

Thursday

May 20, 2010

Time Needed Agenda

2 minutes	“Making Good Investments”
3 minutes	Student Learning Map (SLM)
10 minutes	Word of the Day & Warm Up
30 seconds	Bank Status
15 minutes	Notes: World War II, Holocaust
15 minutes	Notes: Authority Figures, Propaganda
10 minutes	Analyze Propaganda Images
10 minutes	Read: <i>The Poisonous Mushroom</i>
20 minutes	Notes: The Milgram Experiment

85 minutes

“God must have been on leave during the Holocaust.”

--Simon Wiesenthal



“Making Good Investments”

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- Apathy (lack of caring) is setting in!
- Positive behavior = earning points for bank
- Negative behavior = losing points from bank
- Like a bank...if you make good investments, you have more money; bad investments means you have less money.

Unit Essential Question (UEQ):



Concept:	
Lesson Essential Questions (LEQs)	
Vocabulary	

Unit Essential Question (UEQ):

How is learning about the Holocaust relevant to my life?



Concept:	
Lesson Essential Questions (LEQs)	
Vocabulary	

Unit Essential Question (UEQ):

How is learning about the Holocaust relevant to my life?



Concept:	1. World War II and The Holocaust
Lesson Essential Questions (LEQs)	<ol style="list-style-type: none">1. How did World War I lead to World War II?2. How did Hitler assume power in Germany?3. How did Hitler convince the Germans to kill the Jewish people?
Vocabulary	<ul style="list-style-type: none">◆ World War II◆ Allies◆ Axis◆ Adolf Hitler◆ <i>Mein Kampf</i>◆ Gestapo (SS)◆ Holocaust◆ Concentration Camps

Word of the Day & Warm Up

Date: 5/20/2010 ||||| 5 minutes

Volume-O-Level: 0 (Silence)

Timer

- WOD:

strategy: a plan or method for obtaining a goal

- Warm Up:

1. Draw a picture for the **Word of the Day** that shows the meaning of the word. Don't forget to include a caption to that explains your picture.
2. Tell me anything you can about World War II—this includes anything about Japan, Pearl Harbor, Germany, Hitler, The Holocaust, etc.

The Bank

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- 1st period: 70
- 2nd period: 73
- 3rd period: 75
- 4th period: 86
- 5th period: 82

Points Needed	Reward
3 points	3 minutes free @ end of class
10 points	Work with iPod/music player during period
25 points	Spend last half of period playing board games
30 points	Work with cell phone out during period
50 points	1-letter grade increase for everyone on test/project
75 points	Popcorn and a movie on block day (1/quarter)
100 points	???
125 points	???

A Time To Be Serious...

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- In this class, there are times to joke around laugh.
- Today is *not* that day.
- What we study today are actual REAL events that happened to people just like you—people with hopes, dreams, and families—whose lives were taken from them against their will.
- I ask that you be respectful and mature in what we read/look at today.

World War I Review

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- Lasted from 1914-1919
 - Occurred when the Arch Duke was shot/killed
- Allied Powers
 - France, Britain, Russia, USA (involved when the *Lusitania* sank)
- Central Powers
 - Germany and allies.
- 20 million deaths
- This is where Dalton Trumbo got his idea for *Johnny Got His Gun*—a man injured in war that is neither living nor dead.

World War II

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- Lasted 1939-1945
- 70 million people died
- Allies:
 - Britain
 - Soviet Union
 - USA
- Axis:
 - Japan
 - Italy
 - Germany

World War II

T A K E N O T E S

- Because Germany lost in WW I, they had a restrictions placed on them by other countries.
- This leads to Germany “rearming” itself into what is called Nazi Germany.

Nazi Germany Time Line

T A K E N O T E S

- 1939: Germany invades Poland.
- 1939 to 1941: Germany conquers other countries, including France and the Soviet Union.
- 1941: Japan, an ally of Germany bombs Pearl Harbor.
 - Thrusts USA into the war.
- 1944: Allies invade France and free it.
- 1944: Germany surrenders.

World War II

ESSENTIAL
QUESTION

Talk to your shoulder partner to answer LEQ:

1. How did World War I lead to World War II?

World War II

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- The man who “rearms” Germany: Adolf Hitler

Adolf Hitler

- Ruler of Germany from 1933 to 1945
- Married his mistress in 1945—committed suicide 2 days later.
- Assumed power in Germany because it was so weak; the Germans were looking for something to believe in...and *someone* to blame for their problems.



Adolf Hitler

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- Wrote *Mein Kampf*, which means “My Struggle.”
- In this book, he explained why Germany wasn’t great any more:
 - “The Jewish Problem.”



