

Holocaust Education Lesson Plan

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Topic/Era: Holocaust/WWII

Lesson Title: The Holocaust from the Point of View of the Survivor: Primary and Secondary Source Analysis

Subject: World History or United States History

Grade Level: 10th or 11th

Length of Lesson: 3 Block Days: approx 255 minutes

Introduction:

Developing an understanding of what the victims of the Holocaust faced is difficult for any individual to begin to comprehend. For teenagers who see history as far removed from them creating a lesson in which they are capable of identifying with the victims as individual humans rather than numbers and facts is essential in the study of the Holocaust.

Prior to this lesson students have gained the statistical, factual and background knowledge of WWII and the Holocaust needed to place these events into historical context. Students will have already been engaged in activities to further their understanding of Hitler's Final Solution as well as the necessary vocabulary needed for this lesson. Though proper behavior is reinforced through out the school year, special attention will be given to assuring that students understand the sensitive nature of the lesson that will be presented, the appropriate ways in which to respond to the materials as well as appropriate ways in which to address and special concerns they may have.

The following introduction is taken entirely from the United States Holocaust Memorial Museum website and can be found at: <http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10005143> and will be read to the class as an introduction to the lesson:

"THE HOLOCAUST

The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of approximately six million Jews by the Nazi regime and its collaborators. "Holocaust" is a word of Greek origin meaning "sacrifice by fire." The Nazis, who came to power in Germany in January 1933, believed that Germans were "racially superior" and that the Jews, deemed "inferior," were an alien threat to the so-called German racial community.

During the era of the Holocaust, German authorities also targeted other groups because of their perceived "racial inferiority": Roma (Gypsies), the disabled, and some of the Slavic peoples (Poles, Russians, and others). Other groups were persecuted on political, ideological, and behavioral grounds, among them Communists, Socialists, Jehovah's Witnesses, and homosexuals.

In 1933, the Jewish population of Europe stood at over nine million. Most European Jews lived in countries that Nazi Germany would occupy or influence during World War II. By 1945, the Germans and

their collaborators killed nearly two out of every three European Jews as part of the "Final Solution," the Nazi policy to murder the Jews of Europe. Although Jews, whom the Nazis deemed a priority danger to Germany, were the primary victims of Nazi racism, other victims included some 200,000 Roma (Gypsies). At least 200,000 mentally or physically disabled patients, mainly Germans, living in institutional settings, were murdered in the so-called Euthanasia Program.

As Nazi tyranny spread across Europe, the Germans and their collaborators persecuted and murdered millions of other people. Between two and three million Soviet prisoners of war were murdered or died of starvation, disease, neglect, or maltreatment. The Germans targeted the non-Jewish Polish intelligentsia for killing, and deported millions of Polish and Soviet civilians for forced labor in Germany or in occupied Poland, where these individuals worked and often died under deplorable conditions. From the earliest years of the Nazi regime, German authorities persecuted homosexuals and others whose behavior did not match prescribed social norms. German police officials targeted thousands of political opponents (including Communists, Socialists, and trade unionists) and religious dissidents (such as Jehovah's Witnesses). Many of these individuals died as a result of incarceration and maltreatment."

Objectives:

Students will be able to analyze primary source documents

Students will be able to analyze secondary source documents

Students will be able to identify the groups of people selected by the Nazis for systematic extermination.

Students will be able to describe the ways in which those selected for systematic extermination were treated by the Nazis

Students will be able to discuss the ways in which the victims of the Holocaust expressed themselves as individuals and human beings during such inhumane treatment.

Students will be able to synthesis the information they have been presented, their own knowledge, and the information and opinions they have gathered in their document analysis to compose a position paper on the Holocaust.

Students will be able to put information from primary and secondary sources into historical context.

Students will be able to examine and describe the human element of a historical event.

