

SUBJECT AREAS:

Social science

ACTIVITY DESCRIPTION:

Cooperation and conflict. Holocaust

OBJECTIVES:

- To identify, based on historical sources, notions and events related to the Holocaust;
- To defining and correctly using the notions: holocaust, anti-Semitism, yellow star, ghetto, extermination camp, deportation, final solution;
- To comment on historical sources related to the Holocaust and local history;
- To use the technique of working with historical text and video testimonies, (investigation, analysis, interpretation) as a source of lived history;
- To formulate one's own opinions related to the significance of the event within local and universal society;
- To demonstrate empathetic feelings related to survivors.

MATERIALS:

Video projector, map of Europe, blackboard, chalk, notebooks and pencils.

GRADE/LEVEL:

Secondary school (15-18)

DURATION:

Preparation time: 30 min.

Activity time: 50 min.

PLACE:

Classroom

AUTOR:

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Romania

Holocaust

INTRODUCTION:

By using the cluster method, the aim is to update and systematize knowledge related to World War II - the following notions are noted on the board: total war, belligerents, axis powers, totalitarian regimes, anti-Semitism, final solution, Holocaust, etc.

BACKGROUND:

The following concepts are written on the board: total war, belligerents, axis powers, totalitarian regimes, anti-Semitism, final solution, Holocaust, etc.

Procedure:

Outline: invites students to make a joint incursion into the world of World War II, when anti-Semitism and right-wing extremism demobilized large masses of people, generated unprecedented cruelties, resulting in numerous victims.

Watch the video: https://youtu.be/58XB0OvoGAI?si=ZYW4Q-DskN2Yhc_c

Instruction: Explains the chronological thread of the events that took place on a global and local level during World War II: the Vienna Dictatorship, the Nazi occupation, the organization of the ghetto, the evacuation of the ghetto, the transports to the extermination camps.;

Guided Practice: After watching the video

[WW2: The Emergence of Nazism and the Holocaust | The Jewish Story | Unpacked - YouTube](#)

Asks students to identify on the map the areas where the Nazi camps were built.

Formative Assessment: Check if they understood with a few questions for continuously monitoring: What was the Holocaust? What was the Nazi Party? Who committed the Holocaust? What were ghettos? Did all Jews in Nazi-occupied Europe live in ghettos?

Collaborative Process: Form pair of students to explore the rules of internal order regulations Oradea Ghetto (worksheet 1).

Independent Practice: Using the link <https://pixabay.com/ro/images/search/lag%C4%83r%20de%20concentrare/> to analyze some photos from concentration camps and identify and note their common features.

FUN FACTS:

- *International Holocaust Remembrance Day is observed on 27 January each year and is the first universal commemoration of the victims of the Holocaust. This commemoration was decided by United Nations General Assembly Resolution 60/7 of 1 November 2005, adopted at the 42nd plenary session.*

ASSESSMENT:

The purpose of this assessment is to measure how well the students learned a lesson's material

The students will draw a picture expressing what they believe the Holocaust means.

They will write in their reflection journal the impact they feel on a personal level by studying the theme of the Holocaust and the impact they believe the Holocaust had on the future construction of Europe.

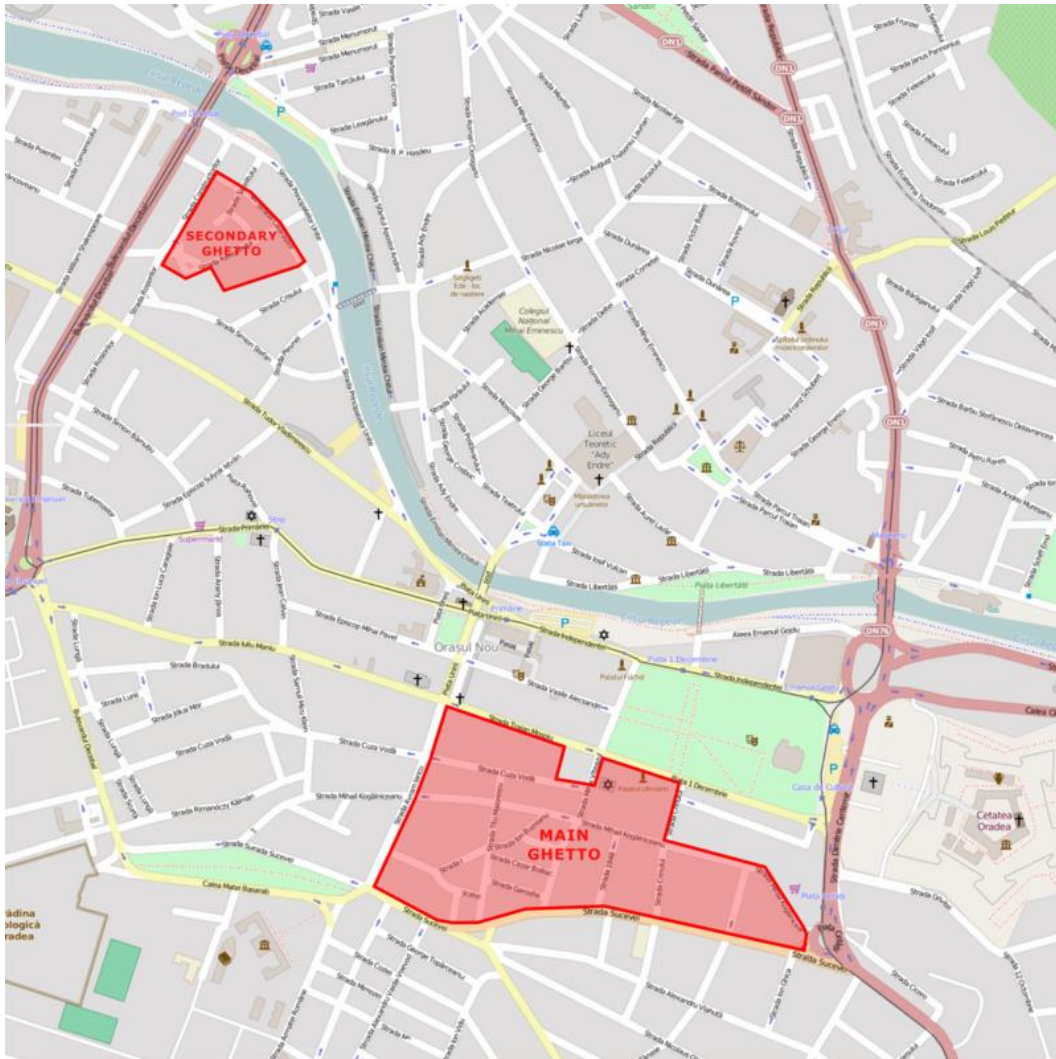
EVALUATION:

The students will draw a picture expressing what they believe the Holocaust means.

They will write in their reflection journal the impact they feel on a personal level by studying the theme of the Holocaust and the impact they believe the Holocaust had on the future construction of Europe.

WORKSHEET 1

https://en.wikipedia.org/wiki/Oradea_ghetto



Map of the Oradea ghettos