

# HOLOCAUST MEMORIAL

## Holocaust Memorial Miami Beach

### Lesson Plan: Interpreting Photographs of the Holocaust

Time	Objectives & Activities	Standards / -Benchmarks
<p>It is estimated that this lesson should take 40 minutes.</p>	<p><b><u>Objectives:</u></b> (Grades 9-12) Utilizing photographs to discern the tragedy of the Holocaust during WWII.</p> <ol style="list-style-type: none"> <li>1. Students will be able to identify elements within each photograph.</li> <li>2. Students will investigate historical circumstances based on the photographs about the conditions leading up what is portrayed in the photographs.</li> <li>3. Students will be able to recognize the enormity of the killing and deaths during the Holocaust.</li> <li>4. Students will compare and contrast components of the pictures.</li> </ol>	<p><b>SS.912.W</b> <i>World History</i></p> <p><b>SS.912.W.1</b> <i>Utilize historical inquiry skills and analytical processes</i></p> <p>SS.912.W.1.3 -Explain the causes, events and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19<sup>th</sup> century ideas about race and nation and Nazi dehumanization of the Jews and other victims.</p>
	<p><b><u>Materials:</u></b></p> <ol style="list-style-type: none"> <li>1. whiteboard &amp;/or tablet and markers</li> <li>2. Writing material – Venn Diagram</li> <li>3. Photographs (on a power point preferable to copies for individuals)</li> <li>4. Web photos of Einsatzgruppen (See notes below) [The teacher may want to select other photos to be used from the array available at the web site]</li> </ol>	<p>SS.912.W.7.6 -Analyze the restrictions of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany and occupied territories.</p>
	<p><b><u>Procedures/Activities:</u></b></p> <ol style="list-style-type: none"> <li>1. Place vocabulary words on board or tablet – review words with students (<i>ghetto, Einsatzgruppen, mass-killings</i>)</li> <li>2. Show picture of ghetto “death” wagon.</li> <li>3. Questions for discussion:             <ol style="list-style-type: none"> <li>a. Look at the photograph very carefully, what do you see? (bodies, wagon, policeman)</li> <li>b. What happened to those people to get their bodies there? (starvation, disease)</li> <li>c. What kind of policeman is that? (Jewish)</li> <li>d. Is the wagon inside or outside the ghetto? Why?</li> </ol> </li> <li>4. Explain to the students the conditions inside of the ghetto <i>These Jewish people lived in a neighborhood that was surrounded by a wall and it is called a Ghetto. No person can leave or come in as they wish. It is basically a prison. Food was brought in by the Nazis and it was very scarce, so people were basically starved to death. The ghettos were also very crowded, they had no shops inside where they could buy stuff from like medications, clothes, blankets, shoes, etc. People started dying from illnesses, from the cold freezing weather and from the hunger. To survive, people had to sell stuff to others until they had nothing to sell. Hundreds of people died in the Ghetto every day and then their bodies were taken to big pits to be buried or burned.</i></li> <li>5. Address the fact that the deaths in the ghetto was the first method used by the Nazis to kill the Jews.</li> <li>6. Show picture of Mass Murder</li> </ol>	<p>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, 19<sup>th</sup> century ideas about race and nation and Nazi dehumanization of the Jews and other victims.</p> <p><b>LAFS.910.L</b> <b>LAFS.1112.L</b> <i>Language Standards</i></p> <p><b>LAFS.910.L.3</b> <b>LAFS.1112.L.3</b> <i>Vocabulary Acquisition &amp; Use</i></p> <p><b>SS.912.S</b> <i>Sociology</i></p> <p>SS.912.S.4 <i>Social Groups/Explore the impacts of social groups on individual and group behavior.</i></p> <p>SS.912.S.4.11-Discuss how humans interact in a variety of</p>

