

Unit Rationale:

This unit plan is designed for a sixth grade English class. This unit will be carried out towards the end of the year after most major literary concepts have been taught, such as literary devices, theme, characterization, etc. Though these concepts will be reviewed throughout the unit, the goal for teaching this specific text is to evoke emotion in the students through the reading experience and creative activities. Bruns believes that “students efforts to satisfy the expectations of their instructors can prevent them from having meaningful experiences reading texts or, at least, may prevent them from bringing into their coursework reports of the meaningful reading experiences they’ve had outside of class” (Bruns 4). With a text like this, which deals with issues such as genocide, tragedy, prejudice and sacrifice, the students need to be emotionally invested in order to garner meaning from it. Because of this, it is better that literary terms and concepts are not the focus of the unit but rather the means in which emotion is evoked. Though I want the students to think deeply about the text, “Students must understand that the Holocaust is, to some extent, an event that goes beyond one’s capacity for understanding” and as educators, we must make our students aware of this (Lindquist). In order to do this, we must stress the importance of asking questions. We must also explain that sometimes, our questions go unanswered.

The major text of the unit will be a novel titled, *The Devil’s Arithmetic* by Jane Yolen. The novel is about a twelve-year old Jewish girl who mysteriously travels back in time to the period of the Holocaust and finds herself in a concentration camp. I feel that this text will work well with the sixth graders because it contains a protagonist who is around the same age as them. They will be able to relate to her daily life before she goes back in time, which will make it seem so much more powerful when she suddenly becomes a part of this awful ordeal. This unit, as well as the entire curriculum for the grade, is designed with the following essential question in mind: *What shapes our values and beliefs?* While students are reading, it is important for them to think about this and to question the different factors

that shape the way a person sees the world as well what causes a person to have certain beliefs and values.

This kind of text requires some pre-reading, or front loading, as Smith et al. calls it. According to the authors of *The Uncommon Core.*, pre-reading activities “are about activating students’ prior interests and background knowledge—both conceptual and procedural/strategic—so that these prior understandings are available as resources for the new challenges provided by a complex text” (Smith et al. 39). It is for this reason that the unit begins with an opinionnaire activity. This lesson plan is meant to prepare the students to read *The Devil’s Arithmetic* and to recognize some controversial beliefs they will come across as they read.

Additionally, students will be asked to fill out the same opinionnaire after reading the novel to see if and/or how their ideas have changed or have been shaped by the reading. Addressing the controversial statements both before and after the reading experience will help students to answer the unit’s essential question. Bruns believes, as do I, that “literature serves as a potential source of values, perspectives, or ways of living that may be better than one’s own or those available in present society” (Bruns 13). Through this unit and, specifically, this activity it is my hope that students recognize that literature itself as well as the ideas expressed through it help to shape our values and beliefs. Also, ending the unit with this activity will display for students that sometimes there is not one right answer and that some things are beyond complete understanding.

The next lesson in the unit is also a pre-reading activity that aims to both activate existing schema and create new schema as well. The lesson is aligned with the idea that “the most important factor in determining how much readers will comprehend and how well writers will be able to communicate about a given topic is their level of knowledge about that topic” (Smith et al. 40). In asking students to display their knowledge of the Holocaust before beginning the assignment, students

are able to showcase their existing knowledge. During the mini research project, students will learn additional information on the historical background of the novel from each other. A Basic understanding of the Holocaust is necessary in order to understand the magnitude of the story and the difficulties the main characters face throughout the text. However, information is not generally retained when it is simply repeated to the students. Real learning takes place when students are instructing themselves and each other. In this way, students are being independent thinkers and learners. The presentations will also put them in charge of their own learning because it will be their responsibility to learn as well as to teach other students about their chosen topic.

The following lesson plan will also take place before students start reading *The Devil's Arithmetic*. There are many Jewish terms in the novel, specifically in the beginning, that may make students feel out of place in the text. In order for students to connect more deeply with the text and the characters in it, they must first recognize the importance of Jewish traditions on the text as a whole. At the same time, it is not productive to simply give students a list of words and have them memorize them. The idea for this lesson was designed around a workbook called Vocabulary Cartoons. It is extremely helpful for retention of vocabulary terms. The workbook utilizes comical rhymes and cartoons as a mnemonic devices. Visuals can be extremely useful in the classroom for all learners, but even more specifically, for students with learning disabilities. The authors of *The Uncommon Core* explain the effect visuals can have on learning, stating, "Visual texts provide powerful opportunities to frontload future reading..." (Smith et al. 48). With this lesson, I wanted to take this idea a step further and have students create their own visuals and mnemonic devices. This lesson allows students to be creative as well as develop their own meaning through the vocabulary terms.

