

Digital and Media Literacy

ASC Education

Middle School ELA/SS Lesson Plan

Oppression: The Holocaust

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2013

Content Area: English Language Arts/ Social Studies (Grades 7/8)

THEME: Oppression/Genocide

Class Time: 90 min. blocks

Topic/ Focus: The Holocaust

The Lesson: Students will be introduced to the Holocaust through a series of lessons. During this lesson, students will gain a better understanding of what events occurred during the Holocaust, who was involved and responsible. Students will be able to identify other historical events that are similar to the events of the Holocaust. At the conclusion of the lesson, students will create a multimedia presentation that presents their gained knowledge and offers suggestions of how as citizens, we can be proactive in preventing another event like the Holocaust.

Common Core Standards:

ELA Standards:

Reading Literature:

8.2 . Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

Reading Informational Text:

8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

8.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Speaking and Listening:

8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

W:

8.1: Write arguments to support claims with clear reasons and relevant evidence

8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Social Studies Standards:

8.H.1.2: Summarize the literal meaning of historical documents in order to establish context.

8.H.1.4: Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).

8.H.1.5: Analyze the relationship between historical context and decision-making.

Information and Technology:

8.SI.1.2 Evaluate content for relevance to the assigned task.

8.SI.1.3 Evaluate resources for point of view, bias, values, or intent of information.

8.TT.1.1 Use appropriate technology tools and other resources to access information (search engines, electronic databases, digital magazine articles).

8.TT.1.2 Use appropriate technology tools and other resources to organize information (e.g. graphic organizers, databases, spreadsheets, and desktop publishing).

8.TT.1.3 Use appropriate technology tools and other resources to design products to share information with others (e.g. multimedia presentations, Web 2.0 tools, graphics, podcasts, and audio files)

<p style="text-align: center;">K know</p>	<p style="text-align: center;">U Understand</p>	<p style="text-align: center;">D do</p>
<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> - Oppression - Holocaust - Gestapo - SS - Concentration Camps - Death Camps - Propaganda - Genocide - Anti-Semitism - Nazi - Segregation - Ghetto - Resistance - Scapegoat <p><i>Geography:</i></p> <ul style="list-style-type: none"> - Germany - Poland - Austria - Different Concentration Camp locations (Auschwitz, Birkneau, etc.) 	<ul style="list-style-type: none"> - numerous groups were targeted and oppressed by the Nazis - propaganda played a role in the gaining of Nazi support of exterminating Jews/other races during the Holocaust - resistance occurred during the Holocaust by many different groups of people - Holocaust is only one of many acts of genocide that have occurred in our world. 	<ul style="list-style-type: none"> - demonstrate their understanding of various types of propaganda and how it was used during the Holocaust - create a visual using a media source to timeline several events during the Holocaust - demonstrate knowledge of how Hitler came to power as leader of the Nazi party - identify other groups that have been oppressed and/or suffered from genocide

