

# We Must Remember

## Curriculum Materials

**GRADE LEVELS AND SUBJECT AREA MATERIALS**

**8TH Grade English/Language Arts**

*Aligned with State of California Public Schools Content Standards*

**A chstvFILMS Presentation**

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## 8<sup>TH</sup> GRADE ENGLISH-LANGUAGE ARTS CURRICULUM

This curriculum unit accompanies the film, “We Must Remember”, and contains activities that are designed to follow the Content Standards for California Public Schools for 8<sup>th</sup> Grade, in the area of English-Language Arts. It includes Reading, Writing, and Listening & Speaking activities. There are reproducible worksheets included for each of the suggested activities. It is to be hoped that these activities will enhance the experience of the film, and allow in-depth analysis and thought.

### INDEX

Page 2.....	Content Standards for Reading
Page 2.....	Suggested Reading Activities
Page 3.....	Content Standards for Writing
Page 4.....	Suggested Writing Activities
Page 5.....	Content Standards for Listening & Speaking
Page 6.....	Suggested Activities for Listening & Speaking
Page 7.....	Worksheet for Reading Activity I
Page 8.....	Worksheet for Reading Activity II
Page 9.....	Worksheet for Writing Activity I
Page 10.....	Worksheet for Writing Activity II
Page 11.....	Worksheet for Listening & Speaking Activity I
Page 12.....	Worksheet for Listening & Speaking Activity II

## ENGLISH-LANGUAGE ARTS CONTENT STANDARDS

### READING

#### 3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.

#### Structural Features of Literature

3.1 *Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).*

#### Narrative Analysis of Grade-Level-Appropriate Text

3.5 *Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.*

#### Literary Criticism

3.7 *Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes and beliefs of its author. (Biographical approach).*

### **Reading Activity I**

After viewing the film “We Must Remember”, students read a handout of the opening poem, and then research the poet, Pastor Martin Niemoller.

Using the library resources, as well as the online resources given here, students will do research in order to find the answers to the following questions. Students make a wall chart or use a worksheet to record their pertinent findings to share with the class.

Was he a Nazi, or in opposition?  
Did he speak out for one side or the other?  
Did he change his ideas and beliefs? If so, why?  
Was there a theme that recurred throughout the poem?

[http://en.wikipedia.org/wiki/Martin\\_Niem%C3%B6ller](http://en.wikipedia.org/wiki/Martin_Niem%C3%B6ller)

<http://www.spartacus.schoolnet.co.uk/Gerniemoller.htm>

<http://www.ushmm.org/wic/article.php?lang=en&ModuleId=10007392>

### **Reading Activity II**

After researching this poet, students re-read the poem. In class, either as a total group, or in small groups, students will discuss the following questions, and record the answers in outline form on a wall chart.

Who is the intended audience for the poem?

What are the poem's theme and message?  
What is its purpose?  
What type of poem is this (e.g. ballad, epic, elegy, ode, sonnet, etc.)?8th  
grade english language arts index.doc

## **WRITING**

### **1.0 – Writing Strategies**

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

#### **Organization and Focus**

- 1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.*
- 1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.*
- 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.*

#### **Research and Technology**

- 1.4 Plan and conduct multiple-step information searches by using computer networks and modems.*
- 1.5 Achieve an effective balance between researched information and original ideas.*

#### **Evaluation and Revision**

- 1.6 Revise writing for word choice; appropriate organization and consistent point of view; and transitions between paragraphs, passages, and ideas.*

### **2.0 – Writing Applications**

Students write narrative, expository, persuasive, and descriptive essays of at least 500-700 words in each genre. Student writing demonstrates a command of standard American English, and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

- 2.3 Write Research Reports*
  - (c) Use a variety of primary and secondary sources and distinguish the nature and value of each.*
- 2.4 Write Persuasive Compositions*
  - (a) Include a well-defined thesis (i.e. – one that makes a clear and knowledgeable judgment).*
  - (b) Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinions.*
  - (c) Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.*

## WRITTEN AND ORAL LANGUAGE CONVENTIONS

1.0 – Students write and speak with a command of Standard English conventions appropriate to this grade level.

