

HOLOCAUST EDUCATION LESSON PLAN TEMPLATE

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Topic/Era: The German Holocaust of World War II and Contemporary Genocide

Lesson Title: Studying the Holocaust

Subject: English/Reading APP

Grade Level: 11th Grade

Length of Lesson:

Six-Seven class periods- 52 minutes long in a resource room for special education students.

Introduction:

Studying the Holocaust lesson plan uniquely integrates information on genocide past and present, citing historical examples of the Holocaust and the many reasons and theories that precipitated Nazi policy and actions against the Jewish People and other targeted groups of people. Reasons for catastrophes are compared and discussed for intent, as well as blame, be it human or nature. Genocide and holocaust meanings are defined and discussed by UN definitions as they relate to the world today.

Historical documentation is shown stating how and when seizure of property can be initiated; giving an example how powerful written instruction can be when used to validate unjust lawful actions.

The lesson concludes in a hands-on class lesson practice providing opportunity to demonstrate and promote better understanding of unfair treatment by those who are superior, either by law or might.

Objectives:

Students will be able:

- To differentiate between natural and human catastrophe.***
- Develop vocabulary for understanding the holocaust and genocide.***
- Have a general understanding of what is meant by genocide and holocaust, as well as define meaning by United Nations terminology and application.***
- Will have a clear understanding of Nazi control (by demoralization, brutality, unfair treatment unjust laws, written instructions and regulations) by being a victim or bystander in an unfair accusations practice lesson by superiors (teachers)***

Standards:

History 8.12.7

Describe the cause, course, and effects of the Holocaust, including:

- Kristallnacht
- The Final Solution

Language Arts 4.12.1

Analyze use of text features and rhetorical strategies in primary source documents (policy statements, speeches, debates, dairies, platforms)

Materials List, lesson preparation and requirements:

- VHS or DVD player and monitor. (Cue appropriate information and clip into lesson plans)
- Prepare vocabulary words and transparencies and label Holocaust and genocide definitions.
- Prepare handouts: *Hendricks Instructions- November 1938*
- Prepare handouts for “*Background on the Kristallnacht Pogrom.*”
- Journal books for students
- White-board with dry-erase markers
- Student handouts
- Textbook or portions from “Echoes and Reflections: A Multi-media Curriculum on the Holocaust
- Echoes and Reflections Website (www.echoesandreflections.org)
- DVD of Visual Testimony
- Biographic Profiles
- Video Clips
- Graphic Organizers
- Bags of pinto beans

Techniques, Skills and Strategies:

- Large group discussion
- Small group work
- Vocabulary building
- Brainstorming
- Compare and contrast information using a Venn diagram
- Analyze primary and secondary source material
- Interpret visual historical testimony
- Journal writing
- Search by the teacher and other staff members of planted property (empathizing unfair search procedures and corrupt government control. (Nazis)
- Role playing
- Oral dictation and response using a tape recorder and/or computer.

In Class Activities:

Lesson Procedures and Class Activities

Part 1 Day 1-3

1. Teacher will write “catastrophe” on the board and ask students to define terms and identify catastrophes in their lifetime. (Both natural and human) Use a graphic organizer, *Compare and Contrast List* to chart responses. (Show visual examples of the following catastrophes, add student responses and check for understanding, recall or build on previous knowledge or experience asking for specific examples. Cue lower level achievement students and ask for personal or cultural examples so they can relate and understanding better)

Catastrophe

Natural

Earthquake
Drought
Tsunami
Famine

Human

September 11, 2001
Holocaust
Rwanda

2. Group and/or class discussion on difference between naturals and human catastrophe. Natural disasters are out of human control versus human catastrophes are the direct result from human actions. Have students discuss, then write in their journals natural and human catastrophes they are aware of and write what they know. In groups select a group leader and time control leader to keep group discussion under control and timed. (Students will use journal)
3. Explain to the class and have the class start an historical time line in which shows when each catastrophe occurred, focusing on *The Holocaust* in Europe between 1933 and 1945. Show date to visualize recent historical time concept. Explain how six million Jews (2 out of 3 living in Europe) were exterminated, along with hundreds of thousand homosexuals, handicapped persons with physical and/or mental disabilities, war prisoners, Poles, Slavs, Communists, Socialists unionists as well as Jehovah Witnesses. Executed just for their *differences*.

Ask students to write about prior knowledge they have of The Final Solution, recall information, or write about persons or family members they know who were trapped in Europe during these horrific times. (Use the *KWL graphic organizer*)

Use bags of pinto beans to represent the population of Las Vegas, approximately two million. (Each pinto bean represents a person) Using additional bags of beans put twice as many bags of beans on the table to give a visual example of how 2 times the city of Las Vegas were exterminated. Not casualties of war but purposely executed.

4. Display transparencies of the definitions of the holocaust. (The Holocaust; events that occurred in a particular time in history versus holocaust of 9-11.)

Ask about other genocides that have occurred in the past. (Native Americans, Armenians, Tutsi, etc.) List and compare similarities of human actions on the *Compare and Contrast* graphic organizer.

Target by groups and intent.

Group by: ethnic culture, race, religion or nationality.

Intent: deliberate, natural or human actions.

5. Provide transparencies of the United Nations Definition. What definition best fits Germany's reasons behind their introduction of the Holocaust? Get in groups and discuss possible reasons toward Germany's validation in the extermination of the Jews and other "different" groups of people.
6. Re-display transparency on Key Vocabulary. Have every student lookup one vocabulary word and explain to the class the word meaning and word example. (Using websites written by the teacher on the Board, as well as their own web search.) (Students will use their journals)
7. Show video clips on holocaust and the human toll on life.

