

The Holocaust Unit Plan

8th Grade



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Unit Topic/Theme: The Holocaust

Focused Grade Level: 8th grade

Introduction to Unit

Introduction:

The Holocaust refers to a specific genocidal event in twentieth-century history: the state-sponsored, systematic persecution and annihilation of European Jewry by Nazi Germany and its collaborator between 1933 and 1945. Jews were the primary victims- 6 million were murdered' Gypsies, the handicapped, and Poles were also targeted for destruction or decimation for racial, ethnic, or national reasons. Millions more, including homosexuals, Jehovah's Witnesses, Soviet prisoners of war, and political dissidents, also suffered grievous oppression and death under Nazi tyranny.



Unit Goals/Objectives Summarized:

- Students will raise and consider key questions regarding the Holocaust.
- Students will realize that man's inhumanity to man can surface in a variety of historical circumstances.
- Students will recognize that racial slurs and ethnic jokes are stepping-stones on a long road, which in the end may end to genocide.
- Students will understand that prejudice has had a long history and is still alive today.

Standards Addressed:

- Exhibit civic skills, including participating in civic discussion on issues in the contemporary world, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus. (8.1.1.1.1)
- Pose questions about a topic in world history; gather and organize a variety of primary and secondary sources related to the questions; analyze sources for credibility and bias; suggest possible answers and write a thesis statement; use sources to draw conclusions and support the thesis; and present supported findings and cite sources. (8.4.1.2.1)

Review of WWI (Economics)

Objectives:

Cognitive: At the completion of this lesson, learners will be able to recall Germany's reparations.

Cognitive/Affective: During this lesson, learners will be able to recall and decipher the causes of the Holocaust, given the appropriate instruction.

Materials:

- Notebook Paper
- [WWI Website](#)

Vocabulary:

- WWI
- Stalemate
- Treaty of Versailles

Procedure:

1. Students are to go to this website.
2. They need to pick out 10 important facts that may have led to the start of WWII
3. Each student will read their answers and the teacher will compile them on a Smartboard notebook page.
4. The teacher should not write down any repeats.
5. The student should not say any repeats.

Assessment:

The students will turn in their 10 facts for grading.



Diary of Anne Frank (The Play) *(Children's Literature and History)*

Objectives:

Psychomotor: During the lesson, students will read aloud in class, given appropriate public speaking guidelines.

Psychomotor: During the lesson, students will access The Secret Annex tour online, given the appropriate information and guidelines.

Materials:

- [Play](#)
- [Secret Annex Website](#)
- Computer Access
- Notebook Paper

Vocabulary:

- Annex: a building joined to or associated with a main building, providing additional space or accommodations.

Procedure:

1. Start off by having the students flip through the play.
2. Ask them what they think they will read, if anyone has read it before, and any questions they might have about what they see.
3. Read through the play. Everyone should read with dramatic voices and voice change for punctuation.
4. As the students are reading, have them jot down anything they might be wondering.

Assessment:

The students will get to see first hand what they read about by going through each room of the annex. The students will answer the following questions (on attached worksheet) while they explore the website.



Name _____

Date _____

The Holocaust: Self Perceptions

1) What would you do to keep yourself busy in such a tight space?

2) Would you be okay living with so many people? Why or why not?

3) How do you think they kept so quiet for so long?

4) Do you think they were tempted to leave at any time? Why or why not?

5) What do you think would have happened if they were never caught?

The Nazi Party *(History/Government)*

Objectives:

Cognitive: Students will be able to define the characteristics of the beginning of the Nazi Party.

Affective: Students will be able to infer the danger the Nazi Party imposed on Jews.

Psychomotor: Students will record important information regarding the Nazi Party.

Materials:

- Powerpoint
 - <https://drive.google.com/a/blc.edu/file/d/0BzHfeRydZ3WOQS1ydHphVmF2bIU/view>

Vocabulary:

- Embedded within slides (words and definitions)

Procedure:

1. Give direct instruction lesson from the powerpoint.
2. Instruct students to record important information in Cornell Notes.



