

UNIT: SEARCH OF SELF

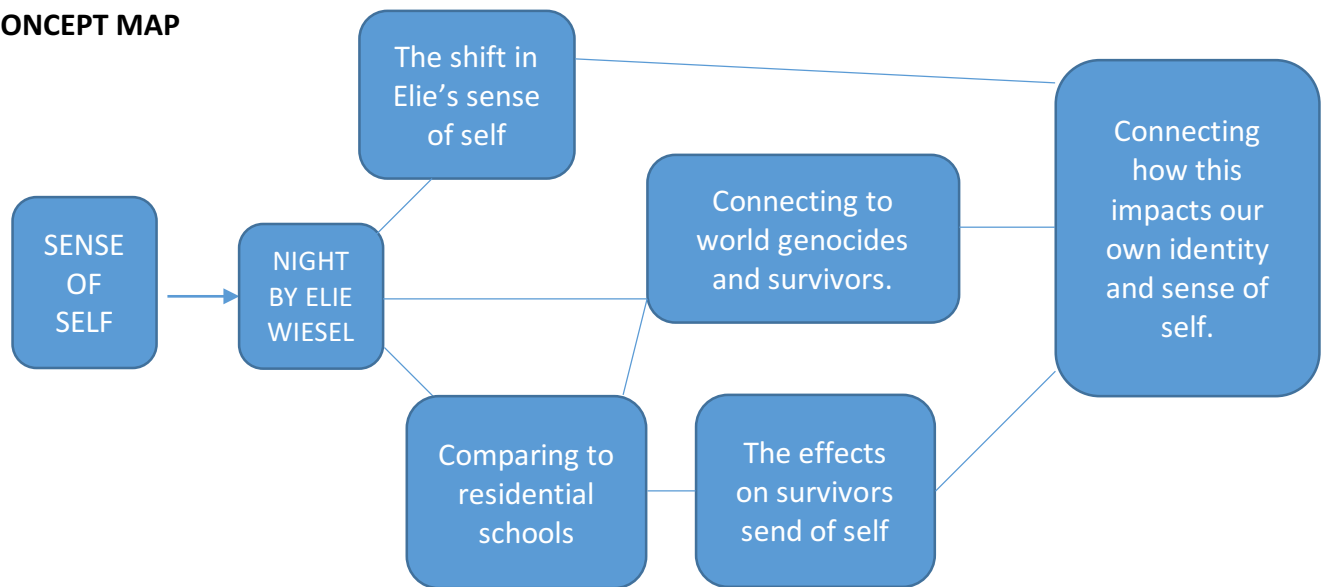
Course: English Language Arts B30

Designer: Courtney Anderson

STAGE #1: IDENTIFY DESIRED LEARNING RESULTS

What will students know, understand and be able to do?

1. CONCEPT MAP



2. OUTCOMES

Formal Unit Outcome(s):

Comprehend and Respond

CR B30.1 View, listen to, read, comprehend, and respond to a variety of grade-appropriate international, including indigenous, texts that address: identity (e.g., Sense of Self)

CR B30.2 View, comprehend, and evaluate critically a variety of visual and multimedia texts by international, including indigenous, artists and authors from various cultural communities, and identify how the texts address beliefs, values, and power.

CR B30.3 Listen to and comprehend grade-appropriate informational and literary texts created by international, including indigenous, speakers and authors, and analyze the perspectives, biases, beliefs, values, identities, and power presented in each text.

CR B30.4 Read and demonstrate comprehension of a range of contemporary and classical grade-appropriate informational (including position papers, magazine and newspaper articles, and electronic communications) and literary (including drama, novels, poetry, short stories, essays, biographies, and autobiographies) texts from various international, including indigenous, cultures and analyze the

philosophical, ethical, and social influences that have shaped information, issues, characters, plots, and themes.

Compose and Create

CC B30.2 Create a visual or multimedia presentation that suits the topic, purpose, and audience; teaches others about a global social issue; and persuades them to act on the issue in a responsible manner.

CC B30. 3 Create and defend an informed critical response to a global issue in formal (including a workshop presentation, a debate, and an oral reading of poetry or a prose passage related to the issue) and informal (including discussion and collaborative group work) situations.

Assess and Reflect

AR B30.1 Assess own and others' work for precision, clarity, and artistry.

Treaty Outcomes

HC12: Examine how treaties within contemporary society impact on individual's lives.

TR 12: Examine one's position regarding the importance of the treaty relationship for the social, cultural and economic prosperity of all Saskatchewan and Canadian people.

Essential Questions:

Learners will be considering ...

- Who and what are we?
- What does it mean to be a human being?
- What is human nature?
- Do we see ourselves the same way that others see us?
- How does being the member of a particular group affect our identity and sense of self?
- What is our purpose for being?

