

Lesson Plan #8
The Holocaust

Subject: Social Studies

Grade Level: 7-11

Classroom description: Approximately 25 students of various genders and abilities

Topic: The Holocaust

Amount of Time Allowed for Lesson: Two 40 minutes classes (*Note: students should already have been introduced to World War I prior completing this activity)

New York State Learning Standard(s): 1-United States History, 2-World History, 3-Geography, 4-Economics, 5-Civics, Citizenship, and Government

National Educational Technology Standards: 1-Creativity and Innovation, 2-Communication and Collaboration, 3-Research and Information Fluency, 4-Critical Thinking, Problem Solving, and Decision Making

Objective: The purpose of this lesson is to introduce the students to the terror of the Holocaust.

- Students will be able to analyze the results of World War II
- The students will be able to trace the course of the persecution of Jews by the Nazis
- The students will be able to explain the conditions in the ghettos and concentration camps
- The students will be able to describe the results of the “Final Solution”

Materials: Computer Lab, Internet, WebQuest Handouts, White Board/Markers, extra pencils

Anticipatory Set: The students will walk into the classroom and see a short primary source video depicting scenes of the children of the Holocaust on the projector screen. The video can be accessed by clicking on the following link:

<http://www.youtube.com/watch?v=DZCmkkBFER4&feature=related>

The teacher will ask the students to share their feelings on the photographs. A class discussion on the will follow and the teacher will lead the class into the day’s topic.

Introduction: The teacher will begin the lesson by having the students break into groups of four. The students will each select one of the four roles: Warsaw Ghetto, Krakow Ghetto, Bergen-Belsen, and Auschwitz-Birkenau . The students will then begin the WebQuest. The teacher may use the Monroe Fordham Regional History Center to conduct personal research on the Holocaust and World War II. Click on the following link to discover what sources concerning the Holocaust are available at the center:

http://www.monroefordham.org/collection_index.html#mul

Procedure: The students will be using the Internet to view Web sites devoted to the Holocaust. They will answer questions on the accompanying sheet after they view the primary sources, photographs, and information concerning the Holocaust.

1. Have the students start the WebQuest by reading the Introduction, Task, and Process.
-The students should explore the Web sites provided on their Role pages. The students should take notes as they conduct their research.

The teacher will walk around the room keeping the students on task and trouble-shooting any potential problems.

2. Once the students have had ample time to explore the different Web sites, they should complete their WebQuest sheets according to the Evaluation Rubric to receive maximum credit. The students should complete their WebQuest Information Packets for homework.

3. The teacher will allow the students to meet with their groups during the next class meeting. The students will then complete their WebQuest Group Sheets.

Web site name(s) and address(es):

<http://www.youtube.com/watch?v=DZCmkkBFER4&feature=related>
<http://www.youtube.com/watch?v=MWJyjAYyF8E&feature=channel>
http://www.monroefordham.org/collection_index.html

*See Role lists for individual role Web sites

Integration of computer technology: Technology will be integrated by student discover utilizing the Web sites listed their Holocaust WebQuest roles.

Special accommodation(s) for at-risk, special education, gifted: Extended time allotted per individual student IEP. Gifted students may wish to further their research by clicking on the following site to view a primary source video on experimentation on twins:

<http://www.youtube.com/watch?v=MWJyjAYyF8E&feature=channel>

Assessment: Students will be assessed based upon their participation in the classroom activity and discussion. Students will be assessed based upon the completion of the WebQuest Role Representation Sheets and Group worksheet with an emphasis on the following criteria:

Individual Portion of the Project

-Research Notes
-Structure

-Role Representation Sheet
-Bibliography

-Final Analysis

Group Portion of the Project

-Completed by all members of the group

Closure: The teacher will end the lesson by saying, "Today we discovered what life was like for people living in the ghettos, concentration camps and death camps during the Holocaust, and we looked at primary sources of various important sites of this terrible part of World War II. I want

you to think about the effects of the Holocaust and how we can help to prevent similar acts of genocide from occurring in the world today.” This lesson is a two-day lesson.

Transition to next lesson: The teacher will prepare for a smooth transition to the next lesson by creating a “teachable moment” that includes the opportunity for the students to engage in a discussion concerning their research. The students will be invited to share their findings via a classroom discussion.

