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Teaching the Holocaust  
Education 724

**Teaching and Understanding the Holocaust Lesson Plan**  
**Genocide and the Universal Declaration of Human Rights**

*\*Please note\* I teach in a private school and we do not have to go by the state standards, but I have tried to incorporate them into this lesson and have them listed at the end.*

Introduction

After our unit on the Holocaust, we will begin looking at other genocides (for example: Armenian, Darfur, Rwanda) and how they have impacted not only the creation of the UDHR but the effectiveness or ineffectiveness of it. We will be ending our unit with a debate trying to answer the ultimate question, with the creation of such a document, how can genocide still be occurring in the world today and oral reports on genocides.

Goal

We will be doing this lesson after we have discussed the Holocaust. The students will be able to make connections between the Holocaust, Eleanor Roosevelt and the creation of the Universal Declaration of Human Rights and why it is still an important document today. The student will be able to discuss genocide and its effects on the world.

Lesson One: Class Discussion about Eleanor Roosevelt and the UDHR

Purpose: To determine what the students already know about Eleanor Roosevelt and the UDHR and then to give them more information.

Pre-Assessment: Ungraded worksheet to determine the extent of knowledge the students have on Eleanor Roosevelt and the UDHR

Materials needed: Students will need a pen or pencil and then their notebook.

Teaching Strategy: First, the teacher will explain the worksheet. Then, once everyone is finished, we will discuss the worksheet. This will be followed by a class discussion on Eleanor Roosevelt.

Summary: Review what the students covered in class today.

Lesson Two: Class Discussion on Human Rights

Purpose: The students will explain what they believe human rights are.

Materials needed: Dry Erase Board and the students will need their notebooks and pen or pencil.

Teaching Strategies: When the students come into the classroom, have this question written on the board: "What are Human Rights?". Give them a few minutes to reflect on this question and then have a class discussion. Ask individuals what they believe a right to be, but have them explain why they think it is a right, then write it on the board. All items that are being written on the board should be written in their notebook.

Summary: When the discussion has concluded, the teacher will pass out a copy of the Universal Declaration of Human Rights for the students to read for homework. Each Student will be assigned between 1 and 2 rights to explain the meaning and answer the following question: Is the right(s) feasible? Why or why not?

### Lesson Three: Continued Discussion on the UDHR

Purpose: The students will report on their homework. Then as a class, we will place each right into one of the following categories: Civic, Political, Individual, Economic or Social.

Materials needed: Students will need their copy of the Universal Declaration of Human Rights, notebooks and pen or pencil.

Teaching Strategies: The students will be placed in groups of three or four. In their groups, the students will determine if any of these articles are outdated for today's standards. Once they have worked on them for about 15-20 minutes, the teacher will instruct them to revise the articles that they feel are outdated to fit today's standards.

Summary: We will end the class with a discussion on the "revised" articles and whether or not the students feel the UDHR is a feasible document that can be implemented or whether it is a dream that may never come into fruition.

### Lesson Four: Genocide

Purpose: The purpose of this lesson will be to make the students aware of genocide, what the term refers to and where it is still occurring. The student will be able to explain what genocide is, and discuss it.

Materials needed: Smart board and the students will need their notebooks and a pen or pencil.

Teaching Strategies: The students will take notes on genocide and watch a one or two short documentary films on genocide. The students will also have some supplemental reading to complete to prepare for their debate or oral reports.

Summary: After our lecture/discussion on genocide, the students will prepare for our class debate or oral report on one of the genocides. Each member of the class will be placed in a particular group and will have to work as a group to complete the tasks and prepare their side for the debate or report. The students will have time to prepare in class, but will have to complete their work at home. We will have the debate and reports approximately 3 days after we present this lesson.

Assessment: The students will be graded on their debate/report according to the attached rubrics.

## Lesson Five: Propaganda Posters for Human Rights

**Purpose:** The students will have learned about the power of propaganda during our unit on WWI and will be incorporating that knowledge to create a propaganda poster for one of the UDHR articles. The teacher will assign the article the student will be using. These posters will be collected and kept in a notebook for all classes to look at and discuss.

**Materials needed:** Crayons and paper will be provided, but the student will need to bring their copy of the UDHR and if they do not want to use crayons, they will need to bring colored pencils or markers.

**Teaching strategies:** The students will have to recall their knowledge of propaganda for this part of the project.

**Summary:** The students will turn in their propaganda poster and a paragraph (3 to 4 sentences) explaining it.

**Assessment:** Each poster will be graded on the following: grammar and spelling on the poster and their paragraph as well as if their poster is colored and uses the entire paper. I will not grade on the artistic ability because not everyone is an artist. This art project will count as a daily grade.

**Pre-Assessment**

Name: \_\_\_\_\_

I. True/False: Read the following statements about Eleanor Roosevelt. If you believe the statement is true, put a "T" in the space provided and if you believe the statement is false, put a "F" in the space provided.