Assessment:

- The students may copy this template in their notebooks and hand it in.
- The teacher may also provide a copy to the students to save time, if needed.

Name: _____		Date: _____	Period: _____
Key Points		Details	

Summary			

FreeHistory.com - Free History Stuff

Jewish Culture (Sociology/Religion)

Objectives:

Cognitive: Students will be able to describe Jewish religion.

Affective: Students will be able to compare Jewish customs to Christian customs.

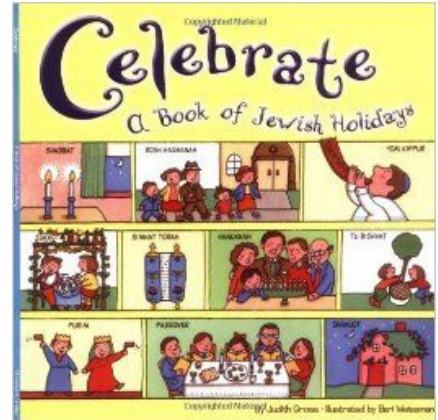
Psychomotor: Students will eat food that Jews eat.

Materials:

- [Celebrate: A Book of Jewish Holidays by Judy Gross](#)

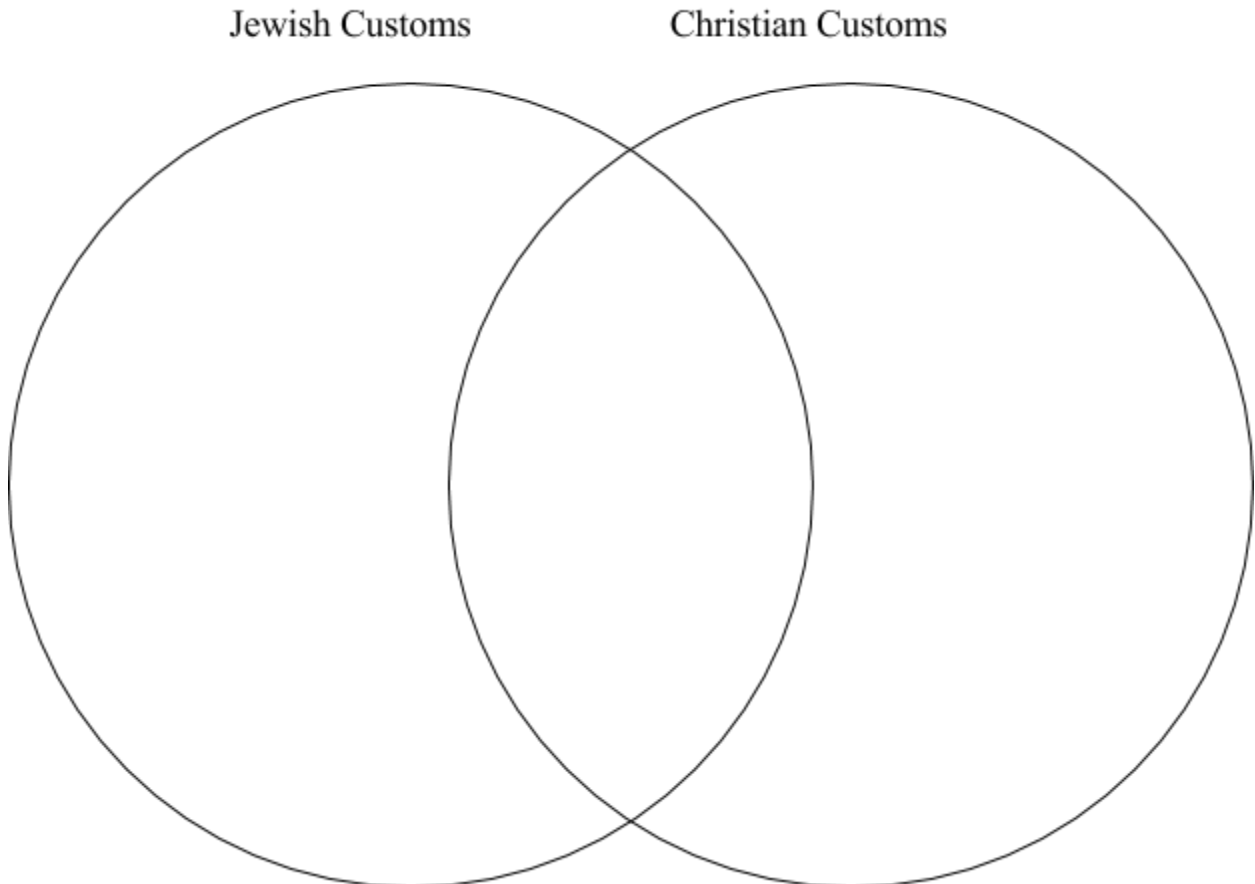
Vocabulary:

- Names of Jewish holidays that are defined in the book



Procedure:

1. Read the book with students.
2. Lead discussion about how Jewish holidays and culture fit into the “norm” American holidays and culture
3. Create a Venn Diagram comparing and contrasting Jewish customs to Christian Customs
4. Let students snack on apples dipped in honey (symbolizing Jews eat during Rosh Hashanah)



Formative Assessment: Students will have copied the Venn diagram and participated in discussion.

Using a Map (Geography)

Objectives:

Cognitive: Students will be able to locate and describe the location of countries involved in WWII and the Holocaust.

Affective: Students will be able to describe the effect of geography on WWII and the Holocaust.

Psychomotor: Students will be able to label countries on a map of their own.

Materials:

- A map of Europe and Russia and/or a globe

Vocabulary:

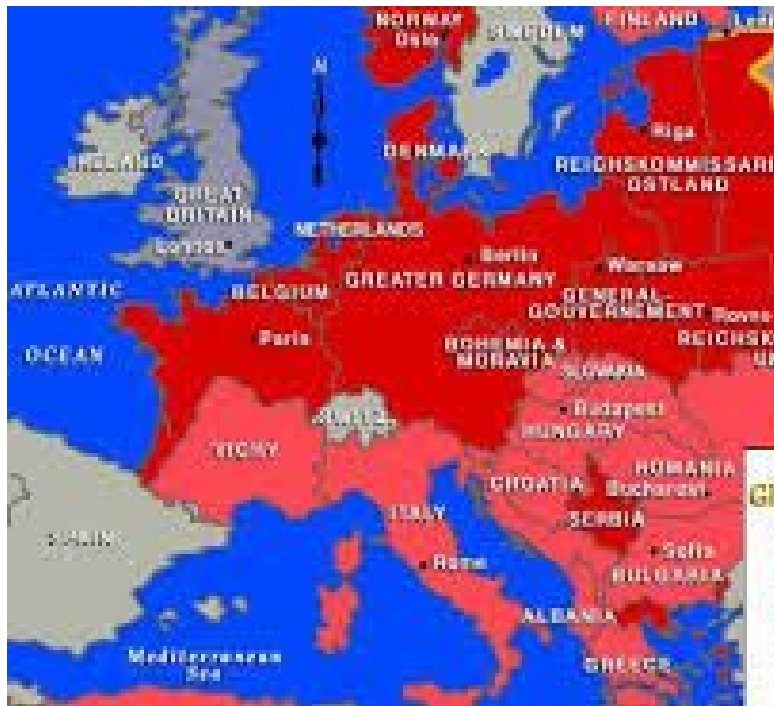
- Copenhagen
- Sweden
- Germany
- Poland
- Norway
- Finland
- Russia
- North Sea
- Baltic Sea



Procedure:

1. Display a map/globe.
2. Ask students to locate the above terms/locations on a map
3. Discuss where the Allies and Axis powers are in Europe.
4. Discuss the impact of geography on Copenhagen and its citizens
5. Discuss how geography helped Ellen and her family get to safety.

