11th Grade Honors U.S. History Lesson Plan

GOAL: Students will critique an article weekly.

Objective(s): Students will strengthen their writing skills, while becoming historians. Students will learn to successfully write about history as they can read successfully read about history.

Standards:

State:
8.1.9 B Analyze and interpret historical sources.
- Literal meaning of historical passages
- Data in historical and contemporary maps, graphs, and tables
- Different historical perspectives
- Data from maps, graphs and tables
- Visual data presented in historical evidence

8.1.9 D Analyze and interpret historical research.
- Historical event (time and place)
- Facts, folklore and fiction
- Historical questions
- Primary sources
- Secondary sources
- Conclusions (e.g., History Day projects, mock trials, speeches)
- Credibility of evidence

National:
NCHS standards for US History
Era 8: A Half-Century of Crisis and Achievement (1900 - 1945)
- The causes and global consequences of World War II.

Process: Students will be able to: (These students are 11th Graders)

<table>
<thead>
<tr>
<th></th>
<th>Remember: Recognize the topic of the article.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Apply: Demonstrate their prior knowledge by making connections to current events and/or topic in classroom.</td>
</tr>
<tr>
<td>2.</td>
<td>Analyze: Breakdown article and organize thoughts in essay form.</td>
</tr>
<tr>
<td></td>
<td>Understand: Explain the main points of the article.</td>
</tr>
<tr>
<td></td>
<td>Evaluate: Conclude the significance and relevance of article.</td>
</tr>
<tr>
<td></td>
<td>Create: Compose a five-paragraph paper answering specific questions pertaining to the article.</td>
</tr>
</tbody>
</table>

1. Teach will hand out a weekly article pertaining to the topic in class.
2. Teacher will receive the critique on Friday.
### Process: Students will be able to: (These students are 11th Graders)

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teach allots time for review before the quiz.</td>
<td><strong>Remember:</strong> Retrieve prior information to be able to successfully and accurately answer the question on the quiz.</td>
</tr>
<tr>
<td>2. Teacher presents the students with the quiz.</td>
<td><strong>Apply:</strong> Demonstrate their prior knowledge.</td>
</tr>
<tr>
<td>3. Primary document critique will be collected.</td>
<td><strong>Analyze:</strong> Breakdown each question on the quiz to decipher the correct answer.</td>
</tr>
<tr>
<td></td>
<td><strong>Understand:</strong> Explain their answers to the short answer questions that exist on the quiz.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher collects the quizzes.</td>
<td><strong>Understand:</strong> Illustrate knowledge of how to successfully accomplish the journal entry activity.</td>
</tr>
<tr>
<td>2. Teacher passes out the ID Cards and Journal entry page.</td>
<td><strong>Analyze:</strong> Differentiate between the victims that survived and the victims that lived.</td>
</tr>
<tr>
<td>3. Teacher explains the activity.</td>
<td><strong>Evaluate:</strong> Conclude what happened to the individual the student was assigned, and begin to brainstorm what it would have been like to experience their story.</td>
</tr>
<tr>
<td>4. Teacher collects the activity for points at the end of class.</td>
<td><strong>Create:</strong> Compose a journal entry describing the circumstance that the individual was experiencing throughout the holocaust.</td>
</tr>
</tbody>
</table>

### Checking for Understanding: I will check for understanding by quizzing the students on the information from the unit.  
**Closure:** I will review the question on the quiz, and I will discuss what is on the agenda for class tomorrow.
Critique Writing Information
Successfully writing about history is just as critical as successfully reading about history. To "Critique" an article means to "review and analyze it critically." This is the purpose of these writing assignments: to give you the opportunity to critically analyze an article about a historical topic and become a historian.

CRITIQUES

- All critiques should be typed, double-spaced in 12 point Times New Roman Font.
- All critiques should be written with proper grammar, sentence structure, and spelling.
- All critiques will be graded for BOTH content and writing style.

