



Witness Through Words: *Teaching Holocaust & Genocide Literature with Empathy, Context, and Care*

UNIT PLANNING GUIDE

Audience: 6-12 grade

Student Outcomes

A guide to Facing History learning objectives and learning outcomes that can be paired with state and local standards or used on their own to identify enduring areas of understanding, important ideas, and key concepts in the unit.

Aligned Standards (California Common Core)

- Common Core Standard, 10th grade: CCSS.10.5.5
 - Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.
- Common Core Standard, 10th grade: CCSS.10.8.5
 - Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.
- Common Core Standard, 6th grade: CCSS for ELA 6.9
 - Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Context:

The ELA Unit Planning Guide coaches teachers through the process of applying Facing History's approach to their unit design process. The guide includes seven sections of interactive learning content, plus classroom-ready resources such as essential questions, journal prompts, and customizable student activities to help teachers build daily lessons within the unit.

In full, the guide supports the creation of literature units that center students' identities and experiences as young adults in the world today.

This ELA Unit Planning Guide supports the pre-planning and design process for ELA units and daily lesson plans that center students' identities and experiences as young adults in the world today. It features planning resources and prompts to help you apply Facing History & Ourselves' approach to the design of a unit for a book length text, such as a novel or memoir. The guide also includes classroom-ready content such as essential questions, journal prompts, and customizable student activities. Facing History's approach to a study of literature balances the mind, heart, and conscience. Applying this approach will help you to create a classroom environment and learning experiences that invite students to explore the complexities of human behavior and decision-making, nurture their reading and writing identities, and build their civic capacities and global perspectives.

Materials:

- [Collection: ELA Unit Planning Guide](#)
- [ELA Unit Planning Guide](#) (PDF)

Differentiation:

- Educators have the flexibility to choose the appropriate text or passage that fits the academic and maturity needs of the students.
- Educators are encouraged to choose a text that is applicable to what students are studying.

Assessment(s):

Ten summative assessment ideas that support you in creating an engaging culminating task that is aligned to your learning objectives, outcomes, anchor text, and essential question, as well as a summative assessment guide for a coming-of-age unit.

- Analytical and Evaluative Assessment Ideas: book review, essay that explores the essential question, essay that explores characterization, essay that explores setting, socratic seminar
- Creative Writing Assessment Ideas: poetry anthology project, re-story an aspect of the text
- Action Project Assessment Ideas: opinion piece that explores contemporary connections, podcast that explores contemporary connections to the text, PSA that explores contemporary connections to the text,

Lesson/Activity:

1. Before You Plan Your Unit
 - a. Section 1: Start with Yourself
A guided self-reflection to help you consider your identities, your students' identities, and your own ideas about teaching and learning.
2. Planning the Unit Structure
 - a. Section 2: Choose an Anchor Text
A question-driven protocol to support the text selection process, as well as questions to help you help students fully engage with the world of the text.
 - b. Section 3: Determine Learning Objectives and Outcomes
A guide to Facing History learning objectives and learning outcomes that can be paired with state and local standards or used on their own to identify enduring areas of understanding, important ideas, and key concepts in the unit.
 - c. Section 4: Craft the Essential Question
A guide to writing compelling essential questions for a unit that can help students explore the curriculum in greater depth, as well as an activity to help you test-drive your essential question. Plus, a bank of essential questions aligned with each of Facing History's thematic ELA collections.
 - d. Section 5: Design the Summative Assessment
Ten summative assessment ideas that support you in creating an engaging culminating task that is aligned to your learning objectives, outcomes, anchor text, and essential question, as well as a summative assessment guide for a coming-of-age unit.

3. Planning the Daily Lessons

- a. Section 6: Incorporate Facing History Journal Prompts
Creative ways to incorporate journals into your unit and lesson plans, plus a bank of Facing History journal prompts aligned with each of our thematic ELA collections.
- b. Section 7: Plan Instruction and Activities
A guide to using Facing History learning experiences, which are student-centered, classroom-ready activities aligned to our learning objectives and outcomes that you can incorporate into your lesson plans.

Supplemental Resources

- [Collection: Coming of Age in a Complex World](#)
- [Essential Questions for a Coming-of-Age Unit](#)
- [Collection: Borders & Belonging](#)
- [Essential Questions for a Borders & Belonging Unit](#)

References

- Webinars for reference and continued support:
- [Exploring ELA Text Selection with Julia Torres](#)
- [Culturally Responsive Texts with Dr. Sonja Cherry-Paul](#)
- [Teaching Night Webinar](#)
- [Exploring Borders and Belonging in Young Adult Literature](#)