


High School Lesson Plan

45 Minutes - 50 Minutes	
<p>Standards:</p> <p>CO HS SS 1.3 Analyze and evaluate key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas throughout the world from the Renaissance to the present.</p> <ul style="list-style-type: none"> - 1.3.e. Evaluate the historical development and impact of philosophical and political movements and belief systems <p>CO HS SS 2.2 Make connections among geographic variables that influence the interactions of people, places, and environments.</p> <ul style="list-style-type: none"> - 2.2.b. Analyze, interpret, and predict the influences of migration and the distribution of human populations based on reciprocal patterns. For example: Historical events, the spatial diffusion of ideas, technologies, and cultural practices. - 2.2.e. Research and interpret viewpoints from diverse groups. Including but not limited to: African Americans, Latinos, Asian Americans, Hawaiian/Pacific Islander, Indigenous Peoples, LGBTQ, and religious minorities' perspectives on issues that shape policies and programs for resource use and sustainability. For example: Immigration, resource distribution, universal human rights and the UN Sustainable Development Goals. 	
<p>Content Objectives:</p> <ul style="list-style-type: none"> - I will be able to analyze and evaluate the historical contexts and impacts of persecution and migration of Jewish people, understanding its significance in a broader philosophical and political landscape. 	
<p>Key Vocabulary:</p> <p>Diaspora</p>	<p>Materials Needed:</p> <ul style="list-style-type: none"> - Reading Guide for <i>In Her Bones</i> - Access to Technology - PBS' The Story of the Jews Visual Timeline -  Timeline Graphic Organizer
<p>Background</p> <p>Time:</p> <ul style="list-style-type: none"> - 5- 7 Minutes including sharing out 	
<p>Background</p> <p>Time:</p> <ul style="list-style-type: none"> - 5- 7 Minutes including sharing out 	<p><i>Links to Individual Experience:</i></p> <ul style="list-style-type: none"> - Bell Work What does it mean to belong to a culture that has faced persecution over time?" <p>Vocab: Diaspora</p> <ul style="list-style-type: none"> - Think/Pair/Share or other discussion based activity. - Sentence Stem: <ul style="list-style-type: none"> - I think what it means to belong to a culture that has faced

	<p>persecution over time is..</p>
<p>Presentation - 35-40 minutes</p>	<ul style="list-style-type: none"> - Start with reading and going over the <i>In Her Bones</i> reading guide in anticipation for the play. Have the students write down their pre-play questions and save the post for afterwards. - Briefly go over the Visual Timeline of Jewish Migration and Diaspora. <ul style="list-style-type: none"> - Highlighting that it isn't just a new/contemporary event but goes on over time. <ul style="list-style-type: none"> - It is 56 slides so choose a few from each time period to show. - Using the Jigsaw Method/Expert Groups Strategy, assign the students into groups to research the following periods of Jewish migration. <ul style="list-style-type: none"> - Ancient/Classical: Babylonian (586 BCE) and Roman (70 CE) - Medieval Period: Expulsion from England (1290), France (1306, 1394), Spain (1492) and Portugal (1497) (You may need to divide this into two groups 1 of England/France and another for Spain/Portugal). - Early Modern: Chmielnicki Massacres 1648 - 1657 - 19th Century : Exodus from Russia (1880s - 1921) - 20th Century: <ul style="list-style-type: none"> - The Holocaust (1933 -1945) - Post War Displacement (1945-1948) - Contemporary <ul style="list-style-type: none"> - Emigration from Soviet Union Countries - Emigration from Arab Countries - Have the students fill out the following G.O. for their own group and then when the other groups share out. - After giving some time
<p>Review and Assessments: Time: 5 mins</p>	<p>During the last 5 minutes:</p> <ul style="list-style-type: none"> - Have the students reflect and submit an exit ticket on the common themes that came up in terms of why people of

	Jewish descent had to emigrate.
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