CRITIQUE FORMAT - Each paragraph should be 5 to 7 sentences long!

Paragraph 1: Introduction
In the introduction set the scene for what you have read. Briefly describe the historical period in which the article took place. Answer the WHO, WHAT, WHEN, & WHERE questions from the reading guidelines.

Paragraph 2 & 3: Article Summary
Write a brief summary of what the article discussed. Describe the information that was included in the article.

Paragraph 4: Most Significant Point
Select the most significant point of the article, in your opinion. Give at least three reasons why you feel this is the most significant point. Answer the WHY question from the reading guidelines.

Paragraph 5: Relevance
Describe in the closing paragraph how this historical article is in some way relevant to something occurring in the United States or the world today. Answer the HOW question from the reading guidelines.

ASK QUESTIONS

- WHO wrote the article or who is the article about?
- WHAT exactly am I reading about?
- WHEN was it written or when is the reading set (date/period of time)?
- WHERE was this written or where is the reading set?
- WHY is this reading significant or important?
- HOW is what I am reading related to other things I have learned and read about history and how is it relevant to the world around me today?
In the early 1940s, the United States had just recently entered World War II. After hearing from Albert Einstein and other physicists that the Nazis might have one in-the-making, current President Franklin D. Roosevelt expressed interest in the production of an atomic war bomb. It would be the first successful one to be created in history. “Los Alamos, New Mexico” describes an exclusive community formed by the government, specifically for the bomb’s production in Los Alamos, New Mexico. The article touches on the United States and specifically this secluded community from 1939 to 1949.

The government chose this “remote and sparsely populated region of soaring peaks, ancient Indian ruins, modern Pueblos, and villages occupied by the descendants of the earliest Spanish settlers” as the sight to build this no fearsome weapon of war. The scientists and their families arrived in March of 1943. Despite the slow construction of homes for its residents, the community was quickly filling with young American and European scientists. These young couples started families filling the community with thousands of babies in a six-year time span. The atmosphere of the secluded town was described as “oppressive,” being surrounded by barbed wired fences and military guards. Its scientists were not allowed to discuss the government matters with the outside world or even their own families. Vehicle accidents went unreported and babies were born without birth certificates in order to keep the community a secret.

The research team included refugees from Nazi Germany and Fascist Italy and many Jews. The director of the project was California physicist J. Robert Oppenheimer. The article describes that “Oppie” embodied the idealism the scientists needed in order to
not worry about putting this extremely dangerous weapon in the hands of the government. After the bomb had been created, from May to November of 1944, the focus was turned towards testing it. They set it off at a site 160 miles away.

This is significant to our history because not only was it a huge step forward in military science, but it also affects aspects of American society. The United States initially entered the war a little hesitant, but left from it as the world’s leading superpower and relieved worries of the Great Depression. The war destroyed old communities but created new ones such as Los Alamos. If the U.S. didn’t take steps forward to construct the bomb, the Nazis could’ve beaten us to it and our society at the time might have been destroyed.

Los Alamos is like a “perfect world.” This reminds me of the novel The Giver which describes an epitomistic society. The community of Los Alamos was secluded which could cause issues. However, the community came close together and united by the need for secrecy and their “shared antagonism toward their army guardians.” This applies to modern society by the idea that all people of different backgrounds can come together in order to unite for a similar purpose.

Very well written! Great Job. 10/10
Holocaust Critique

In "Denying the Holocaust," the author describes the modern discussion of whether or not the Holocaust took place. These critiques from all spectrums of the world think that the Holocaust was not to single out Jews but all outliers in society. These critics from both sides of the political spectrum have yet to find concrete evidence that the Holocaust didn’t take place. However, they argue that the evidence proving the Holocaust, such pictures and personal stories, were forged or exaggerated as means of anti-Nazi propaganda.