Formative Assessment: Have students label the map below and color it to show where the Allies and Axis powers were. They will create a key in the bottom right corner.



Name _____

WWII Europe: MAP (1939 - 1942) Nazi Expansion



Nutrition (Concentration Camps vs. You) (Health/Science)

Objectives:

Psychomotor: During the lesson, students will be able to research the diets of those in concentration camps.

Psychomotor: During the lesson, student will be able to accurately maintain a daily log of the calories that they take in.

Affective: At the completion of this lesson, students will be able to compare their caloric intake with those in the concentration camps.

Materials:

- Websites
 - <http://www.holocaustresearchproject.org/othercamps/auschwitzbasics.html>
 - <http://www.active.com/fitness/calculators/calories>

Vocabulary:

- calories

Procedure:

1. Have students access the first website given above
2. Ask them to write down what people in concentration camps for each meal. Have them also add and record the total number of calories they would take in during a day.
3. Next have students access the second website given above
4. Ask students to write down healthy foods and a healthy caloric intake for a person their age.
5. Have student compare and contrast the foods they eat with those eaten by people in the concentration camps.

Assessment: Have students keep a food journal for 3 days.

Then help them average their caloric intake for those 3 days

and once again compare it with the data given about those in concentration camps.



Number the Stars (Children's Literature)

Cognitive/Psychomotor: During the lesson, students will read the text as class or individually and be able to recall specific events and characters as prompted.

Psychomotor: During the lesson, students will be able to participate in discussions about themes within the book and distinguish between different scenarios.

Psychomotor: At the completion of the lesson, students will be able to create a book report corresponding to the book.

Materials:

- [Number the Stars Book](#)
- [Discussion Questions Worksheet](#)

Vocabulary:

- resistance
- Swastika
- synagogue
- defiantly
- distorted
- Star of David
- rabbi
- Hebrew

Procedure:

1. Read the first chapter to the student.
2. Assign one chapter per day.
3. Hand out the discussion questions worksheet on the first day. Have them fill it out as they read.

Assessment:

- The discussion questions should be fully completed.



Cause and Effect Timeline *(Economics/Government/Civics/Sociology/Geography/Anthropology)*

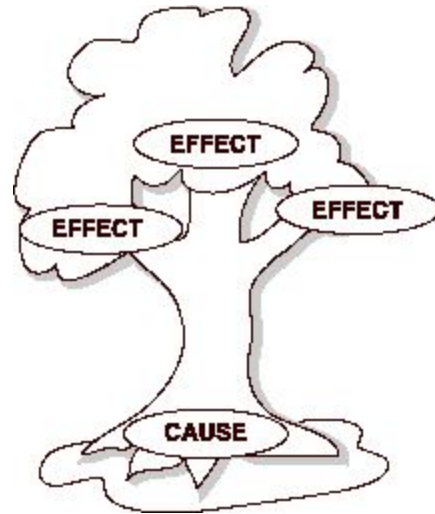
Cognitive: During the lesson, students will be able to accurately recall major events from the Holocaust.

Affective: At the completion of the lesson, students will be able to identify the causes and effects of these events from the Holocaust.

Psychomotor: Given the appropriate events, by the end of the lesson, students will be able to place events in chronological order.

Materials:

- [Years Timeline Cards](#)
- [Victim ID Cards](#)
- [WWII and Holocaust Cards](#)
- [Laws and Decrees Cards](#)
- [US and World Response Cards](#)



Vocabulary:

- victim
- persecution
- decrees

Procedure:

1. Step I: Years: Prior to beginning the lesson with students, place the timeline cards of each year around the classroom, preferably stretched out horizontally.
2. Step II: Victim ID Cards Students will work in pairs or groups. Distribute the ID cards and have students read for basic information and underline the following:
 - a. Country of origin
 - b. Gender of individual
 - c. Age of individual
 - d. Identifiable victim group
 - e. The year in which the individual first experienced Nazi persecution
 - f. Students will then share their story with another person or group. Following this, students will place the individual on the timeline according to the year they first experienced Nazi persecution.