In the next lesson, students will begin reading *The Devil's Arithmetic*. Before they begin reading, they will be doing a free-write on family traditions. In the first three chapters, the main character, Hannah celebrates Passover, a Jewish tradition, with her family. However, Hannah is very reluctant to

take part in Passover and does not seem to understand the importance of it. The point of the free-write is to activate the students' prior knowledge on traditions and to share their feelings on them before learning about Hannah's family's traditions and her aversion to them.

After the free-write, the class will begin reading the first 4 chapters together out loud. Though most of the book will be read outside of class, I feel that it is important to begin the reading together so that if there is any initial confusion, it can be addressed as a class before continuing reading. Also, the first few chapters of the novel can seem dull or slow to many students so pausing throughout and discussing will keep students engaged and on task. While reading, students will be allowed to volunteer to read. There are many students who do not feel comfortable reading so calling on students may make some students feel extremely uncomfortable and unable to pay attention. Also, doing popcorn reading can be fun but it can quickly turn into a popularity contest, especially among angst-ridden 6th graders.

The reading guide, which will be done throughout the novel, requires students to reflect deeply on what they have read in class. Most of the questions go beyond simple reading comprehension questions and ask the students to use higher-order thinking skills to draw conclusions about characters and events. Bruns explains the importance of these inferences, stating, "While making sense of a literary text even outside of school indeed requires important abilities like making inferences or drawing conclusions" (Bruns 11). The inferences they are asked to make in literature class will help assist them in making inferences during personal reading experiences as well as in life in general.

The following lesson is meant to be both a discussion of what has been read as well as a review of literary devices. The first half of the lesson is focused on students discussing what they have read so far. At this point in the novel, Hannah is adjusting to her new surroundings after having travelled back in time. Students are generally confused as to how this magical event has taken place. For this reason, it is important that students be able to discuss and work through that confusion together. The second part

of the lesson is a review of literary devices but it is also a way for students to think more deeply about how those devices work with the texts to provide more meaning and depth.

In the next lesson, the goal is to make students understand how words and ideas can quickly turn into actions that hurt other people. At this point, students will have read the first 10 chapters of the book and chapter 9 is where the Nazis are first introduced. Their behavior towards the Jewish people is shocking and grotesque. The desired outcome is that through this lesson, students see how easily power can turn into corruption and how words can quickly turn into violent action. Additionally, they will recognize that people can strongly influence each other and help to shape values and beliefs. To emphasize these ideas, students will be reading the 10 page dramatic adaptation of *The Wave* by Todd Strasser out loud in class. The short play is based on a true story in which a teacher struggles to find ways to make the Holocaust more real for his students. In an attempt to do this, he enacts a social experiment in order to display how power can cause corruption. Through the experiment, he creates a group called The Wave that contains logos, mottos and a salute. Through the 9-day experiment, he talks about things that seem simple like having good posture and the proper way to address a figure of authority. At first the students object to the rules, seeing them as ridiculous. However, rather quickly, they become extremely compliant. Students turn on each other and even become violent. By the end of the experiment, the teacher informs his students that the “ultimate leader” they have been following is actually Adolf Hitler and that they have been acting like Nazis. This experiment was clearly successful in that it displayed for students how quickly ideas can develop and escalate into bigger ideas and even actions.

Before the play is read, the class will be conducting its own social experiment. Everyone in the class who does not have brown eyes will be treated differently. They will not be allowed to speak or get up during class time. Their brown-eyed peers are to ignore them. For all intents and purposes, they will be treated like second class citizens. I have serious hesitations about the effectiveness of the social

experiment part of this lesson. However, I think it will be a useful opening activity for reading the play and thinking more personally about the ideas expressed in it. After the rules are introduced, the class will read the play and then have a discussion about it afterwards. Additionally, the students will discuss the class rules that were introduced at the beginning of the period.

In the following lesson, students will be focusing on Hannah as a character. They will also be exploring the idea of perspective, an idea that will have already been addressed in previous lessons. This activity allows students to think more deeply about the protagonist of the novel including her values and beliefs. Furthermore, they will use higher-order thinking and creativity skills to formulate responses in the perspective of Hannah.

