**Thematic Title: The Lenses of the Holocaust: An Exploration of Point-of-View**

**Grade: English 11/12 Katrina S., Sarah C., Emily B.**

**Cross Curricular Competencies and CARE Model Legend**

Critical Thinking Language and Symbols Aesthetic

Creative Thinking Digital Literacy Responsibility

Reflective Thinking Complexity Ethics

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| **Rationale:** | | |
| Different people and groups experience significant global events in different ways. The ways in which individuals tell their stories affect how and what we remember about the past, but also what is forgotten. In this unit, students will explore points-of-view, and understand how multiple perspectives affect one’s understanding of a text, and therefore a story. As they research events from the Holocaust, they will consider these experiences through the lenses of different points-of-view. | | |
| **Cross-Curricular Competencies** | | |
| Thinking Competency  ·    critical  ·    creative  ·    reflective | Communication Competency  ·    language and symbols  · | Personal and Social Competency  ·    personal awareness/responsibility  ·    social awareness/responsibility |

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| Big Ideas and Essential Questions | |
| What are the Big Ideas for the Unit?   1. Different perspectives affect how we understand a text or event. 2. Learning how to communicate and receive information from different points-of-view provides a more complex and well-rounded perspective of a text or event. 3. Because everybody is rooted in their own context, how and what one says or writes about an event may not accurately reflect its true nature. | What is the Essential Question for the Unit?  1) How might different points-of-view influence our understanding of significant events in the world? |

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| **Key Interdisciplinary Competencies/Content areas** |
| * English, Social Studies, Visual Arts |
| **Learning Intentions (Written in student friendly language, Learning Intentions describe what students will do)**   * Understand what contexts a person is situated in when they’re writing a text * Realize people write for certain audiences, and sometimes not the general public * Construct personal connections between self, text and world * Recognize how literary points of view can shape a text |
| ***Sample for EDCI 352***  ·       *I can create …* a visual arts, performance arts, or creative writing piece in order to show my understanding of different points-of-view.  ·       *I can use …* different texts with different points of view to understand one event  ·       *I can shape …* my understanding of a particular event or text by considering it from different point-of-views. |

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| **Evidence (e.g. Assessment)** |
| **What will students be doing to show they can demonstrate ways the learning intentions enable them to be inquiring into the question, etc.?**  **F**  Formative Assessment   * Successfully participating in point-of-view activities (eg. “What I did this summer”) * Reflecting on the use of point-of-view in *The Book Thief* * Make connections between their “Holocaust Experience” projects and in-class lessons on point-of-view * Discussing their “Holocaust Experience” point-of-view projects with their group * Draft their “Holocaust Experience” projects.   Summative Assessment   * Demonstrate your knowledge by creating your own point of view project * Presentation of “Holocaust Experience” point-of-view creative pieces. * Participate in post- “Holocaust Experience” presentation discussions with the class, reflecting on the effectiveness of different points-of-view.   **·** |
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**Sequenced Learning Experiences:  (HOW you will guide your students to achieve goals set at outset of unit)**

