

# *Alicia: My Story*

## **Lesson Plan for Chapter 6**

### **“Guralis and Radishes”**

**GRADE:** 6<sup>th</sup> grade / World History

**TITLE OF LESSON:** Surviving Daily Life By Bartering

**RATIONALE:**

It is important for the student to be able to understand what bartering is and why someone would want to barter. Bartering is the exchange of goods when one person desires what someone else has and makes an agreement to trade what they have for the new item. People usually barter in a society where goods are scarcely available. For example, in Chapter 6 of *Alicia: My Story*, goods were limited in the ghetto and Alicia had to barter with someone to be able to receive radishes. In the ghetto, goods were scarcely available due to the German demands of confiscating most of the harvest of 1941 to feed the German army. By reviewing Chapter 6 and participating in “The Bartering Activity”, students will gain a better understanding of what bartering is and how the process takes place.

**INDTRUCTIONAL OBJECTIVES:**

The student will be able to:

- Understand the process of bartering and in what circumstances it would take place, allowing the student to gain knowledge that can be built upon when learning about future history topics.
- Connect the experience of the bartering activity to chapter 6 of *Alicia: My Story*, providing understanding and empathy for what Alicia went through living in the ghetto.
- Understand what the culture and everyday life was like living in a ghetto during the 1940s in Europe.
- Understand and reflect on the struggles and restrictions that were placed on the Jewish people who lived in the ghettos.
- Develop a better perspective of what it is like to not have something and try to convince someone to trade with them for a certain item that they need.

**FLORIDA SUNSHINE STATE STANDARD(S):**

**SS.6.W.1**

*Utilize historical inquiry skills and analytical processes.*

**COMMON CORE STATE STANDARD(S):**

**CCSS.ELA-LITERACY.RH.6-8.2**

*Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.*

**CCSS.ELA-LITERACY.RH.6-8.4**

*Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.*

**PREPARATIONS:**

1. Students will be required to complete “The Bartering Activity” by working cooperatively with their peers to follow the directions on “The Bartering Rules” handout. In order to complete this activity, students should reflect on the previous learned knowledge related to page 47 in chapter 6.
2. Students must be able to follow the directions on “The Bartering Rules” handout.
3. Instructional Objectives:
  - a. Audience: aimed to measure the students’ comprehension level through cooperative learning with peers.
  - b. Behavior: related to the attention span of the students and their actions while completing the assignment. The behavior aspect is also related to the number of students who stay on task throughout the activity.
  - c. Conditions: describes what will require the students to follow the class rules, follow all directions listed on the handout and from me, and use previous learned knowledge in order to completely understand the purpose of the activity and how it relates to Chapter 6 of *Alicia: My Story*.
  - d. Degree: requires the students to earn at least 2 items of each category by bartering to receive full credit for the activity today. The category items are clothing, food, and medicine & health needs.

**LESSON:**

<b>Instructional Sequence &amp; Strategies</b>	<b>Teacher Talk and Content</b>	<b>Resources &amp; Course Materials</b>
<p><b>Introduction</b></p> <p>“Write 5 reasons when you think of...”</p> <p><u>(10 minutes)</u></p>	<ol style="list-style-type: none"> <li>1. Have students respond creatively to the introduction question: “Based on chapter 6, think about when Alicia had to barter two small kitchen towels in order to receive radishes. List five reasons why a person might barter.”</li> <li>2. Ask the students “Can you think of any examples?” Acceptable answers are related to needing certain services and supplies. The answers are limitless because the students could mention numerous reasons.</li> </ol>	<ol style="list-style-type: none"> <li>1. Write introductory question on the whiteboard before class begins.</li> <li>2. Students will view the introductory question at the beginning of class and will be encouraged to start brainstorming ideas.</li> <li>3. Students will be instructed to write the introductory question and brainstorm 5 reasons on their own sheet of paper. <i>(5 minutes for brainstorming)</i> <i>See Attachment D1.a</i></li> <li>4. Hold a class discussion to share their ideas with peers. <i>(5 minutes for discussion time)</i></li> </ol>
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<p><b>Procedures</b></p> <p>“The Bartering Activity”</p> <p>Cooperative Learning Strategy</p> <p><u>(25 minutes)</u></p>	<p>Bartering Activity” while following the directions on “The Bartering Rules” handout. Each student will receive a copy of each handout.</p> <ol style="list-style-type: none"> <li>2. Review the handout rules with the class.</li> <li>3. Each student will choose 6 cards of one particular card category randomly from the fishbowl that is being passed around the classroom. The 6 cards of one particular card category will be paper clipped together, so that they are not mixed with other cards.</li> <li>4. There are 3 card categories to choose from (clothing, food, and medicine and health needs). Students must barter to get at least 2 cards of each card category by the end of the activity.</li> <li>5. Students must barter with each other by persuading their peers that they have the card that they need, in order to accomplish the goal of the activity.</li> <li>6. Once each student has at least 2 cards of each card category, s/he will show the teacher and turn in the cards.</li> <li>7. Check off in the gradebook as the each student completes the activity successfully.</li> </ol> <p><i>EXTRA:</i> The first 5 students to complete the activity could get extra credit points on the next quiz, as an incentive for students to engage and participate in the activity.</p>	<p>Bartering Rules” handout.</p> <ol style="list-style-type: none"> <li>2. The students will begin to barter with their peers for cards from the categories that they need. The card categories are clothing, food, and medicine and health needs.</li> <li>3. Circulate the classroom as needed to offer assistance to those students who need help.</li> </ol> <p><i>See Attachment D1.b</i></p> <p><i>See Attachment D1.c</i></p> <p><i>NOTE: Realistically these cards would have to be copied numerous times and be cut apart to give to the students, but due to the purpose of this lesson plan, they are all on one page</i></p>
<p><b>Closure</b></p> <p>“Three Sentence Summary” handout</p> <p><u>(5 minutes)</u></p>	<ol style="list-style-type: none"> <li>1. Throughout this lesson, the concept of bartering was reviewed and learned in an explanatory way through “The Bartering Activity”, which is an example of a role-playing activity.</li> <li>2. The students will be required to write a three sentence summary based on their experiences while participating in the activity and will turn it in.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be required to complete the three sentence summary handout.</li> <li>2. They will answer the question related to describing their experiences based on “The Bartering Activity.”</li> </ol> <p><i>See Attachment D1.d</i></p>

