

## WE ARE WITNESSES: FIVE DIARIES OF TEENAGERS WHO DIED IN THE HOLOCAUST

**GRADE LEVEL:** 9

**SUBJECT AREA:** ENGLISH LANGUAGE ARTS

### CURRICULAR OBJECTIVES:

- Students will analyze and explain connections between previous experiences, prior knowledge, and a variety of texts.
- Develop New Understanding – Reflect on new knowledge and its value to self and the wider community; determine personal inquiry and research strengths.
- Appreciate Diversity – Reflect on ways in which the choices and motives of individuals encountered in oral, literary, and media texts provide insight into those of self and others; discuss personal participation and responsibilities in a variety of communities.
- Ask Questions – Develop focused questions to establish a purpose for reading, listening, and viewing information sources.

### HUMAN RIGHTS OBJECTIVES:

Students will understand the social and political climate before and during the Holocaust and examine human rights violations that stemmed from that climate.

Students will identify human rights violations from the diary and their relation to articles from the Universal Declaration of Human Rights.

## LESSON 1: GALLERY WALK

### MATERIALS AND EVALUATION:

- Boas, Jacob. *We Are Witnesses: Five Diaries of Teenagers Who Died in the Holocaust*. New York, NY, USA: Henry Holt and Company, INC., 1995. (Published in paperback 1996, and due to be re-published in paperback in 2009.) A class set. (Groups will each be using one section of the book.)
- “We are Witnesses” Response Journal Pages
- Diary Choice Handout
- We Are Witnesses Gallery Walk - Access these in the separate downloadable file called “We are Witnesses Gallery Walk.” These may be mounted on Bristol board or chart paper and hung around the classroom walls prior to class. In this way, students are introduced to the text and to the different diarists, have time to discuss and reflect on the introduction and rank order which diary they would most like to read.

### ACTIVATING

1. Begin by asking students what they already know about the Holocaust. You may need to prompt for when it happened, where it happened, who was involved, and what some of the events were that occurred during this time.
2. Remind students that these were the events that led up to the development of the Universal Declaration of Human Rights.
3. Tell students that over the next few classes they will be reading diary excerpts from five teenagers, boys and girls, ages 12 to 16, who died during the Holocaust. They will be working together in groups, and each group will read a different diary. Today students will be grouped simply for the purpose of the Introductory Gallery Walk, at the end of which they will choose which diary they are most interested in reading.
4. Read the Forward from *We Are Witnesses* to the class as a whole and assign students to one of five groups. Explain to students that the Gallery Walk will include information from the Introduction to the book, as well as posters of the five diarists included in the book. Have each group start at a different poster (Suggestion: have groups start at #1, #4, #7, #10, and #13) and then move chronologically until they have seen all the posters. They may discuss quietly as they move through the gallery.

### ACQUIRING

We Are Witnesses Gallery Walk – Access these in the separate downloadable file called “We are Witnesses Gallery Walk.” These may be mounted on Bristol board or chart paper and hung around the classroom walls prior to class. In this way, students are introduced to the text and to the different diarists, have time to discuss and reflect on the introduction and rank order which diary they would most like to read.

### APPLYING

We Are Witnesses: Five Diaries of Teenagers Who died in the Holocaust

At the end of the gallery walk they will pick up their Diary Choice and Response Journal, silently take their seats, write their reflections and rank-order their choice of diary.

***"We Are Witnesses" Diary Choice***

**Name:** \_\_\_\_\_

Now that you have read the introductory posters about each of the five diarists, which one are you most interested in reading? In the space below, list the diarists in the order showing your greatest interest, from most to least, and state briefly what interests you about their diary.

Names of Diarists	What interests me about reading this diary?
1.	
2.	
3.	
4.	
5.	

*"WE ARE WITNESSES"* – A REFLECTION JOURNAL 1

Now that you have completed the Introductory Gallery Walk, take some time to reflect on your experience. What were your feelings as you moved through the gallery? What surprised you? What questions did this experience bring to mind? What part of the Gallery reminded you of something in your own life?

## LESSON 2: LITERATURE CIRCLE GROUP ROLES PART 1

### MATERIALS NEEDED AND EVALUATION

- Literature Circle Group Roles and Worksheets
- Literature Circle Group Roles Rubric

### PREPARATION

Read through your students' journal reflections and their diary choices. Taking into account the composition of groups' talents, interests, reading levels, and diary choices, create literature circle groups of students.

For this lesson use the Discussion Chair, Word Smythe, Literary Bright Light and Brief Writer roles. These roles can be divided if there are more than 4 students per groups.

### ACTIVATING

1. Explain that you have used their diary choices to create groups that will read the same diary and meet together to discuss what they have read. (They may not necessarily have their first choice, given the numbers of people making choices.)
2. Remind students that this is a collaborative process, and that each student in the group will have a role to take in the diary study.
3. Introduce the *Literature Circle Group Roles* and *Worksheets* that you will be using in this lesson:
4. Hand out and explain the *Literature Circle Group Roles Rubric* and answer any questions. Let students know that they will be using the rubrics only to give each other feedback, and that assessment will be done by the teacher.
5. Assign students to their groups and give each their role.

### ACQUIRING

1. Allow students time to:
  - a. Read over their Literature Circle Group Roles and Worksheets assignments.
  - b. Read the diary chapter assigned to their group.
  - c. Begin preparing for the second meeting:
    - i. **Discussion Chair** – Create a list of questions.
    - ii. **Word Smythe** – Choose five vocabulary words and begin researching them.
    - iii. **Literary Bright Light** – Choose passages to read aloud.
    - iv. **Brief Writer** – Write a brief summary of key events.

