

Character Based Literacy Program 40-Minute Lesson Plan

The Boy on the Wooden Box, Day 1



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. 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 discipline-specific tasks, purposes, and audiences.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What happened during World War II?

Watch this six-minute video of the History of World War II and the Holocaust:

http://www.ushmm.org/wlc/en/media_nm.php?ModuleId=10005143&MediaId=7827

What is the history of antisemitism?

The video link below shows scholars describe the persistence of antisemitism in Europe from the Enlightenment through World War I and explain how new social, political, and pseudo-scientific justifications were created to perpetuate old prejudices.

Video link: <https://www.facinghistory.org/resource-library/video/antisemitism-enlightenment-world-war-i>

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

determination (10)	rambunctious (13)	nuisance (15)	synagogue (16)	resonate (16)
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READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far.

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 1-16

Setting	Characters	Pages
Los Angeles Airport in 1965	Oskar Schindler, Leon Leyson, and other Holocaust survivors.	1-3
Narewka, Poland, before WWII	Leon, Leon's family and friends	3-16

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Leon and other Holocaust survivors meet Oskar Schindler at the Los Angeles airport in 1965.
- Leon is surprise to learn Schindler remembers him.
- Leon Leyson's given name is Leib Lejzon. He was born in Narewka, Poland. Located in a rural village in northeastern Poland.
- Leon describes his carefree childhood of swimming in and ice-skating in the river.
- Their parents arranged Leon's parent's marriage.
- Leon has fond memories and special moments with his mother, father, siblings, and grandparents.
- Leon's father had a rare opportunity to move to Krakow, Poland to work in a glass factory. He visited the family every 6 months. After saving, Leon's father moved the entire family to Krakow.
- Hershel, Leon's oldest sibling, moved to Krakow with his father.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 14

“Though his visits were only for a few days, my father always made a special time for me. Nothing gave me more joy than walking with him to his parents’ house, with his friends greeting him along the way. He always held my hand in his, playing with my fingers. It was like a secret signal between us of how much he loved me, his youngest child.” (p. 14).

EXTEND

Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Leon describes fond memories and special moments with his mother, father, siblings, and grandparents. In an explanatory paragraph, describe a happy memory you have of a family member or friend. Think of a specific moment and include as many details as possible. When did this memory take place? How old were you? What were you doing? What was the weather like? What smells or tastes do you remember? Why was this moment so special to you? **In a second explanatory paragraph, describe how your happy memory of your childhood is similar to Leon’s happy memories.**

Close Close by extending today’s lesson to life and the world.

Community Connection – Architects of Peace

The Markkula Center for Applied Ethics at Santa Clara University sponsors the Architects of Peace Project. During this unit, students will explore the stories and wisdom of the Architects of Peace. The teacher will find numerous resources at the project’s website: <http://www.scu.edu/ethics/architects-of-peace/>.

Today, share with your students the words of another Holocaust survivor, Elie Wiesel, “Reflections on Working Toward Peace,” that you can find at <http://scu.edu/ethics/architects-of-peace/Wiesel/essay.html>. Ask your students to list three things that they can do to work toward peace, as inspired by Elie Wiesel. Post them in the classroom.

Character Based Literacy Program 40-Minute Lesson Plan

The Boy on the Wooden Box, Day 2



Outcomes for Today

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W10. 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 discipline-specific tasks, purposes, and audiences.

PREPARE

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What is the Sabbath?

Sabbath, Hebrew Shabbat, (from *shavat*, “cease,” or “desist”), day of holiness and rest observed by Jews from sunset on Friday to nightfall of the following day. The time division follows the biblical story of creation: “And there was evening and there was morning, one day” (Genesis 1:5).

Source: <https://www.britannica.com/topic/Sabbath-Judaism>

What is Yiddish?

Yiddish language, one of the many Germanic languages that form a branch of the Indo-European language family. Yiddish is the language of the Ashkenazim, central and eastern European Jews and their descendants. Written in the Hebrew alphabet, it

became one of the world's most widespread languages, appearing in most countries with a Jewish population by the 19th century. Along with Hebrew and Aramaic, it is one of the three major literary languages of Jewish history.

Source: <https://www.britannica.com/topic/Yiddish-language>

What is Passover?

Passover, Hebrew Pesah, or Pesach, in Judaism, holiday commemorating the Hebrews' liberation from slavery in Egypt and the "passing over" of the forces of destruction, or the sparing of the firstborn of the Israelites, when the Lord "smote the land of Egypt" on the eve of the Exodus. The festival thus marks the first and most momentous event in Jewish history. Passover begins with the 15th and ends with the 21st (or, outside of Israel and among Reform Jews, the 22nd) day of the month of Nisan (March or April).

Source: <https://www.britannica.com/topic/Passover>

What is a pogrom?

Pogrom, (Russian: "devastation," or "riot"), a mob attack, either approved or condoned by authorities, against the persons and property of a religious, racial, or national minority. The term is usually applied to attacks on Jews in the Russian Empire in the late 19th and early 20th centuries.

Source: <https://www.britannica.com/topic/pogrom>

What is Zionism?

Zionism, Jewish nationalist movement that has had as its goal the creation and support of a Jewish national state in Palestine, the ancient homeland of the Jews (Hebrew: Eretz Yisra'el, "the Land of Israel"). Though Zionism originated in eastern and central Europe in the latter part of the 19th century, it is in many ways a continuation of the ancient attachment of the Jews and of the Jewish religion to the historical region of Palestine, where one of the hills of ancient Jerusalem was called Zion.

Source: <https://www.britannica.com/topic/Zionism>

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

hostile (17)	idyllic (18)	reprimanded (20)	agrarian (23)	patriarchal society (25)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 17-29

Setting	Characters	Pages
Narewka, Poland, before WWII	Leon's neighborhood, family friends, parents, and grandparents. German soldiers during WWI and WWII.	17-29

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Leon was treated poorly during the Easter season because of his identity as a Jew.
- Jews were viewed as accountable for the death of Jesus.
- A woman in his neighborhood threw rocks at him and his Jewish pals.
- Other neighbors were friendlier and would invite Leon and his family over to help decorate their Christmas tree.
- Jews of Narewka observed the Sabbath from sunset on Friday to sunset on Saturday. All businesses were closed and pumpkin seeds were chewed.
- Leon went to public school in the morning and Jewish school in the afternoon where he studied Hebrew.
- In his Polish public schools the Roman Catholic religion was part of the schooling. Leon and his Jewish friends were required to be silent and stand still during prayers.
- The Lansman's family was a second home to Leon. The father was a tailor. The youngest son was a Zionist and left to live in Palestine. At the time, Leon couldn't understand why he would leave to live in Palestine.
- Leon describes his two-room home with one glass light bulb.
- Leon explains the patriarchal society in which he was known as the son and grandson of his father and grandfather.
- During WWI the German soldiers were considerate to Poles during the German occupation of Poland.
- Leon's father worked from the Germans on a railroad. When the Germans were defeated in WWI, the troops left to their families.
- Mistakenly, Leon's parents and other families believe that the German soldiers who came to Narewka during WWII would be like the ones who had come during WWI.
- Leon remembers singing a Yiddish song called "on the Hearths" with Lansman and his sons.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 18-19

"All in all, Narewka in the 1930s was a pretty idyllic place to grow up. From sunset Friday to sunset Saturday, the Jews of Narewka observed the Sabbath. I loved the quietness that fell as the shops and businesses closed, a welcome respite from the

weekday routines. After services in the Synagogue, people would sit on their porches, chatting and chewing pumping seeds” (p.18-19).

EXTEND

Write Have each student write a short product based on today’s prompt to connect to the unit theme.

