

“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 #2							
Content Area: ESL: Social and Instructional Language/Social Studies							
Lesson Title: Writing to Cousin Julius					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	X	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Integration of Technology: Online authentic historical documents, online library archives, research sites							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"> • Describe orally, temporal relationships as presented through series of letter. (speaking, reading) • Describe orally, people and their relationship to each other as presented in this series of letters. (speaking) • Discuss the differences in speaking/writing for specific audiences (formal/informal). (speaking, reading) • Evaluate the use of appropriate register (formal/informal) when considering an author’s purpose, using primary historical documents. (speaking, reading, writing) 	<p>Vocabulary: affidavit, censor/sensor, century, decade, dye/die, excerpt, mansion, meek, merchant, primary/secondary/tertiary, steep, thrive</p> <p>*Family Vocabulary: mother/father, sister/brother, son/daughter, aunt/uncle/cousin, parent/grandparent, “in-law”</p> <p>COGNATES: Students identify and use of cognates (native language/English) to make meaning.</p> <p>Etymology:</p> <p>*Suffix “ee” (French structure) (designates a person’s status) attendee, designee, employee, fiancée, refugee</p> <p>*Suffix “ly” (descriptive) elderly</p> <p>*Suffix “ster” (Middle English: one that is associated with, participates in, makes, or does) gangster, songster, youngster</p> <p>*Suffix “y” (descriptive) wealthy</p> <p>Context: Students use context clues while reading to make meaning.</p>	<p>Review of/demonstrated application of:</p> <ul style="list-style-type: none"> • Orally expressing, identifying, or demonstrating appropriate register for audience and author’s purpose, during reading and discussion. • Identification of pertinent facts from letters, and relating them to events on the WWII timeline, through discussion, peer-to-peer discussion, graphic organizer, or in written/pictorial learning log. • Warm up responses (written, oral, gestured, pictorial). • Identification of target vocabulary, language form and function in primary historical document (using highlighter or post-it notes). • Graphic organizer comparing and contrasting formal/informal letters; • Observations of students’ identification of informal/formal

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	<p>Idiom: “Renaissance man”, “frozen assets”, “broken English”</p> <p>Warm-up Teacher: Introduce and explain the concept of letter writing as Primary Source Documents and First Person Accounts.</p> <p>Lesson Sequence *Teacher: Read Aloud and Think Aloud using context in order to discuss the Introduction to the series of letters entitled “My Dear Cousin Julius”</p> <p>*Students: Buddy Reading strategy in order to examine the series of letters between Max Schohl and Julius Hess.</p> <p>*Teacher: leads discussion of all pertinent facts and the relationship between what is contained in the letters and their relationship to events on the timeline (refer to previous lesson)</p> <p>*Teacher: (as the letters progress) Question the students as to the difference between the letters being written between cousins and those written to officials. Discuss formal/informal letters (first formal letter begins on p.2)</p> <p>Closure *Group discussion: “What type of person is Max Schohl, what type of person is Julius Hess?”</p> <p>Expansion/Extension/Homework: *Question: “What would you do if you were Julius Hess?”</p>	<p>language form and function in document.</p> <ul style="list-style-type: none">• Students’ written, pictorial responses to inferential homework question;• Review of students sorted letters according to register.• Review of students labeled letters, based on register.• Students’ role play displaying appropriate language form and function for register.
<p>Differentiation:</p> <p>LEVEL 1: Students label pictures of family members, based on the series of letters</p> <p>LEVEL 2: Students sort and label groupings of family members, based on the series of letters</p> <p>LEVEL 3: Students answer explicit questions concerning the relationship between family members in the series of letters</p> <p>LEVEL 4: Students role-play conversations between Julius Hess, Max Schohl, and other family members mentioned through the series of letters</p> <p>LEVEL 5: Students make inferences about the messages being conveyed between family members through the series of letters</p>		
<p>Resources Provided:</p> <ul style="list-style-type: none">• “My Dear Cousin Julius”-New York Times article: http://www.nytimes.com/1997/04/27/magazine/dear-cousin-julius-we-trust-on-our-god-and-on-you.html		