

Social Studies Lesson Plan
Grade 10 - Lesson 4 – Holocaust Expands to All of Europe

Unit of Study	Lesson Title	Duration of Lesson	Date(s)
The Holocaust in Central and Western Europe	The Holocaust Expands to Include Genocide Against All Jews in Occupied Europe	55 Minutes	
Design Question/Focus of the Lesson/Addressing Content			
<ul style="list-style-type: none"> • When and why was the decision made to expand mass murder of Jews throughout occupied Europe? • Were there possibilities to stop Nazi massacres and deaths by gassing in 1941-44? • What were the .910 and effects of the genocide on victims, perpetrators, and onlookers? 			
<input checked="" type="checkbox"/> Introducing New Knowledge	<input checked="" type="checkbox"/> Deepening or Practicing	<input checked="" type="checkbox"/> Generating and Testing Hypotheses	
Learning Goals/Objective (Based on standards.)			
<ul style="list-style-type: none"> • SS.912. W.7.7: Trace the causes and key events related to World War II. • SS.912. W.7.8: Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims. • LAFS.910.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. • LAFS.910.RH.1.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. • LAFS.910.WHST.1.1: Write arguments focused on discipline-specific content. 			
Scale			
2.0 Simpler Content	3.0 Target (Objective)	4.0 More Complex	
Students will understand why and how the Nazis decided to expand the Holocaust to Poland and Western Europe.	Students will understand the extent to which resistance against Nazi anti-Jewish policies and rescue of Jews was possible after 1941.	Students will understand motives and effects of the genocide on victims, perpetrators, and onlookers.	
Assessment and Monitoring (Checks for content and desired effect.)			
In-class review of homework assignment			
Class discussions based on viewing and discussing video clips, photo analysis, student responses to summary essay.			
Critical Information Chunks/Close Read (As determined by learning targets.)			
Essential Vocabulary: Operation Reinhard, Belzec, Sobibor, Treblinka, Auschwitz, Majdanek, Wannsee Conference, Jewish Resistance against the Nazis, genocide, perpetrator, on-looker, euthanasia, ghetto, concentration camp, killing pits, death camps			
Instructional Strategies/Lesson Activity			
Homework preparation for the lesson:			
On the day before the lesson, the teacher will:			

- Distribute the homework worksheet,
- Ask students to read the essay,
- Ask students to write responses to the questions,
- Assign students to bring the completed assignment to the following class period.

Opening Activity: Review Homework Assignment: (10 minutes) Teacher will ask for volunteers to summarize the essay. Then, together with the class, review responses to the homework questions.

Activity One: (15 minutes)

Divide the class into small groups.

Ask students to view the following video clip, “The Nazis and the Jews, Part Two”

[http://ww2history.com/videos/Holocaust/The Nazis and the Jews Part Two](http://ww2history.com/videos/Holocaust/The_Nazis_and_the_Jews_Part_Two)

Based on viewing the film clip, ask each group to discuss and to write the group’s response to the following questions:

1. When and why did German leaders decide to physically destroy all the Jews in German-occupied Europe?
2. What did the role of the German invasion of the USSR play in making this decision?

Ask groups to report out. Explore with the class any differences in interpretation among the groups.

Activity Two: How was the Holocaust possible? Based on the online museum exhibit, “Some Were Neighbors,” developed by the United States Holocaust Memorial Museum at <http://somereneighbors.ushmm.org/#/exhibition>

The teacher will:

- Divide the class into small groups.
- Distribute the graphic organizers for the lesson.
- Introduce the activity using the ideas/key points contained in the paragraph below.

Paragraph: Humanizing the Holocaust (15 minutes)

To understand the history of the Holocaust, we must understand that the destruction of European Jews was committed by human beings against human beings. When all is said and done, this history brings us face to face not only with perpetrators such as Hitler and the leadership of the Nazi Party, not only with the suffering and death of the millions of Jews who were murdered, but also with the choices and actions of those people who were not Jews and who were not Nazis against Jews in their neighborhoods, villages, towns, and cities. “Tens of thousands of ordinary people actively collaborated with German perpetrators while many more supported or tolerated the crimes.” What motivated these people to participate in the Holocaust? Why did they actively murder, actively rescue, or look away?

