Holocaust: Lesson Plan #1

Content Area: English as a Second Language

Lesson Title: Building Background: Timeline of Events 1914-1939

Timeframe: 2-3 days

Lesson Components

21st Century Themes

| X | Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | X | Civic Literacy | Health Literacy |

21st Century Skills

| Creativity and Innovation | X | Critical Thinking and Problem Solving | X | Communication | X | Collaboration |

Interdisciplinary Connections: Language Arts, Social Studies, Technology

Integration of Technology: Online authentic historical documents, online library archives, research sites

Equipment needed: Computer, student computers, Internet, LCD projector

Goals/Objectives

Learning Activities/Instructional Strategies

Assessment Tasks

Students will:

**Speaking and writing**
- Sequence historical events leading up to WWII with the support of a timeline.

**Speaking and reading**
- Retell and relate information pertaining to the Holocaust with the support of historical documents and other related resources.
- Identify and discuss factors pertaining to cause and effect.

**Key vocabulary**: artifacts, conflict, control, discrimination, document, immigrate/emigrate, prejudice, survey, testimony, tradition

**Key Language Forms/Structure**: Sequencing: before, during, after

**Strategies**: cognates, context clues, morphology: prefix “in” for negation: justice/injustice, formal/informal; suffix “cide”: genocide

**Warm Up**: Teacher: What do you know about conflicts in the history of your country?
Students: respond orally with a partner

**Lesson Sequence**: 1. Teacher: Introduces the timeline of events between WWI and WWII (1914-1939) and identifies causes and effects related to the

**Formative**
- Use of target vocabulary, language form and function when sequencing and discussing the causes and effects during discussion of the timeline;
- Retelling and relating the information presented from the “36 Questions...” to the information on the timeline;
**Listening and reading**

- Understand language, when listening or reading, related to sequence of historical events and causes/effects related to WWII, when reading or listening with support of a timeline.

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<th>Holocaust.</th>
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<td>2. Students: Use target vocabulary and language forms to identify and discuss events related to the timeline (make use of sentence frames and supports as needed with respect to ELP of students).</td>
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<td>3. Students: Complete graphic organizer on causes and effects from the timeline.</td>
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<td>4. Teacher and Students: Read and discuss selected questions of “36 Questions” focusing on examples of justice and injustice and cause and effect.</td>
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<td>5. Students: While listening to selected information from “36 Questions,” sequence the events on a timeline.</td>
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<td>6. Students: Record class notes and/or representations in learning logs.</td>
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**Closure:**

Students: Discuss the relationship between events on the timeline and information presented through the “36 Questions…” using new vocabulary and structures.

**Expansion/Extension/Homework:**

Students: Review notes taken and the events on the timeline.

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**Differentiation:** Language objectives will be differentiated by students’ English language proficiency level. Use flexible grouping. Deliberately pair students homogeneously or heterogeneously by proficiency level.

**ELP 1 and 2:** Students orally identify and match relevant dates with events on a timeline using key content vocabulary and language forms.

**ELP 3:** Students orally identify cause and effect of events on a timeline using key content vocabulary and language forms.

**ELP 4 and 5:** Students orally identify and discuss cause and effect of events on a timeline using key content vocabulary and language forms.

**Suggested Resources**:

- The Simon Wiesenthal Center’s 36 Questions about the Holocaust
- **Timeline: WWI (Pre-1914)** -PBS
- **Timeline: WWII “The Perilous Fight”** -PBS
- **Timeline: “The War”- Timeline of WWII** -PBS

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9/26/2011