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	<p>7. Questions for discussion:</p> <ol style="list-style-type: none"> <li>a. Where do you think these women are going?</li> <li>b. Why are they naked?</li> <li>c. Why were these women targeted for killing?</li> <li>d. The executioners in these photos were the <i>Einsatzgruppen</i> – the first Nazi SS killing force empowered to kill as many Jews as possible in the villages of Northeastern Poland, Soviet Union (Russia) and Ukraine).</li> <li>e. How was it possible for this para-military SS organization to get the Jews to follow their orders and to succumb to their will?</li> <li>f. What tactics did the Nazis use to control the Jews and get them to do things that would have been incomprehensible to them in different circumstances?</li> </ol> <p>8. Explain to the students the nature of these killing fields:</p> <p>In this photo, women were asked to take off their clothes and walk down to later be shot. All women were ordered to undress, which often times provided entertainment for the soldiers. The women felt embarrassed, humiliated, and dehumanized. As can be seen in the photo, the women try to cover their body with their hands, and are terrified of their upcoming death.</p> <p>These mass graves were the second step in the final solution (the first being the ghettos). Mass killing by the Nazis <i>Einsatzgruppen</i> began in 1941 in the Soviet Union. The Nazis identified Jews with Bolsheviks, whom they hated, so they started in-gathering Jews and communists and killing them. Ninety percent of the victims in these brutal killings were Jews. Entire Jewish communities were destroyed. It is estimated that the <i>Einsatzgruppen</i> were responsible for the murder of 1,500,000 Jews.</p> <p>9. Which of these two photographs do you think were taken by the Nazis and which do you think were taken secretly by Jews? Why?</p>	social settings
	<p><b><u>Assessment:</u></b> How do photographs portray history? Why are they so valuable? Compare the two pictures and identify those areas that are similar in the pictures and those that are different (Venn Diagram Activity – teacher distributes a Venn Diagram and students complete)</p>	
	<p><b><u>Follow Up (Homework, Reports, Etc as needed)</u></b> [To be Determined by the teacher]</p>	

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### **NOTES:**

The lesson plan corresponds to Holocaust Memorial panel #14 and #19 in the Arbor of History. It can be used as a pre or post visit classroom lesson and is also can be adapted to be used independent of a site visit.

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

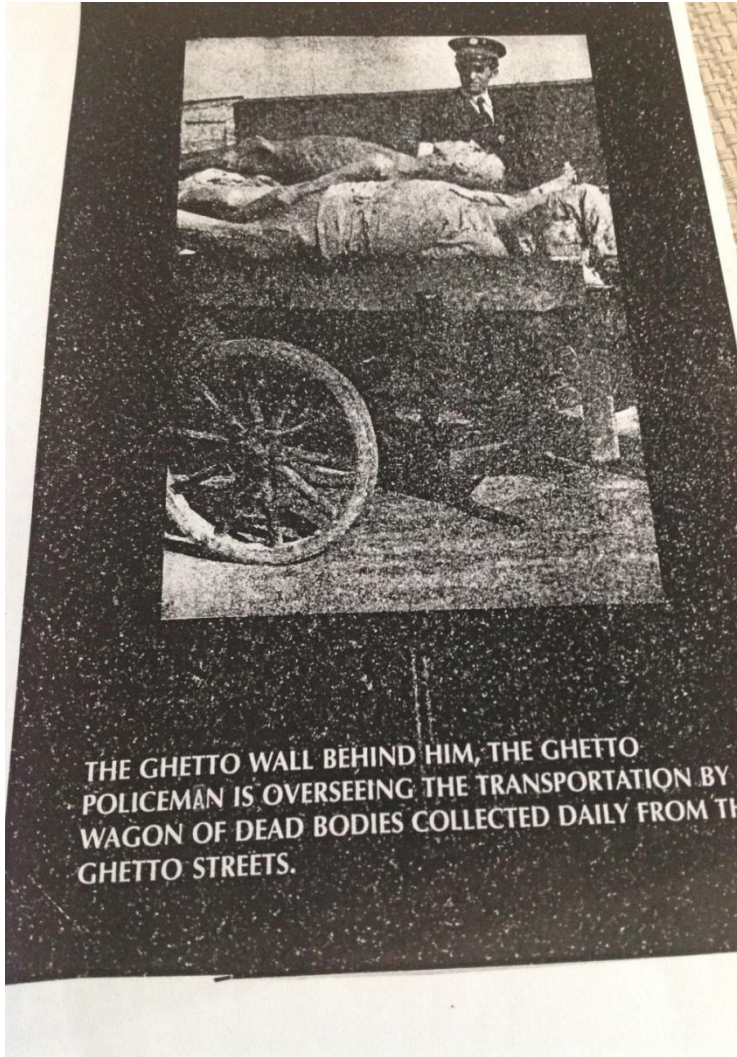
This lesson plan supports “Areas of Focus” Number 1 – Strengthen Foundation Skills, of the Florida’s Next Generation PreK-20 Education Strategic Plan. Two of its objectives are “to increase rigor of standards to improve student achievement in VPK–12” and “to utilize assessment to direct instruction effect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

