

Santa Cruz Valley Unified School District Lesson Plan

Teacher: Laura Chamberlain

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| <p>Essential/State Standard: Concept 8 The World at War PO 6. Examine genocide as a manifestation of extreme nationalism in the 20th century (e.g., Armenia, Holocaust, Cambodia, Bosnia, Rwanda, Kosovo and Sudan).</p> | <p>Class: World History</p> | <p>Date: 4/5/12</p> |
| <p>Content Objective: I will be able to identify the 8 stages of genocide and demonstrate knowledge of such by linking examples from the Holocaust of World War II.</p> | | |
| <p>Language Objectives (listening, speaking, reading, and writing): I will read and comprehend text and analyze film in order to create a list the shows each stage of genocide with representations from the Jewish Holocaust.</p> | | |
| <p>Key Vocabulary: Classification, Symbolization, Dehumanization, Organization, Polarization, Preparation, Extermination, Denial, Genocide, Ghetto, Militia, Propaganda</p> | <p>Materials (adopted and supplemental): *Edited list of descriptions of the 8 stages of genocide * World History Textbook *Two short summary clips of the Holocaust</p> | |
| <p>Time: 7 min</p> | <p>Building Background/Anticipatory Set: <i>Teacher will...</i> ~Bellwork will be on the board for students to do at the beginning of class: “What is the purpose of the Nuremburg Laws? How does this relate to what you already know about what happens to the Jewish people during WWII?” ~While students are writing, the teacher will pass out the 8 Stages handout. ~When students are done writing, the teacher will lead discussion that first answers the bellwork question and then has students offering their own answers for the second part, reinforcing previous knowledge.</p> | <p>Building Background/Anticipatory Set: <i>Students will...</i> ~Students will read questions and use textbook and previous knowledge to write responses. ~Students will answer questions and listen and respond to others answers.</p> |

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| <p>Time: 20 min tops with film</p> | <p>Direct Instruction: <i>Teacher will...</i> ~Next, the teacher will introduce the term genocide (which is written on the board) and talk through its definition and explain how there are 8 Stages and that the stages are not always exclusive. ~Teacher will read aloud and explain each stage listed on the sheet, prompting for questions ~Teacher will then tell students that they are going to watch 2 short clips (about 12 minutes) about the Holocaust. Teacher will prompt students to see if they can link anything from the video to what was just read from the 8 Stages. ~After viewing the teacher will ask if there are any questions</p> | <p>Direct Instruction: <i>Students will...</i></p> <p>~Students will listen and follow along. ~Students will ask questions</p> <p>~Students will watch film and attempt to make connections between film and 8 Stages handout</p> <p>~Students will ask questions and listen to responses</p> |
| <p>Time: 3 min</p> | <p>Guided Practice: <i>Teacher will...</i> ~Introduce activity to students that they will show the actions of the Nazi Party to indeed be Genocide by providing examples of each stage of genocide by using the text (page numbers on board), film, and previous knowledge. ~Explain how the first step is given since it is in the handout and demonstrate how to set-up paper by working through the first step. ~Next, teacher will have students work with tablemates to determine what should be used as an example for steps 2 and 3. Teacher will then re-group and ask each table to report back. Teacher will then again model the paper set-up by completing steps 2 and 3 on the board. ~Teacher will ask for questions, then direct students to complete through step 7 on their own or with a partner, using the format given. Teacher will use fist to five to check for understanding</p> | <p>Guided Practice: <i>Students will...</i> ~Students will listen to directions</p> <p>~Students will follow along and copy teacher example from the board</p> <p>~Students will discuss with tablemates to find and select examples to report for steps 2 and 3. Students will report answers when prompted by teacher. Students will make any necessary adjustments from listening to classmates and watching teacher example on board.</p> <p>~Students will ask questions</p> |
| <p>Time: 20min</p> | <p>Independent Practice: <i>Teacher will...</i> ~Float and monitor, answering questions</p> | <p>Independent Practice: <i>Students will...</i> ~Work individually or in pairs to find examples of each stage of genocide from the Holocaust by using the text.</p> |

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| <p>Time: 5 min</p> | <p>Closure: <i>Teacher will...</i> ~Regroup students and call on individuals to offer examples. The teacher will then transfer these answers to the board, so that students may self-edit. ~Teacher will then give students their prompt for the exit slip: “List 1 thing you learned today that you didn’t already know and 1 question you still have”</p> | <p>Closure: <i>Students will...</i> ~Share examples when prompted or by volunteering ~Listen and read prompt. ~Evaluate their own learning and write reflectively.</p> |
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Review and Assessment: Using fist to five before independent practice ensures that students understand what, and how, they are expected to link knowledge. Teacher assesses knowledge during guided practice and also while floating and monitoring during independent practice. Compiling answers at the end of the lesson also allows for her to talk, briefly, through each step, and to gauge knowledge learned by the type and variety of answer given.