

Learning and Evaluation Situation

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Objectives:

Synopsis: I teach an adult education course titled “Rights and Responsibilities”. My course is 5 days a week, 3

- Identify the universal human rights and relate them to their own lives.
- Identify and explore historical situations in which individuals rights were violated.
- Reflect on personal experiences where rights were violated.
- Synthesis fictional material with historical references.
- Create a social commentary piece on the importance of rights violation.

hours a day. My students are all English language learners. The majority are from Afghanistan. This is the first time many of them have studied in English. I teach 18 week semesters. The first half is level one (grade 7) the second half is level two (grade 8). My biggest struggle was trying to find reading materials that were both age and readiness level appropriate.

I received a grant to buy the text book titled “Tell Them We Remember” which explores the historical events of the Holocaust with level appropriate language and the use of pictures. My students read the text book as a supplemental reading to the novel “The Boy in the Striped Pajamas”. I chose this novel because it is told from the perspective of a nine year old boy and therefore the language is not too difficult, but the subject matter is still elevated to be suitable for adults. This allowed students to connect fictional events in the novel to its historical references (The Fury, Out-With, striped pajamas, Pavel’s old job). It was amazing to see beginner readers of English be able to make connections between texts. Once they understood the historical aspect of the Holocaust we explored the United Nations and the universal human rights that were established following the Holocaust. From there, we moved on to the civil rights movement and how individuals came together to fight for their rights.

Throughout the course, students had a variety of assessments. As I was also working on a project for a paperless classroom, many assessments were done electronically. Students had comprehension questions and work on the novel to ensure basic understanding before moving onto more of the complex tasks. Students also watched several film to help them better understand and the horrors of the Holocaust. These included *The Hiding Place*, *Anne Frank: The Whole Story*, and *The Boy in The Striped Pajamas* (after completing the novel). A short listening quiz was given for each. Students created Facebook profile pages as way to explore character development and character traits. Students also used Adobe Voice to create short videos in which they explored their human rights. Students wrote editorial pieces where they offered their opinions on as aspect of the Holocaust using the readings and films as evidence. Students created their own “I Have a Dream” speeches during the lessons on the civil rights movements. As a culminating assignment, students were asked to synthesize all of the information and create a social commentary piece on rights and responsibilities. All of these assignments would not be possible without the foundational knowledge of the Holocaust and understanding how the rights of six million individuals were so greatly violated.

I have attached the different resources that were used for each assessment as well as the links to all of the Google forms.