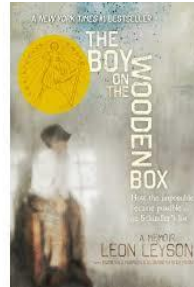


The Boy on the Wooden Box

Lesson Plan



ISBN-10 1442497823

ISBN-13 978-1442497825

Author Leyson, Leon

Publisher Atheneum

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Genre Historical fiction

Synopsis This remarkable memoir from Leon Leyson, is about one of the youngest children to survive the Holocaust. The book perfectly captures the innocence of a small boy who goes through the unthinkable. Leon Leyson (born Leib Lezjon) was only ten years old when the Nazis invaded Poland and his family was forced to relocate to the Krakow ghetto. With incredible luck, perseverance, and grit, Leyson was able to survive the sadism of the Nazis. Ultimately, it was the generosity and cunning of one man, Oskar Schindler, who saved Leon Leyson's life.

Themes Survival and Resilience

Protagonist Boy, Jewish

Note Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.

More Information www.scu.edu/character



Character Based Literacy Program Lesson Plan

The Boy on the Wooden Box, Day 1

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 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>

2. 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

3. 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.

4. 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

5. 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.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Leon's location changes during lesson plan days 3, 5, 8, 10, 11, 12, 13, 14, and 15. Using the "Holocaust Layer" on Google Earth, track Leon's movements throughout the novel. The map will display major concentration camps from the Holocaust. Click on each concentration camp name to learn more about the details of each camp and to view pictures of the buildings.

How to Download the "Holocaust Layer" on Google Earth:

Download and install [Google Earth \(external link\)](#)

Download the [timeline layer](#) of concentration camps across Europe (camps.kml, 36kb)

Download the [Holocaust Encyclopedia layer](#) (encyclopedia.kml, 72kb)

- In Google Earth, go to "file>open" and then browse to and open the downloaded layer files.
- Use the dashboard in Google Earth to access content from the Museum's online Holocaust Encyclopedia.

For more support or information, please visit Mapping the Holocaust Google Earth: <http://www.ushmm.org/learn/mapping-initiatives/mapping-the-holocaust-google-earth>

If your class does not have access to Internet, obtain a map of Europe by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digitals sources, have students track Leon's journey in the novel on the map.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

KWL Chart

What You Know, Want to Know, and Learn about the Holocaust. Begin a whole class or individual KWL chart for the Holocaust. What do students know and what do they want to know? As the unit progresses, you should add what they learned to the chart.

This KWL Chart be done on worksheets or written on a big piece of paper, like chart paper or butcher paper. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet). This can also be written on a white board or black board; the shape of the chart is easy to copy.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How does Leon describe Oskar Schindler?
2. Why doesn't Leon think that Schindler will remember him?
3. How did Schindler help Leon? Provide a quote from today's reading to support your answer.

4. Schindler saved Leon's life. How have other people's actions positively affected you or changed your life?
5. Do you think Schindler is an example of *Leadership requires Engagement*? How do you think Schindler used his time and talent to promote the common good?
6. What is a memoir? Why do you think Leon wrote a memoir?
7. In your own words, describe Leon's childhood in Narewka, Poland.
8. What conclusions can you draw from Leon's relationship with his parents?
9. Compare and contrast your childhood with Leon's childhood. How are your childhoods similar and different?
10. On page 12, Leon refers to his father's formal attire. Formulate a theory for why Moshe's suits would eventually help save his families lives.

9. 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

10. 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.**

11. 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 Lesson Plan

The Boy on the Wooden Box, Day 2

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 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>

2. 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

3. Review

Review the timeline from the beginning every day.

