

MAISA and the REMC Association of Michigan Best Practices in Technology Integration Plan

Title: The Holocaust Web

Subject(s): Language Arts

Intended Grade Level(s): Middle School

Description:

Students will construct a hypertext web as a means of learning about the history and literature of and about the Holocaust, the tragedy of hate, and the triumph of the human spirit. Students will study novels, poetry, personal experience essays, and other reference materials in order to create their own documents that will be placed in a hypertext web.

There are two main goals in this project. The first is to help students learn about the Holocaust by making connections between many different documents--student-written ones as well as those written by historians, fiction writers, observers, and survivors. To meet this goal students will have to read a variety of materials and a variety of genres. During their reading, students will hopefully connect themselves to the larger human issue that the Holocaust challenges them to make.

The second goal involves hypertext. Students will gain an understanding of how the technology of hypertext can deepen their grasp of issues. They will also learn how to write hypertext documents, how to use color and graphics to assist readers in constructing meaning when they move from one hypertext lexia to the next, and to understand they have a responsibility as writers to make the reading of webbed documents easy, informative, and satisfying.

Curriculum Benchmarks:

[MI.ELA.1.MS.1](#) —Use reading for multiple purposes such as enjoyment, clarifying information, and learning complex procedures.

[MI.ELA.1.MS.2](#) —Read with developing fluency a variety of texts.

[MI.ELA.1.MS.5](#) —Respond to a variety of oral, visual, written, and electronic texts by making connections to their personal lives and the lives of others.

[MI.ELA.2.MS.3](#) —Plan and draft texts, and revise and edit their own writing and help others revise and edit their texts in such areas as content, perspective, and effect.

MI.ELA.3.MS.5 —Select appropriate strategies to construct meaning while reading, listening to, viewing, or creating texts.

MI.ELA.3.MS.8 —Express their responses and make connections between oral, visual, written, and electronic texts.

MI.ELA.4.MS.2 —Investigate the origins of language patterns and vocabularies and their impact on meaning in formal and informal situations.

MI.ELA.5. MS.1 —Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.

MI.ELA.5. MS.2 —Describe and discuss shared issues in the human experience that appear in literature and other texts from around the world.

MI.ELA.5.MS.4 —Investigate and demonstrate understanding of the cultural and historical contexts of the themes, issues, and our common heritage as depicted in literature and other texts.

MI.ELA.5.MS.5 —Investigate through literature and other texts various examples of distortion and stereotypes.

MI.ELA.8. MS.5 —Explain how the characteristics of various oral, visual, and written texts (including hypertext) are used to convey meaning.

MI.ELA.9.MS.1 —Explore and reflect on universal themes and substantive issues from oral, visual, and written texts.

MI.ELA.9.MS.2 —Synthesize context from multiple texts representing varied perspectives in order to formulate principles and generalizations.

MI.ELA.10.MS.2 —Perform the daily functions of a literate individual, including acquiring information from multiple sources, and evaluating and organizing, and communicating it in various contexts.

Materials/Hardware/Software:

To complete this project students should have access to

- computers with word processing capabilities
- *Storyspace* from Eastgate Systems or some other hypertext writing program
- reference materials (including internet access if possible) about the Holocaust
 - Internet sites that might be useful
 - <http://scrtec.org/tracks/f00211.html>

- <http://www.ushmm.org>
- <http://yad-vashem.org.il>
- <http://www.nizkor.org>
- <http://remember.org/info.htm>
- <http://www.humbolt.edu/~rescuers>
- <http://remember.org/camps.htm>
- reference materials about the Jewish religion
- a collection of novels about the Holocaust
- a writing handbook such as *Source 2000*

Activities/Procedures:

1. A good way to begin this unit is to show students some poetry that was written about life in the concentration camps. There are a number of sources for this poetry. One comprehensive anthology is called *Images from the Holocaust, A Literature Anthology*, edited by Jean E. Brown, Elaine C. Stephens, and Janet L. Rubin, and published by the National Textbook Company (1997). Teachers should also gather enough reference materials from the school library, internet sources, and the local public library so that students have enough material to work with. It is helpful to keep these materials on a library cart in the classroom. Teachers will also need to assemble a collection of short novels about the Holocaust. These can include *Nightfather*, *The Devil's Arithmetic*, *Jacob's Rescue*, *Freidrich*, *Number the Stars*, and *Night*.
2. Begin the unit by sharing a few poems about the Holocaust. Teachers can ask students to respond in their literature response journals or on separate sheets of paper. However, because this is a hypertext project, it would be best for students to respond using a word processing program or a hypertext writing program. Students may want to speculate in writing about what life seemed to be like for the speakers or authors of the poetry.
3. Teachers may find it helpful to provide a little bit of background information about the Holocaust prior to asking students to conduct their research.
4. Give students the following handout.



