



# Lesson Plan

## Holocaust Unit

### Commemoration

#### Curriculum for Excellence Experience & Outcomes:

I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.

**HWB 3-07a / HWB 4-07a**

Teaching & Learning	Suggested Time
<p>Introduce class to the topic with an informal discussion:</p> <ol style="list-style-type: none"> <li>1. What is commemoration?</li> <li>2. Why is commemoration important?</li> <li>3. Does it connect with the Holocaust?</li> </ol> <p>(See Teacher Notes [TN] for Discussion Guidance [DG])</p>	<p><b>5 minutes</b></p>
<p><b>Section 1: Is Commemoration Enough?</b></p> <p>Using Slide 2 continue the discussion with the class using the following questions:</p> <ol style="list-style-type: none"> <li>1. Is it enough to remember something for one day a year?</li> <li>2. Is commemoration without action meaningless?</li> <li>3. How do we ensure we remember past events all year round?</li> </ol>	<p><b>10 minutes</b></p>
<p>Explain The Paperclips Project to class (See Slide 3 and [TN]). Then explain the One Clip at a Time Project to class (See Slide 4 &amp; 5 and [TN]).</p> <p><b>Section 2. Our Action and Commemoration</b></p> <p>Explain to the groups that they are going to begin a commemorative project of their own that will span several lessons (see Slide 6 and [TN]).</p>	<p><b>40 minutes</b></p>
<p>Split the class into equal groups and ask each group to select an event with a wider societal lesson to commemorate. Using their imaginations, they must think of new &amp; innovative ways to remember it in the future – both in a presentation &amp; in an ongoing way. Their project must include action as well as commemoration, and can be carried out in any way they wish.</p>	
<p>Inform the class that in X [TN] weeks/days they must present their idea to the class/a school assembly, so they must ensure that they meet up during lunch/after school to complete the project if need be.</p>	

Teaching & Learning	Suggested Time
<p>Distribute large sheets of sugar paper. Allow for some time in class to start the process and think of a subject; ask them to begin thought-showering ideas for commemoration on their sheet of paper.</p> <p>Once their choices have been confirmed, they may begin work on the project – either in class time, or in their own time.</p> <p>Once the projects are completed and have been deemed acceptable by the teacher, the groups must put them into action &amp; present them to the class/larger audience.</p>	

