

DISCRIMINATION LESSON PLAN

Title: Employment and Travel Discrimination During the Holocaust	Timeframe: 1 class period (45-60 minutes)
Course/Grade: WHG & USHG / 9 - 12	

Michigan Social Studies Standards: F1 Recognizing that perspectives are shaped by different experiences across time and space. P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference. P2.3 Find, organize, and interpret information from a variety of sources. WHG 7.2.3 World War II – analyze the causes, course, characteristics, and consequences of World War II. WHG 7.2.6 Case Studies of Genocide – analyze the development, enactment, and consequences of, as well as the international community’s responses to genocide. WHG CG4 Conflict, cooperation, and security: Causes of and responses to ethnic cleansing/genocide/mass killing	Learning Targets (I can...) 1. Analyze the historical significance of an artifact 2. Understand the difference between acts of bias and discrimination 3. Identify different types of discrimination 4. Explain the responsibility of being an upstander
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C3 Inquiry Standards:

D1.1.9-12

Explain how a question reflects an enduring issue in the field

D1.5.9-12

Determine the kinds of sources that will be helpful in answering compelling and supporting questions

D2.His.1.9-12

Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts

D2.His.4.9-12

Analyze complex and interacting factors that influenced perspectives of people during different historical eras

D2.His.5.9-12

Analyze how historical contexts shaped and continue to shape people's perspectives

D2.His.6.9-12

Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

D2.His.11.9-12

Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

D3.1.9-12

Gather relevant information from multiple sources

D4.2.9-12

Construct explanations using sound reasoning, correct sequence, examples, and details

Common Core Standards for English Language Arts:

CCSS.ELA-LITERACY.RI.9-10.1/RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.2/11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CCSS.ELA-LITERACY.RI.9-10.7/RI.11-12.7

Analyze various accounts of a subject told in different mediums determining which details are emphasized in each account.

CCSS.ELA-LITERACY.W.9-10.1.A/W.11-12.1A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.9-10.1.B/W.11-12.1B

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Materials/ Technology:

Overhead projector, computer with ability to play video.

[What Rights Are Most Important to Me](#) - Echoes and Reflections

[Strategies of Doing History](#) - Michigan Citizenship Collaborative Curriculum, Oakland Schools 2012

Max Rosenthal's German passport (Source A) - From the collection of the Holocaust Memorial Center

Work permit of Charlupski Szymonto (Source B) - From the collection of the Holocaust Memorial Center

[Timeline of the Holocaust](#) - Echoes and Reflections

[Nazi Germany and Anti-Jewish Policy](#) - Echoes and Reflections

3-2-1 Exit Ticket (Source C)

Review:

This lesson is a part of a 4-lesson unit plan that delves into the "Pyramid of Hate." This can be taught in conjunction with another Holocaust unit or as a way to introduce the Holocaust.

Misconceptions:

Students may believe that bias, discrimination, prejudice, and stereotyping are the same. It is important to identify the differences.

A lesson roadblock might include lack of student knowledge of Strategies for Doing History (a system for artifact analysis).

Vocabulary:

Discrimination
Ghetto
Nazis
Nuremberg Laws
Passport
Upstander
Work Permit

Essential Questions:

1. What is discrimination?
2. What are the different types of discrimination?
3. How should someone respond to discrimination?

Hook:

1. Students will participate in the [What Rights Are Most Important to Me](#) activity from Echoes and Reflections.
2. Students will turn to a partner to discuss their rankings and determine what rankings they have in common, and where they differ.
3. Ask for volunteers to share their rankings and comparison with their partner.
4. Explain to students that these were rights that were taken away from Jews by the Nazis through laws and policy. These are examples of legalized forms of discrimination.

Modeling:

1. Today we are going to examine artifacts from the Holocaust Memorial Center's collection that show legalized discrimination against Jews by the Nazi government. We will focus on travel and employment discrimination.
2. We will apply our skills of "Strategies of Doing History" to analyze an artifact. (Michigan Citizenship Collaborative Curriculum, Oakland Schools 2012).
<http://flintsocialstudiescurriculum.weebly.com/uploads/4/4/3/1/44310935/ss7fullunit1aoverview.pdf>
3. Show the image of Max Rosenthal's German passport to the whole class (Source A). Facilitate a whole class discussion to examine the artifact using the following questions:
 - Is this a primary or secondary source? How do you know?
 - Source the document—Who? When? Why?
 - Contextualize the document in time and place. Where was it created? What was occurring in this time and place?
 - Closely read the document.
 - Compare this source with other sources you have seen, read, and/or examined in this unit.
4. Following the whole class artifact discussion, have students journal responses to the following questions:
 - a. How was stamping the passport with the letter 'J' an example of discrimination?
 - b. How can countries be upstanders and help prevent this form of discrimination?
 - i. Compare and contrast the actions of both Britain and Switzerland in regards to the red 'J' in Source A.

