination. Thus began the execution of Jews within ghettos. Many of them were shot and buried in mass graves by the Einsatzgruppen,

but it was soon realized that this system would not be adequate for the number of people the Nazi government planned to exterminate.

The first concentration camps were established in 1933. They were originally used to detain anyone who opposed Nazi rule.^{xviii} In the early stages of persecution, the camps were used to incarcerate a portion of Jews, and after Kristallnacht a significantly higher number of Jews were captured and placed in concentration camps. With the establishment of the ghettos also came the expansion of the camp system. There were two types of camps established: labor camps and death camps. The Nazi death camps were large facilities used to systematically kill Jews and other people seen as undesirable in a quick, organized fashion. Hundreds of Jews and others were herded into buildings at a time, which were pumped with a gas created using the chemical Zyklon B. After they were killed, their bodies were incinerated.^{xix} People with chronic illnesses and mental disabilities were ordered to be euthanized within the death camps as well. The Nazis believed that many of the people they were killing were better off dead than alive. The euthanasia program, to them, was an act of mercy. Aside from the camps that were built strictly to exterminate humans, the Nazis built many concentration camps where they forced their prisoners to complete heavy labor. At these camps, many still died of torture and execution, but also from malnourishment, mistreatment, and exhaustion. In total, the Nazis were responsible for approximately 6 million Jewish deaths, and another 10 million people, who were a mix of Gypsies, Poles, Soviet prisoners, and more.^{xx}

In 1944, the Allies and the Soviet Union were taking a more aggressive lead in the war. In their pursuit of the German army, they discovered the concentration camps and the gruesome state of the prisoners. In order to keep the Jews and other prisoners out of enemy hands, the Nazis began evacuating them from the outer camps into the central part of the Reich.^{xxi} The prisoners were transported by railcar, but many of them were forced to travel by foot. The gruesome journeys ended with thousands more dying. Allies and Soviet forces pushed further into Germany, and in the process liberated those who had survived the camps and death marches. They were able to save 11 million prisoners from their fate. With the dismantling of his Final Solution and the discovery of the crimes he executed, Adolf Hitler ended his own life and Germany surrendered.^{xxii}

Implementation

Teaching Strategies

In order to make sure students have the opportunity to master the skills, which they will be practicing, the teacher should use a few specific tasks repeatedly throughout the weeks, giving students a chance to show their learning through an activity they are comfortable with. Below are the directions for the tasks I suggest using.

Cornell Notes

Cornell notes are a form of structured note taking developed by Walter Paulk at Cornell University^{xxiii}. The structure is based on research about how humans retain memory, designed to best help the learner synthesize their learning and recall a majority of the information. A template for Cornell notes can be found in Appendix II.

Jigsaw Reading

When working with students who struggle with reading, a jigsaw reading is an effective way to section the text for them into manageable pieces. In a jigsaw, students are first grouped according to the number of sections within the text. For example, if the text has four sections, there will be four groups of students. Each group of students will be assigned a section of the text. With their group, they will read their section closely and become experts of the information given. After, students will be regrouped so that one person from each previous group is partnered together. Each student will then share out what they learned from their section of the text.

Sort and Order

This strategy is very helpful when leading vocabulary-based lesson with students who struggle with English or academic language in general. Students should be given an envelope of vocabulary words, definitions, and images that represent the vocabulary words. These should all be printed and cut apart. Students should work in small groups to match the words, definitions and images. This can help students make connections between concepts and examples. The sort and order strategy can also be used to match characters with their quotes or external traits, or conflicts with their relevant characters.

Visual Analysis Essay

WWII Germany has many powerful images captured and preserved. To fully take advantage of these historical texts, students can complete a visual analysis. Students will select from a group of images which one they feel is most important. They will explain why they chose the image and what they think the context of the image is, using evidence from the picture and their own background knowledge to support their answer. It helps if the teacher knows the context of the images to tell the students after.

Mind Map

This activity appeals heavily to artistic students. Students should only complete this task once they have been explicitly taught what internal and external traits are. Students will form small groups of about three. Each group will choose an important character from the novel. They will discuss the internal traits of the character, paying attention to what the character finds valuable and what importune things have happened to them. Students will then draw a picture of the character, but instead of drawing regular facial features of limbs, they will replace them with small things to represent the character's journey in the story and internal traits. For example, if a mind map was drawn of a Nazi sympathetic character, a swastika may be used in place of their eyes. When finished, students will be expected to share their drawings full group.