4. RESOURCES

What resources will be used to support teaching and learning?

Teacher Resources	Student Resources
(reference materials to build background knowledge – academic, professional resources informing your practice)	(books, websites, magazines, artifacts)
<ul style="list-style-type: none">- Saskatchewan curriculum- <i>Readicide</i> by Kelly Gallagher- <i>Teaching Adolescent Writers</i> by Kelly Gallagher- <i>Critical Encounters in Secondary English</i> by Deborah Appleman	<ul style="list-style-type: none">- <i>Night</i> by Elie Wiesel- Oprah and Elie Wiesel Interview at Auschwitz- Wherearethechildren.com (Residential school survivor stories)- Truth and Reconciliation Calls to Action- Treaty 4 Document

STAGE #2: DETERMINE EVIDENCE OF LEARNING (Assessment & Evaluation)

How will students & teachers know if the learning outcome has been achieved?

I. Outcomes and Indicators

Outcomes	Indicators
Comprehend and Respond CR B30.1 View, listen to, read, comprehend, and respond to a variety of grade-appropriate international, including indigenous, texts that address: identity (e.g., Sense of Self)	b) View, listen to, read, and respond to a variety of historical and contemporary literary and informational (including business and technological communication) texts by authors from a variety of cultures, backgrounds, and time periods. c) Make connections between the ideas in texts and personal knowledge, experiences, and insights; between other texts; and between texts and the world.
CR B30.2 View, comprehend, and evaluate critically a variety of visual and multimedia texts by international, including indigenous, artists and authors from various cultural communities, and identify how the texts address beliefs, values, and power.	a) View, respond to, and interpret visual and multimedia texts created by artists and authors from various cultural communities including indigenous peoples.
CR B30.3 Listen to and comprehend grade-appropriate informational and literary texts created by international, including indigenous, speakers and authors, and analyze the perspectives, biases, beliefs, values, identities, and power presented in each text.	a) Listen to and develop interpretations of oral and multimedia texts created by international speakers and authors from various cultural communities. b) Select deliberately and use effectively a variety of before, during, and after strategies to construct and confirm meaning when listening to texts.
CR B30.4 Read and demonstrate comprehension of a range of contemporary and classical grade-appropriate informational (including position papers, magazine and newspaper articles, and electronic communications) and literary (including drama, novels, poetry, short stories, essays, biographies, and autobiographies) texts from various international, including indigenous, cultures and analyze the philosophical,	e) Use knowledge from texts as a basis to understanding self and society by using literary texts for understanding individual and social issues.

ethical, and social influences that have shaped information, issues, characters, plots, and themes.	
<p style="text-align: center;">Compose and Create</p> <p>CC B30.2 Create a visual or multimedia presentation that suits the topic, purpose, and audience; teaches others about a global social issue; and persuades them to act on the issue in a responsible manner.</p>	<p>a) Prepare and present visual and multimedia presentations:</p> <ul style="list-style-type: none"> • Exhibit logical structures appropriate to audience, purpose, and context • Have a central foci and strong messages • Organize ideas in logical and appropriate sequences • Include smooth transitions • Use a variety of forms and technologies such as sound, photographs, models and understand how ideas are communicated through elements of design (e.g., colour, shape, line, texture, placement) and principles of design (e.g., proximity, alignment, repetition, and contrast) • Provide logical and convincing conclusions.
CC B30. 3 Create and defend an informed critical response to a global issue in formal (including a workshop presentation, a debate, and an oral reading of poetry or a prose passage related to the issue) and informal (including discussion and collaborative group work) situations.	g) Demonstrate an understanding of a variety of interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to and respect for cultural differences
<p style="text-align: center;">Assess and Reflect</p> <p>AR B30.1 Assess own and others' work for precision, clarity, and artistry.</p>	a) Review and analyze own and others' work for content, organization, delivery, audience response, and style
<p style="text-align: center;">Treaty Outcomes</p> <p>TR12: Examine one's position regarding the importance of the treaty relationship for the social, cultural and economic prosperity of all Saskatchewan and Canadian people.</p> <p>HC12: Examine how treaties within contemporary society impact on individual's lives.</p>	<p>Analyze how the media currently depicts the treaty relationship and determine the effects this has on public perception.</p> <p>Analyze responses to treaties in current federal and provincial government policies.</p>

b) Write the indicators that will be addressed in this unit in student friendly language (I can statement). Tip: Share these with students at the beginning of your unit so students are aware of the learning destination.

I can analyze how the government responds to treaties.

I can analyze the way media affects the public's perception on treaties.

I can review and assess not only mine, but others work as well.

I can work with others to deliver information while respecting all others views and cultures.

