

Holocaust Education Lesson Plan Template

Author: Loren Webb

Topic/Era: Holocaust, World War II

Lesson Title: Holocaust

Subject: United States History

Grade Level: 7th grade

Length of Lesson:

2-48 minute class periods

Introduction:

This lesson is about the Holocaust, which occurred between 1933 and 1945, when German's government, led by Adolph Hitler and the National Socialist (Nazi) party, carried out a deliberate, calculated attack on European Jews. Basing their actions on anti-Semitic ideology and using World War II as a cover, they targeted Jews as their main enemy, killing six million Jewish men, women, and children by the time the war ended in 1945. This act of genocide is known today as the Holocaust. As part of their wide-reaching efforts to remove from German territory all whom they considered racially, biologically, or socially unfit, the Nazis terrorized many other groups as well, including Roma (also known as Gypsies), Germans with mental and physical disabilities, homosexuals, Jehovah's Witnesses, Poles, and Soviet prisoners of war. In the course of state-sponsored tyranny, the Nazis left countless lives shattered and millions dead, according to the U.S. Holocaust Memorial Museum.

Kid Friendly Objectives:

I will identify key elements of the Holocaust, including "Aryan Supremacy,"

"Kristallnacht," "The Final Solution," and concentration and death camps.

I will define words and terms associated with the Holocaust.

Standards:

[Nevada State Content Standards and Benchmarks](#)

Include Nevada History standard and benchmark number with descriptive text. Only use the standards and benchmarks where the students will show learning outcomes.

Correlate your lesson to the appropriate grade level benchmark.

Example:

History Standard 8.8.7 World War II

Benchmark 16.2: *The student will identify key elements of the Holocaust, including "Aryan Supremacy," "Kristallnacht," "The Final Solution," and concentration and death camps.*

Define words and terms associated with the Holocaust.

Materials List:

Best Friends, by Elisabeth Reuter, Yellow Brick Road Press, 1993.
Holocaust fact sheet (see attached sheet)
Holocaust Overview graphic organizer
Holocaust List/Group/Label graphic organizer

In Class Activities:

Warmup (Bellringer) Exercise: Why did Hitler persecute the Jews?

(possible answer: He blamed them for the economic ills that Germany suffered following World War I.

2. Tell students you plan to read a short picture book, entitled “Best Friends.” Tell students it is about a Jewish girl in Germany before World War II named Judith. She is best friends with Lisa, a German girl, who goes from being an innocent spectator to active participant in the emotional destruction of her best friend during pre-World War II. Following the reading, ask the students:

- a. What do you think happened to Judith?
- b. What do you think lead Lisa to turn against her friend?
- c. What can you do to become more tolerant of others who are not like you.

3. Hand out **Holocaust fact sheet** and **Holocaust Overview graphic organizer**. Ask students to individually read the Holocaust fact sheet, then answer the questions provided in the Holocaust Overview handout. Ask them to also write one or two things they think are important about what they have read, in the “Importance/Significance content frame and write down at least two questions they have about the Holocaust in the “Questions” content frame at the bottom of the handout.

4. **Holocaust 3-column vocabulary**. Ask students to take out a piece of paper and fold it into thirds. Tell them the name of the assignment is: Holocaust 3-column vocabulary. Students are to write “**Word**” in the first column, “**Word Definition**” in the second column and “**Use underlined/highlighted word in a sentence**” in the third column. In the first column, tell students to number their paper 1 through 5. They are then to write the following words in the first column in corresponding order: *Aryan Supremacy, Kristallnacht, Final Solution, concentration and death camps, Nazi*. Tell students to use the Holocaust fact sheet for filling in the definitions and underlining/highlighting sentences portion of the assignment.

5. If time, hand out **Holocaust List/Group/Label worksheet**. Tell students from the list of terms in the first column, they are to arrange similar items together in the Group (second) column. From that column, have them identify and explain connections in the third column by placing the groups of words under the following categories: *Beliefs that led to the Final Solution; Hate Organizations; Victims; Practical Method of Killing; Prisons; Laws that led to Jewish isolation; One-Man Rule(Autocratic Rule); Mass Media or Interpersonal Methods used for Persuasion*.

Reflection. *At completion of classwork, the teacher will ask students what they have learned about the Holocaust and what it has taught them about their interpersonal relations with others who may not be like them.*

Evaluation/Assessment:

Students will be evaluated by completion of the **Holocaust Overview** graphic organizer, completion of the Holocaust 3-column vocabulary exercise, and completion of the **Holocaust List/Group/Label** worksheet.

