

# Teaching Holocaust and Human Behaviour: Unit Overview

## Front Matter:

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**Unit Essential Question:** What does learning about the choices people made during the Weimar Republic, the rise of the Nazi Party, and the Holocaust teach us about the power and impact of our choices today?

Lesson	Overview	Materials	Main Activities
<p><b>Lesson 1:</b> <b><u>Introducing the Unit</u></b></p> <p>(one 50-minute lesson)</p>	<p>Students prepare to study the unit Holocaust and Human Behaviour by reflecting on the Holocaust and reading a letter. They then work together to create a class contract, with the aim of developing a reflective classroom community, which is conducive to learning, sharing and discussing challenging topics.</p>	<ul style="list-style-type: none"> <li>• <b>PowerPoint:</b> <a href="#">Introducing the Unit</a></li> <li>• <b>Reading:</b> <a href="#">Letter to Students</a></li> <li>• <b>Handout:</b> <a href="#">Classroom Experience Checklist</a></li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss what the Holocaust is and reflect on why it is important to study.</li> <li>2. Read and reflect on the Letter to Students.</li> <li>3. Complete the Classroom Experience Checklist.</li> <li>4. Discuss and brainstorm expectations for working together in groups.</li> <li>5. Create and sign a classroom contract.</li> </ol>
<p><b>Lesson 2:</b> <b><u>Exploring Identity</u></b></p> <p>(one 50-minute lesson)</p>	<p>Students begin the first stage of the Facing History and Ourselves scope and sequence, 'Individual and Society'. They explore the factors that make us who we are by creating visual representations of their own identities and by analysing a short story, and reflect on the ways in which we define ourselves and the ways in which we are defined by others.</p>	<ul style="list-style-type: none"> <li>• <b>PowerPoint:</b> <a href="#">Exploring Identity</a></li> <li>• <b>Reading:</b> <a href="#">The Bear That Wasn't</a></li> <li>• <b>Video:</b> <a href="#">The Bear That Wasn't</a></li> </ul>	<ol style="list-style-type: none"> <li>1. Introduce identity with a journal response.</li> <li>2. Create a personal identity chart.</li> <li>3. Reflect on how others view you and add to your chart.</li> <li>4. Read or watch 'The Bear That Wasn't', and then discuss its message and contents.</li> <li>5. Reflect on identity in a journal response.</li> </ol> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>• Explore the complexity of Jewish identity.</li> </ul>

<p><b>Lesson 3:</b> <b><u>Single Stories</u></b></p> <p>(one 50-minute lesson)</p>	<p>Students continue to explore the relationship between the individual and society by examining and reflecting on the basic human behaviour of applying categories to the people and things we meet. They watch a video about 'single stories' and consider how such stories can be harmful, or even dangerous.</p>	<ul style="list-style-type: none"> <li>• <b>PowerPoint:</b> <a href="#">Single Stories</a></li> <li>• <b>Video:</b> <a href="#">The Danger of a Single Story</a></li> <li>• <b>Reading:</b> <a href="#">The Danger of a Single Story</a></li> <li>• <b>Handout:</b> <a href="#">The Danger of a Single Story Viewing/Reading Guide</a></li> </ul>	<ol style="list-style-type: none"> <li>1. Reflect on assumptions and secure an understanding of what stereotypes are.</li> <li>2. Watch the video The Danger of a Single Story.</li> <li>3. Discuss 'single stories' in concentric circles.</li> <li>4. Write about the connection between 'single stories' and stereotypes.</li> <li>5. Share a memorable word or short phrase from the lesson in a wraparound.</li> </ol> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>• Explore Jesús Colón's piece on why 'Little Things Are Big'.</li> </ul>
<p><b>Lesson 4:</b> <b><u>Universe of Obligation</u></b></p> <p>(one 50-minute lesson)</p>	<p>Students begin the second stage of the Facing History scope and sequence, 'We and They'. They learn a new concept, coined by sociologist Helen Fein: universe of obligation, illustrate their own universe of obligation using a graphic organiser, and reflect on the benefits of being part of a society's 'in' group and the consequences of being part of an 'out' group.</p>	<ul style="list-style-type: none"> <li>• <b>PowerPoint:</b> <a href="#">Universe of Obligation</a></li> <li>• <b>Reading:</b> <a href="#">Universe of Obligation</a></li> <li>• <b>Handout:</b> <a href="#">Universe of Obligation</a></li> </ul>	<ol style="list-style-type: none"> <li>1. Reflect on groups and belonging.</li> <li>2. Read and reflect on the Universe of Obligation reading.</li> <li>3. Create a personal universe of obligation using the Universe of Obligation handout.</li> <li>4. Discuss the experience of trying to illustrate a universe of obligation.</li> </ol> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>• Deepen the discussion of groups and belonging using additional readings.</li> </ul>
<p><b>Lesson 5:</b> <b><u>The Roots and Impact of Antisemitism</u></b></p> <p>(one 50-minute lesson)</p>	<p>Students continue the study of 'We and They' by exploring the long history of hatred and discrimination against Jews. They learn about how anti-Judaism, a religious prejudice, was transformed in the nineteenth century into antisemitism, a form of racism, before looking at examples of antisemitism in the present day.</p>	<ul style="list-style-type: none"> <li>• <b>PowerPoint:</b> <a href="#">The Roots and Impact of Antisemitism</a></li> <li>• <b>Handout:</b> <a href="#">Overview of Anti-Judaism and Antisemitism</a></li> <li>• <b>Reading:</b> <a href="#">Responses to Antisemitism Online</a></li> </ul>	<ol style="list-style-type: none"> <li>1. Reflect on rumours, lies and myths.</li> <li>2. Read and discuss the Overview of Anti-Judaism and Antisemitism in pairs.</li> <li>3. Explore the impact of antisemitism today by reading Responses to Antisemitism Online.</li> <li>4. Complete an exit card reflecting on thoughts and feelings at the start and end of the lesson.</li> </ol> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>• Explore the history of antisemitism in depth with videos and additional readings.</li> </ul>

