

Field Activity #4: Diversity Affirmative/Culturally-Inclusive Lesson Plan

Title: Connecting the Significant Social Attitudes and Historical Events of Elie Wiesel's *Night* to the Present Time

Grade Level(s): 8-12

Subject Area(s): Social Studies and Language Arts

Materials Needed: Class copies of novel *Night*, by Elie Wiesel, ABC news video from the internet, projector, The United States Holocaust Museum article, chalkboard, chalk, construction paper, markers, paper, pencil.

Objectives:

1. Students will identify and analyze significant social attitudes and historical events in Elie Wiesel's literary memoir, *Night* with 100% accuracy.
2. Students will respond to a video clip of an episode of the ABC News program, *What Would You Do*, to compare attitudes in the episode to attitudes which allowed the Holocaust to occur with 85% accuracy.
3. Students will compare and contrast aspects of cultural views and historical events in World War II Germany with current domestic/global events and their prior or personal knowledge of injustice with 100% accuracy.
4. Students will make connections between historical events, current events, video media, and literature with 95% accuracy.

TEKS:

§110.31 English, Language Arts and Reading

- 1 (A) determine the meaning of grade level academic English words . . .
- 1 (B) analyze textual context . . . to distinguish between denotative and connotative meanings of words.
- 1 (C) produce analogies that describe a function of an object or its description.
- 1 (E) use a dictionary, glossary or thesaurus . . . to determine or confirm meanings of words or phrases . . .
- 2 (A) analyze how the genre of texts with similar themes shapes meaning;
- 2 (C) relate the figurative language of a literary work to its historical and cultural setting.
- 6 Reading Comprehension of Literary Text/Literary Nonfiction
- 7 Reading Comprehension of Literary Text/Sensory Language
- 8 Reading Comprehension of Informational Text/Culture and History
- 9 (B) differentiate between opinions that are substantiated and unsubstantiated in the text
- 12 (B) analyze how messages in media are conveyed
- 12 (C) compare and contrast coverage of the same event in various media
- 24 (A) listen responsively to a speaker by taking notes that summarize
- 25 Listening and Speaking/Speaking
- 26 Listening and Speaking/Teamwork

§ 113.33 Social Studies – World History

- 1 (B) identify changes that resulted from important turning points in world history.
- 1 (D) explain the significance of . . . dates . . . 1939-1945.
- 2 (A) identify elements in a contemporary situation that parallel a historical situation.
- 2 (B) describe variables in a current situation that could result in different outcomes
- 9 (A) identify and explain causes of World Wars I and II, including the rise of Nazism in Germany
- 10 (A) analyze the influence of significant individuals such as . . . Adolf Hitler . . . on political events of the 20th century.
- 25 (H) support a point of view on a social studies issue or event.

Context:

This lesson will occur during the last week of a four week unit, one class before the unit review. Students will have all ready completed and presented their collaborative research projects on political, economic, and social factors in Post-World War I Germany, Hitler’s early years and rise to power, concentration camps, who was selected to go to the concentration camps and by which criteria, and read *Night*. They will have viewed and responded to a DVD of Oprah Winfrey’s interview with Elie Wiesel at the Auschwitz death camp. They will have practiced using literary terminology and vocabulary from the literary memoir through individual written assignments and collaborative activities.

Modifications:

The following modifications will be implemented as necessary:

1. All IEP modifications will be implemented.
2. Students will be provided with transcripts from the video clip, if applicable.
3. Students may maintain an oral record of their written journal on tape.
4. Help with translation or interpretation of information will be provided to English Language Learners as needed.
5. Additional time will be provided for students to respond to questions which require analysis, synthesis, or evaluation, as needed.

Anticipatory Focus:

The teacher will write Edmund Burke’s famous quote “All that is necessary for the triumph of evil is for good men to do nothing” on the chalkboard. The teacher will explain the context of the quote and that “men” denotes men and women, for our purposes. The teacher will ask the students if they think that people in the United States would stand by and do nothing while someone is treated unjustly. The teacher will ask the students if they think that genocide still occurs. Students will then contribute to a brief discussion, offering opinions and information based on their prior knowledge and personal experiences.

Setting Expectations:

The teacher will explain that today’s lesson is designed to reinforce the themes of Elie Wiesel’s literary memoir and to demonstrate that injustice still exists and that, when confronted with acts of prejudice, some people would “stand by and do nothing.”