Standards:

NV State Content Standards and Benchmarks

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

Content 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.*

Materials List:

- 5-10 minute video overview excerpt of the Holocaust/Concentration camp atrocities
 - Example:
 - *The World In Conflict 1944-1945 Rare Archival Footage: Disk 2* by Timeless Media Group
 - *Death Camp Atrocities* by Educational Video Network
- Forms or written directions with steps for analyzing various types of primary source documents
- 6 Copies (laminated)of the poems:
 - *We are the Children* by Rudi Raab
 - *Holocaust* by Sudeep Pagedar
 - *War Diary* by Miklos Radnoti
 - From "Have You Learned the Most Important Lesson of All" by Elie Wiesel
 - *Tears of Blood* by Bronislaw Wajs ("Papusza")
- Copies of Chapters excerpts of The Primary source: The Young Soap Maker
 - Class set
- Copies of printouts (laminated enlargements preferred) of the 'Concentration Camp Photographs' Images w/ quotes OR computer with internet access to web site
- Copies of printouts (laminated enlargements preferred) of the 'Then and Now' Images w/ quotes OR computer with internet access to web site
- 6 copies (laminated preferred)of the Non Sequitur cartoon by Wiley
- Copies of Photo Analysis worksheet (double sided)

In Class Activities:

1. Bell ringer (check for prior knowledge) to be completed on their own sheet of paper using complete sentences to respond: What is the Holocaust? Why do we study the Holocaust? What do you think the victims of the Holocaust went through physically and emotionally?
2. Collect the bell ringer responses and then prompt the class into discussing their responses.
3. Review process for Primary and secondary source analysis
4. Directions for their Holocaust Stations will be covered and grading rubrics passed out to students in advance
5. Students will work at their ability and pace to complete all of the stations in this lesson
 - a. Station 1: Images of Dachau
 - i. Using the Photo Analysis form for the US National Archives, analyze a minimum of 4 pictures taken at the Dachau concentration camp.
 - b. Station 2: Holocaust Poetry
 - i. Select a minimum of three Holocaust poems to analyze using the Poetry analysis steps outlined in the appendix
 - ii. Students will then write a literary review, similar to the one's found in a Barnes and Noble news letter or the New York Times, for each of those poems
 - iii. Both the work done for the steps in the analysis and the reviews will be turned in
 - c. Station 3: Political Cartoon

- i. Create your own political/editorial cartoon that stresses the importance of one of the following:
 1. Remembering the Holocaust
 2. Learning lessons from the past
 3. Learning about the mistakes of men in history
 - ii. The cartoon should contain color, unless it calls for black and white for mood, then shading should be used.
- d. Station 4: Documentary Clip
- i. Take notes on the images and your reactions to what you are viewing
 - ii. From the point of view of a soldier to Red Cross worker who is involved in liberating the concentration camps, write a letter (a minimum of three paragraphs) to a family member in which you describe what you have witnessed in the concentration camps. Include sensory imagery (sounds, smells, sounds) as well as what you have seen. Also, include what you think the pivotal lessons that you have learned about war, humanity, inhumanity, and morality are from this brief experience.
- e. Station 5: Then and Now Images (art)
- i. Select at least 4 images (total of 8) from the Then and Now collection.
 - ii. Create a schematic in which you compare the images of the past to their modern images.
 1. Using your knowledge of the concentration camps, design (sketch) a memorial fitting for a concentration camp/Holocaust site.
- f. Station 6: The Young Soapmaker
- i. Select 2 or 3 chapters to read from chapters 6-15
 - ii. Read your selections keeping track of important quotes, images, and your reactions on a separate sheet of paper or post-its
 - iii. Create a One-Pager
 1. A One-Pager is a way of responding to a piece of writing on a single sheet of paper. It represents your own written and graphic interpretation of what you have read. It may be very literal (just based on the facts or information in the piece) or it may be a symbolic representation of the piece. This will help you as a reader visualize what you are reading.
 - a. Directions
 - i. Use standard sized unlined paper
 - ii. Fill the entire page
 - iii. Writing must be in ink... no pencil
 - iv. Include the title and author of the piece
 - v. Use colored pencils or markers unless the piece demands black and white
 - b. The following required elements may be arranged on the page in any way you choose:
 - i. Must have two or more excerpts from the reading (passages or quotes that you like or think are important)
 - ii. Must have a graphic representation: drawing, magazine picture, or computer graphic that ties the piece you read and the quotes you choose

- iii. Must include a personal response to what you have read: comment, interpretation, evaluation, etc.