### Sentence Structure

- 1.1 *Use correct and varied sentence types and sentence openings to present a lively and effective personal style.*
- 1.2 *Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.*
- 1.3 *Use subordination, coordination, opposition, and other devices to indicate clearly the relationship between ideas.*

### Grammar

- 1.4 *Edit written manuscripts to ensure that proper grammar is used.*

### Punctuation and Capitalization

- 1.5 *Use correct punctuation and capitalization.*

### Spelling

- 1.6 *Use correct spelling conventions.*

## **Writing Activity I**

After viewing the film, “We Must Remember”, students research the Holocaust on the internet using at least two sources. The students **write an expository essay** about the effect this film had on them personally, what they learned from viewing it, and from their research. They will include facts from the film and from their internet research, as well as their personal response. They will answer the questions, “Do you think that studying about the Holocaust is important? Why?”

Using the writing process, students revise and edit the essay for word choice, organization, point of view, and transitions between paragraphs, passages, and ideas. They proofread for correctness, exchange papers with another student, and proofread each others’ papers for correctness. Students then write a final draft, and hand in both the first draft (showing revisions), and the final draft.

## **Writing Activity II**

After viewing the film, “We Must Remember”, and researching the Holocaust on the internet, **students write a persuasive essay** detailing whether we should, or should not, teach about the Holocaust. They will include a thesis statement, give evidence and examples from research to support their arguments, and tell whether their statements are fact or opinion.

Students will use the writing process to do an outline pre-writing activity, a first draft which should be revised and edited for word choice, details, organization, thesis statements, etc. They will proofread the essay for correctness of grammar, sentence

structure, and spelling, and then write a final draft. They will hand in all of their work, including pre-write, revised and edited 1<sup>st</sup> draft, and the corrected and re-written final draft.

## LISTENING AND SPEAKING

### 1.0 – Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to background and interests of the audience. They evaluate the content of oral communication.

#### Organization and Delivery of Oral Communication

*1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to audience and purpose.*

*1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.*

*1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.*

*1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.*

#### Analysis and Evaluation of Oral and Media Communications

*1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, and news photographers) communicate information and affect impressions and opinions.*

### 2.0 -- Speaking Applications

Students deliver well-organized formal presentations employing traditional rhetorical strategies (narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in standard 1.0.

*2.3 Deliver research presentations:*

*(a) Define a thesis*

*(b) Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.*

*(c) Use a variety of primary and secondary sources and distinguish the nature and value of each.*

*(d) Organize and record information on charts, maps, and graphs.*

*2.4 Deliver persuasive presentations:*

*(a) Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).*

*2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic*

*soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.*

### **Listening/Speaking Activity I**

After watching “We Must Remember”, students select one or two “chapters” or segments of the film, and analyze the effectiveness of the way the film communicates the information. Using a chart of documentary types, styles, etc., they address the questions: What type(s) of presentation did they use and intermingle? Would the impact of the film change if they hadn’t used this format? Students will watch the film again without sound, and answer the question, How effective would it have been without the sound included? Next, they listen to the sound (script) without viewing the film, and answer the question, How effective was the sound alone in getting across the message in the film?

Following this analysis, students prepare a persuasive speech presentation, including a visual (i.e., chart, graph, map, outline), with the thesis of “We must remember—we must teach about the Holocaust”.

They will research the theme in the library, or on the internet, in addition to what they learned from the film to include facts to back up their thesis. They will refer to segments/techniques of the film that they felt were the most effective in getting the point across, and how it helped teach about the Holocaust.

### **Listening/Speaking Activity II**

Working in cooperative learning groups, students find one or two examples of a present-day newspaper article (this could be found on the internet) that has to do with human rights and social justice. They will use these facts to write a short presentation. They will find and include a poem on the theme (not necessarily the same topic), and recite it to the class. They may use any source for this, as long as it is appropriate for reciting in school. Each group should provide handouts of the poem to the class. The class, after being given time to read the poem over, should discuss the theme of the poem, looking for audience, purpose, type of poem, etc.

## Worksheet to accompany Reading Activity I

### Poem by Martin Niemoller

In Germany they came for the Communists,  
and I did not speak out –  
Because I was not a Communist

Then they came for the Socialists,  
and I did not speak out –  
Because I was not a Socialist

Then they came for the Jews,  
and I did not speak out –  
Because I was not a Jew

Then they came for me,  
and there was no one left to speak for me

**Use the library resources and the internet resources given here to do your research in order to find the answers to the following questions, and then make a wall chart top record your pertinent findings to share with your class.**

[http://en.wikipedia.org/wiki/Martin\\_Niem%C3%B6ller](http://en.wikipedia.org/wiki/Martin_Niem%C3%B6ller)

<http://www.spartacus.aschoolnet.co.uk/Gerniemoller.htm>

<http://www.ushmm.org/wic/article.php?lang=en&ModuleId=10007392>

Was Niemoller a Nazi, or was he in opposition?

