

Attach  
Picture  
Here

Date \_\_\_\_\_

Period \_\_\_\_\_

# FORGET ME NOT

**Directions:** You will be given a card with a child's picture on it. With this card I want you to *infer* what you think of this child. Questions to answer...

1. Were they rich?
2. Do you think they were nice, funny, good child etc.?
3. What did his/her parents do for a living?
4. What were some of his/her hobbies, characteristics?
5. How old is this person?

**Directions:** After visiting the website, <http://www.graceproducts.com>, what did you learn about this child and the situation that this child had to endure? How old was the child? What was his/her life like? Did they survive? Write at least 5-8 sentences response.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

**Cindy St John**

## **Formal Evaluation Lesson Plan**

### **LAFS Addressed:**

**LAFS.1112.RI.2.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how specific word choices shape meaning or tone.

**LAFS.1112.RL.3.7** Analyze multiple interpretations of a story, drama, or poem evaluating how each version interprets the source text.

**LAFS.8.RL.1.(2)** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

### **HOT Questions:**

Who do you think wrote this poem? (DOK: 3)

What experiences do you think generated this poem? (DOK: 4)

To what is this poem referring? (DOK: 4)

How does this poem make you feel? (DOK: 3)

### **Anticipatory Set:**

Students will be given a copy of the poem "The Butterfly". I will read the poem aloud and we will discuss the hot questions.

**Lesson (Background) Objective:** Students will be able to read an assortment of poems and they will analyze the poems for tone, mood, hope, dreams and even tears. Students will interpret the theme and meaning of the poems and then they will illustrate their interpretation on their copies of a butterfly. The butterflies should demonstrate a visual interpretation of all the above standards.

### **Lesson Sequence/Description**

\*Start-Up – Students will take the first 5 minutes of class to write a reflection on their experiences from the field trip yesterday to the Holocaust Museum.

\* Anticipatory Set – I will pass out copies of the poem "The Butterfly" and then I will read the poem to the class and we will discuss the hot questions.

\*Read the back cover of the book "...I never saw another butterfly..." Then distribute poems and butterflies to the students. Students will analyze their poems for tone, mood, hopes, dreams and even tears. Students will determine the theme and meaning of their

respective poems and then they will illustrate that meaning onto the butterflies. When students are finished with their butterflies, they will then place their butterfly on the white board.

\*Students will present their butterfly to the class. When everyone has presented their butterflies, we will identify the children that did not survive the concentration camp.

\*The butterflies representing those children will be removed from the whiteboard. This should be a visual representation of the number of children who died during the holocaust.

\*Exit Ticket: What impact did this lesson have on you personally?

#### Marzano Elements:

Using Engagement Strategies – Teacher uses engagement strategies to engage or re-engage students with the content. *I expect students to have their INB's open and ready for the lesson, reflection, start-up, reader's response or any other element that I may be focusing on. I expect students to be actively engaged with the material and completing the assigned tasks.*

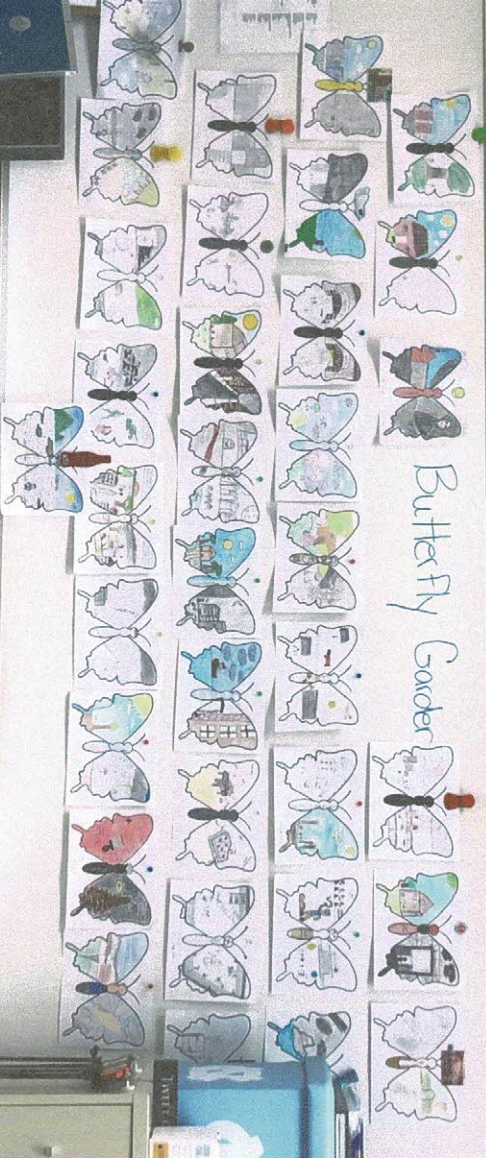
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom – Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student. *My goal is to be a role model for my students and for students and parents to know that I have their best interests at heart.*

Reviewing Content – Teacher engages students in brief review of content that highlights the cumulative nature of the content.