### APPLYING

Students should pause while reading to take note of points for their assignments. The readings and assignments need to be completed prior to the second group meeting. This may be done in class, or as homework, at the teacher's discretion.

## DISCUSSION CHAIR



**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Diary you are reading:** \_\_\_\_\_

The role of the Discussion Chair is to write down a list of good questions that you think your group would like to discuss, and that will increase comprehension. Questions need to be designed to get your group thinking about issues and topics from the diary you are reading. The questions should require thought and get everyone talking about their opinions and reactions. Your own thoughts, feelings, and reactions as you read are a source of the best questions. Avoid questions that have a simple yes/no answer. Remember to include questions that don't have answers directly in the book, but that cause people to "think between the lines". Use the blank form titled **List of Discussion Questions** to write your questions on. See the **Sample Question Frames** for help in thinking up questions.

Keep the discussion going and make sure there are no long silences, or gaps in the discussion. While people do need time to consider their answers, if the silence goes on too long, it may be time for a prompt or another question. Also keep the discussion focused so that people don't wander too far from discussion about the diary and related historical events and issues. Please see the attached form, **Guide for Chairing Your Group Discussion**, for helpful pointers.

It is also your responsibility to keep track of student work, and rate the group's participation and cooperation. Use the **Group Participation and Work Record** form to do this.

**Possible question starters may include:**

Who...	What...	Where...	Why...	When...
How...	What if...	Relate...	Explain...	Interpret...
Classify...	Interview...	Solve...	Infer...	Conclusion...
Motive...	Distinction...	Compare...	Contrast...	Alternative...
Adapt...	Minimize...	Maximize...	Defend...	Justify....
Prioritize...	Influence...	Dispute...	Evaluate...	Recommend...

Sample Question Frames

- 1.) Why do you think ....happened?
- 2.) If you had been ..... how would you have.....?
- 3.) How do you feel about.....?
- 4.) What advice would you give.....?
- 5.) What do you think of ...'s decision to ....?
- 6.) What did you think about.....? (An event, an action, or a statement by the diarist)
- 7.) Why do you think that.....?
- 8.) How would you compare.....? (Or contrast.....?)
- 9.) How would you classify...?
- 10.) What questions would you ask in an interview with.....?
- 11.) How would you solve.....?
- 12.) How is ....related to.....?
- 13.) What is the motive behind...?
- 14.) What conclusions can you draw about...?
- 15.) Describe the relationship between...?
- 16.) What is the distinction between...?
- 17.) What change would you make to solve.....?
- 18.) Can you propose an alternative to.....?
- 19.) How would you adapt to...?
- 20.) What could be done to minimize (or maximize)...?
- 21.) Why did.....choose to.....?
- 22.) Why is it better.....?
- 23.) How would you justify...?
- 24.) How would you prioritize...?
- 25.) What choice would you have made...?
- 26.) How would you defend the actions of.....?
- 27.) What would you recommend.....?
- 28.) What is your opinion of...?
- 29.) What is the value of.....?
- 30.) How did.....influence...?



## GUIDE FOR CHAIRING YOUR GROUP DISCUSSION

1. Ask the **Brief Writer** to read the brief summary.
2. Read your list of questions (one at a time) to the group for discussion.
3. Ask each person in your group to give their comments or questions.
4. Ask the **Literary Bright Light** to give their report.
5. Ask the Word Smythe to share their vocabulary list. Ensure that everyone participates in the Vocabulary Worksheet Assignment.
6. Complete the Group Participation and Work Record form and ensure that your group members complete their Self Evaluation forms.
7. Hand in the Group Participation and Work Record form and the Self Evaluation forms to the teacher.



## LIST OF DISCUSSION QUESTIONS

Make up at least five thought provoking questions in the space provided.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

GROUP PARTICIPATION AND WORK RECORD

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Diary you are reading: \_\_\_\_\_

At the end of class fill in this form with help from your group members.

1. Two topics which generated the most discussion today were:

2. As a group, we agreed that one of the most important or interesting passages in this diary was about:

3. Group Participation Today

Group Member's Name	Role	Completed Job	Participated and Cooperated	Listened to other group members

***Remember to give this page to the teacher at the end of class today***

**SELF- EVALUATION FOR GROUP PARTICIPATION**

<b>Consider the Following:</b>	<b>Yes</b>	<b>No</b>
1. I carried out the responsibility of my role to the best of my ability.		
2. I contributed my ideas and opinions to the group discussion.		
3. I listened attentively and respectfully by giving my undivided attention to other group members when they were speaking.		
4. I offered help when it was needed.		
5. I wrote thoughtful and complete responses in my reflection journal.		
6. I asked questions to help clarify my understanding of the text and the ideas of other members of our group.		
7. I gave a response to the questions and statements of other group members.		
8. What could I do differently next time?		

## WORD SMYTHE



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Diary you are reading: \_\_\_\_\_

The role of the Word Smythe is to look for five new or interesting vocabulary words from the diary your group is reading. The Word Smythe clarifies definitions and pronunciations. You are responsible for analyzing any new or especially challenging words from the diary. On the **Word Smythe Worksheet**, record the word, the page you found it on, how the word is used in the text (part of speech), and the sentence from the diary in which it is found. Write down what you think it means, and look up each word in the dictionary to find the correct definition and the word history. **Do not** write a new sentence; you will do that as a group when you meet. If the word is new to you, check the pronunciation. When you meet with your group discuss why you think the writer chose to use that particular word.

