

LITERATURE & THOUGHT

VOICES OF THE HOLOCAUST



TEACHER GUIDE

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Literature & Thought

Voices of the Holocaust

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

English Language Arts Standards » Reading: Literature » Grade 9 (RL)	
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Student Book (SB): pp. 54 Q1 & Q2, 70 Q3, 90 Q1 & Q3, 124 Q4 Teacher Guide (TG): pp. 15, 51, 60
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	SB: p. 90 Q2 & Q3 TG: p. 16
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	SB: p. 54 Q3, 124 Q1 TG: pp. 21, 59
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	SB: pp. 54 Q3, 70 Q1, 90 Q4, 124 Q2 TG: pp. 17, 29, 52, 58, 61, 62
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	SB: pp. 54 Q4 & Q5, 70 Q2 & Q4 TG: p. 50
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	SB: pp. 124 Q1 & Q3 TG: p. 28
Integration of Knowledge and Ideas	
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	SB: p. 70 Q3 TG: p. 50
8. (Not applicable to literature)	
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	TG: p. 38
Range of Reading and Level of Text Complexity	
10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	SB: Anthology includes texts of varying levels of complexity. Suggestions for Related Literature on page 70 include selections that are challenging, average, and easy.

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Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

English Language Arts Standards » Reading: Informational Text » Grade 9 (RI)	
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Student Book (SB): pp. 54 Q1 & Q2, 90 Q1 & Q3, 124 Q4 Teacher Guide (TG): pp. 15, 51
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	SB: pp. 70 Q4, 90 Q3 TG: p. 16
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	TG: p. 21
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	SB: pp. 54 Q3, 70 Q1, 90 Q4, 124 Q2 TG: pp. 17, 29, 52, 58, 61, 62
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	TG: p. 31
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	SB: p. 124 Q1 & Q3 TG: p. 28
Integration of Knowledge and Ideas	
7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	SB: p. 70 Q3 TG: p. 50
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	TG: p. 40
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	TG: p. 48
Range of Reading and of Text Complexity	
10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SB: Anthology includes texts of varying levels of complexity. Suggestions for Related Literature on page 70 include selections that are challenging, average, and easy.

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Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

English Language Arts Standards >> Writing >> Grade 9 (W)	
Text Type and Purposes	
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Student Book (SB): p. 124 Teacher Guide (TG): pp. 20, 64, 65, 66</p>
<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>SB: pp. 54, 70, 90 TG: pp. 41, 64, 65, 66</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>SB: p. 124 TG: pp. 30, 64, 65, 66</p>

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English Language Arts Standards >> Writing >> Grade 9 (W)

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	SB: pp. 54, 70, 90, 124 TG: pp. 48, 64, 65, 66
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	TG: pp. 49, 64, 65, 66
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	TG: pp. 64, 65, 66

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	SB: p. 142 TG: pp. 59, 64, 65, 66
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	SB: p. 142 TG: pp. 40, 64, 65, 66
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	SB: pp. 54, 70, 90 TG: pp. 39, 64, 65, 66

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	SB: Anthology includes writing assignments of varying time frames.
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Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

English Language Arts Standards » Speaking and Listening » Grade 9 (SL)	
Comprehension and Collaboration	
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>Student Book (SB): p. 142</p> <p>Teacher Guide (TG): p. 19</p>
<p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>TG: pp. 31, 62</p>
<p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>TG: p. 51</p>
Presentation of Knowledge and Ideas	
<p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>TG: pp. 15, 41</p>
<p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</p>	<p>TG: p. 18</p>
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>TG: p. 38</p>

