Kathryn Davis-30827109

EPSE 308 (306)

 Due: October 17, 2014

**Theory of Practice: Developmentally Appropriate Lesson Plan:**

**Grade:** 12 (Age 16-18) **Subject:** History **Topic:** The Holocaust

**Addendum:**

My anticipated goals for this History 12 lesson plan on the Holocaust are for students to demonstrate historical empathy and understand a historical context of prejudice and discrimination. My learning goals are designed for a growth mindset that challenges students to think in a historical capacity that sheds light on human suffering and discrimination. The video that I introduce the class with provides the reasons why we should study this topic. I choose to illuminate the value of learning the Holocaust through a short video because messages of inequality and prejudice are often most powerfully heard from voices that experienced them personally. According to Piaget’s four stages of cognitive development Grade 12 students are categorized in the formal operational stage, meaning they would be able to develop concerns about social issues though critical and abstract thinking, an ability especially important for developing empathy. Piaget believes by the fourth stage of development (late adolescence) students are capable to plan presentations, organize materials, weigh consequences and make judgments based on research. Despite Piaget’s critics who state he may have overestimated the cognitive development of youth, his theory has formed the foundation for my lesson, which encourages students to first brainstorm then research collaboratively and make a group presentation. Students in Piaget’s fourth stage are also at the cognitive developmental point where they can suppress impulses, for example being silly when discussing topics that demand respect. This lesson will encourage students to both assimilate and accommodate new information into their learning schemes. They will most likely use their existing schemes on racial discrimination and bullying to make sense of the Holocaust, however the students may also need to change existing schemes to respond to new concepts such as war crimes, systematic persecution and genocide. I expect there will be some disequilibrium in assimilation and accommodation into learning schemes as the student’s experience this lesson. The students may feel uncomfortable in disequilibrium therefore students are encouraged to bring computers to research in class with their classmates. This strategy is chosen because, according to Piaget, peers are on an equal basis and are often best suited to challenge each other’s thinking. I have blended Piaget’s theory with Vygotsky developmental theory, which emphasizes scaffolding and interactions from teachers by providing leading questions for group work, websites, an EA (if available) and myself as a resource. I, the teacher, would walk around to help students inquire about the experiences of Holocaust victims and to assist with any issues regarding terminology. Developmental trends in late adolescence (14-18) show that students may need to be provided with challenging extensions for teenagers who are gifted and modifications and adaptions for those students with learning disabilities/ English language learners. These extensions, adaptions and modifications are found through my lesson plan. Further borrowing from Vygotsky developmental theory I have incorporated cultural tools to this lesson, in particular the cultural tool of technology. This lesson uses a video for an introduction into the lived experiences of Holocaust victims, than proceeds to use computers for collaborative research. Translation software along with other assistive technologies would be allowed as they play an important role in cognitive development to students who need them. Technology-rich environments help to scaffold student learning and engagement as they give students more control over their own learning. These cultural tools mediate higher-order reasoning and I believe that grade 12 students they will be able to suppress impulses to use these cultural tools inappropriately. In Erikson’s theory of psychological development between the ages of 12-18 students are in the stage of identity verse role confusion. Erikson contends that cognitive processes are expanding during these years as students develop the ability for abstract thinking and for understanding the perceptions of others. In this ‘identity verse role confusion’ stage students must confront central issues of developing and identity, which involve deliberate choices and decisions about work, values, ideology and commitments to people and ideas. I believe the introductions to racism, religious persecution, ethnocentrism, etc. are important themes to grapple with during the formation of our identity, this being especially so in Vancouver’s lower mainland where you have students of diverse backgrounds. According to Killen et al. (2011) “educating children about the historical factors that contribute to patterns of discrimination (and the reasons why) help to reduce normative societal expectations that contribute to prejudice, bias, and exclusion” (p. 10). Self- reflections are built into this lesson plans as a way to encourage students to be thinking about their own thinking and learning process. Grade 12 students will have some ability to be metacognitive and should be allowed the freedom to inquire and reflect as the engage in identity formation. Furthermore, the homework assignment following this lesson will require students to internalize the material and make sense of it in a wider context on their own. Hopefully layering co-constructed knowledge and individual thinking will aid in the meaningful cognitive development. As stated before peers play an important role in learning. Piaget asserts that the most helpful interactions are between peers. It is my hope that group work will promote students to develop common goals and group cooperation. For this lesson I will create groups for the students, rather than having them choose, groups with a diversity of backgrounds will work best for this task. Creating an environment of inclusion rather than competition between groups will be essential to this class. Due to the topic I will need to frame this class in a lens that stresses inclusivity as it may cause emotional distress to some students. It is noted in developmental research that students form positive attachments to classrooms, teachers and schools they recognize as supportive, caring, and interested in their well-being therefore there are modifications built into the lesson for students who feel overwhelmed or emotionally distressed by the topic. Lastly, Based on Howard Gardner’s theories on multiple intelligences my lesson plan draws on many of the different types of intelligences for example; linguistic intelligence by identifying subtle nuances to work meanings, spatial intelligences by conjuring up mental images, interpersonal intelligences by detecting another’s underlying intentions and desires, intrapersonal intelligences by identifying subtle differences in one’s experiences of such similar emotions as sadness and regret and/ or using self-knowledge to relate more effectively with others. Gardner’s different types of intelligences were the guiding reason for encouraging students to assign role within their groups. My hope is that by creating different roles (recorder, presenter, researcher…) and assignments (such as self- reflections, brainstorming, collaborative research and presentation) that play to different types of intelligences most students will demonstrate intrinsic motivation throughout the class at some point. Moreover, self-determination theory suggests that getting students physically involved in the topic by creating presentations that in turn creating curiosity through the inquiry process are powerful ways to engage students. I have attempted to draw on self-determination theory to create a learning environment that allows each young person to feel valued for his or her own strengths. This lesson incorporates a variety of learning activities and different ways for students to get involved in hopes that students feel more autonomous and intrinsically motivated.

