

# Holocaust Yesterday and Today: An Exploration of the Themes of *Night* Through Digital Storytelling.

## Lesson Plan

**Grade/Class:** 9<sup>th</sup> Grade Lit/Comp

### GPS Standards:

#### ELA9RL2.

**The student identifies, analyzes, and applies knowledge of theme in literary works from various genres and provides evidence from the works to support understanding. The student**

- a) Applies knowledge of the concept that the theme or meaning of a selection represents a universal view or comment on life or society and provides support from the text for the identified theme.
- b) Evaluates how an author's choice of words advances the theme or purpose of a work.
- c) Applies knowledge of the concept that a text can contain more than one theme.

#### ELA9RL3.

**The student deepens understanding of literary works by relating them to contemporary context or historical background. The student**

- a) Relates a literary work to non-literary documents and/or other texts from its literary period.
- b) Relates a literary work to non-literary documents and/or other texts relevant to its historical setting.

#### LSV2.

**The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.**

- 1) g) Identifies the aesthetic effects of a media presentation (i.e., layout, lighting, color, camera angles, background, etc.).
- (2) When delivering and responding to presentations, the student:
  - c) Delivers oral responses to literature that incorporate the same elements found in written literary analysis.
  - d) Uses props, visual aids, graphs, or electronic media to enhance the appeal and accuracy of presentations.

### Essential Questions:

1. How can reading nonfiction help us make connections to events from past and present?
2. How do the themes and underlying ideas from nonfiction works transcend historical events? What makes a theme universal?
3. How can the same principles we apply to writing translate to a digital format?
4. How can we create a digital story that both educates and engrosses our audience?

## Procedure: (Plans will cover one week)

1. Students will read *Night* by Elie Wiesel, about his experiences surviving the Holocaust and will have discussed and highlighted the major themes and quotes from the memoir.
2. Students will view **Teacher's Film Project Example** as a preview of their assignment.
3. Students will look at the **Night Film Project Sheet** and will review the rubric by which they will be graded. Students will get into groups of 4 maximum and select a theme from *Night* for the focus of their film.
4. Teacher will model the brainstorming process using the **Night Film Project Sheet**.
5. In groups, students will brainstorm the following on their **Night Film Project Sheet**:
  - a) **THREE EVENTS**: At least three events/plot points from *Night* that demonstrate the theme;
    - a. Use images, clips from the digital toolkit to show the historical perspective
  - b) **TWO QUOTES**: At least two quotes from *Night* that embody your themes/underlying idea;
    - a. Quotes can be from dialogue or from narration.
  - c) **ONE MODERN** perspective on this theme: how does this theme affect our lives today?
    - a. Use images, clips from the digital toolkit to express the modern perspective
5. Students will research their modern perspective on their theme and select **three images** from the public domain to reflect their modern perspective. Students will create citations for these three images.
6. Students will write up a script for their film using their modern perspective research and their events and quotes from *Night*.
7. Using the digital storytelling kit, students will select images, music, and video for their project. Students should divide up workload so as to maximize their time.
8. Once they have determined #5-7 above, teacher will show a clip from Pixar showing how real film directors use the storyboarding process to save time and money on a production.
9. Teacher will model the storyboarding process for her example film.
10. Students will complete a storyboard to organize their film.
11. Students will begin working in Windows MovieMaker to produce their film.
12. One day before premieres, students should "proofread" their film so as to avoid errors in grammar, capitalization, spelling, and punctuation.
13. On Premiere night, students will present their films and vote on the best ones. Teacher will tally ballots and present awards to the winners. Categories include "Most Creative Interpretation of Theme", "Best Use of Quotes", "Most Creative Use of Kit", "Best Editing", "Best Script", and "Picture of the Year"
14. Student films will be graded on the rubric below, given out the first day of the project:

Rubric	1	2	3	4	5
<b>Events</b>	Irrelevant events	1 event	2 events	3 events	3 strong events have a definite connection to theme.
<b>Quotes</b>	No quotes	1 irrelevant quote	2 irrelevant quotes	2 quotes	2 strong quotes are naturally and creatively incorporated
<b>Modern perspective</b>	Irrelevant example	Example is okay, but doesn't really communicate theme.	Examples are good, but connection to today isn't clear.	Examples bring <i>Night</i> into today's world.	Brings <i>Night</i> to today with multiple, modern, relevant examples
<b>Creative and original elements</b>	This piece seems like it was hurriedly made, with no creativity or original work.	No original work has been used in the piece, and the creativity is minimal.	Some original work, but the creativity is moderate.	Hard work is apparent, with only some original writing in the film	Original and creative writing engages the audience.
<b>Use of Digital Toolkit</b>	Used just for the sake of having it. Partially credited or not at all.	Used with a little thought. Items were only partially credited or not at all.	Moderate thought put into how outside materials are used. Credited.	Used appropriately and credited	Used in a way that adds impact and interest. Sources are appropriately credited.
<b>Storyboard Use</b>	Did not use a storyboard	Only filled it out partially	Filled it out, but didn't follow it	Filled out and used	Storyboard is used as an outline to keep project on track and completed on time.
<b>Proofreading</b>	Glaring errors run throughout the film.	Glaring errors are apparent, though few.	Editing was done hurriedly, and moderate errors irritate the viewer.	Editing is was somewhat careful, but a few errors slipped through.	Film is carefully edited for spelling, punctuation, grammar, and capitalization. No errors readily detected