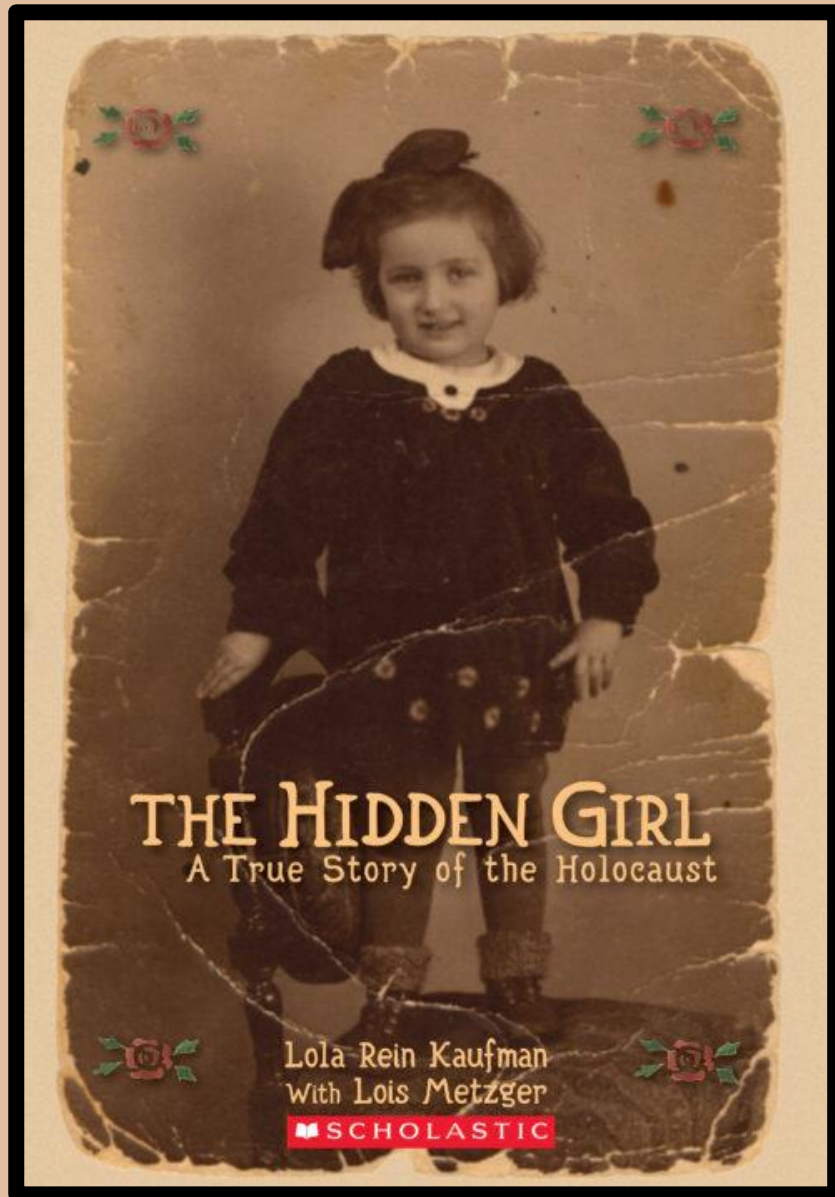


8th Grade Lesson Plan
International Holocaust Remembrance Day
January 27



Wreaths Across America

Lesson Plan

Teacher:	Date:
Grade: 8th	Lesson: International Holocaust Remembrance Day-January 27

