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| 1. TITLE OF THE LESSON- Exodus of Scientists. Day 2 of a 6 day unit. | 2. CURRICULUM AREA & GRADE LEVEL- 10th Grade World History |
| 3A. STUDENT INFORMATION: English Language Learners  CELDT score of intermediate- Brian  1.) Readiness Level- This student is ready for the lessons of this unit. The student will need support with complex content and academic vocabulary. However, he will be able to grasp the content because he works hard in all of his classes and has taken and done well in courses that support this unit.  2.) Learning Profile- Brian learns best through visual demonstrations, visual aids, and with visual support during auditory processing.  3.) Interest- Brian enjoys physical education, especially team sports. Brian is a social student who enjoys history because he finds the content interesting and likes that he gets to participate in class/group discussions. This student is very interested in cars and has expressed an interest in pursuing a career in the auto industry. | 3B. STUDENT INFORMATION: Students w/ Special Needs (IEP for Attention Deficit Disorder)  Tyler  1.) Readiness Level- He is ready for the unit. Tyler has good grades in all three classes and consistently demonstrates understanding on formative and summative assessments. Tyler scored above average on the diagnostic assessment given prior to the beginning of the unit. Tyler scored well on the proficiency essays and exams at the conclusion of the last unit.  2.) Learning Profile- Tyler is a visual-auditory learner.  3.) Interest- Tyler is shy and does not choose to work with others, socialize, and participate in group discussions. Tyler enjoys technology and can often be found using applications on his phone before and after class. He enjoys video games and math. |
| 3C. STUDENT INFORMATION: GATE Student - Cody  1.) Readiness Level- Coby is a 10th grader who is reading at a 12th grade level but writing at a 9-10th grade level.  2.) Learning Profile- Coby is very sociable and popular amongst his peers. He enjoys talking in class. He finishes his work quickly in class and can be disruptive when he is not engaged or challenged by the curriculum.  3.) Interest- Coby enjoys video games, football, and rap music. His favorite subject is science. | |
| 4. RATIONALE     A. Enduring Understanding- An unforeseen and unintended effect of the Nazis pursuing racial purity was giving their enemies an advantage in the war.     B. Essential Questions- What are the consequences of excluding one or more races of people in your country or community?     C. Reason for Instructional Strategies and Student Activities- Students participate in a tea party to become familiar with the biographies of the scientist who fled Europe to later work on the Manhattan Project, to practice fluency, and build community in the classroom. Students conduct their class work of reading and note making collectively in heterogeneous groups to learn from each other and practice social skills. | |
| 5. CONTENT STANDARD(S)- 10.8.5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians. | 6. ELD STANDARD(S) EA- Make oneself be understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may make random errors. |
| 7. LEARNING GOAL(S) - OBJECTIVE(S)     A. Cognitive- After participating in a tea party and reading about the Nuremberg Laws, students will be able to make accurate and complete notes about one side effect of the Nazi policy of pursuing racial purity, especially against the European Jews.     B. Language Development- After participating in a tea party and speaking/negotiating with one’s group members, the student will be able to make himself/herself be understood when speaking by using consistent standard English grammatical forms. | 8. ASSESSMENT(S)     A. Diagnostic/Entry Level- Students’ existing knowledge of the Manhattan Project will be assessed during the anticipatory set by the students’ responses to the teacher’s questions.     B. Formative-Progress Monitoring- Students’ comprehension of the effect of the Nazi policy of pursuing racial purity, especially against the European Jews will be assessed as they work in groups to complete a summary of the main ideas. Students will be assessed on their ability to make themselves understood by using consistent standard English grammatical forms.     C. Summative- |
| 9A. EXPLANATION OF DIFFERENTIATION FOR ENGLISH LANGUAGE LEARNERS 1.)  Content/Based on Readiness, Learning Profile or Interest- The history portion of the unit will appeal to Bryant’s interests. 2.)  Process/Based on Readiness, Learning Profile or Interest- The tea party will give Bryant the opportunity to improve his reading fluency. 3.)  Product/Based on Readiness, Learning Profile or Interest- Students will work in heterogeneous groups to derive the main ideas of the reading. | 9B. EXPLANATION OF DIFFERENTIATION FOR STUDENTS WITH SPECIAL NEEDS 1.)    Content/Based on Readiness, Learning Profile or Interest 2.)    Process/Based on Readiness, Learning Profile or Interest- Tyler’s group will consist of two students of his choosing. Tyler will not be corrected for not circulating the room during the tea party activity. 3.)    Product/Based on Readiness, Learning Profile or Interest- |
| 10. INSTRUCTIONAL STRATEGIES       A. Anticipatory Set/Into- Teacher posts a picture of Doctor Manhattan from the Watchmen in front of the class. Teacher asks the student if they know who the character is. Teacher asks the students if they know why he is called Doctor Manhattan. Teacher explains that he was named after the Manhattan Project which was a secret government project to design and build an atomic bomb before the Germans, who it was believed were building their own atomic bomb. (5 minutes)                                             B. Instruction/Through- Teacher explains to students that they will be having a tea party, forming groups, and collectively reading and answering question. Teacher explains the process and rules of a tea party and distributes 1 of 10 roles of scientists who were forced to flee Europe and the Nazis because they were Jewish to all students. Teacher explains that after the tea party, students will be forming their small heterogeneous groups (students will work with the same group members for the two weeks). (5 minutes)       C. Guided Practice/Through- Teacher instructs students to conduct their Tea Party. Teacher monitors class to insure students are following instructions. Teacher gets class’ attention, asks student to return to their seats, and leads a discussion on students’ observations of the scientist they met. (25 minutes)                                         D. Independent Practice/Through- Teacher instructs them to sit with their established small heterogeneous groups. Teacher distributes an article entitled “Nuremberg Race Laws” to each student. Teacher instructs students to read the article and write one main idea per paragraph as a group. All students must complete their notes together. No one is the group can move ahead to write the next main idea without the rest of his/her group. One group member will lead the group in deciding how to read the handout and another group member will lead how to complete the notes. ( 15 minutes)                                         E. Closure- Teacher gives students a brief assessment of his/her observations of how successful the groups were in their collaboration. Teacher offers suggestion for the next group work (if necessary). Teacher explains to students that the next lessons will cover the making of the bomb, the immediate effects of its use in WWII, and finally the legacy of Atomic bomb. (10 minutes)                                             F. Beyond- Students will learn basic quantum physics necessary to understand the basis for the Atomic bomb in the next lesson. | 11. STUDENT ACTIVITIES       A. Anticipatory Set/Into- The use of a character from comic books and a movie will appeal to students’ interest. For students who are familiar with the character, it will explicitly link new content to students’ background knowledge. (5 minutes)                                               B. Instruction/Through- Students receive explicit instructions from the teacher regarding the tea party activity and the lessons’ agenda. (5 minutes)                                        C. Guided Practice/Through- Students conduct a tea party which allows students to practice social skills, increases a sense of community in the class, and allows ELD students to practice fluency by reading their roles multiple times. (15 minutes)     D. Independent Practice/Through- Students form heterogeneous groups and are assigned shared leadership responsibilities. Students are individually accountable for the work by each having their own notes to complete. (20 minutes)                                             E. Closure- The upcoming units will be explained to students in order to assist them in understanding the sequence of lessons. (10 minutes)                                         F. Beyond- Students will learn basic quantum physics necessary to understand the basis for the Atomic bomb in the next lesson. |
| RESOURCES- 4 copies of each of the 10 scientists’ roles and “The Nuremberg Race Laws” article. | |

