

Holocaust Memorial Lesson Plan Project

Holocaust Memorial Miami Beach
Correlating Objectives with Florida State Standards
Lesson Plan: The Holocaust Hidden, The Holocaust Revealed
Grades 9-12/Corresponding Panel #4

	Objectives & Activities	Florida State Standards
<p><i>Lesson will take 2 class sessions approximately 50 minutes each. for grades 9 - 12 in World History, European History, Psychology</i></p>	<p>Summary: The goal of this lesson is to teach students about the process of the Holocaust and the relationship that the public had with the information at the time. Nazis not only controlled the pace of the events of the Holocaust, but carefully tailored the flow of information to the general public as well. In the early stages of the Holocaust, capitalizing on local prejudice and hatred desensitized the public to more extreme stages of the genocide process, by reinforcing the humiliation and lowly status of the Jews. The film points out the humiliation process through Nazi propaganda, and placing it in the 10 stages of the genocide process.</p> <p>Objectives :</p> <ol style="list-style-type: none"> 1. Students will gain greater appreciation for the power of dehumanization and the Nazis' use of propaganda tactics. 2. Students will recognize that the Holocaust was a process, not a single event. 3. Students will be able to identify the varying stages, which ultimately culminated in the Nazi act of genocide. 4. Students will be able to recognize a stage of the process and understand the reasoning of this stage 5. Students will be prepared for the pictures they will view at the Holocaust Memorial 6. Students will gain a greater connection to each phase of the events as unfolded at the Holocaust Memorial 	<p>SUBJECT: SOCIAL STUDIES <u>STRAND: World History</u> Standard 1: SS.912.W.1 – Utilize historical inquiry skills and analytical processes. Benchmark: SS.912.W.1.4 – Explain how historians use historical inquiry and other sciences to understand the past. Benchmark: SS.912.W.1.6 – Evaluate the role of history in shaping identity and character. 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. Benchmark: SS.912.W.7.5 – Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany and Spain and analyze the policies and main ideas of Lenin, Stalin, Mussolini, Hitler and Franco. 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. Benchmark: SS.912.W.7.7 – Trace the causes and key events related to World War II. 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. Benchmark: SS.912.W.7.9 – Identify the war time strategy and post war plans of the allied leaders. Benchmark: SS.912.W.7.11 – Describe the effects of World War II. <u>STRAND: Sociology</u> 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</p>
	<p>Materials:</p> <ol style="list-style-type: none"> 1. Teacher Narrative 2. Introduction Paragraph handout 3. 10 Steps of Genocide handout 4. Photos of the Holocaust Slide show – Holocaust hidden, holocaust revealed. Select various photos from the Yad Vashem web site: <ol style="list-style-type: none"> a. http://www.yadvashem.org/ b. http://www.history.com/topics/world-war-ii/the-holocaust/pictures/holocaust-concentration-camps/arriving-at-auschwitz c. http://www.dachau.oskarschindler.dk/ (Nazi Genocide) 	
	<p>Procedures/Activities:</p> <p><u>Session 1</u></p> <ol style="list-style-type: none"> 1. Distribute Reading: <i>Ten Steps of Genocide</i> (Attached) 	

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	<ol style="list-style-type: none"> 2. Break students into small groups and have them read the introduction. They should then discuss and provide an answer to the questions posed. 3. Have students read over the stages of genocide 4. Create groups and have them complete the exercise after the reading on a <i>shared Google doc</i>. 5. Shuttle between groups to help students grasp the concepts. <p><u>Session 2</u></p> <ol style="list-style-type: none"> 1. Distribute <i>the Google Slides Project</i> by sharing or projecting on the board. 2. Have them complete the exercise. 3. Have them begin the final project and reflection in class and finish for homework. <p>Assessment: Students will be expected to hand in all notes and work for review. Student participation is mandatory.</p>	<p>and contemporary examples to define collective behavior.</p> <p>Benchmark: SS.912.S.8.7 –Define propaganda and discuss the methods of propaganda used to influence social behavior.</p> <p><u>SUBJECT: ENGLISH LANGUAGE ARTS</u> <u>STRAND: LAFS.910.RH</u> – <i>Reading Standards for Literacy in History/Social Studies 6-12</i> Cluster 2 LAFS.910.RH.2- Craft and Structure Benchmark LAFS.910.RH.2.4 - Determine the meaning of words and phrases as they are used in a text including vocabulary describing political, social, or economic aspects of history/social science.</p> <p><u>STRAND: LAFS.1112.RH</u> - <i>Reading Standards for Literacy in History/Social Studies 6-12</i> Cluster 3: LAFS.1112.RH.3 – Integration of Knowledge and Ideas Benchmark: LAFS.1112.RH.3.7 – 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.</p> <p><u>SUBJECT: PSYCHOLOGY</u> <u>Strand SS.912.P</u> Standards SS.912.P.10 – Socio-cultural context domain/socio-cultural diversity Benchmark SS.912.P.10.12 – Examine how perspectives affects stereotypes and treatment of minority and majority groups in society. Benchmark 11.912.P.10.6 – Discuss how privilege and social power structures relate to stereotypes, prejudice and discrimination</p>
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Read the introduction below and answer the questions at the end.

