

INSIDE THE GLASS CASE

Lesson Plan: Camp Uniform

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HOLOCAUST MEMORIAL CENTER
ZEKELMAN FAMILY CAMPUS





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Recommended grade levels • High School

Suggested timeframe • 1-2 class periods

Historical Context

The Camp System:

- The Nazi government established a series of camps to imprison perceived political, ideological, and racial opponents.
- As the Nazis invaded other countries across Europe and expanded their areas of control, they established tens of thousands of concentration camps.
- The conditions at these camps were horrible and many people imprisoned there died from exhaustion, starvation, disease, and exposure.
- One such camp was [Buchenwald](#)

The Final Solution:

- The systematic mass murder of all Jews was known as the “[Final Solution.](#)”
- Six [killing centers](#) were established in German-occupied Poland to carry out the Final Solution: [Chelmno](#), [Treblinka](#), [Sobibor](#), [Belzec](#), [Auschwitz-Birkenau](#), and [Majdanek](#).
- Nearly 2.7 million Jews were killed at these killing centers.
- As the Allies made their way into Europe, the Nazis liquidated camps in Poland and sent the prisoners on [death marches](#) to camps in Germany.
- [Teaching](#) of this topic is difficult for teachers and can be traumatizing for students. Content should be selected carefully, and the presentation of information should be handled with sensitivity.



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Goals & Objectives

Students will know:

- How to analyze an artifact and survivor testimony.
- About the camp system and the Final Solution.

Students will understand:

- How artifacts can deepen our understanding of history in fuel our inquiry/research.

Students will be able to:

- Connect personal experiences and accounts of history to major events of the Holocaust.

Procedure

Step 1:

- Begin this lesson by writing “dehumanization” on the board. Students brainstorm the meaning of the word. Chart their responses on the board or on chart paper. In a virtual setting, students can type their answers into the chat or on Google’s Jamboard.

Step 2:

- Share Gregory Stanton’s 10 [Stages of Genocide](#) with the students, and discuss each stage. Explain that the stages do not have to happen in successions, but that the stages help guide our understanding of how genocides happen.

Step 3:

- Focus discussion on dehumanization, and explain that Jewish people were dehumanized by the Nazis as soon as they came to power. (Examples of propaganda can support this discussion.) However, even once Jewish people were targeted for murder the Nazis made every attempts to dehumanize the Jewish victims.

Step 4:

- Share the photo of Steve Lewkowicz’s camp uniform, and ask students to describe it in small groups or with partners using the “see, think, wonder” method. Students share out.



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Procedure (continued)

Step 5:

- Connect students' observations, thoughts, and questions back to the idea of dehumanization.

Step 6:

- Share with students that Steve Lewkowicz was liberated from Buchenwald. Show [Leon Bass's testimony \(liberator\)](#) and have students discuss how what he says connects back to dehumanization.

Closing:

- Show the picture of Steve Lewkowicz's night school picture.

Content Standards

CCSS.ELA-LITERACY.RI.9-10.1

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.6

- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-LITERACY.RI.9-10.7

- Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

CCSS.ELA-LITERACY.W.9-10.9

- Draw evidence from literary or informational texts to support analysis, reflection, and research.



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Content Standards (continued)

CCSS.ELA-LITERACY.W.9-10.9.B

- Apply grades 9-10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid, and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Social Studies/History:

- 7.1.3 Twentieth Century Genocide – Use primary and secondary sources to analyze the causes and consequences of genocide in the 20th century.
- 7.2.3 World War II – Analyze the causes, course, characteristics, and immediate consequences of World War II by:
 - investigating the development and enactment of Hitler’s “final solution” policy, and the responses to genocide by the Allies, the United States government, international organizations, and individuals analyzing the major turning points and unique characteristics of the war.
- 7.2.6 - Case Studies in Genocide

C3 Social Studies State Standards

- D2.His.1.9-12 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- D2.His.3.9-12 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
- D3.1.9-12 Gather relevant information from multiple sources.