I can prepare and present information in a multimedia format, displaying all the necessary components to be the presentation effective.

I can use texts I have studied to better understand my own self and society, including social issues.

I can listen to texts by international speakers from various cultural communities and interpret meaning.

I can use appropriate reading strategies to help me understanding and determine meaning of a text.

I can make connections with what I am reading such as text-to-self, text-to-text, and text-to-world.

I can read, understand, and respond to informational texts from a variety of authors from different cultures, backgrounds, and time periods.

II. Designing Summative Assessment Tasks:

How will students & teachers know if the learning outcome has been achieved? That is, what summative assessment tasks will students do to demonstrate learning of the above outcomes?

How can students demonstrate their learning though authentic learning task including:

- *Conversations/Conferences*
- *Performances*
- *"Written" products*

CR B30.1

Video Response- **10 marks**

CR B30.3

Reading Quiz #1- **5 marks**

CR B30.3

Reading Quiz #2- **5 marks**

CR B30.3

Entrance Slip - **6 marks**

CC B30.2

Multimedia Presentation- **35 marks**

III. Designing Instructional Scaffolding & Formative Assessments

What instructional scaffolds will be used to build student knowledge, skill, and understanding to prepare them for the summative assessment? What formative assessments will be used to check student learning along the way before completing their summative assessment?

Summative Assessment Task	Instructional Scaffolding & Formative Assessments
Night Quizzes	Conversations Each section of the book will be read in class through an audio reading. As the class reads, we will consistently be stopping to discuss important concepts. These conversations are what will make up majority of the questions on the quiz. Students are encouraged to take notes as these discussions occur. Themes Chart As we read, students will constantly be adding evidence to their themes chart. Students may do this with their own examples and examples discussed as a class. These themes are major factors in quizzes.
Video Responses	Students will consistently be making connections prior to this assignment. Connections made between the holocaust, residential schools, and survivor stories. When we reach this assignment, the connections of text-to-text and text-to-world will be completed. They are completing the text-to-self connection. Prior to this assignment, students will have viewed two different interviews (Elie and Oprah, residential school survivor). Students will be able to follow these examples to reflect on their own experiences.
Multimedia Presentation	Mini Lessons Mini lessons will be done at the start of every work period. These mini lessons will include instruction on the following: <ul style="list-style-type: none">- What is multimedia?

	<ul style="list-style-type: none"> - How do I use multimedia to enhance the effectiveness of my presentation? - How do I properly cite my sources for this presentation? - What does it look like to be a good presenter? <p>Teacher Conferences Students will conference with the teacher to discuss what they have done up to that point, answering any remaining questions they may have, and to receive formative feedback on what is working and what can be improved. These conferences will also assess the understanding of the mini lessons.</p> <p>Rehearsals and Peer Feedback Students will practice presenting to their peers and give feedback based on the rubric. After, students will get the opportunity to fix and adjust their presentation for the final time as they see fit.</p>
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STAGE 3: PLAN LEARNING EXPERIENCES & INSTRUCTION

What are the learning experiences for all students to achieve outcomes?

What will the learning environment look like? What will the students do?

Lessons/ Outcomes	Description of Teaching and Learning (including adaptive dimension and differentiation)	Assessment & Evaluation
1 Introductory Lesson	<p>Introductions & Holocaust Introduction</p> <p>Set: Introduce myself to the students. Students will fill out name cards with one fact and 5 words to describe themselves. I will do the same so students have a chance to get to know me as well.</p> <p>Development: Students will complete a KWL chart about the Holocaust. Students should fill in the 'K' and the 'W' part of the chart to begin. The 'L' will be filled in as we continue through the unit.</p> <p>Begin Holocaust web quest. This web quest is meant to provide background knowledge about the Holocaust to increase understanding while reading. (See web quest handout in Appendix A)</p> <p>Closure: Remind students who are not finished their web quest that it is due at the start of the next class.</p>	<p>Pre-assessment: Prior knowledge accessed through KWL chart to guide further instruction.</p> <p>Formative Assessment: Answers shared from web quest.</p>
2	<p>Author Biography & Audio Reading pg. 1-24. Night by Elie Wiesel book distributed and properly signed out.</p> <p>Set: Go over web quest answers.</p>	

