

A Teacher's Guide to HOLOCAUST AND HUMAN BEHAVIOR Five-Week Unit Outline

School Year 2018–2019



www.facinghistory.org/CPS

Introduction

This unit leads students through an examination of the catastrophic period in the twentieth century when Nazi Germany murdered six million Jews and millions of other civilians, in the midst of the most destructive war in human history. Following Facing History's unique scope and sequence, students take a parallel journey through an exploration of the universal themes inherent in a study of the Holocaust that raise profound questions about human behavior.

By focusing on the choices of individuals who experienced this history as victims, witnesses, collaborators, rescuers, and perpetrators, students come to recognize our shared humanity—which, according to historian Doris Bergen, helps us to see the Holocaust not just as part of European or Jewish history but as “an event in human history,” confirming the relevance of this history in our lives and our world today.¹ This approach helps students make connections between history and the consequences of our actions and beliefs today—between history and how we as individuals make distinctions between right and wrong, good and evil.

As students examine the steps that led to the Holocaust, they discover that history is not inevitable; it is the result of our individual and collective decisions. They come to realize that there are no easy answers to the complex problems of racism, antisemitism, hatred, and violence, no quick fixes for social injustices, and no simple solutions to moral dilemmas. After studying Nazi Germany and the Holocaust, one Facing History student wrote, “It has made me more aware—not only of what happened in the past but also what is happening today, now, in the world and in me.”

The Facing History and Ourselves Scope and Sequence

This unit is organized according to Facing History and Ourselves' scope and sequence, which follows a specific progression of themes designed to promote students' historical understanding, critical thinking, and social-emotional learning.

Each of the eight parts in this unit corresponds with a stage of the scope and sequence:

- *Introducing the Unit*: Prior to exploring the historical case study of this unit—the collapse of democracy in Germany and the steps leading up to the Holocaust—it is important that students and teachers spend some time establishing and nurturing classroom rules and expectations of respect and open-mindedness. These “habits of behavior” will equip students with the skills to engage with each other in important and sometimes uncomfortable conversations.
- *Identity and Belonging*: Who am I? Who are you? Who are we? Who are “they”? How we answer these questions shapes how we think about, and how we behave toward, ourselves and others. And our answers to those questions are influenced by the society we live in. This section explores the relationship between the individual and society, and how that relationship affects who we choose to include in our universe of obligation.
- *The Weimar Republic*: The Weimar Republic, the post-World War I German government named for the German city where it was formed, lasted more than 14 years, but democracy never found firm footing. This section explores Germany in the years

¹ Doris L. Bergen, *War and Genocide: A Concise History of the Holocaust*, 3rd ed. (Lanham: Rowman & Littlefield, 2016), 1.

preceding the Nazis' ascension to power by highlighting efforts to turn a fledgling republic into a strong democracy and examining the misunderstandings, myths, and fears that often undercut those efforts.

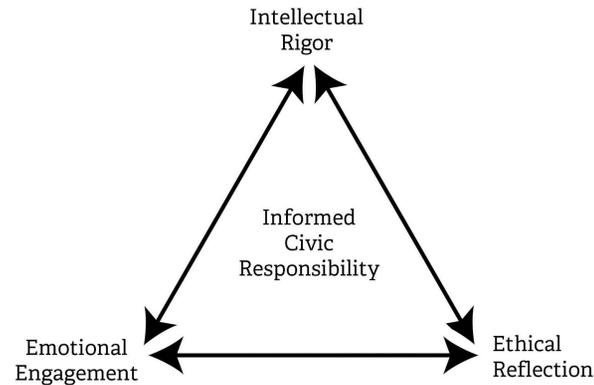
- *The National Socialist Revolution:* On January 30, 1933, President Paul von Hindenburg named Adolf Hitler chancellor of Germany. Within days of Hitler's appointment, the Nazis began to target their political opposition and those they considered enemies of the state, especially Communists and Jews. Within months, they had transformed Germany into a dictatorship. This section chronicles the National Socialist revolution that swept through Germany in 1933, and it examines the choices individual Germans were forced to confront as a result.
- *Conformity and Consent in the National Community:* By 1934, Hitler considered the National Socialist revolution in Germany complete. In control of the nation, the Nazis turned their attention to creating a racially pure "national community" in which Nazism was not revolutionary but normal. This section focuses on the methods the Nazis used to get individuals to conform, if not consent, to their vision for German society. It also focuses on the consequences faced by those who did not fit into the "national community" the Nazis envisioned.
- *Open Aggression and World Responses:* Between 1935 and 1939, Nazi Germany began taking aggressive steps toward rebuilding the German military and expanding the Third Reich across Europe. At the same time, Nazi hostility toward Jews within the Reich intensified, culminating in the 1938 pogroms known as Kristallnacht. This section explores the open aggression of Nazi Germany in the late 1930s toward both neighboring countries and individuals within its borders, as well as the dilemmas faced by leaders around the world in response.
- *The Holocaust:* As the Third Reich reached the height of its power in Europe, the Nazis began to murder unfathomable numbers of Jews and others of so-called inferior races. This chapter examines events and human behavior that both unsettle us and elude our attempts to explain them. The readings force us to confront the shocking violence of the Holocaust and reflect on the range of human behavior revealed in the choices of perpetrators, bystanders, resisters, and rescuers.
- *Legacies:* The Holocaust and World War II left profound legacies—in the shape of the immediate aftermath of the war and the decades that followed, in the lives of individuals and the course of nations, and in the new ideas, laws, policies, and institutions that were developed in response to the death and destruction.

The Pedagogical Triangle and Taking Informed Action

To Facing History, pedagogy is an active process of engaging young people with challenging content through a process that builds the knowledge, skills, and dispositions of deep civic learning, rather than merely a set of teaching techniques that can be used to get across particular ideas or encourage effective practice of specified skills.

Facing History created the Pedagogical Triangle for Historical and Civic Understanding to serve as a touchstone for balanced program and lesson planning. The arrows between intellectual rigor, emotional engagement, and ethical reflection are multidirectional, as these processes strengthen each other. At the center is the students' civic agency, their belief that their choices and actions can play a positive role in their peer groups, schools, communities, and larger world.

Through a unit that balances intellectual rigor, ethical reflection, and emotional engagement, students will be more aware of, and able to act on, their civic responsibility. The unit concludes with an “informed action” component, providing a framework modeling civic engagement.



Using This Resource

This outline guides you through a unit using readings, videos, and other materials from the detailed teaching unit Teaching Holocaust and Human Behavior and its [Common Core Writing Prompts and Strategies](#) supplement. Teaching Holocaust and Human Behavior is based on our larger resource book [Holocaust and Human Behavior](#) and its associated collection of streaming videos. In order for you, the teacher, to understand the historical context for this unit, answer students' questions as they arise, and guide the class from lesson to lesson, it is important that you use all of these resources to develop your own background knowledge. In particular, we highly recommend that you do the following as you prepare for and implement instruction based on this five-week unit outline:

- Begin by reading the Overview and Context sections for each lesson in Teaching Holocaust and Human Behavior for a basic introduction to the concepts and historical context central to this unit.
- Spend time exploring the chapters and readings in [Holocaust and Human Behavior](#) in order to develop a deeper understanding of the history of the Holocaust and Facing History's approach to teaching it.

Unless otherwise noted, all activities referenced in this outline are from the unit Teaching Holocaust and Human Behavior.

Pacing

Each row in the charts below corresponds roughly to a 50-minute class period, with 26 class periods in all. Since schedules, class period length, and the needs of individual classes and students vary, teachers will likely need to make adjustments to this plan to best suit their needs and circumstances. The teaching notes column for each class period often provides suggestions for making adjustments to the lesson in order to abbreviate it or go deeper.

Materials and Student Guides

The materials lists include readings, images, videos, student handouts, and any other materials you will need to teach each lesson. A separate “Student’s Guide to Holocaust and Human Behavior” contains all of the printable materials for the unit. Because this unit contains print and video content that some students may find emotionally challenging, it is important that you preview all of the materials before teaching each lesson.

Journals and Contracting: Tools to Help Foster a Reflective Classroom Community

We believe that two ways in which you can create a strong foundation for a reflective classroom throughout your Holocaust and Human Behavior unit are through the use of classroom contracts and student journals. Engaging students in the process of [creating a classroom contract](#) at the outset of the unit demonstrates to them that both the teacher and their classmates will value and respect their voices. It is important to revisit the classroom contract at various points in the unit to assess its efficacy, strengthen classroom community, and help to re-establish classroom expectations before a difficult discussion or engagement with emotionally challenging material.

