

# IN FLIGHT: THE STORY OF SABINE VAN DAM

| Grade level                     | Duration         | Subject Area           |
|---------------------------------|------------------|------------------------|
| 6 <sup>th</sup> through college | 45 or 60 minutes | Social Studies/Theater |

| Teaching Strategies     | Materials/Equipment:    | Vocabulary  |
|-------------------------|-------------------------|---|
| Whole group instruction | Handouts                | Resistance: ( <i>n.</i> ) an underground organization of a conquered or nearly conquered country engaging in sabotage and secret operations against occupation forces and collaborators |
| Observation             | Artifacts               | Stateless ( <i>adj</i> ): lacking the status of being a national or member of a nation  |
|                         | PowerPoint presentation | Collaborator ( <i>n</i> ) someone who assists an enemy  |

Learning Objectives (address anchor standards):

(SS.6.W.1/SS.A.8.1) I utilize historical analysis skills including primary and secondary sources  
 (SS.912.A.6) I understand causes and effects of World War II on individuals and the United States  
 (SS.912.S.4) I can see how social groups can impact individuals and groups

Higher-Order Thinking Questions:

1. How can dramatizing an aspect of history tell a broader story?
2. What was the impact of the Nazi Party on other group and individual behavior?
3. What was life like under Nazi occupation in the Netherlands?
4. How was one girl, Sabine van Dam, affected by events beyond her control?

Differentiation Strategies:

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



Introduction to Lesson:

1. Teacher will introduce him/herself and give a brief introduction to the Museum if participating in workshop/s
2. Ask students the higher-order thinking questions.

Higher-Order Thinking Question:

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Instruction:

Next, the teacher will use a PowerPoint presentation and hands-on worksheets and discussion to learn about WWII in the Netherlands, Resistance, and results.

Students will be asked to 'put themselves in Sabine van Dam's shoes; what would they take if they were to become a refugee?



Closure/Review:

Students will attend the play, In Flight: The Story of Sabine van Dam

An optional workshop follows to discuss the play and how to apply it to today's world



Florida Standards (SS) SS.6.W.1.6, SS.8.A.1.5, SS.8.A.1.7, SS.912.A.6.1, SS.912.S.4.1

Anchor Standards (SS):

SS.6.W.1: Utilize historical inquiry skills and analytical processes

SS.8.A.1: Use research and inquiry skills to analyze American History using primary and secondary sources

SS.912.A.6: Understand the course and causes of World War II, the character of the war at home and abroad, and its reshaping of the United States' role in the post-war world

SS.912.S.4: Social Groups/Explore the impacts of social groups on individual and group behavior

Florida Standards (TH): TH.68.C.1.3, TH.68.H.1.2, TH.912.C.1.6, TH.912.3.3

Anchor Standards (TH):

TH.68.C.1/TH.912.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic talent

TH.68.H.1/TH.912.H.1: Through study in the arts, we learn about and honor others and the worlds in which they live