- The teacher will screen the segment below for the class as a whole. The class may use graphic organizer #1 to follow the film.

<http://somereneighbors.ushmm.org/about/exhibit> (6.5 minutes)

In their small groups, students will work together to complete the graphic organizer #1. (5 minutes)

Teacher and class will quickly review information on graphic organizer. (4 minutes)

Activity Three: Photo analysis: Exploring motives based on one case study. (15 minutes)

The teacher will project the photograph at the website below. Be sure to allow the photo to come into focus as it is set up at <http://somewereneighbors.ushmm.org/#/exhibitions/religious-leaders/un760>

In small groups, students will discuss what is happening in the photograph by responding to the three questions below:

- Who is pictured in the photograph?
- What are they doing?
- What is the photographer communicating with the photo?

Ask each group to list the roles of the people in the photo.

Ask each group to write a caption for the photo.

Each group will report out its caption.

Teacher will distribute one set of the “Choices” Chart to each group. Ask each group to list one person or group from the photo on each page of the chart.

Ask each group to use the chart to answer the following questions:

1. Were the following individuals free to choose their actions?
 - The soldiers
 - The onlookers
 - The priest
 - The Jewish families
2. From the perspective of the Jews, what is the effect of the choices of each group/individual on the victims?
3. From the perspective of the priest, what is the effect of the choices of each group/individual on the victims?

The teacher will:

- Click the people icon on the left side of the photo and ask students to check their charts and add or subtract roles as necessary.
- Click the caption icon. Read the caption and ask students to discuss, based on what they now know about the photo, whether their understanding of people/action in the photograph has changed. If so, how; if not, how?
- Lead a class discussion about the choices and decisions made by the people in the photograph.

Assessment: (If there is enough time, write in class; otherwise, assign as homework to be submitted the following class period.)

Write one paragraph responding to the question:

What did you learn from the homework assignment, the 1st video/discussion, and the 2nd video that explains what is happening in the photo?

ELL Students

Essential Vocabulary: Ask students to define the word and explain its significance in their native language.

Center Activity / Group work would help students to learn new vocabulary and concepts by working with other students.

Assignment(s)

Completing Worksheet 1 for discussion in class

Group discussion of video segments and photograph

Final short essay linking the homework and video segments to understanding the photograph