**Possible reasons for vocabulary choice may include:**

Important	Funny	Unusual word	Unusual usage
Interesting	Unfamiliar	Vivid Description	Puzzling
Meaningful	Emotionally Moving	Beautiful	Used in a literary device

When you meet with your group discuss the words you have chosen. Possible discussion starter may include:

- How the word fits in the narrative.
- Feelings the word evokes for you.
- The etymology (word history) of the word.
- Images the word evokes.
- Special connotations of this word.

Ensure that your group members complete the **Vocabulary Worksheet**. They will need the dictionary definitions from you. All you need to write down now is the new sentence created by the group.

WORD SMYTHE WORKSHEET

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Choose at least 5 words you think would be worth discussing with your group.

<b>Word:</b>	<b>Page:</b>	<b>Part of Speech as Used in the Passage:</b>
Sentence from the diary –		
What I think the word means –		
Dictionary Definition as used in this sentence. –		
Word History:		
Our New Sentence:		
<b>Word:</b>	<b>Page:</b>	<b>Part of Speech as Used in the Passage:</b>
Sentence from the diary –		
What I think the word means –		
Dictionary Definition as used in this sentence. –		
Word History:		
Our New Sentence:		

## VOCABULARY WORKSHEET

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Diary you are reading: \_\_\_\_\_

### Assignment:

1. Write down the five vocabulary words chosen by the Vocabulary Builder, and their dictionary definitions in the spaces below.
2. As a group, make up a new sentence for each vocabulary word and write this down in the space provided.

1. Word: \_\_\_\_\_ Page: \_\_\_\_\_

Part of Speech: \_\_\_\_\_

Dictionary Definition:

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Our new sentence

---

---

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2. Word: \_\_\_\_\_ Page: \_\_\_\_\_

Part of Speech: \_\_\_\_\_

Dictionary Definition

---

---

---

Our new sentence

---

---

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3. Word: \_\_\_\_\_ Page: \_\_\_\_\_

Part of Speech: \_\_\_\_\_

Dictionary Definition

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We Are Witnesses: Five Diaries of Teenagers Who died in the Holocaust

Our new sentence

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---

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4. Word: \_\_\_\_\_ Page \_\_\_\_\_

Part of Speech: \_\_\_\_\_

Dictionary Definition

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---

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Our new sentence

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5. Word: \_\_\_\_\_ Page \_\_\_\_\_

Part of Speech: \_\_\_\_\_

Dictionary Definition

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Our new sentence

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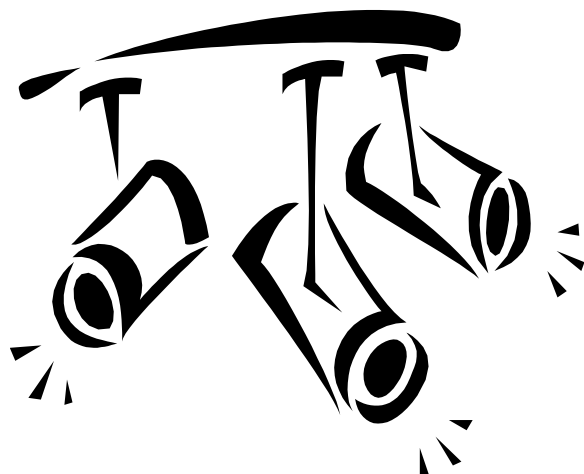
We Are Witnesses: Five Diaries of Teenagers Who died in the Holocaust

<u>Definition:</u> clarifies definitions and pronunciati	<u>Our New Sentence:</u> Our Word Smythe is very clever and articulate.	<u>Sentence from Text:</u>  The role of the Word Smythe is to look for five new or interesting vocabulary words from the diary
	Word Smythe	
<u>Word History:</u> Middle English, from Old English; akin to Old High German <b>SMID</b> smith and probably to Greek <b>SMILĒ</b> wood-carving knife    Date: before 12th century  1 a worker in metals: blacksmith		

You may choose to use the alternative format above to complete this assignment.

<u>Definition:</u>	<u>Our New Sentence:</u>	<u>Sentence from Text:</u>
	<u>Word History</u>	

LITERARY BRIGHT LIGHT



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Diary you are reading: \_\_\_\_\_

The role of the Literary Bright Light is to choose three special sections of text to read that your group would like to hear read aloud. The purpose of this is to highlight and draw the focus of the group to sections of the diary that are interesting, powerful, puzzling, or important. These might be vivid descriptions, reflect good writing or be key points in the diary. Be sure to include a variety of types of

passages, such as those listed below. Passages need to be about significant things the group should take note of or think about. Decide which passages or paragraphs are worth taking a second look at, and justify your reasons for choosing them. Enter the page numbers and paragraph numbers on the form **Passages Chosen from the Diary of...** and state why you chose each passage. You will also need to think of a question to ask the group which will help them to think beyond the facts of the passage.

**Possible reasons for choosing a passage might include:**

Confusing	Informative	Thought-provoking	Surprising
Pivotal event	Insight into diarist	Descriptive of location or events	Well-written
Evokes strong feelings	Frightening	Controversial	Personally meaningful
Figurative language	Powerful	Puzzling	Well Written

We Are Witnesses: Five Diaries of Teenagers Who died in the Holocaust

Passages Chosen from the Diary of \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

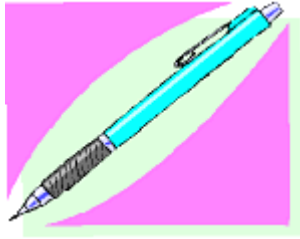
Location	Why did you choose this passage?
Page _____  Paragraph _____	

Location	Why did you choose this passage?
Page _____  Paragraph _____	

Location	Why did you choose this passage?
Page _____  Paragraph _____	

During the discussion give your reasons for choosing each passage. Explain why you believe they are examples of good writing or why you think they are important. Find out if the group agrees with your choices and give them the opportunity to make comments or ask questions.

