**Lesson plan template**

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| **Basic details** |
| *Title of lesson plan:* *Unmasking Deception:* ***Propaganda in Theresienstadt (Terezin)***  *School:* ***Educational complex 141 ORT***  *City: Kyiv*  *Name of teacher(s):* ***Ruslana Bernatska, Tetiana Ibrahimova***  *Subject:* ***English+Jewish Studies*** |
| **Participating students** |
| *Number of students:* ***15***  *Age / grade:* ***8 grade (13-14 years old)***  *Social/cultural/religious background of the students:* ***Jewish and non-Jewish students*** |
| **Resource pack information** |
| *Name of Resource Pack (e.g. Poland, Hungary, Ukraine, etc.):* ***Czech Republic***  *Primary resources used:* ***Terezin reader, materials from the Defiant Requiem Foundation website*** |
| **Mission and goals** |
| *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.***  ***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.*** |
| **Applied (online) tools & Centropa resources:** *Which online tools will you use in this lesson? Be specific, and if possible include links.* |
| ***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*** |
| **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, emphasising 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?***   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.* |