

Theresa Varas
July 31, 2010
EDUC 724
Understanding and Teaching the Holocaust
Lesson Plans

The Unit

Objectives:

- 1) Students will gain a deepened understanding of the effects and legacy of the Holocaust and genocide.
- 2) Students will be able to analyze and evaluate bias, prejudice, and propaganda.
- 3) Students will be able to understand the relevancy of the Holocaust to the past, present and future.
- 4) Students will understand tolerance and acceptance of those different from us.
- 5) Students will apply these lessons to the importance of being a civic activist rather than a passive bystander.

The following lessons are designed for students in tenth grade Global Studies and eleventh grade United States History and Constitution.

Lesson 1: Pretest on knowledge of the Holocaust (Attachment 1)

Objectives:

- 1) Students will recall details of the Holocaust.
- 2) Students will show an understanding of genocide.

Materials:

Pretest

Assessment:

Pretest

Time Frame:

20-30 Minutes

Lesson 2: Identity

Objectives:

- 1) Students will define the term identity.

- 2) Students will create a chart depicting their identity.
- 3) Students will understand the term ethnic group.

Materials:

Promethean board, document reader

Activities:

Large group discussion, identity spider diagram

Procedure:

The teacher writes the word Identity on the board. As a large group, the class brainstorms on the meaning of the term. Then the teacher writes the term ethnic group on the board. Students brainstorm the characteristics of an Ethnic Group. When students show an understanding of the terms, the teacher draws a circle around the word Identity and instructs the students to make a spider diagram that depicts their own identity. When students are finished, the teacher asks volunteers to share their identity chart with the class. To save time a document reader may be used. In a large group discussion, students compare and contrast each other's identities.

Assessment:

Observation, participation, Identity Chart

Time Frame:

Approximately 30 minutes, depending on students' interest.

Lesson 3:

Objectives:

- 1) Students will define conformity.
- 2) Students will interpret and analyze a poem on conformity.
- 3) Students will evaluate a reading another teenager's experience in reading The Little Rock Nine and "The in Group."
- 4) Students will apply these readings to their real life situations.

Materials:

Promethean board, computer, projector, *Upfront* magazines, handouts

Activities:

Large and small group discussion, video, readings, poetry and photo analysis

Procedure:

- 1) The teacher will write the term, conformity, on the board. Students will brainstorm the meaning of the term. The song, “Little Boxes,” by Malvina Reynolds, will be placed on the board, and students will listen as the teacher reads the poem to the class. In a large group discussion, students will explain what the song means to them and how it applies to them today. The teacher will then play the *Youtube* version of Pete Seeger singing the “Little Boxes” song and students will watch the video.
- 2) Students will read the article, “1957: The Integration of Central High,” pp. 25-27, in *Upfront* magazine. Students will divide up into small groups to analyze the photographs of the Little Rock 9 and discuss their reaction to the article. Each group will present their conclusions to the class.
- 3) Students will read “The “In” Group,” by Eve Shalen in the *Facing History and Ourselves* resource book, pp. 29-30. After reading Eve’s article, the teacher will pass out a questionnaire, evaluating the article and its impact on them. (Attachment 2) Students will answer the questions.

Assessment:

Observation, participation, and question responses

Time Frame:

Approximately 2 hours

Lesson 4:

Objectives:

- 1) Students will understand the terms, prejudice, racism, bias, stereotype, and Nativism.
- 2) Students will analyze a primary source and cartoons that relate to the above terms.
- 3) Students will evaluate the affects of the above terms on a person’s identity and sense of belonging to the group.

Materials: *The American Spirit*, Vol. 1, cartoon & flyer (see Appenix), Promethean board, handouts

Activities:

Readings, discussion, visual interpretation, large/ small group discussions, Promethean board, handouts

Procedure:

- 1) The teacher will give a brief history of the origins of the term Nativism during the early 1800’s. The teacher will also discuss U.S. immigration during the 1800’s.

