

HOLOCAUST MEMORIAL

Miami Beach

Lesson Plan: Narrative vs. History in Holocaust For Grades 9-12/Corresponding Panel #34

Time	Objectives & Activities	Standards / -Benchmarks
Lesson time allocation to be completed by teacher	<p><u>Objectives:</u></p> <ul style="list-style-type: none"> • To examine literary and non-literary works of Holocaust Survivor Testimony • To understand the concept of narrative. • To demonstrate the ability to put events and testimony in a historical perspective. • To examine how historical events are framed in narrative, i.e. The Pilgrims or Civil War. • To explore the concept of national identity in the context of World War II and the Survivors Testimony. 	<p>SUBJECT: ENGLISH LANGUAGE ARTS</p> <p>STRAND:</p> <p>LAFS.910.RH - Reading Standards for Literacy in History/Social Studies 6-12</p> <p>Cluster 1</p> <p>LAFS.910.RH.1 – Key Ideas and Details</p>
It is estimated that this lesson should take minutes.	<p><u>Introduction:</u></p> <p>Recently a number of fiction and non-fiction works have been reexamining the narrative told by the European countries about their role and complicity in the Holocaust. This lesson will specifically look at the role that France played in the Holocaust, and at how the French people and government choose to retell that part of their own history.</p> <p>Method: Teacher will introduce a selection of fiction and non-fiction works to either read as a class, or to assign to individuals. Short work can be read together. Below is a recommended list.</p>	<p>Benchmark</p> <p>LAFS.910.1.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>Benchmark:</p> <p>LAFS.910.RH.1.2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events and ideas develop over the course of the text.</p>
	<p><u>Procedures/Activities:</u></p> <p>This assignment will teach students that all groups frame events with a narrative.</p> <p>Discuss how the United States has taught the narrative of the One Pilgrims, or the Civil War. Explain that European countries also have framed narratives about WWII.</p> <p>Introduce the concept of complicity and the trigger question: Why do countries need to have a narrative about the Holocaust?</p> <p>Read excerpts from two the works listed below. Split the students into groups to answer the following discussion questions:</p>	<p>Benchmark:</p> <p>LAFS.910.RH.1.3 – Analyze in detail a series of events described in a</p>

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Miami Beach

	<ul style="list-style-type: none"> • What is the purpose of narrative? • What is the difference between narrative and history? • What role does eye witness accounts or testimony play creating narrative or history? • What role does fiction play in creating narrative? • What is the purpose of building a narrative around the Holocaust. • Consider the examples of Frances complicity in the context of answering the above question. • There are groups that say the Holocaust never happened. As we get farther and farther away from World War II, fewer people are alive who would remember. Do fiction stories help keep the history alive or do they expose their narrative to accusations of being false? <p>Instructor should bring the groups back for a general discussion. Read the article about France admitting deporting Jews. Return to the trigger question for discussion. Additional: What is real history/narrative French Resistance or complicity?</p>	<p>text; determine whether earlier events caused later ones or simply preceded them.</p> <p>Cluster 2 LAFS.910.RH.2- Craft and Structure</p> <p>Benchmark LAFS.910.RH.2.4 - Determine the meaning of words and phrases as they are used in a text including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>Subject: Social Studies</p>
	<p><u>Assessment and Creative Work</u></p> <p>The lesson can be considered a success if students have engaged with the literature, participated in a thoughtful discussion, understand the terms and use them appropriately in short, or long-form writing.</p>	<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.</p>
	<p><u>Follow Up (Homework, Reports, Etc., as needed)</u></p> <p>Students write a 500 word essay summing up, in their opinion the discussion. The students must demonstrate the ability to synthesize information from the articles read and the class discussion.</p>	<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, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.</p> <p>STRAND: Humanities SS.912.H</p>

HOLOCAUST MEMORIAL

Miami Beach

		<p>Standard 2 SS.912.H.2: Respond critically and esthetically to various works in the arts.</p> <p>Benchmark SS.912.H.2.3: Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolisms in the art form and its philosophical implications.</p> <p>Benchmark SS.912.H.2.5: Describe how historical, social, cultural and physical settings influence an audience's aesthetic response.</p>
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NOTES:

Resources:

- *Sarah's Key*- tells a fictional account of the Vel'de Hiv round up.
- *All the Light We Cannot See*- French complicity and resistance.
- *A Train in Winter*- nonfiction account of women of French resistance. This book has an excellent overview of pre-Hitler French government's attitude toward German invasion and Jews.

Shorter Articles (again, just a small sample):

- <http://www.nytimes.com/1997/10/06/world/france-amasses-bitter-evidence-five-decades-after-the-holocaust.html?pagewanted=all>
- <http://www.theguardian.com/world/2009/feb/17/france-admits-deporting-jews>

HOLOCAUST MEMORIAL

Miami Beach

- <http://www.spiegel.de/international/europe/the-dark-continent-hitler-s-european-holocaust-helpers-a-625824-2.html>

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.
- 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>