

Lesson plan template

Basic details
<p>Title of lesson plan: <i>Unmasking Deception: Propaganda in Theresienstadt (Terezin)</i> School: Educational complex 141 ORT City: <i>Kyiv</i> Name of teacher(s): Ruslana Bernatska, Tetiana Ibrahimova Subject: English+Jewish Studies</p>
Participating students
<p>Number of students: 15 Age / grade: 8 grade (13-14 years old) Social/cultural/religious background of the students: Jewish and non-Jewish students</p>
Resource pack information
<p>Name of Resource Pack (e.g. Poland, Hungary, Ukraine, etc.): Czech Republic Primary resources used: Terezin reader, materials from the Defiant Requiem Foundation website</p>
Mission and goals
<p>What problem/challenge does the project try to solve? To instruct students on the Holocaust and the Nazi regime's exploitation of propaganda during World War II, Theresienstadt, a concentration camp employed by the Nazis for propagandistic purposes, can be examined as a compelling case study demonstrating how propaganda can be utilized to manipulate public perception. What is the mission of the project? Students will learn about the history of Theresienstadt Concentration Camp and its use as Nazi propaganda.</p> <p>Students will analyze and identify various forms of propaganda used in Theresienstadt. What are the goals of the project? (Be specific: try to set goals which can be objectively measured) Students will critically evaluate the impact and consequences of propaganda in the context of the Holocaust.</p>
Applied (online) tools & Centropa resources: Which online tools will you use in this lesson? Be specific, and if possible include links.
<p>Documentary footage or photographs from Theresienstadt Examples of Nazi propaganda from the camp Copies of primary sources like letters or diaries from inmates Projector and screen for multimedia materials</p>
Lesson plan schedule

What will exactly happen in the framework of this project?

Planned schedule/ milestones:

1. Introduction (15 minutes):

- 1. Commence with a concise exploration of the Holocaust and the Nazis' utilization of propaganda throughout World War II.**
- 2. Introduce Theresienstadt Concentration Camp as a distinctive example of extensive Nazi propaganda use.**
- 3. Elaborate on the fact that Theresienstadt was portrayed as an idealized ghetto to deceive the world, while its sinister actual purpose remained concealed.**

2. Historical Background (15 minutes):

- 1. Provide a historical perspective of Theresienstadt, encompassing its location, establishment date, and initial role as a transit camp.**
- 2. Clarify the tactics employed by the Nazis in utilizing the camp for propaganda, with the intention of hoodwinking the Red Cross and the international community about the well-being of the Jewish prisoners in their care.**

3. Analyzing Propaganda (20 minutes):

- 1. Introduce students to documentary footage and photographs captured in Theresienstadt.**
- 2. Exhibit instances of Nazi propaganda originating from the camp, including posters, brochures, and films.**
- 3. Discuss the techniques used in propaganda, such as showing cultural activities, emphasizing the availability of food, and portraying inmates as content.**
- 4. Encourage students to pinpoint the disparities between the propaganda and the actual conditions experienced in the camp.**

4. Primary Source Analysis (15 minutes):

- 1. Provide students with copies of letters, diaries, or other primary sources from Theresienstadt inmates.**
- 2. Ask students to read and analyze these sources, considering how they contrast with the propaganda.**
- 3. Discuss the emotional impact of these firsthand accounts.**

5. Class Discussion (20 minutes):

- 1. Lead a class discussion on the power and purpose of propaganda. Ask questions such as:**
 - How did the Nazis benefit from the use of propaganda in Theresienstadt?**
 - What are the ethical considerations of using propaganda in such a context?**

- *How can propaganda sway public perception and international responses to atrocities?*
- *What lessons can be drawn from the story of Theresienstadt about the need to evaluate information and media carefully?*
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6. Conclusion (10 minutes):

- 1. Summarize the key takeaways from the lesson.*
- 2. Discuss the lasting impact of propaganda on public opinion.*

7. Homework/Assignment: *Delegate a research assignment or essay concerning the broader utilization of propaganda during the Holocaust, or task students with producing their anti-propaganda materials to raise awareness of the repercussions of misinformation.*

Expected results and outcomes

How do the students make use of the project?

Students will have the opportunity to conduct research about Theresienstadt, the Holocaust, and the specific propaganda used in the camp.

What will the students learn?

This lesson plan aims to engage students in a critical examination of propaganda and its role in historical events while emphasizing the importance of media literacy and ethical awareness.

Which competences of the students will develop?

Students can critically analyze the propaganda materials from Theresienstadt.

PLEASE FILL THIS OUT AFTER YOUR LESSON

Documentation

Please include documentation (photos, videos, screenshot, etc) in the lesson plan submission.

Evaluation *(Please fill this out after the completion of the project)*

How did you measure the effect of the project? What went well during the project?

What would you change in the project for next time?

Comments

Is there anything else that would be important for us to know.