



HOLOCAUST AND GENOCIDE STUDIES

A Curriculum Framework for Developing North Carolina High School
Holocaust Elective Courses in Local Districts and Schools

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INTRODUCTION

The North Carolina *Holocaust and Genocide Studies* elective offers students a challenging and critical exploration of one of the most pivotal events in European and world history. Many students are inherently curious about events in history and their impact on society. The Holocaust, as one of the most significant and tragic events of the 20th century, captivates the interest of those who seek to understand the complexities of human behavior, societal structures, the consequences of individual and state-sponsored prejudice and discrimination, and the need to safeguard against the erosion of human rights and democratic principles.

Fulfilling the provisions of the *Gizella Abramson Holocaust Education Act of 2021*, the North Carolina Department of Public Instruction, with the help of fifteen N.C. educators and seven Holocaust pedagogy experts, has developed a comprehensive curriculum framework for the ***Holocaust and Genocide Studies*** elective. This framework serves as a roadmap for curriculum development and instructional planning. It provides educators with clear learning objectives and a guide that outlines what students should learn, understand, and be able to do.

This elective aims to deepen students' understanding of the Holocaust by encouraging critical thinking and historical inquiry. The structure of this framework has been organized to provide teachers with rigorous learning objectives that allow them to establish a strong foundation in Jewish history, culture, and traditions before delving into the examination of the Holocaust itself. Establishing this foundation will help facilitate a deeper understanding of the historical context that fueled the rise of Nazism, the chronological unfolding of the Holocaust itself, and its enduring ramifications.

The ***Holocaust and Genocide Studies*** elective has been written to be taught in either Social Studies or English (ELA) classrooms. This course offers a detailed exploration of historical events and their impact on society, providing Social Studies teachers with a factual and chronological perspective. It encourages critical analysis and discussions around issues such as geopolitical impacts, human rights, prejudice, and systemic violence. For English classrooms, the curriculum's rich historical foundation supports a multidimensional study of literature, personal narratives, and primary documents, enhancing lessons in critical reading, empathy, and analytical writing.

BROAD LEARNING GOALS OF THE COURSE

This course is intended to provide instructional recommendations that will allow students to:

1. **Gain a comprehensive understanding of the Holocaust, its historical context, and its enduring legacy.** This emphasizes the broad scope of learning, encompassing the events before, during, and after.
2. **Embark on a chronological journey that begins by exploring the rich tapestry of Jewish life in Europe prior to World War II.** This highlights the importance of understanding Jewish culture and history before delving into the Holocaust itself.
3. **Unravel the complex web of events that led to the Holocaust, analyze the atrocities that unfolded during World War II, and grapple with the ongoing challenges that continue to exist and unfold in the aftermath.** This emphasizes a nuanced understanding of the Holocaust's development, execution, and lasting effects, and parallels with other genocides.
4. **Develop a historical foundation by examining the rise of antisemitism and its different forms, the political climate that allowed Nazism to flourish, and the Jewish communities subsequently targeted.** This focuses on the pre-Holocaust context, including the roots of prejudice and the lives affected.
5. **Piece together the puzzle of the Holocaust and other genocides through a multi-faceted approach, analyzing the experiences of victims, perpetrators, bystanders, upstanders, and rescuers.** This broadens the understanding beyond the victims, offering a more complete picture of the event.

THE EIGHT LENSES

To achieve the five learning goals of this Framework, student mastery has been thoughtfully developed and organized through eight learning lenses.

By organizing topics, relating to the Holocaust, through different *lenses*, teachers are better able to group content for instruction, making it easier for students to grasp, process, remember, make connections, and understand. Organizing the objectives of the ***Holocaust and Genocide Studies*** elective through these eight *lenses* helps ensure a greater probability that teaching and learning will be focused where they are most essential.

Through these eight *lenses*, teachers are better able to plan units and lessons that allow students to engage in a comprehensive exploration of the Holocaust. The ***Holocaust and Genocide Studies*** framework offers a vast range of content examples, formative assessment strategies, and recommendations for vetted primary and secondary resources. All of these examples and resources have been organized under the umbrella of one of the eight *lenses*. The eight *lenses* of learning, outlined for this framework, are divided into two categories: ***Common Concepts*** and ***Historical Content***

“Common Concepts”

Encompasses three of the eight *lenses* – Historical Inquiry: Thinking, Analysis, & Interpretation, which focuses on key skills and historical thinking; and Antisemitism and

Genocide, which are both concepts that continuously run through the remaining five **lenses** which focus specifically on historical content.

Common Concepts		
Historical Inquiry: Thinking, Analysis, & Interpretation	Antisemitism	Genocide

- **Historical Inquiry: Thinking, Analysis, & Interpretation**
 - Equip students with robust questioning and research skills. Guide them to critically analyze primary and secondary sources (diaries, photographs, survivor testimonies, documents) related to the Holocaust.
 - Foster the ability to evaluate historical evidence and identify potential bias within different source materials.
 - Encourage students to construct well-supported arguments and interpretations based on the collected evidence.
- **Antisemitism:**
 - Delve into the historical roots and evolution of antisemitism in Europe, examining its religious, social, and political motivations.
 - Analyze the manipulation of antisemitic stereotypes by the Nazis for political gain.
 - Encourage critical reflection on the continued existence of antisemitism in the world today.
- **Genocide:**
 - Define genocide according to the United Nations Convention on the Prevention and Punishment of the Crime of Genocide.
 - Compare and contrast the Holocaust with other historical genocides.
 - Analyze the dynamics and conditions that lead to genocide.
 - Explore strategies for preventing future genocides and promoting global responsibility to protect vulnerable populations.

“Historical Content”

Encompasses the remaining five **lenses** – The Rise of Hitler and Nazi Germany; Nazi Aggression, Expansion, and Terror; Jewish Life in Europe After Hitler's Rise to Power; Global Responses to the Holocaust: Before, During, and After; and Liberation and Legacy. These five **lenses** were determined using the research of reputable historians and educators who have established a general agreement on the historical events of the Holocaust.

Historical Content				
The Rise of Hitler and Nazi Germany	Nazi Aggression, Expansion, and Terror	Jewish Life in Europe After Hitler's Rise to Power	Global Responses to the Holocaust: Before, During, and After	Liberation and Legacy

- **Rise of Hitler and Nazi Germany:**
 - Conduct a deep analysis of the political, social, and economic factors that fueled the rise of Adolf Hitler and the Nazi Party in Germany.
 - Deconstruct the core tenets of Nazi ideology, including racism, nationalism, antisemitism, and the concept of Lebensraum.
 - Examine the consolidation of Nazi power and the subsequent erosion of democratic institutions in Germany.
- **Nazi Aggression, Expansion, and Terror:**
 - Analyze the stages of Nazi territorial expansion through military conquest and political manipulation.
 - Explore the implementation of Nazi racial policies in occupied territories, focusing on the targeting of Jews and other groups.
 - Investigate the creation of ghettos and concentration camps, and the methods of terror and violence used by the Nazis.
- **Jewish Life in Europe After Hitler's Rise to Power:**
 - Analyze the impact of Nazi policies on Jewish communities across Europe, including restrictions, persecution, and emigration attempts.
 - Explore the experiences of Jews within occupied territories, focusing on daily life, forced labor, and ghettos.
 - Highlight the diversity of Jewish experiences, including religious practices, cultural traditions, and societal integration before the Holocaust.
- **Global Responses to the Holocaust – Before, During, and After:**
 - Analyze the diverse responses of various countries to the persecution and genocide of Jews.
 - Explore the limitations of the international community in preventing the Holocaust.
 - Discuss the rescue efforts of individuals, organizations, and governments, highlighting acts of courage and resistance.
- **Liberation and Legacy:**
 - Analyze the liberation of concentration camps and the challenges faced by survivors physically, emotionally, and socially.
 - Explore the Nuremberg Trials and their attempt to bring perpetrators to justice.
 - Examine the creation of the State of Israel and its connection to the Holocaust.
 - Discuss the lasting impact of the Holocaust on individuals, societies, and the world, emphasizing themes of resilience and the importance of remembrance.

THE COURSE OBJECTIVES

OBJECTIVES AT A GLANCE

The objectives of the ***Holocaust and Genocide Studies*** elective define what students should understand and be able to do as they study the historical context, motivations, and profound consequences of the Holocaust, genocide, and antisemitism. As students progress through this course, they will become equipped with the knowledge and skills to identify how factors such as ideology, propaganda, prejudice, and complicity contribute to the perpetration and interpretation of genocide. The objectives of this elective course are structured under eight distinct lenses for learning, each marked with a unique code for easy reference within the framework. **Educators are encouraged to utilize the coding guide and the “*Objectives at a Glance*” chart below to become familiar with the course's organization and the diverse perspectives it offers.**

Coding for the Eight Lenses for Learning	The Focus of the Lens for Learning
HGS.HI	Historical Inquiry: Thinking, Analysis, & Interpretation
HGS.A	Antisemitism
HGS.G	Genocide
HGS.RH	The Rise of Hitler & Nazi Germany
HGS.NA	Nazi Aggression, Expansion, & Terror
HGS.JL	Jewish Life In Europe After Hitler’s Rise to Power
HGS.GR	Global Responses to the Holocaust: Before, During, & After
HGS.LL	Liberation & Legacy

CODING SCHEME

Course Initials	Lens Abbreviation	Objective Number
HGS	RH	1.5
<p>HGS.RH.1.5 Describe the role of propaganda, conspiracy theories, and the media in promoting Nazi ideology.</p> <div style="text-align: center;"> <p>Framework Coding for Holocaust and Genocide Studies</p> <p>Course Lens Objective Number</p> <p>HGS.RH.1.5</p> </div>		

THE COURSE OBJECTIVES

[Download Objectives Only](#)

THE COMMON CONCEPTS OF THE COURSE

HGS.HI - Historical Inquiry: Thinking, Analysis, & Interpretation	HGS.A - Antisemitism	HGS.G - Genocide
<ul style="list-style-type: none"> • HGS.HI.1.1 Assess the credibility of primary and secondary sources on the Holocaust in terms of origin, authority, reliability, literary significance, and context. • HGS.HI.1.2 Analyze historical perspectives describing the Holocaust or other genocides through the eyes and experiences of those who were there, as revealed through literature, diaries, letters, debates, arts, artifacts, etc. • HGS.HI.1.3 Analyze multiple perspectives of individuals and groups through the practice of historical empathy by examining differing motives, beliefs, actions, and desired outcomes. • HGS.HI.1.4 Summarize how stereotyping and bias contribute to the misinterpretation and denial of the complex history of the Holocaust. • HGS.HI.1.5 Interpret data presented in charts, graphs, tables, and timelines to place the events of the Holocaust in a historical and comparative context. • HGS.HI.1.6 Use geographic tools to describe and visualize the geography of the Holocaust. 	<ul style="list-style-type: none"> • HGS.A.1.1 Define antisemitism according to the "Never Again Education Act". • HGS.A.1.2 Summarize the history of relations between Jews and non-Jews in European societies leading up to the Holocaust. • HGS.A.1.3 Distinguish different forms of antisemitism and how they have impacted Jewish communities throughout history, including modern-day manifestations. • HGS.A.1.4 Explain the impact of antisemitism and its tenets, on groups and societies from ancient times through the twenty-first century. • HGS.A.1.5 Analyze art, propaganda, symbols, and other forms of communication to draw comparisons across eras on the beliefs and behaviors associated with antisemitism. • HGS.A.1.6 Explain how the Nazi Party gained popularity using antisemitism and presenting Jews as the source of political, economic, and social problems of pre-WWII Germany. • HGS.A.1.7 Explain how prejudice, stereotypes, stereotypes, bias, scapegoating, and discrimination contributed to the Holocaust and global responses to the Holocaust. 	<ul style="list-style-type: none"> • HGS.G.1.1 Define genocide according to the United Nations. • HGS.G.1.2 Identify genocides of the twentieth and twenty-first centuries. • HGS.G.1.3 Compare the motivations for and effects of international responses to various genocides of the twentieth and twenty-first centuries. • HGS.G.1.4 Identify the stages of genocide. • HGS.G.1.5 Construct a hypothetical outline of procedures individuals or governments could use to respond to various stages of genocide.

THE CHRONOLOGICAL & HISTORICAL CONTENT OF THE COURSE

HGS.RH - The Rise of Hitler & Nazi Germany	HGS.NA - Nazi Aggression, Expansion, & Terror	HGS.JL - Jewish Life in Europe After Hitler's Rise to Power	HGS.GR - Global Responses to the Holocaust: Before, During, & After	HGS.LL - Liberation & Legacy
<ul style="list-style-type: none"> • HGS.RH.1.1 Describe the diverse range of Jewish culture, tradition, and experiences prior to the Holocaust. • HGS.RH.1.2 Summarize how German nationalism and the rise of Hitler were influenced by both historical and cultural factors. • HGS.RH.1.3 Distinguish the connections between Social Darwinism, Lebensraum, euthanasia, eugenics, and America's concept of Manifest Destiny. • HGS.RH.1.4 Identify the various groups the Nazis targeted for state-sponsored persecution. • HGS.RH.1.5 Describe the role of propaganda, conspiracy theories, and the media in promoting Nazi ideology. 	<ul style="list-style-type: none"> • HGS.NA.1.1 Identify the individuals, groups, and nations that served as allies of the Nazi regime and the reasons for their alliance with the Nazis. • HGS.NA.1.2 Summarize the opportunities and challenges involved in emigration from Nazi-controlled areas of Europe. • HGS.NA.1.3 Explain the causes and effects of key turning points on Jews in Germany and Nazi-controlled territories, 1937-1941. • HGS.NA.1.4 Describe the role that perpetrators, collaborators, bystanders, resisters, and rescuers played before, during, and after the Holocaust. • HGS.NA.1.5 Use primary and secondary sources to determine what governments and citizens around the world knew about the mass murder of Jews during World War II. 	<ul style="list-style-type: none"> • HGS.JL.1.1 Explain the reasoning for the creation of ghettos under the Nazi regime and how they functioned. • HGS.JL.1.2 Categorize Nazi camps by type, purpose, and kind of prisoners. • HGS.JL.1.3 Describe life in different types of camps. • HGS.JL.1.4 Explain how the Nazi infrastructure of transportation and other bureaucratic systems were used to enable the deportation and annihilation of Jewish people and other enemies of the state. • HGS.JL.1.5 Use primary source evidence such as artifacts, survivor testimony, and diary entries to describe the challenges of life in the various camps and ghettos of German-occupied territories. 	<ul style="list-style-type: none"> • HGS.GR.1.1 Differentiate significant global responses to the Holocaust during and after WWII. • HGS.GR.1.2 Explain how stereotypes, propaganda, and isolationist policies impacted immigration laws and policies around the world regarding Jews and others targeted by the Nazis. • HGS.GR.1.3 Use primary and secondary sources to help demonstrate ways in which the Allies used the Nuremberg Trials to expose crimes against victims of the Holocaust. • HGS.GR.1.4 Explain the establishment of the State of Israel and its influence on Jewish immigration after World War II. • HGS.GR.1.5 Summarize the success of post-war efforts in prosecuting perpetrators of crimes of Nazism. 	<ul style="list-style-type: none"> • HGS.LL.1.1 Describe the challenges survivors faced in rebuilding their lives after the Holocaust. • HGS.LL.1.1 Summarize the importance of museums, monuments, and memorials in commemorating the Holocaust and preserving its historical record. • HGS.LL.1.1 Explain the impact of stolen goods on Jewish heritage, history, and survivors. • HGS.LL.1.1 Describe the resilience of Holocaust survivors to Nazism, antisemitism, and discrimination from 1933 to the present day. • HGS.LL.1.1 Compare the differing interpretations in the study of the Holocaust by German and American historians. • HGS.LL.1.1 Summarize the changes in Jewish demographic trends following the Holocaust.

<p>HGS.RH - The Rise of Hitler & Nazi Germany</p>	<p>HGS.NA - Nazi Aggression, Expansion, & Terror</p>	<p>HGS.JL - Jewish Life in Europe After Hitler’s Rise to Power</p>	<p>HGS.GR - Global Responses to the Holocaust: Before, During, & After</p>	<p>HGS.LL - Liberation & Legacy</p>
<ul style="list-style-type: none"> • HGS.RH.1.6 Describe Nazi policies and laws from 1933-1938 in terms of their ability to consolidate power, disenfranchise, and separate groups from society. • HGS.RH.1.7 Describe the Nazi motivations for racial purity and the various ways they tried to secure a pure “Aryan” race. • HGS.RH.1.8 Explain how Nazi ideology impacted the behavior of individuals and groups. • HGS.RH.1.9 Describe how the Nazis used euphemisms to disguise their actions against Jews and those considered political enemies of the state. • HGS.RH.1.10 Define the Holocaust according to the "Never Again Education Act". 	<ul style="list-style-type: none"> • HGS.NA.1.6 Compare how media outlets in different parts of the world reported on the Nazi regime, persecution of Jews, and the Holocaust before and after the outbreak of war. • HGS.NA.1.7 Describe the various forms of resistance, in Germany and Nazi-occupied territories, to the Nazi regimentation of society. • HGS.NA.1.8 Explain how the events of World War II and the Holocaust are connected. • HGS.NA.1.9 Compare the actions of both the United States and Germany at the outset of WWII in terms of how government actions impacted the lives of citizens. • HGS.NA.1.10 Describe the various ways in which the Nazis executed the Final Solution; and the effects. 	<ul style="list-style-type: none"> • HGS.JL.1.6 Describe various survival and resistance strategies used by men, women, and children in the camps and ghettos. • HGS.JL.1.7 Explain how acts of resistance by Jews, non-Jews, the youth, women, and formal resistance forces contributed to prolonging or ensuring the survival of those targeted by the Nazis. • HGS.JL.1.8 Distinguish ways in which various forms of resistance can be seen as a means to preserve Jewish identity and culture for survivors of the Holocaust. 		<ul style="list-style-type: none"> • HGS.LL.1.1 Define denial and distortion according to the "Never Again Education Act". • HGS.LL.1.1 Analyze the social, cultural, and political effects of Holocaust denial on contemporary societies. • HGS.LL.1.1 Classify misinformation and disinformation related to Holocaust distortion and denial.

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PEDAGOGICAL PRACTICE AND SHIFTS FOR TEACHING THE HOLOCAUST

In this section, educators will learn how the curriculum framework can aid in planning and instruction, using the course objectives and the North Carolina Professional Teaching Standards.

TEACHING PRACTICE

Educators can use this curriculum framework to help guide planning and instruction that is not only aligned with the objectives of the course but also with the *North Carolina Professional Teaching Standards*. Here are the things that a teacher should do when using this curriculum framework.

Know the Content (*NC Professional Teaching Standard 3*)

- Understand what the standards intend for students to know, understand, and be able to do.
- Know and understand the content and skills that can be used to teach the standards.
- Develop and apply strategies to make the curriculum meaningful, rigorous, and relevant.
- Develop literacy skills appropriate for the content area of social studies and combine historical inquiry skills with the acquisition of content knowledge. Developing literacy skills appropriate for social studies empowers students to participate fully in inquiry-based learning. They become active learners who can ask questions, analyze information, make inferences, draw conclusions, and think critically about the past and the world around them.

Plan Based on the Framework (*NC Professional Teaching Standard 3*)

- Identify the objectives for a particular unit or lesson. Teachers should group objectives whenever possible and teach them in combination with objectives of other key lenses of the Framework.
- Create learning objectives **for students** that align with the objectives chosen from the *Framework*. The objectives of the *Framework* are broad guidelines, outlining what students should generally learn. They do not account for the specific content a particular lesson will cover. When teachers create student learning objectives, they help to focus the lesson on what students will know, understand, and be able to do. This results in a more intentional and effective teaching and learning experience.
- Develop a clear plan for how students will demonstrate mastery of the objectives chosen from this Framework, including formative and summative assessment strategies.

Employ A Wide Range of Pedagogical Methods (*NC Professional Teaching Standard 4*)

- Choose student-centered methods that meet the needs of all students while effectively engaging them in learning.
- Select a variety of instructional strategies that will engage students and help them achieve the learning objectives. This might include lectures, discussions, seminars, group work, hands-on activities, station work, speakers, and technology integration. Teachers must avoid using debates and simulations/role play. Each has been widely recognized as ineffective when teaching about the Holocaust:
 - **Debates:** While debates can foster critical thinking skills in the classroom, their application within Holocaust education requires careful consideration and is not highly recommended. **(See section of Debates.)**

- **Simulations and Role Play:** Simulations and role play, while potentially engaging, may ultimately prove counterproductive within the context of teaching about the Holocaust. Creating a truly accurate simulation of the Holocaust is impossible and role-playing experiences of the Holocaust can be insensitive to the victims and survivors. **(See section of Simulations.)**
- Consider using a variety of resources to support the chosen instructional methodology. This could include textbooks, articles, primary sources, artifacts, secondary sources, visuals, multimedia, online resources, local field trips (virtual and physical), speakers, survivor testimonies, etc.
- Prioritize strategies for bringing students **safely in and safely out** of their learning to allow students to reflect on the emotional impact of the material.

Differentiation *(NC Professional Teaching Standards 2 and 4)*

- Build a classroom environment that celebrates diversity and acknowledges all student backgrounds and learning styles.
- Differentiate instruction to meet the needs of all learners, based on understanding the influences that affect individual student learning such as culture, language proficiency, etc. This could include providing tiered assignments, scaffolding instruction, and offering choices in how students demonstrate their learning.

Assessment *(NC Professional Teaching Standards 1 and 4)*

- Use multiple indicators, including formative and summative assessment methods, to evaluate student progress throughout the lesson.
- Use a variety of assessment methods to measure student learning. This could include formative assessments, such as gallery walks, think-pair-share, quick-writes, graphic organizers, peer assessments, dipsticks, misconception checks, exit tickets, and observations, as well as summative assessments, such as quizzes, quick-checks, tests, and projects.
- Use formative assessment strategies **during instruction**. The goal of formative assessment is to monitor progress during the instruction. It is continuous throughout the lesson.
- Use summative assessment strategies **after instruction**. The goal of summative assessment is to evaluate and measure overall learning and achievement. It occurs at the end of a lesson, unit, chapter, and/or course.
- Analyze assessment data to identify areas of student strengths and weaknesses and adjust instruction as needed.

