

**Social Studies Lesson Plan**  
**Grade 11 – Holocaust Lesson 1 DPs**

Unit of Study	Lesson Title	Duration of Lesson	Date(s)
Aftermath of the Holocaust	Refugee Crisis and Displaced Persons (DP)	55 Minutes	
<b>Design Question/Focus of the Lesson/Addressing Content</b>			
<ol style="list-style-type: none"> <li>1. After liberation what factors influenced the decisions that Holocaust survivors made?</li> <li>2. Understand Allied policies toward refugees at the end of World War II.</li> <li>3. How did these policies affect Holocaust survivors?</li> <li>4. How did the politics of the Cold War affect political, social and economic decisions regarding Holocaust survivors and refugees?</li> </ol>			
<input checked="" type="checkbox"/> <b>Introducing New Knowledge</b>	<input checked="" type="checkbox"/> <b>Deepening or Practicing</b>	<input checked="" type="checkbox"/> <b>Generating and Testing Hypotheses</b>	
<b>Learning Goals/Objective (Based on standards.)</b>			
<ul style="list-style-type: none"> <li>• SS.9.12.A.6.1: Examine the causes, course, and consequences of the US on the World.</li> <li>• SS.9.12A.6.3: Analyze the impact of the Holocaust on Jews as well as other groups.</li> <li>• SS.9.12A.6.4: Examine efforts to expand or contract rights for various populations during World War II.</li> <li>• RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</li> <li>• RH.11-12.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</li> </ul>			
<b>Scale</b>			
<b>2.0 Simpler Content</b>	<b>3.0 Target (Objective)</b>	<b>4.0 More Complex</b>	
Students will be able to identify the key factors affecting Holocaust survivors in the aftermath of the Holocaust.	Students will analyze primary sources to determine cause and effect of Allied policies on Holocaust survivors.	Students will understand the connection between these key factors and political, social, and economic decisions regarding Holocaust survivors and refugees.	
<b>Assessment and Monitoring (Checks for content and desired effect.)</b>			
<p>Teacher observation of students' group discussions</p> <p>Analysis of primary source documents and the policy that resulted from the information</p> <p>Group discussion of the end goal of how the Allies dealt with the issue of displaced persons</p>			
<b>Critical Information Chunks/Close Read (As determined by learning targets.)</b>			
Essential Vocabulary: Allied Military Government (A.M.G), Displaced persons, International Refugee Organization (IRO), Liberators, Refugee, and United Nations.			
<b>Instructional Strategies/Lesson Activity</b>			
<b>Warm-Up Activity :</b> Allies and Refugees at the end of World War II			
<ol style="list-style-type: none"> <li>1. Teacher will divide students into small groups.</li> <li>2. Teacher will present slides 5-11 of the power point "The Allies at the End of World War II." (attached)</li> <li>3. Teacher will ask students to formulate a common list of the problems facing the Allies at the end of the war.</li> <li>4. Teacher will facilitate review of student lists.</li> </ol>			

**Activity 1: American Policy and how it affected the Holocaust Survivors in the year following the end of World War II in Europe.**

Film Clip: ask students to view the film clip at the beginning of “The Long Way Home.”

[http://wejew.com/media/11785/The Long Way Home Documentary 1 of 3/](http://wejew.com/media/11785/The_Long_Way_Home_Documentary_1_of_3/)

Discuss each question below and record responses on white board:

1. How did the survivors see themselves after the end of the war?
2. How did the Allies see the survivors?
3. How did the survivors become refugees?

**Activity 2: To what extent did the Allies see the fate of Refugees/Holocaust survivors as their responsibility?**

The teacher will:

- Divide the class into small groups.
  - Review students’ lists of problems faced by the Allies.
  - Assign each group one section of the documents listed below.
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- ✓ Allied Displaced Persons Policy (located in “Resources and Materials”); teacher will divide sections among students at her/his discretion
  - ✓ Harrison Report (Web Link located in “Resources and Materials”); teacher will divide sections among students at her/his discretion
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- Allow students 20 minutes to make a list on chart paper of the theme, key ideas, concepts, or actions stated in their section of the respective reports.
  - Following this activity, ask students to hang their posters on the wall according to document and order of section within the document.
  - As a whole group, the class will read aloud from the posters the main points of both documents.
  - Concluding question: What is the relationship of the Harrison Report to the Statement of Allied Repatriation policy? From these documents what do we learn about the Allies’ attitude toward Jews?

**Adaptations for Unique Student Needs**

Essential Vocabulary: Ask students to define the word and explain its significance in their native language.

In the opening activity, give students a Displaced Person Camp map (attached) to help them identify where these people came from and what were the problems with their migration to these camps.

Group work would help students to learn new vocabulary and concepts by working with other students.

**Assignment(s)**

Teacher Observation during guided discussion based on the “Post Activity” questions.

**Resources and Materials**

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Textbook: Chapter 17, The United States in World War II. The Americans , Holt McDougal.

Film segment: "The Long Way Home." [http://wejew.com/media/11785/The Long Way Home Documentary 1 of 3/](http://wejew.com/media/11785/The_Long_Way_Home_Documentary_1_of_3/)

Chart Paper and markers

Documents:

**Harrison Report:** Letter of Truman to Eisenhower containing the Harrison Report, found at

<http://www.ibiblio.org/pha/policy/post-war/1945-09-29a.html>