- \_\_\_\_\_ She was born in the late 1800's in New York, New York.
- \_\_\_\_\_ She married Franklin Delano Roosevelt.
- \_\_\_\_\_ She was First Lady of the United States from 1933-1945
- \_\_\_\_\_ She supported her husband's new deal programs.
- \_\_\_\_\_ She was a co-founder of Freedom House with Wendell Wilkie
- \_\_\_\_\_ She was appointed by Harry S. Truman to serve as an ambassador to the United Nations
- \_\_\_\_\_ While ambassador to the UN, she worked on a committee that drafted the Universal Declaration of Human Rights
- \_\_\_\_\_ Truman called her "First Lady of the World"
- \_\_\_\_\_ She chaired the Presidential Commission on the Status of Women
- \_\_\_\_\_ During her husband's span as President, she held 348 press conferences
- \_\_\_\_\_ It was approved by the Secret Service for her to use a C-87A plane on her diplomatic missions although they had a poor safety record and the Secret Service had forbade the President to travel on them.
- \_\_\_\_\_ She received 48 honorary degrees in her lifetime.
- \_\_\_\_\_ She died in 1962

II. Human Rights: Answer the following Questions to the best of your ability. We will have a discussion on these over the next few days.

What do you feel are a persons "human rights"?

The term genocide came about several years after the holocaust. Is it possible for a "massacre" to be considered genocide if it happened prior to the coining of the term? Explain.





## **Resources:**

(Most of these resources are for teacher use and background information. When the students are doing their research, they will also be using [www.scdiscus.com](http://www.scdiscus.com))

Facing History and Ourselves National Foundation, Inc. Fundamental Freedoms: Eleanor Roosevelt and the Universal Declaration of Human Rights. Brookline: Facing History and Ourselves National Foundation, 2010.

---. "*Judgement*." Holocaust and Human Behavior Resource Book. Brookline: Facing History and Ourselves National Foundation, 1994. 459-469.

---. "*Historical Legacies*." Holocaust and Human Behavior Resource Book. Brookline: Facing History and Ourselves National Foundation, 1994. 500-501.

---. "*Choosing to Participate*." Holocaust and Human Behavior Resource Book. Brookline: Facing History and Ourselves National Foundation, 1994. 527-531, 548-546, and 563-565.

Glendon, Mary Ann. *A World Made New: Eleanor Roosevelt and the Creation of the Universal Declaration of Human Rights*. Random House: New York, 2001.

Power, Samantha. *A Problem from Hell: America and the Age of Genocide*. Harper Perennial, New York: 2002.

"genocide." Encyclopedia Britannica Online School Edition. Encyclopedia Britannica, 2010. Web. 22 July 2010.  
<<http://school.eb.com/article-9036419>>

"Rwanda." Encyclopedia Britannica Online School Edition. Encyclopedia Britannica, 2010. Web. 22 July 2010.  
<<http://school.eb.com/article-274461>>

"Social Protection." Britannica Book of the Year, 2006. Encyclopedia Britannica Online School Edition. Encyclopedia Britannica, 2010. Web. 22 July 2010.  
<<http://school.eb.com/eb/article-250231>>.

"United Nations." Encyclopedia Britannica Online School Edition. Encyclopedia Britannica, 2010. Web. 22 July 2010.  
<<http://school.eb.com/article-92662>>

*Witnessing Darfur: Genocide Emergency*. [www.committeeonconscience.org](http://www.committeeonconscience.org). DVD. United States Holocaust Memorial Museum

*Convention of the Prevention and Punishment of the Crime of Genocide*.  
[www.hrweb.org/legal/genocide.html](http://www.hrweb.org/legal/genocide.html)

[www.humanrights.com](http://www.humanrights.com)

*Questions and Answers*. [www.udhr.org/history/question.htm](http://www.udhr.org/history/question.htm)

*The Creation of the Universal Declaration of Human Rights.*  
[www.universalrights.net/main/creation.htm](http://www.universalrights.net/main/creation.htm)

*Universal Declaration of Human Rights.* [www.universalrights.net/main/declarat.htm](http://www.universalrights.net/main/declarat.htm)

*History of Human Rights - Up to WW2.* [www.universalrights.net/main/historyof.htm](http://www.universalrights.net/main/historyof.htm)

*Worldwide influence of the Universal Declaration of Human Rights and the International Bill of Rights.*  
[www.universalrights.net/main/world.htm](http://www.universalrights.net/main/world.htm)

[www.un.org](http://www.un.org)

*Human Rights for Dummies.* [www.youtube.com/watch?v=71mAIaAe-x0](http://www.youtube.com/watch?v=71mAIaAe-x0).

### **South Carolina Standards**

This lesson could possibly fall into the following categories from the 2005 South Carolina State Standards either completely or with slight modification.

#### Global Studies:

GS-5.4

GS-5.6

GS 6.4

#### United States History and the Constitution:

USHC-8.1

USHC-8.4

USHC-9.5

USHC-10.1

#### United States Government:

USG-1.2

USG-4.1

USG-4.2

USG-5.2

The standards can be found by accessing the following website:

<http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/standards/ss/>