

“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 #5B					
Content Area: ESL/Math					
Lesson Title: Calculating the total Jewish Population and Number of Jewish Holocaust Survivors Living in Skokie, IL in the 1970’s				Timeframe: 2 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	X	Critical Thinking and Problem Solving		Communication and Collaboration
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Integration of Technology: Online authentic historical documents, online library archives, research sites					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 emigration of survivors after the Holocaust. <i>(speaking, reading)</i> Hypothesize about the number of Holocaust survivors who emigrated to the United States based on information from primary historical documents and data analysis. <i>(speaking, reading)</i> Make predictions about the emigration routes taken by refugees based on examination of data. <i>(speaking, reading)</i> Compare and contrast data 	<p>Vocabulary: <i>emigration, statistic</i></p> <p>Cognates: Students identify and use of cognates (native language/English) to make meaning.</p> <p>Etymology:</p> <ul style="list-style-type: none"> <i>*Suffix “ee” (added to a verb forms a noun designating a person to whom the action is being done) refugee</i> <i>*Suffix “ITY” (the state of, quality of) probability</i> <p>Context: Students use context clues while reading to make meaning.</p> <p>Warm-up</p> <p>Teacher: “What is emigration?”</p> <p>Students: “I don’t know”</p> <p>Teacher: “Emigration is a word describes when people move from their native country to live in a new country.” What are some factors that would cause a person to leave their home country? We will be investigating the emigration of Holocaust survivors to the United States,</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 the probability of a successful future by virtue of choices made regarding emigration. Students’ representations, comparisons/contrasts, and evaluations of data regarding opportunities by emigration to various locations within

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<p>points to analyze the choices of survivors regarding emigration. (speaking, reading)</p> <ul style="list-style-type: none"> Evaluate the data to determine the number of Holocaust survivors who settled in Skokie, IL. (speaking, reading) Describe factors related to a fictionalized survivor’s decision to settle in Skokie, IL using information from primary historical documents and data. 	<p>many of whom settled in Skokie, IL. Why do you think many survivors chose Skokie, IL as a place to live?”</p> <p>Lesson Sequence</p> <p>*Teacher: Introduce the article, “The Life and Times of Skokie”. Discuss the factors that made Skokie so attractive to Holocaust survivors in search of a new home in an unfamiliar country.</p> <p>*Teacher and Students:</p> <ol style="list-style-type: none"> Calculate the percentage of population of various countries comprised by Jews. Calculate the percentage of Jews in various countries pre and post Holocaust. Calculate the percentage of Jews living in Skokie, IL in 1977. Calculate the percentage of the Jewish population in Skokie, IL who were Holocaust survivors. <ol style="list-style-type: none"> Create graphs or charts to display results of these calculations. Compare and contrast the results of these calculations. <p>Closure</p> <p>*Group discussion: Why would Skokie, IL be an attractive choice as a new home for a Holocaust survivor?</p> <p>Expansion/Extension/Homework:</p> <p>*Choose an identity and a country of origin. Write a brief outline describing your plans, and your reasoning, to emigrate to the United States and Skokie, IL in particular.</p>	<p>the United States .</p> <ul style="list-style-type: none"> Students’ responses during class discussion regarding emigration, reflecting their predictions about the movement of people attempting to emigrate to the United States. Students’ fictionalized descriptions of a survivor’s emigration to Skokie, IL.
<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 Aftermath of the Holocaust”: https://www.ushmm.org/wlc/en/article.php?ModuleId=10005129 “The First Measured Century”-PBS: http://www.pbs.org/fmc/interact.htm “The Life and Times of Skokie”: http://www.momentmag.com/the-life-and-times-of-skokie/ 		