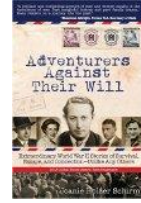




Lesson 1: Setting the Stage



This lesson begins by exploring the themes that frequently drive the stories included in *Adventurers Against Their Will*. The lesson begins by asking students to reflect on what they already know about the Holocaust, both individually and as a group. Terms of persecution are discussed. Then, students work in small groups to create thoughtful and meaningful definitions. Following small-group presentations/reports of key terms, students consider other historical events to which these terms might apply and offer their perspective on these events. Finally, students will reflect on what they have learned.

A K-W-L chart will be started in Lesson 1 and kept throughout the unit. In addition, reflection questions will be asked at the end of each lesson. Students are encouraged to keep a journal with their answers to these reflection questions, as their opinions may change over the unit. As they read, encourage students also to record their own questions, observations, reactions, opinions, and feelings.

Learning Objectives

Students will consider the broader implications of the Holocaust, including other genocides, as well as ways in which people perpetuate stereotypes or prejudices, discriminate against other groups, or are discriminated against. The lesson engages students in critical thinking to analyze the causes and effects of Hitler's rise to power.

Students will be able to:

- Define words associated with hatred and discrimination.
- List historical examples of discrimination against and persecution of minority groups.
- Discuss these words and their meanings within both a modern and historical context.

Florida Social Studies Standards:

SS.912.W.7.8: Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.

SS.912.W.9.3: Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.

SS.912.P.10.6: Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.

SS.912.P.10.12: Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.

SS.912.P.9.8: Discuss the nature and effects of stereotyping, prejudice, and discrimination.

SS.912.C.4.3: Assess human rights policies of the United States and other countries.

Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies:

ELA-RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

ELA-RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

National Council for the Social Studies (NCSS) C3 Framework Standards:

D1.1.9-12. Explain how a question reflects an enduring issue in the field.

D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

Preparation

Materials Required

Chalkboard/chalk or whiteboard/markers
Poster board and markers for small groups

Lesson Procedure

Build Background **20 minutes** **DOK 1-3**

1. Introduce the topic by telling students that the class is going to be reading a book that shares the experiences of people who lived in Germany during the World War II and those who emigrated prior to the Holocaust. Ask students to create a K-W-L chart and to fill in the first column with things that they know about the Holocaust. Allow students a few minutes to complete this step.
2. As a class, brainstorm words that come to mind when students think of the Holocaust. List responses on the board.
3. When you have generated a list, display the following quote:

"The road to Auschwitz was built by hate, but paved with indifference."

4. Discuss what the quote means. (You may have to explain that Auschwitz was one of the biggest concentration camps, where the Nazis sent Jews and other "undesirables".) Ask students whether they agree or disagree with the quote.
5. Focus attention on hatred, what it means, and where it comes from. Ask: "*Why do people hate other people or groups of people? Where does hatred of people who are different from us come from?*"
6. Then discuss *indifference*. It is unlikely that students will have listed *indifference* as one of the words during their brainstorming session. Encourage students to consider adding this word to the list of words on the board. Ask: "*How does this change the way you look at what happened? Does it affect how you look at who is responsible?*"

Small Group Activity **10 minutes** **DOK 2-3**

1. Use a creative grouping strategy to break students into groups of four or five. Provide each group with one of the following words:
 - prejudice
 - intolerance
 - discrimination

- persecution
- Anti-Semitism
- racism
- propaganda
- stereotype
- scapegoating
- dehumanization
- segregation
- groupthink

[**Note:** You may instead use the words that students have listed on the board and/or add these to the list of words listed here.]

Have students discuss the word they have been assigned. Students should consider how the word makes them *feel*. Then, students should also write a definition of the word (consulting dictionaries or reference materials as needed) and examples. Students should be prepared to report on their discussion.

