

Grades 9-12 Lesson Plan International Holocaust Remembrance Day



Wreaths Across America

Lesson Plan

Teacher:	Date:
Grade: 9-12	Lesson: International Holocaust Remembrance Day-January 27

<p>OBJECTIVES: 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"/> Drawing/Coloring <input type="checkbox"/> Writing <input type="checkbox"/> K-W-L-R Worksheet <input type="checkbox"/> Write/Pair/Share <input type="checkbox"/> Small Groups <input type="checkbox"/> Large Group
<p>MATERIALS:</p>	<p>Computer/laptop; internet (with access to YouTube); Smart Board; students will need access to a computer/Internet and a printer for the Word Cloud activity; copies of K-W-L-R; copies of Key Vocabulary Terms of the Holocaust; copies of the Key Vocabulary Terms Matching Activity; copies of “How The Nazis Used Language To Pave The Way For The Holocaust”</p>
<p>Engage: Hook the students</p>	<p>Explain January 27 of each year is recognized as International Holocaust Remembrance Day. On this annual day of commemoration, the United Nations urges every member state(country) to honor the six million Jewish victims of the Holocaust, which included 1.5 million Jewish children and the millions of other victims of Nazi genocide. Today we will examine the role of propaganda in Hitler’s plan for the mass extermination of the Jews. Hand out the K-W-L-R worksheet. Allow students time to complete sections 1 & 2. Hand out copies of the Key Vocabulary Terms of the Holocaust.</p>
<p>Explore: Students make sense of a concept through observations.</p>	<p>Hand out copies of “How The Nazis Used Language To Pave The Way For The Holocaust”. Allow students time to read the article silently or read aloud as a class. Write/Pair/Share Activity. Students will have 5 minutes to complete the writing portion of the W/P/S Activity and 3 minutes to share their answer with a partner. View one of the following YouTube Videos on Nazi Propaganda: Play the YouTube Video: How Hitler Built His Propaganda Machine, Created by: The Infographics Show, https://youtu.be/c1ts-XuVNtw?si=4cGqh1wdEcGi6SOL Hitler: The Power Of Manipulation Hitler's Propaganda Machine Timeline, Created by: Timeline-World History Documentaries, https://youtu.be/vlu3k1hmfGc?si=A98z9CQMYVe4THkx **Teachers, become familiar with the process on the website before assigning this project. Students will go to the following free website to create a Word Cloud (using vocabulary and other relevant terms) in honor of International Holocaust Remembrance Day. https://classic.wordclouds.com/ Students will complete the K-W-L-R.</p>
<p>Explain: Teacher introduces formal vocabulary and language to students.</p>	<p>See attached vocabulary. See attached Key Vocabulary Matching Activity.</p>
<p>Elaborate: Students apply what they have learned.</p>	<p>Students will gain an understanding of how important historical events and developments have shaped the modern world.</p>
<p>Evaluate: assessment.</p>	<p>The teacher will determine the activities that will be utilized for formal and informal assessment.</p>
<p>Enrichment/Service-Learning Project</p>	<p>Students will brainstorm a project or activity for their classroom or their school to participate in, in honor of International Holocaust Remembrance Day.</p>