- 2) Students will read “The Coming of the Irish”(1836), pp.314-315 in *The American Spirit*. As a large group, students will be asked to evaluate and assess the article. The teacher will ask the students, how did the Irish’s situation resemble that of later immigrant groups? How does it resemble the situation of immigrants today?
- 3) The teacher will project several nativist cartoons on the board. These cartoons are entitled “Stealing the Ballot Box,” “Freedom is Worse than Slavery,” “The Anti-Chinese Wall,” along with an anti-Semitic flyer. Students will be asked to interpret each cartoon silently. Students will be broken up into small groups to answer analysis questions on the cartoons and anti-Semitic flyer. (Attachment 3) Students will share their findings in a large group discussion.

Assessment:

Observation, participation, cartoon analysis sheet

Time Frame:

90 minutes

Lesson 5: Anti-Semitism

Objectives:

- 1) Students will understand the meaning of anti-Semitism.
- 2) Students will analyze the steps in which Jews became scapegoats and the progression of anti-Semitism in Germany.

Materials:

Facing History and Ourselves, Promethean board

Activities:

Readings, large group discussion, small groups, journals, role plays

Procedure:

- 1) The teacher writes the term anti-Semitism on the board. Students brainstorm the meaning of term and tell how and what they personally are familiar with this word.
- 2) Students will read “The Power of Separation,” pp. 37-39, in *Facing History and Ourselves*. The teacher will go over some of the questions in Connections at the end of the section.
- 3) Students will read “Anti-Judaism: A Case Study in Discrimination,” pp.46-51, in *Facing History and Ourselves*. The Teacher will discuss some of the questions in Connections at the end of this section.
- 4) Students will read “Creating the Enemy,” pp.141-143, in *Facing History and Ourselves*. The teacher will lead a discussion on this section.

- 5) Students will read “Beyond the Stereotype,” pp.144-146. The teacher will lead a discussion on this section.
- 6) Students will be divided into small groups. The groups will be given 30 minutes to prepare a role-play from these readings. The groups will perform their skits for the class.
- 7) For homework, students will be asked to begin a journal that begins in the year 1927. They will choose to be a Jewish teenager, a German teenager, or an American journalist. They must keep this identity throughout their journals, which will cover the dates 1927-1945.

Assessments:

Participation, journal writing, group skits

Time Frame:

2 Days

Lesson 6: The Rise of Hitler, the Nazi Party. Nazi Propaganda

Objectives:

- 1) Students will explain the rise of Hitler and the Nazi rise to power.
- 2) Students will explain the Nazi platforms.
- 3) Students will explain the importance of Nuremberg Laws and Kristallnacht.
- 4) Students will evaluate and analyze Nazi propaganda posters.

Materials:

Facing History and Ourselves, How to Spot One of Us, Nazi propaganda posters, Promethean board

Activities:

Readings, visuals, interpretation, discussion, writing in journals

Procedures:

- 1) The teacher will give a lecture on Hitler’s background and rise to power. A power point presentation will also be used.
- 2) Students will read “Anger and Humiliation,” pp.122-124, in *Facing History and Ourselves*. Students will discuss the Nazi Party platform. Students will discuss platforms of the Republican and Democrat Parties today and compare and contrast the three political parties. The teacher will use some of the questions in the Connections section to encourage student discourse.
- 3) Students will read Morton’s description of Kristallnacht, pp.264-266, in *Facing History and Ourselves*. Students will discuss the reading.
- 4) Students will read “Breaking Laws,” pp.18-19, from *How to Spot One of Us*.

- 5) Students will view various Nazi propaganda posters. Each student will be asked to choose 4 posters, and after writing the title of the poster, write how the poster made them feel and what visual images were imprinted in their minds.
- 6) For homework, students will make 2 more entries in their journals.

Assessment:

Observation, poster interpretations, and journals

Time Frame:

70 to 80 minutes

Lesson 7: Indoctrination

Objectives:

- 1) Students will be able to explain the term indoctrination and how it can influence an individual's thoughts and identity.
- 2) Students will recall their knowledge of Jehovah's Witnesses.
- 3) Students will assess readings on forms of indoctrination used by the Nazis.
- 4) Students will develop a sense of intolerance to diverse people.

