

PBL Unit Planner

Project title: Holocaust Illustrated Journal & Allegorical Holocaust Books

Teacher(s): Mrs. Farey

School: SHS

Grade level(s): 10 Honors

Project Summary

Summarize the theme for this project. Why do this project?

Students will research the Holocaust and learn why it is still a relevant and occurring event in history and today. Students will research other instances of genocide and develop allegorical stories to educate younger students about the trends and patterns that create opportunities for genocide to occur.

Driving Question

A driving question should inspire students, require them to conduct serious research, and relate to real world issues.

Why does the Holocaust matter today?

Why is it my responsibility to help prevent the next genocide?

Product(s)

What do you want students to do/write/create/build?

Illustrated journals

Allegorical children's books about genocide

Project Launch

How will you grab your students' attention for this project?

Present Holocaust personal histories of survivors to students. Facilitate Think/Pair/Square/Share activity through which students will make the connection of being a survivor and the responsibilities of survivors.

<https://www.ushmm.org/m/pdfs/20141010-dor-personal-histories.pdf>

Materials Needed

What materials do you need in order for this project to be a success?

65 journals*
art supplies (markers, paint, colored pencils)
Night novel
student laptops
thick paper*
photo frames*

*Funding needed!

Curriculum content

What essential questions will students answer through this project? Essential questions are the questions that support the driving question as well as content standards and skills.

SOLs/Content	Essential Question	Assessment	DOK Level
10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.	How does Elie Wiesel, in the novel <u>Night</u> , engage in the process and importance of remembrance of the Holocaust?	Exam	2 & 3 compare/ contrast, evaluate, argue, cite evidence
10.6 Elaborate ideas clearly through word choice and vivid description.	How can I clearly express my thoughts about specific prompts based on the novel <u>Night</u> through an illustrated journal?	Completed journals	3 & 4 argue, design
10.7 Proofread and edit final product for intended audience and purpose.	How do I communicate sensitive subject matter dependent on the audience?	create illustrated journals and write allegorical children's books	3 & 4 argue, design
10.8 The student will collect, evaluate, organize, and present information to create a research product.	How do I best organize my thoughts through journaling while keeping the end product in mind?	write allegorical children's books with explanations and formal citations	3 & 4 research, argue, cite evidence
10.1 The student will participate in, collaborate in, and report on small-group learning activities. e) Demonstrate the ability to work effectively with diverse teams to accomplish a common goal	How can my partner and I find information about genocide and relate it in an appropriate (allegorical) manner to 5th graders through a storybook? How can my partner and I effectively share information?	write allegorical children's books about modern genocides read to 5th/6th graders	4 design, create, and apply concepts

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Additional Skills

What skills should students learn through this project? (soft skills, technology skills, building skills, etc.)
Skill: Artistic Expression, Teamwork

Exhibition Venue & Audience

<i>How will students present/exhibit their work? How might you involve an authentic audience? Where could the exhibition take place? How will you show students' growth?</i>
We will present our project process and illustrated journals at the school Expo in May. Our students will present their work to students at Westside Elementary, who are participating in the Path to Peace exemplar project (6th grade). They will serve as mentors for the 6th graders as they develop a social movement/campaign to combat discrimination. We have contacted Deb Evans, instructional coach at WSES. We are currently solidifying the details with Mrs. Casi Satorre-Harris.

Outside Experts

<i>With whom are you hoping to collaborate? What could they contribute?</i>	
Name	Expertise and Contribution
Virginia Holocaust Museum tour guide & Holocaust survivor	Virginia Holocaust Museum - will take students on a guided tour and provide first person insight to the atrocities of the Holocaust
SHS librarians - Minette Brooks & Tricia Hoff	reading to children (how-to) and research skills
Jessica Jackman (potential)	Art expert - will guide students in the process of transforming a journal entry into a work of art
6th grade teacher(s) (potential)	Will provide students with feedback and critique on their story ideas (Is it appropriate for 6th graders? Is it engaging for 6th graders?)

Timeline/Milestones (all days are an approximation)

