THE EDUCATION FUND

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

2019-2020

Ideas with IMPACT

idea packet

sponsored by:

Jonathan Symons

School District Education Foundation Matching Grant Program

Butterflies Never Forget

Butterflies Never Forget

Disseminator: Venessa Y. Lee-Estevez

venessalee@dadeschools.net

John I. Smith K-8 Center

School Mail Code: 5101

Table of Contents

Goals and Objectives.....3

Florida Standards.....4

Course Outline/ Overview.....5-7

Sample Lesson Plans.....8-16

Resources.....17-19

Butterfly Template.....20

Goals and Objectives

Before beginning this project with my students, I noticed that many of my students seemed to lack empathy for other classmates. I also witnessed many instances of bullying both inside and outside the classroom. At the same time, I noticed that many of my students had difficulty coping with challenging situations at home and at school. In light of these occurrences in my classroom I decided to introduce the topic of the Holocaust. The goal of "Butterflies Never Forget" was to teach my students that even individuals who face the most unimaginable and horrific situations are still able to come out of those situations with resiliency and the ability to overcome adversity.

The main objective of the project is to create a beautiful homage to the victims and survivors of the Holocaust. The students will create a Haiku (a Japanese form of poetry), or a free verse poem that honors a Holocaust victim or survivor. The inspiration for the project stems from a collection of art and poetry titled *I Never Saw Another Butterfly* which contains poems and drawings from children that were living at the Terezin Concentration Camp from 1942-1944.

Florida Standards

LAFS.8.RI.1.3- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

LAFS.8.W.4.10- Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LAFS.8.L.3.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SS.912.A.6.3- Analyze the impact of the Holocaust during World War II Jews as well as other groups.

Course Overview

The purpose of Butterflies Never Forget is for the students to create a work of art (the butterfly and haiku) in order to pay tribute to individual victims of the Holocaust. The symbolism of the butterfly represents hope. The expression "never forget" is used to remember and honor victims of the Holocaust. This project is about bringing hope in the face of tragedy and honoring those people who suffered through tragedy and loss. The project will also bring an awareness of the causes and effects of genocide and how these atrocities are still occurring in the modern world. The actual creation of the butterfly will come at the end of an entire unit that focuses on the history of the Holocaust.

There are many topics that students must understand and learn before creating the poems. Introducing the Holocaust by reading Pavel Freidmann's poem "The Butterfly" will spark questions from the students about the Holocaust and the purpose and meaning of the poem. Many students have no background knowledge regarding World War II and the Holocaust, therefore before beginning the project, the students' background knowledge must be activated. The students are given a range of articles to read from websites such as Ed Helper and Common Lit. The students read and discuss a vast array of materials ranging from appeasement, to Adolf Hitler and the Nazi Party, the Nuremberg Laws, ghettos, concentration camps and genocide. Brain Pop

tutorials are also an excellent way to engage students with the material and may be more appropriate for younger students.

Movies about the Holocaust, or movies that discuss the Holocaust will enhance the students' learning experience. Some recommended films are: *The Pianist, Schindler's List, Swing Kids*, and *Freedom Writers*. There are comprehension question and discussion packets that may be found online for these films, or the students may write journal entries or reactions to the content of the films. If time allots, the teacher may choose to read *Night* by Elie Weisel, or *The Diary of Anne Frank.* There is a vast amount of teacher resources that are available for teaching either of these texts.

The final set of activities to complete with students, before creating the poem, should center around a real-world experience. A field trip to the Holocaust Memorial in Miami Beach and giving the students an opportunity to meet a Holocaust survivor is something that the students will never forget. If it is not possible to take the students to the Holocaust Memorial, watching survivor interviews such as Oprah Winfrey's interview of Elie Weisel at Auschwitz, can have a lasting impact on students.

In order to create a Haiku, the students need to become familiar with the structure of this form of poetry. A haiku is a poem containing three lines. The first line contains five syllables, the second line contains seven syllables, and the third line contains five syllables. This form of poetry is a great way to teach students about main idea because they must include important details using a

compact structure of poetry. The teacher may offer the students the option of creating a free verse poem and give the students more choices and flexibility. Modeling how to write a haiku and having students create an original haiku based on themselves will give students the opportunity to practice haiku writing before completing the butterfly project. Once students have completed an original haiku, they will be better prepared in creating one about a Holocaust victim or survivor.

