

Unit: World War II		Designer: Lauren Peterson
Lesson _4_ of _5_	Topic: The Holocaust and WWII Aftermath	Teaching Date: Day Four of Unit
Class: AP European History	Grade Level: 10 th	Time Frame: 100 mins – one block

<p style="text-align: center;">Content Objectives</p> <ul style="list-style-type: none"> • Students will be able to analyze the causes, effects, and impact of the Holocaust. (WHII.12b, NCSS culture, AP historical phenomena and experiences.) • Students will be able to explain the aftermath of WWII including the terms of peace terms, the division of Europe, plans to rebuild Germany and Japan. (WHII.12c, NCSS global connections & time/continuity/change) • Students will be able to explain the aftermath of WWII including the war crimes trials, the formation of the U.N., and the Universal Declaration of Human Rights. (WHII.12c, NCSS global connections) 	<p style="text-align: center;">Skill Objectives</p> <ul style="list-style-type: none"> • Students will analyze and interpret primary and secondary sources. (WHII.1a, AP point of view) • Students will provide written conclusions based on evidence. (AP fostering good writing skills, point of view)
<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> • Formative assessment regarding participation • Students will turn in their writing, which will be a homework assignment, prompt 2 from Unit Assessments 	<p style="text-align: center;">Materials</p> <ul style="list-style-type: none"> • Copies of primary and secondary sources • White board, markers, and erasers • Computer with Internet • Classroom set up in normal arrangement

<p>Content</p> <ul style="list-style-type: none"> • The Holocaust <ul style="list-style-type: none"> ○ Causes <ul style="list-style-type: none"> ▪ Totalitarianism and Nationalism ▪ History of anti-Semitism ▪ Depression blamed on German Jews ▪ Hitler's beliefs – anti-Semitism and the master race ▪ Final Solution <ul style="list-style-type: none"> • Concentration camps • Accounts (emphasis here for the first part of the lesson) • Aftermath <ul style="list-style-type: none"> ○ Outcomes <ul style="list-style-type: none"> ▪ Yalta ▪ Potsdam ▪ Division of Europe ▪ Emergence of Two World Powers – U.S. and U.S.S.R. (the Iron Curtain) ▪ Marshall Plan ▪ NATO and the Warsaw Pact ▪ Nuremburg Trials ▪ U.N. and Declaration of Human Rights
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- Reconstruction of Germany
 - Democratic government installed in West Germany
 - Germany and Berlin divided among the Allied powers
 - Emergence of West Germany as an economic power
- Reconstruction of Japan
 - U.S. occupation of Japan under MacArthur
 - Democracy and economic development
 - Elimination of offensive military, U.S. guarantees security
 - Emergence of Japan as dominant economy in Asia

Instructional Strategies

- Hook (15 minutes)
 - Pictures related to the Holocaust – They will be school appropriate, but the point is to show students some of the shocking images captured of this horrific genocide.
 - How could the Holocaust have occurred? (Essential question)
- Primary accounts of the Holocaust and secondary sources as well. We will go through some together as a class, and students will talk with their partner about some of the sources. We will come back together as a class to discuss the materials. Ultimately, students should gain a better understanding of what the Holocaust was like in the various countries involved for Jews, political prisoners, and German citizens. (60 minutes)
 - <http://fcit.usf.edu/holocaust/resource/document/document.htm> - Nazi correspondence on “the Jewish problem”
 - speech given by Elie Wiesel: The Perils of Indifference
<http://www.historyplace.com/speeches/wiesel.htm>
 - *Human Smoke*
- Lecture on Aftermath (20-25 minutes)
 - To segue into the next lesson