<p>OBJECTIVES: NCSS, 2. TIME, CONTINUITY, AND CHANGE Through the study of the past and its legacy, learners examine the institutions, values, and beliefs of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern world.</p>	<p>STRATEGIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing <input type="checkbox"/> K-W-L-R <input type="checkbox"/> Discussion Questions <input type="checkbox"/> Small Groups <input type="checkbox"/> Large Group
<p>MATERIALS:</p>	<p>Computer/laptop; internet (with access to YouTube); Smart Board; copies of The Holocaust K-W-L-R; copies of <i>The Hidden Girl, A True Story of the Holocaust</i> Concrete Poem; copies of “First They Came” by Martin Niemöller; copies of “First They Came” Analysis Activity; copies of <i>The Hidden Girl</i> Maze</p>
<p>Engage: Hook the students</p>	<p>Explain: During WWII the vast majority of people in Germany and the conquered countries of Europe played it safe. They were bystanders, trying to get on with their lives the best they could. They did not speak out against Nazi oppression or risk their well-being trying to defeat their new masters by aiding those in need. After the war, many claimed not to have known the true nature of Nazi persecutions and the Holocaust. Or they claimed they were just following orders. Or the law. Or the crowd. After all, they said, what can one person do? But at the same time brave people throughout Europe refused to give in to the Nazis. They fought with radio broadcasts and pamphlets, through spying and sabotage, and sometimes in face-to-face combat. They organized relief efforts for refugees, they rescued and protected downed Allied airmen, and they hid Jews from the Nazis. Hand out the K-W-L-R worksheet. Allow students time to complete section 1 & 2.</p>
<p>Explore: Students make sense of a concept through observations.</p>	<p>Students should review/define vocabulary. Play the YouTube video, <i>The Hidden Girl, A True Story of the Holocaust</i>, Author Lola Rein Kaufman with Lois Metzger, read by Kristina Underhill. Chapter 1 https://youtu.be/L5XWeKNhPxg (11:05) Chapter 2 https://youtu.be/wT6gam48wOE?si=UzoEHyEzsskiJPmL (11:53) Chapter 3 https://youtu.be/wLIuCX-n5w?si=8KuZbpf9oqu5VRXb (10:36) Chapter 4 https://youtu.be/Su2q12G4VHU?si=02CUUVZcq1zwwgUZY (11:02) Chapter 5 https://youtu.be/AdRBRakw2B0?si=IMrO0R_DZqKErf7I (8:42) Chapter 6 https://youtu.be/IXbNajTzn6E?si=3zuFbcOj6uMhqVqU (8:53) Chapter 7 https://youtu.be/hka6nvgMef8?si=38_ifoV5ZSb_V2Wv (6:46) Chapter 8 https://youtu.be/x9koba7_5V0?si=8ql_nVwon3aYJ9Ld (18:06) Chapter 9 https://youtu.be/bAmgds2y3Cc?si=u5zVBp8N1KGdzMNQ (9:37) Chapter 10 https://youtu.be/Diy4rTyFh4?si=EFGzOcLzWvcYT-v5 (6:32) Hand out <i>The Hidden Girl, A True Story of the Holocaust</i> Concrete Poem Activity. Allow students time to complete the activity. Hand out copies of “First They Came” by Martin Niemöller. Read aloud. Hand out copies of “First They Came” Analysis. This can be used as a small group activity (2-3 students per group) or as an individual activity. Allow students time to complete the assignment. Ask students to volunteer to share their answers with the rest of the class. Discussion should follow. Hand out copies of <i>The Hidden Girl</i> Maze. Allow students time to complete the activity.</p>

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	Students should complete sections 3 and 4 of the K-W-L-R. Allow students time to complete the worksheet. Go over any questions students have.
Explain: Teacher introduces formal vocabulary and language to students.	Poland yellow stars concentration camps D Day V-J Day V-E Day Adolph Hitler ghettos Purim resistance movements liberation The Final Solution Kristallnacht
Elaborate: Students apply what they have learned.	Students will gain an understanding of how important historical events and developments have shaped the modern world.
Evaluate: assessment.	The teacher will select the items to be used for formal/informal assessments.
Enrichment/Service-Learning Project	Students can pick from many community service projects, see the last page of this lesson plan for suggestions; encourage students to share what they have learned with their class, family, and friends.

