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“What Do You Stand For?”

**A Lesson on Character Education
Inspired by the Holocaust**

“What Do You Stand for?”

A Lesson Character Education Inspired by the Holocaust

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Goals and Objectives

Strand: READING STANDARDS FOR LITERATURE

- Cluster 1: Key Ideas and Details
LAFS.910.RL.1.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Cluster 2: Craft and Structure
LAFS.910.RL.2.6 - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- Cluster 3: Integration of Knowledge and Ideas
LAFS.910.RL.3.9 - Analyze how an author draws on and transforms source material in a specific work.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

- Cluster 1: Key Ideas and Details
LAFS.910.RI.1.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Cluster 2: Craft and Structure
LAFS.910.RI.2.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- Cluster 3: Integration of Knowledge and Ideas
LAFS.910.RI.3.7 - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Strand: WRITING STANDARDS

- Cluster 1: Text Types and Purposes
LAFS.910.W.1.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- Cluster 2: Production and Distribution of Writing
LAFS.910.W.2.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Cluster 3: Research to Build and Present Knowledge
LAFS.910.W.3.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Cluster 4: Range of Writing
LAFS.910.W.4.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Strand: STANDARDS FOR SPEAKING AND LISTENING

- Cluster 1: Comprehension and Collaboration
LAFS.910.SL.1.2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- Cluster 2: Presentation of Knowledge and Ideas
LAFS.910.SL.2.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

