

V T H S P R O J E C T D E S I G N : O V E R V I E W page 1

Name of Project: Voice to the Voiceless **Duration:** 2-3 Weeks

Subject/Course: Holocaust Studies **Teacher(s):** Dr. Eliezer Jones **Grade Level:** 11th-12th

Other subject areas to be included, if any: English Literature

Key Knowledge and Understanding
(CCSS or other standards) 1) A deeper understanding of the personal experiences during the Holocaust through the poetic statements of survivors. 2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (CCSS.ELA-LITERACY.CCRA.R.2) 3) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (CCSS.ELA-LITERACY.CCRA.R.4) 4) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS.ELA-LITERACY.W.11-12.3.D) 5) Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS.ELA-LITERACY.W.11-12.6) 6) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-LITERACY.W.11-12.4) 7) Understand the poetic form of poetry slam

Success Skills (to be taught and assessed)	<i>Critical Thinking</i>		<i>Creativity</i>	X	<i>Leadership</i>		<i>Other:</i>	
	<i>Collaboration</i>	X	<i>Communication</i>	X	<i>Technology</i>	X	<i>Other:</i>	

Project Summary
(include student role, issue, problem or challenge, action taken, and purpose/beneficiary) Through the exploration and creation of Holocaust poetry, students will gain a deeper understanding of the personal and emotional experience of the Holocaust, while also learning about different elements and types of poetry. Students will choose Holocaust poems that are meaningful to them and include them in a class Holocaust Poetry Anthology they will create. Students will also write original Holocaust poems to be reviewed by their peers and chosen to be read at a class Poetry Slam.

Driving Question Can you give a voice to the victims of the Holocaust through poetry?

Entry Event A poetry reading of Holocaust Poems and video of Poetry Slam. Poet from the community to talk about the art.

Products	<i>Individual:</i> 1) Original Holocaust Poems 2) Original Slam Poetry Presentation	<i>Specific content and success skills to be assessed:</i> 1) Quality and creativity of the original poem and quality analysis of poems by survivors 2) Quality of presentation at poetry slam 3) Technology skills used to create anthology section (feedback only, no grade)
	<i>Team:</i> 1) Holocaust Poetry Anthology (entire class)	<i>Specific content and success skills to be assessed:</i> 1) Effectiveness of collaboration

P R O J E C T D E S I G N : O V E R V I E W

Making Products Public (include how the products will be made public and who students will engage with during/at end of project)	Student poems will be read at class poetry slam. The slam will be recorded and shared online. The anthologies will be presented as part of the end of the year Holocaust and Genocide Museum program which will be open to the community.
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Resources Needed	On-site people, facilities: N/A
	Equipment: Projector, Computer, Speakers, Graphic Design program
	Materials: 1: http://www.poemhunter.com/poems/holocaust 2: Holocaust Poetry by Hilda Schiff
	Resources: 1) The VTHS Graphics Club – based on class suggestions, the club will design the anthology cover. 2) Community Poet to share about Poetry Slam 3) English teacher to do lesson on elements and styles of poetry

Reflection Methods (how individual, team, and/or whole class will reflect during/at end of project)	Journal/Learning Log	x	Focus Group	
	Whole-Class Discussion	x	Fishbowl Discussion	
	Survey (Self-Reflection Student Doc & Teacher SF Doc)	x	Other:	

Notes: You will be writing a minimum of 3 poems and reading and reflecting on at least 5 poems written by another poet. Your 3 personal poems, as well as the 5 you read, need to be typed on the computer using Google Docs and shared with your teacher and team readers. **Anthology:** The anthology will include all students’ original poems and the ones students reflected on. The anthology will be broken p into sections based on each student and each section will need to have a cover page with your name and original design that reflects the poetry you have written and read. The graphics club will create a cover for the anthology based on the class input. The last page of your section will include a reflective essay answering what impact this process had on you, your understanding of the Holocaust and if it is possible to give a voice to the victims through poetry.