Extensions/homework: The students will complete their Individual Role Packets for homework.

Lesson Plan References:

<http://www.youtube.com/watch?v=DZCmkkBFER4&feature=related>
<http://www.youtube.com/watch?v=MWJyjAYyF8E&feature=channel>
http://www.monroefordham.org/collection_index.html

Cover Page Photograph: David’s Holocaust Awareness Project
<http://members.aol.com/dhs11/remember.html>

Introduction Page Photograph: Holocaust Survivors and Remembrance Network
http://isurvived.org/Bergen-Belsen_liberation.html

Task Page Photograph: Carolina Publican
<http://carolinapublican.blogspot.com/>

Process Page Photograph: Akronos
<http://www.aetherometry.com/AS1-06.html>

Holocaust Memorial Day Trust
<http://www.hmd.org.uk/resources/item/55/>

Conclusion Page Photograph: Holocaust Survivors and Remembrance Network
http://isurvived.org/Bergen-Belsen_liberation.html

Teachers Page Photograph: Danish Center for Holocaust and Genocide Studies
<http://www.holocaust-education.dk/images/billeder/77021.jpg>

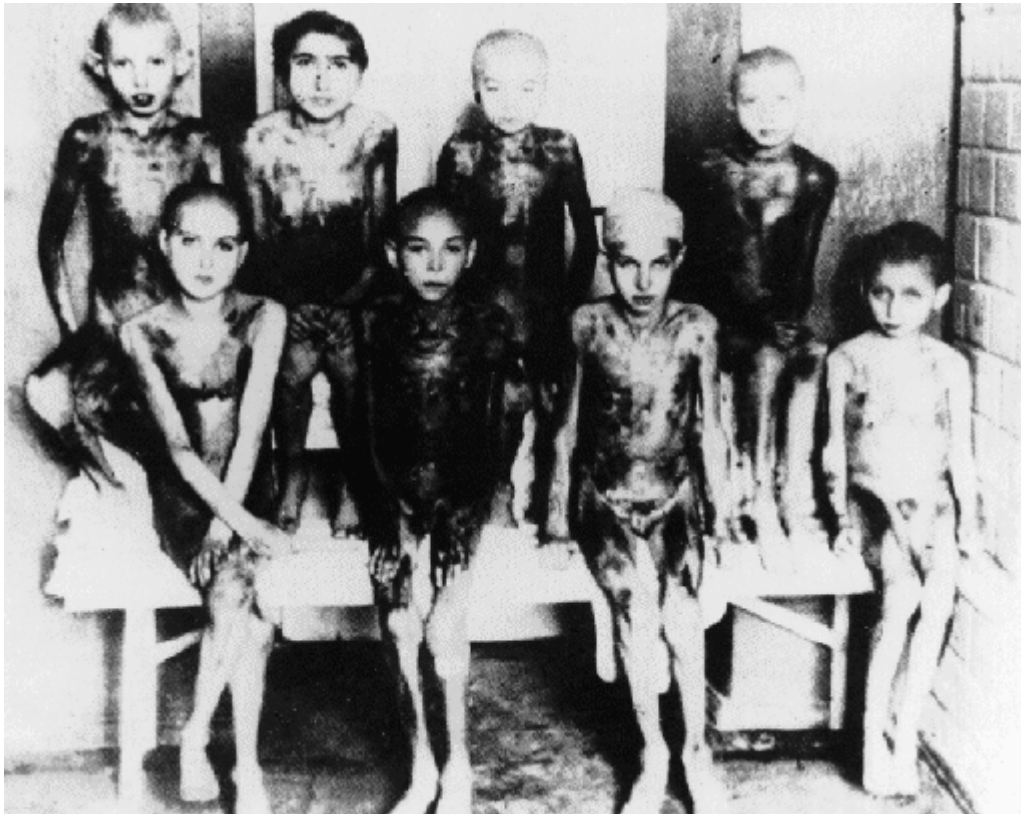
Evaluation Page Photograph: The History Place
<http://www.historyplace.com/worldwar2/holocaust/hol-pix/maut-lib2.jpg>

Living Through the Holocaust

A WebQuest for 10th Grade Social Studies

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Introduction

The harassment of Jewish citizens...The forced segregation of Jewish people into the ghettos...The torture of innocent children in the death camps...And, finally, Hitler's "Final Solution." How did more than six million Jews and 5 million people from other non-Aryan groups become victims of a mad-man? The systematic persecution of people during the Holocaust continues to haunt us today.

