

# Friday

May 28, 2010

## Time Needed   Agenda

|                   |                                  |
|-------------------|----------------------------------|
| 30 seconds        | Textbook Drop Off Schedule       |
| 1 minute          | Student Learning Map (SLM)       |
| 10 minutes        | Word of the Day & Warm Up        |
| 30 seconds        | Bank Status                      |
| 30 minutes        | Read: <i>Night</i> , Chapter 3/6 |
| 5 minutes         | Answer LEQ                       |
| 3 minutes         | Reminder: Ekphrastic Poetry      |
| 35 minutes        | Make 3 Holocaust Poems on Images |
| -----             |                                  |
| <b>85 minutes</b> |                                  |



**“God must have been on leave during the Holocaust.”**  
**--Simon Wiesenthal**

# Textbook Drop-Off Schedule

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**1<sup>st</sup> period**      Wednesday, 6.2

**2<sup>nd</sup> period**      **TODAY, 5.28**

**3<sup>rd</sup> period**      Wednesday, 6.2

**4<sup>th</sup> period**      Wednesday, 6.2

**5<sup>th</sup> period**      Thursday, 6.3

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## Unit Essential Question (UEQ): How is learning about the Holocaust relevant to my life?



|                                   |   |
|-----------------------------------|---|
| Concept:                          | 3. Concentration Camp Life  |
| Lesson Essential Questions (LEQs) | 7. What were the conditions like in a concentration camp, as told in <i>Night</i> ?   |
| Vocabulary                        | <ul style="list-style-type: none"><li>◆ Gypsies</li><li>◆ Talmud</li><li>◆ Gestapo/SS</li><li>◆ Ekphrastic Poetry</li></ul> |

# Word of the Day & Warm Up

Date: 5/28/2010 ||||| 5 minutes

Volume-O-Level: 0 (Silence)

Timer

- WOD:

*valid*: correct, effective, or well-founded (Mr. Hampton made a *valid* statement)

- Warm Up:

1. Draw a picture for the **Word of the Day** that shows the meaning of the word. Don't forget to include a caption that explains your picture.
2. Based on what we read in *Night* and what you drew yesterday, explain what concentration camp is like. Be specific and use details. Aim for around 4 sentences.

# The Bank

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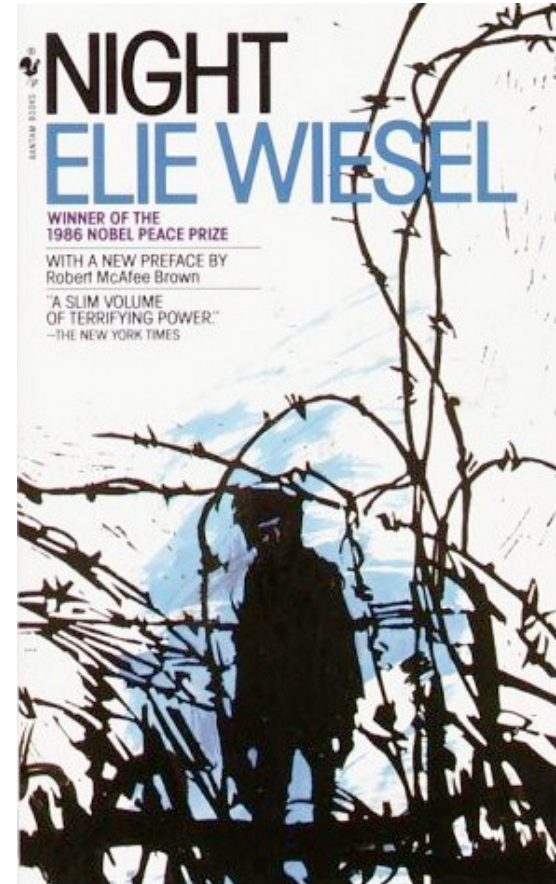
- 1<sup>st</sup> period: 93
- 2<sup>nd</sup> period: 95
- 3<sup>rd</sup> period: 94
- 4<sup>th</sup> period: 103
- 5<sup>th</sup> period: 101

| Points Needed     | Reward   |
|-------------------|--|
| 3 points          | 3 minutes free @ end of class  |
| 10 points         | Work with iPod/music player during period  |
| 25 points         | Spend last half of period playing board games  |
| 30 points         | Work with cell phone out during period   |
| 50 points         | 1-letter grade increase for everyone on test/project   |
| 75 points         | Popcorn and a movie on block day (1/quarter)   |
| <b>100 points</b> | <b>No Final Exam--still must take COECE</b>  |
| <b>125 points</b> | <b>All of the above...plus 1-letter grade increase on final grade in class for everyone.</b> |

# Let's Read

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- Where were we? The barracks?  
The barber? The gypsies?
- Turn to pg. \_\_\_\_
  - Hampton Popcorn
- We'll be stopping every 5-10 minutes for you to summarize what you've read so far.
- Remember...focus on your essential question:
  1. What were the conditions like in a concentration camp, as told in *Night*?