The students will be given an identification card from a set that is available from the United States Holocaust Memorial Museum website. The card contains a photograph of a Holocaust victim, or survivor, and gives information about the individual, such as where they were born, a brief account of what they experienced during the war, and their fate at the end. The students will read their card quietly and afterwards they may begin constructing the haiku, or free verse poem, about the individual.

Once the teacher has approved the haikus, the students will then construct the butterflies either using a template, or an original design. The students will then transfer the haiku to one butterfly wing and write the name of the person from their ID card on the other wing. The butterflies may be displayed in the classroom, or at a designated place inside the school building.

Sample Lesson Plans

Weeks 1-2 (Approximate completion time based on block scheduling)- Focus will be on the basic history of WWII and The Holocaust.

Objectives

Students will analyze the poem "The Butterfly" and discuss the purpose and meaning behind the poem.

Students will reflect on the causes and effects of WWII and how the Jews of Europe and other groups were affected.

Materials

1) Class set of the poem *The Butterfly*

2) WWII packet created out of the following articles from Ed Helper:

- Appeasement- Germany Before World War II
- The Nazi Party
- Adolf Hitler

- Germany Invades Poland
- Jews in Germany (Nuremberg Laws)
- Hitler Youth and German Girls League
- Education in Nazi Germany
- The Nuremberg War Crimes Trials

3) Article from Common Lit website: "Learning About the Holocaust"- Supplemental work if needed.

4) Brain Pop videos: WWII, and The Holocaust

5) Jigsaw worksheet

Beginning the Lesson

- Teacher will read the poem "The Butterfly" while the students follow along with their own copy.
- The teacher will probe the students about the tone of the poem and the reason why there are no more butterflies in the ghetto.
- Students will be guided into discussing what a ghetto is and the history behind Terezin.
- Students will be paired and use their phones, tablets, or laptops to quickly research some facts about Terezin and present those facts to the rest of the class.
- The teacher will then probe the students about WWII and activate any background knowledge that they may have.

Continuing the Lesson

- The teacher will show the Brain Pop video titled "WWII" and complete the quiz orally with whole class participation.
- The teacher will then continue discussing WWII and introduce the articles from the Ed Helper packet: Appeasement- Germany before World War II, The Nazi Party, and Adolf Hitler.
- The teacher may use a strategy such as "popcorn" for the students to share reading aloud.
- The teacher may choose to have the students work in pairs on the questions or write a paragraph summary on each article.

- The teacher will show the Brain Pop video titled "The Holocaust." (The teacher can choose to either complete the review at the end of the video with the whole class or print the quiz to assess students later.)
- Using the Jigsaw strategy, place students into home groups of four and assign one of the remaining articles from the Ed Helper packet to each person in the Home group: Germany Invades Poland, Jews in Germany (Nuremberg Laws), Hitler Youth and German Girls League, and Education in Nazi Germany.
- The students will then depart to their Expert groups that were assigned the same article and complete the Jigsaw graphic organizer.
- Students will then return to their Home groups and discuss their given articles with the rest of the members.
- The teacher may also choose to assign the comprehension questions at the end of each article for the groups to complete together.

Assessments

- Quizzes and comprehension questions.
- Class discussions and participation.
- Jigsaw worksheet and group collaboration.

Additional Information

ESOL students would benefit from additional vocabulary instruction and activities such as Word Webs. (A link is provided on the Resources page of this packet)

Weeks 3- 4 (Based on two-hour block scheduling) Focus will be on real life examples and/or experiences.

Objectives

Students will read about Holocaust survivors and/or watch a film that focuses on the Holocaust and complete a written reflection.

Materials

- Common Lit articles: "Seven Decades On, Anne Frank's Words Still Comfort," "Elie Wiesel's Nobel Acceptance Speech," and "Oldest Known Holocaust Survivor Dies; Pianist Was 110."
- Film- *Freedom Writers* (DVD or Stream on Prime or Vudu)
- Interview- "Oprah and Elie Weisel at Auschwitz"
- Documentary- *The Lady in Number 6*

Beginning the Lesson

- The teacher will begin a discussion on the Holocaust using questions that may connect experiences that students have had such as bullying and alienation. Probing questions may include:

Have you ever felt like you don't belong to any social group at school?

