

Grades 6-8 Holocaust Lessons

*****NOTE:** Many of these lessons and resources are from echoesandreflections.org. These lessons may take 1-2 days to complete.

Grade 6

Marking Period 2/3

Objectives/ Essential Questions	Current Books/Primary Texts	Lesson Plan/Activity	NJSLs
<p>Students will define and identify examples of stereotypes and bias. Students will study the origins of anti-Semitism.</p> <p>What is a stereotype? What are the dangers of bias towards others? What is the origin of anti-Semitism?</p>	<p><i>Milkweed</i> by Jerry Spinelli (ACC)</p> <p>Various articles, primary documents, and testimonials</p>	<p>Teacher will use an anchor chart to lead the class in a discussion about what a stereotype is.</p> <p>What is a stereotype? What is bias? How can these be dangerous?</p> <p>Students will watch two short clips from Holocaust survival testimonials and answer discussion questions in groups.</p> <p>-How does H. Henry say that his friendships changed over time? -Describe the picture that formed in your mind of Henry's father upon discovering the vandalism. Though he was aware of rising antisemitism in Germany, how did this event surprise or affect him on an emotional level? -How do these testimonies add to your understanding about how the atmosphere in Germany was changing after 1933? How do they make you feel?</p> <p>H. Henry Sinason: https://www.youtube.com/watch?v=fZHjs0Sq-ol&feature=youtu.be</p> <p>Henry Laurant:</p>	<p>RL.6.4, RI.6.4</p> <p>RL.6.4, RI.6.4</p> <p>RI.6.1, RI.6.2</p>

		<p>https://www.youtube.com/watch?v=6ZEDEB3G1ic&feature=youtu.be</p> <p>Use the below resources (at teacher discretion) to discuss and record answers to the following questions:</p> <ul style="list-style-type: none"> -How are antisemitic stereotypes rooted in religion? -Which stereotypes about Jewish people repeat themselves in different periods and seem most lasting? -How did the Nazis use antisemitic stereotypes and prejudice to gain and build their power? -How is it that the experiences of Jewish people like H. Henry changed from acceptance/inclusion to rejection/exclusion in a short period? What do you think caused antisemitism in Germany to rise so quickly? -What factors can cause a society to turn against or “other” a group of people that have long been a part of that society? <p>AntiSemitism: https://echoesandreflections.org/wp-content/themes/twentyseventeen/echoes/fileview.php?source=1&file_nm=2020/12/02-01-08_StudentHandout_Definition-Antisemitism.pdf</p> <p>Summary of AntiSemitism: https://echoesandreflections.org/wp-content/themes/twentyseventeen/echoes/fileview.php?source=1&file_nm=2020/12/02-01-09_StudentHandout_Summary-Antisemitism.pdf</p> <p>AntiSemitism Video</p>	<p>RI.6.1 RI.6.4</p>
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		<p>(2:00-5:29) https://www.youtube.com/watch?v=re3kZcrKpM&feature=youtu.be</p> <p>Wrap Up: students write a definition of antisemitism in their own words. Below their definition, they list at least two ways in which antisemitism has been deeply rooted in societies, citing evidence from lesson sources to support their responses.</p>	<p>RI.6.4</p>
<p>Students will explain the role of ghettos during the Holocaust and how the Nazis sought to isolate and demean Jews and their other victims.</p> <p>Students will learn the different ways Jews attempted to live and maintain their dignity while in the ghettos including how children lived and tried to learn to adapt.</p> <p>What is a ghetto? How did the Nazis use ghettos to isolate and demean Jews and their other victims? How did the Jews try to continue to live their lives with dignity while isolated in the ghetto? How did children try to live and learn to adapt in a ghetto?</p>	<p><i>Milkweed</i> by Jerry Spinelli (ACC)</p> <p>Various articles, primary documents, and testimonials</p>	<p>Students engage in a “write around.” On a sticky note or small piece of paper, they complete the phrase, “A ghetto is...” then pass the paper around to their peers and add on to their responses. The class then discusses responses and what a ghetto is in the context of The Holocaust.</p> <p>Students watch testimonials and answer discussion questions in groups</p> <p>Joseph Morton: https://www.youtube.com/watch?v=blrSsNF6g6o&feature=youtu.be</p> <p>Leo Berkenwald: https://www.youtube.com/watch?v=ZK-ctqnh5F4&feature=youtu.be</p> <p>Ellis Lewin: https://www.youtube.com/watch?v=Eh-KzDBjZbc&feature=youtu.be</p> <p>-What images or feelings emerged for you in response to Ellis Lewin’s comment, “It was the beginning of the end of survival”? -How did life in Lodz change</p>	<p>RI.6.4</p> <p>RI.6.1 SL.6.1 SL.6.1A</p>

for Joseph Morton, Leo Berkenwald, and Ellis Lewin after being confined to the ghetto? What fears and uncertainties did they and others forced into the ghetto face?

