

“Surviving Skokie and The Impact of World Conflict on Human Interaction”

Stephanie R. Abelson, M.S.Ed.

Unit Overview

Content Areas: Holocaust Studies/English as a Second Language (ESL)/Language Arts Literacy/Mathematics/Science/Social Studies/Social & Instructional Language

Unit Title: “Surviving Skokie and The Impact of World Conflict on Human Interaction”

Target Grade & Proficiency Levels: Grades 6-8, English Proficiency Levels 1-5
(For an understanding of these levels of English Language Proficiency, see the [WIDA Standards](#))

Unit Summary

Through this unit, “Surviving Skokie and The Impact of World Conflict on Human Interaction”, students will explore, investigate, understand, extrapolate, and analyze historical events and their impact on natural resources, social interactions, emigration, and technology through the use of authentic historical documents, graphs, historical and research websites, excerpts from sociological studies of historical events, authentic testimony, and realia.

Primary Interdisciplinary Connections/WIDA Content Link:

Language Arts: Author’s Purpose, Historical Documents, Biographies, Dialogue, Human Interest, Use of Register;

Science: Forms of energy, Scientific Inventions or Discoveries, Technology;

Social Studies: Countries & Continents, Cultural Perspectives & Frames of Reference, Forms & Organization of Government, Freedom & Democracy, Maps, Human Resources;

Mathematics: Interpretation & Statistics;

21st Century Themes: Global Awareness, Civic Literacy, Information Literacy;

Holocaust Studies: Goals defined by NJDOE Commission on Holocaust Education

1. Students will develop an understanding of the pervasive nature of prejudice and discrimination throughout history and world societies and the human costs of that prejudice and discrimination in the past, present, and future;
2. Students will develop an understanding of the nature of a totalitarian regime, the strategies and tactics it uses to control and influence people, and the devastating impact it has on the people and groups the regime targets for repression and destruction;
3. Students will develop a basic knowledge and understanding of the tragic horror and devastation of life in the camps and ghettos for the Jews and other targets of Nazi oppression and of the human spirit and creativity that persisted in the face of that oppression;
4. Students will develop an understanding of the extensive efforts made by the Jews and other victims of the Nazis to hide and to escape from their grasp and the vital role of the rescuer in saving many lives;
5. Students will demonstrate an understanding and recognition of the many forms of resistance that occurs and the courage it takes to exercise any of these forms of resistance in situations of great repression and persecution; and
6. The students will recognize and demonstrate empathy for the immensity of the human destruction caused by the Holocaust, for the determination and courage required to go on to build new lives, and for the world's struggle to confront the issues of genocide and moral responsibility to act as "upstanders."

Unit Rationale:

Understanding, analyzing, synthesizing, and evaluating the events related to World War II and the Holocaust and their relationship to the events that took place in Skokie, IL in 1977, require that one is able to convey ideas effectively, using the English language. Through this interdisciplinary unit of study, students will demonstrate their English language proficiency, including the application of vocabulary, linguistic complexity, usage, and language control, necessary for mastery of content and concepts related to the Holocaust and to the issues concerning freedom of speech that arose in Skokie, IL, in 1977. The target language (form, function, complexity, control, and usage) supported through this unit is transferable across content areas, genres, cultural and societal experiences.

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Learning Targets	
CPI # (WIDA Standards)	Cumulative Progress Indicator (CPI)
ELP Standard 1	English Language Learners (ELLs) communicate for Social and Instructional purposes within the school setting.
ELP Standard 2	ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
ELP Standard 3	ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.
ELP Standard 4	ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Science.
ELP Standard 5	ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.
Language Domains Addressed in Unit	
Language Domains	<i>English Language Proficiency Standards encompass the four language domains that define how English Language Learners (ELLs) acquire, process, and use language.</i>
Listening	Process, understand, interpret, and evaluate spoken language in a variety of situations
Speaking	Engage in oral communication in a variety of situations for a variety of purposes and audiences
Reading	Process, understand, interpret, and evaluate written language, symbols, and text with understanding and fluency
Writing	Engage in written communication in a variety of situations for a variety of purposes and audiences
Interdisciplinary Connections: Common Core/New Jersey Core Curriculum Content Standards/Next Generation Science Links	
Content Area	Standards
Language Arts Literacy	<p>2010 Common Core Standards: Reading RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>2010 Common Core Standards: Writing W.8.1. Write arguments to support claims with clear reasons and relevant evidence. W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>2010 Common Core Standards: Speaking & Listening SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>2010 Common Core Standards: Language L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to</p>