From *Mein Kampf*

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- *“Once I really am in power, my first and foremost task will be the annihilation of the Jews. As soon as I have the power to do so, I will have gallows built in rows...the Jews will be hanged, and they will remain hanging until they stink...as soon as they have been untied, the next batch will be sent up, until the last Jew has been exterminated.”*



Adolf Hitler

T A K E N O T E S

- Set up his own secret police force to remove the Jews.
 - Gestapo, or SS
- Built concentration camps to hold the Jews and then kill them.
- This led to “The Holocaust”



World War II

ESSENTIAL
QUESTION

Hands up/Pair up to answer these LEQs:

2. How did Hitler assume power in Germany?
3. How did Hitler convince the Germans to kill the Jewish people?

Holocaust

T A K E N O T E S

- From the Greek word:
 - Holos = completely
 - Kaustos = burnt
- Translated now as “disaster.”
- Hitler burned alive and/or tortured:
 - Men
 - Women
 - Children
- About 6 million Jews were killed.

Holocaust

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- How many people are we talking about?
 - In this class there are 25 people.
 - In this school there are about 1500 people.
 - In UF, there are about 75,000 people.
 - In the city of Ocala, there are about 325,000 people.
 - Half of the state of Florida is 7 million people.

Holocaust Pictures

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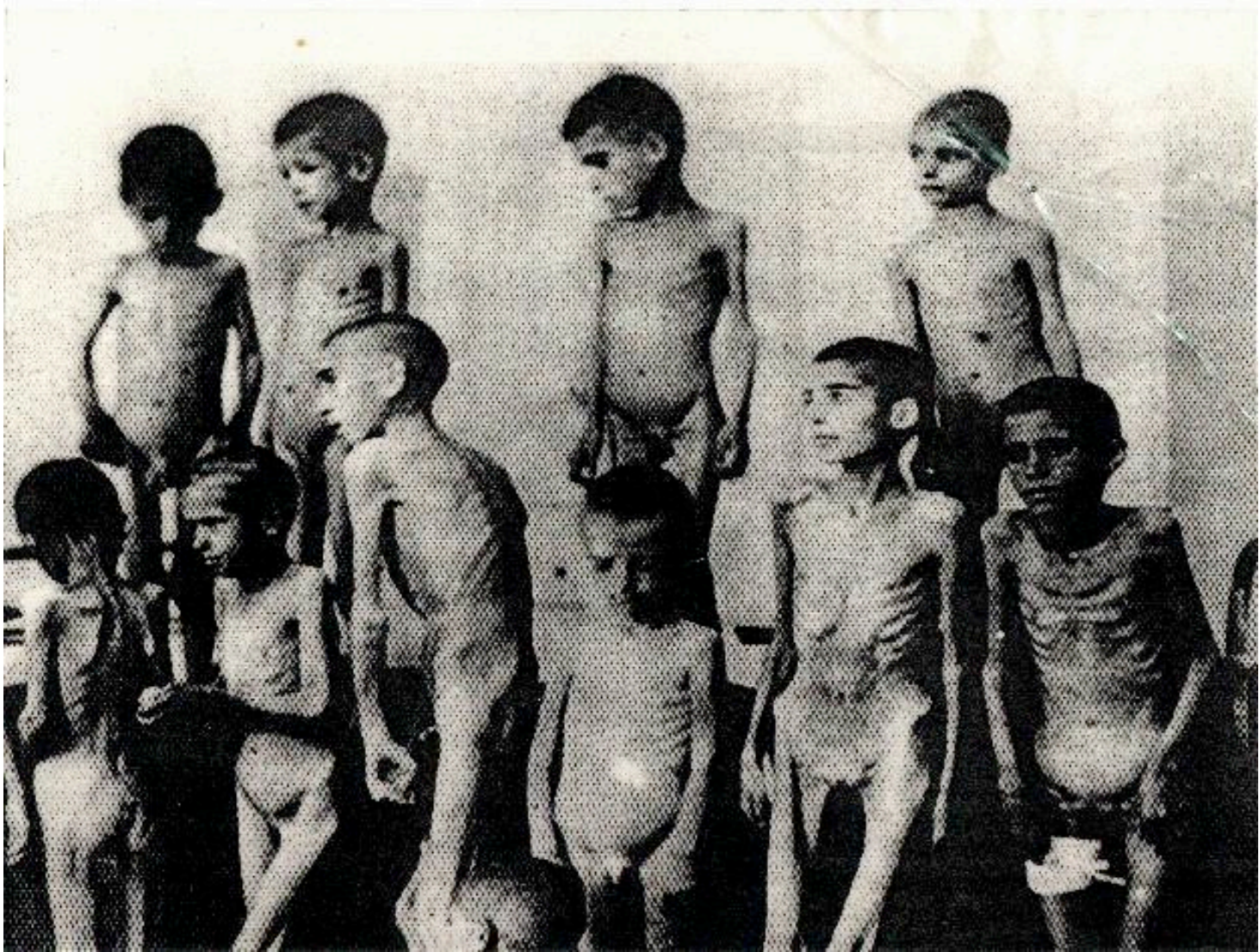
Holocaust Pictures

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World War II

ESSENTIAL
QUESTION

Talk to your shoulder partner about the following vocabulary:

- World War II
- Allies
- Axis
- Adolf Hitler
- *Mein Kampf*
- Gestapo (SS)
- Holocaust
- Concentration Camps

Unit Essential Question (UEQ):

How is learning about the Holocaust relevant to my life?



