

I have to
remember
and never let
you forget.



Teacher Edition • Grade 8

Holocaust: Memory & Meaning



Amplify ELA

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Contents

8E: Holocaust: Memory & Meaning Unit Overview 2

Why Remember? SUB-UNIT 1

Sub-Unit 1 Overview 6

Sub-Unit 1 At a Glance & Preparation Checklist 8

Sub-Unit 1: 1 Lesson 24

“True” Germans SUB-UNIT 2

Sub-Unit 2 Overview 28

Sub-Unit 2 At a Glance & Preparation Checklist 30

Sub-Unit 2: 3 Lessons 53

The Olympic Games of Berlin SUB-UNIT 3

Sub-Unit 3 Overview 58

Sub-Unit 3 At a Glance & Preparation Checklist 60

Sub-Unit 3: 4 Lessons 64

Descending Into Darkness SUB-UNIT 4

Sub-Unit 4 Overview 92

Sub-Unit 4 At a Glance & Preparation Checklist 94

Sub-Unit 4: 5 Lessons 118

Never Forget SUB-UNIT 5

Sub-Unit 5 Overview 126

Sub-Unit 5 At a Glance & Preparation Checklist 128

Sub-Unit 5: 1 Lesson 130

Write an Essay SUB-UNIT 6

Sub-Unit 6 Overview 134

Sub-Unit 6 At a Glance & Preparation Checklist 136

Sub-Unit 6: 5 Lessons 140


Clarify & Compare SUB-UNIT 7

Lesson and print materials in digital curriculum.

Unit Reading Assessment ASSESSMENT

Assessment and print materials in digital curriculum.

Icon Key:


 Steps: Indicates the order of activities in a lesson

 Audio


 Close Reading

 Differentiation


 Digital App

 Exit Ticket

 Highlight/Annotate

 Image

 Materials

 On-the-Fly

 Pair Activity

 PDF

 Poll


 Projection

 Share

 Spotlight

 Student Edition

 Student Groups

 Teacher-Led Discussion

 Teacher Only

 Teacher Speech

 Video

 Warm-Up

 Wrap-Up

 Writing Journal

Holocaust: Memory & Meaning

In 1933, Adolf Hitler and the Nazi regime began to implement the policies and actions that would ultimately lead to the Holocaust: the systematic, state-sponsored persecution and murder of 6 million European Jews, along with millions more from other target groups. But genocide is not unique to Nazi Germany or that time period. This disturbing fact raises two key questions explored: How do a society and its people become participants in such an atrocity? And what is the responsibility of those who experienced, witnessed, participated in, or now learn about these events?

Students will use an ELA lens and close reading to dig into these questions. The selected materials present events from several different perspectives—those of perpetrators, survivors, victims, bystanders, and witnesses—allowing students to develop a critical understanding of the strategies Nazis used to influence the mindset of a nation, and the human responses to the unfolding of genocide.

Students begin by analyzing “I Cannot Forget,” a poem by Holocaust survivor Alexander Kimel. His words are the first of several authentic survivor voices in the unit. Then they read from the memoir *Shores Beyond Shores*, in which author Irene Butter describes how her Jewish family’s happy life in Berlin was slowly destroyed as the Nazis came to power. Then students examine passages by Alfons Heck, an Aryan boy who became an enthusiastic member of the Hitler Youth. And next articles and images show students the Nazi propaganda machine in full swing at the 1936 Olympic Games in Berlin.

Finally, students read excerpts from *Child of Hitler*, *Maus*, and *Night*, where participants and survivors trace the descent into darkness. As

students study these writings, images, and videos, they begin to understand the forces that created and drove the Holocaust and the reactions of people caught up in those forces.

Additional Instructional Notes:

As students move through the unit, you can use the Holocaust Timeline to contextualize events and see their relationship to each other. Note that this Timeline provides key and broad information about these historical events; however, this unit is not intended as a history of the Holocaust. Instead, students analyze how people experienced, described, and responded to the Nazis’ vision and unfolding plan for Germany.

You will also have access to a series of video clips from an interview with Irene Butter in the Materials section of the Unit Overview.

Sensitive Content: The subject of the Holocaust is, by definition, a difficult and disturbing one. Several of the selections in this unit contain images that are both graphic and potentially upsetting for students. Be sure to preview selections and prepare students for what they will read.

Essay Prompt:

The Holocaust did not happen overnight. As the Nazis laid the groundwork for what would eventually become known as the Holocaust, they used a number of strategies to isolate, oppress, and control the Jewish population of Europe, and to convince others to go along with their plan.

Choose two of the strategies that stood out to you as you explored this unit. Using examples from the texts and images you analyzed, describe each strategy and the impact it had.



Why Remember?

SUB-UNIT 1 • 1 LESSON



“True” Germans

SUB-UNIT 2 • 3 LESSONS



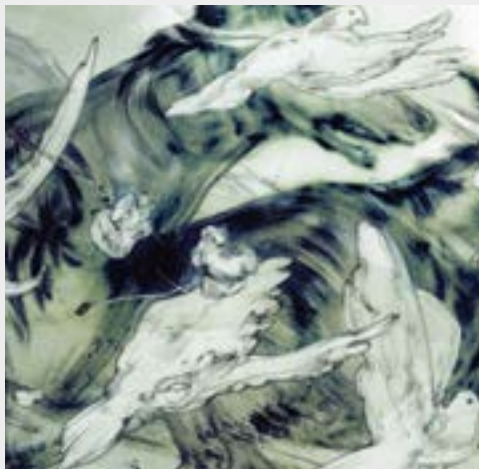
The Olympic Games of Berlin

SUB-UNIT 3 • 4 LESSONS



Descending Into Darkness

SUB-UNIT 4 • 5 LESSONS



Never Forget

SUB-UNIT 5 • 1 LESSON



Write an Essay

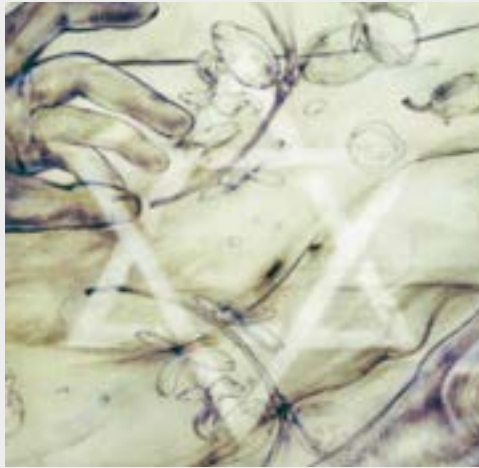
SUB-UNIT 6 • 5 LESSONS



Clarify & Compare

SUB-UNIT 7 • 1 LESSON

Lesson and print materials in digital curriculum.



Holocaust: Memory & Meaning Unit Reading Assessment

1 LESSON

Assessment and print materials in digital curriculum.

Why Remember?



In this one-lesson sub-unit, students begin developing a basic understanding of the Holocaust by exploring two images that raise a key question: How does a country change from one that was prosperous, educated, and civilized to one whose leaders and citizens could support or participate in the murder of millions of people? Students then explore a timeline that provides an overview of the Holocaust and will serve as a reference point for all of the readings and activities in the unit. Following the timeline activity, students analyze a powerful poem by a Holocaust survivor—the first of several authentic survivor voices contained in the unit—that introduces the key unit themes of the importance of remembering and the responsibility of bearing witness.

Sub-Unit 1



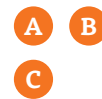
Lesson 1: Why Remember?

Sub-Unit 1 at a Glance & Preparation Checklist

Lesson Objective	Reading
Lesson 1: Why Remember? Reading: Students will read and analyze the poem, “I Cannot Forget.” Writing: Students will analyze and write descriptions about historical images.	“I Cannot Forget”

Lesson 1

- ❑ Be prepared to review the timeline on pages 462–471 of the Student Edition to discuss the events of this lesson in more detail.
- ❑ For your ELL(Dev) students, refer to the digital lesson for a list of terms that you can explain to support understanding of the text.



Pages 24–27

Note that lesson Solos can be completed in the digital curriculum, through the Amplify Mobile Solos app, or in print. Solo Activities PDFs can be found in the Materials section of the digital Unit Guide, along with a Solo Answer Key.

Note: There may be activities in these lessons that students will revise or refer to in a subsequent lesson. By keeping track of lessons that students complete in a print format, you can have students refer to their print work when they reach these activities. In addition, your students will need to copy any Writing Prompts completed in a print lesson into the corresponding digital writing space if you want that writing to be included in Productivity and other reports.

Writing Prompt

No analytical writing prompt.

Benchmark Stack

ELA.K12.EE.3.1

ELA.K12.EE.1.1

ELA.K12.EE.2.1

ELA.K12.EE.4.1

ELA.8.R.1.2

ELA.8.R.1.4

ELA.8.R.3.1

ELA.8.R.3.2

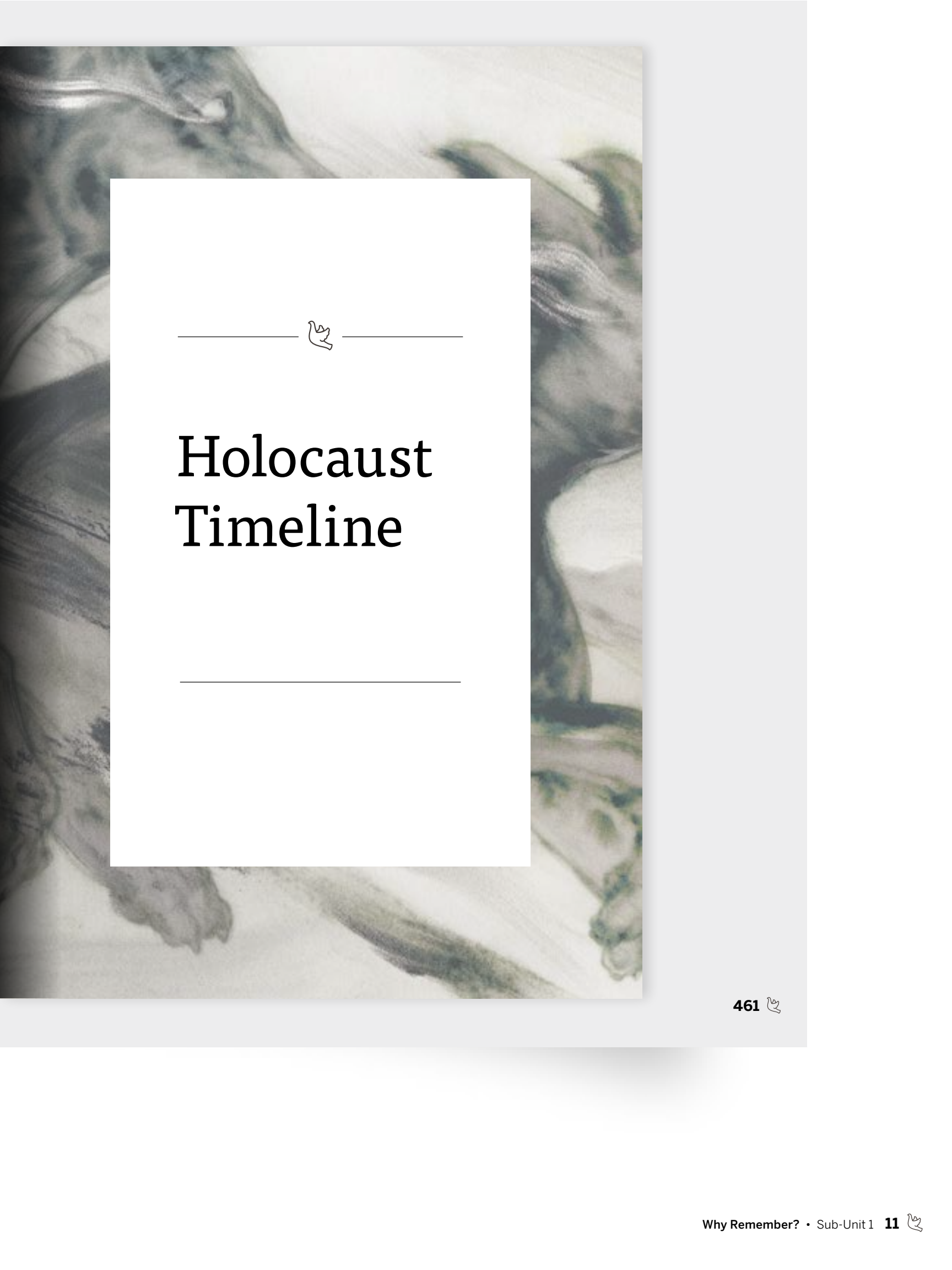
ELA.8.V.1.3


Overview

Some events are so terrible, so unjust, that we have no choice but to remember and make sure others never forget. In his poem “I Cannot Forget,” Alexander Kimel writes about his experience during the Holocaust.

Suggested Reading

Women Heroes of World War II: 26 Stories of Espionage, Sabotage, Resistance, and Rescue (2011) by Kathryn J. Atwood compiles 26 inspiring accounts about women from around the world who braved extreme danger to resist the Nazis.





Holocaust Timeline

461 

1932—Berlin Was Wonderful



The Glucksteins, a Jewish family, enjoy an outing in Berlin, 1932.

US Holocaust Memorial Museum, courtesy of Fritz Gluckstein

Winter 1933—The Rise of Hitler



In January of 1933, Adolf Hitler is appointed Chancellor of Germany; in August of 1934, he becomes Führer (leader) with absolute power.

United States Holocaust Museum

463 

Spring 1933—The Spread of Nazism



Hitler declares a national boycott of Jewish-owned businesses on April 1, 1933.



Public burnings of “un-German” books occur across Germany. Photograph taken on May 10, 1933.

Boycott: United States Holocaust Museum. Book burning: United States Holocaust Memorial Museum, courtesy of National Archives and Records Administration, College Park, MD.

1935—The Nuremberg Laws



The Nuremberg Race Laws are established, stripping Jews of their citizenship on September 15, 1935. This chart provided guidelines for determining who was Jewish.

National Archives and Records Administration, College Park, MD

1936—The Berlin Olympic Games



Germany hosts the Olympic Games in Berlin in August, 1936.



Spectators at the 1936 Berlin Olympic games spell out their devotion to Hitler: “We belong to you.”

National Archives and Records Administration, College Park, MD



467 

Fall 1938—The November Pogroms



Jewish businesses and synagogues are destroyed in the November Pogroms, a government-ordered riot later known as Kristallnacht (Night of Broken Glass) on November 9 and 10, 1938.

United States Holocaust Memorial Museum, courtesy of National Archives and Records Administration, College Park

1939—Germany Invades Poland



Germany invades Poland, triggering the start of World War II on September 1, 1939.



Polish Jews are forced from their homes and into ghettos beginning in 1939.

Soldiers: National Archives and Records Administration, College Park, MD. Ghetto: US Holocaust Memorial Museum, courtesy of Antonii Marianowicz.

1941-1944—Deportation and Death Camps



The first of six death camps eventually built by the Nazis in Poland begins operations on December 1, 1941.



The mass deportation of Jews to the death camps begins, and continues until the end of the war.

Death camp: US Holocaust Memorial Museum, courtesy of Philip Vock. Deportation: National Archives and Records Administration, College Park, MD.

1945—Liberation



As World War II ends, concentration camps are liberated by US, British, and Soviet forces.

National Archives and Records Administration, College Park, MD

471 

“I Cannot Forget”

by Alexander Kimel

- 1 Do I want to remember?
- 2 The peaceful ghetto, before the raid:
- 3 Children shaking like leaves in the wind.
- 4 Mothers searching for a piece of bread.
- 5 Shadows, on swollen legs, moving with fear.
- 6 No, I don't want to remember, but how can I forget?
- 7 Do I want to remember, the creation of hell?
- 8 The shouts of the Raiders, enjoying the hunt.
- 9 Cries of the wounded, begging for life.
- 10 Faces of mothers carved with pain.
- 11 Hiding Children, dripping with fear.
- 12 No, I don't want to remember, but how can I forget?
- 13 Do I want to remember, my fearful return?
- 14 Families vanished in the midst of the day.
- 15 The mass grave steaming with vapor of blood.
- 16 Mothers searching for children in vain.
- 17 The pain of the ghetto, cuts like a knife.
- 18 No, I don't want to remember, but how can I forget?
- 19 Do I want to remember, the wailing of the night?
- 20 The doors kicked ajar, ripped feathers floating the air.

²¹ The night scented with snow-melting blood.
²² While the compassionate moon, is showing the way.
²³ For the faceless shadows, searching for **kin**.
²⁴ No, I don't want to remember, but I cannot forget.
²⁵ Do I want to remember this world upside down?
²⁶ Where the departed are blessed with an instant death.
²⁷ While the living **condemned** to a short **wretched** life,
²⁸ And a long tortuous journey into unnamed place,
²⁹ Converting Living Souls, into ashes and gas.
³⁰ No. I Have to Remember and Never Let You Forget.

Kimel, Alexander. *I Cannot Forget*. Web. <http://remember.org/witness/kimel2>.



kin: family
members

condemned:
doomed


wretched:
miserable


473


A Lesson 1: Why Remember?


Work Visually: Students analyze two images and work with a timeline to get a broad sense of what they will focus on in this unit.


15 min

 Provide a brief definition of the term “Holocaust,” including dates (1932–1944), the rule of Adolf Hitler and the Nazi Party, and the number of people murdered by the Nazis (6 million Jews; millions of other people from other groups).

 Direct students to page 474 of the Student Edition.

 Students examine the photographs.

 **Writing Journal:** Students respond to questions 1–3 on page 8.

 Discuss student responses.

A

Lesson 1—Why Remember?

Study each of these photographs.

A



B




US Holocaust Memorial Museum, courtesy of Fritz Gluckstein (A); National Archives and Records Administration, College Park, MD (B)



Answer questions 1–3 on page 8 of your Writing Journal.



Lesson 1 Materials

 Questions for Brainstorming

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

A

Turn to the Holocaust: Memory & Meaning Timeline on page 462. Locate Image A and Image B on the timeline.

Follow along as your teacher presents the images in the timeline. Look for connections between the images in the timeline.



Differentiation: Step A

Ensure that students who are reading below grade level and ELLs understand the meaning of and can provide examples of the word “society” before beginning the activity.

● *ELL(Dev)*: If you have several ELL students, you may choose to have students work in pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.

You may want to explain to or remind students that we often use the present progressive verb tense to describe what is happening in images. This tense is formed with *is/are* + present participle. For example: “They are sitting on a blanket.”

- 15 min
- S** Direct students to the Holocaust Timeline on page 462 of the Student Edition.
 - S** Students locate Image A and Image B in the timeline.
 - Image A is a photograph of a Jewish family from Berlin, the capital of Germany. It was taken in 1932, before the rise of the Nazis and the start of the Holocaust.
 - Image B shows German soldiers forcing Jews from their homes to be sent to a concentration camp in 1943.
 - Direct students to follow along on the timeline as you walk through the images one by one.
 - Read the captions and dates for each image. When you’ve completed the walkthrough, explain to students that they can access the Holocaust Timeline on pages 462–471 of the Student Edition whenever they like.
 - In this unit, we will think about how Germany went from a place where Jewish families could peacefully picnic to a country whose leadership would round up Jews not only in Germany, but also in other occupied countries, and deport them to concentration camps and killing centers.
 - Our goal in this unit is to explore how people recalled the events of the Holocaust in images and in words in order to bear witness to what happened.
 - As you move through these lessons, consider...
 - how a peaceful and diverse society can be transformed into one whose citizens support—or even participate in—persecution, violence, and murder.
 - how people who lived through the Holocaust were changed by the events they experienced.
 - what survivors felt was most important for them—and us—to remember.

B Lesson 1 (continued)

Benchmark: ELA.K12.EE.3.1

Read: Students read a poem and analyze the experience the writer describes.

Let's see how Alexander Kimel, a Holocaust survivor, captured similar images to what we saw in words. His poem is called "I Cannot Forget," but also has gone by the name "The Action in the Ghetto of Rohatyn, March 1942."

Read aloud the poem "I Cannot Forget" on pages 472 and 473 of the Student Edition.

Direct students to follow along in the text as you read.

The Nazis isolated Jewish citizens by forcibly moving them into often enclosed districts called ghettos. As the Holocaust progressed, many ghettos were liquidated, or "cleared out," and the entire community was killed or moved to labor and death camps.

Writing Journal: Students respond to questions 1–3 on page 9.

Discuss responses.

Why Remember?

B

Lesson 1—Why Remember? (continued)

The poem "I Cannot Forget" was written by Holocaust survivor Alexander Kimel, who describes what he witnessed in the ghetto of Rohatyn, where he and his family lived. His voice is the first of many authentic voices of survivors that you will encounter in this unit.

Follow along as your teacher reads the poem "I Cannot Forget" on pages 472 and 473.



Complete questions 1–3 on page 9 in your Writing Journal.



476 Holocaust: Memory & Meaning • Lesson 1



Differentiation: Step B

● *ELL(Dev)*: For your ELL students you may want to review the poem for comprehension before beginning this activity. The goals could be to understand unknown vocabulary and to have an overall understanding of the poem's "plot."



C

1. Review "I Cannot Forget," lines 1–30, on pages 472 and 473.
2. Highlight in one color the question Alexander Kimel repeats in the poem.
3. Highlight in another color the answer Alexander Kimel gives to each question.
4. Compare line 30 to line 6.



Answer question 1 on page 10 of your Writing Journal.

5. What do you think is Kimel's intended meaning in the final phrase, "I Have to Remember" (30)? Does it mean "I am not able to forget," "It is important that I do not forget," or are both meanings intended?



Answer questions 2–5 on pages 10 and 11 of your Writing Journal.

C

Lesson 1 (continued)

Benchmark: ELA.K12.EE.3.1

Discuss: Students consider the experience described and identify the pattern of repetition and variation to analyze and discuss the poem's theme of remembering.



We've looked at images in this poem. Now let's talk about why Kimel felt it was important to share these experiences.



Students complete Activities 1–4 on page 477 of the Student Edition.



Writing Journal: Students respond to question 1 on page 10.



Discuss question 5 in the Student Edition.



Writing Journal: Students respond to questions 2–5 on pages 10 and 11.



The act of remembering is very important to many survivors of the Holocaust. How did Kimel's poem help you understand why they feel it is critical that we not forget what happened?



What are some other events in history you think should be remembered and discussed? Why?

15 min



Wrap-Up: Project.



Exit Ticket: Project.

9 min

End of Lesson 1



Differentiation: Step C

You may want to pair students for this activity. Students can discuss in pairs and then write answers separately.

- **ELL(Dev):** ELL students should be assigned to work with non-ELL students or ELL students at a different level. Students who are reading below grade level should be paired with students who are reading on or above grade level.