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	comprehension or expression.
Mathematics	<p><u>2010 Common Core Standards – Mathematics: Statistics & Probability</u> 8.SP.4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.</p> <p><u>2008 NJCCCS Mathematics: Probability</u> 4.4.8 B. 1. Interpret probabilities as ratios, percents, and decimals. 4.4.8 B.5 Estimate probabilities and make predictions based on experimental and theoretical probabilities.</p>
Science	<p><u>NGSS: Science and Engineering Practices</u> Appendix F Standards and performance expectations that are aligned to the framework must take into account that students cannot fully understand scientific and engineering ideas without engaging in the practices of inquiry and the discourses by which such ideas are developed and refined. At the same time, they cannot learn or show competence in practices except in the context of specific content. (NRC Framework, 2012, p. 218)</p> <p><u>2009 NJCCCS Science: Scientific Method</u> 5.1.8.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others’ ideas, observations, and experiences.</p> <p><u>2010 Common Core Standards: Literacy in Science</u> RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p><u>2010 Common Core Standards: Writing in Science</u> WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>
Social Studies	<p><u>2009 NJ CCCS Social Studies</u> Standard 6.1: U.S. History/America in the World <i>All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</i></p> <p>Standard 6.2: World History/Global Studies <i>All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</i></p> <p><u>2010 Common Core Standards: Literacy in History/Social Studies</u> RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RH.6-8.3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text. WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>

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Holocaust Studies	<ol style="list-style-type: none">1. Students will develop an understanding of the pervasive nature of prejudice and discrimination throughout history and world societies and the human costs of that prejudice and discrimination in the past, present, and future;2. Students will develop an understanding of the nature of a totalitarian regime, the strategies and tactics it uses to control and influence people, and the devastating impact it has on the people and groups the regime targets for repression and destruction;3. Students will develop a basic knowledge and understanding of the tragic horror and devastation of life in the camps and ghettos for the Jews and other targets of Nazi oppression and of the human spirit and creativity that persisted in the face of that oppression;4. Students will develop an understanding of the extensive efforts made by the Jews and other victims of the Nazis to hide and to escape from their grasp and the vital role of the rescuer in saving many lives;5. Students will demonstrate an understanding and recognition of the many forms of resistance that occurs and the courage it takes to exercise any of these forms of resistance in situations of great repression and persecution; and6. The students will recognize and demonstrate empathy for the immensity of the human destruction caused by the Holocaust, for the determination and courage required to build new lives, and for the world's struggle to confront the issues of genocide and moral responsibility to act as "rescuer."
Related Cultural Content Statements: <ul style="list-style-type: none">○ The amount of familiarity with events related to the Holocaust, and the events leading up to World War II, varies among cultures.○ The impact of major social and political events can be observed across cultures and across time.○ Online resources, including authentic historical documents, graphs, historical and research websites, excerpts from sociological studies of historical events, authentic testimony, and realia, can provide a broad range of information on global, national, local, cultural, and personal perspectives relating to the events leading up to World War II.	
Unit Essential Questions <ul style="list-style-type: none">• What language do students need in order to comprehend and engage in an examination of the impact of world conflict on society and human interaction, such as occurred during the Holocaust and World War II?	Unit Enduring Understandings <ul style="list-style-type: none">• Formal and informal register, with regard to the form and function of language, are appropriate for specific audiences and purposes.• Knowledge of etymology, cognates, affixes, contextual clues, and idiomatic expressions are key strategies in aiding understanding of language, with regard to social, as well as content-related topics.• The Holocaust began before World War II, with events of causation tracing back to the fallout of World War I. The Holocaust, and the laws and policies connected to it, have shaped the decision-making of individuals, cultural groups, and nations, in a way that determined national boundaries, a foundation for basic civil and human rights, and principles of fairness in government.
Unit Learning Targets <p><i>Students will:</i></p> <ul style="list-style-type: none">• <i>Understand, interpret, and apply written and spoken language;</i>• <i>Identify, understand, and apply language form, function, and vocabulary appropriately, with consideration to the audience and purpose, when speaking or writing;</i>• <i>Identify, understand, and apply the strategies of using context clues, cognates, and affixes when reading for informational purposes;</i>• <i>Identify, understand, and use language to question, clarify understanding, analyze, synthesize, and evaluate information when listening, reading, speaking, and writing;</i>• <i>Identify, understand, and use language appropriate for the functions of persuasion, summarizing, retelling, comparing/contrasting, expressing cause/effect, description, and drawing conclusions, when reading, writing, speaking, and listening;</i> <p><i>...in the context of the contents of social/instructional language, language arts literacy, mathematics, science, and social studies, and</i></p>	