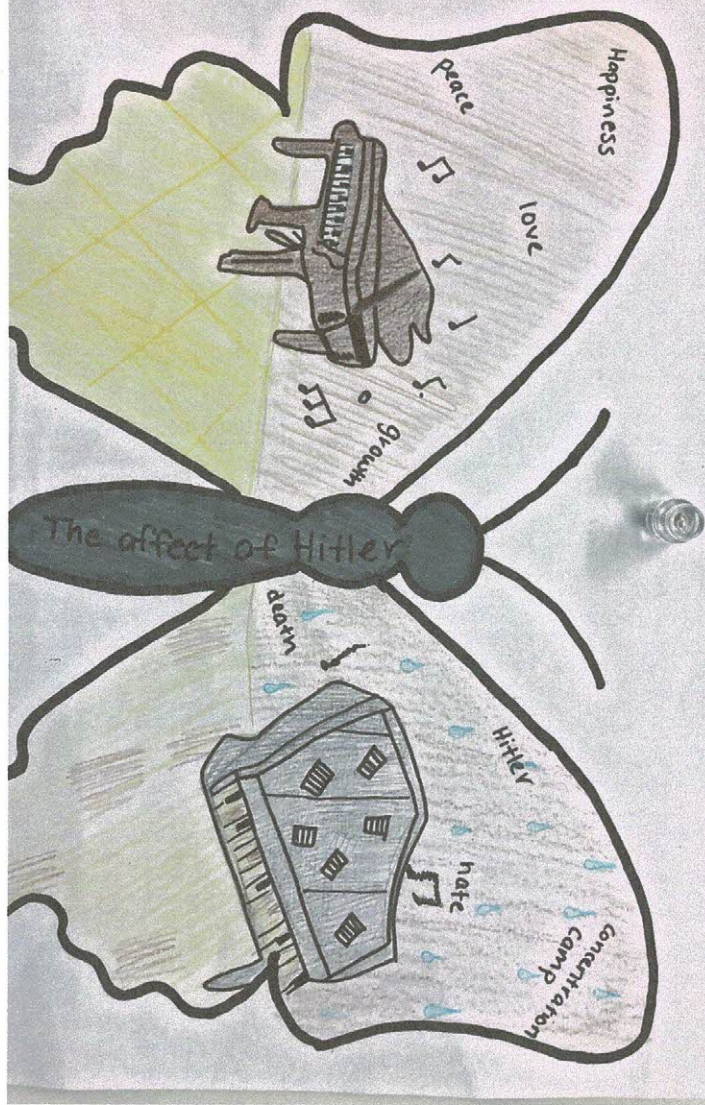
Using Questions to Help Students Elaborate on Content – Teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