<p><b>Assessment</b></p> <p>“Last Word Acrostic ”</p> <p>Checking for Comprehension</p> <p>(10 minutes)</p>	<ol style="list-style-type: none"> <li>1. Facilitate the activity and ask such questions as: “Did you learn any new information by completing the bell work assignment?”</li> <li>2. Students will complete “The Last Acrostic” handout on their own sheet of paper.</li> <li>3. Students will create an acrostic for the word ‘barter’. This activity will require the student to brainstorm words that relate to the letters of ‘barter’ that reflect what bartering actually is.</li> <li>4. Students may use <i>Alicia: My Story</i>, their textbook, and the dictionary to complete this activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be to write the acrostic and the words associated with the word ‘barter’ on “The Last Acrostic Word” handout. Students are required to only write one word for each letter of the word ‘barter’.</li> </ol> <p><i>See Attachment D1.e</i></p>
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## **EXTENSIONS/ MODIFICATION FOR DIFFERENTIATED INSTRUCTION:**

### **Special Education Activities**

- Provide a taped read-along for the chapters in the novel.
- Provide visual aides in order for students to get a better grasp on the concepts that are being presented.
- Give students the option of highlighting directly in the task of words or concepts that are unfamiliar to them.

### **Gifted Activities**

- Students will complete the graphic organizer known as 2-column notes for each chapter in the novel.
- Students will create a word wall in the classroom where they are able to list the vocabulary words that are listed in the novel and what they mean.
- As students are reading the novel, they will keep a vocabulary notebook in which to write down any unfamiliar or new words. Students will be encouraged to research these words further and any notes of what they learned in the vocabulary notebook.

### **English Language Learner Activities**

- Pre-Production (PP): At this level, the student will be able to answer questions in simple words; this will help them to better understand ideas and translate them into the English language. The teacher should answer the questions by visual aides, such as pictures in the textbook to better understand the details that are mentioned.
- Early Production (EP): At this level, the student will now be able to expand the ideas in a more intermediate way than the previous level by translating the few words used in the previous level in a more organized way to create comprehensible sentences and ideas.
- Speech Emergence (SE): At this level, the student will be able to expand their knowledge regarding what they previously learned in a more advanced way. It is very beneficial for

students to work in groups and participate in cooperative groups. This allows the student to share ideas and interact with their fellow peers.

- Intermediate Fluency (IF): At this level, the student will be able to complete the assignment individually. At this point, the student has good comprehension and has a high literacy level of the English language. This is the highest level that an ESOL student can attain, but there is always room for improvement and progress.

## **REFERENCES**

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Hoffman, K. (2010). *The art of barter: How to trade almost anything*. New York, NY: Skyhorse Publishing Company.