Daily Lessons

The following outline is a suggested pacing for the unit. The topics are aligned with the plot of the novel. The suggested timespan is nine weeks, but could be condensed to seven for an honors course. The weekly lessons were designed for fifty-minute classes, held every day. For longer classes, or every-other-day classes, the lessons could be modified to include more in-class reading or more frequent projects.

Week 1	
Topic and Reading:	Students will be introduced to Germany before and during WWII, Hitler and the Nazi Party, and the novel and as a mentor text. Students should read the article <i>Introduction to the Holocaust</i> and <i>Adolf Hitler</i> , cited in teacher resources, and the prologue of <i>The Book Thief</i> .
Literary Skill Focus:	Students will be able to identify the central idea of an informational text using the article mentioned above. Students will be able to define important content and skill based vocabulary.
Suggested Activity:	To introduce the unit, students should participate in the anticipatory activity, which can be found in Appendix II For the article, students should complete a jigsaw reading. Instructions for this activity are explained in teaching strategies. Notes on the background information should be delivered lecture style, with students taking notes in Cornell fashion. A Cornell Notes template can be found in Appendix II. Vocabulary should be reinforced using the Sort and Order task. Directions for this activity can be found in Teaching Strategies. Reading the prologue of the novel should be introduced as a whole group read. Students should be gradually released to read in small groups. Student guidelines for small group reading can be found in Appendix II.

Week 2	
Topic and Reading:	Students will focus on the imagery presented in the novel. Students should read part one and two of the novel.
Literary Skill Focus:	Students will be able to identify types of figurative language.
Suggested Activity:	For the types of figurative language, students should take notes using Cornell Notes. Students can complete a jigsaw reading of various chapters, chunking the text and having the students work in groups to interpret figurative language.

Week 3	
Topic and Reading:	Students will learn about Nazi propaganda and the other steps of Gleichschaltung. Students will read the article <i>Nazi Propaganda</i> , and part three of <i>The Book Thief</i> .
Literary Skill Focus:	Students will be able to identify the author's purpose for a nonfiction text.
Suggested Activity:	Notes on the background information and types of Propaganda should be delivered lecture style, with students taking notes in Cornell fashion. A Cornell Notes template can be found in Appendix II. Students will complete a Visual Analysis for various images of propaganda. Directions for this activity can be found in teaching strategies.

Week 4	
Topic and Reading:	Students will focus on German life before and during the war. Students will read part four and five of <i>The Book Thief</i> and the article <i>Hitler Youth</i> .
Literary Skill Focus:	Students will be able to write an objective summary of a fiction or nonfiction text.
Suggested Activity:	For the article, students should complete a jigsaw reading. Instructions for this activity are explained in teaching strategies. Notes on the background information should be delivered lecture style, with students taking notes in Cornell fashion. A Cornell Notes template can be found in Appendix II.

	For the novel, students should compare and contrast what they have learned about German children and their lifestyle with Liesel using a Venn Diagram. A template can be found in Appendix II.
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Week 5	
Topic and Reading:	Students will focus on the development of the characters so far in the novel. They will read part six of <i>The Book Thief</i> .
Literary Skill Focus:	Students will be able to identify the internal and external traits of a character in a fictional text.
Suggested Activity:	Students should take notes on character traits using Cornell Notes. Students should create a mind map of one character. Directions for this activity are available in Teaching Strategies.

Week 6	
Topic and Reading:	Students will focus on the Nazi persecution of the Jews and concentration camps. Students will read the article <i>Dachau</i> part seven of the novel.
Literary Skill Focus:	Students will be able to identify the internal and external traits of a character in a fictional text. Students will be able to write an objective summary of a fiction or nonfiction text.
Suggested Activity:	Notes on the background information should be delivered lecture style, with students taking notes in Cornell fashion. A Cornell Notes template can be found in Appendix II. Students should complete a visual analysis essay for images of the Holocaust.

