

In the Kingdom of Night, Part 2

A Call to Action

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Grade Level	9th – 12th Grade	**Time Frame**	200-215 minutes
Subject	English/Language Arts	**Duration**	4-5 class periods
Course	U.S. Government, World Literature		

Essential Question

Why is it important to learn history? How can we inspire change?

Summary

This lesson revisits Elie Wiesel's Nobel Peace Prize Acceptance Speech from "In the Kingdom of Night, Part 1" lesson, but this time with a focus on analyzing what makes it a good speech. Students examine the calls to action in three speeches relating to the Holocaust. Students create a list of what makes a good speech great and compare that list to those speeches before writing their own Holocaust Remembrance speech in honor of Yom HaShoah to present to the class.

Snapshot

Engage

Students use the Round Robin strategy to create a list answering the question: What makes a great speech?

Explore

Students watch Elie Wiesel's Nobel Peace Prize Acceptance Speech and note what makes it a great speech.

Explain

Students read and Why-Light two Presidential Holocaust Remembrance Speeches and formalize their understanding of a call to action.

Extend

Students write their own Holocaust Remembrance speeches.

Evaluate

Students present their Holocaust Remembrance speeches.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

PPV401: Identify a clear purpose of somewhat challenging passages and how that purpose shapes content and style

Oklahoma Academic Standards SOCIAL STUDIES (United States Government)

USG.C.1.2.B: Identify common characteristics of representative democracies (e.g., idea of natural rights and liberties, the rule of law, equality of all citizens under the law, majority rule with minority rights, the necessity of compromise).
USG.C.1.3.A: Explain the principle of popular sovereignty which asserts that governments are created and sustained by the consent of the people who are the legitimate source of all political authority.
USG.C.1.3.B: Analyze how the United States government reflects both a democracy and a republic.

Oklahoma Academic Standards: English Language Arts (Grade 9)

10.1.L.2: Actively listen in order to analyze and evaluate speakers' verbal and nonverbal messages by asking questions to clarify purpose and perspective.
10.1.S.3: Conduct formal and informal presentations in a variety of contexts supporting their message with evidence and using verbal and nonverbal cues.

Oklahoma Academic Standards: English Language Arts (Grade 9)

9.1.L.2: Actively listen in order to analyze and evaluate speakers' verbal and nonverbal messages by asking questions to clarify purpose and perspective.
9.1.S.1: Work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions

Attachments

- Acceptance Speech—In the Kingdom of Night, Part 2 - Spanish.docx
- Acceptance Speech—In the Kingdom of Night, Part 2 - Spanish.pdf
- Acceptance Speech—In the Kingdom of Night.docx
- Acceptance Speech—In the Kingdom of Night.pdf
- Lesson Slides—In the Kingdom of Night, Part 2.pptx
- Speech 1—Kingdom of Night, Part 2 - Spanish.docx
- Speech 1—Kingdom of Night, Part 2 - Spanish.pdf
- Speech 1—Kingdom of Night, Part 2.docx
- Speech 1—Kingdom of Night, Part 2.pdf
- Speech 2—Kingdom of Night, Part 2 - Spanish.docx
- Speech 2—Kingdom of Night, Part 2 - Spanish.pdf
- Speech 2—Kingdom of Night, Part 2.docx
- Speech 2—Kingdom of Night, Part 2.pdf
- Speech Rubric—In the Kingdom of Night, Part 2 - Spanish.docx
- Speech Rubric—In the Kingdom of Night, Part 2 - Spanish.pdf
- Speech Rubric—In the Kingdom of Night, Part 2.docx
- Speech Rubric—In the Kingdom of Night, Part 2.pdf

Materials

- Lesson Slides (Attached)
- Speech 1 handout (Attached; one per student)
- Speech 2 handout (Attached; one per student)
- Speech Rubric handout (Attached; one per student)
- Elie Wiesel’s Acceptance Speech handout (Attached; one per student)
- Internet Access/Printer Access

- Notebook Paper
- Pens/Pencils
- Highlighters
- Smartboard/Projector/Printer Access
- Copy Paper
- *Maus: A Survivor's Tale* by Art Spiegelman (optional)

10 minutes

Engage

Teacher's Note: Lesson Preparation

Prior to teaching this lesson, review and annotate the three speeches (Elie Wiesel's Acceptance Speech handout, the Speech 1 handout, and the Speech 2 handout) used throughout this lesson. This will help you anticipate student questions. These annotated speeches can be used as a guide when helping students.

Introduce the lesson using the attached **Lesson Slides**. Display **slide 3** to share the Essential Questions with students. Go to **slide 4** to share the Lesson Objectives. Review each of these with students to the extent you feel necessary.