4. Read

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

Read p. 17-29

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

5. 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.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Leadership Poster:

- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Review the character theme *Leadership requires Engagement*.
- Have students look for headlines/articles and stories that demonstrate examples of *Leadership requires Engagement* in their local community and in the world.
- Place these examples on a poster, bulletin board, or as a Google Classroom Announcement. Discuss the additions the next day in class.
- As an extension: For each example, have students write one idea they can do to take action and support the individuals, groups, or organizations that are acting to *promote the common good*.
- In each situation, an idea to help may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

1g6 Setting Chart

Complete a Setting Chart for Narewka, Poland, before WWII

1. Describe the place where the story takes place in the where box on the chart. This includes the location, geography, scenery and other details about the place.
2. Describe the time period in which the story is taking place in the when box on the chart. Is this a contemporary story, or does it take place in the past or the future? Give details about this past or future time if this is the case.
3. Describe the time of day or day of the week the story begins in the time box on the chart. This box is important if the story of the part you are analyzing takes place in a short period of time.
4. Describe the weather in the weather box of the chart. Is it sunny, stormy, snowing, all of the above, none of the above? Sometimes the weather matters, sometimes not. Sometimes it is critical.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Leon was treated unfairly because of his religious beliefs. How did Leon respond to this unfair treatment?
2. How have other people treated you unfairly? How did you respond?
3. Provide a positive example of how Leon and his family were treated by their neighbors.
4. Describe how the Jews of Narewka observed the Sabbath.
5. Describe the Lansman family. Leon refers to this family as a second home. Where is your second home?
6. Compare and contrast Leon's two-room family home with your modern home. Describe the similarities and differences.

7. Why was Leon known as Jacob Golner's grandson?
8. How did the German soldiers treat the Poles during the Great War or WWI?
9. Why did Leon's parents and other families believe that the German soldiers who came to Narewka during WWII would be like the ones who had previously come during WWI?
10. How does Leon use the song "On the Hearth" to foreshadow the events of the novel?

9. 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

10. 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.

11. 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 Lesson Plan

The Boy on the Wooden Box, Day 3

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 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)

2. 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

3. Review

Review the timeline from the beginning every day.

4. 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

5. 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.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Leon's location changes during lesson plan days 3, 5, 8, 10, 11, 12, 13, 14, and 15. Using the "Holocaust Layer" on Google Earth, track Leon's movements throughout the novel. The map will display major concentration camps from the Holocaust. Click on each concentration camp name to learn more about the details of each camp and to view pictures of the buildings.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Postcard

On one side of the postcard, draw and color a picture of Krakow, Poland.

On the other side of the postcard, as Leon, write a note describing your new home in Krakow, Poland to your family in Narewka, Poland. Remember to tell them that your father and brother Hershel have fled Krakow to Narewka.

Bookmark: Vision-Plan

In today's reading Leon starts a new chapter of his life in Krakow. Think about what you want your next chapter to look like in 10 years by creating a Vision-Plan Bookmark. materials:

- pieces of stiff paper [like oak tag] 3-5 inches wide and 5-10 inches long
- some combination of pencil, pen, crayon, or marker
- construction paper, scissors and glue sticks if desired

Step One: Create a vision of your life 10 years from now.

1. Imagine what you would like your life to be like 10 years from today. Where [or in what kind of housing] will you be living? Where will you be working? What will you be doing? How will you be getting around? What relationships will you be in? What will you be doing in your non-work hours?

2. On the top third of one side of the bookmark fill in pictures, words or symbols that represent your vision.

Comment: This is a successful vision. This should be a vision that you, your parents and grandparents, your teachers and people who know you [as well as your friends] would be proud to see you have accomplished.

Step Two: Create a plan to achieve your vision in 10 years: what has to happen?

1. Brainstorm a list of what has to happen between now and 10 years from now to achieve this vision. Compare lists with someone else and select the 10 most important things that have to happen.

2. On the bottom two-thirds of the bookmark, underneath your vision, write 10 important things that have to happen in the next 10 years. This is your plan.

Step Three: Keep track of efforts to achieve your vision by following your plan.

1. Every day, or as often as you like during this unit, consider: what have you done in the last 24 hours to get closer to your vision by following something on your plan?

You can review this in pairs.