When finished, there are two options:

 - i. 1. Ask students to share out the various countries affected, victim groups, and ages of victims. The teacher will write these on the board. Looking at the whole timeline, what conclusions can be drawn? Have a class discussion about this.
 - ii. 2. Have the students do a Gallery Walk and have them write down on sticky notes what they notice:

1. Range of victims
 2. Are people victimized from the beginning to the end (1933–1945) or are there certain years that see more victims than others, from specific countries during specific years? Why?
 3. What questions does this raise?
3. Step III: Events of World War II (World War II and Holocaust Timeline)
 - a. Follow the same process as the ID cards but have students summarize the event and write a statement about its significance to the Holocaust. When done sharing in pairs or groups, place their event on the timeline. Again, have a large group discussion or a Gallery Walk to help students make connections between the events taking place and the people's experience.
(Example: Draw conclusions about Poles becoming victims in 1939 when Poland was invaded by Nazi Germany, Jews appear to be victimized throughout the entire timeframe of 1933–1945, homosexuals and political prisoners were victims early on, why is that?)
 4. Step IV: Anti-Jewish Laws and Decrees
 - a. Repeat the process as in Step III, making connections between each layer, drawing conclusions, and raising questions.
 5. Step V: US and World Response
 - a. Repeat the process as in Step III, making connections between each layer, drawing conclusions, and raising questions.
 6. Wrap Up:
 - a. Have students write about how the Holocaust happened, based on evidence from the Timeline. (The teacher should be looking for insight such as the Holocaust was incremental, it affected individual lives as well as victim groups, one's geographic location and events during World War II affected one's experience, etc.)
 - b. What questions do they still have? What did they learn from this exercise?

Holocaust Webquest (*Arts/Music/Anthropology*)

Objectives:

Cognitive: During the lesson, students will be able to accurately research and read accounts of Holocaust victims

Affective: At the completion of the lesson, students will be able to show and express empathy for Holocaust victims.

Psychomotor: During the lesson, students will be able to create a documentary on their findings.

Materials:

- Access to the internet
- Webquest Handout
- Technology to create documentary (i.e. computer, tablet, phone, etc.)

Vocabulary:

- webquest
- Empathy
- Victims
- documentary



Procedure:

1. See handout on following page and follow the directions for each individual day
2. Have the instructions and guidelines/procedures on the board for the students to refer to each day.

Assessment: Webquest- SEE BELOW

Children of the Holocaust

Your Name or Cooperative Group's Name _____

Start Date: Feb. 17 Completion Date: Feb 23

Your Challenge: Introduction

You have been hired by PBS to research and develop a new documentary (in the form of a PowerPoint presentation) that details the experience of children during the Holocaust. Your job is to visit various websites to locate appropriate data, information, and materials that will help to enhance and portray a moving segment for audiences.

The Challenge/Mission to Complete

Day 1: You are going to visit several websites to take a virtual tour of Germany in 1943. Choose three photographs that you find compelling. You are to read any information provided about the photographs. In response to at least three photographs, answer the following questions briefly:

1. What reactions do you have? What emotions and thoughts are provoked?
2. Which of the photographs would you use in your PBS documentary? Why would you use these photographs?

Day 2: From the list of children found at the Children of the Holocaust link, you will choose one child to think and write about. Look at their picture and make a prediction as to what you think that child was like. Then click on their biography. Read this and record the following information:

1. What was the child's life like? Where were they from? What was his/her fate? (did they survive)
2. Save a picture and a brief summary of this child as it will be used in your PBS documentary.