Journals help students develop their voices and clarify their ideas as they keep a record of their thinking and learning throughout the unit. There are a number of ways that you might incorporate reflective journal writing into this curriculum, and we recommend that you spend time answering the questions posed in the teaching strategy [Journals in a Facing History Classroom](#), making note of the many creative suggestions for using journals in your classroom. In addition to providing an important space for thoughtful reflection, you might also use journals as a means of assessing students’ intellectual and emotional engagement with the material. If you choose to do so, it is important at the outset of the unit that you establish clear expectations and procedures for how and when you will assess your students’ journals and communicate this information to your students.

Teaching Emotionally Challenging Content

Many teachers want their students to achieve emotional engagement with the history of the Holocaust and therefore teach this history with the goal of fostering empathy. However, Holocaust and Human Behavior, like any examination of the Holocaust, includes historical descriptions and firsthand accounts that some students may find emotionally disturbing. We can’t emphasize enough the importance of previewing the readings and videos in this curriculum to make sure they are appropriate for the intellectual and emotional needs of your students.

It is difficult to predict how students will respond to such challenging readings, documents, and films. One student may respond with emotion to a particular reading, while others may not find it powerful in the same way. In addition, different people demonstrate emotion in different

ways. Some students will be silent. Some may laugh. Some may not want to talk. Some may take days to process difficult stories. For some, a particular firsthand account may be incomprehensible; for others, it may be familiar.

It is also important to note that our experience suggests that it is often problematic to use graphic images and films or to attempt to use simulations to help students understand aspects of this history. Such resources and activities can traumatize some students, desensitize others, or trivialize the history.

We urge teachers to create space for students to have a range of reactions and emotions. This might include time for silent reflection or writing in journals, as well as structured discussions to help students process content together. Some students will not want to share their reactions to emotionally disturbing content in class, and teachers should respect that in class discussions. For their learning and emotional growth, it is crucial to allow for a variety of responses, or none at all, from students to emotionally challenging content.

Unit Assessment

This unit's final assessment incorporates elements of the C3 curriculum framework, which emphasizes investigating and analyzing evidence from rich primary sources and culminates with ideas for summative performance tasks and projects that encourage students to take informed action. For more information about C3 and the inquiry framework, visit the [Illinois C3 Hub website](#).

Summative Performance Task

The summative performance task asks students to respond to the following question:

Essential Question:

How did the choices of individuals, groups, and nations lead to the Holocaust?

The summative assessment has two parts: a writing prompt and an informed action.

- **Writing Prompt:** In an essay, students will construct an argument that addresses the essential question using specific claims and relevant evidence from historical and contemporary sources while acknowledging competing views.
- **Informed Action:** In a hands-on project, students will apply lessons gained from their study of the Holocaust to their own communities. The informed action has three parts:
 - **UNDERSTAND:** In groups of three to five students, research the universal rights and responsibilities in the Universal Declaration of Human Rights (UDHR), which arose to prevent another global calamity on the scale of the Holocaust.

- **ASSESS:** In the same groups, consider how the UDHR applies to your community (e.g., your school, neighborhood, or some other community to which you belong). Pick a right from the UDHR that you believe is particularly meaningful and/or not fully achieved in your community.
- **ACT:** Disseminate your group's chosen right through a medium of your choice (e.g., a mini-exhibition, mural, video documentary, podcast, zine, spoken word poem, or blog post). Be sure to illustrate or explain why that right has particular resonance for your community.

See the Appendix at the end of this outline for more detailed activity suggestions related to the informed action.

Formative Performance Tasks

In addressing the essential question ("How did the choices of individuals, groups, and nations lead to the Holocaust?"), students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument supported by evidence while acknowledging competing perspectives.

- **Supporting Question 1:** How can "single stories" influence a society's universe of obligation?
 - Formative Task 1 (Lesson 5): Students will write an evidence-based claim about some ways in which "single stories" influence a society's universe of obligation.
- **Supporting Question 2:** Which aspects of the German government and society during the years of the Weimar Republic strengthened democracy and which aspects weakened it?
 - Formative Task 2 (Lesson 8): Students will complete a graphic organizer to represent the impediments and opportunities for democracy during the Weimar period.
- **Supporting Question 3:** What role did individuals and groups play in the destruction of democracy in Germany?
 - Formative Task 3 (Lesson 10): Students will create a pie chart to represent the distribution of responsibility for that transformation between the following groups: Adolf Hitler, President Hindenburg, members of the Reichstag, German citizens, and other historical actors the student deems significant.
- **Supporting Question 4:** How did the Nazis attempt to build a "racially pure and harmonious national community"? What were the roles of laws, propaganda, the media, arts, and education?
 - Formative Task 4 (Lesson 13): Students will create an annotated list of three pieces of evidence that show how the Nazis attempted to build a "racially pure and harmonious national community."

- **Supporting Question 5:** What roles can individuals, groups, and nations who are not targeted by violence and terror play in perpetuating or preventing injustice?
 - Formative Task 5 (Lesson 15): Students will respond to this question in an argumentative paragraph that uses evidence from Day 1 and Day 2 of the Kristallnacht lesson.
- **Supporting Question 6:** What choices did individuals, groups, and nations make in response to the events of the Holocaust? What factors influenced their choices to act as perpetrators, bystanders, upstanders, or rescuers?
 - Formative Task 6 (Lesson 20): Students will give oral presentations on the choices that individuals, groups, and nations made in response to the events of the Holocaust.

We suggest six places over the course of the unit to pause (Lessons 5, 8, 10, 13, 15, and 20) and engage students in completing formative tasks that will prepare them to address the unit writing prompt. The suggested formative tasks are intended to fit within 50-minute class periods. However, depending on students' writing skills, in some cases you may have to plan for more time than allotted to complete the task in class, or ask students to complete the task as homework. While the suggested activities and placement within the unit are designed to help students prepare for this unit's writing prompt, there are additional writing prompts and strategies in the [Common Core Writing Prompts and Strategies](#) supplement that you might choose from instead.

Connecting to the Writing Prompt

In addition to the formative writing tasks, the outline also contains lessons devoted entirely to building the skills necessary for students to write an argumentative essay at the end of the unit. Lessons 2, 24, 25, and 26 provide guidance for students to dissect the writing prompt, gather and evaluate evidence, develop and refine their thesis statements, and organize their evidence into an outline. For ideas and resources for teaching the remaining steps of the essay process from drafting to publishing, we encourage you to consult the [Common Core Writing Prompts and Strategies](#) supplement and Facing History's online [Teaching Strategies](#) collection for activities and graphic organizers to support your teaching of the essay writing process.

Standards Alignment

Holocaust and Genocide Study

105 ILCS 5/27-20.3

From Ch. 122, par 27-20.3

ISBE Social-Emotional Learning Standards

- **2B.** Recognize individual and group similarities and differences.
 - **1I:** Discuss stereotyping and its negative effects for both the victim and perpetrator.
 - **4G:** Identify negative depictions of differences among people (e.g., gender or sexual orientation stereotyping, discrimination against socio-economic or cultural minorities, prejudices based on misinformation) in readings completed for coursework.
- **3A.** Consider ethical, safety, and societal factors in making decisions.
 - **2I:** Explain how laws reflect social norms and affect our personal decision making.
 - **4J:** Evaluate ethical issues involved in a social policy.
 - **6H:** Analyze how a literary character or historical figure considered societal and ethical factors in making important decisions.

ISBE History Standards

- **Perspectives**
 - **SS.H.5.9-12:** Analyze the factors and historical context that influenced the perspectives of people during different historical eras.
 - **SS.H.7.9-12:** Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.
 - **SS.H.8.9-12:** Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.
- **Historical Sources and Evidence**
 - **SS.H.9.9-12:** Analyze the relationship between historical sources and the secondary interpretations made from them.

