

Alicia: My Story
Lesson Plan for Chapter 13
“In the Fields”

TITLE	We Long For a Home
RATIONALE	This lesson is intended to get children learning about some of the trials and tribulations people had to endure once they became displaced during the Holocaust. It requires students to take into account a variety of character issues. These issues would be things like who to trust, believe, allow entering your life, and becoming close with. Students will look at stories from the text Alicia along with resources dealing with displaced persons.
INSTRUCTIONAL OBJECTIVE(S)	Students will be able to: <ul style="list-style-type: none"> - Analyze primary sources related to the Holocaust and displaced persons along with resources from survivors of the Holocaust. - Write a letter informing people what kind of conditions displaced people had to deal with during the Holocaust.
NEXT GENERATION SUNSHINE STATE STANDARDS	LACC.910.RH.1.2 <i>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</i> SS.912.A.6.3 <i>Analyze the impact of the Holocaust during World War II on Jews as well as other groups.</i>
COMMON CORE STATE STANDARD(S)	CCSS.ELA-LITERACY.RH.9-10.7 <i>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</i>
MATERIALS AND RESOURCES	<ul style="list-style-type: none"> - <i>Alicia: My Story</i>, pp. 132-157 - United States Holocaust Memorial Museum - “We Long For a Home” Lyrics - “We Long for a Home” Worksheet - Flow Chart Worksheet - SmartBoard with PowerPoint presentation
PREPARATION	<ul style="list-style-type: none"> - Students will be seated in pairs with three rows of 8. - Students who need extra assistance will be seated with higher readers and students more willing to help out. - Materials will be provided for the students so complications over being prepared for class are avoided.
INTRODUCTION	<ol style="list-style-type: none"> 1. Students will enter the room with the “We Long for a Home” & Flow Chart worksheets on their desks. 2. As they enter the room they will receive the “We Long For a Home” lyrics as well 3. Instruct the students they will listen to a song that comes

	<p>from the period of the Holocaust. Go over the questions as a class, making sure the students understand what is being asked. Depending on the level of students, have a class discussion on finding the important parts of the question and underlining certain items they are looking for as they listen to the song.</p> <ol style="list-style-type: none"> 4. After the song has been played, select students to answer the questions by picking sticks. Having all names in a cup allows all students to be kept accountable and increases randomness. 5. Discuss the questions using thumbs up and thumbs down to see if students agree with others on their analysis of the mood of the song. 6. Have a discussion as a class on the meaning of the song.
<p style="text-align: center;">PROCEDURES</p>	<ol style="list-style-type: none"> 1. Students will answer question 1 for displaced persons with their shoulder partner. Allow them 2 minutes to discuss this. 2. As a class, go over what they think a displaced person is, then display a slide with a definition of “displaced person”. 3. Show a 1-minute video that shows people who were displaced during the Holocaust. After viewing the video, students answer question two for displaced person with their shoulder partner. 4. Discuss the answer as a class. 5. Give directions on how to complete the flow chart on the back. 6. Look at direct testimonial from <i>Alicia</i> that shares her story of being displaced. 7. Students will read pp. 135 to 138 about her stay with the Polish family. 8. Begin the reading together and model the first box in the flow chart to let the students know what information belongs in the box and how to find that information. 9. Students will be allowed to work with their shoulder partner to complete the flow chart along with summarizing the story they have just read. 10. Once that is complete, discuss the flow chart as a class.
<p style="text-align: center;">CLOSURE</p>	<p>Students will be writing a RAFT, which has them take on the role of a person during the Holocaust that has been displaced. The format goes as follows.</p> <p>Role: Displaced Jewish Person during the Holocaust Audience: People that have no knowledge of the Holocaust Format: Letter Topic: Talk about some of the dangers that you have to encounter as a displaced person. Also speak about living conditions for you. You may use information from your <i>Alicia Book</i>.</p>

	<p>They will be required to have a minimum of 8 sentences and they will be allowed to use the Alicia book to provide evidence for their RAFT. The students will do this at the end of class and turn it in before they leave.</p>
<p>ASSESSMENT</p>	<ul style="list-style-type: none"> - Assess throughout the lesson to make sure the students are on task, engaged and comprehending. - Use a randomizer in the sticks that will assess the students as well as bolster engagement. - Have a class roster with the students' names on it in rows and have a 3-line system. One line would mean the student does not comprehend, two lines would mean the student is not fully with me but understands the material, three lines means the student is fully comprehending the material. This assessment is done as teacher circulates the room. - The RAFT will serve as an assessment, which will provide information as to how the student is using all of the information that has been given to them that day. - Use thumbs up and thumbs down to determine which students are struggling with the first two parts of the assignment. - The worksheet will also be used as an assessment to determine where the students are logging their answers along with if it's correct or not.
<p>EXTENSIONS / MODIFICATIONS FOR DIFFERENTIATED INSTRUCTION</p>	<ul style="list-style-type: none"> - Students at a lower reading level or ELLs will be provided with vocabulary before the assignment is given so they have the words to familiarize themselves with the assignment. - PowerPoint comes with visuals as well as written instructions and taught orally for students who are different types of learners. - Provide opportunities for the students to discuss their work, which is helpful for lower readers and ELLs. Since the students are paired based on achievement and Reading scores they are able to help each other. - Allow gifted students to use their iPads (or use resources on computers) to find pictures or articles on different types of displaced persons, then write a summary of what their story was for extra credit. That assignment could be given out individually as students finish any part of the assignment.
<p>REFERENCES</p>	<p>Appleman-Jurman, A. (1990). <i>Alicia my story</i>. (pp. 132-157). New York: Bantam Books.</p> <p>Baigelman, H. (n.d.). <i>Music of the holocaust</i>. Retrieved from http://www.ushmm.org/exhibition/music/detail.php?content=home</p> <p>Live recording at USHMM conference "Life Reborn: Jewish</p>