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| **Overview** | **Activities/Demonstrations/** | **Resources** |
| L-  Lesson 1: Introduction and Point-of-View | 1. “Hook” - listen to oral history clips 2. Introduce point-of-view: 3. Look at Prezi presentation on different points of view    * Do “What I did this summer” activity    * Make connections to films/movies   3) Hand out “Holocaust Experience” assignment, and divide class into groups.  4) Go over rubric with students  5) Visit class blog and show examples of the assignment. | -YouTube video  -“Holocaust Experience” assignment handout and ID cards.  - Prezi Presentation  - <http://throughtheireyesholocaustproject.blogspot.ca/> |
| Lesson 2: Point-of-View in Literature and History | 1) Quick review of point of view from yesterday  2)  Introduce *The Book Thief*  3) Coggle Map: What do you know about the Holocaust?  4) Read the 5 page excerpt from *The Book Thief* in class. Otherwise, assign for homework. | * <https://coggle.it/> * *The Book Thief* excerpts |
| Lesson 3: Mini lecture on the Holocaust | 1)Teacher will expand class Coggle map to include a brief timeline, statistics, and significant event (students will have access prior to class).  2) Discussion questions about Book Thief regarding Point of View | * Prezi presentation * Smart Board * *The Book Thief* excerpts * Treats for the class * Video clips |
| Lesson 4: Guided research time in the Learning Commons | 1) Class will visit the learning commons to access information that will help them on their individual research assignments  2) Teacher will circulate to help guide them and keep research respectful and appropriate  3) Librarian will be contacted in advance and will have pulled some resources that may be useful to students | * Book time in the Learning Commons * Access to a librarian * Access to the computers or laptops * Print materials in the Learning Commons |
| Lesson 5: Group presentations and discussions | 1) Students present their projects in groups in front of class  2) Roughly 10 minutes per group  3)Students watching the presentations will be taking notes on the material that is being presented  4) The presentations will act as mini lectures  5) If times runs out and not all groups get to present, finish up presentations at the beginning of the next lesson  6) Following each group’s presentation, there will be a very brief discussion about how the different points-of-view highlighted different elements of the “Holocaust Experience” individual’s story.  7) Students post their presentation to the classroom blog. | * Students may need overhead projector, Smart Board, or computer access for their presentation * http://throughtheireyesholocaustproject.blogspot.ca/ |

Lesson Focus: **Lesson 1: Exploring Multiple Points-of-View**

Big Idea: Reflective thinking

Essential Question: What is point-of-view and how does it influence my own storytelling, and the stories I engage with in my life?

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| L **Learning Intention**: Students will demonstrate learning by reflecting on what they already know about different points-of-view. They will apply further knowledge provided to the teacher to their personal experiences, such as their summer vacation or their favourite movies. They will participate in activities where they have to speak from different points-of-view | **Supplies and Materials:**   * “Holocaust Experience” assignment handout and rubric * “Holocaust Experience” identification cards. * Prezi presentation on point-of-view. * Student notebooks and writing devices for taking notes. |

Exploration/Orientation: *Is the intention clear to the class?  How can I hook students into the topic?  e.g. relate the lesson to their lives, connect to prior learning, video clip, reading, hands on activity?*

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| Approx  Times  0-10 min. | Student Activity:  Students will watch the video clip, and then participate in a very short guided debrief about what they just watched.  Students will briefly reflect on about what they have learned previously about the causes of and events during WW2. | Teacher Activity:  “Hook” activity - Oral History clips of two different experiences of the Holocaust (with diff. experiences).  <https://www.youtube.com/watch?v=fNpl83-rXKM> (**only up until 4:25!)**   * Teacher will ask students to comment on the video. Was there a difference in how each person spoke about the same event? What did each person include that the other did not? Which point-of-views were present?   **Introduce the unit:**   * Indicate that we will be exploring a very sensitive and controversial issue (the Holocaust) that has affected millions of people. * Recognize that students may already be familiar with some of these terms, but this unit will be a more in depth look on **point of view**. Through the study of unexpected or unique narrators in relation to historical events, we will gain a greater understanding of how multiple perspectives affect our understanding of both a specific text and real-life situation. |
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Discussion/Development of ideas: *What SPECIFIC strategies or tactics will I use to ensure there are opportunities for students to acquire new information (e.g., mini lesson, cooperative learning, reading and responding, research, viewing and discussing)?  Are there multiple ways for students to acquire and practice new learning?  What questions can I ask to discover how learning is going (formative assessment)?*

