

Name	Helen Karas
Date and time	December 4 th and 5 th
Cooperating teacher	Linda Blouin
School	Antoine-de-Saint-Exupery
Level and number of students	Secondary 5 ESL-LA 133 (32 regular)
Description of students	This class (gr.12) speaks English very well, but they sometimes forget to use it. They work well, and discipline or off task behavior is usually at a minimum.
Previous lessons	Redrafting the Simpson episode they created, and the works of Mr. Martin Luther King Jr.
Anticipated problems and solutions	Students might complain that they will not have time to write the letter by then end of the lesson, but teacher reminds them that they have always complained about this and they have always ended up finishing on time. Students might not know exactly what the conventions of writing a letter are (even though at this level they should be ok), so teacher goes over the conventions with them very briefly.
Next lessons	Persuasive essay: We should have an awareness week at St-Ex

Title of lesson: The Holocaust

Goal of lesson: By the end of this lesson students will

- Have learned about the difficult life Jews lived during Hitler's reign
- Have demonstrated understanding of the key ideas in the text on the Holocaust by answering comprehension questions and response questions.
- Be able to understand a common dilemma that pre- adolescents and adolescents their age faced during the Holocaust.
- Be able to write a letter with all its conventions.

Brief description of lesson: In this lesson students will be exposed to someone who is the complete opposite of Martin Luther King. Hitler, also known as the man who conducted the world's largest genocide against Jewish people, is the person that these students will become familiar with. By reading a text on the Holocaust, then using a situation, which has often occurred in the time during the Holocaust, students will put themselves in the place of a non-Jewish person that is faced with the decision of either helping or not helping a Jewish friend in a time of need.

Educational aim of a <i>broad area of learning</i>	Citizenship and Community life: students will be exposed to the hatred Jews have faced in the past.
A <i>cross-curricular competency</i> targeted	To solve problems and to use creativity. Students will have to think about the dilemma that will be presented to them in the reinvestment part of this lesson. They will have to be creative in finding a way to protect someone close to them in a time of need.
<i>ESL competencies</i> targeted (1 or 2) Evaluation (self, peer or teacher)	Competency 2: Reinvests understanding of texts. (peer and teacher evaluation)
Related Content (Culture, Functional Language, Vocabulary, Grammar, Strategies, Processes, Texts) that students need to carry out activities in lesson	Vocabulary: students will be exposed to words like: antithesis, genocide, anti-Semitic, non-Aryans Response Process: Students will first explore the text individually, then by giving them a guiding situation that is related to the text, students will be able to establish a personal connection with the text.
Materials and source	<ul style="list-style-type: none"> ● Picture of Hitler OHP ● Text and comprehension questions of Holocaust ● The situation cards ● Vocabulary words ● Instruction of letter on OHP. + my board work sheet ● Spare loose leafs for students who don't have paper

PREPARING TO LEARN

ACTIVITY	DESCRIPTION OF THE ACTIVITY (role of Teacher and Students)	RATIONALE EVALUATION
<p>1. Hitler picture (6 mins)</p>	<ul style="list-style-type: none"> • T asks students to take out a sheet of paper and draw a T chart on it. One side is “me” and the other side is “my partner”. The teacher shows the OHP of Hitler, and students write down everything they think they know about this person in the “me” column. Write on board: Who do you think he is? What do you think he does or did? What kind of character do you give this man? Good person, hypocrite... (2 minutes) • Then ask students to pair with someone and write down their interpretation of this man in the “my partner” column. (3mins) • Discuss with students about their findings. Do you think it’s ok to say that Hitler is the antithesis of Martin Luther King Jr.’s ideology? (1 min) 	<p>Getting students to make their own interpretation of who this man is, and if they already know him then direct their attention to the fact that we will be discussing the Holocaust later on.</p> <p>Evaluation of Speaking formatively. MELS rating scale (altered version).</p> <p>I’m making sure students have come up with the fact that this man is Hitler and the leader in the Holocaust</p>