Materials:

Promethean board, *Facing the Lion*, *Facing History and Ourselves*

Activities:

Readings, discussion, role-plays, writing in journals

Procedures:

- 1) The teacher writes the word indoctrination on the board and holds a short discussion on the term.
- 2) The teacher writes the term Jehovah's Witnesses on the board. There is a class discussion on the beliefs of this religion.
- 3) The teacher will read from pp.55-58, in *Facing the Lion*. A short discussion will follow.
- 4) Students will read, "What Did You Learn in School Today," pp.128-129, from *Facing History and Ourselves*.
- 5) Students will be divided into small groups to plan a skit, a poem, or a rap about the power of indoctrination or Nazi indoctrination.
- 6) Students will perform their small group activity.
- 7) Students will write a journal entry that pertains to today's activities.

Assessments:

Participation, skits, journal writing

Time Frame:

Approximately 2 days

Lesson 8: Genocide**Objectives:**

- 1) Students will be able to explain the term genocide, eugenics, euthanasia and Aryan, giving specific examples of the existence of genocide in recent years.
- 2) Students will explain the Nazi T4 plan.
- 3) Students will historically summarize the Nazi progression to the Final Solution and describe what the Final Solution was.

Materials:

Promethean board, *Facing History and Ourselves, A State of Terror: Germany 1933-1939*.

Activities:

Readings, poster activity, journal writing

Procedure:

- 1) The teacher will discuss the meaning of the terms for this lesson with the class.
- 2) Students will read, "Breeding the New German Race," pp.183-184, from *Facing History and Ourselves*. A brief class discussion will follow from the Connections section.
- 3) Students will read selections from *A State of Terror*, followed by a class discussion.
- 4) Students will be divided into small groups. Each group will create a Nazi poster promoting the Nazi's program of genocide. Students will discuss their posters with the class.
- 5) For homework, students will write 2 journal entries from today's lesson.

Assessments:

Observation, poster creation, journal writing

Time Frame:

1 ½ to 2 days

Lesson 9: The Ghetto

Objectives:

- 1) Students will be able to explain the term ghetto, as it applied to Jews.
- 2) Students will be able to describe life in a Jewish ghetto.

Materials:

Promethean board, *I Promised I Would Tell*, *Night*, *For Every Person There is a Name*

Activity:

Readings, journal writing,

Procedure:

- 1) The teacher will explain the origins of the term ghetto.
- 2) Students will read pp. 15-27, and pp. 31-34 of *I Promised I Would Tell*.
- 3) Students will read pp. 9- 14, *Night*.
- 4) Students will watch the DVD, *For Every Person There is a Name*
- 5) Students will choose two people from the readings and DVD and write a short essay describing their ordeals in the Ghetto or in hiding.
- 6) For homework, write 2 journal entries

Assessment:

Essays, journal entries

Time Frame:

1 1/2 to 2 days

Lesson 10: The Death Camps

Objectives:

- 1) Students will describe life in Auschwitz.
- 2) Students will locate the major Nazi death camps on a map.
- 3) Students will recall real life experiences from the Holocaust.

Materials:

For Every Person There Is a Name, How to Spot One of Us, I Promised I Would Tell, Night, poster paper, colored pencils and markers, Promethean board

Activities:

Readings, large group discussion, group posters of death camp life, journal writing

Procedure:

- 1) Students will read “Release from Dachau,” pp. 30, and p. 77, “Inside a Cattle Car,” from *How to Spot One of Us*.
- 2) Students will watch the map extra at the end of *For Every Person There is a Name*, so that they will become familiar with the location of concentration camps.
- 3) Students will read pp.32-35, from *Night*, beginning with, “Never shall I forget.”
- 4) Students will read p. 62,about lice, pp. 65-66 about the cattle cars, and pp. 67-68 about Mauthausen from *I Promised I Would Tell*.
- 5) Students will be divided into small groups. Each group will choose a death camp name; each group will design a poster entitled “Scenes from a Death Camp,” with the name of their camp at the top.
- 6) Students will present their posters to the class.
- 7) For homework, students will write 4 entries in their journals.

