# The Holocaust

**Grade 9-12**

## Overview

Following this activity, students will:
- Promote awareness of the events, causes and impacts of the holocaust
- Analyze the holocaust and it’s political and emotional impact
- Connect the genocide of the holocaust with current genocides in the world

## Objectives

After this lecture:
- Students will compare the rights of Jews under the rule of the Third Reich and compare them with our rights as Americans by listing 4 rights with 100%.
- Students will define 10 terms of the holocaust using the course book using a sentence as well.
- Students will determine 5 major events that lead to the concentration and work camps with 100% completion.
- Students will gain insight to the many historical to the many historical, social, religious, political, and economic factors that resulted in the holocaust by watching the movie and finishing the worksheets with 80% or better.
- Students will develop an awareness of the value of pluralism and encourage tolerance of diversity by volunteering outside of class for 10 hours with diversity issues.

## Standards

There are no specific state standards for the Holocaust other than to help the students understand the genocide.

WH. 9.3 Investigate and interpret multiple causation in analyzing historical actions, and analyze cause-and-effect relationships

WH. 9.4 Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.

WH. 9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

[1](http://www.lessonplanspage.com/printables/PSSHolocaustFullPlanHS.htm)

[2](http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx)
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Environment/Students

- Students have had history background.
- They choose this Holocaust class.
- This class meets every day and promotes awareness for future events by remembering the past.

Materials

- VCR
- Film Clip of Camp Liberation
- Overhead of Concentration Camps and Killing Centers
- Overhead of Map of Jewish Victims

Procedure

Introduction

- Check for previous knowledge
- State Objectives of the Lesson
- Quickly state the overview
  a) Outline Hitler’s reasons for the systematic destruction of the "non-Aryans."
  b) Describe the timeline of holocaust.
  c) Dismiss idea that the holocaust was inevitable
- Brief lecture describing the holocaust and providing information to show how the Nazis came to the policy of the "final solution" using specific vocab (see eval)
  -- Overhead Map of concentration/death camps
- Create the timeline in the systematic dehumanization practiced by the Third Reich.
  *1933 - Hitler becomes chancellor - boycotts/Aryan Laws/book burnings
  *1935 - Nuremberg Laws
  *1939 - Invasion of Poland (Jews must wear Star of David) (Hand out stars to students)
  *Ghettos Formed (Describe Life)
  *Hitler advances to Russia - Einsatzgruppen starts murdering Jews and Communists
  -- Show film clip of Einsatzgruppen
  *Individual assassination of Jews too costly, time consuming, and hard on troops
  *Hitler’s Final Solution

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<thead>
<tr>
<th>Concentration vs Death Camps</th>
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<td>Zylon B</td>
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<td>Gas chambers</td>
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-- Overhead Map of Victim Location

- Watch film clip of Liberation of the Camps and make up worksheet.

## Evaluation

- Have certain vocab terms for the tests such as:
  - Holocaust
  - Final Solution
  - Death Camps
  - Kristallnacht
  - Einsatzgruppen
- Make up multiple choice questions for a formal assessment
- Make up some essay questions
- Every grade taken, from the worksheet, essay questions, formal assessments, and vocab tests will be given to the students and required to be posted on Notely.net.

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