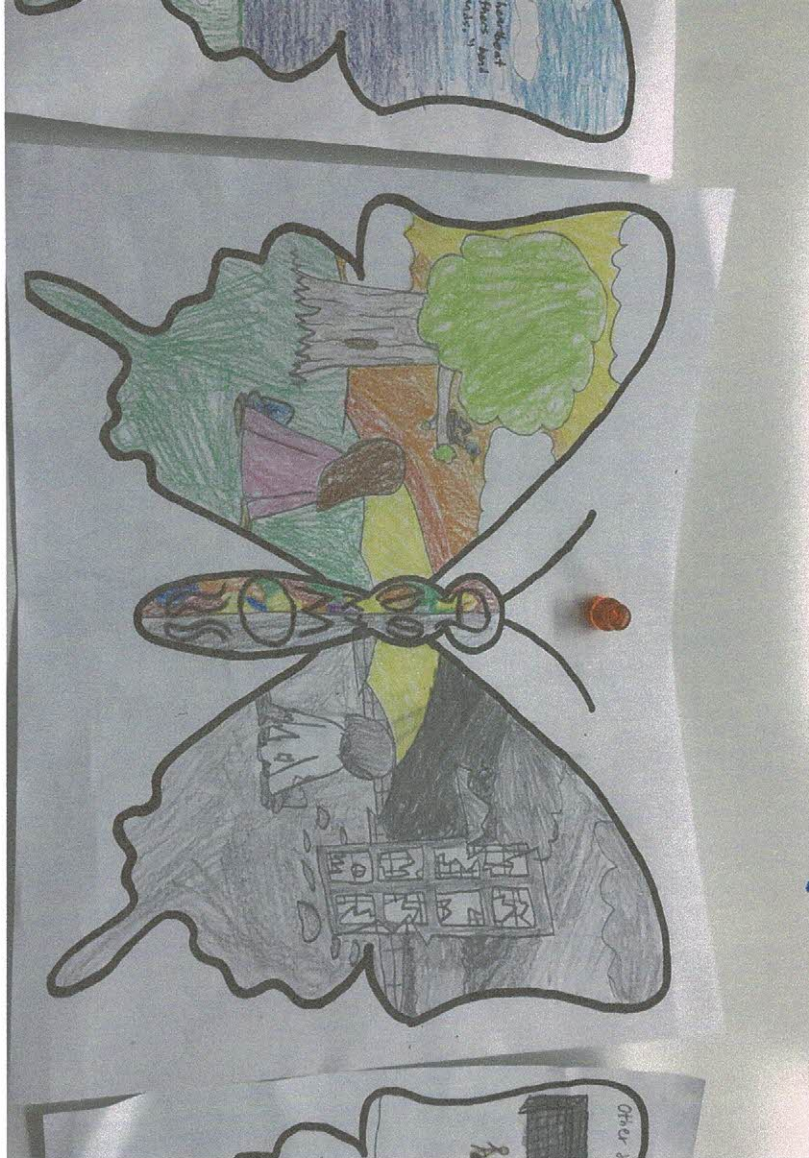
Identifying Critical Content from the Standards – Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.

Butterfly Garden

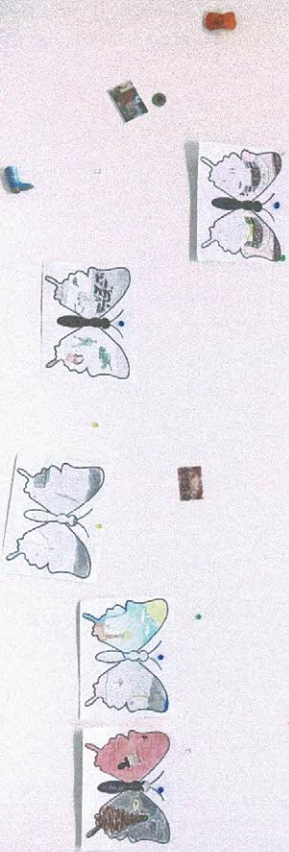


Student Butterflies





## Butterfly Garden



This is all the butterflies  
that remain.

## Essay Topics

- The history of the Holocaust.
- The history of the Jewish people.
- Concentration camps (including work camps, death camps, etc.) during World War II. How many, where, what happened there?
- Why did Hitler want to exterminate people?
- Germany today compared with Germany during WWII.
- Resistance to the Nazis in Germany during WWII.
- Response of the Allies to persecution of Jews in WWII.
- What were some of the causes of World War II?
- If you were to meet a survivor of the Holocaust, what would you say to them?
- How could we keep the Holocaust or any other such crime against humanity from happening again?
- If you had to leave your house suddenly like the Frank family, what would you take with you and why?
- Describe the prejudices in America. Have we ever had a "Holocaust experience" in America?
- Describe prejudice in your school.
- What would it be like to live in hiding?
- Describe your favorite passage in *Forget Me Not*.
- The following is a list of some of the most recent world events in which intolerance was a factor:

Turkish slaughter of the Armenians  
Khmer Rouge atrocities in Cambodia  
United States hate groups  
Los Angeles riots of 1992  
"Apartheid" in the nation of South Africa  
US quarantine of Asians during World War II  
"Ethnic Cleansing" in the modern nation of Bosnia  
Tiananmen Square in China

Other incidents  
of intolerance  
and genocide  
that I teach.

## QUESTIONNAIRE

### WHAT HAVE YOU LEARNED ABOUT TOLERANCE AND STANDING UP FOR WHAT IS RIGHT?

1. What have you learned about being tolerant and countering bigotry this year in my classroom?

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2. What lessons or conversations had the greatest impact on you?

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3. Has the tolerance ("What Do You Stand For?") buttons inspired you to be more tolerant and caring of others? Explain how.

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4. Do students recognize the significance and meaning of the tolerance ("What Do You Stand For?") buttons?

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5. Based on everything we have discussed and studied, how will you take what you have learned and stand up for justice?

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Feel free to add any other comments or explanations.

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