

**TEACHER:** Betsy Bernabe, Camden Teachers Association

**LESSON TITLE:** The Holocaust and Ghettos - Elie Weisel's Night

**GRADE:** 10

**SUBJECT:** English, 15:1 Special Education

**TIME FRAME:** 4 days

**PLANNING AND PREPARATION:**

**Special considerations:**

Students can pair up if reading ability or comprehension is low.  
Students watched West Side Story in 9<sup>th</sup> grade.

**MATERIALS/EQUIPMENT NEEDED:**

- Access to computer, projector
- Night by Elie Weisel
- Access to 9<sup>th</sup> grade folders for West Side Story notes

**Internet links used:**

- Elvis "In the Ghetto" <http://www.youtube.com/watch?v=2Ox1Tore9nw>
- 2Pac "Ghetto Gospel" <http://www.youtube.com/watch?v=Do5MMmEygsY>
- Malcolm X information <http://www.malcolmx.com/about/bio.html>
- Bobby Hutton information [http://www.pbs.org/hueypnewton/people/people\\_hutton.html](http://www.pbs.org/hueypnewton/people/people_hutton.html)

**NEW YORK STATE LEARNING STANDARDS:**

**Common Core Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and the Technical Subjects**

- Reading Informational Text, Grades 9-10, Standard 7
- Reading Informational Text, Grades 9-10, Standard 10
- Reading for Literacy, Grades 9-10, Standard 1
- Reading for Literacy, Grades 9-12, Standard 4
- Reading for Literacy, Grades 9-12, Standard 6
- Reading for Literacy, Grades 9-12, Standard 7
- Reading for Literacy, Grades 9-12, Standard 10
- Reading for Literacy, Grades 9-12, Standard 11

**SHIFTS IN RELATION TO COMMON CORE STANDARDS:**

This lesson incorporates the following pedagogical shifts demanded by the NYS Common Core State Learning Standards. The applicable shifts are indicated at the beginning of each day's lesson sequence.

- Staircase of Complexity
- Text-based answers

- Writing from Sources
- Academic Vocabulary

#### **CONTENT OBJECTIVES:**

- Students will have a deeper understanding of the term "ghetto."
- Students will have a better understanding about how Ghettos used to control and segregate Jews?

#### **ESSENTIAL QUESTION(S):**

- How were Ghettos used to control and segregate groups?

#### **ACADEMIC VOCABULARY:**

Holocaust, Ghetto, Concentration Camps, Deportation, Final Solution, Expelled, Synagogue, Isolation

#### **DIFFERENTIATED INSTRUCTION:**

- This lesson was designed for a 15:1 English class, but can be done within a regular education classroom as well.
- The differentiation is built into the scaffolding of how to approach the topics.
- Passages are read aloud the first time, without any pre-reading. Students are encouraged to re-read, highlight, and annotate.
- Vocabulary was introduced earlier in the Night unit, and revisited in each ghetto activity.

#### **SEQUENCE OF LESSON ACTIVITIES AND SHIFTS IN RELATION TO COMMON STANDARDS:**

- Ghettos reading (ushmm.org) and text-dependent questions (attached)
- Highlight where answers are found in the reading
- This can be assigned for homework prior to reading pages 20-22

Shift: 3 - Staircase of Complexity, Shift 4 - Text-based Answers, Shift 6 - Academic Vocabulary

#### **Day One:**

- Read Night text (p. 20-22) re: Ghettos, and text-dependent questions (attached)

Shift: 3 - Staircase of Complexity, Shift 4 - Text-based Answers

- Visual imagery: Israel Bernbaum "The Warsaw Ghetto Streets 1943" at <http://www.chgs.umn.edu/museum/responses/bernbaum/>

Shift 6 - Academic Vocabulary

#### **Day Two:**

- Ghetto Connections (attached)
- Read through definition, highlight words that suggest isolation
- 20th Century usage

Shift 3 - Staircase of Complexity, Shift 4 - Text-based Answers, Shift 6 - Academic Vocabulary

- Ghetto Connections - continued
- Elvis Presley "In the Ghetto" - listen
- Annotate each stanza with your understanding of what is happening

Shift 3 - Staircase of Complexity, Shift 4 - Text-based Answers

**Day Three:**

- Ghetto Connections - continued
- 2Pac "Ghetto Gospel" - listen to song
- Highlight (while reading) 2Pac's ideas about life in the ghetto
- Answer text-dependent questions (highlight where answers are found)
- Show hyper-links to Malcolm X and Bobby Hutton and discuss as a class

