WWII ‖ The Holocaust

## Goals & Objectives

* Students will learn how to correctly break down and use a primary source.
* While exploring three primary sources, students will answer a series of thought provoking questions that encourages them to critically think and be empathetic to those who were victims of Nazi persecution.

## California State Content Standards

**CA Content Standard 10.8** Students analyze the causes and consequences of World War II

#### 10.8.5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians

## Common Core Literacy Standards

**CCSS ELA 9-10, RS 1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS ELA 9-10, RS 9:** Compare and contrast treatments of the same topic in several primary and secondary sources

**CCSS ELA 9-10, WHST: 7**Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**CCSS ELA 9-10, WHST 8:** Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following standard format for citation.

**CCSS ELA 9-10, WHST 9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Driving Historical Question

How can we use primary sources to better understand the Holocaust and the Final Solution that occurred during WWII?

### Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge) ‖ **Time: 10 Min.**

As students walk into the classroom the lights will be turned off and they will be asked to take their seats quietly—setting the mood for the day’s lesson. When all students are seated, the teacher will put on a slideshow that displays images of victims of the Holocaust and Final Solution. It will contain images of men, women, and children who were persecuted by the Nazi Party. The lights will then be turned on and the students will be asked to do a QuickWrite in which they write down what they felt while viewing the pictures. After they have had about three minutes to write, the teacher will ask the students if anyone wants to share.

Once the sharing is finished, the teacher will discuss that they will be working on analyzing primary sources regarding to the Holocaust for today’s lesson.

### Vocabulary (Content Language Development) ‖ **Time: 5 Min.**

* Holocaust
* Final Solution
* Gas Chambers/Crematorium
* Concentration Camp
* Ghetto

### Content Delivery (Method of Instruction) ‖ **Time: 10 Min.**

Teacher will conduct a short review lecture on how to read like a historian (source, corroborate, close read, and contextualize) and the differences between a primary and secondary source.

Teacher will hand out student engagement activity and will instruct the students to get into groups of 2-4 to work on the worksheet together.

Once most students have finished their analysis of the first two primary sources, the teacher will put on a video of [Dachau Concentration Camp](https://youtu.be/iNEV0ja0gD4) for the students to watch. She will instruct the students to answer the questions on their worksheets regarding the video.

As students are working on their worksheets, teacher will walk around the class answering questions and checking for understanding of material.

### Student Engagement (Critical Thinking & Student Activities) ‖ **Time: 30 Min.**

Students will work on a worksheet which the teacher will distribute to them. They students will work in groups of 2-4 to analyze the primary sources and answer the questions that correspond with the specific primary source. The first primary source is a photo called the “Last Jew of Vinnitsa”. The second source should be read independently first and then discussed in the small groups. It is an eyewitness account of a mass execution of Jews in the Ukraine. The last source is a video that the students will all view and then will answer questions on the worksheet.

### Lesson Closure ‖ **Time: 10 Min.**

Students will create their own journal entry—which will be turned into the teacher at the end of the period—of what they believed life to be like in a concentration camp. Students will have to use their knowledge and information learned during the lesson to construct their response.

*Prompt: Imagine you were a prisoner in a concentration camp during WWII. Describe what your life would be like and the conditions which you would have been exposed to.*

### Assessments (Formative & Summative)

Entry Level: Discussion with students during the review of primary sources and how to read like an historian will allow for the teacher to see if the students need further instruction or if they understand the material.

Progress Monitoring: Teacher will be walking around the room during small group discussions they will be listening in on conversations and looking over the shoulders of the students to make sure that students understand the content.

Summative: Students will turn in the worksheets to be graded. The journal will also be graded. Both will be looked at to ensure that students have met the learning goals.

### Accommodations for English Learners, Striving Readers and Students with Special Needs

The worksheet, or reading guide, will ensure that students are looking for the right information in the primary sources. It will guide them to get the most out of the sources. Having students work in groups will help students who need accommodations to discuss the material in more meaningful ways. Sources are relatively and vocabulary will be discussed beforehand so they will not have to spend a lot of time focusing on difficult words. Also, incorporating videos and the photograph will allow students who need accommodations to view the past in different ways.

### Resources (Books, Websites, Handouts, Materials)

<https://youtu.be/iNEV0ja0gD4> (video of Dachau)