Activities/cooperative learning:

1. Pass out the work permit image of Charlupski Szymonto (Source B) to small groups of 3-4 students.
2. Instruct the small groups to analyze the Lodz Ghetto work permit, using "Strategies for Doing History."

- a. They will need to appoint a recorder to capture their discussion.
 - b. Inform students their notes of the discussion are important and will be collected by the teacher.
 - c. Following analysis of the artifact, students will engage in a short discussion about what could have/should have been done to stop this employment discrimination.
3. Once the small groups are finished, return to the whole group and introduce the Nuremberg Laws using the Timeline of the Holocaust from Echoes and Reflections. <https://timelineoftheholocaust.org/>
 - a. Share with students the enactment of the Nuremberg Laws on September 15th, 1935 and the [Nazi Germany and Anti-Jewish Policy document](#).
 - b. These laws were the basis for discrimination and were steps towards destruction of Jewish communities and populations.

Closure: (exit ticket, quickwrite, etc.)

1. Pass out the 3-2-1 Exit Ticket (Source C)
 - a. The 3-2-1 Exit Ticket asks students to record three facts/pieces of information they learned today, two questions they still have about today's lesson, and asks if they can name one more examples of discrimination from the Pyramid of Hate.
 - b. The teacher will review the 3-2-1 tickets and make any necessary adjustments to future lesson plans based on student responses.
2. Students will turn in the exit ticket along with each group's "Strategies for Doing History" discussion notes.