## BRIEF WRITER



Name: \_\_\_\_\_

Diary you are reading: \_\_\_\_\_

Date: \_\_\_\_\_

The role of the Brief Writer is to prepare and present a brief summary of key events from the diary. Do not tell the entire story; state the important parts.

Your group will need a summary that briefly states the main points of the diary. It is helpful to note the main events on a sheet of blank paper as you read through the chapter. Write your brief in complete sentences. Create a news title for your brief that evokes the overall experience of the diarist. After sharing the summary, engage the group in a discussion and provide clarification if needed.

News Title: \_\_\_\_\_

### Brief Summary:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

The group agreed that my brief was complete and accurate:

\_\_\_\_\_yes \_\_\_\_\_no (if not, add the missing parts)

### LESSON 3: LITERATURE CIRCLE GROUP ROLES DISCUSSION

#### MATERIALS NEEDED AND EVALUATION

- Literature Circle Group Roles and Worksheets
- Literature Circle Group Roles Rubric
- Group participation and Work Record Form
- Self-Evaluation Form
- Vocabulary Worksheet

#### ACTIVATING

Students will join group they were assigned last class. Give each member of the group a few minutes to collect their thoughts and complete their assignments.

#### ACQUIRING

In their groups, students will do the following:

1. Brief Writer
  - a. Reads the Brief Summary of key points.
2. Discussion Chair
  - a. Initiates and leads the group discussion with reference to their list of questions.
  - b. Ask each group member to contribute comments or questions.
  - c. Ask the Literary Bright Light to give their report.
  - d. Ask the Word Smythe to share their vocabulary list.
  - e. Ensures that everyone participates in the Vocabulary Worksheet Assignment.
  - f. Completes the Group Participation and Work Record Form.
  - g. Ensures that all group members complete their Self-Evaluation Forms.
  - h. Hands in the Group Participation and Work Record Form and the Self-Evaluation Forms.
3. Literary Bright Light
  - a. Reads aloud the passages chosen.
  - b. States why the passages were chosen.
  - c. Asks the group a question that helps them think beyond the facts of the passage.
4. Word Smythe
  - a. Shares their list of five vocabulary words, for each word they will:
    - i. read the sentence in which the word is found in the diary
    - ii. give the page number it is found on
    - iii. give the part of speech as used in the passage
    - iv. tell what they thought the word meant
    - v. give the dictionary definition of the word
    - vi. give the word history (etymology)
    - vii. write down the new sentence that the group creates using the word

## APPLYING

All Group Members will:

- Come prepared
- Fulfill their role responsibilities
- Share their work
- Contribute to the discussion
- Complete Vocabulary Worksheet
- Complete the Self-Evaluation Forms

## LESSON 4: HISTORICAL TIMELINE JIGSAW

### MATERIALS NEEDED AND EVALUATION

- Holocaust and World War II Timeline (available in a separate document)
- Timeline Discussion Questions

### ACTIVATING

1. Jigsaw
  - a. Make student copies of the Holocaust and World War II Timeline and the Timeline Discussion Questions. One student from each group (more, if your groups are larger) is assigned to another group which will review a section of the timeline, and answer the list of questions, as follows:
    - i. Discussion Chairs – will read Prelude to Nov. 1940
    - ii. Word Smythes – will read Nov. 1940, to Sept. 1942
    - iii. Literary Bright Lights – will read Sept. 1942 – Jan. 1943
    - iv. Brief Writers – will read Aug. 1944 – Post War Events

### ACQUIRING

Students should read through the questions first, to give a focus to reading the timeline, and can jot down answers as they proceed. They can take turns reading columns from the timeline.

The first half of the class time should be devoted to the review of the timeline sections, and answering the questions. (About 30 min.)

### APPLYING

The second half of the time students will reconvene in their Diary groups and each “expert” will fill in the rest of the group about events in their section of the timeline.

## TIMELINE DISCUSSION QUESTIONS 1

### **Prelude to Nov. 1940**

- 1) How did the end of World War I affect Germany?
- 2) How did Hitler get emergency powers?
- 3) Create a list of anti-Jewish laws created by the Nazi government between January 1933 and November 1940.
- 4) What happened to those who opposed Hitler?
- 5) How did Hitler become Fuhrer? (three steps)
- 6) How did Hitler violate the Treaty of Versailles? (two ways)
- 7) What areas of Europe did Nazi Germany occupy or annex between 1936 and 1940?
- 8) What events were happening in Spain and Italy in 1936? Who came to power in these countries, and what kind of leaders were they?
- 9) How did Nazis define:
  - a Jew:
  - an Aryan:
  - a non-Aryan:



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10) By November 1940, what countries were in a military alliance with Hitler? What countries had declared war on Hitler?

11) By November 1940, what countries had the Soviets invaded or attacked?

12) Who were Goring, Himmler, Eichmann, Heydrich, and Rudolf Hoss?

13) By November 1940, what countries had Italy invaded or attacked?

14) What was the Madagascar Plan?

15) What was Kristallnacht?

16) What concentration camps were opened and what ghettos were sealed by Nov. 1940?

17) What was Operation Sea Lion?

