Building Background Knowledge on The Holocaust

Summary
This lesson will introduce ESL students to critical background information about the Holocaust prior to reading The Boy in the Striped Pajamas and will help them synthesize that information into a product for presentation (a Wordle). The lesson begins with a brief review on nonfiction reading strategies. Following this, students will work in pairs to answer questions specific to an interactive Holocaust Hotlinks activity. Their final assignment will be to identify key words about the Holocaust from their Hotlink activity and synthesize these into a Wordle for presentation during the following class session.

Main Core Tie
English Language Arts Grade 9-10
Reading: Informational Text Standard 2

Additional Core Ties
Secondary Library Media (6-12)
Strand 6: Standard 1:

Time Frame
1 class periods of 90 minutes each

Group Size
Large Groups

Life Skills
Thinking & Reasoning, Communication

Materials
- Computers with Internet Connection
- Printed informational webpage (find one with charts, text & photo captions)
- Highlighters
- Color Printer (optional)

Background for Teachers
Teachers will need familiarity with the Holocaust and Internet resources, as well as instructional strategies for building non-fiction text comprehension. Teachers will also need to know how to create Wordle word clouds.

Student Prior Knowledge
How to use a computer.
Familiarity with the Internet.

Intended Learning Outcomes
ESL Students will learn strategies for analyzing informational text to build background knowledge on the Holocaust before reading Boy in the Striped Pajamas.
ESL Students will create a Wordle and present them during the following class session.
Instructional Procedures

Instructional Sequence:
Teacher/Librarian demonstrate non-fiction reading strategies by highlighting a printed webpage with text, charts and photo captions.
Student pairs will view and read informational texts, including multi-media, through a Holocaust Hotlink activity which requires them to answer questions about their viewing and reading.
Student pairs will create a Wordle using key words from their research.

Strategies for Diverse Learners
Websites may be clustered so groups of students may jigsaw the shared information.

Extensions
Students may individually create a Wordle instead of in pairs.

Assessment Plan
Students will be assessed on completeness of answers on the Holocaust Hotlink organizer and the creation and presentation of their Wordles.

Bibliography
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