Reflection *(NC Professional Teaching Standard 5)*

- Evaluate the unit or lesson's efficacy to the Framework objectives, assessing alignment and potential areas for improvement.
- Review instructional decisions and evaluate the impact of teaching strategies used, particularly in exploring themes related to the Holocaust such as prejudice, discrimination, and unchecked power. This reflection can facilitate connections to current issues and enhance critical thinking skills among students.

HISTORICAL INQUIRY

Historical inquiry serves several important purposes in understanding past events. Historical inquiry transcends the rote memorization of facts, personalities, and dates. It serves as a cornerstone of historical understanding, fostering a multitude of valuable intellectual and civic benefits. Historical inquiry is not just about examining facts from the past, but rather a set of tools and approaches used to investigate and understand those facts. It involves a collection of interrelated skills. These skills include critical thinking, source evaluation, analysis and interpretation of evidence, historical empathy, and written, graphic, and oral communication. Here are some primary goals of historical inquiry:

- **Developing a Deeper Understanding:** Historical inquiry goes beyond memorizing facts and dates. It encourages the student to ask questions, analyze evidence, and form their interpretations of the past based on factual information. Historical inquiry fosters a deeper comprehension of how historical events unfolded, the motivations of the people involved, and the lasting impacts and consequences.
- **Critical Thinking Skills:** By evaluating primary and secondary sources, students build and strengthen their critical thinking abilities. They learn to distinguish fact from opinion, identify bias, source information, understand cause and effect, weigh the credibility of evidence, determine what is relevant and important in visual, written, and audio material, etc. These skills are essential for navigating information in today's world.
- **Empathy and Perspective-Taking:** Historical inquiry encourages students to see the world through the eyes of people from different times and places. This fosters empathy and a broader understanding of human experiences. Both empathy and perspective-taking help students see how historical events were shaped by the values, beliefs, and limitations of the people who lived through the events.
- **Historical Significance:** The skills used in historical inquiry help students determine the significance of past events. These skills help students arrive at conclusions that help them be able to respond to the question - What impact did the events of the past have on the course of history and the world we live in today?
- **Civic Engagement:** Understanding the past is essential for informed participation in a democracy. Nurturing the skills necessary to engage in historical inquiry allows students to grapple with past challenges, injustices, and triumphs. In doing so, students can develop the critical thinking skills necessary to dissect current issues. It allows them to be able to engage in constructive dialogue and advocate for a more just and equitable future for society.

Historical inquiry is not about finding a single "correct" answer. It's a dynamic process that encourages curiosity, open-mindedness, and the ability to grapple with complex issues and events of the past. Historical inquiry skills are valuable for not only studying history but for life in general.

SIMULATIONS, ROLE-PLAYING, & DEBATE

Simulations

Instructional methods and strategies for teaching the Holocaust necessitate a delicate balance between fostering critical thinking and maintaining sensitivity toward the severity of

the topic. While simulations may appear to be an engaging strategy, their application in teaching about the Holocaust is controversial due to the trivialization of experiences during the Holocaust. This framework for the **Holocaust and Genocide Studies** elective strongly discourages the use of simulations and recommends that they not be used in North Carolina public school classrooms.

Research on Holocaust education informs educators that simulations reflect poor pedagogy and oversimplify Holocaust history.

“For students to walk away thinking that they have either experienced what a victim went through or have a greater understanding of what the victims suffered is shocking in its naivety. Even more galling is for teachers to think that they have provided their students with a true sense of what the victims lived through-- and/or to think they have at least approximated the horror and terror the victims experienced” (Totten, 2009).

The Anti-Defamation League also argues that Holocaust simulations can downplay the true experience, oversimplify group behavior, and misrepresent historical facts. (2018) The ADL also worry the simulation exercises may reinforce negative stereotypes, hinder critical thinking, and separate the Holocaust from its broader context. Some detrimental effects of Holocaust simulations are

- **Trivialization of Suffering:** The Holocaust stands as a horrific event in human history, characterized by systematic genocide and unimaginable suffering. Simulations inherently struggle to capture the true depth of these experiences, potentially leading to an inadvertent trivialization of the event itself.
- **Emotional Well-being of Students:** Engaging in Holocaust simulations can evoke significant emotional distress in students. The potential for anxiety or even traumatization, particularly for students with personal connections to the Holocaust, are strong reasons to refrain from using simulations to teach the Holocaust. The use of simulations to teach the Holocaust should be avoided due to the potential for anxiety or traumatization, particularly for students with personal connections to this event and other lived experiences.
- **Accuracy Concerns:** It is difficult to create a simulation that accurately reflects the historical complexities of the Holocaust. These exercises often simplify intricate historical circumstances and fail to provide essential context.

There is a diverse array of effective methods that teachers can use to promote a more profound understanding of the Holocaust without seeking to engage students in simulations. Three research-proven and evidence-based methods for doing just that are:

- **Primary Source Analysis:** By examining survivor testimonies, diaries, photographs, and historical documents, students encounter the unfiltered experiences of those who lived through the Holocaust. This fosters a deeper connection with the human dimension of the event.
- **Historical Inquiry:** Encouraging students to actively research specific aspects of the Holocaust cultivates and nurtures critical thinking skills while fostering a more comprehensive understanding of the causes, progression, and consequences of the Holocaust.

- **Ethical Discussions:** Facilitating discussions surrounding the role of bystanders, the rise of fascism, and the ongoing importance of speaking out against injustice allows students to grapple with complex moral questions and the enduring relevance of the Holocaust.

Role-Play

While role-playing can be a powerful pedagogical tool, there are some key reasons why it might not be the most appropriate strategy for teaching about the Holocaust. Using role-play to engage students in learning about the Holocaust trivializes the horrific experiences of the event. Several strong arguments against using role-play activities to teach the Holocaust are:

- Role-playing can also lead to simplified scenarios where the characters may feel they could have done better as they act out the scenario, thus unknowingly and unintentionally placing blame on the victims, survivors, bystanders, and liberators.
- Putting students in situations where they are tasked to take on the role and act out the actions of someone who lived through the Holocaust can be emotionally difficult. This may trigger trauma, be overwhelming, or even lead to nightmares.
- Just like simulations, role-play can simplify the complex historical context of the Holocaust. The Holocaust wasn't a single event with clear choices, and role-playing might not capture the historical significance and understanding that the student should ultimately walk away with.

As with simulations, there are alternative methods that teachers can use instead of using role-play.

- **Research Projects:** In-depth research on specific people, places, or events personalizes the history.
- **Survivor Testimonies:** Hearing firsthand accounts from survivors is a powerful way to connect with the human cost of the Holocaust.

The Holocaust was a horrific event in world history, filled with suffering. Role-playing those experiences can be insensitive to the victims and survivors. It is impossible to accurately capture the depth of real-life fear and trauma.

Debates

While debates can foster critical thinking skills in the classroom, their application within Holocaust education requires careful consideration. Debate may not be the most suitable method for teaching about the Holocaust because it can inadvertently normalize or validate viewpoints that deny or trivialize the suffering and historical facts of this genocide.

The Holocaust is a well-documented historical event supported by extensive evidence, survivor testimonies, and scholarly research. Engaging in debates risks giving undue legitimacy to fringe theories or perspectives that seek to distort or deny the reality of the Holocaust, which can be deeply hurtful and disrespectful to survivors and their descendants. Instead, educators should prioritize teaching the Holocaust through a rigorous examination of historical evidence, critical analysis, and empathy, fostering understanding, remembrance, and a commitment to preventing such atrocities in the future.

Although debates can be a valuable pedagogical tool in instruction, the ultimate goal of Holocaust education is to promote critical thinking and a nuanced understanding of this historical atrocity. The Holocaust's historical reality is irrefutable. Debates centered on its existence are not only disrespectful to victims but also a platform for both misinformation and disinformation.

SAFELY IN & SAFELY OUT METHOD

Educating students about the Holocaust requires a sensitive approach, ensuring a safe learning experience. While teaching about the Holocaust exposes the depths of human cruelty and man's inhumanity to man, it also reveals remarkable strength, courage, and resilience. In today's world, teachers must highlight human stories that show light amid darkness rather than just the darkness. As students learn about the historical background leading to the Holocaust, the Holocaust itself, and the ramifications of the Holocaust, teachers must acknowledge the weight of the subject while also providing a safe space for students to process their emotions and move forward healthily.

The **safely in and safely out strategy** is a method teachers can employ to ensure that students can engage with the traumatic and emotionally charged subject matter of the Holocaust in a manner that is both respectful and psychologically and emotionally safe. **Safely in** refers to providing students with sufficient background knowledge, context, and emotional preparation before delving into specific details of topics relating to the Holocaust. The phrase **safely in** involves presenting traumatic historical material in a thoughtful and sensitive manner, acknowledging the gravity of the subject matter while also fostering critical thinking and empathy.

It is important that teachers acknowledge the inhumanity and horrors associated with many topics involved with teaching about the Holocaust as a part of leading students **safely in and safely out** of lessons. This acknowledgment can be extremely helpful in creating a safe space for students to learn and process the traumas of the Holocaust. There are also some things that teachers can do in planning how to lead students **safely into** a lesson. The following are just a few things to consider:

- Create a safe space by reassuring students their feelings are valid. Let them know it is okay to feel overwhelmed or sad.
- Provide context for students' emotions by explaining to them that the Holocaust was a horrific event and that it is natural to have strong emotions while learning about it.
- Have open discussions that allow students to share their thoughts and feelings openly but keep discussions respectful.
- Highlight stories of resilience and hope by sharing how people resisted and fought back, even in the face of unimaginable horrors.

It is equally important to ensure that students can process and debrief their emotions effectively after engaging with intense traumatic content. Therefore, **safely out** involves providing opportunities for reflection, discussion, and support after the lesson. The **safely out** phase allows students to express their thoughts and feelings, ask questions, and receive guidance in processing the information. A strong recommendation for specifically bringing students **safely out** of a traumatic lesson is to have an intentional plan of transition

or shifting of gears in the learning that lightens the lesson. A few ideas for how to do this are:

- Engage students in a creative activity related to the Holocaust, that allows for a more hopeful or reflective approach. This could be something as simple as writing a poem, creating a piece of art, or researching stories of rescue and resistance.
- Transition to a lighter topic or a pre-planned activity that allows students to take a mental break. This doesn't erase the lesson, but it does give them a chance to process before diving back in.
- End the lesson with a few moments of silence or a reflective prompt that allows students a quiet space to contemplate what they learned.

By using the **safely in and safely out** pedagogical strategy, teachers can strike a balance between honoring the significance of the events and issues of the Holocaust and prioritizing the emotional well-being of students. This approach promotes deep learning, empathy, and critical thinking while easing the risk of causing undue distress or trauma.

ENGAGED WITNESSING METHOD

Teachers may wonder how students can explore the traumatic topic of the Holocaust in a way that honors their emotional well-being, avoids objectification, and recognizes the profound impact of the events without trivializing them. The answer to this concern is, **engaged witnessing**.

Engaged witnessing can be a powerful pedagogical strategy for engaging with historical trauma, but it needs careful handling. As teachers create classroom curricula with lessons that explore the topics of a historical trauma like the Holocaust, *engaged witnessing* can be a valuable pedagogical method for fostering empathy, understanding, and a sense of agency in students as they grapple with the many aspects of such a historical trauma. Here are a few ways in which *engaged witnessing* can be applied:

- Engaged witnessing can move students from simply learning about historical trauma to a place of feeling empowered to take action on a current-day issue that is important to them. This might involve projects or performance tasks focused on raising awareness about an issue or advocating for social justice.
- By exploring how historical trauma continues to impact the present day, students can develop empathy for those affected and see the ongoing relevance of history. For this course, teachers could invite guest speakers who have been impacted by the trauma, such as Holocaust survivors or their descendants.
- Students can also interview people who have experienced or been affected by the Holocaust. This allows them to connect with the human stories behind the historical events.
- Another way engaged witnessing might empower students is by inspiring them to take action in the community by partnering with local museums, historical societies, or survivor organizations to create projects that contribute to preserving memory and promoting healing. This fosters a sense of connection to the community and the power to make a difference.

- Engaging with creative works that explore historical trauma can provide students with a deeper understanding of the emotional impact of the events. Art and literature can bridge the gap between historical facts and the human cost of historical traumas like the Holocaust. Art and literature can also provide a safe space for students to grapple with difficult emotions associated with historical trauma, such as grief, anger, frustration, or fear. Engaging with these emotions creatively can be a healthy way to process them. However, effective use of art and literature in exploring topics of the Holocaust requires sensitive and age-appropriate guidance from teachers. Providing context and facilitating discussions can help students process challenging material.

It is important to tailor the approach to ***engaged witnessing*** according to the age and maturity level of the students. Younger students might benefit from focusing on acts of courage and resilience in the face of the Holocaust, while older students might take it a step further and delve deeper into the complexities of a particular Holocaust topic or event.

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USING THE HOLOCAUST FRAMEWORK

In this section, educators will learn how the curriculum framework can aid in planning and instruction, using the course objectives and the North Carolina Professional Teaching Standards.

HOW TO USE THE FRAMEWORK

Each set of objectives is introduced with the **title of the lens** for learning and an **overarching focus** that provides a brief explanation of what the objectives under that particular lens intend for the students to learn. Guidance and suggestions have been provided in the unpacking of each objective. The unpacking support for each objective should be read from left to right.

- **Column 1** identifies the objective.
- **Column 2** articulates how the student should be able to demonstrate mastery of the objective.
- **Column 3** provides the teacher with a list of example topics and content that can be used to help teach the objective. The lists represent content that can be used to teach the objective at multiple points throughout the course.
- **Column 4** provides ideas for tasks that students can do to help process information, practice skills, and critically think about what they are learning. These activities are intended to be formative assessment examples and incorporated at appropriate points during a lesson. The examples provided in the unpacking of this framework are shared with the intent that they serve as a means to help spark and frontload ideas for activities that give students the opportunities to engage with the content in a manner that aligns with the objective and not just the content that is being taught. Each activity should be used to gauge student acquisition of content, skill, and understanding of the material.
- **Column 5** provides teachers with several suggested primary (and sometimes secondary) sources that can be used in the planning of instruction. To find each source listed in column 5, teachers should copy the bulleted information and paste it into a search browser (i.e., Google, Bing). Doing so should bring up the resource. Each resource has been vetted for its classroom appropriateness and safe use.

ANATOMY OF THE FRAMEWORK

Historical Inquiry: Thinking, Analysis, and Interpretation

Overarching Focus: The objectives in this section equip students with the historical thinking skills that foster inquiry as they engage in a comprehensive study of the Holocaust. This includes being able to assess the credibility of sources, analyze historical perspectives, and interpret data. Students will also be able to articulate the impact of stereotypes and biases, interpret chronological sequences through timelines, and engage with geographical elements to identify and discuss key aspects of the Holocaust. When used with the content to teach the historical objectives, these skills will help teachers integrate inquiry while enabling students to deepen their understanding of the Holocaust.

The Historical Inquiry objectives are skill-based and MUST be taught with the objectives of other sections.

Objective (There are 8 objectives in this section.)	What Mastery of the Objective Should Look Like	Examples of Topics and Factual Information that Can Be Used to Teach the Objective	Examples of Classroom Assessment Activities that Can Be Used During Instruction	Primary Resources that Can Be Used to Help Teach the Objective
Assess the credibility of primary and secondary sources on the Holocaust in terms of origin, authority, reliability, literary significance, and context.	Students must be able to read and examine both primary and secondary sources and determine if the author/source is trustworthy and if the information is trustworthy and dependable.	Skills: <ul style="list-style-type: none"> Identify primary vs. secondary sources Identify author, author purpose, audience, and main idea of source Identify bias Identify the author/source's authority using the following criteria: <ul style="list-style-type: none"> expertise lived experiences professional, social, or cultural affiliations Determine the historical context for sources (primary and secondary) Distinguish between texts that merely incorporate the Holocaust as a backdrop versus those that include a historically accurate account of experiences and events to establish literary significance. 	Teacher Note: The assessment examples in this column of the Historical Inquiry section are skill-based. The examples in this column share ideas for integrating critical thinking, analysis, and interpretation skills with any topic or event used to teach objectives in other sections of this course. Students examine a variety of sources related to the beliefs and customs of the Jewish faith. They will investigate the creators and context of the sources and evaluate their credibility. Students will place the sources on a scale of credibility, citing evidence to explain their decisions. Provide students with a wide variety of sources related to a specific event/topic, based on	Teacher Note: The bulleted suggestions listed for Historical Inquiry are not primary sources but websites that can be used to find appropriate resources that support the skills/objectives in the corresponding objective. <ul style="list-style-type: none"> MyJewishLearning.com Shalom Center for Jewish Studies Anti-Defamation League HistoryChannel.com Sefaria.org: Jewish text library Central Conference of American Rabbis Union for Reform Judaism Judaism 101 Chabad Aish Hebrew Union College

Column 3:
Examples of Content That Aligns w/ and Can Be Used to Teach The Objective

Column 4:
Primary Source Suggestions

Column 5:
Examples of What Aligned Formative Assessment Activities for the Classroom Look Like

Bookmarks

1. [Historical Inquiry](#)
2. [Antisemitism](#)
3. [Genocide](#)
4. [Rise of Hitler and Nazi Germany](#)
5. [Nazi Aggression, Expansion, and Terror](#)
6. [Jewish Life in Europe After Hitler's Rise to Power](#)
7. [Global Responses to the Holocaust](#)
8. [Liberation and Legacy](#)

Historical Inquiry: Thinking, Analysis, and Interpretation

Overarching Focus: The objectives in this section equip students with the historical thinking skills that foster inquiry as they engage in a comprehensive study of the Holocaust. This includes being able to assess the credibility of sources, analyze historical perspectives, and interpret data. Students will also be able to articulate the impact of stereotypes and biases, interpret chronological sequences through timelines, and engage with geographical elements to identify and discuss key aspects of the Holocaust. When used with the content to teach the historical objectives, these skills will help teachers integrate inquiry while enabling students to deepen their understanding of the Holocaust.

The Historical Inquiry objectives are skill-based and **MUST** be taught with the objectives of other sections.

Objective <i>(There are 6 objectives in this section.)</i>	What Mastery of the Objective Should Look Like	Examples of Topics and Factual Information that Can Be Used to Teach the Objective	Examples of Classroom Assessment Activities that Can Be Used During Instruction	Primary Resources that Can Be Used to Help Teach the Objective
Assess the credibility of primary and secondary sources on the Holocaust in terms of origin, authority, reliability, literary significance, and context.	Students must be able to read and examine both primary and secondary sources and determine if the author/source is trustworthy and if the information is trustworthy and dependable.	<p>Skills:</p> <ul style="list-style-type: none"> • Identify primary vs. secondary sources • Identify author, author purpose, audience, and main idea of source • Identify bias • Identify the author/source's authority using the following criteria: <ul style="list-style-type: none"> ○ expertise ○ lived experiences ○ professional, social, or cultural affiliations • Determine the historical context for sources (primary and secondary) • Distinguish between texts that merely incorporate the Holocaust as a backdrop versus those that include a historically accurate account of experiences and events to establish literary significance. 	<p>Teacher Note:</p> <p><i>The assessment examples in this column of the Historical Inquiry section are skill-based. The examples in this column share ideas for integrating critical thinking, analysis, and interpretation skills with any topic or event used to teach objectives in other sections of this course.</i></p> <p>Students examine a variety of sources related to the beliefs and customs of the Jewish faith. They will investigate the creators and context of the sources and evaluate their credibility. Students will place the sources on a scale of credibility, citing evidence to explain their decisions.</p> <p>Provide students with a wide variety of sources related to a specific event/topic, based on the content being taught (ex. life in the ghettos). Sources could include newspaper articles, diary entries, oral histories, short stories, novel excerpts, government documents, etc. Ask students to evaluate the authority, reliability and literary</p>	<p>Teacher Note:</p> <p><i>The bulleted suggestions listed for Historical Inquiry are not primary sources but websites that can be used to find appropriate resources that support the skills intended in the corresponding objective.</i></p> <ul style="list-style-type: none"> • MyJewishLearning.com • Strum Center for Jewish Studies • Anti-Defamation League • HistoryChannel.com • Sefaria.org: Jewish text library • Central Conference of American Rabbis • Union for Reform Judaism • Judaism 101 • Chabad • Aish • Hebrew Union College <p><i>** Problematic sites that promote incorrect information about Judaism/Jews have purposefully not been listed. The Anti-Defamation League and some other sites have lists of</i></p>