These revisionists deny the historical consensus that Nazi Germany exterminated 6 million European Jews. They argue the numbers were closer to 200,000. In their perspective, the Jews weren’t singled out; they were merely one of many groups targeted for persecution. They also claim that the concentration camps weren’t designed to kill, and deaths were caused by disease, overwork, and privation. Fred Leuchter, an "execution expert" even describes that the gas used in the chambers wasn’t even strong enough to kill; Revisionists believe the gas was just used to kill bacteria.

These bold members of society aren’t alone. Although recent polls show that less than 2 percent of Americans doubt the occurrence of the Holocaust, the denial is found common in the Middle East. Others have jumped on the bandwagon under the belief that the Holocaust was designed as propaganda used to justify the U.S.’s entry into war. The article describes that the primary motivation behind denying this significant historical event is anti-Semitism.
I find this article significant because it describes people that are going against the norm and speaking out. The article describes that historians, anti-defamation groups, and survivors debate the idea of whether these deniers should be confuted. Some don’t want to give these individuals a media platform because they believe attention is exactly what they want. I find it mind boggling that in some European nations, individuals are being imprisoned for speaking out. Although revisionists might be viewed as inconsiderate among society, I find criminalizing speech is just wrong.

I find this topic relevant to today because it talks about the genocide of a group of inferior people, which is occurring in areas of the world today in the Middle East and all across Africa. On a more general level, this article discusses the questioning of world history, which is constantly occurring in society. People have their own opinions on what actually happened on 9/11. Although some people find these individuals rude and inconsiderate, they still have the freedom of expressing them. This follows a parallel to the stance of "Holocaust revisionists."

Very Good
20/20
The article “Los Alamos, New Mexico” is about how the country changed due to WWII. It was written about a time period in 1945 in a small community in New Mexico. The community was a small one of highly qualified gathered by FDR for wartime experiments. Their main goal was the Manhattan Project, or the creation of the atomic bomb. This article describes that community and what they went through.

The first half of the article describes the destruction of the nuclear bomb test in New Mexico. After that it backtracks and described the slow steps it took brilliant American scientists and foreign scientists to develop the necessary technology. It described the first nuclear chain reaction with uranium. Then it tells us how FDR was convinced by Einstein to make a bomb before the Nazis could.

The rest of the article describes the chaotic life of those who lived in this community. It shows how they lived in an isolated region and how life was entirely different for them. The article also spoke of the secrecy that was involved and how the mainly Jewish group of scientists was working hard to defeat the Nazis. James Oppenheimer was also discussed along with his importance to the process. The article closes with a return to the testing site.

There are several important points in this article, but I think one point stands out above the rest. The most significant point is the amount of effort and urgency that went into this project. The Manhattan Project certainly would have failed if it was attempted half heartedly. Another reason why the urgency was important was the race to beat the axis powers to the technology. The effort is also a significant point because it shows the sacrifice of many Americans in order to win the war.
The article is extremely relevant to modern day America for multiple reasons. One reason is that the creation of the atom bomb changed the lives of millions of people. This includes those in Japan who were killed or mutated. It also changed America because without it we may have lost the war to Germany because they may have created it first. Without the Manhattan Project, we could be sitting in a fascist world right now.

Excellent
Job!
20/20
Weekly Critique

The U.S. was testing atomic bombs in the year of 1945 in New Mexico. Ruby Wilkening's husband was part of the team to create the atomic bomb. They created a bomb that the explosion can be seen from three states. The cloud from the bomb blew up and the mushroom cloud reached up to 38,000 feet. This was just the beginning of the Los Alamos community.

This article discussed about the community that was created just to create the atomic bomb. The citizens of Los Alamos moved here in March of 1943. They and their families had schools and log cabins that they used every day. Most of the citizens here were young with the average age of 27. These people produced a total of 1000 babies between 1943 and 1949.

This community was about the Los Alamos community that was created. Their main purpose was to create a community for the scientist to live in so they can focus on creating the atomic bomb. This was a very top-secret community. They even had their kids birth certificates say they were born in Sandoval County. This is how determined the U.S. was in making the atomic bomb.