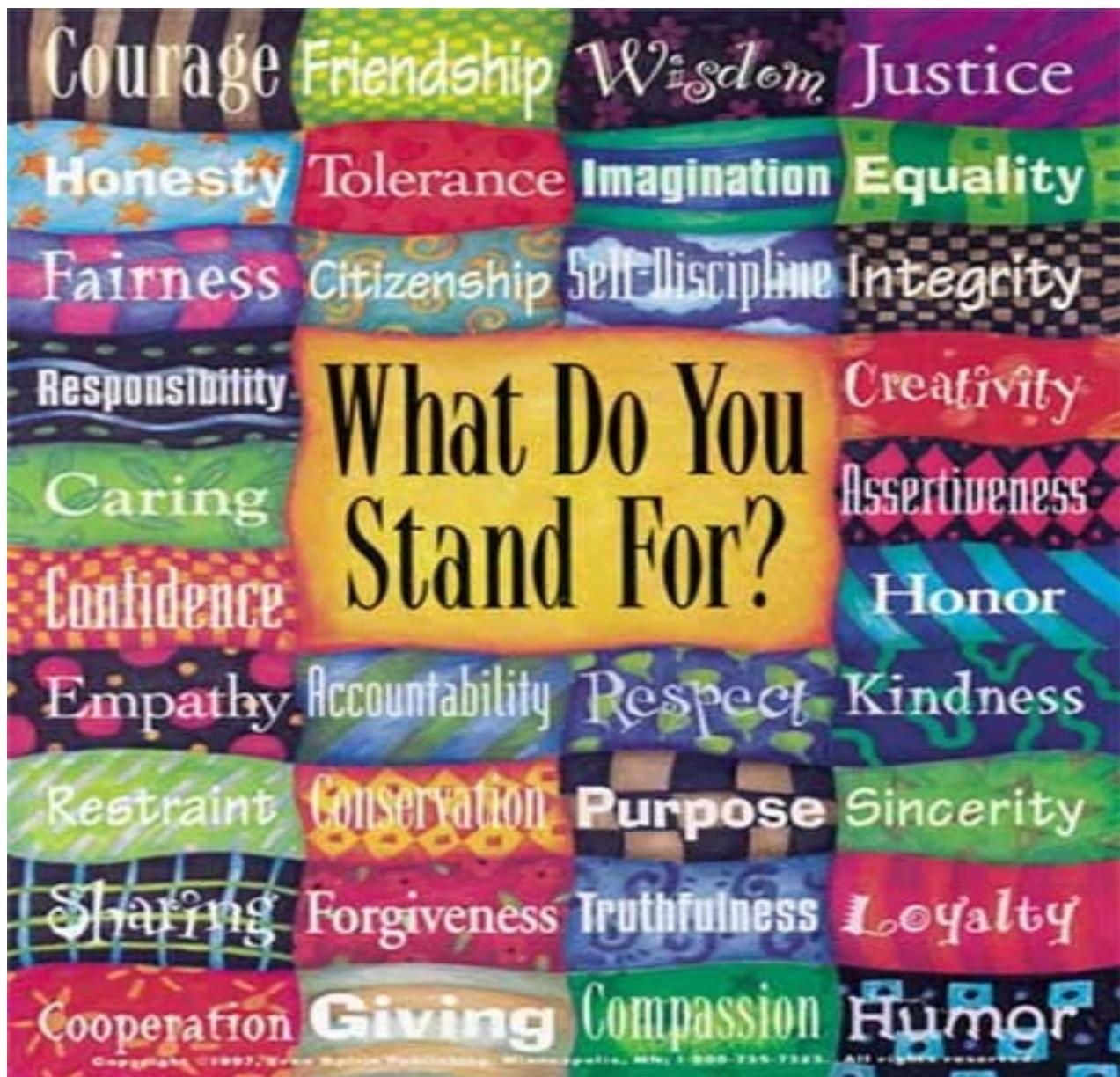
Strand: LANGUAGE STANDARDS

- Cluster 1: Conventions of Standard English
LAFS.910.L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Outline/Overview

Description:

After reading books related to the terrible tragedies that occurred during the Holocaust, such as *Night* by Wiesel and watching films related to the Holocaust such as "Uprising," students will write their own Children's books in which the main characters exhibit valuable, positive qualities that are needed in society such as honesty, kindness, empathy, integrity, tolerance, patience, respect, and more. These stories will be a lesson on character education for elementary students who are the target audience of the high school student writers. They will also encourage students, both high school and elementary, to explore what they stand for at school, at home, and in their communities.



Guide for Implementation

Classroom Activity:

- Students will write a children’s story with characters, setting, plot, and conflict related to a main theme, concept, or positive quality.
- Students will create a children’s book (with simple language) with their story which includes the text and illustrations.
- Students will read their children’s book to their target audience.

Procedures for Teachers:

1. Read, analyze, and discuss a story related to the Holocaust with the students, such as *Night*.
2. View and discuss a film related to the Holocaust with the students, such as “Uprising”.
3. Present to students scenarios and examples of good character.
 - a. Use examples from the books and films studied.
 - b. Examples can also come from personal experience of teacher and students.
 - c. In addition, examples can be taken from the *What Do You Stand For?* book.
4. Discuss these scenarios with students.
 - a. This activity starts in a small group or individual work where each student gets characteristics such as empathy, kindness, honesty, etc. They have to then find examples related to the quality.
 - b. In a whole group activity/discussion, students can participate in a Socratic Seminar to understand various characteristics and scenarios. They will gain multiple perspectives about the many characteristics.
5. Connect the above characteristics to themes and thematic statements (this would be a good place to do a mini-lesson on themes, if not already covered).
 - a. Students will choose a quality and develop a thematic statement for that quality.
 - b. Students will use this theme as the focus of their Children’s Book.
6. Afterward, go through the below procedures with students for the completion of their project. Students can work individually or in small groups.
 - a. Writer: type and participate in editing of the story.
 - b. Illustrator: create the colorful illustrations for the story.
 - c. Designer: design and format information for front and back cover.
7. Contact a local elementary school, pre-school, church, or after school care program to set-up time for high school students to share their books with younger kids. You may even host an after school/evening event about Character Education where you invite local students in the community to come out to see the high school students to showcase their book and hear them read their stories to a younger audience.

Procedures for Students:

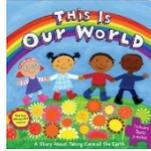
1. Before starting this activity, take a look at a few children's picture books as examples for ideas on ways to proceed with an original picture book.
2. Think about what's appealing about the picture books you looked at. What are their themes? (For example, acceptance of others, family dynamics, physical growth, fear of the unknown, and so forth.) Briefly **discuss** why these themes are appealing to young readers? How do they connect with the teen's own experiences? What theme is most interesting?
3. Read through the [Tips for Writing a Children's Picture Book](#) to get ideas for how to organize the book.
4. Use the [From Picture to Story: Getting Ready to Write](#) to start planning his or her story, describing the characters, setting, conflict, and resolution. You may also use the story map found using this link: <http://www.readwritethink.org/files/resources/interactives/storymap/index.html>; print out the finished Story Map.
5. Now use the [Plot Diagram](#) in this packet or found using the following link: <http://www.readwritethink.org/files/resources/interactives/plot-diagram/> to decide what events to include in the story and the order for the events. Print out the Plot Diagram when all the events are included in the desired order.
6. Create the **storyboard** for the book using the handout in this packet. You should have a total of 12-15 pages for the story. Each box or pane of the storyboard represents a page of the book. Sketch illustrations and text for each page of the book. These are just rough sketches to give an idea of where to place text and illustrations in the final book. You can also make a storyboard online using the [Comic Creator](#): <http://www.readwritethink.org/files/resources/interactives/comic/index.html>. Visit the [Comic Creator Tool Tip Sheet](#) for more ideas on how to use this tool.
7. Review the [Qualities of Good Story Telling](#) handout.
8. Check out [Tedd Arnold's Web site](#) for some great tips on how to write children's books as well as a step-by-step guide for how he creates his illustrations: <http://www.teddarnoldbooks.com/>.
9. Using art supplies and/or any bookmaking resources, continue working on the book until you are satisfied with it. Make sure it has an attractive front and back cover.
10. **Revise and Edit** the book using the guidelines in this packet.
11. Check out the [Publishing Tips](#) before completing the book.
12. Once the book is finished and the teacher has reviewed it, you will read the book to young children. Revise and edit the book using the required guidelines.
13. Once the book is finished and the teacher has reviewed it, you will read the book to young children.