Evaluation/Assessment:

Assignments from these activities will be turned in as one packet. Each assignment will be individually scored based on a classroom rubric that works for their class and grading preferences. (Students should have full knowledge of the grading criteria prior to and while completing the activities). Students will also have a comprehensive test on all of the material covered in their WWII and Holocaust unit of study.

Final Paper:

Students will write a paper in which they use their knowledge of the Holocaust and its victims to respond to one of the prompts listed below (student choice). This paper will be graded based on the same Holistic scoring that is used for the writing portion of the NHSPE.

Option 1:

Since places hold memories for us, should places that have historical significance be preserved so that future generations can share in and learn from those memories? Please justify your response with any facts or examples that you are able to provide. Make comparisons between the Concentration camps as memorials and modern memorials (such as the Pentagon, World Trade Center, etc.).

Option 2:

Jewish survivors have chosen the phrases “Never forget” and “Never again” as mottoes for remembering the Holocaust. Why do you think they chose these phrases, and do you think it is important that we never forget the Holocaust? Given that there have been genocides since the atrocities of the Holocaust were made public knowledge (ex: Rwanda, The Sudan) what steps can the average citizen (you) take to educate other Americans and promote a society/country that does not tolerate acts of inhumanity or genocide?

Bibliography/Citations:

<http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10005143>

Introduction – explanation of what is the Holocaust

<http://www.remember.org/>

Primary Account: The Young Soapmaker

<http://www.remember.org/soapmaker/soap1.html#start>

<http://www.remember.org/soapmaker/soap2.html#5transport>

<http://www.remember.org/soapmaker/soap3.html#start>

<http://www.remember.org/soapmaker/soap4.html#start>

Poem: We are the Children by Rudi Raab

<http://www.remember.org/ideas/weare.html>

Then and Now: Art by survivors, written descriptions by survivors, and images of that location today in Auschwitz

<http://remember.org/then-and-now/index.html>

<http://tundratabloid.blogspot.com/2007/04/non-sequitur.html>

Non Sequitur Cartoon by Wiley, Published June 6, 2007

<http://www.ushmm.org/museum/exhibit/online/phistories/>

United States Holocaust Memorial Museum: Personal Histories page

<http://www.auschwitz.dk/id6.htm>

<http://www.thehypertexts.com/Holocaust%20Poetry.htm>

Holocaust Poetry

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

Concentration Camp Photographs (WWII era) – Dachau

Appendix:

We are the Children...

-Rudi Raab

We are the children of the Holocaust.
We are both Germans and Jews
We are the children of the victims
We are the children of the oppressors
We started out on opposite sides
but the memory of the Holocaust
will join us forever.
We shall never let the victims be forgotten
for if we do, we will forget that the
perpetrator can be in all of us.

--Rudi Raab

From "Have You Learned the Most Important Lesson of All"

Elie Wiesel

There is divine beauty in learning,
just as there is human beauty in tolerance.
To learn means to accept the postulate
that life did not begin at my birth.
Others have been here before me,
and I walk in their footsteps.
The books I have read were composed
by generations of fathers and sons,
mothers and daughters,
teachers and disciples.
I am the sum total
of their experiences, their quests.
And so are you.

Holocaust
by *Sudeep Pagedar*
- *Selected Poems*

How do you
explain that term
to a ten-
year old boy
who, one day,
hears it mentioned
by some relatives?

And even if
you do manage
to make him
understand what it
actually does mean,
do you also
tell him that
because he is

A GERMAN JEW,

perhaps, some day,
he might be
included in it...?

Or should he
just not be
told, so that
he remains calm
and doesn't lose
sleep over it?

But what is sleep,
in front of death?
Perhaps Death is greater,
perhaps the two are the same;
we do not know yet
but we'll know, by the end of the day;
the Chambers are yet some hours away.

"To die, to sleep...to sleep, perchance to dream..."