Day 4-5

Part II

1. Pass out handout on "*Background on the Kristallnacht Pogrom.*" Show video clips displaying these actions and the results.
2. In small groups discuss the rationale for using Herschel's Grynszpan's attack for Germany initiating "The Night of the Broken Glass." Was this a valid reason for the nation to arrest, kill and injure the Jews? Or was it an excuse to initiate blame and start a movement of hatred that would eventually led to war? Each group will have a reason behind Germany's aggressive behavior and will look up each possible reason on the internet, citing specific web sites and share these findings within their group. Each group will list 3 possible reasons, and each student will document agreed reasons in their journals along with their own beliefs. (Use the cause and Effect or the Brain storming graphic organizer)

Discuss possible reasons: Economic, inflation, war reparations, inability to build up it's military and defend themselves, culture and ethnic blame of others strongly attributing to the downfall of the German nation, strong belief of Aryan superiority instilled from generation to generation. (Document group reasons by group agreement; limit to 3 reasons/answers only.)

Day6 Part III

1. Pass out the handout Heydrich's Instruction, November 1938.
2. Discuss the meaning by Nazi interpretation of language and perception of events to take place. Briefly discuss the fairness and legality of the official document. (Legal- Yes, Fair-NO) Students will write a short paragraph in their journal, documenting their initial response (shock/surprise) to the written documented regulation of the Jews and their rightful ownership of property.

Day 7 Part IV Activity- Abuse of authority by superiors or by law

I have conducted this lesson before and have written remarks by past student behavior and reactions to this lesson. This must be done carefully and quickly to show immediate results and ease tensions.

Teacher

As students walk in the class, the teacher will make a comment "I forget to put my purse away." She will then look in her purse for her cell phone. She will visibly get upset and state "My cell phone is gone! Which one of you took it???" She will ask the class accusingly, stating the person will get in *Real trouble* if they do not confess now. She will not directly state a name but indicates she knows it is the usual troublemakers, glancing briefly at a few students. She then states "the whole class will get it."

Students

Each student will defend their innocence, looking around at others to validate their surprise of falsely being accused and the oncoming punishment they do not deserve. Some will get up a look for the cell, asking the teacher to check her purse again.

Teacher

Will call the principal and have all the students' checked by campus security monitor. The teacher will call her cell and it rings near two student desks, under a book. The book does not belong to the students and they get defensive. It is important not accuse, just state, "It must be one of yours, you both are always in trouble." Other students start to come to the two students'

defense, knowing they were checked thoroughly before coming into the classroom.

The teacher reiterates, with the principal and monitor who in are in agreement, “You are here for violating school rules, so you must be guilty. I was waiting for a reason to expel you both.”

Students

Know the teacher and principal, the authority figures, are being unfair, but the bystanders say nothing, they don't want to get expelled. The two suspects react excitingly, trying to reason for their innocence.

Conclusion

Quickly as the principal entered the classroom, the teacher states? Class, who stole my cell? All students adamantly deny any part of the theft. She then states, “It was me. I planted it in the book to show how it feels to be unjustly accused of something and have no right to defend yourself? How does it feel to have AUTHORITY figures treat you so unfairly and other persons of authority agree? The principal was in on it.

Lesson assignment- all students will write in their journals their part as a bystander coming to the accused defense, or a bystander saying nothing to avoid punishment OR

The two suspects will write their feeling to being accused and set up unfairly, and the possibility of repercussions.

Each student will write their personal opinion of the lesson and the impact it had or did not have on them.

Lesson Objective

- To have students feel how it is to be unjustly accused of a crime with no chance for their defense against authority directives. (Nazi to Jews)
- How it feels to be a bystander or a victim, to be vocal or not.
- To be targeted because they are at a behavior school targeted for prior behavior problems. Like the Jews were targeted for their nationality.

Techniques, Skills and Strategies:

- Large group discussion
- Small group work
- Vocabulary building

- Brainstorming
- Compare and contrast information using a Venn diagram
- Analyze primary and secondary source material
- Interpret visual historical testimony
- Journal writing
- Search by the teacher and other staff members of planted property (empathizing unfair search procedures and corrupt government control. (Nazis)
- Role playing
- Oral dictation and response using a tape recorder and/or computer.

Evaluation/Assessment:

Journals- Assessed by complete, short paragraphs, neat, few grammar or misspelled words. Clearly defining their opinion or thoughts on:

1. Genocide and holocaust vocabulary words and an example of content meaning.
2. Catastrophe documentation and comparison, using whiteboard word examples as well as prior knowledge or understanding notes.
3. Germany aggression reasons and supporting evidence
4. Web sites visited
5. Lesson evaluation on "Unfair Accusations".

Group participation- Assessed by teacher observation and group coordinated answer results, Verbal participation is also observed and graded in group or class discussion.

Graphic Organizers- Assessed by task assignment, completion of written opinion on each graphic handout. Verbal response will be noted by the teacher during class discussion and question/answer observations. As well as oral dictation and web site documentation for visual and learning disabled students.

Self-Assessment Rubric-Most important

Lesson Guidelines

Students may put their lessons in a word document and save to CD. Spelling and Grammar will be taken in account.

Students may hand in a rough draft, and then 2 days later hand in the proofed document.