In today’s reading, Leon describes or references the Sabbath, Yiddish, Passover, Zionism, and pogrom. Of the five topics, select one and write an explanatory paragraph describing this topic. Use today’s reading information to explain your chosen topic. If you have access to the Internet follow the reference link to research more information to include in your explanatory paragraph.

Close Close by extending today’s lesson to life and the world.

Community Connection – Architects of Peace

The Markkula Center for Applied Ethics at Santa Clara University sponsors the Architects of Peace Project. During this unit, students will explore the stories and wisdom of the Architects of Peace. The teacher will find numerous resources at the project’s website: <http://www.scu.edu/ethics/architects-of-peace/>.

Today, ask each student to choose a different Architect of Peace. They can do this by exploring the site themselves, or the teacher may print out a list of architects for the students to choose from. It might be helpful to print them by issue, which you can find at <http://scu.edu/ethics/architects-of-peace/issue-index.html>. Later, the student will research and share what they find about their architects.

Character Based Literacy Program 40-Minute Lesson Plan

The Boy on the Wooden Box, Day 3



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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W10. 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 discipline-specific tasks, purposes, and audiences.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is the Night of Broken Glass?

On the night of November 9, 1938, violence against Jews broke out across the Reich. It appeared to be unplanned, set off by Germans' anger over the assassination of a German official in Paris at the hands of a Jewish teenager. In fact, German propaganda minister Joseph Goebbels and other Nazis carefully organized the pogroms. In two days, over 250 synagogues were burned, over 7,000 Jewish businesses were trashed and looted, dozens of Jewish people were killed, and Jewish cemeteries, hospitals, schools, and homes were looted while police and fire brigades stood by. The pogroms became known as *Kristallnacht*, the "Night of Broken Glass," for the shattered glass from the store windows that littered the streets.

Source: <https://www.ushmm.org/outreach/en/article.php?ModuleId=10007697>

Video link: <https://youtu.be/-y0uwd9QAYE> (5 minutes)

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

outhouse (330)	cosmopolitan (37)	acquaintances (46)	spared (48)	frenzy (48)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 30-49

Setting	Characters	Pages
Krakow, Poland 1938-1939	Leon, his family, his new friends in Krakow, his teacher in Krakow, and German soldiers.	30-49

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- In 1938, Leon and his family take a train to move to Krakow to be with his father. They say good-bye to all their extended family and friends.
- Leon is mesmerized by the train ride to Krakow.
- The family moves to a two-room home in the building that housed other employees of the glass factory. Their new home has indoor plumbing!
- Leon and his city friends love going on adventures, making up games, and riding the streetcar without paying.
- Leon describes the cosmopolitan city of Krakow, but his family did not have extra money for the opera house and cafes.
- Leon's father was an expert machinist and made replacement parts for broken machines.
- Hershel matured, found a job, was saving money, and had a girlfriend.
- Approximately one quarter of Krakow's population was Jewish.
- Leon's fourth grade teacher singled him out for being Jewish.
- October 1938 news spread to Poland about Germany and Adolf Hitler's plan to marginalize the Jews. Blaming the Jews for the German's loss during WWI and for Germany's economic depression.
- Hitler expelled 17,000 Polish Jews from Germany. Polish government refused to allow the Polish refugees back into Poland. Many lived in temporary camps on the board.
- November 9-10, 1938, Leon recalls hearing the news of the violent events of the Night of Broken Glass where around one hundred Jews were murdered.

- Summer of 1938 Krakow began to prepare for war.
- Tsalig, Leon's brother, was a self-taught electrician and his work was in demand to install electricity in cellars converted into bomb shelters.
- Leon's mother deeply missed her extended family during unsettling times.
- September 1, 1938 an air-raid siren warned Krakow that German tanks crossed the border into Poland. Two days later France and England declared war on Germany.
- Like many adult male Poles, Leon's father and brother fled east so that the German army would not capture them as forced laborers. They headed to Narewka. Tsalig, David, and Leon looked young enough to stay behind.
- A week after the German soldiers crossed into Poland, they were in Krakow.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 44

"During the summer of 1939, all of Krakow began to prepare for war in earnest.... I began to feel more nervous excitement than fear during all the preparations and the making of emergency plans. Unlike my parents, I had no concept of what war was actually like" (p. 44).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

After the Night of Broken Glass, Krakow and Leon's family prepares for war. Pretend you are Leon's mother. Write a letter to your parents, siblings, aunts, uncles, and cousins about the possibility of Poland going into war. In an explanatory paragraph, ease the worry of your family by describing how your family is preparing for war. How are you preparing the house? Explain how your husband and eldest son are preparing for the possibility of war with Germany?

Close Close by extending today's lesson to life and the world.

Community Connection – Architects of Peace

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Now that each student has chosen an Architect of Peace, have each read the biography of her or his architect. They may do this online, or the teacher can print out biographies from the Architects of Peace website. The student should take notes on basic biographical information.

Character Based Literacy Program 40-Minute Lesson Plan

The Boy on the Wooden Box, Day 4



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. 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 discipline-specific tasks, purposes, and audiences.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



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Who was the Gestapo?

The Gestapo was the secret police of the Nazi state. The term “Gestapo” is an acronym which derives from the German *Geheimstaatspolizei*, or Secret State Police. Along with the *Sicherheitsdienst* (SD), *Kriminalpolizei* (Kripo), and *Ordnungspolizei* (Orpo), the Gestapo formed an important part of the extensive Nazi police organization. It was responsible for combatting counter-espionage and criminal actions against both the State and the Nazi Party. As such it was a vital component both in Nazi repression and the Holocaust. This police force was unlike others in that it answered to no judicial or legal oversight. It could carry out particularly ruthless actions without fear of any civilian repercussions.

Source: <https://www.ushmm.org/wlc/en/article.php?ModuleId=10008218>

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

impunity (53)	looted (53)	evicted (53)	dignity (62)	content (63)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 50-66

Setting	Characters	Pages
Krakow, Poland 1938-1939	Leon, his family, his new friends in Krakow, group of Poles, German Gestapo, and Oskar Schindler.	50-66

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Leon's father returns in poor condition and spirit. Hershel joined other refugees heading north and east. Leon's father wasn't strong or fast enough to keep up with the pace and decided to return to his family and take his chances living under German occupation.
- German's implemented numerous restrictions against the Jews.
- German soldier looted Jewish businesses and homes. Orthodox Jews were targeted in the streets.
- Leon's neighbor's apartment was ransacked by a group of Poles. This group harassed Leon's father for the apartment key, but his father claimed not to have it. The group still broke in and raided the apartment.
- In retaliation, this same group of Poles tipped off the Gestapo, or German police, telling them that Leon's family was Jewish.
- The Gestapo taunted and beat Leon's father in front of him and the rest of their family. They dragged his father out of the apartment.
- Leon felt called to act and felt invincible to the German soldiers. Him and his brother David search Krakow for their father. Since they spoke German they were able to ask every German and German soldier if they know where their father was located.
- Leon's mother spent the family's safety net savings of 10 gold coins on food.
- December 1939, Jews were no longer able to attend school. Leon and his siblings work or try to work.

- Leon recognizes one of the German soldiers that took away his father. The soldier tells him that he is at St. Michael's prison. Leon and his brother go to the prison daily with packages of food for their father.
- For no clear reason, Leon's father is released from prison. He comes out a changed man that seemed to have lost his dignity as a human being.
- Leon refuses to wear the Star of David and since he does not look Jewish gets away with it.
- A Nazi businessman offers Leon's father a job.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 58

"Because both my brother and I could speak German and because the full villainy of the Germans was not yet evident, we brazenly questioned every German we thought might know something. Only now do I realize what we did was quite simply crazy. With every German we approached, we put our lives in danger" (p. 58).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Pretend you are Leon. Write a letter to your older brother Hershel describing the events that led to your father's arrest and imprisonment. **In an informative paragraph, describe how the Gestapo found out where you live. Explain how your father tried to reason with the soldiers. Describe how you used your time and talent to find your father. Finally, explain how your father home from prison and how prison changed him.**

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Today, each student should read her or his architect's Reflections on Peace, found on the website. Again, the teacher may print these out for the students if web access is not possible. Students should prepare a short summary of what the architect's beliefs are in relation to how peace may or may not be achieved.