“True” Germans



Now that students have a sense of what the Holocaust was, they begin to investigate how it could have happened by reading excerpts from two memoirs that capture the “beginning” of Germany’s transformation from two very different perspectives: that of a young Jewish girl, and that of a member of the Hitler Youth. Both excerpts describe the power of Nazi propaganda to change attitudes and social norms.

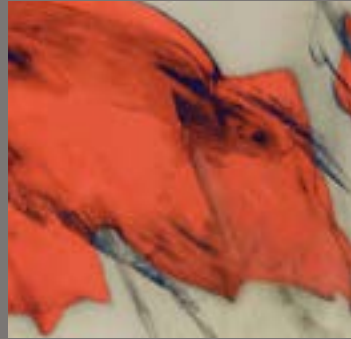
Sub-Unit 2



Lesson 1:
We're German!
Before the Storm






Lesson 2:
Competing Visions
of Hitler Youth



Lesson 3:
Flex Day 1

Sub-Unit 2 at a Glance

Lesson Objective	Reading
<p>Lesson 1: We're German! Before the Storm</p> <p>Reading: Students analyze and connect Irene Butter's description of a changing Germany and a Nazi propaganda poster to understand the how Nazi propaganda targeted and impacted Jewish citizens.</p> <p>Speaking & Listening: Students will discuss the symbolism of Nazi propaganda by posing questions and responding with relevant evidence, observations, and ideas.</p> <p>Audio & Video:</p> <ul style="list-style-type: none"> Irene Butter - Early Life <i>Shores Beyond Shores</i>, chapter 1, paragraphs 1–3 <i>Shores Beyond Shores</i>, chapter 1, paragraphs 31–49	<p><i>Shores Beyond Shores</i></p>
<p>Lesson 2: Competing Visions of Hitler Youth</p> <p>Reading: Students analyze the conflicting interpretations in two descriptions of the Hitler Youth.</p> <p>Writing: Students will write to compare and contrast two experiences with the Hitler Youth.</p>	<p><i>Shores Beyond Shores</i></p> <p><i>A Child of Hitler: Germany in the Days When God Wore a Swastika</i></p> <ul style="list-style-type: none">• Pages 7–9
<p>Lesson 3: Flex Day 1</p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, creating a new piece of writing, practicing close reading and discussion, or working visually with complex texts.</p>	

Writing Prompt

Benchmark Stack

No analytical writing prompt.

ELA.K12.EE.2.1

ELA.K12.EE.4.1

ELA.K12.EE.1.1

ELA.K12.EE.3.1

ELA.8.R.2.1

ELA.8.R.2.3

ELA.8.V.1.3

No analytical writing prompt.

ELA.8.R.2.2

ELA.8.C.1.4

ELA.K12.EE.1.1

ELA.K12.EE.2.1

ELA.K12.EE.3.1

ELA.8.R.2.1

ELA.8.R.2.3

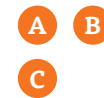
ELA.8.R.3.2

ELA.8.V.1.3

Each Flex Day activity provides practice with particular skills and benchmarks. Consult the Flex Day Activities Guide to see what is targeted by each activity.

Sub-Unit 2 Preparation Checklist

Lesson 1



Pages 53–55

- ☐ Be prepared to review the timeline on pages 462–471 of the Student Edition to discuss the events of this lesson in more detail.
- ☐ Familiarize yourself with the Holocaust Timeline Teacher Resource PDF.
- ☐ Familiarize yourself with the video interview segments from “Irene Butter: Survivor,” as well as the accompanying Teacher Resource PDF that provides suggestions for using the interview to enrich the unit.
- ☐ For your ELL(Dev) students, refer to the digital lesson for a list of terms that you can explain to support understanding of the text.

Note that lesson Solos can be completed in the digital curriculum, through the Amplify Mobile Solos app, or in print. Solo Activities PDFs can be found in the Materials section of the digital Unit Guide, along with a Solo Answer Key.

Lesson 2



Pages 56–57

- ☐ For your ELL(Dev) students, refer to the digital lesson for a list of terms that you can explain to support understanding of the text.

Lesson 3: Flex Day 1

- ☐ Review each lesson activity to identify which one(s) will best support your students’ skill progress.
- ☐ Each activity requires distinct preparation. Review the Instructional Guide for each activity you will assign.
- ☐ Prepare any texts, materials, or directions you may need to project or distribute.


Note: There may be activities in these lessons that students will revise or refer to in a subsequent lesson. By keeping track of lessons that students complete in a print format, you can have students refer to their print work when they reach these activities. In addition, your students will need to copy any Writing Prompts completed in a print lesson into the corresponding digital writing space if you want that writing to be included in Productivity and other reports.

Overview

The Holocaust didn't start with violence. The Nazis set the stage for murder by first turning some ordinary Jewish citizens into “the enemy.” Read the account of Holocaust survivor and author Irene Butter, who experienced the upheaval of her happy childhood in Berlin after the Nazis came to power. Then, read the memoirs of Alfons Heck, a young Aryan boy who was swept up in Nazi propaganda.

Suggested Reading

Want to learn about more brave individuals who sacrificed their own safety to aid the Resistance? *Things We Couldn't Say* (1994) by Diet Eman tells the true story of a Dutch couple who saved countless Jews in Nazi-occupied Holland.

"True" Germans **479** 

Shores Beyond Shores

by Irene Butter

1

Berlin, Germany

Summer 1936

¹ My birth name is Irene Hasenberg, but you can call me Reni (pronounced “Ray-nee”). Everyone did. I was a lucky child. I grew up in a large, light-filled apartment in Berlin, the sparkling capital of Germany, with my parents, John and Gertrude Hasenburg; my brother Werner, two years older than I, and my grandparents Julius and Pauline Mayer. Our parents and grandparents spoiled Werner and me with attention and toys. My favorite was a red tricycle that I got for my fourth birthday. I pedaled it with speed through the park, and flew across sidewalks, being sure to clean its wheels and shiny handlebars when I got home.

² We celebrated Jewish holidays and our birthdays with relatives, always gathering around the dinner table to eat challah, sing our favorite Hebrew songs, and drink more hot chocolate. Our voices were not very good, but who cared? We were together. We weren’t making a record to be played on a phonograph! My experience as a young girl in Berlin was wonderful, despite the fact that Germany was changing.

³ But what did I know? I was only five.

* * *

⁴ My grandparents, Opa and Omi, rented a small garden plot not far from our home. One warm morning, Opa announced it was a perfect day for planting seeds, especially for cucumbers and radishes, my two favorite crunchies. We all went. It took a lot of work to dig the ground and “prepare the soil.” We carefully put the tiny flat white seeds and the little round brown seeds into the dirt and covered them. Done with my row, I stared at the soil. I stared and waited a long, long time until the top layer dried and lightened in the sun. Nothing happened.

⁵ “Reni, are you ready to go?” Pappi asked.

6 "Let's wait until the crunchies come up."

7 "That'll take all summer!" Werner said.

8 "Reni, it takes a long time for the seeds to grow into vegetables," Mutti explained.

9 "What?"

10 Tears skidded down my cheeks. Opa knelt next to me, his knees clacking.

11 "Reni, don't cry. These are special seeds. They grow very fast, for seeds. You need to be patient. Can you be patient?"

12 "I'm trying."

13 "That's good practice."

14 "At home, Mutti and Pappi had a surprise: we were going to the city and the zoo. I forgot about the seeds. But first, Mutti instructed, we had to clean up.

15 "I'm already clean," said Werner. "I washed when we got back."

16 It was true. Even his shoes were shiny. I looked at my dress and fingernails. There was dirt everywhere. I brushed off everything with great sweeps of my hands, even remembering to shake my hair.

17 "I'm all set to go, too!"

18 "Reni, you are not even close," Mutti said, taking my hand and marching me to the bathroom.

19 She scrubbed me hard with soap and water, even digging into and around my ears.

20 "You're breaking me," I protested.

21 Mutti then wrapped me in a big towel, turned me around, and dried me, like she was fluffing my whole body. Then it was off to the bedroom to get me dressed in something fancy. Finally, I stepped into the front hall where Pappi and Werner were waiting.

22 "Oh, Reni," Pappi said with surprise, "you are here. I saw a little girl come in earlier, but I didn't recognize her for all the dirt."

23 "It was *me*!"

swastika: symbol
of the German Nazi
party

- ²⁴ We took the big yellow tram to the zoo, the same tram Pappi rode every day to work. Cars and trucks honked here and there, weaving in and out. You never knew where the cars and trucks would go next, but the yellow tram always followed the same track and wires. And it always came and left at the same times, so I knew when Pappi would go to work and when he would come home. The brightly colored tram was easy to spot, so I could look out the apartment window and see it from far away and get ready for Pappi to return, when I would jump into his arms. He told me the other day that he could hardly lift me anymore. I was getting that big.
- ²⁵ I looked out on Berlin. It was busy like ants over a picnic basket.
- ²⁶ "Mutti," I asked, "what is the black zigzag?"
- ²⁷ It was everywhere: on flags as big as buildings, on trucks and cars, and on clothes.
- ²⁸ She said it was nothing, so I leaned toward my brother and asked him.
- ²⁹ "Really, Reni? It's a **swastika**," Werner said.
- ³⁰ "What's a schweiss ... schweiss schick ... er?"
- ³¹ "Swastika," he corrected me.
- ³² "I'm going to count them all. One, two, three, four, five ..."
- ³³ "Do something else, Reni," Mutti commanded.
- ³⁴ "All the banners and flags are for the Olympics in August," Werner said.
- ³⁵ "What's that?" I asked.
- ³⁶ "Reni, do you know anything?" said Werner.
- ³⁷ "I know there are maybe fifty swas ... black zigzags," I said, and looked toward Mutti to be sure she wasn't listening. "Maybe more. I've really been counting."
- ³⁸ The Olympics are when sports players from all over the world come here to play," said Werner. "They will compete for medals. I've heard Germany will win a lot, especially in gymnastics and track and field. It's a big deal."
- ³⁹ "Yes it is," Pappi added, "and Werner, you and I are going to watch the action."
- ⁴⁰ For once, Werner didn't know what to say, finally eking out "really?"
- ⁴¹ Pappi nodded.

42 “What about me?” I asked. “I want to go.”

43 “You and I will go shopping,” Mutti said.

44 Well, I didn’t want to go to the Olympics that badly.

45 I walked up to the gate for the zoo, and forgot about the black zigzags.

46 Inside, Pappi let go of my hand and I ran ahead with Werner, but not too far. Everything was so green: the puffy trees and the bristly grass. Beds of yellow and red flowers hugged tiny fences. The red was as bright as the big flags that floated over the buildings. I wanted to run into all that color, but I had learned to stay on the gray paths. We saw the elephants swing their tails and trunks, and I pointed at the big-mouthed hippos. We fed the goats that circled us and nibbled at our hands. My favorite was the monkey house, with the playful swinging families.

47 I rested my head against Pappi and his dark suit on the ride home. Then I remembered my magic seeds. *What did they look like as they tossed and turned in their little dirt beds?* I wondered out loud. Werner said I was hopeless, and Mutti pinched his arm. As we walked home from the train, Mutti suggested we walk past the garden. I saw dots of green and red on the ground: shiny cucumbers and radishes. I ran across the dirt, though I knew I wasn’t supposed to, took a cucumber, and bit into it to make sure it was fresh. It was the juiciest and most delicious cucumber I had ever eaten. Oh, they were special seeds! Opa was right.

48 “Wait. You need to wash those first, Reni,” Mutti called.

49 I piled as many as I could into my skirt pockets. Mutti and Werner took the rest.

50 “Opa, Omi, look!” I cried as I entered our kitchen and emptied my pockets on the wooden kitchen table.

51 You must have done a very good job, planting them, my dear. I have never seen them come up this fast,” Opa said.

52 “Yes, and I’ve never seen vegetables grow without plants,” Werner said. “Like they came straight from the vegetable stand.”

53 “All the more special,” I added.

54 I took another bite of my cucumber. Sure, the seeds were special, but we were also very, very good gardeners.

- ⁵⁵ That night, cozy in my bed, I thought of our cousin Bert's upcoming birthday party, excited that I would be able to wear one of my nice dresses. Maybe my blue-and-white plaid one with yellow buttons, or, if I was really lucky, Mutti would let me wear my white dress with tiny red and blue hearts and the smock, if I promised not to get it dirty and change as soon as I got home. I liked the puffy short sleeves on both and...
- ⁵⁶ I heard Werner's bed creak. Even without the golden light from my monkey night light, I knew Werner had gotten out of bed and was standing next to me. I turned my face to the wall.
- ⁵⁷ "Reni," he said, "are you sleeping?"
- ⁵⁸ "Yes, I am sleeping."
- ⁵⁹ "Reni, I want to ask something. Do you think I'll have bad dreams?"
- ⁶⁰ There was a wobble in his voice. I didn't answer. Lately, Werner had bad dreams more and more—it was a pain. It was like he looked for bad things to dream about. I didn't want to talk with him. I wanted to think about dressing for Bert's birthday. Bert would be six—just like I would be in December.
- ⁶¹ When I didn't respond he continued.
- ⁶² "It's all the swastikas. They're everywhere now, like the Nazis. And I heard the Nazis are doing bad things. Bad things to Jews. Jews like us."
- ⁶³ "Stop it," I interrupted. "You're okay, Werner. No bad dreams tonight."
- ⁶⁴ "Oh... okay," he said. "Thanks. Good night."
- ⁶⁵ With that, he went back to the dark of his bed and crawled under the blanket.
-

2

Berlin, Germany

Winter 1937

- ¹ Adolf Hitler had now been the *Führer*, or leader, of our country for four years. He liked people he said who were true Germans. He said they were better than all other people, and if they stayed pure—didn't mix with other peoples—they would take over the world some day. According to Hitler, people who were not pure German were less perfect, and he didn't like them. He said they made a mess of things, like a big smudge on his white tablecloth. This meant lots of people, including Jews like us.
- ² Fear spread like spoiled hot chocolate, burning everything it touched. My Opa had worked his whole life building a bank and was now forced to turn it over to someone who was not Jewish. My Pappi also worked in that bank.
- ³ One night, as I used the bathroom before bed, I saw Mutti crying. I didn't like to see my parents cry, and I looked away. Pappi came to tuck me in.
- ⁴ "I won't be taking the tram to work anymore, Reni," he said, smoothing my hair. "I will not be going to work ... for now."
- ⁵ I was glad to hear that my parents were not upset with me for something I'd done.
- ⁶ "Does that mean you'll be home when I get home from school?" I asked.
- ⁷ "Yes, I will be home with you, for a little while, but I need to find another job," he said.
- ⁸ "So why is Mutti sad?" Being home more seemed good to me.
- ⁹ "She's sad because finding another job will not be easy. But I am going to try very hard to find one, and I bet I will."
- ¹⁰ "Okay."
- ¹¹ "Go to sleep now, sweetie, everything will look better with the morning sun." He kissed my hair lightly.
- ¹² Look better? I didn't think things looked bad. Something else must be wrong.

- ¹³ A few nights later, Mutti forgot to read to me. Then, listening from my bed, I heard my parents talking in fast, sharp whispers, keeping me awake. I couldn't hear the words, only the tone. Werner moved in his bed.
- ¹⁴ "Why are they fighting?" I whispered to him.
- ¹⁵ "I don't know."
- ¹⁶ We both crept to the door. I wasn't cold, but I brought my pink blanket. Mutti and Pappi's words flowed down the hall from the living room. I wrapped my blanket around me, and draped it over Werner.
- ¹⁷ "Even my friends have turned on me," Pappi's voice said. "On us. And these include the men I fought with in the Great War! How in God's name can they not help us? We lived and died in those ... those terrible trenches, and fought side-by-side for our ... for this country, our Fatherland! Together! And now they won't help. It's unbelievable. Even Frank will not get back to me. Frank!" He ended with a snarl that made me shiver.
- ¹⁸ "John, quiet, we don't want to wake the kids." Mutti said. "I know it isn't fair. It isn't right."
- ¹⁹ "Don't they know that we've ALWAYS been Jewish? Now. During the Great War. Forever. When did we suddenly become evil?"
- ²⁰ I had never heard Pappi yell before.
- ²¹ "John, please. I know, I know." Pause. "What about Charles? Have you spoken to him?"
- ²² "It's the same, Trudi," he said in a softer voice. "I stopped by his office, but he wouldn't see me. I know he was there. Everybody is acting strange, even if they aren't Nazis. They are afraid. They are suspicious. It's spreading like a plague."
- ²³ "There's still Leo."
- ²⁴ "Yes, there's always Leo, but he's in the same situation as us. In fact, he mentioned he's thinking of moving the family to Holland."
- ²⁵ Leo was my father's best friend in the war. There was a photo in Pappi's study of them standing arm-in-arm, in their smart officer uniforms.
- ²⁶ "Maybe we should go, too. There are more anti-Jewish graffiti and posters," Mutti said. "When I go shopping. When I walk to the post office. It's terrifying. The children see them."

27 “Trudi, there are more terrifying things to be worried about now.” He lowered his voice, and I strained to hear it. “Some of the bank tellers heard that they are gathering Jews, whole families, and sending them on trains to labor camps. Rumor is that it’s happening in some neighborhoods in Berlin.”

28 I tapped Werner on the shoulder and whispered across the smooth hardwood floor. “What are they talking about? The camps. The posters. And what’s graf ...?”

29 “Graffiti. It’s like drawing bad doodles on buildings.”

30 “Really?”

31 “And I saw one of the posters. It had a spear killing a snake, and the snake had our Star of David on it.”

32 I didn’t know there were Jewish snakes. I didn’t like any kind of snake. Yuck.

33 “My friends at school heard about trains going to the camps, too,” Werner said.

34 Whenever we got on a train, it was for vacation, or to go someplace different and fun.

35 “Why would people get on a train going to a bad place?” I asked.

36 “They don’t have a choice.”

37 “Who makes them?”

38 “The people that run our country, Reni. The Nazis.”

39 “The Nazis sound mean.”

40 “They don’t like anybody who is not like them.”

41 “Who’s that?”

42 “Anybody not Aryan.”

43 “What’s Aryan?”

44 “Reni, you ask too many questions. Aryans are German. Tall. Blond. Blue-eyed.”

45 “We’re German! And I have blue eyes!”

46 “It doesn’t include us.”

⁴⁷ “But why?”

⁴⁸ “Because we’re Jewish. Don’t you listen to anything?”

⁴⁹ It didn’t make any sense to me, but *Nazi* sounded like a mean word, a word that could cut you. And getting on a train to a bad place didn’t sound like a vacation at all. We listened to our parents’ talk float in and out until I was too tired. I left, bringing my blanket with me, and leaving Werner to listen and worry.



3

Berlin, Germany

Spring 1937

- ¹ A few weeks later, Pappi hugged us good-bye, saying he was going far away to find a new job. He promised to be back soon. I tried to trick myself into believing it was a regular morning, with him dressed in a suit, smiling and walking away, down the sidewalk, going to work. But I knew inside me that it wasn't a normal day. He had a big suitcase, and he wasn't smiling. And then he was gone.
- ² Everyone seemed to change after that: Pappi's leaving cracked open our world and **let in the gray**; Mutti cried often and hugged me whenever she could. I was thankful that Opa and Omi were there and didn't have to find a job. On my walk to school, Opa started holding my hand. He told me a few of our favorite stories—*Remember last year and the magic cucumbers in the garden?*—but his smile was missing. When he left me off at the steps of my school, I still felt his grip after he let go. My teacher, Mrs. Schmidt, had no energy, like a flower hanging off a broken stem. Even the houses and trees that lined the street next to us grew sadder. Fewer lights were on, drapes were shut, and the new spring leaves on the trees drooped and curled.
- ³ "Reni, I had another bad dream," Werner said one night. He sat down on the end of my bed; my head bonked into the headboard, knocking me out of my near sleep. I held my head as if I were in agony and pushed my face deeper into the soft sheets.
- ⁴ "It was horrible, Reni. It was raining really hard. You and I were in the living room. Except it wasn't exactly like our living room, the chairs were yellow and not green and ..."
- ⁵ "Werner," I said with a yawn, flopping the blanket down, "get ON with it. You don't have to tell me the colors of the chairs."
- ⁶ "So much rain was thump-thumping on the house. It was pitch black and ... and you and I couldn't see anything. Like a big hole was there, or maybe there was never a roof there at all. And all of a sudden I saw that the roof was really burned off and through the big hole, which had layers of rug and wood and metal, I saw firemen outside, and I smelled smoke, but when they started pumping with the hoses, water didn't come out, but snakes. Not water, but snakes."

let in the gray:
caused sadness

7 Yuck.

8 "You woke me up to tell me about snakes?" I asked.

9 He didn't stop.

10 "It was snakes thumping on our house. They were flipping and flopping all over our house and then all over us. They got sprayed into the windows and doors and **slimed** through the floorboards. They were small at first, like in little rolled-up balls, and then they sprang open and lengthened and their heads puffed up to be all big and **toothy**. You see, Reni?"

11 He balled his fingers up then sprang them open, showing me the teeth. Now I was really awake. "Those firemen were trying to save us, but they were really just spraying us with biting snakes."

12 "Stop!"

13 He waited for me to tell him how stupid the dream was and to go back to bed. That was what we always did. It made him feel better. But I was scared and mad thinking about snakes in the corners of the room.

14 "Well, Werner, it could happen. If there wasn't enough water in the earth, and they sucked up the snakes that lived down underground instead. It could happen."

15 "Don't be ridiculous," he said, but drew his legs up onto my bed.

16 "Snakes will bite anything, you know."

17 "No," he said, "not true."

18 I slid my hand under the sheets, grabbing his leg.

19 "Reni!" He sprang up.

20 I tried to laugh and pretend it was funny, but it didn't feel funny, so my laugh came out as a dry cough. Werner crept back into his bed without a word. Maybe he'd at least stop bugging me now.

* * *

21 On another day, Mutti picked me up at school, and I could tell she'd been crying again. Her face was growing blotches, her eyes red and looking around fast.

slimed: slithered
toothy: showing
a large number of
teeth

²² “Reni, was your walk to school with Opa okay?” she asked, pulling me into her side and looking down at me.

²³ “It was okay,” I said as we walked out the front doors.

²⁴ “Oh, thank goodness,” she said, keeping me close. “No one was mean to you? Or hurt you?”

²⁵ “Well, kind of.”

²⁶ “What happened? Tell me.” She stopped walking and knelt down in front of me. I could smell her perfume, like calm and petals. Her large eyes widened even more on her round face. The short sleeves of her dress hugged her arms, while the hem of her dress puffed and settled onto the ashen sidewalk.

²⁷ “Karl in my class is having a birthday party, and I’m not invited.”

²⁸ “Oh, oh ...,” she smiled, her hands resting on my shoulders. “Who is Karl? Is he a friend of yours?”