	Day One- Intro. To the Holocaust	Day Two- Propaganda	Day Three- A Walk in Their Shoes	Day Four- Concentration Camps	Day Five- Reflection: How can we keep this from happening again? iMovie Day
Standard(s): Description	Writing: 8.2 & 8.3 Reading: 8.2 Technology: 8.SI.1.3 S.S.: 8.H. 1.2 & 1.4	Reading IT: 8.3 &8.6 S&L: 8.1 &8.2 SS: 8.H.1.4 &1.5 Technology: 8.SI.1.3	S & L: 8.2 SS: 8.H.1.4 & 1.5 Technology: 8.SI. 1.2 &1.3 W: 8.2 & 8.3 Reading IT: 8.3	Reading IT: 8.3 & 8.6 S & L: 8.1 & 8.2 SS: 8.H. 1.2, 1.4, &1.5 W: 8.6, 8.7, & 8.8 Technology: 8.TT.1.1, 8.TT.1.2	Reading: 8.2, 8.3 Reading IT: 8.3 & 8.6 S & L: 8.2 W: 8.7 & 8.8 SS:8.H.1.4 & 8.H.1.5 Technology: 8.SI.1.2, 8.SI.1.3 8.TT.1.1, 8.TT.1.2, &8.TT.1.3
Supplies Needed:	Student Journals/Notebooks Glogster site Laptops	Propaganda pictures Bulletin board paper Construction paper/markers/etc. 5 critical questions layout (see p.10 for example)	Computer Projector to project video Video Questions	Reading Activity (copies for students) Way to project video to student Laptops for students	Laptops/iPads iMovie App needs to be installed iMovie instructions
“I Can” Statements:	I can... -identify the differences between Nazis and Jews.	I can... -understand how propaganda played an important role in Hitler’s rise to power and the mass extermination of Jews and other groups of people.	I can... -understand and identify the hardships that Jews suffered during the Holocaust	I can... -identify different types of concentration camps that Nazis forced Jews and other races to live and work in. -understand the difference between labor and death camps.	I can... -identify the hatred that was cast upon the Jews during the Holocaust. -take an active part to ensure that no ethnicity, race, or group of people will experience what occurred during the Holocaust
Warm-up:	Journaling: As students enter the room they will write a written response to the following journal entry: <i>The United States has just announced that the race or religion you belong to is undesirable and not wanted anymore. You are now looked upon with hatred and</i>	Gallery Walk: Various types of propaganda will be placed around the room along with blank bulletin board paper and markers. Students are to view the propaganda and then write a short answer about what message is trying to be	The Life of a Jew during the Holocaust: Students will read the following article: http://holocaustcenter.org/page.aspx?id=148359 The teacher may print the article for students or	Reading Activity: Students will read the edhelper.org article (can be found in following pages-p.12) and answer the questions that follow. 10-15 minutes Teacher will review and check the reading article	iMovie Instruction: Students will be using the final day of this unit to create an iMovie that reviews what they have learned during the previous four days and also give examples of how others can help be proactive in preventing an event like the Holocaust from happening again. Students will work in groups to complete the project. The warm-up time will be used for the