All verbal, visual or amended lesson assignments must be approved by the instructor, prior to completion and follow IEP accommodations and/or specifically designed instruction,

Bibliography/Citations:

Echoes and Reflections: A Multimedia Curriculum on the Holocaust,
WWW.echoesandreflections.org

Heydrich's Instructions, November 1938

Holocaust Vocabulary Words

Brownshirts

Collaborator

Pogrom

Survivor

Gypsies

Shoah

Concentration Camp

Holocaust Homosexual

Jehovah Witness

Kristallnacht pogrom

Nazi

Gestapo

Reich

Shinta-Roma

2. Divide the class into six small groups and have each group select a recorder. Distribute one of the documents listed below to each group, and instruct students to discuss what they learn about the *Kristallnacht Pogrom* from studying the material:

- *Heydrich's Instructions, November 1938*
- *Letter by Margarete Drexler to the Gestapo*
- *Description of the Riot in Dinslaken*
- *People Looking at Ruined Shops Following Kristallnacht Pogrom* (Photograph, Magdeburg, Germany, November 10, 1938)
- *Synagogue on Fire During the Kristallnacht Pogrom* (Photograph, Siegen, Germany, November 10, 1938)
- Textbook description of the *Kristallnacht Pogrom*

NOTE: All of the documents listed above can be found at the end of this lesson with the exception of the textbook description of the *Kristallnacht Pogrom*. Have a textbook (or portion of a textbook) that includes information about the *Kristallnacht Pogrom* available for this assignment.

3. After allowing ample time to discuss the documents, instruct students to pass their documents to another group. Group members should again discuss what they learn about the topic from studying the material. Continue this process until all groups have had an opportunity to analyze all six documents.
4. Have students share their thinking about the six documents in a whole-group discussion. Following are suggested questions:
 - Which of these materials are primary source documents? Which are secondary source documents?
 - What did you learn from studying the two photographs?
 - How is studying photographs different from studying other types of material?
 - What kind of information did you learn about the *Kristallnacht Pogrom* by reading Heydrich's instructions?
 - What argument does Margarete Drexler use in her letter to the Gestapo to try to get her money returned? Why is this information important to know?
 - How does the *Description of the Riot in Dinslaken* make the story of the *Kristallnacht Pogrom* a "human story"?

HOLOCAUST DEFINITIONS

Imperial War Museum, London, UK

Under the cover of the Second World War, for the sake of their “new order,” the Nazis sought to destroy all the Jews of Europe. For the first time in history, industrial methods were used for the mass extermination of a whole people. Six million were murdered, including 1,500,000 children. This event is called the Holocaust.

The Nazis enslaved and murdered millions of others as well. Gypsies, people with physical and mental disabilities, Poles, Soviet prisoners of war, trade unionists, political opponents, prisoners of conscience, homosexuals, and others were killed in vast numbers.

United States Holocaust Memorial Museum, Washington, DC, USA

The Holocaust refers to a specific genocidal event in twentieth-century history: the state-sponsored, systematic persecution and annihilation of European Jewry by Nazi Germany and its collaborators between 1933 and 1945. Jews were the primary victims — 6 million were murdered; Gypsies, the handicapped, and Poles were also targeted for destruction or decimation for racial, ethnic, or national reasons. Millions more, including homosexuals, Jehovah’s Witnesses, Soviet prisoners of war, and political dissidents, also suffered grievous oppression and death under Nazi tyranny.

Yad Vashem, Jerusalem, Israel

The Holocaust was the murder of approximately six million Jews by the Nazis and their collaborators. Between the German invasion of the Soviet Union in the summer of 1941 and the end of the war in Europe in May 1945, Nazi Germany and its accomplices strove to murder every Jew under their domination. Because Nazi discrimination against the Jews began with Hitler’s accession to power in January 1933, many historians consider this the start of the Holocaust era. The Jews were not the only victims of Hitler’s regime, but they were the only group that the Nazis sought to destroy entirely.

GENOCIDE DEFINITION

In 1948, the United Nations defined genocide as any of the following acts committed with intent to destroy, in whole or in part, a national, ethnic, racial, or religious group, including

- killing members of the group

- causing serious bodily or mental harm to members of the group

- deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part

- imposing measures intended to prevent births within the group

- forcibly transferring children of the group to another group

Holocaust Vocabulary Words

Brownshirts

Collaborator

Pogrom

Survivor

Gypsies

Shoah

Concentration Camp

Holocaust Homosexual

Jehovah Witness

Kristallnacht pogrom

Nazi

Gestapo

Reich

Shinta-Roma

Lesson 1 Studying the Holocaust

Background on the Kristallnacht Pogrom

In the first half of 1938, numerous laws were passed in Germany restricting Jewish economic activity and occupational opportunities. In July 1938, a law was passed requiring all Jews to carry identification cards. Later that year, 17,000 Jews of Polish citizenship, many of whom had been living in Germany for decades, were arrested and relocated across the Polish border. The Polish government refused to admit them so they were interned in “relocation camps” on the Polish frontier.

Among the deportees was Zindel Grynszpan, who had been born in western Poland and had moved to Hanover, Germany, where he established a small store, in 1911. On the night of October 27, Grynszpan and his family were forced out of their home by German police. His store and the family’s possessions were confiscated and they were forced to move over the Polish border.

Grynszpan’s seventeen-year-old son, Herschel, was living with an uncle in Paris. When he received news of his family’s expulsion, he went to the German embassy in Paris on November 7, intending to assassinate the German Ambassador to France. Upon discovering that the Ambassador was not in the embassy, he shot a low-ranking diplomat, Third Secretary Ernst vom Rath. Rath was critically wounded and died two days later, on November 9.

Grynszpan’s attack was interpreted by Joseph Goebbels, Hitler’s Chief of Propaganda, as a direct attack against the Reich and used as an excuse to launch a *pogrom* against Jews. This *pogrom* has come to be called *Kristallnacht*, “Night of the Broken Glass.”

On the nights of November 9 and 10, rampaging mobs throughout Germany and the newly acquired territories of Austria and Sudetenland freely attacked Jews in the street, in their homes, and at their places of work and worship. Almost 100 Jews were killed and hundreds more injured, 7,500 Jewish businesses and hundreds of synagogues were destroyed, cemeteries and schools were vandalized, and 30,000 Jews were arrested and sent to concentration camps.