What are some reasons why kids bully other kids?

How can we respect the differences of others even if we disagree?

What do you think the term "overcoming adversity" means?

- The teacher may then introduce the article titled "Seven Decades On, Anne Frank's Words Still Comfort."
- The teacher will lead the students into a discussion about the importance of Anne Frank's diary and why it is still studied across the world. (If time allots, the teacher may choose to have the students read the *Diary of Anne Frank).*

Continuing the Lesson

Freedom Writers

- The teacher will introduce the film *Freedom Writers* (appropriate for grades 7-12) in order to connect the Holocaust to a real-world experience. (A comprehensive guide to the film can be found at https://heartlandfilm.org/wp-content/uploads/FILM-freedom-writers-film-curriculum.pdf)
- The teacher will ask the students how Ms. Gruwell was able to unite the class by using the example of the Holocaust.
- The students will write a one-page reflection on the movie including reasons why they think it was important for Ms. Gruwell's students to learn about the Holocaust, how the Holocaust impacted their lives, and how it taught them about overcoming adversity.

Elie Wiesel

- The teacher will introduce the article "Elie Wiesel's Nobel Acceptance Speech" and probe the students by asking what the main idea of his speech was and what does he suggest people do to raise awareness when they see people being mistreated.
- Students will complete comprehension questions on the worksheet after the discussion.
- The teacher will introduce the interview "Oprah and Elie Weisel at Auschwitz" which is available for purchase on DVD or can be streamed from https://vimeo.com/220521583.
- As students watch the video, they may answer guided questions from https://www.cusd80.com/cms/lib/AZ01001175/Centricity/Domain/8750/Oprah-Interview-with-Elie-Wiesel-Questions-Updated-PDF.pdf
- When the interview is over, the teacher will review the guide and form a discussion based on the students' reactions to Elie Wiesel's experiences.

- The students will write a 1-2-page reaction paper to Elie Wiesel's experiences and how he was able to overcome adversity. The students will also include how they believe that atrocities, like the Holocaust, might be prevented in the future.
- (If time allots, the teacher may choose to have the students read Elie Wiesel's memoir *Night.)*

Alice Herz-Sommer

- The teacher will introduce the article "Oldest Known Holocaust Survivor Dies; Pianist Was 110" about Alice Herz-Sommer.
- The teacher will probe the students into comparing Elie Wiesel's experiences with Herz-Sommer's experiences: How were their experiences similar, or different? How were they able to survive the Holocaust? What can we learn about overcoming adversity from Elie and Alice?
- The teacher will present the documentary *The Lady in Number 6.*
- Once the documentary has ended the teacher will ask the students to write a comparison reflection that will include answers to the previous discussions which compared the lives of Elie Weisel and Alice Herz-Sommer as well as examples of how each of them overcame adversity.

Assessments

- Comprehension questions from articles.
- Guided question worksheet from Oprah's interview with Elie Wiesel.
- Reflection/ reaction papers.

Weeks 5-6 Focus will be on learning haiku format and creating a haiku in order to honor a victim or survivor of the Holocaust.

Objectives

Students will read a short biography on a Holocaust victim.

The students will create an original haiku in order to honor a victim or survivor of the Holocaust.

Materials

- Holocaust ID cards downloaded from https://www.ushmm.org/m/pdfs/20141010-dor-personal-histories.pdf
- Butterfly template
- Construction paper
- Glue
- Markers/ colored pencils

Beginning the Lesson

- The teacher will present the following example of a haiku:

How lovely it is

The highlighted butterfly

Discovering love

1 2 3 4 5

How | love | ly | it | is

1 2 3 4 5 6 7

The | high | light | ted | but | ter | fly

1 2 3 4 5

Dis | cov | er | ing | love

- The students will be asked to count the beats of the syllables with their hands or by doing a finger count.
- The teacher will show additional examples using https://www.familyfriendpoems.com/poems/other/haiku/ (this website also offers templates for teaching students how to break down haikus).
- The teacher will allow the students to practice writing an original haiku. (This assignment will be graded by the teacher for accuracy).