	<p>Play audio from YouTube and continue to read along. As we read, encourage students to fill in themes chart with examples and quotes from the book.</p> <p>Pause to discuss important sections, to identify themes, and clarify any parts that may be confusing.</p> <p>Closure: What was the main theme we saw in this section? Take a few minutes to fill in chart with examples.</p>	
<p>4</p> <p>CR B30.3</p>	<p>Audio Reading pg. 47-67.</p> <p>Set: Mapping it out activity. On google maps, project Elie's journey so far in the novel to give students context where it all took place. Starts at Sighet → Auschwitz → Birkenau → Buna. Show in relation where this is to Saskatchewan.</p> <p>Development: Play audio reading from YouTube and continue reading along. Pause to discuss important sections, to identify themes, and clarify any parts that may be confusing.</p> <p>Closure: Exit slip answering the following questions:</p> <ul style="list-style-type: none"> - How are you enjoying this book so far? - What is one thing you are confused about? - What do you think is going to happen next? 	<p>Formative Assessment: Exit slips provide insight to student's engagement with the novel.</p>
<p>5</p> <p>CR B30.3</p>	<p>Audio Reading pg. 67-97.</p> <p>Set: Place a picture of a shoe exhibit from the Holocaust found in the Holocaust Memorial Museum in Washington, D.C. on the projector. Write these questions on the board:</p> <ul style="list-style-type: none"> - What is this picture of? - What does it symbolize? <p>As students enter room, meet them at the door with a sticky note. Tell them to answer the questions then place the sticky note on the board.</p> <p>Development: Read predictions placed on the board. Give students actual context of photo. In this same museum, there are quotes on the walls directly from Elie Wiesel. Explain importance of shoes in the holocaust and why there would be an exhibit for it. (Death began with the feet. Shoes important to prisoner's survival in the camps).</p>	

	<p>Play audio reading from YouTube and continue reading along. Pause to discuss important sections, to identify themes, and clarify any parts that may be confusing.</p> <p>Closure: Please finish this sections reading for next class.</p> <p>Look over theme charts at the end of class in OneNote's to see progress.</p>	<p>Formative Assessment: Chart will show where they are at with understanding concepts and themes.</p>
<p>6</p> <p>CR B30.3</p>	<p>Audio Reading pg. 98-end.</p> <p>Set: Entry quiz on pages 24-98. This quiz will be completed on quizzizz.com. There is a total of 5 multiple choice questions that test the understanding of this section.</p> <p>Development: Listen to and read last part of book with the YouTube audio book.</p> <p>When finished reading, write down the initial response and thought in a quick write in OneNote.</p> <p>Closure: Review major themes discussed in lesson 3. Discuss how these themes appeared throughout the novel, if they changed.</p>	<p>Summative Assessment: Quiz is multiple choice with 5 questions (marked out of 5).</p>
<p>7</p> <p>CR B30.3</p> <p>CR B30.2</p>	<p>Oprah Interview with Elie Wiesel</p> <p>Set: Students will receive in entrance slip analyzing the last sentence of the book: "The look in his eyes as he gazed in the mirror never left me." (pg. 115) and answering the following questions:</p> <ul style="list-style-type: none"> - What do you think this quote means? - Why do you think Elie switched to third person for this particular line? - How can this quote be related to a theme studied throughout the novel? <p><i>(Entrance slip handout attached in Appendix B)</i></p> <p>Development: Students will view an interview of Oprah and Wiesel in Auschwitz. This interview will be played from YouTube. Link: https://www.youtube.com/watch?v=9SwArNTM_KA</p>	<p>Summative Assessment: Entrance slip graded out of 6 marks (2/question). Students get 1 mark for attempting and an additional mark for being correct.</p>

	<p>Pausing periodically throughout to point out parts of interview that relate to topics discussed in class while reading.</p> <p>Students will complete a viewing guide during this video. (<i>Viewing guide attached in Appendix C</i>)</p> <p>Closure: Give students time to finish viewing guide and hand it in.</p>	<p>Formative Assessment: Viewing guide will show who watched and took in the information provided in the interview.</p>
<p>8</p> <p>CR B30.1 (Ind. C)</p> <p>CC B30.3 (Ind. G)</p>	<p>Residential School Relation</p> <p>Set: Project a photo of assimilated residential school students. Students to go up to the board and write initial thoughts about the photo/what this could relate to?</p> <p>Development: Discuss the ways the genocide of the holocaust can be related to the cultural genocide of residential schools. Use the following questions as a guide:</p> <ul style="list-style-type: none"> - What genocide similar to the Holocaust happened in Canada? - What does this picture on board represent? - What was the goal of residential schools? - What happened? - When did it happen? <p>In groups of 3-4, students will view an interview of a residential school survivor. These interviews are found on wherearethechildren.com. Students will pick one of the following survivors:</p> <ul style="list-style-type: none"> - Rita Watcheston (Lebret) (17:01) - Lorna Rope (St. Pauls in Lebret) (33:08) - Harry McGillivray (Prince Albert Indian Residential School) (17:32) - Johnny Brass (Gordons Residential School, Punnicthy, SK) (29:11) - Nazaire Azarie Bird (32:35) - Shirley Flowers (Yale School) (19:41) - Jennifer Wood (Portage Indian Residential School) (24:25) - The option to choose another survivor <p>Students will view the interview and answer the following questions. These answers are to be shared with the class in an informal talk:</p> <ul style="list-style-type: none"> - Who was your survivor? - Which residential school did they attend? 	<p>Formative Assessment: Assessed on the information provided and the ability to</p>