Transition to **slide 5** and pose this question: *What makes a great speech?* Ask students to list 3-5 things on a sheet of notebook paper that make a great speech. Allow 2-3 minutes to complete this.

Display **slide 6** and share the Round Robin strategy. Ask each student to share one thing from their list. As students share ideas, write those responses on the board. Remind students that if everything on their list has already been said, they can simply say, "Pass." This is a brainstorming activity that is quick, low stakes, and enables every student to have input.

Sample Student Responses

- Good grammar
- Good eye contact
- Sounds smart
- Persuasive
- Motivational
- Clear message
- Connects with audience
- Appropriate tone
- Interesting
- Personable speaker
- Powerful/Convincing/Inspirational (Call to Action)

Student responses will vary. But ensure that some variation of "call to action" is on the list. This concept will be further explained later in the lesson. This can be done in a number of ways. Consider asking the class the guiding questions below, as needed:

- *What might make a persuasive speech a good speech?*
- *How could you get an audience to think about what you said in your speech, even after it's over?*
- *What is the purpose of persuasive speeches?*

30 minutes

Explore

Teacher's Note

If you taught the "In the Kingdom of Night, Part 1" lesson, have students use their already-annotated Elie Wiesel Acceptance Speech handout. Alternatively, print the attached **Acceptance Speech** handout and distribute one to each student.

Transition to **slide 7**. Have students get out their Elie Wiesel Acceptance Speech handout. Preview the activity with the students and explain that they are going to watch Elie Wiesel present this speech. Advise students to listen carefully and list the things he does to make this a good speech. Refer to the list that was created during the Engage portion of the lesson.

Display **slide 8.** Click the image to view the "1986 Nobel Peace Prizes" video (Clicking the image will open a browser tab to view the video). Start the video at the 3:02, and end the video at the 17:15 timestamp.

After students have watched the video, facilitate a brief discussion where students share their answers to the question that was on the previous slide: *What things did Elie Wiesel do that made this a good speech?*

Teacher's Note

Keep in mind that the presented speech does not follow the written speech on the handout exactly because it was presented live.

Transition to **slide 9**. Have students find a partner or assign partners. Direct students to compare their notes from the speech with their partner. Invite them to answer the following questions:

- *What did you list that was the same in the written and the oral versions? Different?*
- *What was the "why" for the things that differ?*
- *Did you find anything we should add to our list from earlier? If so, what did you notice?*
- *Is there anything you noticed today that you didn't notice the first time we read this speech?*

Allow 10 minutes for this activity or adjust as needed. Ask students to share out some things they noticed and listed. Facilitate a brief discussion and allow students to share out their answers but bring it back to a "call to action" (This will be the focal point of the lesson).

35 minutes

Explain

Show **slide 10**. Ask students to make inferences about the quotes displayed: *What do all of these quotes have in common?*

Teacher's Note

The quotes on **slide 10** are from J. F. Kennedy's inaugural address, M.L. King, Jr.'s "I Have a Dream" speech and Lincoln's second inaugural address. Edit **slide 10** if you would like to replace these call-to-action examples with others that may be more recognizable to students.

Transition to **slide 11**. Explain what a call to action is and why it is important.

Ask students to review the Elie Wiesel Acceptance Speech again and ask them to identify where they see an inspiring call to action. Have them underline it.

Sample Student Responses

Student responses may vary and a call to action can be anywhere in a speech, not just in one place. There may be several calls to action. Some example responses include:

- "As long as one dissident . . . the quality of our freedom depends on theirs."
- "If we forget, we are guilty, we are accomplices."
- " . . . Never be silent . . . always take sides."
- " . . . These victims need . . . to know that they are not alone . . ."

Display **slide 12** and distribute the **Speech 1** and **Speech 2** handouts. These speeches are also Holocaust Remembrance Speeches. Using the Why-Lighting strategy, have students read the speeches and highlight anything they think is important, profound, or that they have questions about. Have students use a pen or pencil to explain why they highlighted those things in the margins of their highlighted handout.

Allow 15 minutes to complete this or adjust time as needed.

Teacher's Note: Speech 1 and Speech 2 Sources

To decrease the chance of impartiality when reading these speeches, the authors' names and dates have been removed from the handouts. Speech 1 was given by Barack Obama on May 4, 2016. Speech 2 was given by Donald Trump on April 26, 2019.

Obama, B. (2016, May 4). Statement on Holocaust Remembrance Day. Govinfo.gov. https://www.govinfo.gov/content/pkg/DCPD-201600292/pdf/DCPD-201600292.pdf

Trump, D. (2019, April 26). Proclamation 9866—Days of Remembrance of Victims of the Holocaust, 2019. Govinfo.gov. https://www.govinfo.gov/content/pkg/DCPD-201900245/pdf/DCPD-201900245.pdf

Transition to **slide 13**. Have students work with their partners comparing their annotations. Invite them to answer the following questions:

- *What did both of you highlight that was the same? Different?*
- *What was the "why" for the highlights that differ?*
- *How do these two speeches compare to Elie Wiesel's speech?*
- *Where is the call to action in both of these speeches?*

Direct students to underline the call to action in both speeches.