Continuing the Lesson

- The teacher will distribute the ID cards to the students.
- The students will be allotted sufficient time to read the biography and create a summary of what they have read.
- Based on the summary, the students will then begin creating a haiku using the format provided and modeled by the teacher.
- Once the student has created the haiku, the teacher will read them and approve for the students to then begin transferring the haiku to the butterfly.
- The students may either use the butterfly template or create their own design using the construction paper provided.
- Once the butterflies are completed, the students will write their haiku on one of the wings of the butterfly and the name of the victim or survivor on the other wing.
- After the butterflies are complete, the teacher may display them in the classroom or in a designated area in the school.
- The teacher will lead the class in a discussion about empathy and why empathy is essential for acceptance and peace.
- The students will write a final reflection about the most important lessons they have learned during the implementation of the unit on the Holocaust.

Note- The teacher may choose to have students create a free verse poem instead of a haiku.

Assessments

- Participation in class discussions.
- Completion of original haiku.
- Butterfly project completion.

After the Lesson- Continuing awareness with extension activities.

The teacher may choose to have further discussions with students about modern day genocide and extend the project by allowing students to research a group that has recently been a victim of genocide:

The Rohingya in Myanmar

The Nuer in South Sudan

Christians and Yazidis in Iraq and Syria

Christians and Muslims in the Central African Republic

Darfuris in Sudan

Students will complete a R(role) A(audience) F(format) T(topic) writing activity based on what they have learned.

Bringing awareness to the students about the state of the world will encourage them to be better informed and empathetic human beings which is the purpose of this project.

Highly Recommended- A field trip to the Holocaust Memorial in Miami Beach. The students will have the opportunity to meet a Holocaust survivor. For more information contact:

http://holocaustmemorialmiamibeach.org/

Resources

Book: I Never Saw Another Butterfly (Available on Amazon)

https://www.amazon.com/Never-Saw-Another-Butterfly-Concentration/dp/0805210156/ref=sr_1_1?crid=3XJS5JGZATQH&keywords=i+never+saw+another+butterfly+book&qid=1564175269&s=gateway&sprefix=i+never+saw+%2Caps%2C198&sr=8-1

Holocaust Vocabulary:

https://www.thebreman.org/Portals/0/VOCABULARY%20OF%20THE%20HOLOCAUST.pdf

Poem: The Butterfly

https://echoesandreflections.org/wp-content/uploads/2017/07/04-The-Butterfly.pdf

Haiku Resource:

https://www.familyfriendpoems.com/poems/other/haiku/

Free Articles on Common Lit:

https://www.commonlit.org/en/texts?query=the+holocaust

Articles on edHelper (paid subscription):

https://www.edhelper.com/

Brain Pop (paid subscription):

https://www.brainpop.com/

Film Resources:

Freedom Writers (Free with ads on Vudu or purchase the DVD on Amazon) A comprehensive study guide can be found on:

https://heartlandfilm.org/wp-content/uploads/FILM-freedom-writers-film-curriculum.pdf

The Lady in Number 6 (Paid rental or purchase for unlimited streaming)

https://vimeo.com/ondemand/theladyinnumber6

Oprah Interviews Elie Weisel at Auschwitz

https://vimeo.com/220521583

Video Guide for *Oprah Interviews Elie Weisel:*

https://www.cusd80.com/cms/lib/AZ01001175/Centricity/Domain/8750/Oprah-Interview-with-Elie-Wiesel-Questions-Updated-PDF.pdf

United States Holocaust Memorial Museum Identification Cards:

https://www.ushmm.org/m/pdfs/20141010-dor-personal-histories.pdf

Information on Jigsaw Strategy:

https://www.jigsaw.org/

Jigsaw Graphic Organizer and Instructions (Available for free downloading on Teachers Pay Teachers:

https://www.teacherspayteachers.com/Product/Jigsaw-Graphic-Organizer-3132662

Information on RAFT:

https://www.readingrockets.org/strategies/raft

Additional Resources

Schindler's List (Film) Unit and guides for the classroom:

https://www.facinghistory.org/resource-library/teaching-schindlers-list

The Pianist (Film) Curriculum guide and worksheets:

https://www.studenthandouts.com/00/201801/pianist.pdf

http://curriculumproject.org/wpcontent/uploads/The%20Pianist.pdf

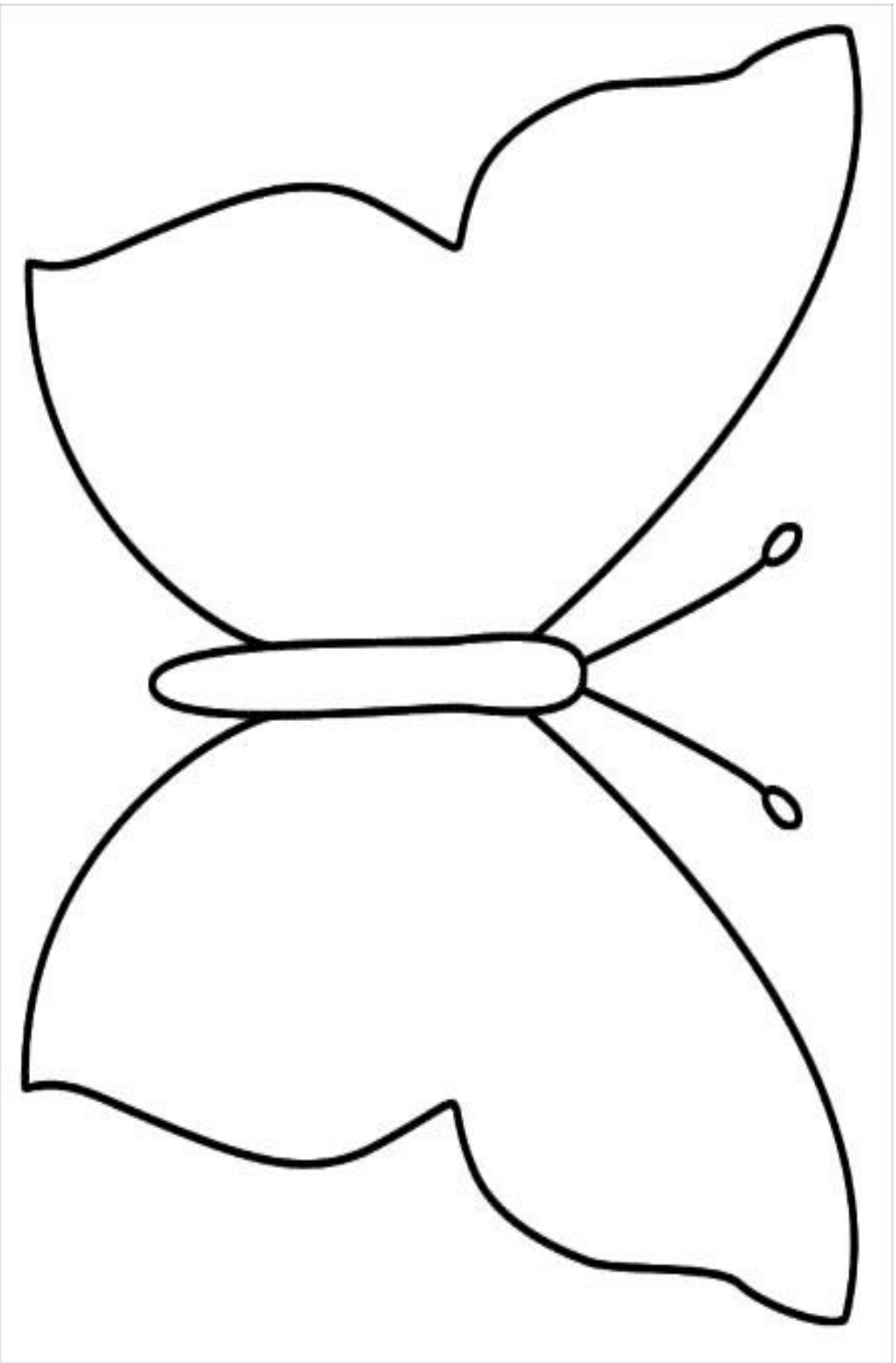
Night (Memoir) Lesson Plans:

https://www.leonschools.net/site/handlers/filedownload.ashx?moduleinstanceid=56408&dataid=72591&FileName=Night%20Novel%20Guide.pdf

https://www.facinghistory.org/sites/default/files/publications/night.pdf

The Diary of Anne Frank Activities and worksheets:

https://www.prestwickhouse.com/samples/301684.pdf

The Freedom Writers Diary Writing Prompts

https://phoenixacad.pbworks.com/f/THEMES%20AND%20WRITING%20PROMPTS.PDF