

“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 #3B							
Content Area: ESL/Language Arts Literacy/Social Studies							
Lesson Title: Persuading Albert Smith, President of the Village of Skokie				Timeframe: 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Integration of Technology: Online authentic historical documents, online library archives, research sites							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"> Analyze primary historical documents related to Frank Collin’s plan to march in Skokie, IL, in order to understand controversial issues, with support of graphic organizers. <i>(reading)</i> Summarize the key points of a primary historical document (petition) related to Frank Collin’s plan to march in Skokie, IL, with the support of a graphic organizer, peers/group, and key terms. <i>(speaking, writing)</i> Construct a persuasive argument, for a specified audience, related to events contained in primary historical documents related to Frank 	<p>Vocabulary: assemble/assembly, consequence, convince, demonstrate, deny, grievance, menace, persuade, petition, uphold</p> <p>Cognates: Students identify and use of cognates (native language/English) to make meaning.</p> <p>Etymology: *Prefix/word “non” non-violent *Prefix “un” unseen, unforeseen</p> <p>Context: Students use context clues while reading to make meaning.</p> <p>Warm-up *Students respond to question: “Have you ever had to convince someone else to do something? How did you persuade them?”</p> <p>Lesson Sequence *Students: Buddy Reading strategy in order to familiarize themselves with the history and series of events that took place as Frank Collin made his announcement of his</p>	<p>Review of/demonstrated application of:</p> <ul style="list-style-type: none"> 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. Completed graphic organizer reflecting persuasive position and supporting arguments from primary historical document. Students’ oral responses during class discussion. Students’ written or pictorial responses in learning log. Completed pro/con list for students’ persuasive argument. <i>(formative, summative)</i>

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

Stephanie R. Abelson, M.S.Ed.

<p>Collin’s plan to march in Skokie, IL, with the support of a graphic organizer. (writing)</p> <ul style="list-style-type: none"> • Draw conclusions while reading, with the support of peer-to-peer discussion, by using context clues in a primary historical document related to Frank Collin’s plan to march in Skokie, IL. (speaking, reading) 	<p>intent to march in Skokie, IL in 1977.</p> <p>*Teacher: leads discussion of all pertinent facts and the relationship and their relationship to events on the timeline (refer to previous lesson).</p> <p>*Teacher: Discuss the ways in which the residents of Skokie try to persuade various officials to use their influence to stop Frank Collin’s march, 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>Closure</p> <p>*Discuss the letter writing activity and create list of student-generated ideas to incorporate into the letters.</p> <p>Expansion/Extension/Homework:</p> <p>*Continue work on persuasive letters.</p>	<ul style="list-style-type: none"> • Completed outline for persuasive argument. • Draft of persuasive essay/paragraph/ position statement. • Students’ oral, pictorial, or written expressions of main ideas of persuasive primary historical document. • Students’ responses to “wh” questions to demonstrate understanding of persuasive position and supporting arguments.
<p>Differentiation:</p> <p>LEVEL 1: Students produce icons, symbols, words, phrases to convey messages regarding a specific point of view</p> <p>LEVEL 2: Students identify facts and explicit messages about a specific point of view</p> <p>LEVEL 3: Students identify main ideas and use graphic organizers to demonstrate supports for a point of view in order to persuade</p> <p>LEVEL 4: Students choose a specific point of view and write an outline of a persuasive letter including supporting details</p> <p>LEVEL 5: Students compose a persuasive letter explaining and defending a specific point of view</p>		
<p>Resources Provided:</p> <ul style="list-style-type: none"> • Albert Smith Obituary: http://www.nytimes.com/1993/03/05/obituaries/albert-smith-78-dies-thwarter-of-neo-nazis.html • Skokie’s Attempted Nazi March Archives: http://www.idaillinois.org/ui/custom/default/collection/default/resources/custompages/bin/edi.php?collection=skokiep001&startrec=301 • Skokie History: https://skokiehistory.omeka.net/exhibits/show/attempted-nazi-march/timeline • <i>Surviving Skokie</i> documentary: http://www.survivingskokiemovie.org 		