

HANA’S SUITCASE

Grade level	Duration	Subject Area
4-5	50 minutes, adjustable	English Language Arts

Teaching Strategies	Materials/Equipment:	Vocabulary
Whole group instruction	<i>Hana’s Suitcase</i> book	Inference: (n) ac conclusion reached on the basis of evidence and reasoning.
PowerPoint presentation	<i>Hana’s Suitcase</i> worksheets	Artifact: (n) an object made by a human, typically of cultural or historical significance.
Creative drawings	PowerPoint presentation	
	Blank paper & colored pencils	

Learning Objectives (address anchor standards):

- (LAFS.K12.SL.1.2) I can evaluate and use information presented in different ways.
- (LAFS.4.SL.1.2) I can paraphrase information presented to me visually, quantitatively, and orally.
- (LAFS.5.SL.1.2) I can summarize information presented to me visually, quantitatively, and orally.

Higher-Order Thinking Questions:

1. What is an inference?
2. What kind of questions do you need to ask about an artifact in order to learn more about it?
3. Why was Hana targeted during the Holocaust?
4. What part of Hana’s life do you think was the most difficult?
5. Who is narrating the story?
6. How does Hana’s art help you to better understand her life and experiences?

Differentiation Strategies:

- For ESOL students, the higher-order thinking questions can be written on the board in both English and the native language.

- Students who struggling with drawing may have the option of writing a short story about Hana.

Introduction to Lesson:

1. Teacher will introduce him/herself and give a brief introduction to the Museum.
2. Begin by explaining to students that we will be learning the story of a girl who experienced the Holocaust. But first, ask students to describe an inference. Provide a brief description of an inference.
3. Next, give students the worksheets. Ask students to observe the photos and fill in the worksheet that asks them what kind of questions they may need to ask in order to discover part of Hana's story.

Higher-Order Thinking Question:

1. What is an inference?
2. What kind of questions do you need to ask about an artifact in order to learn more about it?

Differentiation Strategies:

For ESOL students, the higher-order thinking questions can be written on the board in both English and the native language.

Instruction:

Teacher will share the story of Hana's suitcase by using the PowerPoint presentation. The teacher will stop throughout the story to ask the students questions and keep them engaged in the presentation. The teacher will also make sure to explain the different narrators throughout the story.

Higher-Order Thinking Question:

1. Why was Hana targeted during the Holocaust?
2. What part of Hana's life do you think was the most difficult?
3. Who is narrating the story?

Differentiation Strategies: N/A

Guided-Practice:

1. Time permitting; students will have the opportunity to express their creativity by recreating a scene from the story. This will also help students identify with Hana, as she often drew and depicted scenes from her own life.

Higher-Order Thinking Question:

1. How does Hana's art help you to better understand her life and experiences?

Differentiation Strategies:

Students who struggling with drawing may have the option of writing a short story about Hana.

Closure/Review:

To close, the teacher will give a brief description of Hana's legacy and her brother George.

Florida Standards: LAFS.K12.SL.1.2, LAFS.K12.SL.1.3, LAFS.K12.SL.2.4, LAFS.K12.SL.2.5 LAFS.4.RL.2.6, LAFS.4.SL.1.2, LAFS.4.SL.1.3, LAFS.5.SL.1.2, LAFS.5.SL.1.3

Anchor Standards: LAFS.K12.SL.1.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.4.SL.1.2: Paraphrase portions of a text read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.5.SL.1.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.