

Subject: “The Holocaust – the decision-making process”

The plan is based on a lesson plan by Robert Szuchta and Piotr Trojański *Ostateczne rozwiązanie kwestii żydowskiej – przyczyny i przebieg procesu*” ed. A. Żbikowski, *Polacy i Żydzi . Nauczanie o Holokauście w perspektywie ośmiu wieków dziejów Żydów w Polsce. Poradnik dla nauczyciela*, Warszawa 2008, pp. 139-148.

Objectives:

After the lesson participants should:

- recognise the reasons for and the process of decision-making leading to the Shoah
- know what Jewish ghettos of World War II looked like
- know what types of camps were created by the Nazi before and during WWII
- be able to analyse and interpret source documents

Timing – 90 min.

1. T shortly discusses the objective and character of the lesson and emphasizes that Ss will have the opportunity to work with a source text

Timing – 5 min.

2. T discusses main events in relation to the lesson subject, such as: German invasion of Poland, German acquisitions in Western and Northern Europe, invasion of Soviet Union and declaring war on the US.

T discusses “Partition Map of Poland” (appendix 1) shortly describing the General Government. While discussing individual points, T asks Ss about their knowledge of the events. T remarks that these events influenced the “final solution of the Jewish question”.

Timing – 20 min.

3. T asks Ss about their knowledge of ghettos functioning during WWII. T shortly presents their history and peculiarity.

Timing – 10 min.

4. T divides Ss into 6 groups assigning each source materials [lesson handouts] to analyse according to assigned tasks.

Timing – 15 min.

5. T asks each group to present their conclusions on the source materials they worked on based on the tasks assigned earlier. During the presentation of the third group T asks Ss about their knowledge of camps functioning in Poland during WWII. T hands out maps with camps marked [appendix 2] and shortly discusses them relating to “the post-war dispute over the number of victims killed in Auschwitz-Birkenau”

Timing – 25 min.

5. After each group’s presentation, T asks Ss’ opinion on the question “Was there any connection between the events and analysed documents? Which events may be considered decisive for the Shoah?”

Timing – 10 min.

6. Lesson overview and conclusion.

Timing – 5 min.