	<ul style="list-style-type: none"> - Where was the residential school located? - How long did they attend residential school? - Summarize their story. - How were their experiences in residential schools similar to Elie's in the Holocaust? - How were their experiences in residential schools different from Elie's in the Holocaust? - How was your survivor's sense of self effected from this experience? <p>(See this handout in Appendix D)</p> <p>Closure: This lesson will continue into the next day.</p>	provide this information as a group.
<p>9 & 10</p> <p>HC12 TR12</p>	<p>Residential School Relation Cont'd.</p> <p>Set: Students get five minutes to get into groups and review information to present.</p> <p>Development: Groups will talk to class and share their survivors story, answering the provided questions (listed above).</p> <p>Reconciliation in the Holocaust and Residential Schools. Split the room in half. One side will research reconciliation efforts for residential school (treaties, truth and reconciliation document). The other side will research the reconciliation efforts of the Holocaust. Share information found as a class and write down key findings. Discuss the similarities and the differences and if action has been made and helped the victims of both scenarios.</p> <p>Closure: One sticky note, write one thing you learned about treaties and reconciliation today and put it on the board in the reconciliation box.</p>	<p>Formative: Class discussions will provide insight on understanding.</p>
<p>11</p> <p>CR B30.1 (Ind. B & C)</p>	<p>Video Responses.</p> <p>Set: Class discussion reflecting on everything we have read about the Holocaust and residential schools up to this point.</p> <p>Development: Handout video response assignment and go over as a class. Students will record themselves responding to the follow questions in a video recorded in their OneNote's:</p> <ol style="list-style-type: none"> 1. How does learning about the history in the texts we have studied have an impact on your own sense of self? 	<p>Summative Assessment: Each question will be graded out of two marks. One mark for make self-connections and one mark for making</p>

	<ol style="list-style-type: none"> 2. Which survivor do you connect with the most? How come? 3. Based off of the experiences we have studied, do you think being a part of a particular group affects our identity and sense of self? Explain. 4. While studying our texts, did any of them remind you of another text you have read/viewed prior to this? Another world issue? 5. Do you think that others see you the same way you see yourself? Explain why or why not? <p>(See assignment outline in Appendix E for more details)</p> <p>Closure: Please put laptops away. Have a conversation to determine if another work period is needed for students.</p>	connections to texts studied.
<p>12</p> <p>CC B30.2 (Ind. A)</p>	<p>Introduction to Multimedia Presentations.</p> <p>Set: Play YouTube video "What is multimedia?" Link: https://www.youtube.com/watch?v=yku5GXPwa6Y</p> <p>Development: Handout assignment for multimedia project covering world genocides and go over as a class. (See assignment outline in Appendix F)</p> <p>Brainstorm different types of multimedia presentations as a class that groups could use and write them on the board. Aim to stray away from the classics such as PowerPoint. Encourage creativity!</p> <p>Students get remainder of period to research a topic they would like and chose group members. This is to be written down on sign-up sheet by end of period.</p> <p>Closure: Reminder for students to sign-up for presentation topic and group.</p> <p>Adaptions: Variety of options available for students with presentation anxieties.</p> <ul style="list-style-type: none"> - Can record entire presentation and show it as a movie. - Can present to just the teacher. 	<p>Formative Assessment: Answers will reflect understanding of what multimedia is.</p>

<p>13</p> <p>CC B30.2 (Ind. A)</p>	<p>Multimedia Presentations Cont'd.</p> <p>Set: Project an MLA formatted works cited page on the board with correct and incorrect elements. Write "Spot the errors!" beside it. Students can discuss with others around them and be prepared to share/defend their answers.</p> <p>Development: Go over what is wrong and what is correct in the works cited page on the board. Provide links to assist students with proper citations:</p> <ul style="list-style-type: none"> - Owl Purdue website - Citation Machine - Ref Works <p>Reminder: Wikipedia and Wiki spaces are not reliable sources.</p> <p>Students get remainder of period to work on their presentations.</p> <p>Closure: Exit slip: There will be three citations listed. Pick the one that is correct and explain how you know.</p>	<p>Formative Assessment: Exit slip will show understanding of mini lesson on citations and who still needs assistance.</p>
<p>14</p> <p>CC B30.2 (Ind. A)</p>	<p>Multimedia Presentations Cont'd.</p> <p>Set: Create word cloud using Menti.com answering "What makes a good presentation?"</p> <p>Development: Review comments written as a class and discuss why students chose those words.</p> <p>Write the MABC's on the board and describe how they are important in a presentation platform like PowerPoint: M- Minimal words A- Appropriate for topic B- Big text C- Conclusion</p> <p>Students get remainder of period to work on presentations.</p>	