ISBE Civics Standards

- **Processes, Rules, and Laws**
 - **SS.CV.8.9-12:** Analyze how individuals use and challenge laws to address a variety of public issues.
 - **SS.CV.9.9-12:** Evaluate public policies in terms of intended and unintended outcomes and related consequences
 - **SS.CV.10.9-12:** Explain the role of compromise and deliberation in the legislative process.
- **Participation and Deliberation: Applying Civic Virtues and Democratic Principles**

- **SS.CV.5.9-12:** Analyze the impact of personal interest and diverse perspectives on the application of civic dispositions, democratic principles, constitutional rights, and human rights.
- **SS.CV.6.9-12:** Describe how political parties, the media, and public interest groups both influence and reflect social and political interests.
- **SS.CV.7.9-12:** Describe the concepts and principles that are inherent to American constitutional democracy.
- **Civic and Political Institutions**
 - **SS.CV.2.9-12:** Evaluate the opportunities and limitations of participation in elections, voting, and electoral process.
 - **SS.CV.3.9-12:** Analyze the impact of constitutions, laws, and agreements on the maintenance of order, justice, equality, and liberty.
 - **SS.CV.4.9-12:** Explain how the US Constitution established a system of government that has powers, responsibilities, and limits that have changed over time and are still contested while promoting the common good and protecting rights.

ISBE Inquiry Skills

- **Gathering and Evaluating Sources**
 - **SS.IS.4.9-12:** Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.
- **Developing Claims and Using Evidence**
 - **SS.IS.5.9-12:** Identify evidence that draws information from multiple sources to revise or strengthen claims.
- **Communicating Conclusions**
 - **SS.IS.6.9-12:** Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.
- **Taking Informed Action**
 - **SS.IS.8.9-12:** Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.
 - **SS.IS.9.9-12:** Use deliberative processes and apply democratic strategies and procedures to address local, regional, or global concerns and take action in or out of school.

Common Core Standards

- **CCSS.ELA-LITERACY.WHST.9-10.1:** Write arguments focused on *discipline-specific content*.
 - **CCSS.ELA-LITERACY.WHST.9-10.1.A:** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- **CCSS.ELA-LITERACY.WHST.9-10.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **CCSS.ELA-LITERACY.WHST.9-10.10:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **CCSS.ELA-LITERACY.RH.9-10.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

- **CCSS.ELA-LITERACY.RH.9-10.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **CCSS.ELA-LITERACY.SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - **CCSS.ELA-LITERACY.SL.9-10.1.A:** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - **CCSS.ELA-LITERACY.SL.9-10.1.B:** Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

Part 1: Introducing the Unit (~2 days)

Lesson 1: Introduction to the Unit		
Materials	Activities	Teaching Notes
<p>Reading: Letter to Students</p> <p>Handout: Classroom Experience Checklist</p> <p>Handout: Sample Facing History Classroom Expectations</p>	<p>Opening: Students will complete the “Introduce the Unit” activity from Lesson 1: Introduction to the Unit.</p> <p>Main Activity: Students will complete the “Create a Class Contract” activity from Lesson 1: Introduction to the Unit.</p> <p>Closing: Ask students to reflect on the following prompt in their journals: <i>What part of the contract do you predict will be most difficult for you to follow? How will you hold yourself accountable throughout the unit?</i></p>	<p>See the Context section of Lesson 1 from Teaching Holocaust and Human Behavior to learn more about these ideas and their relevance to the history of the Holocaust. For deeper background information, read Chapter 1 of the resource book Holocaust and Human Behavior.</p> <p>For more detailed suggestions, see Lesson 1: Introduction to the Unit from Teaching Holocaust and Human Behavior.</p>

Lesson 2: Introducing the Writing Prompt		
Materials	Activities	Teaching Notes
<p>Video: Preconditions for the Holocaust: Prejudice in 20th Century Europe</p>	<p>Opening: Print out the unit’s writing prompt (and essential question) in a larger font and tape it to the center of a piece of paper. (See the teaching notes section for the full prompt.)</p> <p>Ask students to dissect the writing prompt in pairs, making the following notations:</p> <ul style="list-style-type: none"> • <i>Circle words you do not know or understand in the context of the prompt.</i> • <i>Star words that seem to be the central ideas of the prompt.</i> • <i>Underline all of the verbs that represent what you, the writer, are supposed to do.</i> • <i>Cross out any information that does not seem specifically relevant to the writing task.</i> <p>Main Activity: Ask students to share their annotations, clarifying any unfamiliar vocabulary or misconceptions about the writing task. Be sure to define the term <i>Holocaust</i> for students. Write or project the following definition for the class to see:</p> <p style="padding-left: 40px;">Holocaust: A catastrophic period when Nazi Germany systematically murdered six million Jews and millions of other civilians (including Roma and Sinti, Poles, Jehovah's Witnesses, the disabled, and homosexuals) in the midst of World War II.</p> <p>Ask students to write the prompt in their journals. As they have new thoughts about it throughout the unit, they can make notes to themselves.</p> <p>Have students watch the video Preconditions for the Holocaust: Prejudice in 20th Century Europe. While watching the video, students should take notes on how historian Doris Bergen would answer the following question: What elements make a society more vulnerable to genocide and mass violence? Ask volunteers to share their answers with the class.</p>	<p>Writing prompt: <i>How did the choices of individuals, groups, and nations lead to the Holocaust?</i></p> <p>In an essay, construct an argument that addresses the essential question using specific claims and relevant evidence from historical and contemporary sources while acknowledging competing views.</p> <p>At this point in the unit, you might want to consider asking students to mark off a section of their journals, perhaps the final 15 to 20 pages, that will be devoted to the final assessment.</p> <p>After this lesson, students should record the prompt in their journals. They can continue to use their journals to record evidence related to the themes of the prompt and also to think about their complex and shifting thoughts as they progress through subsequent lessons.</p>

	<p>Closing: Ask students to complete exit cards using the 3-2-1 format. They should record the following:</p>	
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- **Three** things that they have learned from this lesson
- **Two** questions that they still have
- **One** aspect of class they found meaningful

Part 2: Identity and Belonging (~4 days)

Lesson 3: The Individual and Society		
Materials	Activities	Teaching Notes
<p>Reading: Words Matter</p> <p>Reading: Finding Confidence</p> <p>Reading: Finding One's Voice</p> <p>Reading: Gender and Identity</p>	<p>Opening: Students will complete the "Introduce Identity" activity from Lesson 2: Exploring Identity.</p> <p>Main Activity: Students will complete the "Explore the Complexity of Identity" activity from Lesson 2: Exploring Identity.</p> <p>Closing: Students will complete the "Identity Chart Journal Reflection" activity from Lesson 2: Exploring Identity.</p>	<p>See the Context section of Lesson 2 from Teaching Holocaust and Human Behavior to learn more about these ideas and their relevance to the history of the Holocaust. For deeper background information, read Chapter 1 of the resource book Holocaust and Human Behavior. For more detailed suggestions, see Lesson 2: Exploring Identity from Teaching Holocaust and Human Behavior.</p>

Lesson 4: Stereotypes and "Single Stories"		
Materials	Activities	Teaching Notes
<p>Video: The Danger of a Single Story</p> <p>Reading: The Danger of a Single Story</p> <p>Handout: The Danger of a Single Story Viewing/Reading Guide</p>	<p>Opening: Students will complete the "Reflect on the Role of Stereotypes in Daily Life and Society" activity from Day 1 of Lesson 3: Stereotypes and "Single Stories."</p> <p>Main Activity/Closing: Students will complete the following activities from Day 2 of Lesson 3: Stereotypes and "Single Stories":</p> <ul style="list-style-type: none"> • "Watch a Video that Explains the Danger of 'Single Stories'" • "Discuss 'Single Stories' in Concentric Circles" • "Write about the Connection between 'Single Stories' and Stereotypes" • "Close the Discussion with a Wraparound Activity" 	<p>Note that the suggested activities do not require students to complete an identity chart or concept map for the term <i>stereotype</i>, though these activities are referenced in the lesson. You can add these activities to your instruction if you feel it is essential for understanding the concepts in this lesson.</p> <p>See the Context section of Lesson 3 from Teaching Holocaust and Human Behavior to learn more about these ideas and their relevance to the history of the Holocaust. For deeper background information, read Chapter 2 of the resource book Holocaust and Human Behavior. For more detailed suggestions, see Lesson 3: Stereotypes and "Single Stories" from Teaching Holocaust and Human Behavior.</p>

