# Holocaust Unit: Lesson Plan #3

**Content Area:** English as a Second Language  
**Lesson Title:** Persuading Senator Holt  
**Timeframe:** 3 - 4 days

## Lesson Components

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<th>21st Century Themes</th>
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<td>X Global Awareness</td>
<td>Financial, Economic, Business, and Entrepreneurial Literacy</td>
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<td>X Civic Literacy</td>
<td>Health Literacy</td>
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## 21st Century Skills

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

## 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Online authentic historical documents, online library archives, research sites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

## Goals/Objectives

**Reading**
- Analyze primary historical documents related to World War II, in order to understand controversial issues related to World War II, with support of graphic organizers.

**Listening**
- After hearing positions, students may change point of view.

**Speaking and writing**
- Summarize the key persuasive points

## Key Vocabulary:
- Formula, value, visa, persuade, pro/con

## Key Language Forms/Structures:
- Transition words: on the other hand, but, however,
- Strategies: Cognates, morphology: Prefix “non” non quota; “un” “pre/post”

## Warm-up:
“My Dear Cousin Julius…”
Students: Respond to question: “Have you ever had to convince someone else to do something? How did you persuade them?”

## Lesson Sequence:
1. Teacher: Discusses the ways in which Julius Hess tries to persuade various officials to use his influence to help Max Schohl.
2. Students: Construct graphic organizer based on discussion.

## Assessment Tasks
- Warm up responses,
- Completed graphic organizer reflecting persuasive position and supporting arguments from primary historical document;
- Students’ oral responses during class discussion;
- Completed pro/con list for students’ persuasive argument;
- Formative and summative
of a primary historical document (letters) related to World War II, with the support of a graphic organizer, peers/group, and key terms.

**Writing**
- Construct a persuasive argument for a specified audience with the support of a graphic organizer.
- 4. Students: Use 4-Corners strategy to select a position, and identify supporting arguments.
- 5. Students: Write down the pros/cons based on 4 Corners activity on a T-chart.
- 6. Teacher: Models writing a persuasive letter using the t-chart and transition language structures.
- 7. Students: Draft a persuasive letter according to the point of view chosen.

**Closure:**
Students: Discuss the letter writing activity and create list of student-generated ideas to incorporate into the letters.

**Expansion/Extension/Homework:**
Students: Continue work on persuasive letters.

**Differentiation:**
Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. Simple machines literature will be available on a variety of reading levels to accommodate ELP Levels.

**ELP 1:** Students produce icons, symbols, words, phrases to convey messages regarding a point of view presented in the series of letters

**ELP 2:** Students identify facts and explicit messages about a point of view discussed regarding the series of letters

**ELP 3:** Students identify the main ideas of the series of letters and use graphic organizers to demonstrate supports for a point of view in order to persuade

**ELP 4:** Students choose a point of view, based on the series of letters, and write an outline of a persuasive letter including supporting details

**ELP 5:** Students compose a persuasive letter based on the series of letters, explaining and defending a point of view

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

• Draft of persuasive letter