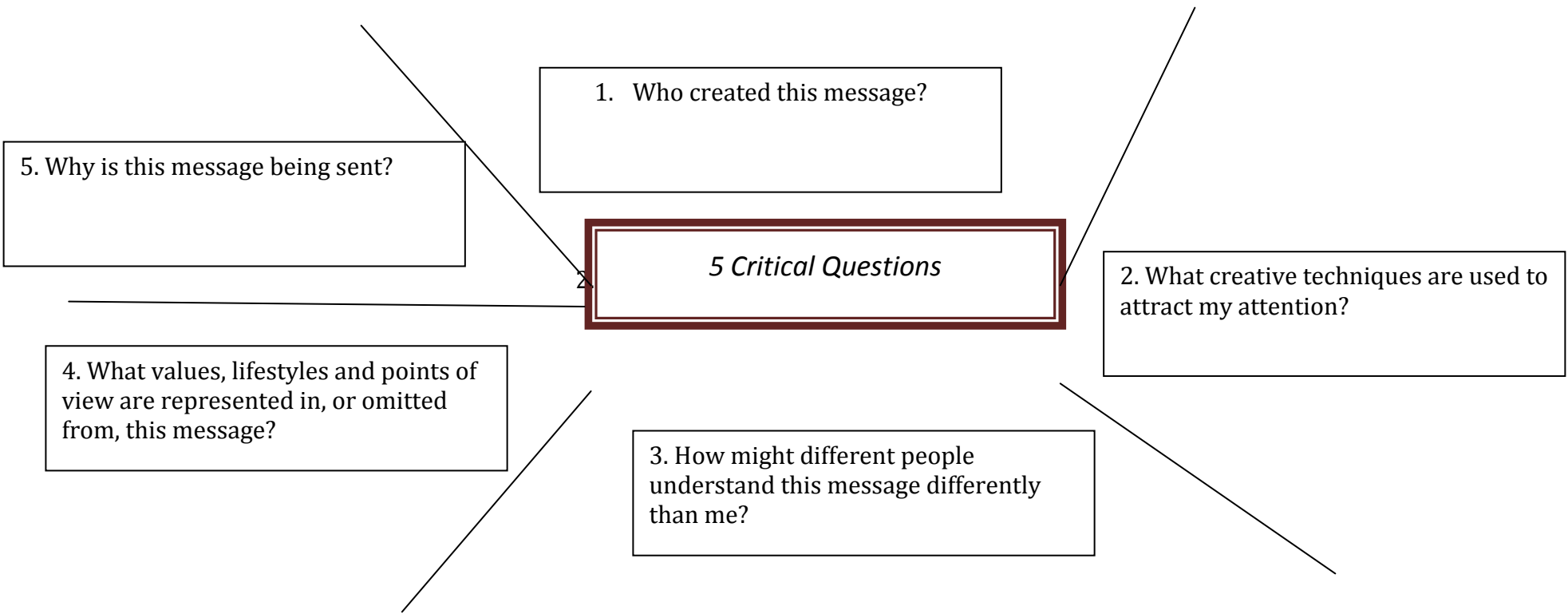
	<p><i>disgust. People of the "chosen" race now spit on you and call you names anytime you are in public – even school. How do you feel? What is your reaction to this hatred? How are you now going to act and react in public when you have to go out?</i></p> <p>Resource: entry pulled from the following site: http://cfbstaff.cfbisd.edu/decasperd/holocaust_unit.htm</p> <p>20 minutes</p>	<p>sent to the viewer.</p> <p>Set-up- 4-5 stations with students spending approx. 5 minutes at each station. Teacher can put them in groups; however students need to answer individually.</p> <p>See resources (below) for various propaganda ideas.</p> <p>20-25 minutes</p>	<p>have them pull it up on their laptops.</p> <p>After reading the article, students will then respond to the following prompt:</p> <p>Your father comes home from work and tells you that you and your family have to go away for awhile. You have less than one hour to pack. You will be going in to hiding from the Nazis. What will you pack? What do you feel is necessary to bring? In a short paragraph, list the top 10 items you will pack in your <u>one</u> suitcase.</p> <p>20 minutes</p>	<p>with the students.</p> <p>10 minutes</p> <p>*This will lead in to the discussion of concentration camps.*</p>	<p>teacher to show examples of the iMovies and to go over direction on how to complete the iMovie.</p> <p>Please use this link to go over the directions of how to create an iMovie. http://www.bgsu.edu/downloads/cio/file85783.pdf</p> <p>Resource: taken from the above website on August 1, 2013</p> <p>*The teacher can use these instructions as their guide to showing students how to make an iMovie and the instructions can be printed off for students to use.</p>
<p>Lesson:</p>	<p>The teacher will project the following Glogster up on the board. http://rhpowers.edu.glogster.com/introduction-to-the-holocaust/</p> <p>Students will be asked to discuss what they see on the board. This can be an open</p>	<p>Review of Gallery Walk:</p> <p>Set-up- Students need to be in groups, with a poster/bulletin board paper in front of them with the 5 critical questions written on it. (See P. 10 for an</p>	<p>This lesson will be mainly a video about Anne Frank. The teacher will need to introduce the video by going over a short bio of Anne Frank. (One has been provided in the resources section, if needed).</p>	<p>Teacher will begin the open group discussion with this question:</p> <p>After reading the selection about Anne Frank and her sister, what do you think the concentration camps were like?</p>	<p>The remainder of the class time will be used to create the iMovie.</p> <p>The iMovie needs to have the following:</p> <ol style="list-style-type: none"> 1. Information/facts learned throughout the week about the Holocaust (a minimum of 5) 2. These facts can be shown through pictures, short videos and text.