<p><b>Lesson 6:</b> <b><u>The Weimar Republic</u></b></p> <p>(one 50-minute lesson)</p>	<p>Students begin this unit's historical case study: Nazi Germany and the Holocaust by learning about the fourteen years of the Weimar Republic. While exploring the politics, culture, economics, and social trends of Germany during the Weimar Republic, students reflect on the idea of democracy itself, as well as the choices made by citizens and leaders that can strengthen or weaken it.</p>	<ul style="list-style-type: none"> <li>• <b>PowerPoint:</b> <a href="#">The Weimar Republic</a></li> <li>• <b>Handout:</b> <a href="#">Introduction to the Weimar Republic</a></li> <li>• <b>Handout:</b> <a href="#">Education in the Weimar Republic</a></li> <li>• <b>Handout:</b> <a href="#">Voices in the Dark</a></li> <li>• <b>Handout:</b> <a href="#">Hyperinflation and the Great Depression</a></li> <li>• <b>Handout:</b> <a href="#">Women in the Weimar Republic</a></li> <li>• <b>Handout:</b> <a href="#">The After-effects of the First World War</a></li> </ul>	<ol style="list-style-type: none"> <li>1. Reflect on and discuss the meaning of democracy.</li> <li>2. Read Introduction to the Weimar Republic, identifying any characteristics of a democracy and challenges for a democracy.</li> <li>3. Explore life in the Weimar Republic by reading texts on different aspects of life using the Jigsaw teaching strategy.</li> <li>4. Discuss life in the Weimar Republic as a class.</li> </ol> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>• Introduce the 'bubbling cauldron' metaphor.</li> </ul>
<p><b>Lesson 7:</b> <b><u>The Rise of the Nazi Party</u></b></p> <p>(one 50-minute lesson)</p>	<p>Students continue the unit's historical case study by re-examining politics in the Weimar Republic and tracing the development of the National Socialist German Workers' (Nazi) Party throughout the 1920s and early 1930s. They watch a video charting Hitler's rise to power and analyse the Nazi Party platform, while reflecting on the key events and choices that led to the rise of the Nazi Party.</p>	<ul style="list-style-type: none"> <li>• <b>PowerPoint:</b> <a href="#">The Rise of the Nazi Party</a></li> <li>• <b>Video:</b> <a href="#">Hitler's Rise to Power, 1918-1933</a></li> <li>• <b>Handout:</b> <a href="#">Hitler's Rise to Power, 1918-1933 Viewing Guide</a></li> <li>• <b>Reading:</b> <a href="#">National Socialist German Workers' Party Platform</a></li> <li>• <b>Reading:</b> <a href="#">Hitler in Power</a></li> <li>• <b>Handout:</b> <a href="#">The Bubbling Cauldron</a></li> </ul>	<ol style="list-style-type: none"> <li>1. Reflect on how the values of a society are shaped.</li> <li>2. Explore key events and choices that led to Hitler and the Nazi Party's rise to power by watching a video.</li> <li>3. Analyse the Nazi Party platform.</li> <li>4. Discuss Hitler's appointment as chancellor.</li> <li>5. Revisit the 'bubbling cauldron' metaphor.</li> </ol> <p><b>Extensions:</b></p> <ul style="list-style-type: none"> <li>• Analyse an image of the 1932 ballot.</li> <li>• Explore the 1932 German elections in depth.</li> </ul>