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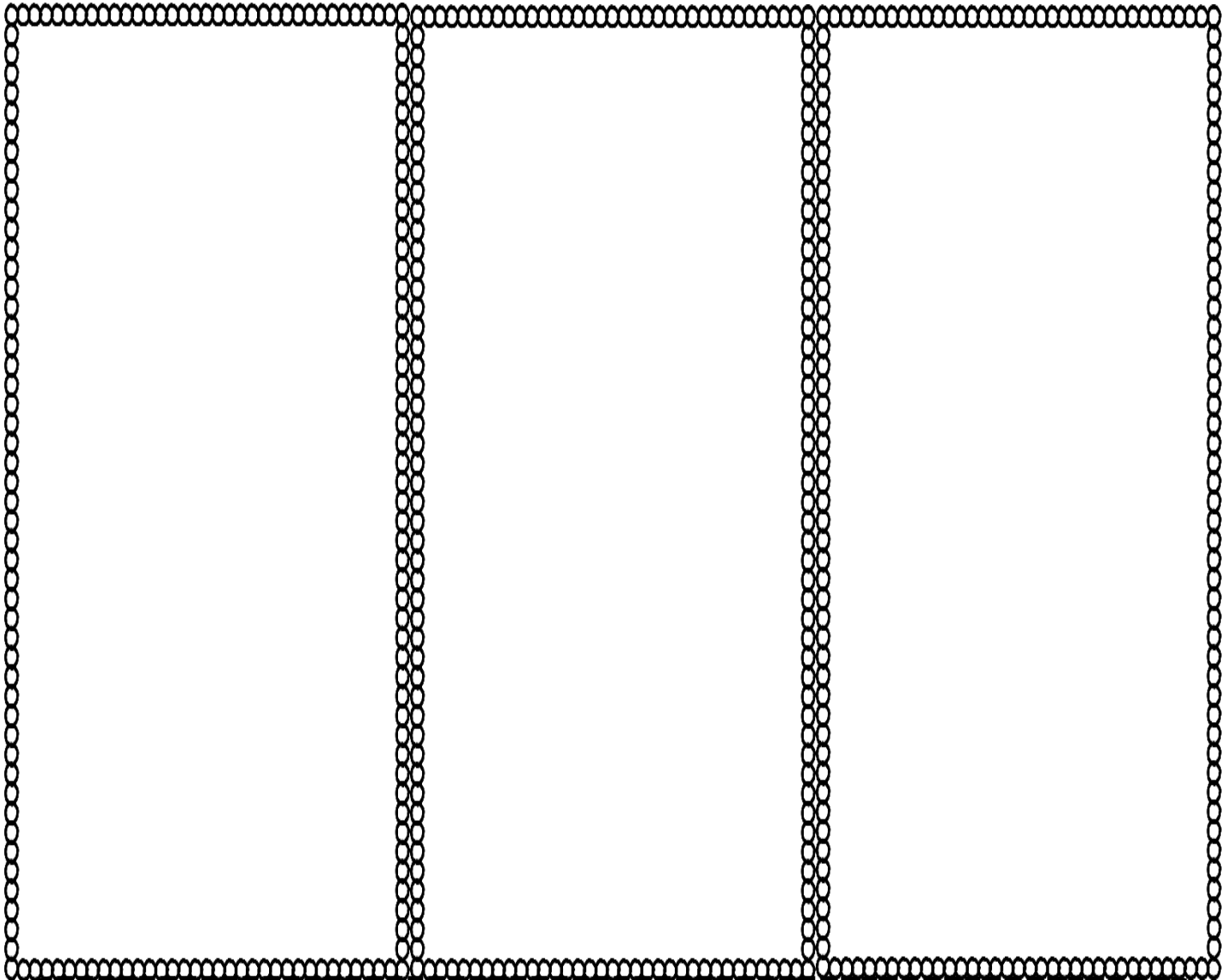
The Holocaust K-W-L-R

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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Key Vocabulary Terms of the Holocaust

Antisemitism Hostility towards Jews as an ethnic or religious group, often accompanied by social, economic, and political discrimination.

Civil Rights Personal and property rights guaranteed by the Constitution and by law.

Concentration Camp A camp in which people are imprisoned under harsh conditions without regard to legal rules of arrest and imprisonment (Nazis imprisoned Jews)

Discrimination Action based on prejudice or racist beliefs that results in unfair treatment of individuals or groups; unjust conditions in areas such as employment, housing, and education.

Final Solution A shortened version of the Nazi term, "the Final Solution of the Jewish Question," which refers to the systematic mass destruction of Europe's Jews.

Genocide The deliberate and systematic attempted annihilation of a national, racial, ethnic, or religious group of people.

Ghetto Originally, a section of a European city in which all Jews were forced to live. Today, a section of a city inhabited primarily by a single minority group, to which the group is restricted socially or economically.

Hate Crime Violence, property damage or threat that is motivated in whole or in part by an offender's bias against the target's real or perceived 'race,' religion, ethnicity, nationality, gender, disability, or sexual orientation.

Hate Speech Speech, writing, or nonverbal communication that attacks, threatens, or insults a person or group on the basis of national origin, ethnicity, skin color, religion, gender, sexual orientation, or disability.

Holocaust An historical event that took place in Europe between 1933 and 1945, where six million Jews were systematically and brutally murdered by the Nazis and their collaborators.

Prejudice A preconceived attitude, opinion or feeling, usually negative, formed without adequate knowledge, thought or reason.

