

Holocaust Memorial Lesson Plan Project

Holocaust Memorial Miami Beach Correlating Objectives with Florida State Standards

LESSON: Persecution/Dehumanization of Jews in the Holocaust For Grade 8/Corresponds to Panel #34

	Objectives & Activities	Florida State Standards
<p><i>This lesson is about 45 minutes in length.</i></p> <p><i>8th grade</i></p>	<p>Summary: The Holocaust dehumanized Jews, especially those that showed resistance. It can be used when teaching topics relating to Nazis dehumanizing the Jews, and Jewish resistance. It can be used in conjunction with the novel, <i>Night</i> by Ellie Wiesel or with excerpts from <i>Night</i>.</p>	<p>SUBJECT: SOCIAL STUDIES STRAND: World History Standard 7: SS.912.W.7_ – Recognize significant causes, events, figures and consequences of the Great War period and the impact on world-wide balance of power.</p>
	<p>Objectives :</p> <p>Essential Questions for lesson:</p> <ol style="list-style-type: none"> 1. Students will recognize examples of rupture and dehumanization experienced by Jews during the Holocaust. 2. Students will identify ways Jews resisted dehumanization. 3. Students will articulate the lessons learned from these acts of resistance 	<p>Benchmark: SS.912.W.7.5 – Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany and Spain and analyze the policies and main ideas of Lenin, Stalin, Mussolini, Hitler and Franco.</p> <p>Benchmark: SS.912.W.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>Materials:</p> <ol style="list-style-type: none"> 1. <i>Night</i> by Eli Wiesel Or quotes and excerpts (http://npsw.weebly.com/dehumanization.html) 2. Photos from web site: http://www.historyguy.com/worldwartwo/world_war_two_images_invasion_of_poland.htm 	<p>Benchmark: SS.912.W.7.7 – Trace the causes and key events related to World War II.</p> <p>Benchmark: 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>Procedures/Activities:</p> <ol style="list-style-type: none"> 1. Students will have read <i>Night</i> by Eli Wiesel prior to this lesson or distribute quotes of <i>Night</i> focusing on dehumanization. 2. Set Induction: Quickwrite: Show photo of Invasion of Poland in September 1939 where Jews were forced to wear ID badges. Have students discuss in pairs and write down examples of rupture and continuity based on this photo. Show photo of Invasion of Poland in September 1939 indicating how Jews were forced to wear ID badges. https://www.holocaustcenter.org/holocaust-badges 	<p>STRAND: Sociology Standard 8: SS.912.S.8 – Individual and community/Examine the role of the individual as a member of the community; explore both individual and collective behavior.</p> <p>Benchmark: SS.912.S.8.2 – Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior.</p>