Suggested Timeline

Class Work	Home Learning
<ol style="list-style-type: none">1. Review project packet and guidelines2. Theme selection3. From Picture to Story handout	Plot Diagram worksheet
<ol style="list-style-type: none">1. Story board or Comic Strip Planning worksheets2. Review Qualities of Good Storytelling3. Write story	<ul style="list-style-type: none">-Type stories (save on a flash drive for editing)-Bring supplies needed for illustrations and cover
<ol style="list-style-type: none">1. Revise and edit story2. Create illustrations (bring supplies)3. Design the front and back cover	Re-type stories; finish illustrations and the front and back cover
<ol style="list-style-type: none">1. Design book with text (large font size)2. Include illustrations (must be colorful)3. Decorate front and back cover	Finalize Children's books for publishing—possible readings to children.

Resource List (This is the Student Packet)

Night Inspired Children's Book: Overcoming prejudice, stereotypes, and scapegoating



Objectives:

- Students will write a children's story with characters, setting, plot, conflict, and themes of prejudice, stereotypes, or scapegoating.
- Students will create a children's book (with simple language) with their story which includes the text and illustrations.
- Students will read their children's book to their target audience.

Procedures:

1. Before starting this activity, take a look at a few children's picture books as examples for ideas on ways to proceed with an original picture book.
2. Think about what's appealing about the picture books you looked at. What are their themes? (For example, acceptance of others, family dynamics, physical growth, fear of the unknown, and so forth.) Briefly **discuss** why these themes are appealing to young readers? How do they connect with the teen's own experiences? What theme is most interesting?
3. Read through the [Tips for Writing a Children's Picture Book](#) to get ideas for how to organize the book.
4. Use the [From Picture to Story: Getting Ready to Write](#) to start planning his or her story, describing the characters, setting, conflict, and resolution. You may also use the story map found using this link: <http://www.readwritethink.org/files/resources/interactives/storymap/index.html>; print out the finished Story Map.
5. Now use the [Plot Diagram](#) in this packet or found using the following link: <http://www.readwritethink.org/files/resources/interactives/plot-diagram/> to decide what events to include in the story and the order for the events. Print out the Plot Diagram when all the events are included in the desired order.
6. Create the [storyboard](#) for the book using the handout in this packet. You should have a total of 12-15 pages for the story. Each box or pane of the storyboard represents a page of the book. Sketch illustrations and text for each page of the book. These are just rough sketches to give an idea of where to place text and illustrations in the final book. You can also make a storyboard online using the [Comic Creator](#): <http://www.readwritethink.org/files/resources/interactives/comic/index.html>. Visit the [Comic Creator Tool Tip Sheet](#) for more ideas on how to use this tool – this is included in the packet.
7. Review the [Qualities of Good Story Telling](#) handout.
8. Check out [Tedd Arnold's Web site](#) for some great tips on how to write children's books as well as a step-by-step guide for how he creates his illustrations: <http://www.teddarnoldbooks.com/>.
9. Using art supplies and/or any bookmaking resources, continue working on the book until you are satisfied with it. Make sure it has an attractive front and back cover.
10. [Revise and Edit](#) the book using the guidelines in this packet.
11. Check out the [Publishing Tips](#) before completing the book.
12. Once the book is finished and the teacher has reviewed it, you will read the book to young children.

