

Holocaust Education Lesson Plan Template

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Topic/Era: World War II

Lesson Title: Holocaust: The Warsaw Uprising

Subject: United States History

Grade Level: 10th – 12th

Length of Lesson:

The length of time it will take in the classroom to teach this lesson.

There will be three 1 hour and 45 minute blocks. Each block will be divided into 50 minute segments that will allow the students to change tasks to enable them to achieve the lessons objective.

Introduction:

Background Information on the Warsaw Ghetto Uprising of 1943

The Second World War began on September 1, 1939. Poland was quickly defeated the Germans began the resettlement and concentration of the Polish Jewish population (3 million) into medieval ghettos throughout the country. The largest of these, the Warsaw Ghetto, concentrated approximately 400,000 people into a densely packed central area of Warsaw. Thousands of Jews died due to rampant disease and starvation. Germans became deportation from the ghetto to the Terblinka concentration camp where exterminations would be carried out. Approximately 300,000 of the Jews from the Warsaw ghetto died there prior to September the 12, 1942.

When the deportations first began, members of the Jewish resistance movement met and decided not to fight the directives, believing that the Jews were being sent to labor camps. Approximately 5000 a day were being deported. However by early 1943 word had reached the ghetto on the destination and violence broke out in the ghetto on January 19 that resulted in the killing of some 50 German soldiers. This effort was led by the Jewish Fighting Organization (*Żydowska Organizacja Bojowa*, ŻOB). The result of this first uprising halted any further deportations for a few days.

The two main resistance organizations, ŻOB and the Jewish Military Union (*Żydowski Związek Wojskowy*, ŻZW) made up of ex-Polish soldiers began preparing the ghetto for defense. A series of bunkers were dug beneath houses, connecting the buildings through the sewage system and linking up with the central water supply and electricity. The ghetto was divided into military districts, with groups responsible for each district defense.

On April 19 Heinrich Himmler sent 2,000 SS men and army troops to clear the ghetto of its remaining Jews. For four weeks the ŻOB and the ŻZW fought with pistols and

homemade bombs, destroying tanks and killing several hundred Nazis, until their ammunition ran out. Not until May 8 did the Nazis manage to take the ZOB headquarters bunker. Many of the surviving ZOB fighters took their own lives to avoid being captured. The battle raged until May 16, when the SS chief declared "The Warsaw Ghetto is no more." Approximately 13,000 Jewish residents were killed during the uprising. Thousands were burnt alive and most of the remaining 50,000 inhabitants were shipped to concentration and extermination camps such as Treblinka

Objectives:

Students will be able to understand the progression of the Holocaust in Europe by reading background information beginning in 1933 with the rise of Hitler.

Students through primary sources will be able to ascertain the changes in attitudes regarding the Holocaust of the prosecutors, the bystanders and the victims.

Students will examine the life in the Warsaw ghetto through primary sources and filmed interviews.

Students will examine the Warsaw uprising of 1943 from the perspective of the victims, Perpetrators, Bystanders, Resisters, and Rescuers by the use of testimony, reports, diaries and film.

Students will be able to write a first person account of the uprising through a diary format citing specific information in a first person recording.

Standards:

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.*

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

- ◆ **“Aryan supremacy”**
- ◆ Nuremburg Laws
- ◆ **Kristallnacht**
- ◆ **“Final Solution”**
- ◆ concentration and death camps
- ◆ creation of Israel

Materials List:

The following resources will be used in class to teach the unit. However, the students will not be limited to them.

Update magazine, *The Legacy of the Holocaust*

Documentary film: *The World at War*, vol. 20 *Genocide*

Internet site: A Teacher’s Guide to the Holocaust (primary sources, history, geography, etc.)

In Class Activities:

1. Students will read and discuss the articles in the Update magazine make notations for further reference.
2. The articles will be discussed and students will be encouraged to express their feelings and ideas on the topic.
3. Students will work in groups of four to cover the four categories in the objectives.
4. Students will view and take notes on parts of the film *The World at War* vol. 20 Genocide. Discussion will follow.
5. Students will go to the computer lab and access the website, [Teacher's Guide to the Holocaust](#), and investigate sections of the site concentrating on primary sources of the four types of people in regard to experiences in Poland at the start of the war and the events through the Warsaw Uprising. They will record information for use in developing the final project
6. Students will then discuss their group's roles in this part of the holocaust creating a fictitious person and write a diary account from the fall of Poland through the Warsaw Uprising and ending with the person's fate.
7. The students will then share excerpts from their diaries and the class will conclude with final discussion and conclusion

Evaluation/Assessment:

The students will be evaluated on their note taking accuracies in relationship to the information needed for the project. The Who, What, When, Where, Why, and How elements must be included.

The diaries will be evaluated for organization, creativity, and historic accurate content with 20% for organization, 40% for creativity, and 40% for historic accurate content.

The student is also to write a one page paper on their feelings toward this monumental event. Proper structure and strong argument that address their position will be evaluated.

Bibliography/Citations:

Kravitz, Lee. "Legacy of the Holocaust" Update April 12, 1993: 2-5

Buchsbaum, Herbert. "Anatomy of the Holocaust" Update April 12, 1993: 6-10

Monagle, Katie. "Life in the Darkness" Update April 12, 1993, 11-16

The World at War, vol. 20 Genocide, Sir Jeremy Isaacs, BBC, 1974

A Teacher's Guide to the Holocaust, January 2007, Dr. Roy Winkelman, Director, 10/20/2008, <http://fcit.usf.edu/holocaust/default.htm>

A Teacher's Guide to the Holocaust, Timeline, January 2007, Dr. Roy Winkelman, Director, 10/20/2008, <http://fcit.usf.edu/holocaust/timeline/timeline.htm>

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A Teacher's Guide to the Holocaust, Resources, January 2007, Dr. Roy Winkelman, Director, 10/20/2008, <http://fcit.usf.edu/holocaust/resource/resource.htm>