**Holocaust Unit: Lesson Plan #2**

**Content Area:** English as a Second Language  
**Lesson Title:** Writing to Cousin Julius  
**Timeframe:** 4-5 days

### Lesson Components

#### 21st Century Themes

<table>
<thead>
<tr>
<th>X</th>
<th>Global Awareness</th>
<th>Financial, Economic, Business, and Entrepreneurial Literacy</th>
<th>X</th>
<th>Civic Literacy</th>
<th>Health Literacy</th>
</tr>
</thead>
</table>

#### 21st Century Skills

<table>
<thead>
<tr>
<th>Creativity and Innovation</th>
<th>X</th>
<th>Critical Thinking and Problem Solving</th>
<th>X</th>
<th>Communication</th>
<th>X</th>
<th>Collaboration</th>
</tr>
</thead>
</table>

**Interdisciplinary Connections:** Language Arts, Social Studies

**Integration of Technology:** Online authentic historical documents, online library archives, research sites

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

### Goals/Objectives

Students will:  

**Speaking and reading**

- Describe orally, temporal relationships as presented through series of letters.
- Discuss the differences in speaking/writing for specific audiences (formal/informal).

**Speaking**

- Describe orally, people and their relationship to each other as presented in this series of letters.

### Learning Activities/Instructional Strategies

**Key Vocabulary:** Affidavit, , century, decade, excerpt, mansion, merchant, steep, thrive, “in-law”

**Key Language Forms/Structures:**

Primary/secondary/tertiary

**Strategies:** Cognates, context clues, dye_die, censor_sensor; Suffix “ee”, “ly”, “y”.

**Warm-up:**

Teacher: Show diary entry of previous day.  
Students: Write an entry of what they did yesterday (limit two sentences).  
Teacher: Introduce and explain the concept of letter writing and/or diary entry as primary source documents and first person accounts.

**Lesson Sequence:**

1. Teacher: Reads aloud and thinks aloud using context in order to discuss the Introduction to the series of letters entitled

**Assessment Tasks**

- Orally expressing, identifying, or demonstrating appropriate register for audience and author’s purpose, during reading and discussion;
- Identification of pertinent facts from letters, and relating them to events on the WWII timeline, through discussion, peer-to-peer
**Speaking, reading, writing**
Evaluate the use of appropriate register (formal/informal) when considering an author’s purpose, using primary historical documents.

**Listening and reading**
- Use context to identify relationships between people and pertinent facts about the timeline.

**Writing**
- Record facts and relationships between letters and timeline.

<table>
<thead>
<tr>
<th>“My Dear Cousin Julius”</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Students: “Buddy read” in order to examine the series of letters between Max Schohl and Julius Hess.</td>
</tr>
<tr>
<td>3. Students: Identify target vocabulary in letters using highlighter or post-it notes.</td>
</tr>
<tr>
<td>4. Teacher: Leads discussion of all pertinent facts and the relationship between what is contained in the letters and their relationship to events on the timeline (refer to previous lesson).</td>
</tr>
<tr>
<td>5. Students: Complete learning log/study guide about facts and relationship between letters and timeline.</td>
</tr>
<tr>
<td>6. Teacher: (as the letters progress) Questions the students as to the difference between the letters being written between cousins and those written to officials.</td>
</tr>
<tr>
<td>7. Students: Complete graphic organizer comparing formal and informal letters.</td>
</tr>
<tr>
<td>8. Students: Discuss formal/informal letters with a partner using graphic organizers.</td>
</tr>
</tbody>
</table>

**Closure:**
Students: Discuss in groups: “What type of person is Max Schohl and what type of person is Julius Hess?”

**Expansion/Extension/Homework:**
Students: Respond to question: “What would you do if you were Julius Hess?”

discussion, graphic organizer, or in written/pictorial learning log;
- Identification of target vocabulary, language form and function in primary historical document;
- Graphic organizer comparing and contrasting formal/informal letters;
- Observations of students’ identification of informal/formal language form and function in document;

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

**Suggested Resources:**
“*My Dear Cousin Julius*” - New York Times article
Graphic organizers