**Tea Party Roles:**  
Leo Szilard. I was born in Budapest, Hungary, on February 11, 1898. I left Germany in 1933 because of anti-Jewish laws. With the news that German scientists discovered nuclear fission, I immediately set up a series of experiments, in collaboration with Enrico Fermi, to see if the theory was correct.   
  
Enrico Fermi. I was born in Rome, Italy on 29th September, 1901. I won the Nobel Prize in 1938 and immediately emigrated to America, primarily to escape Mussolini's fascist dictatorship. I lead the team that created the first self-sustaining nuclear chain reaction.  
  
Stanislaw Ulam. I was born on April 3, 1909 in Lvov, Poland. I fled Poland in 1939 and found a position at Princeton. Invited by Hans Bethe, I arrived at Los Alamos in 1943. I developed the ‘Monte-Carlo' method, which greatly aided in creating an atomic bomb.  
  
Albert Einstein. I was born in Württemberg, Germany, on March 14, 1879. In 1933 I renounced his citizenship for political reasons and emigrated to America to take the position of Professor of Theoretical Physics at Princeton. I became a United States citizen in 1940.  
  
Eugene Wigner. I was born in Budapest, Hungary, on November 17, 1902, naturalized a citizen of the United States on January 8, 1937. I worked with Fermi at the Metallurgical Laboratory, from 1942 to 1945 determining whether a fission-induced chain reaction was possible.  
  
Edward Teller. I was born in Budapest, Hungary in 1908. I immigrated to the U.S. in 1935 and became a citizen in 1941. Considered, "the father of the hydrogen bomb", he credits Werner Heisenberg with launching his career in physics.  
  