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| Approx  Times    10-15 min.      15-20 min  20-25 min  25-35 min  35-45 min                      45-50 min | Student Activity  -Students take notes during the Prezi presentation.  -Students discuss with each other, and in a large class discussion what they remember and understand about Point of View from previous classes    -Students will reflect on familiar texts, movies and television shows which use a First Person narrator  -Reflection on Unreliable Narrators. Students will think about why an author or writer may use Unreliable Narrators and what purpose they serve within a story.    - Students will offer examples and suggestions of First Person in books/movies/TV shows.    -Students will walk around and communicate with each other practicing First Person and Third Person narration  -Students will experience the same literary devices which authors and writers use by creating a bias within their own story as a writer would  -Students will have a better understanding of point of view through this physical experience    -Students will begin to understand how different perspectives shape a story, representation of characters and the reader’s experience  -Students will continue to take notes on new information about Third Person which they may be unfamiliar with and will be encouraged to write down their classmates’ reflections on Point of View during Discussion Questions  -Students will discuss the stories and media that they are familiar with which use Third Person Limited/Omniscient      -Students will have an opportunity to reflect on the information in Prezi presentation  -Students will think about the movies, books, TV shows they are familiar with which use second person narration  -In discussion with their seat partners, students will reflect on the presentation with specific emphasis on reliable/unreliable narrators  -Students will agree on one reflection with their seat partner and share with the class  -Students will observe the other ideas of their classmates within this discussion | Teacher Activity:  Point of View Prezi: <https://prezi.com/uq34erm1eo1a/point-of-view/>  **Question/Discussion Point: What do you already know about Point of View?**  Discuss with your seat partner and then be prepared to share one idea to the entire class    **First person**  - The narrator is usually the protagonist and participates in the action of the story, referring to themselves as “I”  -   Narrator introduces other characters and situations through their perspective and standpoint  -  What narrator is recounting might not be the objective truth. We should question the trustworthiness of the narrator.. Knowledge of the story/situation can be limiting for the reader because it is being explained through a specific perspective (ie. Unreliable Narrator)  **Question:**  **Can you think of any examples of First Person in books/movies/TV? Unreliable narrators?**  **Can a first person narrator ever be fully reliable?**  Take suggestions from students with their hands up. Quick reflection/suggestions from students rather than another class discussion  **Activity to Introduce Third Person**  Walk around the room and share your what you did for summer vacation with 2 people who you do not sit next to. Only share your story using third person. Refer to yourself as if someone else was talking about you. For example, I would say “Ms.Bonnett went to Hawaii this summer, Ms. Bonnett surfed”  **Prompt students throughout activity to transition between First Person and Third Person.**  When describing in first person, try and create a bias in your story. For example, “When I was in Hawaii this summer, I was the best surfer on the beach.”  **Continue with Prezi Third Person**  -   Narrator does not participate in the action of the story as one of the characters, but shares perspective of all characters. (does not use “I” or “me”)  - We learn about the characters through this outside voice. There may be one character that is heavily focused on and the audience may still be aware of how a character is feeling/thinking, but the story is not being told *by* a specific character  **Omniscient Third Person**  **-**  Narrator knows all the thoughts and feelings of all the characters in the story  -  Narrator typically describes events and characters objectively  -   Events may be *interpreted* by several different voices, but the narrator always maintains an omniscient - or godlike - distance  **Limited Omniscient Third Person**  **-**  Narrator is not a character, but understanding of thoughts and feelings of supporting characters are often understood through the perspective of the main character  - Reader does not have the knowledge of a specific character (like in First Person), but often perceives character through the understanding of the protagonist or main character  -  More objective than First Person, less objective than Third Person Omniscient  **More unique Points of View:**  **Second Person**  **-**  Less common  -  Protagonist or another main character is referred to by second-person personal pronouns by the narrator ("you")  -  May also refer to the reader as “you”  **Review Questions: How can a narrator reliable/unreliable?**  **In what ways have you seen a Second Person Narrator used?**  Discuss with your seat partner and then come to a conclusion together about one idea on either of these questions. Prepare to share this idea with the class |

Understanding/Application: *How will students “cement” their learning? What techniques will help them reflect, personalize and stretch their thinking?  How will I tie back in to the outcomes and learning intentions?  How will I summarize or review? How will I know they have demonstrated the intention?*

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| Approx  Times  60-65 min      65-80 min | Student Activity:  - Students will have had multiple opportunities to practice and cement their learning with their peers in the above-mentioned activities.     I  - I--If time permits, students will get together in their groups and read over their “Holocaust Experience” ID cards.  -Students will decide who is doing which point-of-view.  -Students can start selecting which elements of the ID card they want to focus on in their research. What is important information to include from a 3rd person limited point-of-view? | Teacher Activity  **Transition: Remind students of the Social Studies content we will be covering in this unit, in relation to Point of View.**  -In an event as significant and complex as the Holocaust, we must remind ourselves that different people are affected in different ways, and how someone’s story is communicated affects what we know and don’t know.  **Introduce Assignment (Appendix A2 + A3)**   * Explain that the class will be divided in 7-8 groups of 3-4 people. The teacher will choose the groups. * Each group will be given the assignment handout, and an ID card. **See Appendix for both handouts.** * Students will be expected to work on their projects outside of class time over the next 5 lessons, but they will be given some in-class time, including a trip to the learning commons. * Students must be reminded that the Holocaust is a very personal, emotional, complicated event, and it must be treated with sensitivity and respect, in the classroom and in their projects. * Students must be reminded that some people find the Holocaust a very difficult subject to engage with. Students should be encouraged to come talk to the teacher if they are struggling with the nature of the assignment. * Encourage the students to get creative with their presentations! |