Week 7	
Topic and Reading:	Students will read part eight of <i>The Book Thief</i> .
Literary Skill Focus:	Students will be able to identify literary elements. Students will be able to identify the theme of a fictional text.
Suggested Activity:	Notes on the background information should be delivered lecture style, with students taking notes in Cornell fashion. A Cornell Notes template can be found in Appendix II.

Week 8	
Topic and Reading:	Students will read part nine of <i>The Book Thief</i> and an article (title)
Literary Skill Focus:	Students will be able to identify literary elements. Students will be able to identify the theme of a fictional text.
Suggested Activity:	Students should focus on plot and conflict development through guided reading. Small Group Reading guidelines are available in Appendix II

Week 9	
Topic and Reading:	Students will read part ten and the epilogue of <i>The Book Thief</i> .
Literary Skill Focus:	Students will be able to identify the theme of a fictional text. Students will be able to identify literary elements.
Suggested Activity:	As students finish the novel, they should discuss the resolution of conflicts and themes. For a culminating project, students could complete a number of activities. They could write an alternative ending, write letters to a character, or compare and contrast the movie to the novel. Directions for a One Pager final project activity are provided in Appendix II.

Appendix I: Standards

The following standards come from the North Carolina Standard Course of Study.

Key Ideas and Details

CCSS.ELA-LITERACY.RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

- Students will be asked to cite evidence when they answer any open ended question, as well as in discussion of both fiction and nonfiction texts.

CCSS.ELA-LITERACY.RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

- Students will analyze the development of several themes while reading *The Book Thief*. They will also relate the conflicts characters experience to real life events with which they correlate.

CCSS.ELA-LITERACY.RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

- Students will read targeted passage and analyze the impact of small events on the larger scheme of the novel.

CCSS.ELA.LITERACY.RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

- Students will determine the central idea of the articles they read, whether they complete a jigsaw activity or read with partners.

CCSS.ELA-LITERACY.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

- Students will discuss the impact of individuals, such as Adolf Hitler on the German and Jewish population.

Craft and Structure

CCSS.ELA-LITERACY.RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

- As this is a vocabulary-heavy unit, students will need to define words constantly in order to understand the full context of the texts.

CCSS.ELA-LITERACY.RL.8.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

- Students will compare and contrast the perspectives of various characters in the novel.

CCSS.ELA-LITERACY.RI.8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

- Students will examine the structure of nonfiction texts as a means of understanding how the author develops their central idea.

CCSS.ELA-LITERACY.RI.8.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

- Students will examine the purpose of certain pieces of Nazi rhetoric, as well as the author's purpose of articles and informational texts.

Appendix II: Teacher Resources

Materials for Lessons:

Anticipatory Activity for *The Book Thief*: This is a suggested activity that could be used to engage students at the beginning of the unit.

https://docs.google.com/presentation/d/11VCK4d6s_OU8ASStv7bUWEPpVWu3Rb-1WHcD2Brd2eY/edit?usp=sharing

Cornell Notes Template: This is a simple Cornell Note template to be used by students when taking notes. To scaffold for English Learners or lower achieving students, give sentence starters or fill-in-the-blank style notes.

https://docs.google.com/document/d/1_d8CuDRlYBnmCKVxetnAUylc2Le1bahy61fSWzj6Qbs/edit?usp=sharing

Venn Diagram Template: Use this for compare and contrast activities. This can be used with both fiction and nonfiction text activities.

<https://www.eduplace.com/graphicorganizer/pdf/venn.pdf>

Small Group Reading Handout: These guidelines can be used to structure student conversations about fiction and nonfiction texts. Students could either keep a copy to refer to, or a class set of copies could be made and passed out each time they are needed.

<https://docs.google.com/document/d/1FVtOVTG9nlqWqrw7NqXPCkw4E0Dt8yZhAEIqY1KBHdU/edit?usp=sharing>

One Pager Final Project: A one pager is an illustrative activity students can complete to synthesize information into a single page of graphics and quotes. It could be completed individually, or students could work in partners.

https://docs.google.com/document/d/1DLfkcM3dt6EQy2SfrEUPsW2zGaSwuk_Ny39POAoZuDg/edit?usp=sharing

Articles:

“Introduction to the Holocaust:” This text gives students a brief overview of the Holocaust, its causes and the liberation of concentration camps.