	<p>Teacher will come do conferences with each group to see where each group is at and what groups still need assistance with. These conferences will determine if an extra work period is needed.</p> <p>Closure: Get students to look at presentation checklist to ensure they are on track for timing.</p>	<p>Formative Assessment: Assess understanding of concept and presentation through conferencing.</p>
<p>15</p> <p>CC B30.2 (Ind. A)</p>	<p>Multimedia Presentations Cont'd.</p> <p>Set: Display on the board: one more day to prepare. Use your time wisely!</p> <p>Development: Students get work period. Should be finished presentation for tomorrow. Take this opportunity to ask any final questions.</p> <p>Closure: Remind students of plan for tomorrow's lesson.</p>	
<p>16</p> <p>AR B30.1</p>	<p>Presentation Rehearsal and Peer Feedback</p> <p>Set: Give example of a presentation to students. Include a variety of strong and poor elements based off of rubric. Ask students what needs to be changed.</p> <p>Development: Handout paper copies of presentation rubric.</p> <p>As a class, we will go over the process of peer feedback. Students will give two positives, and two corrections and fill out the rubric for a peer. Remind students that this is being done to help improve their overall mark. Be honest and constructive.</p> <p>Students will practice presenting to at least two other groups. Any time remaining will be used to fix whatever more is needed with the presentations.</p> <p>Closure: Reminder that presentations begin the next day. Go over checklist of what needs to be done:</p> <ul style="list-style-type: none"> - Presentation submitted into OneNote page. - Title page, one-page summary, works cited, peer feedback they received, in paper copy, stapled, and in that order. - Everything must be submitted before the beginning of the period to not receive late marks regardless if presenting that day or not. Presenters will be drawn by random. 	<p>Formative Assessment: Peer feedback will provide suggestions on what is good and what needs improvement before summative assessment begins.</p>

<p>17</p> <p>CC B30.2 (Ind. A)</p>	<p>Multimedia Presentations</p> <p>Set: Before we start presentations today, here is one of my favourite presentations. Video of prof in a math class on April fool's day. Link: https://www.youtube.com/watch?v=P2SsIYEbCio</p> <p>Development: Students will present their multimedia presentations to the class. Teacher will mark on rubrics as they go.</p> <p>Closure: Thank you to everyone that presented today, remainder will present tomorrow.</p> <p>Adaptions: For those students with anxieties around public speaking will be given the option to present privately to me during lunch.</p>	<p>Summative Assessment: Students presentation will be assessed based off of the 4-point rubric. <i>(Attached to the assignment outline in Appendix).</i></p>
<p>18 Closing Lesson</p> <p>CC B30.2 (Ind. A)</p> <p>AR B30.1</p> <p>AR B30.1</p>	<p>Multimedia Presentations & Teacher Evaluation</p> <p>Set: Those who have not presented yet will present this class.</p> <p>Development: Continue with presentations.</p> <p>Handout peer/self-evaluation sheets and explain how it works. Encourage students to be honest and fair. These evaluations will remain confidential. <i>(See evaluation handout in Appendix G)</i></p> <p>Closure: Get students to answer the following questions about this unit on an exit slip:</p> <ul style="list-style-type: none"> - What activity did you most enjoy? Why? - What activity did you least enjoy? Why? - If you could add one thing into the unit we just completed, what would it be and why? <p>Hand in evaluations before leaving.</p>	<p>Summative Assessment: Rubric provided to students and used for marking presentations.</p> <p>Summative Assessment: These evaluations will count for 3 additional marks of their final grade for this project.</p> <p>Formative feedback of the teacher's work: what students enjoyed in this unit and what might be done differently next time.</p>

Appendix A

Holocaust Internet Search

Please answer the following questions. You may use your laptops to search for your answers.

1. Define the term 'Holocaust'.
2. Where did the Holocaust take place? When did it take place?
3. Define the term 'Final Solution'.
4. What does the term 'genocide' mean?
5. What is a concentration camp?
6. Who was the leader of the Holocaust?
7. What was the first step taken against the Jewish people?
8. What did the other countries do to help the Jewish people?
9. How many Jewish people died in the Holocaust?
10. The Holocaust did not only target Jewish people, but other groups of people as well. How many people that were non-Jewish were murdered? What groups did they belong to?
11. Inquiry question: Think of a question you have about the Holocaust and research it. Record your question, your answer, and your resource.