WHILE LEARNING

<p>2. The Holocaust (21 minutes)</p>	<ul style="list-style-type: none"> • Point students’ attention to vocabulary words on board and make sure they understand their meaning before beginning the reading. (1 min) Words: Genocide, Anti-Semitic, non-Aryans, antithesis. • Students read the text “The Holocaust” and answer comprehension and response questions in relation to the text they just read. (20 mins) 	<p>I decided not to go over all seemingly hard vocabulary, but just a few that I judged to be critical to the understanding of the text.</p> <p>The comprehension questions ask a bit more of students than simply restating word for word what is in the text. Students need to understand the text and use their judgment to</p>
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<p>4. Heidi's situation (10 minutes)</p>	<ul style="list-style-type: none"> • Teacher picks up the questions after twenty minutes, and hands out the situations cards. T asks students to read the card and answer how they would help by answering the questions that are on the card. If students decide not to help her, then they have to state why in 30 words. (7 mins) • Then with a partner exchange your ideas. Take notes on what their partner is saying, they will find it useful for the next activity. (3 mins) 	<p>answer the questions. To evaluate them I make sure that students have written complete sentences and answers that are in relation to the question. This activity makes a link between the article they just read and the reinvestment task.</p> <p>Evaluation of speaking formatively. MELS altered version</p>
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REINVESTMENT OF LEARNING

<p>5. Letter to Greta (29 minutes)</p>	<ul style="list-style-type: none"> • Tell students that they will now write a letter to Greta explaining why they will or will not help her. Teacher will have the instructions on the OHP and students should get started on writing their letter. (27 minutes). • Before they start writing teacher reviews with them the conventions of a letter: The date, the greeting, the body (1 idea per paragraph), the salutation, and sign the letter. (2mins) 	<p>Instructions are on OHP so as to save on paper for this lesson. Students will also know what to do once they have finished writing. Teacher picks up the text and corrects them using the MELS rating scale for written work, but in a stricter manner. Spelling counts, as well as comma usage since we looked at it last class.</p>
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Holocaust

Adolf Hitler (1889-1945) was chief of the German Nationalist Socialist Party (Nazi) from 1920 and Chancellor of the Reich from 1933. He held absolute power in Germany and pursued an aggressive, expansionist foreign policy, which led to the outbreak of World War II in 1939. Under Hitler, Germany controlled much of Europe. However, a turning point in the war came in 1943, and by 1945 America and her allies were able to stop Hitler and defeat Germany.

Using the concept of race struggle as the prime force behind human history, Hitler and his followers implemented the most systematic, widespread and destructive anti-Semitic policies ever known. While other “non-Aryans” were also subjected to persecution and abuse, Hitler saved his special hatred for the Jews. Jews were depicted as the source of all of Germany’s ills and problems. They were viewed as an evil race whose ultimate aim was to destroy the “Aryan” race and dominate the world. The elements of this myth were previously used by German and Austrian anti-Semites at the end of the 19th Century; and, in general, anti-Semitism had been common throughout Europe for centuries. Hitler’s plan, however, was the most devastating—the total extermination of the Jews. Hitler personally followed and controlled this “final solution” to the “Jewish problem.”

The Holocaust, the massive genocide of six million Jews, is one of the most tragic periods of Jewish history and modern mankind as well. Millions of Jews lived under Nazi rule. Tortured by anxiety, insecure in the present, unable to anticipate the future, Jews were helpless in the face of a machine ready to crush them. Many of the victims had made

important contributions to their countries in such fields as science, law, medicine and the arts. Nonetheless, young or old, rich or poor, educated or, ignorant, every Jew was condemned.

The extermination of the Jews in Nazi-controlled territories was carried out in a number of ways. The Jewish victims became slave laborers to be worked to death or shot. There were mass executions of men, women and children who were forced to dig their own graves. Gold crowns on teeth were knocked out to enrich the German treasury...and human skin was made into lampshades, etc. Millions were gassed or burned alive in ovens.

Hitler attempted to keep the destruction of the Jews a secret. Sophisticated methods of deception, fraud and camouflage were employed to prevent the victims from learning of the massacres. The very monstrosity of the events made it seem unbelievable. Despite the secrecy, the truth about the destruction of the Jews was known to certain party and government officials quite early, and stories gradually spread throughout Germany.

Helping a Jew or other minority members could mean death to the person who exhibited such courage. Still, there were countless individual acts of sacrifice and heroism by Jews and non-Jews during this period. Denmark and Holland were two nations that took active roles in helping their Jewish citizens.

Taken from:

http://www.state.nj.us/njded/holocaust/downloads/curriculum/holocaust_and_genocide_file1.pdf

Name: _____

Group: _____

Part 1

Answer the following questions in complete sentences and hand them in when you are finished.