Jewish Federation of Greater Pittsburgh. (2014). *Jewish life during the Holocaust*. Retrieved from <http://holocaustcenterpgh.org/page.aspx?id=148359>

Narodowej, I. (2014). *The holocaust: the ghettos*. Retrieved from [http://www.yadvashem.org/yv/en/holocaust/about/03/daily\\_life.asp](http://www.yadvashem.org/yv/en/holocaust/about/03/daily_life.asp)

Zeiger, S. (2006). *Teaching kids about bartering*. Retrieved from <http://kids.lovetoknow.com/kids-activities/teaching-kids-about-bartering>

## **ATTACHMENTS**

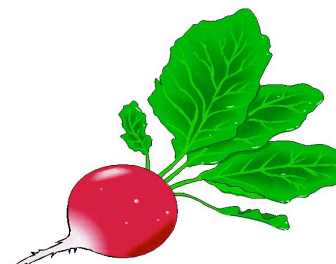
- D1.a – Example of possible answers to introductory question activity
- D1.b – “The Bartering Rules” handout
- D1.c – Examples of what the category cards would look like
- D1.d – Example of possible answers to “The Three Sentence Summary” handout
- D1.e – Examples of possible answers to “Last Word Acrostic” handout
- “Last Word Acrostic” grading rubric

## Attachment D1.a

# Introductory Activity

Name \_\_\_\_\_

Date \_\_\_\_\_

**Directions:**

Based on Chapter 6, think about when Alicia had to barter two small kitchen towels in order to receive radishes. List five reasons that are related to bartering with someone.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Example Answers:**

1. Needing food for the family and being hungry
2. Needing medical supplies for a family member who is sick
3. Needing clothes for a growing child
4. Needing clean water
5. Needing new shoes because the other ones are worn out

# The Bartering Rules

Name \_\_\_\_\_

Date \_\_\_\_\_

## **Directions:**

You will participate in “The Bartering Activity”. Remember, bartering means to exchange goods for other goods that are needed.

Please note: money is not involved or required for this process.

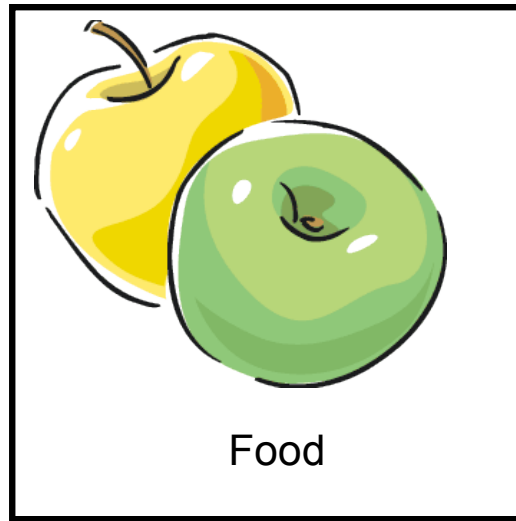
**The rules to this activity are very simple.**

**They are the following:**

1. We will review this handout as a class. If you have any questions, please ask at any time!
  2. First, you will choose 6 cards of one particular card category randomly from the fishbowl being passed around the classroom.
  3. The 6 cards of one particular card category will be paper clipped together, so that they are not mixed with other cards.
  3. There are 3 card categories to choose from. You must barter with your peers to get at least 2 cards of each card category by the end of the activity.
  4. You will barter with each other by persuading and encouraging others that they have the card(s) you need in order to accomplish the goal of the activity.
  5. Once you complete the goal of getting at least 2 cards of each card category, you will show the teacher and turn in the cards.
  6. Your name will be checked off in the gradebook as you complete the activity successfully.
- The first 5 students that complete the activity will receive 2 extra credit points on the next quiz.  
Good luck!



# Examples of the Category Cards





Answers will vary

Attachment D1.d

# Three Sentence Summary Handout

Name \_\_\_\_\_

Date \_\_\_\_\_

## **Directions:**

Write a three sentence summary based on your experiences of “The Bartering Activity”.

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## **Example Answer:**

I learned that people barter with each other when they need something that another person has. Bartering deals with the exchanging of good and does not deal with money as a form of payment. This experience has taught me that the bartering system would work in a society where goods are scarcely available and the environment is controlled from what comes into the community and what goes out of the community (for example, like the ghetto Alicia lived in).

Answers will vary

Attachment D1.d

# Last Word Acrostic Activity



Name \_\_\_\_\_

Date \_\_\_\_\_

## **Directions:**

The word BARTER is typed vertically as the beginning of an acrostic. You will be required to brainstorm the words that are associated with the word BARTER. You are required to only write one word for each letter of the word BARTER. You may use *Alicia: My Story*, your textbook, and the dictionary to complete this activity.

**B**argain

**A**llocate

**R**eciprocation

**T**rade

**E**xchange

**R**eplacement

## Rubric for Last Word Acrostic Activity

Possible points earned for the following criteria:

10 points	5 points	0 points
The answers for the activity were well thought out and all 6 answers were provided.	The ideas in the activity were good, but only 3 to 4 answers were provided.	The activity was not attempted, or 2 or fewer answers were provided.