

HOLOCAUST MEMORIAL

Holocaust Memorial Miami Beach

Lesson Plan: Nazi Occupation & Population Control

Time	Objectives & Activities	Standards / -Benchmarks
It is estimated that this lesson should take 40 minutes.	<p><u>Objectives: Grades 9 - 12</u></p> <ol style="list-style-type: none"> 1. Students will be able to identify methods used by Nazis to intimidate Jews and eliminate resistance. 2. Students will discuss the way totalitarian regimes operate by using fear and punishment in order to silence any rebellion and freedom. 3. Students will view & discuss meaning of the picture of the Public Hangings. 4. Students will examine and identify methodologies used by Nazis to control populations in conquered territories. 	<p>LAFS.910.L LAFS.1112.L <i>Language Standards</i></p> <p>LAFS.910.L.3 LAFS.1112.L.3 -Vocabulary Acquisition</p> <p>LAFS.910.SL <i>Comprehension & Collaboration</i></p> <p>LAFS.910.SL.1 -Initiate and participate effectively in a range of collaborative discussions with diverse partners in grades 9-10 topics, texts and issues building on other's ideas and expressing their own clearly and persuasively. (one-on-one, in groups and teacher-led)</p>
	<p><u>Materials:</u></p> <ol style="list-style-type: none"> 1. Chalkboard &/or tablet and markers 2. Copy of Martin Niemoller's poem (see notes) 3. Writing material 	<p>LAFS.910.SL.1.2 -integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SS.912.W <i>World History</i></p> <p>SS.912.W.1 <i>Utilize historical inquiry skills and analytical processes</i></p> <p>SS.912.W.1.3 -Interpret and evaluate primary and secondary sources</p> <p>SS.912.W.1.4 -Explain how historians use historical inquiry and other sciences to understand the past</p>
	<p><u>Procedures/Activities:</u></p> <ol style="list-style-type: none"> 1. Place vocabulary words on board or tablet – review words with students (<i>perpetrators, victims, bystanders</i>) 2. Ask students to analyze and point at the different elements of the photo which explain the text and what they may deduce from it: the crowd, interest of the crowd, crowd control, the Nazi officer, in the city, the hanged leader's appearance... 3. Ask students to look at the photo and to read the words under it. <ol style="list-style-type: none"> a. Explain in one or two sentences what happened to the Jewish Leaders in this photograph. 4. The following questions should create an interactive learning with students being able to reflect, think, and find their own answers while teacher may guide them in order to reach the goals described previously. <ol style="list-style-type: none"> a. Why do you think these hangings were done publicly in the city and not away in a jail or camp? b. Who do you think these Jewish Leaders were? Many were doctors, rabbis, professors, teachers, lawyers, who had been known and respected by the community for a long time. Some may have been new leaders who were organizing the new Jewish life and its resistance.) c. What were the purpose and the effect on the Jewish community to hang their leaders? d. What was the impact on the non-Jewish community? e. Do you think that hanging Jewish Leaders would also prevent non-Jewish people to rebel, organize 	<p>LAFS.910.SL.1.2 -integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SS.912.W <i>World History</i></p> <p>SS.912.W.1 <i>Utilize historical inquiry skills and analytical processes</i></p> <p>SS.912.W.1.3 -Interpret and evaluate primary and secondary sources</p> <p>SS.912.W.1.4 -Explain how historians use historical inquiry and other sciences to understand the past</p>

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	<p style="text-align: center;">themselves, and disobey?</p> <p>5. Students will ponder upon Martin Niemoller quote to understand how what happens to one group may happen to another.</p> <p style="padding-left: 40px;">a. Ask the students to think about what might have happened to those who spoke against the Nazi regime.</p>	<p>SS.912W.7 <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>
	<p>Assessment: Have 5 students read Niemoller’s poem, each student reading 2 lines. Students will write their reaction to hearing the poem in light of the photo and the discussion.</p>	<p>SS.912.S <i>Sociology</i></p>
	<p>Follow Up (Homework, Reports, Etc as needed) [To be Determined by the teacher]</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.4.5 -Analyze what can occur when the rules of behavior are broken and analyze the possible consequences for unacceptable behavior.</p> <p>SS.912.S.4.11 -Discuss how humans interact in a variety of social settings.</p>

NOTES:

The lesson plan corresponds to Holocaust Memorial panel #8 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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Holocaust Memorial Miami Beach

HISTORICAL BACKGROUND FOR TEACHER:

Nazis used collective punishments and retaliation in order to destroy any resistance and rebellious organization among the Jewish and non-Jewish population. For example, one helping a Jew was not only punished or put to death but so was his family, children included. They also executed community leaders not only to get rid of the leaders but in order to scare the Jewish population to put somebody at risk (use of collective guilt) and to prevent some to want to become leaders. Executions were done publicly and the bodies had to remain untouched not only in order to terrorized and serve as reminders, but also to dehumanize the victims, their family, and the community by preventing any proper burial (this information may not be appropriate for the students and may not have to be mentioned).

First They Came For The Communists

Pastor Martin Niemoller (1892-1984)

*Protestant Pastor who opposed the Nazi Regime
and spent 7 years in concentration camp.*

“First they came for the communists, and I did not speak out—
because I was not a communist;

Then they came for the socialists, and I did not speak out—
because I was not a socialist;

Then they came for the trade unionists, and I did not speak out—
because I was not a trade unionist;

Then they came for the Jews, and I did not speak out—
because I was not a Jew;

Then they came for me—
and there was no one left to speak out for me.”

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