# Summarize

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## Take 3 minutes to:

- Summarize what we've read so far.
- Should be between 3-4 sentences.
- We'll share out after time is called.

# *Night*, Ch. 3/6

On your notes:

**Spend 3-5 minutes answering this LEQ:**

1. What were the conditions like in a concentration camp, as told in *Night*? (Feel free to use your summaries to help you remember what kinds of conditions Elie faced at Auschwitz).

Aim for between 4-6 sentences.



# From Ch. 3 to Ch. 6

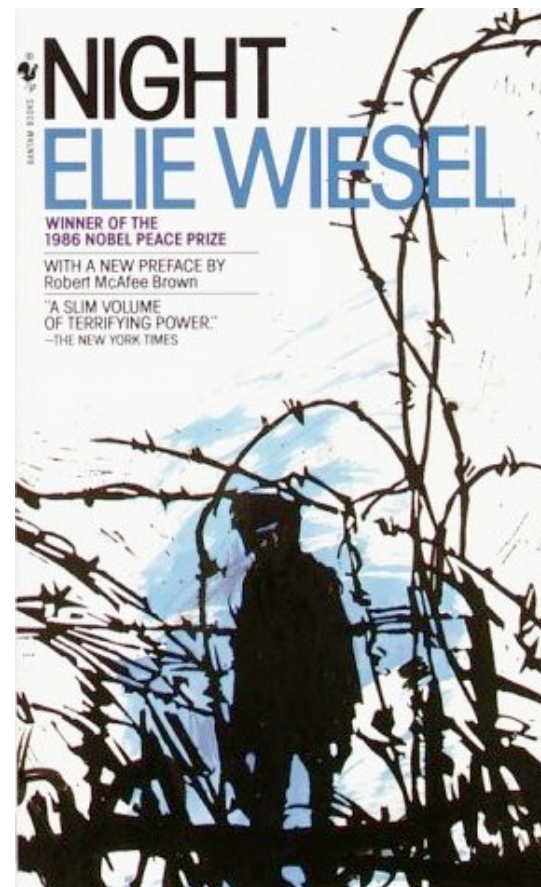
## Elie:

- Has been transferred from Auschwitz to Buna, another camp.
- Befriends some musicians, one of which is Juliek.
- Is starting to lose his faith in God.
- Has received an injury on his foot, which required surgery.
- Is leaving Buna with his father because the Russians (Allies) are invading—it is snowing while they leave.

# Let's Read

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- Turn to pg. 81
  - Hampton Popcorn
- We'll be stopping every 5-10 minutes for you to summarize what you've read so far.
- Remember...focus on your essential question:
  1. What were the conditions like in a concentration camp, as told in *Night*?



# *Night*, Ch. 3/6

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On your notes:

**Spend 3-5 minutes answering this LEQ:**

1. What were the conditions like in a concentration camp, as told in *Night*? (Feel free to use your sketches to help you remember what kinds of conditions Elie faced at Auschwitz).

# Ekphrastic Poetry

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- Earlier in the year, we worked on ekphrastic poetry—if you weren't here for it, don't panic—it's easier than you think!

# Ekphrastic Poetry

## T A K E N O T E S

- Poetry written in response to a picture, painting, sculpture, or other art form.
- Can be about an emotion you feel, a character you see, or anything else that inspires you.
- There are no rules in poetry; there is no right or wrong.

# Ekphrastic Poetry

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- On the front door of the **National Holocaust Museum** in Washington D.C:



# “At First They Came...”

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When the Nazis came for  
the communists,  
I remained silent;  
I was not a communist.

Then they locked up the  
democrats,  
I remained silent;  
I was not a democrat.

Then they came for the unionists,  
I did not speak out;  
I was not a unionist.

Then they came for the Jews,  
I did not speak out;  
I was not a Jew.

When they came for me,  
there was no one left to speak for  
me.

# Ekphrastic Poetry

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## Directions:

- Today, you will be looking at three (3) photographs from the Holocaust.
- You must create three (3) poems—one for each photograph.
- Each photograph will be displayed for 8 minutes.
  - 1 minute we'll talk aloud about the photograph.
  - 7 minutes you'll write a poem about the photograph.
- Some photographs are graphic, while others are not.
- You can choose to focus on the image itself, a character/object in the image, or an emotion that the image makes you feel (or, anything else if you feel inspired).



# Ekphrastic Poetry

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## Rules/Tips:

- Be **absolutely quiet** during the 7 minutes of writing.
  - Keep writing until time is called—give people a chance to write their poem!
  - If you're having trouble, stare at the image for a few minutes until you feel inspired.
- At the end of the 7 minutes, we'll share out (possible points involved)
- Questions?

# Photograph 1

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- Title: "Shoes"



# Photograph 2

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- Title: "Shoes"



# Photograph 3

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- Title: “Barracks at Auschwitz”



