

Robert H. Jackson Center Writing Contest:
Recommended Title: *Hana's Suitcase* by Karen Levine

Theme: How does the story of *Hana's Suitcase*, or similar book about the Holocaust, help you to better understand how intolerance and racism can result in violations of peoples' civil and human rights?

New York State Standards:

English Language Arts Standards:

Standard 1: Students will read, write, listen, and speak for information and understanding.

Students read from information texts such as biographies and autobiographies. Students draw conclusions and make inferences based on explicit and implied information.

Students write informational essays.

Students support ideas with examples, definitions, analogies, and direct references to the text.

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Students read imaginative texts such as novels.

Students interpret characters, plot, setting, theme, and dialogue, using evidence from the text.

Students identify author's point of view.

Students recognize recurring themes in a variety of literary works.

Students identify social context and other characteristics of the time period in order to enhance understanding and appreciation of text.

Students write interpretive and responsive essays.

Standard 3: Students will read, write, listen and speak for critical analysis and evaluation.

Students write reviews of plays, books, poems, and films.

Students present clear analyses, using examples, details, and reasons from the text.

Students express opinions or judgments about information, ideas, opinions, issues, themes, and experiences.

Social Studies Standards:

Standard 1- History of the United States and New York: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea 2. Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives. Students investigate key turning points in New York State and United States history and explain why these events or developments are significant.

Standard 2- World History: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Key Idea 3. Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

Students interpret and analyze documents and artifacts related to significant developments and events in world history.

Students read historic narratives, biographies, literature, diaries, and letters to learn about the important accomplishments and roles played by individuals and groups throughout world history.

Social Studies Content taken from: *Social Studies Resource Guide with Core Curriculum* (New York State Education Department, 1999). Grades 7-8 Social Studies: United States and New York State History.

Unit Ten: The United States Assumes Worldwide Responsibilities

I. World War II

H. Impact of the war

3. The Nazi Holocaust- Hitler's "Final Solution"; worldwide horror; human rights violations
4. United States response to the Holocaust: Fort Ontario; Oswego, New York
5. The Nuremberg Trials