



Gold Seal Lesson

Author(s): <i>Elizabeth Pierce</i>			Lesson Title: <i>Elie Wiesel –“Night” and the ghetto simulation</i>			
Grade Span			ICLE Application Model			
<i>K-4</i>	<i>5-8</i> X	<i>9-12</i> X	A	B	C	D X

Instructional Focus:

Reading Students read a variety of grade level materials, applying strategies appropriate to various situations
Writing Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level
Listening Students listen for a variety of purposes appropriate to the grade level
Speaking Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level

Performance Task

The student reads *Night* by Elie Wiesel. The classroom is turned into a grocery store in which all students can shop. On day one, all students have equal access to all products. Grocery store items are drawn on paper and the students use play money. On day two, the classroom is divided into two halves. Each side will serve as a grocery store. The students are divided into two halves. Each student group is only allowed to shop at the grocery store that they have been assigned to. Students A shop at Grocery Store A and Students B shop at Grocery Store B. On day two, Students A have the same amount of money and have the same selection of products from which to shop. Students B have the same amount of money but there are significantly less products in Store B. On day three, Students A have the same amount of money and have the same amount of products. Students B have the same amount of money but there are no products in Store B. In addition, there are now guards (students) protecting Store A from shoppers from Store B because no shoppers from Store B are allowed to shop at Store A. Shoppers from Store B must now figure out what they are going to do to acquire food.

Students make a journal entry every day about their feelings about the shopping experience. At the end of the ghetto simulation, students write a reaction paper about their situation in the simulation. Students A write how they felt having continuous access to products and watching Students B having decreasing access to products. Students B write how they felt having equal access to products, having access to products limited and then having no access to products.

Students research other instances (either in history or currently) in which discrimination has taken (or takes) place. Students write on a computer about occurrences and what was (is) done by society to change discrimination. Each student gives an oral presentation on his or her topic and offers a solution to the discrimination problem. Each student must answer the question, if we are to learn from history and not repeat the mistakes of history, why does discrimination still exist?

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. ela1
Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report. ela3
Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough, delivering information in a well-organized fashion, and appealing to the needs of the target audience. ela10
Draft a report that engages an audience and is concise, clear, well-organized, accurate, and informative. ela12
Analyze, evaluate and critique such events as current events, political campaigns, advertisements and media. ela17
Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. ela19
Understand the personal, social, cultural and historical significance of a text. ela23
Define a position on a controversial topic and write a persuasive essay or make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action. ela27
Understand the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc. ela30
Use ideas from journals, class discussion and literary criticism to write a paper that expresses a personal opinion, sustains a controlling idea, or uses specific evidence from literary texts to support an opinion. ela34

Scoring Guide:

Score each of the following characteristics on a scale of 4 to 0, where 4 = surpasses expectations; 3 = high quality performance; 2 = satisfactory quality performance; 1 = minimum quality performance; 0 = does not meet expectations.

**CHARACTERISTICS
CRITERIA
SCORE**

- **Participates in the Ghetto Simulation**

- Remains on task
- Is cooperative and respectful of others
- Uses time wisely

- **Writes Journal Entries**

- Has entry for each day of simulation
- Shows insight into simulation process
- Shares feelings instead of thoughts
- Applies the rules and conventions of grammar, usage, punctuation, paragraphing, spelling
- Presents information in well-organized fashion that will be clear to the target audience
- Uses editing and revising skills to improve effectiveness and accuracy

- **Writes Reaction Paper**

- Writes freely of feelings on process
- Shows insight into simulation process
- Applies the rules and conventions of grammar, usage, punctuation, paragraphing, spelling
- Presents information in well-organized fashion that will be clear to the target audience
- Uses editing and revising skills to improve effectiveness and accuracy

- **Researches Discrimination**

- Makes proper use of technology using at least two internet sites
- Uses other various sources for research

- **Writes Discrimination Paper**

- Gives more than one example of discrimination in context
- Tells what society has done (doing) to change discrimination
- Applies the rules and conventions of grammar, usage, punctuation, paragraphing, spelling
- Presents information in well-organized fashion that will be clear to the target audience
- Uses editing and revising skills to improve effectiveness and accuracy

- **Gives Oral Presentation**

- Offers solution to discrimination
- Talks about paper topic
- Answers "Why does discrimination still exist?" question
- Gives oral presentation that is clear and is understood by the audience
- Makes eye contact, speaks loudly enough, delivers information in a well-organized fashion, and appeals to the target audience's need to know

- **Technology**

- Makes proper use of technology

Keywords

English Language Arts	Mathematics	Science
Reading Comprehension In Context Independent Reading Research Response Journals Integration	Algebra	Earth Science
Writing Composition Journals Persuasion Integration Word Processing	Geometry	Life Science
Communications Discussion Listening Non-Verbal Communication Oral Presentation Integration	Statistics	Chemistry
Literature American Literature Fiction Non-Fiction Plot Point of View Primary Sources Integration	Calculus	Physics
Other Holocaust Literature Discrimination Simulation Nobel Prize for Literature	Trigonometry	Other
	Other	