Lesson 1 Studying the Holocaust

STUDENT HANDOUT – People Looking at Ruined Shops Following Kristallnacht Pogrom



© Yad Vashem, Film and Photo Archive (135G01)

Lesson 1 **Studying the Holocaust**

STUDENT HANDOUT – Synagogue on Fire During the Kristallnacht Pogrom



© Yad Vashem, Film and Photo Archive (136B09)

Secret

Copy of Most Urgent telegram from Munich, of November 10, 1938, 1:20 A.M.

To

All Headquarters and Stations of the State Police

All districts and Sub-districts of the SD [Security Service]

Urgent! For immediate attention of Chief or his deputy!

Re: Measures against Jews tonight

Following the attempt on the life of Secretary of the Legation vom Rath in Paris, demonstrations against the Jews are to be expected in all parts of the Reich in the course of the coming night, November 9/10, 1938. The instructions below are to be applied in dealing with these events:

1. The Chiefs of the State Police, or their deputies, must immediately upon receipt of this telegram contact, by telephone, the political leaders in their areas *Gauleiter* or *Kreisleiter* — who have jurisdiction in their districts and arrange a joint meeting with the inspector or commander of the Order Police to discuss the arrangements for the demonstrations. At these discussions the political leaders will be informed that the German Police has received instructions, detailed below, from the *Reichsfuehrer* SS and the Chief of the German Police, with which the political leadership is requested to coordinate its own measures:
 - a) Only such measures are to be taken as do not endanger German lives or property (i.e., synagogues are to be burned down only where there is no danger of fire in neighboring buildings).
 - b) Places of business and apartments belonging to Jews may be destroyed but not looted. The police is instructed to supervise the observance of this order and to arrest looters.
 - c) In commercial streets particular care is to be taken that non-Jewish businesses are completely protected against damage.
 - d) Foreign citizens even if they are Jews are not to be molested.
2. On the assumption that the guidelines detailed under para. 1 are observed, the demonstrations are not to be prevented by the Police, which is only to supervise the observance of the guidelines.
3. On receipt of this telegram Police will seize all archives to be found in all synagogues and offices of the Jewish communities so as to prevent their destruction during the demonstrations. This refers only to material of historical value, not to contemporary tax records, etc. The archives are to be handed over to the locally responsible officers of the SD.
4. The control of the measures of the Security Police concerning the demonstrations against the Jews is vested in the organs of the State Police, unless inspectors of the Security Police have given their own instructions. Officials of the Criminal Police, members of the SD, of the Reserves and the SS in general may be used to carry out the measures taken by the Security Police.

RUBRIC

Name of student: _____

Project: _____

Criteria:	Points earned:	4	3	2	1
I have fulfilled all the requirements of this project.					
My project is accurate and it contains several details to support my main ideas.					
My presentation is visually neat or clearly communicated.					
My project shows effort and creativity.					
My project is on time.					

Total points I have earned: _____

Multiplied by 5 = _____ %

Lesson 1 Studying the Holocaust

STUDENT HANDOUT – Heydrich's Instructions, November 1938

5. As soon as the course of events during the night permits the release of the officials required, as many Jews in all districts, especially the rich, as can be accommodated in existing prisons are to be arrested. For the time being only healthy male Jews, who are not too old, are to be detained. After the detentions have been carried out the appropriate concentration camps are to be contacted immediately for the prompt accommodation of the Jews in the camps. Special care is to be taken that the Jews arrested in accordance with these instructions are not ill-treated....

signed Heydrich,

SS Gruppenfuehrer

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Phase 1: Induction - Acceptable Foods List

Most fish, poultry and meat do not contain carbs; therefore, you may eat them but be sure you are getting your 12 to 15 net carbs in vegetables as well.

All fish including:

- Flounder
- Herring
- Salmon
- Sardines
- Sole
- Tuna
- Trout

All fowl including:

- Cornish Hen
- Chicken
- Duck
- Goose
- Pheasant
- Quail
- Turkey

All shellfish including:

- Clams
- Crabmeat
- Mussels*
- Oysters*
- Shrimp
- Squid

*Oysters and mussels are higher in carbs so limit to about 4 ounces per day.

All meat including:

- Bacon*
- Beef
- Ham*
- Lamb
- Pork
- Veal
- Venison

*Be aware of processed meat and that some may be cured with sugar, which will add to the carbohydrate count. Also steer clear of meats with added nitrates.

Eggs are one of nature's most nutritious creations. That's why eggs are a staple breakfast in the Atkins Nutritional Approach.

Feel free to get creative with your eggs, add mushrooms and onions, or even green pepper. Top them off with feta cheese or add spices like basil and oregano.

All Eggs including:

- Deviled
- Fried
- Hard-boiled
- Omelets
- Poached
- Scrambled
- Soft-boiled

Keep in mind that cheese does contain carbs, about 1 gram per ounce. You may have about 3 to 4 ounces of cheese per day. An ounce is about the size of an individually wrapped slice of American cheese.

Cheese including:

Type	Serving Size	Net Carbs
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Vegetables:

You should be eating approximately 12 to 15 net carbs a day from vegetables, which is equivalent to several cups depending on the Net Carb count of vegetable used.

1 cup is equal to approximately the size of a baseball

Vegetable	Serving Size/Prep	Net Carbs
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The following vegetables are slightly higher than the salad vegetables listed above; they also provide important nutrients and add variety to your daily foods. Make sure you stay within the 12-15 grams net carbs.

