

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/HOLOCAUST LITERATURE

Course Code: English 1

COURSE INTRODUCTION: Students who have followed the ELA curriculum maps for grades K-8 will enter ninth grade with a foundation in fiction and nonfiction reading and writing. In addition, they will have begun to analyze texts from various angles and for various purposes. The ninth grade course is an overview of exemplary literature across major genres. The units focus on fiction and non-fiction reading, writing, speaking, and listening, language, and technology. By the end of ninth grade, students are prepared for further study in English and Language Arts.

UNIT DESCRIPTION:

This non-fiction unit explores themes of horror and Holocaust literature. Dovetailing reading and writing, students will explore the themes of Holocaust literature while examining figurative language in non-fiction literature. The anchor text is *Night* by Elie Wiesel, but other texts are equally suitable for the unit.

Note: This unit is best taught after having introduced figurative language and after some explicit writing instruction.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf>. Resources based on the

SUGGESTED UNIT TIMELINE: 10 days

CLASS PERIOD (min.): 50 minutes

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<p>Universal Design for Learning principles are available at www.cast.org.</p> <p>Provide Feedback</p>							
<p>ESSENTIAL QUESTIONS:</p> <p>1. If we assume, as Dr. Martin Luther King suggested, that: “injustice anywhere, a threat to justice everywhere” is true, what can we do to correct injustice?</p>							
ESSENTIAL MEASURABLE LEARNING OBJECTIVES		CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
			GLEs/CLEs	PS	CCSS	OTHER	DOK
<p>1. Students will create connections text to text and text to self</p>		<p>R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or compare the approaches the author’s take</p> <p>SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>R.1.I.E1.a</p> <p>R.1.I.E1.b</p> <p>L.1.A.9-12.b</p>	<p>1.6</p> <p>2.1</p>	<p>RI.9-10.9</p> <p>SL.9-10.4</p>		<p>4</p>
<p>2. Students will analyze connections between text and its historical period and</p>		<p>R.3: Analyze how and why individuals, events, and ideas</p>	<p>R.1.I.E1.c</p>	<p>1.5</p> <p>1.9</p>	<p>RI.9-10.3</p>		<p>3</p>

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culture	develop and interact over the course of a text					
3. Students will evaluate author's style and literary techniques	R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. L.5: Demonstrate understanding of word relationships and nuances in word meanings	R.3.B.E1.d	1.5 3.5	RI.9-10.4		3
4. Students will locate, interpret and apply text elements and text features	R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole	R.3.A.E1	1.6 3.5	RI.9-10.5		3
5. Students will use the writing process to improve writing	W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W.1.A.E1.a W.1.A.E1.b W.1.A.E1.c W.1.A.E1.d	2.1 2.2 3.1 3.3	W.9-10.5 W.9-10.9.b W.9-10.10		4

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	<p>W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	W.1.A.E1.e				
<p>6. Students will develop vocabulary through text using context clues</p>	<p>R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone</p> <p>L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as</p>	R.1.E.E1.b	1.5	<p>RI.9-10.4</p> <p>L.9-10.4.a</p> <p>L.9-10.4.c</p> <p>L.9-10.4.d</p>		2

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	appropriate.					
7. Students will draw conclusions by comparing and contrasting	R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	R.1.H.E1.d	1.6 3.5	RI.9-10.1		3
8. Students will summarize after reading	R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas	R.1.H.E1.f	1.5	RI.9-10.2		3
9. Students will compare the text <i>Night</i> to a film interview of the author.	R.7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	I.2.A.9-12	1.5	RI.9-10.7		3
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <ul style="list-style-type: none"> • Formative assessment—KWL. Activates background knowledge. <p>A KWL template is available at http://www.teach-nology.com/cgi-bin/kwl.cgi</p> <p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each</p>						

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assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)	
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
2	1. Give the students a KWL (Know/Want to Know/Learned) about what they know about World War II or the Holocaust
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
2	1. Students will create connections by activating background knowledge when completing a KWL on Hitler, World War II, and the Holocaust. Students complete the K and W columns of the chart. The L column will be filled in at the end of the unit.
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <ul style="list-style-type: none"> • Formative assessment—10 line Found Poem. Builds background knowledge and serves an anticipatory activity. <p>A complete description of Found poetry including a scoring guide is available at http://www.readwritethink.org/files/resources/lesson_images/lesson1034/found-poem-instructions.pdf Or http://www1.ncte.org/library/files/Store/Books/Sample/18488chap1.pdf</p> <p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</p>	
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
1	1. Share with students what a found poem is by modeling how to create one.