Propaganda The deliberate spreading of ideas or information, true or untrue, with the purpose of manipulating public opinion to gain support for one's cause or to discourage support for another.

Racism A set of beliefs based on perceived 'racial' superiority and inferiority; a system of domination that is played out in everyday interactions, and the unequal distribution of privilege, resources, and power.

Responsibility Personal and social accountability reflected in choices and actions that promote social justice.

Scapegoat An individual or group unfairly blamed for problems not of their making.

Stereotype A simplistic, firmly held belief, often negative, about individual characteristics generalized to all people within that group.

Tolerance A fair and objective attitude toward those whose opinions and practices differ from one's own; the commitment to respect human dignity.

Yellow star The yellow star was a badge featuring the Star of David (a symbol of Judaism) used by the Nazi regime during the Holocaust as a method of identifying Jews.

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Matching Activity Vocabulary Terms

Directions: Match the definition with the correct vocabulary term.

- _____ 1. The deliberate spreading of ideas or information, true or untrue, with the purpose of manipulating public opinion to gain support for one's cause or to discourage support for another.
- _____ 2. An individual or group unfairly blamed for problems not of their making.
- _____ 3. Hostility towards Jews as an ethnic or religious group, often accompanied by social, economic, and political discrimination.
- _____ 4. A simplistic, firmly held belief, often negative, about individual characteristics generalized to all people within that group.
- _____ 5. Violence, property damage or threat that is motivated in whole or in part by an offender's bias against the target's real or perceived 'race,' religion, ethnicity, nationality, gender, disability, or sexual orientation.
- _____ 6. A camp in which people are imprisoned under harsh conditions without regard to legal rules of arrest and imprisonment.
- _____ 7. An historical event that took place in Europe between 1933 and 1945, where six million Jews were systematically and brutally murdered by the Nazis and their collaborators.
- _____ 8. Originally, a section of a European city in which all Jews were forced to live.
- _____ 9. A preconceived attitude, opinion or feeling, usually negative, formed without adequate knowledge, thought or reason.
- _____ 10. The deliberate and systematic attempted annihilation of a national, racial, ethnic, or religious group of people.
- _____ 11. Speech, writing, or nonverbal communication that attacks, threatens, or insults a person or group on the basis of national origin, ethnicity, skin color, religion, gender, sexual orientation, or disability.
- _____ 12. A shortened version of the Nazi term, "the Final Solution of the Jewish Question," which refers to the systematic mass destruction of Europe's Jews.
- _____ 13. Action based on prejudice or racist beliefs that results in unfair treatment of individuals or groups; unjust conditions in areas such as employment, housing, and education.

- A. ghetto
- B. genocide
- C. scapegoat
- D. discrimination
- E. propaganda
- F. prejudice
- G. antisemitism
- H. Final Solution
- I. stereotype
- J. Hate Speech
- K. concentration camps
- L. Hate Crime
- M. Holocaust

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Answer Key Matching Activity Vocabulary Terms

Directions: Match the definition with the correct vocabulary term.

- E** 1. The deliberate spreading of ideas or information, true or untrue, with the purpose of manipulating public opinion to gain support for one's cause or to discourage support for another.
- C** 2. An individual or group unfairly blamed for problems not of their making.
- G** 3. Hostility towards Jews as an ethnic or religious group, often accompanied by social, economic, and political discrimination.
- I** 4. A simplistic, firmly held belief, often negative, about individual characteristics generalized to all people within that group.
- L** 5. Violence, property damage or threat that is motivated in whole or in part by an offender's bias against the target's real or perceived 'race,' religion, ethnicity, nationality, gender, disability, or sexual orientation.
- K** 6. A camp in which people are imprisoned under harsh conditions without regard to legal rules of arrest and imprisonment.
- M** 7. An historical event that took place in Europe between 1933 and 1945, where six million Jews were systematically and brutally murdered by the Nazis and their collaborators.
- A** 8. Originally, a section of a European city in which all Jews were forced to live.
- F** 9. A preconceived attitude, opinion or feeling, usually negative, formed without adequate knowledge, thought or reason.
- B** 10. The deliberate and systematic attempted annihilation of a national, racial, ethnic, or religious group of people.
- J** 11. Speech, writing, or nonverbal communication that attacks, threatens, or insults a person or group on the basis of national origin, ethnicity, skin color, religion, gender, sexual orientation, or disability.
- H** 12. A shortened version of the Nazi term, "the Final Solution of the Jewish Question," which refers to the systematic mass destruction of Europe's Jews.
- D** 13. Action based on prejudice or racist beliefs that results in unfair treatment of individuals or groups; unjust conditions in areas such as employment, housing, and education.

