

**APPLYING
COMMON
CORE**

WORLD HISTORY / 1933 – 1945

**THE
HOLOCAUST**

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Introduction

Goals

The main goal of this book is to help students develop skills outlined in the Common Core Standards by clarifying what the standards are asking for and by giving teachers specific activities they can use to address the standards.

Organization

The book is mostly organized by the categories into which Common Core places its standards. The first three chapters are “Key Ideas and Details,” “Craft and Structure,” and “Integration of Knowledge and Ideas.” Because “Range of Reading and Level of Text Complexity” is addressed every time students read, it does not have its own chapter. Also, because it is common for many writing categories to overlap on a paper, the fourth chapter covers all the writing standards and is divided into the three main paper types: argumentative, informative, and narrative.

Activities open with an introductory page that includes every standard covered by the activities, directions, estimated lesson length, and additional teaching ideas. At the back of the book are selected answers for the reading activities.

Tracking Common Core Standards

On page 3, there is a chart that can help you track which Common Core Standards you have addressed and with which activities.

Narrative Writing

Narrative writing is not required for social studies teachers, which is why there is no WHST.6-8.3. However, this form of writing was included in this book (W.6.3–W8.3) because numerous social studies teachers also teach language arts, for the many educators who find creative writing a valuable way to explore history, and because other required writing standards can be covered with narrative writing.

Common Core Standards

If a teacher covers the six reading activities and three papers outlined in this book, he or she will have addressed every 6–8 History/Social Studies Common Core Standard at least once. Although it is not expected that teachers cover every standard in each unit of study, this gives teachers a great way to see examples of every standard and have numerous assignments to choose from.

Common Core Standards

READING

Key Ideas and Details

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

» *Summarize primary or secondary sources.*

RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

» *Summarize the steps of a process or historical event.*

Craft and Structure

RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

» *Use context to decipher the meanings of difficult words.*

RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

» *Determine how the author has ordered the information.*

RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

» *Interpret a reading with a visual.*

RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

SPEAKING AND LISTENING

Comprehension and Collaboration

SL.6.1–SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6–8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

WRITING

Text Types and Purposes

WHST.6-8.1

Write arguments focused on discipline-specific content.

» *Argumentative writing.*

WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

» *Informative writing.*

W.6-8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

» *Creative writing. (This is not required for social studies teachers.)*

Production and Distribution of Writing

WHST.6-8.4

Produce clear and coherent writing in which the development, organization,

and style are appropriate to task, purpose, and audience.

» *Write for a specific audience.*

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

» *Use writing process.*

WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

» *Publish writing for an audience.*

Research to Build and Present Knowledge

WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

» *Research to answer a question.*

WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

» *Use multiple credible sources when researching and summarize findings in own words.*

WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

» *Support essays with information or quotes from texts.*

Range of Writing

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Tracking Common Core Standards

CCSS.ELA-LITERACY	Assignment	Assignment	Assignment	Assignment
<u>RH.6-8.1</u>				
<u>RH.6-8.2</u>				
<u>RH.6-8.3</u>				
<u>RH.6-8.4</u>				
<u>RH.6-8.5</u>				
<u>RH.6-8.6</u>				
<u>RH.6-8.7</u>				
<u>RH.6-8.8</u>				
<u>RH.6-8.9</u>				
<u>RH.6-8.10</u>				
<u>SL.6.1–SL.8.1*</u>				
<u>WHST.6-8.1</u>				
<u>WHST.6-8.2</u>				
<u>W.6.3–W.8.3*</u>				
<u>WHST.6-8.4</u>				
<u>WHST.6-8.5</u>				
<u>WHST.6-8.6</u>				
<u>WHST.6-8.7</u>				
<u>WHST.6-8.8</u>				
<u>WHST.6-8.9</u>				
<u>WHST.6-8.10</u>				

*Not required for social studies teachers.

ACTIVITY 1

CHAPTER
Key Ideas and Details

DURATION
2 class periods

Night

COMMON CORE STANDARDS

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

DIRECTIONS

- Students independently respond in their journal to the following prompt: "What do you already know about the Holocaust?" Students share what they wrote with a neighbor, then the class.
- Students independently read "Excerpts from *Night*," highlighting parts that show Jews losing rights. Students share what they highlighted with a neighbor, then the class.
- With a neighbor, students answer "*Night* Questions." Students share their answers with the class.
- The class reads the introduction and questions for "Essay on Neutrality." Students discuss the questions with a neighbor.
- Students independently complete "Essay on Neutrality."
- The teacher may choose to replace the reading with the actual first forty-six pages of Elie Wiesel's *Night*. These pages include content inappropriate for certain ages but provide more detail. Reading it from the book would also make it flow better.

IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words from which you may choose to create a review activity.

- | | | |
|-------------|-----------------|-------------------|
| ▪ Billeted | ▪ Fascists | ▪ <i>Raus</i> |
| ▪ Colossus | ▪ Glacial | ▪ Sighet (a city) |
| ▪ Decree | ▪ Indifferently | ▪ SS |
| ▪ Economize | ▪ Kapos | ▪ Synagogue |
| ▪ Edict | ▪ Passover | ▪ Talmud |

EXCERPTS FROM *NIGHT* ^{1/4}

The following excerpts are from Elie Wiesel's *Night*, which is a book he wrote about his experience in a concentration camp as a teenager. In addition to the best-selling *Night*, he wrote fifty-six other books. He was awarded the Nobel Peace Prize in 1986. He passed away in 2016.



Elie Wiesel in 2010

Concerning Moishe the Beadle, who was a beggar in Elie Wiesel's town

And then, one day all foreign Jews were expelled from Sighet. And Moishe the Beadle was a foreigner.

Crammed into cattle cars by the Hungarian police, they cried silently. Standing on the station platform, we too were crying. The train disappeared over the horizon; all that was left was thick, dirty smoke. . . .

One day, as I was about to enter the synagogue, I saw Moishe the Beadle sitting on a bench near the entrance.

He told me what happened to him and his companions. . . . They were forced to dig huge trenches. When they had finished their work, the men from the Gestapo began theirs. Without passion or haste, they shot their prisoners. . . . How had he, Moishe the Beadle, been able to escape? By a miracle. He was wounded in the leg and left for dead. . . .

[In the town] Day after day, night after night, he went from one Jewish house to the next, telling his story. . . .

. . . But people not only refused to believe his tales, they refused to listen. . . .

Months later

. . . German troops had penetrated Hungarian territory with the government's approval.

Finally, people began to worry in earnest. One of my friends, Moishe Chaim Berkowitz, returned from the capital for Passover and told us, "The Jews of Budapest live in an atmosphere of fear and terror. Anti-Semitic acts take place every day, in the streets, on the trains. The Fascists attack Jewish stores, synagogues. The situation is becoming very serious. . . ."

The news spread through Sighet like wildfire. Soon that was all people talked about. But not for long. Optimism soon revived: The Germans will not come this far. . . .

In less than three days, German Army vehicles made their appearance on our streets. . . .

. . . The officers were billeted in private homes, even in Jewish homes. Their attitude toward their hosts was distant but polite. They never demanded the impossible, made no offensive remarks, and sometimes even smiled at the lady of the house. A German officer lodged in the Kahns' house across the street from us. We were told he was a charming man, calm, likable, and polite. Three days after he moved in, he brought Mrs. Kahn a box of chocolates. . . .

