

HOLOCAUST MEMORIAL

Miami Beach

Lesson Plan: Rescuing/Hiding Jews During Holocaust For Grades 9-12/Corresponding Panel #2

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 the testimony of people who rescued or hid Jews during the Holocaust. • To demonstrate the ability to put events and testimony in a historical perspective. • To examine how historical events can shape a person’s judgment. • To explore issues of authority and disobedience. • To place the events in the historical context of World War II. 	<p>Subject: Social Studies</p> <p>SS.912.W.1 Utilize historical inquiry skills and analytical processes.</p> <p>SS.912.W.1.3 -Interpret and evaluate primary and secondary sources</p>
	<p><u>Introduction:</u></p> <p>To help or hide a Jew in any way in Nazi occupied Europe was a sentence of death, yet many did just that. Why did thousands of people risk their lives to save strangers? The purpose of this lesson is to explore the stories of some of these people and explore the reasons they chose to do what they did.</p>	<p>SS.912.S Sociology</p> <p>SS.912.S.4 Social Groups / Explore the impacts of social groups on individual and group behavior.</p>
	<p><u>Procedures/Activities:</u></p> <p>Materials: – Map of Europe during WWII and a map of France. http://www.jewishvirtuallibrary.org/jsource/Holocaust/VichyRegime.html Timeline of invasion and occupation of France. http://www.secondworldwarhistory.com/france-ww2-events-timeline.asp</p> <p>Part I: Go to the following webpage on the Holocaust https://www.ushmm.org/wlc/en/article.php?ModuleId=10007518 Read about the French village of Le Chambon-Sur-Lignon</p> <p>Divide the class into groups and have them answer the following:</p> <ul style="list-style-type: none"> • Why did the people in this village risk their lives to save the Jews? • Do they provide any explanation in their story? If not, try to explain their motivation based upon what you have read. • How did the rescuers hide the people they sought to protect? • Did they ever come close to being discovered? Explain. • How would you classify what the French Citizens of the village did? 	<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>

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	<p>Student groups should try to reach consensus on their answers.</p> <p>Part II: Compare to a single person’s story: Read about the actions of Aristedes De Sousa Mendes at the following website. http://sousamendesfoundation.org/aristides-de-sousa-mendes-his-life-and-legacy/</p> <p>Compare and contrast his actions to the village of Le Chambon Sur Lignon. Students should be able to answer the following questions.</p> <ul style="list-style-type: none"> • Why would somebody go against orders? • What was the “greater good” Sousa Mendes? • How many visas did he issue? • How many lives did he directly save? • What were the consequences of his actions? Were they important? • What is the legacy of Sousa Mendes? What does he represent? • During what period of time did these events occur? • How did it impact the Jews. 	<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>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><u>Assessment and Creative Work</u></p> <ul style="list-style-type: none"> • Look at the webpage which tracks the visa recipients – http://sousamendesfoundation.org/visa-recipients/ Investigate the timeline of World War II in France. <p>Trace the progress and path of a family that survived due to Sousa Mendes’ actions. Consider the actions of the French Villagers and Sousa Mendes and their consequences.</p> <p>Write a 500 word essay summing up, in their opinion the discussion, the questions posed and their investigation of a survivor family. The students must demonstrate the ability to synthesize information from the articles read and the class discussion.</p>	<p>Cluster 2 LAFS.910.RH.2- Craft and Structure 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><u>Follow Up (Homework, Reports, Etc., as needed)</u></p> <p>See above.</p>	<p>STRAND: Humanities</p>

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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.

NOTES:***Resources:***

<http://www.jewishvirtuallibrary.org/jsource/Holocaust/VichyRegime.html>

<http://www.secondworldwarhistory.com/france-ww2-events-timeline.asp>

<https://www.ushmm.org/wlc/en/article.php?ModuleId=10007518>

<http://sousamendesfoundation.org/aristides-de-sousa-mendes-his-life-and-legacy/>

<http://sousamendesfoundation.org/visa-recipients/>

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.

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- 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>