We have read and discussed a number of issues related to the events that occurred in Europe during World War II when eleven million people were murdered.

You will continue to learn more about these events through your work on a hypertext project.

To complete this project you will:

- Read a short novel or three short stories that deal with the Holocaust
- Create a hypertext web with at least eight documents, including the following
 - Write a review of the novel or stories (See Source 2000 for a reminder of how to write a review)
 - Create a fact sheet with at least 15 facts about the Holocaust. You must identify where you received your information
 - author
 - year published
 - title of article or book
 - page number
 - Because the Jewish religion (Judaism) is thousands of years old and involves more than the bitter years of the Holocaust, you must also create a fact sheet containing at least 10 facts about Judaism and include where you received your information.
 - Write personal reflections about what you are learning regarding the Holocaust.

Note: Your personal reflections can be taken from your journal. You must write in your journal at least once a week. This is a minimum. If you want an A, you must write in your journal at least 3 times each week.

Assessment/Evaluation:

Students will be assessed using the following guidelines:



Holocaust Hypertext Expectations

YOU WILL BE EXPECTED TO CREATE A HYPertext WEB ABOUT THE HOLOCAUST.

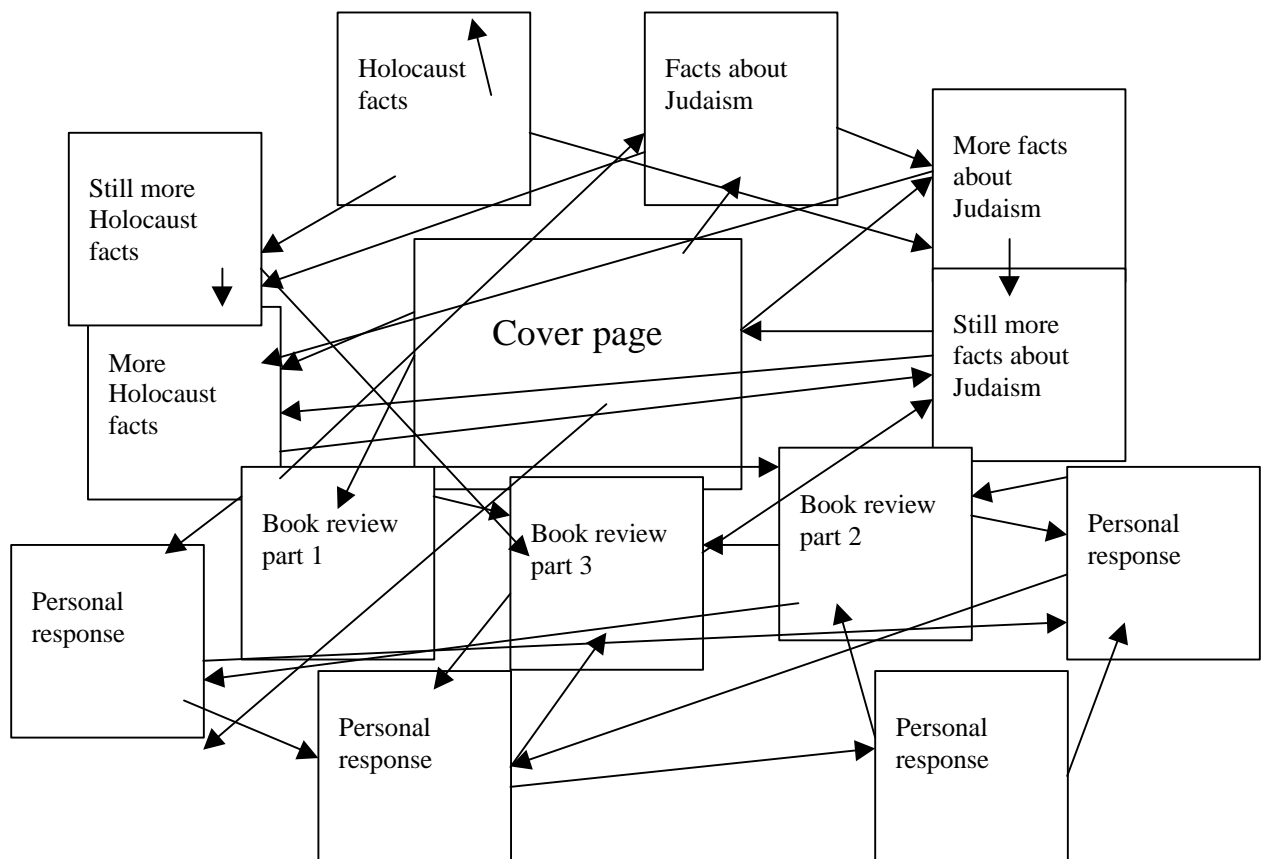
Your web must include:

1. 15 FACTS ABOUT THE HOLOCAUST, WITH REFERENCES INCLUDED (SEE SOURCE 2000)
2. 10 FACTS ABOUT JUDAISM
3. YOUR RESPONSES TO THE STORIES OR SHORT NOVEL

4. A REVIEW OF THE STORIES OR NOVEL THAT YOU READ (SEE SOURCE 2000)
5. A TITLE PAGE THAT LAUNCHES THE READER INTO THE HYPERTEXT WEB
6. MAKE EACH PAGE OF YOUR WEB A DIFFERENT COLOR OR A DIFFERENT FONT
7. LINK YOUR DOCUMENTS TO AT LEAST 2 OTHER DOCUMENTS IN THE WEB
8. MAKE SURE ALL DOCUMENTS ARE LINKED IN SOME WAY
9. INCLUDE A HYPERTEXT MAP OF YOUR DOCUMENTS

NOTE: YOU WILL WANT TO MAKE SURE THERE IS NOT TOO MUCH TEXT IN EACH OF YOUR WRITING SPACES. TOO MUCH TEXT OVERWHELMS THE READER. YOU MAY WANT TO BREAK YOUR 15 FACTS ABOUT THE HOLOCAUST INTO SEVERAL DIFFERENT WRITING SPACES. YOU MAY ALSO WANT TO BREAK YOUR BOOK OR STORY REVIEW INTO SEVERAL DIFFERENT SECTIONS. ALWAYS BE AWARE OF THE FACT THAT YOUR READER MAY ENTER A PLACE ON YOUR WEB THAT IS NOT YOUR BEGINNING. THE WONDERFUL THING ABOUT HYPERTEXT IS THAT READERS CREATE THEIR OWN BEGINNINGS, MIDDLES AND ENDS. WRITE YOUR DOCUMENTS WITH THIS IN MIND.

See sample web below.



NOTE: YOU WILL BE EXPECTED TO USE THE WRITING PROCESS THROUGHOUT YOUR HOLOCAUST WEB. IF YOU NEED HELP WITH SPELLING, PUNCTUATION, OR OTHER LANGUAGE CONVENTIONS, YOU MAY ASK YOUR TEACHER, LOOK AT A REFERENCE BOOK LIKE SOURCE 2000, OR ASK A FELLOW CLASSMATE.

Students who complete the hypertext project as outlined above, and who write in their journals at least 3 times a week will receive an A on the project. Those who write less than 3 times a week will receive a B. Should a student fail to write at least one weekly response, her or his grade will be lower than a C, and the student may be asked to redo the project.

If a student's project does not include all the elements outlined above, a grade of D or below will be assigned and the student will be given an opportunity to fix the project. If the student chooses not to fix her or his project, the lower grade will stand.

Because it is the learning that is important, giving students an opportunity to repair a sub-standard project (at a reduced grade) is often a better way of addressing poor quality work.

Follow-up Activities:

The follow-up activity for this project will be an informal written reflection. Students will write about what they learned, the method in which they learned, and their own hypertext web. In this reflection, students will also be asked to explain their web and explain why they linked certain writing spaces to others.

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