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...through learning activities and experiences related to the Holocaust and events leading up to World War II.

About the Development of this curriculum, “Surviving Skokie and The Impact of World Conflict on Human Interaction”

His memoir, “**Y-A Holocaust Narrative**”, was my first introduction to the story and worldview of Holocaust survivor and activist for peace and tolerance, Mr. Jack Adler. The film *Surviving Skokie* by his son Eli Adler, and Blair Gershkow was the inspiration and the catalyst for the development of this curriculum. *Surviving Skokie* is the primary source documentation of Jack Adler’s experiences during the Holocaust and as a resident of Skokie, IL during the events of 1977-1978, when Frank Collin attempted to organize a Nazi-inspired march through the Village of Skokie.

The film, *Surviving Skokie*, is an outstanding resource for educators to present students with an opportunity to understand why Holocaust Education is important not only for remembering the past and honoring those who perished, but for making sure it never happens again. Mr. Adler’s message, “Don’t bite the bait that leads to hate” should be taken to heart and passed on to future generations.

The component of historical context for this curriculum, **The Impact of World Conflict on Human Interaction**, was inspired by a series of letters published in an article by the [New York Times](#) in April of 1997, under the title, ‘*Dear Cousin Julius, We Trust on Our God and on You...!*’. The author of the article, Michael Winerip, had been presented with the series of letters, which had been written between two cousins during the time leading up to and during World War II. The letters had been packed away for more than fifty years. The writers, although they were cousins, had never met. Max Schohl began writing to his cousin Julius Hess in 1938, in an attempt to rescue his family from Nazi Germany.

The contents of these letters provide an opportunity for students to examine the human impact of the events leading up to World War II. These letters provide a personal glimpse into the experiences of those trapped as refugees inside Nazi Germany during this time. They spur engaging questions about the culture, politics, laws, and international issues of the era, which lead students to delve further into their study of the topic, in order to understand the personal and global impact of the events.

Evidence of Learning

Summative Assessment/Extension of Summative: (3-5 days)

Create a fictional identity as one who has experienced the Holocaust. Students will create their own timelines, compose diary entries, detail their travels (including where they have sought refuge and why, as well as choices that they make based on information that they have learned through the unit), compose a persuasive letter to demonstrate the application of appropriate register.

Equipment needed:

Portfolio compiled throughout unit, access to Internet resources, LCD projector, graphic organizers

Teacher Resources:

Graphic organizers for comparison/contrasts, timelines, pro/con assessment, grids for charting of rates of survival

Formative Assessments

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| <ul style="list-style-type: none">○ Oral or written retellings of historical events○ Application of sequencing vocabulary○ Discussion of causes/effects of historical events○ Identification or labeling of key historical events using a timeline○ Completed constructed timelines○ Discussion of social injustices, in relation to historical events, using target vocabulary○ Labeling, sorting, and discussion historical figures identified in historical documents, using target vocabulary○ Application of target vocabulary and appropriate register when role playing historical events○ Application of vocabulary demonstrating temporal relationships between historical figures○ Identification and application of appropriate register (formal versus informal) based on the target audience | <ul style="list-style-type: none">○ Student-to-student and/or student-to-teacher conversations, using WH- questions, related to the series of historical documents○ Identification of main ideas and authors purpose of historical documents, demonstrated by written journal responses○ Selection of a point of view on a controversial issue, and identification and/or citation of reasons in support of that position, as demonstrated through discussion, illustration, simple sentences, paragraph, or graphic organizer○ Completed graphic organizers○ Active role in research of Manhattan Project, 36 Questions, or content-related events○ Predictions and inferences (oral or written) regarding impact on World War II, if Albert Einstein had remained in Germany○ Demonstrated ability to skim or scan for information when reading informational text○ Completed graphic organizers and graphs related to survival |
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- Writing of letters in appropriate register, applying target vocabulary and language forms and functions
- Checking for understanding, Total Physical Response, use of whiteboards
- Warm up and closure learning log and journal entries
- Evaluation of *Nuremberg Laws* and *The Simon Wiesenthal Center's 36 Questions About the Holocaust*
- Investigation and explanation of laws and regulations concerning freedom of speech