	<p>group discussion or teacher-prompted. This is also a time to gauge students' prior knowledge of the Holocaust.</p> <p>Such questions could be: 1.) What dilemmas or controversies are seen in the pictures? 2.) What elements can be identified that reflect bias, prejudice, and discrimination? 3.) What are some questions that you may still have about what you are seeing?</p> <p>After the group discussion, students will view the video at the bottom of the Glogster and review the definition of the Holocaust.</p> <p>30 minutes</p>	<p>example of how this will look)</p> <p>The teacher will go over the 5 critical questions and then ask the students to work in groups to answer this. The teacher will assign each group of the propaganda examples that were posted in the gallery walk.</p> <p>15-20 minutes</p> <p>Next, the class will come together to discuss their 5 critical questions and receive feedback from their peers. The teacher will serve as the facilitator.</p> <p>10-15 minutes</p>	<p>The following video is titled, "Forget Me Not: The Anne Frank Story"</p> <p>This video will have to be seen in segments, unless the teacher wants to purchase a copy of the DVD. The link to purchase or gain information on how to purchase, is in the resources section.</p> <p>Below is the YouTube channel that has the video divided up into smaller portions. They are listed in numerical order for how they need to be shown.</p> <p>http://www.youtube.com/user/AnneFrankDVD?feature=watch</p> <p>60 minutes</p>	<p>Students can take turns coming up the board and writing one or two word answers using adjectives to describe what they think the concentration camps were like.</p> <p>**The teacher can also give some insight as to who Anne Frank was and how she has played an important role in memorializing the Holocaust.**</p> <p>Students will then view the following video on the conditions of the concentrations camps. It also shows interviews with survivors and gives their first-hand account of life in the concentration camps.</p> <p>Video Link: http://www.ushmm.org/remembrance/dor/video/?content=witnesses</p> <p>30-35 minutes</p>	<p>3. Students must end with ways in which people can educate themselves on the Holocaust and other acts of genocide. Previous websites used during the lessons would be great to use here.</p> <p>4. Students need to offer ways in which people can be proactive in preventing another event like the Holocaust. Let their creativity shine here.</p> <p>If class time allows, do a walking gallery of the videos on the laptops so that students can see each other's work.</p>
<p>Assignment:</p>	<p>In groups, students will brainstorm about other groups that have been oppressed or</p>	<p>The teacher will then lead the students in a short lesson on</p>	<p>Students will answer a set of questions after watching the "Forget Me</p>	<p>Laptops/desktops will need to be available for this portion of the lesson.</p>	<p>Creation of iMovie</p> <p>If students run out of time, they may</p>

	<p>had similar experiences as the Jews in the Holocaust. The teacher can provide laptops/computers for web based research.</p> <p>30 minutes</p>	<p>propaganda and the different types.</p> <p>Next students will view Nazi propaganda and decide what techniques were used to turn Germans and other races against Jews. The following website serves as a guide to show students the different types of propaganda that was used by the Nazi party. http://www.calvin.edu/academic/cas/gpa/ww2era.htm</p> <p>Optional Nazi Propaganda Technique Video: http://www.youtube.com/watch?v=Af44Slin7lg 30-35 minutes</p>	<p>Not Video” see P. 11 for a copy questions. 15-20 minutes</p>	<p>Students will complete a MentorMob on the different types of concentration camps that existed during the Holocaust. The teacher may have to copy and paste in the web address bar to get to the mentor mob.</p> <p>http://www.mentormob.com/learn/i/concentration-camps-during-the-holocaust/gas-chamber</p> <p>The teacher needs to inform students that they need to be able to determine the difference between the labor camps and extermination camps and they need to find 3 interesting facts about the concentration camps.</p> <p>30 minutes</p>	<p>finish at home or this lesson can take longer than one class period.</p>
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<p>Assessment:</p>	<p>Student groups will provide one group that they discovered during their assignment. They can put these on post-its and stick to an open area of the classroom.</p> <p>10 minutes</p>	<p>In groups, students will create a poster that uses propaganda that urges viewers to take the side of the Jews and to stop the Nazi party from the oppression and genocide. They will reverse the role. Students will need to pull from the perspective of the Jews.</p> <p>10-15 minutes</p>	<p>Students will turn in the questions so that the teacher can check for understanding.</p> <p>5-10 minutes</p>	<p>Ticket out the Door</p> <ol style="list-style-type: none"> 1. Identify the difference between labor and death camps. 2. List 3 new facts you learned about concentration camps. <p>10 minutes</p>	<p>Completed iMovie</p>
<p>Resources:</p>	<p>Other Websites that can be used as support to the Glogster: http://cfbstaff.cfbisd.edu/decasperd/holocaust_unit.htm http://webcache.googleusercontent.com/search?q=cache:gVf7Chi5SD0I:mrsgaunaswiki.wikispaces.com/file/view/IntroductiontoTheHolocaust%255B1%255D%255B1%255D.ppt+&cd=1&hl=en&ct=clnk&gl=us (this covers several of the vocabulary words that students must know)</p> <p>Websites that can be used during assignment: http://www.ushmm.org/wlc/en/article.php?ModuleId=10007095 http://www.historyplace.com/worldhistory/genocide/ http://endgenocide.org/learn/past-genocides/</p>	<p>Propaganda that can be used in warm-up: http://www.aacps.org/aacps/boe/instr/curr/comed/es/webquest/persuade/per2.html (defines several propaganda techniques) https://www.google.com/search?q=propaganda+techniques&tbm=isch&tbm=isch&source=univ&sa=X&ei=zB37UdLYApHK9QTisoDQBg&ved=0CFEQsAQ&biw=1366&bih=634</p>			<p>Resources from previous days can be used, as well as:</p> <p>NCWISE OWL.org (Research Database) http://www.jewishvirtuallibrary.org/indexold.html (Jewish Virtual Library) www.ushmm.org (The United States Holocaust Memorial Museum) http://www.yadvashem.org/yv/en/remembrance/2013/index.asp http://www.yadvashem.org/yv/en/exhibitions/index.asp http://www.holocaustsurvivors.org/ http://fcit.usf.edu/holocaust/resource/website.htm http://library.thinkquest.org/12663/summary/</p>