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<p>3. Have students define “rupture” and “continuity” in terms of societal structures.</p> <p>4. Discuss examples of rupture and continuity based on these photos. (<i>see the web site for more photos...</i>)</p> <p>5. Present students with the following facts asking them to discuss how rupture was created in their daily lives.</p> <p>a. 1939- 10% of population in Poland was Jewish- 3.5 million people (30% of capital city Warsaw was Jewish)</p> <p>b. 1,404 synagogues were burned</p> <p>c. Anti- Semitism and dehumanization- Jews were seen as aliens (show propaganda posters about Jews - http://www.bytwerk.com/gpa/posters3.htm)</p> <p>d. Deportation of 17,000 German Jews, given 15 minutes to pack and leave their residences</p> <p>6. Pair students up for a discussion activity</p> <p>a. Discuss examples of rupture and continuity from the above examples. Quotes from <i>Night</i> can be used as reference.</p> <p>b. Discuss examples of resistance using examples from <i>Night</i> (<i>See the two examples below</i>)</p> <p>c. Discuss lessons learned from their brave reactions.</p> <p>7. Have students summarize by pairs, the outcomes of their discussions:</p> <p>a. How do the boy and girl look like they feel in Jewish star photo?</p> <p>b. What are the group of people feeling wearing Jewish stars?</p> <p>c. How might the Jews of Poland felt when the Nazis invaded their country?</p> <p>Assessment:</p> <p>Students, in pairs, write paragraphs describing their perceptions of rupture in a social setting imposed by the Nazis and share with other classmates. Teacher probes each paragraph presentation to determine an understanding of the nature of the rupture in a society.</p> <p>Closing discussion:</p> <p>a. Are there examples of comparable ruptures in our contemporary society?</p> <p>b. Can these ruptures be avoided?</p>	<p>Benchmark: SS.912.S.8.7 –Define propaganda and discuss the methods of propaganda used to influence social behavior.</p> <p>SUBJECT: ENGLISH LANGUAGE ARTS</p> <p>STRAND: LAFS.910.RH – Reading Standards for Literacy in History/Social Studies 6-12</p> <p>Cluster 1: LAFS.910.RH.1– Key Ideas and Details</p> <p>Benchmark:</p> <p>LAFS.910.RH.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>Cluster 2 LAFS.910.RH.2- Craft and Structure</p> <p>Benchmark LAFS.910.RH.2.4</p> <p>- 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>STRAND: LAFS.910.RH - Reading Standards for Literacy in History/Social Studies 6-12</p> <p>Cluster 1: LAFS.910.RH.1 – Key Ideas and Details</p> <p>Benchmark: LAFS.910.RH.1.3 – Analyze in detail a series of events described in a text, determine whether earlier events caused later ones or simply preceded them.</p> <p>Cluster 3: LAFS.1112.RH.3 – Integration of Knowledge and Ideas</p> <p>Benchmark: LAFS.1112.RH.3.7 – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
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c. How do sub-groups maintain continuity of their own cultures?

Benchmark: LAFS.1112.RH.3.9 – Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.



"He is guilty for the war"

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Resistance-retaining humanity in Night

Arrival in Auschwitz:

My hand shifted on my father's arm. I had one thought— not to lose him. Not to be left alone.

The SS officers gave the order:

“Form fives!”

Commotion. At all costs we must keep together.

“Here, kid, how old are you?”

It was one of the prisoners who asked me this. I could not see his face, but his voice was tense and weary.

“I'm not quite fifteen yet.”

“No. Eighteen.”

“But I'm not,” I said, “Fifteen.”

“Fool. Listen to what I say.”

Then he questioned my father, who replied:

“Fifty.”

The other guy grew more furious than ever.

“No, not fifty. Forty. Do you understand? Eighteen and forty.”

He disappeared into the night shadows. A second man came up, shouting oaths at us.

In the barracks:

The head of our block had never been outside concentration camps since 1933. He had already been through all the slaughterhouses, all the factories of death. At about nine o'clock, he took up his position in our midst:

“Achtung!”⁴

There was instant silence.

“Listen carefully to what I am going to say.” (For the first time, I heard his voice quiver.) “In a few moments the selection will begin. You must get completely undressed. Then one by one you go before the SS doctors. I hope you will all succeed in getting through. But you must help your own chances. Before you go into the next room, move about in some way so that you give yourselves a little color. Don't walk slowly, run! Run as if the devil were after you! Don't look at the SS. Run, straight in front of you!”

He broke off for a moment, then added:

“And, the essential thing, don't be afraid!”

Here was a piece of advice we should have liked very much to be able to follow.

I got undressed, leaving my clothes on the bed. There was no danger of anyone stealing them this evening.

Tibi and Yossi, who had changed their unit at the same time as I had, came up to me and said:

“Let's keep together. We shall be stronger.”

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NOTES:

- The lesson plan corresponds to Holocaust Memorial panel #34 (The clandestine wedding) in the Arbor of History. It can be used as a pre or post visit classroom lesson and it also can be adapted to be used independent of a site visit.
- 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>