



Lesson Plan for Grade 6 Social Studies Holocaust Curriculum

Alyssa Novick, Ashbury College, Ottawa

Introduction to the Holocaust (Feel free to adjust to suit your students and class level)

Objective:

- To introduce the concept of the Holocaust
- To place it in its historical context
- To develop empathy
- To develop critical thinking skills using a variety of sources

Materials: Map of Europe (inter-war and now), timeline from WWI-WWII, document with two words (Holocaust and Genocide) with space to copy definitions, Power Point on the development of the Holocaust (see below).

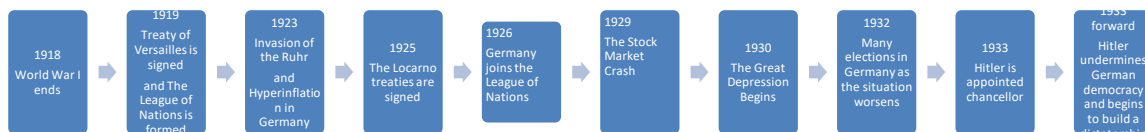
Procedure:

1. Clarify that this will be a difficult and sensitive topic that may make them sad and that must be treated with respect.
2. Ask if anyone has heard of the word “Holocaust” and accept answers. Expand, clarify as necessary. Put key words on the board/iPad.
3. Use a modified version of the USHMM definition that is age appropriate. Clarify any vocabulary. ([Link A, “Introduction to the Holocaust”, Holocaust Encyclopedia, USHMM.](#))
4. Have this written so it can be projected or write it on the board.
5. Do the same with the word genocide. Use the Genocide Convention definition in a simplified and abridged format. Clarify that a genocide is not a war, in the conventional sense. Again, put the definition where it can be seen. ([Link B, “The Convention on the Prevention and Punishment of the Crime of Genocide \(1948\).”, United Nations.](#) Stress how genocides are not wars but can be connected to wars.
6. Ask if they know of any other genocides. In a diverse classroom there will likely be students who know of the *Holodomor*, Rwanda, Armenia, etc. A world map can be brought up to locate those genocides as well. ([Link C, World Map.](#)) Give dates so students can see that these events are not uncommon, limited in time or by geography. **Do not get into a comparison of suffering.**



7. Have the students copy these definitions OR distribute them electronically or in hard copy. (See definitions above.)
8. Show maps of Europe. [Show a map of inter-war Europe.](#) [And show a map of Europe now.](#) Ask if they see any changes, what they are and ask why maps may change. This is partly a bonus of looking at how and why maps may change, but it's also just a good time to begin introducing the timing that we are discussing.
9. Look specifically at Germany, where it is, do they know anything about it, etc.
10. Bring up a timeline of this period.

Timeline of events affecting Germany between 1918 and 1933.



11. Simplify the inter-war period in Germany but clarify the problems and issues facing Germany between 1918 and 1933, to give context for Hitler's rise to power.
12. Ask if they have heard of Hitler and/or what they know. Make sure they leave the class knowing that he was evil.



Homework: Write down two questions that you want to ask about these topics next class. If there is time, they can do this in class.

If your class is longer continue with the following, if not continue the next part as Day 2.

1. [Power Point on timeline](#) of Hitler coming to power and the major events/laws that impact German Jews. (Propaganda, Boycotts, laws, NL, Night of Broken Glass). Ask why it was ratcheted up this way. Lead them towards the ideas of gradualism/incrementalism and why this worked.
2. Briefly mention the war beginning and what this means for European Jews (back to map) and how the Holocaust develops into ghettoization, camps and mass murder. (Again, optional re: depth on ghettos, camps and murder.) Use pictures in the PPT, avoiding graphic visuals.
3. [Use video testimonials here.](#) ([Shortened excerpts here.](#))
4. Include stories of those who stood up and saved Jews (countries, i.e. Norway, Sweden and people i.e. [Wallenberg.](#))
5. What happens when it's over: go home? Leave? Where? How?