Lesson Focus: **Lesson 3: The Holocaust in History and Literature**

Big Idea: Students will understand that the Holocaust happened to individuals, not just victims grouped in numbers by the millions, and that each victim had a unique experience and perspective.

Essential Question: Why is it important to know that there were and are many different viewpoints when studying the Holocaust, and furthermore, history as a whole?

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| Learning Intention:   * Learning the timeline of the Holocaust will help students understand that this event happened gradually over many years, and in different ways to different people. When discussing ‘The Book Thief,’ students will use their prior knowledge of literary devices to understand what point of view this book is using when discussing the Holocaust. | Supplies and Materials:   * Students will need to bring their ID cards to class * Text of *The Book Thief* * <http://www.ushmm.org/information/exhibitions/museum-exhibitions/remember-the-children-daniels-story/video> for hook video * Have a few transcripts of the film printed out for students who would like to follow along with one * <http://www.ushmm.org/lcmedia/animatedmap/wlc/mp4/wwiihol.mp4> for map of the Holocaust. * [**http://prezi.com/e1mycfjp88bx/?utm\_campaign=share&utm\_medium=copy**](http://prezi.com/e1mycfjp88bx/?utm_campaign=share&utm_medium=copy) for a timeline of the Holocaust * Treats for the class |

Exploration/Orientation:

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| Approx Times  0-10    10-20 | Student Activity:   * Watch and listen to the film * Students will individually be taking notes on what they determine are major historical or personal moments within Daniel’s life * Notes do not have to be very detailed, just a brief note and the time period      * Some students will share ideas on what events stuck out to them and offer a brief explanation if they feel comfortable doing so * Students can refer back to previous knowledge on literary devices to determine what point of view this film was presented in and why the creators might have chosen to do it that way | Teacher Activity:   * Let students know that today’s lesson is going to deal with a lot of heavy/emotional material. Thank them for being there, encourage them to ask questions during the class, and let them know the teacher is available after class for anyone who wants to talk about it. * Use ‘Daniel’s Story’ video as an introduction (<http://www.ushmm.org/information/exhibitions/museum-exhibitions/remember-the-children-daniels-story/video>) * Transcript for the film is available on the website if the speech is too fast for some students or if some students would like it as a resource **(Appendix A1)** * Before the film begins, explain to students that they will be taking notes on what they think are pivotal moments in Daniel’s life. * Before the film begins, relay to students that this film does deal with serious and sensitive subject matter and should be treated in a respectful and appropriate manner * After the film ends, have students offer what some moments they thought were important were. Write these down on the board in chronological order. * **Discussion Question**: What events stood out to you as important within this film? What made them important to you or to history as a whole? * **Discussion Question:** What point of view was this film presented in? Does it matter? Does it make you feel more personally connected to Daniel? Do you think the creators did it this way for a reason? |

Discussion/Development of ideas:

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| Approx  Times  20-45    45-50 | Student Activity   * Students will be taking notes      * Students will watch the video and take notes.      * Students have the opportunity to debrief what they have just learned. Students can also take a bathroom break here. | Teacher Activity:  Introduction: It was an intentional decision that the class would begin doing their own Holocaust research on their ID individual before we did a broader overview of the Holocaust. Too often, we forget the individuals behind the statistics. As we move through a timeline, make note of any events, places, policies, etc that may have affected your ID individual’s story.  **Timeline of the Holocaust:**  <http://www.ushmm.org/lcmedia/animatedmap/wlc/mp4/wwiihol.mp4>  **We aren’t going to repeat what the video said, but we are going add to it.**  Remind students that this is an emotional topic. Feel free to ask questions at any point.  <http://prezi.com/e1mycfjp88bx/?utm_campaign=share&utm_medium=copy>   * Hand out treats to class * Thank students for being there that day. Remind them that this is a very difficult topic, and it is normal to feel upset when learning about this event. * Remind students how countries like Germany have arranged their society to never allow that to happen again. Eg. Germany is at the forefront of aid in the Syrian refugee crisis * **Questions: Does anyone have any further comments/questions? What kinds of thoughts does this bring up for you?** |