	<p>Displaced Persons 1945–1951,” Washington D.C., January 16, 2000. USHMM recorded sound archive.</p> <p>Spielberg, S. (1946, 09). DP camp in Austria. Retrieved from http://www.ushmm.org/online/film/display/detail.php?file_num=110</p>
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ATTACHMENTS:

- PowerPoint presentation
- Flow Chart Worksheet
- “We Long for a Home” song lyrics
- “We Long for a Home” Worksheet

Name _____

Bell Work

We Long For a Home

As you are listening to the song titled We Long for a Home tell me the mood of the song and why you think the singer chose this?

After reading the lyrics and listening to the song what meaning do you believe the song is trying to portray?

Displaced persons

What is a displaced person?

After watching the video what do you believe people would do if they wouldn't find places which took them?

RAFT

Role: Displaced Jewish Person during the Holocaust

Audience: People that have no knowledge of the Holocaust

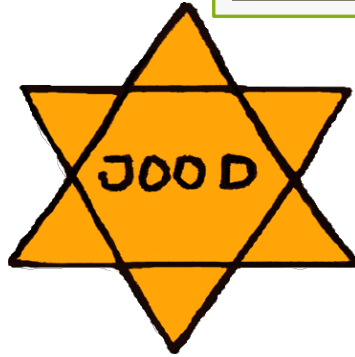
Format: Letter

Topic: Talk about some of the dangers that you have to encounter as a displaced person. Also speak about living conditions for you. You may use information from your Alicia Book.

“We Long for a Home” Lyrics

We long for a home
Where can we find such a place?
We long for a home
Every road is closed to us
We must keep on hoping
We can't do otherwise
That beauty charm and promise
Will come back to our lives
We long for a home
A warm inviting home as before
We long for a home
For our misery, the only cure
The past was filled with evil
We prayed for better lives
Now we want to live again
The right time has arrived
It was like a bad dream
What happened back then?
The good times fled
Leaving horror and dread
Wherever we go, wherever we turn
Always the same lament
Everyone feels the same deep pain as I
We long for a home
Where can we find such a place?
We long for a home
Every road is closed to us
We must keep on hoping
We can't do otherwise
The beauty, charm, and promise
Will come back to our lives
We long for a home
A warm inviting home as before
We long for a home
For our misery, the only cure
The past was filled with evil
We prayed for better lives
Now we want to live again
The right time has arrived

Bell work



- We will be listening to a song created during the period of time surrounding the Holocaust.
- You will be answering two questions:
 - As you are listening to the song titled We Long for a Home tell me the mood of the song and why you think they choose this.
 - After reading the lyrics and listening to the song what meaning do you believe the song is trying to portray.

Objective



- Students will be able to analyze primary sources related to the Holocaust and displaced persons along with resources from survivors of the Holocaust and write a letter informing people what kind of conditions displaced people have to deal with during the Holocaust.

Displaced Persons Video

- What is a displaced person?
- After watching the video what do you believe people would do if they wouldn't find places that took them in?



Displaced Person

- Somebody who has been forced to leave his or her home or country, especially because of war or political oppression



Flow Chart

- We will be using the flow chart to sequence out the events Alicia had to deal with while being displaced
- We will be using Pages 135-138 in the book which tells of her first job working for Polish Family.
- For each box you are looking for the major event that happens.
- Once you have the 5 major events that happened then you summarize the story.

Flow Chart

- If you start reading on Page 135 Alicia begins to speak about her first job. The most important part of these first couple of paragraphs is how she was able to become a worker for this family.
- For each box I expect 2-3 sentences for each box in the Flow Chart
- Alicia's first job was weeding potato patches for a Polish family. She lied to them and told this family she was forced to leave her home by her stepmother so they took her in.

RAFT – To be turned in at the end of class

- **Role:** Displaced Jewish Person during the Holocaust
- **Audience:** People that have no knowledge of the Holocaust
- **Format:** Letter
- **Topic:** Talk about some of the dangers that you have to encounter as a displaced person. Also speak about living conditions for you. You may use information from your Alicia Book.