

Title: Never Again



1st teaching period

(before the beginning of the first teaching period, students are asked to complete the first two columns on a KWL chart with what they know about the Holocaust and what they would like to learn:

<https://drive.google.com/file/d/1qhWYek6tabieJd4FNcANqZ4I2pxmRQMP/view?usp=sharing>

1st Activity:

Time: 10'

Type of activity: video projection and discussion

Class organisation: students watch individually and there is class discussion in between and after the video

Actions/Tasks: the teacher shows a video from a general-interest website

<http://www.proteachersvideo.com/Programme/64541/lesson-starters-holocaust-a-pre-war-german-jewish-family>, with the life of a Jewish family in Germany before the war and what happened to them after the persecution.

T pauses the video at 1:22 and asks students what their families have in common with this family. At the end of the video they are asked how the Jewish family ended up and what their feelings are.

2nd activity:

Time: 15'

Type of activity: presentation of timeline of events

Class organisation: class work

Actions/Tasks: presents the Holocaust timeline on the whiteboard by using a Powerpoint. Students take on the role of 'code breaker' and develop the ability to 'read' information, understand and ask questions.

<https://drive.google.com/file/d/1Z0cp7IzjygyTldrdcC8eqZXGKbNZH9DN/view?usp=sharing>

3rd activity:

Time: 20'

Type of activity: visual input and expression of feelings

Class organisation: in pairs per computer

Actions/Tasks: the teacher guides the students through the padlet that has been created <https://padlet.com/kleogerakou/jfxk1xbqe8r5>

and asks students to view the Holocaust-related artwork and after taking into account all the information they had received in the previous activity to express their feelings using various adjectives of emotion. He then invites them to see and comment (if they want) on their classmates' posts.

2nd Teaching Period

1st activity

Time: 15'

Type of activity: video projection and note-taking (from an animated map)

Class organisation: watch the video and keep notes individually and then compare and expand on their notes in pairs

Actions/Tasks: the teacher projects an animated map with information about the main events in WWII which led to the Holocaust

<https://encyclopedia.ushmm.org/content/en/animated-map/world-war-ii-and-the-holocaust>

and asks students to work in pairs and complete a worksheet in note-taking form

<https://drive.google.com/file/d/10BcegMFWu6Tn71sdfi-qA3VNMso1nzom/view?usp=sharing> .

He then asks them to compare their notes and add to them. Finally asks them to present their notes in class.

2n activity

Time: 30'

Type of activity: searching the web, locating information and creating a presentation

Class organisation: in pairs per computer

Actions/Tasks: the teacher asks students to work in pairs and visit the webpage of the Holocaust Museum and read the story of one of the Holocaust victims from different countries (in order not to read the same stories, teacher assigns different countries, including Greece).

and create a common presentation on google slides with details of the victim and what happened to them (2 slides per couple). He explains that the presentation should follow specific information (name, country of origin, everyday life before persecution, how he / she died) in bullet points.

3rd Teaching Period

1st activity

Time: 15'

Type of activity: video with custom-made questions in between (watching and speaking)

Class organisation: whole class

Actions/Tasks: the teacher shows a video which has been turned into a video lesson with the story of Eva and Miriam Mozes, the twin sisters who survived Josef Mengele's experiments in Auschwitz <https://www.playposit.com/share/1285569/996904/-twin-experiments>.

The teacher has created comprehension questions during the video, which the students answer orally.

2nd activity

Time: 30'

Type of activity: jigsaw method

Class organisation: 6 groups of 4

Teacher actions: the teacher divides the students into 4 groups of 6 students (less able students work with more able students). Each group is given a worksheet and 4 different texts with comprehension and viewpoint questions

<https://drive.google.com/drive/folders/1QQ-m8iMO0L1sqm1S3sruWMBaPu9BYBvX?usp=sharing> .

Then, after reading their text and taking notes (individually), expert groups are created on the same topic, in order to exchange views. The students then return to their original groups where the expert in each subject informs the other members.

3rd activity (asynchronous)

Students complete the third column of the KWL chart with the knowledge they have gained by the end of the lessons.

Vocabulary available during lessons

<https://quizlet.com/126984313/holocaust-flash-cards/>

Suggestions for expansion

- **Propaganda and the Holocaust**
- **Concentration camps: animated maps**

<https://encyclopedia.ushmm.org/content/en/animated-map/dachau-concentration-camp>

<https://encyclopedia.ushmm.org/content/en/animated-map/auschwitz>

- **Song:** Never again

<https://www.youtube.com/watch?v=l1uMTnXP2dA>

Simulation: students take on the role of judges who decide on a verdict for different people involved in the Holocaust and were held responsible for it. In pairs/groups study cards with information about the different people's position and decide on their conviction or acquittal, taking into account their degree of involvement.