

Lesson Plan by: Jay Sheets

Lesson: Countries (Reading)

Length: 40 min

Grade Level: 6th

Academic Standard: L.A. 6.2.3 Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Connect and clarify main ideas by identifying their relationships to multiple sources and related topics.

S.S. 6.1.16 Modern Era: 1700 to the present. Trace the individuals, beliefs and events that represent various political ideologies during the nineteenth and twentieth centuries (This is a standard used for content, but I am not assessing students on it).

Performance Objectives:

- Given the diary of a soldier or prisoner and the students own, students will write down five similarities and or differences with 100% completion.

Assessment:

After the students read through the diary of a soldier or maybe even a couple different diaries from either soldier or prisoner, they will then compare their diaries to the soldier's diaries. Here I will want the students to write down either five similarities or differences between their own diary and the soldier's diary. If they have problems meeting requirements after reading just one diary, they can select another diary to read from a fellow classmate or look another one up online.

Advanced Preparation by Teacher:

- Photos of Auschwitz: http://www.youtube.com/watch?v=qEsrxW_cw-E
- Interview of a survivor: <http://www.youtube.com/watch?v=A2iEdfrTOwU&feature=channel>
- A guideline for what you're looking for when your students right their similarities/differences.
- Website to read diaries on: soldier website: <http://letter.ie/0009/>

Procedure: Introduction/ Motivation

Good morning class! Today we are going to learn not only about what the soldiers went through during the war, but the prisoners of Auschwitz as well. Can anyone tell me what Auschwitz was and what the word "Auschwitz" actually meant (**Bloom**

Knowledge)? Well today we are going to go on a little journey to show you what it looked like to be in this camp and how the prisoners of Auschwitz managed to cheat death and make it out of the camp alive.

Step-by-Step Plan:

1. Begin the lesson by introducing the students to what Auschwitz actually was and what its name stood for. Auschwitz was interpreted as the “Gates to Hell” by prisoners of this camp because everyone who entered knew more than likely they were going to die at some point due to execution or starvation. There were three main camps with Auschwitz: Auschwitz 1, Birkenau, and Monowitz. Auschwitz 1 was known as the base camp, Birkenau was known as the death camp, and Monowitz was known as the labor camp where prisoners would go to work. Explain to the class the Holocaust was an organized mass murder of over six million Jews from the years 1941 to 1945 (**Gardner: Verbal/Linguistic**).
2. Next explain to the class what all happened at this concentration camp. At these camps various things occurred. Prisoners when they first arrived in train cars were taken into these shower rooms where they thought they were being cleaned but when the doors were closed on them they were just being poisoned with gas that killed them. Others had jobs to keep the camp clean, go out and work with the soldiers on digging holes to bury the bodies of the lost ones from the camp. Provide the class with pictures of what it looked like at this camp (**Gardner: Visual/Spatial**). Once pictures are done, have the students get out a piece of paper and write down a few of their thoughts on how they felt while they saw these pictures of how innocent people were being treated (**Gardner: Interpersonal**).
3. After you have the video play, have a documentary play of a survivor of Auschwitz to have the class hear from someone who survived. After this open the class up for discussion to share thoughts on what they just heard from the lady in the interview (**Gardner: Intrapersonal**).
4. Explain to the students what the crematoria is and what type of chemical they used to exterminate the Jews. A crematoria was a building developed to place Jews inside a fire where they would be killed. They would do this because the

Germans thought it would save space by reducing them to ashes. The chemical that was used to gas the Jews was something called Zyklon B, which was a prussic acid that was developed by a German chemist, Fritz Haber.

5. After you talk about the crematoria and the chemical used to exterminate the Jews, next have the students do a little research on either soldiers or prisoners. Have them look up in the computer lab diaries from people during this time so they can write down similarities and differences with their diaries they made from the other day **(Bloom: Comprehension)**.
6. Have the students write their similarities and differences in paragraph form. They know how this looks from learning about it last week in English on how to indent and writing complete thoughts **(Bloom: Application)**.
7. Once they are done writing their paragraphs, have the students reflect from what they learned today and see if they would have had what it took to survive in Auschwitz. Have them make an evaluation based on whether or not they would have had the drive to know they would survive and if they could believe it or not **(Bloom: Evaluation)**.

Closure:

Now that we have an understanding of what happened in the Auschwitz concentration camp, tomorrow we are going to learn about how the Germans created the “Final Solution”. We are going to go into the conference where this all occurred one day when they finally decided to go through with the extermination of all the Jews.

Adaptations/Enrichments:

Girl with ADD: Place her towards the front of the room where she is close to you. Also try to have her sit by someone who will not distract her even more.

Boy with at risk behavior: Place him toward the side of the class where you can have an aid sit with him to keep him on task.

Child who is deaf: Have subtitles for the student so they can read what the lady is saying in the video.

Girl with ADHD-Hyperactivity: Place her towards the front of the room and allow her to hand out the paper for students to write their paragraphs on.

Self-Reflection:

- Were the pictures or the video too gruesome to some of the students?
- Did they seem to be engaged more when I implemented technology into the lesson?
- Did they seem to enjoy learning about Auschwitz?
- Were any of the students confused about anything when I was teaching?