Resources and Materials

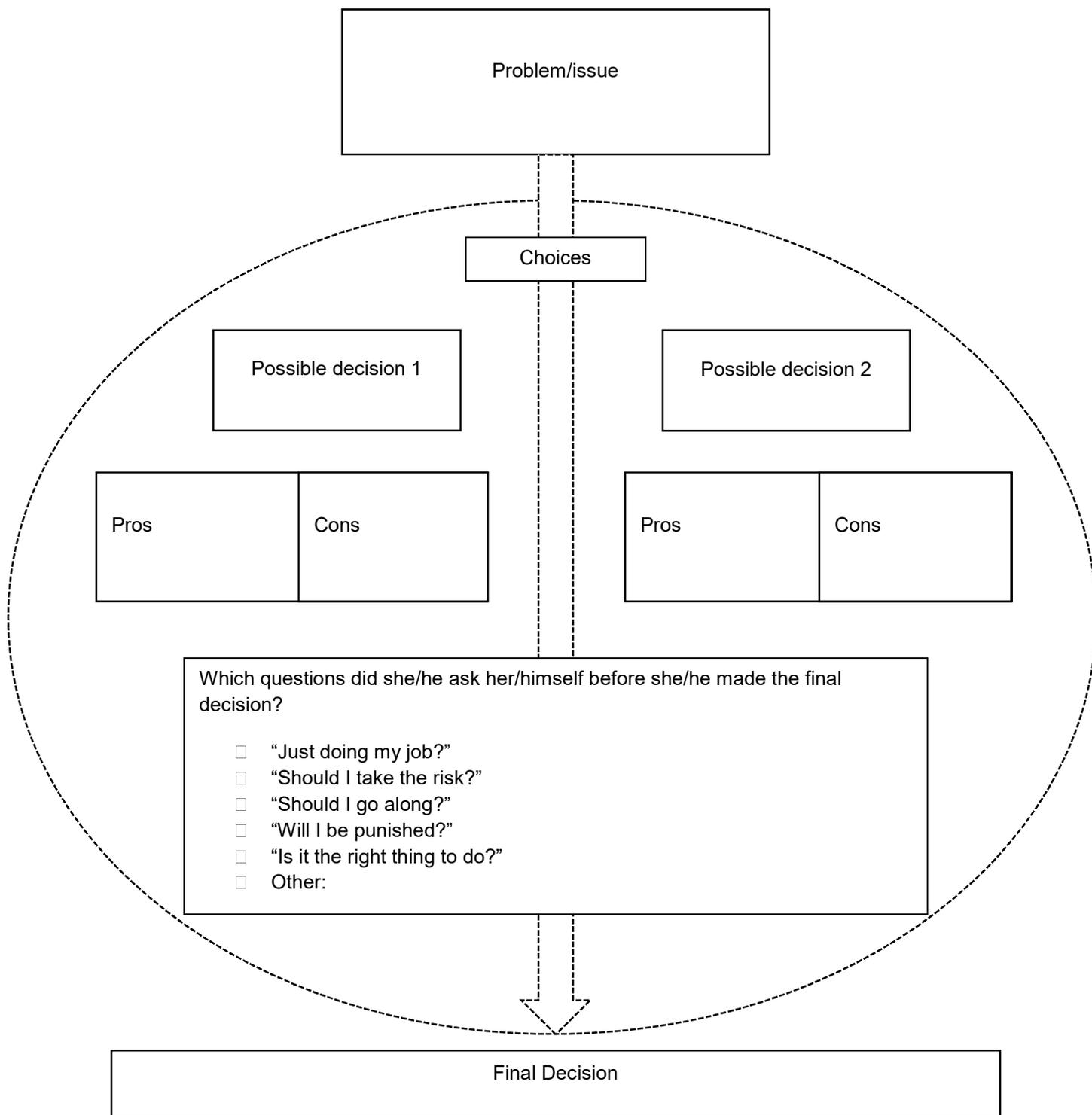
Text Book

Worksheets attached: Homework assignment; graphic organizer for video viewing

Film clips:

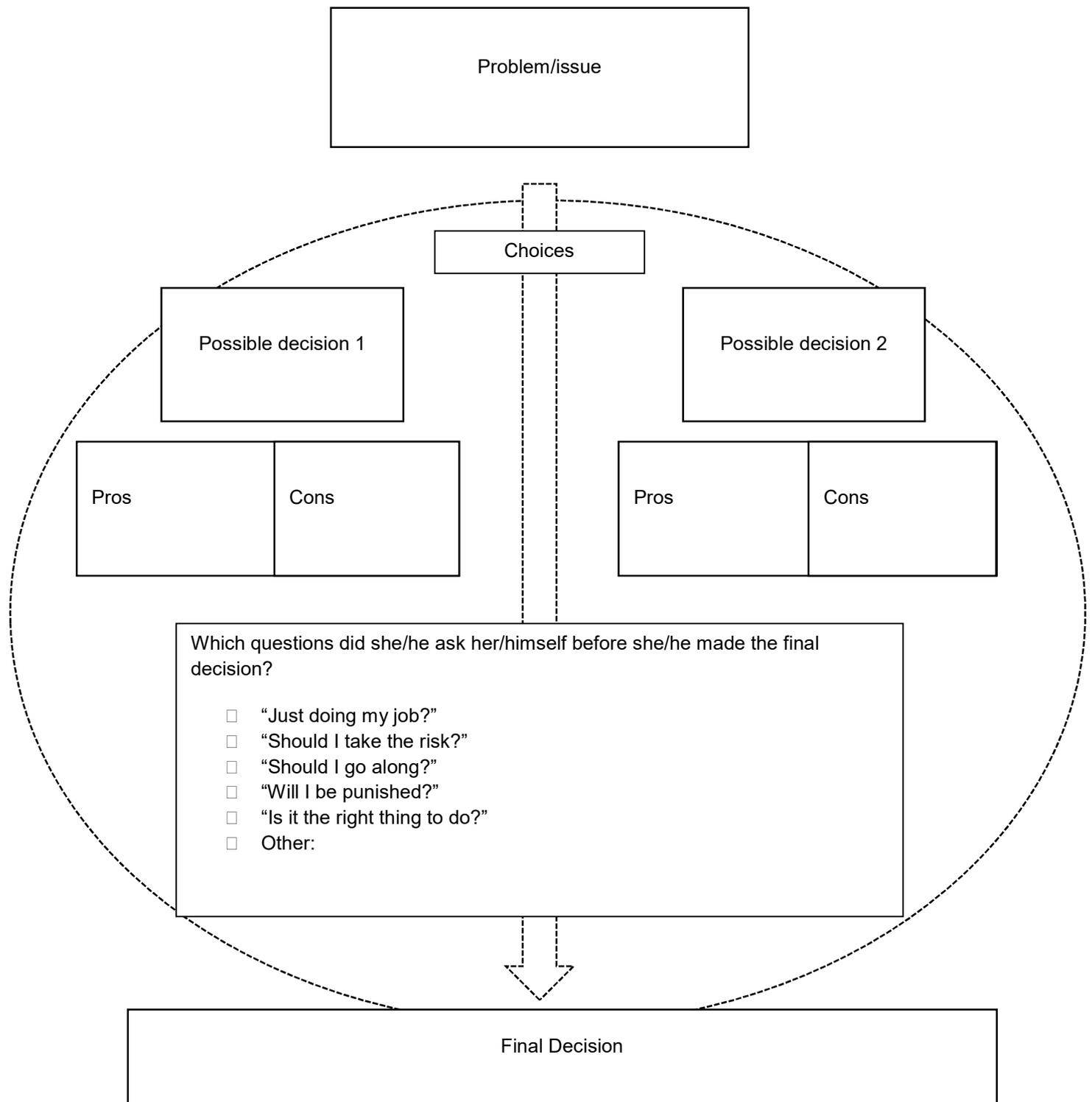
- http://ww2history.com/videos/Holocaust/The_Nazis_and_the_Jews_Part_Two ;
<http://somewereneighbors.ushmm.org/about/exhibit>;
- <http://somewereneighbors.ushmm.org/#/exhibitions/religious-leaders/un760>

