Lesson Plan
Holocaust Unit
Choices

Curriculum for Excellence Experience & Outcomes:

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.

HWB 3-09a / HWB 4-09a

Teaching & Learning	Suggested Time
Introduce class to the topic with an informal discussion: 　1.　What makes people's choices important? 　2.　Does the issue of choice connect with the Holocaust? Why? *(See Teacher Notes [TN] for Discussion Guidance [DG])*	**5 minutes**
Section 1: Bad Choices Using *Slide 2* and *Resource A (See [TN])* explain the background of Adolf Eichmann to the class. Explain that the class will now simulate the trial of Adolf Eichmann, *(See [TN] for Activity Guidance [AG])* whose main defence was his lack of choice in his actions. Do NOT reveal that he was executed by the Israeli Government until instructed. Divide the class into three groups & give them each a role *(See Slide 3):* 　•　Judges 　•　Prosecution 　•　Defence Distribute *Resources B, C & D* to the relevant groups. Allow the groups time to read & build a case from their resources. Ask each group to nominate a speaker to read aloud their opening statements. Ask the Judges to read the charges against Adolf Eichmann *(See Resource B.1).* Allow the Prosecution & Defence to argue their case. Ask the Judges to present their decision to the class, but give them some time to discuss their verdict within their group. Ensure that the judges give legitimate reasons for their decision.	**30 minutes**

Teaching & Learning	Suggested Time
Instigate a whole class discussion guided by the following instructions: 　•　If the verdict is Guilty, ask why? Ask Judges what punishment they would give Eichmann. Then ask the class if they agree/disagree – allow them to debate the punishment. 　•　If verdict is Innocent ask why, and encourage other class members to challenge them to defend their reasoning. *Ask one of the judges to read out Slide 4; the real verdict.* **Section 2. Good Choices** Explain to the class you will now examine an opposing case study. Using **[TN]** explain who the Righteous Among The Nations are to the class. Then show *Slide 5.* Instigate another whole class discussion *(See Slide 6 & **[TN]** for **[DG]**):* 　1.　Did the Righteous Among Nations have a choice to help those that they did? 　2.　Ask the class to personally reflect in silence about the differences in the results of the actions of Eichmann and the RATN.	**10 minutes**
Section 3. Good Choices VS Bad Choices *Select students to read Slide 7 to the class.* Split the class into small groups/pairs to discuss the following questions *(See Slide 8 & **[TN]** for **[DG]**):* 　1.　Are some people born good or born bad or do we have the capacity for both? 　2.　Are we always responsible for our own choices? 　3.　Is someone who acts in a way that hurts others a bad person, or just someone who has made a bad choice? 　4.　Why do we make bad choices? 　5.　Is there a point when making bad choices makes you a bad person? Ask the groups to share their answers with the class.	**10 minutes**
Section 4. Our Choices Explain that Adolf Eichmann and the RATN were just regular people who made choices in an extreme situation. Instigate another whole Class Discussion *(See Slide 9 & **[TN]** for **[DG]**):* 　1.　What makes us different to them? What makes them different from one another? 　2.　Personal Reflection - Faced with the same choices, how do you think you would responded? 　3.　Are our choices that we make important? Why?	**10 minutes**

Teaching & Learning	Suggested Time
4. Can you think of a choice you made that had a negative/positive outcome? 5. What do you think encourages people to make good choices? Remind students that the choices they make define them and decides the course of their lives - as well as affecting others around them. Stress the importance of taking responsibility for the choices they make. Hand out *FYFT Pledge Cards*, ask students to write down one reason to make good choices in their own lives.	