## TIMELINE DISCUSSION QUESTIONS 2

### **November 1940 – September 1942**

- 1) Which countries joined the Axis Powers (Germany, Italy, Japan and the USSR) between 1940 and 1942?
- 2) What concentration camps were opened and what ghettos were sealed by Sept. 1942?
- 3) What countries allied with Britain, France and Canada against the Axis Powers between 1940 and 1942?
- 4) What countries were invaded by the Axis Powers between 1940 and 1942?
- 5) In what part of Africa were the British battling the Italians?
- 6) What concentration camps and ghettos were opened between 1940 and 1942?
- 7) What countries conducted pogroms to kill Jews?
- 8) As the Germans advanced, who followed behind, and what did they do?
- 9) What was the Wannsee conference?
- 10) What death camps were opened between 1940 and 1942?
- 11) What methods were used to “exterminate” Jews, Gypsies, and others?

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- 12) What event caused the U.S. to enter World War II, and when?
- 13) What was the Declaration of the United Nations signed Jan.1, 1942?
- 14) What did the New York Times report on May 18, 1942? In June?
- 15) Why was the Battle of the Midway important?
- 16) Who killed Heydrich, and how did the Nazi's retaliate?
- 17) What was Operation Reinhard?
- 18) What city did Germany attack on Dec. 5, 1941 and why was this surprising?

### TIMELINE DISCUSSION QUESTIONS 3

#### **September 1942 – Summer of 1944**

- 1) What happened to the valuables taken from Jews in concentration camps?
- 2) Where did Jews revolt?
- 3) What experiments were carried out in the camps?
- 4) Who were the White Rose Resistance?
- 5) What happened at Madison Square Garden March 1, 1943?
- 6) How many gas chambers were in operation at Auschwitz?
- 7) What was the Bermuda Conference?
- 8) Who was “The Angel of Death”?
- 9) What did the Danish Underground do?
- 10) What was Operation Harvest Festival?
- 11) How many people were gassed at Auschwitz between May 16 and May 24, 1944?

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12) When did Nazi forces occupy Hungary?

13) How many countries eventually took part in Operation Overlord, known as D-Day?

14) What were the Death Marches?

15) What new weapon did Germany use against Britain in June, 1944?

16) Which death camp was the first to be liberated, and who were the liberators?

17) What two cities had resistance uprisings in August, 1944?

## TIMELINE DISCUSSION QUESTIONS 4

### **August 1944 – Post War Events**

- 1) How did the Battle of the Bulge get its name?
- 2) When did Oskar Schindler save 1200 Jews by moving them from a labour camp to his home town?
- 3) Create a list of places liberated between August, 1944 and the end of WW II.
- 4) How many people were estimated to have been murdered at Auschwitz? How many were Jews?
- 5) What German city was destroyed in a firestorm in 1945
- 6) What chemical did the U.S. begin using in the Pacific in 1945?
- 7) How many civilians were killed in U.S. bombing of Japanese cities in March 1945?
- 8) What did British liberators find at Bergen-Belsen?
- 9) When was V-E Day?
- 10) How many people were killed Aug. 6, 1945 when the atomic bomb was dropped on Hiroshima? How many more died later of radiation poisoning?
- 11) When was V-J Day?

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12) When was the United Nations officially born?

13) What happened to Auschwitz Kommandant Hoss?

14) What happened to Goring?

15) How many former SS doctors and scientists were found guilty at the U.S. Military Tribunal in Nuremberg on Dec. 9, 1946?

16) Out of 21 former SS Einsatz leaders on trial in Nuremberg on Sept. 15, 1947, how many were executed?

17) What was the UN negotiated agreement between the state of Israel and its neighbor states in 1949?

18) What happened to Adolf Eichmann? Himmler? Hitler?

## LESSON 5: LITERATURE CIRCLE GROUP ROLES PART 2

### EVALUATION AND MATERIALS NEEDED

- Holocaust and World War II Timeline
- Literature Circle Group Roles and Worksheets part 2
- Map of Europe

### ACTIVATING

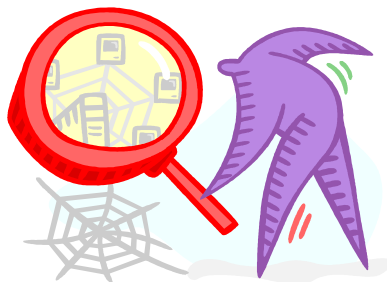
1. Introduce the Literature Circle Group Roles and Worksheets Part 2 that you will be using in this lesson:
  - a. Weaver
    - i. makes connections between the diary and the outside world
    - ii. makes connections between human rights abuses in the diary and the articles of the Universal Declaration of Human Rights
    - iii. makes use of the internet for research
  - b. Character Study
    - i. observes and shares impressions of the personality of the diarist
    - ii. identifies and explains the types of conflicts the diarist is facing
    - iii. supports observations with references from the text
  - c. Artistic Interpreter
    - i. creates and shares an artistic representation of some aspect of the diary
    - ii. gives a written description of the artistic creation explaining how it represents an aspect of the diary
    - iii. presents the artistic representation to the group for feedback
  - d. Time Traveler / GPS
    - i. notes or sketches key scenes from the diary and posts these on the main historical timeline displayed in the classroom
    - ii. tracks the movement of the diarist through the diary and plots their location on a map of Europe describes the method of travel and plots the diarist's route on the map as well

### APPLYING

1. Assign roles to the students in their groups and hand out their Literature Circle Group Roles and Worksheets assignments.
2. Allow students time to:
  - a. read over their Literature Circle Group Roles and Worksheets assignments
  - b. begin working on their assignments
  - c. if they are tracing an outline map, the GPS's may work on this during this class
3. Time Travelers may wish to consult with the Brief Writer from last session regarding key events to include in the timeline.
4. Weavers from the five groups may wish to meet together to discuss connections between the diaries.



