

# HOLOCAUST MEMORIAL

## Miami Beach

**Lesson Plan:** Nuremberg Laws: Race & Anti-Semitism in Legislation  
Laws for the Protection of German Blood and German Honor  
**For Grades 9-12/Corresponding Panel #5**

Time	Objectives & Activities	Standards / -Benchmarks
Lesson time allocation to be completed by teacher	<p><b><u>Objectives:</u></b> The student will be able to:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the roots and ramifications of prejudice, racism, and stereotyping in any society.</li> <li>• Explore the dangers of remaining silent, apathetic, and indifferent in the face of the oppression of others through oral discussion.</li> <li>• Reflect and write about the use and abuse of power, and the roles and responsibilities of individuals, organizations, and nations when confronted with civil rights violations and/or policies of genocide.</li> <li>• Evaluate that the Holocaust occurred because individuals, organizations, and governments made choices that not only legalized discrimination but also allowed prejudice, hatred, and mass murder.</li> <li>• Develop an awareness of the value of pluralism and diversity in a pluralistic society.</li> <li>• Comprehend that it is the responsibility of citizens in any society to learn to identify danger signals, and to know when to react to prevent genocide and the steps that may lead to it.</li> </ul>	<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>SS.912.W.7.7: Trace the causes and key events related to World War II</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, 19<sup>th</sup> century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.</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. WIVIOTT, Meg. <u>Benno and the night of the broken glass</u>. Minneapolis, MN: KAR- BEN PUBLISHING, 2010.</li> <li>4. Paper, pen, pencils, poster-board, markers, etc.</li> <li>5. Computers, I-PADS, or similar</li> <li>6. Printer</li> </ol>	
	<p><b><u>Procedures/Activities:</u></b> The teacher makes a power point presentation</p>	

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	<p>explaining:</p> <ul style="list-style-type: none"> <li>• How the economic, political, and social atmosphere in Germany, after its defeat in World War I, contributed to Hitler’s rise to power. The Treaty of Versailles as well as the collapse of the Weimar Republic are discussed.</li> <li>• The procedures that Hitler used to consolidate his power and the acceptance and support that certain German groups gave to him and to the Nazi party, as well.</li> </ul> <p>The classroom is divided into groups and each group is responsible to review and present their laws in their own words to the rest of the class. While they explain the law, the teacher creates a chart so everybody can have the whole picture of these laws.</p> <p>After this the teacher promotes a discussion by asking questions such as:</p> <ol style="list-style-type: none"> <li>1) How do you think these laws impacted the people living in Germany?</li> <li>2) What is discrimination?</li> <li>3) Who benefits and who suffers because of discrimination?</li> <li>4) Why do you think the Nazis created these laws?</li> <li>5) Are they fair? Why or why not?</li> <li>6) What did these laws mean to the Jewish people</li> </ol> <p>The classroom wraps up with a video from YouTube</p>	
	<p><b><u>Assessment and Creative Work</u></b></p> <ul style="list-style-type: none"> <li>• Class participation</li> <li>• Teacher observation</li> <li>• Each student will have to write an essay answering the following questions: 1) What was the most disturbing part of the laws for you? Explain why. 2) How would your life, or the life of your friends, or relatives change if suddenly laws like these were imposed on you? How would you react?</li> </ul>	
	<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</p>	

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	the questions in the procedures to use as a follow up assignment.]	
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### **NOTES:**

#### **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.

#### **RESOURCES**

<http://www.jewishvirtuallibrary.org> (The Nuremberg Laws)

<http://www.tolerance.org>

[www.yadvashem.org](http://www.yadvashem.org)

“The Nuremberg Laws”. Online videoclip. DrGull1888.  
YouTube,4,Aug,2013.Web.

#### **\*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>