Concept:	2. Authority Figures and Propaganda
Lesson Essential Questions (LEQs)	4. Why do we listen to authority figures? 5. How was propaganda used to convince the Germans to kill the Jews?
Vocabulary	◆ The Milgram Experiment ◆ Propaganda ◆ <i>The Poisonous Mushroom</i> ◆ Aryan Race ◆ Scare Tactic ◆ Anti-Semitism

Authority Figures

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- Experiment: Follow Hampton's instructions

Authority Figures

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1. Why did you obey?
2. Why do we listen to authority figures?
3. How far are we willing to obey?

Milgram Experiment

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- Stanley Milgram, a psychologist wanted to know the answer.
- He created what is called “The Milgram Experiment”

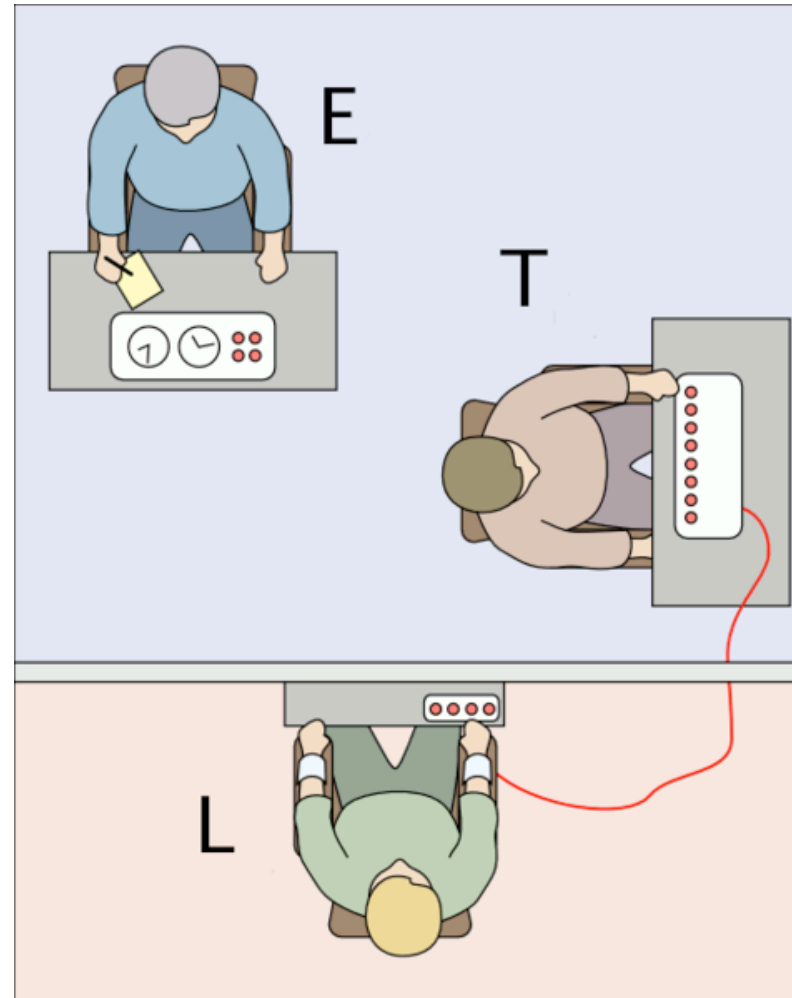
Milgram Experiment

T A K E N O T E S

- 1 room with an Authority Figure (E) and a Tester (T)
- 1 room with a Learner (L)