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	ELA Standards: Reading Literature (RL)	ELA Standards: Reading Informational Text (RI)	ELA Standards: Writing (W)	ELA Standards: Speaking and Listening (SL)
Cluster One: How Could the Holocaust Happen?				
The Ball , Hans Peter Richter	Standard 1: Student Book (SB) p. 54 Q1, Teacher Guide (TG) p. 15	Standard 1: SB p. 54 Q1, TG p. 15		Standard 4: TG p. 15
Serving Mein Führer , Eleanor Ayer	Standard 1: SB p. 54 Q2 Standard 2: TG p. 16	Standard 1: SB p. 54 Q2 Standard 2: TG p. 16		
Family Album , Amos Neufeld	Standard 3: SB p. 54 Q3 Standard 4: SB p. 54 Q3, TG p. 17	Standard 4: SB p. 54 Q3 TG p. 17		
An Anti-Semitic Demonstration , Gail Newman	Standard 3: SB p. 54 Q3 Standard 4: SB p. 54 Q3	Standard 4: SB p. 54 Q3		Standard 5: TG p. 18
Broken Glass, Broken Lives , Arnold Geier	Standard 5: SB p. 54 Q4			Standard 1: TG p. 19
Crystal Night , Lyn Lifshin	Standard 5: SB p. 54 Q4		Standard 1: TG p. 20	
Fritz Gerlich's Spectacles , John Roth	Standard 3: TG p. 21 Standard 5: SB p. 54 Q5	Standard 3: TG p. 21		
Writing Activity: Analyzing the Roots of the Holocaust			Standard 2: SB p. 54 Standard 4: SB p. 54 Standard 9: SB p. 54	
Cluster Two: How Were Victims Oppressed?				
A Spring Morning , Ida Fink	Standard 5: SB p. 70 Q1 Standard 6: TG p. 28	Standard 6: TG p. 28		
The Little Boy with His Hands Up , Yala Korwin	Standard 1: SB p. 70 Q3 Standard 4: TG p. 29 Standard 7: SB p. 70 Q3	Standard 4: TG p. 29 Standard 7: SB p. 70 Q3		
Shipment to Maidanek , Ephim Fogel			Standard 3: TG p. 30	
A Survivor Remembers , Berek Latarus	Standard 5: SB p. 70 Q2	Standard 5: TG p. 31		Standard 2: TG p. 31
Writing Activity: Contrasting War and Everyday Life			Standard 2: SB p. 70 Standard 4: SB p. 70 Standard 9: SB p. 70	
Cluster Three: Was There Resistance?				
Saving the Children , Frieda Singer	Standard 9: TG p. 38			Standard 6: TG p. 38
Rescue in Denmark , Harold Flender	Standard 2: SB p. 90 Q2		Standard 9: TG p. 39	

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	ELA Standards: Reading Literature (RL)	ELA Standards: Reading Informational Text (RI)	ELA Standards: Writing (W)	ELA Standards: Speaking and Listening (SL)
The White Rose: Long Live Freedom, Jacob G. Hornberger	Standard 1: SB p. 90 Q3 Standard 2: SB p. 90 Q3	Standard 1: SB p. 90 Q3 Standard 2: SB p. 90 Q3 Standard 8: TG p. 40	Standard 8: TG p. 40	
The Warsaw Ghetto Uprising, Reuben Ainsztein	Standard 4: SB p. 90 Q4	Standard 4: SB p. 90 Q4	Standard 2: TG p. 41	Standard 4: TG p. 41
Writing Activity: Generalizing About Holocaust Resistance			Standard 2: SB p. 90 Standard 4: SB p. 90 Standard 9: SB p. 90	
Cluster Four: Why Should We Remember?				
Letter from Dachau, 1st Lt. William J. Cowling	Standard 3: SB p. 124 Q1 Standard 6: SB p. 124 Q1	Standard 6: SB p. 124 Q1 Standard 9: :TG p. 48	Standard 4: TG p. 48 Standard 6: TG p. 48	
Reunions, Bernard Gotfryd	Standard 6: SB p. 124 Q3	Standard 6: SB p. 124 Q3	Standard 5: TG p. 49	
Return to Auschwitz, Kitty Hart	Standard 3: SB p. 124 Q1 Standard 5: TG p. 50 Standard 6: SB p. 124 Q1 Standard 7: TG p. 50	Standard 6: SB p. 124 Q3 Standard 7: TG p. 50		
The Survivor, John C. Pine	Standard 1: TG p. 51	Standard 1: TG p. 51		Standard 3: TG p. 51
The Power of Light, Isaac Bashevis Singer	Standard 3: SB p. 124 Q1 Standard 4: SB p. 124 Q2, TG p. 52 Standard 6: SB p. 124 Q3	Standard 4: SB p. 124 Q2, TG p. 52 Standard 6: SB p. 124 Q3		
Writing Activity: Why We Remember—A Synthesis			Standard 1: SB p. 124 Standard 3: SB p. 124 Standard 4: SB p. 124	
Cluster Five: Thinking on Your Own				
For the Dead and the Living, Elie Wiesel	Standard 4: TG p. 58	Standard 4: TG p. 58		
Genocide in Bosnia, Mary Ann Lickteig	Standard 3: TG p. 59		Standard 7: TG p. 59	
More than an Ounce Required, Genocide Prevention Project	Standard 1: TG p. 60			
Open Letter to World Leaders, Survivors of Genocides	Standard 4: TG p. 61	Standard 4: TG p. 61		
Vigil for Darfur, Sabina Carlson	Standard 4: TG p. 62	Standard 4: TG p. 62		Standard 2: TG p. 62
Essential Question: Could a Holocaust Happen Here?			Standard 7: SB p. 142 Q2 Standard 8: SB p. 142 Q2	Standard 1: SB p. 142 Q1