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Unit Plan Overview for Interdisciplinary Traveling Trunk

Title of Unit: **The Holocaust**

Grade Level: 7

Duration: **2-3 weeks**

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Common Core State Standards and/or South Carolina Academic Standards for two or more content areas:

<p>ELA (CCSS) SL.7.1 Engage effectively in a range of collaborative discussions...with diverse partners on grade 7 topics, texts, and issues... RL.7.9 Compare and contrast a fictional portrayal...and a historical account of the same period. RL.7.6 Analyze how an author develops and contrasts the points of view of different characters... W.7.1 Write arguments to support claims with clear reasons and relevant evidence. W.7.2 Write informative/explanatory texts to examine a topic... W.7.3 Write narratives to develop real or imagined experiences or events... W.7.6 Use technology...to produce and publish writing and link to and cite sources...</p>	<p>Math (CCSS) 7.NS.A.1 Apply and extend previous understands of operations with fractions to add, subtract, multiply, and divide rational numbers. 7.G.A.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. 7.G.A.3 Describe the 2D figures that result from slicing 3D figures... 7.G.B.6 Solve real-world and mathematical problems involving area, volume and surface area of 2 and 3D objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms 7.EE.B.3 Solve real-life and mathematical problems using numerical and algebraic expressions and equations. 7.RP.A.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. 7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems. 7.SP.B.4 Use measures of center and measure of variability for</p>	<p>Science SC 7-2.3 Compare the body shapes of bacteria (spiral, coccus, and bacillus) and the body structures that protists (euglena, paramecium, amoeba) use for food gathering and locomotion. SC 7-2.5 Summarize how genetic information is passed from parent to offspring by using the terms genes, chromosomes, inherited traits, genotype, phenotype, dominant traits, and recessive traits. SC 7-2.6 Use Punnett squares to predict inherited monohybrid traits. SC 7-2.7 Distinguish between inherited traits and those acquired from environmental factors. SC 7- 3.4 Explain the effects of disease on the major organs and body systems. SC 7- 5.1 Recognize that matter is composed of extremely small</p>	<p>Social Studies SC 7-4.5 Summarize the causes and course of WWII, including ... the “Final Solution,”... SC 7-4.6 Analyze the Holocaust and its impact on European society and Jewish culture... CCSS RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose. RH.6-8.7 Integrate visual information ...with other information... RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p>
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<p>W.7.7 Conduct short research projects to answer a question...</p> <p>W.7.10 Write routinely over extended time frames...and shorter time frames...for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases...</p>	<p>numerical data from random samples to draw informal comparative inferences about two populations.</p>	<p>particles called atoms.</p> <p>5.2 Classify matter as element, compound, or mixture on the basis of its composition.</p> <p>5.10 Compare physical changes (including changes in size, shape, and state) to chemical changes that are the result of chemical reactions (including changes in color or temperature and formation of a precipitate or gas).</p> <p>CCSS</p> <p>RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually...</p> <p>RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>	
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<p>Literature Circle Novels (4 copies of each)</p>	<p>Milkweed The Hiding Place Number the Stars The Boy in the Striped Pajamas The Book Thief Boy Who Dared Anne Frank- Beyond the Diary Night Four Perfect Pebbles Diary of A Young Girl</p>
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Text Set (1 copy of each)	<p>Elements, Compounds, and Mixtures</p> <p>Atomic Structure and Chemical Reactions</p> <p>Holocaust: The Events and Their Impact on Real People</p> <p>Handouts included in lesson plan: Maps; Jews Killed During the Holocaust by Country</p> <p>Mr. Potato Head activity (Make your own Mii character): http://www.makewee.com/</p> <p>Ballads and Broad sides: Songs from Sachsenhausen Concentration Camp: http://deimos3.apple.com/WebObjects/Core.woa/Browse/ushmm.org.1497722617</p>
Essential Questions	<ol style="list-style-type: none"> 1. What are the dangers of ignoring racism and ethnic hatred? 2. How can propaganda be used to sway public opinion? 3. What can we do, as individuals, groups and nations, to prevent massive acts of violence in the future?

Vocabulary	<p>Allele</p> <p>Allies</p> <p>Anti-Semitic</p> <p>Aryan</p> <p>Auschwitz</p> <p>Author's craft</p> <p>Bioethics</p> <p>Biotechnology</p> <p>Carbon monoxide</p> <p>Chromosomes</p> <p>Commissar Order</p> <p>Concentration camp</p>	<p>Death camp</p> <p>Dominant</p> <p>Dr. Mengele</p> <p>Dynamic</p> <p>Eugenics program</p> <p>Euthanasia</p> <p>Final Solution</p> <p>Flat</p> <p>Foreshadowing</p> <p>Genetic engineering</p> <p>Genetics</p> <p>Genocide</p>	<p>Gentile</p> <p>Gestapo</p> <p>Ghettos</p> <p>Hereditary</p> <p>Holocaust</p> <p>Hydrogen cyanide</p> <p>Kristallnacht</p> <p>League of Nations</p> <p>Operation Reinhard</p> <p>Pedigree</p> <p>Population</p> <p>Population density</p>	<p>Propaganda</p> <p>Ravensbruck</p> <p>Recessive</p> <p>Round</p> <p>SS</p> <p>SS Einsatzgruppen</p> <p>Static</p> <p>Sterilization</p> <p>Theresienstadt</p> <p>Treaty of Versailles</p> <p>Zyklon-B</p>
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Summary of activities showing connections between content areas	<p>The students will read and respond to different types of text including memoirs, autobiographies, essays, speeches, and historical fiction about WWII and the Holocaust. They will compare different genres and identify propaganda techniques. Working together in small groups, they will interpret maps, a timeline of events, and music associated with the concentration camps. They will calculate the square footage of a boxcar and physically demonstrate how much space 120 passengers would have had on the train. They will research the number of Jews killed in Poland, the USSR, Hungary, and Germany and will use this data to create box-plot and circle graphs. Students will conduct a heredity investigation in terms of Hitler's eugenics program and study the atomic structure of the poison gas used in the gas chambers of concentration camps. They will research the three main diseases that plagued the Jewish Ghettos and relate that to the functions and interconnections of the major human body systems. The culminating project will be a "Wall" created by the students; each student will place personal items in a box, representing items of value that would have been confiscated by the Nazis. The shoeboxes will be painted grey, identified only by a number, and stacked to create a wall.</p>
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Materials	AIMS: Looking at Geometry resource book (1)	You will also need (not in this kit):
	Geometric shapes (2 bags)	Graph paper
	Counting Chips (100 ea. of 6 different colors)	Masking tape
	Rulers (30)	Digital camera with USB cable

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	AIMS: Spatial Visualization book and tiles (4 sets)	Calculators
	Compasses (15)	Poster set: Yad Vashem
	Dice (30)	Poster set: Traits that Transcend
Enrichment Materials	Crime Scene Investigations: Real Life Science	
	Film: The Liberation of Auschwitz + guide	
	Film: Forgiving Dr. Mengele	
Pre-Writing and Writing Activities	<ol style="list-style-type: none">1. Keep a double-entry journal while reading the class novel and the literature circle book. Use Think-Pair-Share to discuss your responses in small groups.2. Describe a main character using a series of Quick-Writes. Then, write a narrative essay from their point of view.3. Use a variety of graphic organizers to respond to, and compare, different types of text including primary sources.4. Analyze a quote and evaluate it. Is it truth or propaganda? How do you know? Be sure to justify your argument.5. Imagine that you and your family were suddenly taken from your home, separated, and sent to different concentration camps. How would you feel? What would you do? What personal items would you take with you?6. Imagine that you are a United States ambassador in the late 1930's. Write a persuasive letter or speech asking the Nazi Regime to stop the genocide. State your position and defend it with a line of reasoning.7. Write a cinquain (5 line poem) summarizing the Holocaust.8. Use Thinking Maps to collect research pertaining to the three main diseases that plagued the Jewish Ghettos.	
Accommodations, Modalities of Learning, Differentiating Instruction	Activities are multisensory and address visual, auditory, and kinesthetic learning. Students have choices and opportunities to work collaboratively. Students with musical and spatial capabilities will have opportunities to excel. Open-ended assignments provide flexibility. A variety of leveled books are provided.	
Assessment	Formative and summative writing assessments Project assessment Formative and summative content area assessments	

Attached: Daily Lesson Plans