Objective <i>(There are 6 objectives in this section.)</i>	What Mastery of the Objective Should Look Like	Examples of Topics and Factual Information that Can Be Used to Teach the Objective	Examples of Classroom Assessment Activities that Can Be Used During Instruction	Primary Resources that Can Be Used to Help Teach the Objective
			significance of the sources and rank them based on which ones provide the most authentic and credible information related to their specific event/topic.	<i>sources that promote hate messaging that could be used to identify sources that would be far from credible.</i>
Analyze historical perspectives describing the Holocaust or other genocides through the experiences of those who were there, as revealed through literature, diaries, letters, debates, arts, artifacts, etc.	Students must be able to analyze written, visual, audio, and artifactual materials to determine relevance of historical perspectives about the Holocaust and Holocaust-related topics.	<p>Skills:</p> <ul style="list-style-type: none"> • Differentiate between primary vs. secondary sources • Identify author, author purpose, audience, and key details of a source • Identify bias • Make inferences based on evidence in a source • Compare perspectives using textual evidence • Interpret details related to information about the Holocaust from a variety of sources <p>Holocaust Perspectives to Consider:</p> <ul style="list-style-type: none"> • Victims: Jews, LGBTQ, Jehovah Witness, Roma, Communists, Labor Unions, disabled, political opponents, other persecuted minorities • Perpetrators: officials, SS officers, soldiers, women, Hitler Youth • Others: Bystanders, governments, United Nations, Allied Nations <p>Other genocides</p> <ul style="list-style-type: none"> • Armenian, Cambodian, Rwandan, Darfur, and others 	Students will read a collection of American news articles that encompass events before, during, and after the Holocaust and draw inferences about how public opinion of the Nazi Party and its platform changed over time. Students will read first-hand accounts of victims from various geographic locations and compare their experiences.	<p>First Person Accounts</p> <ul style="list-style-type: none"> • Salvaged Pages: Young Writers' Diaries of the Holocaust Alexandra Zapruder • <i>Forgotten Victims: The Forgotten Genocide of the Roma and Sinti</i>, United Nations Exhibits • I Have Lived a Thousand Years by Livia Bitton-Jackson • All But My Life by Gerda Weissmann Klein <p>Newspaper Articles</p> <ul style="list-style-type: none"> • History Unfolded by the USHMM <p>Visual (art, film, propaganda, etc.)</p> <ul style="list-style-type: none"> • I Never Saw Another Butterfly • Art from the Holocaust from Yad Vashem Collection • "Eli Eli" poem/song by Hannah Senesh (the history of the poem is on the Jewish Women's Archive)

Objective <i>(There are 6 objectives in this section.)</i>	What Mastery of the Objective Should Look Like	Examples of Topics and Factual Information that Can Be Used to Teach the Objective	Examples of Classroom Assessment Activities that Can Be Used During Instruction	Primary Resources that Can Be Used to Help Teach the Objective
<p>Analyze multiple perspectives of individuals and groups through the practice of historical empathy by examining differing motives, beliefs, actions, and desired outcomes.</p>	<p>Students must be able to demonstrate the ability to act as eyewitnesses of history through various perspectives in order to interpret motives and beliefs that led to historical actions. They also must be able to interpret those actions and outcomes.</p>	<p>Perspectives to consider:</p> <ul style="list-style-type: none"> • Victims of the Holocaust • Perpetrators • Bystanders • Rescuers and resistance fighters • People who collaborated with Nazis • Allied powers • Survivors • Children of the Holocaust • Religious leaders 	<p>Students examine multiple primary sources from 1930-1938 in Germany related to first-hand accounts of why people joined the Nazi Party, participated in the Hitler Youth, or were a part of the SA. Students will investigate the historical context for the sources and analyze each source to understand the motives, beliefs and actions of the person featured.</p>	<ul style="list-style-type: none"> • US Holocaust Memorial Museum • Survivor Testimony from USC Shoah Foundation • “Heil Hitler! Confessions of a Hitler Youth” (video; Facing History and Ourselves) <p>First Person Accounts</p> <ul style="list-style-type: none"> • Salvaged Pages: Young Writers’ Diaries of the Holocaust Alexandra Zapruder • <i>Forgotten Victims: The Forgotten Genocide of the Roma and Sinti</i>, United Nations Exhibits • I Have Lived a Thousand Years by Livia Bitton-Jackson • All But My Life by Gerda Weissmann Klein
<p>Summarize how stereotyping and bias contribute to the misinterpretation and denial of the complex history of the Holocaust.</p>	<p>Students must be able to use written, audio, or visual material to recap how the stereotypes and biases diminish or deny events and actions that occurred as a part of the history of the Holocaust.</p>	<p>Holocaust denial/deniers</p> <ul style="list-style-type: none"> • Institute of Historical Review (this is a network of fake scholars posing as experts who spread denial claims) • David Irving • Ernst Zundel • Committee for Open Debate on the Holocaust <ul style="list-style-type: none"> ○ Publishes the Inconvenient History Journal • The Barnes Review • Andrew Anglin- “Daily Stormer” • Greg Johnson and Counter-Currents <p>Nazi Euphemisms</p> <ul style="list-style-type: none"> • Endlosung (Final Solution) 	<p>Students will read official Nazi correspondence and identify stereotypes about Jews and summarize how the correspondence fueled German bias against Jews.</p> <p>Students will examine social media posts denying or diminishing the Holocaust and summarize how these stereotypes and biases are used to minimize actions that occurred as a part of the history of the Holocaust.</p>	<ul style="list-style-type: none"> • Never Again Education Act • Debunking Holocaust Denial Claims (ADL) • Southern Poverty Law Center “Holocaust Denial” • One Year After Ban Holocaust Denial Remains on Facebook (ADL) • Holocaust Denial and Distortion on Social Media (Simon Wiesenthal Center) • The Gemlich Letter (Museum of Tolerance) • Antisemitic Imagery and caricatures (Antisemitism Policy Trust) • Holocaust Denial on Trial

Objective <i>(There are 6 objectives in this section.)</i>	What Mastery of the Objective Should Look Like	Examples of Topics and Factual Information that Can Be Used to Teach the Objective	Examples of Classroom Assessment Activities that Can Be Used During Instruction	Primary Resources that Can Be Used to Help Teach the Objective
		<ul style="list-style-type: none"> • Sonderbehandlung (special treatment) • Aktion 1005 (destroying evidence of the genocide) 		
<p>Interpret data presented in charts, graphs, tables, and timelines to place the events of the Holocaust in a historical context.</p>	<p>Students must be able to use timelines to illustrate and make meaning of the chronological flow of events leading to and during the Holocaust.</p> <p>Students must be able to use timelines to identify cause-and-effect relationships between people and events relating to the Holocaust.</p>	<p>Skills: Interpret various...</p> <ul style="list-style-type: none"> • Data Sets • Timelines • Graphs, Charts, Tables 	<p>Students will use a timeline to identify cause-and-effect relationships between historical and contemporary events relating to the Holocaust.</p> <p>Students will use data sets, tables, charts, and graphs to identify and understand population shifts in Nazi Germany, Europe, the United States, and other allied nations.</p>	<p>Timelines:</p> <ul style="list-style-type: none"> • Foundational Timeline Activity created by the USHMM • Racial Science in Nazi Germany and the US Timeline cards from the USHMM • Chronology Of The Holocaust PDF (USHMM) • Echoes & Reflections' new interactive Timeline of the Holocaust (A Visual Image Timeline) <p>Charts, Graphs & Tables</p> <ul style="list-style-type: none"> • Jewish population in Europe USHMM • Statistica - The Holocaust - Statistics & Facts • Statistica - Estimated number of Jewish deaths during the Holocaust from 1933 to 1945, by location • Holocaust-Related Records at the National Archives • A map of Nazi concentration camps and a graph listing numbers of those who perished (Digital Public Library of America) • Estimated number of Jewish deportees to Auschwitz concentration camp complex during the Holocaust 1941-1945, by country of origin, Statista

Objective <i>(There are 6 objectives in this section.)</i>	What Mastery of the Objective Should Look Like	Examples of Topics and Factual Information that Can Be Used to Teach the Objective	Examples of Classroom Assessment Activities that Can Be Used During Instruction	Primary Resources that Can Be Used to Help Teach the Objective
<p>Use geographic tools to describe and visualize the geography of the Holocaust.</p>	<p>Students must be able to use maps, globes, and digital representations to provide both written and pictorial descriptions of movement, various places, events, and phenomena of the Holocaust.</p>	<p>Skills</p> <ul style="list-style-type: none"> • Examine physical geography • Explore geographic data • Analyze geographic information • Analyze spatial changes <p>Geographic Tools</p> <ul style="list-style-type: none"> • Various Maps (Physical, demographic, political, etc.) • Google Earth • GIS interactives • Virtual Tours <p>Movement</p> <ul style="list-style-type: none"> • Escape routes • European railroad system • Death Marches • Mass Deportations • Post-war displacement camps • Reparation and Resettlement • Diaspora and resettlement of Jews 	<p>Students will use maps of Germany and Europe before, during, and after the Holocaust to depict and describe physical and cultural changes caused by Nazi occupation.</p> <p>Students will use maps, and/or GIS interactives to visualize the progression of Nazi Germany across Europe 1936 -1945.</p>	<ul style="list-style-type: none"> • The Holocaust: Maps (USHMM) • Browse A-Z: Maps (USHMM) • Completed Projects (Holocaust Geography Collaborative) • Geography of the Holocaust (USHMM) • The Map of the Holocaust by Bullets from Yahad in Unum • Holocaust Maps and Timelines (Montreal Holocaust Museum) • The Holocaust: Holocaust and WWII Maps (Jewish Virtual Library) • Holocaust Survivor Story Maps (University of Redlands) • A Teacher's Guide to the Holocaust: Maps (Florida Center for Instructional Technology) • Kristallnacht Story Maps (Ramapo College of New Jersey) • Escape from German-Occupied Europe- Animated Map (USHMM) • Auschwitz- Animated Map (USHMM) • Inside Auschwitz - English Version in 360°/VR (WDR on YouTube)

Antisemitism

Overarching Focus: The objectives in this section focus on the rich tapestry of Jewish culture and history in Europe, providing a framework to teach the causes of antisemitism and the impact it has had throughout history before and after the rise of Hitler and the Nazis. Historically, antisemitism has led to the isolation and persecution of Jews. In the 19th century, antisemitism evolved with the rise of nationalism and pseudo-scientific racial theories. Jews were targeted as a threat to the purity of the “Aryan race”, contributing to discriminatory policies and propaganda. The 20th century witnessed horrifying acts of antisemitism during the Holocaust.

It is intended that the objectives in this section on antisemitism be taught along with the objectives of other sections, such as Hitler's rise to power, Jewish life in Europe after his rise to power, the spread of Nazi aggression, and global responses to the Holocaust.

Objective (There are 7 objectives in this section.)	What Mastery of the Objective Should Look Like	Examples of Topics and Factual Information that Can Be Used to Teach the Objective	Examples of Classroom Assessment Activities that Can Be Used During Instruction	Primary Resources that Can Be Used to Help Teach the Objective
Define antisemitism according to the " Never Again Education Act ".	Students must be able to articulate the definition of antisemitism as given by the “Never Again Act” of 2020 and recognize and recall descriptions of this definition when they encounter it.	<ul style="list-style-type: none"> • Antisemitism • Anti-semitism 	Students will define antisemitism in their own words. Students will create black-out poetry using one of the pages from the Never Again Education Act. Students will write a summary explaining their poem.	<p>Law</p> <ul style="list-style-type: none"> • Never Again Education Act <p>Informational Text</p> <ul style="list-style-type: none"> • What is Antisemitism? (USHMM) <p>Video</p> <ul style="list-style-type: none"> • What is Antisemitism? (USHMM) • Oral History Excerpts (USHMM)
Summarize the history of relations between Jews and non-Jews in European societies leading up to the Holocaust.	Students must be able to use written, visual, or audio material to describe and discuss the interactions between Jews and non-Jews in various European societies, both historically and in the decades prior to the Holocaust.	<ul style="list-style-type: none"> • Jews in Eastern Europe • Jews in Western Europe • Justinian Code • Desecration of the Host • Ritual Murders • Jews/Christians money lenders (Usury) • Crusades • Black Death • Well Poisoning • Blood Libel • Simon of Trent • Protocols of the Elders of Zion 	Using a timeline documenting the expulsion of Jews, create a 1-2 sentence summary of the events illustrated. Have students read The Confession of Agimet of Geneva. After reading, have students determine who and why the well was poisoned. Students will write a 1-2 sentence headline summarizing their findings.	<p>Image</p> <ul style="list-style-type: none"> • Jews burned to Death in Strasburg 1394 • Will She Be Rescued? by Louis Dalrymple <p>Informational Text</p> <ul style="list-style-type: none"> • Cremation of Strasbourg Jewry St. Valentine's Day, February 14, 1349 - About The Great Plague And The Burning Of The Jews • The Jews and their Lies by Martin Luther • The Protocols of the Elders of Zion (USHMM)

Objective <i>(There are 7 objectives in this section.)</i>	What Mastery of the Objective Should Look Like	Examples of Topics and Factual Information that Can Be Used to Teach the Objective	Examples of Classroom Assessment Activities that Can Be Used During Instruction	Primary Resources that Can Be Used to Help Teach the Objective
		<ul style="list-style-type: none"> • Protestant Reformation- Martin Luther • Italian Ghettos- use of yellow stars & hats • Dreyfus Case 		<ul style="list-style-type: none"> • Christian Persecution of Jews over the Centuries Gerard S. Sloyan Professor Emeritus of Religion, Temple University (PDF) • Blood Libel: Holocaust Encyclopedia (USHMM) • The Confession of Agimet of Geneva, Châtel, October 20, 1348 (Black Death) <p>Law</p> <ul style="list-style-type: none"> • Justinian Code <p>Video</p> <ul style="list-style-type: none"> • El Otro Camino 1492 (Centropa) • Why the Jews: History of Antisemitism (USHMM)
<p>Distinguish between different forms of antisemitism and how they have impacted Jewish communities throughout history, including modern-day manifestations.</p>	<p>Students must be able to identify and pick out the four accepted forms of antisemitism and describe how various groups have used them historically, contemporarily, and present-day.</p>	<ul style="list-style-type: none"> • Four Historically Accepted forms of antisemitism: <ul style="list-style-type: none"> ○ Political ○ Economic ○ Racial ○ Religious • Exclusion from Guilds • Diaspora • Zionism/Anti-Zionism • Dreyfus Affair • Vandalism of Jewish Sites • Social Media Posts • Hate Crimes • Black Death • Pogroms • Martin Luther • Blood Libel 	<p>A Four-Corner Activity: Place a piece of chart paper with one of the four historical forms of antisemitism on it in a corner of the room. Distribute three to five note cards to each student that have statements or examples of how a particular form of antisemitism has been manifested in a political, economic, racial, or religious context. 1) Students will then travel around the room and post their notecards on the chart paper where they think each of their notecards belongs. 2) Once it has been determined that each corner's chart paper has the correct notecards, students should then work together to determine what the note cards seem to indicate. (The teacher can have students count off 1-4 or</p>	<p>Informational Text</p> <ul style="list-style-type: none"> • Protocols of the Elders of Zion (USHMM) • Pogroms Holocaust Encyclopedia (USHMM) • Dreyfus Case (Brittanica Kids) • Antisemitism in History: From the Early Church to 1400 (USHMM) • Hate Crimes: Facts & Statistics (DOJ) <p>Podcast</p> <ul style="list-style-type: none"> • Voices of Antisemitism Frank Meeink (USHMM) <p>Video</p> <ul style="list-style-type: none"> • Oral History Excerpts (USHMM)

Objective <i>(There are 7 objectives in this section.)</i>	What Mastery of the Objective Should Look Like	Examples of Topics and Factual Information that Can Be Used to Teach the Objective	Examples of Classroom Assessment Activities that Can Be Used During Instruction	Primary Resources that Can Be Used to Help Teach the Objective
		<ul style="list-style-type: none"> • Host Desecration • Aryanism/Extremist Groups 	<p>allow them to form even groups on their own.) Have each group explain how the notecards on their chart paper come together to describe one historical or modern-day manifestation of a form of antisemitism.</p> <p>Students will choose one of the four forms of antisemitism. After choosing, students will create a 2-3 slide PowerPoint presentation describing various events from their selected form of antisemitism and how they have been used by various groups.</p>	
<p>Explain the impact of antisemitism and its tenets, on groups and societies from ancient times through the twenty-first century.</p>	<p>Students must be able to describe how antisemitism has impacted people, groups, and communities across various cultures and regions around the globe, from the ancient world through the present day.</p>	<ul style="list-style-type: none"> • Jewish Diaspora • Ghettos • Shtetls • Usury • Pogroms • Yellow Star • Stereotyping/Scapegoating • Hate Crimes • Kristallnacht • Nuremberg Laws • Hitler Youth • Holocaust Denial and Distortion 	<p>Using the timeline cards set “Laws and Decrees” from USHMM, students will be placed in groups of 3 to 4. Begin by giving each group copies of the laws and decrees and have them organize them in a timeline. After they have organized their timeline, give them copies of the events cards and have them match the event with the law/decreed it best fits. When groups have finished, they can display the information and discuss each card. The teacher can then have students write how Jews were impacted using information from the cards.</p> <p>Determine a period you want students to consider (e.g., Ancient times, Medieval times - 1800s, 1800-1900, 1900-1945, 1945-present). Have students work in pairs by giving them a notecard with a description of a historical event within the period you have</p>	<p>Informational Text</p> <ul style="list-style-type: none"> • Protocols of Zion, (USHMM) • We don’t control America and other myths (Facing History & Ourselves) • Explore the Diaspora PBS (Map) • Parallel Journeys by Eleanor H. Ayer (Book) • Antisemitism and Its Impacts (Facing History & Ourselves) • From Religious Prejudice to Antisemitism (Facing History & Ourselves) <p>Video</p> <ul style="list-style-type: none"> • El Otro Camino 1492 (Centropa) • Kurt Messerschmidt on Kristallnacht (USC Shoah Foundation)

Objective <i>(There are 7 objectives in this section.)</i>	What Mastery of the Objective Should Look Like	Examples of Topics and Factual Information that Can Be Used to Teach the Objective	Examples of Classroom Assessment Activities that Can Be Used During Instruction	Primary Resources that Can Be Used to Help Teach the Objective
			identified. Be sure you have created notecards that represent different people, groups, and communities across various cultures and regions. Each pair will use sticky notes to provide a written statement connecting the description on their notecard to the impact of antisemitism. The pairs then place their notecard and sticky notes on the appropriate section of the timeline that should be placed somewhere visible in the room.	
Analyze art, propaganda, symbols, and other forms of communication to draw comparisons across eras about the beliefs and behaviors associated with antisemitism.	Using art, various types of propaganda, symbols, and other forms of written and visual communication students must be able to conclude similarities and differences of antisemitism over time.	<ul style="list-style-type: none"> • Swastika • Posters • Yellow Star • Media • Book Burning • Film • Radio broadcasts • Books • 1936 Olympics • Nuremberg Laws • Civil Service Laws • Ethnic Cleansing • Nazi Flags and Crosses • Torches and Fire • Torch Relay to Light the Olympic Flame (1936) • Nazi Colors (Black, White, and Red) • Mein Kampf • “Blood and Soil” slogan • Nazi Propaganda 	Students will analyze various forms of antisemitic propaganda throughout time. Then students will compare and contrast propaganda from the 20th century and previous eras. Students should explain the impacts of propaganda on the intended audience and persecuted people.	<p>Image</p> <ul style="list-style-type: none"> • America & the Holocaust MS St. Louis and Jewish refugees (Holocaust Center for Humanity) (Political Cartoon) <p>Informational Text</p> <ul style="list-style-type: none"> • The Poisonous Mushroom by Julius Streicher (The Jewish Virtual Library) • Origins of Neo-Nazi and White Supremacist Terms (USHMM) • The Eternal Jew Fritz Hippler (USHMM) • The Nazi Olympics Berlin 1936 Holocaust Encyclopedia (USHMM) • Understanding Nazi Symbols (USHMM) • From Religious Prejudice to Antisemitism (Facing History & Ourselves) • Supremacist Terms and Symbols (USHMM)

Objective <i>(There are 7 objectives in this section.)</i>	What Mastery of the Objective Should Look Like	Examples of Topics and Factual Information that Can Be Used to Teach the Objective	Examples of Classroom Assessment Activities that Can Be Used During Instruction	Primary Resources that Can Be Used to Help Teach the Objective
		<ul style="list-style-type: none"> • British Propaganda • French Propaganda • US Propaganda • Canadian Propaganda 		<ul style="list-style-type: none"> • State of Deception: The Power of Nazi Propaganda, (USHMM) • A Strategic Communication Guide to Counteract Dangerous Speech Defusing Hate (PDF) By Rachel Hilary Brown <p>Law</p> <ul style="list-style-type: none"> • The Nuremberg Laws <p>Podcast</p> <ul style="list-style-type: none"> • How the Nazis Used Jazz as a Propaganda Tool (Fresh Air, NPR) <p>Video</p> <ul style="list-style-type: none"> • Esther Clifford Describes book burnings (USC Shoah Foundation) • H. Henry Sinason on Childhood Antisemitism (USC Shoah Foundation) • Esther Clifford remembers propaganda (USC Shoah Foundation) • Triumph of the Will and Olympia by Leni Riefenstahl
<p>Explain how the Nazi Party gained popularity using antisemitism and presenting Jews as the source of political, economic, and social problems in pre-WWII Germany.</p>	<p>Students must be able to describe some of the reasons the Nazi party was able to gain popularity in Germany by blaming the Jews for political, economic, and social problems that existed in Germany.</p>	<ul style="list-style-type: none"> • Hitler Youth • German Girls League • Propaganda • Laws & Decrees • Banning of the Boy Scouts in Germany • Max Ebel <p>Political</p> <ul style="list-style-type: none"> • Stab in the back theory • Reichstag Fire • Enabling Act 	<p>Students will participate in a Socratic Seminar to discuss the ways the Nazi Party gained popularity and why those methods were successful based on textual analysis of teacher-determined propaganda images. (Example propaganda images: Hitler Youth, German Girls League, Women, WWI veterans, and business owners)</p>	<p>Image</p> <ul style="list-style-type: none"> • Modeling Hate: Nazi Youth Organizations Promote Racism (USHMM) • 1919 Austrian postcard showing a caricatured Jew stabbing a personified German Army soldier in the back with a dagger. <p>Informational Text</p> <ul style="list-style-type: none"> • Joining the Hitler Youth (Facing History and Ourselves)