Tips for Teens Writing a Children's Picture Storybook

Definition

- A children's picture storybook is a work written for children that uses both words and pictures to tell a simple story.

Format

- Most picture books average 30 pages and are made up of 14 to 16 two-page spreads (the two facing pages of an open book).

Overall Tips

- A children's picture book should be organized into short, simple sentences and short paragraphs.
- Use strong action words to keep the story vivid in the reader's mind ("The girl jumped and laughed" is probably better than "The girl is happy").
- Use the sound of words to make the story come to life. Children love to hear repetition, rhyme, and other language sounds.
- Repeating a phrase throughout a story ("And the mouse still didn't have any cheese" at the end of every page) can help hold a reader's attention.
- Use a question at the end of a page ("And what did the monkey find under that rock?") to help move your reader to the next page.

Pictures

- Many children's books have a vivid and attractive picture on the front cover that introduces the reader to the main character or problem in the story.
- Pictures are usually created after the story is written.
- Use pictures to help readers understand the words in the story.

Characters

- The main character should have one or two personality traits that children can relate to easily.
- Use words and pictures to get the character's personality across to the reader.
- Try not to use long lists of details to describe a character.
- Decide whether the main character will stay the same or change as the story goes on.

Plot/Story

- A well-designed plot or story is essential to a good children's book.
- Limit your story to one main problem the character has to overcome.
- Some of the common themes that authors build children's stories around are being accepted by others, what it's like being in a family, growing up, and being afraid of something that's new or unknown.
- Children's books usually try to teach a positive lesson, but most do not mention the lesson directly. The lesson is often made clear through the good and bad outcomes of the choices a character makes.

Setting

- Make the time and place of a story clear to help readers imagine where everything is happening.
- Children can be entertained equally well by stories set in very familiar places and far away, exotic places.
- Setting a story in an unfamiliar location can be a great way to get a reader to ask lots of questions.

From Picture to Story: Getting Ready to Write

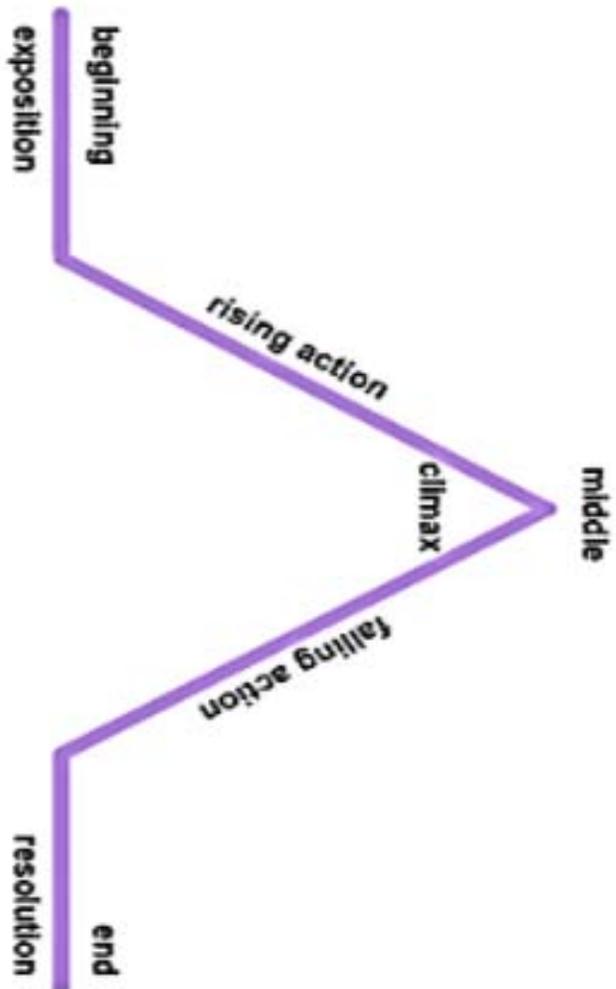
Take some time to jot down as many words and phrases you can to describe your image using the categories below. In addition to describing what you see in the picture, use your imagination to comment on what you'd be hearing, touching, tasting, and feeling in the picture as well.