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The Holocaust K-W-L-R

Name _____

What I KNOW:

What I WANT to KNOW:

What I LEARNED:

REFLECTION: How will what I learned impact my future decisions?

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The Hidden Girl, A True Story of the Holocaust Concrete Poetry

Concrete poetry—sometimes also called ‘shape poetry’—is poetry whose visual appearance matches the topic of the poem. The words form shapes which illustrate the poem’s subject as a picture, as well as through their literal meaning. **Outline Poems**-A common way to make the visual structure reflect the subject of the poem is to fill an outline shape that relates to the topic of the poem. The words in this type of poetry, unlike traditional poetry, do not have to rhyme. Here is an example of a concrete poem, by John Hollander:

SWAN AND SHADOW

Dusk
Above the
water hang the
loud
flies
Here
O so
gray
then
What A pale signal will appear
When Soon before its shadow fades
Where Here in this pool of opened eye
In us No Upon us As at the very edges
of where we take shape in the dark air
this object bares its image awakening
ripples of recognition that will
brush darkness up into light
even after this bird this hour both drift by atop the perfect sad instant now
already passing out of sight
toward yet-untroubled reflection
this image bears its object darkening
into memorial shades Scattered bits of
Light No of water Or something across
water Breaking up No Being regathered
Soon Yet by then a swan will have
gone Yes Out of mind into what
vast
pale
hush
of a
place
past
sudden dark as
if a swan
sang

NOW, It is Time to Write Your Concrete Poem

DIRECTIONS:

1. Use *The Hidden Girl, A True Story of the Holocaust* as the basis for your concrete poem. Think of a shape that represents some element of Lola’s story.
2. Draw a simple outline of the shape on paper or using a computer. If you’re using paper, draw with a pencil not a pen.
3. Write your poem normally. Try to describe how the subject makes you feel. The words should fit into your drawing.
4. Remember, the poem does not have to rhyme.

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“First They Came”

Martin Niemöller (pronounced Nee-mū-ler), born in 1892, served in the German navy as a U-boat commander during World War I. He was ordained as a Lutheran pastor in 1924 and showed early enthusiasm for Adolf Hitler’s ideas for the rebuilding of the German nation. But once Hitler came to power in 1933, Niemöller quickly became a critic of the Nazi leader’s militant and anti-Semitic actions and his attacks on the Protestant churches in Germany. Niemöller, along with other like-minded religious leaders formed a resistance movement called the Confessional Church. These leaders preached against Hitler and Nazism in the mid and late 1930s as WWII loomed. Hitler, seeking to silence any opposition, ordered the leaders of the Confessional Church arrested and sent to concentration camps. Niemöller was arrested in 1937 by Nazi authorities and sent first to Sachsenhausen and then to Dachau concentration camp. He stayed imprisoned until he was liberated by the Allies in the spring of 1945. The following quote is attributed to Niemöller. It is sometimes mistakenly referred to as a poem.

After World War II, Niemöller openly spoke about his own early involvement in Nazism and his eventual change of heart.

“In Germany they came first for the Communists,
and I didn't speak up
because I wasn't a Communist.
Then they came for the Jews,
and I didn't speak up
because I wasn't a Jew.
Then they came for the trade unionists,
and I didn't speak up
because I wasn't a trade unionist.
Then they came for the Catholics,
and I didn't speak up
because I was a Protestant.
Then they came for me,
and by that time
no one was left to speak up for me.”

Martin Niemöller, 1945

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Name_____

“First They Came” Analysis

Directions: Answer the following questions. Be prepared to share your answers.

1. Who is Niemöller referring to when he writes the word, **they**- “first they came for...”?
2. What does Niemöller mean when he says, “came for”? Explain your answer.
3. How does the repetition of the phrase “Then they came for...” impact the listener?
4. What other groups did the Nazis “come for” before and during WWII? (Google if necessary.)
5. Who is the narrator of Niemöller’s quote?
6. What does he mean by, “I didn’t speak up”? Using information you learned from *The Hidden Girl*, what would have happened to him if he had literally spoken up against the Nazi Party.