Objective <i>(There are 7 objectives in this section.)</i>	What Mastery of the Objective Should Look Like	Examples of Topics and Factual Information that Can Be Used to Teach the Objective	Examples of Classroom Assessment Activities that Can Be Used During Instruction	Primary Resources that Can Be Used to Help Teach the Objective
		<p>Economic</p> <ul style="list-style-type: none"> • Hyperinflation • Jewish businesses <p>Social</p> <ul style="list-style-type: none"> • Threat to Aryan race • Lebensraum • Religious Differences 	<ul style="list-style-type: none"> • <i>Socratic Seminar resource: Facing History and Ourselves Socratic Seminar Teaching Strategy</i> <p>Students will engage in a “Parts, People, Interactions” Visible Thinking Routine activity to look closely at the Nazi-organized youth movement. Students will identify its parts, recognize who the participants were, and consider some of the consequences and impacts the movement had on people, groups, and Nazi goals. Visible Thinking Routine resource: <i>“Parts, People, Interactions” Visible Thinking Routine PDF.</i></p>	<ul style="list-style-type: none"> • Julius Streicher’s antisemitic children’s books (Calvin University) <p>Video</p> <ul style="list-style-type: none"> • Hitler speaks before the Reichstag (USHMM)
<p>Explain how prejudice, stereotypes, bias, scapegoating, and discrimination contributed to the Holocaust and global responses to the Holocaust.</p>	<p>Students must be able to construct responses about the causes and effects of how prejudice, stereotypes, bias, scapegoating, and discrimination contributed to the Holocaust.</p> <p>Students must be able to construct responses about the causes and effects of how prejudice, stereotypes, bias, scapegoating, and discrimination contributed to global responses to the Holocaust.</p>	<ul style="list-style-type: none"> • Propaganda • Stereotyping • Prejudice • Bias • Scapegoating • Discrimination • Evian Conference • Wagner- Rogers Bill • Kindertransport • Immigration Quotas • Madison Square Garden Anti-Nazi Rally • Great Depression • Bombing Auschwitz • Xenophobia • Oskar Schindler • Raoul Wallenberg and the US War Refugee Board 	<p>Provide students with excerpts from the correspondence between Hitler and the Mufti. Ask students to explain instances of prejudice, scapegoating, and discrimination against Jews.</p>	<p>Image</p> <ul style="list-style-type: none"> • Will the Evian conference guide him to freedom? (The New York Times) • and the wolf chewed up the children and spit out their bones... but those were foreign children and it really didn’t matter. Dr. Seuss • Anti-Nazi rally at Madison Square Garden (USHMM) • Der Sturmer Newspaper (USHMM) • American & the Holocaust MS St. Louis and Jewish refugees (Holocaust Center for Humanity)

Objective <i>(There are 7 objectives in this section.)</i>	What Mastery of the Objective Should Look Like	Examples of Topics and Factual Information that Can Be Used to Teach the Objective	Examples of Classroom Assessment Activities that Can Be Used During Instruction	Primary Resources that Can Be Used to Help Teach the Objective
		<ul style="list-style-type: none"> • Joint Distribution Committee • Refugee Policies (US, Britain, Canada, etc.) 		<p>Informational Text</p> <ul style="list-style-type: none"> • Allied Declaration of the Persecution of the Jews (Jewish Virtual Library) • Klaus Langer Diary Excerpts (Salvaged Pages) • Wagner Rogers Debate Documents (Facing History and Ourselves) • Americans and the Holocaust (USHMM) • Challenges of Escape (USHMM) • The Poisonous Mushroom by Julius Streicher (Jewish Virtual Library) • 6 Stories of the Kindertransport (Imperial War Museum) • Transcript between Hitler and the Mufti, Haj Amin Hussein (USHMM) • Schindler's Ark/Schindler's List <p>Law</p> <ul style="list-style-type: none"> • The Johnson-Reed Act <p>Video</p> <ul style="list-style-type: none"> • The US and the Holocaust Ken Burns (PBS) • The Windermere Children (PBS)

Genocide

Overarching Focus: The objectives in this section focus on the definition and study of genocide. Examining both historical and contemporary examples of genocide, students will learn about the stages of genocide and critically analyze the motivations behind international responses to various genocides throughout the 20th and 21st centuries. Students will consider how individuals and governments can take informed action to prevent or mitigate future tragedies and genocides.

It is intended that the objectives in this section on genocide be taught along with the objectives of other sections, such as the spread of Nazi aggression and terror and global responses to the Holocaust.

Objective <i>(There are 5 objectives in this section.)</i>	What Mastery of the Objective Should Look Like	Examples of Topics and Factual Information that Can Be Used to Teach the Objective	Examples of Classroom Assessment Activities that Can Be Used During Instruction	Primary Resources that Can Be Used to Help Teach the Objective
Define genocide according to the United Nations.	Students must be able to articulate the definition of genocide according to the United Nations and recognize and recall descriptions of this definition when they encounter it.	<ul style="list-style-type: none"> • United Nations • 1948 Convention on the Prevention and Punishment of the Crime of Genocide • Raphael Lemkin 	<p>Students will articulate the definition of genocide in their own words.</p> <p>Students will create black-out poetry using the definition from the <i>Ratification of the Genocide Convention</i>. Students will write a summary explaining their poem.</p>	<p>Informational Text</p> <ul style="list-style-type: none"> • Article II of the 1948 Convention on the Prevention and Punishment of the Crime of Genocide (The United Nations) (PDF) • Ratification of the Genocide Convention • Prevention of Genocide and Definitions Genocide
Identify genocides of the 20th and 21st centuries.	Students must be able to recognize and list various instances of genocide that occurred during the 20th and 21st centuries.	<p>U.N. Recognized Genocides:</p> <ul style="list-style-type: none"> • Armenian • Holocaust • Rwanda • Bosnia <p>Not Recognized by the United Nations “Genocides”:</p> <ul style="list-style-type: none"> • Ethiopian Civil War • Cambodia • Rohingya • Guatemala • Darfur Region of Sudan • Holodomor • Uganda • Mao’s China 	<p>Students will be given a list of details about a genocide. Students will need to correctly identify with which genocide the details correctly align.</p> <p>Students will be given a table with two columns. Column A will list details about various genocides. Column B will list at least two genocides that students have been studying. Students will match details in Column A with the correct genocide listed in Column B. Encourage students to use evidence from their studies to make accurate matches. Once completed, students will review and discuss their answers as a class, sharing</p>	<p>Informational Text</p> <ul style="list-style-type: none"> • <i>The Tenth Circle of Hell: a Memoir of Life in the Death Camps of Bosnia</i> by Rezak Hukanovicc <p>Video</p> <ul style="list-style-type: none"> • Testimony Freddy Mutanguha Rwanda Survivor on saying goodbye to his mother (USC Shoah Foundation) • Testimonies (Genocide Archive of Rwanda) • Testimony Phansy Peang on losing her family in Cambodia (USC Shoah Foundation) • Eyewitness Testimony Bosnia and Herzegovina (USHMM)

Objective <i>(There are 5 objectives in this section.)</i>	What Mastery of the Objective Should Look Like	Examples of Topics and Factual Information that Can Be Used to Teach the Objective	Examples of Classroom Assessment Activities that Can Be Used During Instruction	Primary Resources that Can Be Used to Help Teach the Objective
		<ul style="list-style-type: none"> • Nanjing Massacre • Sri Lankan Civil War 	<p>their matches and providing explanations for their choices <i>(Teacher Note: As students learn about more examples of genocide the teacher can add to this activity and use it multiple times throughout the course.)</i></p> <p>Given a sheet with a teacher-prepared synopses of a genocide accompanied with a strong visual, students will do the following:</p> <ol style="list-style-type: none"> 1. First, read their information and decide in which century/centures the genocide occurred and when told, move to a place in the room designated 20th century, 21st century, or both. 2. Second, once gathered together each group of students should discuss the genocides and decide if anyone needs to move to another century. 3. Third, each group will line up their sheets on a table or tape to a wall, door, or board. 	<ul style="list-style-type: none"> • Witness DD (International Criminal Tribunal for the former Yugoslavia)

Objective <i>(There are 5 objectives in this section.)</i>	What Mastery of the Objective Should Look Like	Examples of Topics and Factual Information that Can Be Used to Teach the Objective	Examples of Classroom Assessment Activities that Can Be Used During Instruction	Primary Resources that Can Be Used to Help Teach the Objective
			<p>4. Fourth, the groups will rotate clockwise twice to review the sheets posted by the other two groups and decide if they agree that each of the genocides is in the right place or not. Groups will leave a post-it note on any sheet they think is misplaced.</p> <p>(Teacher Note: Based on class size, genocides can be represented multiple times on the sheets prepared by the teacher. For example, Rohingya may be represented on two or three sheets with different information and images.)</p>	
<p>Compare the motivations for and effects of international responses to various genocides of the 20th and 21st centuries.</p>	<p>Students must be able to describe the similarities and differences in the underlying reasons for international actions taken in response to genocides. This includes recognizing the diverse motivations behind global responses. Students must be able to describe the similarities and differences concerning the impact of international responses to genocides.</p>	<ul style="list-style-type: none"> • United Nations • NATO • Genocide Watch • The Alliance Against Genocide • Early Warning Project • Genocide Prevention Task Force • Holocaust Education • Never Again Education Act 	<p>Using clips from Ghosts of Rwanda: Frontline, students will prepare a three-column comparison chart. Column 1 should provide the name of the nation or international organization responding. Column 2 should provide the reasons for the response. Column 3 should provide the effects of the response.</p> <p>Students will read two short chapters from History.com. The first, "Rwandan Genocide - Facts, Response & Trials" and the second, "Bosnian Genocide - Timeline, Cause & Herzegovina". The students will then make comparisons between the Rwandan and Bosnian genocides specifically looking at the diverse motives, actions, and global responses to both genocides.</p>	<p>Image</p> <ul style="list-style-type: none"> • International Response: Time Magazine cover-The Balkans: Muslim prisoners in a Serbian detention camp. August 17, 1992 (TIME Magazine) <p>Informational Text</p> <ul style="list-style-type: none"> • Rwandan Genocide - Facts, Response & Trials (History.com) • Bosnian Genocide - Timeline, Cause & Herzegovina (History.com) • Memorandum from Brent Scowcroft to President Ford (USHMM) <p>Video</p> <ul style="list-style-type: none"> • <i>Ghosts of Rwanda: Frontline</i> (PBS) • C-Span Elie Wiesel Call to Action in Yugoslavia (C-SPAN)

Objective <i>(There are 5 objectives in this section.)</i>	What Mastery of the Objective Should Look Like	Examples of Topics and Factual Information that Can Be Used to Teach the Objective	Examples of Classroom Assessment Activities that Can Be Used During Instruction	Primary Resources that Can Be Used to Help Teach the Objective
			<p>The students will also compare the impact of global responses to both genocides. Students can report their findings in a Venn Diagram, T-chart, or written as a summary in 2-3 paragraphs. <i>(Note: Teachers can feel free to replace these suggestions for alternate genocides.)</i></p>	
<p>Identify the stages of genocide.</p>	<p>Students must be able to recognize and describe the various stages that typically occur in the process of genocide, including but not limited to: classification; symbolization; dehumanization; organization; polarization; preparation; extermination; and denial.</p>	<ul style="list-style-type: none"> • Motives for Genocide • Ten Stages of Genocide • Pyramid of Hate • Dr. Gregory Stanton 	<p>Have students choose a 20th-21st century genocide and identify the 10 Stages of Genocide in their chosen event. Students should be prepared to present their findings to the class in a manner determined by the teacher.</p> <p>After reading Dr. Gregory Stanton’s “10 Stages of Genocide”, students will be given a teacher created worksheet listing at least 15 historical phenomena relating to the Holocaust that occurred between 1933 and 1945. Students will be tasked to use the “10 Stages of Genocide” to help them identify which stage each historical phenomena represents and why.</p> <p>In groups of 3-5 students will create an infographic, PowerPoint, or “paper slide video” of the 10 Stages of Genocide. Students should explain each stage in their own words and create appropriately illustrated slides. <i>(Helpful Resource: Paper Video Slides - Blogger.com)</i></p>	<p>Informational Text</p> <ul style="list-style-type: none"> • Dr. Gregory Stanton’s “10 Stages of Genocide” (Genocide Watch) <p>Video</p> <ul style="list-style-type: none"> • The 10 Stages of Genocide (YouTube)
<p>Construct a hypothetical outline of</p>	<p>Students must be able to create a comprehensive</p>	<ul style="list-style-type: none"> • United Nations 	<p>After studying current atrocities around the world and reading the</p>	<p>Informational Text</p>

Objective <i>(There are 5 objectives in this section.)</i>	What Mastery of the Objective Should Look Like	Examples of Topics and Factual Information that Can Be Used to Teach the Objective	Examples of Classroom Assessment Activities that Can Be Used During Instruction	Primary Resources that Can Be Used to Help Teach the Objective
<p>procedures individuals or governments could use to respond to various stages of genocide.</p>	<p>plan, with clear steps and strategies, for how individuals can effectively respond to each stage of genocide, from early warning signs to prevention and intervention measures.</p> <p>Students must be able to create a comprehensive plan, with clear steps and strategies, for how governments can effectively respond to each stage of genocide, from early warning signs to prevention and intervention measures.</p>	<ul style="list-style-type: none"> • NATO • Genocide Watch • The Alliance Against Genocide • Early Warning Project • Genocide Prevention Task Force • Ten Stages of Genocide • Pyramid of Hate 	<p>U.S. Department of State's <i>"United States Response to Current or Recent Atrocities – Country Highlights"</i>, students will work in teacher-assigned groups to design a hypothetical <i>Governmental Response Framework to Prevent Genocide</i> outlining steps governments should take to intervene and help prevent eventual genocide. Each group's hypothetical framework should consider the roles and responsibilities that can be played by different governmental agencies, nationally and internationally. Each group's hypothetical framework should also address as many of the following questions as possible, depending on the stage of genocide they have been assigned:</p> <ul style="list-style-type: none"> • What legal and policy mechanisms can be employed to prevent the escalation of violence? • How can intelligence gathering and early warning systems be utilized to detect and respond to potential genocidal threats? • What diplomatic, humanitarian, and/or military interventions may be necessary or appropriate? • How can accountability and justice be pursued for perpetrators, both domestically and internationally? 	<ul style="list-style-type: none"> • Rohingya refugee testimonies April 1, 2022 (Medecins Sans Frontieres) • FACT SHEET: Biden-Harris Administration Actions in Response to the Coup in Burma (The White House) • U.S. Relations With Burma (US Department of State) • Speech Aung San Suu Kyi defending actions of Myanmar and dying genocide. NY Times 12/11/2019. • Genocide, Crimes Against Humanity and Ethnic Cleansing of Rohingya in Burma • United States Response to Current or Recent Atrocities – Country Highlights (U.S. Department of State) • Modern News

Objective <i>(There are 5 objectives in this section.)</i>	What Mastery of the Objective Should Look Like	Examples of Topics and Factual Information that Can Be Used to Teach the Objective	Examples of Classroom Assessment Activities that Can Be Used During Instruction	Primary Resources that Can Be Used to Help Teach the Objective
			<ul style="list-style-type: none"> • What measures can be implemented to protect and support affected populations, including refugees and internally displaced persons? <p>Teachers should have each group present their hypothetical <i>Governmental Response Framework to Prevent Genocide</i> in a mock press conference using a PowerPoint presentation or some other multimedia format to help them explain to the public the new Government Response Framework to Prevent Genocide.</p> <p>Divide the class into 10 groups representing the 10 Stages of Genocide. Each group will provide information that briefly describes the characteristics of the stage that they are representing. They will be in charge of coming up with a clear and concise plan for how individuals and/or organizations might be able to respond to the early warning signs associated with the stage of genocide their group has been assigned. Each group's plan must provide logical steps or strategies for intervention or prevention, with detailed explanations for how to respond and why.</p>	

The Rise of Hitler and Nazi Germany

Overarching Focus: The objectives in this section focus on German nationalism, the rise of Adolf Hitler, Nazi Germany, and Nazi policies and laws from 1933-1938. Students will recognize the deeper connections between Nazi racial ideology, propaganda, policies, and laws, and how these impacted Jews and other groups. They will explore the similarities and differences between Social Darwinism, Manifest Destiny, and the German pursuit of physical geographic space while gaining a fundamental understanding of the rationales presented by the Nazis regarding their quest for racial purity.

Teachers are encouraged to combine the objectives in this section with the objectives of other sections, as appropriate.

Objective <i>(There are 10 objectives in this section.)</i>	What Mastery of the Objective Should Look Like	Examples of Topics and Factual Information that Can Be Used to Teach the Objective	Examples of Classroom Assessment Activities that Can Be Used During Instruction	Primary Resources that Can Be Used to Help Teach the Objective
Describe the diverse range of Jewish culture, tradition, and experiences prior to the Holocaust.	Students must be able to, verbally or in writing, describe the diversity of Jewish life and culture before the Holocaust.	<p>Symbols & Objects</p> <ul style="list-style-type: none"> • Star of David • Menorah • Chai symbol • Hamsa <p>Clothing</p> <ul style="list-style-type: none"> • Kippah • Tefillin • Tzitzit and Tallit <p>Sects</p> <ul style="list-style-type: none"> • Reform • Conservative • Orthodox • Reconstructionist <p>Religious Services/Rites of Passage</p> <ul style="list-style-type: none"> • Synagogue (Heart of the Jewish Community) • Torah Scrolls • Shabbat • Bar Mitzvah • Bat Mitzvah 	<p>After having studied diverse traditions/religious rites practiced by Jews in various places around Europe prior to the Holocaust, students will perform a 5- to 10-minute “quick write” reflecting on what they learned about religious services and rites of passage as a part of the Jewish culture and tradition.</p> <p>Students will be given a timeline of 10-15 events pertaining to the migration of Jews from the Mediterranean into western Europe c. 1500–1800. Students will choose at least four points from the timeline to narrate, making sure their narration describes the experiences of Jews and/or the Jewish community during the period of time reflected on the timeline. <i>(Note: Teachers can create the timeline or use one already developed.)</i></p>	<p>Image</p> <ul style="list-style-type: none"> • The Story of the Jews Interactive Map (PBS) <p>Informational Text</p> <ul style="list-style-type: none"> • From Haven to Home: 350 Years of Jewish Life in America (Library of Congress) • Jewish Population of Europe in 1933: Population Data by Country (USHMM) <p>Video</p> <ul style="list-style-type: none"> • Glimpses of Jewish Life before the Holocaust (Yad Vashem) • Holocaust Survivor Recalls Jewish Life in Liepaja Before the Holocaust (Yad Vashem)

Objective <i>(There are 10 objectives in this section.)</i>	What Mastery of the Objective Should Look Like	Examples of Topics and Factual Information that Can Be Used to Teach the Objective	Examples of Classroom Assessment Activities that Can Be Used During Instruction	Primary Resources that Can Be Used to Help Teach the Objective
		<p>Celebrations & Holidays</p> <ul style="list-style-type: none"> • Yom Kippur • Rosh Hashanah • Hanukkah • Passover (Pesach) • Purim • Shavuot <p>The Jewish Diaspora</p> <p>Migration of Jews from the Mediterranean to Western Europe</p> <ul style="list-style-type: none"> • The Alhambra Decree of 1492 • Sephardic migrants and Dutch Jerusalem • Poland as a center of the Jewish community <p>Repression of Jews in Middle Ages</p> <p>Emancipation of Jews during Enlightenment</p> <ul style="list-style-type: none"> • Jewish emancipation in Europe (late 18th century - early 20th century) • Jewish emigration from Europe (19th century after Jewish emancipation) • Zionism (late 19th century) <p>Jewish life in Germany Prior to 1933:</p> <ul style="list-style-type: none"> • Assimilation 		

Objective <i>(There are 10 objectives in this section.)</i>	What Mastery of the Objective Should Look Like	Examples of Topics and Factual Information that Can Be Used to Teach the Objective	Examples of Classroom Assessment Activities that Can Be Used During Instruction	Primary Resources that Can Be Used to Help Teach the Objective
<p>Summarize how German nationalism and the rise of Hitler were influenced by both historical and cultural factors.</p>	<p>Students must be able to use written, visual, or audio stimuli to give descriptions of how history and culture influenced the rise of Hitler and the spirit of German nationalism among German people.</p>	<p>Historical</p> <ul style="list-style-type: none"> • Antisemitism • Thule Society • Reichstag Fire • Reichstag Fire Decree (aka. Decree of the Reich President for the Protection of the People) • Treaty of Versailles • Appeasement • 1933 Special Election • Creation of paramilitary units (Brownshirts/SA, SS, Gestapo) • Weimar Republic • Beer Hall Putsch • Enabling Act • Global and German Economic depression • Von Hindenburg <p>Cultural</p> <ul style="list-style-type: none"> • Totalitarianism • Fascism • Imperialism • Fear of communism • Nationalism • Remilitarization • Social Darwinism • <i>Mein Kampf</i> • <i>Lebensraum</i> 	<p>Students will examine an interactive timeline that illustrates the historical factors influencing Hitler's rise to power. They will use the timeline to guide them in creating social media posts summing up and capturing the essence of four events on the timeline.</p> <p>Students will read the Reichstag Fire Decree and write a headline summary capturing the main points that aided in his continued rise to power after the burning of the parliament.</p>	<p>Informational Text</p> <ul style="list-style-type: none"> • Enabling Act (USHMM) • Dachau Report (Eisenhower Library) • Readings on Fascism and National Socialism (Project Gutenberg) • Hitler Has Become a Religion, Dorothy Thompson (History Unfolded) • Reichstag Fire Decree (USHMM) PDF <p>Video</p> <ul style="list-style-type: none"> • Nazi Book Burning Video (USHMM) • Reichstag Speech (USHMM)