<p><b>Lesson 8:</b> <b><u>Dismantling Democracy</u></b></p> <p>(one 50-minute lesson)</p>	<p>Students learn about the National Socialist revolution that followed Hitler's appointment and analyse the steps the Nazis took in 1933 and 1934 to dismantle democracy in Germany and establish a dictatorship. In this process, students continue to deepen and extend their study of democracy and reflect on the idea of democracy's fragility.</p>	<ul style="list-style-type: none"> <li>• <b>PowerPoint:</b> <a href="#">Dismantling Democracy</a></li> <li>• <b>Video:</b> <a href="#">From Democracy to Dictatorship</a></li> <li>• <b>Video:</b> <a href="#">Hitler's Rise to Power, 1933-1934</a></li> <li>• <b>Handout:</b> <a href="#">Hitler's Rise to Power, 1933-1934 Viewing Guide</a></li> <li>• <b>Handout:</b> <a href="#">Democracy to Dictatorship Reading Analysis</a></li> <li>• <b>Reading:</b> <a href="#">Shaping Public Opinion</a></li> <li>• <b>Reading:</b> <a href="#">Targeting Jews</a></li> <li>• <b>Reading:</b> <a href="#">'Restoring' Germany's Civil Service</a></li> <li>• <b>Reading:</b> <a href="#">Where They Burn Books...</a></li> <li>• <b>Reading:</b> <a href="#">Isolating Homosexuals</a></li> </ul>	<ol style="list-style-type: none"> <li>1. Reflect on the differences between a democracy and a dictatorship.</li> <li>2. Explore key events in the Nazis' first two years in power by watching the video <i>Hitler's Rise to Power, 1933-1934</i>.</li> <li>3. Explore some specific choices the Nazis made to dismantle democracy and create a dictatorship in Germany by reading set texts.</li> <li>4. Discuss the fragility of democracy.</li> </ol> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>• Analyse the Nuremberg Laws and their impact.</li> </ul>
<p><b>Lesson 9:</b> <b><u>Youth in Nazi Germany</u></b></p> <p>(one 50-minute lesson)</p>	<p>Students explore how the Nazis trained young people, through schools and youth groups, in an effort to build a foundation for the future of that 'national community'. Students read a variety of first-hand accounts from people who grew up in Nazi Germany, which show both the appeal the Nazi programme held for many youth and the limits of that appeal for others.</p>	<ul style="list-style-type: none"> <li>• <b>PowerPoint:</b> <a href="#">Youth in Nazi Germany</a></li> <li>• <b>Handout:</b> <a href="#">Youth in Society Anticipation Guide</a></li> <li>• <b>Video:</b> <a href="#">Changes at School under the Nazis</a></li> <li>• <b>Video:</b> <a href="#">Friendship and Betrayal</a></li> <li>• <b>Handout:</b> <a href="#">Youth in Nazi Germany Reading Set 1</a></li> <li>• <b>Handout:</b> <a href="#">Youth in Nazi Germany Reading Set 2</a></li> </ul>	<ol style="list-style-type: none"> <li>1. Reflect on the role of young people in society using an anticipation guide.</li> <li>2. Analyse accounts of youth experiences in Nazi Germany by watching a video and reading first-hand accounts.</li> <li>3. Discuss the ways the Nazis used education as a means of furthering their agenda and the impact this had on young people.</li> <li>4. Revisit the role of young people in society.</li> </ol> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>• Analyse Nazi propaganda images.</li> </ul>

