

LESSON PLAN

Form: 8

Subject: History

Teacher: Aurelijus Liaudanskas

Topic of the lesson: The Holocaust in Lithuania. The righteous of the world.

Objectives of the lesson: After reading the handouts “My story of being saved”, watching the presentation, working in groups, students will give an argumentative opinion concerning the questions of the Holocaust; moreover, they will acquire their value to be full-fledged members of community or society and learn to avoid stereotypes in estimation of historical past.

List of required material: the handouts “My story of being saved”, (source A), a presentation “The noble heart saved lives” (source B), blank sheets of papers, markers, colorful sticky notes.

Process of the lesson: teaching and learning activities

The lesson is started using a method “brainstorm”:

“When you have heard the words THE JEWISH PEOPLE, GENOCIDE, HOLOCAUST, GHETTO, THE RIGHTEOUS OF THE WORLD, you should think about...” While students say the answers, the teacher writes students’ answers on a paper.

When the teacher finished writing students’ answers, the right definitions of ideas were presented on the slides and discussed with the students.

The teacher is giving handouts of the story “My story of being saved”. The students are reading it.

The teacher shows a prepared presentation “The noble heart saved lives”, answers to students’ questions.

Students are asked to work in 5 groups and answer the given questions. (Students write their answers on a paper).

What historical period of Lithuania is reflected in these sources?

Prove or disprove that the Jewish people in interwar Lithuania were full-fledged citizens of Lithuania.

How would you characterize ghettos established in Lithuania?

What is the fate of most Jewish people who lived in ghettos? (follow a source A)

How did a hero stay alive? (from source A)

What was the attitude of most people to help the Jews during the war? Why?

What a risk did a hero take? (from source B)

Prove or disprove a scripture text “all are equal before God”. (follow a source A)

Choose 4 facts which prove that humanity was the most important value of people who saved and fostered the Jewish girl. (follow the sources A and B)

Each group reads the answers to the questions. The students from other group add some information, give their opinion, ask questions.

The teacher asks students some questions to solidify their knowledge:

1. Who killed Jews: nation or individual people? Motivate your statement.
2. Discuss: why did some people help Jews, some of them were afraid to save, and others killed?
3. How did people behave who didn't kill and save the Jewish people?
4. What determines person's choice?
5. What do you know about the name of Righteous among the Nations?
6. Are there any situations to risk a life nowadays?
7. Which values were the most significant for you?

Reflection/students' feedback. The teacher gives students one of these sentence beginnings written on stick papers (students finish writing sentences and stick papers on a blank paper):

I have now realized that...

I feel that...

If I could, I wish...

I had some questions...

I have known that...

This lesson was...

Additional material (tasks, handouts/worksheets):

1. Handouts “My story of being saved”.
2. The presentation “The noble heart saved lives”.

Sources:

1. <http://www.issigelbejesvaikas.lt/>