People	Time and Place	Events	Important Objects

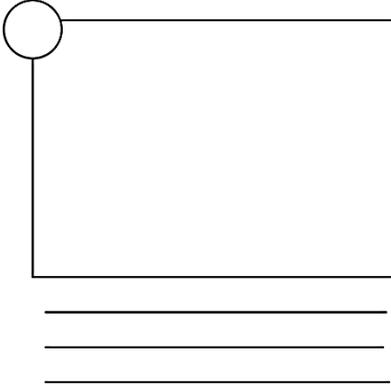
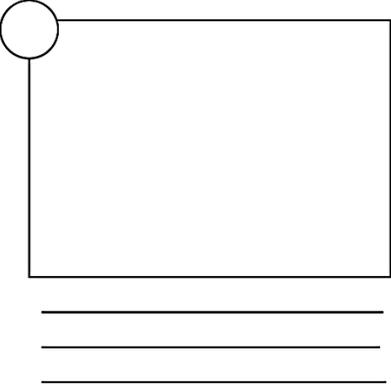
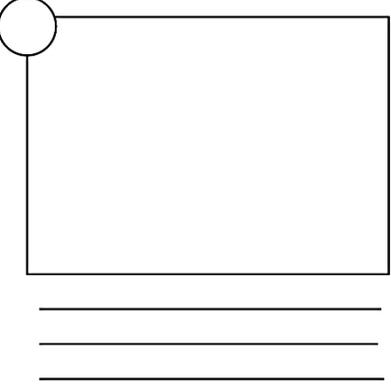
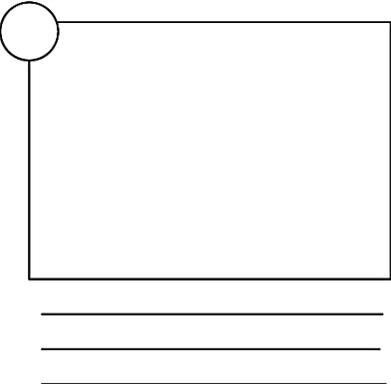
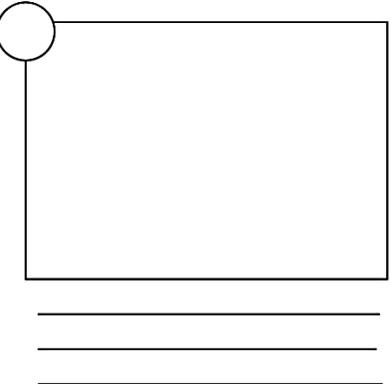
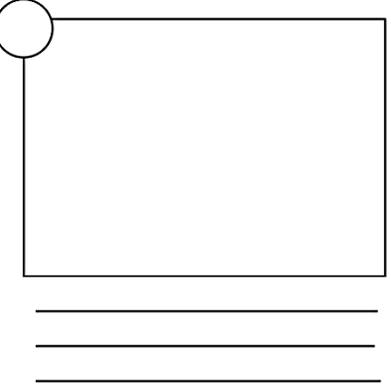
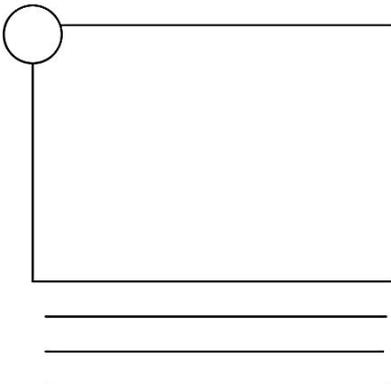
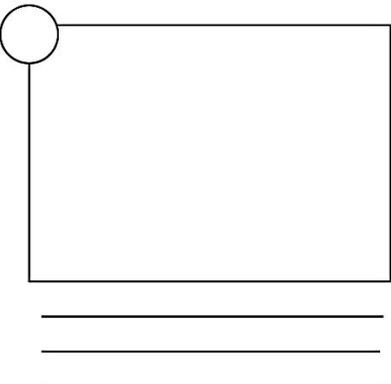
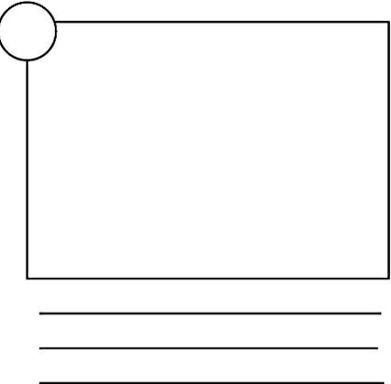
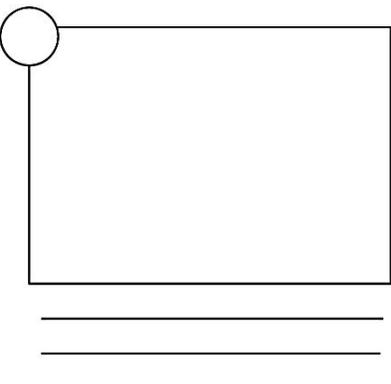
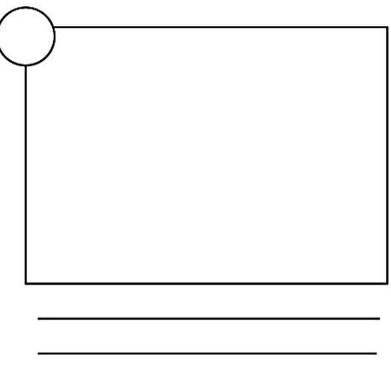
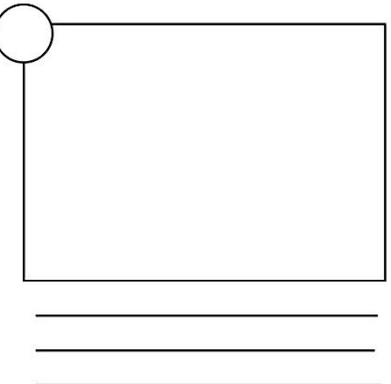
Write one sentence that gives an overall impression or description of the image:

Plot Diagram

Next ▶



Story Board

Comic Strip Planning Sheet

Scene & Actions That Occur	Characters Present	Landscape & Props	Caption

Landscape Options: Horizon Line, Inside Room, Lake, Mountain, Road or River, Blank, Cave, City

Props: Book, Rock, Castle, Chair, Cloud, Computer, Bench or Table, House, Lightning, Moon, Notebook, Musical Notes, Pencil, Pine Tree, Radio/CD Player, School, Space Ship, Sun, Leafy Tree, Television



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Qualities of Good Storytelling

Before you start writing, discuss this list of traits typically found in good storytelling. Look at books you are currently reading (or have recently read) to think of examples and models of each quality.

Typically, a well-told story...

- interests the reader with something exciting or emotional; finds a way to make readers care about the story being told.
- focuses on a clear, well-defined event or a series of related events.
- develops events, people, and time/place with clear details.
- puts events in order clearly.
- uses transitions/connecting words to show the sequence of events in paragraphs.
- uses description and dialogue to create characters and locations.
- describes rather than informs; shows the reader something happening rather than telling that it occurred.
- uses a clear point of view from which the story is told.

There are times that storytellers do not follow these guidelines for one reason or another, but it's a good idea to stick to these qualities unless you have a good reason for doing something different!

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Revising and Editing

What To Do

We all know the sense of relief we feel when we finish a draft of writing. Hooray! It's done! But is it? For many of us, students and adults alike, returning to a piece of writing to revise and edit can feel discouraging. We've already written the piece, so what is there left to do?

Reading through the following questions and suggestions with young people will not only help them reflect on their writing, but also help them become more self-sufficient in the writing process and better writers.

Revising: Reading as a Reader

After setting your piece of writing down for a short time, pick it up again, and reflect on the following questions from the perspective of an interested reader:

Is my purpose for writing clear?

Have I considered the questions and concerns of my audience?

Have I written in the form and style appropriate for this genre of writing? For example, does my book review look and read like a book review?

Have I included sufficient examples and supporting details?

Revising: Reading as a Writer

From the perspective of a skilled writer, consider the following:

Does my introduction or lead succeed in grabbing the reader's attention?

Does my conclusion successfully bring my writing to a close?

Do my paragraphs flow from one to the other well?

Have I organized my ideas in a way that makes sense to the reader?

Editing: Reading as an Editor

After revising, try one of these proofreading techniques to polish your writing:

Read your writing aloud to catch run-on sentences, over-used words, spelling errors, and typos.

Read backwards. Start with the last sentence of your piece and read one sentence at a time from the end to the beginning. By focusing on one sentence at a time, you'll notice ways to improve your writing more easily than reading quickly through your draft from start to finish.

Share your writing with a family member or friend.

Publishing Tips

Keep these tips in mind as you prepare to write the final copy and publish your children's picture book.

Text tips:

- Proofread the text before placing it in the final copy of your book. The short, compact nature of children's picture books does not leave room for error. Even one mistake in the text can ruin the entire work.

Illustration tips:

- Pay attention to copyright for the images that you use.
- Don't worry that your artwork is not "good enough" to use as illustrations. The illustrations should serve as a visual communication of the plot. Simply drawn stick figures are all that is needed if the story is well-written. The children's book *Harold and the Purple Crayon* is a good example of this.

