“Going Home to Auschwitz” by Marsha Lederman

Outcome: CR 10.1, CR 10.3, and CC 10.1.

***Before***

*Activating Prior Knowledge:* What do you know about "Auschwitz"?

Read the title of the story and make a prediction for what you think this story is going to be about: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

What are the important decisions we will have to make in our lifetime?

***During***

1. Read “Going home to Auschwitz” as a class.

***After***

1. In her introduction, Lederman defines Auschwitz as "home". What does she mean by this? How does her explanation affect the meaning of the title?

2. The ending of the essay uses a device called "closing by return". Explain how the essay brings readers back to the introduction, thereby creating a closing by return.

3. When we write essays, we start with an outline or brainstorms and use it to create our first draft. Here is an essay, and I want you to create the outline. Develop a visual representation of the planning of the essay. Explain why you chose the design you did. (visual representations can include: word web, flow chart, diagram, etc.)

4. What is the tone of Lederman's essay? What are some other tones she might have used?

5. Why was the decision to go to Auschwitz an important one for the author?

6. Complete the rubric below. You will be doing a self- assessment of your ability to read the essay “Going Home to Auschwitz,” and comprehend the meaning and different elements throughout the essay.

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|  |  | **4- Established** | **3- Progressing** | **2- Developing** | 1. **Beginning**
 |
| **Ideas and Information** | **Explain the human experience and values reflected** | You insightfully explain numerous connections between the message read and human experiences and values and compare and contrast these to similar messages in other texts.  | You explain connections between the message read and human experiences and values, specifically with challenges people face. | With help you explain some connections between the message read and human experiences and values. Think more fully about the message and what is says about all humans. | You need much help to explain the connection between the message read and human experiences and values. Let’s talk about how this text relates to you personally and how this relationship might be similar for other people. |
| **Text structures and features** | **Recognize and analyze text structures and elements** | You easily recognize and deeply analyze text structures and elements and how these contribute to the intended message of the text. You are able to draw comparisons to other texts and evaluate their effectiveness.  | You recognize and analyze text structures and elements and how these contribute to the intended message of the text. | With help you recognize and analyze some text structures and elements and how these contribute to the intended message of the text. Think deeply about how various texts are structured to suit the purpose. | You need much help to recognize and analyze text structures and elements and how these contribute to the intended message of the text. Refer back to examples done in class. |
| **Respond to and analyze texts** | **Analyze explicit and implicit messages (viewpoint and concepts)** | You intuitively analyze explicit and implicit messages in the text to gain a rich understanding of what you have read. You know that messages can be obvious and hidden and can depend on the author’s viewpoint.. | You analyze explicit and implicit messages in the text to gain a deeper understanding of what you have read. | You need help to analyze explicit and implicit messages in the text for deeper understanding of what you have read. How do authors communicate meaning in less literal ways? | You require much help with identifying and analyzing explicit and implicit messages in the text so that you have a clear understanding of what you have read. Review examples from class. |
| **Relate texts to self, the world, and other texts** | You intuitively and deeply relate texts to yourself, the world, and other texts. You can provide insightful detail to support your connections. | You independently explain your personal connection to the song you chose.  | You need help to relate texts to yourself, the world, and other texts. How can you connect these texts to larger issues? | With much help and prompting you relate texts to yourself, the world, and other texts. See me for a visual organizer of questions/prompts that can help you with this. |

**Feedback**