²⁹ “Well, he isn’t really a good friend. But everyone in the class is invited to his big house this weekend. Everyone, but not me ... and not Lisell.”

³⁰ “Oh, Reni, you do love parties, but you can’t expect to be invited to every one of them.”

³¹ “Lisell said it was because we are Jews.”

³² Mutti held her breath.

³³ “Karl has a big house and fun parties. Can’t I just stop being Jewish for one day to go to the party? Just one day?”

³⁴ “Look at me, Reni,” Mutti said, gazing at me hard. “You will always be Jewish. We will always be Jewish, and that’s that. You should be proud. You should be ...” She was quiet again, and then said, “Karl certainly isn’t a good friend, is he?”

³⁵ I shook my head. She took a handkerchief out of her shiny yellow pocketbook and dabbed under my eyes.

³⁶ “He will miss out by not having you there,” she said. “They all will. Let’s have Lisell over, and we’ll have our own party.”

³⁷ I nodded. “Can we have cake?”

38 “The biggest,” Mutti said, standing up.

39 Then she took my hand and tugged me to the side. A wall of boys was coming our way, all dressed in tan shirts tucked into black shorts. Hitler youth. Black ties hung loosely from their necks, pointing down to big, shiny silver belt buckles. Their sleeves were rolled up like they had work to do, which, according to the loud adult who was with them, was to march in step and sing loudly.

40 *We will continue to march,*
41 *When everything shatters;*
42 *Because today Germany hears us,*
43 *And tomorrow the whole world.*

44 They passed and passed, never looking at us, their eyes stuck on the boys ahead, until they had all thudded by. Mutti looked up the street and behind us before walking.

45 “Opa will take Werner and you to and from your schools from now on.”

46 *Werner won’t be happy about that, I thought. He wants to be big like these boys who passed. He doesn’t want his grandfather walking him.* At home, I went to my room, closed the door, and changed into my play dress. Then I ran to tell Werner.

47 “You have to walk to school with Opa,” I said as I marched in, my chin pointed to the ceiling.

48 “Did Mutti tell you what happened?” he asked.

49 “Yup, Opa has to walk you to school just like me,” I puffed and crossed my arms.

50 “Not that.”

51 Then Werner told me that, earlier that afternoon, a gang of boys chased his friends and him in the street. The gang yelled and called them Judenschwein. They caught one of his friends and beat him up badly. The friend had to go to the hospital. Werner had crept under some bushes. It was dark, and the moist dirt rubbed into his knees and hands. He tried not breathing, and then breathed as slowly as he could and tried not to think of his snake dreams. Werner had been late getting home and Mutti was upset, but happy when she heard how he had saved himself.

- ⁵² Werner wasn't fast, but he was a good hider.
- ⁵³ "Wait until you are big and strong like all the other boys we saw today," I said to make him feel better.
- ⁵⁴ "What boys?"
- ⁵⁵ "Hitler youth."
- ⁵⁶ "Reni, remember? They don't want me."
- ⁵⁷ "Well, anyway, you're brave," I said, "and you were smart to hide."
- ⁵⁸ Werner put on his proud face, and it made me smile.



Excerpt: “Hitler Youth” from *A Child of Hitler: Germany in the Days When God Wore a Swastika*

by Alfons Heck

compulsory:
required
tenets: principles
creed: set of beliefs
innate: existing
since birth
submission:
obedience
personified:
represented
unrelenting: not
stopping
ceaselessly:
without stopping

¹ On the cool, windy afternoon of April 20, 1938, Adolf Hitler’s forty-ninth birthday, I was sworn into the Jungvolk, the junior branch of the Hitler Youth. Since 1936, the Hitler Youth had been the sole legal youth movement in the country, entrusted with the education of Germany’s young; but it was still possible not to belong. The following December, 1939, the Reich Youth Service law made membership **compulsory** for every healthy German child over nine. That meant Aryan children, only, of course.

² When I was sworn into the Jungvolk, I had been thoroughly conditioned, despite my Catholic upbringing, to accept the two basic **tenets** of the Nazi **creed**: belief in the **innate** superiority of the Germanic-Nordic race, and the conviction that total **submission** to the welfare of the state—**personified** by the Fuhrer—was my first duty. To me the Fatherland was a somewhat mystical yet real concept of a nation which was infinitely dear and threatened by **unrelenting** enemies. Adolf Hitler **ceaselessly** encouraged the feeling that we were his trusted helpers and used it with brilliant intuition. It was expressed in the oath we swore with our left hand gripping the flag and three fingers of the right extended to the sky:

³ I promise in the Hitler Youth to do my duty
⁴ at all times in love and faithfulness
⁵ to help the Fuhrer—so help me God.

⁶ And then followed the gut-stirring fifes, drums and fanfares of the most effective party song ever written, the Hitler Youth anthem:

⁷ Forward, forward call the bright fanfares...
⁸ we march for Hitler through night and suffering with
⁹ the banner for freedom and bread.

¹⁰ Its last line, repeated for emphasis, carried a message, which turned out to be **prophetic** for many of us:

¹¹ Our banner means more to us than death.

¹² But it would be a **fallacy** to assume that we joined simply to serve the Fatherland. Such sentiments only **came to the fore** at special occasions, like the **induction** ceremonies, flag **consecrations** and as a part of the many boring speeches we had to endure. Like most 10-year olds, I craved action, and the Hitler Youth had that in abundance. Far from being forced to enter the ranks of the *Jungvolk*, I could barely contain my impatience and was, in fact, accepted before I was quite 10. It seemed like an exciting life, free from parental supervision, filled with “duties” that seemed sheer pleasure. Precision marching was something one could endure for hiking, camping, war games in the field, and a constant emphasis on sports. As William L. Shirer said in his book *The Rise and Fall of the Third Reich*, Germany was filled with bands of superbly fit children always marching and singing. To a degree, our pre-war activities resembled those of the Boy Scouts, with much more emphasis on discipline and political **indoctrination**. There were the **paraphernalia** and the symbols, the pomp and the mysticism, very close in feeling to religious rituals. One of the first significant demands was the so-called *Mutprobe*: “test of courage”, which was usually administered after a six-month period of probation. The members of my Schar, a platoon-like unit of about 40-50 boys, were required to dive off the three-meter board—about 10 feet high—head first into the town’s swimming pool. There were some stinging belly flops, but the pain was worth it when our *Fähnleinführer*, the 15-year-old leader of our *Fähnlein*, (literally “little flag”) a company-like unit of about 160 boys, handed us the **coveted** dagger with its inscription Blood and Honor. From that moment we were fully accepted.

Heck, Alfons. *A Child of Hitler: Germany in the Days When God Wore a Swastika*. Phoenix, Arizona: Renaissance House, 1985.

prophetic:
predictive

fallacy: false idea

came to the fore:
became very
noticeable

induction:
initiation

consecrations:
ceremonies to
declare something
holy

indoctrination:
teaching others to
have a certain point
of view

paraphernalia:
items required for a
specific activity

coveted: desired,
sought-after

•

sole: only

entrusted: trusted with a responsibility

••

conditioned: trained

pomp: grand display

probation: trial period

mystical: inspiring mystery or awe

administered: given (under supervision)

inscription: writing carved into something

•••

compulsory: required

unrelenting: not stopping

consecrations: ceremonies to declare something holy

tenets: principles

ceaselessly: without stopping

indoctrination: teaching others to have a certain point of view

creed: set of beliefs

prophetic: predictive

innate: existing since birth

fallacy: false idea

paraphernalia: items required for a specific activity

submission: obedience

came to the fore: became very noticeable

coveted: desired, sought-after

personified: represented

induction: initiation



Use the Vocab App to play mini games related to the words in this lesson.

A

Lesson 1—We're German! Before the Storm

1. Locate the image of the Gluekstein family (1932) and the image of mass deportation of the Jews (1941–1944) on the Holocaust Timeline on page 462. Discuss with your class.
2. Follow along on page 480 as your teacher plays aloud a reading of *Shores Beyond Shores*, chapter 1, paragraphs 1–3.













Answer questions 1–5 on pages 14 and 15 of your Writing Journal.

A

Lesson 1: We're German! Before the Storm

Benchmark: ELA.K12.EE.2.1

Reading: Students examine Reni's early memories of life in Berlin.

-  Direct students to page 497 of the Student Edition.
-  Students complete Activity 1 in the Student Edition.
-  Discuss the two images. Read the captions and dates on the images. Add context as needed to help students understand the events presented in the images.
-  The first image is from 1932. Do you remember this family?
-  Now look at the second image. When Adolf Hitler became Germany's leader in 1933, the lives of the family we just looked at, and the lives of all German Jews, quickly began to change—for the worse.
-  We are going to read passages from the book *Shores Beyond Shores*, in which a young girl named Irene Hasenberg describes her family's life in Berlin as the Nazis were coming to power.
-  **Play:** Audio of *Shores Beyond Shores*, chapter 1, paragraphs 1–3.
-  Direct students to follow along in the text as you play the reading.
-  **Writing Journal:** Students respond to questions 1–5 on pages 14 and 15.
-  Discuss student responses.

10 min



Lesson 1 Materials



Irene Butter - "Early Life"



Shores Beyond Shores, chapter 1, paragraphs 1–3



Shores Beyond Shores, chapter 2, paragraphs 13–49

B Lesson 1 (continued)

Benchmark: ELA.K12.EE.2.1

Reading: Students determine how life changed for Reni and her family under Nazi rule.

S Direct students to Activity 1 on page 498 of the Student Edition.

Play: Audio of *Shores Beyond Shores*, chapter 2, paragraphs 13–49.

Q Direct students to follow along in the text as you play the reading.

Project & Play: Irene Butter - Early Life.

W **Writing Journal:** Students respond to questions 1–4 on pages 16 and 17.

D Discuss responses.

A Assign pairs.

S Partners complete Activity 2 in the Student Edition.

W **Writing Journal:** Students respond to questions 5 and 6 on pages 17 and 18.

D Discuss responses.

S Students complete Activity 3 in the Student Edition.

W **Writing Journal:** Students respond to questions 7–9 on pages 18 and 19.

D Discuss responses.

We're German!
Before the Storm

B Lesson 1—We're German! Before the Storm (continued)

1. Follow along as your teacher plays aloud a reading of *Shores Beyond Shores*, chapter 2, paragraphs 13–49.



Complete questions 1–4 on pages 16 and 17 in your Writing Journal.

2. Review *Shores Beyond Shores*, chapter 2, paragraphs 27–49.



Complete questions 5 and 6 on pages 17 and 18 in your Writing Journal with your partner.

3. Review *Shores Beyond Shores*, chapter 2, paragraphs 1–49.



Complete questions 7–9 on pages 18 and 19 in your Writing Journal individually.

498 Holocaust: Memory & Meaning • Lesson 1



Differentiation: Step B

● *ELL(Dev)*: You may want to explain or review the verb tense in the father's quote "Don't they know we've always been Jewish?" for your ELLs. The verb construction "have been" is the present perfect tense, which can be used to indicate an action that began in the past and continues to the present. Here, it reinforces the concept that Reni's family was Jewish in the past and continues to be in the present.

You may want to pair students who are reading below grade level and ELLs to locate evidence in the text together during this activity.

C

Propaganda: Biased, deceptive, or misleading information used to promote a cause or a particular point of view.

1. Look carefully at the image with your partner.



- *National-Sozialistische-Deutsche-Arbeiter-Partei* = National Socialist German Workers Party
- The words that are bleeding out of the snake's body include "moneylending," "lies," "betrayal," and "corruption," as well as the names of some well-known Jewish people who were considered enemies of Germany.



With your partner, answer questions 1–3 on page 20 of your Writing Journal.

2. Review *Shores Beyond Shores*, chapter 2, paragraphs 13–49.



With your partner, answer questions 4–6 on page 21 of your Writing Journal.

"True" Germans • Lesson 1 499



Differentiation: Step C

● *ELL(Dev)*: Ensure that your ELLs know the vocabulary words for "sword" and "swastika" before students analyze the poster so they can use the terminology in their descriptions of the poster.

Plan how you will assign pairs for this activity. ELLs should be assigned to work with non-ELLs or ELLs at a different level.

C

Lesson 1 (continued)

Benchmarks: ELA.K12.EE.2.1,
ELA.K12.EE.4.1

Working Visually: Students discuss Nazi propaganda by posing questions and responding with relevant evidence, observations, and ideas.

- S** Direct students to page 499 of the Student Edition.
- Q** The poster that Werner described in *Shores Beyond Shores* was a real Nazi propaganda poster.
- S** Read aloud the definition of "propaganda" in the Student Edition.
- U** Assign partners.
- S** Students complete Activity 1 in the Student Edition with their partner.
- W** **Writing Journal:** Partners answer questions 1–3 on page 20.
- U** Discuss student responses.
- Q** How would you answer these questions? See if you can find evidence from the text to support your ideas.
- U** Clarify that the image and words that are seen "bleeding" from the snake were designed by the Nazis to propagate Jewish stereotypes.
- S** Partners complete Activity 2 in the Student Edition.
- W** **Writing Journal:** Partners answer questions 4–6 on page 21.
- U** Discuss student responses.
- Q** How would you answer these questions? See if you can find evidence from the text to support your ideas.
- W** **Exit Ticket:** Project.

12 min

End of Lesson 1

D Lesson 2: Competing Visions of Hitler Youth

Benchmark: ELA.8.R.2.2

Connect Text: Students examine Reni's account of a changing Germany and the rise of Hitler Youth to understand how she views this group.

We've seen how Reni's world began to change once Hitler came to power. Now let's see how Nazi propaganda about the "ideal" German began to impact her life.

Direct students to page 500 of the Student Edition.

Students complete Activities 1 and 2 in the Student Edition.

Writing Journal: Students answer questions 1–4 on pages 22 and 23.

Discuss student responses.

E Lesson 2 (continued)

Benchmark: ELA.8.R.2.2

Reading: Students analyze a text that conflicts directly with Irene Butter's experience of the Hitler Youth and identify where the texts disagree on matters of interpretation.

Direct students to page 500 of the Student Edition.

Reni described the rise of the Hitler Youth. Let's look at another text, this one written by Alfons Heck, who joined the Hitler Youth as a boy.

Read aloud the excerpt from *A Child of Hitler: Germany in the Days When God Wore a Swastika*, paragraphs 1–12, on pages 494 and 495 of the Student Edition.

Direct students to follow along in the text as you read.

Writing Journal: Students answer questions 1–3 on page 24.

Discuss student responses.

Students complete Activity 2 in the Student Edition.

Reread Alfons's explanation of the Hitler Youth and analyze the differences between his experience and Reni's.

D Lesson 2—Competing Visions of Hitler Youth

- Review *Shores Beyond Shores*, chapter 3, paragraphs 1–58, on pages 489–493.
- Consider the four events author Irene Butter focuses on in this chapter:
 - Werner's dream
 - Reni not being invited to a party
 - Reni witnessing the march of the Hitler Youth
 - Werner and his friend being chased and beaten



Answer questions 1–4 on pages 22 and 23 of your Writing Journal.

E

Alfons Heck was a young German boy when Hitler and the Nazi Party became the leaders of Germany. In his memoir, *A Child of Hitler: Germany in the Days When God Wore a Swastika*, he describes his experiences as a member of the Hitler Youth, an organization set up by Hitler to indoctrinate (influence) German "Aryan" youth into Nazi principles.

- Follow along as your teacher reads the excerpt from *A Child of Hitler: Germany in the Days When God Wore a Swastika*, paragraphs 1–12, on pages 494 and 495.



Answer questions 1–3 on page 24 of your Writing Journal.

- Review the oath of the Hitler Youth in *A Child of Hitler: Germany in the Days When God Wore a Swastika*, paragraphs 3–5, on page 494.



Answer questions 4–7 on page 25 of your Writing Journal.

500 Holocaust: Memory & Meaning • Lesson 2

Lesson 2 Materials

No materials.

Differentiation: Step E

The passage used in this activity contains difficult language and concepts. You may choose to allow students to work in pairs to complete the questions in this activity.

You may want to define the term "rise of," as in "the rise of the Hitler Youth," as it is used several times in this lesson and may not be familiar to students.

● **ELL(Dev):** If you have a significant number of students who are below grade level in reading and/or ELLs in your class, you may want to discuss the questions in this activity together, especially to paraphrase the tenets of the Nazi creed and to talk about the indoctrination central to Hitler's philosophy.

F

Review *Shores Beyond Shores*, chapter 3, paragraphs 39–58, and *A Child of Hitler: Germany in the Days When God Wore a Swastika* on pages 480–495.

Compare and contrast Reni's and Alfons's experience and point of view about the Hitler Youth as children.



Respond to the Writing Prompt on page 26 of your Writing Journal.

15 min



Writing Journal: Students answer questions 4–7 on page 25.



Discuss student responses.

F

Lesson 2 (continued)

Benchmark: ELA.8.C.1.4, ELA.8.R.2.2

Write & Share: Students examine two different interpretations of the Hitler Youth to explain how and why the two interpretations conflict with one another.



Warm-Up: Use the digital lesson to make sure students have language to start writing.



Writing Prompt: Students complete the Writing Prompt on page 26.



On-the-Fly: Circulate around the room to support students.



Differentiation: Digital PDF.



Share: Call on 2 or 3 volunteers to share their writing. Each volunteer should call on 1–3 listeners to comment.



Exit Ticket: Project.

End of Lesson 2



Differentiation: Step F

● *ELL(Dev):* Alternate Writing Prompt breaks the prompt into smaller chunks and provides sentence starters.

■ *Moderate:* Alternate Writing Prompt provides questions to think about and sentence starters.

Before You Begin Lesson 3:

Lesson 3 is a Flex Day. Select from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, creating a new piece of writing, practicing close reading and discussion, or working visually with complex texts. Please see instructions in the digital lesson.

The Olympic Games of Berlin



The Nazis hosted the 1936 Olympic Games in Berlin in part to bolster the international legitimacy of the Third Reich and to promote the idea of Aryan supremacy. This sub-unit considers these goals for the 1936 Olympics—and the opening ceremony strategically orchestrated to support them—against the experience of two non-Aryan athletes, the half-Jewish Helen Mayer and the African-American Jesse Owens. The texts, images, and videos in this sub-unit reveal a complex mixture of national pride, international amazement at the scale of the ceremony, the German fans' enthusiasm for Jesse Owens, and Helen Mayer's complicated decision to compete for Germany. The lessons ask students to experience these events alongside the fans and athletes and ask whether athletes and nations might have made different decisions.

Sub-Unit 3



Lesson 1:
The Opening
Ceremonies:
Message to the World



Lesson 2:
“A Political Team”






Lesson 3:
Jesse Owens: Giving
the Lie to Hitler



Lesson 4:
Flex Day 2

Sub-Unit 3 at a Glance

Lesson Objective	Reading
<p>Lesson 1: The Opening Ceremonies: Message to the World</p> <p>Reading: Students will analyze the details and tone of an original account of the opening ceremonies of the 1936 Berlin Olympics to determine the writer’s point of view.</p> <p>Speaking & Listening: Students will discuss a newspaper article and newsreel footage of the opening ceremonies in order to analyze the differing purposes of each medium.</p> <p>Writing: Students will use information from text and video to develop a claim about the overall message of the opening ceremonies.</p> <p>Audio & Video:</p> <p> “100,000 Hail Hitler”: The Opening Ceremonies of the 1936 Olympic Games</p> <p> “One Hundred Thousand Pack Berlin Stadium”</p>	<p>“100,000 Hail Hitler”: The Opening Ceremonies of the 1936 Olympic Games (1–16)</p>
<p>Lesson 2: “A Political Team”</p> <p>Reading: Students will analyze an article about Helene Mayer to determine a central idea and how it develops: namely Mayer’s perspective concerning her inclusion in the 1936 Olympics.</p> <p>Writing: Students will argue whether or not Mayer should have competed for Germany in 1936, using textual evidence to support their claim.</p>	<p>“Helene Mayer, Fencing Champ, Says She’ll Try for Olympics” (1–11)</p>
<p>Lesson 3: Jesse Owens: Giving the Lie to Hitler</p> <p>Reading: Students will assess evidence to trace and evaluate claims about Hitler’s intentions for hosting the 1936 Olympic Games as well as the writer’s central argument about the impact of Jesse Owens’ accomplishments.</p> <p>Speaking & Listening: Students will discuss the overall effectiveness of the Nazis use of the Olympic Games as propaganda.</p> <p>Video:</p> <p> “Jesse Owens Race” (1936) video clip</p>	<p>“Jesse Owens’ Olympic Triumph Over Time And Hitlerism” (1–27)</p>
<p>Lesson 4: Flex Day 2</p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, creating a new piece of writing, practicing close reading and discussion, or working visually with complex texts.</p>	

Writing Prompt

Benchmark Stack

What message do you think Hitler and the Nazi Party were trying to communicate with the opening ceremonies of the 1936 Olympics?

ELA.K12.EE.3.1

ELA.8.C.1.3

ELA.K12.EE.1.1

ELA.K12.EE.2.1

ELA.K12.EE.4.1

ELA.8.R.2.1

ELA.8.R.2.3

ELA.8.R.2.4

ELA.8.R.3.4

ELA.8.V.1.3

Based on your readings, do you think Mayer made the right decision by joining the German Olympic team?

ELA.8.R.2.2

ELA.8.C.1.3

ELA.K12.EE.1.1

ELA.K12.EE.3.1

ELA.K12.EE.4.1

ELA.8.R.2.1

No analytical writing prompt.

ELA.K12.EE.4.1

ELA.8.R.2.4

ELA.K12.EE.2.1

ELA.8.R.2.1

ELA.8.R.2.2

ELA.8.R.2.3

ELA.8.R.3.2

ELA.8.V.1.3

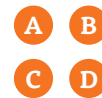
Each Flex Day activity provides practice with particular skills and benchmarks. Consult the Flex Day Activities Guide to see what is targeted by each activity.

Sub-Unit 3 Preparation Checklist

Lesson 1

- ☐ Review the selected passages and video clip.
- ☐ Be prepared to review the timeline on pages 462–471 of the Student Edition to discuss the events of this lesson in more detail.

Note that lesson Solos can be completed in the digital curriculum, through the Amplify Mobile Solos app, or in print. Solo Activities PDFs can be found in the Materials section of the digital Unit Guide, along with a Solo Answer Key.



Pages 65–73

Lesson 2

- ☐ Review the selected passage.
- ☐ Be prepared to review the concept of an Aryan race if needed.



Pages 77–79

Lesson 3

- ☐ Review the magazine article and film clip featured in the lesson.
- ☐ For your ELL(Dev) students, refer to the digital lesson for a list of terms that you can explain to support understanding of the text.