|  |
| --- |
| **Lesson Preparation:**  |

**Subject:** History 12 **Time: 80 minutes**

**Topic:** The Holocaust

**Lesson: # 2 of 3** (lesson 1: Holocaust definition, Anti-Semitism, Wannsee Conference and Hitler’s Final solution; lesson 3: legacy of the Holocaust, the term Genocide and denial of the Holocaust,)

* Textbook reading: Global Forces of the Twentieth Century (pages 124-125) will be assigned the class before so the students have an idea of the atrocities caused by the Holocaust
* Students were assigned to look up Nuremberg laws and bring one example to class for discussion

**Big Idea/ Question**

How do personal experiences of Holocaust victims challenge the aims of the Nazi’ regime to systematically persecute and dehumanize Jewish peoples (and other groups of people)?

**PLO focus for this lesson:**

1. D4:  Analyse the significance of the Holocaust
	1. A3:  Demonstrate historical empathy

**Objectives/ SWBATs:**

Content and Language Objectives

* Give examples of Nuremberg laws with reference to *Kristallnacht*
* Differentiate between concentration camps, death camp and ghettos
* Comprehend that the Nazi regime had to dehumanize Jewish people in order to commit genocide
* Understand that different people experienced the Holocaust differently; there was ‘no one experience’
	+ Understand the Holocaust happened to *citizens,* not soldiers or military peoples.

 Skills/Strategies Objectives:

* Demonstrate ability to research using the internet
* Work collaboratively to create a group product to be presented
* Ability to make meaningful reflections as part of the learning process

**Materials/ Resources:**

* Students will be asked to bring their laptops or tablets to the classroom for this lesson-only two needed per group
* Textbook: Global Forces of the Twentieth Century pages 124-125
* Chalk or white board pens for recording answers on the board
* Whiteboard or chalkboard
* Worksheets with definitions of locations and appropriate websites for research provided to each student
* Video projector to play clip from YouTube using my computer
* EA to support student learning (in blocks where one is assigned)

**Room Configuration:**

* Desks will be grouped together in pods of 6. (Based on a 30-person class there will be 5 pods). Students will be numbered off as they enter the room and will sit in the corresponding pod of desks.

**Assessment Plan:**

Formative:

* Class brainstorming of the Nuremberg laws and *Kristallnacht*- Class will make charts together.
* Two Think/know/Wonder reflections are done within the class and will be handed in as a exit slip.
* Groups will present their in-class findings to the rest of the class while teaching each other the terms and experiences of the Holocaust.

