

***Alicia: My Story***  
**Lesson Plan for Chapter 5**  
**“My Brother Bunio”**

<b>TITLE</b>	<b>What is was like to be Bunio? A lesson about labor camps.</b>
<b>RATIONALE</b>	The students will learn more about labor camps, especially those near the camp Bunio was killed at. The reasoning for this is to instruct the students about why Bunio died, how it happened and why no one tried to stop it. It is important that the students understand the helplessness of this situation and learn how to identify mistreatment in their own life so that it never happens again.
<b>OBJECTIVE(S)</b>	Students will be able to: - Interpret multiple forms of media to create a reflection describing what it was like for Bunio in the labor camps and relate this to their everyday life. They will be able to do this with at least 80% accuracy according to rubric for their reflection.
<b>NEXT GENERATION SUNSHINE STATE STANDARD(S)</b>	<b>SS.912.W.7.6</b> <i>Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.</i>
<b>COMMON CORE STATE STANDARD(S)</b>	<b>CCSS.ELA-Literacy.RI.11-12.7</b> <i>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</i>
<b>MATERIALS AND RESOURCES</b>	<ul style="list-style-type: none"> <li>- One copy per student of <i>Alicia: My Story</i></li> <li>- Websites:  <a href="http://www.holocaustresearchproject.net/othercamps/plaszow/plaszow.html">http://www.holocaustresearchproject.net/othercamps/plaszow/plaszow.html</a></li> <li>USHMM. "RECOGNIZE SOMEONE?." <i>Photo Archives</i>. N.p., n.d. Web. 2 Mar. 2014. <a href="http://digitalassets.ushmm.org/photoarchives/detail.aspx?id=1094589">http://digitalassets.ushmm.org/photoarchives/detail.aspx?id=1094589</a></li> <li>- Web Video: <a href="http://youtu.be/CyvjcBUd-Co?t=8m8s">http://youtu.be/CyvjcBUd-Co?t=8m8s</a> 8:08-14:05</li> <li>- Video Projector</li> <li>- Computers</li> <li>- Handouts (See attachments)</li> </ul>
<b>PREPARATIONS</b>	<ul style="list-style-type: none"> <li>- Arrange classroom into small groups (4-5) and give every group at least one computer (turned on and set to the referenced website address). Make sure every group member can clearly see the projector screen.</li> <li>- Every student should already have one copy of the <i>Alicia</i> book, and each student should be given handouts.</li> </ul>

<b>INTRODUCTION</b>	<ol style="list-style-type: none"> <li>1. Start the class by presenting a large black swastika from the USHMM website (see attached USHMM resource).</li> <li>2. As this sets in, ask the students what this symbol represented during WWII.</li> <li>3. After this, state that this lesson will focus on the hardship and horrors of labor camps during the Holocaust.</li> <li>4. List the agenda for the lesson; 1. Web activity 2. Video 3. Group Discussion 4. Writing Assignment.</li> <li>5. Instruct the students that they will need to really focus on what they are researching and watching so as to properly fill out their activity sheets and handouts.</li> </ol>
<b>PROCEDURES</b>	<ol style="list-style-type: none"> <li>1. Introduction (described above)</li> <li>2. Present the sentence about Bunio in the labor camp: <i><u>"Don't you know, Alicia? Your brother Bunio was shot in the camp... One of the boys in camp escaped, so the Germans lined up everybody and shot every tenth boy. He was one of them."</u></i></li> <li>3. Give each student a copy of the Labor Camp Worksheet (see attachments)</li> <li>4. Instruct students to fill out the activity sheet using the website on their computer (this is a group activity).</li> <li>5. Give the students a time limit (roughly 15 minutes)</li> <li>6. Monitor groups for focus and any questions they may need clarified.</li> <li>7. Distribute Video Handout (see attachments) to each student.</li> <li>8. Instruct students to individually fill out the handout using information from the video.</li> <li>9. Play video and monitor students' behavior.</li> <li>10. Have students discuss video as groups</li> <li>11. Demonstrate the IWitness website and allow students time to investigate website for any further information they require.</li> <li>12. Ask students to write a three paragraph reflection paper. Topics for reflection will be "What is life like in a labor camp? How is this different from your life right now?" and "Why do you think people chose to act or not act in this situation?"</li> <li>13. Give students till end of class to write reflection.</li> <li>14. As they turn in papers, end with closure (see below).</li> </ol>
<b>CLOSURE</b>	<p>Display quote on projector:</p> <p><i>"It's here, where absolute evil was perpetrated, that the will must resurface for a fraternal world, a world based on respect of man and his dignity."</i></p> <p>- Simone Veil, Auschwitz survivor and former French Health Minister</p>
<b>ASSESSMENT</b>	<p>Follow the rubric made for the writing assignment (see attachments)</p> <p>This assessment clearly demonstrates the students' ability to take multiple forms of media including primary source and synthesize new information from it. It also demonstrates their ability to understand and analyze what labor camps were and how they relate to our everyday life.</p>
<b>EXTENSIONS / MODIFICATIONS FOR DIFFERENTIATED INSTRUCTION</b>	<ul style="list-style-type: none"> <li>- The use of videos and graphic handouts will better organize the content for ELL's and special education students using a modified vocabulary "Stepping Stones" idea.</li> <li>- The gifted students will be able to expand their knowledge far beyond the assignment through extra searching on the web activity as well as a large amount of extra footage for them to take in during the video activity. They also have free roam to expand their creative insight during the writing assignment, particularly in answer to the "What if?" questions posed.</li> </ul>

