

HOLOCAUST EDUCATION LESSON PLAN TEMPLATE

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Topic/Era: Holocaust

Lesson Title: What we all share

Subject: Social Science

Grade Level: GATE / Grade 5

Length of Lesson: 50 minutes

Introduction:

We are social beings and define ourselves in terms of family, community, and country. Yet, our humanness is found in our unique character and differences that make each of us “individual.” It is our differences that make it possible for us to put our heads together and to pool our strengths in order to come up with a myriad of positive ideas for solving problems. What happens when our differences are turned against us?

Let’s not forget that telling untruths and turning people against each other are not new in history. In colonial times, we had the Salem Witch trials. It was 1692. A group of children, mostly girls in their teens, started telling horrible stories. They blamed their bad behavior on people in the village who were different, calling them witches. Soon neighbors (men, women, and children) were blaming bad events – crop failures, small pox epidemics, and attacks by Native Americans – on neighbors, calling them witches. In the end, hundreds of people across the region – women, men, and even children – were arrested and imprisoned. Nineteen people were hanged and one person was stoned to death. Could something like this ever happen again?

Let’s jump forwards 240 years. It was really tough in the early 1930s, due to situations that started years before. In the United States, the Stock Market had crashed in October 1929 which marked the start of the Great Depression; and the Dust Bowl was destroying our farming land. It took quite a while and an awful lot of hard work, but our country got through these difficult times; and then Americans had to pull together for World War II.

Let’s consider: A highly advanced, educated country has lost a previous war and is having a hard time feeding its people. A leader comes forward who claims that a minority group is to blame. He takes away their freedom, and forces them to carry special identity badges.** They are forced out of their homes and into camps to work and die. The Holocaust (1938-1945) started in Germany, and then quickly spread to neighboring countries. It showed what happens when people forget the Golden Rule, which is to treat others as you which to be treated; and when communities break down because too many people no longer take responsibility for their choices and actions.

** From Leigh-Anne Hendrick’s conference packet, under “Genocide Watch: could you spot the warning signs?”

Objectives:

Students will be able to discern a range of needs that people have – for basic survival, and to live a safe, healthy, and decent life.

Students will be able to examine what happens when resources become scarce; and there isn't enough food or supplies to go around.

Students will be able to see the consequences of forgoing social responsibility and using and spreading untruths to blame others for difficult times.

Standards:

[Nevada State Content Standards and Benchmarks](#)

- H3.5.3 Describe ways that individuals display **social responsibility**
- E9.5.1 Describe how **scarcity** requires a person to make a **choice** and identify **costs** associated with that **choice**
- H1.5.2 Describe the social, political, and religious lives of people in the New England colonies
- H3.5.5 Provide and discuss major news events on national and world levels

Materials List:

100 Events That Shook Our World: a history of pictures of the last 100 years
(LIFE Books, 2005)

The Children We Remember (Chana Byers Abells, 1986)

One Yellow Daffodil (David A. Adler, 1995)

Atlases, globes, maps

Giant sticky note display paper and markers, Kagan pack for each group (which contains white boards and dry erase markers); 3" x 3" sticky note pads and pencils

In Class Activities:

1. Students will work in groups of four with each student being assigned a role as facilitator, recorder, materials person, and presenter.
2. Teacher will facilitate the group discussion and then monitor the interactions within each student group.
3. Students (in their groups) brainstorm about the necessities of life. As each of the presenters share, teacher lists the needs on a giant circle graph or

concept map – Water, food, clothing, shelter, clean air, joy, health care, education, jobs (employment), security, etc.

4. Students are assigned new roles. Students brainstorm about what to do when there is not enough money to purchase needs – Ask boss for more hours, a raise, or a promotion; take on another job or two; move in with other family; have a yard sale; have school-age kids do chores for neighbors for pay; barter, share, etc.
5. As each of the presenters share, teacher writes out what to do on another giant circle graph or concept map.
6. Students are assigned new roles. Students brainstorm about what happens when people do not care to share anymore – Keep for self; take from others; prioritize who gets what; keep others from getting anything, bully and blame, etc.
7. As each of the presenters share, teacher writes what happens on another circle graph or concept map.
8. Teacher reads aloud *The Children We Remember* (Chana Byers Abells, 1986). This book is a collection of photos from the archives of Yad Vashem in Jerusalem (Israel's national memorial museum to the victims of the Holocaust). They show how children lived before, during, and after the Nazi regime. Some children survived and went on ... just like Morris Kaplan (in David Adler's *One Yellow Daffodil*).