In this WebQuest, you will discover the answer to the following questions:

What was life like people living in the Jewish ghettos of Krakow and Warsaw?

How did people survive the horrors of Bergen-Belsen and Auschwitz?



The Task

How did people, including children and teenagers, survive the horrors of the Holocaust during World War II? What kind of experiences did they have? You will analyze a series of Web sites containing information on the various injustices non-Aryan peoples experienced during this time.

You must carefully research your role and try to figure out how people survived both physically and mentally during the Holocaust.

Each team member will research one of the following roles:

- **Warsaw Ghetto**
- **Krakow Ghetto**
- **Bergen-Belsen**
- **Auschwitz-Birkenau**

When you are finished, you will meet with your group to discuss your research. Then your group will decide which conditions were the most disheartening and which location had the worst conditions.



The Process

The events that took place during the Holocaust are so shocking and ghastly that many people do not believe they occurred at all. The Nazis plan to eliminate an entire people through genocide was almost successful. Why did it take so long for people to publically oppose Hitler's plan? Follow these steps to discover why...

Step 1: First, divide up the work. Each person in the group should have already been assigned a role. Your choices are: Warsaw Ghetto, Krakow Ghetto, Bergen-Belsen and Auschwitz-Birkenau.

Step 2: Next, each person will spend time going to their individual role pages to gather research for their assigned role. When you begin your research, make sure you have paper to take notes on all the information you will find on the Internet sites I have provided for you. Put your name on these papers and keep them because you will hand them in at the end as your "rough research copy." Make sure you write down the URL of all Web sites used! *Note: You may gather information from other sources as well, but please cite all work!*

Step 3: Once all of your group members have completed their research, you will meet to discuss your findings. How were the conditions in each role? How did people survive? What role endured the worst conditions? You need to listen to each other and give everyone a chance to talk about their role. Hear each role and thoroughly discuss the situation of the people who survived before making a decision. If you disagree with each other, calmly discuss your side with your team mates, if you can't come to a decision, take a vote...majority rules! When you are finished, answer the questions on the Group Project Sheet. Make sure all group members' names are on the sheet and it's completely filled out. Don't leave any blanks!

Step 4: Assemble your Individual Project Packets and hand in to me by the due date. This should include all of the following neatly stapled together...

Role Research Sheets: These are just the sheets of paper where you took notes when researching your role.

Role Representation Sheet: This sheet contains all of the information you found on your role.

Final Analysis: This part should be done individually and should not match your other group members' answers. Please note, answers of "I don't know" are unacceptable. You must think hard and answer all parts of this task for credit. If you lost your sheet, please answer the following questions on a separate piece of paper:

1. What if you lived during this time and you were sent to a camp, what could you do to survive? How would you find the courage?
2. If you were German, would you help the Jewish people? Why, or why not?
3. Why do you think it took people so long to finally help to liberate the camps?
4. Do you think these types of atrocities occur today? Why, or why not?

Group Sheet: This sheet must be filled out by all group members. Don't leave any blanks!

Bibliography: This sheet should list all of your sources. Make sure you cite at least three Web sites!



Warsaw Ghetto

Description of Role 1: Warsaw Ghetto

You have been assigned the role of a person living in the Warsaw Ghetto. While researching this role, consider the following: What was life like for someone living in the crowded unsanitary conditions? How and where did they live? What hardships did they face? What are some of the experiences they had? How did they dress, look, act, etc?

Use these internet links to research your role:

Wikipedia Guide

http://en.wikipedia.org/wiki/Warsaw_Ghetto

Jewish Virtual Library

<http://www.jewishvirtuallibrary.org/jsource/holo.html>

The Warsaw Diary

<http://www.deathcamps.org/occupation/warsaw%20ghetto.html>

Holocaust Guide

<http://fcit.usf.edu/HOLOCAUST/resource/gallery/G1941W2.htm>

Warsaw Before & During the Holocaust

<http://yad-vashem.org.il/education/ceremonies/march/warsaw.htm>

or

<http://fcit.usf.edu/HOLOCAUST/resource/gallery/gallery.htm>

History of Warsaw Ghetto

<http://yad-vashem.org.il/education/lessonplan/english/January1-2006/january1-2006.html>

Ghetto Uprising

<http://www.ushmm.org/outreach/wgupris.htm>

Holocaust Research Project

<http://www.holocaustresearchproject.org/ghettos/warsawghetto.html>

Krakow Ghetto

Description of Role 2: Krakow Ghetto

You have been assigned the role of a person living in the Krakow Ghetto. While researching this role, consider the following: What was life like for someone living in the crowded unsanitary conditions? How and where did they live? What hardships did they face? What are some of the experiences they had? How did they dress, look, act, etc?