Milgram Experiment

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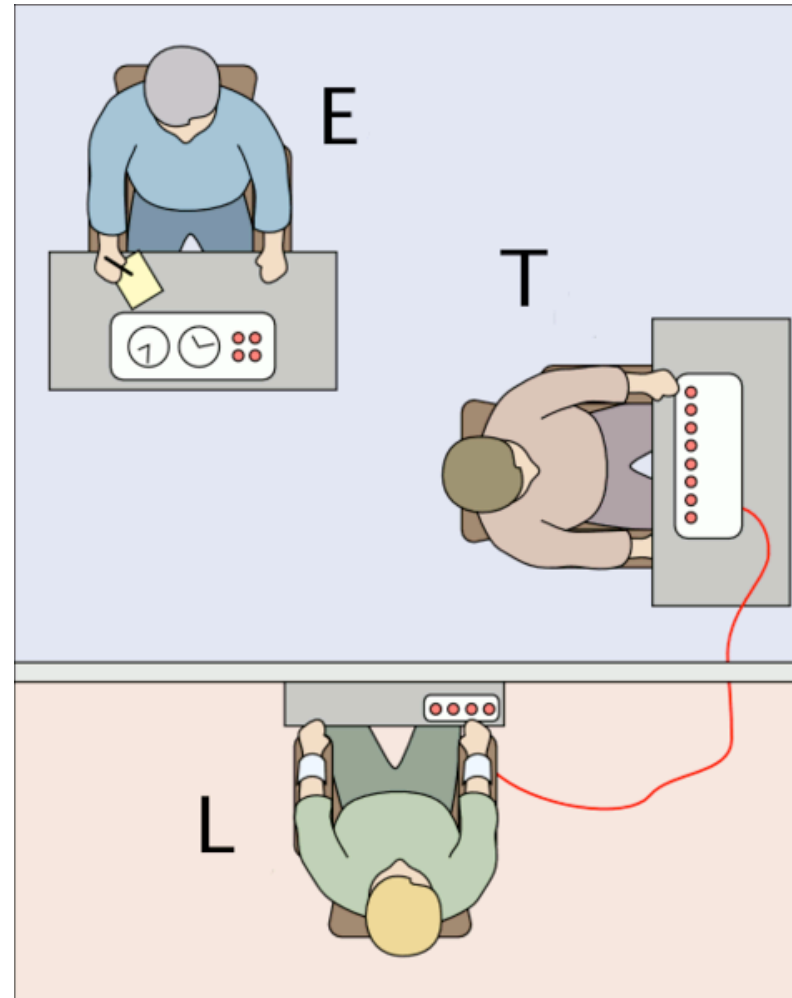


Milgram Experiment

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The authority figure (E) monitors the experiment.

The tester (T) asks questions to the learner (L).

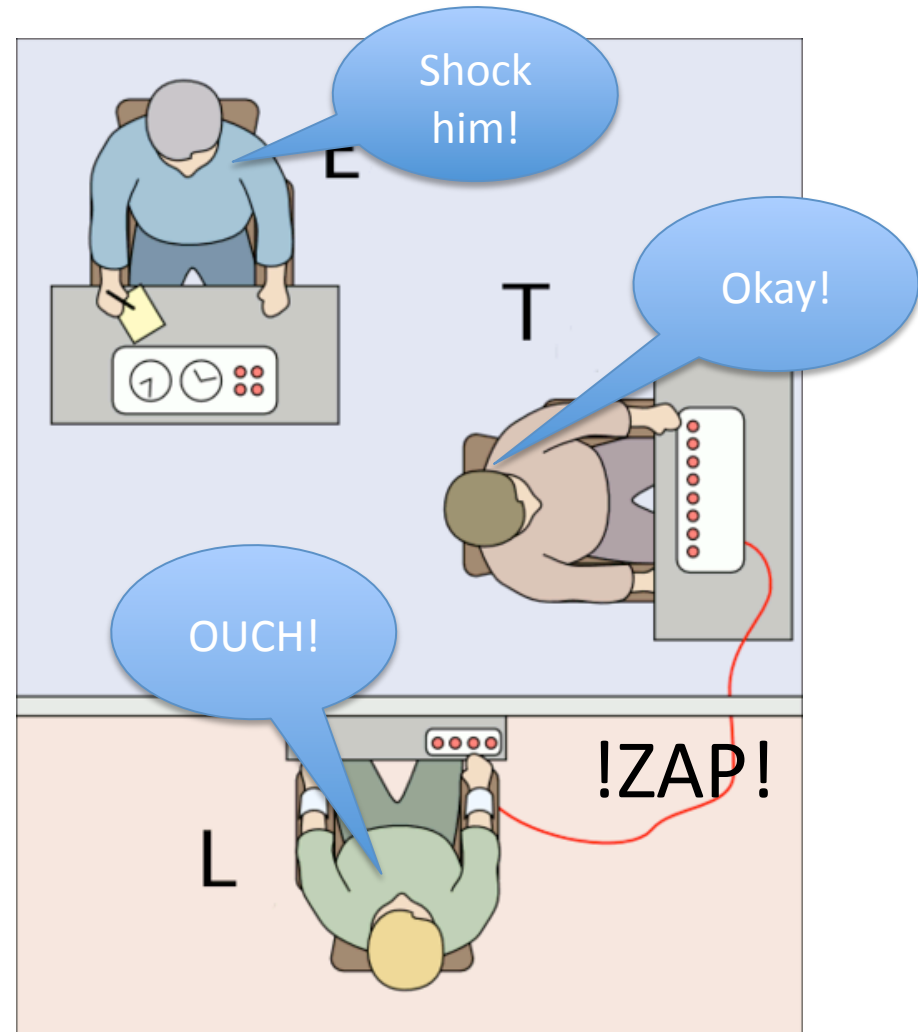


Milgram Experiment

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If the learner (L) gets a question right, nothing happens.

