

# HOLOCAUST MEMORIAL

## Holocaust Memorial Miami Beach

### Lesson Plan: Survival in the Ghetto

Time	Objectives & Activities	Standards / -Benchmarks
It is estimated that this lesson should take 45 minutes.	<p><b>Objectives: Grades 9 - 12</b></p> <ol style="list-style-type: none"> <li>1. Students will identify ways of survival in the Ghetto.</li> <li>2. Students will recognize how a ghetto dehumanizes people.</li> <li>3. Students will examine Nazi policies of dehumanization as part of their ideology.</li> </ol>	<p><b>LAFS.910.L</b> <i>Language Standards</i></p> <p><b>LAFS.910L.3</b> <i>Vocabulary and Acquisitions</i></p> <p><b>LAFS.910.SL</b> <i>Standards for Speaking &amp; Listening</i></p>
	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>1. Chalkboard &amp;/or tablet and markers</li> <li>2. Writing material</li> <li>3. Picture of Jews in the Ghetto carrying the dead in a wheel barrow.</li> <li>4. Computer access for students</li> </ol>	<p><b>LAFS.910.SL.1</b> <i>Comprehension &amp; Collaboration</i></p> <p><b>LAFS.910.SL.1.1</b> -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><b>Procedures/Activities:</b></p> <ol style="list-style-type: none"> <li>1. Place vocabulary words on board or tablet – review words with students (<i>ghetto, survival</i>)</li> </ol> <p>Instructor led activities:</p> <ol style="list-style-type: none"> <li>2. <b>Motivation Instruction:</b> Look at the picture that was distributed. Speculate and write a few sentences about what ghetto life was like for the Jews.</li> <li>3. Pass your writing to your neighbor and respond to your fellow student's speculation (double entry journal).</li> <li>4. Read some aloud.</li> <li>5. Discussion:             <ol style="list-style-type: none"> <li>a. What are the people doing in the picture?</li> <li>b. Why are there so many dead?</li> <li>c. How would a young child fair in this environment? A senior?</li> </ol> </li> </ol> <p>1. Read:</p> <ol style="list-style-type: none"> <li>a. Find and read the article about life in the ghetto on your computer (<a href="http://www.ushmm.org/outreach/en/article.php?ModuleId=10007708">http://www.ushmm.org/outreach/en/article.php?ModuleId=10007708</a> )</li> <li>b. Contrast and compare your speculations with the descriptions in the article.</li> <li>c. View videos on Weissman and Lewent (<a href="http://www.ushmm.org/outreach/en/gallery.php?ModuleId=10007708&amp;MediaType">http://www.ushmm.org/outreach/en/gallery.php?ModuleId=10007708&amp;MediaType</a>)</li> <li>d. Contrast and compare your speculations with the oral</li> </ol>	<p><b>LAFS.910.SL.1.2</b> -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><b>SS.912.W</b> <i>World History</i></p> <p><b>SS.912W.7</b> <i>Recognize significant causes, events, figures and consequences of the Great War period and the impact on worldwide balance of power.</i></p> <p><b>SS.912W.7.6</b> -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><b>SS.912W.7.8</b> -Explain the causes, events and effects of the Holocaust (1933-1945) including its roots in the long</p>

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	histories in the videos.	traditions of anti-Semitism, 19 <sup>th</sup> century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
	<b>Assessment:</b> Look up the definition of dehumanize in the dictionary and explain why ghettoization dehumanizes an individual.	<b>SS.912.W.1</b> <i>Utilize historical inquiry skills and analytical processes.</i>
	<b>Follow Up (Homework, Reports, Etc as needed)</b> [To be Determined by the teacher] Write: Turn your speculation into a descriptive narrative as if you were a child in the Warsaw ghetto telling how you spent your time while in the ghetto from the first person point of view.	SS.912.W.1.3 -Interpret and evaluate primary and secondary sources <b>SS.912.S</b> <i>Sociology</i> <b>SS.912.S.4</b> <i>Social Groups / Explore the impacts of social groups on individual and group behavior.</i> <b>SS.912.S.4.5</b> Analyze what can occur when the rules of behavior are broken and analyze the possible consequences for unacceptable behavior. <b>SS.912.S.4.11</b> -Discuss how humans interact in a variety of social settings.

**NOTES:**

The lesson plan corresponds to Holocaust Memorial panel #9 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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