Use these internet links to research your role:

Wikipedia Guide

http://en.wikipedia.org/wiki/Krak%C3%B3w_Ghetto

Krakow Ghetto

<http://www.deathcamps.org/occupation/krakow%20ghetto.html>

Jewish Virtual Library

<http://www.jewishvirtuallibrary.org/jsource/holo.html>

US Holocaust Memorial

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

Krakow Virtual Tour

<http://www.jewishkrakow.net/en/waryears/krakowghetto>

The History Place

<http://www.historyplace.com/worldwar2/holocaust/h-krak-beg.htm>

Holocaust Archives

<http://fcit.usf.edu/HOLOCAUST/resource/gallery/gallery.htm>

Holocaust Research Project

<http://www.holocaustresearchproject.org/ghettos/krakow/krakow.html>

Bergen-Belsen

Description of Role 3: Bergen Belsen

You have been assigned the role of a person living in the Bergen Belsen concentration camp. While researching this role, consider the following: What was life like for someone living in the crowded unsanitary conditions? How and where did they live? What hardships did they face? What are some of the experiences they had? How did they dress, look, act, etc?

Use these internet links to research your role:

Wikipedia Guide

http://en.wikipedia.org/wiki/Bergen-Belsen_concentration_camp

Introduction to Bergen-Belsen

<http://www.scrapbookpages.com/BergenBelsen/Introduction.html>

Jewish Virtual Library

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

US Holocaust Memorial

<http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10005224>

Holocaust Archives

<http://fcit.usf.edu/HOLOCAUST/resource/gallery/gallery.htm>

Historical Review

http://www.ihr.org/jhr/v15/v15n3p23_Weber.html

Bergen-Belsen

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

Encyclopedia Britannica

<http://www.britannica.com/eb/article-9078750/Bergen-Belsen>

Holocaust Research Project

<http://www.holocaustresearchproject.org/ghettos/warsawghetto.html>

Auschwitz-Birkenau

Description of Role 4: Auschwitz-Birkenau

You have been assigned the role of a person living in the Auschwitz concentration camp. While researching this role, consider the following: What was life like for someone living in the crowded unsanitary conditions? How and where did they live? What hardships did they face? What are some of the experiences they had? How did they dress, look, act, etc?

Use these internet links to research your role:

Virtual Tour of Auschwitz

<http://www.remember.org/jacobs/index.html>

Remembering Auschwitz

<http://www.remember.org/educate/intro.html>

History of Auschwitz-Birkenau

<http://www.auschwitz.org.pl/new/index.php?language=EN&tryb=stale&id=380>

Gate to Hell

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

Jewish Virtual Library

<http://www.jewishvirtuallibrary.org/jsource/holo.html>

The Holocaust History Project

<http://www.holocaust-history.org/>

Holocaust Archives

<http://fcit.usf.edu/HOLOCAUST/resource/gallery/gallery.htm>

Holocaust Research Project

<http://www.holocaustresearchproject.org/ghettos/warsawghetto.html>

Evaluation

Well, what do you think? You completed the WebQuest both individually and with your group members. The chart below will help you to calculate where your grade will come from:

SCORING RUBRIC

Follow the directions as noted in the "Task" and "Process" section of this WebQuest. You will be assessed based upon the following guidelines:

Individual Portion of the Project ...Point Value=75 pts

10 pts...Research Notes

- Contains a thorough with a written record of sites researched=10 pts
- Is a partial list of random research, is illegible in spots=5 pts
- Is missing or is totally illegible=0 pts

25 pts...Role Representation Sheet

- Contains information that fully answers all points in the task=25 pts
- Contains partial information, is inaccurate, leaves some blanks=15 pts
- Doesn't answer to the task or is incorrect=0 pts