Pages 88–90

Lesson 4: Flex Day 2

- ☐ Review each lesson activity to identify which one(s) will best support your students' skill progress.
- ☐ Each activity requires distinct preparation. Review the Instructional Guide for each activity you will assign.
- ☐ Prepare any texts, materials, or directions you may need to project or distribute.

Note: There may be activities in these lessons that students will revise or refer to in a subsequent lesson. By keeping track of lessons that students complete in a print format, you can have students refer to their print work when they reach these activities. In addition, your students will need to copy any Writing Prompts completed in a print lesson into the corresponding digital writing space if you want that writing to be included in Productivity and other reports.

The Olympic Games of Berlin

502

Overview

Hitler and the Nazis decided to host the Olympic games in order to show the world that Germany, which had been badly defeated during World War I, was once again a powerful country, and that the Aryan people were superior to all other groups and races. In this sub-unit, you will read about the message the Nazis tried to convey through the opening ceremonies of the 1936 Olympic games, and about the athletes who participated in the competition and challenged Hitler's propaganda.

Suggested Reading

Three easier to read but very dramatic books about the Holocaust are *No Pretty Pictures: A Child of War* (1998) by Anita Lobel, *Upon the Head of the Goat: A Childhood in Hungary 1939-1944* (1981) by Aranka Siegal, and *The Upstairs Room* (1972) by Johanna Reiss.

A

Lesson 1—The Opening Ceremonies: Message to the World

1. Participate in a class discussion to share what you already know about the Olympic games or opening ceremonies.
2. Select one of the following three images to discuss with your partner.

A



Rio de Janeiro 2016

A

Lesson 1: The Opening Ceremonies: Message to the World

Discuss: Students analyze images from Olympic opening ceremonies to evaluate the purposes of the images and the events they represent.

- S** Direct students to page 503 of the Student Edition.
- A** Invite students to share what they know about present-day Olympic games. Then ask them if they have watched the opening ceremonies of any recent Olympics and what they noticed about them.
- P** Pictures capture events as they happen. Pictures also communicate ideas. Let's take a look at some images from different Olympic opening ceremonies and analyze the purpose of each event that is pictured.
- A** Assign pairs.
- S** Partners complete Activity 2 in the Student Edition.
- A** Ask students to discuss the message of each image, such as unity, diversity, tradition, or sportsmanship.
- W** **Writing Journal:** Students respond to questions 1 and 2 on page 30.
- A** Discuss student responses.
- P** What message are the opening ceremonies supposed to communicate?
- A** Direct students to the images of the 1936 Olympic Games in the Holocaust Timeline on page 466 of the Student Edition.
- A** Use the caption and the information in the timeline to present and discuss these events.
- A** Explain that today students will look closely at the 1936 Olympic opening ceremonies held in Berlin, Germany.
- P** What important events have happened in Germany between 1932 and 1936? How might these events affect the Olympics?

5 min



Lesson 1 Materials

- V** Video: "One Hundred Thousand Pack Berlin Stadium"
- A** "100,000 Hail Hitler": The Opening Ceremonies of the 1936 Olympic Games



Differentiation: Step A

- ELL(Dev):** Plan how you will assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.

A See previous page for instructions in Step A.

A

Lesson 1—The Opening Ceremonies: Message to the World (continued)

B



London 2012

A

C



Beijing 2008



Answer questions 1 and 2 on page 30 of your Writing Journal.

Locate the images of the 1936 Olympic Games on the Holocaust Timeline on page 466. Discuss with your class.

“100,000 Hail Hitler”: The Opening Ceremonies of the 1936 Olympic Games

By Frederick T. Birchall, August, 1, 1936

Wireless to *The New York Times*

- ¹ Berlin, Aug. 1—A gray sky that threatened rain without ever really fulfilling that threat lowered today over the opening ceremonies of the eleventh and greatest Olympic Games of modern times. It was not a misfortune, because there stood out in sharper relief all the brilliant coloring of this most picturesque of ceremonies, which comes only once every four years.
- ² The picture against this gray background was the huge expanse of the world's newest and biggest stadium, and the great throng of more than 100,000 that filled the gray stone benches. In the arena below, the greenest of lawns was cut by the running track of red cinders. At each end wide granite stairways leading up to the skyline were broken only by the twin stone clock towers and unadorned flagpoles.
- ³ At one side was an orchestra, reinforced by the drums and bugles of a half-dozen military bands, and above them was a choir of a thousand, all in white. At the other side, a line of gray benches was broken by a square outstanding platform, equipped with microphones for the new Caesar of this era, the German Fuehrer, and his entourage. Below that was a little forest of chairs for the Ambassadors and special **envoys** of nations. This was what one saw on entering before the opening of the Olympic ceremonies. There came an interval notable only for the arrival of the delegations in the national dress of the various peoples and the sudden appearance of the airship Hindenburg, which, trailing the Olympic Flag,

envoys:
representatives

crossed right over the stadium to the applause of the multitude. Then, from far away, a sound of cheering and a fanfare of distant trumpets, a sound ever growing nearer.

* * *

- 4 On the skyline, between the clock towers and down the wide steps came a **procession** of uniformed, frock-coated and top-hatted personages, wearing around their necks the gold chains which betokened them the International Olympic Committee. Before them, walking between Count Henri de Baillet-Latour, president of the committee, and Dr. Theodor Lewald, head of the German Organizing Committee,...was another quite simple personage in a uniform of plain khaki. But at his coming these assembled thousands rose to their feet, with their arms outstretched and voices raised in a frantic greeting. **Massed** bands blared a Wagner march.
- 5 Adolf Hitler was receiving the **plaudits** of a league far removed from politics, a league of peaceful sport to which he had become the proud host. There can be no doubt that he was proud at this moment of the climax of two years' patient preparation and endeavor. For once pride in an achievement showed in his bearing.

Child Presents Bouquet

- 6 A little girl in blue, her fair hair bound by a **chaplet** of flowers, came forward and, making a pretty German curtsey, gave him a bouquet of roses. He touched her hair and evidently spoke gently to her while [another man] took her by the hand and led her with the notables to the Caesar's **dais**. The assembly remained standing still, [voicing] a chorus of "heils."

* * *

- 7 From the tallest and furthest stone tower of all sounded a deep note from the Olympic bell—a bell on which is inscribed: "I summon the youth of the world." As if in answer to the summons, there emerged from the archway forming the Marathon Gate below the stone staircase which the Fuehrer had descended the head of a long procession of athletes of the nations.
- 8 The Greeks, in modern blue coats, and white flannel trousers, led the way, as is their right, they having originated the games in days almost

procession:
orderly movement
of people, parade

Massed:
assembled

plaudits: praises

chaplet: garland
worn around the
head

dais: throne/seat
of honor

beyond recorded history. Behind them, in alphabetical order, each nation preceded by its flag, came the rest, Germany, as host, last of all, following the United States.

- ⁹ They marched in a procession once around the arena, saluting the dais, each nation, according to its custom, as they passed; then, turning across the field, they took their stand in columns great and small in front of the Fuehrer and the guests of honor, their flags at their head.

* * *

3,000 Pigeons Released

- ¹⁰ Bluejackets standing beside the great flagpole in the arena slowly raised the Olympic flag of five interlocked rings, typifying the continents of the world of sport. More sailors along the skyline raised to the flagpoles on the stadium's edge the flags of the nations. Trumpets sounded a loud fanfare and from a distant battery of guns came the thunder of a royal salute.... Most picturesque of all, the doors of several hundred covered cages that had been standing unnoticed around the edge of the arena were opened, and there flew out a flock of 2,000 white pigeons. In a great cloud they circled the arena and flew away. Before the doves' flight was well underway a white-clad chorus above the orchestra began the "Olympic Hymn."
- ¹¹ In the midst of them atop the steps at the east gate of the far end of the arena appeared a white clad figure **bearing aloft** a flaming torch. It was the last runner of the relays of 3,000 youths from seven nations who, through daylight and dark, through storm and sunshine, carried the Olympic flame from the temple of Zeus across Europe lighting new Olympic altars on their way. ...
- ¹² For just a moment he paused, a tall slim figure, at the head of the staircase and waved the torch above his head. Then swiftly and gracefully he ran down the steps and sped across the arena, a trail of blue smoke behind him, and further up a great stairway to a platform halfway at the top, where stood a small black altar. As he dipped the torch to its top, a mighty flame sprang up. For a moment he looked at it, then ascended the rest of the stairs and disappeared beyond the skyline.
- ¹³ The Olympic flame was lighted for the period of the games.

bearing aloft:
raising

“Symbol of Love and Peace”

- ¹⁴ Spiridon Loues, victor in 1896 in the first Olympic Games of the new era, now an aged sheep herder who was wearing his Greek national costume, marched at the head of his delegation. He was escorted to Hitler on the dais, and presented to the Fuehrer sprig of wild olive from the sacred grove on Mount Olympus.
- ¹⁵ “I present to you this olive branch as a symbol of love and peace,” he said. “We hope that the nations will ever meet solely in such peaceful competition.”
- ¹⁶ Hitler, receiving it with obvious emotion, thanked him heartily and shook hands with him. The “Hallelujah Chorus” in a final great burst of melody and the **recession** of nations from the stadium brought this notable opening to a close.



recession:
filing out

509

B Lesson 1 (continued)

Benchmark: ELA.K12.EE.3.1

Select Text: Students read a news article about the opening ceremonies of the Berlin Olympics and determine the author's point of view.

S Direct students to Activity 1 on page 510 of the Student Edition.

Play: "100,000 Hail Hitler" audio, paragraphs 1–16.

S Direct students to follow along in the text as you play the audio.

S Students complete Activity 2 in the Student Edition.

Writing Journal: Students answer questions 1 and 2 on page 31.

Discuss responses.

S Students complete Activities 3–5 in the Student Edition.

Writing Journal: Students answer questions 3 and 4 on pages 31 and 32.

Discuss responses.

S Students complete Activity 6 in the Student Edition.

Writing Journal: Students answer questions 5 and 6 on page 32.

Discuss responses.

The Opening Ceremonies: Message to the World

B

Lesson 1—The Opening Ceremonies: Message to the World (continued)

1. Follow along with the audio in "100,000 Hail Hitler," paragraphs 1–16, on pages 506–509.
2. Highlight all the places where the author mentions numbers in the passage.



Answer questions 1 and 2 on page 31 in your Writing Journal.

3. Review "100,000 Hail Hitler," paragraphs 4 and 5.
4. Highlight the words the author uses to describe Hitler.
5. Underline what people do when Hitler appears.



Answer questions 3 and 4 on pages 31 and 32 in your Writing Journal.

6. Review "100,000 Hail Hitler," paragraphs 1–16.



Answer questions 5 and 6 on page 32 in your Writing Journal.



C

Watch the “One Hundred Thousand Pack Berlin Stadium” video clip.

1. As you watch the video, think about how the newspaper article and the news video each portray Hitler.



Complete the Venn diagram on page 33 of your Writing Journal.

2. Discuss your findings with the class.
 - What is the purpose of the news article?
 - What is the purpose of the newsreel footage?
 - How do you think the purpose of the news article differs from the purpose of the newsreel footage?
3. Review “100,000 Hail Hitler,” paragraphs 1–16 with your partner.



Answer question 2 on page 33 of your Writing Journal.

D

What message do you think Hitler and the Nazi party were trying to communicate with the opening ceremonies of the 1936 Olympics?



Respond to the Writing Prompt on page 34 of your Writing Journal.

The Olympic Games of Berlin • Lesson 1 511



Differentiation: Step D

- **ELL(Dev):** Alternate Writing Prompt provides a simplified prompt and sentence starters.
- **Moderate:** Alternate Writing Prompt provides sentence starters.

C

Lesson 1 (continued)

Discuss: Students compare and contrast the news article with video footage in order to analyze the purpose of the information provided in each medium.

S

Direct students to complete Activity 1 on page 511 of the Student Edition.



Project & Play: “One Hundred Thousand Pack Berlin Stadium” video clip (0:2:41).



Writing Journal: Students complete the Venn diagram on page 33.



Facilitate a discussion using Activity 2 in the Student Edition.

6 min



What do the different details in the article and video tell us about the purpose of each piece?



Do you think printed news and video footage of the same event can tell different stories?



Assign pairs.

S

Partners complete Activity 3 on page 511 of the Student Edition.



Writing Journal: Students answer question 2 on page 33.



Discuss responses.

D

Lesson 1 (continued)

Benchmarks: ELA.8.C.1.3, ELA.K12.EE.3.1

Write & Share: Students analyze the messages communicated by the opening ceremonies of the 1936 Olympics.



Warm-Up: Use the digital lesson to make sure students have language to start writing.



Writing Prompt: Students complete the activity on page 34.



On-the-Fly: Circulate around the room to support students.



Differentiation: Digital PDF.



Share: Call on 2 or 3 volunteers to share their writing. Each volunteer should call on 1–3 listeners to comment.

9 min



Wrap-Up: Project.



Exit Ticket: Project.

End of Lesson 1

Helene Mayer, Fencing Champ, Says She'll Try for Olympics

Jewish Daily Bulletin, April 11, 1934

- ¹ Helene Mayer, a tall, slim, blue-eyed blonde fraulein, is in the city to compete in the national women's fencing tournament tonight. Discussing her plans at the Fencer's club yesterday afternoon she said that she will try out for the next German Olympic team despite the fact that she is Jewish and "non-Aryan."
- ² This charming young fraulein who has amazed Europe for the last ten years with her skill and finesse in fencing competition was "kicked out" of the Offenbach Fencer's club in Germany, thereby precipitating a **furore** in international competition.
- ³ She cannot compete for any other nation but Germany inasmuch as she has already represented her native country at the Amsterdam Olympics in 1928 and at Los Angeles in 1932.
- ⁴ The Olympic ruling prohibits her performing on the strips of another nation because of her previous registration. However the love of fencing is so strong with her that she would like to compete once again in Olympic tournaments.
- ⁵ Fraulein Mayer, very serious for the moment said, "I have been assured that I shall be permitted to try out for the team. The pledge made at Vienna that Jewish athletes would not be discriminated against, I have been told, will be adhered to."

Career Smashed

- ⁶ However, this Jewish girl of twenty-four has had her career smashed in another field beside that of sports. Miss Mayer had studied in France and Germany for three years in preparation for entering the law profession. She is now at Scripps College, Claremont, California on a scholarship, where she will get an A.B. degree in June. Because of the sentiment

furore: frenzy,
uproar

against women in the professions in Germany, especially a “non-Aryan,” she has been forced to give up her law studies. She has decided to continue her scholastic work in the field of comparative literature, which, she says, “is fascinating in its scope.” She is particularly adept in languages.

- 7 The Olympic champion’s father, the late Doctor Ludwig Mayer, who was Jewish, had been a member of the Offenbach Fencing club. The doctor died three years ago but in all probability he would have been discharged from this club, as his daughter was.
- 8 Laughingly Miss Mayer referred to what she termed the “little ironies of life.” She has in her trophy case at home a framed letter from the Offenbach club congratulating her on winning the championship at the Amsterdam Olympics. The letter also states how proud the officers of the club are in having her as a member. This letter placed side by side with the **epistle** she received when Hitler came to the front would be rather **incongruous**. For the second note, she said, “told me in plain language that I had been kicked out of the club.”

Having Grand Time

- 9 Though she may be handicapped by racial prejudices in Germany, she is having a “grand time” at Scripps College. She has started her own fencing club there and claims that the girls are almost as good as she is.
- 10 “Oh yes,” she said, “last summer I and another girl bought a car for seventy dollars. It’s a 1929 Plymouth sedan but it runs. We call it ‘Asthma.’ Every girl in the school has used it at some time and we often take trips out in the California woods. It is really beautiful there.”
- 11 She has already won the women’s title in California and is representing the Los Angeles Athletic Club in the tournament there.
- 12 However, she says, “I shall have to wait until 1936 to say anything definite about my future athletic relations and my future career. Next year I hope to get a scholarship either at some Western university or at some school here in the East.”

Excerpts of Helene Mayer, Fencing Champ, Says She’ll Try for Olympics, produced by Jewish Telegraphic Agency Jewish Daily Bulletin, New York, April 11, 1934



epistle: letter, message

incongruous: clashing, not agreeing with

••

fraulein: unmarried German woman

finesse: expertise

precipitating: causing suddenly

inasmuch as: because or since

adhered to: stuck to

sentiment: opinion or attitude

scope: range of a subject

probability: likelihood

discharged: removed

finesse: expertise

•••

furor: frenzy, uproar

epistle: letter, message

incongruous: clashing, not agreeing with



Use the Vocab App to play mini games related to the words in this lesson.



514 Holocaust: Memory & Meaning

E

Lesson 2—"A Political Team"

1. Read "Helene Mayer, Fencing Champ" on pages 512 and 513. The article was written in 1934 as Helene Mayer began to prepare for the 1936 Olympics.



Answer question 1 on page 35 of your Writing Journal.

2. In paragraph 2, the writer states that Mayer was "kicked out" of the Offenbach Fencer's club in Germany. Does the description provide evidence that the writer felt Mayer's removal from the fencing club was fair or unfair?
 - Fair
 - Unfair
 - Neutral



Answer questions 2 and 3 on pages 35 and 36 of your Writing Journal.

Irony: a situation that is the opposite of what is expected to happen



Answer questions 4–6 on pages 36 and 37 of your Writing Journal.

3. How do the details about Mayer shape the reader's attitude toward Mayer's decision to try to join the team?
 - Strongly builds support
 - Builds support
 - Builds opposition
 - Strongly builds opposition

The Olympic Games of Berlin • Lesson 2 **515**

E

Lesson 2: "A Political Team"

Benchmark: ELA.8.R.2.2

Connect Text: Students determine the central idea of the article and analyze how Helene Mayer and the issues surrounding her inclusion on the German fencing team are described in the article.

S

Direct students to page 515 of the Student Edition.

S

Students complete Activity 1 in the Student Edition.

W

Writing Journal: Students answer question 1 on page 35.

D

Discuss responses.

S

Conduct a quick hand poll using Activity 2 in the Student Edition.

D

Discuss students responses.

Q

Why did the fencing club deny her membership?

Q

Why was there an international "furore," or uproar, about the German fencing club denying her membership?

W

Writing Journal: Students answer questions 2 and 3 on pages 35 and 36.

D

Discuss responses.

S

Have students read the definition of "irony" on page 515 of the Student Edition.

W

Writing Journal: Students answer questions 4–6 on pages 36–37.

D

Discuss responses.

S

Conduct a quick hand poll using Activity 3 in the Student Edition.

D

Discuss responses.

Q

Are there any details that lead you to think the author of the article is or is not supportive of Mayer's efforts to continue fencing in spite of the issues?

15 min



Lesson 2 Materials

No materials.



Differentiation: Step E

● *ELL(Dev)*: You may need to explain terms such as "tournament," "despite the fact," "precipitating," "furore," "prohibit," "registration," "assured," "sentiment," "probability," "irony," "incongruous," "handicapped," and "prejudice."

F Lesson 2 (continued)

Discuss: Students analyze and explain Mayer's decision to give the Nazi salute to demonstrate their understanding of her perspective.

5 min

S Direct students to examine the image in Activity 1 on page 516 of the Student Edition.

Explain to students that Mayer participated in the 1936 Olympics and won a silver medal. You can also tell them that the gold medal winner was the Hungarian Ilona Schacherer, who was also Jewish.

Read aloud the passage from "Nazi Olympic Vow Kept Technically" on page 517 of the Student Edition.

Writing Journal: Students answer questions 1 and 2 on page 38.

Discuss responses.

F

Lesson 2—"A Political Team" (continued)

1. Helene Mayer eventually participated on the German team and won the silver medal in competition. She is shown standing on the far right of the podium in this image:



United States Holocaust Memorial Museum, courtesy of Library of Congress



F

2. Follow along as your teacher reads aloud the passage from "Nazi Olympic Vow Kept Technically."

Nazi Olympic Vow Kept Technically

The team that will represent Germany in the Olympics will be a political team...Thus the whole Olympic organization and preparation are a government affair. The German team without exception will be expected to raise its right arm and heil Hitler. It will be wholly under National Socialist control and tutelage and it will probably be wholly Nazi.

Birchall, F. T. "Nazi Olympic Vow Kept Technically." *The New York Times*, 12 Aug. 1935, p. 1.



Answer questions 1 and 2 on page 38 of your Writing Journal.

G

Consider whether or not you think Helene Mayer should have joined the German Olympic team.



Respond to the Writing Prompt on page 39 of your Writing Journal.

G

Lesson 2 (continued)

Benchmarks: ELA.8.C.1.3, ELA.8.R.2.2

Write & Share: Students evaluate Mayer's decision to compete for the German team in the 1936 Olympics.



Direct students to page 517 of the Student Edition.



Warm-Up: Use the digital lesson to make sure students have language to start writing.



Writing Prompt: Students complete the Writing Prompt on page 39.



On-the-Fly: Circulate around the room to support students.



Differentiation: Digital PDF.



Share: Call on 2 or 3 volunteers to share their writing. Each volunteer should call on 1–3 listeners to comment.



Wrap-Up: Project Poll 4.



Exit Ticket: Project.

End of Lesson 2



Differentiation: Step G

● *ELL(Dev)*, ■ *Moderate*: Alternate Writing Prompt provides a simplified prompt and sentence starters.

“Jesse Owens’ Olympic Triumph over Time and Hitlerism”

By Lerone Bennett Jr.

Record-breaking performance by track star discredited racial theories of German dictator

1 “YES-SAY!”

2 “YES-SAY!”

3 “Yes-say OV-ENS!”

4 The chant came in heavy German accents from almost 100,000 throats.

5 Like the roar of thunder, like the rushing sound of mighty waters, it rolled over the screaming throng and reverberated against the gray stone walls of the new Olympic Stadium.

6 The object of all this **adulation**, an unassuming young track star named Jesse Owens, acknowledged the roar of the crowd and moved toward the victors’ stand. At almost the same moment, there was a flurry of activity in the official box, high in the stands, as Adolf Hitler, dictator of Germany and defender of Nordic supremacy, gathered his **entourage** and swept out of the stadium.

7 That scene, the most memorable **tableau** of the 1936 Olympics, would become a legend and would be passed on from generation to generation, growing in the telling, the story of an incredible moment of truth when the son of a sharecropper and the grandson of slaves temporarily derailed the Nazi **juggernaut** and gave the lie to Hitler’s theories on Aryan (read White) supremacy.

8 Thirty-seven years later a panel of major sportswriters would call Jesse Owens’ Olympic triumph the most important sports story of the century.

adulation: worship or admiration

entourage: escorts or attendants

tableau: striking image or vivid representation

juggernaut: unstoppable, powerful force

But this story, which will be told as long as men and women celebrate grace and courage, was more than a sports story. It was politics, history even, played out on an international stage with big stakes riding on every contest.