Bibliography/Citations:

Reuter, Elisabeth. *Best Friends*. Yellow Brick Road Press, 1993.

www.ushmm.org

Holocaust Fact Sheet

The Great Depression had hit Germany extremely hard. Millions of people had lost their jobs, and its economy teetered on the edge of collapse. Germany rallied around Adolf Hitler, a shrewd politician and a spellbinding speaker. Hitler gained popularity by exploiting people's concern about unchecked inflation and severe concern about unemployment. Hitler also played upon bitterness over the Versailles treaty in 1919 following World War I. The treaty had forced Germany to give up some of its territory and to make heavy payments to the victors.

In 1921, Hitler became chairman of the National Socialist German Workers' Party, or the **Nazi Party**. Openly racist, Hitler and the Nazis portrayed the German people as superior to all others. They directed much of their anger against Jews, whom Hitler blamed for Germany's problems. His extreme **anti-Semitism** - hatred of the Jews - would later lead to unspeakable horrors.

Soon after he became chancellor, or chief minister of Germany in 1933, Hitler ended all democracy and established **totalitarian** rule. In a totalitarian state, a single party and its leader suppress all opposition and control all aspects of people's lives.

Hitler claimed that Germany had a right to expand its territory. Germany's neighbors watched uneasily as he rebuilt Germany's military strength in defiance of the Versailles treaty. To gain support in his expansion plans, Hitler formed an alliance with Italy in 1936 and an alliance with Japan in 1940. (*Source: The American Journey, Glencoe/McGraw Hill Companies, 2003, pp. 753-754*).

Meanwhile, in 1933 after Hitler became chancellor of Germany, the first concentration camp is established at Dachau, Germany; the Nazis organize a nationwide **boycott** of Jewish-owned businesses in Germany; and the Nazis burn books of those considered un-German, which introduces the idea of censorship and government control of culture.

In November 1938, the Nazis begin a nationwide program called **Kristallnacht**, where the Nazis and their collaborators burn synagogues and loot Jewish homes and businesses. Approximately 30,000 Jewish men are imprisoned in concentration camps.

On Sept. 1, 1939, German troops invade Poland marking the beginning of World War II. In October 1939, the Nazi government begins a program to kill mentally and physically disabled people in a "**euthanasia**" program known as the "T-4 Program."

On May 10, 1940, German troops invade the Netherlands, Belgium, Luxembourg and France.

Then ignoring a non-aggression pact he made with the Soviet Union, Hitler attacks the Soviet Union on June 22, 1941.

On Sept. 15, 1941, Jews over the age of six who reside in Germany had to wear a yellow **Star of David** in public at all times.

On October 15, 1941, Deportation of Jews from Germany to the **ghettos** of Lodz, Riga, and Minsk begins. Jews were required by the Nazi government to live in these ghettos.

On December 8, 1941, Gassing operations began at the Chelmo killing center.

In January 1942, Nazi officials meet in Wannsee, to organize the "**Final Solution**" (mass murder) of Jews in Europe.

And by July 11, 1942, the first direct deportation of Jews and other undesirables begins to Auschwitz, Poland, and other death camps were built to kill thousands of people a day in gas chambers, Their bodies were then burned in ovens known as crematoriums.

(*Source: The Road to Auschwitz, 1933-1942, Pre-Activity from U.S. Holocaust Memorial Museum*)

As the allies liberated areas that had been under German control, they found horrifying evidence of Nazi brutality. Hitler had warned that another war would result in "the destruction of the Jews in Europe." Nazi leaders developed what they called "the **final solution** of the Jewish question." Their "solution" was **genocide** - wiping out an entire group of people. It began with Nazi troops rounding up thousands of Jews and cramming them into railroad cars like cattle, and depositing them in **concentration camps** - prison camps for civilians. Guards took the prisoners' belongings, shaved their heads, and tattooed camp numbers on their arms. Forced to live in horrible conditions, the prisoners often had only a crust of bread or watery soup to eat. Thousands became sick and died. As many as 6 million Jews died in what has become known as the **Holocaust**. Millions of others, including Soviet prisoners of war, Poles, Gypsies, and people with handicaps were also ruthlessly killed.

(*Source: The American Journey, Glencoe/McGraw Hill Company, 2003, p. 775-776*).

Holocaust Overview

Name _____

Period _____

Date _____

Who	What	Where
Importance/Significance		
When	Why	How
Questions		

--	--	--

Topic: The Holocaust from A to Z Name _____ Period _____ Date _____

Assignment: Using information from the Holocaust List/Group/Label worksheet or from other historical sources, write in words under the appropriate letter categories that describe aspects of the Holocaust.

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	XYZ