



A Gypsy in Auschwitz

Lesson 4: Dehumanization and Language

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

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OVERVIEW & PURPOSE

Students will explore how the power of words led to dehumanization while reading *A Gypsy in Auschwitz*.

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 language that dehumanizes a group of people.
2. Students will be able to analyze how the use of language escalates in conjunction with dehumanization.

MATERIALS NEEDED

1. Copies of *A Gypsy in Auschwitz*

2. Sticky notes

VERIFICATION

Steps to check for student understanding

1. Discussion
2. ID of passages

ACTIVITY

Describe activity that will reinforce the lesson

To prepare students for this lesson, they should have read through chapter 6.

- Close Reading
 - Add sticky notes to the passages showing:
 - Labels (ex: “impure blood” page 45.)
 - Stereotypes
 - Loss of identity
 - Students may want to add notes to the sticky note for future discussion
 - Students annotate on sticky notes:
 - Words showing fear
 - Words showing resilience
 - Words showing injustice

Have students complete the above process for chapter 1 and chapter 5.

How did language escalate from chapter 1 to chapter 5?

Did the level of persecution and dehumanization have any kind of impact on language used? Or did language used have any kind of impact on persecution and dehumanization?

If you would like to extend this lesson, you can encourage students to write a passage from Otto’s POV, a bystander’s POV, and a guard’s POV. This can lead you into a really meaningful conversation regarding perspective and justifying one’s actions.