Source A

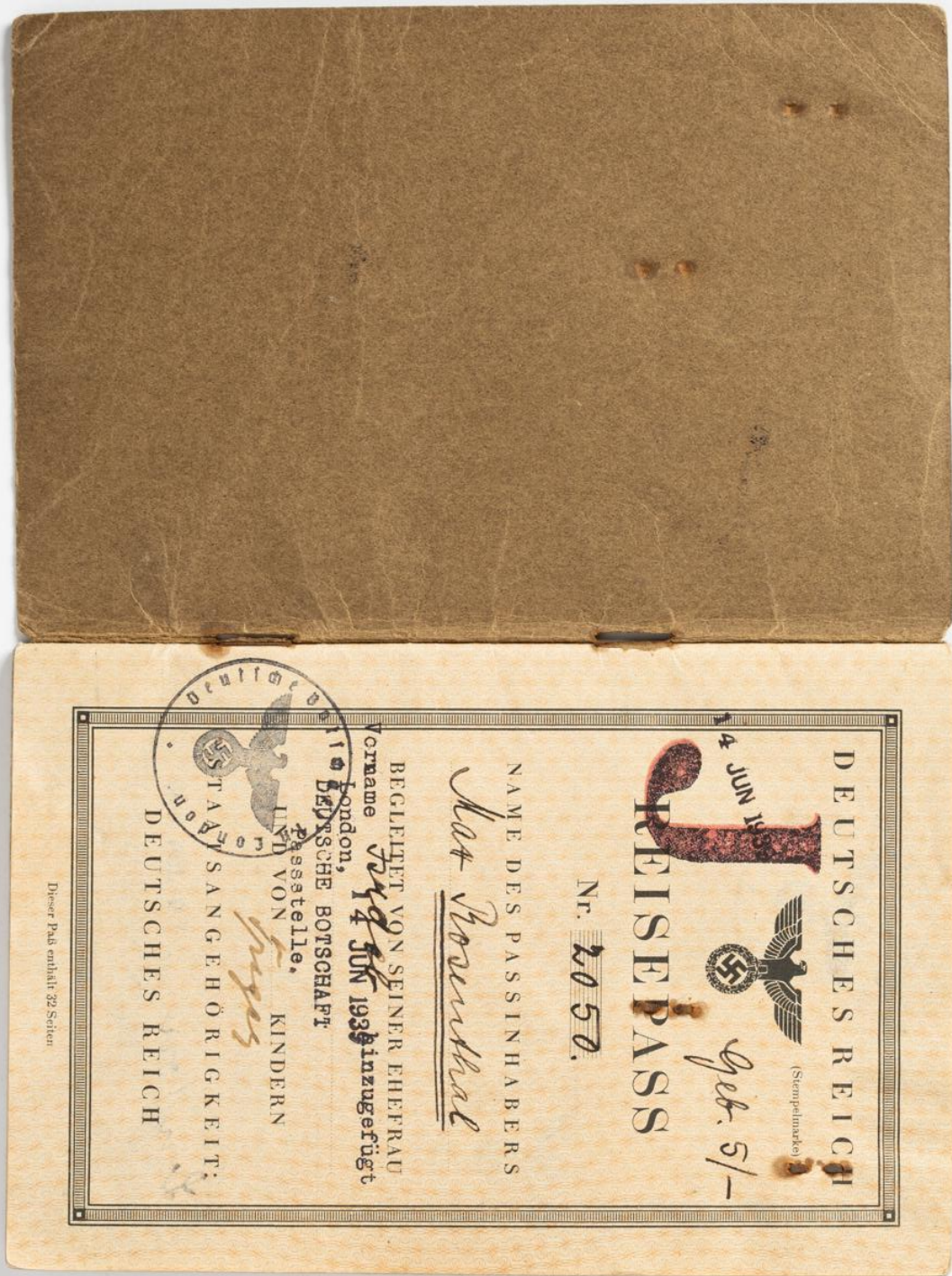


Max Rosenthal's Passport Information

German passports issued to Jews became invalid after October 5, 1938, unless stamped with a 'J'. The Swiss federal police instigated the recall of all Jewish passports because Swiss officials were worried that German Jews would try to enter Switzerland illegally. The bright red 'J' alerted border guards, as well as all others involved in emigration.

