



## Secondary Lesson Plan

Science Park High School

<b>Teacher:</b>	Panasiti		<b>Week of:</b>	Two weeks.	
<b>Grade:</b>	7		<b>Subject/Unit:</b>	Hana's Suitcase-Holocaust	
<b>4c/5a: Reflection:</b> ( Did all or nearly all students master the objective from last week's lessons? Cite evidence.)	Students need to reinforce annotation skills, writing organization techniques and identification of literary devices.				
<b>Big Idea/Essential Question(s):</b>	Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?) ?) What important factors make people leave their homeland? Do people always have a choice or rights to life safely? Does cultural assimilation still exist today in the world? Why or why not? Do we embrace or punish diversity?				
<b>Text/websites</b>	<i>Hana's Suitcase</i> ; Centropa: <a href="http://www.centropa.org/centropa-cinema/peter-ginz-and-boys-vedem">http://www.centropa.org/centropa-cinema/peter-ginz-and-boys-vedem</a>				
<b>Key Words:</b>	Diversity, tolerance, holocaust; stereotyping, identity, Waisenkind: orphan, immigrant, exile.				
<b>2. Implementation of Rigor</b> Choose One: DOK/RBT/ MATH	Create	Discuss	Analyze	Analyze	Analyze
<b>Lesson Components</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Instructional/behavioral Objective(s):</b> What will students know & be able to do as a result of this	Individually and in small groups, SWBAT analyze <i>Hana's Suitcase</i> by Karen Levine by making connections, and identifying elements in the story (theme, characterization,	Individually and in small groups, SWBAT analyze <i>Hana's Suitcase</i> by Karen Levine by making connections, and identifying elements in the	Individually and in small groups, SWBAT analyze <i>Hana's Suitcase</i> by Karen Levine by making connections,	Individually and in small groups, SWBAT analyze <i>Hana's Suitcase</i> by Karen Levine by making connections, and identifying elements in the story (theme, characterization,	Individually and in small groups, SWBAT analyze <i>Hana's Suitcase</i> by Karen Levine by making connections, and identifying elements in the story (theme, characterization, conflict,

<p>lesson?)</p>	<p>conflict, symbolism and metaphors) to the stories of presented in Centropa as a way to raise awareness on the importance of solidarity and unity within a community.</p>	<p>story (theme, characterization, conflict, symbolism and metaphors) to the stories of presented in Centropa as a way to raise awareness on the importance of solidarity and unity within a community.</p>	<p>and identifying elements in the story (theme, characterization, conflict, symbolism and metaphors) to the stories of presented in Centropa as a way to raise awareness on the importance of solidarity and unity within a community.</p>	<p>conflict, symbolism and metaphors) ) to the stories of presented in Centropa as a way to raise awareness on the importance of solidarity and unity within a community.</p>	<p>symbolism and metaphors) to the stories of presented in Centropa as a way to raise awareness on the importance of solidarity and unity within a community.</p>
<p><b>Instructional Agenda:</b>  <b>1a.</b> Lesson Sequence  Opening: Do Now, Entrance Ticket, etc.  <b>1b.</b> Lesson Components, e.g., (agenda )  <b>1c.</b> Pacing and Momentum (time allotted for each learning activity of the agenda)</p>	<ol style="list-style-type: none"> <li>1. Public Service Announcement (PSA): practice.</li> <li>2. In pairs, discuss elements of PSA.</li> <li>3. PSA filming and editing.</li> <li>4. Centropa: Intro to website.</li> </ol>	<ol style="list-style-type: none"> <li>1. Share annotations.</li> <li>2. Guided reading questions.</li> <li>3. Themes: discussion</li> </ol>	<ol style="list-style-type: none"> <li>1. In groups, choose five important moments that Hana experience. Write them down.</li> <li>2. Individually, create five visual images and write a brief description of the selected moment/event. Attempt to use symbols. Think of how Ana used art to relieve stress and express what she was living.</li> <li>3. Share with group and explain why you decided to represent that moment.</li> <li>4. Newsela. Parcc practice.</li> </ol>	<ol style="list-style-type: none"> <li>1. Resistance: in what ways Jewish people resisted the Nazi oppression?  Show documentary film: <a href="http://www.centropa.org/centropa-cinema/peter-ginz-and-boys-vedem">http://www.centropa.org/centropa-cinema/peter-ginz-and-boys-vedem</a></li> <li>2. Contrary to some popular views of the Holocaust, those persecuted by the Nazis often did not go quietly to their graves.</li> <li>3. Students will conduct further research into the various resistance movements in order to gain a greater understanding of the different ways in which Jews and others challenged Nazi oppression.</li> <li>4. Select one form of resistance and interpret/explain.</li> </ol>	<ol style="list-style-type: none"> <li>1. PSA: requirements/expectations .</li> <li>2. Choose a story from Centropa.org and summarize it. Make connections to our unit on “Bold Actions” and film “Peter Ginz and the Boys of Vedem”.</li> <li>3. Design a visual aid representing the brave actions of these young boys from the film viewed and analyzed in class and connect to texts previously discussed.</li> <li>4. Prepare a PSA (Public Service Announcement) attempting to deliver a positive message that celebrates what Ginz and the boys of Vedem as well as Hana and George Brady (<i>Hana’s Suitcase</i>).</li> <li>5. Present PSA to classmate to receive constructive feedback:  -What should I improve/add?  -How can I make my</li> </ol>