- 9 No one understood this better than Adolf Hitler, who mobilized all the resources of Germany and spent some \$50 million in a vain attempt to turn the 1936 Olympics into an athletic **plebiscite** for the ideals and political aims of the Third Reich. Even at that early date, the German *fuehrer* was dreaming of world domination and the extermination of Jews, Blacks and other “lesser breeds.” And the magnificent forum he constructed for the games was frankly designed to showcase the spiritual and physical superiority of the blond, blue-eyed conquerors of the new order. To further his aim, the strongest and swiftest German athletes were organized into semi-military brigades, and battalions of craftsmen worked day and night for almost two years to build the gleaming new Olympic Stadium, which was widely considered the finest facility of its kind in the world.
- 10 But history, partial as always to irony and surprise, turned Hitler’s idea inside out, like a glove, using as its instrument 22-year-old Jesse Owens, who was arguably the greatest of all Olympians and the greatest and most famous of all track stars. In what some writers call “the most memorable week in Olympic history,” Owens achieved one of the greatest feats in modern Olympic track competition, winning four gold medals.
- 11 A child of the history Hitler despised and vowed to exterminate, Owens had been fine-tuned by history for the role history asked him to play. The seventh of 11 children of a sharecropper, born James Cleveland Owens in Oakville, Ala., on September 12, 1913, he had been running hard against the Hitlers of the world since he was sent to the cottonfield to pick cotton at the age of seven. **Tempered** and toughened by that ordeal, he moved with his family to Cleveland, Ohio, where he picked up the name Jesse and ran, for the sheer love of running, in streets and alleys. There was, even then, something unique about Jesse Owens. He didn’t run, he floated, seeming, as one of his coaches said later, “to caress the ground.” There was beauty, poetry even, in the fluid, effortless, “velvety smooth” glide which made him a formidable foe at East Technical High School, where he set national AAU records, and Ohio State, where, unbelievable as it may seem now, he did not receive a scholarship and was forced to wait on tables and run elevators to pay his tuition.

plebiscite: poll, vote

tempered: strengthened

commissioner:
type of official
in retrospect:
looking back

 **520**

- ¹² It was at this juncture, on May 25, 1935, a little more than a year before the Olympics, that the Ohio State sophomore achieved international fame in “the greatest day in track history” and “the most astounding single day ever experienced by any athlete in any sport.” The setting for the occasion was the Big Ten Track and Field Championships at Ann Arbor, Mich. What perhaps was most astonishing about the event was that Owens competed with a painful back injury that made it difficult for him to bend over. For a brief moment, Owens and his coach, Larry Snyder, discussed the possibility of withdrawing from the event. But it was decided finally to test the pain level in the 100-yard dash, which was scheduled for 3:15 p.m.
- ¹³ Owens won the event, defeating his nearest challenger by five yards and tying the world record of 9.4 seconds. Ten minutes later, at 3:25, he set a new world record of 26 feet 8 ¼ inches, a record that would last 25 years, in the broad jump, now called the long jump. But Owens was not through. Nine minutes later, at 3:34 p.m., he cut three-tenths of a second off the world record in the 220-yard dash. Finally, at 4 p.m., he won the 220-yard low hurdles in the world record time of 22.6 seconds. Thus, within the span of 45 minutes, one man had broken three world records and tied a fourth. Eyewitness Bill Reed, later assistant Big Ten **commissioner**, said “it was one of those rare moments in sports when you can’t believe what you are seeing.” Mark Heisler of the Los Angeles Times wrote later that “no one before or since has ever had a day like that and no one probably ever will.”
- ¹⁴ Ann Arbor made Jesse Owens a track immortal; Berlin made him a household word.
- ¹⁵ It even seems, **in retrospect**, that fate conspired to bring Owens and Berlin and the Olympics together. And to understand the symbolic importance of his Olympic role, one must first understand that the 1936 Olympic Games were held in a divided world wracked with symptoms of the coming world war. Even as Owens and the Olympians gathered in Berlin, Spain was erupting in a bloody civil war and Italy was celebrating its conquest of Ethiopia. To make matters worse, racism had become an international obsession, and the resurgence of official racism in Germany had amplified and had given new respectability to racism in America and Africa.
- ¹⁶ It was therefore ironic that the Olympic Games, symbol of international peace and cooperation, were being held on the home ground of Adolf Hitler, the international symbol of the rising tide of racism and fascism.

The German dictator believed that the forces of history were on his side. And he was not above **appropriating** sports events for political purposes. When, on the eve of the Olympics, the German Max Schmeling defeated Joe Louis, Hitler seized on the event for propaganda purposes, parading Schmeling in the Olympic Village as an example of what would happen to other non-Nordic pretenders.

¹⁷ It was in this foreboding climate, in a Berlin festooned with swastikas and menaced by swaggering Storm Troopers, that some 5,000 athletes from 53 countries gathered for the 11th Olympiad. On the opening day—Saturday, Aug. 1—more than one million Germans lined the streets and cheered hysterically as Hitler was driven in triumph to the stadium. A little before four o'clock, 60 trumpeters on the stadium tower sounded a fanfare and were answered by cannon salutes from distant batteries. On signal, 3,000 white pigeons were released from their cages. As they circled the stadium in a white cloud, a tall, blond, white-clad runner sprinted across the arena and lit the Olympic flame, signalling the opening of the Games. Clearly, as a contemporary newspaper said, this was a “day of triumph [for Hitler], exceeding perhaps any that have gone before.”

¹⁸ Hitler's triumphant march continued on Sunday, Aug. 2, the first day of competition. In one of the early events, a shot putter named Hans Woellke won the first German gold medal in track and field competition in the history of the modern Games. The crowd went wild, and Hitler called Woellke and other medalists to his private box for a handshake and “a friendly pat on the back.” Hitler also congratulated the Finnish runners who won the 10,000-meter run. But having established this **precedent**, he found himself in a bind when the U.S. swept the high jump with two Black Americans, Cornelius Johnson and Dave Albritton, finishing first and second. All eyes turned to Hitler's box. Would he shake the hands of two Blacks who had proved their superiority over Nordic competitors? The answer was not long coming. Five minutes before Johnson and Albritton mounted the victors' stand, Hitler and his aides hurriedly left the stadium. The next day, newspapers said: HITLER SNUBS AMERICAN NEGRO WINNERS. Stunned perhaps by the public outcry, Hitler abandoned the practice of congratulating winners in his box.

¹⁹ Meanwhile, there were other indications that the Games were not going to follow Hitler's script. On the opening day, Jesse Owens set a world

appropriating:
using in a specific
way

precedent: custom

record of 10.2 seconds in a trial heat of the 100-meter dash. Although the record was later disallowed because of a favoring wind, it was obvious from that moment on that this was going to be Jesse Owens' Olympics, not Hitler's. It is interesting—and refreshing—to note that the German crowds anticipated this verdict by abandoning Nazi **orthodoxy** and cheering Owens.

- ²⁰ The next day, Monday, Aug. 3, dawned with gray skies and intermittent rain. Despite the adverse weather conditions, Owens captivated the crowd with a dazzling performance in the 100-meter dash final. Competing against his fellow Black American, future Congressman Ralph Metcalfe, and four other sprinters, Owens “ripped out of his starting holes,” an eyewitness said, “as though slung by a giant catapult,” and led from the first stride. Metcalfe, the last sprinter to leave the line, managed by superhuman effort to pass all runners except Owens, who won by a yard and tied the world record of 10.3 seconds.
- ²¹ Because of the dominant role of Owens and other Black Americans, the following day was dubbed “Black Tuesday.” Owens opened this day by winning his morning 200-meter heat in 21.1 seconds, a world record for that distance around a turn. Fresh from this triumph, he strolled over to the pit for the qualifying rounds of the broad jump. Since he held the world record, qualification was considered a mere formality. But it didn't happen that way. Owens, still wearing his jersey warm-up suit, ran down the runway and continued through the pit, making no attempt to jump. Although he was obviously testing conditions, a red flag went up, signaling a foul. On his second try he faulted, allegedly overstepping the mark. The atmosphere now turned tense. For the greatest broad jumper in the world was only one jump away from disqualification at a distance that was child's play for him. But to the immense relief of U.S. officials, he easily qualified on his third and last jump.
- ²² After the luncheon break, Owens continued his one-man Olympics by winning another 200-meter heat in 21.1 seconds. He then returned to the pit for the finals of the broad jump. To his surprise, an **unheralded** German named Lutz Long matched him jump for jump. Everything stopped in the stadium as the two men limbered up for the final three jumps. On the first jump of the finals, Owens sailed through the air and broke the Olympic record; Long, inspired perhaps by the presence of Hitler and the frenzied chants of the crowd, vaulted and came down at the same

orthodoxy: strict following of rules (usually religious)

unheralded: unknown

distance. A deep hush fell over the stadium as Owens lined up for his next to last jump. Without a moment's hesitation, he thundered down the runway and leaped 26 feet, 39/64 of an inch, the first 26-foot jump in Olympic history. On his next and last jump, he cleared 26 feet, 5 21/64 inches, establishing a new Olympic record and breaking the old one for the second time that afternoon.

- ²³ There occurred a postscript to this event that throws additional light on Hitler's dilemma. At the end of the broad jump competition, Long, the German challenger, threw his arm around Owens' shoulder, and the two men—one blond and German, the other Black and American—"affectionately walked along the track, arm in arm," directly under Hitler's box, as the crowd roared its approval.
- ²⁴ On Wednesday, another cold, gray and rainy day, Owens surpassed his previous efforts, easily defeating Matthew (Mack) Robinson, brother of [future baseball great] Jackie Robinson, by more than three yards in the 200-meter finals. Arthur Daley, who was witness to the event, said in a dispatch to the New York Times that Owens' running on this day was "a thing of beauty, a joy to behold." It was, he added, "one of the most amazing achievements in the ancient art of foot racing. No one in history had broken even 21 seconds flat for the distance around a turn and here was this human bullet ripping off 0:20:7, his eleventh record of one description or another in 14 appearances...."
- ²⁵ Shortly before Owens received his third gold medal, Hitler left the stadium. Reich officials said he left because of the **inclement** weather; others said a Black man from America had driven "the apostle of Nordic supremacy into sudden retreat...." On the final day of track-and-field competition, Owens added a fourth gold medal and a 12th record as the lead-off man of the 400-meter relay team. By that time, "America's Black **auxiliaries**," as the Nazis **derisively** called the Black athletes, had won six of the 12 American gold medals.
- ²⁶ Owens returned to America and a hero's ticker-tape parade. He was a hero, but he was a Black hero, and the market for Black heroes was limited. To make ends meet, Hitler's nemesis was forced to race cars, dogs and horses. Years later, he said, "I came back to my native country and I couldn't ride in the front of the bus. I had to go to the back door, I couldn't live where I wanted....I wasn't invited up to shake hands with Hitler, but I wasn't invited

inclement: bad

auxiliaries:
helpers, assistants

derisively: in a
degrading manner

to the White House to shake hands with the president, either.” The hero of Berlin did not receive the official thanks of his country until 1976, when president Gerald Ford awarded him the Medal of Freedom. By that time he was a successful public relations executive and the international symbol of the Olympic movement. Toward the end of his life, he told a reporter that the four gold medals of Berlin had kept him alive “over the years,” adding: “Time has stood still for me. That golden moment dies hard.”

²⁷ Hitlers lived and died, regimes rose and fell, but Owens’ triumph lived on. When, on March 31, 1980, he died, the golden moment became a living memorial, giving **imperishable** testimony on the limits of tyranny and the swiftness and grace of the human spirit.

Bennet, Lerone, Jr. “Jesse Owens” Olympic Triumph over Time and Hitlerism” from *Ebony*, April 1996.



imperishable:
lasting forever

 **524**

•

derailed: threw off course**partial:** favoring**mobilized:** assembled for action**festooned:** decorated

••

throng: crowd**juncture:** important moment**batteries:** platforms on which cannons are placed**unassuming:** humble, modest**conspired:** plotted**intermittent:** stopping and starting**sharecropper:** farmer paid for renting land, typically a formerly enslaved person**wracked:** ruined**adverse:** unfavorable**vain:** ineffective, pointless**amplified:** grown more powerful, increased**postscript:** addition**frankly:** openly**propaganda:** information used to influence**nemesis:** enemy

•••

adulation: worship or admiration**plebiscite:** poll, vote**orthodoxy:** strict following of rules (usually religious)**entourage:** escorts or attendants**tempered:** strengthened**unheralded:** unknown**tableau:** striking image or vivid representation**commissioner:** type of official**inclement:** bad**juggernaut:** unstoppable, powerful force**in retrospect:** looking back**auxiliaries:** helpers, assistants**appropriating:** using in a specific way**derisively:** in a degrading manner**precedent:** custom**imperishable:** lasting forever

Use the Vocab App to play mini games related to the words in this lesson.

H Lesson 3: Jesse Owens: Giving the Lie to Hitler

Reading: Students review and paraphrase the opening description of the article to analyze the key claim developed by the writer.

We just explored how the Nazi focus on the “ideal Aryan” impacted Jewish-German athletes like Helena Mayer. Now we’ll look at what happened when black American Jesse Owens came to participate in the Berlin Olympics.

Assign pairs.

Partners complete Activity 1 on page 526 of the Student Edition.

Writing Journal: Students answer questions 1–4 on pages 40 and 41.

Discuss student responses.

Project & Play: “Jesse Owens Race” (1936) video clip.

Writing Journal: Students answer questions 5–7 on pages 41 and 42 individually.

You will collaborate with a group of students to build your understanding of Jesse Owens’s accomplishments through discussion. One group will look at Owens’s achievements from his perspective, the other will consider how Hitler might have seen them.

Be sure to check in with each of your group members and hear everyone’s ideas.

Lesson 3—Jesse Owens: Giving the Lie to Hitler

1. Read “Jesse Owens’ Olympic Triumph over Time and Hitlerism,” paragraphs 1–7, on page 518.



Answer questions 1–4 on pages 40 and 41 of your Writing Journal with your partner.

2. Watch the “Jesse Owens Race” (1936) video clip.



Answer questions 5–7 on pages 41 and 42 of your Writing Journal.

Lesson 3 Materials

Video: “Jesse Owens Race”

Differentiation: Step H

Encourage students to listen to the audio recording of paragraphs 1–7. This will help them understand that “Yes-say OV-ENS” is “Jesse Owens.”

• **ELL(Dev):** For classes with ELLs or students who are below grade level in reading, paraphrase the quote as a group.

After students have shared their paraphrases, you might keep them paired to orally discuss their answers to question 4.

• **ELL(Dev):** Plan how you will assign groups/pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level. Students who are below grade level should be paired with students on or above grade level.

I Lesson 3 (continued)

Benchmarks: ELA.8.R.2.4, ELA.K12.EE.4.1

Select Text: Students collaborate in small-group discussions to evaluate either Owen's achievements from his perspective, or the writer's claim that Owens's achievements were a refutation of Nazi race theory.

S Direct students to page 527 of the Student Edition.

PE Explain that Group 1 will answer only Group 1 activities in the Student Edition and Writing Journal. Group 2 will answer only Group 2 activities in the Student Edition and Writing Journal.

S Groups complete the activity assigned to them on page 527 of the Student Edition.

Group 1

WJ **Writing Journal:** Students answer questions 1–7 on pages 43–45.

Group 2

WJ **Writing Journal:** Students answer questions 1–6 on pages 46 and 47.

PE Tell students working in Group 2 to determine what the author claims Hitler is hoping the Olympics will mean for Nazi Germany. Then, assess the evidence the author uses to support the claim.

Q A good discussion gives everyone a chance to express themselves. Be sure to give everyone a chance to present their ideas and their supporting evidence.

Q By the end of the discussion, you should have learned something new or considered a different perspective than you otherwise would have on your own.

10 min

Group 1

Complete this activity if you were assigned to Group 1.

Owens is described as “running hard against the Hitlers of the world since he was sent to the cottonfield to pick cotton at the age of seven” (11). Consider the meaning of this statement.



Answer Group 1 questions 1–7 on pages 43–45 of your Writing Journal with your group.

Group 2

Complete this activity if you were assigned to Group 2.

The article includes information that Hitler “mobilized all the resources of Germany and spent some \$50 million in a vain attempt to turn the 1936 Olympics into an athletic plebiscite for the ideals and political aims of the Third Reich” (9). Consider the meaning of this statement.



Answer Group 2 questions 1–6 on pages 46 and 47 of your Writing Journal with your group.

Differentiation: Step I

● **ELL(Dev):** ELLs and students who are below grade level in reading were not assigned the entire article in the previous Solo activity. You may want to read paragraphs 11–18 aloud to students.

The reading includes historical references with which students, especially ELLs, may not be familiar. Skim the article for these historical references and discuss them with your students as needed.

● **ELL(Dev):** If you have a significant number of ELLs or students who are below grade level in reading in your class, you may want to discuss the quote as a group and have students work in pairs for the remainder of the activities.

If students need support to identify Owens's Olympic accomplishments, suggest they scan the article for the terms “record” (Olympic or world), “break” (a record), and “defeat.” For your ELL students, you may also need to explain terms such as “final,” “heat,” “relay,” and “broad jump.”

J Lesson 3 (continued)

Benchmarks: ELA.8.R.2.4, ELA.K12.EE.4.1

Discuss: Students engage in a class discussion to build on each other's ideas about the impact of Owens' achievements.

S Students complete Activity 1 on page 528 of the Student Edition to prepare for the discussion.

Discuss Group 1 and Group 2's responses. Allow questions across groups to promote a class discussion.

Writing Journal: Students take notes on the discussion on page 48.

S Students complete Activities 2 and 3 in the Student Edition.

Writing Journal: Students answer questions 2 and 3 on page 49.

Discuss student responses.

How did your group discussions change or confirm your thinking about Jesse Owens' Olympic achievements?

What were the new ideas or pieces of information you discovered through your discussion?

Wrap-Up: Project.

Exit Ticket: Project.

End of Lesson 3

Lesson 3—Jesse Owens: Giving the Lie to Hitler (continued)

1. Prepare to discuss your responses by...
 - making notes to summarize your group's findings.
 - selecting one person to speak for your group.

Class Discussion

Group 1: Share your findings about what Owens's victories meant to him.

Group 2: Share your findings about what Owens's victories meant to Hitler.

Take notes on page 48 of your Writing Journal.

2. Consider the articles, images, and videos you have studied.
3. Hitler wanted to use the Olympics as propaganda to showcase the Nazis' power and Aryan superiority. Consider whether or not you think he accomplished these goals.

Answer questions 2 and 3 on page 49 of your Writing Journal.



Differentiation: Step J

● *ELL(Dev)*: If you have a significant number of ELLs or students who are below grade level in reading, you may want to survey students for their understanding of the term "propaganda" in the present context and discuss as necessary before students encounter the term in the Writing Prompt.

Before You Begin Lesson 4:

Lesson 4 is a Flex Day. Select from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, creating a new piece of writing, practicing close reading and discussion, or working visually with complex texts. Please see instructions in the digital lesson.

Descending Into Darkness



The Nazis moved slowly and deliberately toward their ultimate goal: the destruction of the Jewish communities of Europe. The first sub-units chronicle restrictions that were placed on Jews and the early signs of the horrors to come. In Sub-Unit 4, students closely examine the terrifying escalation of persecution and violence that began with the November Pogroms (Kristallnacht), during which thousands of Jewish businesses and synagogues were destroyed, and continued with the creation of the ghettos, the building of the death camps, and the systematic murder of millions. Students “witness” the events through the eyes of those who were there, analyzing how the Nazis used propaganda, misinformation, and the increasing isolation of the Jewish population to support genocide. They also reflect on how survivors were transformed and haunted by their experiences for the rest of their lives.

Sub-Unit 4



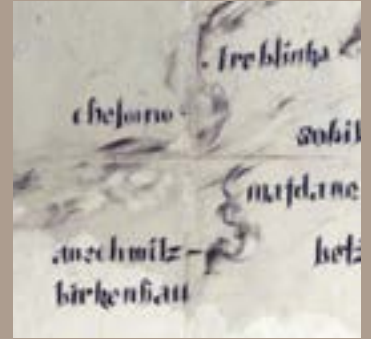
Lesson 1:
Kristallnacht: The
November Pogroms



Lesson 2:
“A little worse, a
little worse”



Lesson 3:
Strategies of
Survival



Lesson 4:
The Final Solution



Lesson 5:
Flex Day 3

Sub-Unit 4 at a Glance

Lesson Objective	Reading
<p>Lesson 1: Kristallnacht: The November Pogroms</p> <p>Reading: Students will analyze and describe people's actions and reactions during the chaos of Kristallnacht.</p> <p>Writing: Students will explain the ways in which Kristallnacht represented "the end of German innocence."</p> <p>Audio:  <i>A Child of Hitler</i>, "The November Pogroms," paragraphs 1–4</p>	<p><i>A Child of Hitler</i></p> <ul style="list-style-type: none"> • "The November Pogroms," pages 27 and 28 (1–4)
<p>Lesson 2: "A little worse, a little worse"</p> <p>Reading: Students will use images and text to analyze the characters of the two main storytellers, identify the events described, and analyze how each incident escalates tension and reveals the progression of genocide.</p> <div data-bbox="144 920 206 978">  </div> <div data-bbox="241 920 1067 1035"> <p>Lesson 2 requires access to the graphic novel <i>Maus</i>, available only in the digital lessons. Teachers are encouraged to adapt their instructional methods to incorporate the digital unit, or save this lesson for a class period when students have access to devices.</p> </div>	<p><i>Maus, I</i></p> <ul style="list-style-type: none"> • "The Noose Tightens"
<p>Lesson 3: Strategies of Survival</p> <p>Reading: Students will identify and analyze Spiegelman's portrayal of the Jewish response to the Nazi occupation.</p> <p>Writing: Students will write to analyze Spiegelman's portrayal of his father throughout the narrative.</p> <div data-bbox="144 1384 206 1441">  </div> <div data-bbox="241 1384 1067 1499"> <p>Lesson 3 requires access to the graphic novel <i>Maus</i>, available only in the digital lessons. Teachers are encouraged to adapt their instructional methods to incorporate the digital unit, or save this lesson for a class period when students have access to devices.</p> </div>	<p><i>Maus, I</i></p> <ul style="list-style-type: none"> • "The Noose Tightens"
<p>Lesson 4: The Final Solution</p> <p>Reading: Students will analyze the structure of select passages in which Elie Wiesel develops the concept of transformation that occurred on his first night in the Auschwitz death camp.</p> <p>Speaking & Listening: Students will discuss the impact of the Holocaust on Elie Wiesel and the Jewish communities of Europe.</p>	<p><i>Night</i> (29–37)</p>

Writing Prompt

Benchmark Stack

Alfons Heck once said that Kristallnacht “signified the end of German innocence.” Based on this passage, what do you think he meant by that?