<p><b>Lesson 10:</b> <b><u>Kristallnacht</u></b></p> <p>(one 50-minute lesson)</p>	<p>Students learn about a major escalation of the Nazi campaign against Jews, the violent pogroms of Kristallnacht on 9–10 November 1938. Students watch a short documentary and examine a range of first-hand accounts, before looking at the range of choices made by individuals, groups, and countries in response to the pogroms.</p>	<ul style="list-style-type: none"> <li>• <b>PowerPoint:</b> <a href="#">Kristallnacht</a></li> <li>• <b>Handout:</b> <a href="#">“Kristallnacht”: The November 1938 Pogroms Viewing Guide</a></li> <li>• <b>Video:</b> <a href="#">“Kristallnacht”: The November 1938 Pogroms</a></li> <li>• <b>Handout:</b> <a href="#">The Range of Human Behaviour Vocabulary Terms</a></li> <li>• <b>Handout:</b> <a href="#">Responses to Kristallnacht</a></li> </ul>	<ol style="list-style-type: none"> <li>1. Reflect on responses to injustice.</li> <li>2. Complete the range of human behaviour vocabulary terms.</li> <li>3. Watch the video “Kristallnacht”: The November 1938 Pogroms.</li> <li>4. Analyse responses to Kristallnacht.</li> </ol> <p><b>Extensions:</b></p> <ul style="list-style-type: none"> <li>• Reflect on the allegorical poem ‘The Hangman’.</li> <li>• Analyse and closely read a Nazi telegram.</li> </ul>
<p><b>Lesson 11:</b> <b><u>Race and Space</u></b></p> <p>(one 50-minute lesson)</p>	<p>Students examine the Nazi ideology of ‘race and space’, a belief system that provided a rationale for their instigation of the Second World War and their perpetration of genocide, before connecting this ideology to Germany’s expansion throughout Europe. They then examine the effects of the Nazis’ beliefs about ‘race and space’ by reading two eyewitness accounts by two individuals affected in different ways by the Germans’ 1939 invasion of Poland.</p>	<ul style="list-style-type: none"> <li>• <b>PowerPoint:</b> <a href="#">Race and Space</a></li> <li>• <b>Video:</b> <a href="#">Hitler’s Ideology: Race, Land, and Conquest</a></li> <li>• <b>Map:</b> <a href="#">The Growth of Nazi Germany</a></li> <li>• <b>Handout:</b> <a href="#">Notes on the Growth of Nazi Germany, 1933–1939</a></li> <li>• <b>Reading:</b> <a href="#">Colonising Poland</a></li> <li>• <b>Reading:</b> <a href="#">‘Cultural Missionaries’</a></li> </ul>	<ol style="list-style-type: none"> <li>1. Learn about the Nazi ideology of ‘race and space’.</li> <li>2. Explore the growth of Nazi Germany.</li> <li>3. Read and analyse first-hand accounts describing the experiences and consequences of German colonisation.</li> </ol> <p><b>Extensions:</b></p> <ul style="list-style-type: none"> <li>• Further investigate the invasion and colonisation of Poland.</li> <li>• Explore the Nazis’ secret war against people with disabilities.</li> </ul>

<p><b>Lesson 12:</b> <b><u>The Holocaust – Bearing Witness</u></b></p> <p>(one 50-minute lesson)</p>	<p>Students learn about four phases of the Holocaust and then look closely at stories of individuals who were targeted by Nazi brutality.</p> <p>It is crucial in a study of the Holocaust to acknowledge the various ways that Jews and others targeted by the Nazis resisted, and to recognise the incredible challenges they faced.</p>	<ul style="list-style-type: none"> <li>• <b>PowerPoint:</b> <a href="#">The Holocaust: Bearing Witness</a></li> <li>• <b>Reading:</b> <a href="#">Take This Giant Leap</a></li> <li>• <b>Video:</b> <a href="#">Step By Step: Phases of the Holocaust</a></li> <li>• <b>Handout:</b> <a href="#">Phases of the Holocaust</a></li> <li>• <b>Video:</b> <a href="#">The Nazis in Vilna</a></li> <li>• <b>Map:</b> <a href="#">Jewish Ghettos in Eastern Europe</a></li> <li>• <b>Map:</b> <a href="#">Main Nazi Camps and Killing Sites</a></li> <li>• <b>Image:</b> <a href="#">The Boy in the Warsaw Ghetto</a></li> <li>• <b>Handout:</b> <a href="#">Mobile Killing Units</a></li> <li>• <b>Handout:</b> <a href="#">Auschwitz</a></li> <li>• <b>Handout:</b> <a href="#">We May Not Have Another Chance</a></li> <li>• <b>Handout:</b> <a href="#">Diary from the Łódź Ghetto</a></li> </ul>	<ol style="list-style-type: none"> <li>1. Read and reflect on the poem 'For Yom Ha'Shoah'.</li> <li>2. Watch the video Step By Step: Phases of the Holocaust.</li> <li>3. Examine a range of primary sources which outline different stories and experiences during the Holocaust in a gallery walk.</li> <li>4. Reflect on the resources on a graffiti board.</li> </ol> <p><b>Extensions:</b></p> <ul style="list-style-type: none"> <li>• Explore resistance.</li> <li>• Bring survivor testimony into the classroom.</li> </ul>
<p><b>Lesson 13:</b> <b><u>The Holocaust – The Range of Responses</u></b></p> <p>(one 50-minute lesson)</p>	<p>Students examine human behaviour during the Holocaust, reading accounts in which perpetrators, bystanders, upstanders, and rescuers described their choices during this period and reflected on both the reasons behind their actions and the consequences. They then reflect on why some people decided to help, while others stood by or even participated in the atrocities that occurred.</p>	<ul style="list-style-type: none"> <li>• <b>PowerPoint:</b> <a href="#">The Holocaust: The Range of Responses</a></li> <li>• <b>Video:</b> <a href="#">Facing History Scholar Reflections: Bystanders and Resisters</a></li> <li>• <b>Handout:</b> <a href="#">The Holocaust: The Range of Responses</a></li> </ul>	<ol style="list-style-type: none"> <li>1. Reflect on standing up against injustice.</li> <li>2. Watch a video on bystanders and resisters during the Holocaust.</li> <li>3. Analyse specific choices people made by reading about different responses to the Holocaust.</li> <li>4. Reflect on the Holocaust.</li> </ol> <p><b>Extensions:</b></p> <ul style="list-style-type: none"> <li>• Examine perpetrator behaviour.</li> <li>• Extend the focus on rescue.</li> </ul>