Here are some websites to check out:

<https://www.ushmm.org>
<http://holocaust-history.org>

Appendix C

Wiesel and Winfrey Interview

We will be watching an interview conducted by Oprah Winfrey of Elie Wiesel going back to Auschwitz. Please answer the following questions as you watch.

1) List **three** things that shocked you:

1. _____
2. _____
3. _____

2) What was the hardest things for Elie to adjust to after the war was over?

3) List **three** things that you learned:

1. _____
2. _____
3. _____

4) If you could interview Elie Wiesel after reading his memoir and watching this interview, what questions would you ask him? (Minimum 3)

5) After watching this interview, write a brief response.

(Ex. How did watching all this make you feel? What was the mood? Did it make you think of anything? Did it change your perspective on anything?)

Appendix D

Residential School Survivors

In your groups, watch the interview of the survivor you were assigned. If you need to go back to reference anything, there is a transcript available of the entire interview. Here is the link:

<http://wherearethechildren.ca/en/stories/>

Once you have watched the interview, be prepared to present the information you just learned to your classmates as a group. Be sure to be clear and thorough in the information you present.

Your classmates should be able to write an exam based off of the information you provided.

Use the following questions as a guideline:

Who was your survivor?

Which residential school did they attend?

Where was the residential school located?

How long did they attend residential school?

Summarize their story.

How were their experiences in residential schools similar to Elie's in the Holocaust?

How were their experiences in residential schools different from Elie's in the Holocaust?

How was your survivor's sense of self effected from this experience?

Appendix E

Video Response Assignment

Due date:

Curriculum
Outcome

CR B30.1

View, listen to, read, comprehend, and **respond** to a variety of grade-appropriate international, including indigenous, texts that address:

- Identity (Sense of Self)

Assignment Outline

In your OneNote, you will create a response video. In this response, you are expected to make connections between the texts we have studied with your own knowledge and experiences. You may also make text-to-text connections and text-to-world connections.

Texts you may reference:

- *Night* by Elie Wiesel
- Elie Wiesel and Oprah Winfrey interview
- Residential school survivor stories

Questions to Guide your Response

You are not limited to these questions. If you feel like adding something, please do so.

You must reference texts we have studied in your responses.

Please answer the following questions:

- 1) How does learning about the history in the texts we have studied have an impact on your own sense of self?
- 2) Which survivor do you connect with the most? How come?
- 3) Based off of the experiences we have studied, do you think being a part of a particular group affects our identity and sense of self? Explain.
- 4) While studying our texts, did any of them remind you of another text you have read/viewed prior to this? Another world issue?
- 5) Do you think that others see you the same way you see yourself? Explain why or why not?

Appendix F

Multimedia Presentation Assignment

Curriculum outcome	CC B30.2 Create a visual or multimedia presentation that suits the topic, purpose, and audience; teaches others about a global social issue; and persuades them to act on the issue in a responsible manner.
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Assignment Outline

In groups (maximum 3 per group) or individually, you will be researching an historical or present day event that is similar to the holocaust and residential schools. Along with information about your chosen topic, you will also need to find at least one survivor story. This will be presented in class with a 7-10 minute **multimedia** presentation. You must include a one-page summary on your topic and a works cited page in MLA format.

NOTE: *You are getting marked for presenting. If you are not here to present, you will not receive any marks. At the end of the project, your peers will be assessing you on your contributions, accountability, and effort towards the group. My suggestion is to give each member of the group a section they are responsible for.*

Choose one of the following genocides to research:

Topics are first come first serve. There are no repeats of topics.

- Bosnian Genocide
- Darfur Genocide
- Armenian Genocide
- Cambodian Genocide
- Rwandan Genocide
- Partition of India
- Expulsion of Ethnic Germans after World War II
- Syrian War
- The Stalinist Era in the USSR
- Australian Cultural Genocide
- Choice of your own. Please confirm with Ms. Anderson.

Your presentation should include information about the following:

- An explanation of what your topic is.
- When did it happen?
- Where did it happen?
- What happened?
- How was this able to happen?
- Who was affected?
- Was it resolved? How?
- Introduce a survivor. What is their story?
- How has the experience the survivor went through shaped their lives?
- Relate your topic to the holocaust, residential schools, or both. How is it the same? How is it different?

One-page summary and works cited page:

- Your one-page summary should be a brief overview about the topic and survivor you have chosen to present on. Write the general message and ideas from your presentation.
- Any sources you use for this project must be cited in MLA format. If you do not cite your sources, it will be considered plagiarism. If you need assistance with formatting, Owl Purdue.com is a great resource.

Handing in your final assignment:

In your OneNote...