5 Critical Questions Set-up to Use-*students will write their answers to the question within the space provide*



QUESTIONS FOR “FORGET ME NOT” VIDEO

1. Why did Mat paint on the displays in the museum?
2. Who were the Nazi's?
3. To which city was Mat transported to visit the Anne Frank family?
4. Which war was going on when Mat visited Anne Frank?
5. Why did the soldiers take Anne Frank and her family away?
6. Why did Mat reveal the location of the hiding place?
7. Did Mat Fritzlinger really go to visit Anne Frank?
8. What lesson did Mat Learn?

ANSWERS TO THE QUESTIONS:

1. Because he considered himself a neo-Nazi and he mistakenly felt this was the way to tell people about what he believed. Many other answers are possible.
2. They were members of Adolf Hitler's National Socialist Party. This group was based on hate, prejudice and rule by threat of violence.
3. Amsterdam
4. World War II.
5. They were Jews, and the Nazis wanted to murder all Jews.
6. He thought he could save himself?
7. No. This was a fictional account.
8. Many answers are possible, but in general, Mat learned tolerance for others.

Resource: <http://www.graceproducts.com/frank/quiz.html> on Aug. 1, 2013

Anne Frank: Life at Bergen-Belsen

By Erin Horner



¹ In late October of 1944, Anne Frank traveled to her third and final concentration camp. After first being at Westerbork and then Auschwitz, Anne and her sister Margot were transported to Bergen-Belsen. Unlike previous train rides while in captivity, this time the two frightened sisters traveled without their parents. For five days and nights Anne and Margot rode in the freezing cold. With little to wear and even less to eat, many of their fellow prisoners wept as the train sped on mile after mile.

² When Anne and the other inmates arrived, they realized that the crowded train ride was the least of their problems at their new camp. Right away the prisoners noticed that there were not enough barracks to house all of the new inmates. The Frank sisters and the others from Auschwitz were forced to sleep in tents. These offered little protection from the bitter cold. One night a terrible storm collapsed many of the tents. Many inmates were seriously injured. Anne and Margot slept in these broken tents for several evenings. Eventually, they were allowed into the already over-crowded barracks at the camp.

³ Conditions at Bergen-Belsen were not any better than they had been at Auschwitz. The prisoners had very little to eat. Occasionally they were given boiled cabbage, onions, and stale bread. Margot quickly became sick. First, she suffered from malnutrition. Then, she contracted typhus. The illness caused her to have terrible headaches and a high fever. It also made her delirious.

