



# Lesson Plan

## Holocaust Unit

### Language

#### Curriculum for Excellence Experience & Outcomes:

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.

HWB 3-08a / HWB 4-08a

Teaching & Learning	Suggested Time
Introduce class to the topic with an informal discussion: <ol style="list-style-type: none"> <li>1. Why look at language?</li> <li>2. How does it connect with the Holocaust?</li> </ol> (See Teacher Notes [TN] for Discussion Guidance [DG])	5 minutes
<b>Section 1: Language in Pre-war Germany</b> Explain to the class that the Nazis used language as a major weapon when persecuting Jewish people. Show <i>Slide 2 &amp; 3</i> to provide context for the students. Then show the class <i>Slides 4-6</i> . Ask different students to read the translations aloud.	15 minutes
Divide the class into groups and allow time for them to discuss the following questions (See <i>Slide 7 &amp; [TN]</i> for [DG]): <ol style="list-style-type: none"> <li>1. What do these headlines say about Jewish people?</li> <li>2. How might the opinions of the average citizen change when reading articles with this language?</li> <li>3. Why was this type of language used?</li> <li>4. What were the eventual results of the use of this language becoming acceptable and widespread?</li> </ol>	15 minutes
<b>Section 2: Language in Our Culture</b> Show class <i>Slide 8</i> , then show the class <i>Slides 9-12</i> . Ask different students to read each headline aloud.	15 minutes
Instigate another group discussion (See <i>Slide 13 &amp; [TN]</i> for [DG]): <ol style="list-style-type: none"> <li>1. Are these headlines offensive? If so, why?</li> <li>2. What are these headlines really saying?</li> <li>3. What would happen if positive/inclusive language was used?</li> <li>4. Are you surprised that such language is used in modern papers today?</li> </ol>	15 minutes

Teaching & Learning	Suggested Time
<p><b>Section 3: Language and Us.</b>            See <i>Slide 14</i> and distribute each member of the class with a piece of paper and a pen. Ask them to privately write down all the prejudiced words that they hear/use on a daily basis. Under each example, ask each student to write down who it offends and why. (Optional, if your students are mature enough then perhaps ask them to read out some of their examples and have a short class discussion of why they are offensive).</p> <p>Give each student a copy of an <i>FYFT Pledge Card</i> and ask them to select one of the words which they think are prejudiced and write them on the back of the <i>Pledge Card</i> ensuring they include the explanation as to why it's offensive.</p>	<p><b>5 minutes</b></p>