If the learner (L) gets a question wrong, the authority figure (E) tells the tester (T) to press a button that delivers a painful shock to the learner (L).

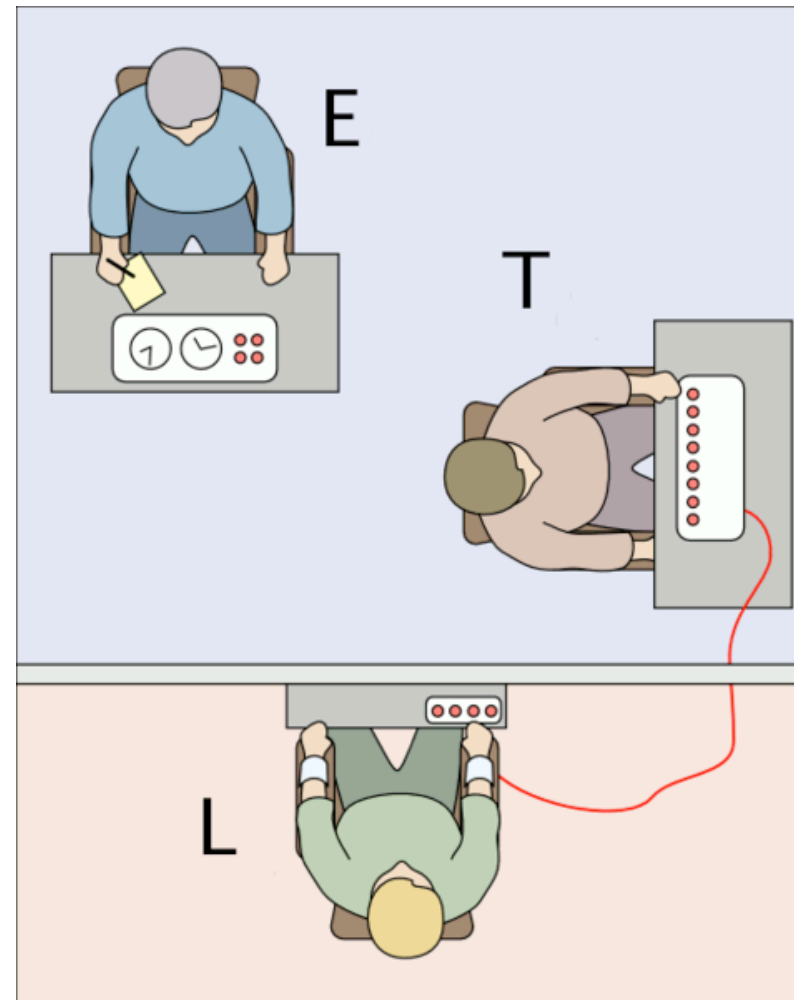


Milgram Experiment

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Every time the learner (L) gets a question wrong, a more painful shock is delivered next time.

Last shock = 450 volts
(DEADLY!)



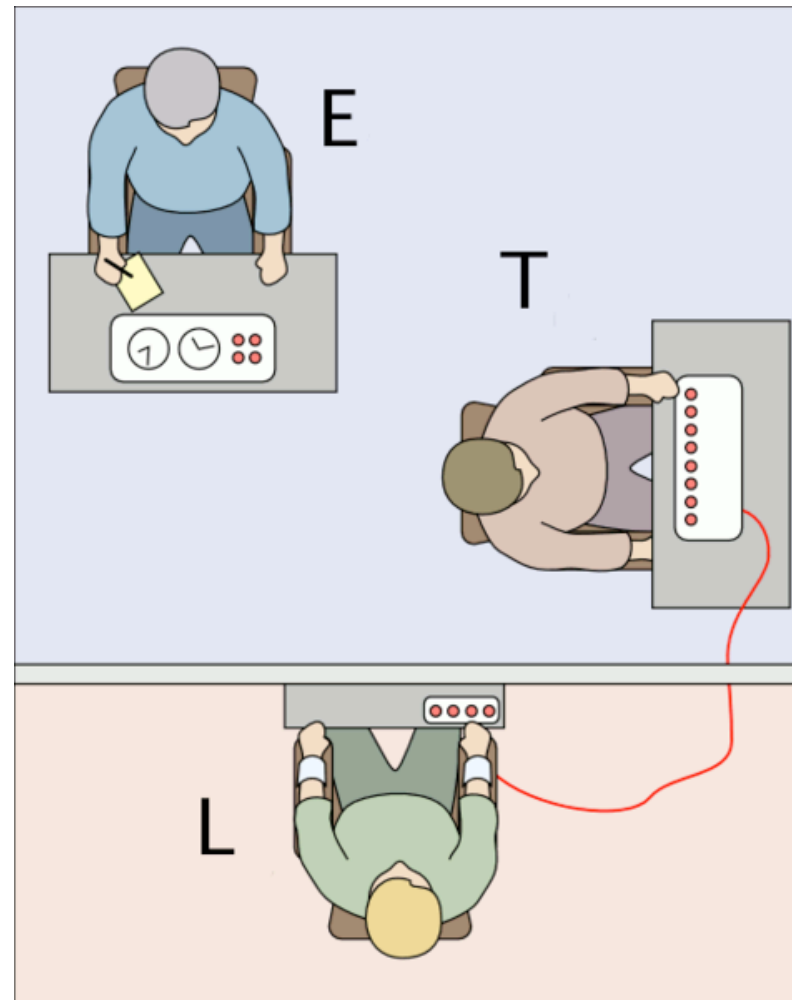
Milgram Experiment

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Every time the tester (T) delivers a shock, he questions if the learning is being hurt badly...or the tester (T) wishes to quit the experiment.

The authority figure (E) replies:

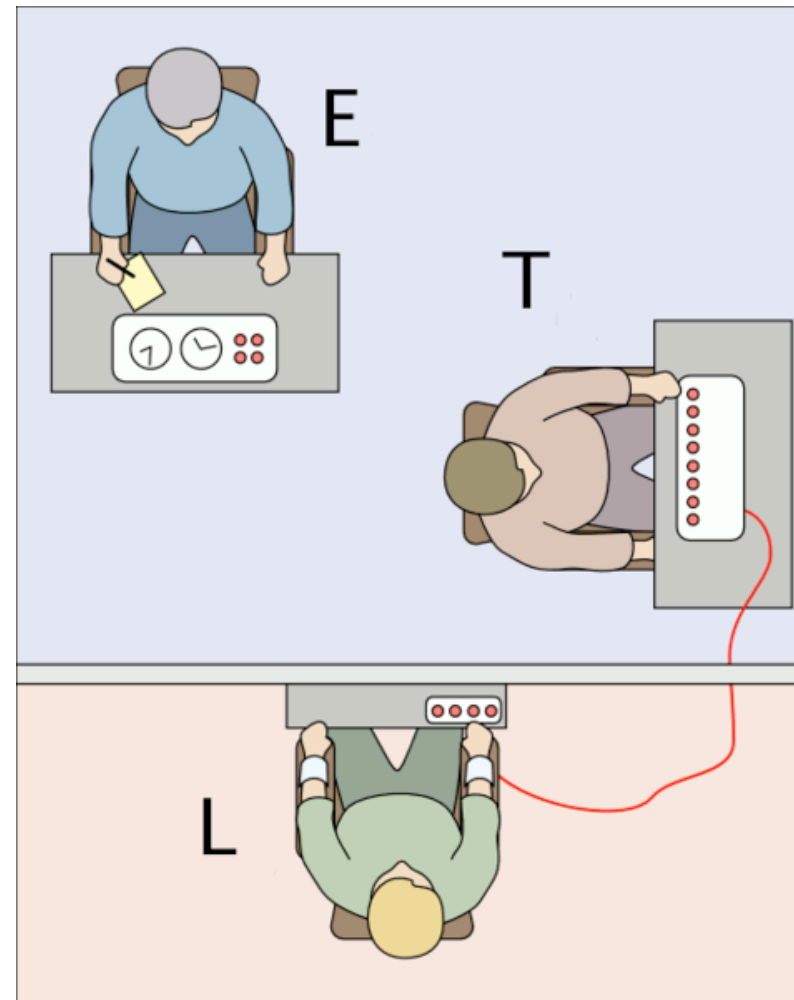
1. The experiment requires that you continue.
2. You must continue.
3. Etc.



Milgram Experiment

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The tester (T) continues the experiment, even though he doesn't want to—he does it because the authority figure (E) tells him “you must continue.”



Milgram Experiment

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- How many do you think delivered the last, fatal shock?

Milgram Experiment

NOTES

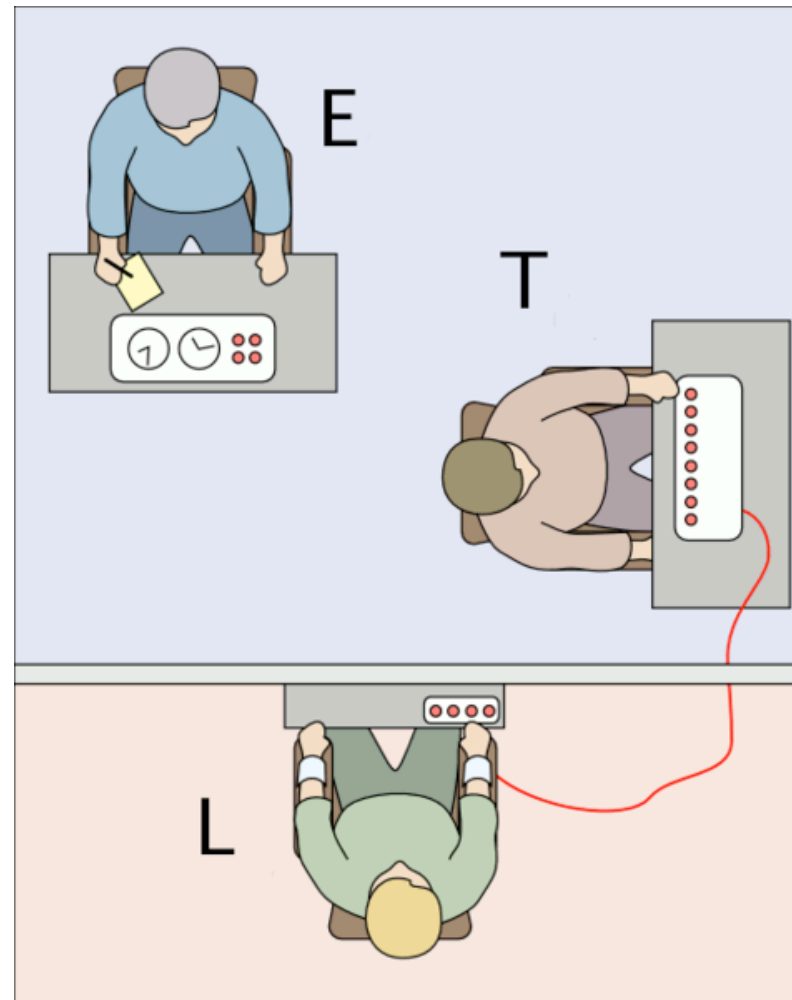
- Over 65% delivered the last shock.

Milgram Experiment

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In reality, the learner is not being shocked; the learner pretends that he is being shocked.

Milgram wanted to see how far the tester (T) would listen to the authority figure (AF).



Milgram Experiment

T A K E N O T E S

- Milgram concluded that we obey authority figures.

Milgram Experiment

ESSENTIAL
QUESTION

Talk to your shoulder partner to answer LEQs:

4. Why do we listen to authority figures?

Propaganda

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- Hitler used propaganda—mostly “scare tactic” to convince the Germans to get rid of the Jews.
 - Aryan race propaganda = blonde haired, blue-eyed Germans; Hitler’s perfect race.