Assessment:

Participation, posters, journal entries

Time Frame:

1 ½ to 2 days

Lesson 11: Holocaust Legacy

Objectives:

- 1) Students will evaluate the effect of the Holocaust on its survivors.
- 2) Students will predict how the Holocaust could have been prevented.
- 3) Students will describe how they can be up standers today.
- 4) Students will organize a Holocaust Remembrance Day.

Materials:

I Promised I Would Tell, *How to Spot One of Us*, *Facing History* web site, Martin Niemoller's poem, "They Came First," National Holocaust Museum web site, Promethean Board

Procedure:

- 1) Students will read pp. 68-72, from *I Promised I Would Tell*, on Sonia's liberation.
- 2) Students will read selected poems from Kircheimer's book of poetry as a child of a Holocaust survivor.
- 3) Students will view some of the photo galleries on the National Holocaust Museum web site.
- 4) The teacher will place Martin Niemoller's poem on the board and read it to the class. Students will discuss how this poem could apply to society today.
- 5) Students will prepare, in small groups, news programs informing the U.S. public of the American liberation of concentration camps.
- 6) Students will watch the student section on the Facing History web site on how a young person can make a difference.
- 7) Students will write an essay on "What it means to be an upstander instead of a bystander."
- 8) Small groups will begin to plan a Holocaust Remembrance Day in our town; each group will write down their ideas.
- 9) For Homework, end your journal with 3 more entries.

Assessment:

Essays, newscasts, Remembrance Day planning sheets, journal entries, participation

Time Frame:

2 or more days

SC Standards Addressed:

Global Studies

- 5.2 Summarize the worldwide changes that took place after WWI.
- 5.3 Explain the impact of the Great Depression and political responses in Germany, ...including Nazism...
- 5.5 Compare the ideologies and global effects of totalitarianism, Communism, Fascism, Nazism and democracy in the 20th century, including the rise of Nazism in Europe.
- 5.6 Exemplify the lasting impact of WWII, including the legacy of the Holocaust, the moral implications of military technologies and techniques such as the atomic bomb, the human costs of the war....

United States History and Constitution:

- 5.7 Explain restrictions on immigration during the late 19th century.
- 6.1 Analyze the rationales for imperialism based on Social Darwinism.
- 8.1 Analyze the U.S. entry into WWII, including the rise and aggression of totalitarian regimes in Italy and in Germany.
- 8.4 Summarize the responses of the U.S. and Allies to war crimes, including the Holocaust and war crimes trials.

Name _____

Date _____

Annotated Bibliography

Bailey, T., & Kennedy, D. (1987). *The American Spirit* (Vol. 1). Lexington, MA: D.C. Heath Company.

This book has numerous primary, secondary, and visual sources that pertain to American History. Included, are explanations and origins of the sources, plus provocative questions for the reader.

Facing History and Ourselves. Retrieved July 28, 2010 from:

<http://www.facinghistory.org/>

This web site has a wide range of sources that pertain to all aspects of the Holocaust.

Graetz, Friedrich. *The Anti-Chinese Wall*. Retrieved July 28, 2010 from:

<http://amst312.umwblogs.org/2009/02/26/friedrich-graetz-cartoon/>

This cartoon is an anti-Chinese cartoon from the 1880's.

Kirchheimer, J. (2007). *How to Spot One of US*. New York: CIAL.

This book is a collection of poems written by the child of Holocaust survivors. The poems are based on stories and impressions from her family and her experiences growing up.

Liebster, B. (2004). *Facing The Lion*. Beverly Hills: Grammaton Press, LLC.

This book is made up of the memoirs of Jehovah's Witness, whose family was persecuted at the hands of the Nazis.