## WEAVER



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Diary you are reading: \_\_\_\_\_

The role of the Weaver is to weave connections between the diary you are reading and the outside world. This means finding threads that connect text-to-self, text-to-world, or text-to-text. Share at least two of the connecting threads between the diary you are reading and your own experience and/or knowledge of the world that you discovered as you were reading. You may also choose to meet with Weavers from other groups to discuss connections between diaries, as other writings on the same topic.

It is the responsibility of the Weaver to examine the diary for references to historical events or facts. You may wish to meet with the Time Traveler to discuss and research these events. You also need to examine the diary for rights abuses and make at least two connections between the diary and the Universal Declaration of Human Rights. When you meet with your discussion group explain how your choices connect to the diary. You may use the World Wide Web to do your research. Be sure to cite your sources. Use the **Weaver Worksheet** to record your information.

### Possible connections might include:

Your own life, or your family history	Events at school or in the neighborhood	Similar events at other times and in other places.	Other books or writings on same topic
Works of Art on this topic	News stories	Websites, TV shows, Movies	Songs or Music
People who have had similar experiences.	Articles in the Universal Declaration of Human Rights	People who have worked to change situations like those in the diary.	

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**Weaver Worksheet Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Record two possible historical places, events, or people from the time period of the diary to research and comment on.

Diary Reference and Page	Historical Connection	Reference Source
1.		
2.		
Diary Reference and Page	Human Rights Violation	Article from the UDHR
1.		
2.		

On the back of the page list two text-to-self, text-to-world, or text-to-text connections and explain how they are related to the text. Present and discuss your findings with your group when you meet.

## CHARACTER STUDY

## CHARACTER STUDY



**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Diary you are reading:** \_\_\_\_\_

The role of the Character Study is to share observations and impressions revealing specific personality traits of the diarist. It is also your role to help group members understand the conflicts the diarist is facing. To assist you in carrying out the responsibility of your role, complete the **Character Study Worksheet** and the **Conflict Identification Worksheet**.

To complete the **Character Study Worksheet** think of three adjectives which describe the diarist and support your choices with examples taken from the text. Find examples that show behaviors, statements, or actions that help group members to understand the character of the diarist. Use the **Adjectives Describing Common Character Traits** as a reference source if you wish. Once you have completed this worksheet use the information to write a description of the diarist.

To complete the **Conflict Identification Worksheet** identify the type of conflict(s) the diarist is facing with references to the text. Write a brief description of the conflict, including information about how the diarist works through the conflict in seeking a resolution. Use the back of the page if you need more space. When you meet with your discussion group, help the group understand the conflict and the impact on the diarist.

### CHARACTER STUDY WORKSHEET

NAME OF DIARIST	SPECIFIC EXAMPLE OF BEHAVIOR/ACTION:
Adjective:	Page: _____ Paragraph: _____
Adjective:	Page: _____ Paragraph: _____
Adjective:	Page: _____ Paragraph: _____

## CONFLICT IDENTIFICATION WORKSHEET

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Person vs. Person
2. Person vs. Nature
3. Person vs. Himself or Herself
4. Person vs. Laws or Customs of Society

1. Diarist vs. \_\_\_\_\_ Pages: \_\_\_\_\_

Description of the conflict identified in this passage: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Diarist vs. \_\_\_\_\_ Pages: \_\_\_\_\_

Description of the conflict identified in this passage: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Diarist vs. \_\_\_\_\_ Pages: \_\_\_\_\_

Description of the conflict identified in this passage: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Diarist vs. \_\_\_\_\_ Pages: \_\_\_\_\_

Description of the conflict identified in this passage: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## ADJECTIVES DESCRIBING COMMON CHARACTER TRAITS



adventurous	awesome	artistic	athletic	active	conceited	a leader
ambitious	brave	bold	bossy	cheerful	calm	a dreamer
curious	creative	courageous	considerate	daring	caring	carefree
impulsive	dainty	dangerous	exciting	entertaining	helpful	confident
energetic	funny	a fighter	friendly	fun-loving	industrious	disagreeable
gentle	generous	happy	humble	hostile	giving	gullible
honest	intelligent	independent	inventive	inspiring	loving	loyal
lazy	messy	mischievous	mean	neat	joyful	imaginative
nasty	distrustful	nosy	open	determined	capable	inventive
proud	talkative	quiet	reflective	respectful	rude	independent
insightful	optimistic	sloppy	serious	successful	polite	studious
shy	hopeful	smart	spirited	selfish	mannerly	patriotic
simple	faithful	trustworthy	thoughtful	unselfish	timid	demanding
warm	witty	wild	wonderful	silly	responsible	cooperative
melancholy	mellow	aimless	loud	prudent	resourceful	lovable

## ARTISTIC INTERPRETER



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Diary you are reading: \_\_\_\_\_

The role of the Artistic Interpreter is to create and share an artistic representation of the diary you are reading. You could choose to show the diarist or another person mentioned in the diary, the setting, a problem, a part that is exciting, surprising, frightening, or particularly interesting or emotionally moving. Take time to create your artistic expression carefully and include details.

