

“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 #1B | | | | | | | |
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| Content Area: ESL/Social Studies | | | | | | | |
| Lesson Title: Timeline of Events Skokie, IL 1977-1978 | | | | | 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| Integration of Technology: Online authentic historical documents, online library archives, research sites | | | | | | | |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 |
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| <p>Students will:</p> <ul style="list-style-type: none"> Sequence historical events leading up to the confrontation between Frank Collin and the residents of Skokie, IL with the support of a timeline. <i>(speaking, writing)</i> Retell and relate information pertaining to the events that took place in Skokie, IL with the support of historical documents and other related resources. <i>(speaking, reading)</i> Identify and discuss factors pertaining to cause and effect. <i>(reading, speaking)</i> Understand language, when listening or reading, related to sequence of historical events | <p>Vocabulary: assemble, before/during/after, bias, community, compel, conflict, confront, consent, control, controversy, counsel, deny, discrimination, document, grievance, immigrate/emigrate, inflict, infringe, liberty, ordinance, partial/impartial, petition, prejudice, preserve, process, prohibit, survey, testimony, tradition, violate</p> <p>Cognates: Students identify and use of cognates (native language/English) to make meaning.</p> <p>Etymology:</p> <ul style="list-style-type: none"> *Prefix “im” for negation partial/impartial *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>Context: Students use context clues while reading to</p> | <p>Review of/demonstrated application of:</p> <ul style="list-style-type: none"> Sequencing vocabulary during discussion of the timeline. <i>(formative)</i> Retelling and relating of the information presented in <i>Surviving Skokie (documentary)</i> 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. <i>(formative and summative)</i> Written, oral, gestured, or pictorial responses to warm up. Class notes and/or |

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| <p>and causes/effects related to the events of 1977-1978 in Skokie, IL, when reading or listening with support of a timeline. (listening, reading)</p> | <p>make meaning.</p> <p>Warm Up What do you know about the events that took place between 1977-1978 in Skokie, IL?</p> <p>Lesson Sequence</p> <ol style="list-style-type: none">1. Teacher: Introduces the Timeline of Events (1977-1978)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: View documentary: <i>Surviving Skokie</i> <p>Closure Students will discuss the relationship between events on the timeline and information presented through the documentary, <i>Surviving Skokie</i>, using new vocabulary and structures.</p> <p>Expansion/Extension/Homework Students will review notes taken and the events on the timeline.</p> | <p>representations in learning logs.</p> <ul style="list-style-type: none">• Written, oral, or pictorial representations of relationships between events on timeline and <i>Surviving Skokie</i> (documentary).• Completed graphic organizer on cause/effect.• Evaluations of justice versus injustice, in relationship to events noted on timeline, and in <i>Surviving Skokie</i> (documentary). |
| <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">• <i>Surviving Skokie</i> documentary: http://www.survivingskokiemovie.org• Skokie History: https://skokiehistory.omeka.net/exhibits/show/attempted-nazi-march/timeline | | |