- A. ghetto
- B. genocide
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“How The Nazis Used Language To Pave The Way For The Holocaust

Nazi propaganda used tactics that have been used throughout history — and we still see today”

Author, Tom Hale

<https://www.iflscience.com/how-the-nazis-used-language-to-pave-the-way-for-the-holocaust-66129>
(Hale, 2022)

New research has shown how Nazi propaganda exploited language to dehumanize Jewish people and help pave the way for the Holocaust. While the study only looked at this particular blot on 20th-century history, the researchers argue their work also provides some insight into how politics and racism still function today; perhaps it could even prevent us from repeating mistakes of the past.

Researchers from the Stanford Graduate School of Business in California and Tel Aviv University collected 140 pieces of Nazi anti-Semitic propaganda, including posters, pamphlets, newspapers, and political speech transcripts. These spanned from November 1927 to April 1945, totaling over 57,000 words. They then used a cutting-edge psycholinguistic tool that can dig deeper into the intentions behind the words.

Their findings suggest that Nazi propaganda leading up to the Holocaust implied that Jewish people lacked the capacity for experiencing human emotions and sensations, which is a clear indication of dehumanization. After the Holocaust had begun, Jewish people were still portrayed as inhuman but also depicted as possessing a high level of agency, as if they were a masterminding threat to the German people.

Together, these two components allowed the Nazis to create the perfect formula for dehumanization: the "enemy" was subhuman but, unlike an animal, extremely capable. In turn, this opened the door to violence by removing any moral inhibitions a person might have against harming fellow humans.

“We speculate this may have been an effort by Nazi propagandists to justify their continued persecution by portraying them as intentionally malevolent agents of evil,” Alexander Landry, lead study author from the Stanford Graduate School of Business, told IFLScience.

“We suggest that this reflected a process of demonization in which Nazi propagandists portrayed the Jews as a highly capable threat, while nonetheless possessing a subhuman moral character,” Landry continued.

The Nazis were master propagandists who utilized the new technologies of film and radio for their evil ends. Given their keen awareness of propaganda’s importance, Landry believes the Nazi’s use of dehumanizing language against Jewish people was likely a calculated move, not merely an organic reflection of their beliefs.

It’s often said that dehumanization is a precursor of mass violence. However, this latest study is one of the first attempts to gather empirical evidence for this idea.

Typically, when a minority is violently persecuted, it simply starts with language that reduces their humanity. Prior to the 1994 genocide in Rwanda, for example, the Hutu majority would frequently refer to the Tutsi minority as “cockroaches” in their radio broadcasts.

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The findings of the new study only reflect the rise of anti-Semitism that defined Nazi Germany, but the researchers believe it raises themes that we see time and time again – even today.

“The fact is, the perpetrators of the genocide genuinely believed their victims were fundamentally evil – so evil it required all of them, men, women, and children, to be completely exterminated. Although genocidal extermination is a particularly extreme outcome, this process of demonizing our ‘enemies’ appears to be a very common aspect of intergroup conflict. We see it at play in the moralized political rhetoric here in our own country, for instance,” Landry argues.

“I think one lesson that we can draw on from studies of human psychology and history is to recognize – and resist – our tendency to demonize those we disagree with or believe to hold values that threaten our own,” he concluded.

Write-Pair-Share

You will have **5 minutes** to analyze the following: Hate Speech is defined as speech, writing, or nonverbal communication that attacks, threatens, or insults a person or group on the basis of national origin, ethnicity, skin color, religion, gender, sexual orientation, or disability. According to the article, “How The Nazis Used Language To Pave The Way For The Holocaust”, the Nazis used hate speech throughout their anti-Semitic propaganda campaign to dehumanize the Jews and other victims.

QUESTION: How did dehumanizing the Jews and other victims offer a form of “justification” for the Nazis’ campaign of mass genocide and the Holocaust?

What lessons should we learn from this? At the end of 5 minutes, you will be paired with a partner, compare your answer to your partner’s answer.
