Laarman Lesson Plan

Subject: World History Unit: World Wars and Genocides

1. Unit Objectives: Recognize the human tendency to create “in” groups and “out” groups and the consequences of that behavior.
2. Understand the particular historical context for the Armenian Genocide and the Holocaust.
3. Wrestle with the choices that individuals, groups, and nations made in response to the Armenian Genocide, The Nazi conquest of Europe, and the Holocaust, as well as the aspects of human behavior that contributed to those choices.
4. Make connections between universal themes related to democracy, citizenship, scapegoating, “othering,” and human connection and responsibility that this history raises and the world they live in today.

Date: 4/8/24 - 4/10/24 Topic: WWII: The Responses of Ordinary People

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| Materials | WWII Quizzes (Word file) |
| Lesson Goals | Students will reflect on the choices faced by individuals as their countries were attacked by the Nazis. |
| Assessment Evidence | Quizzes, student response sheets |
| Learning Plan | 1. WWII Quiz 2. Continue stories of resistance through film: students reflect on their response sheets    1. *World on Fire:* Kasia’s story       1. Season 1, episode 1          1. 31:51-34:13          2. 49:50-51:22       2. Episode 2          1. 10:00-15:00          2. 27:22 – 28:35          3. 38:03- 42:57 (tell back story: parents killed in invasion)       3. Episode 3          1. 5:59- about 7:00          2. 18:50-21:19          3. 47:38-49:13          4. 50:42-52:04       4. Episode 4          1. 4:00-5:25          2. 21:25-22:32          3. 30:48-32:59          4. 36:28-37:00       5. Episode 5          1. 16:56-18:14       6. Episode 7          1. 13:00-13:35          2. 25:00-26:20    2. *Masters of the Air*       1. Episode 3          1. 22:12-23:00          2. 30:45-31:20          3. 35:23-36:27       2. Episode 4:          1. 2:47-7:57          2. 21:17-24:59          3. 34:47-39:10    3. *A Hidden Life* trailer: <https://www.youtube.com/watch?v=qJXmdY4lVR0>    4. *One Small Light*       1. Episode 1:          1. 41:15- 44:00          2. 48:10-51:50       2. Episode 2:          1. 18:30-22:53          2. 45:20-47:14          3. 51:15-52:10       3. Episode 3:          1. 5:30-6:26          2. 12:53-16:26       4. Episode 4:          1. 31:58-39:13          2. 46:30-50:20       5. Episode 5:          1. 4:16-6:04          2. 23:35-24:24          3. 28:35-29:37          4. 35:54-36:47          5. 40:30-45:57    5. *The New Look*       1. Episode 1: (Should I just show the whole episode?)          1. 18:30-20:45 (Coco's nephew released)          2. 22:06-22:45 (Coco's love for her nephew)          3. 24:51-28:02 (financial problems and having to meet the Nazis)          4. 35:50-37:47 (dinner with Himmler)          5. 39:07-43:15 (taking stuff from Jewish home, seduced)          6. 53:30-end (will have to fill in Dior's backstory)       2. Episode 2          1. 1:34-6:00 (meets with Schnellenberg, gets the mission)       3. Episode 3          1. (First explain: the mission to Spain failed, the Allies are closing in on Paris. The Nazis are leaving) 6:46-13:05 (Told to keep her name off the list, must go to Berlin)          2. 16:13-20:09 (Meeting in Berlin)          3. 26:15-26:35          4. Explain: she finds Spatz and gives the Resistance his location          5. 37:07-47:44 |

Date: 4/11/24 Topic: The Holocaust

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| Materials | ICLS form |
| Lesson Goals | Students will consider the main lessons to be learned from the Holocaust |
| Learning Plan | Open up for discussion: why do we talk about the Holocaust so much? Why is it so important to learn about? What are the main ways we should grow from our understanding of it? And then see where the discussion leads.   * As we discuss, students should write down their main takeaways on their ICLS forms |

Date: 4/12/24 Topic: Unit Wrap

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| Learning Plan | Students engage in discussion threads on Google Classroom   * They have a choice on which topic to make their initial post on:   + What mentality leads to violence?   + What are the early warning signs that a society is heading that way?   + What responses do you think are the most effective and admirable? * They then engage in three discussions: one that they started, and two that their peers started (one for each other topic) |