Character Based Literacy Program 40-Minute Lesson Plan

The Boy on the Wooden Box, Day 5



Outcomes for Today

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What are ghettos?

During World War II, the Germans concentrated urban and sometimes regional Jewish populations in ghettos. Living conditions were miserable. Ghettos were often enclosed districts that 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. There were three types of ghettos: closed ghettos, open ghettos, and destruction ghettos. German occupation authorities established the first ghetto in Poland in Piotrków Trybunalski in October 1939. The largest ghetto in Poland was the Warsaw ghetto. In Warsaw, more than 400,000 Jews were crowded into an area of 1.3 square miles.

Source: <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005059>

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

profit (67)	propaganda (71)	rations (71)	relocated (76)	coped (78)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

Read, p. 67-79

Setting	Characters	Pages
Krakow, Poland 1940	Oskar Schindler, Leon, his family, and German Nazi soldier.	67-77
Podgorze ghetto, Poland 1940	Leon, his family, and Mr. and Mrs. Luftig.	78-79

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Like other Germans, Schindler wanted to make a profit from the war. His company was called Deutsche Emalwarenfabrik or Emalia for short. The company made enamelware pots and pans for the Germans. He hired Polish workers at low wages and seven Jews for no wage. Leon's father was one of the seven Jews that worked for Schindler.
- Since Leon's father was employed he received an official document called a *Bescheinigung*. This document provided him and his family limited protection.
- Leon's father didn't bring home pay, but some food scraps and coal. He also arranged for a friend to sell his fine suits on the black market.
- Jewish parents tried to assure their children with the phrase, "It will soon be over" and then the phrase, "If this is the worst that happens."
- Leon did not look like a Jew and had because he was only a young child he did not have to wear the Star of David.
- The German Nazi soldiers intrigued Leon and because he could speak German he approached them to have an occasional chat. The soldiers shared chocolate with him and even let him inside the guard station.
- Leon was confused about the Nazi propaganda against Jews since he and his family looked differently than what the posters portrayed.
- German Nazi soldiers found out Leon was not a "normal" kid but a Jew and stormed into his home in the middle of the night to beat him.

- May 1940, the Nazis implemented a “cleanse” policy to remove all the Jews from Krakow. Only 15,000 Jews could remain in the city. The rest were taken away. The father’s work permit allowed their family to stay in Krakow.
- Every Friday, Leon’s mother would light the Shabbat candles and pray.
- Nazis build a ghetto outside of Krakow called Podgorze. The 5,000 non-Jews that lived there were removed and the 15,000 Jews that remained in Krakow were forced into the ghetto.
- Leon and his family shared a one-bedroom apartment with Mr. and Mrs. Luftig. All eight lived in the shared spaced.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 77

“In early March 1941, we piled our belongings onto a wagon we’d scrounged for the move and said good-bye to our apartment, the last tie to our once promising life in the big city. Unlike our first trip through Krakow over two and a half years ago, when we had ridden through the streets on the horse-drawn cart with a sense of excitement and anticipation, this time we felt only dread. As we approached the gates of the ghetto, I was seized by panic” (p. 77).

EXTEND

Write Have each student write a short product based on today’s prompt to connect to the unit theme.

As Leon and his family move into the Podgorze ghetto, he reflects on his family’s excitement as they arrived to move to Krakow only two and a half years before. So much has changed between now and then.

Pretend you are Leon. Write a journal entry about why your family is moving from Krakow to the Podgorze ghetto. In two informative paragraphs explain what has happened to Poland? What happened to all the Jews? Why did Leon and his family get to stay in Krakow longer than most Jews? Why were they leaving to the ghetto? In a final paragraph, explain how you, as Leon, feel about what is happening. How is your move to the ghetto affecting you?

Close Close by extending today’s lesson to life and the world.

Community Connection – Architects of Peace

The Markkula Center for Applied Ethics at Santa Clara University sponsors the Architects of Peace Project. During this unit, students will explore the stories and wisdom of the Architects of Peace. The teacher will find numerous resources at the project’s website: <http://www.scu.edu/ethics/architects-of-peace/>.

Today, each student should reread her or his architect’s Reflections on Peace, found on the website. Students should make a list of at least three ways he or she is inspired by the architect to promote peace in her or his community.

Character Based Literacy Program 40-Minute Lesson Plan

The Boy on the Wooden Box, Day 6



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. 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 discipline-specific tasks, purposes, and audiences.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

Did Jews resist Nazi control?

Organized armed resistance was the most forceful form of Jewish opposition to Nazi policies in German-occupied Europe. Jewish civilians offered armed resistance in over 100 ghettos in occupied Poland and the Soviet Union. In April-May 1943, Jews in the Warsaw ghetto rose in armed revolt after rumors that the Germans would deport the remaining ghetto inhabitants to the Treblinka killing center. As German SS and police units entered the ghetto, members of the Jewish Fighting Organization (Żydowska Organizacja Bojowa; ŻOB) and other Jewish groups attacked German tanks with Molotov cocktails, hand grenades, and a handful of small arms. Although the Germans, shocked by the ferocity of resistance, were able to end the major fighting within a few days, it took the vastly superior German forces nearly a month before they were able to completely pacify the ghetto and deport virtually all of the remaining inhabitants. For

months after the end of the Warsaw ghetto uprising, individual Jewish resisters continued to hide in the ruins of the ghetto, which SS and police units patrolled to prevent attacks on German personnel.

During the same year, ghetto inhabitants rose against the Germans in Vilna (Vilnius), Bialystok, and a number of other ghettos. Many ghetto fighters took up arms in the knowledge that the majority of ghetto inhabitants had already been deported to the killing centers; and also in the knowledge that their resistance even now could not save from destruction the remaining Jews who could not fight. But they fought for the sake of Jewish honor and to avenge the slaughter of so many Jews.

Thousands of young Jews resisted by escaping from the ghettos into the forests. There they joined Soviet partisan units or formed separate partisan units to harass the German occupiers.

Source: <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005213>

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

dogma (82)	loathed (82)	resistance (83)	evictions (96)	deportations (96)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 80-97

Setting	Characters	Pages
Podgorze ghetto, Poland 1940	Leon, his family, Mr. and Mrs. Luftig, Miriam, Yossel, Samuel, German Nazi soldiers, and Schindler.	80-97

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Leon describes Mr. and Mrs. Luftig.
- Leon describes the inadequate conditions of the ghetto. Lack of hygiene, nutrition, and over crowdedness lead to diseases, malnutrition, and illness.
- Leon reflects on how Jews are just like all human beings, including Aryans.
- Leon gives examples of how of subtle forms of Nazi resistance.
- Tsalig, Leon's brother, falls in love with Miriam. Leon now has to share his brother.

