

# HOLOCAUST MEMORIAL

## Miami Beach

### Lesson Plan: Labeling as a form of Dehumanization: Jewish Star

Time	Objectives & Activities	Standards / -Benchmarks
Lesson time allocation to be completed by teacher	<p><b><u>Objectives: For Grades 5-8</u></b></p> <p>A- After visiting the Holocaust Memorial Museum, students will understand the events which occurred during the Holocaust and their meaning for their own lives.</p> <p>B- Students will understand the impact on individuals having to identify themselves with an affixed label.</p> <p>C- Students will recognize how the Nazi perpetrators dehumanized their victims by forcing them to wear badges.</p> <p>D- Students will be able to make the comparison of the Nazis separation and identification to bullying in schools today.</p>	<p><b>SS.912.W</b> <i>World History</i></p> <p><b>SS.912W.7</b> <i>Recognize significant causes, events, figures and consequences of the Great War period and the impact on worldwide balance of power.</i></p> <p>SS.912W.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>
It is estimated that this lesson should take minutes.	<p><b><u>Materials:</u></b></p> <ol style="list-style-type: none"> <li>1. Chalkboard &amp;/or tablet and markers</li> <li>2. Writing material</li> <li>3. Pictures of Jewish stars worn by Jews in Holocaust (some survivors still have the original stars)</li> <li>4. Book: “The Yellow Star” by Carmen Agra Deedy (The story of the legend of King Christian of Denmark)</li> <li>5. <a href="http://www.holocaustcenter.org/holocaust-badges">http://www.holocaustcenter.org/holocaust-badges</a></li> </ol>	<p>S.912W.7.7 -Trace the causes and key events related to WWII.</p>
	<p><b><u>Procedures/Activities:</u></b></p> <ol style="list-style-type: none"> <li>1. Visit the Holocaust Memorial Museum</li> <li>2. Place vocabulary words on board or tablet – review words with students ( Dehumanizing, sub-humans, <i>Magen David</i>, Star of David, <i>Jude</i>, <i>Juif</i>, <i>Zyd</i>)</li> <li>3. Post the various European words for Jew and ask students to identify the different languages they represent.</li> <li>4. Ask what is the meaning of a Jewish star to Jews?</li> <li>5. Have students draw the two intersecting triangles to form a star and select a language to place the word Jew into the star. Note to the students that the star was <b>never in English</b>.</li> <li>6. Why do you think the Nazis needed to force the Jews to wear a badge that identified them as Jews?</li> <li>7. How did the Jews get their badges? (They had to make them themselves)</li> <li>8. The Nazis considered the Jews “Sub-humans.” What does that idea actually mean? How do people identified as such react?</li> <li>9. What happens to people’s self-esteem when you identify people with markings?</li> <li>10. What is the meaning of the political action of Jewish people having to wear a Jewish Star during the Holocaust?</li> </ol>	<p>SS.912W.7.8 -Explain the causes, events and effects of the Holocaust (1933-1945) including its roots in the long traditions of anti-Semitism, 19<sup>th</sup> century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.</p> <p>SS.912W.7.11 -Describe the effects of WWII.</p> <p><b>SS.912.S</b> <i>Sociology</i></p>

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	<p>a. What is the danger of such identification in today's world?</p> <p>11. What was the reason for the process of having to wear a Jewish Star during the Holocaust?</p> <p>12. What was the status of the people forced to wear a Jewish Star? (They were normal citizens who had a life, a family, a job, and could be very different from each other - beliefs, religious practices, lifestyle, friends, political opinions, and so on).</p> <p>13. How did their status change once they put on the Jewish Star? (second class citizens, inferior, dehumanizing, "sub-humans")</p> <p>14. What was the reason the Jewish People during the Holocaust were forced to be identified? (<i>Not because of what they did but because of who they were.</i>)</p> <p>a. What are the dangers of these actions (identifying a sub-group) in the world today?</p> <p>b. How does bullying play the same role as dehumanization by the Nazis?</p>	<p><b>SS.912.S.5</b> <i>Social Institutions / Identify the effects of social institutions on individual and group behavior.</i></p> <p>SS.912.S.5.2 -Discuss the concept of political power and factors that influence political power.</p> <p><b>SS.912.W.9</b> <i>Identify major, economic, political, social and technological trends beginning in the 20<sup>th</sup> century.</i></p>
	<p><b><u>Assessment: (choose one)</u></b></p> <p>1. Write a short story on how a 13 year old boy/girl would react if he/she were instructed to wear a yellow star whenever going out into the street.</p> <p>2. Students will write on a topic: "How bullying is a form of separating and dehumanizing people" (teacher determines the length of the assignment)</p>	<p>SS.912.W.9.7 -Describe the impact of and global response to international terrorism.</p> <p><b>LAFS.910.SL.2</b> <b>LAFS.1112.SL.2</b></p>
	<p><b><u>Follow Up (Homework, Reports, Etc., as needed)</u></b> [To be Determined by the teacher – You may want to select some of the questions in the procedures to use as a follow up assignment.]</p>	<p><i>Presentation of Knowledge &amp; Ideas</i></p> <p>LAFS.910.SL.2.4 LAFS.1112.SL.2.4 -Present information, findings and supporting evidence, clearly, concisely and logically such that listeners can follow the line of reasoning, and the organization, development, substance and style are appropriate to purpose, audience and task.</p>

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### **NOTES:**

The lesson plan corresponds to Holocaust Memorial panel #4 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>

### **HISTORY BACKGROUND FOR TEACHER:**

World War II started by the German invasion of Poland on September 9, 1939. All the Jewish people in Poland (women and children included) were then obligated to wear a Yellow Star (a 6 branches star also called Star of David or Jewish Star) or a white armband with a Blue Star. It was also called a Badge of Shame in order to dehumanize them by labeling them and making them feel different (see:

[http://www.yadvashem.org/odot\\_pdf/Microsoft%20Word%20-%20205953.pdf](http://www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%20205953.pdf)). The Germans enforced this measure as soon as they invaded Poland because they had no respect for the Polish people in general and they knew that the population will not rebel to protect the Jews.

Jews were required to make their own badges given certain sizes and criteria. Jewish groups formed “star-making” factories using yellow yard goods.

Quickly Jews were not allowed to go around as they pleased, to be friends with non-Jews, to go to school, to theaters, to playgrounds, to work, and so on. These laws were easy to enforce because of the Star they had to wear. The countries of Europe did not do anything about this anti-Semitic laws and their terrible harshness; this lack of reaction allowed the Germans to continue all over Europe.

While continuing to invade Europe, the Nazis continued to impose the same laws against the Jewish people of the invaded countries. By doing it gradually, the Nazi were able to quickly cover most of Europe and to isolate all the Jews while none of the countries came to their defense. Over the following years, it allowed the Nazi to bring the Jews into Ghettos (special neighborhoods), then to working camps which were turned later on into concentration camps and into death camps which started in December 1941 until the end of the war in 1945. About 11 Millions people were killed, from which 6 million were Jews (men, women, and children).

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A Yellow Star of David Button,  
Which the Bulgarian Jews were  
forced to wear in 1941 with the  
Onset of the German Occupation

Three things: What grades is this lesson plan appropriate? Can you please craft objectives more appropriate to the lesson – about separation, dehumanization, oppression are suggestions – something that evokes the standards and subject matter. What do we want them to get out of doing a lesson on “identifying/separating” a specific group? Lastly, can you create an assessment for the lesson plan? What you think would be appropriate.