

THE MOTHER'S MEDAL

Grade level	Duration	Subject Area
9-12, mature classes	45 or 90 minutes	English Language Arts/Social Studies

Teaching Strategies	Materials/Equipment:	Vocabulary
Whole group instruction	Mother's medal artifact	Aryan: (n, adj.) refers to a German person <u>ideally</u> with blonde hair and blue eyes.
Making inferences	Other primary and secondary sources	Reich: (n) empire.
Analyzing primary & secondary sources	PowerPoint presentation	

Learning Objective (address anchor standards):

(LAFS.910.SL.1.1/LAFS.1112.SL.1.1) I can initiate and participate in collaborative discussions, building on others' ideas while I clearly express my own.

(SS912.A.1.2) I can use both primary and secondary sources to understand a historical period.

(SS.912.A.1.4) I can analyze how sources may be used to understand the significance of time periods and historical events.

(SS.912.S.6.3) I can describe how collective behavior can influence and change a society.

Higher-Order Thinking Questions:

1. What is the difference between the past and history?
2. What is an artifact?
3. How is a primary source different from a secondary source?
4. Why might a historian prefer to use a primary source, rather than a secondary source?
5. How do political concepts affect populations?
6. How do civic groups form unique cultures?
7. Why would Joseph Goebbels promote marriage?
8. How can individual, strong leaders forge a nation's directions?

Differentiation Strategies:

For ESOL students, the higher-order thinking questions may be written on the board in both English and their native language(s).

Introduction to Lesson:

1. Teacher will introduce him/herself and give a brief introduction to the Museum.
2. Ask students the higher-order thinking questions. Students will then be shown an authentic, primary source artifact from the Museum's collection. As a class, they will offer suggestions of what the object might be based on (like color, shape, materials, symbols, writing, and feel). They will recognize that it is a primary source.

Higher-Order Thinking Question:

1. What is the difference between the past and history?
2. What is an artifact?
3. How is a primary source different from a secondary source?
4. Why might a historian prefer to use a primary source, rather than a secondary source?

Differentiation Strategies:

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

If applicable, students will be able to touch certain artifacts to help in their observations of them.

Instruction:

1. Next, the teacher will use a PowerPoint presentation to offer a wide variety of hints leading to determining what the object was and its impact/role during the Holocaust.
2. Students will be asked to add knowledge gained to reinterpret the artifact until numerous clues have been revealed.
3. Teacher will present the name/meaning of the artifact.

Higher-Order Thinking Question:

1. How do political concepts affect populations?
2. How do civic groups form unique cultures?
3. Why would Joseph Goebbels promote marriage?
4. How can individual, strong leaders forge a nation's directions?

Differentiation Strategies:

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

Time permitting; the teacher will present a second artifact in a condensed format revealing how students can extract information from a document.

Higher-Order Thinking Question:

Continue to discuss higher-order thinking questions from previous section.

Differentiation Strategies: N/A

Closure/Review:

Close by discussing the role of museums in our society. Teacher will explain that by visiting museums, they can observe primary sources to learn more about history.

Florida Standards (ELA): LAFS.910.RH.1.2, LAFS.910.RH.3.7, LAFS.910.RH.3.9, LAFS.910.SL.1.1, LAFS.910.SL.1.2, LAFS.910.SL.2.4, LAFS.1112.RH.1.2, LAFS.1112.RH.3.7, LAFS.1112.RH.3.9, LAFS.1112.RI.3.7, LAFS.1112.RST.3.7, LAFS.1112.RST.3.9, LAFS.1112.SL.1.1, LAFS.1112.SL.2.5

Anchor Standards (ELA): LAFS.910.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LAFS.1112.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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.912.A.1.2, SS.912.A.1.4, SS.912.A.6.1, SS.912.A.6.3, SS.912.P.10.12, SS.912.P.14.2, SS.912.S.4.9, SS.912.S.5.3, SS.912.S.6.3, SS.912.W.1.3, SS.912.W.7.6, SS.912.W.7.8

Anchor Standards (SS): SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.4: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

SS.912.S.6.3: Describe how collective behavior can influence and change society.