

HOLOCAUST MEMORIAL

Miami Beach

Lesson Plan: Children in the Holocaust-Survivor Testimony Grades: 5, 6-8/Corresponding Panel: #48

Time	Objectives & Activities	Standards/- Benchmarks
Lesson time allocation to be completed by teacher	<p><u>Objectives:</u></p> <ol style="list-style-type: none"> 1. Students will be able to read and examine primary source material and extract information. 2. Students will be able to compare and contrast information from primary and secondary source material. 3. Students will be able to synthesize the experiences of children in the Holocaust with a World War II timeline. 	<p><i>Utilize historical inquiry skills and analytical processes</i> SS.6.W.1 SS.912.W.1</p> <p>-Interpret and evaluate primary and secondary sources SS.912.W.1.3</p>
	<p><u>Materials:</u></p> <ol style="list-style-type: none"> 1. White board/ tablet and markers 2. Writing material 3. Web access for Children’s testimony/Stories and World War II timeline. 4. Photograph little boy in Warsaw Ghetto Uprising. 5. Map of Europe during World War II 	<p>-Explain how historians use historical inquiry and other sciences to understand the past SS.912.W.1.4</p>
	<p><u>Procedures/Activities:</u></p> <ol style="list-style-type: none"> 1. Review a timeline of major events of the Holocaust. https://www.ushmm.org/wlc/en/article.php?ModuleId=10007653 2. Allow some time for the children to explore the timeline on their own. Engage the students in a discussion of what are significant dates. Using a wall map have them find places of significance. 3. Divide the kids into groups and have them explore the following websites. Each group is to pick out two stories and present them to the class. http://archive.adl.org/children_holocaust/children_main1.html https://www.ushmm.org/wlc/en/article.php?ModuleId=10007952 http://www.holocaustsurvivors.org/data.show.php?di=record&da=survivors&ke=5 4. Discussion Questions: <ul style="list-style-type: none"> • How do the survivors describe family life before the war? • How do they describe life after the Nazis invaded? • How did the children adapt to the situation’s they found themselves in? • What kind of survival experience did the children have? Where they hidden children? Concentration camp inmates? Did they live in a ghetto? • Were their any instances where the children’s survival is because of what they describe as “luck?” • Degradation and dehumanization were part of the Nazis methods; in what ways did the children you read about assert their humanity and spirit? • If the survivors described liberation have them describe it. 	<p><i>Interpret primary & secondary sources</i> SS.6.W.1.3</p> <p>-Describe how history transmits culture and heritage and provides models of human character. SS.6.W.1.6 <i>Reading Standards for Informational Text</i> LAFS.5.RI</p> <p><i>Integration of Knowledge and Ideas</i> LAFS.5.RI.3</p> <p>-Draw on information from multiple print or digital sources demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. LAFS.5.RI.3.7</p>

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	<ul style="list-style-type: none"> • What did they do after the war? How did they “return to life?” 	Geography: Standard 1 SS.7.G.1: Understand how to use maps and other geographic representations, tools, and technology to report information. read more Language Arts Standards: LAFS.68.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources. LAFS.68.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	<p><u>Assessment:</u></p> <p>Each student selects one biography or testimony and writes a letter to that child, telling how their story affected him or her. The letter should contain multiple historical details about the child survivor’s story and what was happening during World War II. The student should be able to demonstrate they understand the connection between historical events and how it affected the lives of real people. Students will be assessed on how well they are able to synthesize the information contained in the two documents – the timeline and a survivors testimony.</p>	
	<p><u>Follow Up (Homework, Reports, Etc as needed)</u> [To be Determined by the teacher]</p>	

NOTES:

Websites to be used.

- <https://www.ushmm.org/wlc/en/article.php?ModuleId=10007653>
- http://archive.adl.org/children_holocaust/children_main1.html
- <https://www.ushmm.org/wlc/en/article.php?ModuleId=10007952>
- <http://www.holocaustsurvivors.org/data.show.php?di=record&da=survivors&ke=5>

Great background information for teachers on the Holocaust:

- <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005143>

ADAPTATIONS FOR ELL AND ESE STUDENTS

- Read written directions orally before starting the assignment.
- Have the student paraphrase instructions or show what to do.
- Repeat and simplify instructions for the student.

HOLOCAUST MEMORIAL

Miami Beach

- Give step-by-step instructions with the steps outlined in writing.
- Assign a study buddy to help the student when needed (effective pairing)
- Group working.
- Assign extra time as needed.
- Grade content and mechanics separately.

***Support for Reading/Strategic Imperatives:**

- 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>