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<p>Distinguish the connections between Social Darwinism, Lebensraum, euthanasia, eugenics, and America's concept of Manifest Destiny.</p>	<p>Students must be able to make connections between Social Darwinism, Manifest Destiny, eugenics, euthanasia, and Lebensraum by examining relationships between them.</p>	<ul style="list-style-type: none"> • Social Darwinism • American Manifest Destiny • <i>Lebensraum</i> • <i>Lebensborn</i> program • Aktion T4 Euthanasia Program • Hadamar • Scientific Racism • American Eugenics • Compulsory or forced sterilization • “Aryan” race • Racial purity laws 	<p>The teacher will read debatable statements he/she has created describing connections between any two of these (<i>Social Darwinism, Lebensraum, Euthanasia, Eugenics, and American Manifest Destiny</i>). Students will move to a corner labeled strongly agree, agree, disagree, or strongly disagree to indicate their agreement or disagreement with the statement. In their chosen corner each group will discuss why they chose the corner and when called upon report out their group’s reasoning. The teacher will inform the class which group’s reasoning best supports the factual information about the connections between the two things described in the statement. The teacher may also choose to hold a discussion about any corner in which there were no students.</p> <p>Students will identify and describe any social, political, and/or economic connections that existed between each of the following in context to the execution of Nazi ideology:</p> <ul style="list-style-type: none"> • Social Darwinism and American Manifest Destiny • Lebensraum and American Manifest Destiny • Social Darwinism and Eugenics • Euthanasia and Eugenics 	<p>Image</p> <ul style="list-style-type: none"> • Slide about Lebensraum from a Hitler Youth educational presentation (USHMM) <p>Informational Text</p> <ul style="list-style-type: none"> • Nazi Racial Charts (USHMM) • Systematic Killing of Germans with Disabilities (USHMM) • William Graham Sumner on Social Darwinism (Lumen Learning) • John O’Sullivan Declares America’s Manifest Destiny, 1845 (The American YAWP Reader)

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<p>Identify the various groups the Nazis targeted for state-sponsored persecution.</p>	<p>Students must be able to recognize various political, social, religious, cultural, and ability groups that were targeted by the Nazis.</p>	<ul style="list-style-type: none"> • Jews • Jehovah’s Witnesses • Roma & Sinti • Mentally & Physically Disabled • Homosexuals • Polish and Slavik citizens • Political Opponents • Communists (Bolsheviks) • ‘Asocials’ • Prisoners of War (POWs) • Trade unionists • Freemasons • Black people 	<p>Students will read primary source documents related to various persecuted groups during the Nazi regime. Students will identify the targeted group and describe the experiences of individuals within that group</p> <p>Given a set of 5 to 6 note cards with descriptions of various groups, actions against groups, etc. in Nazi Germany 1933-1939, students identify the group described on each note card.</p>	<p>Image</p> <ul style="list-style-type: none"> • Chart of Prisoner Markings (USHMM) <p>Informational Text</p> <ul style="list-style-type: none"> • Anna Lehnkering Life Story (Holocaust Memorial Day Trust) <p>Video</p> <ul style="list-style-type: none"> • Oral history interview with Robert Wagemann (Jehovah Witness), (USHMM) • Fate of the Roma Video (USC Shoah Foundation) • Jozef Sadowski’s Story (Roma), (Holocaust Memorial Day Trust)
<p>Describe the role of propaganda, conspiracy theories, and the media in promoting Nazi ideology.</p>	<p>Students must be able to determine how propaganda, conspiracy theories, and media actions helped promote Nazi ideology.</p>	<ul style="list-style-type: none"> • Nazi book burning • Mein Kampf • <i>The Poisonous Mushroom</i> • “Blood Libel” • The Eternal Jew (<i>Der ewige Jude</i>) • <i>Triumph of the Will</i> • Nuremberg Rallies • The Dreyfus Affair • The Protocols of the Elders of Zion • <i>The Film “Jued Suss”</i> • Stab in the Back Theory • German Ministry of Propaganda • Joseph Goebbels • <i>Der Sturmer</i> (German Tabloid Paper) 	<p>Students analyze a piece of Nazi propaganda (i.e., written, visual, video, audio). Students will perform a 5-minute “quick write” explaining how that piece of propaganda promoted Nazi ideology. <i>(Note: Although each student should only get one piece of propaganda, the teacher may want to select 5 or 6 different pieces to distribute throughout the class.)</i></p> <p>Students analyze an example of the techniques used in the propaganda (bandwagon, exaggeration, generalities, stereotypes, name-calling, personal attack, fear, testimonial). After identifying these techniques, they will write a response that explains the techniques utilized in the propaganda and how this aided the promotion of Nazi ideology.</p>	<p>Image</p> <ul style="list-style-type: none"> • Theresienstadt Red Cross Visit - Photograph (USHMM) • Massed Crowds at the 1935 Nazi Party Rally in Nuremberg (USHMM) • Nazi Anti-Jewish Propaganda (USHMM) <p>Informational Text</p> <ul style="list-style-type: none"> • Nazi Propaganda (USHMM) <p>Video</p> <ul style="list-style-type: none"> • Books burn as Goebbels speaks, (USHMM)

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			<p>Post 7-10 pieces of Nazi propaganda around the room. Be sure to number each piece. Students will perform a gallery walk using a teacher created workshop listing these five propaganda techniques and their descriptions:</p> <ol style="list-style-type: none"> 1. Name Calling, 2. Card Stacking, 3. Bandwagon, 4. Scapegoating, and 5. Guilt by Association. Each technique should be assigned a color (i.e., red, green, blue, etc.) As the students analyze each numbered piece of propaganda, they should place a colored dot or use a colored check mark to identify the technique they think is represented. On their worksheet they should jot down the number of each piece of propaganda beside the technique listed and the role that piece of propaganda played in promoting Nazi ideology. 	
<p>Describe Nazi policies and laws from 1933-1938 in terms of their ability to consolidate power, disenfranchise, and separate groups from society.</p>	<p>Students must be able to, verbally or in writing, tell how Nazi policies and laws passed between 1933 - 1938 helped consolidate Nazi power, disenfranchised people, and separated groups from society.</p>	<p>Laws</p> <ul style="list-style-type: none"> • Reichstag Fire Decree • Nuremberg Laws • Sterilization Law • Jewish Name Law • Euthanasia Decree • Civil Service Law • Education Law • Press Censorship Law • Mandatory Military Service 	<p>After learning about the Nuremberg Laws students will write an editorial arguing against the laws by describing how the disenfranchisement and separating of groups would have a negative impact on German society as a whole.</p> <p>In pairs, students will be assigned a Nazi law or decree. Each student pair will create an</p>	<p>Informational Text</p> <ul style="list-style-type: none"> • Nuremberg Race Laws (USHMM) • Timeline of the Holocaust (Echoes and Reflections) • Timeline: Laws and Decrees (USHMM)

Objective <i>(There are 10 objectives in this section.)</i>	What Mastery of the Objective Should Look Like	Examples of Topics and Factual Information that Can Be Used to Teach the Objective	Examples of Classroom Assessment Activities that Can Be Used During Instruction	Primary Resources that Can Be Used to Help Teach the Objective
		<ul style="list-style-type: none"> • Enabling Act • Revision of Paragraph 175 • Anti-Jewish Economy Law Policies <ul style="list-style-type: none"> • Segregation of Jews • Lebensborn program • Commissar Policy 	infographic that details what their law entailed, who it impacted, how it segregated specific groups, and how it furthered the Nazis gaining/keeping power. Teachers may assign pairs one of the following: <ul style="list-style-type: none"> • Sterilization Law • Jewish Name Law • Euthanasia Decree • Civil Service Law • Education Law • Press Censorship Law • Mandatory Military Service • Anti-Jewish Economy Law • Reichstag Fire Decree 	Law <ul style="list-style-type: none"> • Reich Citizens Law of September 15, 1935 (US Department of State)
Describe the Nazi motivations for pursuing racial purity and the various ways they tried to secure a pure “Aryan” race.	Students must be able to discuss the reasons the Nazis gave for their desire for racial purity. Students must be able to describe the various acts, experiments, and programs the Nazis engaged in as they attempted to create their version of the “master race”.	<ul style="list-style-type: none"> • Blood Law • Eugenics • Lebensraum • Aktion T-4 • Segregation • Josef Mengele • “Life Unworthy of Life” • Thule Society • Anton Drexler • Idea of “Aryan” race (linguistics) • Reichstag Fire Decree • The Enabling Act • Civil Service Law • Law for the Prevention of Offspring with Hereditary Diseases • Reich Citizenship Law • Law for the Protection of German Blood and Honor 	Assign groups of three to four students a particular topic related to Nazi racial ideology. Each group will be tasked to prepare a 3-slide presentation designed to teach others about the motivations behind Nazi racial policies and examples of how these policies were implemented. Imagine yourself as a historian tasked with explaining the Nazi obsession with racial purity. Write a concise response (1-2 paragraphs) outlining several key methods the Nazis employed to achieve their vision of a "pure Aryan race."	Image <ul style="list-style-type: none"> • Nazi Medical Experiments, photograph (USHMM) Informational Text <ul style="list-style-type: none"> • The Nuremberg Laws, (The National Archives) • Survivor Story: Wassili Michailowski (Claims Conference) Video <ul style="list-style-type: none"> • Edward Adler describes arrest and imprisonment in pre-war Germany for his relationship with a non-Jewish woman (USHMM) • Eva Kor on her experience with Josef Mengele (USC Shoah Foundation)

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		<ul style="list-style-type: none"> • Euthanasia Decree • Announcement of Death Penalty for Aiding Jews • Aktion T4 Euthanasia Program • Mass Sterilization Program • Segregation of Jews • Wannasee Conference/Final Solution 		
<p>Explain how Nazi ideology impacted the behavior of individuals and groups.</p>	<p>Students must be able to tell how peoples' behavior was impacted by the values and beliefs promoted by the Nazis.</p>	<ul style="list-style-type: none"> • Hitler Youth • League of German Girls • Collaborators • Perpetrators • Upstanders • Catholic Church <ul style="list-style-type: none"> ○ Reichskonkordat ○ Pope Pius XII ○ Edith Stein • Jan Karski • Lebensborn • <i>Gleichschaltung</i> 	<p>Students will demonstrate their knowledge of how Nazi ideology impacted the behavior of individuals or groups by developing a graphic organizer showing the causes and effects of that ideology.</p> <p>Students create an individual silhouette for either an upstander, rescuer, or resistor. In the silhouette, the student will need to do the following: head (what did this person think about/experience? what decision did he/she make that led them to take action?), heart (what values or beliefs did they hold that led them to take action? What beliefs promoted by the Nazis inspired them to get involved and help the victims?), hands (what did this person actually do?), feet (where did this person take action, go, etc.), the ground under him/her (what changed about this person, where they lived, etc. after taking action?). At the end of the activity, students conduct a gallery walk and compare/contrast the differences in the silhouettes of people in different categories.</p>	<p>Informational Text</p> <ul style="list-style-type: none"> • <i>Parallel Journeys</i>, Eleanor H. Ayer <p>Video</p> <ul style="list-style-type: none"> • Barbara Fischman Traub Testimony (USC Shoah Foundation) • Jan Karski on meeting President Roosevelt (USC Shoah Foundation) • Heil Hitler: Confessions of a Hitler Youth (Facing History & Ourselves) • Peter Becker describes indoctrination (USHMM) • Jewish Holocaust Survivor on Being the “Aryan Poster Child”, Hessa Taft (USC Shoah Foundation) • "Kristallnacht": The November 1938 Pogroms, (Facing History & Ourselves)

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<p>Describe how the Nazis used euphemisms to disguise their actions against Jews and those considered political enemies of the state.</p>	<p>Students must be able to recognize euphemisms used by the Nazis to disguise the atrocities being committed against the Jews and those targeted as enemies of the German government.</p>	<ul style="list-style-type: none"> • Aktion T4 • Final Solution • Operation Reinhard • Resettlement to the East • Arbeit Macht Frei • Liquidation • Evacuation • Cleansing • Race Hygiene • Selection • Cleansing (Murder) • Bath Houses (Gas Chambers) • Evacuation (Murder) • Exterminated (Murdered) 	<p>Students choose three euphemisms from the provided list and explain how each term was used to disguise the true nature of the actions taken by the Nazis.</p> <p>Each student will select two euphemisms and how they were used in different propaganda materials, such as speeches, posters, and official documents. Students will write 3-5 sentences describing how the Nazis used euphemisms through propaganda.</p>	<p>Image</p> <ul style="list-style-type: none"> • View of the Main Entrance of the Auschwitz Camp (USHMM) <p>Informational Text</p> <ul style="list-style-type: none"> • Protocol of the Wannsee Conference, January 20, 1942 (Yad Vashem) • The Stahlecker Report, 15 October 1941 (USHMM) • Letter to SS-Obersturmbannführer Walter Rauff, June 5, 1942, Willy Just (Remember.org) • Operation “Reinhardt” documents (Majdanek) • "Aktion Reinhardt" in documents (Majdanek) <p>Podcast</p> <ul style="list-style-type: none"> • Leon Merrick Evacuation Testimony (USHMM)
<p>Define the Holocaust according to the "Never Again Education Act".</p>	<p>Students must be able to articulate the definition of the Holocaust as given by the “Never Again Act” of 2020 and be able to recognize and recall descriptions of this definition when they encounter it.</p>	<ul style="list-style-type: none"> • Holocaust • Genocide • European Jews • Systematic Murder 	<p>Students will define the definition of Holocaust in their own words.</p> <p>Students will create black-out poetry using one of the pages from the Never Again Education Act. Students will write a summary explaining their poem.</p>	<p>Informational Text</p> <ul style="list-style-type: none"> • Introduction to the Holocaust (USHMM) • What was the Holocaust? (Yad Vashem) • What was the Holocaust? (Imperial War Museum) <p>Law</p> <ul style="list-style-type: none"> • Never Again Education Act (Congress.gov)

Nazi Aggression, Expansion, and Terror

Overarching Focus: The objectives in this section focus on the methods of terror, violence, and political manipulation used by the Nazis to consolidate power and spread their antisemitic ideology. Students will understand that the Holocaust was comprised of intentional methods to isolate, alienate, persecute, and annihilate Jews. They will understand the impact of Nazi Germany’s territorial expansion that gave Hitler the access and cover needed to carry out genocide. Students will also understand that some choices impacted legalizing discrimination and fueling hatred, while other choices facilitated resilience, resistance, and rescue.

Teachers are encouraged to combine the objectives in this section with the objectives of other sections, as appropriate.

Objective <i>(There are 10 objectives in this section.)</i>	What Mastery of the Objective Should Look Like	Examples of Topics and Factual Information that Can Be Used to Teach the Objective	Examples of Classroom Assessment Activities that Can Be Used During Instruction	Primary Resources that Can Be Used to Help Teach the Objective
Identify the individuals, groups, and nations that served as allies of the Nazi regime and the reasons for their alliance with the Nazis.	Students must be able to name specific individuals, groups, and nations that were allied with Nazi Germany. In addition, students must be able to enumerate reasons for those alliances.	<p>Individuals:</p> <ul style="list-style-type: none"> • Emperor Hirohito • General Hideki Tojo • Benito Mussolini • Marshal Philippe Pétain • Joseph Stalin (1939-1941) <p>Groups:</p> <ul style="list-style-type: none"> • Hlinka Guard Emergency Divisions or Flying Squads • Iron Guard Fascist Movement/Party • Ustasa Militia • Arrow Cross Party • The Einsatzgruppen (Mobile Killing Squads) <p>Nations:</p> <ul style="list-style-type: none"> • The Axis Powers • Tripartite Pact <ul style="list-style-type: none"> ○ Japan (allies) ○ Italy (allies) • Three Power Pact - 1941 <ul style="list-style-type: none"> ○ Romania ○ Hungary ○ Bulgaria ○ Slovakia 	<p>Present students with three maps of Europe: 1933, 1939, and 1942. Ask students to identify and write down potential reasons for alliances between nations based on geographic locations, political boundaries, and imperial possessions indicated on the maps. Students should then choose both an allied and a pact nation and write a paragraph explaining the reason(s) that nation/country became a part of the alliance.</p> <p>Given a teacher-created matching activity presented either on a screen or worksheet, students will work to match the list below with teacher prepared descriptions of the reasons for alliance with the Nazis. <i>(Note: Teachers can add or modify as appropriate for the lesson.)</i></p> <ol style="list-style-type: none"> 1. Emperor Hirohito 2. General Hideki Tojo 3. Benito Mussolini 4. Marshal Philippe Pétain 5. Joseph Stalin (1939-1941) 	<p>Image</p> <ul style="list-style-type: none"> • Albert Speer, Adolf Hitler, and Arno Breker on Trocadéro in front of the Eiffel Tower. A crouching cameraman films Hitler for the cinema newsreel. Paris, 23 June 1940.(Photo collection: National Archives and Records Administration, USA) • USHMM World War II Maps (USHMM) <p>Law</p> <ul style="list-style-type: none"> • Tripartite Pact and Associated Documents (Yale Law School, The Avalon Project) • The German-Soviet Non-Aggression Treaty, August 23, 1939 (German History in Documents and Images) <p>Video</p> <ul style="list-style-type: none"> • News Parade of the Year 1937 Mussolini and Hitler (USHMM) • Hitler & Mussolini; German-Japan Pact 1942 Film (USHMM)

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		<ul style="list-style-type: none"> ○ Finland ○ Croatia ● Vichy France ● USSR Non-Aggression Pact (1939-1941) 	<ol style="list-style-type: none"> 6. Hlinka Guard Emergency Divisions or Flying Squads 7. Iron Guard Fascist Movement/Party 8. Ustasa Militia 9. Arrow Cross Party 10. The Einsatzgruppen 11. The Axis Powers 12. Tripartite Pact 13. Three Power Pact 14. USSR Non-Aggression Pact 	
<p>Summarize the opportunities and challenges involved in emigration from Nazi-controlled areas of Europe.</p>	<p>Students must be able to read various texts about the opportunities and struggles of those trying to leave Nazi-controlled areas of Europe. They must then be able to summarize the difficulties mentioned in those readings.</p>	<p>Opportunities:</p> <ul style="list-style-type: none"> ● Kindertransport ● Neutral Nations ● Haavara (Transfer) Agreement ● Righteous Among the Nations rescuers <p>Challenges/Obstacles:</p> <ul style="list-style-type: none"> ● 1921: Emergency Quota Act and Failed Refugee Provision ● 1924: Immigration Act (Johnson-Reed Act) ● Great Depression ● 1933: Law on the Revocation of Naturalizations and the Deprivation of the German Citizenship (Citizenship and Denaturalization Law) ● 1934: Reich Flight Tax ● 1938: German Jews' Passports Declared Invalid ● 1938 Adolf Eichmann Office of Jewish Immigration opened in Vienna ● 1939 Wagner-Rogers Bill 	<p>Students will listen to the USHMM video interview of "Kurt Klein describing the difficulties involved in emigrating from Germany". Students will then answer the following questions:</p> <ol style="list-style-type: none"> 1. What does Klein state about the general perspective of Jews regarding life for Jewish youth living in Germany at the time? 2. What might you infer about why trying to go to the U.S. was a natural conclusion for Klein? 3. How was some of the legal red tape of immigration handled for Klein? 4. Write a one-sentence summary of Kurt's immigration experience. <p>In a short paragraph, students will summarize the key points of the "1938 excerpt from a letter to</p>	<p>Image</p> <ul style="list-style-type: none"> ● KINDERTRANSPORT, 1938–40: PHOTOGRAPHS (USHMM) <p>Informational Text</p> <ul style="list-style-type: none"> ● The Righteous among Nations, Featured Stories: Raoul Wallenberg (Yad Vashem) ● Interactive Timeline: Voyage of the MS St. Louis (PBS) ● Excerpt from a letter to the 'Kindercomité' asking for help for a 14-year-old girl (The Wiener Library) ● Letter asking for help to emigrate, Metz (The Wiener Library) ● "The St. Louis Is Close to Cuba" Wartime Jewish Press (USHMM) ● Letter to Adalbert Rentschner from the Chief of the Berlin Police, Berlin, 21 October 1933 (Jewish Museum Berlin)

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		Mix: <ul style="list-style-type: none"> • <i>M.S. St. Louis</i> • Evian Conference • War Refugee Board 	<p>the 'Kindercomité' asking for help for a 14-year-old girl". Who wrote the letter? What is the situation of the 14-year-old girl? What can you infer about the fate of the girl if she doesn't receive help? What is the overall essence of the plea for help?</p> <p>Taking on the role of a journalist in 1933 Berlin, students will create two different historical headlines based on the October 1933 "Letter to Adalbert Rentschner from the Berlin Police". Each headline must accurately reflect the main point of the letter, while inferring to the reader's thoughts about the situation for Jews in Germany in 1933.</p>	Law <ul style="list-style-type: none"> • Nuremberg Race Laws (USHMM) Video <ul style="list-style-type: none"> • Kurt Klein describes some of the difficulties involved in emigrating from Germany - 1937 (USHMM) • Kurt Klein Oral History (C-SPAN)
<p>Explain the causes and effects of key turning points on Jews in Germany and Nazi-controlled territories, 1937-1941.</p>	<p>Students must be able to point to the causes and effects of key turning points that affected the Jews throughout Nazi-controlled territories between 1937 and 1941.</p>	Nazi Legislation: <ul style="list-style-type: none"> • Decree on the Registration of Jewish Property • German Jews' Passports Declared Invalid • Ordinance Against the Possession of Weapons by the Jews • Expulsion of Jewish Students from Public Schools • Decree for the Elimination of Jews from German Economic Life • Atonement Tax on the Jews of German Nationality • Decree on the Utilization of Jewish Property • Law on Alteration of Family and Personal Names 	<p>Students will create a cause-and-effect graphic organizer of 5 to 7 key turning points they believe affected Jews in Nazi-controlled territories between 1937 and 1941. Students should be sure their graphic organizer provides both the cause(s) and impact(s) of each turning point.</p> <p>After learning the history of Kristallnacht through a variety of historical documents and primary sources, students create a T-chart of short-term and long-term causes and effects of Kristallnacht.</p>	Informational Text <ul style="list-style-type: none"> • Riots Of Kristallnacht - Heydrich's Instructions, November (Yad Vashem) • Report by a Jewish business man regarding his experiences of the escalating antisemitism in Germany, the November Pogrom and Dachau concentration camp (The Wiener Library) • Excerpt from a letter by Heinz Berggruen, San Francisco, regarding the fate of his relatives in Germany (The Wiener Library) • Report by an 'Aryan' wife of a Jew regarding his arrest (The Wiener Library)