2. On the back of the bookmark, starting at the top, write the date and what you did in a couple of words. Write in small letters keeping all of one days information in the same row. You want to have room for many entries during this unit.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Describe Leon's new life in Krakow. How is his home, family, friends similar and different from his life in Narewka.
2. Describe the events of the Night of Broken Glass. What happened? How did it start? Why did this happen? What was the outcome? How did it impact Leon?
3. Hitler expelled 17,000 Polish Jews from Germany. Polish government refused to allow the Polish refugees back into Poland. How would you describe these leaders of Germany and Poland? Do you think they are examples of *Leadership requires engagement*? Why or why not?
4. How did Hitler marginalize the Jewish population?
5. How does Leon's brother, Tsalig, use his time and talent to promote the common good of his community?
6. Describe the sequence of events that led England and France to declare war on Germany.
7. How do you think Leon's mother feels when her husband and oldest son fled east to avoid capture by the German soldiers?
8. How is Leon's mother an example of *Leadership requires Engagement*? How does she promote the common good of her family?
9. Why do you think Wiesel spend a whole chapter describing his life in Krakow before Germany occupied Poland?
10. Predict how Leon's life will change living in German occupied Krakow, Poland.

9. 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

10. 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?

11. 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/>.

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 Lesson Plan

The Boy on the Wooden Box, Day 4

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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.

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>

2. 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

3. Review

Review the timeline from the beginning every day.

4. 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

5. 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 knew 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.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Leadership Poster

- Have students look for headlines/articles and stories that demonstrate examples of *Leadership requires Engagement* in their local community and in the world.
- Place these examples on a poster, bulletin board, or as a Google Classroom Announcement. Discuss the additions the next day in class.
- As an extension: For each example, have students write one idea they can do to take action and support the individuals, groups, or organizations that are acting to *promote the common good*.
- In each situation, an idea to help may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Comic Strip

Create a comic book strip detailing the series of events of the looting Poles and Leon's family's interaction with the Gestapo. Step One: List the details from today's reading, review pages 50-66, and make a list of four events. Step Two: Draw the four scenes. Optional: This sketch can be used to help write an explanatory paragraph of today's reading.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. In your own words, explain why Leon's father returned to Krakow.
2. Why didn't Hershel return with Leon's father?
3. Describe the restrictions placed on Jews under German occupied Poland.
4. Prove that Jews were treated unjustly. Provide one quote from today's reading to support your answer.

5. Elaborate on how Leon resisted these restrictions.
6. Describe the sequence of events that led to the Gestapo entering Leon's home.
7. How did Leon demonstrate *Leadership requires Engagement* when looking for his father?
8. Describe the events that led to Leon's father receiving a job offer from a Nazi businessman.
9. Why do you think Leon's father accepted this position to help a Nazi businessman?
10. Formulate a theory for how this businessman will be helpful to Leon in the future.

9. 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

10. 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.**

11. 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 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 Lesson Plan

The Boy on the Wooden Box, Day 5

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 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>

2. 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

3. Review

Review the timeline from the beginning every day.

4. 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

5. 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 space.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Leon’s location changes during lesson plan days 3, 5, 8, 10, 11, 12, 13, 14, and 15. Using the “Holocaust Layer” on Google Earth, track Leon’s movements throughout the novel. The map will display major concentration camps from the Holocaust. Click on each concentration camp name to learn more about the details of each camp and to view pictures of the buildings.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

1g6Portrait

Create an Open Mind Portrait of Leon. You will add thought bubbles to his OMP every couple of days. You could use different colors for the beginning, middle and end of the story. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle, you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character’s problems.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Explain how Schindler made a profit from the war.
2. Do you think Schindler is an example of *Leadership requires Engagement*? Why or why not?
3. How do you think Leon’s father felt about his job and new work permit? How did this job impact his family?
4. How does Leon’s father demonstrate *Leadership requires Engagement*? What does he do to support his family?

5. Why do you think Leon occasionally spoke German to the German Nazi soldiers?
6. What happened to Leon when the German soldiers discovered his Jewish roots?
7. Why do Jewish parents tell their children, “It will soon be over” and later “If this is the worst that happens”?
8. Leon and his family members resisted the German Nazi occupation in small ways. Provide one example from today’s reading.
9. Describe the May 1940’s Nazi “cleanse” policy implemented in Krakow.
10. Formulate a theory for what you think may happen to the Jews that were relocated to the Podgorze ghetto.

9. 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

10. 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?

11. 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 Lesson Plan

The Boy on the Wooden Box, Day 6

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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.

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>

2. 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

3. Review

Review the timeline from the beginning every day.