The most significant point of this article is when they were describing the community. They said that they were successful in reproducing by having 1000 babies in 6 years. Also they made schools and cabins for the people in the community, this shows that the people in the community were successful in making their people comfortable.
Also they say how the scientists were successful in making an atomic bomb. This was the most important point of the article because it shows how the community was.

This is relevant to today because now the U.S. has atomic bombs in case and nuclear war breaks out. The U.S. now has atomic bombs for defense. We also won WWII because of this community by dropping the bombs on Japan. If we didn’t have this community we might not have defeated the Japanese and the Axis powers might have risen again. This is why Los Alamos was so important.
Denying the Holocaust

This article is about when news was out about the holocaust and when people didn’t believe that the holocaust was actually happened. This article is about people who didn’t believe in the holocaust. This article is why they believed that the holocaust was just propaganda, not real. The holocaust denials started to come up the second the holocaust was created. Holocaust denials were all over the world.

This article was written to try and convey that the holocaust was not real and that many people denied it because it was so crazy. Many people believed that the holocaust was a phony. Also a French fascist, Maurice Bardeche, said that the allies faked the vast number of gas chambers. Many people believe the U.S. made propaganda about the holocaust to make the reason they joined the war more just. Many people wrote books on how and why they believe the holocaust was a phony.

Many people have proved that the holocaust was real with documents of the gassings of the Jews in gas chambers. An Auschwitz survivor, Mel Mermelstein, had documents proving that Jews were killed in gas chambers in Auschwitz. With this fact and documentations, the deniers have still been going on and on. Many people believe the holocaust was created also to make the Germans seem more powerful and almighty. The holocaust denial is very common in the Middle East but not in America.

The most important part of this article is when Mel Mermelstein had documented proof and was a eye witness to Auschwitz. This is also important because the U.S. can now prove that they didn’t create the holocaust as propaganda. Many people still deny the holocaust, even with this kind of proof, this is another reason this is the most
important part of the article. This shows how stubborn people are, even with proof, that they still deny the holocaust. This is why this is the most important part of the article.

This paragraph’s significance is by say how to argue against holocaust deniers. The only way to fight back against holocaust deniers is by proof and the truth. Many people still believe that the holocaust is not real even to this day. They need to see the proof by documents, pictures and witness accounts. All they can say in defense is that the proof was faked.

19/20

very good
The article called "Denying the Holocaust" deals with some issues that most people believe are false. The article obviously deals with the idea that the Holocaust was all a hoax. Surprisingly enough, the article's subjects are several people who actually believe that the slaughtering of millions of innocent Jews throughout Europe never occurred. The time period covered in the article is not describing WWII and the Holocaust, but it instead deals with people in modern times who are writing books and articles denouncing the Holocaust. Many of these claims are coming directly from America and the Middle East.

The article is devised into various sections that are answering questions asked by the author in a self-answering, informative format. The first section explains who would deny the Holocaust, and explains of a controversy with a British bishop who was originally excommunicated for denying it, but was recently reinstated by the pope. The second paragraph explains what it is exactly that these deniers believe, and that is that the numbers were greatly exaggerated. Some say that the Jews weren’t persecuted more than other groups that were put in concentration camps.

The majority of the remaining paragraphs speak about various people who have written books denouncing the Holocaust. One of these "Holocaust-denouncers" went as far as to guarantee anyone who could provide evidence that Jews were gassed in Auschwitz $50,000. When a man proved it and was not paid by the anti-Semite Willis Carto, he took Carto to court and in the end won himself $90,000. The rest of the article
speaks of how people deny the overwhelming evidence. At the end it also speaks of how these people's arguments should be rebutted.

There are many key facts and points to this article. Some deal with specific authors who deny the monumental tragedy of the Holocaust. Others deal with how widespread Holocaust denial is. However, I believe the most important point is the fact that denying the Holocaust is punishable by law in many countries. It shows how we will not forget this tragedy or let it happen again.