How did Shakespeare realise that?
Did he know some Jew
who was persecuted too?
Perhaps he was wrong,
maybe he was right...
Anyway, I suspect we'll find out
by tonight.

Tears of Blood

Bronislaw Wajs ("Papusza")

(How we suffered under the Germans in 1943-1944)

In the woods. No water, no fire -- great hunger.
Where could the children sleep? No tent.
We could not light the fire at night.
By day, the smoke would alert the Germans.
How to live with children in the cold of winter?
All are barefoot...
When they wanted to murder us,
first they forced us to hard labor.
A German came to see us.
-- I have bad news for you.
They want to kill you tonight.
Don't tell anybody.
I too am a dark Gypsy,
of your blood -- a true one.
God help you
in the black forest...
Having said these words,
he embraced us all...

For two three days no food.
All go to sleep hungry.
Unable to sleep,
they stare at the stars...
God, how beautiful it is to live!
The Germans will not let us...

Ah, you, my little star!
At dawn you are large!
Blind the Germans!
Confuse them,
lead them astray,
so the Jewish and Gypsy child can live!

When big winter comes,
what will the Gypsy woman with a small child do?
Where will she find clothing?
Everything is turning to rags.
One wants to die.
No one knows, only the sky,
only the river hears our lament.
Whose eyes saw us as enemies?
Whose mouth cursed us?
Do not hear them, God.
Hear us!
A cold night came,
The old Gypsy women sang
A Gypsy fairy tale:
Golden winter will come,
snow, like little stars,
will cover the earth, the hands.
The black eyes will freeze,
the hearts will die.

So much snow fell,
it covered the road.
One could only see the Milky Way in the sky.

On such night of frost
a little daughter dies,
and in four days
mothers bury in the snow
four little sons.
Sun, without you,
see how a little Gypsy is dying from cold
in the big forest.

Once, at home, the moon stood in the window,
didn't let me sleep. Someone looked inside.
I asked -- who is there?
-- Open the door, my dark Gypsy.
I saw a beautiful young Jewish girl,
shivering from cold,
asking for food.
You poor thing, my little one.
I gave her bread, whatever I had, a shirt.
We both forgot that not far away
were the police.
But they didn't come that night.

All the birds
are praying for our children,
so the evil people, vipers, will not kill them.
Ah, fate!
My unlucky luck!

Snow fell as thick as leaves,
barred our way,
such heavy snow, it buried the cartwheels.
One had to trample a track,
push the carts behind the horses.

How many miseries and hungers!
How many sorrows and roads!
How many sharp stones pierced our feet!
How many bullets flew by our ears!

Translated from the Polish by Yala Korwin.

War Diary

Miklós Radnóti

1. Monday Evening

You see, now fear often fingers your heart,
and at times the world seems only distant news;
the old trees guard your childhood for you
as an ever more ancient memory.

Between suspicious mornings and foreboding nights
you have lived half your life among wars,
and now once more, order is glinting toward you
on the raised points of bayonets.

In dreams sometimes the landscape still rises before you,
the home of your poetry, where the scent of freedom
wafts over the meadows, and in the morning when you wake,
you carry the scent with you.

Rarely, when you are working, you half-sit, frightened
at your desk. And it's as if you were living in soft mud;
your hand, adorned with a pen, moves heavily
and ever more gravely.

The world is turning into another war—a hungry cloud
gobbles the sky's mild blue, and as it darkens,
your young wife puts her arms around you,
and weeps.

2. Tuesday Evening

Now I sleep peacefully
and slowly go about my work—
gas, airplanes, bombs are poised against me,
I can neither be afraid, nor cry;
so I live hard, like the road builders
among the cold mountains,

who, if their flimsy house
crumbles over them with age,
put up a new one, and meanwhile
sleep deeply on fragrant wood shavings,
and in the morning, splash their faces
in the cold and shining streams.

*

I live high up, and peer around:
it is getting darker.
As when from a ship's prow
at the flash of lightning
the watchman cries out, thinking he sees land,
so I believe in the land also—and still I cry out life!
with a whitened voice.