The next lesson involves Sheridan Blau's exercise of pointing. As the students come to the end of the novel, it is important that they begin thinking about the importance of the novel and what about it has resonated for them. The pointing exercise "is designed to give students a strategy for thinking and talking about the literary texts that will help them generate ideas for literacy essays or papers, based on their own readings of a text" (Blau 124). Though, for this specific unit students will have to pick an essay topic from a list instead of coming up with their own, I feel that this exercise is important for displaying to students, especially young students, how to discuss a text more deeply.

During the Bystander Effect lesson, students will have to think about a cultural phenomenon that they, in all likelihood, have experienced in their lifetime. Gubkin believes that "If there are 'lessons to be learned' about the Holocaust, they must be grounded in an understanding of the historical circumstances that made the Holocaust possible" (Gubkin). One of those circumstances relates to bystanders. The topic of a bystander will have already come up during the opinionnaire as well as in questions during the reading guide so students will have already been thinking about this idea. The video at the beginning of the lesson attempts to show the students just how relevant this topic is to

them. It may be difficult for students to figure out the Niemoller quote at first so it is important that they are encouraged to reread and annotate. The discussion questions and Socratic Seminar will display the students' understanding of the topic, how it relates to the text, and their beliefs on it.

The final assessment of the unit plan is an essay. In previous lessons, students will have been taught how to formulate an essay. Though Blau believes that "Teacher-assigned topics for writing also invite students to see the activity of writing about literature as more of a test of whether they can produce what their teachers ask for than an occasion for engaging in any sort of independent exploration of textual meaning or literary response," I think it would be extremely difficult for most 6th graders to come up with their own essay topics. At this age level, much more guidance is needed. However, I also feel that it is important to give students choices, which is why there are multiple essay prompts to choose from (Blau 123). Hopefully, one of them will resonate with and seem meaningful to most or all of the students.

My overall goal is for the students to both enjoy the novel and think deeply about it. Class discussion, journaling, and group work will be used frequently in this unit. This unit is centered on student led discussions and freewriting because, "the Holocaust's complexity, the twists and turns inherent in any study of the subject, demand that teachers give their students opportunities to delve into the 'whys' as well as the 'whats' of this history knowing full well that a complete understanding of the topic can never be developed" (Gubkin). Students will never fully understand the horrors of the Holocaust. However, the unit was designed so that students can begin to try and work through those 'whys' and 'whats.' By the end of the unit students should gain knowledge about the Holocaust. However, knowledge is not the same thing as understanding. I, more importantly, want them to understand the characters in the book and though they can never fully understand the horrors that they faced, I still want them to try. Through the characters' lives and experiences, students should be able to determine many factors that can shape a person's values and beliefs.

The Devil's Arithmetic Unit Plan

Essential Question	What shapes our values and beliefs?
Grade Level	6 th Grade
Duration	19 Class Periods
Concepts students will have already learned before beginning the unit	<ul style="list-style-type: none"> • Annotating • Literary Devices • Characterization • Perspective • The Conventions of Writing
Individual lessons	<ol style="list-style-type: none"> 1. Opinionnaire 2. Mini Research Project 3. Jewish/Hebrew Vocabulary Terms 4. <i>The Devil's Arithmetic</i> 5. Characterization 6. Jewish/Hebrew Vocabulary Terms II 7. Identifying Literary Devices 8. The Wave 9. Interview with Hannah 10. Pointing Activity 11. The Bystander Effect 12. Addressing the Essential Question 13. The Essay 14. Opinionnaire and Reflection
Assessments	<ul style="list-style-type: none"> • Opinionnaire • Research Project and presentation • Visual Vocabulary activity • Reading Guides • Class discussions • Characterization/Perspective Journal entries • Literary Devices activity • Interview with Hannah • Journal entries and Free writes (graded as class participation) • Bystander worksheet and participation in seminar • Essential question responses • Final essay • Reflection on opinionnaire
Objectives	Objectives can be found within each individual lesson plan.
Resources	<ul style="list-style-type: none"> • Rubric for Research project • Website for research project (http://www.ushmm.org/) • Hebrew Vocabulary word lists • Rubric for essay • Peer Review sheet • List of class rules for Wave lesson • Youtube video on the Bystander Effect (https://www.youtube.com/watch?v=vB_L8rGMiZ4) • <i>The Devil's Arithmetic</i> by Jane Yolen • Rules for Socratic Seminar • <i>The Wave</i> (Dramatic adaptation) by Todd Strasser

Lesson Plan 1: Opinionnaire

Grade Level: 6th Grade

Duration: One 50 Minute period

Objectives:

- Students will compose sound arguments utilizing evidence and reasoning.
- Students will discuss opinions, ideas, and values that they will eventually encounter while reading *The Devil's Arithmetic*.
- Students will think about the importance of literature and how it can shape our values and beliefs

Materials: Smartboard/whiteboard, Opinionnaire, writing materials, tape.