1) When did World War 2 begin? _____

2) What concept was the force behind Hitler's war? What do you think this concept means?

3) What was Hitler's plan to get rid of Germany's ills and problems?

4) How many Jews were killed in this genocide? _____

5) What were the different ways used by the Nazis to exterminate or torture Jews?

6) How do you think the people felt digging their own graves? Why?

7) Why do you think Hitler wanted to keep the destruction of Jews a secret?

8) Do you think that this is a hate crime (war) or are Hitler's action justified? Why?

TURN THE PAGE->

9) Why do you think people helped the Jews even though there was a possibility they could get punished by German soldiers?

10) What surprised you the most about this article? Why? (25 words)

Read the situation below.

Heidi is a young Dutch girl who lives in a small house in Amsterdam with her family. She has a best friend named Greta, but lately she has not seen much of her and when she does see her, Greta is quiet and withdrawn. Heidi wonders if it is because of Germany's new leader, Hitler, and his policies. Greta is Jewish. Heidi has heard the bad things that are being said about the Jews. She does not believe them, because she knows Greta is a good person. One day they do manage to talk, and Greta becomes very upset and finally tells Heidi about the awful persecution and ugly abuse that is going on. In fact, one of Greta's uncles has just been arrested for daring to speak out against Hitler. No one knows what has happened to him. Greta has heard stories of Jews being taken away in the night and never being heard of again. Greta and her family are living in fear. Upset and feeling sorry for her friend, Heidi invites Greta home for dinner. That night after Greta leaves, Heidi tells her family what Greta had said about the ugly things done to Jews, simply because they are Jews. Heidi's parents are aware of Hitler's particular hatred for the Jews, but they believe it is not wise to speak out against the new order. They do not want to put their own family in jeopardy and so they tell Heidi it would be best not to associate with Greta. A few hours later Heidi answers a knock on the door. It is Greta and she looks terrified with tears streaming down her face. "Heidi, I went home after dinner—my family was gone, but their dinner was still on the table, and there were spots that look like blood by the door. They have been taken, I know it. What can I do now? I have no place to go. Will you help me?"

Pretend that Greta is actually your best friend. What would you do? Where would you hide her, how would you feed her? How long would you protect her for? You can write in point form. **(30 words)**

Remember, as you read in the article before, during the Holocaust, you could be executed for helping a Jewish person.

Taken from:

http://www.state.nj.us/njded/holocaust/downloads/curriculum/holocaust_and_genocide_file1.pdf

<u>Good Morning</u> 1) Who is he? 2) This man is responsible for... 3) What would you do if...? 4) Letter to Greta.		<u>My ideas</u>	Vocabulary Genocide: Deliberate killing of people from specific group Anti-Semitic: anti-Jewish people Non-Aryan: People who didn't fit the ideal according to Nazis. Ideal: blond hair blue eyes non Jewish. Antithesis: Contrary					
<table border="1"> <tr> <td data-bbox="212 630 345 688">Me</td> <td data-bbox="345 630 565 688">My</td> </tr> <tr> <td data-bbox="212 688 345 747">partner</td> <td data-bbox="345 688 565 747"></td> </tr> <tr> <td data-bbox="212 747 345 1117">(3)</td> <td data-bbox="345 747 565 1117">(2 or 3)</td> </tr> </table>	Me	My		partner		(3)	(2 or 3)	
Me	My							
partner								
(3)	(2 or 3)							

Instructions

1) Write a letter to Greta explaining why you will help her and how (2 ways you will help her) (**100 words**), or why you will not help her and why (**100 words**, at least two (2) reasons).

2) Conventions of a letter:

3) When you are finished, ask a partner to look at your letter. Partner: use a different color pen, look for spelling, sentence structure, and comma usage.

Hand in your rough drafts when the bell rings.

Dear Greta,

You know that you are a dear friend to me, and for this reason I have decided to help you in your time of need.

Right now you are hiding in my attic. It is important that you stay there, and make the least noise possible. If my parents hear you, they might send you away.

I will bring you food once or twice a day. My parents leave in the morning to buy bread. At that time, I will run upstairs and give you anything I haven't eaten the night before. If I can sneak up a second time, then I will at night when everyone is sleeping.

Keep safe and quiet. Your friend,

Heidi.

109 words