**Lesson Overview:**

One aspect of my class, which I find most enjoyable and challenging, is allowing my students to decide upon the learning topic for many of the lessons in class. My goals is always to include something in the way of skill development in all lessons meaning the actual subject matter does not really matter. In this case my students wanted to explore the subject of the Holocaust and how something like that could happen.

Instead of looking at it in isolation the Holocaust would be examined through the lens of the Armenian Genocide of 1915, Ukrainian genocide “Holodomor” 1933-34, Cambodian genocide “Killing Fields” of 1975-79 and Rwanda of 1994. The reason for expanding the scope of the lesson was to have students look at the Holocaust through the lens of the act of genocide. The Holocaust was not the first genocide of the 20th century, unfortunately it was also not the last. After exploring these acts of genocide, we will circle back to explore the Holocaust then examine what conclusions the students can draw.

Students are going to be working on developing their internet research skills as well as their ability to draw conclusions regarding their research. They will be working to develop better presentation skills by presenting their findings regarding the variety of genocides to the class and their synthesis skills and writing skills by writing summaries and developing a “recipe” for genocides.

Although the subject of genocide is very dark, the student reporting techniques could translate well to other grade levels and subjects. Critical thinking skills are lacking with so many of my students there cannot be enough in the way of development and sharpening of them.

**Materials:**

* Access to internet and computers
* Google Search and Evaluation lessons
* Google Slide, PowerPoint or Biteslide presentation programs
* Video, The Nazi Propaganda Machine, <https://www.youtube.com/watch?v=NGNyc_LlJhs>
* Video, A Look at the Nazi Propaganda Machine <https://www.youtube.com/watch?v=oVurfhMw1UU>
* Video, Propaganda Against Jews 1930’s <https://www.youtube.com/watch?v=NGNyc_LlJhs>
* Video, Kristallnacht-The Night of Broken Glass, <https://www.youtube.com/watch?v=ynypuxgCbH4>
* Video, The Wave, <https://www.youtube.com/watch?v=ICng-KRxXJ8>
* The History Place; Genocide in the 20th Century, <http://www.historyplace.com/worldhistory/genocide/holocaust.htm>
* The Holocaust, <http://www.history.com/topics/world-war-ii/the-holocaust>
* The Holocaust, <http://www.jewishvirtuallibrary.org/an-introductory-history-of-the-holocaust>
* An Introduction to the Holocaust, <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005143>
* Video, “The Wave”

**Common Core Standards:**

**Key Ideas and Details:**

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**Craft and Structure:**

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-LITERACY.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**Integration of Knowledge and Ideas:**

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

**Scope and Sequence:**

***It should be noted, before beginning this lesson students should have a grounding in digital research, information recording and the use of presentation tools. If they do not, it might take up to a week to ground students.***

**Days One-Five-**Have students divide themselves into groups to research and create a presentation for one of the genocides described above. The groups should be no larger than three and no smaller than two people. Have students review the rubrics and decide what role they would like to be responsible for during this lesson. (either presenter, research director or presentation creator) Students are going to spend this time getting their presentations and research together. One might spend some time brain-storming what the aspects of a good presentation are, but this should be covered in the build up to the activity.

**Days Six and Seven-**Students should do their presentations. The students in the audience should be taking something in the way of notes using the graphic organizers they have created. The instructor should be scoring the rubrics and noting where there are gaps which may need to be filled.

**Day Eight-Nine-**The instructor should fill in the gaps, if there are any. Groups will get together and begin to share their notes. Students should be looking for threads which all four of the genocide events have in common. Using large “sticky posters” students will post their results and the class should do a gallery walk at the end of the session. The instructor will facilitate this and the information should be made public on one board.

**Day Ten-**Students should individually create a summary of the commonalities of genocide as presented by the students. (Check for Understanding)

**Day Eleven-**Students will need to make inquiry as to the forces which may have led to the Holocaust. Students will be provided with a time period then encouraged to share and develop questions they have about that period of time and the events which were happening. These predictions and questions will be recorded for the class.

**Day Twelve-**Students will be randomly selected to research the Holocaust from the perspective of Context, Who Did and Who Died, Strategy, Location and Results. Students will be given one of the four reading pieces introducing the Holocaust. They will read their piece extracting the information for their content area and making note of it.

**Day Thirteen**-**Fourteen-**Students will get together in small groups of their content area with a large piece of paper so they can begin mapping out the information for their area of expertise. When this has been completed it is time for a gallery walk where students will address the questions they had at the beginning of this part of the unit.

**Day Fifteen-**Propaganda in the visual form. Ask students to provide a definition for the term Propaganda. Show students the three propaganda clips then have students rework their definition and share them with their small groups. Create a working definition for the class. Finish class with the question, “Does propaganda have the power to motivate people?”

**Day Sixteen-**Have students answer the question from the previous day and share then have them speculate how this motivation could take form? Show students Kristallnacht.

**Day Seventeen-Eighteen-**Ask students, “How could the Holocaust have happened? Show students the video,” The Wave and have them note the strategies of the teacher.

**Day Nineteen-Twenty-**Students will pair to begin creating “recipe” cards as a final demonstration of the synthesis skills. Students will be limited to one slide to use as a recipe card and be asked to take all the information regarding the subject of genocide. The students will be given an online menu and an instructor created recipe card as models to follow. They will be reminded they can look up a recipe at any time online. The students will be scored according to how well they select a school appropriate image, include complete ingredients then accurately combine them.