- Secretly, Leon attends a Hebrew school and makes friends with Yossel and Samuel. They find different ways to have fun by playing games and putting on shows.
- Leon and his family mostly eat watery soup. The thought of food occupies Leon's mind, thoughts, and dreams.
- Tsalig gets a job for Miriam's father in a small brush-making business and eventually gets a job for Leon their too.
- Pesza, Leon's sister, works outside the ghetto at the electrical company.
- Leon's mother cleans offices.
- Schindler hires Leon's brother David.
- In May 1942, the Nazis announces they would transport Jews in the ghetto to the countryside. First volunteers were transported. Then those with out jobs were sent away, including the Luftigs.
- More Jews were evicted unwillingly, which led to violent deportations.
- Some that escaped the camp returned to warn those living in the ghetto.
- June 8th a German soldier entered Leon's apartment demanded work permits from Leon's father and Tsalig. Tsalig didn't have one, so he was dragged away.
- Leon's father learns that Schindler attempted to save Tsalig once he was on the train, but Tsalig did not want to leave Miriam behind.
- Leon finds out that Tsalig and Miriam were transported to Belzec were people were being gassed.
- Leon hopes that Tsalig escapes.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 83

"Despite everything against us, we remained determined to show respect and decency toward one another. Retaining our humanity, cherishing our heritage, we fought the depravity of the Nazis with subtle forms of resistance" (p. 83).

Write Have each student write a short product based on today's prompt to connect to the unit theme.

In the ghetto, many Jews demonstrate subtle forms of resistance. In an informative paragraph describe how Leon, Tsalig, and other Jews resist Nazi control.

Describe the three examples and use quotes from today's reading to help describe the three forms of resistance.

Close Close by extending today's lesson to life and the world.

Community Connection – Architects of Peace

As a project due at the end of the novel, students should make a poster about her or his Architect of Peace. Teachers can set guidelines appropriate for individual

classrooms, but the poster may include a photo, illustrations, biographical information, ways that the architect contributes to the cause of peace, and how the student has been inspired by that architect to promote peace in your local community.

Character Based Literacy Program 40-Minute Lesson Plan

The Boy on the Wooden Box, Day 7



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. 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 discipline-specific tasks, purposes, and audiences.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

Who is Oskar Schindler?

Oskar Schindler (1908-1974) was born in Svitavy (Zwittau), Moravia, then a province of the Austro-Hungarian Monarchy. An ethnic German and a Catholic, during World War II Schindler rescued close to 1200 Jews from deportation to Auschwitz. In 1936, Schindler began working with the German Office of Military Foreign Intelligence. In February 1939, he joined the Nazi Party. An opportunist businessman with a taste for the finer things in life, Schindler was an unlikely candidate to become a wartime rescuer. Following the German invasion of Poland, Schindler moved to Krakow. Taking advantage of the German program to “Aryanize” businesses in occupied Poland, in November 1939 he bought a Jewish-owned enamelware manufacturer and established a factory, known as Emalia. While Schindler operated two other factories, only at Emalia did he employ Jewish forced laborers from the nearby Krakow ghetto. During the

ghetto's liquidation in March 1943, Schindler allowed his Jewish workers to stay in relative safety at the factory overnight. At its peak in 1944, Emalia employed 1,700 workers; at least 1,000 were Jewish forced laborers, who were eventually moved to the Plaszow concentration camp.

Although the prisoners deployed at Emalia were still subject to the brutal conditions of the Plaszow camp, Schindler intervened repeatedly on their behalf, through bribes and personal diplomacy. In order to support the claim that the workers were essential to the German war effort, he added an armaments manufacturing division to Emalia. In addition to the approximately 1,000 Jewish forced laborers registered as his workers, Schindler also permitted 450 Jews working in nearby factories to live at Emalia. Schindler's protection of these workers and some of his business dealings led German authorities to suspect him of corruption and of giving unauthorized aid to Jews. SS and police officials arrested him three times, but were unable to charge him.

In October 1944, Schindler obtained authorization to relocate the plant to Brännlitz (Brnenec) in Moravia. One of his assistants drafted several versions of a list of up to 1,200 Jewish prisoners needed to work in the new factory. These lists came to be known collectively as "Schindler's List." Though classified as an armaments factory, the Brännlitz plant produced only one wagonload of live ammunition in almost eight months of operation. By presenting bogus production figures, Schindler justified its existence to German authorities.

In 1949, Schindler and his wife immigrated to Argentina. In 1962, the Israeli Holocaust memorial, Yad Vashem, awarded Schindler the title "Righteous Among the Nations" for his wartime rescue efforts. In October 1974, Schindler died in Germany, penniless and almost unknown. Schindler's story garnered more attention thanks to Steven Spielberg's popular 1993 film *Schindler's List*. In all, Schindler facilitated the survival of some 800 Jewish men and between 300 and 400 Jewish women during the Holocaust.

Source: <https://www.ushmm.org/wlc/en/article.php?ModuleId=10007962>

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

miscalculation (99)	curfew (99)	infirmary (99)	navigate (101)	hesitation (107)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pg. 98-112

Setting	Characters	Pages
Podgorze ghetto, Poland 1942	Leon, his family, Mrs. Bircz, Yossel, Samuel, German Nazi soldiers, Schindler.	98-110

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Leon is shot at when he violates the curfew to help an elderly woman and ended up staying with strangers that night. In the morning, he returned to his mom who cried when he returned home.
- October 1942 Schindler learns of another transport so he keeps his Jewish workers overnight.
- Leon, his mother, Mrs. Bircz, and her children (Yossel and Sammuel) devised a plan to protect themselves from being transported. Leon's mom and Mrs. Bircz would hide in plain sight by cleaning and looking useful. The boys would hide in a crawl space in a storage shed behind their house building.
- Leon's mom ended up joining the boys, but accidentally left a teapot right below their hiding spot.
- Leon describes the screams and cries that he heard.
- The four didn't eat, sleep, or use the bathroom for almost two full days.
- Someone called asking for Leon's mom. The coast was clear and the group came out of their hiding spot.
- Mrs. Bircz was collected in the roundup. Yossel and Sammuel were on their own now.
- Leon's father, brother David, and sister Pesza return from their factory jobs and report that they have to go to Plaszow labor camp.
- Leon and his mother were relocated from Ghetto B to Ghetto A (the working ghetto).
- Before they move, Leon's mom pushes their remaining furniture off the balcony so that the Nazi's don't later profit from it.
- Leon and his mom were housed in an attic and shared one blanket.
- March 1943 the Nazis sent all remaining in the Ghetto to Plaszow. Everyone was grouped by their work assignment.
- The guard yanked Leon out of his group and placed him with other children. The children's group would supposedly go to the camp at a later time.
- Leon tried to join another group of workers. A Nazi guard caught him and forced him back to the children's group.
- The Nazi guard was eventually ordered to go somewhere else and Leon was able to secretly join another worker's group.
- The group was transported to the streets of Krakow where life was normal and no one paid any attention to them as they travelled through town.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 111

“As I walked out of the ghetto with its tombstone-crowned walls and along the streets of Krakow, I was dumbfounded to see that life seemed just as it had been before I entered the ghetto. It was if I were in a time warp... or as if the ghetto were on another planet. I started at the clean, well-dressed people, busily moving from place to place. They seemed so normal, so happy. Had they not know what we had been suffering just a few blocks away?” (p. 111)

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Leon with a group of workers were transported through the streets of Krakow where life was normal and no one paid any attention to them as they travelled through town. Leon questions whether or not the civilians were aware of the suffering that was taken place just blocks away. **Write a letter to the people of Krakow that explains the suffering Leon and his family has endured just blocks away from the normal life in Krakow. In an informative paragraph, describe the poor living conditions in the ghetto. Explain why people in the ghetto are living in fear. Finally, explain what the people of Krakow could do to help.**

Close Close by extending today's lesson to life and the world.

Community Connection – Architects of Peace

As a project due at the end of the novel, students should make a poster about her or his Architect of Peace. Teachers can set guidelines appropriate for individual classrooms, but the poster may include a photo, illustrations, biographical information, ways that architect contributes to the cause of peace, and how the student has been inspired by that architect to promote peace in your local community.

Character Based Literacy Program 40-Minute Lesson Plan

The Boy on the Wooden Box, Day 8



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. 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 discipline-specific tasks, purposes, and audiences.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What was the role of starvation in the concentration camps?

