

ESL Curriculum Exemplar
 Aligned to the 2007 WIDA Standards
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

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							
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	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Integration of Technology: Online authentic historical documents, online library archives, research sites							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
<p>Students will:</p> <p><i>Speaking and writing</i></p> <ul style="list-style-type: none"> • Sequence historical events leading up to WWII with the support of a timeline. <p><i>Speaking and reading</i></p> <ul style="list-style-type: none"> • Retell and relate information pertaining to the Holocaust with the support of historical documents and other related resources.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. 	<p>Key vocabulary: artifacts, conflict, control, discrimination, document, immigrate/emigrate, prejudice, survey, testimony, tradition</p> <p>Key Language Forms/Structure: Sequencing: before, during, after</p> <p>Strategies: cognates, context clues, morphology: prefix “in” for negation: justice/injustice, formal/informal; suffix “cide”: genocide</p> <p>Warm Up: Teacher: What do you know about conflicts in the history of your country? Students: respond orally with a partner</p> <p>Lesson Sequence: 1. Teacher: Introduces the timeline of events between WW I and WWII (1914-1939) and identifies causes and effects related to the</p>	<p>Formative</p> <ul style="list-style-type: none"> • 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;

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<p><i>Listening and reading</i></p> <ul style="list-style-type: none"> • 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. 	<p>Holocaust.</p> <p>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).</p> <p>3. Students: Complete graphic organizer on causes and effects from the timeline.</p> <p>4. Teacher and Students: Read and discuss selected questions of “36 Questions” focusing on examples of justice and injustice and cause and effect.</p> <p>5. Students: While listening to selected information from “36 Questions,” sequence the events on a timeline.</p> <p>6. Students: Record class notes and/or representations in learning logs.</p> <p>Closure: Students: Discuss the relationship between events on the timeline and information presented through the “36 Questions...” using new vocabulary and structures.</p> <p>Expansion/Extension/Homework: Students: Review notes taken and the events on the timeline.</p>	<ul style="list-style-type: none"> • Informal evaluation of student discussion. <p>Formative and summative</p> <ul style="list-style-type: none"> • Constructed, completed, and/or labeled timeline; • Completed graphic organizer on cause/effect; • Student learning logs
<p>Differentiation: Language objectives will be differentiated by students’ English language proficiency level. Use flexible grouping. Deliberately pair students homogeneously or heterogeneously by proficiency level.</p> <p>ELP 1 and 2: Students orally identify and match relevant dates with events on a timeline using key content vocabulary and language forms.</p> <p>ELP 3: Students orally identify cause and effect of events on a timeline using key content vocabulary and language forms.</p> <p>ELP 4 and 5: Students orally identify and discuss cause and effect of events on a timeline using key content vocabulary and language forms.</p>		
<p>Suggested Resources :</p> <p>The Simon Wiesenthal Center’s 36 Questions about the Holocaust</p> <p>Timeline: WWI (Pre-1914) -PBS</p> <p>Timeline: WWII -“The Perilous Fight” -PBS</p> <p>Timeline: “The War”- Timeline of WWII -PBS</p>		