Procedure:

1. Tell students that they will be reading a new book and, to prepare them to read about ideas presented in the book, they are going to be filling out an opinionnaire and will be discussing their answers with the class.
2. Hand out opinionnaire and have the students work quietly to answer the questions (20 minutes)
3. Explain directions to students: When a question is read, if you answered agree, go to the right side of the tape. If you answered disagree, go to the left side of the tape. After each student has taken a stance, the class will discuss their reasoning for agreeing or disagreeing with each question (20 minutes).
4. **10 minute free write:** Were any of your opinions changed because of the ideas presented by your classmates? Did any of your classmates change your thinking at all about any of the ideas discussed? How so or why not? (10 minutes).

Name: _____ Date: _____ Period: _____

The Devil's Arithmetic Opinionnaire

Answer the questions by circling your response and then provide an explanation. Be prepared to discuss your answers with the class.

1. People are either good or evil. There is not in between. **Agree/Disagree**

2. Sometimes good people can do bad things. **Agree/Disagree**

3. The government is always right and just. **Agree/Disagree**

4. People can overcome harsh obstacles with the right attitude. **Agree/Disagree**

5. Most challenges aren't as difficult if you have people by your side. **Agree/Disagree**

6. Some leaders cause more damage than good. **Agree/Disagree**

7. All bystanders are innocent. **Agree/Disagree**

8. It is always easy to do the right thing. **Agree/Disagree**

Lesson Plan 2: Mini Research Project for *The Devil's Arithmetic*

Grade Level: 6th Grade

Duration: Three 50 Minute periods

Objectives:

- Students will gain a basic understanding of the Holocaust and terms related to it which will be seen in *The Devil's Arithmetic*.
- Students will acquire knowledge on research and the importance of citation.
- Students will be required to distinguish important information from trivial by composing a paragraph summary on their findings.
- Students will develop speaking skills as they will be doing informal presentations of their research to the class.

Materials: Chromebooks, Smartboard/whiteboard, research worksheet, rubric, writing materials

Procedure:

Day One

1. Write the Holocaust on the Smartboard. Have students volunteer to come up and write something brief they know about it. (This will activate previous schema for some and generate new schema for others) (10 minutes).
2. Tell students they will be reading a novel called *The Devil's Arithmetic* which deals with the Holocaust.
3. Tell students they will be doing a mini research project in preparation for the reading.
4. Hand out the assignment and rubric. Go through it with students carefully (5 minutes).
5. Count up the number of students in the class then number pieces of paper and put them in a jar. Have students pick numbers. Each student's number will signify in which order they get to pick their topic. The topics are: *Antisemitism, Final Solution, Ghettos, Children during the Holocaust, Concentration Camps, Kristallnacht, Nuremberg Laws, Nazi Youth, Auschwitz, Mobile Killing Squads, Rescue and Resistance, Displaced Persons, Nazi Camps, Hitler Comes to Power, Nazi Rule* (5 minutes).
6. After the students have picked topics, hand out Chromebooks and put the following directions on the board:
 - Go to USHMM.com
 - Go to LEARN about Holocaust (top tab)
 - Click on Holocaust Encyclopedia (left tab)
 - In search bar at top type in your topic
 - Once you have found the article on your topic COPY and PASTE it to a WORD document
 - PRINT the WORD document (teacher will have to retrieve articles)
 - Read and annotate the article
 - Write out the citation for your source (use **how to cite this article** on right tool bar)
 - Begin working on the worksheet (30 minutes).

Day two

1. Hand out Chromebooks (5 minutes).
2. Have students work on project for the entire class. Remind them that their projects will be due tomorrow and that they will presenting then too (45 minutes).

Homework: Any student who does not finish their project in class should work on it for homework. Also, students should prepare for their presentations for the following class.

Day three

1. Teacher will remind students that during students' presentations they should speak loud and clear and make eye contact with their audience.
2. Students will present one by one, while the other students take notes. After each presentation, classmates will have the option of asking questions to the presenter (40 minutes).
3. At the end of class, teacher will hand out an exit ticket to students asking them three things they found most interesting or informative about the presentations. If time, a discussion will take place (10 Minutes).

2. Write down the three most interesting or informative pieces of information you found.
Make sure to include quotation marks and an in-text citation.