While many concentration camp victims were murdered by gas, torture, or other means, thousands more died of starvation. They were not given adequate food supplies and died as a result. A commonly quoted figure is that prisoners were provided about 600 calories a day. Holocaust deniers point out that many who died in the camps died as a result of disease, not hunger. However, hunger drastically weakens the immune system, making disease more likely, and doesn't allow for natural healing. Therefore, thousands died of diseases that would probably not have been fatal had they been healthy and well fed.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

prospect (114)	oblivion (114)	ordeal (115)	shaggy (117)	startled (117)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 113-122

Setting	Characters	Pages
Plaszow, Poland 1943-1944	Leon, his family, SS Hauptsturmfuhrer Amon Goeth, and Schindler.	113-122

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Leon calls Plaszow "hell on earth."
- Leon is able to find his father and brother David.
- Leon finds his mother but she is more startled to seem than happy.
- Leon is suffering of hunger and loneliness.
- Leon fell and has to have his leg bandaged at the infirmary.
- Moments after Leon leaves the infirmary the SS Hauptsturmfuhrer Amon Goeth, the commandant of Plaszow, shoots every patient in the infirmary.
- the SS Hauptsturmfuhrer Amon Goeth enjoyed inflicting pain on the helpless and ordered his guards to whip the workers. Leon was lashed 25 times.
- Leon finds his father to tell him about his beatings but was confused by his father's reaction.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 113

"My first impression of Plaszow as hell on earth never changed. I only needed one look to see that this was an entirely foreign place. No matter how difficult life had been in the ghetto, at least outwardly it had appeared a familiar world. Yes, we were packed like sardines into too few rooms, but those rooms were in normal apartment buildings. There were streets and sidewalks and the sounds of a city beyond the walls" (p. 113).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Leon and his family are transported to Plaszow; which Leon describes as “hell on earth.” **In an informative paragraph, describe Plaszow. Where is it located? What does it look like? Who lives there? What type of work are people doing? Describe the living conditions. Include a quote from today’s reading to support your description.**

Close Close by extending today’s lesson to life and the world.

Community Connection – Architects of Peace

As a project due at the end of the novel, students should make a poster about her or his Architect of Peace. Teachers can set guidelines appropriate for individual classrooms, but the poster may include a photo, illustrations, biographical information, ways that the architect contributes to the cause of peace, and how the student has been inspired by that architect to promote peace in your local community.

Character Based Literacy Program 40-Minute Lesson Plan

The Boy on the Wooden Box, Day 9



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. 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 discipline-specific tasks, purposes, and audiences.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

How were other Jews rescued from the Holocaust?

German-occupied Denmark was the site of the most famous and complete rescue operation in Axis-controlled Europe. In late summer 1943, German occupation authorities imposed martial law on Denmark in response to increasing acts of resistance and sabotage. German Security Police officials planned to deport the Danish Jews while martial law was in place. On September 28, 1943, a German businessman warned Danish authorities of the impending operation, scheduled for the night of October 1–2, 1943. With the help of their non-Jewish neighbors and friends, virtually all the Danish Jews went into hiding. During the following days, the Danish resistance organized a rescue operation, in which Danish fishermen clandestinely ferried some 7,200 Jews (of

the country's total Jewish population of 7,800) in small fishing boats, to safety in neutral Sweden.

In the so-called Generalgouvernement (German-occupied Poland), some Poles provided assistance to Jews. For instance, Żegota (code name for Rada Pomocy Żydom, the Council for Aid to Jews), a Polish underground organization that provided for the social welfare needs of Jews, began operations in September 1942. Although members of the nationalist Polish Home Army (Armia Krajowa-AK) and the communist Polish People's Army (Armia Ludowa-AL) assisted Jewish fighters by attacking German positions during the Warsaw ghetto uprising in April 1943, the Polish underground provided few weapons and only a small amount of ammunition to Jewish fighters. From the beginning of the deportation of Jews from the Warsaw ghetto to the Treblinka killing center in late July 1942 until the German occupiers leveled Warsaw in the autumn of 1944 after suppressing the Home Army uprising, as many as 20,000 Jews were living in hiding in Warsaw and its environs with the help of Polish civilians.

Rescuers came from every religious background: Protestant and Catholic, Eastern Orthodox and Muslim. Some European churches, orphanages, and families provided hiding places for Jews, and in some cases, individuals aided Jews already in hiding (such as Anne Frank and her family in the Netherlands). In France, the Protestant population of the small village of Le Chambon-sur-Lignon sheltered between 3,000 and 5,000 refugees, most of them Jews. In France, Belgium, and Italy, underground networks run by Catholic clergy and lay Catholics saved thousands of Jews. Such networks were especially active both in southern France, where Jews were hidden and smuggled to safety to Switzerland and Spain, and in northern Italy, where many Jews went into hiding after Germans occupied Italy in September 1943.

Some US-based groups engaged in rescue efforts. The Quakers' American Friends Service Committee, the Unitarians, and other groups coordinated relief activities for Jewish refugees in France, Portugal, and Spain throughout the war. A variety of US-based organizations (both religious and secular, Jewish and non-Jewish) cooperated in securing entry visas into the United States and arranging placement and, in some cases, eventual repatriation for around 1,000 unaccompanied Jewish refugee children between 1934 and 1942.

Source: <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005185>

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

exceptional (123)	idle (125)	numb (127)	fate (127)	bribed (127)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

Read p. 123-132

Setting	Characters	Pages
Plaszow, Poland 1943-1944	Leon, his family, SS Hauptsturmfuhrer Amon Goeth, and Schindler.	123-132

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Leon works on difficult tasks in the camp in unthinkable circumstances.
- Leon does not try to visit his father or brother in fear of the punishments they all would suffer. He gains hope when he would see them in the camp working.
- The brush factory Leon had worked at in the ghetto was moved to Plaszow. Leon was able to an assignment to work the 12 hour night shift.
- A guard threatens Leon when he is working.
- Amon Goeth randomly kills other workers randomly.
- Amon Goeth has the workers divided into two groups. Again Leon is on the wrong side. When no one is looking Leon sneaks over to the other group. The groups were released after Goeth lost interest.
- Late 1943, through bribes Schindler was able to build a sub-camp to house his workers so that they didn't waste time marching to work everyday.
- Spring of 1944, Leon's father and David move into the camp.
- Pesza had been moved to a similar sub-camp for her electrical factory job.
- Schindler hired 30 more Jews to his workforce. Leon and his mother were on the list to be part of the new hires.
- Leon later learned that his name had been crossed off the list.
- When the new 30 workers were ready to leave, Leon snuck away from this job at the factory and walked across the camp to say goodbye to his mother. Speaking German, Leon approached the German officer in charge of the transfer and told him his name is on the list but someone had crossed it off. The German officer allowed him to join the rest of the workers being transferred.
- Leon and his mother were happy to be reunited after so long.

Analyze Analyze the key paragraph.

Key Paragraph, p. 129

"The day the new "Schindler Jews" were to leave for the sub-camp, I sneaked away from my job at the brush factory to see my mother off. It was a miracle that

nobody stopped me as I walked across the camp toward the gates where those who were going to the sub-camp had assembled. I moved closer, telling myself I had to act. I couldn't let this last opportunity disappear. I had no future in Plaszow. I might as well die attempting to be with my mother" (p. 129).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Pretend you are Leon and write a journal entry that explain how you successfully convinced the German guard to let you join your mother to work in Schindler's factory. **In an explanatory entry, describe the series of events that took place. What happened first, second, and third? Explain how you felt as you spoke to the guard. How did you feel when you were finally reunited with your mother? Finally end your journal entry with your hopes for what is your new life will be like in Schindler's factory.**

Close Close by extending today's lesson to life and the world.

