**Lesson #2: Artifact Analysis and Literature Connections**

**Problem statement:**

The literature and texts we read do not have to be small windows into cultures and context we know little about. Instead, they can be an opened door, inviting us to explore more inside, whether it’s the author’s life or the historical background of the text itself. To this end, it is important to understand various methods of making meaning with literary works.

**Learning objectives:**

* Students will analyze, discuss, and display understanding of historical artifacts
* Students will make connections between artifacts and literature, including an annotated passage from the text
* Students will collaboratively develop and present a poster displaying key findings and conclusions

**Lesson standards:**

[CCSS.ELA-Literacy.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/)  
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RL.9-10.6](http://www.corestandards.org/ELA-Literacy/RL/9-10/6/)  
Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

[CCSS.ELA-Literacy.W.9-10.1](http://www.corestandards.org/ELA-Literacy/W/9-10/1/)  
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.W.9-10.7](http://www.corestandards.org/ELA-Literacy/W/9-10/7/)  
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[CCSS.ELA-Literacy.W.9-10.8](http://www.corestandards.org/ELA-Literacy/W/9-10/8/)  
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[CCSS.ELA-Literacy.L.9-10.1](http://www.corestandards.org/ELA-Literacy/L/9-10/1/)  
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.9-10.2](http://www.corestandards.org/ELA-Literacy/L/9-10/2/)  
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[CCSS.ELA-Literacy.SL.9-10.1](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/)  
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-Literacy.SL.9-10.2](http://www.corestandards.org/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.

[CCSS.ELA-Literacy.SL.9-10.4](http://www.corestandards.org/ELA-Literacy/SL/9-10/4/)  
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**Soft skills:**

* **Communication:** 
  + In groups, students will discuss artifacts and their connections to text
  + Students will cooperatively design the poster
  + Students will present findings and conclusions to class
* **Critical Thinking:**
  + Students will think critically about cultural, societal, and historical significance and implications of artifacts
  + Students will determine and support connections between the historical artifacts and the literature
* **Creativity:**
  + Students will hypothesize, discuss, and debate the relevancy, meaning, and significance of historical
  + Students will design a poster and present key findings and conclusions
* **Collaboration**:
  + Students will do everything listed above in teams

**Locally and/or personally relevant for students:**

Unit content focuses on resisting negative narratives in the media against any targeted group. Many students find this relevant for a variety of reasons.

**Connections to career and educational pathways:**

In this lesson, students will use a variety of skills valuable in any career, such as problem solving, critical thinking, analytical and comparative thinking, and collaboration

**Materials:**

* Box containing 5 artifacts related to Holocaust and Pre-World War II Europe (one per group)
* Student copies of *Night* by Elie Wiesel
* Highlighters and sticky notes
* Blank poster paper (large size)
* Markers, rulers, tape, etc.

**Lesson preparation:**

**Time required:**

100 minutes (Two 50 minute classes)

**Grouping of students for instruction:**

Pre-existing table groups

**What is the instruction? Consider the PBL Procedure that is being addressed here:**

Students are being asked to explore the question, “How did different cultural aspects of Europe influence the events Elie Wiesel describes in *Night*?” Students will be working to understand the artifacts they have been presented. After they have discussed each of the objects as a group and reached a variety of conclusions about them, students are called to explore connections that could be made from the auto-bigraphical literature. While they are not working to solve a specific problem in this lesson, they are working to better understand the relationship between media and societal views of a demographic group. This will aid in solving their bigger questions within their research projects.

1. Introductions
2. Explain lesson
   1. In their project groups, students will explore 5 different artifacts
      1. Each of these artifacts are from the 1930’s and 1940’s in Europe
      2. They all relate to the Holocaust or anti-Semitism in some way
   2. In groups, discuss the meaning and significance in each piece, including what might have led to it or caused it, and what might have been the impact. They are asked to consider how they could group or categorize the objects and to explore their interconnectivity
   3. Students are shown an example of their mini-project objective
      1. Printed passage from *Night* taped to top of poster paper; passage is marked up, with several sentences underlined, circled words, etc.
      2. Underneath, poster is divided halved vertically and titled:
         1. Artifact descriptions
         2. Connections to *Night*
      3. Students are informed that they will be making their own posters and will be due by the end of the class on the next day (or second-half of class for a block period)
   4. Students are prompted to make connections with how the artifacts relate to what they have read in *Night* so far.
   5. Next, students turn to the novel to find a passage to take and analyze for their posters
   6. Students are given time to create
3. Teacher sets timers on board or on phone for each aspect
   1. Explore and understand artifacts - 15 minutes
   2. Discuss connections and find passage - 15 minutes
4. Students print passages and attach to posters as well as retrieve necessary tools for design
5. Students are given the rest of the time to read, discuss, design, and produce the poster
6. Exit Slip Prompts
   1. Describe your collaboration process today, and evaluate how successful it was (including revisions you would make for next time)
   2. What are your takeaways from the artifacts?
   3. How did the sources help you build context for - and engage with - *Night*?

**Leveled Accommodations for core/safety net classrooms**

1. Divide this lesson into more than 1 day
   1. Allowing students to dig deeper into 1-2 resources a day.
   2. Allow students to have read more of *Night* (or other reading content you are choosing) ahead of time, to build more prior knowledge and allow for opportunities for more connections.
2. Model/provide explicit expectations about how to discuss the primary sources (break down details, color, meaning, etc.)
   1. Model how students can establish their roles in their groups (1 student controls laptop with access to translations and titles of sources, one student taking notes, etc).
   2. Consider making groups smaller (partners work together and then transition to larger groups of four or five).
3. **Provide a “Parking Lot”** (large post-it or page on OneNote) where students can ask questions that came up during discussion, but couldn’t find an answer online.
4. **Consider adding a glossary of terms** depending on your students’ prior knowledge about the Holocaust, propoganda, etc.

**Understanding the Problem**

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| --- | --- |
| **Teacher** | **Student** |
| “What are the meaning and significance of the historical artifacts?” | - Explore and discuss artifacts in groups  - Record notes and thoughts |
| “How are the artifacts related historically or thematically with Elie Wiesel’s *Night*? | - Discussion connections between artifacts and text  - Choose passage to analyze and relate to artifacts  - Create poster displaying learning and discovery |

**Accommodations:**

* Teacher and other students can assist through discussion with confusions regarding artifacts and connections to novel
* Students are able to divide work into smaller pieces and delegate to team members
* Students have access to text and notes at all times, as well as any additional resources needed

**Extensions:**

Students will be working in their groups to develop posters for the second-half of their lesson. If students should finish with enough time, they will be prompted to rehearse their presentation so that it best represents their work, including their presentation skills

**Assessment:**

Formative Assessment in the Lessons

* Teacher will check in with each group individually to track progress and get feedback on the process

Summative Assessment for the Unit

* Teacher will evaluate team posters against the sample given to the class, as well as the group’s presentation skills in discussing the poster’s content

**References/Resources:**

Instructional Plan Created by Michelle Coon, Matthew Macomber, and Casey Rummel