

HOLOCAUST MEMORIAL

Miami Beach

Lesson Plan: Making Survivor Testimony Real For Grades 9-12/Corresponding Panel #28

| Time | Objectives & Activities | Standards / -Benchmarks |
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| Lesson time allocation to be completed by teacher | <p><u>Objectives:</u> Move the concept of literary conflict from the page to actual people's experiences. Understand that Survivors Experiences were real.</p> | SS.912.W.7.6: Analyze the restriction of individual rights and the use of mass terror against population in Soviet Union, Nazi Germany and occupied territories. |
| It is estimated that this lesson should take minutes. | <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Website: Holocaust Survivors Connect After More Than 50 Years https://shar.es/1GvD2i • Paper, pen. | 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 th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims. |
| | <p><u>Procedures/Activities:</u></p> <p>Method: Introduce the concept of literary conflict, when a character experiences obstruction of desires or barriers to progress. Most ELA students will have already been exposed to the different types of literary conflict (person vs society, nature etc.).</p> <p>Activity:</p> <p>Read the article together. Show timeline of Holocaust and map of Europe circa WWII for context.</p> <p>Explore through mapping on the board the range of emotions likely experienced by survivor which contribute to the conflict, both at the time, and in later years. Some ideas that students may generate are</p> <ul style="list-style-type: none"> • fear of separation • relief at being rescued • guilt of never being able to explain their experiences. <p>Students will complete a writing exercise, or a visual project to illustrate a single aspect of internal conflict that relates to the story of the Survivors and their experiences.</p> | STRAND: LAFS.910.WHST: Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects CLUSTER 3: LAFS.910.WHST.3 Research to build and present knowledge Benchmark LAFS.910.WHST.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research |
| | <p><u>Assessment and Creative Work</u></p> <p>Students will be able to identify through <i>written or visual expression</i> the elements of internal conflict in the stories of survivors. Length of</p> | |

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| | writing assignment can be determined by instructor. | question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| | <p><u>Follow Up (Homework, Reports, Etc., as needed)</u> [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> | |

NOTES:

This plan explores **conflict** in real life, and can be used to teach both conflict in a literary setting, as well as incorporating the concept into world events.

Article

This article talks about a child who was whisked away from a train platform by a neighbor and hidden. The mother had already boarded a transport car. The survivor states in the article that the last conversation with her mother was an argument, and then they aware separated. The mother likely never knew what became of her child. This is an internal conflict, but is also surrounded by person vs society.

The article link is below:

Holocaust Survivors Connect After More Than 50 Years
<https://shar.es/1GvD2i>

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.
- 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.

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- 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>