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2	2. Using multiple resources (perhaps by reserving a section of the library), have students create their own found poem.
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1	1. Allow students to peruse various materials: picture books, history texts, fiction and non-fiction material, or even a link to. Placing materials on a table where they can easily be viewed, removed, and returned.
2	2. Students will create a 10 line “found poem” for the purpose of building background knowledge before reading the text. If appropriate, the teacher may want students to cut out the actual words from the sources and glue them on colored paper. If not, the students may make lists of the words they locate in the sources and then write them on paper.
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <ul style="list-style-type: none"> Formative assessment—presentation of found poems Presentation of poetry scoring guide with desired skills available at http://www.teachervision.fen.com/tv/printables/07AAM30.pdf Or if time is limited, conduct a gallery walk. Information regarding a gallery walk is available at http://www.choosingtoparticipate.org/resources/strategies/gallery-walk-teaching-strateg <p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</p>	
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
1	1. Have the students present their found poems to the class. If time is limited, the students may simply post their work and do a gallery walk instead.
2	
Obj.	INSTRUCTIONAL ACTIVITIES: (What Students Do)

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1 2	<p>1. The students present (or do a gallery walk) their found poems to the class reading their poems aloud to the class and explaining why they chose their 10 words or phrases.</p>
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <p>The teacher will need to determine the best application of this formative assessment. It can serve as in-class practice, an entrance ticket, exit ticket, homework, in-class discussion or small group work.</p> <ul style="list-style-type: none"> Formative assessment—vocabulary (see Vocabulary Activity 1_Unit Vocabulary and Vocabulary Activity 1_Unit Vocabulary_Scoring Guide) <p>Practice vocabulary using Frayer model. A complete description and Frayer model template are available at http://www.adlit.org/strategies/22369/</p> <p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</p>	
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
6	<p>1. Using the provided list of vocabulary words, at teacher discretion divide the list and have the students practice the vocabulary words using the Frayer model throughout the unit .</p> <p>2. Assess vocabulary using selected-response questions provided throughout the length of this unit (see Vocabulary Activity 1_Unit Vocabulary and Vocabulary Activity 1_Unit Vocabulary_Scoring Guide).</p>
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
6	<p>1. Students will complete a Frayer model template (see the above site) for each vocabulary word.</p>

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	<p>2. Students will complete the selected-response vocabulary questions throughout the unit.</p>
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <p>The teacher will need to determine the best application for this formative assessment. It can serve as in-class practice, an entrance ticket, exit ticket, homework, in-class discussion or small group work.</p> <ul style="list-style-type: none"> Formative assessment—T-chart/Venn comparing Moshe and Eleizer <p>A description, template, and scoring rubric for the Venn diagram is available at http://www.readwritethink.org/classroom-resources/printouts/venn-diagram-rubric-30202.html</p> <p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</p>	
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
7	<ol style="list-style-type: none"> After reading the first chapter of the text, ask students to compare and contrast two people from the reading, Elizer and Moshe.
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
7	<ol style="list-style-type: none"> After reading the first chapter of the text, students will compare and contrast Elizer and Moshe.
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <p>The teacher will need to determine the best application of this formative assessment. It can serve as in-class practice, an entrance ticket, exit ticket, homework, in-class discussion or small group work.</p> <ul style="list-style-type: none"> Formative assessment—Passover to deportation timeline <p>A description of the use of timelines in the classroom is available at http://www.mycapstonelibrary.com/PDF/Timeline-LessonPlan.pdf</p>	

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- To score the timeline, the teacher should create a timeline using the same perimeters the students were given assigning one point for every event correctly placed on the timeline.

***Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)**

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
7	1. Model a timeline for students on the board, or using a whiteboard or other technology.
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
7	1. After reading section one of the text about the series of events that led to Jewish deportation in Hungary, the students will create a timeline that demonstrates understanding of which rights were lost and in what order. The timeline should begin with Passover and end with the deportation of Eliezer and his family.
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <ul style="list-style-type: none"> • Formative assessment (this is an excellent exit ticket at the end of a class period)—the author did not title these chapters. How would you title them? Defend your response using ideas and/or examples from the chapter. <p>Scoring this formative assessment can be done with a simple 3 point scoring rubric: 3 points-The student provides a suitable title for the chapter AND a reasonable description of why their title is appropriate. 2 points-The student provides a suitable title for the chapter, but the description of why the title is appropriate is not text-based or is unreasonable. 1 point-The student provides a suitable title without a description of why the title is appropriate. 0 points-The student provides neither a suitable title nor a description.</p>	
<p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each</p>	

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assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)	
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
4	1. Model for students an example of this formative assessment. This can be done chapter by chapter, at the end of reading the entire text, or for selected chapters only.
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
4	1. After reading a chapter, the students will provide an appropriate title for the chapter and a reasonable text-based explanation for choosing that title.
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <ul style="list-style-type: none"> Formative assessment (must be completed sometime after the Found Poem)-- In a reflection paragraph or journal entry, students should address the following prompt: You have spent some time looking through texts, reading <i>Night</i>, and studying the Holocaust. You saw how Europeans reacted to the Holocaust. How do you think you would have reacted? Why? Use details and/or examples from various texts you read to support your answer. <p style="text-align: center;">The paragraph can be scored using a holistic 5 point scoring guide available at http://educationnorthwest.org/webfm_send/140</p> <p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</p>	
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
1	