Shift: 3 - Staircase of Complexity, 4 - Text-based Answers

**Day Four:**

- Ghetto Connections - continued
- Writing - Part III of NYS ELA Regents
- Discuss how to set up paragraph
- Specify which writing piece, author, and literary element is used to "create meaning" or "develop the passage"
- Define the literary element
- Specific examples from passage and how literary element is used concluding sentence

Shift: 5 - Writing from Sources

**Day Five:**

- Ghetto Connections - continued
- Loosely modeled after a part III to include Night and West Side Story
- Discuss how to set up paragraph
- Controlling idea - 2 pieces and theme, and how used in the literature
- Examples from Night and West Side Story
- Concluding Sentence Shift 5: Writing from Sources

**Closure:**

- Day One: Review student answers from text.
- Day Two: Review students' understanding of "In the Ghetto" and text-dependent questions (if not enough time, assign questions for homework).
- Day Three: Review students' understanding of "Ghetto Gospel" and text-dependent questions (if not enough time, assign questions for homework).
- Day Four: if students need more time for writing, arrange time to finish.
- Day Five: if students need more time for writing, arrange time to finish.
- This lesson on ghettos closes with the two writing pieces.
- At the end of the novel, the Night unit closes with the students working collaboratively to determine the percentage of responsibility for the Holocaust (tying in CCSS: 7.RP.2. Recognize and represent proportional Sources).

**ASSESSMENT:**

Each piece of this Ghetto lesson is graded for highlighting, annotating, and answering the questions using text-based evidence to support their answers. Students are asked to go back and fix errors or missing information.

- The final assessments are the two writing pieces. They are graded using the Regents rubric (<http://www.nysedregents.org/comprehensiveenglish/612/engl62012-rga.pdf> pages 3 & 15), but also given a percentage grade.
- Students are not to take the writing out of class to work on it.

#### **REFLECTION:**

- The building of students' knowledge about ghettos really seemed to help students with the ghetto connections activity.
- This being the first CC-based activity, students, at first, were hesitant to use text-based evidence to support their answers, and were ask to re-do it until they had it completed.
- The ghetto connection activity evolved as the students were working on it; emphasis on highlighting and annotating before they answered questions needed to be added.
- Students who took notes on the instruction of how to set up their paragraphs were much more successful with their writing than those who did not.

## Ghetto Reading

**Ghettos** - Adapted from: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005059>

**Directions:** Read and answer questions on a separate sheet of paper using information from the text to support your answers. Underline where you found your answers. Also, identify and define 5 additional vocabulary words from the text.

Text	Text-Dependent Questions
<p>The term "ghetto" originated from the name of the Jewish quarter in Venice, established in 1516, in which the Venetian authorities compelled the city's Jews to live. Various officials, ranging from local municipal authorities to the Austrian Emperor Charles V, ordered the creation of ghettos for Jews in Frankfurt, Rome, Prague, and other cities in the 16th and 17th centuries.</p> <p><b>DURING WORLD WAR II</b></p> <p>During <a href="#">World War II</a>, ghettos were city districts (often enclosed) in which the Germans concentrated the municipal and sometimes regional Jewish population and forced them to live under miserable conditions. Ghettos isolated Jews by separating Jewish communities from the non-Jewish population and from other Jewish communities. The Germans established at least 1,000 ghettos in German-occupied and annexed Poland and the Soviet Union alone. German occupation authorities established the first ghetto in Poland in Piotrków Trybunalski in October 1939.</p> <p>The Germans regarded the establishment of ghettos as a provisional measure to control and segregate Jews while the Nazi leadership in Berlin deliberated upon options to realize the goal of removing the Jewish population. In many places ghettoization lasted a relatively short time. Some ghettos existed for only a few days, others for months or years. With the implementation of the <a href="#">"Final Solution"</a> (the plan to murder all European Jews) beginning in late 1941, the Germans systematically destroyed the ghettos. The Germans and their auxiliaries either shot ghetto residents in mass graves located nearby or deported them, usually by train, to <a href="#">killing centers</a> where they were murdered. German SS and police authorities deported a small minority of Jews from ghettos to forced-labor camps and concentration camps.</p> <p>There were three <a href="#">types</a> of ghettos: closed ghettos, open ghettos, and destruction ghettos.</p> <p>The largest ghetto in Poland was the <a href="#">Warsaw ghetto</a>, where more than 400,000 Jews were crowded into an area of 1.3 square miles. Other major ghettos were established in the cities of <a href="#">Lodz</a>, <a href="#">Krakow</a>, <a href="#">Bialystok</a>, <a href="#">Lvov</a>, <a href="#">Lublin</a>, <a href="#">Vilna</a>, <a href="#">Kovno</a>, Czesochowa, and <a href="#">Minsk</a>. Tens of thousands of western European Jews were also deported to ghettos in the east.</p> <p><b>DAILY LIFE</b></p> <p>The Germans ordered Jews residing in ghettos to wear identifying badges or armbands and also required many Jews to perform forced labor for the German Reich. Daily life in the ghettos was administered by Nazi-appointed <a href="#">Jewish councils</a> (Judenraete). A ghetto police force enforced the orders of the German authorities and the ordinances of the Jewish councils, including the facilitation of deportations to killing centers. Jewish police officials, like Jewish council members, served at the whim of the German authorities. The Germans did not hesitate to kill</p>	<ol style="list-style-type: none"> <li>1. What is a ghetto, and what is its purpose?</li> <li>2. How many ghettos were established throughout Eastern Europe?</li> <li>3. The Germans established ghettos as a measure to _____?</li> <li>4. Explain what the "Final Solution" was.</li> <li>5. The Germans destroyed most ghettos and executed the Jews in two major ways. Explain.</li> <li>6. The Nazis ordered Jews to wear... why?</li> </ol>