Vegetable	Serving Size/ Prep	Net Carbs
• Artichoke	¼ of medium/boiled	4.0
• Asparagus	6 spears/boiled	2.4
• Artichoke hearts	1/ canned in water	1.0
• Avocados	1 whole/raw	3.5
• Bamboo shoots	1cup/boiled	1.1
• Beets	½ cup/canned	4.7
• Broccoli boiled	½ cup	1.6
• Broccoli raw	½ cup	1.0
• Broccoli rabe	1 ounce	1.3
• Broccoflower	½ cup	1.4
• Brussels sprouts	¼ cup boiled	2.4
• Cabbage	½ cup boiled or raw	2.0
• Cauliflower	½ cup boiled or raw	1.0
• Chard	½ cup swiss/boiled	1.8
• Collard greens	½ cup boiled	4.2
• Eggplant	½ cup boiled/raw	1.8
• Hearts of palm	1 heart	0.7
• Kale	½ cup	2.4
• Kohlrabi	½ cup	4.6
• Leeks	¼ cup boiled	1.7
• Okra	½ cup boiled/raw	2.4
• Olives green	5	2.5
• Olives black	5	0.7
• Onion	¼ cup raw	2.8
• Pumpkin	¼ cup boiled	2.4
• Rhubarb	½ cup unsweetened	1.7
• Sauerkraut	½ cup canned/drained	1.2
• Peas	½ cup edible podded	3.4
• Spaghetti squash	½ cup boiled	2.0
• Spinach	½ cup raw	0.2
• Summer squash	½ cup boiled	2.0
• Tomato	1 raw	4.3
• Turnips	½ cup boiled	2.2
• Water chestnuts	½ cup canned	6.9
• Zucchini	½ cup sautéed	2.0

Salad Garnishes

• Crumbled bacon	3 slices	0.0
• Diced hard-boiled egg	1 egg	0.0
• Grated cheeses (see above carb counts)		
• Herbs and Spices (make sure they contain no added sugar)		
o Basil	1 tbs	0.0
o Cayenne pepper	1 tbs	0.0
o Cilantro	1 tbs	0.0
o Dill	1 tbs	0.0
o Garlic	1 clove	0.9
o Ginger	1 tbs sliced root	0.8
o Oregano	1 tbs	0.0
o Pepper	1 tbs	0.0
o Rosemary	1 tbs	0.0
o Sage	1 tbs	0.0
o Tarragon	1 tbs	0.0
• Sautéed mushrooms	½ cup	1.0
• Sour cream	2 tbs	1.2

Salad Dressings - Any prepared salad dressing with no added sugar and no more than two net carbs per serving (1 - 2 tablespoons is a serving)

• Blue Cheese	2 tbs	2.3
• Caesar	2 tbs	0.5
• Italian	2 tbs	3.0
• Lemon juice	2 tbs	2.8
• Oil and vinegar	2 tbs	1.0
• Ranch	2 tbs	1.4

Fats and Oils – No net carbs here, but keep in mind the serving size is approximately 1 tablespoon.

- Butter
- Mayonnaise – make sure there is no added sugar
- Olive oil
- Vegetable oils – especially good if they are labeled “cold pressed” or “expeller pressed” One of the best oil to use is olive oil.
 - Canola
 - Walnut
 - Soybean*
 - Grape seed
 - Sesame
 - Sunflower*
 - Safflower

*Do not allow these oils to reach high temperatures when cooking. Use olive oil for sautéing.

Artificial Sweeteners

- Splenda – one packet equals 1 carb

Beverages

- Clear broth/ bouillon (make sure there are no sugars added)
- Club soda
- Cream – heavy or light, be sure to note the carb count
- Decaffeinated or regular coffee and tea*
- Diet soda - be sure to note the carbs
- Flavored Seltzer (must say no calories)
- Herb tea (no barley or fruit sugar added)
- Water – at least 8 eight ounce glasses per day including...
 - Filtered water
 - Mineral water
 - Spring water
 - Tap water

* One to two cups of caffeinated tea or coffee is allowed as desired and tolerated by each individual. If you experience symptoms of hypoglycemia or cravings as a result, do not use caffeine. If you have a true caffeine addiction, it is best to break that habit during the induction phase.

Alcohol – Alcohol is not allowed during induction but it can be consumed in phase 2 in moderate amounts as long as an individual is still able to lose weight, although it may occur at a slower pace. Limit consumption to a maximum of one glass of wine per night.



Phase 2: Ongoing Weight Loss – Acceptable Foods List

Welcome to freedom, variety and Ongoing Weight Loss. Combine this list with all the options from Phase I and you've got a broader selection of foods to choose from. So enjoy, keep your eye on the end goal and welcome to Phase 2.

During OWL, you add higher carb foods back into your diet – 5 daily Net Carbs per week. You can move beyond vegetables to other foods, such as nuts, seeds and berries. Although you will be eating primarily natural, unprocessed foods, you will find an increasing number of convenience foods – choices that help even busy people stay on track.

The Power of Five

In the recommended portions, these foods each contain roughly 5 grams of Net Carbs (total carbs minus fiber).

Dairy	Serving Size	Net Carbs
Cottage cheese 1%	¾ cup	4.7
Heavy cream	¾ cup	4.8
Mozzarella cheese	5 ounces	3.0
Ricotta cheese	¾ cup	5.7

Nuts and Seeds	Serving Size	Net Carbs
Almonds	30 nuts	5.2
Brazil nuts	10 nuts	4.0
Cashews	9 nuts	4.4
Hulled sunflower seeds	6 tablespoons	5.0
Macadamias	12 nuts	4.0
Pecans	10 halves	3.0
Pistachios	50 nuts	5.0
Walnuts	14 nuts	5.0

Fruits	Serving Size	Net Carbs
Blueberries (fresh)	¼ cup	5.1
Cantaloupe or honeydew	¼ cup	3.5
Raspberries (fresh)	¼ cup	3.6
Strawberries (fresh)	¼ cup	2.6

Juices	Serving Size	Net Carbs
Lemon juice	¼ cup	5.2
Lime juice	¼ cup	5.6
Tomato juice	¼ cup	4.9

Convenience Foods

Many of the foods listed above are available conveniently packaged to go at the market or convenience store – feel free to grab and go – just note the serving size, and subtract fiber from total carbs to get Net Carbs.

And remember, Atkins bars and shakes are super convenient too, And every single flavor is allowed in Phase 2. So be busy, be happy and be well fed.



Phase 3: Pre-Maintenance – Acceptable Foods List

You should be saying “Wow.” And if you’re not, we’ll say it for you. Wow, you’ve made it to Phase 3 and you know what that means – you’ve almost reached your goal. Now it’s time to slow your weight loss and find your ACE, Atkins Carbohydrate Equilibrium. And we have a great way to do it – more variety. Pair these foods, including some whole grains, with the Acceptable Foods lists from Phase 1 and 2 for your total variety eating plan.

In Pre-Maintenance, you add 10 daily Net Carbs per week – The Power of 10 makes it easy. These foods, in these portion sizes, all equal about 10 grams of Net Carbs – remember, total carbs minus fiber.

Have fun. We know you will.

The Power of 10

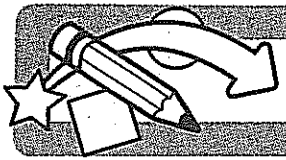
Starchy Vegetables*	Serving Size	Net Carbs
Acorn Squash	½ cup	10.0
Carrots	¾ cup	10.2
White Potatoes	½ cup	13.9
Yams	½ cooked	9.6

Legumes*	Serving Size	Net Carbs
Black Beans	½ cup	12.9
Chickpeas	½ cup	16.2
Great Northern Beans	½ cup	12.5
Kidney Beans	½ cup	11.6
Lentils	½ cup	12.1
Lima Beans	½ cup	14.2
Navy Beans	½ cup	18.1
Pinto Beans	½ cup	11.0

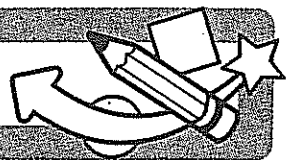
Fruit	Serving Size	Net Carbs
Apple	½ of whole	8.7
Banana	1 small	21.2
Cherries	¼ cup	4.2
Grapefruit	½ of whole	7.9
Grapes	¼ cup	7.1
Guava	1 medium	5.8
Kiwi	1	8.7
Mango	¼ cup	6.3
Peach	1 whole	8.9
Plum	1 whole	7.6
Watermelon	½ cup	5.2

Grains*	Serving Size	Net Carbs
Oatmeal	½ cup	10.6
Pasta (whole wheat)	¼ cup	8.3
Rice (brown)	¼ cup	10.3

* All figures reflect if the vegetable, legume, or grain is cooked.



