

Lesson Plan:

**Title:** Evidence of a War Crime: Jackson, Nuremberg, and Holocaust Denial

**Time:** Approximately 2 Days

**Audience:** Grades 10-12

**Lesson Objectives:** At the conclusion of this lesson, the learner will:

- Via worksheet and well written essay, articulate the basic essential vocabulary associated with this lesson.
- Via class discussion and well written essay, explain and analyze Justice Robert H. Jackson's role in the Holocaust.
- Via class discussion and well written essay, show a basic understanding of the claims of Holocaust deniers.
- Via class discussion, and a well written essay, analyze and interpret primary source documents relating to the topic.
- Via class discussion and a well written essay, refute the claims of Holocaust deniers using the evidence presented at Nuremberg by Justice Robert H. Jackson.

**Standards Addressed:**

Grades 9-12 Common Core Literacy Skills and Social Studies Practices

Writing:

1. CCLS 1a-1e.

1. Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claims(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

## 2. CCLS 2a-2f

2. Write informative/explanatory texts, including the narration of historical events or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comparison.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

### **Procedure:**

- This lesson requires a basic understanding of the Holocaust and the Nuremberg trials.
- Transition between what you have learned and what you will learn.
  - “Now that we have studied the Holocaust and learned about Nuremberg, let's take some time to learn about the guy who helps us preserve the truth and how he did it”
- Go to [www.readingtheevidence.weebly.com](http://www.readingtheevidence.weebly.com)
  - Start at “Home” and complete steps 1, 2, and 3 to complete the learning module.
    - All lesson materials are available in the “Teacher Toolkit” section.

### **NOTES ON PROCEDURE:**

- This lesson can be accomplished in a variety of ways, and it is up to the teacher as to how to approach it.
  - Option 1: Individual at home assignment
  - Option 2: Individual in class assignment utilizing computer lab keeping all things digital
  - Option 3: Whole class instruction in class with teacher guidance using printed handouts
  - Option 4: Grouped assignment by evidence type with whole class reporting

**Assessment:** Assessment can be achieved via multiple means:

- Class discussion
- Successful completion of evidence examination sheet
- Successful completion of Holocaust denial essay.