Text	Text-Dependent Questions
<p>Jewish policemen who were perceived to have failed to carry out orders.</p> <p><b>IN HUNGARY</b></p> <p>In <a href="#">Hungary</a>, ghettoization did not begin until the spring of 1944, after the Germans invaded and occupied the country. In less than three months, the Hungarian gendarmerie, in coordination with German deportation experts from the Reich Main Office for Security (Reichssicherheitshauptamt-RSHA), concentrated nearly 440,000 Jews from all over Hungary, except for the capital city, <a href="#">Budapest</a>, in short-term "destruction ghettos" and deported them into German custody at the Hungarian border. The Germans deported most of the Hungarian Jews to the Auschwitz-Birkenau killing center. In Budapest, Hungarian authorities required the Jews to confine themselves to marked houses (so-called Star of David houses). A few weeks after the leaders of the fascist Arrow Cross movement seized power in a German-sponsored coup on October 15, 1944, the Arrow Cross government formally established a ghetto in Budapest, in which about 63,000 Jews lived in a 0.1 square mile area. Approximately 25,000 Jews who carried certificates that they stood under the protection of a neutral power were confined in an "international ghetto" at another location in the city. In January 1945, Soviet forces liberated that part of Budapest in which the two ghettos were, respectively, located and liberated the nearly 90,000 Jewish residents.</p> <p>During the <a href="#">Holocaust</a>, ghettos were a central step in the Nazi process of control, dehumanization, and mass murder of the Jews.</p> <p><b>Resources</b></p> <p>Corni, Gustavo. <i>Hitler's Ghettos: Voices from a Beleaguered Society 1939-1944</i>. London: Arnold, 2002.</p> <p>Kermish, Joseph, editor. <i>To Live With Honor and Die with Honor!: Selected Documents from the Warsaw Ghetto Underground Archives "O.S." ("Oneg Shabbath")</i>. Jerusalem: Yad Vashem, 1986.</p> <p>Sterling, Eric J., editor. <i>Life in the Ghettos during the Holocaust</i>. Syracuse, NY: Syracuse University Press, 2005.</p> <p>Trunk, Isaiah. <i>Judenrat: The Jewish Councils in Eastern Europe under Nazi Occupation</i>. New York: Stein and Day, 1977.</p> <p>Trunk, Isaiah. <i>Lodz Ghetto: A History</i>. Bloomington: Indiana University Press, 2006.</p>	<p>7. Most of the Jews from ghettos in Hungary were sent to which killing center?</p> <p>8. Ghettos were a fundamental step to do what to the Jews?</p>

### Writing:

- Using citations from the text, how has the author led to your understanding about Ghettos during the World War II era?