Sample Student Responses

Student responses may vary and calls to action can be woven throughout a speech and occur in several places throughout. Some example responses include:

- "We commit ourselves to preserving the memories . . . by our children or grandchildren" (Speech 1).
- "They remind us of our duty to counter the rising tide . . . the freedoms of religion and expression" (Speech 1).
- "We call upon all people of good will to be vigilant and vocal against every form of bigotry" (Speech 1).
- "We vow never to remain silent or indifferent in the face of evil" (Speech 2).
- "With absolute devotion . . . dispel all forms of hatred in every part of the world" (Speech 2).
- "Honor the memory of the victims of the Holocaust and Nazi persecution by remembering the lessons of this atrocity so that it is never repeated" (Speech 2).

Allow 10 minutes to complete this or adjust time as needed. Ask students to share out some things they noticed or learned. Ask students to share what they underlined in both speeches.

65 minutes

Extend

Teacher's Note: Preparation

Review and edit **slides 15–16** as needed to fit expectations for students. **Slide 15** has the written speech minimum requirements of 25 sentences and 3 paragraphs. It has the presentation options of presenting in-person during or outside of class or presenting by submitting a video. Update this slide to reflect your availability outside of class for students to give their presentations, if that is an option that you would like to provide.

Slide 16 provides a suggested sequencing for the three paragraphs of the speech. Again, edit this slide as needed.

The important thing to remember is that you want to clearly communicate your expectations with students before they start writing their speeches.

Display **slide 14** and explain to students that they will be creating Holocaust Remembrance speeches of their own in honor of Yom HaShoah.

Transition through **slides 15–16** to review the expectations for the remembrance speeches. Display **slide 17** and distribute the **Speech Rubric** handout to each student. Review the rubric with the class.

Give students time to write their speeches (between 1 and 2 class periods), adjusting time as needed.

Optional Activity Addition

If time allows, consider having students peer edit their classmates' speeches before presenting. Unhide and show **slide 18** and have students use the Speech Rubric to give peer feedback. Consider sharing the Two Stars and a Wish strategy with the class for them to use when giving feedback.

Teacher's Note

Students struggling to get started may need additional support: consider creating your own example of a Holocaust Remembrance speech for students to use as a model or providing potential starters for their speeches, such as a thought-provoking question or powerful quote.

60 minutes

Evaluate

Display **slide 19** and have students present their speeches. Collect the students' speeches and use them to assess their understanding of a call to action.

Optional Audience Participation

If students are presenting in class, consider having the audience use a sheet of notebook paper to make notes for each speech. Instruct students to number their papers and write the presenter's name and identify the call to action for each speech.

Supplemental Resources

Teacher's Note

To enrich this lesson, consider pairing this lesson with the graphic novel *Maus: A Survivor's Tale* by Art Spiegelman.

Resources

- Duarte, N. (2021, September 1). *How to write a call to action in a persuasive speech*. The secret to writing a call to action in a persuasive speech. 2022, March 17. https://www.duarte.com/presentation-skills-resources/how-to-write-a-call-to-action-in-a-persuasive-speech
- Kennedy, J.F. (1961, January 20). Inaugural Address. JFKLibrary.org. https://www.jfklibrary.org/learn/about-jfk/historic-speeches/inaugural-address
- King, M.L., Jr. (1963, August 28). I have a dream speech. NPR.org. https://www.npr.org/2010/01/18/122701268/i-have-a-dream-speech-in-its-entirety
- K20 Center. (n.d.). Round robin. Strategies. https://learn.k20center.ou.edu/strategy/2183
- K20 Center. (n.d.). Two stars and a wish. Strategies. https://learn.k20center.ou.edu/strategy/83
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- Lincoln, A. (1865, March 4). Lincoln's Second Inaugural Address. NPS.gov. https://www.nps.gov/linc/learn/historyculture/lincoln-second-inaugural.htm
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- Trump, D. (2019, April 26). Proclamation 9866—Days of remembrance of victims of the Holocaust, 2019. govinfo.gov https://www.govinfo.gov/content/pkg/DCPD-201900245/pdf/DCPD-201900245.pdf
- Wiesel, E. (1986, December 10). Nobel Peace Prize Acceptance Speech. NobelPrize.org. https://www.nobelprize.org/prizes/peace/1986/wiesel/26054-elie-wiesel-acceptance-speech-1986/