Day 3: It is time to think about the music that will accompany your documentary. As you know, when watching a film, the job of a composer is to help set and create the mood while at the same time helping to convey the themes and messages within the film. Read about the music that was common for the persecuted during the Holocaust. Listen to some music too. You will need to discuss the importance and role that music played.

1. Briefly summarize what you learned about music during the Holocaust.
2. How do you think the music impacted the children?
3. What music will you include in your PBS documentary? Why?

Day 4: You are to now create your PBS documentary in PowerPoint. The PowerPoint slide show must consist of elements from each of the prior activities you completed. It must include graphics, music, sound, and words. These will be shared with your classmates.

Your Journey: Starting Your Search

A. To get more information, visit these sites:

Site	URL
Auschwitz and Birkenau	http://remember.org/jacobs
Mauthausen	http://remember.org/camps/mauthausen/mau-list
Children of the Holocaust	http://www.graceproducts.com/fmnc/main.htm
Music of the Ghetto and Camps	http://fcit.usf.edu/Holocaust/arts/musVicti.htm
Music from the Holocaust	http://fcit.usf.edu/Holocaust/arts/music.htm

Note: To get even more information, use these keywords with search engines:

- remember.org
- Children of the Holocaust
- Holocaust Music

Your Report: Sharing Your Results

A. The report must be your answer to the Social Studies WebQuest challenge.

B. Which of these words best describes your report? (You may check more than one.)

Written summary of what I (we) learned

Story Play Poetry Art

Music Chart Graph Multimedia

Other: _____

C. In two or three sentences, describe your Social Studies WebQuest report. In other words, tell what the reader or viewer will observe in your report.

If possible, please attach your report to this Social Studies WebQuest form.

Teacher Space

- Intended Grade Level(s): 6 Is adult help/supervision needed?: Yes
- Learning Process Skill(s) Emphasized

<input checked="" type="checkbox"/> Observing	<input type="checkbox"/> Historical comprehension	<input checked="" type="checkbox"/> Investigating
<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Historical research	<input type="checkbox"/> Marveling
<input type="checkbox"/> Predicting	<input type="checkbox"/> Analysis and interpretation	<input type="checkbox"/> Appreciating
<input checked="" type="checkbox"/> Listening	<input type="checkbox"/> Chronological thinking	<input checked="" type="checkbox"/> Creating
<input checked="" type="checkbox"/> Questioning	<input checked="" type="checkbox"/> Making connections	<input type="checkbox"/> Communicating
- NCSS Standards content area(s) to which this Social Studies WebQuest is most closely related:

- I. Culture
- II. Time, Continuity, and Change
- III. People, Places, and Environments
- IV. Individual Development and Identity
- V. Individuals, Groups, and Institutions
- VI. Power, Authority, and Governance
- VII. Production, Distribution, and Consumption
- VIII. Science, Technology, and Society
- IX. Global Connections
- X. Civic Ideals and Practices

- Specific MN Social Studies Standard to which this Web Quest is most closely related:

- Local social studies curriculum guide topic to which this WebQuest is most closely related:

Note: Used as a Summative Assessment

Anthropology

- *Daniel's Story* by Carol Matas
- *Hitler Youth: Growing Up in Hitler's Shadow* by Susan Campbell Bartoletti
- *The Island on Bird Street* by Uri Orlev
- *Number the Stars* by Lois Lowry
- *Primary Sources Teaching Kit: World War II* by Sean Stewart Price
- *Survivors: True Stories of Children in the Holocaust* by Allan Zullo, Mara Bovsun
- *Maus: A Survivor's Tale* by Art Spiegelman
- *The Devil's Arithmetic* by Jane Yolen
- *One Candle* by Eve Bunting
- *The Final Journey* by Gudrun Pausewang
- *We are Witnesses* by Jacob Boas
- *Nine Spoons: A Chanukah Story* by Marci Stillerman

