

Holocaust Memorial Lesson Plan Project

HOLOCAUST MEMORIAL MIAMI BEACH Correlating Objectives with Florida State Standards

Lesson Plan: Children of the Holocaust: Surviving Auschwitz For grades 9-12/Corresponding to Panel #35

Lesson takes 45 minutes and is geared for 9-12th grades

<i>Objectives & Activities</i>	Florida State Standards
<p><i>Summary:</i> Interviews with survivors of Auschwitz describing their life and how they survived in Auschwitz</p> <p>Objectives :</p> <ol style="list-style-type: none"> 1. Students will be able to articulate the purpose and design of Auschwitz 2. Students will reflect on words of survivors in the film in order to... <ol style="list-style-type: none"> a. develop a more complete understanding of the concept of Auschwitz and the events leading up to it b. recognize the struggle to maintain humanity in the concentration camp c. see survivors as more than victims, but as people from whom we can learn d. gain perspective of their own childhood 	<p>SUBJECT: SOCIAL STUDIES</p> <p>Standard 7: SS.912.W.7_– Recognize significant causes, events, figures and consequences of the Great War period and the impact on world-wide balance of power.</p> <p>Benchmark: SS.912.W.7.6 – Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany and occupied territories.</p> <p>Benchmark: SS.912.W.7.8 – Explain the causes, events and effects of the Holocaust, 1933-1945, including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation and Nazi dehumanization of the Jews and other victims.</p> <p><u>STRAND: Reading Standards for Informational Texts - LAFS.910.RI</u></p> <p>Cluster 1: LAFS.910.RI.1 – Key Ideas and Details</p> <p>Benchmark: LAFS.910.RI.1.1 – Cite strong and thorough textual evidence to support analysis of what the text says.</p> <p>Benchmark: LAFS.910.RI.1.3 – analyze how the author unfolds an analysis or series of ideas or events including the order in which the points are made...</p>
<p>Materials:</p> <ol style="list-style-type: none"> 1. Accompanying Power Point Presentation 2. Internet access for students 3. Photos printed from Yad Vashem website:http://www.yadvashem.org/yv/en/education/lesson_plans/auschwitz_album/auschwitz_album2_1.asp#2 (item #6) 4. Paper for students to write letters 	
<p>Procedures/Activities:</p> <p>The numbers below correspond with the power point slide of the same number:</p> <ol style="list-style-type: none"> 1) See the comments in each slide to guide instruction. 2) Share the driving questions with the students. 3) Have students jot down their responses. 4) Open link and read the historical background of Auschwitz (teacher or student can read aloud to the class). 5) (See footnote for source link) Read <i>Feiser Silberman's</i> testimony about victims' arrival to Auschwitz and imminent death (teacher or student can read aloud to the class). 6) Discuss as a class: These photos are of Jews just arriving in 	

Holocaust Memorial Lesson Plan Project

Auschwitz before being taken to the gas chambers. What strikes you about these images? Photos from http://www.yadvashem.org/yv/en/education/lesson_plans/auschwitz_album/auschwitz_album2_1.asp#2

- 7) Open the link to Elie Weisel's book night and read pages **29-31** in the book (55-57 of web text): arrival at Auschwitz- transformation- significance of not being 15, need to stay with father (As an alternative: have handouts of this quote from Elie Weisel)

Instruct students to write down answers to the 2 question on the screen where they responded for their "Quick Write." Ask a few students to share their answers and engage in a quick discussion

- 8) Read the biographical information and have a student read the testimony "*The Journey to Auschwitz*".

Working with a partner, the students should answer the following question

What do Cila's words have in common with Elie Wiesel's? What is different about her testimony?

- 9) (Click on footnote for source link) Have students read the testimony of **Erika Amariglio** and ask, "What is surprising about her words? What does the "birthday party" reveal?" Students can answer these questions with a partner, but should share out with the whole group their big "take-away".

Assessment:

- 10) (Text source link: <https://www.ushmm.org/wlc/en/article.php?ModuleId=10006124>) (Image source link and background: <http://www.yadvashem.org/yv/en/exhibitions/through-the-lens/auschwitz-child-survivors.asp>) Group share: What is your reaction to seeing these 2 pictures next to each other?
- 11) Have students write letters to survivors* following guidelines in the slide.

*Names of survivors available through the Holocaust Memorial.

STRAND: Sociology

Standard 8: SS.912.S.8 - Individual and community/Examine the role of the individual as a member of the community; explore both individual and collective behavior.

Benchmark: SS.912.S.8.2 –Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior.

Benchmark: SS.912.S.8.3 –Discuss theories that attempt to explain collective behavior.

SUBJECT: ENGLISH LANGUAGE

ARTS

STRAND: LAFS.910.RH – Reading Standards for Literacy in History/Social Studies 6-12

Cluster 1: LAFS.910.RH.1 – Key Ideas and Details

Benchmark: LAFS.910.RH.1.1 – Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Benchmark: LAFS.910.RH.1.2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events and ideas develop over the course of the text.

NOTES:

- The lesson plan corresponds to Holocaust Memorial panel #35 (children in striped pajamas) in the Arbor of History. It can be used as a pre or post visit classroom lesson and it also can be adapted to be used independent of a site visit.

Holocaust Memorial Lesson Plan Project

- This lesson plan supports “Areas of Focus” Number 1 – Strengthen Foundation Skills, of the Florida’s Next Generation PreK-20 Education Strategic Plan. Two of its objectives are “to increase rigor of standards to improve student achievement in VPK–12” and “to utilize assessment to direct instruction effect and student outcome.”

Link to PDF about Education Strategic Plan: <http://fldoe.org/core/fileparse.php/7568/urlt/0073746-strategic.pdf>