⁴ Anne was desperate to help her sister. Amazingly, in January 1945, she learned that an old friend from home, Hanneli Goslar, was living on the other side of the camp. The Goslar family was part of a group chosen by the



Nazis because of their prominent standing in the Jewish community. While this group was still arrested and sent to prison camps, these prisoners were given special treatment. The Nazis used them as hostages. They would release these inmates in exchange for German soldiers captured in the war. Since Hanneli lived in this special part of the camp, she had access to more food. Hanneli and Anne met at the fence that separated the two parts of the camps. They spoke through a small opening. When Anne told Hanneli that Margot was sick, Hanneli told her that she wanted to help Margot. She told Anne that she would try to gather some extra food so that Anne could give it to her sister. Anne was very excited! She hoped that some extra food would help Margot recover. Hanneli collected some sugar cubes, cheese, crackers, and a pair of stockings. One night she met Anne at the fence and threw the package to her. But before Anne could retrieve it, another inmate grabbed it and fled! Anne was distraught! She feared that she had missed her last opportunity to help her sister! She cried in despair. Hanneli tried to comfort her through the small opening in the fence. She told Anne that she would create another package for Margot. This time, Hanneli was able to persuade other inmates to share some of their cheese and crackers. She wrapped the food in a sweater and tossed it to Anne. This time Anne got it! Sadly, this was one of the last times the two friends ever saw each other.

⁵ As much as Anne had hoped that a bit of extra food would help her ailing sister, the assistance was too little too late. Typhus was very contagious, and it spread throughout the camp. It wasn't long before Anne was suffering from it too. Day after day the sisters became weaker and weaker. Night after night, they suffered from miserable joint pain and high fevers. One night in early March, Margot finally passed away.

⁶ Anne's health continued to decline. The typhus made her lose touch with reality. Even in the bone-chilling weather, Anne chose to take off all of her clothes in an attempt to get rid of the lice and fleas that were constantly biting her. She wrapped herself in a blanket, but the thin material was hardly enough to protect her from the frigid temperatures. Within days of losing her sister, Anne Frank passed away too.

⁷ At her third and final prison camp, Anne Frank faced brutal and inhumane treatment that no human being should ever have to endure. On April 15, 1945, only weeks after Anne and Margot Frank passed away, Bergen-Belsen was liberated. All of the remaining inmates were freed. The British soldiers who entered the camp reported

seeing horrific sights. While hard to fathom, millions of other men, women, and children suffered at the hands of the Nazis during this tragic time. Anne Frank’s short life will not be forgotten, thanks to the diary that she wrote while in hiding. Now, the world can get a glimpse into the heart of this brave young lady and be reminded of the horrors she and so many others had to face.

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Name _____



Date _____

Anne Frank: Life at Bergen-Belsen

<p>1. How was Anne Frank’s train ride to Bergen-Belsen different from her previous train rides?</p> <p>_____</p>	<p>2. Which of the following is an antonym for <i>retrieve</i>?</p> <p><input type="radio"/> A Recover</p> <p><input type="radio"/> B Pick up</p> <p><input type="radio"/> C Find</p> <p><input type="radio"/> D Leave</p>
<p>3. Why did Hanneli want to gather extra food for Margot?</p> <p><input type="radio"/> A She thought Margot deserved it.</p> <p><input type="radio"/> B She was trying to teach her friend to share.</p> <p><input type="radio"/> C She was hoping the extra food would help Margot recover.</p> <p><input type="radio"/> D She had too much food and didn’t want the extra to go to waste.</p>	<p>4. Which of the following is not an effect of typhus?</p> <p><input type="radio"/> A Headache</p> <p><input type="radio"/> B High fever</p> <p><input type="radio"/> C Deliriousness</p> <p><input type="radio"/> D Hair loss</p>
<p>5. What was the author’s main purpose for writing this</p>	<p>6. Which of the following is a synonym for frigid?</p>

article?

- A To inform the readers
- B To persuade the readers
- C To express personal feelings to the readers
- D To entertain the readers

Resource: <http://www.edhelperblog.com/cgi-bin/vspec.cgi> on August 1, 2013

- A Steamy
- B Warm
- C Foggy
- D Cold

