

LESSON: Introduction to the Holocaust for Students with Low-Incidence/Intellectual Disabilities

GRADE LEVEL: Adaptable for students with low-incidence disabilities in grades 7–12

SUBJECT: Multidisciplinary

TIME REQUIRED: Approximately 60 minutes

This **modified foundational lesson introduces key concepts and information to students with **low-incidence/intellectual disabilities**.**

RATIONALE

This lesson introduces the Holocaust by defining the term and highlighting the story of Anne Frank, using individual experiences to help explain a complicated event.

This lesson is designed as a one-class period introduction to the Holocaust for students with low-incidence disabilities. Teachers may incorporate other parts of the [Introduction to the Holocaust One Day](#) and [Modified Introduction to the Holocaust One Day](#) lessons.

OVERVIEW

ESSENTIAL QUESTIONS

- What was the Holocaust?
- What was the experience of one young girl during the Holocaust?

EDUCATIONAL OUTCOMES

At the end of this lesson, students understand:

- The definition of the word *Holocaust*
- The experience of one girl—Anne Frank— during the Holocaust

TEACHER PREPARATION

- Preview [film](#) (11:28) of the story of Anne Frank
- Read the *Holocaust Encyclopedia* article ["Introduction to the Holocaust"](#)
- Preview [Frequently Asked Questions](#) about the Holocaust.
- Preview [student interactive](#) and make necessary adjustments (adding braille, etc)

MODIFICATIONS

This lesson is a modified introduction to the Holocaust for students with low-incidence disabilities. Teachers may incorporate other parts of the Introduction to the Holocaust One Day Lesson and the Pre-Modified version available [here](#).

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INSTRUCTIONAL SEQUENCE

LEARNING ABOUT A PERSON DURING THE HOLOCAUST

1. Explain to students that today, they will learn about the Holocaust and about the life of Anne Frank, who lived during the Holocaust.
2. Tell them the Holocaust happened in Europe during World War II, between 1939 and 1945. Show them this [map](#) and point out Germany and the Netherlands.
3. **Explain the film** to students. Share that they will watch and listen to a film about Anne Frank, a Jewish teenager who tried to hide from the Nazis. The Nazis were a political party that controlled the government in Germany. They were antisemitic: they did not like Jewish people. Anne Frank kept a diary about her experiences. Some students may be familiar with Anne Frank. If so, ask them to share what they already know about her.

Optional: Review these [two photos and descriptions](#) with students of Anne Frank and her diary. Teachers can provide examples of modern-day diaries to pass around among the students.

4. Show [this film](#). It is closed-captioned for students.

After the film concludes, ASK THE STUDENTS who/what/why about Anne Frank

- What is the video about?
 - Anne Frank
- What did she do?
 - Hid from the Nazis and wrote a diary about her experiences
- Where?
 - In Amsterdam in the Netherlands in Europe
- When did she hide?
 - 1942-1944
- Why did she and her family hide?
 - Anne Frank and her family were Jewish
- Why did she write her diary?
 - To remember her experiences and so that people would know about what happened to her
- How did she hide?
 - She hid in secret rooms with her family. People helped them hide.

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5. To help make abstract concepts like distance and time (e.g. hiding from 1942-1944) more concrete, share some facts of Anne’s life that the students can relate to Examples:
 - a. Anne moved from Frankfurt to Amsterdam (310 miles). What is a place 310 miles from the students' school?
 - b. Anne was in hiding from 1942 to 1944. What are the milestones in the students' lives over a defined three-year span?
 - c. What did Anne not get to do because she was hiding?

6. Take time to answer student questions. Refer to the [FAQ](#) for assistance.

DEFINING THE HOLOCAUST

7. **Tell students that the Holocaust impacted Anne Frank, and we’re now going to define the word Holocaust.** Share the [student interactive](#) with this definition of the Holocaust on the first page:

<p>The Nazis came to power in Germany in January 1933.</p> <p>The Nazis believed that Germans were better than other people. They claimed that Jewish people were a threat. This is not true.</p>	<p>These false beliefs were part of the Holocaust. The Holocaust happened from 1933-1945.</p> <p>The Holocaust was the mistreatment and murder of six million Jewish people by the Nazi government and people who helped them.</p> <p>By 1945, the Nazis and their helpers killed six million European Jews.</p>	<p>A small number of people tried to help Jewish people, and some survived.</p> <p>Jewish people were innocent victims.</p>
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8. Read the definition aloud. Go over words or ideas that need clarification. Take time to ensure students understand the definitions of the words.

9. Ask students to read the definition of the Holocaust on the [student interactive](#) as you read it aloud again. Together, students complete the who/what/why chart on the student interactive for the definition of the Holocaust.

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ASK THE STUDENTS

- Who caused the Holocaust?
 - The Nazis and those who helped them
- What did they do?
 - Mistreated and eventually murdered Jewish people
- Where?
 - In Europe
- When?
 - 1933-1945
- Why?
 - They thought Jewish people were dangerous and not as good as German people. This is not true.

10. Read Anne Frank’s biography on the student interactive aloud. Help students with terms or words they don’t understand. Students can use this biography to add more information to their who/what/where charts for Anne Frank.
- a. Optional: discuss the difference between a biography and a diary.
 - b. Optional: show students the Anne Frank timeline cards.

ASSESSMENT

1. Students complete who/what/where charts for Anne Frank and the definition of the Holocaust.
2. Students draw a picture of a diary. Use the similarities and differences between the pictures to draw students into the discussion. Why do people read Anne Frank's diary?
3. Students keep their own diary for a week. This can be done individually or as a whole class activity, where students start or end the day by creating a diary entry together. The teacher can provide materials to make and decorate their diaries, increasing motivation to make entries. Ask students what someone could learn about their lives if someone read their diary entries.

ADDITIONAL RESOURCES

- [Pre-modified Introduction to the Holocaust One-Day Lesson to Accommodate Multiple Student Needs](#)
- [Lesson plan and timeline of Anne Frank's life](#)
- [Holocaust Encyclopedia articles on Anne Frank](#)