



SS.912.P.9.8: Discuss the nature and effects of stereotyping, prejudice, and discrimination.

SS.912.C.4.3: Assess human rights policies of the United States and other countries.

**Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies:**

ELA-RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

ELA- RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

ELA-RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

ELA-RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**National Council for the Social Studies (NCSS) C3 Framework Standards:**

D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets.

D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple

contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

### **Preparation**

#### *Materials Required*

#### *Adventurers Against Their Will*

Chalkboard/chalk or whiteboard/markers

### **Lesson Procedure**

#### **Build Background**

**15 minutes**

**DOK 1-3**

1. Begin the lesson by asking for general impressions of Chapters 3 and 4. Ask students to record at least one thing they have learned on their K-W-L chart. Allow a few minutes for students to do so, and then ask what facts stood out in the reading.
2. Provide students with two word webs. Ask them to write *adventure* in the center circle of the first web. Have them spend a few minutes completing the word web with other words that come to mind when they think of an adventure.
3. After students have had a few minutes to record ideas, lead a class discussion. Ask the following questions:
  - Have you ever been on an adventure? What type of adventures have you experienced?
  - What words do you think of when you hear about an adventure?
  - What words do you associate with *adventurers*?

Many students will likely mention the fact that *adventure* tends to have a positive connotation. Some students may see adventurers as people who are unafraid of risks and who are willing to take chances which certainly holds true here.

4. Have students take out the second word web and write *adventurers against their will* in the center circle. Have them again use the word web to record the ideas that come to mind.
5. When students have had a few minutes to record ideas, lead a class discussion. Ask the following questions:

- What does it mean to do something against your will?
- How does this word web differ from the first you created?

Guide students to understand that doing something against one’s will changes the meaning.

6. Turn to the beginning of Chapter 4. Ask a volunteer to read aloud the joke that Franta included in a December 1, 1945 letter. Ask students about the meaning and the message of the joke. Guide a brief discussion about humor and its role as a coping mechanism.
7. Point to the italicized comment at the top of the page: “*I hardly believed I ever laughed.*” Lead a discussion of this quote.

**Small Group Activity**

**15 minutes**

**DOK 2-3**

1. Break students into small groups to discuss the obstacles refugees face when attempting to flee persecution. Small groups should look for answers to and discuss the following questions:
  - How were people able to get out of German Nazi-occupied Bohemia and Monrovia (former Czech lands of Czechoslovakia) after March 15, 1939? What obstacles did they face?
  - What laws prohibited Jews’ travel in Germany and other Nazi-occupied countries from 1939 to 1945?

In answering these questions, encourage students to look for text-based evidence in Chapters 3 and 4 of *Adventurers Against Their Will*. Students should also review the timeline they made in the previous lesson and the timeline that is included in *Adventurers Against Their Will*.

Student groups should generate a list of obstacles faced by Jews and other persecuted groups during World War II. They should then identify obstacles that are likely shared by all persecuted groups, as opposed to those specific to the Holocaust (e.g. the Nuremburg Laws).

**Large Group Activity**

**25 minutes**

**DOK 1-3**

1. Reconvene the students and have each group report on its discussion and the obstacles that they believe prevented Jews and other persecuted groups from leaving. Discuss how circumstances changed over time. Make sure to address the various kinds of obstacles, including legal, financial, and emotional. Point out that Dr. Holzer was homesick and found life difficult in his new surroundings.
2. Play the following video about the status of refugees in 2013: “[Global Refugee](#)”

Trends 2013 – June 2014 UN High Commission on Refugees.” Encourage students to take notes about the places discussed in the video and the obstacles faced by refugees.

3. Lead a discussion of the causes of displacement. Begin by having students discuss what they know about the places mentioned in the video. What has caused the instability of the countries? Are people who are fleeing being persecuted because of their religion or race? Or, are they fleeing due to more general economic, political, or social upheaval?
4. Work with students to generate a list of questions that they would like to explore in more detail. Their questions should focus on current or recent events that have contributed to the plight of refugees. Encourage students to focus on what is happening that is causing people to flee, or to want to flee, and the obstacles that people face when attempting to flee.
5. When you have generated a list of questions, assign the questions to individuals or small teams of students.
6. Have students undertake research to find answers to the questions they have been assigned. If students run out of time, assign the questions as homework. Tell students that the next lesson will begin with a report on findings.

**Individual Activity**

**5 minutes**

**DOK 3**

1. Have students return to their K-W-L charts and add at least one thing to the “L” column.
2. Conclude by asking students to reflect on the day’s lesson. Ask them to write and record the following questions:
  - Of everything you learned today, what did you find the most surprising or upsetting? Why?
  - Based on today’s discussion, how would you define *adventure*?
  - What role do you think humor plays in perseverance? Is humor a cultural experience?

**Note:** If students do not have enough time to complete the K-W-L and reflection in class, one or both of these may be assigned as homework. Remind students to bring their K-W-L sheets and journal to class each period, as they will add to them for the duration of the unit.

## Homework

Assign as homework Chapters 5-6 of *Adventurers Against Their Will*. Ask students to take notes on what they read. In addition, students should come to the next class prepared to answer and discuss the questions that have been assigned to them.

## Assessment

Consider students' participation in large-group discussions to assess their ability to define terms and make connections among ideas. Review the responses to the reflection questions to assess whether students recognize the complexity of the factors that contribute to persecution and discrimination.

## Scoring Rubric

6	The student has shown a rigorous comprehension of the applicable concepts. The responses indicate a strong cognitive association between the topical concepts and their practical application. The student has offered a full and accurate answer to all relevant sections. The appropriate subject-related vocabulary or terms are used correctly. There are no major errors, although some minor errors may be present.
5	The student has shown a full comprehension of the applicable concepts. The responses indicate a cognitive association between the topical concepts and their practical application. The student has offered a full and accurate answer to all relevant sections. The appropriate subject-related vocabulary or terms are used. There are no major errors, although some minor errors may be present.
4	The student has shown an acceptable comprehension of the applicable concepts. The responses may indicate a cognitive association between the topical concepts and their practical application. The student provided a full and accurate answer to most relevant sections. There are minor errors in the use of subject-related vocabulary or terms. There are minor conceptual errors or omissions.
3	The student has shown minimal comprehension of the applicable concepts. The responses indicate a narrow attempt to associate links between the topical concepts and their practical application. The student made an effort to answer two or more relevant sections. There is limited use of subject-related vocabulary or terms. The response contains some major errors or omissions. The response shows minimal comprehension.
2	The student has shown some comprehension of the applicable concepts. The responses do not indicate an effort to associate links between the topical concepts and their practical application. The student made an effort to answer one or more relevant sections. The use of subject-related vocabulary or terms may be absent. The response contains many major errors and omissions. The response shows limited comprehension.

1	The student's response is inadequate. Subject-related vocabulary or terms are absent. The answer(s) contains many substantial errors or omissions. The response shows little to no comprehension.
0	The student has shown no comprehension of the concepts and/or the response is impossible to understand.

Prepared by APass Educational Group [www.apasseducation.com/](http://www.apasseducation.com/)  
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