

Holocaust Education Lesson Plan Template

Author: Chimane Creer C.A. Hughes Middle School Mesquite, NV

Topic/Era: Holocaust / 1933-1945

Lesson Title: The Ghettoes and Camps of the Holocaust

Subject: History and Language Arts

Grade Level: 6-8

Length of Lesson: (3) – 45 minute class periods

Introduction: This lesson will focus on the Holocaust time period from 1933 to 1945. The students will have an opportunity to view several different pictures, maps, and written texts to enhance their background of the Holocaust. Pictures will be those of ghettoes, concentration camps, labor camps, and extermination camps. The photos will also include not only those who were placed in the camps or ghettoes, but also photos of those who were responsible for guarding, transporting, and torturing the prisoners. This is a very sensitive subject. The students need to be given accurate information so that they will have an understanding of not only what the prisoners went through, but how some of them were able to survive such an awful atrocity.

Objectives:

- Students will be able to define the Holocaust.
- Students will gain an understanding of the sequence of events during the Holocaust.
- Students will use visual images of the Holocaust to develop a better understanding of this time period.
- Students will improve literacy skills on the Holocaust.
- Students will develop an ability to analyze primary sources on the Holocaust.

Standards:

[Nevada Standards:www.doe.nv.gov/standards](http://www.doe.nv.gov/standards)

History Standard 8.0: The Twentieth Century, a Changing World: 1920 to 1945: Students understand the importance and effects of political, economic, technological, and social changes in the world from 1920 to 1945.

Benchmark 8.8.7: Identify key elements of the Holocaust including: “Aryan supremacy”, Kristallnacht, “Final Solution”, concentration and death camps.

Language Arts Standard 3.0: Students read literary text to comprehend, interpret, and evaluate authors, cultures, and time. **Benchmark 3.8.7:** Analyze the influence of historical events and culture. **Benchmark 3.8.8:** Make and revise predictions based on evidence.

Language Arts Standard 4.0: Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes. **Benchmark 4.8.1:** Evaluate information from: illustrations, graphs, charts, titles, text boxes, diagrams, headings, and maps.

Materials List:

Student Handouts: Graphic Organizer on the Ghettos and Camps.

Historical Images Handout: Photo Analysis Worksheet.

Student Resource: Photos (without dates or places)

Teacher Resource: Photos (with dates and places)

Websites:

www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf

www.ushmm.org

www.ushmm.org/education/foreducators/prodev/beli/2003/staffo1/images/.

In Class Activities:

Introduction

Students will have the chance to ponder on the historical events of the Holocaust, ask questions, and view photographs of this particular time period.

Day 1

- Put the desks in groups of five.
- Distribute the Photo Analysis Worksheet to each student. Review with the students the steps they need to follow on the worksheet. Answer any questions they may have regarding the worksheet.
- Distribute the Photographs and explain that they are from the Holocaust Museum’s collection. Each student will have their own photo to analyze and then they will pass their photo to the person on their left and continue to pass the photos until all have been viewed.
- The group then needs to discuss what they have written down and why they think it is what it is to them.
- Once all the groups have finished. Have each person in the group talk about the first photo they had. Have them describe the people, objects, and the activities. Then ask the question to the entire class: What do you think was happening right before this photo was taken? What do you think happened right after this photo was taken? This forces them to use a higher level thinking skills.

Day 2

- Have the students get out their photo analysis worksheets from the previous day.
- Using the photos from day 1, discuss now with the students, what they actually are and give them dates so that they may begin to develop a time line of events of the Holocaust.
- You may want to ask the students: How would they have felt if they had lived during this time period? Would they have been strong enough to survive? To what extent would they go to protect their family and friends?

Day 3

- Give the students the Graphic organizer handout on the Ghettoes and Camps.
- Showing them photos from the Museum's collection of various Ghettoes and Camps. You will need to discuss the differences between concentration camps, ghettoes, labor camps, and extermination camps. There is a large difference and the students need to know the difference and what the prisoners were required to do at each site.
- Have the students take notes on the graphic organizer of the differences and then in the center circle that connects the four boxes. What are the commonalities of all four boxes?

Evaluation/Assessment:

- Use the student's written evaluations from their photo analysis worksheet to write an essay about the Holocaust.
- Use the Graphic organizer as an aid for future lessons and reading of novels. This information may help to clarify the differences of the camps in literature texts that they may read.
- Observe the student's abilities to work in groups, but also work independently and be able to share their information accurately with their group.

Bibliography/Citations:

Web links: www.ushmm.org/research/library/weblinks/

Museum Library: www.ushmm.org/research/library/

Photos and dates:

www.ushmm.org/education/foreducators/prodev/beli/203/staff01/images/.

Photo Analysis Worksheet:

www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf