

<p>Unit Title:</p> <p>World War Two (WW2)</p>	<p>Unit Critical Question:</p> <p>How did media influence society during and post-WW2?</p>	<p>Grade Level: History 12</p>
<p>Lesson Placement:</p> <p>(Where this lesson fits into the unit)</p>	<p>Lesson 7 of 8 after already learning about build up leading to the Holocaust.</p>	
<p>Lesson Title and/or Critical Question:</p>	<p>Title: Boy in the Striped Pajamas: Interpretation of the Holocaust and Concentration Camps through film</p> <p>Critical Questions: How has the Holocaust been portrayed through media and film representations? How can we be critical of these media sources? How does life in Concentration Camps make you feel?</p>	
<p>Total Length of Lesson:</p>	<p>80 minutes</p>	
<p>Rationale:</p> <p>(Including how critical thinking will be achieved)</p>	<p>The goal of this lesson is to create a sense of empathy within students for those who endured and lived during the Holocaust. The film that would be watched critiques and shows clips of many films created surrounding the Holocaust over a period of time. The point of this film is to help students learn how to be critical of media and pop culture through the lens of the Holocaust. Students will have to assess with they learned through the PowerPoint and relate it to the film and their own personal analysis of the film.</p>	
<p>Student Objectives:</p> <p>(Students will be able to)</p>	<ul style="list-style-type: none"> • Critically analyze a film and work cooperatively with other students • To describe the significance of the Holocaust and its impact on History and our interpretation of History • Create discussion around the Holocaust and critical media literacy 	
<p>PLO's:</p>	<ul style="list-style-type: none"> • A1: Analyze primary and secondary sources (historical evidence) with reference to: reliability, bias and point of view, corroborating and conflicting evidence • A3: Demonstrate historical empathy • D4: Analyze the significance of the Holocaust 	

Background/Prior Knowledge:	Students will have already had 6 lessons on World War Two that include the lead up to the war, Total war, new technology, and an introduction (including build up and policy) to the Holocaust.
Resources Needed:	<ul style="list-style-type: none"> • The film “Imaginary Witness” at http://vimeo.com/67723121 • Chart Paper • Markers • Screen and projector • Exit Slip (Appendix B) • List of spectrum questions (Appendix A)

Holocaust Lesson Plan

	What the teacher is doing	What the student is doing	Questions and resources
Hook (5 mins)	<ul style="list-style-type: none"> -Ask students to guess how many films have been created that touch on the Holocaust. -Ask them to write out as many as they can -On the screen, show a background of several Holocaust movie covers 	<ul style="list-style-type: none"> -Take out a sheet of paper and note down as many Holocaust or WW2 films that they can think of 	<ul style="list-style-type: none"> -Pictures of Holocaust films -There are around 182 Holocaust Films produced and 175 Holocaust documentaries produced
Introduction (10 mins)	<ul style="list-style-type: none"> -Attendance -Discussion of media within History and how to be critical of media 	<ul style="list-style-type: none"> -Actively participate in discussion 	<ul style="list-style-type: none"> -How much does media influence our perception of History?
Body (55 mins)	<ul style="list-style-type: none"> -PowerPoint on Concentration/Death camps and discussion (15 mins) - Write reflection questions on the board. -Play key portions of the film and ask students to note stand out moments for them on their placemat on the chart paper. Break for discussion at certain points (35 mins). -Do a 5 minute Brain Break between film clips (with walking spectrum-step forward if...step back if...)- Questions in Appendix A 	<ul style="list-style-type: none"> -Watch and discuss during PowerPoint -Watch portions of film (first 10 minutes, 16:40-22:25, and 28:30-33:15, 1:16:20-1:27:50). During film note/draw/interpret key stand out moments on personal placemat of chart -During pauses participate in class discussion -After film discuss with group common and different stand out moments from the film that relate to the portrayal of the Holocaust. 	<ul style="list-style-type: none"> -Chart Paper and markers -Film (on internet: http://vimeo.com/67723121) -Questions on board: What is most surprising about Holocaust film? Do you believe everything they are telling us in this film? And why or why not? How does this film make you feel?

Closure/ Conclusion (10 mins)	-Summarize and recap the class -Hand out Exit Slip (Appendix B)	-Fill out exit slip with Know/Wonder/Learn on it	-Exit Slip -What did you already know going into the class? What are you still wondering about? What did you learn today?
Extension (time as needed)	-Ask students to write a journal entry, draw a picture, or create a poem that conveys the emotion that they feel after watching the film on the topic of Holocaust in Hollywood	-Write journal entry, draw picture, or create poem about how they feel post watching the film	-How did the portrayal of the Holocaust make you feel? How did this film critique Historical films?
Assessment (throughout the lesson)	Formative assessment: watching involvement in the brain break activity, assessing the charts created individually and in groups		
Adaptations	<ul style="list-style-type: none"> -Students are able to draw or interpret the film in diverse ways other than just writing -Students are asked to be critical of media and therefore they are given the chance to relate the Holocaust and media surrounding it to real world and personal examples -Put on subtitles during the film for ELL learners -Have individual time for thinking as well as sharing thoughts so that students have time to process and reflect before sharing ideas -Write directions on the board in addition to saying them out loud so students can refer back to them 		

Appendix A: Brain Break Questions for stepping spectrum activity

1. Do you think that everything in documentaries are the truth?
2. Do you watch over 2 hours of TV or film per day? (on average)
3. Has a movie or tv show ever made you cry?
4. Are Historians always right?
5. Do you think that we can learn about history through film?
6. Have you learned anything about the Holocaust through this film so far?
7. Has media ever made you smile?
8. I never watch the news
9. I learn more from media than I do in school

Appendix B: Exit Slip

Name:

Block:

The Holocaust: Imaginary Witness Exit Slip

1) How can we be critical of film and media that surrounds us?

2) How did pieces of the film "Imaginary Witness" critique or support media and the film industry?

3) What part of the film or activity did you find the most interesting? Why?

4) Please fill out the Know/Wonder/Learn that is below. Under Know, write about something about the Holocaust that you fully understand. Under Wonder, write about something that you may still have questions about. Under Learn, note something that you learned during this class.

Know	Wonder	Learn