

Alicia: My Story
Lesson Plan for Chapter 20
“My Orphanage”

Lesson Title	Where Do We Go From Here?
Rationale	<p>Students will analyze the different obstacles the survivors of the Holocaust had to face once they were liberated.</p> <p>Students will create and use a graphic organizer to compare Alicia’s experience after liberation and survivor’s experience after liberation.</p> <p>Students will examine the difficulty survivors had adapting to “regular” life post-Holocaust.</p>
Instructional Objective(s)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Examine the obstacles Holocaust survivors faced once liberated. - Trace a survivor’s story using different articles. <p>Understand the transition from life in camp back to life in society was difficult.</p>
Next Generation Sunshine State Standard(s)	<p>SS.912.W.1 <i>Utilize historical inquiry skills and analytical processes.</i></p> <p>SS.912.A.6.3 <i>Analyze the impact of the Holocaust during World War II on Jews as well as other groups</i></p> <p>SS.912.W.8 <i>Recognizes significant events and people from the post-WWII and Cold War eras.</i></p>
Common Core State Standard(s)	<p>LACC.910.RH.1.3 <i>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</i></p> <p>LACC.910.SL.1.1 <i>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</i></p>
Materials & Resources	<ul style="list-style-type: none"> - <i>Alicia: My Story</i> - Students should have read Chapter 19 and 20. - Where do people go to help within their own community? Where did Alicia go for help? - Paper to create a T-chart for the bell ringer to organize the information on the challenges people can face after imprisonment and adapting back to society. - Discuss where people get help they need. - Pencil/Pen - Graphic Organizer (Alicia’s experience in Lvov and

	<p>Survivors experiences)</p> <ul style="list-style-type: none"> - Print articles from “Life After: Stories of Holocaust Survivors After the War” (2 stories per group; mix up the different survivors so during discussion students can have multiple perspectives of life after the Holocaust)
Preparations	<ul style="list-style-type: none"> - Students will need to have read <i>Alicia: My Story</i> up to chapter 20. Students will have to be able to pull out what Alicia did to help other displaced people after liberation. - Students will need to bring their <i>Alicia</i> book to class. - Make copies of the survivor’s experiences articles and the graphic organizer. - Arrange desks in groups of 4, and pre-assign students into groups based reading / comprehension level. - Ensure students have paper and pen / pencil.
Procedures	<p>Bell Ringer</p> <ol style="list-style-type: none"> 1. Have students close their eyes and ask them to imagine being imprisoned for 10 years (going over the structured environment they became accustomed to). 2. Continue to describe that their sentence is now up and allow them to open their eyes 3. Ask them to jot down ideas on “Where they would go from here”. 4. Question them about what they would do first and how they think they would adapt back into society. Also, do they think that society would be welcoming their return? Would they be stereotyped? How would they overcome these obstacles? <ul style="list-style-type: none"> - <u>Purpose</u>: to have students begin thinking how difficult life could be after being withdrawn from society/freedom for x-amount of time the connection would than go into how Holocaust survivors felt once they were liberated. <p>Group Activity</p> <ol style="list-style-type: none"> 1. Break students into groups of 4 based on their reading / comprehension levels (pre-assign groups prior to lesson). 2. Give students a graphic organizer & 2 survivor articles, and instruct to get out their <i>Alicia</i> book. 3. Model for the students how students should complete the graphic organizer. <ul style="list-style-type: none"> - Example: On the side of the graphic organizer that categorizes “Alicia’s” experience post-captivity, have students open their book to p. 320 and ask a volunteer to read the 2nd paragraph.

	<ul style="list-style-type: none"> - Ask students: “What was Alicia faced with now that that she is fleeing Lvov? Why does she question staying?” - Possible responses: She wanted to stay in Lvov just in case a family member was still alive; she was leaving Lvov because no family members had survived. - Both of these responses can be written in chronological order on the graphic organizer. - Point out students should be looking for the <u>obstacles</u> &/or <u>struggles</u> she (or other survivor) faced once liberated. - Remind students to keep these questions in mind: Where do they go from here? Where are they seeking help?
Closure	<ol style="list-style-type: none"> 1. Class discussion on graphic organizer <ul style="list-style-type: none"> - Focus on obstacles survivors had to face once liberated 2. Discuss how Alicia adapted to society after being liberated. 3. Discuss what Alicia did to lessen the burden of others who were liberated and did not know where to go or how to adapt back into society.
Assessment	<ol style="list-style-type: none"> 1. Students will turn in their graphic organizer at the end of class. 2. Active participation in / understanding of closure discussion. 3. 3-2-1 Exit Slip: 3 things they learned, 2 questions they have, and 1 thing they did not understand.
Extensions &/or modifications for differentiated instruction	<ol style="list-style-type: none"> 1. ESE/ELL: pair these students with other students in the class to help develop deeper understanding of material. 2. Repeat, clarify, and model materials / skills needed to be successful in this activity prior to lesson. 3. If needed, give ESE/ELL students extended time to turn in 3-2-1 Exit Slip and graphic organizer. <p><u>Homework extension:</u> students will need to research and find an article, poem, interview, or book discussing a survivors experience after survivors returned to “normal” society.</p>
<u>REFERENCES:</u> Appleman-Jurman, A. (1988). "My orphanage". In <i>Alicia: My story</i> (pp. 320-337). New York: Bantam Books. <i>Jail exchange.</i> (2014, march 20). Retrieved from http://www.jailexchange.com/jail_and_inmate_search_blog/index.php/how-to-help-someone-adjust-to-life-after-prison/inmate-family-issues/	

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ATTACHMENT(S):

- Graphic Organizer

Name _____

Where Do We Go From Here?

Directions: Answer the following questions when reading the following articles –

1. Where did Holocaust survivors go once returning back into their communities?
2. Where did they seek help? What obstacles did they face?

Alicia's Experience	Survivor #1 Experience	Survivor #2 Experience

Reflection: (What did you find interesting? What surprised you the most? What did they all have in common? How do you think you would feel in that situation?)