

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

Holocaust Unit: Lesson Plan #2							
Content Area: English as a Second Language							
Lesson Title: Writing to Cousin Julius				Timeframe: 4-5 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							
Integration of Technology: Online authentic historical documents, online library archives, research sites							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 reading</i></p> <ul style="list-style-type: none"> Describe orally, temporal relationships as presented through series of letters. Discuss the differences in speaking/writing for specific audiences (formal/informal). <p><i>Speaking</i></p> <ul style="list-style-type: none"> Describe orally, people and their relationship to each other as presented in this series of letters. 	<p>Key Vocabulary: Affidavit, , century, decade, excerpt, mansion, merchant, steep, thrive, “in-law”</p> <p>Key Language Forms/Structures: Primary/secondary/tertiary</p> <p>Strategies: Cognates, context clues, dye/die, censor/sensor; Suffix “ee”, “ly”, “y”.</p> <p>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.</p> <p>Lesson Sequence: 1. Teacher: Reads aloud and thinks aloud using context in order to discuss the Introduction to the series of letters entitled</p>	<ul style="list-style-type: none"> 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

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<p><i>Speaking, reading, writing</i> Evaluate the use of appropriate register (formal/informal) when considering an author’s purpose, using primary historical documents.</p> <p><i>Listening and reading</i></p> <ul style="list-style-type: none"> • Use context to identify relationships between people and pertinent facts about the timeline. <p><i>Writing</i></p> <ul style="list-style-type: none"> • Record facts and relationships between letters and timeline. 	<p>“My Dear Cousin Julius”</p> <p>2. Students: “Buddy read” in order to examine the series of letters between Max Schohl and Julius Hess.</p> <p>3. Students: Identify target vocabulary in letters using highlighter or post-it notes.</p> <p>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).</p> <p>5. Students: Complete learning log/study guide about facts and relationship between letters and timeline.</p> <p>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.</p> <p>7. Students: Complete graphic organizer comparing formal and informal letters.</p> <p>8. Students: Discuss formal/informal letters with a partner using graphic organizers.</p> <p>Closure: Students: Discuss in groups: “What type of person is Max Schohl and what type of person is Julius Hess?”</p> <p>Expansion/Extension/Homework: Students: Respond to question: “What would you do if you were Julius Hess?”</p>	<p>discussion, graphic organizer, or in written/pictorial learning log;</p> <ul style="list-style-type: none"> • 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;
<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>Suggested Resources: “My Dear Cousin Julius”- New York Times article Graphic organizers</p>		