What are some ways he could have “spoken up”?

How did others speak out against the Nazis?

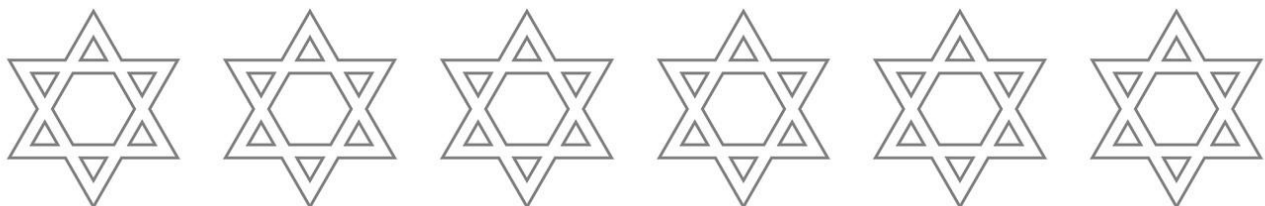
7. Why do you think Niemöller continued to write and speak these lines throughout his life after the war?
8. In your opinion, was everyone in Germany responsible for the Nazi’s rise to power, or were only those active in the Nazi Party responsible? Explain your answer.
9. What would you have done?

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10. How much responsibility do you feel for what takes place around you: in your family, in your school, in your community, in your country, and in the world? In the first column of the chart below, circle the level of responsibility you feel for each category, family, school, etc. (1 being lowest, 5 being highest) List at least three responsibilities you feel for each category.

Responsibility	1	2	3
Family 1 2 3 4 5			
School 1 2 3 4 5			
Community 1 2 3 4 5			
Country 1 2 3 4 5			
The World 1 2 3 4 5			

