

## **Lesson Plan: Holocaust Workshop**

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**Topic/Era: Holocaust/Genocide**

**Lesson Title: A Conversation with Victims of the Holocaust**

**Subject: United States History**

**Grade Level: 8**

**Length of Lesson: 2 – 1 hour class periods**

### **Introduction:**

A dynamic way for students to gain a rich understanding of the severe human suffering inflicted upon the victims of the Holocaust is for them to conduct research on a specific person's identification card which are issued to the visitors at the United States Holocaust Memorial and Museum for educational purposes. This analysis will help the students gain a deeper understanding of the diversity of the European-Jewish community when the Holocaust began. Information on each victim can also be found at [www.ushmm.org](http://www.ushmm.org) along with numerous other resources in order to build upon the atrocities that occurred.

From the context of life before the Holocaust, European Jews were not all from one single group rather they spoke various languages, had varied socio-economic backgrounds, varying degrees of religious observance, and all had their own unique family lives. It is essential for one to analyze the private rich lives of each victim and their culture in order to break down the barrier of time and place that these events occurred. Students must be able to develop cultural empathy in order to become resistant to dangerous movements regardless of time and/or place. This gives students a chance to personalize the experience and understand the reality behind their lives, instead of the stereotypical misunderstandings of the Jews.

### **Objectives:**

1. SWBAT analyze primary source material for content and context.
2. SWBAT identify the impact of the Holocaust on an individual by researching a victims I.D. card supplied by the USHMM; found online at [www.ushmm.org](http://www.ushmm.org)

3. SWBAT contextualize events from the Holocaust through an analysis of a victims' I.D. card
4. SWBAT develop a dual sided conversation expressing their own personal characteristics towards their Holocaust victim and in return discover more information about them, such as, understanding who that victim was, where they lived, what they did for a living, who their parents or kids were, what the systematic steps were leading up to the Holocaust, and their experience during and after the Holocaust.

## **Standards:**

### **History**

**Standard 1.0: Chronology:** Students use chronology to organize and understand the sequence and relationship of events.

1.12.1 Analyze and develop a position on a current event. E 10.12.4

1.12.2 Explain the sequence and relationship of events on a tiered time line. G 7.12.5

### **History**

**Standard 2.0: History Skills:** *Students will use social studies vocabulary and concepts to engage in inquiry, in research, in analysis, and in decision making.*

2.12.2 Integrate, analyze, and organize historical information from a variety of sources. E 4.12.3;

E 4.12.5; E 11.12.2; E 11.12.5

2.12.3 Analyze and interpret historical content from informational tools, including:

- ◆ Charts
- ◆ Diagrams
- ◆ Graphs
- ◆ Maps
- ◆ Political Cartoons
- ◆ Photographs
- ◆ Tables

G 1.12.1; G 1.12.2; G 1.12.3; G 1.12.4

### **History**

**Standard 8.0: The Twentieth Century, a Changing World: 1920 to 1945:**

*Students understand the importance and effect of political, economic, technological, and social changes in the world from 1920 to 1945.*

8.12.7 Describe the causes, course, and effects of the Holocaust, including:

- ◆ “Aryan supremacy”
- ◆ Nuremberg Laws
- ◆ Kristallnacht
- ◆ “Final Solution”
- ◆ Concentration and Death camps

C 8.12.1; C 8.12.3

## History

**Content Standard 10.0: New Challenges, 1990 to the Present:** Students understand the political, economic, social, and technological issues challenging the world as it approaches and enters the new millennium.

10.12.3 Describe how global issues affect nations differently, including:

- ◆ Human Rights
- ◆ The Environment
- ◆ World and U.S. regional conflicts
- ◆ Medical concerns

## Materials List:

1. Internet access
2. [www.ushmm.org](http://www.ushmm.org) to find background information on any aspect of the Holocaust
3. <http://www.ushmm.org/wlc/a2z.php?lang=en&type=idcard> to find information from I.D. cards assigned to the students
4. <http://www.ushmm.org/education/foreducators/resource/pdf/idcards.pdf>  
This site is a background about the use of I.D. cards used in the museum or in the classroom. There are 37 I.D. cards that provide information on the complexity of each person's life before, during and after the Holocaust
5. Graphic organizer (Cluster)  
<http://www.eduplace.com/graphicorganizer/pdf/cluster.pdf> To disaggregate information 1. Life before the Holocaust; 2. Life leading up to the Holocaust; 3. Life during the Holocaust; 4. Life after the Holocaust
6. <http://www.ushmm.org/research/collections/photo> for primary source photos