Link to PDF about Education Strategic Plan:

<http://fldoe.org/core/fileparse.php/7568/urlt/0073746-strategic.pdf>

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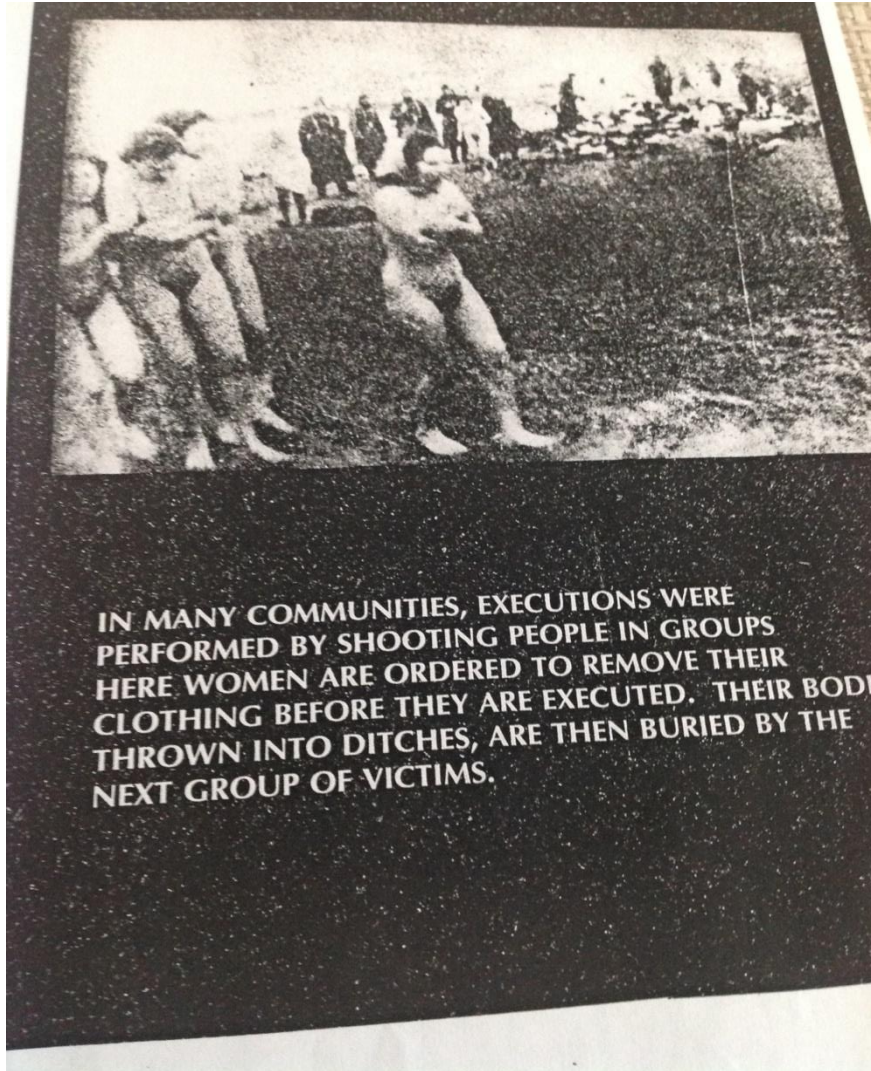
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Panel #14

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Panel #19

Web site leading to photos of Einsatzgruppen activities -

[https://www.google.com/search?q=einsatzgruppen&es\\_sm=93&biw=1600&bih=732&tbm=isch&tbo=u&source=univ&sa=X&ei=uWxOVYX3IcSMNo24gcgJ&ved=0CFwQsAQ](https://www.google.com/search?q=einsatzgruppen&es_sm=93&biw=1600&bih=732&tbm=isch&tbo=u&source=univ&sa=X&ei=uWxOVYX3IcSMNo24gcgJ&ved=0CFwQsAQ)