Interdisciplinary Unit Title: Milkweed

Developed by: Jennifer Craig

Grade Level: 7th

Unit Objective(s):
- The students will be able to create comparisons between various types of text, including non-fiction, memoirs, autobiographies, essays, speeches and historical fiction.
- The students will be able to create various responses to texts.
- The students will be able to analyze author’s craft.
- The students will be able to identify propaganda techniques.
- The students will organize/compose written works in response to literary text using the conventions of Standard American English.

Standards Correlations for two (2) or more content areas: The students will use elements of math (dealing with statistics, graphs, etc.) and science (human body, contagious diseases, etc). The students will also cover WWII while reading the historical fiction, which is a seventh grade social studies standard.

Duration: 4 weeks
Materials: Various Novels: Milkweed, Number the Stars, Night, The Book Thief, The Boy Who Dared, The Boy in the Striped Pajamas, The Diary of Anne Frank, This is Anne Frank, etc. The students will also use several non-fiction texts which are being purchased through this grant.

Procedures:
1. Students will hear Milkweed read aloud and participate in daily discussions on the section read.

2. Students will be apart of small literature circles which will be assigned a different text concerning WWII. These circles will serve as arena for comparison between the primary text and their novels.

3. Students will analysis character traits from one novel to the next.

4. Students will research a historically accurate element of Milkweed and present a verbal report on this element.

5. Students will write journal entries from the point of view of one of the main characters in their books.

6. Students will illustrate scenes from the novel they consider powerful.
7. Students will use foreshadowing to predict events in the book.

8. Students will discuss propaganda techniques used during WW2 and how the effects of these techniques are illustrated within their text.

Assessment: Numerous assessments will be completed during this unit, all culminating to a "Wall" created by the students.

The Wall will be made up of shoeboxes; each box will represent one student and inside his/her box the student will place representations of three luxury items they could not live without (Play Station, T.V. cell phone, etc.); the boxes will be closed, painted grey and only identifiable by a number, which will be given to the student; the students will then spend 3 days without using their luxury items (these items represent the things the Nazis took confiscated from the Jews) and journal about the experience.
Interdisciplinary Unit Title: Milkweed

Developed by: Claire Thrower

Grade Level: 7th

School: A.L. Corbett Middle School

Unit Objective(s): The student will demonstrate an understanding of the importance of music in the concentration camps during WW II

Standards Correlations for two (2) or more content areas: Social Studies and ELA

Duration: one week

Materials: CD - Ballads and Broadsides: Songs from Sachsenhausen Concentration Camp 1940-1945

Additional music from internet -

Procedures:

1. Students will hear the story of Alma Rose and the Auschwitz Women's Orchestra.

2. The students will read the poem “Song of the Murdered Jewish People” and listen to a brief portion of the music that was written to accompany the poem.

3. Students will keep a daily journal.

Assessment: Students will create a poster showing what music meant to the people in the concentration camps.
Interdisciplinary Unit Title: Milkweed

Developed by: Aaron Knowles/ Adapted by Jennifer Craig

Grade Level: 7th

Unit Objective(s):
- The students will research print and/or online resources.
- The students will organize information.
- The students will integrate and use information.
- The students will uncover information pertaining to the Holocaust.

Standards Correlations for two (2) or more content areas: Social Studies and ELA

Duration: 1 week

Materials: Various non-fiction books/articles about WWII and the Holocaust. Also, a KWHL chart and the website http://www.ssww.com/affiliate/idevaffiliate.php?id=100&url=1

Procedures:

1. The students will read and discuss the Ian Kershaw quote, “The road to Auschwitz was built by hate, but paved with indifference.”

2. The students will vote on whether or not they believe the quote to be true.

3. The students will create a chart displaying the results of their votes.

4. The students will be provided with a copy of the KWHL chart and be instructed to complete the chart concerning the information which proves or disproves the quote.