Community Connection – Architects of Peace

As a project due at the end of the novel, students should make a poster about her or his Architect of Peace. Teachers can set guidelines appropriate for individual classrooms, but the poster may include a photo, illustrations, biographical information, ways that the architect contributes to the cause of peace, and how the student has been inspired by that architect to promote peace in your local community.

Character Based Literacy Program 40-Minute Lesson Plan

The Boy on the Wooden Box, Day 10



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. 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 discipline-specific tasks, purposes, and audiences.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is genocide?

The term "genocide" did not exist before 1944. It is a very specific term, referring to violent crimes committed against groups with the intent to destroy the existence of the group. Human rights, as laid out in the US Bill of Rights or the 1948 United Nations Universal Declaration of Human Rights, concern the rights of individuals.

Source: <https://www.ushmm.org/wlc/en/article.php?ModuleId=10007043>

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

petrified (133)	facade (134)	reassuring (136)	barracks (136)	mesmerized (140)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 133-143

Setting	Characters	Pages
Emalia sub-camp, Poland 1944	Leon, his family, and Schindler.	133-143

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Leon talks about Schindler's factory and compares it to Plaszow.
- Leon is reunited with his family. Leon's father shows a hint of pride that he has been able to keep these 5 members of his family together and alive.
- However they were not sure of what has happened to Hershel, Tsalig, or the family in Narewka.
- In Schindler's factory non-Jews worked the day shifts and the Jews worked the night shift. The factory now also produced war materials.
- Leon and his brother made casings for the detonators on bombs.
- By being on the night shift, Leon learned that Schindler would through wild parties that lasted late into the night.
- Schindler would remember his Jewish workers names and have conversations with them.
- Schindler rewards Leon's curiosity of the mechanics of the machinery and promotes him and David to work in the factory's toolmaking area. This also allowed them to work with their father and learn a higher skill.
- Schindler did little things to rebel against the inhuman treatment of Jews and show his workers dignity; which put himself at risk. Sometime Schindler require Leon to receive extra portions of rations and purposely leave cigarettes by his father's machine so he could trade it for food.
- Summer of 1944, news circulated the Germans were not doing well in the war. Information and news was limited.

EXPLORE

Analyze Analyze the key paragraph.

Key paragraph p. 141

"Such acts may seem insignificant given the scale of evil in those years, but, in fact, they were anything but. Schindler dared to rebel against the law of the land, which was to torture and exterminate Jews, not to treat us as fellow human beings. To do that

was to risk imprisonment in a labor or concentration camp of execution. Even referring to us by name rather than with a grunt and a curse was punishable. By treating us with respect, Schindler was resisting the Nazi racist ideology that constructed a hierarchy of humanity in which Jews were at the very bottom” (p. 141).

EXTEND

Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Schindler did little things to rebel against the inhuman treatment of Jews and show his workers dignity; which put himself at risk. Leadership is about making your community better. **In an explanatory paragraph, describe Schindler’s acts of humanity by describing three ways Schindler specifically helped Leon and his family in today’s reading. How did he make his community better? Describe what would happen to Schindler if he were caught treating his Jewish workers with respect.**

Close Close by extending today’s lesson to life and the world.

Community Connection – Architects of Peace

As a project due at the end of the novel, students should make a poster about her or his Architect of Peace. Teachers can set guidelines appropriate for individual classrooms, but the poster may include a photo, illustrations, biographical information, ways that the architect contributes to the cause of peace, and how the student has been inspired by that architect to promote peace in your local community.

Character Based Literacy Program 40-Minute Lesson Plan

The Boy on the Wooden Box, Day 11



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. 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 discipline-specific tasks, purposes, and audiences.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What was the Auschwitz camp?

Auschwitz was the largest camp established by the Germans. It was a complex of camps, including a concentration, extermination, and forced-labor camp. It was located near Cracow (Krakow), Poland. Three large camps constituted the Auschwitz camp complex: Auschwitz I, Auschwitz II (Birkenau), and Auschwitz III (Monowitz). More than one million people lost their lives at Auschwitz, nine out of ten of them Jewish. The four largest gas chambers could each hold 2,000 people at one time.

A sign over the entrance to the camp read ARBEIT MACHT FREI, which means "work makes one free." In actuality, the opposite was true. Labor became another form of genocide that the Nazis called "extermination through work."

Source: <https://www.ushmm.org/outreach/en/article.php?ModuleId=10007718>

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

extraordinary (147)	compassion (147)	dismantling (148)	provisions (148)	omen (151)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read 144-151

Setting	Characters	Pages
Plaszow, Poland 1944	Leon, his family, and Schindler.	144-151

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Eventually German businessmen were leaving their factories with all their money and valuables.
- Workers of Plaszow and its sub-camps were to be sent to Auschwitz a Nazi concentration and death camp.
- Schindler's plan was to relocate the factory to Czechoslovakia and take his Jewish workers with him.
- For many reasons, Leon did not think this plan could work.
- Leon's mother was on a list that allowed her to stay in Emalia sub-camp to pack up the factory. Leon, his father, and brother were on a list to get back into Plaszow.
- As Leon and his family were about to be transferred to Plaszow, Leon dropped his thermos; which grabbed the attention of Schindler. Then he told Schindler that he and his father and brother were not on the list to stay at Emalia. Schindler said that was a mistake and added them to the list.
- Knowing that Leon's mother would be distraught about her family being sent to Plaszow, Schindler found her in the Emalia factory and told her the good news that her family was now on the list to stay in Emalia.
- Schindler was able to move his factory to Brännlitz in Czechoslovakia.
- While the machinery was moved by train, Emalia was closed, and the Jewish workers were sent back to Plaszow until it was time for them to join Schindler.
- German workers worked on covering their tracks by burning the bodies that were in mass graves. David was forced to participate in this work.

- Pesza was well taken care of in her factory but her factory owner fled leaving their Jewish workers to fend for themselves in Plaszow.
- Leon's father asked Schindler if Pesza could be on the list of workers going back to Brännlitz and he agreed.
- October 15, 1944, Leon and his family left Plaszow.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 147

"Schindler not only saved our lives, he did something more. After left us, Schindler went to find my mother in the factory. He told her that there had been a mix-up and that we were staying. My mother later told me that at first she hadn't believed him. She didn't think he even knew who she was, but it turned out he did. When I think of all his many actions as a rescuer, big and small, it is this one act that comes to mind; I think perhaps because it demonstrates such extraordinary compassion. He knew my mother would be distraught, and he knew that only he could confront her" (p. 147).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Knowing that Leon's mother would be distraught about her family being sent to Plaszow, Schindler found her in the Emalia factory and told her the good news that her family was now on the list to stay in Emalia. Leon was felt that this action was a true example of Schindler's "extraordinary compassion."

In an explanatory paragraph, describe a time when someone did something extraordinary ordinary to help you. Explain what they did. How did this make you feel? In a second explanatory paragraph, describe a time when you did something extra extraordinary ordinary to help someone else. What did you do? How did this person respond?

Close Close by extending today's lesson to life and the world.

Community Connection – Architects of Peace

As a project due at the end of the novel, students should make a poster about her or his Architect of Peace. Teachers can set guidelines appropriate for individual classrooms, but the poster may include a photo, illustrations, biographical information, ways that the architect contributes to the cause of peace, and how the student has been inspired by that architect to promote peace in your local community.

Character Based Literacy Program 40-Minute Lesson Plan

The Boy on the Wooden Box, Day 12



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. 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 discipline-specific tasks, purposes, and audiences.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

How did Germans resist Nazis and Hitler during World War II?

Despite the high risk of being caught by police with the help of their many informers, some individuals and groups attempted to resist Nazism even in Germany. Socialists, Communists, trade unionists, and others clandestinely wrote, printed, and distributed anti-Nazi literature. Many of these rebels were arrested and imprisoned in concentration camps.

