**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.* |