

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

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Surviving Skokie and The Impact of World Conflict on Human Interaction: Lesson Plan #5A					
Content Area: ESL/Math					
Lesson Title: Choosing the Best Escape Route				Timeframe: 2-3 days	
Lesson Components					
<u>21st Century Themes</u>					
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy
				X	Health Literacy
<u>21st Century Skills</u>					
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration
				X	Information Literacy
X	Media Literacy	X	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Integration of Technology: Online authentic historical documents, online library archives, research sites					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"> Discuss probability, percentages, and data points related to the survival of people escaping Nazi Germany during the Holocaust. (speaking, reading) Hypothesize about the optimal route of escape from Nazi Germany based on information from primary historical documents and data analysis. (speaking, reading) Make predictions about the escape routes taken by historical figures based on examination of data regarding the survival rates of those attempting to escape Nazi Germany. (speaking, reading) Compare and contrast data 	<p>Vocabulary: acquiesce, sacred, scholar, statistic</p> <p>Cognates: Students identify and use of cognates (native language/English) to make meaning.</p> <p>Etymology: *Suffix “ITY” (the state of, quality of) probability</p> <p>Context: Students use context clues while reading to make meaning.</p> <p>Warm-up Teacher: “What is Gematria?” Students: “I don’t know” Teacher: “Gematria is the substitution of numbers for letters of the Hebrew alphabet, according to a set system. Jewish scholars do this to gain insights or to interpret sacred writings. The gematria of the Hebrew word “chai” (life) is 18. Many times, Jewish people will give gifts of money to charities or for special occasions in multiples of 18. We will be working with information from the Simon Wiesenthal Center’s 36 Questions About the Holocaust”. Why do you think there are 36 questions?”</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. Students’ hypotheses regarding increasing the probability of survival by virtue of escape route from Nazi Germany. Students’ representations, comparisons/contrasts, and evaluations of data regarding survival rates during WWII escape from Nazi Germany. Students’ responses during class discussion regarding quotas reflecting their predictions about the

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<p>points to analyze the choices of historical figures during escape from Nazi Germany. (speaking, reading)</p> <ul style="list-style-type: none">• Evaluate the data to determine the optimal route for escape from Nazi Germany. (speaking, reading)• Describe events related to a fictionalized escape from Nazi Germany using information from primary historical documents and data examined regarding escape routes	<p>Lesson Sequence</p> <p>*Teacher: Introduce the QUOTA SYSTEM. Discuss the letters (“My Dear Cousin Julius...”) referring to the number of immigrants allowed into the USA according to the quota system. Compare this to the number actually allowed into the USA during the years that Max Schohl was seeking entry.</p> <p>*Teacher and Students:</p> <ol style="list-style-type: none">1. Calculate the percentage of population of various countries comprised by Jews.2. Calculate the percentage of Jews in various countries pre and post Holocaust.3. Create a graph or chart to display results of these calculations.4. Compare and contrast the results of these calculations. <p>Closure</p> <p>*Group discussion: Where would you have the best chance of survival if you were a Jew during WWII?</p> <p>Expansion/Extension/Homework:</p> <p>*Choose an identity and a country of origin. Write a brief outline describing your plans to escape death during WWII.</p>	<p>movement of people attempting to escape Nazi Germany.</p> <ul style="list-style-type: none">• Students’ fictionalized descriptions of an escape from Nazi Germany.
<p>Differentiation:</p> <p>LEVEL 1: Students label pictures and graphs</p> <p>LEVEL 2: Students complete graphic organizers using information from class investigation and discussion</p> <p>LEVEL 3: Students compare and contrast information from class investigation and discussion</p> <p>LEVEL 4: Students summarize information from graphics or notes to produce content-related reports</p> <p>LEVEL 5: Students create expository text to explain graphs and charts</p>		
<p>Resources Provided:</p> <ul style="list-style-type: none">• The Simon Wiesenthal Center’s 36 Questions About the Holocaust: http://www.jewishvirtuallibrary.org/jsource/Holocaust/36qs.html• “Beyond Anne Frank, Hidden Children and Postwar Families in Holland”-Diane L. Wolf: http://www.ucpress.edu/book.php?isbn=9780520248106• “The First Measured Century”-PBS: http://www.pbs.org/fmc/interact.htm		