

THE HOLOCAUST TIMELINE¹

GRADE LEVEL: 6TH THROUGH 12TH GRADE



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| OBJECTIVES | <p>After completing this lesson, the students will be able to:</p> <ul style="list-style-type: none">• Access Dropvine and share links with their fellow students that are relative to in class assignments.• To examine the Holocaust from a chronological perspective. To help them better understand the Holocaust timeframe• To make connections between Holocaust events and contemporaneous events in the world.• To enable students to acquire a frame of reference for comparing their reading with actual events during the time of the Holocaust. |
| STANDARDS | <p>The United States and World War II: 1939 to 1945</p> <p>USH.5 Students will examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences of the war on United States involvement in world affairs.</p> <ul style="list-style-type: none">• Grades 6-8 SS.A.1.3.1, 1.3.3• Grades 9-12 SS.A.1.4.4, 3.4.9 |

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| MATERIALS | <ol style="list-style-type: none"> 1. Computer (Offered in school Labs) 2. A Dropvine account (Will be created in class) 3. Poster board 4. Markers 5. Yarn 6. Printouts of photos from this <i>Teacher's Guide</i> 7. Paper 8. Pencils 9. Rulers |
| PROCEDURE | <p>As a continuing project during the course of a Holocaust unit, students will introduced to the website Dropvine, which is a website used to help make sharing links on the internet easier. The students will construct a timeline of major events that were mentioned on the link that was assigned to the class to watch. Events could be added to the timeline as they are discussed in class and on Dropvine. Photographs printed out from <i>Teacher's Guide</i> may also be added. Some students may wish to add quotations from persons responding to the events.</p> |
| VARIATION | <p>Students create parallel timelines on the same poster. The timeline across the top of the poster should record Holocaust events that were mentioned on the links posted on Dropvine. Underneath, the student constructs parallel timelines on one or more of the following:</p> <ul style="list-style-type: none"> • The War and major political events • Inventions and discoveries • People, arts, theater, music, film, and sports • The student's family history of that period <p>Students should look for and attempt to explain events from the various timelines that coincide. (All the information that needs to be included in their timeline can be found on Dropvine)</p> |
| ASSESSMENT | <p>This assignment may be graded on the accuracy that the students used and relevancy of the information that was expressed on the links that are found on Dropvine that they included on the timeline. The teacher may set guidelines for the quantity of events, photos, etc. to be included. Alternatively, you may wish to have students write their own evaluations of what they have learned from creating a Dropvine account and by examining the order and understanding of events on their timelines from the information that they learned from the links posted on Dropvine.</p> |

EVALUATION

After this lesson, students should be able to:

- **Access links on Dropvine**
 - Discuss how long the Holocaust lasted.
 - List significant events, as in when and where they took place.
- Students will be tested on their knowledge of this subject after turning in their finished timelines.

¹ Adapted from <http://fcit.usf.edu/HOLOCAUST/activity/912plan/time1.htm>