Lesson 5: Race and Universe of Obligation		
Materials	Activities	Teaching Notes
<p>Handout: Universe of Obligation Graphic Organizer</p> <p>Video: Race: The Power of an Illusion (The Difference Between Us) 7:55–13:10</p> <p>Reading: Growing Up with Racism</p>	<p>Opening: Ask students to respond to the following prompt in their journals. Let them know that they will not be asked to share their responses: <i>To what groups do you belong? What do you gain by being part of these groups? What, if anything, do you give up to be a member of these groups?</i></p> <p>Main Activity: Introduce the concept <i>universe of obligation</i> to students, and explain that it is one way to consider the benefits of belonging to groups and the consequences of being excluded. An individual's or group's <i>universe of obligation</i> represents the extent to which they feel responsible for others, and we often feel a greater sense of responsibility for those who belong to the same groups that we do.</p> <p>Ask students to illustrate their own universes of obligation using the handout Universe of Obligation Graphic Organizer. The concentric circles on this handout can help students visualize and diagram what an individual, group, or country's universe of obligation might look like.</p> <p>Give students time to follow the instructions and complete the activity on the handout. It might be helpful first to quickly brainstorm a variety of types of individuals and groups that might appear on one's graphic organizer, including family, friends, neighbors, classmates, strangers in one's town, and others. Have students meet in groups of two or three to discuss their experience of trying to illustrate their universes of obligation. In their discussions, students should address some of the following questions:</p> <ul style="list-style-type: none"> • <i>What was the experience of diagramming your universe of obligation like?</i> 	<p>Before you begin a discussion about the social construction of race, you may want to return to your classroom contract and review agreed-upon norms for respectful conversation.</p> <p>See the Context section of Lesson 5: The Concept of Race from Teaching Holocaust and Human Behavior to learn more about these ideas and their relevance to the history of the Holocaust. For deeper background information, read Chapter 2 of the resource book Holocaust and Human Behavior.</p> <p>For more detailed suggestions, see Lesson 5: The Concept of Race from Teaching Holocaust and Human Behavior.</p> <p>Be sure to tell students that they should keep all tasks in a binder or folder so they can return to them later in the unit and for the final essay assignment.</p>

- *What did you think about when deciding where to place certain groups in your universe of obligation? Which decisions were difficult? Which were easy?*
- *Under what conditions might your universe of obligation shift? What might cause you to move some groups to the center and others to the outside?*
- *What is the difference between an individual's universe of obligation and that of a school, community, or country?*

Next, explain that in this lesson, students will look more closely at a concept that has been used throughout history by groups and countries to shape their universe of obligation: race. Show students the short clip from the video [Race: The Power of an Illusion \(The Difference Between Us\)](#) (7:55 to 13:10). Before you start the clip, preview the following questions for students, which will guide their note taking:

- *How do the experts in the film define race?*
- *How did people in the past use the idea of race to explain their society? Why was the idea of race portrayed as natural?*

Debrief the video and students' answers to the above questions. Be sure that students understand the following ideas:

- Race is not meaningful in a biological sense.
- It was created rather than discovered by scientists and has been used to justify existing divisions in society.

Next, have students complete the "Consider the Impact of Racism" activity from Lesson 5: The Concept of Race.

Closing: Students will complete the first formative task of the unit, which asks them to write an evidence-based claim in response to the following question: *How can "single stories" influence the way a society defines its universe of obligation?*

Lesson 6: The Roots and Impact of Antisemitism		
Materials	Activities	Teaching Notes
<p>Handout: Overview of Anti-Judaism and Antisemitism</p> <p>Reading: “We Don’t Control America” and Other Myths, Part 1</p> <p>Reading: “We Don’t Control America” and Other Myths, Part 2</p> <p>Reading: “We Don’t Control America” and Other Myths, Part 3</p>	<p>Opening: Students will complete the “Reflect on the Persistence of Rumors, Lies, and Myths” activity from Lesson 6: The Roots and Impact of Antisemitism.</p> <p>Main Activity: Students will complete the “Explore the History of Antisemitism” and “Explore the Impact of Antisemitic Myths and Attitudes Today” activities from Lesson 6: The Roots and Impact of Antisemitism.</p> <p>Closing: Students will complete the “Assessment” activity from Lesson 6: The Roots and Impact of Antisemitism.</p>	<p>It’s crucial for students to understand the meaning of <i>race</i> because the concept shaped the worldview of the Nazis and many others in the twentieth century. The Nazis, like many before and after them, understood Jews as belonging not only to a faith and culture but also to a race; even if they converted to another religion, they would still be Jews. As a result, antisemitism is often considered a type of racism.</p> <p>The history of anti-Judaism and antisemitism is long and complex. For your own background information, we recommend watching the following videos from Facing History’s website: The Ancient Roots of Anti-Judaism Antisemitism from the Enlightenment to World War I</p> <p>See the Context section of Lesson 6 from Teaching Holocaust and Human Behavior to learn more about these ideas and their relevance to the history of the Holocaust. For deeper background information, read Chapter 2 of the resource book Holocaust and Human Behavior. For more detailed suggestions, see Lesson 6: The Roots and Impact of Antisemitism from Teaching Holocaust and Human Behavior.</p>

Part 3: The Weimar Republic: The Fragility of Democracy (~2 days)

Lesson 7: The Weimar Republic (Part 1)		
Materials	Activities	Teaching Notes
<p>Handout: Introducing the Weimar Republic</p> <p>Handout: Weimar Republic Images</p>	<p>Opening: Students will complete the “Discuss the Meaning of Democracy” activity from Day 1 of Lesson 8: The Weimar Republic.</p> <p>Main Activity/Closing: Students will complete the following activities from Day 1 of Lesson 8: The Weimar Republic:</p> <ul style="list-style-type: none"> • “Introduce the Weimar Republic” • “Explore Free Expression in the Weimar Republic” • “Record Impressions of the Weimar Republic” 	<p>See the Context section of Lesson 8: The Weimar Republic from Teaching Holocaust and Human Behavior to learn more about these ideas and their relevance to the history of the Holocaust. For deeper background information, read Chapter 4 of the resource book Holocaust and Human Behavior.</p> <p>For more detailed suggestions, see Lesson 8: The Weimar Republic from Teaching Holocaust and Human Behavior.</p>

Lesson 8: The Weimar Republic/Formative Task (Part 2)		
Materials	Activities	Teaching Notes
<p>Handout: Education in the Weimar Republic</p> <p>Handout: Voices in the Dark</p> <p>Handout: Hyperinflation and the Great Depression</p> <p>Handout: Women in the Weimar Republic</p> <p>Handout: Negotiating Peace</p> <p>Handout: The Bubbling Cauldron</p>	<p>Opening: Students will complete the “Explore Life in the Weimar Republic” activity from Day 2 of Lesson 8: The Weimar Republic. You could add the handout “Negotiating Peace,” which discusses the Treaty of Versailles, to this activity and ask students to complete the connection questions that follow:</p> <p>Main Activity/Closing/Formative Task: Students will complete the “Introduce the ‘Bubbling Cauldron’ Metaphor” activity from Day 2 of Lesson 8: The Weimar Republic.</p>	<p>This lesson requires students to have some basic knowledge of World War I, especially to understand the information in the handout “Negotiating Peace” on the Treaty of Versailles. If you need to provide additional historical background information for students, see the readings in Chapter 3 of the resource book Holocaust and Human Behavior. Additionally, if you’d like to add a full lesson on World War I, see Lesson 7: World War I and Its Aftermath in Germany from the unit Teaching Holocaust and Human Behavior.</p> <p>The closing activity for this lesson includes the formative performance task, which responds to the following supporting question: <i>Which aspects of the German government and society during the years of the Weimar Republic strengthened democracy and which aspects weakened it?</i> Students will complete a graphic organizer, using the “bubbling cauldron” metaphor to represent the conflicts and opportunities for democracy during the Weimar period.</p>

Part 4: The National Socialist Revolution (~2 days)

Lesson 9: The Rise of the Nazi Party		
Materials	Activities	Teaching Notes
<p>Video: Hitler's Rise to Power, 1918-1933</p> <p>Handout: Hitler's Rise to Power, 1918-1933 Viewing Guide</p> <p>Reading: National Socialist German Workers' Party Platform</p> <p>Reading: Hitler in Power</p>	<p>Opening: Students will complete the "Reflect on Societal Values" activity from Lesson 9: The Rise of the Nazi Party.</p> <p>Main Activity: Students will complete the following activities from Lesson 9: The Rise of the Nazi Party:</p> <ul style="list-style-type: none"> • "Analyze Key Events in the Nazis' Rise to Power" • "Analyze the Nazi Party Platform" • "Discuss the Appointment of Hitler as Chancellor" • "Revisit the 'Bubbling Cauldron' Metaphor" <p>Closing: Students will complete the "Assessment" activity from Lesson 9: The Rise of the Nazi Party.</p>	<p>See the Context section of Lesson 9 from Teaching Holocaust and Human Behavior to learn more about these ideas and their relevance to the history of the Holocaust. For deeper background information, read Chapter 5 of the resource book Holocaust and Human Behavior. For more detailed suggestions, see Lesson 9: The Rise of the Nazi Party from Teaching Holocaust and Human Behavior.</p>