## Night by Elie Wiesel, Text-Dependent Questions

### Ghettos - p. 20-22

1. Why is it ironic that Eliezer's family was expelled on Saturday?
2. Describe the scene at the synagogue.
3. "The next morning, we walked toward the station, where a convoy of cattle cars was waiting. The Hungarian police made us climb into the cars, eighty persons in each one. They handed us some bread, a few would pails of water. They checked the bars on the windows to make sure they not come loose. The cars were sealed. One person was placed in charge of every car: if someone managed to escape, that person would be shot."

**What image is being created here? Underline the specific words to help create that image.**

4. **Dramatic Irony** - Dramatic Irony is a device used in fiction or drama, when characters are ignorant of something that the reader or members of the audience understand.

**In what way is the deportation of the Jews an example of dramatic irony?**

5. **Point of View** - Point of view in literature refers to the person telling the story. There are three possible points of view in a novel:
  - a. First-person narrator who, as a character, tells the story as he or she experienced it.
  - b. Third-person limited narrator who knows what one character is doing and thinking.
  - c. Third-person omniscient narrator who knows what all the characters are doing and thinking

**Which point of view has Wiesel chosen? What are the advantages and limitations of this point of view?**

Ghetto Connections	Directions and Questions
<p><i>Please keep in mind that the word ghetto has its origins in discrimination against and segregation of Jews, resulting, ultimately, in the murder of millions. It is important that respect for the victims of genocide is reflected in use and discussion of the word.</i></p> <p><b>Definition:</b> <u>ghetto</u> (n.)  1610s, "part of a city to which Jews were restricted," especially in Italy, from It. ghetto "part of a city to which Jews are restricted," various theories of its origin include: Yiddish get "deed of separation;" special use of Venetian getto "foundry" (there was one near the site of that city's ghetto in 1516); a clipped word from Egitto "Egypt," from L. Aegyptus (presumably in memory of the exile); or It. borghetto "small section of a town" (dim. of borgo, of Germanic origin, see borough). Extended by 1899 to crowded urban quarters of other minority groups (especially blacks in U.S. cities). As an adjective by 1903 (modern slang usage from 1999). Ghetto-blasters "large, portable stereo" is from 1982.<sup>1</sup></p> <p><b>20<sup>th</sup> Century Usage:</b> George Orwell, <u>Marrakech</u> (Excerpt) 1939  When you go through the Jewish quarters you gather some idea of what the medieval ghettos were probably like. Under their Moorish rulers the Jews were only allowed to own land in certain restricted areas, and after centuries of this kind of treatment they have ceased to bother about overcrowding. Many of the streets are a good deal less than six feet wide, the houses are completely windowless, and sore-eyed children cluster everywhere in unbelievable numbers, <b>like clouds of flies</b>. Down the centre of the street there is generally running a little river of urine.</p> <p>I was just passing the coppersmiths' booths when somebody noticed that I was lighting a cigarette. Instantly, from the dark holes all round, there was a frenzied rush of Jews, many of them old grandfathers with flowing grey beards, all clamouring for a cigarette. Even a blind man somewhere at the back of one of the booths heard a rumour of cigarettes and came crawling out, groping in the air with his hand. In about a minute I had used up the whole packet. None of these people, I suppose, works less than twelve hours a day, and every one of them looks on a cigarette as a more or less impossible luxury.<sup>2</sup></p> <p><b>Shortly preceding and during World War Two, German establishment of Jewish Quarters for the detention and evacuation or murder of Jews were later termed <u>ghettos</u>.</b></p> <ul style="list-style-type: none"> <li>• <b>Listen to Elvis' "In the Ghetto" on Youtube</b>  <a href="http://www.youtube.com/watch?v=2Ox1Tore9nw">http://www.youtube.com/watch?v=2Ox1Tore9nw</a></li> </ul> <p>As the snow flies on a cold and gray Chicago mornin'  A poor little baby child is born in the ghetto</p> <p>And his mama cries 'cause if there's one thing that she don't need</p>	<ul style="list-style-type: none"> <li>• Answer the following questions on separate paper.</li> <li>• Highlight where you found evidence to support your answers.</li> <li>• Highlight words in the definition that suggest isolation.</li> <li>• "like clouds of flies"  Simile - what is being compared? Why?  What image is this creating?</li> <li>• Describe the living conditions in the Jewish quarters.</li> <li>• Annotate your understanding of what is happening</li> </ul>