4. 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

5. 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.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Leadership Poster

Have students continue to post headlines/articles and stories that demonstrate examples of *Leadership requires Engagement* in their local community and in the world. Have them discuss their additions the next day in class. For each example, have students write one idea they can do to take action and support the individuals, groups, or organizations that are acting to *promote the common good*. Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

1g6 Portrait

Create an Open Mind Portrait of Tsalig.

Step One: create a large head shot of the character

Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.

Step Two: place cartoon bubbles of character thoughts around the portrait

Cut cartoon bubbles out. Write things the character thinks, or says to himself, on each bubble. What do you think was going through Tsalig's head during today's reading?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How does Leon describe Mr. and Mrs. Luftig?
2. Describe the conditions of the ghetto. How do these conditions impact Leon and his family?
3. In your own words, how are Jews similar to Aryans. Include a quote to support your answer.
4. In the beginning of today's reading, Leon talks about his new friends and the games they play. How does Leon change or become more of an adult by the end of the chapter?
5. Give an example of when you become more like an adult.
6. Describe the sequence of events that take place on June 8, 1942.
7. What did Schindler do to help Tsalig?
8. Did Schindler use his time and talent to promote the common good? Do you think this is an example of *Leadership requires Engagement*? Why or why not?
9. Why didn't Tsalig accept Schindler's help?
10. What would you do if you were Tsalig? Would you go with Schindler or stay behind?

9. 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).

EXTEND

10. 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.

11. 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 Lesson Plan

The Boy on the Wooden Box, Day 7

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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.

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>

2. 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

3. Review

Review the timeline from the beginning every day.

4. 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

5. 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 secretively 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.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Leadership Poster

Have students continue to post headlines/articles and stories that demonstrate examples of *Leadership requires Engagement* in their local community and in the world. Have them discuss their additions the next day in class. For each example, have students write one idea they can do to take action and support the individuals, groups, or organizations that are acting to *promote the common good*. Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Comic Strip

Create a comic book strip detailing the plan to save Leon, his mother, Mrs. Bircz, and her children (Yossel and Sammuel) from being transported. Include the result of their plan. Step One: List the details from today's reading, review pages 98-110, and make a list of four events. Step Two: Draw the four scenes. Optional: This sketch can be used to help write an explanatory paragraph of today's reading.

Open Mind Portrait

Update your Open Mind Portrait of Leon. Add thought bubbles to his OMP. You could use different colors for the beginning, middle and end of the story.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Explain why Leon was out passed curfew. What was the outcome of this choice?
2. How did Schindler help his Jewish workers from being transported?
3. In your own words explain the plan Leon, his mother, Mrs. Bircz, and her children (Yossel and Sammuel) devised a plan to protect themselves from being transported.
4. Select a quote from today's reading that describes Leon's hiding spot.
5. Describe the challenges Leon faced in hiding.
6. Why did Leon's mother join Leon in the hiding spot?
7. What do you think would have happened if Leon's mother didn't join them in hiding?
8. Why did Leon's mother push their remaining furniture off the balcony?
9. Describe Leon's journey as he was transported through Krakow.
10. How did the people of Krakow respond to the Jews traveling through the city?

9. 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

10. 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.**

11. 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 Lesson Plan

The Boy on the Wooden Box, Day 8

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 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.

2. 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

3. Review

Review the timeline from the beginning every day.

4. 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 Hauptsturmführer Amon Goeth, and Schindler.	113-122

RESPOND

5. 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 Hauptsturmführer Amon Goeth, the commandant of Plaszow, shoots every patient in the infirmary.
- the SS Hauptsturmführer 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.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Leon's location changes during lesson plan days 3, 5, 8, 10, 11, 12, 13, 14, and 15. Using the "Holocaust Layer" on Google Earth, continue to track Leon's movements throughout the novel.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

4g6 Character Profile Chart for Leon Leyson

1. Write the name of the character in the box in the middle of the chart.
2. Think of 4 characteristics, or traits, that the character has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.
3. For each trait, find 2 concrete examples of it in the story. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How does Leon compare Plaszow with the ghetto?
2. Leon is able to find his father, brother, and mother. How does each family member react when they see Leon?
3. Select two quotes from today's reading that prove Leon was suffering from hunger and loneliness.
4. Why did Leon go to the infirmary?
5. What might have happened to Leon if he stayed in the infirmary longer?
6. Who is SS Hauptsturmfuhrer Amon Goeth? Describe his character.
7. Do you think SS Hauptsturmfuhrer Amon Goeth is an example of *Leadership requires Engagement*? Why or why not?
8. Leon and his fellow workers were beaten. How do you think Leon felt after suffering this abuse?
9. What advice of support would you provide Leon?
10. Leon finds his father to tell him about his beatings but was confused by his father's reaction. What do you think Leon's father thought after he heard about Leon's experience with abuse?