- _____

- _____

- _____

3. Use the MLA citation guide on the website to help you write out your citation for this source.

Lesson Plan 3: Jewish/Hebrew Vocabulary Terms

Grade Level: 6th Grade

Duration: One 50 Minute period

Objectives:

- Students will learn about Jewish/Hebrew vocabulary terms that will be seen in the first five chapters of *The Devil's Arithmetic* as a way to better understand the text.
- Students will create and use mnemonic devices to remember what words mean.
- Students will share and collaborate with the class to create mnemonic devices/visuals for Jewish vocabulary terms.

Materials: whiteboard/Smartboard, document camera, paper, writing utensil, vocabulary word list for chapters 1-5, Mnemonic device worksheet, coloring materials.

Procedure:

1. Hand out the word list and go through the definitions with students. Have student pronounce the words back to you (10 minutes).
2. Assign each student a word (some students may have two) and tell them they will be creating some kind of mnemonic device (explain what this means) in which to remember the word meaning. Show them examples of what they can possibly do. (5 minutes).
3. Students work to create their device, visual, etc. The teacher should circulate and help students in need (20 minutes).
4. Students share with the class their device and explain how they came up with it (15 minutes).

Name: _____ Date: _____ Period: _____

Visual Vocabulary

Use the space below to create a mnemonic device for your assigned vocabulary word(s). This can be a rhyme, a picture or another creative idea for remembering something. For example



ABDUCT
(ab DUKT) v.
to kidnap or carry off by force
Sounds like **DUCK**



"ABDUCTED DUCKS"

- The Evil Knight planned to **ABDUCT** the queen when she came alone to the village.
- Our basketball team was **ABDUCTED** by aliens who carried them off to the planet Mars.
- The neighbor's boy **ABDUCTED** our pet pig, and we paid a ransom of a box of cookies to get him back.

Lesson Plan 4: *The Devil's Arithmetic*

Grade Level: 6th Grade

Duration: One 50 Minute period

Objectives:

- Students will write and think about the importance of tradition.
- Students will relate a personal experience to reading.
- Students will begin reading *The Devil's Arithmetic*.
- Students will reflect on their reading experience using higher-order thinking by answering guided questions about what they read.

Materials: Whiteboard/Smartboard, Expo markers, Jane Yolen's *The Devil's Arithmetic*.

Procedure:

1. **Journal entry:** Explain a tradition that your family has. Do you like/understand this tradition? Why or why not? (10 minutes).
2. Have a couple students share responses (5 minutes).
3. Read chapters 1-4 as a class by asking students to volunteer to read (30).
4. Wrap up by discussing what was read (5 minutes).

Homework:

1. Read chapters 5-7. Annotate the text using post-it notes. Remind students that part of annotating is asking questions.
2. Fill in reading guide for chapters 1-7.

Name: _____ Date: _____ Period: _____

Reading Guide for the Devil's Arithmetic

Chapter 1

1. Identify the following characters:

Hannah _____

Aaron _____

Grandpa Will _____

Grandma Belle _____

Aunt Eva _____

Rosemary _____

2. Explain Hannah's feelings about Passover. What do you think about how she is acting?

Chapter 2

1. Why do you think Grandpa Will reacted the way he did to the writing on Hannah's arm?

2. Since it was Grandma Belle's job to light the Passover candles, why did she let Aunt Eva have the honor?

Chapter 3

1. How do we know that Aaron is nervous when he is reading?

2. What does Grandpa Will mean when he says, "A sacrifice unasked is so much the greater" (19)?

Chapter 4

1. Identify the following characters:

Gitl _____

Shmuel _____

Chaya _____

Fayge _____

Reb Boruch _____
Yitzchak _____
Lublin _____

2. Explain what has happened to Hannah in chapter 4. Also, explain any confusion you have about this chapter. _____

Chapter 5

1. What is beginning to happen to Hannah in the last paragraph on page 32?

2. By her actions, Gitl seems not to like Yitzchak. What does she do to make you believe Gitl thinks Yitzchak is an annoyance?

Chapter 6

1. What does Gitl mean when she says, "Forgive me...my tongue is sometimes quicker than my heart" (43).? _____

2. How do you think Hannah felt about meeting Rachel, Shifre, Yente, and Esther? What did you read that makes you think this? _____

Chapter 7

1. Hannah seems to have a talent that the reader has seen earlier in the book. What is it?

2. The walk through the forest is having an impact on Hannah's state of mind. How are her feelings beginning to change on the walk to the wedding? _____

Lesson Plan 7: Identifying Literary Devices

Grade Level: 6th Grade

Duration: One 50 Minute period

Objectives:

- Students will review Literary Devices.
- Students will identify specific literary terms within *The Devil's Arithmetic*.
- Students will determine the importance of the literary devices in *The Devil's Arithmetic* to the text as a whole.