-What stood out for you about the living conditions in the ghetto? How do you think hunger, confinement, overcrowding, and other features of ghetto life impacted the residents?

-Ellis says, "The instant change and brutality was like the door shutting on you." How were the residents of ghettos "shut out," on both physical and emotional levels?

Students will then observe a photograph entitled, "Jews Crossing the Bridge at the Lodz Ghetto" and answer the following questions in a t-chart or table: What do you see? (make observations), What do you think? (explain observations, make inferences), What do you wonder? (raise questions, make connections, inquire deeply)

"Jews Crossing the Bridge in the Lodz Ghetto"

file:///Users/allisonschaechter/Downloads/04-JewsCrossingBridge.pdf



(I can provide hard copies or email a pdf to teachers if file can't be accessed)

RI.6.1
RI.6.2

Students are given a handout about the ghettos and a map highlighting their locations. Students will be split into groups, each one annotating the handout with one of the following focus lenses: (a) The Nazis' purpose in establishing ghettos; (b) Daily life and conditions in the ghettos; and (c) The Jewish response – how residents coped with ghetto life.

“The Ghettos”

https://echoesandreflections.org/wp-content/themes/twenty-six-teenechoes/fileview.php?source=1&file_nm=2020/09/04-01-05-01-StudentHandout_Ghettos.pdf

Map

file:///Users/allisonschaechter/Downloads/04-GhettosInEurope_Map.pdf



(I can provide hard copies or email a pdf to teachers if file can't be accessed)

Students will then jigsaw with other groups to discuss their annotations and observations.

RI.6.1
RI.6.2

SL.6.1
SL.6.1A

RI.6.1

		<p>from lesson sources as evidence for your ideas.</p>  <p>(I can provide hard copies or email pdf to teachers)</p>	
<p>Students will describe the situation children faced in The Holocaust. Analyze the violation of children's rights during the Holocaust.</p>	<p><i>Milkweed</i> by Jerry Spinelli (ACC)</p> <p>Various articles, primary documents, and testimonials</p>	<p>Students will watch two clips of testimonials by survivors who were children at the time of the Holocaust. They will then answer the following questions in groups:</p> <ul style="list-style-type: none"> -What does Vladka's testimony tell us about what life was like for some children in the Warsaw ghetto? -What conclusions can you make about the fate of children based on Roman's testimony? -What are your feelings after hearing these testimonies? <p>Vladka Meed https://www.youtube.com/watch?v=RMAB7E67Qck&feature=youtu.be</p> <p>Roman Kent https://www.youtube.com/watch?v=1oN-liRgXbs&feature=youtu.be</p> <p>Teacher will discuss background information about children during the Holocaust with students using a brief handout from Echoes & Reflections.</p> <p>"Children and the Holocaust" https://echoesandreflections.org/wp-content/themes/twenty-six/teenechoes/fileview.php?sourc</p>	<p>RI.6.1 RI.6.2 SL.6.1 SL.6.1A</p> <p>RI.6.1 RI.6.2 RI.6.4</p>

[e=1&file_nm=2017/07/10-01-02_StudentHandout_ChildrenandHolocaust.pdf](#)

Students will be split into four groups. Each group will receive a photograph (from Echoes & Reflections) to analyze and discuss using the following questions:

RI.6.1
RI.6.2
SL.6.1
SL.6.1A

Photo 1:



Photo 2:



Photo 3:



Photo 4:



(I can provide hard copies of all photos or email pdfs to teachers)

-What does the picture say to you?

-What questions come to your mind as you look at the picture?

-If this picture was part of a video, what do you imagine you would hear?

Each group will then show the photograph to the rest of the class and share what they discussed.

Finally, students will be given two documents: Geneva Declaration of the Rights of the Child and Janusz Korczak's, "The Child's Right to Respect." Students will discuss in groups how these rights were violated during the Holocaust, then share their thoughts with the class.

Geneva Declaration of the Rights of the Child

https://echoesandreflections.org/wp-content/themes/twenty-six/teenechoes/fileview.php?source=1&file_nm=2017/07/10-01-7_StudentHandout_GenevaDeclarationRightsChild.pdf

Janusz Korczak's, "The Child's Right to Respect."

<https://iwitness.usc.edu/SFI/Activity/Detail.aspx?activityID=2894&retainFilter=true>

RI.6.1
RI.6.2
RI.6.4