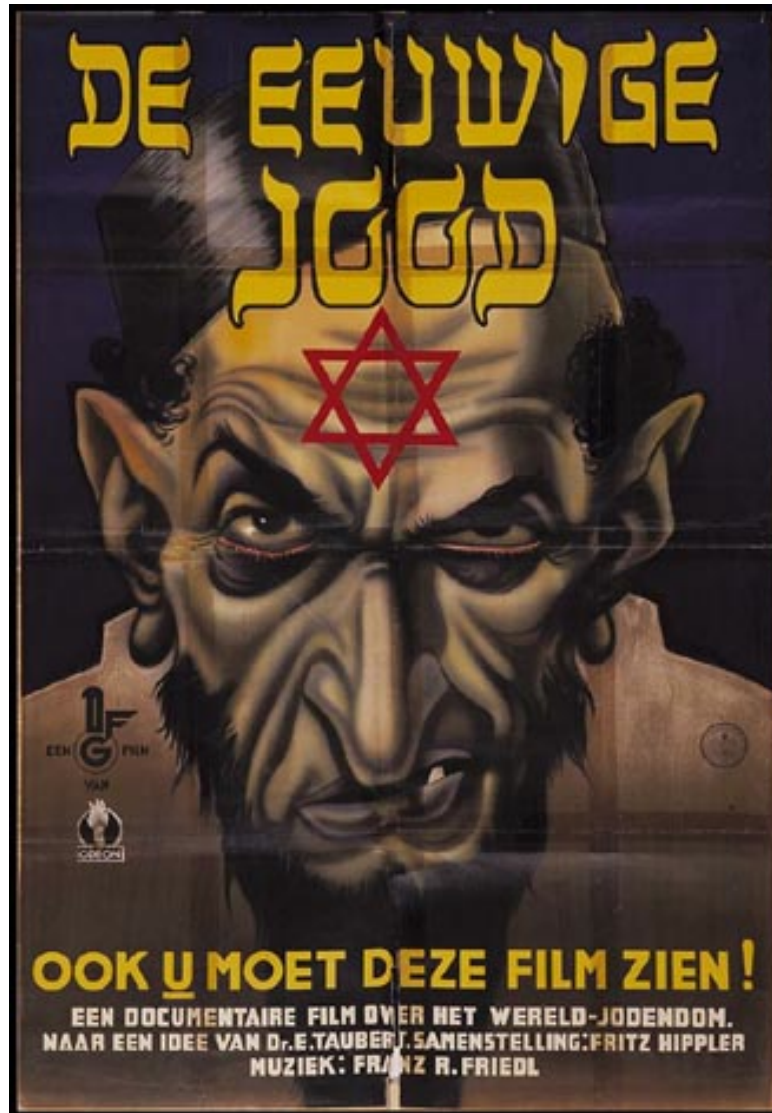
Propaganda

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Propaganda

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Propaganda

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Propaganda

- This led to Anti-Semitism:
 - Hatred of Jews and other Eastern people's.

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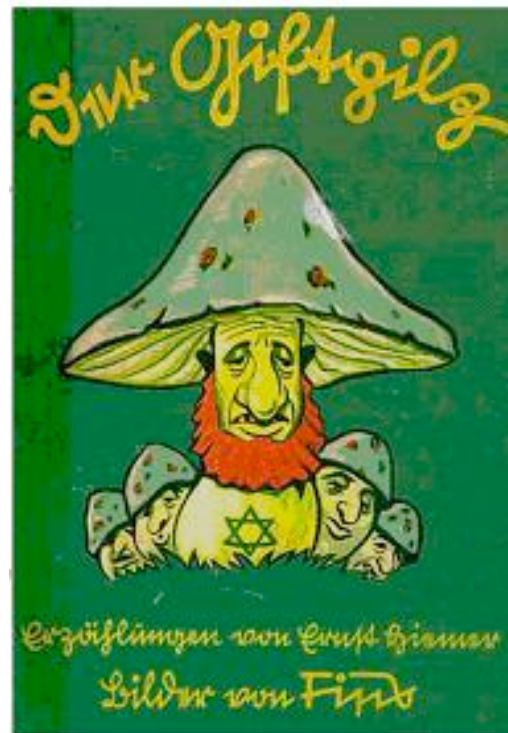
Propaganda

NOTES



The Poisonous Mushroom

- A short Nazi children's story against the Jews.



A Clip From *The Poisonous Mushroom*

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- A mother and her young boy are gathering mushrooms in the German forest. The boy finds some poisonous ones. The mother explains that there are good mushrooms and poisonous ones, and, as they go home, says:
- "Look, Frank, human beings in this world are like the mushrooms in the forest. There are good mushrooms and there are good people. There are poisonous, bad mushrooms and there are bad people. And we have to be on our guard against bad people just as we have to be on guard against poisonous mushrooms. Do you understand that?"
- "Yes, mother," Frank replies. "I understand that in dealing with bad people trouble may arise, just as when one eats a poisonous mushroom. One may even die!"

A Clip From *The Poisonous Mushroom*

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- "And do you know, too, who these bad men are, these poisonous mushrooms of mankind?" the mother continued.
- Frank slaps his chest in pride: "Of course I know, mother! They are the Jews! Our teacher has often told us about them."

A Clip From *The Poisonous Mushroom*

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- The mother continued: "However they disguise themselves, or however friendly they try to be, telling us a thousand times their good intentions to us, one must not believe them. Jews they are and Jews they remain. For the German people, they are poison."
- "Like the poisonous mushroom!" says Frank.
- "Yes, my child! Just as a single poisonous mushrooms can kill a whole family, so a single Jew can destroy a whole village, a whole city, even the entire German people."

A Clip From *The Poisonous Mushroom*

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Note from Author at end of book:

- German youth must learn to recognize the Jewish poison-mushroom. They must learn what a danger the Jew is for the German people and for the whole world. They must learn that the Jewish problem involves the destiny of us all.
- The following tales tell the truth about the Jewish poison-mushroom. They show the many shapes the Jew assumes. They show the depravity and baseness of the Jewish race. They show the Jew for what he really is:
 - *The Devil in human form.*

In Conclusion...

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- Combine children's stories, magazine articles, movies, advertisements and the German people were brainwashed into believing that the Jews were the start of every problem they had.

Propaganda

ESSENTIAL
QUESTION

Let's hands up/pair up to answer this LEQs:

5. How was propaganda used to convince the Germans to get rid of the Jews?

Propaganda

ESSENTIAL
QUESTION

Talk to your shoulder partner about the following vocabulary:

- The Milgram Experiment
- Propaganda
- *The Poisonous Mushroom*
- Aryan Race
- Scare Tactic
- Anti-Semitism