Lesson 10: Dismantling Democracy/Formative Task		
Materials	Activities	Teaching Notes
<p>Video: From Democracy to Dictatorship</p> <p>Video: Hitler's Rise to Power, 1933-1934</p> <p>Handout: Hitler's Rise to Power, 1933-1934 Viewing Guide</p> <p>Handout: Democracy to Dictatorship Reading Analysis</p> <p>Reading: Shaping Public Opinion</p> <p>Reading: Targeting Jews</p> <p>Reading: "Restoring" Germany's Civil Service</p> <p>Reading: Where They Burn Books</p> <p>Reading: Isolating Homosexuals</p>	<p>Opening: Students will complete the "Contrast Democracy and Dictatorship" activity from Lesson 11: Dismantling Democracy.</p> <p>Main Activity: Students will complete the following activities from Lesson 11: Dismantling Democracy:</p> <ul style="list-style-type: none"> • "Introduce Key Events in the Nazis' First Two Years in Power" • "Explore Pivotal Choices in the Dismantling of Democracy" • "Discuss Democracy's Fragility" <p>Closing/Formative Task: Students will complete the "Assessment" activity from Lesson 11: Dismantling Democracy.</p>	<p>See the Context section of Lesson 11: Dismantling Democracy from Teaching Holocaust and Human Behavior learn more about these ideas and their relevance to the history of the Holocaust. For deeper background information, read Chapter 5 of the resource book Holocaust and Human Behavior. For more detailed suggestions, see Lesson 11: Dismantling Democracy from Teaching Holocaust and Human Behavior.</p> <p>The closing activity for this lesson includes the formative performance task, which responds to the following supporting question: <i>What role did individuals and groups play in the destruction of democracy in Germany?</i> Students will create a pie chart to represent the distribution of responsibility for that transformation between the groups listed below:</p> <ul style="list-style-type: none"> • Adolf Hitler • President Hindenburg • Members of the Reichstag • German citizens • Other

Part 5: Conformity and Consent in the National Community (~3 days)

Lesson 11: Do You Take the Oath?		
Materials	Activities	Teaching Notes
<p>Reading: Pledging Allegiance</p> <p>Reading: Do You Take the Oath?</p> <p>Reading: Refusing to Pledge Allegiance</p>	<p>Opening: Students will complete the “Reflect on Causes of Action and Inaction” activity from Lesson 12: Do You Take the Oath?</p> <p>Main Activity: Students will complete the following activities from Lesson 12: Do You Take the Oath?</p> <ul style="list-style-type: none"> ● “Reflect on the Significance of Oaths” ● “Examine One German’s Response to the Oath” ● “Explore Examples of Resistance” ● “Reflect on the Consequences of Resistance” <p>Closing: Students will complete the “Assessment” activity from Lesson 12: Do You Take the Oath?</p>	<p>See the Context section Lesson 12 from Teaching Holocaust and Human Behavior to learn more about these ideas and their relevance to the history of the Holocaust. For deeper background information, read Chapter 6 of the resource book Holocaust and Human Behavior. For more detailed suggestions, see Lesson 12: Do You Take the Oath? from Teaching Holocaust and Human Behavior.</p>

Lesson 12: Laws and the National Community		
Materials	Activities	Teaching Notes
<p>Handout: First Regulation to the Reich Citizenship Law</p> <p>Handout: Law for the Protection of German Blood and Honor, Part 1</p> <p>Handout: Law for the Protection of German Blood and Honor, Part 2</p> <p>Reading: Discovering Jewish Blood</p>	<p>Opening: Students will complete the “Briefly Introduce the Nazi Concept of ‘National Community’” activity from Lesson 13: Laws and the National Community.</p> <p>Main Activity: Students will complete the following activities from Lesson 13: Laws and the National Community:</p> <ul style="list-style-type: none"> • “Reflect on Responding to Injustice in Our Own Lives” • “Analyze Laws Used to Shape the National Community” • “Examine the Impact of the Nuremberg Laws” <p>Closing: Students will complete the “Assessment” activity from Lesson 13: Laws and the National Community.</p>	<p>See the Context section of Lesson 13: Laws and the National Community from Teaching Holocaust and Human Behavior to learn more about these ideas and their relevance to the history of the Holocaust. For deeper background information, read Chapter 6 of the resource book Holocaust and Human Behavior. For more detailed suggestions, see Lesson 13: Laws and the National Community from Teaching Holocaust and Human Behavior.</p>

Lesson 13: The Power of Propaganda/Formative Task		
Materials	Activities	Teaching Notes
<p>Image: The Eternal Jew</p> <p>Image: Nazi Recruitment Propaganda</p> <p>Image: Hitler Youth Propaganda</p> <p>Image: Antisemitic Children's Book</p> <p>Image: Propaganda Portrait of Hitler</p> <p>Image: Antisemitic Display at Der Ewige Jude</p> <p>Image: Nazi National Welfare Program</p>	<p>Opening: Students will complete the “Introduce the Concept of Propaganda” activity from Lesson 14: The Power of Propaganda.</p> <p>Main Activity: Tell students that in the activities that follow, they will analyze specific propaganda images used by the Nazis. If you haven’t already, take a moment to pause and set the tone for viewing the images by asking students to revisit the concept of a <i>stereotype</i> as explored in Lesson 4.</p> <p>Post or project the image The Eternal Jew and tell students that this is a poster representing a museum exhibit in Germany in 1937 and 1938 that was titled “The Eternal Jew.”</p> <p>Give students a few moments to simply observe the image. Using the See, Think, Wonder strategy, lead them through the series of instructions below. Move through the prompts one at a time, calling on different students for each prompt to allow for a wide range of participants to contribute their ideas. Use the following prompts:</p> <ul style="list-style-type: none"> • <i>What do you see? What details stand out?</i> (At this stage, elicit observations, not interpretations.) • <i>What do you think is going on? What makes you say that?</i> • <i>What does this make you wonder? What broader questions does this image raise for you?</i> <p>Divide students into groups of three or four to work together at analyzing the following images:</p> <ul style="list-style-type: none"> • Nazi Recruitment Propaganda • Hitler Youth Propaganda • Antisemitic Children's Book • Propaganda Portrait of Hitler 	<p>See the Context section of Lesson 14 from Teaching Holocaust and Human Behavior to learn more about these ideas and their relevance to the history of the Holocaust. For deeper background information, read Chapter 6 of the resource book Holocaust and Human Behavior.</p> <p>The Eternal Jew poster and other images in this lesson portray inaccurate, offensive stereotypes of Jews. Teachers have the responsibility to acknowledge that these images contain stereotypes and to prepare their students to discuss the material in a thoughtful and respectful manner.</p> <p>Devoting time to a whole-group analysis of “The Eternal Jew” provides the opportunity to set an appropriate tone for students throughout the lesson and the unit. You might set this tone by asking students to refer back to the concept maps they created for <i>stereotype</i> in Lesson 4, as well as their journal responses to Adichie’s “The Danger of a Single Story,” before working with the images in this lesson.</p>

- [Antisemitic Display at Der Ewige Jude](#)
- [Nazi National Welfare Program](#)

Students will analyze the images in groups using the [See, Think, Wonder](#) strategy. Then they will briefly present their images and observations to the class.

After students have presented, lead a class discussion in which students describe the picture this collection of propaganda paints of the “national community” the Nazis wished to create. Consider drawing from the following questions:

- *Do you notice any themes or patterns in this group of propaganda images?*
- *Based on the images you have analyzed in this lesson, how do you think the Nazis used propaganda to define the identities of individuals and groups?*
- *Based on the images you have analyzed and what you have learned thus far in this unit about the rise of the Nazi Party and the Nazi Party’s platform, what can you conclude about the ideal “national community” the Nazis strove to foster? How did they use propaganda to further their goal of creating this ideal “national community”?*

Closing/Formative Task: Leave the last ten minutes of class for students to complete Formative Task 4. Students will answer the following question: *How did the Nazis attempt to build a “racially pure and harmonious national community”? What were the roles of laws, propaganda, the media, arts, and education?*

Students will create an annotated list of three pieces of evidence that show how the Nazis attempted to build a “racially pure and harmonious national community.”

It is not possible to provide students with examples of every form of Nazi propaganda. They need to understand that it pervaded every aspect of society—radio, the press, feature films and newsreels, theater, music, art exhibits, books, school curricula, sports, and more. Propaganda was not a separate stream of information; it was embedded in all of the existing information streams in German society.