1. Your presentation **MUST** be submitted into your OneNote by the start of class on Wednesday, March 28th. If it is not submitted, you will not be able to present and therefore will lose marks.

In paper copy...

This will be collected at the start of class on Wednesday, March 28th.

1. A title page. (Name of your topic, group member names, due date, ELA B30 Period ____)
2. One-page summary.
3. Works cited page.

These topics are very interesting so I hope you enjoy! If you need any assistance in being successful with this project I am always available for help.

Preparation Schedule

Thursday, March 22nd

- Assignment introduction. Outline handed out
- Begin considering which topic you would like to present on.
- Consider who you would like to work with or if you would like to work alone.
- Consider a type of multimedia you would like to use for this presentation.

Friday, March 23rd

- Sign up for groups and topics
- Choose what type of presentation you are going to do.
- Begin researching.

Monday, March 26th

- Work Period

Things that should be done:

- ☐ *Topic and group chosen and written on sign-up sheet.*
- ☐ *Research done and finishing up your multimedia presentation.*

Tuesday, March 27th:

- Option to present for peers and give period.
- Work period to make any necessary changes or finish.

Things that should be done:

- ☐ *Presentation should be done.*
- ☐ *Finish paper package this is being handed in.*
- ☐ *Start practicing presenting.*

Wednesday, March 28th:

- Presentation day.

Things that should be done:

- ☐ *Presentation entered into OneNote*
- ☐ *Title page, summary, and works cited stapled together and ready to hand in.*

Thursday, March 29th:

- Last day of presentations.

Things that should be done:

- ☐ *Everything from the previous day if you have not yet presented.*

Your peer/self-assessment sheet will be filled out this day after presentations are complete.

Multimedia Presentation Rubric

Date presented:

Topic:

Group Members:

	4	3	2	1
Content X2	Information presented is clear, thorough, accurate, and insightful. Shows a clear understanding of the topic being discussed.	Information being presented is clear and accurate. Shows an understanding of the topic being discussed.	Information being presented is a bit confusing. Show minimal understanding of the topic being discussed.	Information being presented is unclear. Does not understand the topic being discussed.
Use of Multimedia X2	Uses multimedia to increase overall effectiveness of the presentation. Includes a variety of technologies such as sound, photos, and models.	Uses multimedia to present information. Use some different technology such as sound, photos, and models.	Minimal use of multimedia is shown. Minimal use of variety of technology techniques.	Little to no use of multimedia. Does not use a variety of technology techniques.
Presentation Effectiveness	High amount of evidence that there is a central focus and a strong message. Consists of very smooth transitions and a strong conclusion.	Evidence that there is a central focus and a strong message. Consists of smooth transitions and a conclusion.	Central focus and message is present, but confusing. Transitions are rough and the conclusion is unclear.	There is no central focus or message. Transitions do not make sense and there is no conclusion.
Organization	Presentation and speakers are organized in a manner that greatly increases the effectiveness of the presentation.	Evidence of organization among presenters and in multimedia platform. Increases the effectiveness of presentation	Minimal evidence of organization among the presenters and in multimedia platform.	No evidence of organization among the presenters and in the multimedia platform.
Communication	Voice is loud and confident and can be heard anywhere in the room.	Voice is loud and can be heard throughout the room. Confidence somewhat lacking.	Voice can be heard, but is sometimes unclear.	Voice is very quiet and is hard to understand. Does not make any eye contact with

	Constantly makes eye-contact, seldom looks at notes.	Consistently makes eye-contact. Looks at notes for some of the presentation.	Rarely makes eye-contact with audience. Looks at notes for most of presentation.	audience. Reads off of script the entire presentation.
Summary and Work Cited	Summary provides a clear summary of topic in proper MLA format. Cites all and multiple resources. Uses proper MLA format with minimal to no mistakes.	Summary provides summary of topic in MLA format with minimal errors. Cites all resources. Uses MLA format with some mistakes.	Summary explains topic with some misconceptions and formatting errors. Cites resources. Uses MLA format but has multiple mistakes.	Summary is confusing and does not give insight to topic. Cites minimal resources. Does not use MLA format.

Additional Comments:

Presentation /32
Peer Evaluation /3

TOTAL /35

Appendix G

Multimedia Presentation: Self and Peer Evaluation

Curriculum Outcome	AR B30.1 Assess own and others' work for precision, clarity, and artistry
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Evaluate yourself:

Please circle one.

1
Poor

2
Average

3
Outstanding

Why did you give yourself this mark?

Evaluate your group members:

Please circle one.

Group member name: _____

1
Poor

2
Average

3
Outstanding

Why did you give them this mark?

Group member name: _____

1
Poor

2
Average

3
Outstanding

Why did you give them this mark?