Lesson 1: Holocaust Unit Introduction

**Instructional Outcomes**

*Maine Learning Results:*

ELA: A. **READING:** Students read to comprehend, interpret, analyze, evaluate, and appreciate literary and expository texts by using a variety of strategies. They connect essential ideas, evaluate arguments, and analyze the various perspectives and ideas presented in a variety of literary and expository texts.

*Content learning outcomes:* Students will activate their prior knowledge, ask questions, and share their background knowledge of the Holocaust.

**Literacy Support Strategies and Instruction**

*Before reading/learning:* Quick Write – Entrance Slip

- **Materials:** Teacher-created Quick Write – Entrance Slip template based on prior knowledge of the Holocaust.

*During reading/learning:* Think-Pair-Share protocol (share with carousel format)

- **Materials:** Student Quick Writes, chart paper, markers

*After reading/learning:* Teacher-led processing of charts and clarification of misconceptions

- **Materials:** Individual students’ Quick Writes and completed chart papers

**Before Reading/Learning** (20 minutes)

*Literacy outcome:* Students will use a Think-Pair-Share protocol in combination with a Quick Write to build background knowledge around the topic of the Holocaust and to set a purpose for learning by writing questions.

*Teacher preparation:* Create a Quick Write template with statements connected to major concepts in the unit.

**Quick Write – Pre-Assessment Template Example:**

Directions: Respond to each of the prompts below. Feel free to use extra paper or the back of this sheet if you need more room.

1. What do you know about the Holocaust? What comes to your mind when you think of the Holocaust?
2. Why did the Holocaust occur? What things contributed to the Holocaust?
3. What is propaganda? List some examples and explain why these things are propaganda.
4. Write down four questions you have about the Holocaust.

*Teacher facilitation:*

Pre-Assessment: If you have not used a pre-assessment with your students prior to this unit, it is important to explain the reasoning of pre-assessment with students. It allows the students to activate prior knowledge and informs the teacher of the concepts students know and the level of support they will need.
Begin by telling students that they will be completing a Quick Write about the Holocaust as their pre-assessment to activate prior knowledge and formulate questions to provide a purpose for learning.

Pass out the Quick Write template and model it using a Think-Aloud on how to respond to the questions.

Tell students to complete the Quick Write template individually.

**During Reading/Learning**

*Literacy outcome:* Students will share their responses with a partner then work collaboratively in small groups to formulate group responses to the Quick Write pre-assessment questions to build background knowledge and set a purpose for learning. (This is the Pair and Share part of the Think-Pair-Share protocol).

*Teacher facilitation:* Ask students to pair up with the student who is next to them.

Tell students to discuss the questions one at a time, comparing and contrasting their answers. As students are discussing, the teacher will monitor and assist groups as needed.

After the discussions are completed, inform students that the “Share” part of the protocol will be conducted as a carousel activity. Explain to students that there will be chart paper posted around the room. Each station will have one of the Quick Write questions listed on top. Students will break into groups of 4–6 students. Ask each group to start at a different station. Tell students at each station to collaborate with their small group and record a response to the question on the chart paper using the marker. The groups will move clockwise through the stations at the teacher signal until each group has completed each station.

**After Reading/Learning**

*Literacy outcome:* Students will review key concepts and clarify misconceptions activated from their prior knowledge.

*Teacher facilitation:* The teacher will collect the completed charts and will facilitate a large group review of the information, clarifying any misconceptions.

*At the end of the class:* Collect student Quick Writes.

*Formative assessment:* Teacher will review individual Quick Writes to guide future instruction.