<https://www.commonlit.org/en/texts/introduction-to-the-holocaust>

“Adolf Hitler:” This article gives insight into the leader of the Nazi party and his rise to power.

<https://www.commonlit.org/en/texts/adolf-hitler>

“Nazi Propaganda:” This article explains the purpose behind Nazi propaganda. It also contains some examples for students to examine.

<https://encyclopedia.ushmm.org/content/en/article/nazi-propaganda>

“Hitler Youth:” This article gives insight into the Nazi’s youth education program.

<https://encyclopedia.ushmm.org/content/en/article/hitler-youth-2>

“Dachau:” This article gives information about the concentration camp that is alluded to in *The Book Thief*.

<https://encyclopedia.ushmm.org/content/en/article/dachau>

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“The Poisonous Mushroom,” Calvin Universty, accessed October 26, 2019,
<https://research.calvin.edu/german-propaganda-archive/story2.htm>

“Death Marches,” United States Holocaust Memorial Museum. 6 December, 2019.
<https://encyclopedia.ushmm.org/content/en/article/death-marches>

Notes

- ⁱ Jackson Spielvogel, *Hitler and Nazi Germany* (New Jersey: Pearson Prentice Hall, 2005), 21-42.
- ⁱⁱ David Williamson, *The Third Reich* (London: Pearson, 2011), 9-13
- ⁱⁱⁱ Jackson Spielvogel, *Hitler and Nazi Germany* (New Jersey: Pearson Prentice Hall, 2005), 21-42.
- ^{iv} Jackson Spielvogel, *Hitler and Nazi Germany* (New Jersey: Pearson Prentice Hall, 2005), 74-77.
- ^v "The Poisonous Mushroom," Calvin University, accessed October 26, 2019, <https://research.calvin.edu/german-propaganda-archive/story2.htm>
- ^{vi} David Williamson, *The Third Reich* (London: Pearson, 2011), 57-59.
- ^{vii} Jackson Spielvogel, *Hitler and Nazi Germany* (New Jersey: Pearson Prentice Hall, 2005), 74-77.
- ^{viii} Jackson Spielvogel, *Hitler and Nazi Germany* (New Jersey: Pearson Prentice Hall, 2005), 3-4.
- ^{ix} Jackson Spielvogel, *Hitler and Nazi Germany* (New Jersey: Pearson Prentice Hall, 2005), 83-108.
- ^x David Williamson, *The Third Reich* (London: Pearson, 2011), 127-129.
- ^{xi} Ibid.
- ^{xii} Jackson Spielvogel, *Hitler and Nazi Germany* (New Jersey: Pearson Prentice Hall, 2005), 160-172.
- ^{xiii} Jackson Spielvogel, *Hitler and Nazi Germany* (New Jersey: Pearson Prentice Hall, 2005), 223-225.
- ^{xiv} David Williamson, *The Third Reich* (London: Pearson, 2011), 108-122.
- ^{xv} Jackson Spielvogel, *Hitler and Nazi Germany* (New Jersey: Pearson Prentice Hall, 2005), 269-286.
- ^{xvi} Ibid.
- ^{xvii} Yehuda Bauer, *A History of the Holocaust* (Connecticut: Franklin Watts, 1982), 139-167
- ^{xviii} Yehuda Bauer, *A History of the Holocaust* (Connecticut: Franklin Watts, 1982), 207-213.
- ^{xix} Jackson Spielvogel, *Hitler and Nazi Germany* (New Jersey: Pearson Prentice Hall, 2005), 269-286.
- ^{xx} Jackson Spielvogel, *Hitler and Nazi Germany* (New Jersey: Pearson Prentice Hall, 2005), 287-298.
- ^{xxi} "Death Marches," United States Holocaust Memorial Museum. 6 December, 2019. <https://encyclopedia.ushmm.org/content/en/article/death-marches>
- ^{xxii} Donald Wall, *Nazi Germany and World War II* (Australia: Thompson/Wadsworth, 2003), 289-298.
- ^{xxiii} Walter Pauk, *How to Study In College* (Boston: Houghton Mifflin Company, 2005), 205-242.