



# Destination Poland and Germany

Resource ID#: 29146 Primary Type: Lesson Plan

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This lesson was designed to provide students the opportunity to conduct research using a variety of print and electronic resources in order to gather information about the countries of Poland and Germany. In small groups, the students will scavenge through online and print resources including: a dictionary, thesaurus, encyclopedia, and atlas. They will create a poster with the accompanying information to present to the whole class. This lesson is usually taught at the start of the Holocaust novel study unit Daniel's Story by Carol Matas, however, it can easily be adapted for any country or novel.

**Subject(s):** English Language Arts

**Intended Audience:** [Educators](#)

**Instructional Time:** 4 Hour(s)

**Resource supports reading in content area:** Yes

**Keywords:** Holocaust, research, geography

**Instructional Design Framework(s):** [Direct Instruction](#) , [Cooperative Learning](#)

**Resource Collection:** [CPALMS Lesson Plan Development Initiative](#)

**Grade Level(s):** 6

**Suggested Technology:** Computer for Presenter, Computers for Students, Internet Connection, LCD Projector

**Freely Available:** Yes

**Instructional Component Type(s):** [Lesson Plan](#)

## ATTACHMENTS

[Destination Poland and Germany Group Assignment sheet.pdf](#)

[Destination Poland and Germany Poster Rubric.pdf](#)

[Destination Poland and Germany Student Samples.pdf](#)

[Destination Poland and Germany Teacher Model.pdf](#)

[Germany1.pdf](#)

[Germany2.pdf](#)

[Poland1.pdf](#)

[Poland2.pdf](#)

## LESSON CONTENT

**Lesson Plan Template:** General Lesson Plan

**Learning Objectives: What should students know and be able to do as a result of this lesson?**

The students will be able to utilize a variety of resource materials to research and provide information about the countries of Poland and Germany.

**Guiding Questions: What are the guiding questions for this lesson?**

- What are the roles of resource materials in research?
- Where can accurate information about Germany and Poland be located?

**Prior Knowledge: What prior knowledge should students have for this lesson?**

Students should have some working knowledge about the following resource materials: dictionary, thesaurus, atlas, and encyclopedia.

**Teaching Phase: How will the teacher present the concept or skill to students?**

1. The teacher should begin the class with the following question: How do you find the answer(s) to questions that you don't know? [Expected student answers include: We look it up. We use dictionaries, the internet, etc.] If the students require further prompting, the teacher may ask, "Where do you go to do your research?" Once students answer, the teacher should layer questioning with, "How do you know those references are reliable, accurate and valid?"
2. The answers provided by the students will alert the teacher to any misconceptions about the validity of the internet as well as the extent of their use of traditional resource materials such as the dictionary, thesaurus, atlas, and encyclopedia. Using this information, the teacher can provide mini-lessons on how to use any of these resource materials or provide further information on determining the validity of a resource on the internet.

**Guided Practice: What activities or exercises will the students complete with teacher guidance?**

3. The teacher should place students in groups of four. Each student should be assigned a job: Encyclopedia Engineer, Definition Digger, Synonym Scavenger and Atlas Analyzer (see attached student assignment sheet). Each student will be responsible for locating the information in their specific section. The teacher should have Germany I and Poland I sheets on pink paper and Germany II and Poland II sheets on green paper for easier identification for the teacher. The vocabulary varies on all four sheets, though there is some overlapping.
4. The teacher should provide students with a green or pink sheet outlining the information required for each job assignment (see attached). Pass out Germany 1 and Poland 1 sheets to half the class and Germany II and Poland II sheets to the other half of the class. This will spread the work out amongst the students so they have less to individually research. The teacher should show students how to use online resources, specifically Fact Monster, latitudeandlongitude.com, the Oxford English Dictionary and Thesaurus.com. The teacher will then explain that each student should only work on their portion of the research and should be the only person to visit their given

station. Once all information has been collected, the student should return to the assigned group area, share the information found with their group and work on the group poster (see outline and student examples attached).

**Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?**

\*\*This portion will take approximately three days for research, poster construction, and poster presentation.\*\*

1. Students should be allowed to access stations in various portions of the room. The teacher should monitor all group activity and check in with each group as well as each resource station to ensure students remain on task. When groups are ready, they should use a large sheet of white paper to construct their poster according to the model provided.

**Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?**

- The teacher will show students the model poster allowing them to accurately organize the information they retrieved from their source.
- The students will present their poster to the class when finished.

## ASSESSMENT

**Formative Assessment:**

Students should be asked the following question: How do you find the answer(s) to questions that you don't know? [Expected student answers include: We look it up. We use dictionaries, the internet, etc.] If the students require further prompting, the teacher may ask, "Where do you go to do your research?" Once students answer, the teacher should layer questioning with, "How do you know those references are reliable, accurate and valid?"

The answers provided by the students will alert the teacher to any misconceptions about the validity of the internet as well as the extent of their use of traditional reference materials such as the dictionary, thesaurus, atlas, and encyclopedia.

**Feedback to Students:**

Students will self-monitor research practices. As they utilize each reference source, they will be able to collect relevant information. The teacher should also constantly circulate the classroom during the research process providing guidance, feedback and assistance as required.

Feedback will be provided by group members as they begin to record information on their group poster.

**Summative Assessment:**

Students will complete a poster as small groups and present the information collected via the dictionary, thesaurus, encyclopedia, and atlas to the class.

Teachers will be able to score the accuracy of group answers via the attached rubric. Posters can be scored by placing the rubrics on mailing labels to apply to the back of the posters.

## ACCOMMODATIONS & RECOMMENDATIONS

**Accommodations:**

- The teacher can assign jobs in order to differentiate to various student abilities. Thesaurus, atlas and dictionary tend to be on the easier side, whereas encyclopedia is more challenging.
- Students can be assigned a "Peer Pal" - and work together on a given section.

**Extensions:**

Students could do this process for a variety of countries or states and present.

Student can write up their findings in a short paper format.

Students can create multi-media presentations of the information they located.

**Suggested Technology:** Computer for Presenter, Computers for Students, Internet Connection, LCD Projector

**Special Materials Needed:** Paper Dictionaries

Paper Encyclopedias

Paper Atlas

Large paper or small posterboard

Colored pencils or markers

**Further Recommendations:** This lesson was specifically designed for use at the start of a Holocaust novel unit, Daniel's Story by Carol Matas. However, this activity can be adapted for any country or state to be used with any novel where increased background knowledge about the geographic location can be helpful.

## SOURCE AND ACCESS INFORMATION

**Name of Author/Source:** JANEEN LARSON

**Is this Resource freely Available?** Yes

**Access Privileges:** Public

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## Related Standards

Name	Description
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[LAFS.6.W.3.7:](#)

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

[LAFS.6.SL.2.5:](#)

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.