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		Events: <ul style="list-style-type: none"> • Kristallnacht • <i>Der Ewige Jude</i> opening • Nazi Territorial Expansion <ul style="list-style-type: none"> ○ Anschluss of Austria ○ Sudetenland Crisis (Munich Conference, Sept 1938) ○ Invasion of Poland ○ Invasion of Hungary ○ Munich Agreement • Reichstag Speech/WWII begins • Aryanization • Ghettoization • Initial Expansion of Concentration Camp System • Operation Reinhard 		Video <ul style="list-style-type: none"> • Kurt Messerschmidt on Kritallnacht (USC Shoah)
<p>Describe the role that perpetrators, collaborators, bystanders, resisters, and rescuers played before, during, and after the Holocaust.</p>	<p>Students must be able to describe the roles perpetrators, collaborators, bystanders, and resisters played in the events leading up to the Holocaust.</p> <p>Students must be able to describe the roles perpetrators, collaborators, bystanders, resisters, and rescuers played during the Holocaust.</p> <p>Students must be able to describe the roles perpetrators, collaborators, bystanders, resisters, and rescuers played after the Holocaust.</p>	Perpetrators: <ul style="list-style-type: none"> • Hitler • Goebbels • Goering • Himmler • Mengele • Eichmann • Einsatzgruppen Collaborators: <ul style="list-style-type: none"> • Paramilitary Groups: Hlinka Guard, Iron Guard, Ustasa, Arrow Cross • Nations: Japan (allies), Italy (allies), Romania, Hungary, Bulgaria, Slovakia, Finland, Croatia, Vichy France 	<p>In groups of 3-4, students will choose a partisan group (Jewish or Non-Jewish) to research. In their groups, students will then design a bulletin board that accurately describes the role the partisan group played as a participant in fighting the Nazis. Things to include on the bulletin board are photos, a mission log/report of a documented mission, an originally designed recruitment poster, and another unique artifact of the students' choice.</p> <p>After studying the life of Oscar Schindler, students discuss his progression through the different categories: collaborator, bystander, rescuer, and victim.</p>	Image <ul style="list-style-type: none"> • Some Were Neighbors Poster Set (USHMM) • Jewish Partisan Educational Foundation Media Gallery (Jewish Partisan Educational Foundation) • May 1944, Members of the Bielski Family Camp in the Naliboki Forest (Yad Vashem) Informational Text <ul style="list-style-type: none"> • Collaborators, Student Handout (Echoes & Reflections) • Leon Degrelle-Belgium Collaborator (USHMM)

Objective <i>(There are 10 objectives in this section.)</i>	What Mastery of the Objective Should Look Like	Examples of Topics and Factual Information that Can Be Used to Teach the Objective	Examples of Classroom Assessment Activities that Can Be Used During Instruction	Primary Resources that Can Be Used to Help Teach the Objective
		<ul style="list-style-type: none"> • Local Auxiliaries: Estonian, Latvian, Lithuanian, Ukrainian, Belorussians <p>Bystanders:</p> <ul style="list-style-type: none"> • Passive Witnesses <p>Resisters:</p> <ul style="list-style-type: none"> • Jewish Partisan Groups • Russian Partisans • Polish Underground State • Danish Resistance • Yugoslavian Resistance • Belgian Resistance • French Resistance • White Rose • Rudniki Forest (Vilna) Partisans • Bielski Partisans • Parczew Partisans • Jewish Parachutists from Palestine <p>Rescuers:</p> <ul style="list-style-type: none"> • Oskar Schindler • Raoul Wallenberg • Carl Lutz • Giorgio Perlasca • Le Chambon-sur-Lignon • Denmark 		<ul style="list-style-type: none"> • Women of Valor - Stories of Women Rescuers (Yad Vashem) • Warsaw Uprising: Testimony (Yad Vashem) <p>Video</p> <ul style="list-style-type: none"> • Testimony March in Berlin using Flag of Magen David Testimony of Ellen Brandt (USC Shoah Foundation)

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<p>Use primary and secondary sources to determine what governments and citizens around the world knew about the mass murder of Jews during World War II.</p>	<p>Students must be able to establish what governments around the world knew about the mass murder Nazis were perpetrating on the Jews during World War II using evidence from primary and secondary sources.</p> <p>Students must be able to establish what citizens around the world knew about the mass murder Nazis were perpetrating on the Jews during World War II using evidence from primary and secondary sources.</p>	<p>Individuals/Groups:</p> <ul style="list-style-type: none"> • Gerhart Riegner • Rabbi Stephen Wise • Peter Bergson • Emergency Committee to Save the Jewish People of Europe • The War Refugee Board <p>Events:</p> <ul style="list-style-type: none"> • The Riegner Telegram • Reichstag Speech • “Declaration on Atrocities” on December 17, 1942 • Bermuda Conference • <i>We Will Never Die</i> • Treasury Department Investigation (1943) • Meeting between FDR and Henry Morgenthau Jr. (1944) • Auschwitz Report (1944) 	<p>Have students explore the USHMM “Americans and the Holocaust” exhibit online. Students cite evidence from the exhibit to answer the questions:</p> <ul style="list-style-type: none"> • What did Americans see in the news about events in Nazi Germany? • What did Americans see in the news about the murder of Europe’s Jews? • How did pressure build on the US government to take action in response to news of the Holocaust? <p>Students will read an article from the Wartime Jewish Press and answer the following questions:</p> <ul style="list-style-type: none"> • What information was reported about the killing of Jews during WWII? • What information was reported about the concentration camps and death camps? 	<p>Informational Text</p> <ul style="list-style-type: none"> • Americans and the Holocaust - What Americans Knew (USHMM) • The Riegner Telegram (USHMM) • "A Pogrom Wave in Germany" Wartime Jewish Press (USHMM) • "Warsaw's Jews are being murdered in Treblinka" Wartime Jewish Press (USHMM) • Memorandum of 1944 meeting between President Roosevelt and Secretary of Treasury Morgenthau (USHMM) <p>Video</p> <ul style="list-style-type: none"> • Memorial Pageant Calls for the Rescue of European Jewry (USHMM)
<p>Compare how media outlets in different parts of the world reported on the Nazi regime, persecution of Jews, and the Holocaust before and after the outbreak of war.</p>	<p>Students must be able to determine the similarities and differences in how media in various parts of the world covered the Nazi rise to power, the persecution of the Jews, and the Holocaust before the start of World War II and after the war had started.</p>	<p>International Media</p> <ul style="list-style-type: none"> • Radio Addresses • Newspapers • Newsreels • Propaganda • Jewish News Sources • Nazi-endorsed News Sources 	<p>Using a Venn diagram, students will compare at least two news stories from different countries and compare the perspectives of each story.</p> <p>Students will read articles about the voyage of the M.S. St. Louis from at least three different countries. Students will write a brief paragraph comparing the different perspectives presented from each of the countries.</p>	<p>Informational Text</p> <ul style="list-style-type: none"> • "A Pogrom Wave in Germany" Wartime Jewish Press (USHMM) • "The St. Louis Is Close to Cuba" Wartime Jewish Press (USHMM) • "Ghetto Newspaper" Wartime Jewish Press (USHMM) • "Warsaw's Jews are being murdered in Treblinka" Wartime Jewish Press (USHMM)

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				<ul style="list-style-type: none"> • “[Untitled] Berlin announces that ...” History Unfolded (USHMM) • “German Jews Face New and Pitiless Discrimination” History Unfolded (USHMM) • “Gentile-Jewish Marriages Soon May Be Banned in Reich” History Unfolded (USHMM) • Caricatures from Der Sturmer Articles (Jewish Virtual Library) • Der Sturmer Articles 1928-1947. Periodicals Archives (Tauber Holocaust Library & Archives)
<p>Describe the various forms of resistance, in Germany and Nazi-occupied territories, to the Nazi regimentation of society.</p>	<p>Students must be able to describe how different people and groups resisted the Nazi policies in society between 1937 and 1945.</p>	<p>Types of Resistance</p> <ul style="list-style-type: none"> • Spiritual/Cultural • Armed/Sabotage (Partisans) • Aid • Hiding/smuggling • Espionage & Intelligence Gathering • Underground Communication Efforts (i.e., leaflets, pamphlets, etc.) <p>Examples</p> <ul style="list-style-type: none"> • Oneg Shabbat • Historian Emanuel Ringelblum • Ghetto Uprisings • Killing Center Revolts • Hitler Assassination Attempts • Manifesto of Jewish Resistance • Partisans and Undergrounds 	<p>Students will be assigned three to five events representing resistance movements during the Holocaust. The students will describe how each of the events demonstrate resistance to the Nazi regime.</p> <p>Show excerpts or the entirety of the documentary <i>Who Will Write Our History</i>. Students will then type an email to an adult in the school who has agreed to receive such correspondence (i.e., a teacher, office staff, counselor, administrator, SRO, etc.). The students’ emails should inform the reader about the significance of the Oyneg Shabes and the types of people who were involved in that resistance movement.</p>	<p>Image</p> <ul style="list-style-type: none"> • Warsaw district handbill announcing penalties for anyone caught assisting Jews (USHMM) <p>Informational Text</p> <ul style="list-style-type: none"> • Excerpt from Izak Lichtenstein testimony (USHMM) • Anne Frank Secret Annex Virtual Tour (Anne Frank House Museum) • Jewish Resistance: Testimony Transcripts (Holocaust & Humanity Center) • Miep Gies about helping the people in hiding (Anne Frank House Museum) <p>Video</p> <ul style="list-style-type: none"> • Testimony from a World War II Resistance Fighter, Stanley Blake (CSPAN)

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		<ul style="list-style-type: none"> • Rosenstrasse Protest • Denmark • Le Chambon-sur-Lignon • Norwegian resistance/Allied bombers Heavy Water Facility • White Rose Opposition Movement 		<ul style="list-style-type: none"> • Who Will Write Our History (Tubi) • Who Will Write Our History (FHO)
<p>Explain how the events of World War II and the Holocaust are connected.</p>	<p>Students must be able to make conclusions about the connections between various decisions and events of WWII and the Holocaust by examining written, visual, audio, or artifactual material to understand those cause-effect relationships.</p>	<ul style="list-style-type: none"> • Reichstag Speech • Lebensraum • “Resettlement” • Aryanization • Germanization (“Native” German settlements/colonization) • Reprisals • Cover for mass murder • Operation Barbossa • Pogroms • Soviet POWs (labor, murder) • Euphemism “Special Actions” • Key connections between WWII and the Holocaust: <ul style="list-style-type: none"> ○ Escalation of Antisemitic Policies ○ Invasion of the Soviet Union and the "Final Solution" ○ Concentration and Extermination Camps 	<p>Choosing one of the following discussion types (Socratic Seminar, Fishbowl Discussions, or World Café) teachers will have students discuss <i>“How territorial expansion during WWII gave Hitler and the Nazis increased access to land, wealth, victim groups, and willing collaborators, while also playing a part in Hitler’s ability to escalate the persecution and murder of Jews.”</i> In addition to notes and primary source material, teachers should be sure to have students consider maps that show Nazi Germany’s control, occupation and acquisition of land and territory during WWII, to include ghettos, camps, and railroad tracks.</p> <p><i>(Helpful Resources for Guidelines for Planning Discussions:</i></p> <ul style="list-style-type: none"> • <i>To The World Café Method – FSG,</i> • <i>Socratic Seminar Guidelines PDF - Arlington ISD,</i> • <i>How to Organize Fishbowl Discussions for Your Students - kidskonnnect)</i> 	<p>Image</p> <ul style="list-style-type: none"> • Concentration Camps, 1942–45 - Animated Map (USHMM) <p>Informational Text</p> <ul style="list-style-type: none"> • The “Final Solution”: Himmler Reports on Executions in the East (Jewish Virtual Library) <p>Video</p> <ul style="list-style-type: none"> • Edith Hamberger on the Anschluss (USC Shoah Foundation) • David Bayer remembers the Invasion of Poland (USC Shoah Foundation) • Operation Barbarossa (Britannica)

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<p>Compare the actions of both the United States and Germany at the outset of WWII in terms of how government actions impacted the lives of citizens.</p>	<p>Students must be able to draw comparisons between the impact of government actions on the lives of citizens in the United States and Germany between 1939 and 1941.</p>	<p>United States</p> <ul style="list-style-type: none"> • Legislation <ul style="list-style-type: none"> ○ Lend Lease Act (production boom) ○ Bracero Program • Drafts • Women entering the workforce • Rationing • War bonds • Victory Gardens, • “Save Waste Fat for Explosives” • Civilian Defense • African Americans, Navajo, and Latinos in the military • Japanese Internment Camps/Executive Order 9066 <p>Germany</p> <ul style="list-style-type: none"> • Autarky • Rationing/Black Market (food, clothes, coal) • Total War • <i>Volkssturm</i> • T4 secrecy/Operation T4/Aktion T4 • Forced labor, “guest workers” • Generalplan Ost • “Stimulant Decree” 	<p>Students will create a Venn Diagram to compare the United States and Germany at the outset of WWII in terms of how government actions impacted the lives of citizens.</p> <p>Students will find sources (including images) that represent examples of total war, conscription, rationing, legislation, etc. in both Germany and the United States. They will use a T-chart, double-bubble, or Venn diagram to demonstrate comparisons between the items listed for each country.</p>	<p>Image</p> <ul style="list-style-type: none"> • Isolationism, WWII (Granger Historical Picture Archive) • Rosie the Riveter poster (US National Archives) <p>Informational Text</p> <ul style="list-style-type: none"> • America on the Homefront (US National Archives) • Himmler’s Secret Directive to all Members of the SS and the Police on the Care of all Legitimate and Illegitimate Children of “Good Blood” October 28, 1939 (German History in Documents and Images) • Goebbels’s New Propaganda Instructions, June 22, 1941 (German History in Documents and Images) • Hans Kehrl Describes the Fragmented and Inefficient Management of the German Economy in the Fall of 1940, Retrospective account, 1973 (German History in Documents and Images) • Reich Ministry of Labor Policy on the Rejection of Labor Conscription for Married Women, September 7, 1939 (German History in Documents and Images) • <i>A Child of Hitler: Germany in the Days When God Wore a Swastika</i> by Alfons Heck

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				<ul style="list-style-type: none"> Great Depression and World War II, 1929-1945 U.S. History Primary Source Timeline (Library of Congress) <p>Law</p> <ul style="list-style-type: none"> Lend-Lease Act 1941 (US National Archives)
<p>Describe the different methods used by the Nazis to carry out the Final Solution.</p>	<p>Students must be able to describe the various ways the Nazis implemented their mass killing efforts.</p>	<ul style="list-style-type: none"> Pogroms (Jedwabne, Bialystok, Kovno, Lvov, Riga) Wannsee Conference Ghettoization Operation Reinhard Einsatzgruppen (Babi Yar) Order Police Battalion Gas Vans T4 Forced Labor Nazi Incarceration Sites <ul style="list-style-type: none"> Prisoner of War Camps Forced-Labor Camps Concentration Camps Transit Camps Killing Centers 	<p>Students will describe the various ways in which the Nazis executed the Final Solution by creating a graphic organizer with key events and methods used. Graphic organizers should include dates, locations, and descriptions of the methods employed and the impact.</p> <p>Teachers will give students a list to choose 1 specific method to implement the Final Solution. Students will write a 2 paragraph essay explaining:</p> <ul style="list-style-type: none"> how this method was executed, the effects of this method on both the victims and the perpetrators 	<p>Image</p> <ul style="list-style-type: none"> Concentration Camps, 1942-45 - Animated Map (USHMM) <p>Informational Text</p> <ul style="list-style-type: none"> Concentration Camp Survivors Share Their Stories (Imperial War Museum) Protocol of the Wannsee Conference, January 20, 1942 (Yad Vashem) Order by Himmler Completion of the Final Solution July 19, 1942 (Yad Vashem) Affidavits of Hermann Friedrich Graebe, 10 November 1945, at the Nuremberg Trials (2992-PS) (Yad Vashem) Instructions by Reinhard Heydrich on Policy and Operations Concerning Jews in the Occupied Territories, September 21, 1939 (Yad Vashem) <p>Video</p> <ul style="list-style-type: none"> Sarra Gezentsvey on Babi Yar (USC Shoah Foundation)

Jewish Life In Europe After Hitler’s Rise to Power

Overarching Focus: The objectives in this section focus on Jewish life after Hitler came to power in Germany. Students will explore the motivations behind the creation of ghettos and camps, as well as the way each functioned. Students will also analyze the infrastructure and bureaucratic systems that supported the Nazi genocide in Germany and its occupied territories. The objectives of this section are intended to emphasize the role of various forms of resistance and how those efforts contributed to the preservation of Jewish traditions and identity beyond World War II.

Teachers are encouraged to combine the objectives in this section with the objectives of other sections, as appropriate.

Objective <i>(There are 9 objectives in this section.)</i>	What Mastery of the Objective Should Look Like	Examples of Topics and Factual Information that Can Be Used to Teach the Objective	Examples of Classroom Assessment Activities that Can Be Used During Instruction	Primary Resources that Can Be Used to Help Teach the Objective
<p>Explain the reasoning for the creation of ghettos under the Nazi regime and how they functioned.</p>	<p>Students must be able to articulate reasons for and explain why the Nazis and collaborating regimes created ghettos. They must also be able to describe how the ghettos functioned.</p>	<p>Ghettos:</p> <ul style="list-style-type: none"> • Warsaw • Terezin/Theresienstadt • Krakow • Kovno • Lodz • Vilna • Bedzin <p>Reasons for creation of ghettos:</p> <ul style="list-style-type: none"> • Segregation and isolation • Easy implementation of discriminatory policies • Exploitation and forced labor • Property confiscation • Controlled environment for deportations • Economic exploitation • Test grounds for persecution tactics • Facilitation of the “final solution” • Concealment of extermination from the world • Lebensraum • Racial purity 	<p>The teacher will assign or allow students to self-select one of the Nazi controlled ghettos of WWII and the Holocaust. Students will create an infographic that explains the function and structure of the ghetto. The infographic should include information on the layout of the ghetto, life within the ghetto, leadership within the ghetto (both Nazi and Jewish), and the fate of the ghetto throughout the course of WWII. Students should be encouraged to find information from primary resources (residents of the ghetto, Nazis who oversaw the ghetto, and those living outside the ghetto).</p> <p>Given primary and/or secondary source material students will identify causes, articulated within each source, that help explain the reasons for the creation of ghettos by either Nazis or their collaborators. (Students can identify in various ways i.e., circling, highlighting, underlining, etc.)</p>	<p>Image</p> <ul style="list-style-type: none"> • Ghettos - Animated Maps (USHMM) • A hand drawn ground plan of Theresienstadt Ghetto featured in one of Philipp Manes' journals. c.1943 (Wiener Holocaust Library) <p>Informational Text</p> <ul style="list-style-type: none"> • Daily Life in the Warsaw Ghetto (Imperial War Museum) • Case Study: Warsaw Ghetto (The Holocaust Explained) • The Warsaw Ghetto: Life in the Ghettos (Jewish Virtual Library) • Oneg Shabbat Archives (Yad Vashem) • The Ghettos (The Holocaust Explained) • Nazi Germany and the Establishment of Ghettos (The National WWII Museum) • Ghettos and Deportations (Holocaust Memorial Day Trust) • The Warsaw Ghetto: The Stroop Report - “The Warsaw Ghetto Is No More,” (May 1943) (Jewish Virtual Jewish Library)

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		How Ghettos functioned: <ul style="list-style-type: none"> • Leadership and Administration: <ul style="list-style-type: none"> ○ SS Police ○ Nazi Guards ○ Judenrat (Jewish Council) ○ Jewish police 	Given primary and/or secondary source material students will identify various functions of ghettos, daily duties of those living in the ghettos, and the purposes a ghetto served for the Nazis and/or collaborating regimes. (Students can identify in various ways i.e., circling, highlighting, underlining, etc.)	Video <ul style="list-style-type: none"> • Video Testimonies Resource Center, “Ghettos” (Yad Vashem)
Categorize Nazi camps by type and purpose.	Students must be able to read descriptions of different types of camps created by the Nazis and create categories for those camps based on some of the defining characteristics, such as who was sent there and the purpose of the camp.	Types of camps and Defining Characteristics <ul style="list-style-type: none"> • Transit Camps: <ul style="list-style-type: none"> ○ Temporary holding facilities ○ Overcrowded ○ Poor sanitation ○ Facilitated the deportation of thousands to death camps ○ Not all were run by the SS; some were run by local collaborators ○ Drancy ○ Westerbork • Concentration Camps: <ul style="list-style-type: none"> ○ Primarily for political prisoners, perceived enemies of the state, and other targeted groups ○ Harsh conditions with forced labor ○ Inadequate food and medical care ○ Frequent abuse ○ Dachau ○ Buchenwald ○ Sachsenhausen 	In teams, students receive several informational cards that contain descriptions of various Nazi camps. They should read each description, engage in group discussions about the characteristics of each camp, and subsequently categorize each card based on the defining characteristics included on the card. A formative way to check would be to have groups do a check of another group’s categorization. In pairs, students craft an infographic or a one-page written assignment focused on one of the five types of Nazi camps. Their creations should incorporate written details and images with captions that describe the characteristics of their assigned camp. Next, the class will participate in a gallery walk, during which students will place colored dots onto the infographic or written description to indicate which category they think it fits.	Informational Text <ul style="list-style-type: none"> • Types of Camps (The Holocaust Explained) • Concentration Camps: List of Major Camps (Jewish Virtual Library) • The Nazi Concentration Camps (Birkbeck University of London) • The Concentration Camps: Inside the Nazi System of Incarceration and Genocide (Kupferberg Holocaust Center)

Objective <i>(There are 9 objectives in this section.)</i>	What Mastery of the Objective Should Look Like	Examples of Topics and Factual Information that Can Be Used to Teach the Objective	Examples of Classroom Assessment Activities that Can Be Used During Instruction	Primary Resources that Can Be Used to Help Teach the Objective
		<ul style="list-style-type: none"> • Labor Camps: <ul style="list-style-type: none"> ○ Exploited prisoners for their labor under grueling conditions ○ Worked inmates to exhaustion, malnutrition, and death ○ Kraków-Płaszów ○ Gross-Rosen ○ Mauthausen • Extermination Camps: <ul style="list-style-type: none"> ○ Specifically designed for mass murder ○ Utilized gas chambers and crematoriums to kill then cover up deaths of prisoners ○ Targeted Jews for systematic extermination ○ Auschwitz-Birkenau ○ Majdanek ○ Treblinka ○ Chelmno ○ Sobibor, Belzec • Prisoner of war: <ul style="list-style-type: none"> ○ Marlag und Milag Nord ○ Stalag Luft 1 		
<p>Describe life in different types of camps.</p>	<p>Students must be able to describe life in different types of camps the Nazis created and used.</p>	<ul style="list-style-type: none"> • Housing <ul style="list-style-type: none"> ○ Barracks ○ Sleeping arrangements ○ Division of prisoners ○ Poor ventilation and lighting ○ Overcrowding • Living Conditions and Daily Life 	<p>In small groups, students will choose a type of camp. After conducting research on various examples of that type of camp, students will put together a presentation of 3 slides describing what life was like in that type of camp. Groups will then present to the whole class.</p>	<p>Informational Text</p> <ul style="list-style-type: none"> • Types of Camps (The Holocaust Explained) • Concentration Camps: List of Major Camps (Jewish Virtual Library) • The Nazi Concentration Camps (Birkbeck University of London)

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		<ul style="list-style-type: none"> • Discrimination, Abuse, and Dehumanization • Jobs within the camps <ul style="list-style-type: none"> ○ Daily routines/work schedules ○ Sonderkommando ○ Sorting materials ○ Musicians/ Artesians ○ Construction work ○ Creating war materials ○ Quarry and stone work ○ Work overseers 	<p>Given teacher-created descriptions of a list of various camps, students will read and describe what life was like in each camp, based on the description.</p> <p>Provide students with excerpts from a Holocaust survivor's testimony. Students will do the following.</p> <ul style="list-style-type: none"> • Describe the type of camp described in the source. • Describe this camp's living conditions or experiences. 	<ul style="list-style-type: none"> • The Concentration Camps: Inside the Nazi System of Incarceration and Genocide (Kupferberg Holocaust Center) • Life in the Camp (Auschwitz-Birkenau) • The Nazi Concentration Camps: Daily Life (Birkbeck, University of London) • The Prisoner Dionys Lenard on early mornings in Majdanek (Birkbeck, University of London) • The Nazi Concentration Camps: Slave Labor (Birkbeck, University of London) • "Arriving at Auschwitz, October 4, 1944" Excerpt from the Diary of Helga Weiss (Medium) • The Vrba-Wetzler Report (FDR Presidential Library and Museum) • Survivor Testimony: George Schiffman, February 7, 2020 (Kupferberg Holocaust Center) • Survivor Testimony: Toby Biber describing conditions in the Plaszow camp (Imperial War Museum) <p>Video</p> <ul style="list-style-type: none"> • Video Testimonies Resource Center "The World of the Camps" (Yad Vashem)

Objective <i>(There are 9 objectives in this section.)</i>	What Mastery of the Objective Should Look Like	Examples of Topics and Factual Information that Can Be Used to Teach the Objective	Examples of Classroom Assessment Activities that Can Be Used During Instruction	Primary Resources that Can Be Used to Help Teach the Objective
<p>Explain how the Nazi infrastructure of transportation and other bureaucratic systems were used to enable the deportation and annihilation of Jewish people and other enemies of the state.</p>	<p>Students must be able to describe how transportation and bureaucracy were used to enable the Nazis to support their need for labor, plans for deportation, and ultimate annihilation, both before and during the Holocaust.</p>	<p>Infrastructure of Transportation</p> <ul style="list-style-type: none"> • Reichsbahn (German National Railway) • Trucks • Ships • Wagons • Forced march <p>Bureaucratic Systems and how they facilitated deportation and genocide:</p> <ul style="list-style-type: none"> • The Reich Security Main Office (RSHA) • Reich Ministry of Transport • German Foreign Office • Gestapo (State Secret Police) • Schutzstaffel (SS) • Established administrative structures within the concentration camps • Wannsee Conference 	<p>Students will show how various infrastructure systems were used by the Nazis to support their need for labor, plans for deporting victims, and the ultimate annihilation of Jews and other enemies of the state.</p> <p>Ask students to explain how the coordination between various government agencies such as the SS, the Gestapo, and local authorities, facilitated the implementation of Nazi policies such as deportation and destruction.</p>	<p>Informational Text</p> <ul style="list-style-type: none"> • German Railways and the Holocaust (USHMM) • Transports to Extinction: The Deportation of the Jews during the Holocaust (Yad Vashem) • The Bureaucracy of Deportation, Auschwitz: Inside the Nazi State (PBS) • Wannsee Conference and the 'Final Solution' (USHMM) • Death Marches (Yad Vashem) • The Reich Security Main Office (RSHA) (USHMM)
<p>Use primary source evidence such as artifacts, survivor testimony, and diary entries to describe the challenges of life in the various camps and ghettos of German-occupied territories.</p>	<p>Students must be able to detail the challenges of life in ghettos and camps in German-occupied territories. They must be able to identify evidence of those challenges from artifacts, survivor testimony, and diary entries as well as other primary sources.</p>	<p>Challenges of Life in Ghettos</p> <ul style="list-style-type: none"> • Access to food & supplies • Constant fear of persecution or violence • Strict curfews and limitations on movement • Forced relocation and transport • Separation of families during the deportation process • Overcrowding • Unsanitary conditions • Spread of disease • Forced to document daily camp and ghetto life for the Nazis 	<p>Students listen to or read three transcripts of ghetto survivor testimony. They will use evidence from the testimonies to create a podcast, infographic, or webpage which details the challenges of life in the ghettos throughout German-occupied territories.</p> <p>Students will analyze artifacts, survivor testimony, diaries, and other primary sources to understand the challenges faced in ghettos and camps in German-occupied territories during the Holocaust. They will compile a list of struggles experienced in these settings, supporting each</p>	<p>Image</p> <ul style="list-style-type: none"> • Memory Unearther: The Lodz Ghetto Potographs of Henryk Ross (AGO) <p>Informational Text</p> <ul style="list-style-type: none"> • The Warsaw Ghetto Diary of Adam Czerniakow (Yad Vashem) • The Warsaw Ghetto Diary of Chaim A. Kaplan (Yad Vashem) • Report on eyewitness accounts of Theresienstadt. 18 September 1945 (The National (UK) Archives)

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		<ul style="list-style-type: none"> Coerced behavior/ performances for Nazi Propaganda 	detail with evidence from the primary sources. Following this, students will use their lists to create a poem that describes the hardships of life in the ghettos and camps.	<ul style="list-style-type: none"> Case study: Theresienstadt Ghetto (Wiener Holocaust Library) Video <ul style="list-style-type: none"> Cultural Life in the Vilna Ghetto (Yad Vashem) Esther Burstein - Survival in the Lodz Ghetto (Yad Vashem) Yisrael Gutman: Daily Life in the Warsaw Ghetto (Yad Vashem) Chasia Bornstein (Bielicka) (Yad Vashem) Theresienstadt: A Documentary Film, 1944 (USHMM)
Describe various survival and resistance strategies used by men, women, and children in the camps and ghettos.	Students must be able to describe different strategies used for survival and resistance by men, women, and children in Nazi camps and ghettos.	Survival Strategies: <ul style="list-style-type: none"> Escape from ghettos/camps Smuggling & Black Market Open/Closed Hiding Resistance Strategies: <ul style="list-style-type: none"> Bielski brothers Spiritual resistance in ghettos/camps Secretly engaging in Jewish cultural practices & ceremonies Warsaw Ghetto Uprising Prisoner uprisings in Auschwitz 	Students will create a series of social media style posts related to the events of the Warsaw Ghetto Uprising. The posts will detail key events from the uprising, highlight key leaders, and describe the strategies used by those who participated in this act of resistance. Students will watch the short video from the NCDPI Holocaust Files series "Forms of Resistance" and describe at least three strategies Jews used to resist the persecution and discrimination they experienced at the hands of the Nazis.	Image <ul style="list-style-type: none"> Photos: The Warsaw Ghetto Uprising, I and II (Florida Center for Instructional Technology) Informational Text <ul style="list-style-type: none"> Warsaw Ghetto Uprising (USHMM) Solidarity in the Forest – The Bielski Brothers (Yad Vashem) Video <ul style="list-style-type: none"> Charlene Schiff describes children smuggling food into the Horochow Ghetto (USHMM) The Holocaust Files - Forms of Resistance (NCDPI YouTube Channel)

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<p>Explain how acts of resistance by Jews, non-Jews, youth, women, and formal resistance forces contributed to prolonging or ensuring the survival of those targeted by the Nazis.</p>	<p>Students must be able to explain the impact of resistance efforts by various groups in helping people survive the Holocaust.</p>	<ul style="list-style-type: none"> • Resistance in Ghettos • White Rose • Joining partisan groups • Hiding and Sheltering Jews • Hiding Jewish Children • Forging documents for Jews • Sabotage and espionage against the Nazi regime • Jewish resistance • Non-Jewish resistance • Youth resistance movements <p>Resistance by women</p>	<p>Students select three examples of resistance. They will use those three examples to show the effects each had on helping victims prolong their lives and/or survive the Holocaust.</p> <p>The teacher will prepare several stations providing written, visual, audio, and video information about resistance and resistance movements during the Holocaust. Students will rotate in groups through the various stations. Each group will choose one resistance effort that stood out to them and create a mock news report (using Flip (formerly Flipgrid or some other video recording software) that explains how that resistance effort contributed to prolonging or ensuring the survival of those targeted by Nazis.</p>	<p>Image</p> <ul style="list-style-type: none"> • Photos: The Warsaw Ghetto Uprising, I and II (Florida Center for Instructional Technology) <p>Informational Text</p> <ul style="list-style-type: none"> • Warsaw Ghetto Uprising (USHMM) • Non-Jewish resistance (USHMM) • Non-Jewish Rescuers in the Holocaust (Jewish Virtual Library) • The Danish Network that Defied Hitler by Fiona MacDonald (BBC) • Resistance by Young People (Gedenkstätte Deutscher Widerstand) • Interview with an Edelweiss Pirate - Walter Mayer • Sophie Scholl and the White Rose (National WWII Museum) • Zivia Lubetkin (Jewish Women's Archive) • Eta Wrobel (Jewish Women's Archive) • Gisi Fleischmann (Jewish Women's Archive) • Roza Robotka (Jewish Women's Archive) • Vladka Meed (Jewish Women's Archive) • Zivia Lubetkin (Jewish Women's Archive)

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				<ul style="list-style-type: none"> • Frumka Plotnicka (Jewish Women’s Archive) • Hannah Senesh (Jewish Virtual Library) • Auschwitz-Birkenau: The Revolt at Auschwitz-Birkenau (Jewish Virtual Library) • Defying Expectations: Women Resistance Fighters during the Holocaust (USHMM) <p>Resistance, Jewish Organizations in France: 1940-1944 (Jewish Women’s Archive)</p>
<p>Distinguish ways in which various forms of resistance can be seen as a means to preserve Jewish identity and culture for survivors of the Holocaust.</p>	<p>Students must be able to determine how some forms of resistance to the Nazis and Nazi policies helped secure the preservation of Jewish traditions, cultural practices, and religious identity long after WWII.</p> <p>Students must be able to describe the effects of the Holocaust on Jewish tradition and religious expressions during and after WWII.</p>	<p>Art as Resistance:</p> <ul style="list-style-type: none"> • Jewish art made in secret • The use of symbolism and hidden messages in paintings and sculptures • Victims using art to document and expose the harsh realities of the Holocaust <p>Music as Resistance:</p> <ul style="list-style-type: none"> • Songs with hidden messages or coded lyrics • Underground musical performances in ghettos and camps • Using music to maintain cultural identity • Music as a form of protest and solidarity (Swing-Jugend-“Swing Kids”) 	<p>The teacher will set up a miniature exhibition featuring three art pieces that exemplify resistance by Jews and their allies in Nazi-controlled territories during the Holocaust. For each selected artwork, students should: 1) Identify and describe the symbolism and/or hidden messages within the artwork; 2) Provide historical context for the artwork; 3) Explain how the artwork served as a potential tool of resistance by Jews and their allies in Nazi-controlled territories.</p> <p>Students will listen to or watch a podcast or short documentary analyzing a form of resistance employed by Jews and their allies before and during the Holocaust. Students will then point out ways in which the form of resistance helped preserve Jewish identity and culture.</p>	<p>Image</p> <ul style="list-style-type: none"> • Artwork as a form of resistance (Holocaust Educational Trust) • Self-Portrait in the camp, Felix Nussbaum, 1940 • Portrait of Three, Felix Nussbaum, 1944 • Draw it, Morgenstern! Terezin Ghetto, Ernest Morgan, 1943 (Yad Vashem) • The Transport on the Way from the Train to the Ghetto, Ernest Morgan, 1943 (Yad Vashem) • Beating Of An Inmate, Theresienstadt Concentration Camp, Ernest Morgan, 1943 • The Lecture by George Grosz, 1935 • Ghetto Drawings, Leo Haas, 1945 • Children on the Way to Auschwitz, Leo Haas, 1945

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		<p>Language as Resistance:</p> <ul style="list-style-type: none"> • Secret messages through coded languages • Underground newspapers and publications • The preservation of Yiddish and other languages • Writing anti-Nazi literature <p>Spiritual Practices as Resistance</p> <ul style="list-style-type: none"> • Religious ceremonies conducted in secret • Maintaining faith as forms of resilience • Religious leaders resisting Nazi ideologies 		<ul style="list-style-type: none"> • One Spring by Karl Robert Bodek and Kurt Conrad Low, 1941 • Photograph of children in costumes celebrating Purim in the Lodz Ghetto (Yad Vashem) • A Hanukkah candle lighting ceremony in the Westerbork transit camp, Netherlands, December, 1943 (Yad Vashem) • Dedication of Torah scroll in the Lodz Ghetto, Yad Vashem <p>Informational Text</p> <ul style="list-style-type: none"> • Oneg Shabbat Archives: Let the World Read and Know (Yad Vashem) • Resistance during the Holocaust (ADL) • Jewish Resistance to the Holocaust: Online Exhibit (Weiner Holocaust Library) • "What We Value" - Spiritual Resistance During the Holocaust" (Yad Vashem) • Spiritual Resistance in the Ghettos (USHMM) • <i>The Butterfly</i> by Pavel Friedmann, 1942 • Zog Nit Keyn Mol! (Hymn of the Partisans) (poem by Hirsh Glik, 1944 and music by Dmitri Pokrass) • "Shtiler, Shtiler" (Quiet, Quiet), words by Shmerke Kaczerginski, music by the 11-year-old Aleksander Volkoviski-Tamir

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				<ul style="list-style-type: none"> • <i>Brundibár</i>, an opera composed by Hans Krása, 1938 • Swing Heil: Swing Youth, Schlurfs, and others in Nazi Germany (National WWII Museum) • Germany’s Real-Life “Swing Kids,” (JSTOR Daily) • Tarnschriften (Weiner Holocaust Library) • Oneg Shabbat Archive (USHMM) • The Jewish Underground Press in Warsaw (Yad Vashem) • <i>Vedem</i> (a secret magazine), 1942, browsable version • Religious Observance during the Holocaust (Yad Vashem) <p>Video</p> <p>Naphtali Lau Lavie discusses faith during the Holocaust (Yad Vashem)</p>

Global Responses to the Holocaust: Before, During, and After

Overarching Focus: The objectives in this section focus on how international communities responded to the Holocaust both during and after World War II. Students will understand the attitudes, values, and beliefs that impact international decisions and policies regarding Jewish immigration. Students will also examine the historical and cultural importance of the Nuremberg trials and the establishment of the State of Israel.

Teachers are encouraged to combine the objectives in this section with the objectives of other sections, as appropriate.

Objective (There are 5 objectives in this section.)	What Mastery of the Objective Should Look Like	Examples of Topics and Factual Information that Can Be Used to Teach the Objective	Examples of Classroom Assessment Activities that Can Be Used During Instruction	Primary Resources that Can Be Used to Help Teach the Objective
Differentiate significant global responses to the Holocaust during and after WWII.	Students must be able to discuss the differences in global responses to the Holocaust that took place both during the war and after.	<ul style="list-style-type: none"> • Danish Resistance to the Holocaust • Jewish Immigration to China • US immigration quotas • Evian Conference Decision • Wagner-Rogers Bill • Kindertransport • German transport ship St. Louis • German Jewish Children's Aid • US Committee for the Care of European Children • Pogroms on Jews going back to their homes (ex. Kielce) • Displaced Persons Camps • Fort Ontario Emergency Refugee Shelter • <i>Zegoda (Rada Pomocy Żydom)</i> • Efforts of Polish civilians and Home Army to save Jews during Holocaust • Raoul Wallenberg • Le Chambon-sur-Lignon • Protests against Jewish deportations in Bulgaria • Oeuvre de Secours des Enfants (OSE or OZE) • The American Friends Service Committee (AFSC) 	<p>Given three to five written excerpts representing the different global responses to the Holocaust by various nations either during or after WWII, or a combination of both, students will read and organize their excerpt-based replies into a table with columns that show how each nation's response was different and why each nation responded as they did. (<i>Note: The excerpts should be teacher selected.</i>)</p> <p>Students will be given a teacher-created worksheet with a listing of 7 to 10 nations and their post-WWII responses to the Holocaust. Studying the responses, students will differentiate between the type of responses described based on the areas below. Students must provide a written statement of why the nation chose to engage in the identified response.</p> <p><u>Areas of Response</u></p> <ul style="list-style-type: none"> • Humanitarian Aid • Restitution and Legal Proceedings • Refugee Resettlement • War Reparations 	<p>Image</p> <ul style="list-style-type: none"> • Kindertransport, 1938-40: Photographs (USHMM) <p>Informational Text</p> <ul style="list-style-type: none"> • The Mass Extermination of Jews in German Occupied Poland (Jewish Virtual Library) <p>Video</p> <ul style="list-style-type: none"> • A Night at the Garden documentary (Field of Vision) • Oral history interview with Margaret Lambert (USHMM)

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		<ul style="list-style-type: none"> • United States Committee for the Care of European (Refugee) Children (USC) • National Refugee Service (NRS) • Vaad ha-Hatzala • Joint Distribution Committee (JDC) • Hebrew Immigrant Aid Society (HIAS) 	<ul style="list-style-type: none"> • Education and Remembrance • Efforts to Prevent Future Genocides 	
<p>Explain how stereotypes, propaganda, and isolationist policies impacted immigration laws and policies around the world regarding Jews and others targeted by the Nazis.</p>	<p>Students must be able to explain the impact stereotypes had on immigration laws and policies around the world regarding people targeted by Nazis.</p> <p>Students must be able to explain the impact propaganda had on immigration laws and policies around the world regarding people targeted by Nazis.</p> <p>Students must be able to explain the impact isolationist policies had on immigration laws and policies around the world regarding people targeted by Nazis.</p>	<ul style="list-style-type: none"> • Johnson-Reed Act (Immigration Law of 1924) • Immigration quotas • “Relatives Rule” • Neutrality Acts • American Nativism • The Evian Conference 1938 • Wagner-Rogers Bill 1939 • The St. Louis Affair • Kerr-Coolidge Bill • Reynolds-Starnes Bill • Vindicators Association • Robert Reynolds (the “Tar Heel Fuhrer”) • Spain’s Director of Security commissions a list of Jews and foreigners in Spain (1941) • Consular Circular 11(1938 - Argentina) • Decree 4161/40 (1940 - Argentina) • Circular 616 (1939 - Cuba) 	<p>Students will be given primary source documents related to immigration policies of various nations during the Holocaust era. As students study each document, they must address the following questions:</p> <ol style="list-style-type: none"> 1. How does each document reflect stereotypes, propaganda, or isolationist policies toward Jews? 2. How did this document or the information described in the document the government’s policy on Jewish immigration? <p>Students will demonstrate knowledge of how isolationist policies (proposed and implemented) in various nations impacted Jewish immigration by creating a table/chart describing the main purpose or intent of the policy and the intended impact(s) on Jews and others.</p> <ul style="list-style-type: none"> • Wagner-Rogers Bill (US) • Reynolds-Starnes Bill (US) • Consular Circular 11 (Argentina) • Spain’s list of Jews and foreigners (1941) 	<p>Image</p> <ul style="list-style-type: none"> • Lafayette, We Are Here Political Cartoon, political cartoon (The National Archives) • The Stranger At Our Gate, Frank Beard (Ohio State University Libraries) <p>Informational Text</p> <ul style="list-style-type: none"> • Klaus Langer diary excerpts (USHMM) • Americans and the Holocaust: Public Opinion After Kristallnacht (USHMM) • St. Louis Haven Found - The St. Louis Star and Times Tue, Jun 13, 1939 • Sweden's restrictive immigration policy fueled Jewish sufferings during Holocaust (Anadolu Agency)