## In Class Activities:

1. Teacher will issue students a Holocaust Victim's I.D. card as the students walk into the classroom. I.D. card information (if you don't have physical cards) can be found at <http://www.ushmm.org/education/foreducators/story> and <http://www.ushmm.org/wlc/a2z.php?lang=en&type=idcard>
2. Students will read and share their cards with others so that they have a richer understanding of each life presented in the cards (about 10 – 15 minutes)

3. Students will analyze their information and use a cluster graphic organizer to disaggregate their information: Have students place the name of their victim in the center and label the following: upper left “Life Before the Holocaust”; upper right “Life Leading up to the Holocaust; lower left “Life During the Holocaust; lower right “Life After the Holocaust”.  
<http://www.eduplace.com/graphicorganizer/pdf/cluster.pdf>
4. <http://www.ushmm.org/museum/exhibit/online/hiddenchildren/pdf/StudyGuide.pdf> On page 7, teachers will find a list of “identity characteristics” that students will use to answer in-depth questions about themselves. This exercise will help the students generate information and organize questions about themselves in order to have a conversation with their Holocaust victim.
5. Students will write a script as if they were having a conversation with their Holocaust victim writing back and forth indicating who both are, where they live, what they did for a living, who their parents or kids are, etc.
6. Students will continue conversing with their person back and forth indicating their understanding of the systematic events of their Holocaust victim even when they are taken into custody and the outcome of their fate.
7. Students must use photos of the victim and others provided on [www.ushmm.org](http://www.ushmm.org) to show their understanding of primary sources connected to the Holocaust.

### **Evaluation/Assessment:**

The script with pictures will be turned in and assessed using the rubric below on the 5<sup>th</sup> page.

### **Resources:**

[www.ushmm.com](http://www.ushmm.com)

<http://www.ushmm.org/research/collections/photo>

<http://www.ushmm.org/wlc/a2z.php?lang=en&type=idcard>

<http://www.ushmm.org/education/foreducators/story>

<http://www.ushmm.org/museum/exhibit/online/hiddenchildren/pdf/StudyGuide.pdf>

<http://www.eduplace.com/graphicorganizer/pdf/cluster.pdf>

## Conversation Timeline : The Story of a Victim of the Holocaust

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Teacher Name: **Mrs. Vaughn**

Student Name: \_\_\_\_\_

| CATEGORY                           | 4  | 3  | 2  | 1   |
|------------------------------------|--|--|--|---|
| <b>Spelling and Capitalization</b> | Spelling and capitalization were checked by another student and are correct throughout.  | Spelling and capitalization were checked by another student and were mostly correct .  | Spelling and capitalization were mostly correct, but were not checked by another student.  | There were many spelling and capitalization errors.                                       |
| <b>Content/Facts</b>               | Facts were accurate for all events reported on each message.   | Facts were accurate for almost all events reported on each message.  | Facts were accurate for most (~75%) of the events reported on each message.  | Facts were often inaccurate for events reported on each message.                          |
| <b>Graphics</b>                    | All graphics are effective and balanced with text use.   | All graphics are effective, but there appear to be too few or too many.  | Some graphics are effective and their use is balanced with text use.   | Several graphics are not effective.   |
| <b>Readability</b>                 | The overall appearance of the messages are pleasing and easy to read.  | The overall appearance of the messages are somewhat pleasing and easy to read.   | The messages are relatively readable.  | The messages are difficult to read.   |
| <b>Dates</b>                       | An accurate, complete date has been included for each event.   | An accurate, complete date has been included for almost every event.   | An accurate date has been included for almost every event.   | Dates are inaccurate and/or missing for several events.                                   |
| <b>Learning of Content</b>         | The student can accurately describe 75% (or more) of the events on the messages without referring to it and can quickly determine which of | The student can accurately describe 50% of the events on the messages without referring to it and can quickly determine which of two events occurred | The student can describe any event on the messages if allowed to refer to it and can determine which of two events occurred first. | The student cannot use the messages effectively to describe events nor to compare events. |

|                  |  |   |   |  |
|------------------|--|---|---|--|
|                  | two events occurred first.   | first.  |   |  |
| <b>Resources</b> | The messages contained at least 8-10 events/or facts related to the topic being studied. | The messages contained at least 6-7 events/or facts related to the topic being studied. | The messages contained at least 5 events/or facts related to the topic being studied. | The messages contained fewer than 5 events/or facts. |