And the sound of my voice brightens
and is carried far away
with a cool star and a cool evening wind.

3. Weary Afternoon

A dying wasp flies in at the window,
my dreaming wife talks in her sleep,
and the hems of the browning clouds
are blown to fringes by a gentle breeze.

What can I talk about? Winter is coming, and war is coming;
soon I will lie broken, seen by no one;
worm-ridden earth will fill my mouth and eyes
and roots will pierce through my body.

*

Oh, gently rocking afternoon, give me peace—
I will lie down too, and work later.
The light of your sun is already hanging on the hedges,
and yonder the evening comes across the hills.

They have killed a cloud, its blood is falling on the sky;
below, on the stems of the glowing leaves
sit wine-scented yellow berries.

4. Evening Approaches

Across the slick sky the sun is climbing down,
and the evening is coming early along the road.
Its coming is watched in vain by the sharp-eyed moon—
little puffs of mist are gathering.

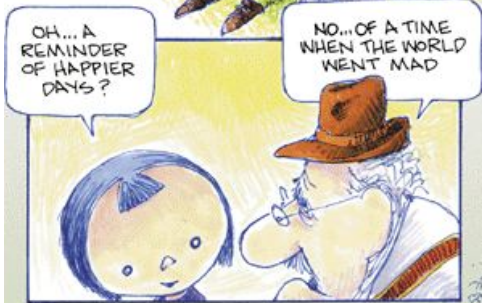
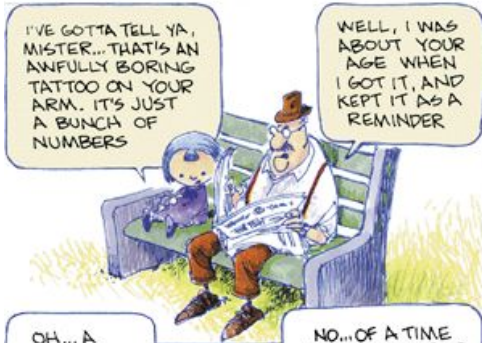
The hedgerow is wakening, it catches at a weary wanderer;
the evening is spinning among the tree branches
and humming louder and louder, while these lines build up
and lean on one another.

A frightened squirrel springs into my quiet room,
and here a six-footed iambic couplet scampers by.
From the wall to the window, a brown moment—
and it's gone without a trace.

The fleeting peace disappears with it. Silent
worms crawl over the far fields
and slowly chew to pieces the endless
rows of the reclining dead.