Nast, Thomas. *Freedom is Worse Than Slavery*. Retrieved July 28, 2010 from:

<http://www.1st-art-gallery.com/thumbnail/211865/1/The-White-League-And-The-Ku-Klux-Klan-Worse-Than-Slavery-Cartoon-From-Harpers-Weekly-1874.jpg>

This cartoon depicts the persecutions experienced by southern African Americans, after winning their freedom.

Name _____

Date _____

Newman, J., & Schmalbach, J. (1998). United States History. New York: Amsco School Publications, Inc.

This book is a survey on American History. It contains primary and secondary sources. Malvina Reynold's song, "Little Boxes" is found in it.

Niemoller, Martin. Then they Came For Me. Retrieved July 28, 2010 from:
http://en.wikipedia.org/wiki/First_they_came..

Niemoller's poem is a moving experience of what happened to many Germans who turned the other cheek.

Reynolds, J., & Friedman, V. (2004) For Every Person There Is A Name. [DVD]. Charleston, SC: College of Charleston.

This DVD contains the testimony of three Holocaust survivors, from Charleston, SC. Their testimony is moving as are the visuals.

Seeger, Pete. Little Boxes. Retrieved July 28, 2010 from: Youtube
http://www.youtube.com/watch?v=ONEYGU_7EqU

This Youtube video is of conformity of Americans during the 1960's. The music is sung by Pete Seeger.

South Carolina Academic Standards for English Language Arts. South Carolina State Board of Education. Retrieved July 28,2010 from:
<http://ed.sc.gov/agency/Standards-and-Learning/AcademicStandards/old/cso/standards/ela/documents/StateBoardApprovedFinalMay14.doc>

These are the SC curriculum standards.

Stealing the Ballot Box. Retrieved July 28, 2010 from:
<http://www.latinamericanstudies.org/ellis-island/cartoon-1.jpg>

This cartoon in anti Irish and German immigration.

Name _____

Date _____

Strom, M. (Ed.). (2007). Facing History and Ourselves. Massachusetts: Facing History and Ourselves National Foundation, Inc.

This book is a vast collection of primary sources on all aspects of the Holocaust and what individuals can do to make a difference.

United States Holocaust Memorial Museum. Retrieved July 28,2010 from:
<http://www.ushmm.org/>

This web site has a vast array of sources pertaining to the Holocaust.

Weitz, S. (2004). I Promised I Would Tell. Brookline, MA: Facing History and Ourselves National Foundation, Inc.

This book is the memoirs of Sonia Weitz, a Polish Holocaust survivor. It is easy to read and is moving and vivid.

Wiesel, E. (1986). Night. New York: Bantam Books.

Elie Wiesel, a Polish Holocaust survivor, writes this book. The book is very descriptive and heart wrenching. It is Wiesel's memoir.

Name _____

Date _____

Attachment 1

Pretest

1. What is prejudice?

2. How did Nazis use propaganda to promote racial purity?

3. What is the Holocaust?

4. What is genocide?

5. What is euthanasia?

6. What is the T4 program?

7. What was a ghetto?

8. Name some Nazis death camps during the 1930's and 1940's.

9. In what part of Europe was the largest Jewish population found?

10. Describe life in a death camp.

11. What methods were used by the Nazis to exterminate the Jews?

Name _____

Date _____

Attachment 2

The "In" Group

1. How important is peer pressure to the way we see others and ourselves?
2. How did Eve Shalen's need to belong shape her identity?
3. How did it affect the way she responded when another girl was mocked?
4. Why does her response still trouble her?
5. How do you like to think you would have responded to the incident?
6. Who is most likely to be the victim of bullying in our society?

Name _____

Date _____

Attachment 3
Posttest

1. What is prejudice?
2. How did Nazis use propaganda to promote racial purity?
3. What is the Holocaust?
4. What is genocide?
5. What is euthanasia?
6. What is the T4 program?
7. What was a ghetto?
8. Name some Nazis death camps during the 1930's and 1940's.
9. In what part of Europe was the largest Jewish population found?
10. Describe life in a death camp.
11. What methods were used by the Nazis to exterminate the Jews?

Name _____

Date _____