

Sevek: The Boy Who Refused to Die

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Author:Based on the many contributions of educators and students throughout the country, this unit is designed to promote a wider understanding of The Holocaust through the use of the book: Sevek:The Boy Who Refused to Die. Every attempt has been made to credit/cite all sources. Please email me with additions/corrections (eshaw10@cox.net) Elizabeth Shaw, Ed.D, St.Augustine Catholic H.S., Tucson, AZ 85710

Based on unit by:

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VITAL INFORMATION

Subject(s)	Language Arts (English), Social Studies
Grade/Level	Grade 9, Grade 10, Grade 11, Grade 12
Time Required	9 weeks
Objective(s)	Using the book, Sevek: The Boy Who Refused to Die, students will understand the development, the destruction and the overall impact of the Holocaust on the children who were persecuted and annihilated during World War II. Supplemental lesson plans and activities related to the Holocaust in general will be incorporated
Summary	By using Sevek: The Boy Who Refused to Die as the core text, students will explore the tragedy of the Holocaust through the eyes of those who survived.

IMPLEMENTATION

Learning Activities

Resources and Unit Handouts

- Materials and resources:
 - 1.Students look for old news articles on the Holocaust -- articles that appeared at the time; students will produce a bulletin board memorial displayed in a key area of the school where visitors can look at it.
 2. Students visit the Jewish Community Center in the city in which they live; interview speakers and other key individuals at the center; collect materials from the center and make a collage on poster board; present collage
 3. Students write their own newspaper about a modern day Holocaust and its impact.
 - 4.Students create a reflection bulletin board where they are given a true experience to reflect upon and write about. The reflections can center around issues related to children of the Holocaust or it can be adapted to the Sevek book. For example, students can put themselves in Sevek's place and write about what they think they might have done if they were him.
 5. Students read another book about children and The Holocaust and compare and contrast the experiences of the authors.
- The number of computers required is ?.

Attachments:

1. **A-Z Dictionary for Sevek.doc**
2. **Concentration Camp Travels.doc**

3. **Poland Map Activity.doc**
4. **Reading Comprehension Questions.doc**
5. **Vocabulary (General)**

Links:

1. **Education World Lesson Planning** Excellent lesson plans on how to teach the Holocaust
2. **Guidelines for teaching The Holocaust** Some do's and don't's
3. **Holocaust Lesson Plans**
4. **Holocaust Museum** Excellent information on the Holocaust and children
5. **Sevek: The Boy Who Refused to Die** Website information from the author

ASSESSMENT & STANDARDS

Standards**Standards addressed by entire unit****Display:** Collapse All Expand All**▼ USA- Bloom's Taxonomy****▼ Domain: Cognitive****Objective 1:** Knowledge**Objective 2:** Comprehension**Objective 3:** Application**Objective 4:** Analysis**Objective 5:** Synthesis**Objective 6:** Evaluation**▼ Domain: Affective****Objective 1:** Receiving**Objective 2:** Responding**Objective 3:** Valuing**Objective 4:** Organization**Objective 5:** Characterisation by value**Assessment/Rubrics****Rubrics:**

1. Expository Essay Rubric (General Writing and Diagnostics)
2. Oral Presentation