[Note: Prior to this lesson, teacher did a read-aloud of David Adler's *One Yellow Daffodil* (historical fiction) to share about Hanukkah, and how hope and celebration can be found in the face of despair, loss, and isolation.

9. On a 3" x 3" sticky note, each student writes out his / her hope(s) for the future. These sticky notes are placed in the students' notebooks for now.

NOTE: This lesson lays the groundwork for next lessons:

- An in-depth look at the concept of “untruths” – Word map attached separately [C15.5.5 Define **propaganda** and give examples]
- Readings on the bravery of people in Germany and elsewhere in Europe who were helping and hiding Jewish people and other people who the Nazis were targeting
- A “posters of parallels” activity – bringing to light that genocides can still happen
- A look at how young people can make a positive difference in their communities – “Paper clips”
- An author study on David Adler, Eve Bunting, etc.

Evaluation/Assessment :

- A. Evaluation of students – on a 3-2-1 scale [Excellent / Satisfactory / Needs Improvement]
 1. Listening actively and attentively

2. Using graphic sources of information to deepen learning
 3. Responding with a variety of words to express feelings and ideas
 4. Writing and illustrating to express focused reflection
 5. Participating with commitment in teaming experience
 - a. cooperative relationships
 - b. individual responses
- B. Evaluation of self
1. Self-assessment of what worked and wish list
 2. Engagement of students
 3. Feedback from students (and observers)

Bibliography/Citations:

100 Events That Shook Our World: a history of pictures of the last 100 years. New York: LIFE Books, 2005.

Abells, Chana Byers. *The Children We Remember.* New York: Greenwillow Books, 1986.

Adler, David A. *Hilde and Eli: children of the Holocaust.* New York: Holiday House, 1994.

Adler, David A. *One Yellow Daffodil.* New York: Harcourt Brace, 1995.

Hendrick, Leigh-Anne. Presentation. *Connecting the Dots from the Holocaust to Contemporary Genocides.* 2009 Holocaust Education Conference, Las Vegas, Nevada. October 16-17, 2009.

Additional Resources:

Adler, David A. *A Hero and the Holocaust: the story of Janusz Korczak and his children.* New York: Holiday House, 2002.

Bunting, Eve. *Terrible Things: an allegory of the Holocaust.* Philadelphia: The Jewish Publication Society, 1989.

Leitmer, Isabella. *The Big Lie: a true story.* New York: Scholastic, 1992.

Knight, Margy Burns. *Talking Walls: the stories continue.* Gardiner, Maine: Tilbury House, 1997.

Schroeder, Peter W. & Schroeder-Hildebrand, Dagmar. *Six Million Paper Clips: the making of a children's Holocaust memorial.* Minneapolis: Kar-Ben Publishing, 2004.

WHAT FORMS DO THEY TAKE?

Gossip / Talk / Rumors
Half-truths
Insinuations
Lies
Myths
Propaganda

HOW DO THEY MAKE YOU FEEL?

Confused
Frightened
Frustrated
Furious
Hopeless
Panicky
Provoked
Uneasy

Excited
Fearless
Guilty
Powerful

WHAT ARE THEY?

Assumptions
Unfounded stories or false statements
Known to the public
Without proof
Without factual basis

UNTRUTHS

WHAT ARE THE CONSEQUENCES?

People get hurt.
Things get out of hand.
People are put to death.
Things are changed forever.
Once they get started, they are hard to stop.
The people who started them, get punished
in the end – that is, *what comes around,
goes around.*

HOW DO THEY GET STARTED?

Unintentionally
By accident
Miscommunication
Playing around

Intentionally
Carefully planned and thought out
Deliberately communicated by word of
mouth and in writings

WHY DO THEY GET STARTED?

To brag
To bully
To deceive
To get revenge
To have power
To get / avoid attention
To put the blame on someone else
Anger, Fear, Greed, Hate
Superstition
Ignorance

What can we do to stop the spreading?