Understanding/Application: *How will students “cement” their learning? What techniques will help them reflect, personalize and stretch their thinking?  How will I tie back in to the outcomes and learning intentions?  How will I summarize or review? How will I know they have demonstrated the intention?*

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| Approx  Times  50-55    55- 60    60-70    70-80 | Student Activity:  -Students will reflect on their reading of *The Book Thief* and the author’s use of point of view within the excerpt  -Students will think about and consider the excerpt in context of the Holocaust.  -Students will reflect on their understanding of point of view in relation to *The Book Thief.*  -Students will understand the ways in which personification works in relation to the narrator in *The Book Thief* (ie. Death as a narrator)  -Students will think critically on why an author may use death personified as a narrator and how that literary choice may work within a novel  -Students will discuss with one another about the ways in which the information they have just learned on the Holocaust is related to the literary devices within *The Book Thief*  -Students will consider the role of death in relation to the Holocaust and in relation to narration through the perspective of their classmates  -Students will read over their ID cards silently and reflect on the possible connections between *The Book Thief*  and the individual's stories described in the student’s ID cards  -Students write down the questions in their notes or their phones  -Students will compare/contrast the perspectives of point of view within *The Book Thief* and their ID cards  -Students will use these questions/exit slip as direction for their final project | Teacher Activity  -Ask students to get out their copy of *The Book Thief* or share with a partner **(Appendix A4)**  **Discussion Question: What were your immediate reactions to the excerpt you read last class/for homework?**  Take volunteers with their hands up and hear their suggestions and thoughts about the excerpt. Answer any questions students may have but keep the discussion short.  Give a brief overview of the plot of the book and the unique narrator featured within *The Book Thief.*  **-The Book Thief takes place during World War 2 in Germany. It follow a young orphaned girl named Liesel during the Holocaust.**  **-After her brother’s death, Liesel finds refuge in her new adopted parents who begin to teach her to read and understand literature.**  **-As she interacts with a Jew her adopted parents hide, Liesel struggles to preserve her innocence and childhood during the oppressive Nazi regime**  The narrator is very unique in this story. The narrator is actually Death.  Discussion on point of view in relation to the Holocaust  **Discussion Questions:**  Why would the author use Death? How should we as the reader perceive Death (a non-being/feeling/event)?  **Knowing what you know now about the Holocaust, why would the author use Death as a narrator?**  Students will share with their partner, and then teacher will hear from each pair about their thoughts on the Holocaust and point of view.    Wrap up the discussion in the last 5-10 minutes of class and gather students’ attention back to teacher.  Ask students to get out their ID cards and review them.  **Before you go home, here a few things to think about in relation to your ID cards.** Write these questions down for further discussion and to help you think of ideas for your final project. Don’t worry about writing full sentences, just write down your thoughts/answers in point form and bring them to class tomorrow.  **Who is the narrator within your ID card?**  **Should your story have death as a narrator? What about other personified events/feelings could be made the narrator within your ID cards?**  **In what ways does your ID card compare/contrast with the excerpt from *The Book Thief* and Death as a narrator?**   * Thank the students for being there that day, and remind them that the teacher is available for further discussion after class. |