_____’s Choices

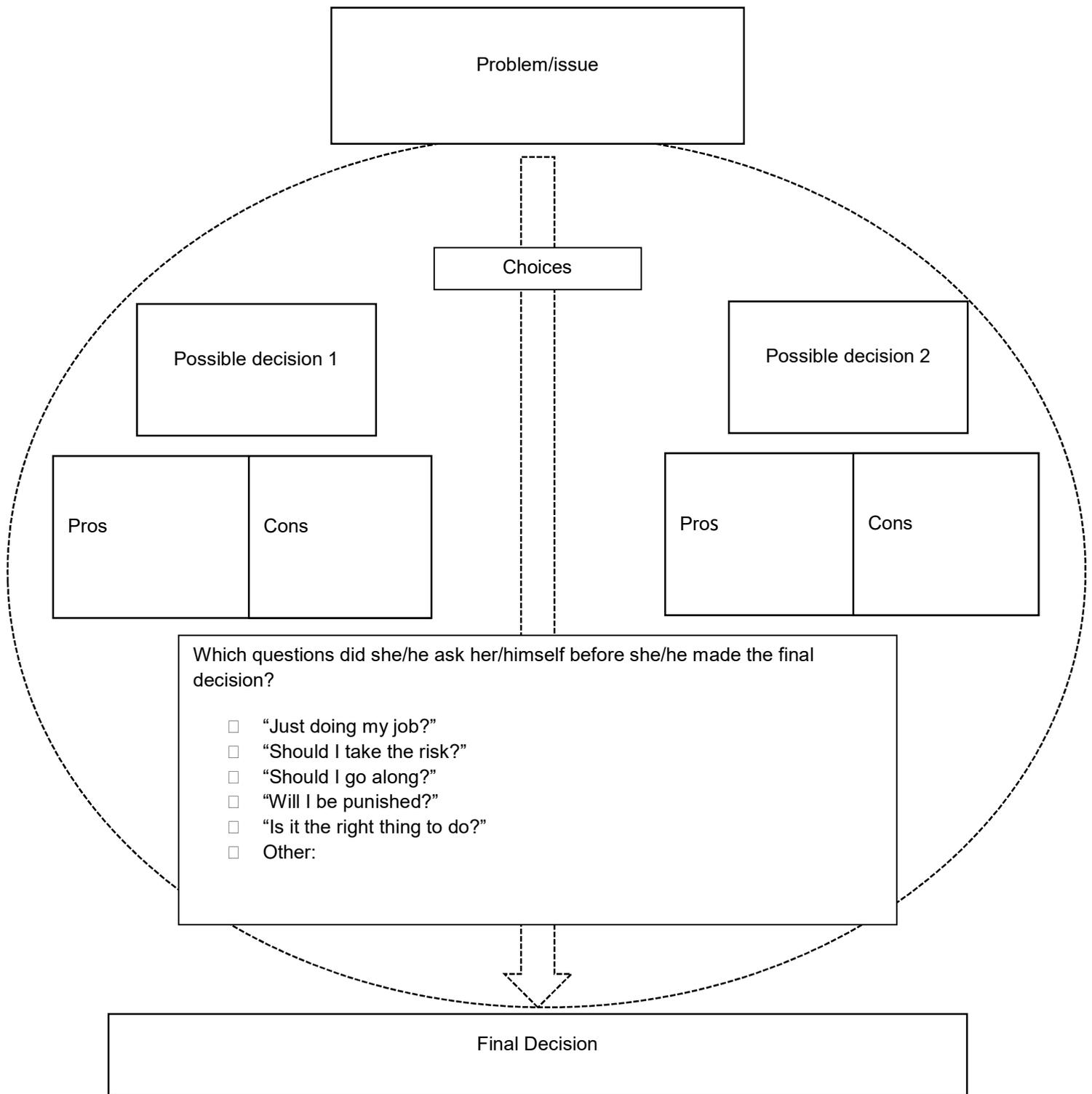


1

_____’s Choices

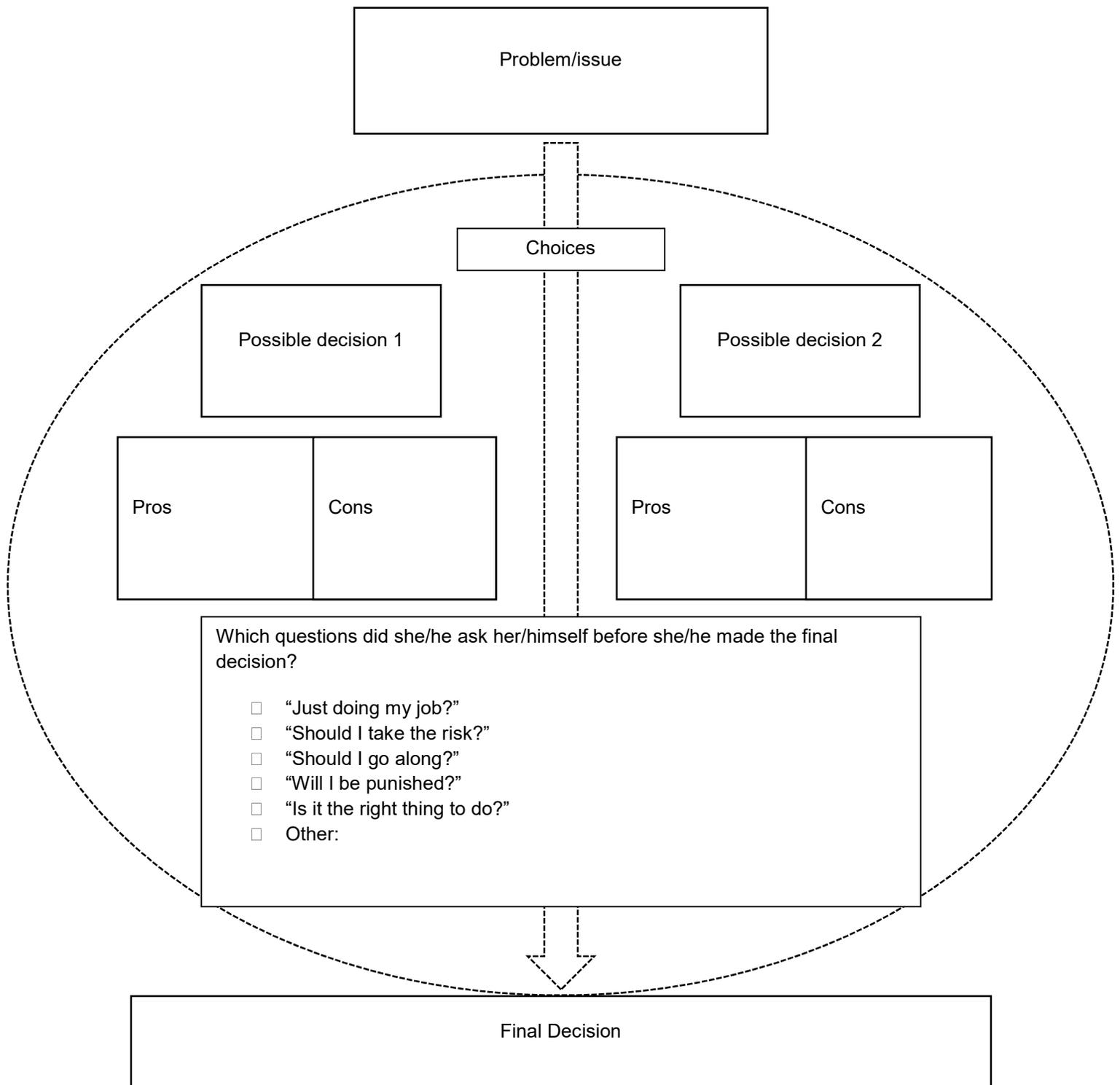


_____’s Choices



3

_____’s Choices



4

Worksheet 1. Von Reichenau's Orders to German Troops on the Eastern Front

[6th Army] Army H.Qu., 10 October 1941

Subject: Conduct of Troops in Eastern Territories.

Regarding the conduct of troops towards the Bolshevistic system The most essential aim of war against the Jewish-Bolshevistic system is a complete destruction of their means of power.The soldier in the Eastern territories is not merely a fighter according to the rules of the art of war but also a bearer of ruthless national ideology and the avenger of bestialities which have been inflicted upon German and racially related nations.

Therefore, the soldier must have full understanding for the necessity of a severe but just revenge on subhuman Jewry. The Army has to aim at another purpose, i.e. the annihilation of revolts in hinterland, which, as experience proves, have always been caused by Jews.

The fear of German counter-measures must be stronger than threats of the wandering Bolshevistic remnants. Regardless of all future political considerations the soldier has to fulfill two tasks:

- 1.) Complete annihilation of the false Bolshevik doctrine of the Soviet State and its armed forces.
- 2.) The pitiless extermination of foreign treachery and cruelty and thus the protection of the lives of military personnel in Russia.

This is the only way to fulfill our historic task to liberate the German people once and for all from the Asiatic-Jewish danger.

Commander-in-Chief

(signed) von Reichenau

Field Marshal