

Grade 8

Marking Period 2/3

Objectives/ Essential Questions	Current Books/Primary Texts	Lesson Plan/Activity	NJSLS
<p>Students will review the history of anti-Semitism and Nazi Ideology.</p> <p>Students will investigate different examples of modern day anti-Semitism to understand that it did not end with the Holocaust.</p> <p>What is anti-Semitism? How did Nazi Ideology lead to the Holocaust? How can we as a society stand against modern day anti-Semitism, racism, and discrimination?</p>	<p><i>Soldier Boys</i> by Dean Hughes (?)</p> <p><i>Night</i> by Elie Wiesel</p> <p>Various articles, testimonials, and primary documents</p> <p>Video from United States Holocaust Memorial Museum website</p>	<p>Teacher will review the history of anti-Semitism and Nazi Ideology with students using the below resources from Echoes & Reflections: "The History of Anti-Semitism," "Nazi Ideology," and show the video clip that further explains these concepts (5:29-12:07) https://www.youtube.com/watch?v=re3kZcrKpM&feature=youtu.be</p> <p>Teacher will then show students the following video to make students aware of the modern day anti-Semitism occurring: https://www.ushmm.org/antiseMITISM/what-is-antisemitism/antisemitism-today</p> <p>Students will use this review and resources to create a timeline of anti-Semitism historically and in modern day.</p>	<p>RI.8.1 RI.8.2 RI.8.4 SL.8.1 SL.8.1A</p> <p>RI.8.1 RI.8.2 RI.8.4 SL.8.1 SL.8.1A</p> <p>RI.8.1 RI.8.2 RI.8.4 SL.8.1 SL.8.1A</p>
<p>Students will define The Final Solution and explore how it evolved from Nazi Ideology.</p> <p>Students will observe and research various artifacts and testimonials about life in the concentration and death camps.</p>	<p><i>Soldier Boys</i> by Dean Hughes (?)</p> <p><i>Night</i> by Elie Wiesel</p> <p>Various articles, testimonials, and primary documents</p>	<p>Teacher will split students into groups and assign each group a photograph. These photos depict prewar/Holocaust life. Students will work together to answer the following questions:</p> <ul style="list-style-type: none"> -What do you observe about this photograph? -Infer what you think the context of this photo is. -What do you wonder about this photograph? <p>https://docs.google.com/document/d/1HBx3IGw-HnRJHx6B</p>	<p>RI.8.1 RI.8.2 RI.8.4 SL.8.1 SL.8.1A</p>

<p>How did anti-Semitism and Nazi Ideology eventually lead to the horrors of The Final Solution? What was life like for the victims of the death camps?</p>		<p>DGF41tyURBF418kfC6VDWg-5T24/edit?usp=sharing</p> <p>Teacher will then display each photo to the whole class and students in that group will share their responses.</p> <p>Teacher will then distribute two documents entitled, “How Should We Study the Final Solution” and “The One.” Students will read the statistics and the poem and engage in a discussion about the importance of not solely viewing victims as a mass and statistic. The photo activity and analyzing the photos will assist students with remembering that each and every victim had a life before it was halted by the events of the Holocaust.</p> <p>“The One:” https://echoesandreflections.org/wp-content/themes/twenty-sixteen/echoes/fileview.php?source=1&file_nm=2021/01/05-01-02_StudentHandout_TheOne.pdf</p> <p>“How Should We Study...?” https://echoesandreflections.org/wp-content/themes/twenty-sixteen/echoes/fileview.php?source=1&file_nm=2021/01/05-01-01_StudentHandout_HowWeStudy_FinalSolution.pdf</p> <p>At this point, students will be up to the excerpt of <i>Night</i>, where Elie and his family arrive at the concentration camp and are separated by gender. Students will either read the excerpt in groups or aloud (at teacher discretion). As they read, they will write</p>	<p>SL.8.1 SL.8.1A</p> <p>RI.8.1 RI.8.2 RI.8.4 SL.8.1 SL.8.1A</p> <p>RL.8.1 RL.8.2 RL.8.4 SL.8.1 SL.8.1A</p>
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<p>Students will define resistance in the context of the Holocaust.</p> <p>Students will identify examples of Jewish resistance in the ghettos and concentration camps.</p> <p>What does the term “resistance” mean in the context of the Holocaust? What were some examples of resistance in the ghettos and the camps? What classified as “resistance” in the context of The Holocaust?</p>	<p><i>Soldier Boys</i> by Dean Hughes (?)</p> <p><i>Night</i> by Elie Wiesel</p> <p>Various articles, testimonials, and primary documents</p>	<p>Teacher will write the word “resistance” on the board. As a whole group, students will discuss words, phrases, and definitions come to mind.</p> <p>Students will watch the following clip of a survivor’s testimony, then use what they learned to add on to their list of terms related to “resistance,” this time in the context of the Holocaust.</p> <p>Roman Kent https://www.youtube.com/watch?v=XK534xgnvLQ&feature=youtu.be</p> <p>Students will then add on to their list to brainstorm different ways Jews resisted during the Holocaust. Teacher will guide them by including helpful words such as starvation and isolation: how did the Jews resist these?</p> <p>Students will view two more</p>	<p>L.8.4</p> <p>RI.8.1 RI.8.2 RI.8.4 SL.8.1 SL.8.1A</p> <p>RI.8.1 RI.8.2 RI.8.4 SL.8.1 SL.8.1A</p> <p>RI.8.1</p>

		<p>clips of survival testimonies and answer the following questions through small group discussion:</p> <ul style="list-style-type: none"> -How would you characterize the activities Helen Fagin initiated in the ghetto? -What purpose does the <i>Gone with the Wind</i> story serve for the students in Helen’s “clandestine school”? -What reason does Ruth Brand give for fasting on Yom Kippur, despite the danger of doing so? -How were Ruth and the other girls punished for this act of resistance? -What does the word “brave” mean to you? Based on your definition, would you describe Helen and Ruth as brave? <p>Helen Fagin: https://www.youtube.com/watch?v=ziq35rqvUks&feature=youtu.be</p> <p>Ruth Brand https://www.youtube.com/watch?v=fA--zl83H5A&feature=youtu.be</p> <p>Wrap Up: Whole group discussion in which students will answer the following question: How, if at all, has your understanding of resistance, especially as it pertains to the Holocaust, changed over the course of this lesson?</p>	<p>RI.8.2 RI.8.4 SL.8.1 SL.8.1A</p> <p>L.8.4 L.8.5</p>
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