Summative:

* Homework: Individually write a short journal entry following up the group discussions. Students will be asked to research their groups location further individually and answer the following questions: *How did the Nazi regime create soldiers and citizens that would deem a race of people ‘unhuman’ and therefore worth killing? Do we see similar instances of systematic persecution in other parts of history? How does learning about personal stories of Jewish victims challenge the aims of Nazi’s and Nazi followers?* Write a one-page journal entry for the next class.
	+ Assessment will be based on
	+ Accuracy of information
	+ Depth of research
	+ Level of support for ideas

|  |  |  |
| --- | --- | --- |
| **Modifications:** | **Adaptions:** | **Extensions:** |
|  Instead of students doing the Think/Know/Wonder, they will write down some of the words or phases they are confused about and need assistance with.Teacher can print off a few of the resources, so that the assignment is more focused around the information rather than the research component. EA (if available) can work with student/ students to help define terms, read/sort through materials or assign extra time to different components of the lesson as deemed necessary.  | Provide vocabulary sheets with terms Holocaust, genocide, systematic persecution, Nazi, Einsatzgruppen, *Kristallnacht,* concentration camp, death camp, ghetto, Nuremberg laws defined for EALs or to students with learning disabilities Encourage students to note of any terms they don’t know that can be discussed/ looked up laterAllow EALs to take notes in their own language or to translate new vocabulary using their mobile phones or computersEncourage EAL students to be one of the researchers for their group- therefore they can use translation software in their computers to aid in their learning.Allow brief peer conversation in native tongue for clarification purposes  | Create a resource bank with the new vocabulary terms and their significance to the Holocaust and WW2- email me the list to distribute to the rest of the classCreate a drawing, chart or visual aid to go along with your groups presentationWrite more extensive self-reflections about the significance of the topic (also could be used for those who feel emotional discussing the Holocaust with others)Discuss how humans could do this to humans. How did the nation-state develop that much control?  |

**The Lesson:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher will:** | **Student will:** |
|  11 Minutes5 Minutes10 Minutes5 Minutes20-25 Minutes15Minutes10Minutes | Hook/ Introductions:Watch a Video Clip- Holocaust Survivors Tell the Stories of Their Childhood <https://www.youtube.com/watch?v=MtxA5C74Cfk>Individual Work:Ask students: Is there a main narrative of the Holocaust? What does that look like to you?Let student know it will be collected at the end of the classEncourage students who are need modifications or ELA students to instead write down words and phases that they need help definingTeacher- Led Class Discussion:What are the Nuremberg laws and *Kristallnacht*? What were the purposes of these laws? The teacher will ask for two recorders.Instructions for Activity:Your group is assigned a location where Nazi’s systematically persecuted Jews and other groups of people (i.e. Warsaw Ghetto, Krakow Ghetto, Bergen-Belsen, Auschwitz-Birkenau, Ravensbruck). You are going to research what life was like for the people who were forced to live/ die at these places using the websites I provided. Look for things that are unique to the experiences of people at that location. Your location will either be a concentration camp, death camp or ghetto. Your handout will have the definition of these terms. As groups take a minute to read the definition that applies to your location because that will have a large impact in the way people experienced that place.-Handout the group worksheetsGroup Collaboration/ Research:-Walk around and make sure that all the groups have assigned group roles-Provide assistance with the terminology-Make sure there is a level of respect paid to the topic in the group conversationsPresentations:-Make notes on the presentations on what students are understanding and what needs further clarification-Maintain an attentive audienceConclusion/ Individual Work:-How might investigating the personal experiences of Jewish persecution problematize the aims of the Nazi regime? -Ask to submit as an exit slipAssign Homework:Individually write a short journal entry following up the group discussions. Students will be asked to research their groups location further individually and answer the following questions:*How did the Nazi regime create soldiers and citizens that would deem a race of people ‘unhuman’ and therefore worth killing? Do we see similar instances of systematic persecution in other parts of history? How does learning about personal stories of Jewish victims challenge the aims of Nazi’s and Nazi followers?* Write a one-page journal entry for the next class. | -Watch the video clip-Adaptation: EALs can uses their translation software to help them better understand the film-**Students write their reflections**-Modification: Students write down some of the words that you are confused about and need assistance with. The class will brainstorm answers the questions. The two student recorders will write down the answers on the board-Students can take notes during this discussion if they choose to while they observe the process of building the chart- Engage in conversation about racial discrimination and dehumanization-Example answers:-not allowed to be in parks-not allowed to be out after dark-not allowed to go to university-not allowed to own a house-There goal was to make someone look dirty by separation, a process of dehumanization in order to feel like you can kill another person.-Students assign the group roles (recorder, term definer, facilitator, researcher 1, researcher 2, reporter).Facilitator: moderates team discussion, keeps the group on task, and distributes work.Recorder: takes notes summarizing team discussion and decisions, and keeps all necessary records.Reporter: serves as group spokesperson to class or instructor, summarizing the group’s activities or conclusionsResearcher (s): uses the computer to look up the assigned websites to find information relevant to the task.Term Definer: makes a list of new terms and uses the computer or one of the researchers to inquire about their meaning and significance.- Research what life was like in the location using the question sheet and the websites that are provided.- Discuss the significant of the location in terms of death camp, extermination camp or ghetto-Recorders are asked to send the notes to the teacher so the teacher can distribute the finding to the whole class.-Each groups presents the definition of the location (i.e. death camp, ghetto, concentration camp) and presents some of the experiences they believe were unique to their location. (2 minutes per group)-Students can take notes on the other groups presentations**-Write reflection on question and learning process** Modification: Students write down some of the words that you are confused about and need assistance with. -Hand it when exiting the room-Hand in the following week |