- rates during Holocaust, by region
- Comparison and contrast of information related to investigation of survival rates during Holocaust, by region
- Review of students’ note-taking
- Expository writing to determine most favorable route of escape during Holocaust, and identification of data to support decision
- Labeled pictures and graphs representing concepts
- Calculations of percentages of survival rates during Holocaust, by region

Lesson Plans	
Lesson	Timeframe
Lesson 1 ESL/Social Studies A: Building Background: Timeline of Events Europe/United States 1914-1939 B: Building Background: Timeline of Events Skokie, IL 1977-1978	 2-3 days 2-3 days
Lesson 2 ESL: Social/Instructional Language/ Social Studies Writing to “Dear Cousin Julius”	 2-3 days
Lesson 3 ESL/Language Arts Literacy/Social Studies A: Persuading Senator Holt B: Persuading Albert Smith, President of the Village of Skokie	 3 days 3 days
Lesson 4 ESL/Science/Social Studies The Role of Scientists During World War II	 2-3 days
Lesson 5 ESL/Mathematics/ Social Studies A: Choosing the Best Escape Route B: Calculating the total Jewish Population and Number of Jewish Holocaust Survivors Living in Skokie, IL in the 1970’s	 2-3 days 2 days
Basis of Time Estimates:	60 minute class periods

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Teacher Note: These lessons build upon previously learned vocabulary and grammatical structures. Teachers must review and reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Each lesson includes details of essential language function, complexity, and control, with specific vocabulary that is critical to the content mastery. The content and related learning activities serve as the vehicle to achieve the language proficiency desired. All resources are available via the Internet. Actual implementation has been achieved by full integration of the lessons that comprise the unit, so that they progress concurrently, rather than consecutively. An alternate implementation can follow the sequence of lessons consecutively, if that is more appropriate for the learners.

Curriculum Development Resources: *Click the links below to access additional resources.*

The Holocaust, hosted by the Jewish Virtual Library

<http://www.jewishvirtuallibrary.org/jsource/holo.html>

Curriculum Resources, hosted by NJDOE Commission on Holocaust Education

<http://www.state.nj.us/education/holocaust/curriculum/>

The Nuremberg Laws

<http://www.jewishvirtuallibrary.org/jsource/Holocaust/nurlawtoc.html>

Timeline spanning from World War I through World War II, hosted by PBS

<http://www.pbs.org/greatwar/timeline/index.html>

WIDA “Can Do” Descriptors for the Grade 6-8 Span

http://www.wida.us/standards/CAN_DOs/Booklet6-8.pdf

WIDA English Language Proficiency Standards, Grades 6-12

<http://www.wida.us/standards/6-12%20Standards%20web.pdf>

NJDOE Commission on Holocaust Education, Pamphlet for Teachers on Responding to Students’ Questions about the Holocaust

<http://www.nj.gov/education/holocaust/resources/>

Resource site hosted by, Holocaust Education & Archive Research Team

<http://www.holocaustresearchproject.org/toc.html>

Poland 1795-1939

http://www.yivoencyclopedia.org/article.aspx/poland/poland_from_1795_to_1939

Skokie, the ACLU, and the Endurance of Democratic Theory

<http://scholarship.law.duke.edu/cgi/viewcontent.cgi?article=3589&context=lcp>

Skokie’s Attempted Nazi March Archive

<http://www.idaillinois.org/ui/custom/default/collection/default/resources/custompages/bin/edi.php?collection=skokiepo001&startrec=301>

Surviving Skokie

<http://www.survivingskokiemovie.org>

“Y-A Holocaust Narrative”-Jack Adler

<https://www.amazon.com/Y-Holocaust-Narrative-Jack-Adler/dp/0984984232>