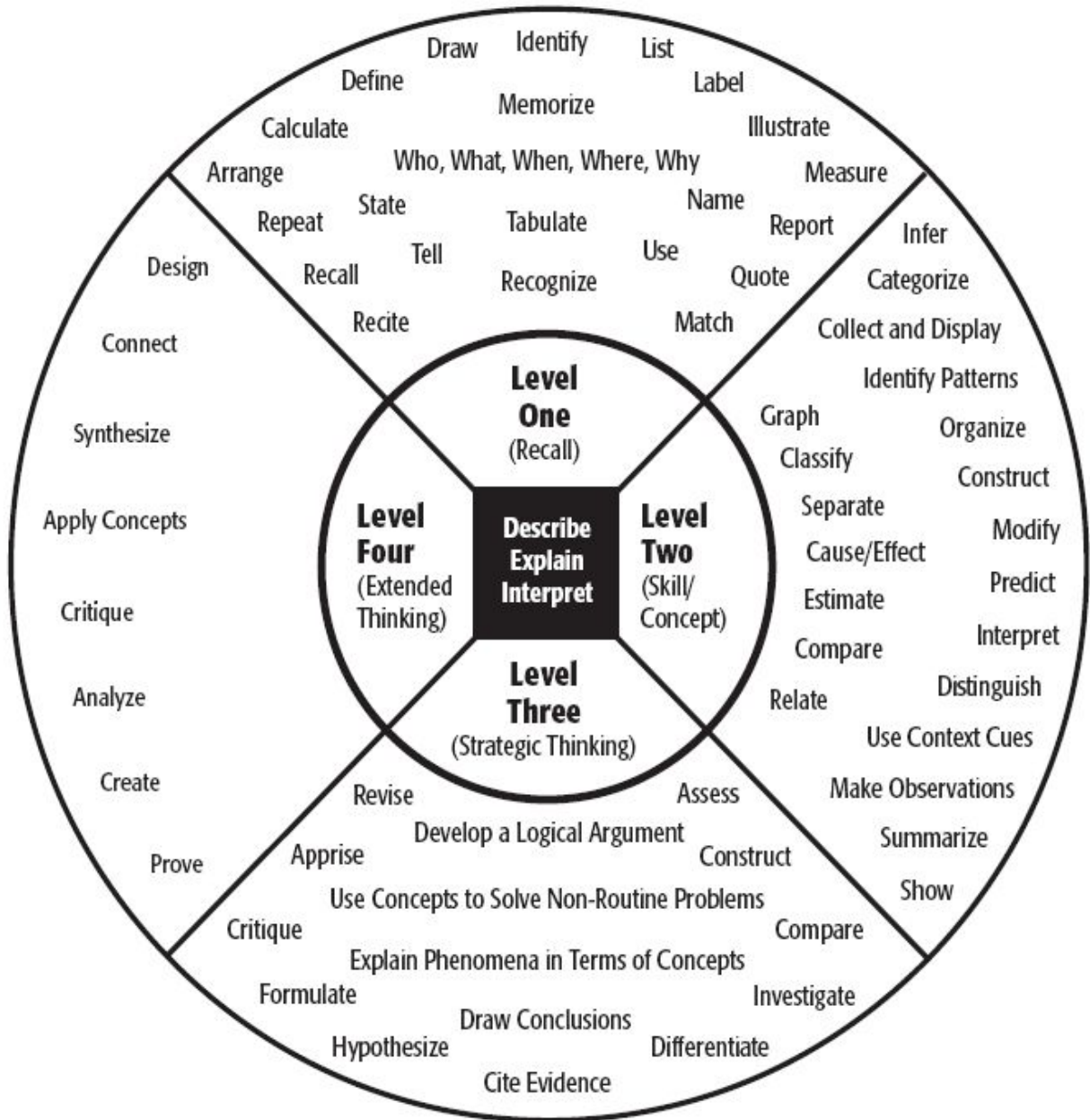
<i>List the key dates and important milestones for this project. (eg check-ins, critique sessions, deadlines for drafts and specific product components)</i>		
Week	Activities (protocols, field experiences, critical thinking strategies, guest experts, cooperative	Deliverables

	learning strategies, reflection)	
1 3/12/18	<ul style="list-style-type: none"> • discuss <u>Night</u> & research to place in context of WWII • watch “Life is Beautiful” Holocaust movie • essay analysis • Socratic Seminar 	<ul style="list-style-type: none"> • timeline of Wiesel’s experiences compared with WWII • essay • daily journal responses
2 3/19/18	<ul style="list-style-type: none"> • Genocide research in small groups • choose topics and partners • specified research • help establish criteria for allegorical stories • write allegory 	<ul style="list-style-type: none"> • daily journal responses • 50 facts about selected genocides • storyboard pre-planning • rough draft
3 3/26/18	<ul style="list-style-type: none"> • tour Holocaust Museum • draft thank you letter to speaker • work on final draft of allegory book 	<ul style="list-style-type: none"> • Museum reflection • daily journal responses • allegory book • Thank you letter to speaker
4 4/9/18	<ul style="list-style-type: none"> • SHS librarian speaks to class about reading to children • practice reading for children • help establish criteria for illustrated journal • select journal for illustration • create journal illustration 	<ul style="list-style-type: none"> • peer evaluation of reading books • journal illustration
5 4/16/18	<ul style="list-style-type: none"> • travel to Westside Elementary to mentor and present to 6th graders • practice for Expo • present at Expo • final project reflection 	<ul style="list-style-type: none"> • read children’s book to assigned class • speak at Expo • written reflection and survey

Adria’s Steinberg’s 6 A’s of PBL

- ✓ Academic Rigor
- ✓ Authenticity
- ✓ Applied Learning
- ✓ Active Exploration
- ✓ Adult Connections
- ✓ Assessment Practices

Depth of Knowledge Levels



Curation-Where will the project live? Draw an illustration if needed.

The illustrated journals will be displayed on the hallway wall at SHS.
 The students' books will live in the SHS library and the WSES library.
 Student artifacts will be kept for potential curation of process/products by the Curation Committee of SHS.