

Lesson Plan to Introduce Vocabulary

Lesson Plan by: Robbie McKerr **Lesson:** The Holocaust

Length: 75 minutes **Grade Level Intended:** 11th grade U.S. History

Academic Standard: USH.5.4- Describe Hitler's "final solution" policy and identify the Allied responses to the Holocaust.

Performance Objectives: The students will complete the vocabulary self awareness chart with 100% completion.

On the end of unit assessment students will identify 8 out of 10 vocabulary terms correctly.

Assessment: I will assess the students based on the information they share with the class from the worksheet. I expect them to present 100% of the information from the vocabulary in the book. I will stop the video to discuss the questions from the video, so the students will be expected to receive an average of 100% on the videos worksheets.

Advance Preparation: Make the vocabulary self-awareness chart and make copies for each student. In addition I will try and find a suitable video relating to the holocaust to show the class as well as making copies of the worksheets for the video. I will also organize a slideshow of the concentration camp that I went to in Dachau Germany.

Procedure:

Introduction/Motivation: While the students walk in the lights will be off and there will be a power point on the projector showing numbers. These numbers will represent many different things, but the numbers will all correlate with a number of people killed in the holocaust on another slide. For example I will put 1.6 million and next to it put the total population of Indianapolis, I will then ask the students what else they think what these numbers could represent (Bloom's Knowledge), then on the next slide I will put the number of people killed at the Auschwitz extermination camp. This will hopefully help the students relate the atrocities of the holocaust to numbers they can grasp in today's society and only take about 5 minutes.

Step-by-Step Plan:

1. Once I get the student's attention, I will hand out the vocabulary self-awareness worksheet for Chapter 13 section 3 and explain to them how it works. I will go through the first word with them, which is *Shoah*. The students will be working by themselves for 25 minutes. (Gardner: Intrapersonal).
2. The students will quickly go over what they wrote on the worksheets. I will ask who put +'s for which words, who put ✓'s on what words, and who put -'s for what words. I will ask for some of their examples and some of their personal definitions. (Bloom's Comprehension) (Gardner: Interpersonal).

3. Once we have completed going over the vocabulary self-awareness charts, I will have students hand out the worksheets that correlate to the video I will be showing (Gardner: Visual Spatial).
4. After the students hand out the video worksheets, I will play a video of the holocaust on the montage system. Unfortunately I do not have a specific video for this activity, but I will be able to find a video on this topic fairly easily. I would like this video to last roughly 20 minutes, but with the questions and stoppage time I expect this session to last closer to 30 minutes.
5. I will intermittently be stopping the video to ask questions to the students.
 - a. Name 3 concentration/extermination camps during the video. (Bloom: Knowledge)
 - b. How many people were estimated to be killed during the holocaust? (Bloom: Knowledge)
 - c. List two different types of people besides Jews that were discriminated against during the holocaust. Compare and contrast these two groups to each other and explain why they were discriminated against by the Nazi's? (Bloom: Knowledge and Analysis)
 - d. What was Hitler's motivation was behind the holocaust? (Bloom: Knowledge)
 - e. If you were living in Germany in the 1930's and 40's, how would you respond to living in an area with many Jew's? You would be given more opportunities to succeed economically, but at the same time many of your friends are being rounded up and taken away. How would you feel about this situation? Would you do anything to help your neighbors even with the risk of being punished yourself? (Blooms: Evaluation).

Closure:

Once the video ended, I would finish the last 10-15 minutes with pictures of my trip to Germany last January. I went to the concentration camp at Dachau and I would put the images on a slideshow and talk to the students about how emotional my trip was. Once you set foot in a concentration camp you are never quite the same, and I hope I can convey this emotional trip for me onto my students.

Adaptations/Enrichments:

For LD students: For students with LD I will make sure to walk around and help them on the vocabulary self-awareness sheets. I will also make sure to stop the video after the answers have been on the video.

For ADHD students: For these students I will have to really pay attention to them when filling out the vocabulary self-awareness sheets. When the video starts I will make sure these students answer some of the questions out loud to make sure they are paying attention.

For students with emotional disabilities: This is a very difficult topic to cover for the average student, so first before class even started I would make sure all of these students felt comfortable with the material that will be covered in class. If they choose to stay in class I will have them hand out papers throughout class to keep them engaged.

For gifted students: I will have these students give some of their examples to the class, because they will probably be slightly better than the other students. I will also ask these students to answer the last question on the worksheet out loud, have them answer what they would do if they were in a situation like that.

Self-Reflection:

Once class is finished I will collect the video worksheets and the vocabulary self-awareness worksheets. I will grade each of them out of 10 points. I will ask myself if I believe the students were engaged during the entire class. With a topic like the holocaust it has a major shock factor, I have to make sure that the shock factor at the beginning of class does not wear off throughout the 75 minute period. The way to assess this is by looking to see what the grades were on the both of the assignments. I would like to see the average for both assignments to be 95% considering we will be going over both in class.

Vocabulary Self-Awareness Chart: The Holocaust

Word	+	✓	-	Example	Definition
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Examine the vocabulary terms you have written in the first column.

Next put a + next to each word you know well and can give an accurate example and definition of. The example and definitions should relate to the Holocaust or WWII in some way.

Place a check mark next to any words for which you can put a definition or an example, but not both. Once you have filled out either the example or the definition on your own, look up the opposite one you do not know

Place a – next to words that are new to you, then look up the definition and create an example.

Holocaust Video Worksheet

1. Name 3 concentration/extermination camps during the video
2. How many people were estimated to be killed during the holocaust?
3. List two different types of people besides Jews that were discriminated against during the holocaust. Compare and contrast these two groups to each other and explain why they were discriminated against by the Nazi's?
4. What was Hitler's motivation behind the holocaust?
5. If you were living in Germany in the 1930's and 40's, how would you respond to living in an area highly populated with Jew's? You would be given more opportunities to succeed economically, but at the same time many of your friends are being rounded up and taken away. How would you feel about this situation regarding your personal morals? Would you do anything to help your neighbors even with the risk of being punished by the Nazi's yourself? Please answer this question on the back of your paper.