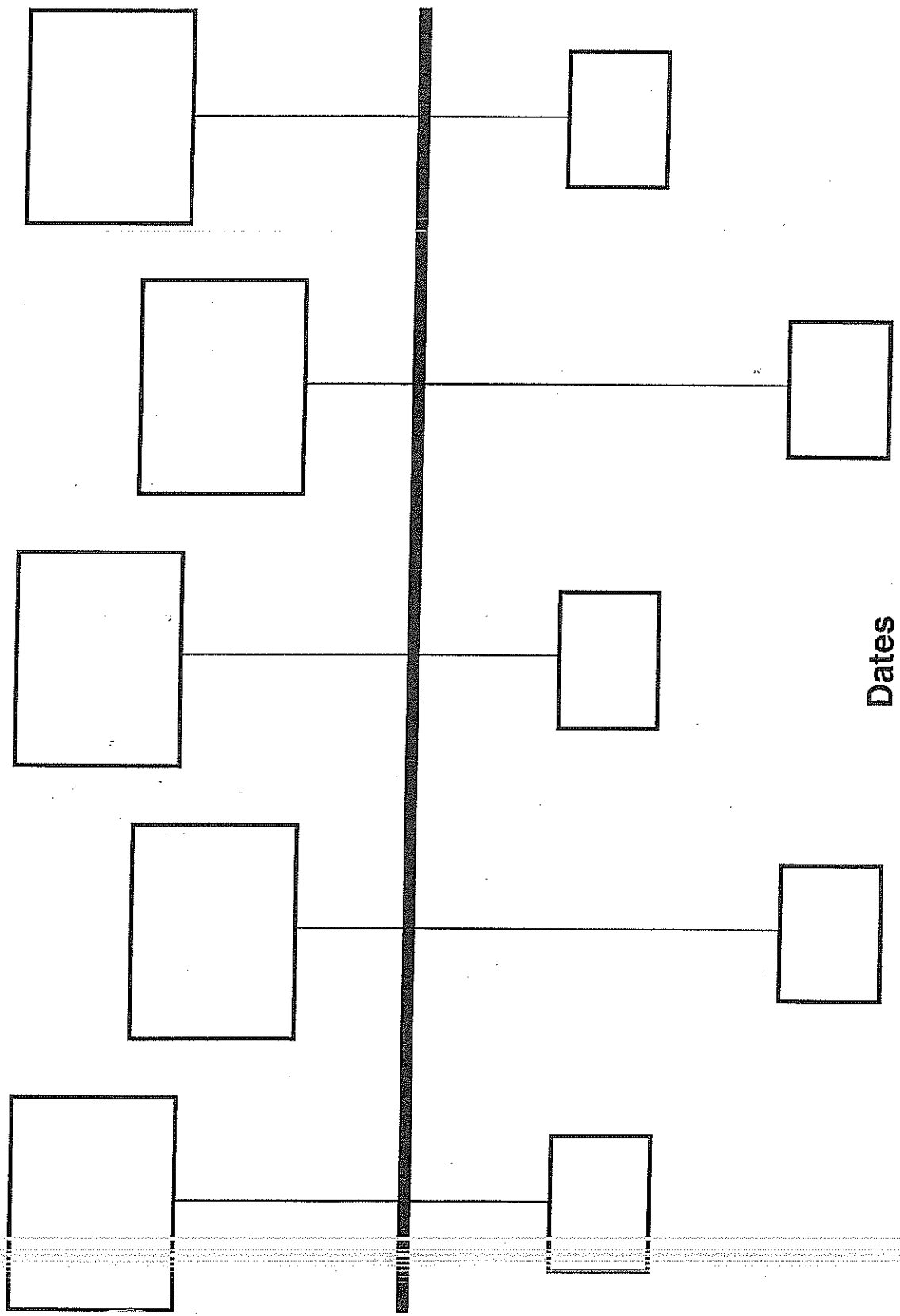
Time Line

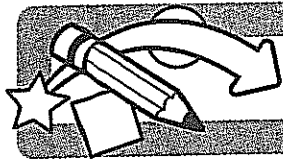


Directions: Write the events that occurred in order on the time line.

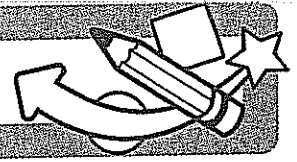
Events

Dates





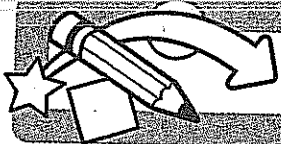
Compare and Contrast List



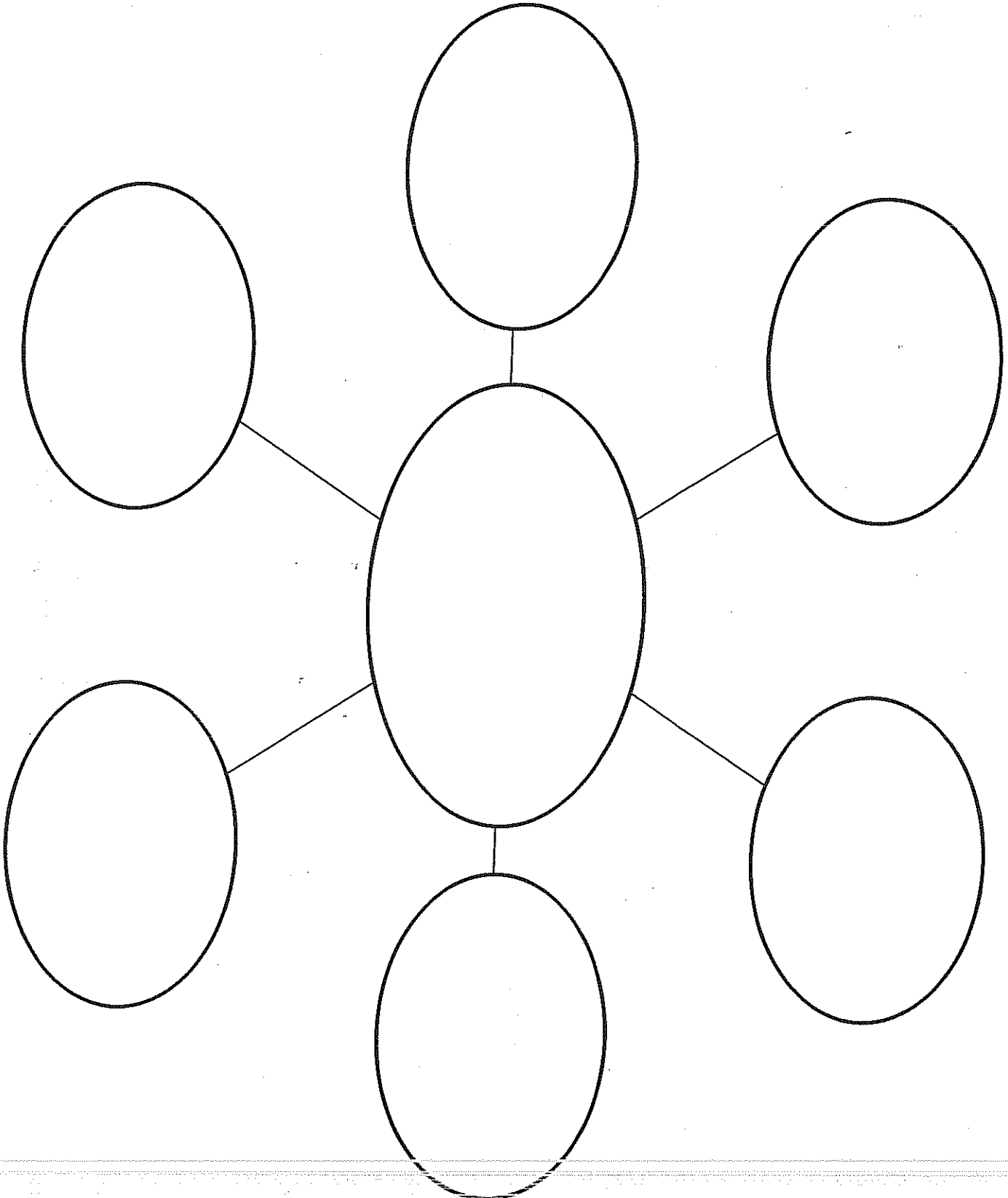
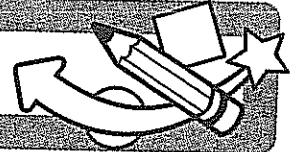
Topic: _____

