Holocaust Studies Curriculum Map/Lesson Plans Spring 2008

January 7 – 11\textsuperscript{th}

Objectives Covered:
1. Students will introduce themselves and a partner to the class.
2. Students will identify and define registers of the English language
3. Students will read and discuss patterns of communication amongst a variety of groups of people in our country.

Activities for the week:
1. Flower power name partner activity.
2. Registers of language/ Big Will v. Slick Willie
3. Cultural Communication Patterns Study

January 14\textsuperscript{th}-18\textsuperscript{th}

Objectives Covered:
1. Students will differentiate between natural and human catastrophes.
2. Students will consider the importance of studying human catastrophes.
3. Students will develop vocabulary for studying the Holocaust.
4. Students will differentiate between primary and secondary source materials and consider the importance of both types when studying the Holocaust.
5. Students will examine primary and secondary source materials through an introduction to the \textit{Kristallnacht Pogram}.

Activities:
1. Catastrophe Brainstorm and Chart.
2. Genocide Brainstorm and Chart
3. Primary and Secondary document inspections
4. Survivor Testimony
5. Bulletin Board Design

January 21\textsuperscript{st}-25\textsuperscript{th}

Objectives Covered:
1. Students will define anti-Semitism and explore its origins.
2. Students will identify similarities and differences between pre-Nazi anti-Semitism and Nazi racial ideology.
3. Students will examine propaganda methods that the Nazis used to exploit anti-Semitic attitudes among the German people and to isolate Jews from the rest of the population.
4. Students will consider historical and contemporary examples of anti-Semitism, propaganda, and stereotyping.
Activities:
1. Survivor Testimony
2. “Not in Our Town”
3. Nazi Propaganda: Looking at propaganda
4. Looking at modern day “hate” propaganda

January 28th – February 1st

Objectives Covered:
1. Students will learn about the Weimar Republic and the Nazis’ rise to power.
2. Students will examine historical events that allowed for a dramatic change in social policies in Germany between 1933 and 1939.
3. Students will analyze primary source materials that represent a range of Jewish experiences and responses to Nazi-German state policies.
4. Students will consider the role and responsibility of the individual in interrupting the escalation of hate and violence.

Activities:
1. Word web: democracy
2. Reading: The Weimar Republic
3. Survivor testimony
4. Pyramid of Hate
5. Reverend Niemoller quotation

February 4th – 8th

Objectives Covered:
1. Students will identify the aims of the Nazis in establishing the ghettos.
2. Students will specify the countries in Eastern and Central Europe where the Nazis established ghettos.
3. Students will examine what life was like for Jews forced to live in ghettos, with particular emphasis on the Lodz ghetto.
4. Students will analyze primary source documents from the Lodz ghetto.
5. Students will consider the various ways that individuals respond to unjust actions.

Activities:
1. Ghetto – a discussion
2. Survivor testimony
3. Mapping the ghettos
4. Role of the ghettos
5. “Letter from a Birmingham Jail” by MLK
6. “The Butterfly” from I Never Saw Another Butterfly
February 11th – 15th

Objectives Covered:
1. Students will learn about the mobile killing squads and extermination camps in Nazi Europe.
2. Students will learn basic information about what life was like for people who existed in the extermination camps.
3. Students will understand that a variety of sources are used to document conditions of life and death in the camps.
4. Students will explore the question of how human beings could commit mass murder.
5. Students will consider issues of social and personal responsibility in their own lives.

Activities:
1. KWL – “Final Solution”
2. Survivor Testimony
3. Excerpt: “Night” by Elie Wiesel
4. Examining photographs
5. Poems from camp survivors
6. Visit from Ruth Steinfeld

February 18th – 22nd

Objectives Covered:
1. Students will describe methods used by the Nazis to discourage and reduce resistance and rebellion in occupied territories.
2. Students will recognize several forms of cultural and spiritual resistance that occurred in the ghettos and extermination camps.
3. Students will understand the connection between the “Final Solution” and armed resistance, as well as the special meaning resistance had during the Holocaust.
4. Students will analyze a variety of sources used to document resistance against the Nazis in Europe.
5. Students will examine the importance of personal and cultural identity and the struggle to maintain it.

Activities:
1. Resistance – Brainstorm and discussion
2. Survivor Testimony
3. Spiritual vs. Armed Resistance
4. Examining maps and photographs
5. “Announcement”
6. “Personal Testimonies” hand out
February 25th – 29th

Objectives covered:
1. Students will analyze the motivations of non-Jewish rescuers in their efforts to help Jews survive.
2. Students will identify risks involved when non-Jews helped Jews hide or escape and the moral choices that were made.
3. Students will examine the various forms of assistance that were given to Jews by non-Jews during the Holocaust.
4. Students will examine the obstacles and dangers that hidden children had to overcome in order to have a chance to survive.
5. Students will examine the price of apathy and indifference in the face of injustice.

Activities:
1. Altruism activity
2. Survivor testimony
3. From bystander to ally activity
4. “Those Who Dared to Rescue”
5. “Righteous Among the Nations”