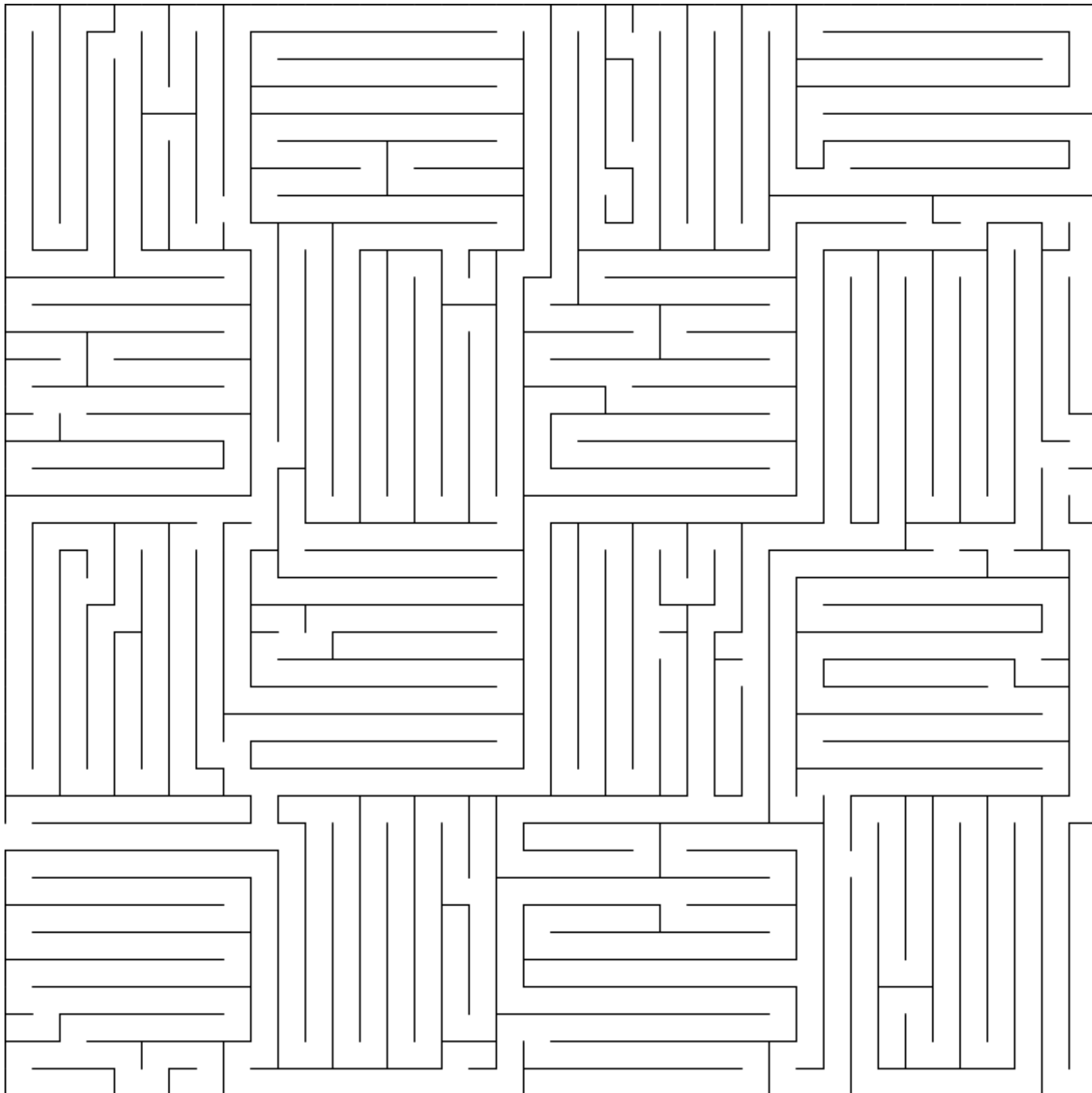


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NAME _____

THE HIDDEN GIRL MAZE



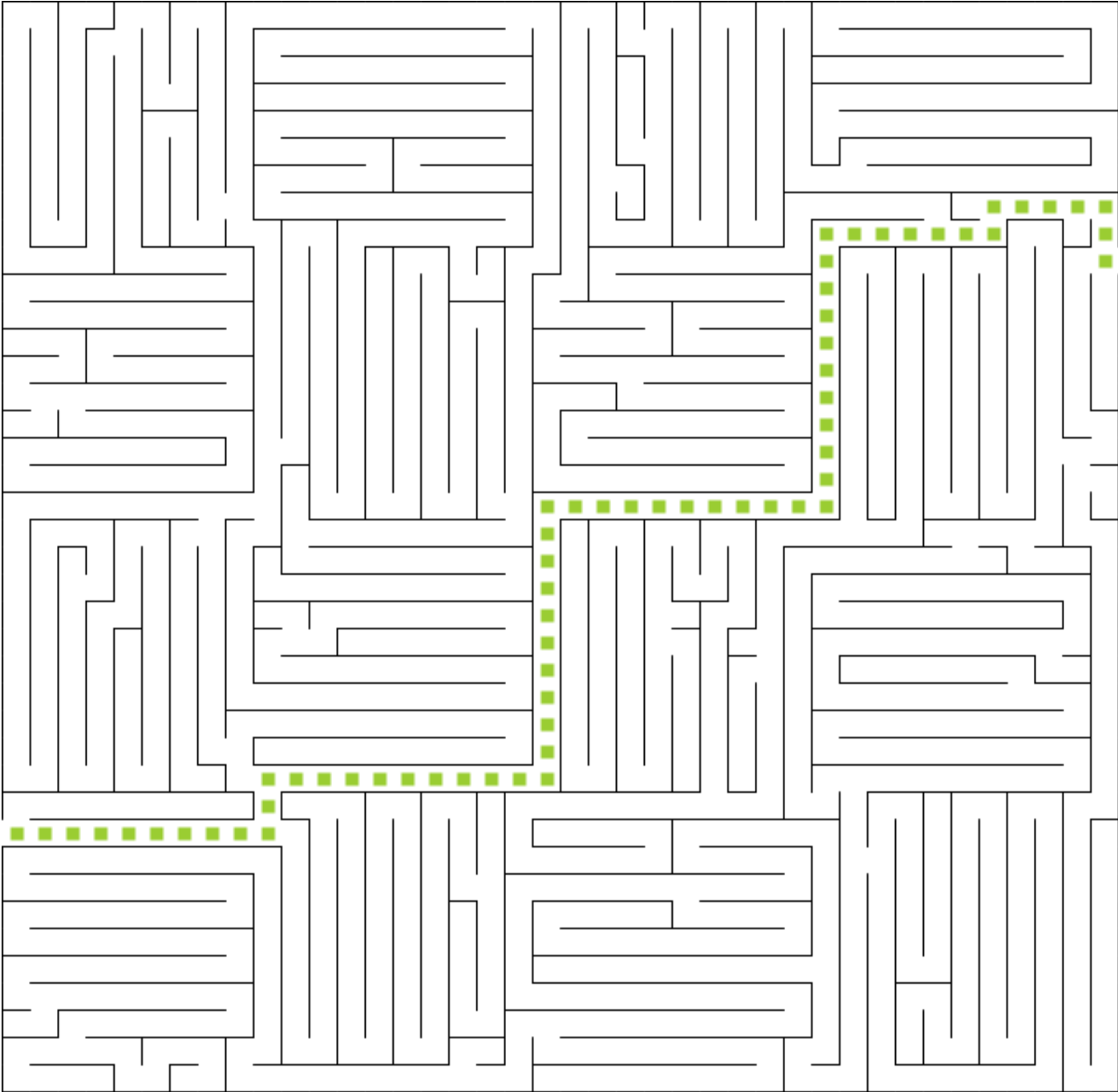
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ANSWER KEY

THE HIDDEN GIRL MAZE



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Community Service Opportunities

- Help an elderly neighbor with yard work.
- Volunteer at your local library.
- Create “Survival Back-Packs” for the homeless with socks, caps, gloves, toothpaste, a toothbrush and other toiletries to be distributed to homeless people in your community.
- Organize a Checkers, board game or card game tournament at your local nursing home. Coordinate with the nursing home staff and plan a fun afternoon for the residents and students alike!
- Write letters to be included in soldier care packages. [Operation Gratitude](#) sends over 250,000 packages to Servicemen and Women, and First Responders annually, the link above provides guidelines for participation in their program.
- Collaborate with teachers, students, administration, and parents to create a food “Back-Pack” pantry at your school for students who may have food insecurities at home. Twenty-two million children receive free or reduced-price meals through the National School Lunch Program and the National School Breakfast Program. For many of these children, school meals may be the only meals they eat during the day.
- Make a “New Student Kit” for students who are new to your school. Create a list of school clubs, a calendar of events, school lunch menus, map of the school, and something with the school mascot to help the student feel like they are welcome.
- Organize a Zoom Meeting between your class at school and local nursing home residents. Discuss what their childhoods were like growing up, what kind of classes they took in school. Did they live in town or in the country, what kinds of chores and activities did they participate in when they were your age. Document their responses and share with other classes in your school. If some of your interviewees have a talent like singing or playing the piano, maybe they could share those talents with the class the next time you Zoom. Once you have met the residents, select a “pin-pal” you can correspond with by letter every few weeks.
- Be a companion to a senior citizen in a local nursing home. Make cards, surprise them with visits around their birthday or sing carols for them around the holidays.
- Organize a coat drive in your school/community that collects new and slightly used coats as part of [ONEWARMCOAT.org](#)
- Use AARP’s [Create the Good Guide](#) to start recycling events in your community.