There were many plots to assassinate Hitler during the war. After the important Soviet victory at Stalingrad in early 1943, when it looked as though the tide was turning against the German army, a serious assassination attempt was planned by a group of German

military officers and carried out in 1944. Hitler escaped the bomb blast with minor injuries. The four leaders of the conspiracy were immediately shot. Later, 200 other individuals convicted of involvement in the plot were executed.

Of the Germans who opposed Hitler's dictatorship, very few groups openly protested the Nazi genocide against Jews. The "White Rose" movement was founded in June 1942 by Hans Scholl, a 24-year-old German medical student at the University of Munich, his 22-year-old sister Sophie, and 24-year-old Christoph Probst. Although the exact origin of the name "White Rose" is unknown, it clearly stands for purity and innocence in the face of evil. Hans, Sophie, and Christoph were outraged that educated Germans went along with Nazi policies. They distributed anti-Nazi leaflets and painted slogans like "Freedom!" and "Down With Hitler!" on walls of the university. In February 1943, Hans and Sophie Scholl were caught distributing leaflets and arrested. Together with their friend Christoph, they were executed four days later. Hans's last words were "Long live freedom!"

Source: <https://www.ushmm.org/outreach/en/article.php?ModuleId=10007751>

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

diverted (156)	irreplaceable (157)	dialect (159)	liberated (161)	barter (163)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 152-165

Setting	Characters	Pages
Gross-Rosen Concentration Camp, Poland 1944	Leon, his family, and Schindler.	152-155
Brünnlitz, Sudetenland, Czechoslovakia 1944-1945	Leon, his family, Schindler, Russian soldier	155-165

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- October 1944, Leon and his family are at Gross-Rosen Concentration camp. They are gone through a series of inspections and they all have shaved heads.
- After some time in the camp, the family boarded a boxcar and eventually arrived to Brünnlitz to work in Schindler's factory that now produced munitions

- for the German forces. Everyone in the family made it except for Leon's mother and sister. Their boxcar had been sent to Auschwitz.
- Schindler went to Auschwitz and bribed the guards to release his "expert" and "highly trained" workers back to him. The women were saved.
 - The family was reunited again but struggled to survive with very limited food.
 - Leon found several inventive ways to get a little more food.
 - Schindler continued to host parties into the early morning and then make his rounds in the factory. He chatted with everyone and would sometimes ask Leon to go upstairs to his office to give him some food. Leon would always share the food with his family.
 - Schindler transferred Leon to the day shift since the night shift was so bad for his health.
 - Early 1945, the Soviet army had liberated Auschwitz and Krakow.
 - April 1945, a German officer was ordered to murder all the Jews in Schindler's factory. Schindler was able to prevent this.
 - Schindler gathered his Jews to say good-bye and set them free. He gave everyone bolts of cloth and bottles of vodka that they could use to barter. He also asked that they not take revenge on the people in the nearby town since they helped keep them alive.
 - The group of Jewish workers presented Schindler with a gold ring made from a gold tooth. It had the inscription in Hebrew, "He who saves a life saves the world entire."
 - Schindler left in his car and drove to the American lines escaping the Soviets in time.
 - The rest of the Jewish workers waited the factory in limbo not sure where to go or what to do.
 - May 8, 1945, a Russian soldier found them and told them to tear off their numbers and triangles on their uniforms.
 - They had survived thanks to Schindler.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 165

"Despite impossible odds, we had made it. Miraculously, Oskar Schindler, this complex man of many contradictions- Nazi opportunist, schemer, courageous maverick, rescuer, hero- had saved nearly 1,200 Jews from almost certain death" (p. 165).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Leon refers to Schindler as a hero. **In an informative paragraph, explain whether or not you believe Schindler is a hero. Provide three reasons to support your answer. In a second informative paragraph explain how a hero demonstrates**

***Leadership requires Engagement.* Give an example of a hero you know that uses their time and talent to promote the common good and better their community.**

Close Close by extending today's lesson to life and the world.

Community Connection – Architects of Peace

As a project due at the end of the novel, students should make a poster about her or his Architect of Peace. Teachers can set guidelines appropriate for individual classrooms, but the poster may include a photo, illustrations, biographical information, ways that the architect contributes to the cause of peace, and how the student has been inspired by that architect to promote peace in your local community.

Character Based Literacy Program 40-Minute Lesson Plan

The Boy on the Wooden Box, Day 13



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. 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 discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What happened when the Nazis abandoned concentration camps?

Late in the war, the Germans were fighting the Allies on two fronts: the Soviet army in Eastern Europe, and forces led by the United States in the West. As Germany imploded, the advancing armies began to liberate the prisoners in the massive death camps all across Europe.

Since most of the camps were in Eastern Europe, the Russians were the first to arrive. As the enemy approached, the Nazis began to evacuate the camps. In most cases, they forced the majority of prisoners into death marches toward the heart of Germany; thousands died in the attempt. Often, the SS would kill any invalids who could not be moved, and they would attempt to destroy the camp by burning or detonating the

buildings. They rarely succeeded in completely covering up the evidence, however, and the advancing Allies were horrified by the atrocities they encountered.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

coworkers (168)	tentatively (167)	refugees (170)	atrocities (174)	stunned (174)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 166-174

Setting	Characters	Pages
Krakow, Poland 1945	Leon, his mother, his father, David and Pesza	166-174

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The German soldiers are now prisoners of the Soviets.
- The five family members returned to Krakow. Leon starts to think about his future. The family connected with a former neighbor who lets them stay with them for a few nights.
- Many shared that they were surprised that they made it out alive.
- Leon's father got his old job back at the glass factory.
- The family found lodging in student dormitories that were receiving Jewish refugees.
- Leon's mother welcomed different families to share their small space.
- Rumors spread that the Jews returning from concentration camps were using children's blood for transfusion, thus **the blood libel ancient accusations** were revived.
- Violent attacks happened all over the city against the Jews.
- Leon's father learns that an SS Einsatzgruppen had killed all the Jews in Narewka. One hundred relatives of Leon had died that day.
- They assumed Hershel, Leon's oldest brother, made it to Narewka in 1939 because it seemed safer than Krakow at the time.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 173

“On August 11, 1945, rioting broke out when a gentile boy claimed that Jews were trying to kill him. Hooligans attacked our building, again pelting the windows with rocks, pulling people from the first floor to beat them with their bare hands. We scrambled from our room to the safety of a higher floor” (p. 173).

EXTEND

Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Violent attacks happened all over the city against the Jews returning from the concentration camps. Pretend you are a newspaper reporter. **Write an informative news article about the violence against the returning Jews. Describe the types of violent events taking place. Who is involved? What are they doing? When are these attacks taking place? Why are they doing this? Finish your news article by inspiring your readers to use their time and talent to help the returning Jews, better their communities, and promote the common good among all people.**

Close Close by extending today’s lesson to life and the world.

Community Connection – Architects of Peace

As a project due at the end of the novel, students should make a poster about her or his Architect of Peace. Teachers can set guidelines appropriate for individual classrooms, but the poster may include a photo, illustrations, biographical information, ways that the architect contributes to the cause of peace, and how the student has been inspired by that architect to promote peace in your local community.

Students should prepare to present their poster information orally to the class, using the poster as a visual aid.

Character Based Literacy Program 40-Minute Lesson Plan

The Boy on the Wooden Box, Day 14



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. 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 discipline-specific tasks, purposes, and audiences.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

Were Nazi held accountable for their actions that contributed to the Holocaust?

After the war, some of those responsible for crimes committed during the Holocaust were brought to trial. Nuremberg, Germany, was chosen as a site for trials that took place in 1945 and 1946. Judges from the Allied powers—Great Britain, France, the Soviet Union, and the United States—presided over the hearings of twenty-two major Nazi criminals.