The teacher will then explain the procedures for today’s activities:

1. The students will view and respond to a seven minute Internet video clip of an episode of the ABC News program, *What Would You Do?*, on racial profiling, entitled “Shopping While Black.”
2. The class will then read and discuss The United States Holocaust Museum article, “Elie Wiesel: On the Atrocities in the Sudan.”
3. The students will collaborate on a group activity to synthesize the Internet clip and the article transcript with historical events, current events, and the literary novel.
4. Students will then present their group analyses to the class.

Input:

Information will come from:

1. The teacher’s introduction to the lesson
2. The Internet video clip
3. The transcript of the Elie Wiesel article
4. The teacher’s instructions on the collaborative activity
5. Group collaboration and presentations of the groups’ analyses

Modeling:

The teacher will moderate class discussions on the Internet video clip and the transcript of Elie Wiesel’s remarks on the Sudan. The teacher will assign diverse student groups to work together for the collaborative activity. The teacher will explain how to respond to the prompts for the collaborative activity. The teacher will direct the students to record and respond to their classmates’ analyses in their journals.

Checking for Understanding:

The teacher will assess students’ comprehension of the Internet clip and the transcript of Elie Wiesel’s remarks about the Sudan through class discussions. Their responses to the group activity will demonstrate their ability to synthesize and evaluate information from the literary memoir, historical events, current events, their prior knowledge and personal experience, the Internet clip, and the article transcript.

Guided Practice:

The students will work in small diverse groups to respond to prompts listed by the teacher on large sheets of construction paper; students will draw correlations between the literary memoir, historical events, current events, Mr. Wiesel’s remarks, and the Internet video clip. These may be recorded in words, phrases, sentences, graphics, or drawings (color markers will be provided). The teacher will move about providing clarification or assistance, as needed, and ascertaining that all learners remain on-task.

Reteach:

The teacher will lead a class discussion in which the students present their group responses to topics related to the literary memoir, the Internet clip, and the Elie Wiesel article. The teacher will briefly summarize the many conclusions and interpretations which the students have drawn from the literary memoir, the Internet clip, the transcript, historical/current events, and their personal knowledge.

Independent Practice:

Students will be directed to devise two short answer and two essay questions which will be included on the unit test in some manner (although not in the exact form suggested) and bring them to the following class (the day of the review).

Mastery Check:

1. The teacher will collect the students' journals and evaluate them for effort, accuracy, and completion.
2. The teacher will assess the quality of the oral group presentations.
3. The teacher will collect the group activity sheets (construction paper) and evaluate them for effort, accuracy, and completion.

Extension:

1. The teacher will provide the students with a list of historical fiction and literary memoirs in addition to those maintained in the school library or class bookcases for enrichment reading.
2. Students will be offered the following extra credit opportunities:
 - a. Compose an essay describing their views on steps that individuals can take to change prejudicial views or behavior, or their choice of topic which connects to the lesson, upon teacher approval.
 - b. Compose an essay comparing the impact of visual media and literature on tone, theme, exposition, etc. of a topic.
 - c. Complete a creative project which connects to the unit using their choice of media.

Closure:

The teacher will summarize the content area skills and observations that the students have made during this lesson and throughout the unit. The teacher will highlight the literary devices employed by Elie Wiesel to set the tone, mood, etc. in *Night*. The teacher will highlight the students' progress in literary criticism and analysis, as well as and the transferability of their oral and written skills to other content areas and their future college and employment careers.

Reflective Critique:

This lesson may require two days to complete in order to ensure that the students have adequate time to synthesize and respond to the new information, and then present their critical analyses to the class. Student presentations or the teacher's summary may occur on the day of the review.

I view this lesson as an opportunity to use literature as a window into the circumstances which contributed to the resultant ethnocentrism, prejudice, and fear which allowed the extermination of 6,000,000 Jews and an estimated 5,000,000 others (including homosexuals, communists, people of color, priests and pastors). My goal is to help students to increase their skills in reading comprehension, literary criticism, abstract thinking, writing, collaboration, and communication. Another goal is that students will appreciate the relevance and transferability of the content covered and skills developed as they correlate historical events, current events, and literature with their personal observations or experiences with prejudice and other injustices.

Notes will be taken on which learning activities were most interesting and helpful to the students, as well as what modifications were made during instruction or should occur if this lesson is

taught in the future. Student suggestions will be solicited, considered, and implemented wherever applicable.

Resources:

<http://abcnews.go.com/whatwouldyoudo>

<http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10007205>