ELA.8.R.2.2
ELA.8.C.1.3
 ELA.K12.EE.1.1
 ELA.K12.EE.3.1
 ELA.K12.EE.4.1
 ELA.8.R.3.2
 ELA.8.V.1.1
 ELA.8.V.1.3

No analytical writing prompt.

ELA.8.R.1.1
 ELA.K12.EE.1.1
 ELA.K12.EE.2.1
 ELA.K12.EE.3.1
 ELA.K12.EE.4.1
 ELA.8.R.3.1
 ELA.8.C.1.2
 ELA.8.V.1.3

In Maus, Art Spiegelman tells his father’s story as a survivor of the Holocaust. How did he portray his father: mainly as a victim, mainly as a resister, or something else?

Extra: Challenge Writing available in the digital lesson.

ELA.8.R.1.1
ELA.8.C.1.3
ELA.8.V.1.1
 ELA.K12.EE.1.1
 ELA.K12.EE.3.1
 ELA.8.C.1.2

No analytical writing prompt.

ELA.K12.EE.4.1
ELA.8.R.2.1
 ELA.K12.EE.1.1
 ELA.K12.EE.2.1
 ELA.K12.EE.3.1
 ELA.8.R.2.2
 ELA.8.R.3.3
 ELA.8.V.1.3

Lesson 5: Flex Day 3

The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, creating a new piece of writing, practicing close reading and discussion, or working visually with complex texts.

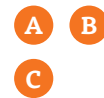
Writing Prompt

Benchmark Stack

Each Flex Day activity provides practice with particular skills and benchmarks. Consult the Flex Day Activities Guide to see what is targeted by each activity.

Sub-Unit 4 Preparation Checklist

Lesson 1



Pages 118–119

- ❑ Review the passages from *A Child of Hitler* and *Shores Beyond Shores* featured in the lesson.
- ❑ Be prepared to review the Holocaust Timeline on pages <?>–<?> of the Student Edition to discuss the events of this lesson in more detail.
- ❑ For your ELL(Dev) students, refer to the digital lesson for a list of terms that you can explain to support understanding of the text.

Note that lesson Solos can be completed in the digital curriculum, through the Amplify Mobile Solos app, or in print. Solo Activities PDFs can be found in the Materials section of the digital Unit Guide, along with a Solo Answer Key.

Lesson 2

Pages 120–121

Note: This lesson requires access to the graphic novel *Maus*, available only in the digital lessons. Teachers are encouraged to adapt their instructional methods to incorporate the digital unit, or save this lesson for a class period when students have access to devices. For more information on how to adapt the *Maus* lessons, please see pages 120 and 121.

Lesson 3

Pages 120–121

Note: This lesson requires access to the graphic novel *Maus*, available only in the digital lessons. Teachers are encouraged to adapt their instructional methods to incorporate the digital unit, or save this lesson for a class period when students have access to devices. For more information on how to adapt the *Maus* lessons, please see pages 120 and 121.

Lesson 4



Pages 122–125

- ❑ Review the excerpt from *Night* featured in this lesson.
- ❑ Be prepared to review the Holocaust Timeline on pages <?>–<?> of the Student Edition to discuss the events of this lesson in more detail.

Lesson 5: Flex Day 3

- ❑ Review each lesson activity to identify which one(s) will best support your students' skill progress.
- ❑ Each activity requires distinct preparation. Review the Instructional Guide for each activity you will assign.
- ❑ Prepare any texts, materials, or directions you may need to project or distribute.

Note: There may be activities in these lessons that students will revise or refer to in a subsequent lesson. By keeping track of lessons that students complete in a print format, you can have students refer to their print work when they reach these activities. In addition, your students will need to copy any Writing Prompts completed in a print lesson into the corresponding digital writing space if you want that writing to be included in Productivity and other reports.

Descending Into Darkness

530

Sub-Unit 4 Descending Into Darkness

Overview

If the Holocaust began with propaganda posters and hushed whisperings, it ended with the murder of millions of people in killing centers like Auschwitz. In this sub-unit, you will see how the Nazis extended their control over the Jewish communities of Europe and moved toward what they called the “final solution of the Jewish problem.”

Suggested Reading

Code Name Verity (2012) by Elizabeth Wein is a thrilling page-turner about two female best friends whose British spy plane crashes in Nazi-occupied France.

You could also try a classic. *The Diary of a Young Girl* (1952) by Anne Frank is the true story of a Jewish girl hiding from the Nazis during World War II.



Excerpt: “Hitler Youth” from *A Child of Hitler: Germany in the Days When God Wore a Swastika*

by Alfons Heck

The November Pogroms

- ¹ On the afternoon of November 9, 1938, I watched open-mouthed as small troops of SA and SS men jumped off trucks on the market place, fanned out in several directions, and began to smash the windows of every Jewish business in town. I didn't know any of the men, but Paul Wolff, a local carpenter who belonged to the SS, led the biggest troop and pointed out the locations. One of their major targets was Anton Blum's shoe store next to the city hall. Shouting SA men threw hundreds of pairs of shoes into the street. They were picked up in minutes by some of the nicest people in our town.
- ² We were on our way home from school, and four or five of us followed Wolff's men when they headed up the Himmeroder Strasse toward the synagogue. Groups of people watched silently, but many followed just like we did. When the singing gang reached the synagogue, they broke into a run and literally stormed the entrance. Seconds later, the **intricate** lead crystal window above the door crashed into the street, and pieces of furniture came flying through doors and windows. A shouting SA man climbed to the roof and waved the rolls of the Torah. "Wipe your ---es with it, Jews," he screamed, and at that some people turned shame-facedly away. Most stayed, as if **riveted** to the ground, some grinning maliciously.
- ³ The brutality of it was stunning, but I also experienced an unmistakable feeling of excitement. "Let's go in and smash some stuff," urged my buddy Helmut. With shining eyes, he bent down, picked up a rock and fired it toward one of the windows. I don't know if I would have done the same

intricate: complex
and detailed

riveted: pinned

 **532**

seconds later, but my Uncle Franz grabbed both of us by the neck, turned us around and kicked us in the seat of the pants. "Get the hell home, you two *Schweinhunde*," he yelled. What do you think this is a *verdammt* *Zirkus*?" As we ran into the entrance of our farm, I turned in time to see two burly troopers drag Uncle Siegfried toward an open truck on which sat half a dozen Jewish men, including the moonfaced Herr Marks, who owned the butcher shop down the street. He still wore his bloody apron and his face was chalk-white. When Uncle Siegfried raised his voice in what sounded like a protest and pointed to the high floor of the vehicle, one of the troopers, unmistakably a farmhand, smashed a fist into Siegfried's nose, causing a jet of blood to spurt forth. They picked him up like a bale of hay and heaved him on the truck with his wooden leg. He let out a deep moan and at that moment I felt very sorry for him.

- 4 But I felt even more sorry for Frau Marks, who stood in front of her smashed plate glass window, wrung her hands and wailed in a high-pitched voice: "Come back, Gustav, you hear. For God's sake come back and get your coat." Then she whirled around at the circle of silent faces in the windows, neighbors she had known all her life and screamed, "Why are you people doing this to us?"

Heck, Alfons. *A Child of Hitler: Germany in the Days When God Wore a Swastika*. Phoenix, Arizona: Renaissance House, 1985.

Excerpt: *Night*

by Elie Wiesel

- ¹ The beloved objects that we had carried with us from place to place were now left behind in the wagon and, with them, finally, our illusions.
- ² Every few yards, there stood an SS man, his machine gun trained on us. Hand in hand we followed the throng.
- ³ An SS came toward us wielding a club. He commanded:
- ⁴ “Men to the left! Women to the right!”
- ⁵ Eight simple, short words. Yet that was the moment when I left my mother. There was no time to think, and I already felt my father’s hand press against mine: we were alone. In a fraction of a second I could see my mother, my sisters, move to the right. Tzipora was holding Mother’s hand. I saw them walking farther and farther away; Mother was stroking my sister’s blond hair, as if to protect her. And I walked on with my father, with the men. I didn’t know that this was the moment in time and the place where I was leaving my mother and Tzipora forever. I kept walking, my father holding my hand.
- ⁶ Behind me, an old man fell to the ground. Nearby an SS man replaced his revolver in his holster.
- ⁷ My hand tightened its grip on my father. All I could think of was not to lose him. Not to remain alone.
- ⁸ The SS officers gave the order.
- ⁹ “Form ranks of fives!”
- ¹⁰ There was a tumult. It was imperative to stay together.
- ¹¹ “Hey, kid, how old are you?”
- ¹² The man interrogating me was an inmate. I could not see his face, but his voice was weary and warm.

13 "Fifteen."

14 "No. You're eighteen."

15 "But I'm not," I said. "I'm fifteen."

16 "Fool. Listen to what I say."

17 Then he asked my father, who answered:

18 "I'm fifty."

19 "No." The man now sounded angry. "Not fifty. You're forty. Do you hear? Eighteen and forty."

20 He disappeared into the darkness. Another inmate appeared, unleashing a stream of invectives:

21 "Sons of bitches, why have you come here? Tell me, why?"

22 Someone dared to reply:

23 "What do you think? That we came here of our own free will? That we asked to come here?"

24 The other seemed ready to kill him:

25 "Shut up, you moron, or I'll tear you to pieces! You should have hanged yourselves rather than come here. Didn't you know what was in store for you here in Auschwitz? You didn't know? In 1944?"

26 True. We didn't know. Nobody had told us. He couldn't believe his ears. His tone became even harsher:

27 "Over there. Do you see the chimney over there? Do you see it? And the flames, do you see them?" (Yes, we saw the flames.) "Over there, that's where they will take you. Over there will be your grave. You still don't understand? You sons of bitches. Don't you understand anything? You will be burned! Burned to a cinder! Turned into ashes!"

28 His anger changed into fury. We stood stunned, petrified. Could this just be a nightmare? An unimaginable nightmare?

29 I heard whispers around me:

30 "We must do something. We can't let them kill us like that, like cattle in the slaughterhouse. We must revolt."

31 There were, among us, a few tough young men. They were actually had knives and were urging us to attack the armed guards. One of them was muttering:

32 “Let the world learn about the existence of Auschwitz. Let everybody find out about it while they still have a chance to escape...”

33 But the older men begged their sons not to be foolish:

34 “We mustn’t give up hope, even now as the sword hangs over our heads. So taught our sages...”

35 The wind of revolt died down. We continued to walk until we came to a crossroads. Standing in the middle of it was, though I didn’t know it then, Dr. Mengele, the notorious Dr. Mengele. He looked like the typical SS officer: a cruel, though not unintelligent, face, complete with **monocle**. He was holding a conductor’s baton and was surrounded by officers. The baton was moving constantly, sometimes to the right, sometimes to the left.

36 In no time, I stood before him.

37 “Your age?” he asked, perhaps trying to sound paternal.

38 “I’m eighteen.” My voice was trembling.

39 “In good health?”

40 “Yes.”

41 “Your profession?”

42 Tell him that I was a student?

43 “Farmer,” I heard myself saying.

44 This conversation lasted no more than a few seconds. It seemed like an eternity.

45 The baton pointed to the left. I took half a step forward. I first wanted to see where they would send my father. Were he to have gone to the right, I would have run after him.

46 The baton, once more, moved to the left. A weight lifted from my heart.

47 We did not know, as yet, which was the better side, right or left, which road led to prison and which to the crematoria. Still, I was happy, I was near my father. Our procession continued slowly to move forward.

monocle: eyeglass
worn on one eye

48 Another inmate came over to us:
49 "Satisfied?"
50 "Yes," someone answered.
51 "Poor devils, you are heading for the crematorium."
52 He seemed to be telling the truth. Not far from us, flames, huge flames,
were rising from a ditch. Something was being burned there. A truck drew
close and unloaded its hold: small children. Babies! Yes, I did see this, with
my own eyes... children thrown into the flames. (Is it any wonder that ever
since then, sleep tends to elude me?)
53 So that was where we were going. A little farther on, there was another,
larger pit for adults.
54 I pinched myself: Was I still alive? Was I awake? How was it possible that
men, women, and children were being burned and that the world kept
silent? No. All this could not be real. A nightmare perhaps... Soon I would
wake up with a start, my heart pounding, and find that I was back in the
room of my childhood, with my books...
55 My father's voice tore me from my daydreams:
56 "What a shame, a shame that you did not go with your mother... I saw
many children your age go with their mothers..."
57 His voice was terribly sad. I understood that he did not wish to see what
they would do to me. He did not wish to see his only son go up in flames.
58 My forehead was covered with cold sweat. Still, I told him that I could
not believe that human beings were being burned in our times; the world
would never tolerate such crimes...
59 "The world? The world is not interested in us. Today, everything is
possible, even the crematoria..." His voice broke.
60 "Father," I said. "If that is true, then I don't want to wait. I'll run into the
electrified barbed wire. That would be easier than a slow death in the flames."
61 He didn't answer. He was weeping. His body was shaking. Everybody
around us was weeping. Someone began to recite Kaddish, the prayer for
the dead. I don't know whether, during the history of the Jewish people,
men have ever before recited Kaddish for themselves.

- ⁶² “Yisgadal, veyiskadash, shmey raba... May His name be celebrated and **sanctified**...” whispered my father.
- ⁶³ For the first time, I felt anger rising within me. Why should I sanctify His name? The Almighty, the eternal and terrible Master of the Universe, chose to be silent. What was there to thank Him for?
- ⁶⁴ We continued our march. We were coming closer and closer to the pit, from which an **infernal** heat was rising. Twenty more steps. If I was going to kill myself, this was the time. Our column had only some fifteen steps to go. I bit my lips so that my father would not hear my teeth chattering. Ten more steps. Eight. Seven. We were walking slowly, as one follows a hearse, our own funeral procession. Only four more steps. Three. There it was now, very close to us, the pit and its flames. I gathered all that remained of my strength in order to break **rank** and throw myself onto the barbed wire. Deep down, I was saying good-bye to my father, to the whole universe, and, against my will, I found myself whispering the words: “Yisgadal, veyiskadash, shmey raba... May His name be **exalted** and sanctified...” My heart was about to burst. There. I was face-to-face with the Angel of Death...
- ⁶⁵ No. Two steps from the pit, we were ordered to turn left and herded into barracks.
- ⁶⁶ I squeezed my father’s hand. He said:
- ⁶⁷ “Do you remember Mrs. Schächter, in the train?”
-
- ⁶⁸ Never shall I forget that night, the first night in camp, that turned my life into one long night seven times sealed.
- ⁶⁹ Never shall I forget that smoke.
- ⁷⁰ Never shall I forget the small faces of the children whose bodies I saw transformed into smoke under a silent sky.
- ⁷¹ Never shall I forget those flames that consumed my faith forever.
- ⁷² Never shall I forget the nocturnal silence that deprived me for all eternity of the desire to live.
- ⁷³ Never shall I forget those moments that murdered my God and my soul and turned my dreams to ashes.

sanctified: made holy
infernal: hellish
exalted: praised

74 Never shall I forget those things, even were I condemned to live as long as God Himself.

75 Never.

76 The barrack we had been assigned to was very long. On the roof, a few bluish skylights. I thought: This is what the **antechamber** of hell must look like. So many crazed men, so much shouting, so much brutality.

77 Dozens of inmates were there to receive us, sticks in hand, striking anywhere, anyone, without reason. The orders came:

78 “Strip! Hurry up! Raus! Hold on only to your belt and your shoes...”

79 Our clothes were to be thrown on the floor at the back of the barrack. There was a pile there already. New suits, old ones, torn overcoats, rags. For us it meant true equality: nakedness. We trembled in the cold.

80 A few SS officers wandered through the room, looking for strong men. If vigor was that appreciated, perhaps one should try to appear sturdy? My father thought the opposite. Better not to draw attention. (We later found out that he had been right. Those who were selected that day were incorporated into the Sonder-Kommando, the Kommando working in the crematoria. Béla Katz, the son of an important merchant of my town, had arrived in Birkenau with the first transport, one week ahead of us. When he found out that we were there, he succeeded in slipping us a note. He told us that having been chosen because of his strength, he had been forced to place his own father’s body into the furnace.)

81 The blows continued to rain on us:

82 “To the barber!”

83 Belt and shoes in hand, I let myself be dragged along to the barbers. Their clippers tore out our hair, shaved every hair on our bodies. My head was buzzing; the same thought surfacing over and over: not to be separated from my father.

84 Freed from the barbers’ clutches, we began to wander about the crowd, finding friends, acquaintances. Every encounter filled us with joy—yes, joy: Thank God! You are still alive!

antechamber:
small room that is
an entryway

- ⁸⁵ Some were crying. They used whatever strength they had left to cry. Why had they let themselves be brought here? Why didn't they die in their beds? Their words were **interspersed** with sobs.
- ⁸⁶ Suddenly someone threw his arms around me in a hug: Yehiel, the Sigheter rebbe's brother. He was weeping bitterly. I thought he was crying with joy at still being alive.
- ⁸⁷ "Don't cry, Yehiel," I said. "Don't waste your tears... "
- ⁸⁸ "Not cry? We're on the threshold of death. Soon, we shall be inside... Do you understand? Inside. How could I not cry?"
- ⁸⁹ I watched darkness fade through the bluish skylights in the roof. I no longer was afraid. I was overcome by fatigue.
- ⁹⁰ The absent no longer entered our thoughts. One spoke of them—who knows what happened to them?—but their fate was not on our minds. We were incapable of thinking. Our senses were numbed, everything was fading into a fog. We no longer clung to anything. The instincts of self-preservation, of self-defense, of pride, had all deserted us. In one terrifying moment of **lucidity**, I thought of us as damned souls wandering through the void, souls condemned to wander through space until the end of time, seeking redemption, seeking **oblivion**, without any hope of finding either.
- ⁹¹ Around five o'clock in the morning, we were expelled from the barrack. The Kapos were beating us again, but I no longer felt the pain. A glacial wind was enveloping us. We were naked, holding our shoes and belts. An order:
- ⁹² "Run!" And we ran. After a few minutes of running, a new barrack.
- ⁹³ A barrel of foul-smelling liquid stood by the door. Disinfection. Everybody soaked in it. Then came a hot shower. All very fast. As we left the showers, we were chased outside. And ordered to run some more. Another barrack: the storeroom. Very long tables. Mountains of prison garb. As we ran, they threw the clothes at us: pants, jackets, shirts...
- ⁹⁴ In a few seconds, we had ceased to be men. Had the situation not been so tragic, we might have laughed. We looked pretty strange! Meir Katz, a **colossus**, wore a child's pants, and Stern, a skinny little fellow, was floundering in a huge jacket. We immediately started to switch.

interspersed:
sprinkled, mixed

lucidity: clarity

oblivion:
nothingness

colossus: huge
person

⁹⁵ I glanced over at my father. How changed he looked! His eyes were veiled. I wanted to tell him something, but I didn't know what.

⁹⁶ The night had passed completely. The morning star shone in the sky. I too had become a different person. The student of Talmud, the child I was, had been consumed by the flames. All that was left was a shape that resembled me. My soul had been invaded—and devoured—by a black flame.

⁹⁷ So many events had taken place in just a few hours that I had completely lost all notion of time. When had we left our homes? And the ghetto? And the train? Only a week ago? One night? One single night?

Wiesel, Elie, Wiesel, Marion. *Night*. New York : Hill And Wang, 2006.



541

Shores Beyond Shores

by Irene Butter

Postscript

- ¹ December 2017. I'm looking back across more than seventy years to December 1945. I should have expected that my journey from the shores of Algeria to the shores of the United States would not be simple.
- ² After Camp Jeanne d'Arc was closed in late summer of 1945, I spent three months in Algiers, the beautiful, whitewashed capitol of Algeria, waiting for a ship bound for America. It was hard to find ships that had room for passengers. Following the war's end, the United States government had a new mission: get hundreds of thousands of soldiers back home by the holidays. When word arrived that a ship had room, it was 150 miles away in the port of Bougie. It would be leaving the next day.
- ³ I, along with other female refugees from Poland, climbed into a taxi and a small truck and headed across the mountains and desert. Clouds of dust, kicked up by our churning tires, billowed around us as we raced over the ragged and sandy roads. At times, we could barely see, and it was at one of those times on a steep turn on the high road that our taxi crashed into the small truck. Our belongings flew everywhere. Some of the women broke bones, but I was only bruised. We were in the middle of nowhere, but lucky to be alive. We waited in the heat, treating our wounds, as our drivers tried to fix the taxi, which refused to start back up again. Hours ticked by. Finally the engine sputtered back to life, and we were once again speeding to the ocean. We made our ship, the SS Cleveland Forbes, with just moments to spare.
- ⁴ You'd think my adventure ended there, but it didn't. I crossed the Atlantic Ocean in a Liberty Ship, a military cargo ship meant to carry supplies and not people. The ship had tall turrets, large guns, and many layers of decks that creaked and moaned over the waves. It was three weeks of dark gray water, light gray sky, and bracing white spray—so different from the calm, aqua blue Mediterranean Sea where I had learned to swim. Another passenger on board, a doctor, told me that the American Liberty ships were so quickly and poorly built that some broke in half during large

storms and only the half with the engine made it to land. I know now he was kidding, but at the time I was terrified. There were frequent storms, and I didn't want to be too far away from the engine room. During the worst tempests, all of us refugees were instructed to sleep on benches in the dining room, which was closer to the decks and lifeboats than our sleeping quarters. One night, silverware crashed to the floor

5 Days later, under a brittle, blue clear sky, we carved our way into Baltimore harbor, slicing through frozen ocean until we couldn't go any further. I climbed into a lifeboat that was lowered into the watery space between ice floes, and stepped ashore: it was December 25, 1945. I was a fifteen-year-old refugee with a sixth grade education, broken English, and a small knapsack of belongings.

6 My journey, up until that point in my life, had been by command and not by choice. Pappi and Mutti hadn't chosen to move to Amsterdam; they were forced to. We didn't choose to be hurled through the camps, we were forced to. I didn't choose to live in Algeria alone; I was forced to. But finally, in America, I had choices and could exercise my free will. There were no restrictions. No yellow stars on clothing. No men with guns stopping people to see papers. My distant relatives and the beautiful city of New York welcomed me with open arms.

7 Six months after I landed, Mutti and Werner arrived. I will never forget Werner's hug. Over the year and a half since we had last seen each other in Switzerland, he had grown taller and bigger. Our hold was full, solid, and strong, and not just bone against bone. We were healthy, and we were together.

8 We lived with the Kaplans, Mutti's cousins, and there was only one rule: we must start over. This meant no talking of the past, especially about the war. No **ruminating**, and no whining. Beginning fresh **necessitated** forgetting.