While not explicitly addressed in this lesson, it is also important to note that the Nazis created propaganda for a variety of other purposes as well, most notably to encourage adulation of Hitler and, eventually, to encourage support for war.

For more detailed suggestions, see Lesson 14: The Power of Propaganda from Teaching Holocaust and Human Behavior.

Part 6: Open Aggression and World Responses (~2 days)

Lesson 14: Kristallnacht (Part 1)		
Materials	Activities	Teaching Notes
<p>Video: "Kristallnacht": The November 1938 Pogroms</p> <p>Video: Elsbeth Lewin Remembers Kristallnacht</p> <p>Handout: The November 1938 Pogroms Viewing Guide</p> <p>Handout: Kristallnacht Testimony Viewing Guide</p>	<p>Opening: Students will complete the “Discuss the Value of Studying Choices in a Time of Fear and Crisis” activity from Day 1 of Lesson 16: Kristallnacht.</p> <p>Main Activity: Students will complete the “Introduce the Kristallnacht Pogroms” activity from Day 1 of Lesson 16: Kristallnacht.</p> <p>Closing: Students will complete the “Complete Exit Cards” activity from Day 1 of Lesson 16: Kristallnacht.</p>	<p>See the Context section of Lesson 16: Kristallnacht from Teaching Holocaust and Human Behavior to learn more about these ideas and their relevance to the history of the Holocaust. For deeper background information, read Chapter 7 of the resource book Holocaust and Human Behavior. For more detailed suggestions, see Lesson 16: Kristallnacht from Teaching Holocaust and Human Behavior.</p>

Lesson 15: Kristallnacht (Part 2)/Formative Performance Task		
Materials	Activities	Teaching Notes
<p>Handout: Decision Making in Times of Fear and Crisis</p> <p>Reading: Night of the Pogrom</p> <p>Reading: Opportunism during Kristallnacht</p> <p>Reading: A Family Responds to Kristallnacht</p> <p>Reading: Thoroughly Reprehensible Behavior</p> <p>Reading: A Visitor's Perspective on Kristallnacht</p> <p>Reading: World Responses to Kristallnacht</p> <p>Handout: The Range of Human Behavior Vocabulary Terms</p>	<p>Opening: Students will complete the “Acknowledge Exit Cards” activity from Day 2 of Lesson 16: Kristallnacht.</p> <p>Main Activity: Students will complete the “Analyze Responses to Kristallnacht” activity from Day 2 of Lesson 16: Kristallnacht.</p> <p>Closing/Formative Task: Ask students to return to a question they considered in the class discussion: <i>What roles can individuals, groups, and nations who are not targeted by violence and terror play in perpetuating or preventing injustice?</i> Students will respond to this question in an argumentative paragraph that uses evidence from Day 1 and Day 2 of the Kristallnacht lesson.</p>	<p>It is important that students understand that not just individuals but also countries can behave as bystanders. One of the readings (World Responses to Kristallnacht) in the “Analyze Responses to Kristallnacht” activity introduces this idea. If you want to explore it more deeply with students, see Lesson 17: Responding to a Refugee Crisis from Teaching Holocaust and Human Behavior.</p> <p>See Context section of Lesson 16 from Teaching Holocaust and Human Behavior to learn more about these ideas and their relevance to the history of the Holocaust. For deeper background information, read Chapter 7 of the resource book Holocaust and Human Behavior. For more detailed suggestions, see Lesson 16: Kristallnacht from Teaching Holocaust and Human Behavior.</p>

Part 7: The Holocaust (~5 days)

Lesson 16: Race and Space		
Materials	Activities	Teaching Notes
<p>Video: Hitler's Ideology: Race, Land, and Conquest</p> <p>Map: The Growth of Nazi Germany</p> <p>Reading: Colonizing Poland</p> <p>Reading: Cultural Missionaries</p>	<p>Opening: Students will complete the "Introduce the Nazi Ideology of 'Race and Space'" activity from Lesson 18: Race and Space.</p> <p>Main Activity: Students will complete the following activities from Lesson 18: "Race and Space":</p> <ul style="list-style-type: none"> • "Provide Historical Context" • "Analyze a Firsthand Account" <p>Closing: Students will complete the "Reflect on the Influence of Ideology" activity from Lesson 18: Race and Space.</p>	<p>See the Context section of Lesson 18 from Teaching Holocaust and Human Behavior to learn more about these ideas and their relevance to the history of the Holocaust. For deeper background information, read Chapter 8 of the resource book Holocaust and Human Behavior. For more detailed suggestions, see Lesson 18: Race and Space.</p>

Lesson 17: The Holocaust (Part 1)		
Materials	Activities	Teaching Notes
<p>Reading: Take This Giant Leap with Me</p> <p>Video: Step by Step: Phases of the Holocaust</p> <p>Video: The Nazis in Vilna</p> <p>Handout: Phases of the Holocaust</p> <p>Map: Jewish Ghettos in Eastern Europe</p> <p>Map: Main Nazi Camps and Killing Sites</p> <p>Handout: The Boy in the Warsaw Ghetto</p> <p>Handout: Mobile Killing Units</p> <p>Handout: Auschwitz</p> <p>Handout: We May Not Have Another Chance</p> <p>Handout: Diary from the Łódź Ghetto</p>	<p>Opening: Students will complete the “Prepare Students to Confront the Holocaust” activity from Day 1 of Lesson 19: The Holocaust: Bearing Witness.</p> <p>Main Activity: Students will complete the “Understand the Steps Leading to Mass Murder” activity from Day 1 of Lesson 19: The Holocaust: Bearing Witness.</p> <p>Closing: Students will complete the “Reflect on a Range of Primary Sources” activity from Day 1 of Lesson 19: The Holocaust: Bearing Witness.</p>	<p>See Context section of Lesson 19 from Teaching Holocaust and Human Behavior to learn more about these ideas and their relevance to the history of the Holocaust. For deeper background information, read Chapter 9 of the resource book Holocaust and Human Behavior.</p> <p>In this lesson, students will encounter emotionally challenging content. Before teaching the lesson, review the section “Teaching Emotionally Challenging Content” in the introduction to this unit outline. Also carefully consider each of these suggestions:</p> <ul style="list-style-type: none"> • Teachers know their students best. Preview each resource in this lesson before you share it with your students. Let students know in advance when they are about to encounter material that some may find upsetting. If necessary, omit resources that you believe will be too disturbing for your students. • Briefly review the class contract with students before beginning the lesson. This will help to reinforce the norms you have established and reinforce the

		<p>classroom as a safe space for students to voice concerns, questions, or emotions that may arise.</p> <p>For more detailed suggestions, see Lesson 19: The Holocaust: Bearing Witness from Teaching Holocaust and Human Behavior.</p>
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Lesson 18: The Holocaust (Part 2)

Materials	Activities	Teaching Notes
<p>Reading: A Basic Feeling of Human Dignity</p> <p>Handout: Creating a Found Poem</p>	<p>Opening: Students will complete the “Acknowledge Graffiti Board Responses” activity from Day 2 of Lesson 19: The Holocaust: Bearing Witness.</p> <p>Main Activity: Students will complete the “Explore Resistance” and “Create a Found Poem with the Words of a Survivor” activities from Day 2 of Lesson 19: The Holocaust.</p> <p>Closing: Students will complete the “Exit Cards” activity from Day 2 of Lesson 19: The Holocaust.</p>	<p>For more detailed suggestions, see Lesson 19 from Teaching Holocaust and Human Behavior.</p>

Lesson 19: The Holocaust: The Range of Responses (Part 1)		
Materials	Activities	Teaching Notes
<p>Video: Facing History Scholar Reflections: Bystanders and Resisters</p> <p>Reading: A Commandant's View</p> <p>Reading: Bystanders at Hartheim Castle</p> <p>Reading: Protests in Germany</p> <p>Reading: Deciding to Act</p> <p>Reading: Le Chambon: A Village Takes a Stand</p> <p>Reading: Denmark: A Nation Takes Action</p> <p>Handout: Perpetrators, Bystanders, Upstanders, and Rescuers</p>	<p>Opening: Students will complete the “Reflect on the Influence of Stories” activity from Day 1 of Lesson 20: The Holocaust: The Range of Responses.</p> <p>Main Activity: Students will complete the “Provide an Overview of Bystanders and Resisters during the Holocaust” activity from Day 1 of Lesson 20: The Holocaust: The Range of Responses.</p> <p>Closing: Students will complete the “Analyze Specific Choices People Made” activity from Day 1 of Lesson 20: The Holocaust: The Range of Responses.</p>	<p>See the Context section of Lesson 20 from Teaching Holocaust and Human Behavior to learn more about these ideas and their relevance to the history of the Holocaust. For deeper background information, read Chapter 9 of the resource book Holocaust and Human Behavior. For more detailed suggestions, see Lesson 20: The Holocaust: The Range of Responses from Teaching Holocaust and Human Behavior.</p>