**Possible mediums for artistic expression include:**

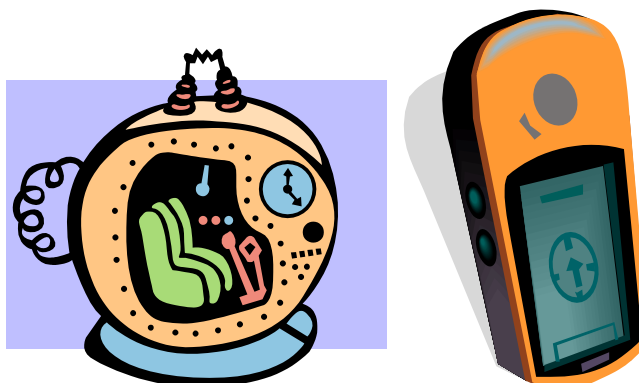
Sketching	Instrumental Music	Poetry	Collage
Mobile	Mini Graphic Novel	Illustrated Diagram	Storyboard
Painting	Song	Diorama	Interpretive Dance
Power Point Slides	Period Costumes	Sculpture	Book Jacket
Newspaper Report	Letter to the Diarist	Illustrative Poster	Radio Broadcast

Feel free to be creative and use your imagination!

Include a **written description** of what you have created that explains how it represents some part of the diary. When you present your work of art to the group, *before* commenting on it ask the group members to say what they think it represents and how it is related to the diary. *After* they have given their impressions, tell them about your own impression, how you thought of the idea, and what the work represents.

**Written Description of Artistic Interpretation** (Use back of page.)

TIME TRAVELER / GPS



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Diary you are reading: \_\_\_\_\_

This is a dual role: Time Traveler and Global Positioning System.

The role of the Time Traveler is to quickly note or sketch key scenes from the diary on sticky notes, then place these events from the diary on the main historical timeline displayed in the classroom. Remember to include the page numbers. If there are diary references to specific laws created at the time, or events that contravene human rights, be sure to include these. You may wish to meet with the Weaver to discuss these facts and events. During the discussion with your group explain what is going on in these scenes, and why you think they are important.

The role of the GPS is to track where the diarist is throughout the diary and to plot this on a map of the area. It is important for people to know the location of the diarist during key events. Describe each setting in detail either in words or by sketching. If the diarist is traveling, describe the method of travel, and plot the route taken on the map as well. During the group discussion be sure to explain why the diarist changes location, and discuss the impact of these changes on the diarist. Remember to:

- Show the date and location of the diarist at the start of the diary.
- Show the date and location of key events and moves.
- Give the page numbers of everything you note.

Use the **Time Traveler / GPS Worksheet** to organize your sticky notes and written work. Record and chart as many key events as you need to (there may be more than the number of spaces on the worksheet, so use the back of the page). Be sure to include the final entry and location. If the final destination of the diarist is not in the diary, but told by the narrator, include that information as well.



TIME TRAVELER / GPS WORKSHEET

<p>First Diary Entry Date:</p> <p>Location:</p> <p>Event:</p> <p>Stick Sketch Here P.</p>	<p>What is happening and why you think it is important. P.</p>
<p>Diary Date:</p> <p>Location:</p> <p>Event:</p> <p>Stick Sketch Here P.</p>	<p>What is happening and why you think it is important. P.</p>
<p>Diary Date:</p> <p>Location:</p> <p>Event:</p> <p>Stick Sketch Here P.</p>	<p>What is happening and why you think it is important. P.</p>
<p>Diary Date:</p> <p>Location:</p> <p>Event:</p>	<p>What is happening and why you think it is important. P.</p>

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Stick Sketch Here P.	
Diary Date:  Location:  Event:  Stick Sketch Here P.	What is happening and why you think it is important. P.
Final Diary Entry Date:  Location:  Event:  Stick Sketch Here P.	What is happening and why you think it is important. P.

## LESSON SIX: 4<sup>TH</sup> GROUP MEETING – PRESENTATION OF ASSIGNMENTS

### MATERIALS NEEDED AND EVALUATION

The purpose of presenting their assignments to the group first, is to allow a trial run for the culminating class presentations, and allow for feedback from the group while there is still time to make any adjustments required.

- Copies of the Literature Circle Group Roles Rubric

### ACTIVATING

Distribute copies of the rubrics to each group. Each member of the group will mark the other group members' presentations by highlighting or circling the appropriate level for their role. (If you have students sharing roles, you will need extra rubric copies, and they will need to indicate each presenter, by using the presenter's initials and a different colored marker or pen for each presenter.) Feedback from the rubric assessment is to be given to the presenters so they can make adjustments prior to their presentation to the whole class. This is INFORMATION only, and not a formal assessment.

### ACQUIRING

The students will take turns presenting their assignments to the group, and the group will give verbal feedback at the end of each presentation. The presenter may take notes from the feedback, and make adjustments as necessary prior to the class presentation.

### APPLYING

Lessons Seven through Twelve: Each Diary Group will take one class to present their Diary to the rest of the class. They will do this by having each group member present their group role assignments. Therefore each presentation will include the following:

- 1) Presentation of a Brief Summary of the Diary Chapter.
- 2) Presentation of three sections of text from the Literary Bright Light.
- 3) Presentation of 5 vocabulary words from the Word Smythe, along with their word histories, dictionary definitions and the sentences created by the group.
- 4) A summary of the group discussion: questions that generated the most interest, most important, and / or revealing parts of the reading discussed, from the Discussion Chair.