9 Werner and I entered high school. It was hard because I had been out of school for three years, but exciting to be in a classroom and learning again! Compared to the camps, high school was a piece of cake. Mutti took a job as a factory worker. She had a much harder time recovering. She had gone from being a wealthy banker's wife in Berlin to a widow and a low-paid cashier. I privately **reminisced** about Pappi daily, but she missed him to the core of her being.

ruminating:
pondering or
reflecting on

necessitated:
required

reminisced:
remembered
fondly

543 

economics: the study of how society uses resources

philosophy: the study of logic and reasoning

neuroscience: the science that studies the brain and nerves

 **544**

- ¹⁰ Mieke and Jaap Wolf ended up in New York as well. Early on, we saw each other a few times and then fell out of touch. You'd think we would have clung to each other, given what we'd gone through, but we embraced forgetting, and forgetting was easier without reminders. Even Lex and I lost touch. We wrote a few letters, and he sent me a photo of himself in Amsterdam, inviting me to come, saying the city had changed and I would be welcome. But I didn't respond. I had a new life, of my own making.
- ¹¹ After high school, Werner and I attended Queens College while continuing to live at home. Werner worked in an insurance company by day and took classes at night, while I was on the opposite schedule, attending classes during the day and working two evening jobs, as a sales clerk in a department store and in a local bakery. I majored in **economics**, as I loved understanding how the world worked. I also loved **philosophy** and art history. I wanted to keep studying, keep learning, as if I had a lifetime to make up for. I applied to graduate schools and was accepted at Duke University and found myself the only female in a PhD program in economics, earning my doctorate in 1960.
- ¹² It was also where I met my husband. Charlie was a fellow PhD student, studying **neuroscience**. He was brilliant and kind, moral, and dapper. Pappi would have loved him. I returned to Amsterdam to do my thesis work, and it was there that Charlie and I married in 1957. I saw Lex during that time: he was married and had started a family.
- ¹³ Charlie and I spent our careers as professors at the University of Michigan in Ann Arbor, Michigan, Charlie in Neuroscience, and me in Public Health. I taught the economics of healthcare and women's health, and conducted research on the "brain drain" of doctors. Charlie and I had two children, our daughter, Ella, and our son, Noah, both adults now. We lived a life filled with art, especially modern art, music, and laughter. Werner married, too, had a son and daughter and settled in Washington, D.C.
- ¹⁴ I very rarely spoke about the past. It was buried under my job, family, and activities, but sometimes I experienced a shiver. Like when I walked Jubilee, our yellow lab, along the Huron River, and a train passed: the whistle, the steel wheels passing from rail to rail. I froze until the beast rounded the corner while poor Jubilee pulled on the leash to keep going. Or the time I was served turnip soup at a friend's house and couldn't lift the spoon to my lips. Or when my kids left food on their plate and I saved it as

leftovers, even when it was the smallest of crusts. When something about the Holocaust came up on TV or in the news, I quickly changed the topic.

¹⁵ In 1986, I was asked to serve on a panel about Anne Frank at the Detroit Holocaust Center. My friends in the Jewish community had pieced together enough of my story to suggest my participation. It was a turning point. During the panel question-and-answer period **it dawned on me** that Anne wasn't here to tell her story, but I was. Yes, there was her Diary, but Anne and six million others had been forced into silence. I was fifty-six years old and had chosen to stay silent.


¹⁶ I had survived. Why? Was there a message attached to my survival? Was I supposed to do something great? My life was so good. My career and marriage were successful, and my children, healthy. How could I pay back for this privilege of being alive? I knew I must bear witness to suffering and use my experiences to lessen the burden of others. I decided that I didn't want to identify with being a victim, but a survivor with the responsibility to put my strength and privilege to good use. Elie Wiesel, the famous Holocaust survivor, wrote:

¹⁷ "If you were there, if you breathed the air and heard the silence of the dead, you must continue to bear witness...to prevent the dead from dying again."

¹⁸ My silence had helped others to forget the Holocaust, and silence meant that the dead would have died in vain. But action was hard. I was still locked in the habit of keeping quiet, and I was also scared of revisiting my past too closely—some memories cut to my soul. Yet I knew that silence about what happened to me during the Holocaust was no longer an option. I thought of my parents, especially my Pappi, and all they had sacrificed for me. I had to exhibit that kind of courage and be the voice that others were denied.

¹⁹ So I began to speak, and I haven't been quiet since. What surprised me most was that students who were the same age as me when I lived through the Holocaust were interested in my story! At first I was afraid to speak about my personal history in front of hundreds of middle school and high school students. Looking back, I was most afraid of being laughed at, of being judged, being misunderstood, or facing an auditorium of yawns and blank stares. But the unexpected happened. Not only did students listen and ask good, hard questions, but also they wrote me afterwards to

it dawned on me:
I realized suddenly

545 

share reflections on my story and share their own stories. They wrote me of losing a loved one and of being bullied, of having someone stick up for them and of sticking up for someone else, and of feeling discriminated against and not letting it get them down.

²⁰ From **inner city** high schools in Detroit, schools in Ann Arbor, and rural middle schools in Dexter, students in what has become my home state of Michigan are ready to hear a message about standing up against hatred, bullying, oppression, and discrimination. They seem naturally disposed to wanting to stand in the shoes of others, with compassion. Their writings, drawings, and poems hearten me, and give me the motivation to push through the pain and keep talking and sharing.

²¹ “I love how much hope you have and that you kept reaching for your goal. I hope to be like you some day.”

²² —Cora, 7th grade, Discovery Middle School, Canton, MI

²³ I can no longer remember my childhood in Germany or the Netherlands without students’ words dancing along the canals of Amsterdam, or their drawings floating down from the grey sky over Bergen-Belsen. They recognize that all of us are responsible for each other, regardless of our color, religion, or race. We are all hungry for stories of hope and triumph over tragedy.

²⁴ “Your story changed my view of the world we live in. Your lesson that we must protect each other and accept each other’s differences made a deep impression on us.”

²⁵ —Anthony, 11th grade, Henry Ford Academy, School for Creative Studies, Detroit

²⁶ The idea of “never a bystander,” of standing up for others even when they aren’t members of your “tribe” is a strong theme in my life’s work. With this idea in mind, I helped found The Wallenberg Lecture Series at the University of Michigan. Raoul Wallenberg was a Swede—not a Jew—who risked his life, and lost it, in order to save tens of thousands of Hungarian Jews at the end of 1944. He is one of the greatest heroes of the war. Each year since 1990, The Wallenberg Lecture brings an outstanding **humanitarian** hero to give a lecture, receive a medal, and inspire students and all of us to serve. The Lecture’s motto is “One Person Can Make A Difference In Building A Better World.” With that motto, I remember Pappi’s contact and the Swedish man who helped get our Ecuadorian


inner city: urban
humanitarian:
person who works
to improve the
welfare of others

passports. I may never know them, and the Swede was not Raoul Wallenberg, but they were people who took a risk to help when they had plenty of excuses to do otherwise.

²⁷ I also co-founded a women's group called Zeitouna, named for the olive tree, a symbol of peace. It's a way of building a bridge between two peoples that normally do not connect with one another. Zeitouna is a group of six Arab and six Jewish women. We refuse to be enemies; we find common language, common ground, and have even traveled to Israel and Palestine to experience our **homeland** together.

²⁸ I am now eighty-seven, and, like many women of my tender age, I find deep joy in my grandchildren. My granddaughters were born in Israel to a Jewish mother—my daughter—and a Palestinian father. This hasn't always been easy for them. But I've learned that the surest path to peace may be when the "other" becomes your own. My grandson, born in San Francisco, is ten years old and the youngest of the bunch. In a few years, he'll be the age I was when I entered the camps. He looks at the world with eyes full of wonder, and feet always ready to explore. I talk about my past for him. He is Pappi's great-grandson, after all. The family courses through his veins. I also do it for his classmates, for Vitek's grandchildren (for I think surely he must have them), and for young people everywhere. They give me hope that we will lay aside our differences and build a better world, together. One world, one family.

homeland:
country of one's
ethnic origin

547 

A Lesson 1: Kristallnacht: The November Pogroms

Benchmark: ELA.8.R.2.2

Read: Students close read to examine the events of Kristallnacht and explore the author's reaction to those events.

S Direct students to page 548 of the Student Edition.

S Students complete Activity 1 in the Student Edition.

Discuss the November Pogroms as a class.

Play: *A Child of Hitler*, "The November Pogroms," paragraphs 1–4 audio.

S Students complete Activities 2–4 in the Student Edition.

Assign pairs.

Writing Journal: Partners respond to questions 1 and 2 on pages 52 and 53.

Discuss responses.

S Students complete Activity 5 in the Student Edition.

Writing Journal: Students respond to questions 3–5 on pages 53 and 54.

Discuss responses.

Project: Paraphrase Chart on a writable surface.

Choose two strong paraphrases and have those students write their paraphrases next to the original. Have students determine which comes closest to the original and explain why using the original text.

What special meaning does each of Heck's words communicate? What words did you use to replace those words?

S Direct students to read the quote in Activity 6 on page 548 of the Student Edition.

Writing Journal: Students respond to questions 6–8 on page 54.

Discuss responses.

Kristallnacht: The November Pogroms

A Lesson 1—Kristallnacht: The November Pogroms

German society was becoming more and more hostile to the Jewish community, who were no longer even considered German citizens. Kristallnacht—the Night of Broken Glass—was a government-sponsored pogrom that is often considered the “beginning of the end” for German and European Jews.

1. Turn to the image for 1938 in the Holocaust Timeline on page 468. Discuss with your class.
2. Follow along as your teacher plays the audio of Alfons Heck's description of Kristallnacht from *A Child of Hitler*, “The November Pogroms,” paragraphs 1–4, on pages 532 and 533.
3. Highlight instances of people committing acts of violence.
4. Underline instances of people witnessing the violence.



With your partner, answer questions 1 and 2 on pages 52 and 53 of your Writing Journal.

5. Review *A Child of Hitler*, “The November Pogroms,” paragraphs 1–4, on page 532.



Answer questions 3–5 on pages 53 and 54 of your Writing Journal.

6. Frau Marks says at the close of the passage, “Why are **you** people doing this to **us**?” (4).



Answer questions 6–8 about this quote on page 54 of your Writing Journal.

548 Holocaust: Memory & Meaning • Lesson 1

Lesson 1 Materials



Paraphrase Chart



A Child of Hitler, “The November Pogroms,” paragraphs 1–4

Differentiation: Step A

If your students are struggling to understand this text, you may want to explain that the Night of Broken Glass refers to the glass from the many windows of Jewish-owned buildings and synagogues that were destroyed.

If the text is above reading level for many of your students, you may choose to allow them to work in pairs to complete the activities.

B

1. Review Reni Hasenberg's description of her life in Berlin in 1936 in *Shores Beyond Shores*, chapter 1, paragraphs 1–3, on page 480.
2. Then, compare it to Alfons Heck's account of Germany in 1938 by reviewing *A Child of Hitler*, "The November Pogroms," paragraphs 1–4.



Answer questions 1–3 on page 55 of your Writing Journal.

C

Alfons Heck once said that Kristallnacht "signified the end of German innocence."

innocence (noun): freedom from guilt; lack of knowledge



Go to page 56 of your Writing Journal to write about what you think that means.

B

Lesson 1 (continued)

Benchmark: ELA.8.R.2.2

Read: Students compare the description of Kristallnacht with an earlier description of life in Berlin.



Students review the text in Activities 1 and 2 on page 549 in the Student Edition.



Writing Journal: Students answer questions 1–3 on page 55.



Discuss responses.

C

Lesson 1 (continued)

Benchmarks: ELA.8.C.1.3, ELA.8.R.2.2

Write & Share: Students complete a Writing Prompt that explains how Kristallnacht was a turning point for Germany.



Direct students to the definition of "innocence" on page 549 in the Student Edition.



Warm-Up: Use the digital lesson to make sure students have language to start writing.



Writing Prompt: Students complete the Writing Prompt on page 56.



On-the-Fly: Circulate around the room to support students.



Differentiation: Digital PDF.



Share: Call on 2 or 3 volunteers to share their writing. Each volunteer should call on 1–3 listeners to comment.



Exit Ticket: Project.

End of Lesson 1



Differentiation: Step B

● **ELL(Dev):** Ensure that struggling students and ELLs understand the time period represented in each text. The excerpt from *Shores Beyond Shores* occurs in 1936, two years before Kristallnacht.



Differentiation: Step C

● **ELL(Dev):** Alternate Writing Prompt provides vocabulary support for key words and phrases and sentence starters.

■ **Moderate:** Alternate Writing Prompt provides sentence starters.

Before You Begin Lessons 2 & 3:

These lessons require access to the graphic novel *Maus*, available only in the digital lessons. Teachers are encouraged to adapt their instructional methods to incorporate the digital unit, or save this lesson for a class period when students have access to devices.

“The Noose Tightens” from *Maus I: My Father Bleeds History*

A graphic novel by Art Spiegelman

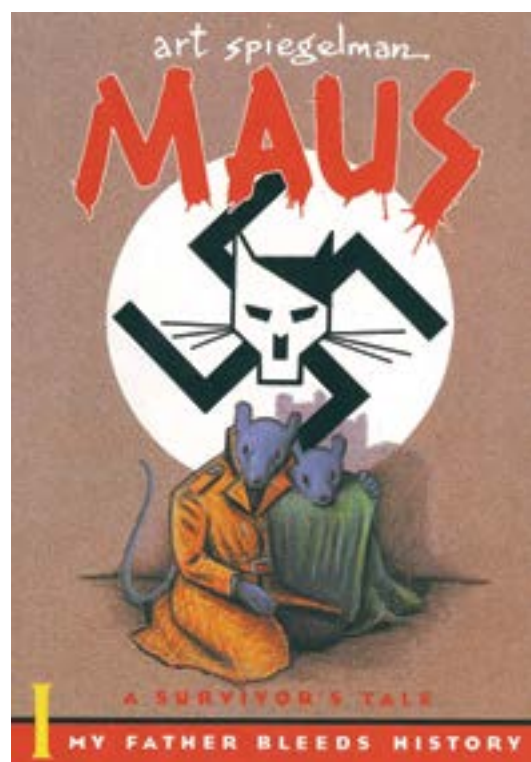
In his inspired and disturbing graphic novel, author and artist Art Spiegelman shares his father Vladek’s experience living through, and ultimately surviving, the nightmare of the Holocaust. Spiegelman’s powerful work went on to be the first graphic novel to win a Pulitzer Prize in 1992.

This 20-page excerpt from *Maus* covers critical stages in the unfolding of the Holocaust:

- Germany’s occupation of countries throughout Europe
- Increasing violence against and persecution of Jews
- The creation of the ghettos
- The deportation of Jews to labor camps, concentration camps, and killing centers

SELECTION OVERVIEW

Vladek Spiegelman returns from fighting in the Polish army to his home town of Sosnowiec, only to find that Poland has been occupied by Germany and is now subject to German laws and restrictions. Jewish businesses have been confiscated, and Jews must have work permits and identification documents to “prove” that they are citizens of the Reich. Food and other necessities are rationed, leading to a dangerous but necessary black market. Vladek gradually learns how to navigate this treacherous world in order to protect and provide for his family.



As the months pass, the persecution and violence increase. Groups of Jews are rounded up and beaten; some are sent away. Eventually, Vladek’s family are forced from their homes and into a ghetto. Before long, the elderly are separated from their families and shipped off to death camps. A few months later, Vladek’s father and his sister and her children are sent away. Vladek never sees them again.

Examples of a few KEY LESSON ACTIVITIES

- Students complete close reads and analyses of *Maus* to see how the unique elements of a graphic novel enhance storytelling and add power to the author's message.
- Students analyze the actions and dialogue of the two main storytellers to determine the personality traits of each one and the relationship between father and son.
- Students analyze the sequence of described events and the chapter title to understand the emphasis on the staged progression of genocide and to connect to other readings in the unit.

TEACHING MAUS IN THE BLENDED CLASSROOM

For classrooms with limited computer access, consider the following options for instruction.

Reading Options:

- **Computer Lab:** If your school has a computer lab, schedule two reading days in the lab in place of the at-home Solo reading assignments, which is when students read the excerpt from *Maus I*.
- **Reading Stations:** If your classroom is equipped with several computers, have pairs of students take turns reading the passage from each Solo while the rest of the class work on alternative assignments, such as viewing, discussing, and writing about one of the Irene Butter interview segments.
- **Projection, Whole Class:** Complete a whole-class reading of the graphic novel by projecting each page and having students assume character roles and read the dialogue aloud, panel by panel. Take time to discuss both the texts and images after each page.

Lesson Activity Options:


- **Group Work:** If your classroom is equipped with several computers, create learning stations that allow groups of 2 or 3 to complete the digital lessons together. Provide the rest of the students with alternative Flex assignments, or utilize the Irene Butter videos as described above.
- **Jigsaw Learning:** Use the learning station approach described under Group Work, but reduce the classroom time required by assigning the Lesson 2 activities to half the class, and the Lesson 3 activities to the other half.
- **Projection, Whole Class:** After students complete the Solo readings using one of the options described above, work through *Maus* as a class, completing the lesson activities together.


D Lesson 4: The Final Solution


Benchmark: ELA.8.R.2.1

Select Text: Students analyze the Nazi strategies and processes described in the passage and consider Wiesel's statement that the prisoners "had ceased to be men."


S Direct students to Activity 1 on page 550 of the Student Edition.


 Discuss the image for 1945 in the Holocaust Timeline with your class. You may wish to point out that Elie Wiesel himself is visible in the picture of the barracks. He is the young man lying down, next to the post on the right.

 Elie Wiesel was a devout, serious student from a religious family. When the Nazis came to power, his family's life spiraled into darkness. In his memoir, *Night*, Wiesel describes the worst of those times.

 As this passage begins, Wiesel, his parents, and his sisters have been taken from the ghetto and loaded into a boxcar. When the train finally stops, they find themselves at the most notorious of the death camps: Auschwitz-Birkenau.

S Students complete Activities 2 and 3 in the Student Edition.

 **Writing Journal:** Students answer questions 1–3 on page 57.

 Discuss responses.

15 min

D

Lesson 4—The Final Solution

1. Turn to the image for 1945 in the Holocaust Timeline on page 471. Discuss with your class.
2. Review *Night*, paragraphs 1–97, on pages 534–541.
3. Order the events of Wiesel's first night in Auschwitz, starting with the first event.

	The prisoners' clothes are taken away.
	The prisoners are marched toward flames rising from a ditch.
	The prisoners are sorted to the right and the left.
	Wiesel considers throwing himself into the electrical fence.
	The prisoners' heads and bodies are shaved.
	The women are separated from the men.
	Wiesel sees babies being thrown into a burning pit.



Go to page 57 of your Writing Journal to answer questions 1–3.



550 Holocaust: Memory & Meaning • Lesson 4



Lesson 4 Materials

No materials.



E

As the prisoners deal with the horrors of their first night in Auschwitz, Wiesel experiences his own, very personal transformation.

1. Review *Night*, paragraphs 1–97, on pages 534–541.

Discuss the following questions with your partner:

2. How does the writing style of paragraph 54 differ from the paragraphs that come before it?
3. What does the changed writing style of paragraph 54 help you to understand about Wiesel's experience?
4. Highlight words or phrases that describe Wiesel's thoughts, words, and feelings as he marches toward the flaming pits (paragraphs 51–67).



Answer question 1 on page 58 of your Writing Journal.

5. Wiesel presents a poem in the middle of the passage (paragraph 68–75). Review the poem.



Discuss questions 2–4 on pages 58 and 59 of your Writing Journal with your partner, then respond on your own.

6. As you work with the following sentences in questions 5–8 in your Writing Journal, consider both the literal and figurative meanings.
 - Wiesel writes, "Never shall I forget those flames that consumed my faith forever" (71).
 - Wiesel writes, "Never shall I forget that nocturnal silence, which deprived me, for all eternity, of the desire to live" (72).



Discuss questions 5–8 on pages 59 and 60 of the Writing Journal with your partner, then respond on your own.

E

Lesson 4 (continued)

Benchmark: ELA.8.R.2.1

Connect Text: Students analyze Wiesel's short poem and the elements of specific paragraphs and phrases in the chapter to understand the role of his choices in developing the theme of transformation.



Assign pairs.



Partners complete Activities 1–4 on page 551 of the Student Edition.



Writing Journal: Students answer question 1 on page 58.



Discuss responses.



Draw a T-chart on the board to sort students' shared highlights into each area of Wiesel's changing feelings:

- Thoughts, feelings, speech about the world and humanity
- Thoughts, feelings, speech about relationship with God



Students complete Activity 5 in the Student Edition.



Writing Journal: Students discuss questions 2–4 on pages 58 and 59 with their partner, then respond independently.



Discuss responses.



Make sure students connect this poem with the physical (and spiritual) journey Wiesel experiences on his march toward the pit (paragraphs 51–67).



Students complete Activity 6 in the Student Edition.



Writing Journal: Students discuss questions 5–8 with their partners, then respond independently.

15 min









Differentiation: Step E

- **ELL(Dev):** Plan how you will assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level. Students who are below grade level should be paired with students on or above grade level.

E Lesson 4 (continued)

Step E continued from previous page.

15 min

-  Discuss responses.
-  Have students consider how the structure of the poem supports the theme Wiesel is presenting.
-  Now consider how Wiesel writes so that the reader understands what is happening in the moment and understands Wiesel's feelings as an adult.
-  Students complete Activity 7 in the Student Edition.
-  **Writing Journal:** Students answer questions 9 and 10 on page 60.
-  Discuss responses.

E**Lesson 4—The Final Solution** (continued)

7. Wiesel writes that he had become another person. How has he changed? How is the change structured in the text?



Answer questions 9 and 10 on page 60 of your Writing Journal.



F

1. Review *Night*, paragraphs 1–97, on pages 534–541.
2. In *Maus*, you saw how Vladek Spiegelman was affected by the events of the Holocaust. Think about how you think they affected Wiesel as an adult.



Answer the question on page 61 of your Writing Journal with your partner.

Elie Wiesel (1928–2016)

After surviving World War II, Wiesel wrote 57 books, became a professor, and eventually won the Nobel Peace Prize.

He spent the rest of his life telling the world about what happened during the Holocaust, working to maintain peace throughout the world, and advocating for the dignity of all people. He worked on behalf of Jews, Armenians, South Africans, Nicaraguans, Sudanese, Kosovars, and many more.

His life's work can be summed up in this quote from his Nobel Prize acceptance speech:

“Wherever men and women are persecuted because of their race, religion, or political views, that place must—at that moment—become the center of the universe.”

F

Lesson 4 (continued)

Benchmarks: ELA.K12.EE.4.1, ELA.8.R.2.1

Discuss: Students collaborate in a class discussion to consider how the experience of Auschwitz changed Wiesel's life.