Book-binding tips:

- Staple the book on the side. Then glue a strip of ribbon or construction paper over the staples for a more aesthetically pleasing look.
- Tape the pages together. Again, you can decorate the spine with ribbon or construction paper.
- Sew the book together with needle and thread. See <http://www.sff.net/people/Brook.West/bind/bindit.html> for more information.

Pop-up books: http://library.thinkquest.org/J001156/makingbooks/em_popup.htm

Online Flipbooks: <http://www.flipsnack.com>



How to Use This Printout (tips)

Help the young adult with whom you are working learn to write children's picture books by understanding what makes a book intriguing for kids. Use this printout for guiding ideas to write children's picture storybooks on a variety of topics.

1. Find a variety of children's picture storybooks that interest the young adult that you are working with, or that he/she remembers reading as a child. Allow him/her to read/reread these books and discuss the differences in the voice and writing style of the authors.
2. Print one or more copies of the "Tips for Teens Writing a Children's Picture Storybook" printable and make it available to the young adult(s) with whom you are working. Ask him/her to look through the list of bullets that describe a well-written picture storybook, and ask him/her if he/she saw any of these characteristics in the books that he/she read.
3. Have the child make notes next to the bullets about which books did an especially good job of following each of the specific characteristics of good children's picture storybooks.
4. Discuss with the young adult the notes he/she took and also discuss how he/she thinks that the books he/she read could be improved using any of the characteristics from the printable that the author did not already use.

How to Use This Printout (story elements)

Teach children and teens to use visualization as a way to get creative with writing. Show the child an interesting picture that will spark their curiosity and imagination. Have the child or teen use their senses (sight, sound, touch, taste, and feel) to come up with words to describe different parts of the picture (people, time and place, events, and important objects). Children and teens will be able to take these visualizations and turn them into a sentence and, eventually, a longer piece of writing.

1. Find a picture that will spark the interest of the child or children you are working with, or ask him/her to pick one out that he/she finds interesting.
2. Print one or more copies of the "From Picture to Story" chart and make it available to the child or children with whom you are working. Ask the child or teen to look at the picture and think about what they see, what they hear, what they taste, what they touch, and what they feel.
3. Have the child or teen write down words that describe these feelings in the different parts of the chart. Discuss with the child or teen why he/she wrote the things that he/she did and what the picture reminded him or her of.

Ask the child/teen to take everything they thought about in regards to the picture and sum it up into one sentence at the bottom of the chart.

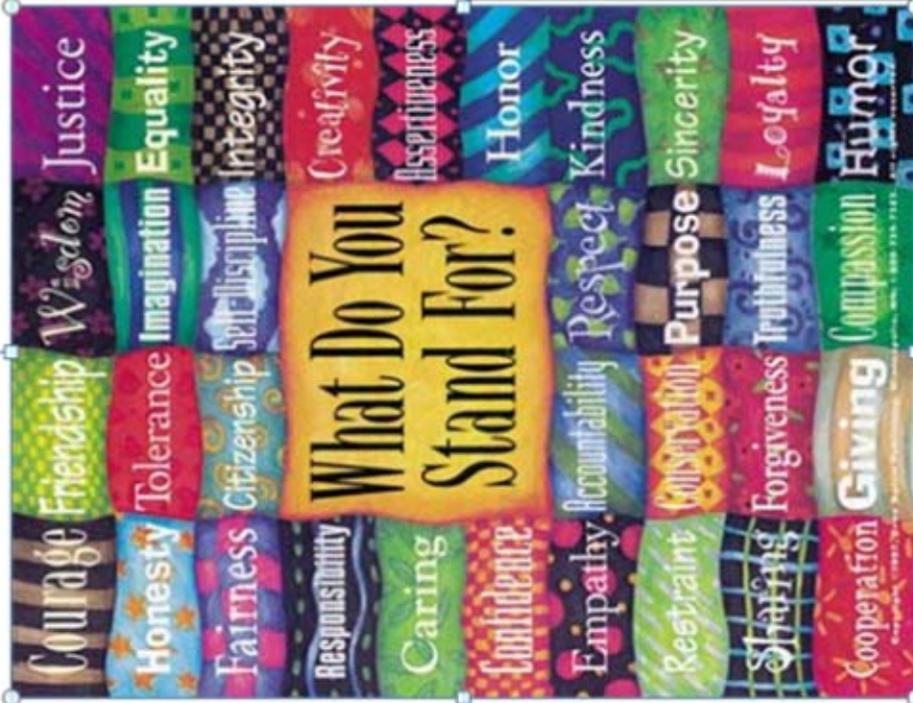
How to Use This Printout (qualities)

Help your child become a better storyteller and writer by choosing books of different genres and by different authors that all model good storytelling in different ways. Use this printout for guiding examples to find different characteristics of good writing in the different books your child is reading.

