

THE JOURNEY THAT SAVED CURIOUS GEORGE

Grade level	Duration	Subject Area
4-5	50 minutes	English Language Arts/Social Studies

Teaching Strategies	Materials/Equipment:	Vocabulary
Whole group instruction & discussion	<i>The Journey That Saved Curious George</i> book	Exchange: (v) giving something and receiving something of the same kind.
Individual work	Worksheets 1-5	Manuscript: (n) a book, document, or text that has not yet been published.
Analyzing primary & secondary source documents		

Learning Objective (address anchor standards):

(LAFS.4.RI.1.2) I can determine the main idea of a text and summarize the text with key details.

(LAFS.5.RI.1.3) I can explain the relationships between two or more characters or events in a historical text.

(SS.5.A.1.1) I can understand the use of primary and secondary sources when studying history.

Higher-Order Thinking Questions:

1. How is Curious George related to the Holocaust?
2. Why was it important for the Hans and Margaret to escape Europe?
3. How did they get the idea for Curious George?
4. Why might they have changed the character's name after arrival into the United States?
5. Why might a historian prefer to use a primary source?

6. What can be a benefit of using a secondary source?
7. How did Louise Borden use primary and secondary sources?

Differentiation Strategies:

The class may take turns reading the story.

Students may assist by following along the reading with a pencil under the document camera.

Verbal responses accepted on analytical worksheets rather than written responses.

Introduction to Lesson:

1. Teacher will introduce him/herself and give a brief introduction to the Holocaust Museum.
2. Teacher will give a brief, grade-appropriate introduction to the Holocaust.

Higher-Order Thinking Question:

1. How is Curious George related to the Holocaust?

Differentiation Strategies: N/A

Instruction:

1. Now, the teacher will read *The Journey That Saved Curious George* to the class. For visual learners, it's best to have the book underneath the document camera during reading so students can follow along.
2. During the reading, the teacher will pause for reactions, to ask questions, and to clarify ideas.

Higher-Order Thinking Question:

1. Why was it important for the Hans and Margaret to escape Europe?
2. How did they get the idea for Curious George?
3. Why might they have changed the character's name after arrival into the United States?

Differentiation Strategies:

Depending on the level of the class, the teacher can decide to read the story himself/herself or by having the class take turns reading and passing the book.

Students who have difficulty paying attention can take turns sitting at the document camera and using a pen to follow along in the reading.

Guided-Practice: *If there is not enough time for this portion of the activity, the worksheets may be left with the class as a post-visit activity.

After the reading, the teacher will also give a brief description of primary and secondary sources.

Next, each student will receive a worksheet. There are 5 different worksheets in total; each prompt students to analyze images from the story.

Higher-Order Thinking Question:

1. Why might a historian prefer to use a primary source?
2. What can be a benefit of using a secondary source?
3. How did Louise Borden use primary and secondary sources?

Differentiation Strategies:

Students may use assistance from teachers in the classroom.

Struggling students may be required to verbally respond to the prompts, rather than using written responses.

Closure/Review:

When students have completed the worksheets, the teacher will briefly review each one.

Teacher will close with discussion on Curious George in the United States.

Florida Standards (ELA): LAFS.K12.R.1.3, LAFS.K12.R.2.4, LAFS.K12.SL.1.1, LAFS.4.RI.1.1, LAFS.4.RI.1.2, LAFS.4.RI.1.3, LAFS.4.RL.1.1, LAFS.4.RL.1.3, LAFS.4.SL.1.1, LAFS.4.SL.1.2, LAFS.5.RI.1.1, LAFS.5.RI.1.2, LAFS.5.RI.1.3, LAFS.5.RL.1.1, LAFS.5.RL.1.3, LAFS.5.RL.2.4, LAFS.5.RL.2.6, LAFS.5.SL.1.1

Anchor Standards (ELA): LAFS.4.RI.1.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

LAFS.5.RI.1.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Florida Standards (SS): SS.4.A.1.1, SS.5.A.1.1

Anchor Standards (SS): SS.5.A.1.1: Use primary and secondary sources to understand history.