					<p>message more powerful to raise awareness on solidarity and unity within a community?          -At the end of my PSA, is the final statement a powerful conclusion/message?</p>
<p><b>Procedures:</b>  <b>2a.</b> Tailored Instruction,  <b>2b.</b> HOT Questions &amp; Tasks, Student-led critical analysis, discourse and solutions  <b>2c.</b> Responsiveness Tasks</p>	<ol style="list-style-type: none"> <li>1. PSA practice. Students will practice PSA script</li> <li>2. In pairs, discuss of elements of PSA.</li> <li>3. PSA filming and editing. Follow guidelines: <i>Hana's Suitcase</i>, centropa, themes discussed in class, and contemporary connections.</li> <li>4. Centropa: Intro to website. Resources.</li> </ol>	<ol style="list-style-type: none"> <li>4. Share annotations.</li> <li>5. Guided reading questions.</li> <li>6. Themes: discussion</li> </ol>	<ol style="list-style-type: none"> <li>1. In groups, choose five important moments that Hana experience. Write them down.</li> <li>2. Individually, create five visual images and write a brief description of the selected moment/event. Attempt to use</li> </ol>	<ol style="list-style-type: none"> <li>1. Resistance: in what ways Jewish people resisted the Nazi oppression? <i>Contrary to some popular views of the Holocaust, those persecuted by the Nazis often did not go quietly to their graves. For some, art was a form of resistance. By drawing, painting, putting on plays, or making music, they resisted the Nazis' attempts to take away their humanity and dignity.</i></li> </ol>	<ol style="list-style-type: none"> <li>1. PSA: requirements/expectations</li> <li>2. Choose a story from Centropa.org and summarize it. Make connections to our unit on "Bold Actions" and film "Peter Ginz and the Boys of Vedem".</li> <li>3. Design a visual aid representing the brave actions of these young boys from the film viewed and analyzed in class and connect to texts previously discussed.</li> <li>4. Prepare a PSA (Public</li> </ol>

			<p>symbols. Think of how Ana used art to relieve stress and express what she was living.</p> <ol style="list-style-type: none"> <li>3. Share with group and explain why you decided to represent that moment.</li> <li>4. Newsela. Parcc practice.</li> </ol>	<p><i>Other people practiced prayer and religious observance as a form of spiritual resistance. Many took part in armed resistance.</i></p> <ol style="list-style-type: none"> <li>2. Students will conduct further research into the various resistance movements in order to gain a greater understanding of the different ways in which Jews and others challenged Nazi oppression (Centropa)</li> <li>3. Select one form of resistance and interpret/explain.</li> </ol>	<p>Service Announcement) attempting to deliver a positive message that celebrates what Ginz and the boys of Vedem as well as Hana and George Brady (<i>Hana's Suitcase</i>).</p> <ol style="list-style-type: none"> <li>5. Present PSA to classmate to receive constructive feedback: <ul style="list-style-type: none"> <li>-What should I improve/add?</li> <li>-How can I make my message more powerful to raise awareness of the importance of solidarity and unity?</li> <li>-At the end of my PSA, is the final statement a powerful conclusion?</li> </ul> </li> </ol> <p>-Students will record their PSA and will be presented to their classmates.</p>
<b>Materials/ Resources/ Technology Infusion:</b>	Centropa.org <i>Hana's Suitcase</i>	Centropa.org <i>Hana's Suitcase</i>	Centropa.org <i>Hana's Suitcase</i>	Centropa.org <i>Hana's Suitcase</i>	Centropa.org <i>Hana's Suitcase</i>