1. Find a variety of books that the child you are working with is currently reading or has read in the near past. Discuss with the child a very brief synopsis of how the books were the same and different in regards to the writing style.
2. Print one or more copies of the "Qualities of Good Storytelling" chart and make it available to the child or children with whom you are working. Ask the child to look through the list of bullets that describe a well-told story, and ask him/her if he/she has seen any of these characteristics in the texts he/she has read recently.
3. Have the child make notes next to the bullets about which texts did an especially good job of following each of the specific characteristics of good storytelling.
4. Discuss with the child the notes he/she took and also discuss how he/she thinks that the texts he/she read could be improved using any of the characteristics that the author did not already use.

Post Holocaust Studies Children's Book

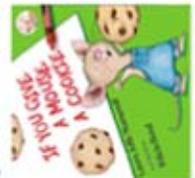
Theme: *What do you stand for?*



Dates	Class Work	Home Learning
	<ol style="list-style-type: none"> 1. Review project packet and guidelines 2. Theme selection 3. From Picture to Story handout 	Plot Diagram worksheet PURCHASE BLANK BOOKS – the cost is about \$5.00 -Type stories (save on a flash drive for editing) -Bring supplies needed for illustrations and cover
	<ol style="list-style-type: none"> 1. Story board or Comic Strip Planning worksheets 2. Review Qualities of Good Storytelling 3. Write story 	Re-type stories; finish illustrations and the front and back cover Finalize Children's books for publishing— possible readings to children.
	<ol style="list-style-type: none"> 1. Revise and edit story 2. Create illustrations (bring supplies) 3. Design the front and back cover 	
	<ol style="list-style-type: none"> 1. Design book with text (large font size) 2. Include illustrations (must be colorful) 3. Decorate front and back cover 	

ADDITIONAL NOTES

- Each group will have to purchase a *Hardcover Blank Book*. You can get them from Get Smart in Pinecrest for about \$6.00, with tax. These are due by 5/13.
- Each group will have specific roles and responsibilities after the story is developed. These roles include, but are not limited to: writer, illustrator, designer.
 1. Writer: type and participate in editing of the story.
 2. Illustrator: create the colorful illustrations for the story.
 3. Designer: design and format information for front and back cover.
- To publish the book by reading to the pre-school students, you will come during lunch time the week of May 19th (I will provide some treats that week). Each class period will come on a different day: 5/19 (1); 5/20 (2); 5/21 (3); 5/22 (4); 5/23 (5).



Supplies & Supplemental Materials

- **Set-Up:** Students need access to computers for word processing to type stories. They can also get illustrations and images from the internet or create their own. The use of the school Media Center, public library, classroom computers, tablets, etc. would be necessary for this.
- **Materials:** Computers; supplies (markers, colored pencils, paint, construction paper, printer paper, brushes, glue guns, tape, etc.); hardcover blank books.
- **Fieldtrip:** Students can participate in a fieldtrip to local elementary schools or pre-schools to read their books. They can also go to an after school program to do this.
- **Use of School Facilities:** Students can also host a reading day at the high school where elementary students are invited to attend and take part in the reading of these stories.
- **Adaptation:** This project can be adapted for any grade level in the content area of Literature or even History. An elementary class could write their own stories and make their own books about positive character traits and even topics such as bullying. Middle school students could follow the same process the high school students complete in their study of the Holocaust and creation of books. Moreover, a history class could create Children's books following the same steps after studying WWII and the Holocaust or any instance of genocide in the past and in modern times.
- **Estimated Cost:** This cost for the supplies ranges from \$200 - \$400 for the purchase of books, movies, blank books, and arts and craft supplies.
- **Books to Purchase:** These books are optional, but can be purchased from Amazon.com.

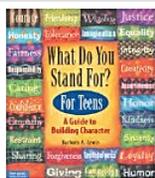


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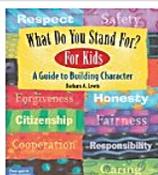


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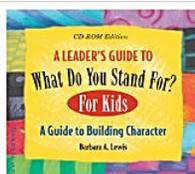


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