

The Last Night
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Vetted Project: Students researched the Holocaust and learned why it is still a relevant and occurring event in history and today. Students began by analyzing the personal histories of Holocaust survivors. We deepened this analysis by taking a field trip to the Virginia Holocaust Museum in Richmond, where we met with Holocaust survivor Dr. Roger Lorio. We reflected on this experience and the experiences of Elie Wiesel as documented in his memoir *Night* by maintaining daily journals capturing students' personal feelings. Students researched other instances of genocide throughout history and around the world. They worked in partners to develop allegorical stories to educate younger students about the trends and patterns that create opportunities for genocide to occur. Curation: We compiled these stories in an anthology. Students shared their work at a school-wide expo and with a local elementary school. Sustainability: Tenth grade students produced artistic representations of their reflective journal entries based on their literary analyses of Elie Wiesel's Holocaust memoir *Night*. These illustrated journals are installed in the hallway of the high school for the student population to see. Also, the students investigated global instances of genocide and wrote allegorical children's stories about the causes, patterns, and effects of genocide. Students shared this work with a group of sixth graders at a local elementary school. Driving Question: Why is it my responsibility to help prevent the next genocide? Student Reflection: Student 1: "I learned that it's very important that we remember genocides that have happened so they don't happen again. I wish I had more time to research the different genocides in more detail." Student 2: "I wish we could have spent more time at the Holocaust Museum or went to the one in D.C." Student 3: "If we don't pass these stories down to other people, no one will remember how important and tragic they were." Student 4: "I learned to respect and honor all people because you really do not know what they've been through." Student 5: "I learned there are alternative ways to spread knowledge and concerns." Student 6: "I believe the children's book was our best work. My partner and I faced much difficulty trying to transfer the Nanking Massacre into something appropriate for kids to read." Teacher Reflection: Overall, I really enjoyed this project. The most impactful part of the project was visiting the Virginia Holocaust Museum in Richmond and having the opportunity to listen to a presentation by Dr. Loria, a survivor of the Holocaust. I wanted my students to really understand what a wonderful and special opportunity this would be. There won't be many survivors available to share their experience much longer, another example of how it is our responsibility to share what we have learned with others. Teacher Rating: Definitely would recommend. Lessons Learned: (1) This was my first project. The next time I do this project, I would create more concrete deadlines and stick to them. I would make sure that the platform chosen for printing the genocide allegory books is set in stone before the project begins. (2) I learned that students have been taught and now expect to have firm guidelines and deadlines. I was quite flexible with changes on this project, and after reading their reflections, I learned that they would rather have firm and unchanging guidelines and deadlines.

I. Authenticity

Performing: Story-telling

Performing

Speech or Spoken Word Performance

Demonstrating

Event

Exhibit / Contest

Producing / Revising

Execute Multiple Drafts

Storyboard

Presenting

Leverage Media Technologies

Utilize Visuals

II. Media Produced

Artistic Composition: Illustrated journals.

Digital Content

Digital Arts / Graphics

Artistic Composition

Fictional Narrative

Journal / Diary

Physical Drawings & Fine Arts

Illustration

Painting

III. Challenging Problems

Questions

Build a Better World

Compassion for the Unknown

Express the Intangible Visually

Reveal the World

Self Reflection & Evaluation

Strongly Held Beliefs

Themes

Community Outreach

Humanitarian

Mentoring

Research-based

Topics: Humans in the World

Civilizations & Cultures

Ethics

Historical Times & Periods

Humanitarian Issues

News, Events & Politics

Terrorism, Wars & Conflict

Topics: Of the Mind

Implications of Decisions

IV. Achieved Literacy Skills

Information / Technology

Avoid Information Misuse

Master Uses of Technology

Project / Work

Address Setbacks / Criticism

Balance Various Roles / Responsibilities

Manage Time / Workload

Take Initiative for Personal Success

Leadership

Leverage Strengths of Others

Present a Professional Appearance

I. Parameters & Feasibility

Project Timeframe

5-6 Weeks

Assessment Timeframe

More than a Class Period

of Project Members

Individual

Pair

Authentic Audience / Evaluators

Peers

Parents

Teachers & Administrators

Community Members

II. Intended Learning Outcomes

Creativity

Brainstorm

Design / Create

Envision / Invent

Improve / Refine

Communication

Decipher Attitudes / Intentions / Values

Engage Creatively

Collaboration

Assume Shared Responsibility

Encourage Others

Value Contributions Made by Others

Critical Thinking

Critique Reasoning of Others

Reflect Critically on Learning

Instilled Citizenship Values

Community & Public Issues

Express Empathy / Compassion

Habits of Mind & Heart

Personal Responsibility

Sense of Public Duty

Social Responsibility

Societal Influence & Political World

Strong Personal / Work Ethic

III. Success Skills & Depth of Knowledge

Cognitive Demand

Comprehending / Understanding

Analyzing

Evaluating

Creating

Social & Emotional Skills

Self-awareness

Self-management

Group-awareness

Group-management

Learning Styles / Intelligences

Interpersonal / Social

Intrapersonal / Introspective

Visual / Spatial

Assessment Structures / Resources

Journals

Rubrics

IV. CTEs & Disciplines

Career & Technical

Authorship & Composition

History

World History

Humanities

Composition & Linguistics

Cultural Studies



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