**Class Reflections:** For Teacher to fill out after class

|  |  |
| --- | --- |
|  | **What went well: What to change:** |
| Did I have enough time?Were students participating actively in the group task?Did the EAL learners contribute actively? Did the students feel safe and comfortable discussing an emotional topic? |  |  |

**Resources:**

1. Students assigned to read pages 124-125 From ‘Global Forces of the Twentieth Century’ before lesson
2. YouTube clip: <https://www.youtube.com/watch?v=MtxA5C74Cfk>
3. Group Worksheets (Need 5 different worksheet- one type per group- every group member needs a copy)

**Definitions of Locations:**

* **Concentration Camps:** The Nazis established prison camps after assuming power in 1933, mainly to hold and isolate political opponents and those considered "racially undesirable" such as Jews and Rom and Sinti. Most of the 1800 camps were transit or labour camps.
* **Extermination Camps (Death camp):** Camps that planned to kill upon arrival. Prisoners were not intended to work, they were intended to be killed. Those included:  Auschwitz-Birkenau, Chelmno, Majdanek, Sobibor, Treblinka, Belzec - ALL in occupied Poland, three of which were bulldozed by the Germans when they retreated back to Germany.
* **Ghetto:** A ghetto is a place within major cities where Jews were herded off and placed in isolation. Jews from the city and surrounding areas were told to move into the designated areas, usually in the poorest area. There were many, many Ghettos during the Holocaust however they were all somewhat different from each other- therefore there can be no generalizations about Ghettos.

**Websites for Group Research:**

Warsaw Ghetto: You have been assigned the role of a person living in the Warsaw Ghetto. While researching this role, consider the following: What was life like for someone living in the crowded unsanitary conditions? How and where did they live? What hardships did they face? What are some of the experiences they had? How did they dress, look, act, etc.?

* Wikipedia Guide http://en.wikipedia.org/wiki/Warsaw\_Ghetto
* Jewish Virtual Library http://www.jewishvirtuallibrary.org/jsource/holo.html
* The Warsaw Diary http://www.deathcamps.org/occupation/warsaw%20ghetto.html
* Holocaust Guide http://fcit.usf.edu/HOLOCAUST/resource/gallery/G1941W2.htm
* Warsaw Before & During the Holocaust http://yad-vashem.org.il/education/ceremonies/march/warsaw.htm
* History of Warsaw Ghetto http://yad-vashem.org.il/education/lessonplan/english/January1- 2006/january1-2006.html
* Ghetto Uprising http://www.ushmm.org/outreach/wgupris.htm
* Holocaust Research Project http://www.holocaustresearchproject.org/ghettos/warsawghetto.html

Krakow Ghetto: You have been assigned the role of a person living in the Krakow Ghetto. While researching this role, consider the following: What was life like for someone living in the crowded unsanitary conditions? How and where did they live? What hardships did they face? What are some of the experiences they had? How did they dress, look, act, etc.?