Ghetto Connections	Directions and Questions
<p>It's another hungry mouth to feed in the ghetto  People, don't you understand the child needs a helping hand?  Or he'll grow to be an angry young man some day</p> <p>Take a look at you and me, are we too blind to see?  Do we simply turn our heads and look the other way?</p> <p>Well the world turns and a hungry little boy with a runny nose  Plays in the street as the cold wind blows in the ghetto</p> <p>And his hunger burns, so he starts to roam the streets at night  And he learns how to steal and he learns how to fight in the ghetto</p> <p>Then one night in desperation a young man breaks away  He buys a gun, steals a car, tries to run, but he don't get far  And his mama cries</p> <p>As a crowd gathers 'round an angry young man  Face down on the street with a gun in his hand in the ghetto</p> <p>As her young man dies on a cold and gray Chicago mornin'  Another little baby child is born in the ghetto</p> <p>And his mama cries</p>	<p>for each stanza.</p> <ul style="list-style-type: none"> <li>• What is Elvis saying about modern day Ghettos?</li> <li>• What mood does Elvis establish?</li> <li>• What word does Elvis repeat?</li> <li>• Why?</li> </ul>
<p><b>2Pac “Ghetto Gospel”</b>  <a href="http://www.youtube.com/watch?v=Do5MMmEygsY">http://www.youtube.com/watch?v=Do5MMmEygsY</a></p> <p>Those who wish to follow me (my ghetto gospel)  I welcome with my hands  And the red sun sinks at last into the hills of gold  And peace to this young warrior without the sound of guns</p> <p>If I could recollect before my hood days  I'd sit and reminisce, thinking of bliss of the good days  I stop and stare at the younger, my heart goes to 'em  They tested, it was stress that they under  And nowadays things changed  Everyone's ashamed to the youth cause the truth looks strange  And for me it's reversed, we left them a world that's cursed, and it hurts  'cause any day they'll push the button  and <b>you all condemned like <a href="#">Malcolm X</a> and <a href="#">Bobby Hutton</a></b>,  died for nothing</p>	<ul style="list-style-type: none"> <li>• <b>Highlight for 2Pac's</b> ideas about life in the ghetto.</li> <li>• Paraphrase/Annotate any stanzas that need clarifying.</li> <li>• What is 2Pac saying about modern day ghettos?</li> </ul>

Ghetto Connections	Directions and Questions
<p>Don't them let me get teary, the world looks dreary  but when you wipe your eyes, see it clearly  there's no need for you to fear me  if you take your time to hear me, maybe you can learn to cheer me  it ain't about black or white, cause we're human  I hope we see the light before its ruined  my ghetto gospel  Tell me do you see that old lady ain't it sad  Living out a bag, but she's glad for the little things she has  And over there there's a lady, crack got her crazy  Guess she's given birth to a baby  I don't trip and let it fade me, from outta the frying pan  <b>We jump into another form of slavery</b></p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Choose a specific literary element (e.g. theme, characterization, structure, point of view, etc.) or literary technique (e.g. symbolism, irony, figurative language, etc.) used by one of the authors above. Using specific details from the passage, in a well-developed paragraph, show how the author uses that element or technique to develop the passage.<sup>3</sup></li> </ul> <p><b>Final Connection: <u>West Side Story</u></b></p> <ul style="list-style-type: none"> <li><u>West Side Story</u> is the tale of ghetto youth in the city, the members of an Irish gang, the Jets, and a gang of recently immigrated Puerto Rican teens, the Sharks. They are embroiled in an ethnic war where they fight and scrap about everything...resources, family pride and territorial boundaries. The hate here is palpable, an unseen entity that drives the gangs to horrible acts of violence.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Write a well-developed paragraph in which you use ideas from both <u>Night</u> by Elie Wiesel and <u>West Side Story</u> to establish a controlling idea about isolation and fear that is caused by racism, prejudice and hatred. Develop your controlling idea by using specific examples and details from each piece. (You may use your notes from <u>West Side Story</u> to help you).</li> </ul>	<ul style="list-style-type: none"> <li>Using the context of the lyrics, what were Malcolm X and Bobby Hutton condemned for?</li> <li>What message is 2Pac trying to send about ghettos?</li> <li>What is significant about the last line?</li> </ul>

<sup>1</sup><http://www.etymonline.com/index.php?term=ghetto>

<sup>2</sup><http://www.george-orwell.org/Marrakech/0.html>

<sup>3</sup>[http://www.nysedregents.org/comprehensiveenglish/612/engl62012-exam\\_w.pdf](http://www.nysedregents.org/comprehensiveenglish/612/engl62012-exam_w.pdf)