Introduction:

“Murders, particularly mass murders, aren’t often crimes of passion. They are deliberate and planned occurrences, in which the murdering group prepares itself psychologically to carry out an act that is typically beyond the realm of acceptable behavior. The murdering group requires a certain level of acceptance and participation of the local society, but often must avoid exposing the general public to the most gruesome aspects of genocide. In this way, some aspects of the genocide are hidden, while others are revealed. The perpetrators need to the local society to be passive and prepared for the act, but they cannot always count on their open cooperation.

Leading experts on the topic of genocide have paid close attention to the Holocaust, as a tool to learn about the steps of mass murder. The Holocaust presents a prime example, if not the prime example, of how widespread support is necessary to carry out such a deed. The Holocaust uniquely shows how an event of such terrible magnitude can cross so many state borders, so many languages, and so many societies with their own internal conditions. Organization and exploiting local bias were key to the Holocaust, and the Nazis were highly capable of preparing the local populations for the end to their Jewish communities.”

Questions for discussion:

Why do human beings recoil from the idea of murder and particularly mass murder?

Why might a group wanting to carry out genocide need to break down society’s barriers?

What unique and special aspects about the Holocaust make it an important tool for studying genocide?

What does the author mean when he says “some aspects of the genocide are hidden, while others are revealed”?

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The Steps of Genocides:

Although genocides seem to defy logic, the steps for most genocides are fairly regularized. Understanding these steps helps us to grasp how genocides occur, and in future examples how we can prevent them. In the case of the Holocaust, the genocide process against the Jewish people provides us with both an understanding of the forces allied against the Jews, as well as a bird's eye view of the events leading to destruction. According to Professor Gregory Stanton, a leading academic on the topic and the head of genocidewatch.org, mass murder events share the following 10 characteristics^[1]:

1. **Classification:** Although not always a negative act, the division of a society between “us and them” is a necessary step on the process towards genocide. By creating this kind of division, societies encourage the breakdown of social relations between groups. In most normative societies, this step is not negative and simply gives minority groups a sense of identity. However, in a society preparing for genocide classification is a necessary prerequisite.
2. **Symbolization:** Although not always a negative step, the linking of symbols to differences in societies has been seen to highlight and increase prejudice between groups. In the Holocaust, the yellow star was linked to Jewish identity and was used to readily identify the Jews for persecution. In normative societies, the identification of a particular group with an outward symbol may have no effect. However, in the society preparing for genocide, this step helps to channel the emotional outpouring of the oppressive group into a single, faceless symbol.
3. **Discrimination:** Law and power are used to deny one group full access to being part of the society or state. Sometimes, like in the case of the 1935 Nuremberg Laws against the Jews, this means stripping one group of their citizenship and right to participate in the society.
4. **Dehumanization:** One group denies the humanity of the other, usually by associating them with animals, insects, or other sub-human or disgusting objects. Dehumanization is necessary to psychologically separate the persecuting group from the persecuted, and to removal ethical objections to the hatred.
5. **Organization:** The initial plans of the genocide are drawn up and specialized units are set aside to “deal with” the problematic group. Often these military groups are elite and highly “ideologically reliable,” to guarantee their success in eliminating the enemy. Sometimes, they are informal military groups called militias, so that the state can deny responsibility or control over them.
6. **Polarization:** Propaganda and hatred are broadcast to drive the groups apart. At this stage, those most likely to stop a genocide, including the moderates from the persecuting group, are also scattered or destroyed.
7. **Preparation:** Practical planning is added to the generalized organization of the genocide, particularly with a focus on preparing the general public for the upcoming destruction of the persecuted group. This stage, which shows heavily the involvement of the leaders in the actual step-by-step planning of the genocide, is hidden from the public in the home country.
8. **Persecution:** The physical separation and harassment of the minority group begins, including their physical isolation from the general public. Acts of killing start, sometimes to test methods of destruction and other times as outbreaks of explosive hatred. The consequences of the level of preparation and planning are generally hidden from the public in the home country.
9. **Extermination:** The acts of killing greatly pick up pace and are generally carried out outside of the view of the general public. The actions of this stage are generally hidden from the public in the home country.
10. **Denial:** Denying the existence of the genocide is the final critical step to nearly all genocides. Evidence is destroyed, witnesses are silenced, and justice is blocked. Often, the victim is blamed for creating the situation that led to genocide, or the acts are presented as part of the natural events of war.

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EXERCISE after reading:

Once you have finished reading through these steps, with your partner create a list of them in your own words. Be careful to distinguish the steps from one another, noting how each step is important in the process of building up to genocide.

IMPORTANT NOTE: Although these stages are the essential steps for carrying out a genocide, it is not necessary for one step to end for the next to begin. Early steps like symbolization and dehumanization continue throughout the process. Steps like denial can even occur much later after the main events.

NOTES:

- The lesson plan corresponds to Holocaust Memorial panel #4 (The clandestine wedding) 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.
- 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>