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	1. In a think-aloud process, model for the students your own reactions to the texts.
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1	1. Students will analyze connections between literature and its historical period and culture by writing a paragraph.
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <ul style="list-style-type: none"> Formative assessments within in-class discussion group structure—examine the product of the students’ roles to gauge reading comprehension. This formative assignment will be repeated throughout the reading of the text, <i>Night</i>. <p>Utilize the Literature circles strategies by Harvey Daniels. Information defining literature circles and how to use them is available at http://www.literaturecircles.com/</p> <p>Note: Although not explicitly mentioned as a Literature Circle “role” in Harvey Daniels’s literature, one effective role is “Figurative Language Finder.” The task associated with this role is to identify examples of previously taught figurative language in the assigned reading passage and describe its impact.</p> <p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</p>	
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
3 8	<p>1. Select which roles from the website resource to use. Divide students into groups of three or four depending upon the roles the teacher decides to use. Role play with the students the tasks and the responsibilities of each role.</p> <p>2. The teacher may want to create “role sheets” for students to complete after having discussed the reading material for the day. Divide the text into manageable reading selections to assign the students.</p>

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	<p>3. Give the groups the right to direct their learning. For example, they may choose to read material as a group or silently. They may decide who takes which role at which time, but all roles must rotate among group members. Teacher direction and presence is <i>vital</i> in this stage.</p>
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
3	1. Students will role play the teacher-selected literature circle roles.
8	2. Students will responsible for one of the rotating roles per reading section and must come to class on discussion days prepared.
	3. Students will, using literature circle methods, discuss the reading selections assigned by the teacher.
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <ul style="list-style-type: none"> Summative Assessment-Draft an essay following this prompt--Students in school may experience mistreatment. Using the writing scoring guide, write a note to persuade a fellow classmate to get involved when he/she sees instances of mistreatment. Use evidence from the book <i>Night</i> to support your response. When turning in your final copy, turn in all evidence of the writing process (prewriting, drafting, revision). <p>Score using a persuasive writing holistic 5-point scoring guide available at http://www.readwritethink.org/files/resources/lesson_images/lesson405/PersuasiveWritingScoringGuide.pdf</p> <p>Note: Use this unit in the school year after having completed writing instruction. Or, if there has not been any writing instruction, this section of the unit should be expanded to include explicit writing strategies from sources like Six-traits of Writing, National Writing Project, Read-Write-Think, etc.</p> <p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</p>	
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
5	1. Teacher will lead the students through the writing process to complete a persuasive essay regarding mistreatment.

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Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
5	1. The students will, using the writing process, complete an essay regarding mistreatment they have witnessed.
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <ul style="list-style-type: none"> • Summative assessment selected-response test (see Summative Assessment_Original and Summative Assessment_Original_Scoring Guide) <p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</p>	
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
1	<p>1. Proctor the selected-response test.</p>
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Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1 2 3 4 6 7 8	1. Students will complete the selected-response text.
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <ul style="list-style-type: none"> • Instructional Activity—watch the filmed interview <i>Return to Auschwitz: Oprah and Wiesel</i> (use Instructional Activity 1_Film Comparison) to compare the book, <i>Night</i> to the film interview. 	
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
9	1. Hand out the Comparison Chart asking students to evaluate the interview to the text.
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
9	1. Students will complete the Comparison Chart to evaluate the interview and the text.
UNIT RESOURCES: (include internet addresses for linking)	

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A KWL template is available at: <http://www.teach-nology.com/cgi-bin/kwl.cgi>

A complete description of Found poetry including a scoring guide is available at:

http://www.readwritethink.org/files/resources/lesson_images/lesson1034/found-poem-instructions.pdf

Or <http://www1.ncte.org/library/files/Store/Books/Sample/18488chap1.pdf>

Presentation of poetry scoring guide with desired skills available at: <http://www.teachervision.fen.com/tv/printables/07AAAM30.pdf>

Information about gallery walks is available at: <http://www.choosingtoparticipate.org/resources/strategies/gallery-walk-teaching-strateg>

A complete description and Frayer model template are available at: <http://www.adlit.org/strategies/22369/>

Information defining literature circles and how to use them is available at: <http://www.literaturecircles.com/>

A description, template, and scoring rubric for the Venn diagram is available at: <http://www.readwritethink.org/classroom-resources/printouts/venn-diagram-rubric-30202.html>

A description of the use of timelines in the classroom are available at: <http://www.mycapstonelibrary.com/PDF/Timeline-LessonPlan.pdf>

A holistic 5 point scoring guide available at: http://educationnorthwest.org/webfm_send/140

Writing instruction resources are available at: <http://www.readwritethink.org>

Or <http://educationnorthwest.org/traits>

Or <http://nwp.org>

A persuasive writing holistic 5-point scoring guide available at:

http://www.readwritethink.org/files/resources/lesson_images/lesson405/PersuasiveWritingScoringGuide.pdf

Additional Holocaust information is available at:

- *Night* by Elie Wiesel
- http://www.nytimes.com/packages/html/arts/20070919_ALBUM_FEATURE/index.html#.

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- *Return to Auschwitz: Oprah and Wiesel*
- *Auschwitz: If You Cried, You Died.*
- Martin Niemöller's poem (First they came for the communists...)
- <http://www.ushmm.org>

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