Hans Bethe. I was born in Strasbourg, Germany on July 2 1906. I lost my university position because my mother was Jewish, I then emigrated to England in October 1933. I moved to Cornell University in the U.S. in 1935. As the director of the theoretical division for the Manhattan Project, my group calculated how much fuel was needed for the bombs.  
  
Emilio Segré. I was born in Tivoli, Rome, on February 1, 1905. I emigrated to the U.S. in 1938 and lead the Radioactivity Group at Los Alamos. Our discovery of spontaneous fission of plutonium led to the reorganization of the Laboratory in the summer of 1944.https://lh5.googleusercontent.com/XntBqT6hkcID-2WBbo68ljs9DFFCClfHfZMu6xXnGyHy5FaaSEPb9B-JfYspdofgPHYN_BKofsvwwmCwJNO9h2sQbGgxqemwfQX6Y6-W8jb5SkCNyeC160rj  
John von Neumann. I was born December 28, 1903 in Budapest, Hungary. I moved to Princeton University in 1930 and in 1943 I began working on the Manhattan Project, where I tackled the immense calculations required for construction of an atomic bomb.  
  
James Franck. I was born in Hamburg, Germany, on August 26, 1882. Escaping Nazi Germany, I ended up as Director of the Chemistry Division of The Metallurgical Laboratory at the University of Chicago, which was the center of the Manhattan District's Project. 

**The Nuremberg Race Laws**

Massed crowds at the Nazi party rally in Nuremberg. Nuremberg, Germany, 1935.  
— US Holocaust Memorial Museum  
  
At the annual party rally held in Nuremberg in 1935, the Nazis announced new laws which institutionalized many of the racial theories prevalent in Nazi ideology. The laws excluded German Jews from Reich citizenship and prohibited them from marrying or having sexual relations with persons of "German or related blood." Ancillary ordinances to the laws disenfranchised Jews and deprived them of most political rights.  
The Nuremberg Laws, as they became known, did not define a "Jew" as someone with particular religious beliefs. Instead, anyone who had three or four Jewish grandparents was defined as a Jew, regardless of whether that individual identified himself or herself as a Jew or belonged to the Jewish religious community. Many Germans who had not practiced Judaism for years found themselves caught in the grip of Nazi terror. Even people with Jewish grandparents who had converted to Christianity were defined as Jews.  
For a brief period after Nuremberg, in the weeks before and during the 1936 Olympic Games held in Berlin, the Nazi regime actually moderated its anti-Jewish attacks and even removed some of the signs saying "Jews Unwelcome" from public places. Hitler did not want international criticism of his government to result in the transfer of the Games to another country. Such a loss would have been a serious blow to German prestige.  
After the Olympic Games (in which the Nazis did not allow German Jewish athletes to participate), the Nazis again stepped up the persecution of German Jews. In 1937 and 1938, the government set out to impoverish Jews by requiring them to register their property and then by "Aryanizing" Jewish businesses. This meant that Jewish workers and managers were dismissed, and the ownership of most Jewish businesses was taken over by non-Jewish Germans who bought them at bargain prices fixed by Nazis. Jewish doctors were forbidden to treat non-Jews, and Jewish lawyers were not permitted to practice law.  
Like everyone in Germany, Jews were required to carry identity cards, but the government added special identifying marks to theirs: a red "J" stamped on them and new middle names for all those Jews who did not possess recognizably "Jewish" first names -- "Israel" for males, "Sara" for females. Such cards allowed the police to identify Jews easily.  
Key Dates  
SEPTEMBER 15, 1935  
NUREMBERG LAWS ARE INSTITUTED  
At their annual party rally, the Nazis announce new laws that revoke Reich citizenship for Jews and prohibit Jews from marrying or having sexual relations with persons of "German or related blood." "Racial infamy," as this becomes known, is made a criminal offense. The Nuremberg Laws define a "Jew" as someone with three or four Jewish grandparents. Consequently, the Nazis classify as Jews thousands of people who had converted from Judaism to another religion, among them even Roman Catholic priests and nuns and Protestant ministers whose grandparents were Jewish.  
OCTOBER 18, 1935  
NEW MARRIAGE REQUIREMENTS INSTITUTED  
The "Law for the Protection of the Hereditary Health of the German People" requires all prospective marriage partners to obtain from the public health authorities a certificate of fitness to marry. Such certificates are refused to those suffering from "hereditary illnesses" and contagious diseases and those attempting to marry in violation of the Nuremberg Laws.  
NOVEMBER 14, 1935  
NUREMBERG LAW EXTENDED TO OTHER GROUPS  
The first supplemental decree of the Nuremberg Laws extends the prohibition on marriage or sexual relations between people who could produce "racially suspect" offspring. A week later, the minister of the interior interprets this to mean relations between "those of German or related blood" and Roma (Gypsies), blacks, or their offspring.