

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

Stephanie R. Abelson, M.S.Ed.

Surviving Skokie and The Impact of World Conflict on Human Interaction: Lesson Plan #1A					
Content Area: ESL/Social Studies					
Lesson Title: Building Background: Timeline of Events Europe/United States 1914-1939				Timeframe: 2-3 days	
Lesson Components					
<u>21st Century Themes</u>					
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy
					Health Literacy
<u>21st Century Skills</u>					
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration
				X	Information Literacy
X	Media Literacy		ICT Literacy		Life and Career Skills
Interdisciplinary Connections: Holocaust Studies, Social Studies, Language Arts Literacy (Reading, Writing, Speaking, Listening), Technology					
Integration of Technology: Online authentic historical documents, online library archives, research sites					
Equipment needed: computer/projection setup, student computers, internet access, LCD projector					

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students will:</p> <ul style="list-style-type: none"> Sequence historical events leading up to WWII with the support of a timeline. (speaking, writing) Retell and relate information pertaining to the Holocaust with the support of historical documents and other related resources. (speaking, reading) Identify and discuss factors pertaining to cause and effect. (reading, speaking) Understand language, when listening or reading, related to sequence of historical events and causes/effects related to WWII, when reading or listening with support of a timeline. 	<p>Vocabulary: artifacts, before/during/after, community, conflict, control, discrimination, document, immigrate/emigrate, prejudice, survey, testimony, tradition</p> <p>Cognates: Students identify and use of cognates (native language/English) to make meaning.</p> <p>Etymology: *Prefix “in” for negation justice/injustice, formal/informal *Suffix “cide” genocide (did not exist before 1944, Raphael Lemkin-Polish/Jewish lawyer created it to describe events specific to the Holocaust) herbicide, homicide, insecticide, pesticide</p> <p>Context: Students use context clues while reading to make meaning.</p> <p>Warm Up What do you know about events during the time period between WWI and the beginning of WWII?</p>	<p>Review of/demonstrated application of:</p> <ul style="list-style-type: none"> Sequencing vocabulary during discussion of the timeline. (formative) Retelling and relating of the information presented in the “36 Questions...” to the information in the Timeline. Use of target vocabulary, language form and function when discussing the causes and effects of specific events on the timeline. Constructed, completed, and/or labeled timeline. (formative and summative) Written, oral, gestured, or pictorial responses to warm up. Class notes and/or representations in learning logs.

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<p>(listening, reading)</p>	<p>Lesson Sequence</p> <ol style="list-style-type: none">1. Teacher: Introduces the Timeline of Events (1914-1939)2. Students: Identify and discuss events familiar to them. (make use of sentence frames and supports as needed with respect to ELP of students)3. Teacher and Students: Read and discuss the “36 Questions...” (focus on questions 1-5). <p>Closure</p> <p>Students will discuss the relationship between events on the timeline and information presented through the “36 Questions...” using new vocabulary and structures.</p> <p>Expansion/Extension/Homework</p> <p>Students will review notes taken and the events on the timeline.</p>	<ul style="list-style-type: none">• Written, oral, or pictorial representations of relationships between events on timeline and “36 Questions” document.• Completed graphic organizer on cause/effect.• Evaluations of justice versus injustice, in relationship to events noted on timeline, and in “36 Questions” document.
<p>Differentiation:</p> <p>LEVEL 1: Students point to relevant dates or events on a timeline</p> <p>LEVEL 2: Students identify and match relevant dates with events on a timeline</p> <p>LEVEL 3: Students talk about the sequence of events using appropriate new vocabulary</p> <p>LEVEL 4: Students identify and discuss cause and effect of events on a timeline</p> <p>LEVEL 5: Students give examples, explain, and draw conclusions regarding events on a timeline</p>		
<p>Resources Provided:</p> <ul style="list-style-type: none">• Timeline: WWI (Pre-1914) -PBS: http://www.pbs.org/greatwar/timeline/index.html• Timeline WWII-“The Perilous Fight” -PBS: http://www.pbs.org/perilousfight/timeline/• Timeline: “The War”-Timeline of WWII -PBS: http://www.pbs.org/thewar/at_war_timeline_1939.htm• The Simon Wiesenthal Center’s 36 Questions About the Holocaust: http://www.jewishvirtuallibrary.org/jsource/Holocaust/36qs.html		