Twelve prominent Nazis were sentenced to death. Most of the defendants admitted to the crimes of which they were accused, although most claimed that they were simply following the orders of a higher authority. Those individuals directly involved in the killing received the most severe sentences. Other people who played key roles in the Holocaust, including high-level government officials, and business executives who used

concentration camp inmates as forced laborers, received short prison sentences or no penalty at all.

The Nazis' highest authority, the person most to blame for the Holocaust, was missing at the trials. Adolf Hitler had committed suicide in the final days of the war, as had several of his closest aides. Many more criminals were never tried. Some fled Germany to live abroad, including hundreds who came to the United States.

Trials of Nazis continued to take place both in Germany and many other countries. Simon Wiesenthal, a Nazi-hunter, located Adolf Eichmann in Argentina. Eichmann, who had helped plan and carry out the deportations of millions of Jews, was brought to trial in Israel. The testimony of hundreds of witnesses, many of them survivors, was followed all over the world. Eichmann was found guilty and executed in 1962.

Source: <https://www.ushmm.org/learn/students/the-holocaust-a-learning-site-for-students>

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

hostility (175)	dissuade (176)	native (177)	trademark (177)	values (184)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 175-185

Setting	Characters	Pages
Krakow, Poland 1945	Leon, his mother, his father, David and Pesza	1175-176
Salzburg, Austria 1946	Leon and his parents	176
Wetzler, Germany 1946-1949	Leon, his parents, and Mr. & Mrs. Neu	176-181
Travel from Germany to United States	Leon and his parents	181-185
Los Angeles, California 1949	Leon and his parents	185

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Early 1946, David and Pesza resettle in Czechoslovakia.
- Leon and his parents pay a small bribe and travel through Czechoslovakia to arrive in Salzburg, Austria. There they were assigned to a relief camp in Wetzler Germany in an American zone.
- Wetzler camp was different than the camps during the war.

- Leon made new friends and they swapped stories of their life during the war.
- Dr. Neu who was a German different than the Nazi Germans tutored Leon. He listened attentively to Leon's experience during the war.
- In 1948, Pesza and David joined a Zionist group and left to live in Israel.
- May 1949, Leon and his parents took a train to Bremerhaven, Germany and traveled on a ship for 9 days to Boston, Massachusetts. They then traveled by train for 5 days to reach Los Angeles, California.
- Leon changes his name from Leib to Leon.
- Leon arrives in Los Angeles, 19 years old, and the rest of his life ahead of him.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 181

"At last, in May 1949, after nearly three years in the displaced person camp, we received word that our immigration request had been approved. Almost beyond belief, we really were going to the United States of America! We took the train to Bremerhaven, Germany, and then traveled on a former troopship for nine days across the Atlantic Ocean to Boston, Massachusetts. I spent all the time I could on deck, watching the ocean stretching in all directions. Something about its majesty, its vastness, brought me a peace I had not known before" (p. 181).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

In order to arrive in their new home in California, Leon and his parents travel from Wetzler, Germany to Bremerhaven, Germany, to Boston Massachusetts, to the Midwest, through the Southwest to finally reach Los Angeles. Pretend you are Leon. **In an explanatory letter to David and Pesza describe each step of your journey. What does each place look like? How do you feel? What are you excited about? What are you nervous about? What predictions do you have about the future?**

Close Close by extending today's lesson to life and the world.

Community Connection – Architects of Peace

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Students should prepare to present their poster information orally to the class, using the poster as a visual aid.

Character Based Literacy Program 40-Minute Lesson Plan

The Boy on the Wooden Box, Day 15



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. 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 discipline-specific tasks, purposes, and audiences.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What did the *Los Angeles Times* news article say about Leon?

In today's reading, Leon talks about his interview with a *Los Angeles Times* reporter (p. 198-199). Below is the link to the article that was published in January 23, 1994 in the Orange County edition of the *Los Angeles Times*.

Source: http://articles.latimes.com/1994-01-23/news/vw-14701_1_schindler-s-list

How can I hear Leon Leyson speak about his life story?

Through the USC Shoah Foundation, Leon shared his story in 1995. Click the link below to watch the video of his testimony.

Source: <https://www.youtube.com/watch?v=LMyZ4LTpqWo> (3 hours)

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

optimistic (188)	legacy (194)	serendipitous (197)	reluctance (198)	heroism (204)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

Read p. 186-206

Setting	Characters	Pages
Los Angeles, California	Leon and his parents	186-189
Monterey, California	Leon	190
Aberdeen, Maryland	Leon	190
Atlanta, Georgia	Leon and bus driver	190-191
Okinawa, Japan	Leon and army engineers	192
Los Angeles, California	Elie, his father, Meir Katz, an unknown strangler	192-194
Fullerton, California	Elie, his father, prisoners, Meir Katz	194-206

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Leon didn't speak about his experience during the war when he was in the U.S. He realized that there wasn't a way to talk about his experience without belittling other people's experience during the war.
- Leon and his parents lived in a one-bedroom apartment of the same building as his aunt Jenny and uncle Morris (Leon's mother's brother).
- They took English classes. Leon's father worked as an elementary school janitor.
- Leon worked in a factory making shopping carts.
- Leon was hired as a machinist at US Electrical Motors and enrolled in classes. He worked during the days and went to school at night. His schedule was tiring but his work and life during Plaszow was hard.
- 1951 Leon finished trade school and was drafted into the US Army even though he wasn't a citizen. He went to Fort Ord in Monterey, California and then Aberdeen, Maryland.
- In the army, he just told people he was from LA since his English was so good. No one knew he was from Poland.
- He had a good attitude about everything.
- He was transferred to Atlanta, Georgia and was told he could not sit in the back of the bus because it was for Negros. This inequality and prejudice

- reminded Leon of the rules against Jews in Krakow. Jews were ordered to sit in the back of the bus and then eventually couldn't use public transport at all.
- Leon was sent to Okinawa, Japan where rose in the ranks from private first class to corporal.
 - After Leon was discharged he returned to Los Angeles and used the **GI Bill** to attend Los Angeles City College and then transferred to Cal State Los Angeles. He later earned a master's degree from Pepperdine University.
 - Leon taught at Huntington Park High School for 39 years starting in 1959.
 - Leon met his wife Lis, another teacher at Huntington Park.
 - They married and moved to Fullerton, California.
 - Together they raised a daughter and son. Leon did not share his war experience with them (only his wife) until they were older.
 - David and Presza also got married and had families of their own in Israel.
 - Leon's parents were heart broken after the war and didn't have it so easy making a life for themselves in a new country.
 - Schindler went bankrupt after the war and failed businesses. In 1974, Schindler died and is buried on Mount Zion. The only member of the Nazi party to be buried there.
 - Leon and other Schindler list survivors met Schindler in 1965 in Los Angeles, California.
 - Steven Spielberg made a famous movie called Schindler's List. From this movie Leon received request for an interview by the Los Angeles Times. This news article would publicize Leon's war experience.
 - Leon shares his story by presenting in front of different groups of people.
 - Leon and Liz become grandparents.
 - Leon learns more about what Schindler had done to save him and others that worked in his factory. Leon recognizes Schindler as a hero.
 - Leon died on January 12, 2013.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 199

"After the article appeared, my students and fellow teachers mobbed me at school. One young man who had not done particular well in my class came running up to me on campus. He grabbed my hand, shook it, and said 'Mr. Leyson, I'm so glad you made it' (p. 199).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

After World War II, Leon lived the rest of his life as an average American citizen. It wasn't until the end of his life that he shared his story of how he survived the war. In an informative paragraph, explain how Leon lived his life as an average citizen to

promote the common good. Describe three examples of how Leon used his time and talent to better his community?

Close Close by extending today's lesson to life and the world.

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