This article is extremely relevant to both the United States and the rest of the world today. It is directly relevant because it deals with current books, arguments and court disputes. Also, many people have strong opinions about this article, so it is relevant to many Americans and people around the world who can respond to this article. It will also spark controversy and outrage among the Jewish community. It was an interesting article because I didn't know how widespread the Holocaust denial really was.
Student Evidence Reflection

Due to the fact that my classroom is literacy based, I believe that a critical lesson to learn in History classes is how to be a historian. My students need to learn how to critique secondary and primary sources and look at the many different perspectives to every historical event. Therefore, I provide my classes with either a secondary or primary article every Monday. They have four days to read the article, answer specific questions, and apply it to events occurring today in an essay that is due on Friday. My Friday classes focus on the article from the week and we have a student lead graded discussion. This allows my students to be involved in collaborated learning. They discuss the different perspectives of the article and support their opinions with evidence. These actions are the basic characteristics that allow one to become a historian. I want my students to disagree with one another, so they back up their disagreements with serious historical work: argumentation based on evidence. Students who research both sides will discover which issues and questions facts will resolve, and which differences involve basic values and assumptions. This characteristic and perspective will carry on into their everyday life and they will have learned a great lesson about life, too. The article analyzing and the Friday discussions are merely me facilitating the independent or collaborative student learning.

The evidence demonstrates how the students were able to evaluate all perspectives in each article. They were able to compare the documents to today, consider what the speaker was trying to accomplish, who was the audience, what is the view point presented, when and where was this document written, thus learning that history is inevitably partial. The pieces of evidence that I have chosen portray two student’s growth over two of the articles they have analyzed. One cannot understand how much growth and information the student’s learned just by reading these articles, but it did show in our discussions on Fridays and on their tests. One article was about the
secret community that was created around the scientists and individual who built and tested the atomic bomb. During our “should the Atomic bomb been dropped” discussion, student’s were pulling information from this article to support their argument. Incidents such as this occurred many times. Even though the student’s did not like having to read and write every week, they did grow and learn tremendously because of this assignment. This activity connects to the National and State standards by analyzing and interpreting historical events and research. This specific activity demonstrates how I was able to be a curriculum designer. I took the curriculum and created and modified the material in a way that the students would be gaining more experience, knowledge, and opportunities that they could apply to life not just the classroom.

All in all, I think this assignment is wonderful for the classroom. I do not believe that I would change anything. The assignment challenges the students to view and consider different historical perspectives, analyze historical sources, support their own opinion with evidence, learned to respect and listen to different opinions, while incorporating reading and writing in a history classroom. Even though this assignment asks for much dedication from the teacher because he/she must supply documents each week and grade 180 two page papers but the ending result is worth it.
11th Grade U.S. History Lesson Plan

GOAL: Students will be able to use prior knowledge and information processed from the Holocaust Unit. Also, students will be able to imagine themselves as a Holocaust victim and write a journal entry on their experience.

Objective(s): Students use prior knowledge and metacognition skills to complete the Holocaust unit quiz. Students will participate in higher order thinking by imagining they are the individuals on their Holocaust ID card, and create a journal entry from their perspective.

Anticipatory Set: I will provide the students with a few minutes at the beginning of class to review their notes and ask any questions they might have pertaining to the Holocaust and the quiz.

Standards:

State:

8.1.9 B Analyze and interpret historical sources.
- Literal meaning of historical passages
- Data in historical and contemporary maps, graphs, and tables
- Different historical perspectives
- Data from maps, graphs and tables
- Visual data presented in historical evidence

8.1.9 D Analyze and interpret historical research.
- Historical event (time and place)
- Facts, folklore and fiction
- Historical questions
- Primary sources
- Secondary sources
- Conclusions (e.g., History Day projects, mock trials, speeches)
- Credibility of evidence

National:

NCHS standards for US History
Era 8: A Half-Century of Crisis and Achievement (1900 - 1945)
- The causes and global consequences of World War II.
### Process: Students will be able to: (These students are 11th Graders)

1. Teach allots time for review before the quiz
2. Teacher presents the students with the quiz.
3. Primary document critique will be collected.

| Remember: Retrieve prior information to be able to successfully and accurately answer the question on the quiz |
| Apply: Demonstrate their prior knowledge. |
| Analyze: Breakdown each question on the quiz to decipher the correct answer. |
| Understand: Explain their answers to the short answer questions that exist on the quiz. |

| 1. Teacher collects the quizzes. |
| 2. Teacher passes out the ID Cards and Journal entry page. |
| 3. Teacher explains the activity. |
| 4. Teacher collects the activity for points at the end of class. |

| Understand: Illustrate knowledge of how to successfully accomplish the journal entry activity. |
| Analyze: Differentiate between the victims that survived and the victims that lived. |
| Evaluate: Conclude what happened to the individual the student was assigned, and begin to brainstorm what it would have been like to experience their story. |
| Create: Compose a journal entry describing the circumstance that the individual was experiencing throughout the Holocaust. |

### Checking for Understanding: I will check for understanding by quizzing the students on the information from the unit.

### Closure: I will review the question on the quiz, and I will discuss what is on the agenda for class tomorrow.
Holocaust ID Card Journal

Name: ___________________________ Class Period: ______________________

Directions - Read the Identification Card that was provided. After ID Card has been read, on the space provided please write a Journal Entry from the perspective of the individual. This is will be due at the end of class. (10 pts)

My family and I had been moving all over the globe, from our original home in Berlin to the Netherlands. I hated moving but seeing the fear in my father's eyes told me to not complain. My family was soon deported after bombing to the Westerbork camp in Holland. I didn't understand what was happening. Why did the Fuhrer hate us so much? We were loyal, good Jews. I had only once disobeyed my teacher once and my sister and I had always helped our parents. Now we were heading to Holland in a dark bus. I'm starving and my thirst is unquenchable. My mother's tears seem permanently tattooed on her face. My father's gaunt stare is in my mind every time I close my eyes. I am frightened. I am very frightened. The truck comes to a stop. I hear Nazis hunting and people crying. A gun goes off, more crying, more hunting. I start to cry. Our truck opens and the cruel grab my father and mother. Being naturally muscular my father is sent to work and I never saw him again. My mother runs after him screaming as I watch in horror. One of the Nazis shoot her in the back. I sob and
Holocaust ID Card Journal

Name: ___________________________ Class Period: 5

Directions – Read the Identification Card that was provided. After ID Card has been read, on the space provided please write a Journal Entry from the perspective of the individual. This is will be due at the end of class. (10 pts)

We have been hiding in the mountains for some time now. I'm not sure of any sort of stabilization. The world is at war. Here in the mountains, the Germans have not been able to take us due to the terrain. Moving hut to hut is not luxurious, but we are living. My brother joined the Justice and Liberty partisan group. It has been established as an Italian resistance group. I too have joined as the youngest partisan, at the age of nearly 12. Fighting for my people makes me proud. Once the Germans came to my home town, I wasn't sure what would happen. I still am unsure, but now I can help at least. We have a scouting mission planned next week in the mountains. It is also my birthday. For now, the fate of my family relies on me and the partisan group.

10/10 4"
Holocaust ID Card Journal

Name: Helene Melanie Lebel
Class Period: 5

Directions - Read the Identification Card that was provided. After ID Card has been read, on the space provided please write a Journal Entry from the perspective of the individual. This is will be due at the end of class. (10 pts)

I have just been transferred to a prison in Brandenburg. My schizophrenia has greatly improved but my mother will not release me to my mother. I do not know what is going on. I am very scared and confused. Why am I in a prison when I have done nothing wrong? Steinhof was better than this place. I have just been stripped and examined by someone who did not seem like a doctor. I feel violated and alone. My only salvation is that they are finally letting me go to the shower room. After weeks of traveling on a stuffy crowded train I am very excited to finally feel just a little bit clean. Hopefully after my shower I will get a meal and some water to drink. I can only pray...
Holocaust 10 Card Journal

