

# GENOCIDE

## Studying the Holocaust through film Correlating the Film Objectives and the Florida State Standards

### Lesson Plan

*Genocide is the story of man's inhumanity to man - the story of the millions of men, women and children who fell victim to Hitler's "Final Solution." A unique multi-image documentary which combines historical narrative with actual stories of ordinary people caught up in the Nazi reign of terror.*

#### **Objectives :**

1. Students will understand the historical background of Jews in Europe prior to the Holocaust.
2. Students will understand how propaganda was used to further the aims of Nazism.
3. Students will understand the development of the Final Solution which occurred at the Wannsee Conference January, 1942.
4. To understand the role of the Jewish freedom fighters.
5. To understand the impact of World War II on American soldiers upon liberation of the concentration camps.

The film is **an 83 minute DVD** which will provide students with the following list of lesson components:

1. Provide students with imagery and incidents of anti-Semitism leading up to the Holocaust.
2. To provide photos and films demonstrating how Jews were relocated into ghettos, and camps.
3. To provide documentary photos of the selection and killing of Jewish children as an outcome of the Final Solution.
4. To provide photographs, testimonies and films of the Jews in countries outside of Germany being beaten, herded together into cattle cars and ghettos.
5. To listen and discuss the Poem "I Never Saw Another Butterfly."
6. To view the films of the transports from all parts of Europe to Auschwitz.
7. To hear the letter of the 93 "Daughters of Israel" who took their lives rather than allow themselves to be captured for the use of the German soldiers and discuss its meaning.

#### ***Teaching Recommendations***

1. *The film be viewed in three parts to allow for greater time to engage students in discussions and critical thinking activities as a result of watching the film.*
2. *The teacher preview the film prior to introducing the lesson. By previewing the film, the teacher may generate other ideas to enhance the lesson plan presented.*

**Part I: This lesson is structured for a 50 minute period – if there is a different time frame, you may want to adjust the activities accordingly.**

1. Introduce the Holocaust to the students by soliciting from the students what they may already know about this historical event of the 20<sup>th</sup> century. (10 minutes)
  - a. **Question:** *What words come to mind when I say Holocaust?*
  - b. Possible student responses: Jews were killed, gypsies, homosexuals, six million, Nazis, Germany, World War II, Death Camps, Concentration Camps, Genocide, etc.
  - c. Allow for a few minutes of responses listing the words on the board as students say them.
2. **Teacher:** *Here are some more words that you might want to be able to define after you've watched the film. [words to have been culled by the teacher while previewing the film]* Teacher can have these words prepared on a handout to distribute to the students for them to use while they watch the film.
  - a. **Activity Instruction:** *Circle the words when you hear it articulated in the movie. Be prepared to discuss what the word means as a result of hearing it presented by the narrators.*
3. View the film (25 minutes)

*After viewing the film teacher has students break up into small discussion groups to complete The following activities: (10 minutes)*

- a. *To review the words that they have circled from the film and discuss what those words meant and how they were presented in the film.*
- b. *To discuss the most significant scene or segment that each student saw in the film.*
- c. *To be prepared to share with the rest of the class one of those scenes and what it is that made the scene so relevant to the group.*

*Teacher instructs students to list 3 new facts that they learned about the holocaust on a sheet of paper to be handed in at end of class (5 minutes).*

**A homework activity** might be considered prior to viewing part 2 of the film:

*Research anyone of the following and prepare to share your research with the class at the next class session. The written presentation should be no more than one typed page.*

*List of names of individuals from the film: (feel free to amend the list as you see fit)*

*Adolf Hitler, Adolf Eichmann, SS, Gestapo, Einsatzgruppen, Warsaw Ghetto, Mordechai Anielewicz, Auschwitz,*

**Part II: This lesson is structured for a 50 minute period – if there is a different time frame, you may want to adjust the activities accordingly.**

1. Teacher asks class to summarize part I of the film they saw in the previous session.(5 min)
2. Teacher collects the homework assignments.
3. View Part II of the film. (35 minutes)
4. *Teacher instructs students to list 3 new facts that they learned about the holocaust on a sheet of paper to be handed in at end of class (10 minutes). If time permits have students share their facts with the class.*

**Part III: This lesson is structured for a 50 minute period – if there is a different time frame, you may want to adjust the activities accordingly.**

1. Teacher begins the film immediately without review (to preserve time for discussion at end of period)
2. View film – (23 minutes)

Students are asked to discuss some of the following questions: (27 minutes)

- a. How did this film impact your thinking?
- b. What did the film provide you with regarding understanding of the Holocaust?
- c. Discuss how anti-Semitism set the stage for the Holocaust.
- d. How was Hitler able to implement the Final Solution?
- e. How does prejudice factor into the Holocaust?

Distribute the poem “I Never Saw Another Butterfly”

Have students read the poem that was read by Elizabeth Taylor in the film.

How does the young boy describe the concentration camp?

Have students write a concise paragraph of what this film and these past three lessons mean to them. They can write it in poetic form or prose.