Materials: Whiteboard/Smartboard, Expo markers, Jane Yolen's *The Devil's Arithmetic*, Literary Device Chart, Reading Guide questions.

Procedure:

1. Have students take out the homework and move desks into a circle (5 minutes).
2. Have a teacher-led discussion about chapters 1-7 using the reading guide questions (20 minutes).
3. After about 20 minutes, return the desks to normal and hand out the literary device worksheet.
4. Have the students work in pairs to fill out the chart (15 minutes).
5. Discuss the worksheet as a class, specifically focusing on students' responses to the last box (Image, Idea, Picture it creates).

Homework: Read Chapters 8-10 and fill out reading guide.

Name: _____ Date: _____ Period: _____

Literary Devices in *The Devil's Arithmetic*

Fill in the chart using your knowledge of literary devices.

Quotation	Type of Literary Devices	Image/Idea/Picture it creates
"Do you think it strange, little Chaya, that I—Shmuel Abramowicz—with an arm like a tree and, as Gitl says, a head like a stone..." (Pg. 33)	simile	Shmuel's arm is compared to a tree, strong and thick, and his head is compared to a stone, solid and unchangeable.
"Anyway, she was starving, even if it was a dream." (Pg. 36)		
"Hannah looked down at the table, embarrassed by the butcher's compliments, and Gitl reached over in front of her and took the coffeepot up, placing it down again with a solid thwack in front of Yitzchak." (Pg. 37)		
"He'd laughed at them and Hannah had thought she'd die on the spot." (Pg. 51)		
"He stood up slowly, unfolding like some kind of long-legged bird, and danced away to the next group of villagers." (Pg. 55)		
"He was like a court jester. Only instead of wearing one of those colourful caps with bells, he wore a black hat like the other men, and the bottom of his coat danced along with his every move." (Pg. 56)		

Lesson Plan 8: The Wave

Grade Level: 6th Grade

Duration: One 50 Minute period

Objectives:

- Students will think deeply about how power corrupts.
- Students will take part in a social experiment that forces them to treat their classmates differently based on prejudiced ideals.
- Students will reflect on the importance of being an individual and how Nazism did not support independent thought.

Materials: Dramatic adaptation of *The Wave* by Todd Strasser, List of rules, whiteboard/Smartboard, paper, writing utensil, *The Devil's Arithmetic*

Procedure:

1. Hand out the list of rules to the students and explain to them that there will be a new class policy for the day (5 minutes).
2. Introduce the play they will read and assign reading roles only to brown-eyed students (5 minutes).
3. Read the dramatic adaptation as a class (20 minutes).
4. **10 minute free-write:** How are the rules introduced at the beginning of class similar to the events in the play? How did the class rules make you feel and why? Ross says, "we must be responsible for our own actions, that we *must question* what we do--and never follow a leader blindly." What does this remind you of what we have read in *The Devil's Arithmetic* so far? What were your initial reactions/questions to the class rules? (7 minutes).
5. Group discussion on free-write, the class rules, the novel and the play (13 minutes).

Homework: Read Chapters 11-13 and fill in the reading guide.

Class Rules

- All students **without** brown eyes must wear a name tag that states what color eyes they have.
- All students **without** brown eyes will not be allowed to speak during class.
- Any student **without** brown eyes who is caught talking will get immediate detention for 15 minutes after school.
- All students **without** brown eyes will not be allowed to leave their seat at all during class.
- All students **without** brown eyes must give their possessions to the teacher.
- All students **with** brown eyes must not speak to anyone who does not have brown eyes.
- All students **with** brown eyes will act as enforcers of the class rules. Any student **without** brown eyes who is caught breaking the rules, should be turned in to the teacher immediately.

Lesson Plan 9: Interview with Hannah

Grade Level: 6th Grade

Duration: One 50 Minute period

Objectives:

- Students will work in groups to identify the factors that influence changes in a character.
- Students will take on the persona of a character as a way to understand that character more deeply.
- Students will display their understanding of the reading as a whole, the protagonist, and the idea of perspective.

Materials: *The Devil's Arithmetic*, The interview worksheet, paper, a writing utensil.

