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Staunton High School
The Holocaust/Lesson #1

Title: An Introduction to the Holocaust

Objectives:

1. The students will be able to recognize their existing knowledge of the Holocaust.
2. The students will be able to define the term Holocaust.
3. The students will be able to formulate questions regarding their interest in the Holocaust.
4. The students will be able to list reasons why the study of the Holocaust occurs.

Materials:

1. Course Syllabus
2. Course Permission Slip
3. K-W-L Sheet
4. PowerPoints (Non Sequitur & Intro) & Projector
5. Discipline Plan (Digital)
6. Lecture Notes
7. Student Notesheet
8. Holocaust Definitions (Old & New)
9. Journal Guidelines (Digital)
10. Computer Letter

Procedure:

1. SET – *As students enter the room, pass K-W-L sheet. Instruct students to find their seat and to identify five things they already know about the Holocaust and three things they would like to learn.*
2. LESSON:
 - a. State objectives.
 - b. Pass out course materials
 - c. K-W-L
 1. Ask students to share what they know and want to learn.
 2. Have students put sheet in folder as they will fill out the L(earn) at the end of the first nine weeks of the course.
 - d. Discussion
 1. Where did your knowledge of the Holocaust come from? Have students volunteer sources.
 2. Discuss the difference between primary (*firsthand accounts such as newspapers, diaries, survivor narratives, government documents, etc.*) and secondary (*textbooks, movies, fictional accounts that contain facts, etc.*) sources.
 - e. Non-Sequitur Cartoon - Why are we here?

- f. Lecture – An Introduction to the Holocaust
 1. Brainstorm – What is the Holocaust? Genocide?
 2. Pass out note sheet.
 3. What is the Holocaust?
 - aa. Show students definitions from the Imperial War Museum, USHMM & Yad Vashem.
 - bb. In each definition, ask students to identify the basic description of the Holocaust, the years it took place, the named victims and the named perpetrators.
 - cc. Ask students to compare and contrast the three definitions (add previous definitions for comparison if time exists).
 - dd. Allow students to discuss how they would define the Holocaust.
 4. Where did the word “holocaust” originate?
 5. In order to understand the Holocaust, what period of time do we study?
 6. Why should we learn about the Holocaust?
3. CLOSE – *What was one new thing you learned about the Holocaust today? (Exit Slip) Distribute journal activity for homework.*
4. HOMEWORK – *Journal activity – Why have you decided to enroll in this course? What do you hope to take away from this course? Have you read any books or seen any films about the Holocaust prior to taking this course?*

Evaluation:

1. The teacher will gauge student responses during the discussion portions of the lesson.
2. The students will complete a journal activity to reflect upon their reasons for taking the course.
3. The students will be taking a final exam which will include questions on material from this lesson.