9. 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

10. 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.**

11. 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 Lesson Plan

The Boy on the Wooden Box, Day 9

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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.

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>

2. 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

3. Review

Review the timeline from the beginning every day.

4. 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

5. 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.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Leadership Poster

Have students continue to post headlines/articles and stories that demonstrate examples of *Leadership requires Engagement* in their local community and in the world. Have them discuss their additions the next day in class. For each example, have students write one idea they can do to take action and support the individuals, groups, or organizations that are acting to *promote the common good*. Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Sketch

Sketch the visual details of a scene from today's reading:

Step One: List the details from today's reading.

- Read pages 123-132
- Make a list of all the details

Step Two: Draw a sketch of the selection process.

Variations for Writing

- This sketch can be used to help write an explanatory paragraph of this setting.

Playlist for Leon

1. Create a playlist by finding 5-8 songs that you think will help Leon as he works in unthinkable conditions in Plaszow.
2. For each song, list the song title and artist.
3. Provide 1-2 sentences explaining why you chose this song for the playlist. How do will these songs encourage and keep Leon's hopes up?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Describe Leon's work in the camp.
2. Why doesn't Leon continue to visit his father and brother?
3. Explain how a guard threatened Leon's life when he was working in the brush factory.
4. How was Schindler able to build a sub-camp to house his Jewish workers?
5. How did the sub-camps *promote the common good* for Schindler's Jewish workers?
6. Why was the sub-camp safer than Plaszow?
7. Describe the series of events that enabled Leon to work in Schindler's factory.
8. Explain how Leon demonstrated courage in today's reading. How did Leon get transferred to work at Schindler's sub-camp?
9. How do you think Leon and his mother felt when they were reunited again?
10. Predict what you think will happen at Schindler's sub-camp.

9. 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

10. 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.**

11. 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 Lesson Plan

The Boy on the Wooden Box, Day 10

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 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>

2. 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

3. Review

Review the timeline from the beginning every day.

4. 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

5. 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 throw 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.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map Activity

Leon's location changes during lesson plan days 3, 5, 8, 10, 11, 12, 13, 14, and 15. Using the "Holocaust Layer" on Google Earth, continue to track Leon's movements throughout the novel.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Create a 5g6 Character Interaction Chart on Leon, Leon's Father, and Schindler.

1. Choose 3 characters you have profiled and wish to analyze. Fill the name of each character in one of the 3 boxes.
2. Each character box has another character box on each side. On the side of the first character box near the second character box, write down what the first character thinks about the second character, and how the first character interacts or gets along with, the second character.
3. Then do the same thing for how the second character thinks about and interacts with the first, in the second characters box.
4. Continue doing this until you have filled out each box: the second for the third, the third for the second, the third for the first and the first for the third.

Open Mind Portrait

Update your Open Mind Portrait of Leon by adding thought bubbles to his OMP.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How does Leon compare Schindler's factory to Plaszow?
2. What does Leon learn about Schindler?
3. How is Schindler different from others that belong to the Nazi party?
4. Elaborate on the ways that Schindler puts himself at risk to help his Jewish workers.
5. How does Schindler demonstrate *Leadership requires Engagement*?
6. Why do Leon and David get promoted to the factory's toolmaking area?
7. Predict how this new job will be beneficial to Leon in the future.
8. Select facts from the text to support that the Germans were not doing well in the war.
9. Why were German businessmen leaving their factories?
10. Explain Schindler's plan to protect his Jewish workers from being transported to a concentration camp.
11. Describe the series of events that allowed Leon and his family to stay in Emalia sub-camp.
12. How were the German soldiers trying to cover their tracks?

