

Day 2

Stages 1 & 2 -- Case Study: the Holocaust

KEY LEARNING OBJECTIVES

STUDENTS WILL:

- **CONSIDER** a quote from a historical leader and why giving something a name is an important step in understanding it.
- **COMPREHEND** both key terms and concepts of this unit, specifically the definition of Holocaust and the terms for the first two stages of genocide.
- **ANALYZE** a primary document (photo) and **APPLY** terms for the first two stages of genocide to interpret photo.
- **CONSIDER** how the photo is also an example of the concepts State Sponsored and Systemic.

One (1) 50-minute class period

LESSON SEQUENCE

- Warm-up: share WINSTON CHURCHILL quote. Talk about why it was necessary to give the crime without a name, a name. Talk about how giving things names or terms is an important step in being able to understand them.
- Review definition of STAGE ONE: CLASSIFICATION with students. Discuss.
- Review definition of STAGE TWO: SYMBOLIZATION with students. Discuss
- Provide Definition of the Holocaust.
- Talk about what it means to be “State Sponsored” and “Systematic”
- Share picture of Jewish man and Nazi Officer.
- Review suggestions for working with images, and inform students they will work with photos and other media many times in the next several days.
- Study the photo and discuss how it is an example of the two stages of genocide defined today (Classification and Symbolization) and how it’s also an example of “state-sponsored”; ask students if the student can be seen as an example of “systematic” as well. Teachers are encouraged to have students work in flexible groupings, starting small (elbow partner) and working into small groups, then whole class.

RESOURCES NEEDED

- 2-1) Winston Churchill quote
- 2-2) Summarized Definitions of the 10 Stages of Genocide
 - Definition of Classification
 - Definition of Symbolization
- 2-3) Definition of Holocaust and Armenian Genocide
- 2-4) Photo of Jewish Man and Nazi Officer