5. The students will use the previous information to write an argument justifying his or her point of view.

6. The students will present their argument to the class and a repeat vote will be conducted and compared to the original vote.

Assessment: Students will be evaluated on the reasoning that supports their arguments.
K-W-H-L Chart

Use this chart to help you gather information and think through a research problem. Fill in the blanks below with NOTES and ideas, rather than complete sentences. You may use these notes later to write your report or presentation. Use this sheet to help you think on paper.

What is your topic?

What do you hope to prove or discover about it?

What is your central research question?

(NOTE: Everything you write below should help you answer this question.)

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  (Which resources, web pages, texts, etc.)
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How will I find information?
Interdisciplinary Unit Title: Milkweed

Developed by: Erria Daniels

Grade Level: 7th

School: A.L. Corbett Middle School

Unit Objective(s): The student will demonstrate an understanding of the functions and interconnections of the major human body systems, including the breakdown in structure or function that disease causes.

Standards Correlations for two (2) or more content areas: Science & ELA

Duration: one week

Materials: Children’s books (Alex the Boy with AIDS, Going to School with Diabetes, Gross Science), disease concept mapping sheet

Procedures:

1. Students will research the three main diseases that plagued the Jewish Ghettos and summarize the type of infection, cause, symptoms, organs affected, systems affected and treatment.

2. Students will hear children stories read aloud about infectious and noninfectious diseases.

3. Students will create a poster informing other teenagers about an infectious or noninfectious disease.

Assessment: Disease Concept Map
Interdisciplinary Unit Title: Milkweed

Developed by: Jeni Lambert

Grade Level: 7th

School: A.L. Corbett Middle School

Unit Objective(s): The student will organize data in box-plots or circle graphs as appropriate.

Standards Correlations for two (2) or more content areas: Math, Social Studies, and ELA

Duration: one week

Materials: Children’s books on WWII, Statistic books on WWII

Procedures:  
1. Students will hear children’s stories read aloud about the Holocaust, ghettos, and the death camps of WWII.

2. Students will research the number of Jews killed during the Holocaust (per country), those killed in ghettos, or those killed in death camps (by country). (Samples are attached.)

3. Students will use their researched data to create a box-plot or a circle graph, as appropriate, on poster board.

Assessment: Quality of circle graph or box-plot. All major components of the graph needs to be visible.
DEFINITIONS:

- **Holocaust**: A program of mass murder and annihilation of entire races.
- **Genocide**: The annihilation of entire races.

OBJECTIVES:

- Define the terms Holocaust and genocide.
- Describe anti-Jewish policies passed by the Nazis in the 1930s.
- Identify and describe the Holocaust concentration and death camps used in WWII.

THE HOLOCAUST STATISTICS:

- Before:
  - Jews: 15 million
- Killed:
  - Jews: 6 million
- Survivors:
  - Jews: 1 million
1935 - Nuremberg Race Laws

1934

1933

Toward laws of discrimination
Problems with Phases 1 & 2

Phase 3 - The Camps

- England
- Eire
- France
- Germany
- Greece
- Hungary
- Italy
- Norway
- Poland
- Russia
- Spain
- Sweden
- Switzerland
- Turkey
- West Germany

- Fishermen
- Farmers
- Religion
- Industrialization
- Town planning
- Education
- Art
- Science
- Technology
- Military
- Agriculture
- Commerce
- Industry

The Fishermen decided to desperately seek up...
MEDICAL EXPERIMENTS

ANGEL OF DEATH

THE SS AUSCHWITZ

ZYLON B

TETRY WITH GOLD

PILOTS OF GLASS

ORDERED TO TAKE ALL POSSESSIONS FROM JEWISH

COMPARED TO GAS PROPELS FROM CELLS

GAS USED TO KILL VICTIMS IT WAS INEXPENSIVE
STATISTICS BY COUNTRY

Jewish population before, Jewish population after Holocaust

THE END

Camp Totals

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