Lesson 20: The Holocaust: The Range of Responses (Part 2)/Formative Performance Task

Materials	Activities	Teaching Notes
<p>Handout: Choices and Consequences</p>	<p>Opening: Students will complete the “Prepare Poster Presentations” activity from Day 2 of Lesson 20: The Holocaust: The Range of Responses.</p> <p>Main Activity/Formative Task: Students will complete the “Present Posters to the Class” and “Discuss Decision Making in a Time of Crisis” activities from Day 2 of Lesson 20: The Holocaust: The Range of Responses.</p> <p>Closing: Students will complete the “Reflect on the Holocaust” activity from Day 2 of Lesson 20: The Holocaust: The Range of Responses.</p>	<p>See the Context section of Lesson 20 from Teaching Holocaust and Human Behavior to learn more about these ideas and their relevance to the history of the Holocaust. For deeper background information, read Chapter 9 of the resource book Holocaust and Human Behavior. For more detailed suggestions, see Lesson 20: The Holocaust: The Range of Responses from Teaching Holocaust and Human Behavior.</p>

Part 8: Legacies (~5 days)

Lesson 21: Justice and Judgment after the Holocaust		
Materials	Activities	Teaching Notes
<p>Handout: Justice after the Holocaust Anticipation Guide</p> <p>Handout: An Overview of the Nuremberg Trials</p> <p>Video: Facing History Scholar Reflections: The Nuremberg Trials</p>	<p>Opening: Students will complete the “Explore the Complexities of Achieving Justice” activity from Day 1 of Lesson 21: Justice and Judgment after the Holocaust.</p> <p>Main Activity: Students will complete the “Provide an Overview of the Nuremberg Trials” activity from Day 1 of Lesson 21: Justice and Judgment after the Holocaust.</p> <p>Closing: Students will complete the “Evaluate the Nuremberg Trials” activity from Day 2 of Lesson 21: Justice and Judgment after the Holocaust.</p>	<p>See the Context section of Lesson 21 from Teaching Holocaust and Human Behavior to learn more about these ideas and their relevance to the history of the Holocaust. For deeper background information, read Chapter 10 of the resource book Holocaust and Human Behavior.</p> <p>For more detailed suggestions, see Lesson 21: Justice and Judgment after the Holocaust from Teaching Holocaust and Human Behavior.</p>

Lesson 22: The Legacies of the Holocaust		
Materials	Activities	Teaching Notes
<p>Handout: Introduction to Post-World War II Human Rights Institutions</p> <p>Video: Benjamin Ferencz: Watcher of the Sky</p>	<p>Opening: Have students respond to the following prompt in their journals. Tell them that they will be discussing the question as a class and do not have to share their personal stories with others.</p> <p><i>What responsibility comes with knowledge? Write about a time when learning about an issue, event, or struggle impacted your understanding of yourself and/or the world. The issue, event, or struggle might be something you learned about from your family or in school or something more personal, like a friend's struggle.</i></p> <p>Main Activity: Explain to students that in addition to the Nuremberg trials, new institutions, laws, policies, and ideas were developed in response to the death and destruction of World War II and the Holocaust. Among these were the United Nations, the Universal Declaration of Human Rights, the International Criminal Court, and the concept of genocide—a new term to describe a crime that before was nameless.</p> <p>Present a brief mini-lecture to introduce students to the major human rights institutions that arose in the aftermath of World War II and the Holocaust. Pass out the handout “Introduction to Post-World War II Human Rights Institutions” , and as you walk students through the information on the handout, have them make the following annotations:</p> <ul style="list-style-type: none"> • Circle words that are unfamiliar. • Put a question mark (?) in the margin in places where you feel confused. • Underline information that you think is particularly significant. <p>Answer any questions that students might have about the handout.</p> <p>Next, tell students that they will watch a clip from the documentary film</p>	<p>For deeper background information, read Chapter 11 of the resource book Holocaust and Human Behavior.</p> <p>This lesson includes a mini-lecture that covers both historical context and information about the major human rights institutions that arose in the aftermath of World War II and the Holocaust. The handout “Introduction to Post-World War II Human Rights Institutions” is designed to help students follow along with the lecture. You may choose to transfer the information from the handout to a PowerPoint presentation.</p> <p>The following readings from Holocaust and Human Behavior provide a deeper overview of this history: The United Nations, The Universal Declaration of Human Rights, Does the Universal Declaration of Human Rights Matter?, Raphael Lemkin and the Genocide Convention, The International Criminal Court.</p>

[Watchers of the Sky](#), which explores the life and work of Benjamin Ferencz, a man who has dedicated himself to preventing war and genocide through his work in the field of international law. Ask students to take notes on the film using the [S-I-T](#) strategy.

After playing the clip, lead a class discussion on the following question:

- *Ferencz told the story of Tycho Brahe. What is that story, and what does it mean? What are the qualities of a “watcher of the sky”? Why do you think that this story is particularly significant for Ferencz?*

Closing: Ask students to respond to the following prompt in their journals: *Speaking of the Holocaust, Elie Wiesel said, “If there is a response, it is a response in responsibility.” What do you think he means by this statement? How do the individuals, laws, and institutions you explored in today’s lesson respond to the lessons of the Holocaust?*

Lesson 23: Choosing to Participate: The Persecution of the Rohingya		
Materials	Activities	Teaching Notes
<p>Report: “They Tried to Kill Us All”: Atrocity Crimes against Rohingya Muslims in Rakhine State, Myanmar (pages 1–4)</p>	<p>Opening: Share the following quote from a Dutch theologian, W. A. Visser ‘t Hooft, who explained why he and many others discounted early accounts of Nazi crimes:</p> <p>“It is possible to live in a twilight between knowing and not knowing. It is possible to refuse full realization of facts because one feels unable to face the implications of these facts.”</p> <p>Ask students to privately reflect on the quote in their journals, using this prompt: <i>What do you think Hooft means? Have you ever found yourself in the state that he describes? What has helped to bring you out of a “twilight” state?</i></p> <p>Main Activity: Project the text of the Genocide Convention (see the teaching notes section for the full text). Ask students to consider the following questions, first in pairs through a Think, Pair, Share activity and then as a class: <i>How does the Genocide Convention describe the crime of genocide? How does it define those who can be held accountable for genocide? How does it define the responsibilities of the international community to respond to genocide?</i></p> <p>Emphasize with students that the <i>intent</i> to destroy a target group is an essential part of the definition.</p> <p>Tell students that a variety of scholars and human rights activists are raising concerns that the attacks on the Rohingya, an ethnic minority in Myanmar, meet the definition of <i>genocide</i> outlined by the Genocide Convention and thus require the international community to act to stop the atrocities and prosecute the perpetrators.</p> <p>Have students read the Executive Summary (pages 1–4) of the report “They Tried to Kill Us All”: Atrocity Crimes against Rohingya Muslims in</p>	<p>The Genocide Convention states, in part:</p> <p>Article I The Contracting Parties confirm that genocide, whether committed in time of peace or in time of war, is a crime under international law which they undertake to prevent and punish.</p> <p>Article II In the present Convention, genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such: (a) Killing members of the group; (b) Causing serious bodily or mental harm to members of the group; (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part; (d) Imposing measures intended to prevent births within the group; (e) Forcibly transferring children of the group to another group.</p> <p>You might also use this lesson to give students a chance to find out more about what others are doing to</p>

[Rakhine State, Myanmar](#) in groups of three to four students. As they read the text, students can highlight portions that provide evidence of whether or not the attacks on the Rohingya meet the Genocide Convention's definition of genocide.

Consider sharing with students the following information from a [Yale Law School](#) report on the persecution of the Rohingya to help with their analysis:

To analyze whether genocide has been, or is being, committed, one must consider:

- Whether the victims constitute a [national, ethnical, racial or religious] group under the Convention;
- Whether the acts perpetrated are among those enumerated in the Convention's definition; and
- Whether these acts were carried out with intent to destroy the group, in whole or in part.

Lead a class discussion in which students share their findings.