Procedure:

1. Break the students into groups and explain the interview assignment (5 minutes).
2. Students will work in groups to complete the assignment (30).
3. Groups will present their interview to the class. Each person will take part in the interview (15 minutes).

Homework: Read Chapters 14-16 and do reading guide.

Name: _____ Date: _____ Period: _____

Interviewing Hannah

You will work in groups of three to complete this assignment. Use the text and your knowledge of Hannah to complete this assignment. Please record your answers on a separate sheet of paper. Be prepared to present to the class.

A. Pretend that you have the opportunity to interview Hannah after her first meal in the concentration camp. In small groups, think of questions you would like to ask Hannah. Include the following three in your list, and add five more.

1. When the woman demands you give her your hair ribbons, why do you reply: "No!...They aren't mine to give. You can't have them." (Pg. 89)
2. Why did you decide: "We are where we are"? (Pg. 91)
3. You promise Gitl that you "will never cry again." (Pg. 95) Explain how you plan to keep this promise.

B. Decide and list Hannah's responses to your questions based on what you have read so far.

C. You will present your interview to your classmates. Prepare your presentation, choosing one of the following techniques:

- a news talk show with two interviewers and Hannah
- a newspaper article with a concise title and answers to the questions: who, what, when, why, where, and how—you will read this to your classmates and display it in the classroom

Lesson Plan 10: Pointing

Grade Level: 6th Grade

Duration: One 50 Minute period

Objectives:

- Students will determine the importance of a passage on a work as a whole.
- Students will discuss issues raised in *The Devil's Arithmetic*.
- Students will reflect on their reading experience through written and spoken reflection.

Materials: Whiteboard/Smartboard, Expo markers, *The Devil's Arithmetic*, paper, a writing utensil.

Procedure:

1. Have students reread chapter 14, jotting down words that are striking for them (15 minutes).
2. Explain the pointing activity to the students using the following rules.
 - Call out lines and phrases from the text that moved you or touched you in any way.
 - Anyone can call out lines at any time as long as no one else is speaking already.
 - You can repeat lines.
 - You can call out a line that someone has already used.
 - There is no limit to how many times you can call out.
3. Begin activity (5 minutes).
4. **8 minute Free-write:** Have students choose a line in the chapter that they feel is most important or puzzling for them and explain why they think it's important/puzzling and how it fits into the story as a whole (10 minutes).
5. In a circle discussion, discuss students' responses as well as other thoughts about the chapters they had to read for homework (20 minutes).

Homework: Finish the book and complete the reading guide.

Lesson Plan 11: The Bystander Effect

Grade Level: 6th Grade

Duration: Two 50 Minute periods

Objectives:

- Students will discuss the bystander effect.
- Students will use evidence and personal experiences to support their responses.
- Students will take part in a class discussion on bystanders in their own lives as well as in *The Devil's Arithmetic*.

Materials: Paper, writing utensil, Bystander worksheet, Rules for Socratic seminar

Procedure:

Day 1

1. **Journal entry:** No one likes to be different. It is difficult to stand up to your peers and disagree with them. Think of a time in your life when you stood up for what you believed in even in the face of ridicule. (10 minutes)
2. Have some students volunteer to share responses (5 minutes).
3. Read students the Niemoller quote without telling them his views on Hitler and the Nazis (1 minute)
4. Hand out the worksheet and have students read and annotate the quote (5 minutes).
5. Have students turn to the person next to them and briefly discuss the meaning of the quote (5 minutes).
6. Students will spend the rest of the class period answering the questions independently (25 minutes)

Homework: Finish answering the questions for homework.

Day 2

1. Show this social experiment about the Bystander Effect https://www.youtube.com/watch?v=vB_L8rGMiZ4 (Students can also use what they saw in the video to add to the discussion) (7 minutes).
2. Review Socratic Seminar Rules (5 minutes).
3. Move desks in a circle and begin Socratic Seminar, reminding students that their participation in the discussion will be monitored and will count towards their participation grade (Because of the age group, the teacher may need to direct the discussion at times or play devil's advocate but the majority of the discussion should be the responsibility of the students) (38 minutes).

Name: _____ Date: _____ Period: _____

The Bystander Effect

Please read the following quote and respond to the questions using textual evidence from *The Devil's Arithmetic* as well as personal experiences.

*"First they came for the Socialists, and I did not speak out—
Because I was not a Socialist.
Then they came for the Trade Unionists, and I did not speak out—
Because I was not a Trade Unionist.
Then they came for the Jews, and I did not speak out—
Because I was not a Jew.
Then they came for me—and there was no one left to speak for me."
-Martin Niemoller*

1. What statement do you think Martin Niemoller was trying to make about bystanders? Do you think he was in favor of Hitler and the Nazi regime? Why or why not?

