

Holocaust Education Lesson Plan Template

Author:

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Topic/Era:

Ghettos During World War II

Lesson Title:

Life in the Ghettos 1940-44

Subject: United States History

Grade Level:

8th

Length of Lesson:

2- 45 minute class periods

Introduction:

The Holocaust was a wide spread tragedy during the rise of Hitler. Although society today has glamorized it through movies and portrayed many heroes there were few in actuality. Most Jews just did whatever they had to do to survive.

Concentration camps are well known places Jews were sent; many more were forced to leave their homes and live in ghettos. Jews were transported from these ghettos to killing camps or died in the ghettos. The living conditions were awful. Jews were rationed food, water and often forced to work in fields or factories during the day and then sent back to the ghettos. Trains and subways passed through them, but never stopped. High fences were built around them so Jews could not leave and Germans watched them through the fences.

They were lead by Jewish Councils, appointed by German's, whose responsibilities were impossible. They had to provide medical care for sick, food, water, shelter, and heat without the resources from the Germans. These leaders also looked to their faith in hopes of gaining wisdom on dealing with these trials

Objectives:

- Students will be able to use primary sources to find information about the ghettos during the Holocaust:
- Students will answer the Five W's about the ghettos: Where, Why, When, Who, How

Standards:

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.

Benchmark: 1.8.2 : Describe how event is presented by multiple sources

8.8.6 Identify causes, effects and outcome of World War II

Materials List:

- Laptops
- "The World Must Know"
- Web Search handout

In Class Activities:

Create a web of the word ghetto. Discuss what the word represents to the students. Next, as a class read Berenbaum pages 72-74. Discuss. If only one copy, make overhead and read to the class.

1. *Students will be placed in small groups of five. They will begin with a Jigsaw where each person will break into another group to become an expert on a specific ghetto and then return to share their information.*
 - *Warsaw (Berenbaum, p.74-78)*
 - *Theresienstadt (Berenbaum, p.85-87)*
 - *Kovno (Berenbaum, p.83-85)*
 - *Looz (Berenbaum, p.78-81)*
 - *Jewish Councils (p.81-83)*
2. *Students will use lap tops and complete scavenger hunt worksheet*
3. *Students may use other primary sources to find additional information on two ghettos of their choice.*

Evaluation/Assessment:

Students will complete the web search and it will be graded.

Students will write a one page comparison of two ghettos

Bibliography/Citations:

Berenbaum, Michael (2006) *The World Must Know* (2nd ed) John Hopkins University Press, Baltimore, MD

*The United States Holocaust Museum **Krakow**.*

<http://www.ushmm.org/wlc/article.php?ModuleId=10005169>

The United States Holocaust Museum Encyclopedia <http://www.ushmm.org>
Type Ghetto in search box upper left corner

WEB SEARCH

Go to <http://www.ushmm.org>. Type in **ghetto** in the search box (upper left corner of home page).

Find the answers:

1. In the Mir Ghetto escape, who was Oswald Rufeisen and what role did he play in the “liquidation”?
2. Summarize the “final solution”
3. What are the three types of ghettos?
4. What is the other name for “ghettos” in Poland
5. Using the timeline at <http://www.ushmm.org/outreach/ghettos.htm>
 - When were ghettos established in Poland?
 - When did the deportation to killing camps occur?
6. Read the Warsaw uprising and explain the significance of the destruction of the Great Synagogue
7. What three purposes did Theresienstadt serve?
8. Explain what is meant by the statement.
 - Theresienstadt served an important propaganda function for the Germans.
9. Use this link to find the following:
<http://www.ushmm.org/wlc/article.php?ModuleId=10005169>
 - What is the name of the city, south of Krakow, the Jews were moved to?
 - When was this ghetto liberated and by whom?
 - What was the ZOB?