**Unit Plan With Technology Integration Questions**

* Why did you choose the technology you are integrating into the lessons?
  + Some of the technology integrated in our lessons included prezi presentations, online blog, coggle, and several relevant youtube videos. We chose specific technology like the prezi presentation and videos to visually represent our unit’s big ideas and concepts. We felt that these technologies complemented and created a deeper meaning for the students rather than simply describing a concept or a task. The online blog is partially an online classroom, in which students can read about their upcoming assignments and view the both the rubric and examples of the assignment on the blog. Students would also encouraged to share their assignment on the blog and in doing so, would be given feedback and assessment from both their teachers and their peers. The coggle could be used to not only supplement discussion but also to provide the students with an online resource and study tool which they could then use at home or later on in the year for further understanding of the Holocaust. We felt that all of the technology we integrated was allowing the students to understand a concept or competency that may not have been understood the same way this technology.
* How does the use fit into the SAMR and TPCK framework? Explain.
  + The tech tools we incorporated into our unit all fit into the SAMR and TPACK framework differently. The use of coggle as a brainstorming tool is an example of redefinition. Students can work together on the same document at the same time. Instead of just using pen on paper, students can add images, movies, audio clips, and other assorted media that comes to mind when they are brainstorming. Before they were restricted to only using text, and now they have a wide assortment of literacies to use. Furthermore, students are physically restricted by trying to get a bunch of people working on one piece of paper, multiple students can work on their shared document all at the same time.
  + The creation of the class blog for the students to post their assignment on is also an example of Redefinition. Similar to the previous tech tool, the blog allows students to express themselves in ways that could not be done before. They could create audio files, films, podcasts, and use many other mediums and then display them on the blog. Other students and also the teacher can easily access each student’s work through the website and interact with it. Without the blog, the class would be limited by only allowing only one person to look at a project at a time.
  + The use of prezi and Google slides within the unit are examples of augmentation. These applications allow for substitution of an overhead projector or writing on the white board. These tech tools give functional improvement to the presentation of material, as they are more engaging and interesting to view for the students. The use of colors, themes, the ability to embed video, audio, and photos, and many other elements make these presentation tools an example of augmentation.
  + We feel as though our unit plan is an example of TPCK within the TPCK model. We feel as though we know the content very well and would be able to teach it to a class. While we have not taught in an actual classroom yet, we believe our pedagogical knowledge is apparent in this unit plan. We did well at planning our lessons, being aware to students’ concerns and sensitivities around the delicate subject material, and understanding how students learn. With the help of EDCI 336, our technology knowledge is strong and is growing everyday. Incorporating technology into our lesson in a meaningful way was always a primary goal. We believe there is always room for technology, but it has to be meaningful, and even better if it is on the transformation side of the SAMR model. This won’t always be the case, but we are always expanding our learning in ways to make that happen. The tech we used in this unit plan allowed us to access materials that wouldn’t have been available to use in classrooms even ten years ago. The rich resources that the United States Holocaust Memorial Museum has online is just outstanding, and technology is needed to incorporate that into lessons. We believe we are in the center of the TPACK model, but extremely looking forward to improving in all seven components.
* How does the technology support a student-centered model in the learning and teaching happening throughout the lesson?
  + The purpose of the major assignment is for the students to focus on one individual with a rich background, expand on certain historical aspects of that individual’s story through point-of-view representations, and then present it in a format that other students can learn from. Some of our technology is used to communicate information to the students (eg the Prezis), but the Coggle allows students to collaborate with their teacher by demonstrating what they already know, thus shaping the direction of the content presentation portions of the lesson. The final project - the blog - is a student-created repository of information for the other students to learn from.
* How does the technology support learning and teaching inside and outside of the classroom?
  + Some of the technology is substitution in nature (the Prezis), although it does allow for a much smoother flow of the content portions of the lessons. As a teacher, Prezi does facilitate in communicating your thoughts because you visually move from one to another, and it allowed us to show thoughts branching off But, as mentioned above, the Coggle mind-mapping allows for an interactive dual-code theory mode of learning, where students have to name what they already know, and then represent it on the mind-map. The other students can supplement their own knowledge with that of their classmates, and the Coggle is available after class for them to review and reflect. The blog is a good platform for the students to house their creative point of view assignments. Students can read the assignment outline, view each other’s projects and, most importantly, use the comment section to respond, reflect, and engage with their classmates’ work. They can offer constructive criticism (and the teacher can monitor), and hopefully continue to have a conversation as they learn about very specific points of the Holocaust. This kind of learning can definitely continue from the comfort of their homes, and it actually requires a hands-off approach from the teacher.