2. If you witnessed something that you knew was wrong, would you speak up? Why or why not?

3. Does anyone in *The Devil's Arithmetic* speak out against something that's wrong? If so, Explain.

4. Have you ever been a bystander? If so, explain. If not, have you ever witnessed others being bystanders?

5. Have you ever stood up for something/someone? Was it difficult? Explain.

6. If standing up for someone else put you in danger, would you still do it? Explain.

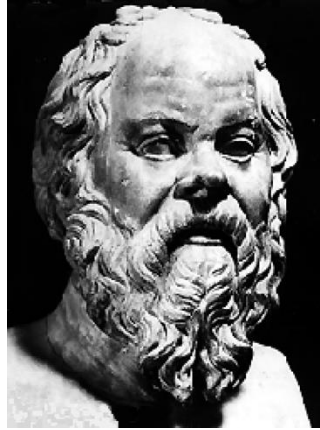
7. Do any characters in *The Devil's Arithmetic* stand up for someone/something in the face of danger? If so, explain the situation(s).

8. In your opinion, are bystanders usually completely innocent? Why or why not?

9. Who do you think are bystanders in *The Devil's Arithmetic*? Do you think they were innocent? Explain.

Be prepared to discuss your answers with the class tomorrow during a Socratic seminar!

Rules for Socratic Seminar



- Do not raise your hand during discussion.
- Do not interrupt another person. Begin speaking when he or she has finished.
- Be respectful of all participants' opinions.
- Disagreement is fine. Do so in a respectful manner.
- Don't direct your comments to the teacher, direct them to everyone.
- Support your opinions with evidence from the text or personal experiences.
- Don't be afraid to ask questions!
- Remember... there's no one "RIGHT ANSWER."

Lesson Plan 13: The Essay

Grade Level: 6th Grade

Duration: Three 50 Minute periods

Objectives:

- Students will respond in formal writing to a prompt on *The Devil's Arithmetic*
- Students will use evidence to support their responses.
- Students will work in groups to review each other's writing
- Students will address the unit's essential question in their writing.

Materials: Paper, writing utensil, Essay prompts sheet, Rubric, Peer review sheet, highlighters (for peer reviewing), Graphic organizer/outline template, List of transition words and phrases handout.

Procedure:

Day 1

1. Teacher will give students the Essay prompt handout and rubric and go over the assignment and expectations. Teacher will review the parts of an essay while he/she goes through the rubric (10 minutes).
2. Students will decide which prompt they want to write about and then begin to make graphic organizers while teacher circulates and helps students in need (40 minutes).

Homework: Finish Graphic organizer if not completed in class

Day 2

1. Teacher instructs students to take out their Essay prompt handout, rubric, graphic organizer and transition handout and begin working on their rough draft. While students are working, teacher is circulating and helping students in need (50 minutes).

Homework: Finish rough draft if not completed in class

Day 3

1. Teacher hands out peer review sheet and highlighters and puts the students in groups of 3, specifically pairing struggling students with high achieving students (5 minutes).
2. Students get in groups and use the peer review guide to review each of their group members' papers. Teacher should inform students that after reading the papers and filling out the peer review guides, they should discuss with each other strengths and areas in need of improvement as well as any other suggestions they may have (45 minutes).

Homework: Use peer feedback to revise the rough draft and complete the typed final copy of the essay.

Name: _____ Date: _____ Period: _____

Essay Prompts

Choose one of the following prompts and respond to the question by developing an argument that utilizes evidence from the text. Your essay should be 2 pages, typed double-spaced and include an introduction, body paragraphs, a conclusion, and transition words/phrases. See the rubric for grading criteria.

1. During the time Hannah Stern lives as Chaya Abramowicz, she learns lessons and undergoes many changes. Discuss the effects on Hannah of her having temporarily become someone else.
2. A protagonist is merely the main character, the center of attention in a novel. The protagonist may be flat or round. A hero, on the other hand, is a round and dynamic character, learning from experience, developing new strengths, and recognizing new truths. Cite examples from the text that demonstrate the ways in which Hannah is a hero.
3. Describe the relationship between Hannah and her Aunt Eva and Grandpa Will. How do they relate to each other before Hannah goes back in time? How do they interact after her return? Do you think Aunt Eva understands what happened to Hannah?

Due:

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