Name: __________________________ Class Period: 5

Directions – Read the Identification Card that was provided. After ID Card has been read, on the space provided please write a Journal Entry from the perspective of the individual. This is will be due at the end of class. (10 pts)

I never would have imagined this would happen to me. I’ve lived with Catholic people and immigrants from other countries my whole life and have never been treated this way. I’m so scared. I’ve heard a lot about Auschwitz and the dangers that linger there. I’ve heard of gass chambers, people starving and getting whipped. I’m on a train and our family was discovered this morning by the Gestapo.

What if I would have left earlier to visit my dad or gotten out or hid in the house. Maybe I wouldn’t be on my way to a camp. I’m scared, what will happen with me and my family? I’ve not been able to talk to or see my dad, what if he comes back to the house and finds nothing there. This will probably be my last time writing in here, because they will probably take all our items and stuff. I’m scared but I have to be strong for my family. I hear the train horns and horns coming to a stop. I must be here, I’m scared.

Excellent 10/10
Dear Journal,

When I was in the detention camp, I was very lucky when I found out that a pastor in le chambon village was trying to free children. Even though I got out of the camp, I was very scared that the Germans would have found me and sent me back. This was my biggest fear. With the help of the local farmers, I was well hidden and the Germans did not find me. The farmers were good people and they were risking their lives to save me. I was able to escape to Switzerland. If I would not have escaped the camp, I probably would not have made it.

Sincerely, Johann Hirsch.
Student Work Reflection

While at Pine-Richland High School, I was teaching a WWII unit to the Honors and General U.S. History classes. During this unit, I decided to put a week a side where I would discuss the Holocaust with the students. While I was in Ireland we spent an entire unit discussing specifically the Holocaust, and I noticed in the U.S. not many history teachers discuss this part of WWII. In addition, I have been to Dachau Concentration Camp and wanted to use my experiences and pictures to help educate the students. During this week long unit, I discussed Kristallnacht, the Nuremburg Laws, Ghettos, Camps, and Liberation. One of the last assignments I had for my students in this unit was I would assign each student an I.D. Card printed off from the Holocaust museum in Washington D.C. These I.D. cards are the story of a child that was involved in the Holocaust. The student’s would read the child’s story and at the end of the card, they would find out if the child survived or died. While my student’s were reading these cards, their expressions and reactions were exactly what I expected and wanted. They could not believe how some of these children were 8 years old living in trenches in the woods for 5 years hiding from the Nazis, or that an entire family was murdered by a firing range. I understand that neither we nor our children can fully understand and relate to these children and individual who were involved in the Holocaust, but I wanted my student’s to hear their stories and try and understand what these people experienced. The assignment was for the students to write a journal entry as the child they were assigned. If their child lived, I wanted them to write this journal looking back on their experience throughout the Holocaust, and if their child did not survive I wanted my student’s to write the journal as the child during the Holocaust. This activity involved all six categories of Bloom’s Revised Taxonomy. I intended my students to feel and imagine themselves in these children’s situations. Could they have survived? What would they have
done? Research shows we learn better when we relate emotionally to the material, that is what I was aiming for with this assignment and lesson. By pictures, facts, stories, and visual aids I know that I was successful in reaching my goal, and the student evidence supports my claim.

Over all, I believe this was one of my most successful lessons. The student’s loved learning about the Holocaust, many knew very little about this time in history. The student’s grades on the tests and assignments prove they were interested, engaged, and processing all the information I was providing. The only change I would make would have been having a Holocaust survivor come in and speak with my classes and I would have loved to been able to take my classes to the Holocaust museum in Washington D.C. Other than those changes, I would have changed my week long unit to a couple weeks that involved a project incorporating the community.