Closing: Ask students to respond in their journals to the following prompt:

Journalist Nicholas Kristof writes: "It's tempting to say: That's terrible, but it's not our problem. But Noor's [a Rohingya woman] plight, like Anne Frank's in the 1940s, should prick the global conscience, for one lesson of history is this: Crimes against humanity are an offense against all humanity and require a response from all of us."

What does Kristof mean? Do you agree? What should people do once their consciences have been "pricked" by a crisis like the one unfolding in Myanmar?

prevent genocide by conducting online research on specific organizations. Organizations that address human rights and genocide include but are not limited to the following: United to End Genocide, Genocide Watch, World Without Genocide, Committee on Conscience, and International Crisis Group. You can ask students to determine how these organizations seek to effect change and mobilize constituencies (e.g., through legislation, awareness-raising campaigns, divestment strategies).

Lesson 24: Summarizing Evidence

Materials	Activities	Teaching Notes
<p>Handout: Evidence Chart</p>	<p>Opening: Let students know that for the next three days, they will be working on refining their evidence, writing their thesis, and creating an outline in order to prepare for the final essay assignment.</p> <p>Main Activity: Ask students to review the graphic organizers and paragraphs they completed for their formative performance tasks. After students have had sufficient time to review their work, have them journal an initial response to the writing prompt: <i>What made the Holocaust possible?</i></p> <p>Pass out the “Evidence Chart” handout. Students can use their journal response to complete the “Initial Claim” on the chart. To model the process of evidence collecting, do a “think-aloud” in which you project and then complete the first and second rows of the evidence chart. (Be sure to select a new prompt so that students will not be influenced by your evidence and ideas when coming up with their own. See the teaching notes section for more guidance.)</p> <p>When modeling for students how to complete the second row, first select a piece of evidence that is irrelevant to your initial claim and then explain to the class why you are not going to use it. Then select a relevant piece of evidence and enter it into the chart.</p> <p>Next, working in small groups, students will start to gather evidence that supports their initial thinking about the writing prompt by completing the rest of the evidence chart.</p> <p>Closing: After students have gathered their evidence, have them share their findings and add more evidence using the Give One, Get One strategy.</p>	<p>Pages 16–17 of the Common Core Writing Prompts and Strategies: Holocaust and Human Behavior guide include three writing prompts that you can use for your think-aloud. We recommend using Prompt #1 or #2 because these are the most different from the assigned prompt.</p> <p>In this lesson, students draft an initial claim that will eventually become their thesis statement for the essay (first row of the evidence chart). Students will be honing this claim as they refine their thesis and begin to draft an outline of their essay in the next lessons.</p>

Lesson 25: Refining the Thesis

Materials	Activities	Teaching Notes
	<p>Opening: Ask students to return to the initial claim they wrote in their evidence chart (first row) from the previous lesson. Ask students to respond to the following question, using the Think, Pair, Share teaching strategy: <i>After completing the evidence chart, is there anything you would like to add to or change in your initial claim?</i></p> <p>Give students time to make changes before transitioning to the next activity.</p> <p>Main Activity: Have students complete the “Thesis Sorting” activities on pages 62–63 in Common Core Writing Prompts and Strategies: Holocaust and Human Behavior.</p> <p>Closing: Using the Exit Cards teaching strategy, ask students to respond to the writing prompt in a statement that takes a clear stance, addresses all elements of the prompt, and can be defended with evidence from the unit.</p>	<p>You can give students written or oral feedback on their working thesis statements in the next lesson and use the information from the exit cards to determine what skills you may need to teach or reinforce so that students are equipped to write strong thesis statements.</p>

Lesson 26: Considering Counterarguments/Drafting the Outline		
Materials	Activities	Teaching Notes
<p>Reproducible: Outlining Your Essay (from Common Core Writing Prompts and Strategies: Holocaust and Human Behavior)</p>	<p>Opening: Ask students to return to the drafts of their initial claim (first row in the evidence chart). In their journals, ask them to write a response to the following question: <i>Imagine that one of your classmates disagrees with your claim. What examples from this unit could that classmate use to challenge your argument?</i></p> <p>Main Activity: Have students complete the “Refuting Counterarguments” activities on page 65 of the Common Core Writing Prompts and Strategies: Holocaust and Human Behavior guide.</p> <p>Closing: Give students the last 20 minutes of class to begin outlining their essays. Depending on students’ familiarity with argumentative essay writing, you may want to model how to complete the organizer and have them finish it independently for homework. The “Using Graphic Organizers to Organize Writing” activities on pages 72–73 of the Common Core Writing Prompts and Strategies: Holocaust and Human Behavior guide provide a procedure for doing so. If your students are comfortable with essay outlines, you may want to let them work independently and use this time to conference individually with students.</p>	<p>While the writing guide allows teachers to choose which graphic organizer to use, we suggest using Reproducible 22.2: Outlining Your Essay (page 75 in the Common Core Writing Prompts and Strategies: Holocaust and Human Behavior guide). This handout includes a field for students to write a counterargument, which helps them respond to the part of the writing prompt that asks them to “acknowledge competing views.”</p> <p>For ideas and resources for teaching the remaining steps of the essay process, from drafting to publishing, we encourage you to consult the Common Core Writing Prompts and Strategies: Holocaust and Human Behavior guide and Facing History’s online Teaching Strategies collection for activities and graphic organizers to support your teaching of the essay writing process.</p>

Appendix: Connecting to the Informed Action

The C3 framework includes a culminating activity designed to help students transfer the knowledge gained from their unit of study into tangible opportunities to take action in their community. In this unit's "informed action," students work collaboratively to translate the concept of human rights to their communities. We encourage teachers to devote additional class periods as necessary to introduce the informed action and provide time for student collaboration to complete it.

Introducing the Informed Action		
Materials	Activities	Teaching Notes
<p>Image: UDHR Infographic</p>	<p>Opening: Ask students to respond to the following prompt in their journals:</p> <p><i>In a 1947 survey, the United Nations defined a right as a "condition of living, without which . . . men cannot give the best of themselves as active members of the community because they are deprived of the means to fulfill themselves as human beings."</i></p> <p><i>How would you define a right? Do you agree or disagree with this definition? What do people need to "fulfill themselves as human beings"?</i></p> <p>Main Activity: Print out the full prompt for the informed action in a larger font and tape it to the center of a piece of chart paper. (See the teaching notes section for the full prompt.)</p> <p>Ask students to dissect the writing prompt in small groups of three to four students, making the following notations:</p> <ul style="list-style-type: none"> • <i>Circle words you do not know or understand in the context of the prompt.</i> • <i>Star words that seem to be the central ideas of the prompt.</i> • <i>Underline all of the verbs that represent what you, the writer, are supposed to do.</i> • <i>Cross out any information that does not seem specifically relevant to the writing task.</i> 	<p>Informed action prompt:</p> <ul style="list-style-type: none"> • In a hands-on project, students will apply lessons gained from their study of the Holocaust to their own communities. The informed action has three parts: • UNDERSTAND: In groups of three to five students, research the universal rights and responsibilities in the Universal Declaration of Human Rights (UDHR), which arose to prevent another global calamity on the scale of the Holocaust. • ASSESS: In the same groups, consider how the UDHR applies to your community (e.g., your school,

	<p>Ask students to share their annotations, clarifying any unfamiliar vocabulary or misconceptions about the writing task.</p> <p>Pass out the Universal Declaration of Human Rights infographic to students. In pairs, ask students to read and annotate the document. Alternatively, you might ask students to make Text-to-Text, Text-to-Self, Text-to-World connections with the document.</p> <p>Then ask students to write a brief journal reflection on their initial thoughts in response to this question: <i>What universal right from the UDHR is particularly meaningful, or not fully achieved, in your community?</i></p> <p>Have each student share his or her answer, instructing them to jot down the names of classmates with the same or similar ideas. Then ask students to form groups of three or four based on the right they chose. (Alternatively, you can assign students to groups.)</p> <p>Main Activity: Leave the rest of class for students to plan their projects.</p> <p>Closing: Ask students to write down any new ideas or questions they would like to pursue outside of class.</p>	<p>neighborhood, or some other community to which you belong). Pick a right from the UDHR that you believe is particularly meaningful and/or not fully achieved in your community.</p> <ul style="list-style-type: none">• ACT: Disseminate your group's chosen right through a medium of your choice (e.g., a mini-exhibition, mural, video documentary, podcast, zine, spoken word poem, or blog post). Be sure to illustrate or explain why that right has particular resonance for your community.
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