

Life in the Lodz Ghetto Lesson Plan

Subject:	Social Studies/ History
Grade Level:	6 th -12 th Grade
Unit of Study/Theme:	Photography and Social Justice
Focus Question:	How can photography be used as a form of social justice?

Objective(s):	<p>Oregon Social Science Standards</p> <p>6.21 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes).</p> <p>6.27 Assess individual and collective capacities to take action to address local and regional issues, taking into account a range of possible levers of power, strategies and potential outcomes.</p> <p>7.20 Determine and explain the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from indigenous people, ethnic and religious groups and other traditionally marginalized groups throughout the Eastern Hemisphere.</p> <p>7.25 Identify issues related to historical events to recognize power, authority, religion, and governance as it relates to systemic oppression and its impact on indigenous peoples and ethnic and religious groups, and other traditionally marginalized groups in the modern era (bias, injustice, anti-Semitism, discrimination, stereotypes) including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent and traditionally marginalized groups (women, people with disabilities, immigrants, refugees, religious groups, and individuals who are lesbian, gay, bisexual, or transgender).</p> <p>7.27 Critique and analyze information for point of view, historical context, distortion, propaganda and relevance including sources with conflicting information.</p> <p>7.29 Assess individual and collective capacities to take informed action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies and potential outcomes.</p> <p>8.28 Identify issues related to historical events to recognize the power, authority, and governance as it relates to systemic oppression and its impact on ethnic and religious groups, as well as other historically persecuted individuals in the United States in the modern era (bias, injustice, discrimination, and stereotypes)</p>
----------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>8.30 Synthesize information and data to construct an account of historical events that includes multiple sources and varied perspectives.</p> <p>8.32 Critique and analyze information for point of view, historical context, distortion, bias propaganda and relevance including sources with conflicting information in order to question the dominant narratives in history.</p> <p>HS.53 Explain how power and privilege influence where people live and how they interact with their environment at the intergroup and institutional levels and how they have been affected.</p> <p>HS.61 Analyze and explain persistent historical, social and political issues, conflicts and compromises in regards to power, inequality and justice and their connections to current events and movements.</p> <p>HS.65 Identify and analyze the nature of systemic oppression on ethnic and religious groups, as well as other traditionally marginalized groups, in the pursuit of justice and equality in Oregon, the United States and the world.</p> <p>HS.67 Evaluate historical sources for perspective, limitations, accuracy, and historical context.</p>
<p>Essential Question(s):</p>	<p>How and why does analyzing photographs from a Jewish perspective challenge our understanding of life in the Lodz ghetto?</p> <p>Why is photography a form of social justice?</p>
<p>Vocabulary: ghetto, Torah, synagogue, deportation, Judenrat (ghetto administration)</p>	
<p>Resources/Materials: classroom space, six work stations with big paper, or post its, and markers at each station, computer access to power point presentation, projector, photographs broken up into the following categories* (resistance, hope, work propaganda, work, deportation, destruction, individuals), analyzing visual images half-page handout, "The Lodz Ghetto" chapter from Miriam Greenstein's book <i>In the Shadow of Death</i></p> <p>*The caption for each photograph is the name of the image. For example, if the photograph is saved as "man holding child in the air outside of the ghetto buildings" that is the caption you should write on the back of the photograph once you've printed it.</p> <p>**Photographs have been sourced from the Art Gallery of Ontario (http://agolodzghetto.com)</p> <p>*** "The Lodz Ghetto" chapter is an excerpt from a local survivor's memoir. You may want students to reach this chapter before or after the activity and discuss how Miriam's story is similar or different to what Henryk Ross captures with his camera.</p>	
<p>Warm Up/Hook: Define ghetto, introduce the Lodz Ghetto, and explain the role and importance of Henryk Ross</p> <p>Begin by reviewing the definition of the term "ghetto," which is provided in the attached vocabulary sheet. You might notice that this definition focuses on the intentions of ghettos rather than specific characteristics such as dilapidated housing and overpopulation. This is to help students understand the ghetto as a concept and its broader implications instead of fixating on features that are the result of ghettoization.</p>	<p>Time: 10 minutes</p>

<p>Use slides 2-4 in the powerpoint to review background information about the Lodz Ghetto and Henryk Ross. Ask students to consider how seeing the Holocaust through the lens of a Jewish photographer challenges our understanding of what life was like in the ghetto.</p>	
<p>Lesson: Analyzing Visual Images</p> <p>Use slides 5 and 6 to practice with the class how to analyze a visual image and review the activity. Split students into six equal groups and have them rotate every two to two and a half minutes to the next station, until the complete all six stations. (Use the photographs from the hope, work propaganda, work, deportation, destruction, and individuals folders)* Encourage students to write questions and respond or extend off of other student's reactions. Students may choose to focus on one image in the group or analyze the images as a collective.</p> <p>Following the analysis, regroup as a class and use slides 7 – 12 to debrief about each grouping.</p> <p>Use slide 13 to begin a discussion about resistance and how photography can be used as an act of resistance. Use slide 14 to examine how Henryk Ross used photography as an act of resistance. Then hand one photograph from the group labeled "resistance" to each of the six groups. Allow two minutes for each group to analyze the photograph they were given and then have them present.</p> <p>*Other variations include:</p> <ol style="list-style-type: none"> 1. Having students complete the activity silently. This places an emphasis on their written responses instead of peer conversations. 2. Do not split students into groups and instead give them a set amount of time to look at each grouping of photographs, responding individually. They may also go back to a certain image to look to see what their peers has written and write a follow up response. 	<p>Time: 45 minutes</p>
<p>Assessment(s)/ Debrief:</p> <p>Have students journal or think, pair, share, how their definition of resistance has changed and how they might be able to use photography as an act of resistance in their lives today.</p> <p>*The Art Gallery of Ontario has a list of websites in which students can explore the ways that art, photography, and social media can be used to take action against social injustices. (http://agolodzghetto.com/collectionoverview/66100?t:state:flow=4cd2f7d4-e69f-4914-8636-dfb6b121c4a5)</p>	<p>Time: 2 minutes</p>

Life in the Lodz Ghetto Vocabulary

Deportation: Forced removal of Jews from their homes in Nazi-occupied lands; under the pretense of resettlement, victims were sent to death centers and labor camps.

Ghetto: A space and structure of oppression intentionally constructed to segregate, stigmatize, confine, and control a population.

- In the context of the Holocaust, ghettos for Jews can be described as the walled-off or fenced section of a city to which Jews were restricted. Ghettos became a stopping place before deportation to concentration camps and killing centers.

Judenrat: Council of Jewish leaders established on Nazi orders in German-occupied towns and cities.

Synagogue: A sanctuary where Jews assemble to worship. The building is also used for educational purposes and social gatherings.

Torah: The first five books of the Bible. Torah's are hand-written in Hebrew calligraphy on sheets of parchment sewn together to form a continuous scroll. It resides in a decorated ark and congregants stand when it is brought out for reading.

Analyzing Visual Image Questions

Description

- What is happening in this photograph?
- What captures your attention?

Analysis and Interpretation

- What message or meaning do you think Ross communicates?
- How effective are Ross's choices in communicating his intended message?

Cultural Context

- What was happening in society during that time? Socially? Historically? Politically?
- Who was the intended audience for the photograph?

Analyzing Visual Image Questions

Description

- What is happening in this photograph?
- What captures your attention?

Analysis and Interpretation

- What message or meaning do you think Ross communicates?
- How effective are Ross's choices in communicating his intended message?

Cultural Context

- What was happening in society during that time? Socially? Historically? Politically?
- Who was the intended audience for the photograph?