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- 5) A presentation of connections to the world, and identification of human rights violations from the diary and their relation to articles from the Universal Declaration of Human Rights by the Weaver.
- 6) A description of the diarist and the conflict in their lives, with reference to the text, from the Character Study.
- 7) A description of Key events and their location on the Timeline and on a map from the Time Traveler / GPS.
- 8) Presentation of an Artistic Interpretation from the Artistic Interpreter.

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Literature Circles Group Roles Rubric

Name: \_\_\_\_\_ Date: \_\_\_\_\_

	Level 1	Level 2	Level 3	Level 4
Discussion Chair	<ul style="list-style-type: none"> <li>- did not participate</li> <li>- questions have limited relevance to the topic</li> <li>- requires prompts to guide the discussion</li> </ul>	<ul style="list-style-type: none"> <li>- participated in the discussion some of the time.</li> <li>- asked some questions that have some relevance to the topic</li> <li>- requires minimal prompts to guide the discussion</li> </ul>	<ul style="list-style-type: none"> <li>- participated in the discussion</li> <li>- encouraged group members to participate</li> <li>- tried to respond to comments in a positive way</li> <li>- asked questions relevant to the topic</li> </ul>	<ul style="list-style-type: none"> <li>- was eager to participate</li> <li>- made sure all group members had time to participate</li> <li>- responded to comments in a positive way</li> <li>- kept the discussion going by asking questions that were relevant, thoughtful, and focused on the topic</li> </ul>
Literary Bright Light	<ul style="list-style-type: none"> <li>- relies on words of others</li> <li>- limited relevance in passage selection</li> <li>- response lacks organization</li> <li>- identifies few if any literary devices and does not explain their use.</li> </ul>	<ul style="list-style-type: none"> <li>- shows some evidence of a personal connection to topic</li> <li>- some relevance in passage selection</li> <li>- organization of response shows some clarity and focus</li> <li>- identifies one or two literary devices and occasionally explains their use</li> </ul>	<ul style="list-style-type: none"> <li>- usually makes a personal connection to topic</li> <li>- relevant passages selected an interest-generating approaches used</li> <li>- organization of response is logical, clear, and focused</li> <li>- identifies several literary devices and often explains their use</li> </ul>	<ul style="list-style-type: none"> <li>- shows a strong personal connection.</li> <li>- relevant passages selected and interest-generating approaches used</li> <li>- organization of response is logical, clear, and focused</li> <li>- identifies a variety of literary devices and always explains their use</li> </ul>
Word Smythe	<ul style="list-style-type: none"> <li>- limited use of figurative language</li> <li>- rarely uses specialized vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- some use of figurative language</li> <li>- limited use of specialized vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- identifies and interprets figurative language</li> <li>- some use of new and specialized language</li> </ul>	<ul style="list-style-type: none"> <li>- consistently identifies and interprets figurative language</li> <li>- uses new and specialized language</li> </ul>

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<b>Brief Writer</b>	<ul style="list-style-type: none"> <li>- information lacks organization</li> <li>- does not summarize or identifies few main ideas</li> </ul>	<ul style="list-style-type: none"> <li>- information shows some clarity and organization</li> <li>- incomplete summary and identifies some main ideas</li> </ul>	<ul style="list-style-type: none"> <li>- information presented logically, clearly, and in an organized fashion</li> <li>- complete summary and identifies most main ideas</li> </ul>	<ul style="list-style-type: none"> <li>- information clear, well-developed, and well-presented</li> <li>- evidence of strong organization</li> <li>- clear and complete summary and identifies all main ideas</li> </ul>
<b>Weaver</b>	<ul style="list-style-type: none"> <li>- relies on words of others in the group</li> <li>- ideas lack organization</li> </ul>	<ul style="list-style-type: none"> <li>- some personal connection to the topic</li> <li>- some organization of ideas</li> </ul>	<ul style="list-style-type: none"> <li>- usually makes a personal connection to topic</li> <li>- information is logical and organized</li> </ul>	<ul style="list-style-type: none"> <li>- consistently makes a strong personal connection to the topic, other texts, and the world</li> <li>- uses innovative approaches</li> <li>- ideas logically developed and organized</li> </ul>
<b>Character Study</b>	<ul style="list-style-type: none"> <li>- rarely shows understanding of the Diarist</li> <li>- does not cite details that support their findings</li> </ul>	<ul style="list-style-type: none"> <li>- shows some understanding of the Diarist</li> <li>- sometimes cites details that support their findings</li> </ul>	<ul style="list-style-type: none"> <li>- shows understanding of the Diarist</li> <li>- cites details that support their findings</li> </ul>	<ul style="list-style-type: none"> <li>- shows thorough understanding of the Diarist</li> <li>- consistently cites details that support their findings</li> </ul>
<b>Artistic Interpreter</b>	<ul style="list-style-type: none"> <li>- relevance of artistry to topic is limited</li> </ul>	<ul style="list-style-type: none"> <li>- some relevance of artistry to topic</li> </ul>	<ul style="list-style-type: none"> <li>- artistry is well designed and supports the topic</li> </ul>	<ul style="list-style-type: none"> <li>- artistry is creative and well designed, and enhances the topic</li> </ul>
<b>Time Traveler / GPS</b>	<ul style="list-style-type: none"> <li>- work lacks organization</li> <li>- identifies few main events</li> </ul>	<ul style="list-style-type: none"> <li>- work shows some clarity and organization</li> <li>- identifies some main events</li> </ul>	<ul style="list-style-type: none"> <li>- work is organized and is presented clearly and logically</li> <li>- identifies most main events</li> </ul>	<ul style="list-style-type: none"> <li>- work is clear, well-developed, and well-presented, and well-organization</li> <li>- all main events</li> </ul>

