



A Gypsy in Auschwitz

Lesson 3: Childhood Interrupted

Lesson Plan for Grade 9-12, World History or U.S. History

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OVERVIEW & PURPOSE

Students will build knowledge on how freedom was gradually stolen from those persecuted by the Nazis.

EDUCATION STANDARDS

1. 9-12.WH.28. Synthesize historical information to create new understandings.
2. 9-12.WH.29. Use a variety of source materials to compare and contrast treatments of the same topic
3. 9-12.WH.30. Examine historical events from the perspectives of diverse groups, including Indigenous peoples, national, regional, racial, ethnic, class, and gender, sexual orientation, and differently abled

OBJECTIVES

1. Students will be able to identify what Otto's life was like prior to persecution.
2. Students will be able to identify how rights were slowly stolen from the Romani people.
3. Students will be able to analyze how discrimination escalates.

MATERIALS NEEDED

1. *A Gypsy in Auschwitz* by Otto Rosenberg
2. Materials to create a timeline- your choice how you can do this.
 - a. Digitally- Canva is great for this
 - b. Physical- either on a sheet of paper or if you already have USHMM's timeline activity up in your classroom, you could have students create cards for that based on the book.

VERIFICATION

Steps to check for student understanding

1. Discussion answers
2. Vocabulary understanding
3. Timeline activity

ACTIVITY

Describe activity that will reinforce the lesson

Read chapters 1-4

Encourage students to note how Otto and his family were treated in chapter 1 vs how they are treated later. It might be interesting to discuss whether or not there is a drastic change between how they are treated very early in the book vs the onset of official Nazi persecution. Romani were treated very badly historically so this will help students see what persecution looks like to groups that are considered as "other." Other discussion questions may be: What was Otto's childhood like before the Nazis? What rights were slowly taken away? How does discrimination escalate?

Have students keep track of the order of events that happen with regards to persecution of Otto and his family.

Students will create a timeline of persecution based on the first 4 chapters.

Discuss- How do small changes lead to big consequences?