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			<ul style="list-style-type: none"> Sweden’s restrictive asylum policy Circular 616 (Cuba) 	
<p>Use primary and secondary sources to help demonstrate ways in which the Allies used the Nuremberg Trials to expose crimes against victims of the Holocaust.</p>	<p>Students must be able to illustrate how the Nuremberg Trials were used by the Allies to reveal and hold accountable those responsible for crimes against Holocaust victims using primary and secondary sources.</p>	<ul style="list-style-type: none"> Nazi Documents Nazi Laws and Decrees Testimonies Nuremberg Trials Crimes Against Humanity Creation of the term genocide (Lemkin) Ben Ferencz Hermann Goering Rudolf Hoess 	<p>Students will be given one of five teacher selected primary source documents from the Nuremberg Trials. Students will first independently read and address the following questions typed into a teacher provided worksheet:</p> <ol style="list-style-type: none"> Type of document? i.e., report, data, photo, records, diary, letter, etc. Who wrote/created/produced the document? For what purpose was the document written/created/produced? (If that knowledge is available.) What information does the document provide about the Holocaust or the crimes committed? How did the Allies use the document to expose the crimes against victims? <p>After independently completing the worksheet, students should be assigned to one of five groups. Each group should discuss and come to a consensus on the answer responses and then, on a large sheet of chart paper, create a flow chart depicting a prosecutor might have used to enter the document into evidence and then chart the flow of creation to</p>	<p>Image</p> <ul style="list-style-type: none"> Jadwiga Dzido Testifies at the Doctors Trial (USHMM) <p>Informational Text</p> <ul style="list-style-type: none"> Justice at Nuremberg (Truman Library) Excerpt From Rudolf Hoess’s Testimony at the Nuremberg Trials (Echoes & Reflections) How did postwar trials shape approaches to international justice? (USHMM) Nuremberg Trial Testimony of Avrom Sutzkever (USHMM) Law for the Safeguard of German Blood and German Honor (National Archives Catalog) The Reich Citizen Law (National Archives Catalog) Nuremberg Laws (National Archives Catalog) The Reich Flag Law (National Archives Catalog) <p>Video</p> <ul style="list-style-type: none"> Ben Ferencz, The last living Nuremberg prosecutor, has died at 103 (60 Minutes)

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			discovery by the Allies for use during the trials.	
<p>Explain the establishment of the State of Israel and its influence on Jewish immigration after World War II.</p>	<p>Students must be able to explain the reasons for the establishment of the State of Israel.</p> <p>Students must be able to explain how the creation of the State of Israel shaped Jewish immigration patterns following World War II, illustrating the complex relationship between geopolitics and refugee movements.</p>	<ul style="list-style-type: none"> • Balfour Declaration 1917 • Zionist Movement • British Mandate for Palestine • 1939 White Paper • Law of Return • Jewish immigration to Palestine • United Nations Partition Plan for Palestine (1947) • Declaration of Independence of Israel -1948 • Arab-Israeli Conflicts (1948, 1967, and 1973) • International Recognition of Israel and its admission to the United Nations • Rise of Likud 	<p>Students will demonstrate their knowledge of the reasons for the establishment of the State of Israel in 1948 by completing a graphic organizer in which they will write detailed explanations describing how each of the following causes contributed to the final establishment of the State of Israel: <i>(Teachers can add to the list of causes if they so desire.)</i></p> <ol style="list-style-type: none"> 1. Judaism’s roots in the Land of Israel 2. Zionist movement 3. The Balfour Declaration 4. Safe Space/Refuge from Persecution 5. Desire for Self-Determination 6. The devastation of World War II and the horrors of the Holocaust <p>Students will study a timeline highlighting key events leading up to and following the establishment of Israel in 1948. After examining the timeline, students will indicate the historical regions of Palestine and key locations on a map relevant to the establishment of Israel. Students will be able to explain how the historical context influenced Jewish immigration patterns on the map.</p> <p>Students will create a cause-effect chart explaining the historical context that led to the</p>	<p>Informational Text</p> <ul style="list-style-type: none"> • Origins and Evolution of the Palestine Problem (Part I) (The United Nations) • Immigrants to Israel: 1948-1952 (Jewish Virtual Library) • Public Opinion Toward Creation of Jewish State in Palestine, memo to David Niles from Hadley Cantril, April 4, 1945 (Truman Library) • Letter from President Franklin D. Roosevelt to King Ibn Saud of Saudi Arabia, April 5, 1945, (Truman Library) • Memo from Edward Stettinius, Jr. to President Harry S. Truman, April 18, 1945 (Truman Library) • Report by Earl G. Harrison on Jewish Displaced Persons in Post-War Europe, August/September 1945 (Truman Library) • Interim Report of American Jewish Conference Representatives in American Occupied Zone of Germany with Reference to Jewish Displaced Persons Centre, December 13, 1945 (Truman Library) • Anglo-American Committee of Inquiry, Report to the United States Government and His Majesty's Government in the

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			establishment of the State of Israel in 1948. The teacher will provide topics on the chart, such as the rise of Zionism, the Balfour Declaration, and the British Mandate for Palestine, and students will explain how these factors influenced Jewish immigration.	United Kingdom (excerpt), April 20, 1946 (Truman Library) <ul style="list-style-type: none"> Correspondence between President Harry S. Truman and Eddie Jacobson, October 3-8, 1947 (Truman Library) Video <ul style="list-style-type: none"> Leah Hammerstein Silverstein Describes the Emotions She Felt Upon Arrival in Tel Aviv and Jerusalem After the War (USHMM)
Summarize the success of post-war efforts in prosecuting perpetrators of crimes of Nazism.	Students must be able to use written, visual, or audio material to describe the efforts of various groups responsible for ensuring Holocaust collaborators and perpetrators were brought to justice.	<ul style="list-style-type: none"> Nuremberg Trials Adolf Eichmann’s Trial Hannah Arendt - <i>Eichmann in Jerusalem: A Report on the Banality of Evil</i> Nazi Hunters Josef Mengele Klaus Barbie Convention on the Prevention and Punishment of the Crime of Genocide (1948) International Military Tribunal Denazification Simon Wiesenthal Center Legal Proceedings in Various Countries Modern/Present-Day Prosecutions 	Provide students with a specific article, interview, or transcript providing information about the crimes of an identified perpetrator of the Holocaust and the efforts to find, prosecute, and convict them for their crimes. As students read the material assigned, they will annotate based on the following criteria: <ul style="list-style-type: none"> Circle the crime(s) committed Underline or highlight the efforts made toward bringing the perpetrator to trial Put a star next to any information that demonstrates evidence of efforts to prosecute perpetrators for their crimes Using the annotated details, students will create a one to three-sentence statement that could have been read by a news anchor person informing the public of whether or not efforts to prosecute the perpetrator were successful.	Informational Text <ul style="list-style-type: none"> Eichmann in Jerusalem: A Report on the Banality of Evil, Hannah Arendt (The New Yorker) Nazi Hunting: Simon Wiesenthal (USHMM) Video <ul style="list-style-type: none"> Eichmann Trial -- Sessions 53, 62, 63, and 64 -- Excerpts from diary of Grand Mufti Hajj Amin Al-Husseini and other witnesses (USHMM) The Nuremberg Trials Part I and II, Exploring Hate (PBS)

Liberation and Legacy

Overarching Focus: The objectives in this section will focus on the liberation of camps and the aftermath and lasting impact of the Holocaust. Students explore the demographic changes caused by the Holocaust. Additionally, they will explore the denial and distortion of facts about the Holocaust. Understanding the legacy of the Holocaust will provide students with an understanding of the significance of memorialization and commemoration of this tragedy.

Teachers are encouraged to combine the objectives in this section with the objectives of other sections, as appropriate.

Objectives <i>(There are 9 objectives in this section.)</i>	What Mastery of the Objective Should Look Like	Examples of Topics and Factual Information that Can Be Used to Teach the Objective	Examples of Classroom Assessment Activities that Can Be Used During Instruction	Primary Resources that Can Be Used to Help Teach the Objective
<p>Describe the challenges survivors faced in rebuilding their lives after the Holocaust.</p>	<p>Students must be able to provide details of the challenges survivors have faced in the years and decades following the Holocaust.</p>	<ul style="list-style-type: none"> • American Jewish Joint Distribution Committee (JDC or "Joint") • Liberation • Kielce Pogrom • Creation of the State of Israel • Immigration Restrictions • Displaced Persons Camps • Loss of Family • Balfour Declaration • Zionism • Palestinian and Israeli Tensions • Psychological Trauma • Economic Instability • Social Reintegration 	<p>Students will research a Holocaust survivor to learn about their challenges and resiliencies after the Holocaust and create a blog post that describes the challenges faced in rebuilding their life.</p> <p>Create a liberation acrostic poem. Have students write the word LIBERATION vertically they will then complete the poem with words and/or phrases that depict the challenges survivors faced to rebuild their lives after the Holocaust. Students may use names, terms, visuals, events, and names of troops that liberated camps. The poem does not have to rhyme.</p>	<p>Image</p> <ul style="list-style-type: none"> • Map - Major Camps for Jewish Displaced Persons (USHMM) • The Aftermath of the Holocaust Animated Map (USHMM) <p>Informational Text</p> <ul style="list-style-type: none"> • Jewish Aid and Rescue (USHMM) • All But My Life by Gerda Weissmann Klein • Liberation (USHMM) • The Kielce Pogrom: A Blood Libel Massacre of Holocaust Survivors (USHMM) • Israel's Borders Explained in Maps (BBC) • Harrison Report • Witness Accounts- Liberation of KL Auschwitz <p>Law</p> <ul style="list-style-type: none"> • The Johnson-Reed Act • Balfour Declaration (UN) <p>Video</p> <ul style="list-style-type: none"> • Windermere Children (PBS) • One Survivor Remembers (USHMM) • Liberation of Nazi Camps- ID Card/Oral History (USHMM)

Objectives <i>(There are 9 objectives in this section.)</i>	What Mastery of the Objective Should Look Like	Examples of Topics and Factual Information that Can Be Used to Teach the Objective	Examples of Classroom Assessment Activities that Can Be Used During Instruction	Primary Resources that Can Be Used to Help Teach the Objective
				<ul style="list-style-type: none"> • Liberators and Survivors (Yad Vashem) • Displaced Persons Camp Conditions, Steffi Aghassi (USC Shoah Foundation) • Holocaust Survivor Testimonies: The Displaced Persons' Camps (Yad Vashem)
<p>Summarize the importance of museums, monuments, and memorials in commemorating the Holocaust and preserving historical record.</p>	<p>Students must be able to convey the significance of museums, monuments, and memorials in preserving the memory of the Holocaust by providing the main idea/theme of written, visual, or audio material.</p>	<ul style="list-style-type: none"> • Museums • Monuments • Memorials • Yad Vashem • United States Holocaust Memorial Museum • Berlin Holocaust Memorial 	<p>Students will read an article about the Empty Library Monument from “Remembering the Holocaust: Awareness, Museums and Memorials”. They will then write a headline summarizing the main ideas of the article. Visible Thinking Routine resource: Headlines</p>	<p>Informational Text</p> <ul style="list-style-type: none"> • Memorial to the Murdered Jews of Europe Berlin • Memorial to the Persecuted Homosexuals under National Socialism Berlin • Memorial to the Sinti and Roma of Europe Under National Socialism Berlin • Memorial to the Victims of the Euthanasia Killings Berlin • Jewish Museum Berlin <p>Video</p> <ul style="list-style-type: none"> • Virtual Tour: United States Holocaust Museum • Virtual Tour: Yad Vashem
<p>Explain the impact of stolen goods on Jewish heritage, history, and survivors.</p>	<p>Students must be able to describe the effects of stolen property on Jewish cultural heritage, historical narratives, and the lives of survivors and their descendants.</p>	<ul style="list-style-type: none"> • “Monuments Men” • Aryanization • Desecration • Claims Conference 	<p>Students will utilize the Some Were Neighbors online exhibit from USHMM and view the neighbors section. After viewing the photos, testimonies, and videos, students will write a reflection on what they learned about the effects of stolen Jewish property.</p> <p>Students will create a short 4 to 6-minute podcast discussing the circumstances surrounding the</p>	<p>Informational Text</p> <ul style="list-style-type: none"> • The second life of Jewish belongings • #MyPropertyMyStory The World Jewish Restitution Organization • Decree for reporting Jewish-owned property (phdn.org) • Claims Conference • Some Were Neighbors (USHMM)

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			<p>stolen <i>Portrait of Adele Bloch-Bauer I</i>. The podcast should include the effects of stolen property and artwork on Jewish families and heritage. The podcast should also explain the painting's cultural and historical significance to Adele Bloch-Bauer's descendants and the effects stealing this piece of artwork had on not only her family but the broader Jewish community.</p>	<ul style="list-style-type: none"> • Monuments Men by Robert Edsel • The Case of the Stolen Klimts by Alison Frankel (The American Lawyer) • <i>Portrait of Adele Bloch-Bauer I</i> <p>Video</p> <ul style="list-style-type: none"> • Shtetl (PBS Frontline) • The Last Days, Steven Spielberg
<p>Describe the resilience of Holocaust survivors to Nazism, antisemitism, and discrimination from 1933 to the present day.</p>	<p>Students must be able to articulate how Holocaust survivors demonstrated resilience in the face of Nazism, antisemitism, and discrimination from 1933 to the present.</p>	<ul style="list-style-type: none"> • Kielce Pogrom • March of the Living • Resilience • Violent Resistance • Non-violent resistance • International Holocaust Remembrance Day • Holocaust Survivor Testimony • Helsinki Commission • The Religious Action Center (RAC) and the Civil Rights Movement • Rabbi Heschel • Anti-Defamation League 	<p>Create a Legacy Book or Legacy Webpage for a Holocaust survivor that helps explain how the survivor managed to rebuild their lives, contribute to society, and ensure that the memory of the Holocaust is preserved for future generations. <i>(A legacy book is a collection of writings and other materials (letters, photos, ephemera, etc.) that can be passed down as a family heirloom.)</i></p> <p>Using a map, label the countries where survivors emigrated or returned to after the liberation (ID Cards and/or survivor stories will be helpful). Be sure to explain their determination to rebuild their lives.</p> <p>Research: Have students access the Helsinki Commission (Commission on Security and Cooperation in Europe). Instruct the student to find an article or press release. Have the students:</p> <ul style="list-style-type: none"> • Write 2 facts they learned from the article. 	<p>Informational Text</p> <ul style="list-style-type: none"> • The Kielce Pogrom: A Blood Libel Massacre of Holocaust Survivors (USHMM) • March of the Living (International March of the Living Website) • Meet Holocaust Survivor Volunteers (USHMM) • Transcending Trauma Project (Council for Relationships) • Helsinki Commission (CSCE)

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			<ul style="list-style-type: none"> • What 2 opinions do you have about the article? • Explain the significance of the article. 	
<p>Compare the differing interpretations in the study of the Holocaust by German and American historians.</p>	<p>Students must be able to describe the similarities and differences between how German and American historians study and write about the Holocaust.</p>	<ul style="list-style-type: none"> • Browning v. Goldhagen • Rafael Lempinkin • Yehuda Bauer • Nick Haslam • Alex Hinton • Michael Berebaum • Dr. Götz Aly • Saul Freeland • Doris L. Bergen 	<p>Students will research the Browning v. Goldhagen debate and fill out a Venn Diagram based on each historians' perspective.</p>	<p>Informational Text</p> <ul style="list-style-type: none"> • Germany Historians versus Goldhagen (Yad Vashem) • Interview with Dr. Gotz Aly (Yad Vashem) <p>Video</p> <ul style="list-style-type: none"> • Holocaust education in Germany (PBS)
<p>Summarize the changes in Jewish demographic trends following the Holocaust.</p>	<p>Students must be able to describe the changes in the Jewish population, migration, and religious observance following the Holocaust, using data, and audio, visual, and geographic stimulus.</p>	<ul style="list-style-type: none"> • Maps • Diaspora • The Growth of Israel • Displaced Person Camps 	<p>Explain how displacement and dispersal contributed to changes in the geographic distribution of Jewish communities. (Think/Pair/Share)</p> <p>Using a map, have students analyze the differences in the population of Jews in various countries before and after WWII. Create a one sentence newspaper headline that summarizes the changes in demographics. Visible Thinking Routine resource: Headlines</p>	<p>Image</p> <ul style="list-style-type: none"> • European Jewish Population Distribution (USHMM) • The Holocaust- Animated Map (USHMM) • Jewish immigration to Israel, 1948-1950 (USHMM) <p>Informational Text</p> <ul style="list-style-type: none"> • Jewish population in Europe USHMM • Statistica - The Holocaust - Statistics & Facts • Statistica - Estimated number of Jewish deaths during the Holocaust from 1933 to 1945, by location • Holocaust-Related Records at the National Archives • A map of Nazi concentration camps and a graph listing numbers of those who perished (Digital Public Library of America)

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<p>Define denial and distortion according to the "Never Again Education Act".</p>	<p>Students must be able to articulate the definition of denial according to the "Never Again Education Act," demonstrating a clear understanding of these terms in the context of Holocaust education and remembrance.</p> <p>Students must be able to articulate the definition of distortion according to the "Never Again Education Act," demonstrating a clear understanding of these terms in the context of Holocaust education and remembrance.</p>	<ul style="list-style-type: none"> • Distortion • Denial • Deborah Lipstadt • Revisionist History 	<p>Define: Students will define Holocaust denial and distortion in their own words.</p> <p>Students will create black-out poetry using one of the pages from the Never Again Education Act. Students will write a summary explaining their poem.</p>	<p>Informational Text</p> <ul style="list-style-type: none"> • Elie Wiesel Nobel Prize Speech • David Irving (ADL) • Holocaust Denial and Distortion (Echoes and Reflection) <p>Law</p> <ul style="list-style-type: none"> • Never Again Education Act <p>Video</p> <ul style="list-style-type: none"> • Denial, Mick Jackson • Holocaust Denial Explained (USHMM)
<p>Analyze the social, cultural, and political effects of Holocaust denial on contemporary societies.</p>	<p>Students must be able to use various types of visual, auditory, and written material to determine the relevant effects of Holocaust denial on contemporary societies</p> <p>Students must be able to use various types of visual, auditory, and written material to determine how various aspects of Holocaust information are related to one another and an overall event, system, decision, or policy.</p>	<ul style="list-style-type: none"> • Distortion • Revisionism (Holocaust revisionism) • Conspiracy Theories • "Holohoax" • Fake News • Misinformation • Disinformation • International Holocaust Remembrance Day • Anti-Defamation League (ADL) • Forms of Holocaust Denial: <ul style="list-style-type: none"> ○ Denial of the scale, methods, or existence of the Holocaust. • Motivations behind Holocaust denial <ul style="list-style-type: none"> ○ Hatred, racism, historical revisionism, political gain, etc. • Consequences of Denial: <ul style="list-style-type: none"> ○ Social, psychological, and legal consequences 	<p>Students will debate the question of whether or not Holocaust denial should be criminalized?</p>	<p>Informational Text</p> <ul style="list-style-type: none"> • Harvard Law School Library's Nuremberg Trials Project • Holocaust Memory at Risk, The Distortion of Holocaust History Across Europe Summary of Findings and Recommendations (PDF) • Hartheim Register (USHMM) • Holocaust Denial: Key Dates (USHMM) <p>Law</p> <ul style="list-style-type: none"> • Section 130 of the German Penal Code • France's Gayssot Law (Loi Gayssot) • Article R645-1 of the French Penal Code

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		<ul style="list-style-type: none"> • Techniques of Distortion: <ul style="list-style-type: none"> ○ Cherry-picking evidence, taking quotes out of context, spreading false narratives, blaming the victims, questioning the evidence, minimizing the number of victims, drawing false comparisons • Role of Media: <ul style="list-style-type: none"> ○ Media perpetuating Holocaust distortion ○ Media countering Holocaust distortion • Legal/Constitutional Responses: <ul style="list-style-type: none"> ○ Legal measures taken in different countries to combat Holocaust denial and distortion. ○ Freedom of speech vs. the need to prevent the spread of false historical information. • Role of Education and Remembrance in Countering Holocaust denial and distortion: <ul style="list-style-type: none"> ○ Significance of Holocaust memorials, museums, and educational programs. ○ Commemoration • Global Perspectives: <ul style="list-style-type: none"> ○ How different countries address Holocaust denial and distortion. ○ International efforts to combat denial and promote Holocaust education. 		<ul style="list-style-type: none"> • Article 55 of the Act on the Institute of National Remembrance – Commission for the Prosecution of Crimes against the Polish Nation dated 18 December 1998 • Resolution 60/7 on Holocaust Remembrance (UN) <p>Video</p> <ul style="list-style-type: none"> • Cross Examination of Hermann Goering • Explaining Holocaust Denial (USHMM)

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<p>Classify misinformation and disinformation related to Holocaust distortion and denial.</p>	<p>Students must be able to determine relevant features or patterns that fit instances of both misinformation and disinformation related to the Holocaust.</p>	<ul style="list-style-type: none"> • Misinformation • Disinformation • Holocaust Denial and Distortion Disguised as Nationalism • Conspiracy Theories • Fake news • Holofoax • Techniques of Distortion: <ul style="list-style-type: none"> ○ Cherry-picking evidence, taking quotes out of context, spreading false narratives, blaming the victims, questioning the evidence, minimizing the number of victims, drawing false comparisons • Role of Media: <ul style="list-style-type: none"> ○ Media perpetuating Holocaust distortion. ○ Media countering Holocaust distortion. 	<p>Provide students with excerpts or examples of misinformation and disinformation related to Holocaust distortion and denial from the UNESCO report "History Under Attack: Holocaust Denial and Distortion on Social Media." Ask students to classify them as either misinformation or disinformation, considering the source, credibility, and intent.</p>	<p>Informational Text</p> <ul style="list-style-type: none"> • History Under Attack: Holocaust Denial and Distortion on Social Media (UNESCO) • Debunking Holocaust Denial Claims (ADL) <p>Laws</p> <ul style="list-style-type: none"> • Resolution A/RES/76/250 on Holocaust denial (UN)