

# “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 #4							
<b>Content Area:</b> ESL/Science/ Social Studies							
<b>Lesson Title:</b> The Role of Scientists During World War II				<b>Timeframe:</b> 2-3 days			
Lesson Components							
<u>21<sup>st</sup> Century Themes</u>							
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21<sup>st</sup> 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		
<b>Interdisciplinary Connections:</b>							
<b>Integration of Technology:</b> Holocaust Studies, Social Studies, Language Arts Literacy (Reading, Writing, Speaking, Listening), Science, Technology							
<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> <ul style="list-style-type: none"> <li>Apply vocabulary when asking questions for informational purposes and for the purposes of clarification. (listening, speaking)</li> <li>Apply vocabulary and *Apply vocabulary and questioning strategies when determining a purpose for reading. (reading)</li> <li>Read for the purpose of identifying main ideas and details, and drawing conclusions, using primary historical documents. (reading)</li> <li>Apply target vocabulary while speculating about historical events and the important contributions of WWII scientists. (speaking, writing)</li> </ul>	<p><b>Vocabulary:</b> annual, banish, chemical, commodity, compound, consul/consulate, defect, loot, patent, quota, synagogue, tan, torch</p> <p><b>Cognates:</b> Students identify and use of cognates (native language/English) to make meaning.</p> <p><b>Etymology:</b> *Suffix “ist” chemist</p> <p><b>Context:</b> Students use context clues while reading to make meaning.</p> <p><b>Warm-up</b> *Teacher: “What is a chemical?” “What are some useful chemicals?”</p> <p><b>Lesson Sequence</b> *Teacher: “What is a chemical engineer? What is Max Schohl’s specialty in the field of chemical engineering? What patents does he hold? Why would this be useful to the USA?”</p> <p>*Students: Respond to and pose questions during</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.</li> <li>Matched vocabulary pictures/cards/terms.</li> <li>Constructed sentences applying target vocabulary.</li> <li>Identified/expressed/conveyed main ideas and supporting details related to chemical engineering during WWII.</li> <li>Students’ oral, written, or pictorial responses</li> </ul>

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<ul style="list-style-type: none"> <li>Discuss conclusions based on evidence in primary historical documents, with the support of identified target vocabulary.</li> </ul>	<p>discussion about the technology related to chemical engineering at the time of WWII.</p> <p>*Teacher: Do you think Max Schohl’s expertise would be a valuable commodity to the USA?</p> <p>*Students: Respond to and pose questions during discussion about the importance of technology related to chemical engineering at the time of WWII (such as with the Manhattan Project).</p> <p>*Teacher: Many German scientists defected to the United States during WWII. They worked for the government of the United States. One of these scientists was Albert Einstein. He worked on the “Manhattan Project”.</p> <p>*Teacher and Students: discuss the “Manhattan Project,” using support of resource website.</p> <p><b>Closure</b></p> <p>*Group Discussion: “What would have happened if Albert Einstein had stayed in Germany and worked for Adolph Hitler’s government?”</p> <p><b>Expansion/Extension/Homework:</b></p> <p>*Research one other European scientist who helped the government of the United States during WWII and write a brief summary.</p>	<p>during class/peer-to-peer discussion, demonstrating understanding of target vocabulary and concepts.</p> <ul style="list-style-type: none"> <li>Students’ oral/written/pictorial responses during closure discussion.</li> <li>Students’ research on scientist &amp; contributions.</li> </ul>
<p><b>Differentiation:</b></p> <p><b>LEVEL 1:</b> Students match content-related pictures to new vocabulary</p> <p><b>LEVEL 2:</b> Students use pre-taught vocabulary, related to the series of letters, to complete short sentences</p> <p><b>LEVEL 3:</b> Students state the main idea using new vocabulary and using supporting details</p> <p><b>LEVEL 4:</b> Students use strategies interpret information or data</p> <p><b>LEVEL 5:</b> Students make inferences from information conveyed through the series of letters</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> <li>What is a Chemical Engineer?: <a href="http://nitkchemical.tripod.com/id76.html">http://nitkchemical.tripod.com/id76.html</a></li> <li>“Spartacus International”: <a href="http://spartacus-educational.com/2WWscientists.htm">http://spartacus-educational.com/2WWscientists.htm</a></li> </ul>		