<b>REFERENCES</b>	<p>Appleman-Jurman, A. (1988). <i>Alicia: My story</i>. New York: Bantam Books.</p> <p>Gera, V. (2009, February 1). "Auschwitz survivors mark camp's liberation". <i>The Malta Independent</i>. Retrieved February 17, 2014 from <a href="http://www.independent.com.mt/articles/2009-02-01/news/auschwitz-survivors-mark-camps-liberation-219685/">http://www.independent.com.mt/articles/2009-02-01/news/auschwitz-survivors-mark-camps-liberation-219685/</a></p> <p>IWitness. (n.d.). "IWitness: One voice at a time". <i>Home / IWitness: Video testimonies from Holocaust survivors and witnesses</i>. Retrieved March 2, 2014 from <a href="http://iwitness.usc.edu/SFI/">http://iwitness.usc.edu/SFI/</a>.</p> <p>Plaszow – Krakow Forced Labour Camp  <a href="http://www.HolocaustResearchProject.org">http://www.HolocaustResearchProject.org</a>. (n.d.). Plaszow – Krakow Forced Labour Camp. Retrieved February 17, 2014 from <a href="http://www.holocaustresearchproject.net/othercamps/plaszow/plaszow.html">http://www.holocaustresearchproject.net/othercamps/plaszow/plaszow.html</a>&gt;</p> <p>United States Holocaust Memorial Museum. (n.d.). "Photo Archives". Retrieved March 2, 2014 from <a href="http://digitalassets.ushmm.org/photoarchives/detail.aspx?id=1094589">http://digitalassets.ushmm.org/photoarchives/detail.aspx?id=1094589</a></p> <p>WarStories. (n.d.). "Nazi Concentration And Prison Camps." YouTube. Retrieved February 17, 2014 from <a href="http://youtu.be/CyvjcBUd-Cod">http://youtu.be/CyvjcBUd-Cod</a></p>
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### **ATTACHMENTS**

- "Labor Camp Worksheet"
- "Picture Perfect"
- "Video Worksheet"
- "Writing Rubric"

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

## **Labor Camp Worksheet**

In this activity you will be researching the Plaszow labor camp through an historical website. You will need to analyze the website thoroughly and generate responses to each question. Each sub area will have further instructions.

Note: *Be sure to complete BOTH pages on the worksheet!*

### **Basic Facts Search**

Search the website for these essential facts about the labor camp. Enter the answers in the space provided beside and underneath each question.

-When was this camp constructed?

-About how large was the camp? (When it began and when it ended)

-What were the prisoners forced to do?

-Who was paid for the labor workers' time and efforts?

-Who was Amon Leopold Goth? What impact did he have on the laborers?

## **Picture Perfect**

In this section, find two pictures that speak to you the most. Identify the main characters represented in those photos and what you think is happening to the people in the photograph (use the text to help you interpret the photographs).

Photograph #1-

Characters:

Your interpretation:

Photograph #2-

Characters:

Your interpretation:

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

## Video Worksheet

This worksheet is to be completed AS YOU WATCH the video. Be sure to pay attention and find the key concepts listed on this worksheet. All the questions listed on this worksheet are placed in chronological order with the video.

### Fill in the blank

Pay close attention to the video and fill in each blank with its corresponding topic mentioned in the video. Some blanks may require multiple words / phrases. If needed you can write under the question or on the back of the sheet.

1. The name of this camp is \_\_\_\_\_; it is a \_\_\_\_\_ camp.
2. Over \_\_\_\_\_ thousand political prisoners were killed.
3. This happened over \_\_\_\_\_ months.
4. General Dwight D. \_\_\_\_\_ visited the camp . . .
5. . . . along with Generals \_\_\_\_\_ & \_\_\_\_\_.
6. In the woodshed was \_\_\_\_\_.
7. Former inmates demonstrate \_\_\_\_\_.
8. The second group to arrive at the camp was the \_\_\_\_\_ and \_\_\_\_\_.
9. They were \_\_\_\_\_ to take a \_\_\_\_\_ of the camp.
10. The Nazis must see all the \_\_\_\_\_.
11. The first stop was to see \_\_\_\_\_.
12. Two member of the group were identified as \_\_\_\_\_.
13. Some were reluctant to enter the \_\_\_\_\_.
14. Many of the Germans claimed \_\_\_\_\_.

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Writing Rubric

Criteria	Question #1 What is life like in a labor camp? How is this different from your life right now?	Question #2 Why do you think people chose to act or not act in this situation?
Utilized at least one example from each media source. One point per source out of three points.	/3	/3
Developed an intelligible response to the content presented. One point.	/1	/1
Was able to draw upon present day knowledge/life in order to compare the material. One point.	/1	/1

Grade: \_\_\_\_\_ /10