Wiesel describes all the ways the first night in Auschwitz changed him. How did it affect the rest of his life?

Assign pairs.

Partners complete Activities 1 and 2 on page 553 of the Student Edition.

Writing Journal: Students answer the question on page 61.

Discuss responses.

Direct students to read the biography of Elie Wiesel on page 553 of the Student Edition.

Why do you think he chose to dedicate his life to these activities?

Why do you think Elie Wiesel and other survivors, like Irene Butter, and children of survivors, like Art Spiegelman, continue to tell their stories?

What ideas or information came up in your discussion that you didn't notice or think about before?

Wrap-Up: Project.

Exit Ticket: Project.

End of Lesson 4

Before You Begin Lesson 5:

Lesson 5 is a Flex Day. Select from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, creating a new piece of writing, practicing close reading and discussion, or working visually with complex texts. Please see instructions in the digital lesson.

Never Forget





By now, students have traced the step-by-step process the Nazis used to turn Germany from a peaceful, sophisticated society into a genocidal state. They have read memoirs by Jewish survivors who saw their own communities and loved ones destroyed. But, according to author and Holocaust survivor Irene Butter, we have a responsibility to try to build a better world by passing on the lessons learned from the past. In this one-lesson sub-unit, students return to the poem that introduced the unit—"I Cannot Forget"—and think about how the passages they have read and the images they have seen have affected their understanding of the poem. They then create their own poem to capture what they themselves must not only remember from the Holocaust, but ultimately share with others. Finally, students consider how they can respond to the injustices they see around them.

Sub-Unit 5



Lesson 1: Never Forget

Sub-Unit 5 at a Glance & Preparation Checklist

Lesson Objective	Reading
<p>Lesson 1: Never Forget</p> <p>Reading: Students analyze how Irene Butter develops the central idea that it is her personal responsibility and mission as a Holocaust survivor to share her story.</p> <p>Writing: Students compose a “witness” poem modeled after “I Cannot Forget,” creating images based on the materials they have studied.</p> <p>Videos:</p> <ul style="list-style-type: none"> Remembering the Past Standing Up to Injustice	<p><i>Shores Beyond Shores</i></p> <ul style="list-style-type: none">• Postscript (8–12) <p>“I Cannot Forget”</p> <ul style="list-style-type: none">• (1–30)

<p>Lesson 1</p> <ul style="list-style-type: none">❑ Review the passage from <i>Shores Beyond Shores</i> and the poem “I Cannot Forget.”❑ Preview video segments 5 and 6 (“Remembering the Past” and “Standing Up to Injustice”) from the interview “Irene Butter: Survivor.” <p><i>Note that lesson Solos can be completed in the digital curriculum, through the Amplify Mobile Solos app, or in print. Solo Activities PDFs can be found in the Materials section of the digital Unit Guide, along with a Solo Answer Key.</i></p>	<div><div>A</div><div>B</div><div>C</div><div>D</div></div> <p>Pages 128–133</p>
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Note: There may be activities in these lessons that students will revise or refer to in a subsequent lesson. By keeping track of lessons that students complete in a print format, you can have students refer to their print work when they reach these activities. In addition, your students will need to copy any Writing Prompts completed in a print lesson into the corresponding digital writing space if you want that writing to be included in Productivity and other reports.

Writing Prompt

No analytical writing prompt.

Benchmark Stack

ELA.8.R.2.2

ELA.8.C.1.2

ELA.K12.EE.4.1

ELA.8.R.1.2

ELA.8.R.1.4

ELA.8.R.3.1

Overview

How do survivors move on with their lives after an experience like the Holocaust? After hearing Holocaust survivor Irene Butter speak about her experiences, you'll consider what people can do to make sure nothing like those events ever happens again. Then, you will write your own poem to capture the images and events of the Holocaust that affected you the most.

Suggested Reading

The Holocaust left a permanent scar on the world. Now that you have read personal and historical accounts of this genocide and its global impact, you may be wondering about its aftermaths: the political changes that resulted after the fall of the Nazis, how Germany reckoned with its dark past, and how survivors and the subsequent generations fared after living through the trauma.

Man's Search for Meaning: Young Adult Edition (2017) by Victor E. Frankl is a masterful reflection of survival, hope, and purpose in the face of great suffering. This new edition for younger readers includes speeches, letters, a glossary, and other information that will guide your reading of this important Holocaust text. *What the Night Sings* (2018) by Vesper Stamper follows young Gerta—the sole Holocaust survivor in her family—after she is freed from a concentration camp and must rebuild her life and identity. Wondering what happened to people who fled Nazi Germany? Try *Tropical Secrets: Holocaust Refugees in Cuba* (2009) by Margarita Engle and discover one young boy who escaped the Nazis and headed for New York only to be turned away and eventually settle in Cuba.

A Lesson 1: Never Forget

Benchmark: ELA.8.R.2.2

Discuss: Students examine a short passage and video to determine how the author develops the central idea that a survivor is responsible for bearing witness.

- S** Direct students to page 555 of the Student Edition.
- Q** Everyone we've read about spoke up to "bear witness" to the life-changing events of the Holocaust—to make sure that the victims of the Holocaust, and the history of how that nightmare unfolded, are never forgotten.
- Q** Let's read a portion of Irene Butter's book, *Shores Beyond Shores*, to trace her development from a survivor who never spoke of her experiences to one who is now fully dedicated to sharing her story.
- P** Read aloud "Postscript," paragraphs 8–12, of *Shores Beyond Shores* on pages 543 and 544 of the Student Edition.
- P** Direct students to follow along in the text as you read.
- W** **Writing Journal:** Students respond to questions 1–4 on page 64.
- P** Discuss responses.
- S** Direct students to Activity 2 in the Student Edition.
- Q** We've had the chance to read Irene Butter's account and her reflections on her experience. Now let's hear her speak about the importance of remembering.
- Q** As you listen, jot down any sentences, text details, or comments that you feel are particularly important.
- P** **Project & Play:** "Remembering the Past."
- P** Lead a class discussion using Activities 3–5 in the Student Edition.

10 min

Lesson 1—Never Forget

- Follow along as your teacher reads aloud "Postscript," paragraphs 8–12, of *Shores Beyond Shores* on pages 543 and 544.



Go to page 64 in your Writing Journal to answer questions 1–4.

- Follow along as your teacher plays the video "Remembering the Past," from the interview "Irene Butter: Survivor."

Discuss with your class:

- Why does Irene think it is important to remember the past, and how does she support this idea?
- Where does Irene see similarities and differences between present day society and the society where the Holocaust unfolded?
- How does she think people can fight against the types of conditions that led to the Holocaust?

Never Forget • Lesson 1 555



Lesson 1 Materials



"Remembering the Past"



"Standing Up to Injustice"



Differentiation: Step A

● **ELL(Dev):** For your ELL students, you may need to explain terms such as "bury," "turnip," "panel," "turning point," "privilege," "lessen the burden," "victim," "die in vain," "sacrifice," "deny," "discriminate against."

You may want to hold off on discussion of the term "bear witness" until students have restated Wiesel's quote in question 3 of the Writing Journal.



B Lesson 1 (continued)

Benchmark: ELA.8.C.1.2

Write: Students review the poem “I Cannot Forget” and experiment with turning an idea into poetry as preparation for their own writing.

Let’s briefly look at Holocaust survivor Alexander Kimel’s poem again to see if we can find new meaning in it.

Students complete Activities 1 and 2 on page 556 of the Student Edition.

Writing Journal: Students answer questions 1 and 2 on page 65.

Discuss responses.

Alexander Kimel took the terrible events he witnessed and transformed them into poetry. Irene Butter found a way to turn what she experienced into a mission of hope. Let’s see how we can take what we’ve learned and create a message drawn from the Holocaust to share with the people we know.

Students complete Activity 3 in the Student Edition.

Writing Journal: Students answer questions 3 and 4 on page 65.

Discuss responses.

Never Forget

B

Lesson 1—Never Forget (continued)

1. Review Alexander Kimel’s poem “I Cannot Forget” on pages 472 and 473.



Answer questions 1 and 2 on page 65 of your Writing Journal.

2. Review “Jesse Owens’ Triumph Over Time and Hitlerism,” paragraphs 22 and 23, on pages 522 and 523.



Answer questions 3 and 4 on page 65 of your Writing Journal.

C

1. Collect ideas from the unit that you think are most important to remember.
 - The ideas could be events, thoughts, people, images, or something else.
 - The ideas can reflect disturbing events, moments of courage and hope, or both.
2. To find your ideas, review the works you read in the unit:
 - *Shores Beyond Shores* by Irene Butter, pages 480–493
 - *A Child of Hitler: Germany in the Days When God Wore a Swastika* by Alfons Heck, pages 494 and 495
 - “100,000 Hail Hitler” by Frederick T. Birchall, pages 506–509
 - “Helene Mayer, Fencing Champ,” pages 512 and 513
 - “Jesse Owens’ Olympic Triumph over Time and Hitlerism” by Lerone Bennett Jr., pages 518–524
 - *Maus* by Art Spiegelman
 - *Night* by Elie Wiesel, pages 534–541



List four memories you think are important to remember on page 66 of your Writing Journal.

556 Holocaust: Memory & Meaning • Lesson 1



Differentiation: Step B

You may want to allow students to use translation dictionaries in order to list the feelings they identify in the article about Jesse Owens.



C

3. Create a “witness” poem that will help you share the ideas you chose with others.

Write in a form similar to the one Kimel used in his poem.

- You can begin and end your poem like Kimel’s poem. Begin with “Do I want to remember?” and end with “I Have to Remember and Never Let You Forget.”
- Between the beginning and the end, add the ideas and memories you think people should remember about the Holocaust.
- Use precise words and phrases, relevant descriptive details, and sensory language to make each idea more powerful.



Write your poem on page 67 of your Writing Journal.

D

1. Listen as your classmates read their poems.
2. See if you can connect the lines of the poems to images, events, or passages from the texts you read throughout the unit.



Differentiation: Step C

You may want to pair students to brainstorm memories from the texts before they write independently.

C

Lesson 1 (continued)

Benchmark: ELA.8.C.1.2

Write: Students compose a poem that uses precise words, relevant descriptive details, and sensory language and that draws on the images, events, and passages they examined throughout the unit.



Now it’s your turn to “bear witness”—to capture the memories from your exploration of the Holocaust that will remain with you.



Students complete Activity 1 on page 556 of the Student Edition.

Note: In order to cover a wider range of texts and events, you can assign specific works or passages to students.



Writing Journal: Students complete Activity 1 on page 66.



Discuss responses.



Students complete Activity 2 in the Student Edition.



Writing Journal: Students write their poems on page 67.

12 min

D

Lesson 1 (continued)

Benchmark: ELA.8.R.2.2

Discuss: Students share the Holocaust poems they composed.



Ask for volunteers to read their completed poems aloud.



Students read their poems.



Discuss responses.



After each volunteer reads their poem, challenge the listeners to see if they can connect individual lines or word combinations to images, events, or passages they studied throughout the unit.

10 min



Wrap-Up: Project.



Exit Ticket: Project.

10 min

End of Lesson 1



Write an Essay



During the next five lessons, students will draft and polish an essay that analyzes the strategies used by the Nazis to slowly move Germany toward genocidal violence. Essay lessons are unique in that each day's work builds toward a complete, polished piece of writing. Students begin by deciding—broadly—what their claim will be, and by gathering evidence. They then write, developing their best evidence into two body paragraphs. This early writing allows them to notice new aspects of their chosen evidence and develop a more nuanced idea about the prompt. They can then review their drafted and revised paragraphs and craft an introduction that accurately presents the ideas they will develop. With a clear idea of their claim and its development, students now experiment with writing a conclusion.

Essay Prompt:

The Holocaust did not happen overnight. As the Nazis laid the groundwork for what would eventually become known as the Holocaust, they used a number of strategies to isolate, oppress, and control the Jewish population of Europe, and to convince others to go along with their plan.

Choose two of the strategies that stood out to you as you explored this unit. Using examples from the texts and images you analyzed, describe each strategy and the impact it had.

Note:

Each Print essay sub-unit follows the same developmental path as the digital lesson, although there are digital-only activities specific to each sub-unit's Essay Prompt and text(s). We recommend you prepare and project as needed as you work through the Print essay activities to get the most out of essay lessons.

This sub-unit contains a group of digital lessons in which students are drafting a polished essay in clear stages. Therefore, if students do not have access to the digital lesson as they begin the essay, or will not have access during portions of the essay lessons, it is best to have them complete their writing for all lessons in print, rather than the digital writing space provided in the lesson.

However, as with other writing assignments, your students will need to copy their final essay into the corresponding digital writing space if you want that writing to be included in Productivity and other reports.

Sub-Unit 6



Lesson 1



Lesson 2



Lesson 3



Lesson 4



Lesson 5

Sub-Unit 6 at a Glance & Preparation Checklist

Lesson Preparation	Reading
<p>Lesson 1</p> <ul style="list-style-type: none">❑ Plan to put students in pairs or small groups for part of this lesson.❑ Review the essay rubric found in the Materials section so you are aware of the skills that will be emphasized through the essay writing process of this unit. After students finish writing their essays, you will use this rubric to assess each essay.❑ Review the sample student essay in the Materials section to get an idea of how students might approach the prompt.❑ Plan to have chart paper or a place designated on your board for notes.❑ Print the Essay Graphic Organizer and Sentence Starters based on how you decide students will use them during the sub-unit. <p><i>Note that lesson Solos can be completed in the digital curriculum, through the Amplify Mobile Solos app, or in print. Solo Activities PDFs can be found in the Materials section of the digital Unit Guide, along with a Solo Answer Key.</i></p>	
<p>Lesson 2</p> <ul style="list-style-type: none">❑ Comment on student writing and create Spotlights, if possible, as described in the last teacher-only activity in the previous lesson.	
<p>Lesson 3</p> <ul style="list-style-type: none">❑ The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, creating a new piece of writing, practicing close reading and discussion, or working visually with complex texts.	
<p>Lesson 4</p> <ul style="list-style-type: none">❑ Prepare for the RA and create Spotlights, if possible, as described in the last teacher-only activity in the previous lesson.❑ Ensure students have access to the Sample Essay.	

Writing Prompt

Benchmark Stack

Essay Prompt:

The Holocaust did not happen overnight. As the Nazis laid the groundwork for what would eventually become known as the Holocaust, they used a number of strategies to isolate, oppress, and control the Jewish population of Europe, and to convince others to go along with their plan.

Choose two of the strategies that stood out to you as you explored this unit. Using examples from the texts and images you analyzed, describe each strategy and the impact it had.

ELA.8.C.1.4

ELA.K12.EE.1.1

ELA.K12.EE.3.1

ELA.K12.EE.5.1

ELA.K12.EE.6.1

ELA.8.C.4.1

The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.

ELA.K12.EE.5.1

ELA.8.C.1.4

ELA.K12.EE.1.1

ELA.K12.EE.3.1

ELA.8.C.4.1

The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.

ELA.K12.EE.5.1

ELA.K12.EE.6.1

ELA.8.C.1.4

ELA.8.C.1.5

The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.

ELA.K12.EE.5.1

ELA.8.C.1.4

ELA.8.C.1.5

Lesson 5

- ☐ Plan to put students in pairs.
- ☐ When students finish writing their essays, please use the essay rubric found in the Materials section to assess each essay.

Writing Prompt

The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.

Benchmark Stack

ELA.K12.EE.5.1

ELA.K12.EE.6.1

ELA.8.C.1.4

ELA.8.C.5.2

ELA.8.C.1.5

ELA.8.C.3.1

ELA.8.V.1.1

ELA.8.V.1.3

Sub-Unit 6 Essay Lessons

Lesson 1: Gathering Evidence and Making a Claim

A

Present: Students review the Essay Prompt and the work they will do on the essay in this lesson.

7 min



Read aloud the Essay Prompt.



Use the calendar to preview the work students will complete in today's lesson on page 672 of the Student Edition.



Review the elements that students will include in their essays.

B

Select and Connect Text: Students select evidence to prepare for drafting the essay.

24 min



Project the digital activity for students to gather evidence for their essay responses.

C

Write: Students draft a preliminary claim statement to clarify the characteristic they will examine in their essay.

9 min



Writing Journal: Students write a claim statement on page 72.



Lead a class discussion by asking students to share their claim statements. Record 2 or 3 claims on the board and discuss if the claims answer the prompt.



Wrap-Up: Project.

End of Lesson 1

Lesson 1 Materials



Essay Rubric



Essay Graphic Organizer



Sentence Starters

Differentiation for Essay:

An Essay Graphic Organizer is provided in Materials to assist students who need support planning for their essay. The Essay Graphic Organizer can be utilized as a whole document, or different pages can be handed out to students based on their needs.

Sentence Starters are also provided to support students with language conventions and to help them get started with their essay. This will be especially helpful for ELLs or students below grade level in writing.

Before You Begin Lesson 2:

Review the writing that students completed during the previous stage of the essay process to plan for needed supports, comment on places where students use a skill effectively, and create Spotlights as models for the skills you want students to practice during the essay lessons.

Lesson 2: Writing Body Paragraphs

D

Discuss: Students identify a claim statement and highlight sentences in the sample essay to identify them as sentences that explain and describe evidence.



Project digital activity for students to consider the Sample Essay.



Students use the Sample Essay to find sentences that explain and describe evidence.



Occasionally, essay sub-units skip this activity.

E

Write & Share: Students draft the body of their essays and give their classmates feedback about a specific place in their writing.



Read aloud the body paragraphs section of the Elements of a Response to Text Essay on page 672 of the Student Edition.



Clarify for students that the bullets within each part of the essay are not in any specific order.



Warm-Up: Use the digital lesson to make sure students have language to start writing.



Read aloud the Essay Prompt.



Writing Journal: Students write the two body paragraphs on page 74.



On-the-Fly: Circulate around the room to support students.



Students can write a third body paragraph if they have used and described enough evidence to support their claims.



Share: Call on 2 or 3 volunteers to share their writing. Each volunteer should call on 1–3 listeners to comment.



Wrap-Up: Project.

End of Lesson 2

Lesson 2 Materials

 Sample Essay

Before You Begin Lesson 3:

Students will complete a student-selected Revision Assignment.

1. Identify students who need help choosing two places in their writing to revise by adding or further explaining evidence. Mark one place where they could do this work (they can find the second place independently).
2. Review the students' writing from the last lesson to plan for needed supports, comment on places where students used a skill effectively, and create Spotlights as models for the skills you want to practice.

Lesson 3: Essay Flex Day

F

Self-Assess: Students review the work they've already done on their essays.



Project: Self-Assessment activity from the digital lesson.



Writing Journal: Students note which things they say "No" to.



On-the-Fly: Circulate to review students' answers in order to provide targeted support. Note which students have requested a teacher conference.

5 min

G

Present: Preview today's activities.



Project: Digital activity for Present.



Explain that students will complete the steps in order, beginning with Session 1. The session goal is to complete their body paragraphs. They may not all get to Session 2 in this lesson.

5 min

H

Session 1: Students continue to develop and clarify their reasoning and evidence by writing an additional paragraph or developing evidence in an existing paragraph.



Review body paragraphs in Elements of a Body Paragraph on page 672.



Writing Journal: Students complete Session 1 on pages 76 and 77.



On-the-Fly: Circulate around the room to support students.



Discuss responses.



Call on 3 or 4 students to identify one piece of their body paragraphs that they can still develop.

15 min

Lesson 3 (continued)

I

Session 2: Students draft 2 additional versions of their claim statements.



Writing Journal: Students write two different claim statements under Claim Statement #2 and #3 on pages 78 and 79.



On-the-Fly: Circulate around the room to support students.



Wrap-Up: Project if not completing next Step.

13 min

J

Session 3: Students develop a third body paragraph that addresses possible counterclaims and reasserts their claim's validity.



Students complete if they are writing an argumentative essay.



Writing Journal: Students write a third body paragraph on page 80.



On-the-Fly: Circulate around the room to support students.



Wrap-Up: Project.

13 min

End of Lesson 3

Lesson 3 Materials

No materials.

Lesson 4: Revising and Writing an Introduction

K

Revise: Students identify additional textual evidence and then use it to strengthen the body of their essays.

17 min



Assign partners.



Help students identify places where they still need to develop their evidence or reasoning about that evidence.



Writing Journal: Students complete Activities 1–6 and add to their body paragraphs on pages 81 and 82.



On-the-Fly: Circulate around the room to support students.

L

Present: Students learn about the purpose and elements of an introduction to prepare for writing the introductions to their essays.

8 min



Review the Elements of an Introduction on page 672 of the Student Edition.



Project: Digital activity.



Occasionally, essay sub-units skip this activity.

Lesson 4 (continued)

M

Write & Share: Students craft an introduction to draw in a reader, introduce their claim, and clearly reflect the ideas they develop in the body paragraphs.

15 min



Review How to Write a Lead on page 673 of the Student Edition.



Writing Journal: Students write their leads and introductions on pages 84 and 85.



Students who finish early have the option of adding a counterargument and a reason for disagreeing with it to their introductions if they are writing an argumentative essay.



On-the-Fly: Circulate around the room to support students.



Share: Call on 2 or 3 volunteers to share their writing. Each volunteer should call on 1–3 listeners to comment.



Wrap-Up: Project

End of Lesson 4

Lesson 4 Materials

No materials.

Lesson 5: Concluding and Polishing the Essay

N

Write: Students experiment with ways to write a conclusion for their essay.

10 min



Review the Elements of a Conclusion on page 672 in the Student Edition.



Writing Journal: Students write their conclusions on page 86.

O

Revise: Students revise their essays to create transitions between and within body paragraphs and eliminate wordiness and redundancy.

7 min



Review Revising Transitions on page 673 of the Student Edition.



Writing Journal: Students write new transitions in Activities 1–3 on page 87.



Discuss responses and answer questions.



Writing Journal: Students revise their essays in Activities 4–6 on pages 88 and 89.



Students can rewrite their draft during this Step before writing the final essay.



Discuss responses and answer questions.

Lesson 5 (continued)

P

Revise & Write: Students polish their essays, first by focusing on sentence flow, style consistency, and essay completeness, and then on proofreading issues.

23 min



Review the Editing Process on page 674 of the Student Edition.



Writing Journal: Students revise their essay and write their final essay on pages 90 and 91.



Give students time to work independently to edit their writing. Support students who have a hard time locating errors or correcting them.



Remind students that their sentences should follow formal sentence rules, rather than sound like a conversation with a friend.



Share: Call on 2 or 3 volunteers to share their writing. Each volunteer should call on 1–3 listeners to comment.



Wrap-Up: Project.

End of Lesson 5

Lesson 5 Materials



Editing Process



Guidelines for Citing and Punctuating a Direct Quote



Essay Rubric

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