Alike	Different
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Summary: _____

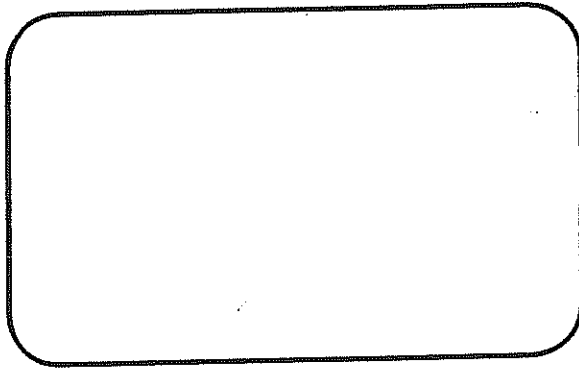


Brainstorming Web

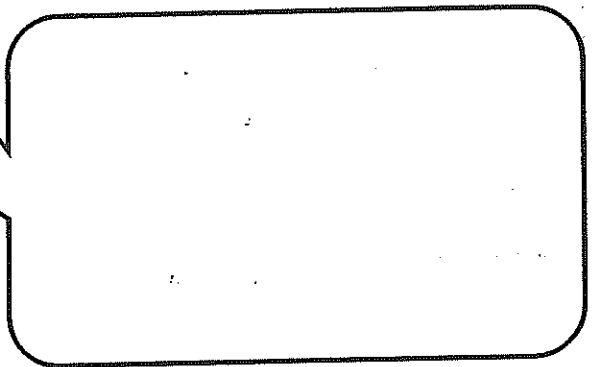


Cause and Effect III

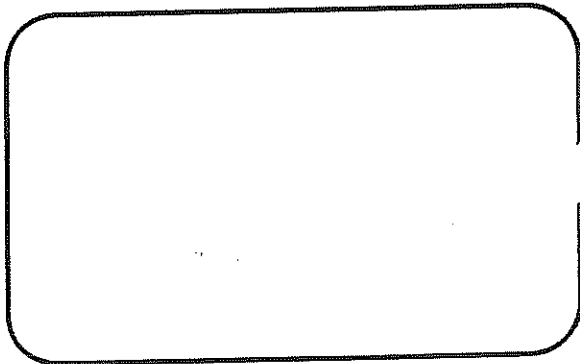
This event



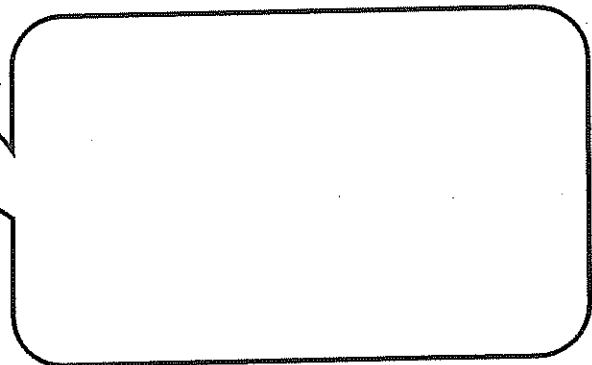
Which caused



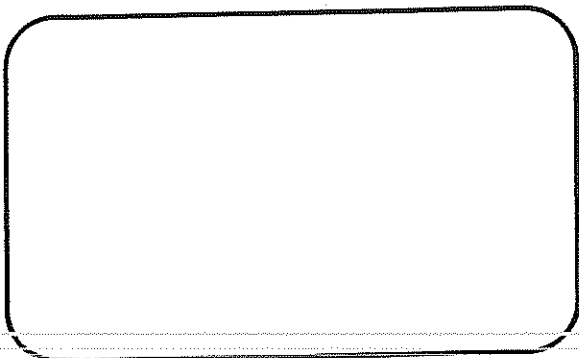
Which caused



Which caused



Which caused



LEARNING
SELF-ASSESSMENT

RUBRIC

Name of student: _____

Project: _____

Criteria:	Points earned:	4	3	2	1
I have fulfilled all the requirements of this project.					
My project is accurate and it contains several details to support my main ideas.					
My presentation is visually neat or clearly communicated.					
My project shows effort and creativity.					
My project is on time.					

Total points I have earned: _____

Multiplied by 5 = _____ %

Teacher: Check in Room: _____ Date: 11/4

	<u>Last Name</u>	<u>First Name</u>	<u>807</u> <u>Entered</u>	<u>Violation</u>	<u>Period</u>
1	Thompson	Barrios Henry		no belt	
2	Burkhardt Justin	justine		no belt	
3	Howard	Nick		no belt	
4	Joey	[scribble]			
5	Joey	CASTILLO		no belt	
6	MONTGOMERY	AUSTIN		no belt	
7	Darwich	Shadi		no belt	
8	Formerok	Adam		grrs	
9	Severson	Michael		no belt	
10	Anaya	Jordan		no belt	

Directions:

- Please enter ALL VERBAL WARNINGS on this paper.
 - This includes dress code violations, gum, swearing, name calling, etc.
- 3 verbal violations WILL result in a detention.
- If 3 violations occur within same class period please issue a detention to student.
- This should NOT be used for more serious offenses.
- Return to Mrs. Valencia 807 at the end of the day or put in her box. Mrs. Valencia will check mark off the violations she has entered in ADM and return this paper to you. You can then add more violations just make sure to note the date.