

## TEACHING AMERICAN HISTORY PROJECT

### ***Lesson Title* – The Holocaust from Kristin Blore**

Grade – 8<sup>th</sup> grade

Length of class period – 80 minutes

**Inquiry – How does something like the Holocaust happen and who is responsible?**

#### **Objectives –**

Students will understand the progression of the Holocaust by examining German propaganda and photographs from the early years of Nazi rule (1933-1938). Students will evaluate the responsibility of people participating in and/or preventing the Holocaust.

#### **Materials –**

Early Nazi regime photographs  
Nazi propaganda  
Stories of those who helped protect Jewish people and others during the Holocaust

#### **Activities –**

Warm Up – Have students brainstorm for a minute or two the answers to the following questions: How did the Holocaust happen? Who is responsible? Discuss students' ideas. Then explain that today the class will explore these two questions.

Group Activity – This activity requires groups to cycle through three different activities. Divide class into either 4 or 8 groups depending on number. If you use 8 groups, you will need two copies of each activity to rotate. Give each group one of the following activities and the attached worksheet to guide them. Each activity should take about 10 minutes for groups to complete. Groups should rotate through all four activities.

Propaganda – Copies of 3 different pieces of Nazi propaganda. Students will be asked to evaluate them.

Early photos – Photos from Germany demonstrating the treatment of the Jewish people. Should this have been a warning for what was to come? Students will be asked to evaluate them.

Those Who Helped – Provide students with two stories of people who helped those who were targeted during the Holocaust. Ask them to read one as a group and discuss/answer questions on worksheet.

Who is responsible? – This activity can be done as a worksheet where students discuss their various answers as to the level of responsibility for the people listed or

people can be written on note cards. Students read the card and discuss as a group each person's level of responsibility in the events of the Holocaust.

Class Discussion/Wrap Up – Gather class together. Discuss findings for each activity. How effective was the propaganda? Which piece do you believe was most effective and why? What was learned from the photographs? Should this have been a warning for what was to come? Who was most responsible? Was there anyone on the cards that the students believed was not responsible? Why?

**How will you assess what students learned during this lesson?**

Informally – class discussion and small group discussion

Formally – completion of worksheet evaluating resources /end of unit test

**CT State Standards**

- 1.1 – Students will demonstrate an understanding of significant events and themes in U.S. history
- 1.3– Students will demonstrate an understanding of significant events and themes in world history
- 1.8 - Students will describe interactions between citizens and their government in the making and implementing of laws
- 2.2 – Students will interpret information from a variety of primary and secondary sources