<p><b>Lesson 14:</b> <b><u>Justice and Judgement after the Holocaust</u></b></p> <p>(one 50-minute lesson)</p>	<p>Students begin the 'Judgement, Memory, and Legacy' stage of the Facing History scope and sequence by recognising that the process of seeking justice is complex and raises questions about accountability, fairness, and punishment. They grapple with the meaning of justice and the purpose of trials as they learn how the Allies responded to the atrocities of Nazi Germany.</p>	<ul style="list-style-type: none"> <li>• <b>PowerPoint:</b> <a href="#">Justice and Judgement after the Holocaust</a></li> <li>• <b>Handout:</b> <a href="#">Justice after the Holocaust Anticipation Guide</a></li> <li>• <b>Video:</b> <a href="#">Facing History Scholar Reflections: The Nuremberg Trials</a></li> <li>• <b>Handout:</b> <a href="#">An Overview of the Nuremberg Trials</a></li> </ul>	<ol style="list-style-type: none"> <li>1. Explore the complexities of securing justice by completing the Justice after the Holocaust Anticipation Guide.</li> <li>2. Discuss responses using the Four Corners strategy.</li> <li>3. Learn about the Nuremberg trials.</li> <li>4. Connect the Nuremberg trials to dilemmas of justice.</li> <li>5. Reflect on the Nuremberg trials and justice after the Holocaust in a 3-2-1 activity.</li> </ol> <p><b>Extensions:</b></p> <ul style="list-style-type: none"> <li>• Discuss trials and the goal of achieving justice.</li> <li>• Explore legacies of the Second World War and the Holocaust.</li> <li>• Introduce transitional justice.</li> </ul>
<p><b>Lesson 15:</b> <b><u>How Should We Remember?</u></b></p> <p>(one 50-minute lesson)</p>	<p>Students continue exploring 'Judgement, Memory, and Legacy' by learning about several Holocaust memorials around the world and analysing the choices that artists and communities made when creating them. Such exploration helps them reflect on how memory is shaped and influenced. They then design and plan their own memorial to represent an idea, event, or person they believe is important to remember from the history of the Holocaust.</p>	<ul style="list-style-type: none"> <li>• <b>PowerPoint:</b> <a href="#">How Should We Remember?</a></li> <li>• <b>Image:</b> <a href="#">Warsaw Ghetto Uprising Memorial</a></li> <li>• <b>Image:</b> <a href="#">Aschrott Fountain</a></li> <li>• <b>Image:</b> <a href="#">Stolpersteine</a></li> <li>• <b>Image:</b> <a href="#">Memorial to Roma and Sinti Victims of National Socialism</a></li> <li>• <b>Image:</b> <a href="#">Holocaust Memorial Miami Beach</a></li> <li>• <b>Image:</b> <a href="#">Shoes on the Danube Bank Memorial</a></li> <li>• <b>Handout:</b> <a href="#">Creating a Memorial</a></li> </ul>	<ol style="list-style-type: none"> <li>1. Define the purpose of memorials and monuments.</li> <li>2. Introduce choices reflected in Holocaust memorials and monuments.</li> <li>3. Analyse examples of Holocaust memorials and monuments.</li> <li>4. Plan your own Holocaust memorial.</li> </ol> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>• Create a model of your memorial.</li> </ul>