**ELA lesson plan for unit: *Human Dignity: WWII and the Holocaust***

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| **OVERVIEW** |
| Lesson Title: **Defining the Holocaust** | Unit Title: **Human Dignity** |
| Lesson #: **3** |  CCRS and GLE Range: ( **4-8) C and D** | Class Level: **Pre**-**HiSET (STAR)** |
| Length of Lesson in # of Hours: **1.5** # of Classes: **4 total=12** | Teacher(s): **Joan Schottenfeld** |
| **STAGE 1 – PLANNING for DESIRED RESULTS** |
| **LESSON OBJECTIVES** |
| *By the end of this lesson, students will be able to:** Define the term genocide
* Understand what the Holocaust was
* Understand the steps that led up to the Holocaust
* Understand and be able to use the vocabulary of genocide
* Read more fluently with sufficient rate, prosody and accuracy
* Use questioning as a comprehension strategy
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| **CCR LEVEL-SPECIFIC STANDARDS THAT SUPPORT AND ALIGN WITH THE LESSON OBJECTIVES** | **KEY INSTRUCTIONAL SHIFTS** |
| **R1 B&C**=Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text**R2 B&C**=Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas**R6 B&C**=Assess how point of view or purpose shapes the content or style of a text.**W3 B&C**=Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequence**L6 B&C**=Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression**S&L1 B&C**=Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively | *Indicate those addressed in this lesson:*

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| X | Practice with complex text and its academic language |
| X | Ground reading, writing, and speaking in evidence from literary and informational texts |
|  X  | Build knowledge through content-rich nonfiction |

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| **ESSENTIAL QUESTION(S)** *(optional)* |
| * **How can we explain why ordinary people participated in the mass murder of millions of children, women and men?**
* **How can we explain why we allow this to happen today?**
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| **PRIOR KNOWLEDGE NEEDED**  |
| Lessons needed: * #1: Prejudice and Stereotypes
* #2: What is Obedience?
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| **STAGE 2 – EVIDENCE of LEARNING** |
| *Ways that students and I will know the extent to which objectives have been met:** In the STAR classes, students will document their vocabulary knowledge by doing the following:
	+ Filling out knowledge rating charts to document their learning process
	+ Filling out quadrant charts or using index cards and/or notebooks to keep records of word meanings and word usage examples
	+ Completing fill-in-the blanks exercise work sheets
	+ Completing “Read and Respond” exercises orally and in writing
	+ Completing “Yes, No, Why” question sheets orally and in writing
* During the Writing Class, students will write their impressions of the Holocaust in their journals including their experiences after watching the Sonia Weitz video, listening to the guest speaker, and taking the gallery walk.
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|  **STAGE 3 -- ACTION** |
| **Materials**: * Number the Stars by Lois Lowry
* Facing History and Ourselves: The Holocaust Video: “Remembering the Past: Sonia Weitz’s History”
* Guest Speaker: A child of survivors

**INTRODUCTION**Students will explore why societies decide that it is acceptable to eliminate certain groups from their midst.Students will learn not to blindly accept all of their government’s decisions and will feel empowered to question their leaders. |
| **STAR Classes**Day 1: Students will be introduced to the words and respond to prompts so they can hear the word used in different contexts. Day 2: Fill in the blanks exercise and reviewDay 3: Read and Respond (using material from Survivor accounts)Day 4: Yes, No, Why*Each STAR class will cover Vocabulary, Fluency, Comprehension and Alphabetics as needed.*Vocabulary (30 min): Students will learn the following Tier II words:***Genocide, Holocaust, Perpetrator, Victim, Ghetto, Deportation, Extermination, Survivor***Words will be defined and used in context using prompts.Fluency (20 min): (Collaborative Oral Reading)Students will read Number the Stars out loud practicing fluency, prosody and accuracy to increase comprehension.Students will read Number the Stars collaboratively throughout the unit for 20 minutes each session.Comprehension (30 min): Summarizing and QuestioningStudents will read the introductory context from the Holocaust unit on the Facing History and Ourselves website.They will find the topic and Main Point of each paragraph and formulate Who, Why, When, Where, How questions to try and understand the enormity of the Holocaust.Students will learn the following comprehension strategies throughout the unit: * K-W-L charts
* Summarizing
* Text Marking and Questioning using the following materials: survivor interviews, German citizen accounts, Nazi perpetrator accounts, liberator interviews.

**Separate class, 90 minutes**: **Writing and Discussion**After watching Holocaust survivor’s Sonia Weitz’s video about her experiences in WWII, students will write their impressions in their journals. The class will share their entries with each other.A child of survivors will speak to the class about what it is like to grow up with parents who survived the Holocaust.  |
| **Gallery Walk**: Images from the Holocaust will be posted around the classroom. Students will walk around the room with a partner viewing the images. Each student will choose the photograph that best summarizes what they have learned or feel about the Holocaust. They will explain their choices to the class. |