9. 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

10. 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.**

11. 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 Lesson Plan

The Boy on the Wooden Box, Day 11

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 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>

2. 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

3. Review

Review the timeline from the beginning every day.

4. 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

5. 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 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.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map Activity

Leon's location changes during lesson plan days 3, 5, 8, 10, 11, 12, 13, 14, and 15. Using the "Holocaust Layer" on Google Earth, continue to track Leon's movements throughout the novel.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Create a 4g6 Character Profile Chart on Schindler

1. Write the name of the character in the box in the middle of the chart.
2. Think of 4 characteristics, or traits, that the character has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.
3. For each trait, find 2 concrete examples of it in the story. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

Open Mind Portrait

Update your Open Mind Portrait of Leon by adding thought bubbles to his OMP.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why were German businessmen leaving their factories?
2. Explain Schindler's plan to protect his Jewish workers from being transported to a concentration camp.
3. Describe the series of events that allowed Leon and his family to stay in Emalia sub-camp.
4. How were the German soldiers trying to cover their tracks?
5. How do you think David felt after helping the Nazi German soldiers cover their tracks?
6. What would you say to David to support him after seeing such a horrific scene?
7. What happened to Pesza's factory owner? How did this impact Pesza?
8. How did Leon's father get Pesza on Schindler's list of workers going to Brännlitz?
9. How is this an example of *Leadership requires Engagement*?

10. Predict what will happen to Leon and his family once they leave Plaszow.

9. 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

10. 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?

11. 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 Lesson Plan

The Boy on the Wooden Box, Day 12

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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.

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>

2. 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

3. Review

Review the timeline from the beginning every day.

4. 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

5. 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.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map Activity

Leon's location changes during lesson plan days 3, 5, 8, 10, 11, 12, 13, 14, and 15. Using the "Holocaust Layer" on Google Earth, continue to track Leon's movements throughout the novel.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Cube Activity

Create a cube that describes the methodical steps of the process that the Nazis used to indoctrinate prisoners into the concentration camp. Each side should have an illustration of a different step. Some possibilities:

1. Separating men and women
2. Selection

3. Shaving
4. Disinfection
5. Clothing
6. Physical Test

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Describe the series of inspections Leon and his family endure at Gross-Rosen Concentration camp.
2. Compare and contrast Gross-Rosen Concentration camp with Plaszow.
3. How did Leon and his family get to Brännlitz?
4. How did Schindler save his Jewish women workers from going to Auschwitz?
5. What do you think would have happened to Leon's mother if Schindler didn't rescue her from Auschwitz?
6. How did Leon find ways to get a little more food?
7. Describe the relationship between Leon and Schindler. How did Schindler support Leon?
8. In your own words, describe the gift the Jewish workers presented to Schindler.
9. Why did Schindler give the Jewish workers bolts of cloth and bottles of vodka?
10. Elaborate on the reasons why Schindler asked his Jewish workers not take revenge on the people in the nearby town.
11. Explain what happened after the Jewish workers were liberated.

9. 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

10. 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.**

11. 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 Lesson Plan

The Boy on the Wooden Box, Day 13

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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.

2. 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

3. Review

Review the timeline from the beginning every day.

4. 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

5. 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.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map Activity

Leon's location changes during lesson plan days 3, 5, 8, 10, 11, 12, 13, 14, and 15. Using the "Holocaust Layer" on Google Earth, continue to track Leon's movements throughout the novel.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

1g6Portrait: Create an Open Mind Portrait of Leon's Mother (Chanah).

Step One: create a large head shot of the character

Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.

Step Two: place cartoon bubbles of character thoughts around the portrait

Cut cartoon bubbles out. Write things the character thinks, or says to himself, on each bubble. What do you think was going through Chanah's head during today's reading?

1g6Portrait: Update the Open Mind Portrait of Leon.