15 pts...Final Analysis

- Thoroughly answers all questions posed=10 pts
- Answers some parts, but not completely=5 pts
- Fails to answer questions, leaves blanks=0 pts

15 pts...Structure

- Includes spelling, grammar, neatness, design...
- Is neatly packaged, has no more than 5 spelling/grammar problems, shows evidence of effort through careful design=10 pts

- Packaging is sloppy in areas, has no more than 10 spelling/grammar errors, design is flawed, but workable=5pts
- Packaging is sloppy, there are many spelling/grammar errors, design looks rushed or non-existent=0 pts

10 pts...Bibliography

- Includes at least 3 Web sites with name of Web site including full URL. Additional information should contain book name with page number, or magazine name with article and page numbers=10 pts
- Lists partial information, or doesn't use at least 3 sites=5 pts
- Fails to provide any citation information=0 pts

Group Portion of the Project...Point Value=25 pts

25 pts...World War I Group Sheet

- Is neatly and completely filled out, leaving no blanks=25 pts
- Is missing information, sloppy=15 pts
- Is sloppy, blank, or missing from final packet=0 pts

Please Note: Late projects will lose points for each day late!
Please see me if you have any questions!



Conclusion

Finished? Before handing in your final group project, please make sure your group has completed all of their work. The following should be handed in:

Individual Project Packets (See Process for guidelines)

There should be a total of four separate packets! Make sure your names are on each of the individual packets!

Industrial Revolution Group Sheet (See Process for guidelines)

Make sure everyone's name is on this sheet!

Now that you have researched the atrocities of the Jewish condition during World War II, do you feel like you are lucky to be born in this time and place? Please, remember how you feel right now the next time you hear of someone acting in a prejudiced manner. What will you do about similar situations occurring in the world today? You may want to consider this information when you are old enough to vote in a couple of years...



Teacher Page

Objectives

- Students will analyze the results of World War II.
- Students will be able to trace the course of the persecution of Jews by the Nazis.
- Students will be able to explain the conditions in the ghettos and concentration camps.
- Students will be able to describe the results of the “Final Solution.”

New York State Standards

1-United States History

- use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

2-World History

- use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

3-Geography

- use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

4-Economics

- use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

5-Civics, Citizenship and Government

- use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.



Credits & References

Cover Page Photograph

David's Holocaust Awareness Project

<http://members.aol.com/dhs11/remember.html>

Introduction Page Photograph

Holocaust Survivors and Remembrance Network

http://isurvived.org/Bergen-Belsen_liberation.html

Task Page Photograph

Carolina Publican

<http://carolinapublican.blogspot.com/>

Process Page Photograph

Akronos

<http://www.aetherometry.com/AS1-06.html>

&

Holocaust Memorial Day Trust

<http://www.hmd.org.uk/resources/item/55/>

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http://isurvived.org/Bergen-Belsen_liberation.html

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Danish Center for Holocaust and Genocide Studies

<http://www.holocaust-education.dk/images/billeder/77021.jpg>

Evaluation Page Photograph

The History Place

<http://www.historyplace.com/worldwar2/holocaust/hol-pix/maut-lib2.jpg>

Name: _____ Period _____



Holocaust WebQuest

THE GHETTOS & CONCENTRATION CAMPS



My Role

What I learned about people who experienced the hardships of Nazi persecution:

What was the purpose of your assigned role?

How did your assigned role (its effects) change people who lived during World War II?

3 hardships endured by people living in my role are:

1. _____

2. _____

3. _____

3 things people did to survive my role are:

1. _____

2. _____

3. _____

Something I discovered about my role that I had never heard of before is that:

Holocaust WebQuest

GROUP SHEET

Team Members

Warsaw Ghetto _____

Krakow Ghetto _____

Bergen-Belsen _____

Auschwitz-Birkenau _____

.....

In your group's opinion, which one of the roles had the worst conditions?

Why did your group choose this role?

Describe some of the ways this role affected the mindsets of people:

List 3 things your generation can do to ensure that events like this never happen again:

1. _____

2. _____

3. _____

Extra Credit! (5 points extra per person!)

When did Hitler begin to build his death/labor camps for his Final Solution? (I will accept your answer as long as it is within 1 year of actual date!)