* Wikipedia Guide http://en.wikipedia.org/wiki/Krak%C3%B3w\_Ghetto
* Krakow Ghetto <http://www.deathcamps.org/occupation/krakow%20ghetto.html>
* Jewish Virtual Library http://www.jewishvirtuallibrary.org/jsource/holo.html
* US Holocaust Memorial http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10005169
* Krakow Virtual Tour <http://www.jewishkrakow.net/en/waryears/krakowghetto>
* The History Place http://www.historyplace.com/worldwar2/holocaust/h-krak-beg.htm
* Holocaust Archives http://fcit.usf.edu/HOLOCAUST/resource/gallery/gallery.htm
* Holocaust Research Project http://www.holocaustresearchproject.org/ghettos/krakow/krakow.html

Bergen-Belsen: You have been assigned the role of a person living in the Bergen Belsen concentration camp. While researching this role, consider the following: What was life like for someone living in the crowded unsanitary conditions? How and where did they live? What hardships did they face? What are some of the experiences they had? How did they dress, look, act, etc.?

* Wikipedia Guide http://en.wikipedia.org/wiki/Bergen-Belsen\_concentration\_camp
* Introduction to Bergen-Belsen http://www.scrapbookpages.com/BergenBelsen/Introduction.html
* Jewish Virtual Library http://www.jewishvirtuallibrary.org/jsource/Holocaust/Belsen.html
* US Holocaust Memorial <http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10005224>
* Holocaust Archives http://fcit.usf.edu/HOLOCAUST/resource/gallery/gallery.htm
* Historical Review http://www.ihr.org/jhr/v15/v15n3p23\_Weber.html
* Bergen-Belsen http://www.auschwitz.dk/Bergenbelsen.htm
* Encyclopedia Britannica http://www.britannica.com/eb/article-9078750/Bergen-Belsen
* Holocaust Research Project http://www.holocaustresearchproject.org/ghettos/warsawghetto.html

Auschwitz-Birkenau: You have been assigned the role of a person living in the Auschwitz concentration camp. While researching this role, consider the following: What was life like for someone living in the crowded unsanitary conditions? How and where did they live? What hardships did they face? What are some of the experiences they had? How did they dress, look, act, etc.?

* Virtual Tour of Auschwitz <http://www.remember.org/jacobs/index.html>
* Remembering Auschwitz http://www.remember.org/educate/intro.html
* History of Auschwitz-Birkenau http://www.auschwitz.org.pl/new/index.php?language=EN&tryb=stale&id=3 80
* Gate to Hell http://www.auschwitz.dk/Auschwitz.htm
* Jewish Virtual Library http://www.jewishvirtuallibrary.org/jsource/holo.html
* The Holocaust History Project http://www.holocaust-history.org/
* Holocaust Archives http://fcit.usf.edu/HOLOCAUST/resource/gallery/gallery.htm
* Holocaust Research Project http://www.holocaustresearchproject.org/ghettos/warsawghetto.html

Ravensbruck: You have been assigned the role of a person living in the Ravensbruck concentration camp. While researching this role, consider the following: What was life like for someone living in the crowded unsanitary conditions? How and where did they live? What hardships did they face? What are some of the experiences they had? How did they dress, look, act, etc.?

* Wikipedia [http://en.wikipedia.org/wiki/Ravensbrück\_concentration\_camp](http://en.wikipedia.org/wiki/Ravensbr%C3%BCck_concentration_camp)
* United States Holocaust Memorial Museum <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005199>
* Jewish Virtual Library <http://www.jewishvirtuallibrary.org/jsource/Holocaust/ravetoc.html>
* Ravensbruck Concentration Camp: Medical Experiments <http://individual.utoronto.ca/jarekg/Ravensbruck/>
* Center for Holocaust and Genocide Studies <http://chgs.umn.edu/museum/exhibitions/ravensbruck/>
* Encyclopaedia Britannica <http://www.britannica.com/EBchecked/topic/492271/Ravensbruck>
* Ravensbruck Concentration Camp- YouTube <https://www.youtube.com/watch?v=aa0d2QNQbzo>
* Elizabeth Wein Ravensbruck Rabbits Gallery <http://www.elizabethwein.com/rabbit_gallery>

**Work Referenced for this lesson plan:**

http://www.monroefordham.org/docs/LessonPlan8\_The%20Holocaust.pdf