--Translated by Lucy Helen Boling

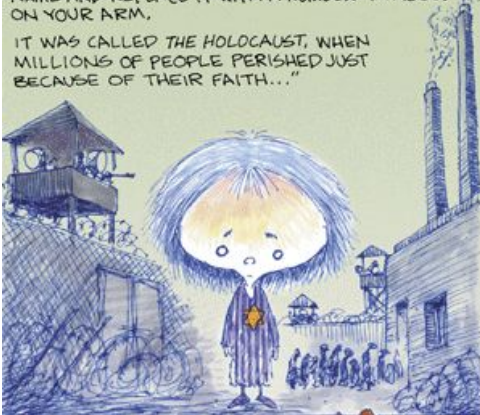
NON SEQUITUR BY WILEY



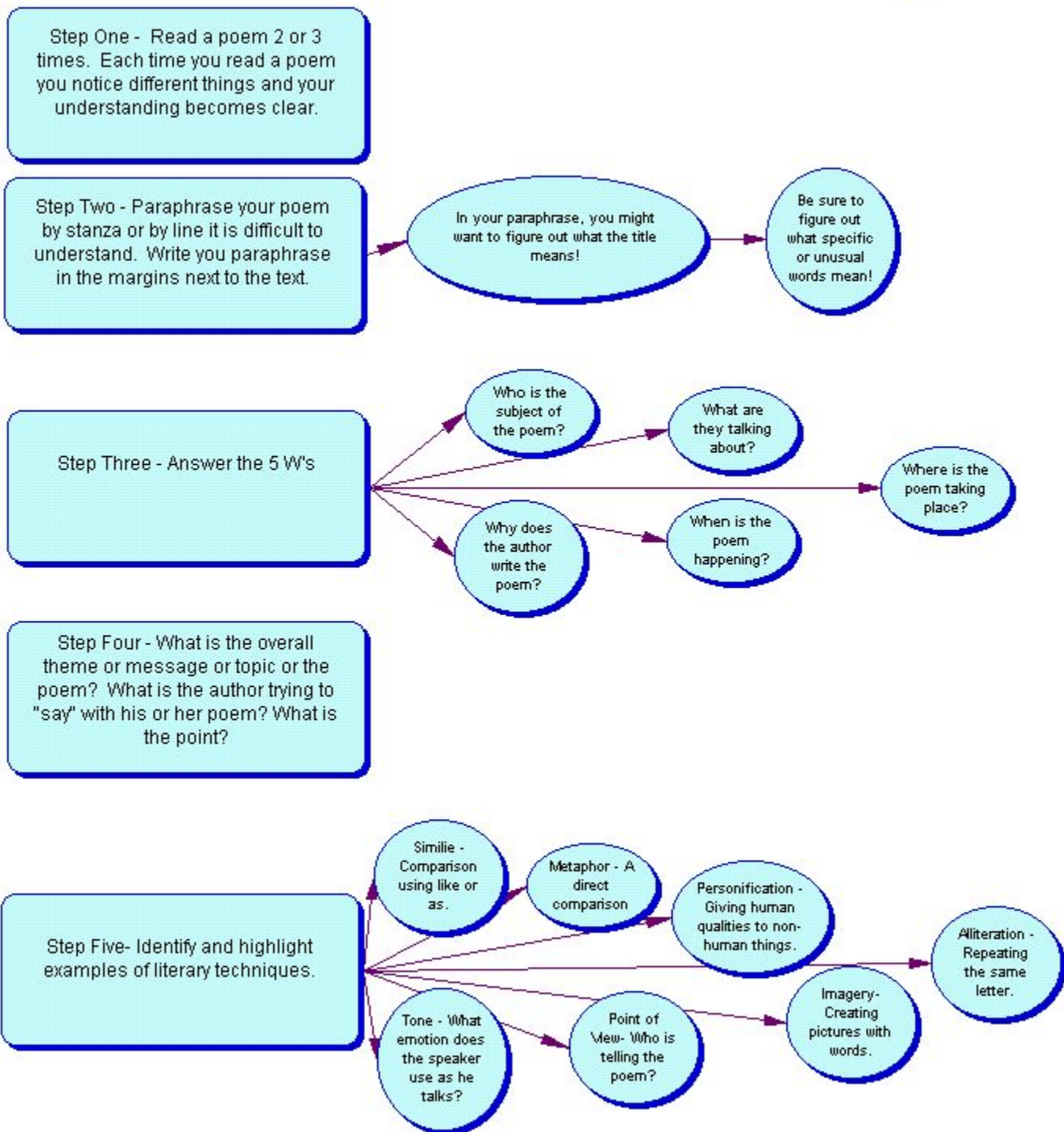
"IMAGINE YOURSELF IN A LAND WHERE YOUR COUNTRYMEN FOLLOWED THE VOICE OF POLITICAL EXTREMISTS WHO DIDN'T LIKE YOUR RELIGION.

IMAGINE HAVING EVERYTHING TAKEN FROM YOU, YOUR ENTIRE FAMILY SENT TO A CONCENTRATION CAMP AS SLAVE LABORERS, THEN SYSTEMATICALLY MURDERED. IN THIS PLACE, THEY EVEN TAKE YOUR NAME AND REPLACE IT WITH A NUMBER TATTOOED ON YOUR ARM.

IT WAS CALLED THE HOLOCAUST, WHEN MILLIONS OF PEOPLE PERISHED JUST BECAUSE OF THEIR FAITH..."



Poetry Analysis : A Step By Step Approach



When analyzing a poem, your goal is to determine what the speaker is trying to say with his or her words!