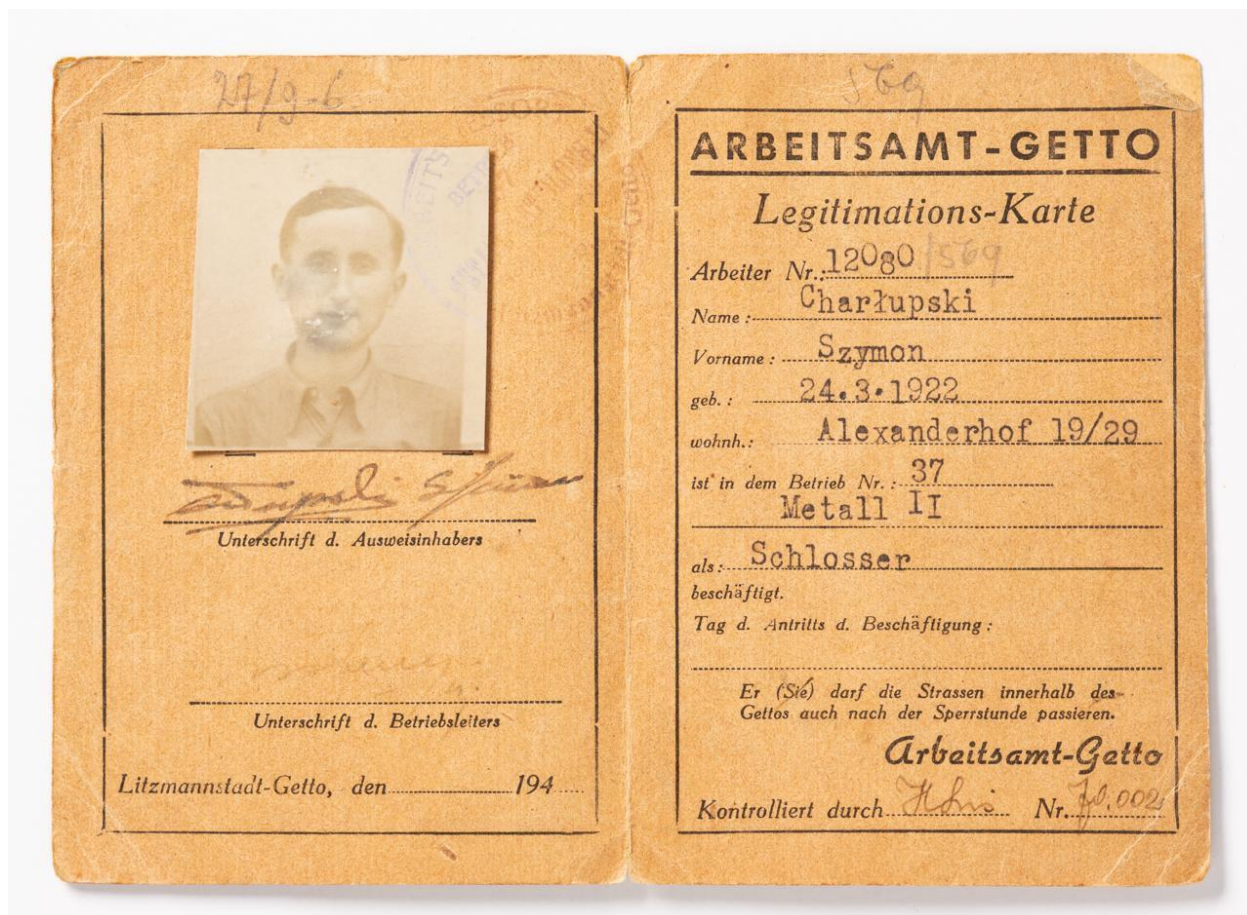
German Passport

Max Rosenthal lived in Beerfelden, a farming village near Frankfurt, Germany. As the Germans instituted discriminatory measures against the Jews, Mr. Rosenthal's mother, brother, and sister left Germany without too much trouble. Max, however, encountered difficulties and in order to escape he visited family in England on a visitor's permit hoping to stay permanently. He did this several times, but was forced to return to Germany each time. During one of his visits, Great Britain declared war and he was imprisoned as an enemy alien. He volunteered to serve in the British Army and was interrogated by the British to make sure he would be a loyal British soldier. He served in the Army, after which he became a British citizen. As part of his naturalization, he was asked to relinquish his German passport. He requested and was granted permission to keep it as a memento.



Larger image for printing purposes*

Source B



Charlupski Szymon - Lodz Ghetto work permit

Szymon Charlupski Information:

Date of Birth: 24 May 1922

Home Town: Wieluń

Date of Transfer: 26 Jan 1945

Place Transferred: Litzmannstadt-Getto (Łódź, Poland)

Date of Arrival: 7 Sep 1944

Camp: Buchenwald

Prisoner Number: B-9417 [9417]

Death Place: Buchenwald

https://www.ushmm.org/online/hsv/person_view.php?PersonId=8323830

About Lodz:

In early February 1940, the Germans established a ghetto in the northeastern section of Lodz. About 160,000 Jews, more than a third of the city's population, were forced into a small area. The Germans isolated the ghetto from the rest of Lodz with barbed-wire fencing. Special police units guarded the ghetto perimeter. Internal order in the ghetto was the responsibility of Jewish ghetto police. The ghetto area was divided into three parts by the intersection of two major roads. The intersection itself lay outside the ghetto. Bridges constructed over the two thoroughfares connected the three segments of the ghetto. Streetcars for the non-Jewish population of Lodz traversed the ghetto but were not permitted to stop within it.

<https://encyclopedia.ushmm.org/content/en/article/lodz>

19/9-6



Szymon
Unterschrift d. Ausweisinhabers

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Unterschrift d. Betriebsleiters
Litzmannstadt-Getto, den 194

569

ARBEITSAMT-GETTO

Legitimations-Karte

Arbeiter Nr. 12080 *1569*

Name :
Charłupski

Vorname :
Szymon

geb. :
24.3.1922

wohnh. :
Alexanderhof 19/29

ist in dem Betrieb Nr. : 37
Metall II

als : Schlosser
beschäftigt.

Tag d. Antritts d. Beschäftigung :

Er (Sie) darf die Strassen innerhalb des
Gettos auch nach der Sperrstunde passieren.

Arbeitsamt-Getto

Kontrolliert durch *Heine* Nr. *10.002*

Larger image for printing purposes*

Source C

3-2-1 Exit Ticket

3 — List three facts/pieces of information that you learned today that interested you.

- _____
- _____
- _____

2 — Record two questions you still have about today's lesson.

- _____
- _____

1 — Add one more example of discrimination to the Pyramid of Hate