Did he speak out for one side or the other?

Did he change his ideas and beliefs? If so, why?



## Worksheet to accompany Reading Activity II

Research the poet Martin Niemoller, who wrote the poem used at the opening of “We Must Remember”, by using your library, and the internet, including the following sites. Read the poem again.

[http://en.wikipedia.org/wiki/Martin\\_Niem%C3%B6ller](http://en.wikipedia.org/wiki/Martin_Niem%C3%B6ller)

<http://www.spartacus.aschoolnet.co.uk/Gerniemoller.htm>

<http://www.ushmm.org/wic/article.php?lang=en&ModuleId=10007392>

Re-read his poem. Following your research, discuss in class, either as a total class, or in a small group, the following questions, and record your questions on a wall chart, or on this worksheet.

Who is the intended audience for the poem?

What are the poem’s theme and message?

What is the poem’s purpose?

What type of poem is this (e.g. blank verse, rhymed, sonnet, elegy, etc.)?

Is it effective in getting the message across? Would a different type of poem have been more effective?

Did your group reach consensus about the answers to these questions?

### **Worksheet to accompany Writing Activity I**

After viewing “We Must Remember”, research the Holocaust on the internet which will give you a second source of research. Then, **write an expository essay** about the effect this film had on you personally, and what you learned from viewing it, and your research. Include facts from the film and from your internet research, as well as your personal response. Write a final draft, and hand in both your first draft (showing revisions for editing and proofreading), and your final draft.

Use this sheet to make notes for your essay.

## **Worksheet to accompany Writing Activity II**

View the film “We Must Remember”. Do some additional research on the internet. Then **write a persuasive essay** detailing whether we should, or should not, teach about the Holocaust. Be sure to include a thesis statement, give evidence and examples from your research to support your arguments, and tell whether your statements are fact, or opinion.

Use the writing process to do an outline pre-writing activity using your notes, a 1<sup>st</sup> draft which is revised and edited for word choice, details, organization, thesis statement, etc. Proofread your essay for correctness of grammar, sentence structure, and spelling. Write a final draft, and hand in all of your work, including pre-write, revised and edited 1<sup>st</sup> draft, and your corrected and re-written final draft.

Use this sheet to make notes from your research, before doing your outline.

## Worksheet to accompany Listening & Speaking Activity I

### Part I

You have watched the film “We Must Remember”. Choose 1-2 “chapters”, or segments of the film and analyze the effectiveness of the way the film communicates the information. Use the chart below of documentary types, styles, etc., to answer the following questions.

Documentary Types, Styles, and Conventions from Andrea Hayes, Cambridge VCE English Units 1&2, Cambridge University Press, Melbourne, 2006, to check off which were used in this film.

#### TYPES

Event driven  
Issue driven  
Character centric  
Experiment driven  
Slice of life  
Recreated scenarios

#### STYLES

Commentator  
Fly on the wall  
Essay style  
Cinema verite  
Propaganda

#### CONVENTIONS

Narrator  
Talking heads  
Subjects talking to camera  
Voiceover  
Photographs  
Music  
Facts  
Different perspectives  
Live footage  
Archival footage

#### SETTINGS

Themes/issues  
Hypothesis about  
a central theme  
or issue  
Director’s  
perspective or  
opinion  
Graphics  
Animation

What type(s) of presentation did the film-makers use and intermingle?

Would the impact of the film change if they hadn’t used this format?

After watching the selected “chapters” of the film a second time, without sound, how effective would it have been without the sound included?

Now, listen to the sound for the same segment, without watching the film. How effective was the sound alone in getting across the message in the film?

### Part II

Prepare a persuasive speech, including a visual, (e.g. chart, graph, map, outline) based on the thesis, “We Must Remember—We Must Teach About the Holocaust”. Research the theme in the library, or on the internet, to add to what you learned from the film, to support the thesis. Refer to specific segments/techniques of the film that you felt were the most effective in getting the point across, and how it helped teach about the Holocaust.

## **Worksheet to accompany Listening & Speaking Activity II**

**Working with a small group or team, find 1-2 examples of a present-day newspaper article (this could be found on the internet) that has to do with human rights and social justice. Use these facts to write a short presentation about it. Find and include a poem on your theme (not necessarily the same topic), and recite it to the class. You may use any source for this poem, as long as it is appropriate for reciting in school. Your group should provide handouts of the poem to the class. The class, after having read the poem, should discuss the theme of the poem, and chart the aspects of audience, purpose, type of poem, etc.**