

# “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 #3A										
<b>Content Area:</b> ESL/Language Arts Literacy/Social Studies										
<b>Lesson Title:</b> Persuading Senator Holt					<b>Timeframe:</b> 3 days					
Lesson Components										
21 <sup>st</sup> Century Themes										
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		X	Civic Literacy		Health Literacy		
21 <sup>st</sup> Century Skills										
	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			
<b>Interdisciplinary Connections:</b> Holocaust Studies, Social Studies, Language Arts Literacy (Reading, Writing, Speaking, Listening), Technology										
<b>Integration of Technology:</b> Online authentic historical documents, online library archives, research sites										
<b>Equipment needed:</b> computer/projection setup, student computers, internet access, LCD projector										

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students will:</p> <p>*Analyze primary historical documents related to World War II, in order to understand controversial issues related to World War II, with support of graphic organizers. <i>(reading)</i></p> <p>*Summarize the key points of a primary historical document (letters) related to World War II, with the support of a graphic organizer, peers/group, and key terms. <i>(speaking, writing)</i></p> <p>*Construct a persuasive argument, for a specified audience, related to events contained in primary historical documents related to World War II, with the support of a graphic organizer.</p>	<p><b>Vocabulary:</b> <i>formula, pre/post, value, visa</i></p> <p><b>Cognates:</b> <i>Students identify and use of cognates (native language/English) to make meaning.</i></p> <p><b>Etymology:</b>  <i>*Prefix/word “non” non quota</i>  <i>*Prefix “un” unseen, unforeseen</i></p> <p><b>Context:</b> <i>Students use context clues while reading to make meaning.</i></p> <p><b>Warm-up</b> “My Dear Cousin Julius...”  <i>*Students respond to question: “Have you ever had to convince someone else to do something? How did you persuade them?”</i></p> <p><b>Lesson Sequence</b>            Teacher: Review concepts from Lesson 2.</p> <p><i>*Students: Buddy Reading strategy in order to continue reading the series of letters between Max Schohl and</i></p>	<p>Review of/demonstrated application of:</p> <ul style="list-style-type: none"> <li>Warm up responses (written, oral, gestured, pictorial);</li> <li>Identification of target vocabulary, language form and function in primary historical document using highlighter or post-it notes;</li> <li>Completed graphic organizer reflecting persuasive position and supporting arguments from primary historical document;</li> <li>Students’ oral responses during class discussion;</li> <li>Students’ written or pictorial responses in learning log;</li> <li>Completed pro/con list for students’ persuasive argument;</li> </ul>

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<p>(writing)</p> <p>*Draw conclusions while reading, with the support of peer-to-peer discussion, by using context clues in a primary historical document related to WWII.</p> <p>(speaking, reading)</p>	<p>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) Discuss the ways in which Julius Hess tries to persuade various officials to use their influence to help Max Schohl, with support of graphic organizer. (Students construct graphic organizer based on discussion)</p> <p>*Teacher: Introduces and models activity: Choose point of view and begin planning persuasive letter, with the support of a list of pros/cons.</p> <p>*Students: Using a 4-Corners strategy will select a position, and identify supporting arguments. Outlining persuasive letters according to the point of view chosen.</p> <p><b>Closure</b></p> <p>*Discuss the letter writing activity and create list of student-generated ideas to incorporate into the letters.</p> <p><b>Expansion/Extension/Homework:</b></p> <p>*Continue work on persuasive letters.</p>	<p>(formative, summative)</p> <ul style="list-style-type: none"> <li>• Completed outline for persuasive argument.</li> <li>• Draft of persuasive essay/paragraph/ position statement.</li> <li>• Students’ oral, pictorial, or written expressions of main ideas of persuasive primary historical document.</li> <li>• Students’ responses to “wh” questions to demonstrate understanding of persuasive position and supporting arguments.</li> </ul>
<p><b>Differentiation:</b></p> <p><b>LEVEL 1:</b> Students produce icons, symbols, words, phrases to convey messages regarding a point of view presented in the series of letters</p> <p><b>LEVEL 2:</b> Students identify facts and explicit messages about a point of view discussed regarding the series of letters</p> <p><b>LEVEL 3:</b> Students identify the main ideas of the series of letters and use graphic organizers to demonstrate supports for a point of view in order to persuade</p> <p><b>LEVEL 4:</b> Students choose a point of view, based on the series of letters, and write an outline of a persuasive letter including supporting details</p> <p><b>LEVEL 5:</b> Students compose a persuasive letter based on the series of letters, explaining and defending a point of view</p>		
<p><b>Resources Provided:</b></p> <ul style="list-style-type: none"> <li>• “My Dear Cousin Julius”-New York Times article: <a href="http://www.nytimes.com/1997/04/27/magazine/dear-cousin-julius-we-trust-on-our-god-and-on-you.html">http://www.nytimes.com/1997/04/27/magazine/dear-cousin-julius-we-trust-on-our-god-and-on-you.html</a></li> </ul>		