Large Group Activity

20 minutes

DOK 3-4

1. Have a volunteer from each group provide you with the definition of the word they have been assigned and examples they discussed. As a class, revise the definition if needed to result in an agreed-upon definition for each word. Post the words and definitions where everyone can see them. Tell students that you will revisit the definitions as you read *Adventurers Against Their Will*.
2. Lead a discussion of the words. Ask students how each of the concepts relates to hatred. Ask: “*Is the concept a cause or effect of hatred?*” Guide students to make connections among the concepts represented by each of the words.
3. Discuss the events or examples that students have discussed in their small groups. Which events or examples came up more than once? Guide students to understand that persecution has happened in many places over many years. Discuss the examples that students present. You may want to mention these examples:
 - conquest of South America
 - Indian Removal Act of 1828
 - Armenian genocide, beginning in 1915
 - the Jim Crow South in the United States
 - South African Apartheid
 - Rwanda in the early 1990s
 - Bosnia in the late 1990s
 - Iraq and Syria in the 2010s
4. Encourage students to recognize that not all of the examples of persecution and discrimination are newsworthy. We all make assumptions about people on a daily basis based on the way they look, dress, speak, etc. Encourage students to keep these

ideas in mind as they read *Adventurers Against Their Will*.

Individual Activity

10 minutes

DOK 3

1. Have students return to their K-W-L charts and add at least one thing to the “L” column. Ask them also to add a question to the “W” column.
2. Conclude by asking students to reflect on the day’s lesson. Ask them to write and record the following questions:
 - Which concept or concepts do you think contributes most toward hatred?
 - What do you think we can do to address people’s hatred toward other groups?
 - What do you think we can do about indifference?

Note: If students do not have enough time to complete the K-W-L and reflection in class, one or both of these may be assigned as homework. Remind students to bring their K-W-L sheets and journal to class each period, as they will add to them for the duration of the unit.

Homework

Assign as homework the first two chapters of *Adventurers Against Their Will*. Ask students to take notes on what they read and to come to the next class prepared to discuss the reading.

Assessment

Consider students’ participation in large-group discussions to assess their ability to define terms and make connections among ideas. Use small-group work and presentations to assess students’ ability to research and identify relevant information. Review the responses to the reflection questions to assess whether students recognize the complexity of the factors that contribute to persecution and discrimination.

Scoring Rubric

6	The student has shown a rigorous comprehension of the applicable concepts. The responses indicate a strong cognitive association between the topical concepts and their practical application. The student has offered a full and accurate answer to all relevant sections. The appropriate subject-related vocabulary or terms are used correctly. There are no major errors, although some minor errors may be present.
5	The student has shown a full comprehension of the applicable concepts. The responses indicate a cognitive association between the between the topical concepts and their practical

	application. The student has offered a full and accurate answer to all relevant sections. The appropriate subject-related vocabulary or terms are used. There are no major errors, although some minor errors may be present.
4	The student has shown an acceptable comprehension of the applicable concepts. The responses may indicate a cognitive association between the topical concepts and their practical application. The student provided a full and accurate answer to most relevant sections. There are minor errors in the use of subject-related vocabulary or terms. There are minor conceptual errors or omissions.
3	The student has shown a minimal comprehension of the applicable concepts. The responses indicate a narrow attempt to associate links between the topical concepts and their practical application. The student made an effort to answer two or more relevant sections. There is limited use of subject-related vocabulary or terms. The response contains some major errors or omissions. The response shows minimal comprehension.
2	The student has shown some comprehension of the applicable concepts. The responses do not indicate an effort to associate links between the topical concepts and their practical application. The student made an effort to answer one or more relevant sections. The use of subject-related vocabulary or terms may be absent. The response contains many major errors and omissions. The response shows limited comprehension.
1	The student's response is inadequate. Subject-related vocabulary or terms are absent. The answer(s) contains many substantial errors or omissions. The response shows little to no comprehension.
0	The student has shown no comprehension of the concepts and/or the response is impossible to understand.

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