Add thought bubbles to his OMP. You could use different colors for the beginning, middle and end of the story.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Describe what happened to the German soldiers once the Soviets arrived.
2. Describe how Leon and his family transitioned backed to "normal" life in Krakow.
3. How did the family's neighbors react when they saw that Leon and his family were still alive?
4. How did Leon's mother demonstrate *Leadership requires Engagement* in today's reading?
5. Describe the rumors that spread about the Jews returning from the concentration camps?
6. Describe the violence against the Jews returning from concentration camps.
7. How do you think rumors fuel hate and violence?
8. Describe a time when you saw or experienced a rumor fueling hate.
9. What can you do to prevent rumors?
10. Explain what happened to Leon's brother Hershel and the rest of their extended family in Narewka.
11. Predict what you think that will happen to Leon and his family.

9. 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

10. 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.**

11. 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 Lesson Plan

The Boy on the Wooden Box, Day 14

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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.

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>

2. 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

3. Review

Review the timeline from the beginning every day.

4. 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

5. 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.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map Activity

During lesson plan days 14 and 15 Leon travels internationally. Using a world map have students track Leon's journey through Europe, the United States, and in Japan.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

2g6 Fill out the Beginning-Middle-End Chart

1. Decide what the most important events in the story are. You may want to jot down a list.
2. Decide whether each event is part of the beginning, middle or end of the story. Then write a phrase describing each event in the correct column. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
3. If the events in a column are not in the order they took place, number the items in the column.
4. If you analyzing a chapter or segment of a larger story, all of the events might be in 1 or 2 columns, understood as part of the larger story. Or it might work to analyze the beginning, middle and end of just this part.

1g6Portrait: Update the Open Mind Portrait of Leon.

Add thought bubbles to his OMP. You could use different colors for the beginning, middle and end of the story.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why was Dr. Neu different than other Nazi Germans?
2. Why do you think Dr. Neu asked his wife not to say, "We didn't know"?
3. Why did David and Pesza resettle in Czechoslovakia?
4. Why did they later move to Israel?
5. Why didn't Leon and his parents move to Israel too?
6. Describe Leon's journey from Wetzler, Germany to Los Angeles, California in the United States.
7. Describe Leon's first English lesson on the train.
8. How does the woman on the train demonstrate *Leadership requires Engagement*? How does she use her time and talent to promote the common good?
9. Describe how Leon feels about starting his new life in California.
10. What advice would you give Leon upon moving to California?
11. Predict what Leon will do with the rest of his life.

9. 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

10. 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?**

11. 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 Lesson Plan

The Boy on the Wooden Box, Day 15

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 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)

2. 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

3. Review

Review the timeline from the beginning every day.

4. 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

5. 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 Negroes. 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.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map Activity

During lesson plan days 14 and 15 Leon travels internationally. Using a world map have students track Leon's journey through Europe, the United States, and in Japan. Finalize the map activity by reviewing and reflecting upon Leon's journey.

Leadership Poster

Finish the class Leadership Poster. Have students share about an item they took action on. Student should explain their results to the class.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Fill out the 3g6 Plot Profile Chart

1. Decide on the 10 most important events in the story, chapter or segment you are analyzing. List them in order in the rows at the bottom of the chart. If you go back the Beginning-Middle-End Chart, this will be easier to do.
2. Decide on a scale of 1 [low] to 10 [high] how intense you think this event is, and mark your score in the appropriate box.
3. Connect the marks in the boxes to form a graph.
4. This graph will help you to profile the plot. How it looks will depend on the story you are reading and whether you are plotting an entire story, or a chapter or segment.

1g6 Portrait: Finish the Open Mind Portrait of Leon.

You have seen the roadblocks, conflicts, and outcomes. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems. Add thought bubbles of Leon's reflection of the outcome of this story.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Elaborate on the reasons why Leon didn't speak about his experience during the holocaust?
2. Describe how Leon and his parents adjusted to their new life in California.
3. How did Leon react when he was drafted into the U.S. Army?
4. Why was Leon told he could not sit in the back of the bus when he was in Atlanta, Georgia?
5. How were laws in Georgia against African Americans similar to laws against Jews in Krakow?
6. Select two facts from the text that prove Leon had a good attitude about everything.
7. In your own words describe what Leon did after he was discharged and returned to Los Angeles.
8. Describe what happened to Schindler after the war?
9. Why do you think Schindler went bankrupts?
10. How did the movie *Schindler's List* publicize Leon's war experience?
11. Why does Leon recognize Schindler as a hero?

9. 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

10. 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?

11. 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.

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