

Step-by-step lesson plans within the 7th grade IDM have been specially curated, adapted, and condensed by Echoes & Reflections (www.echoesandreflections.org) – Days 1-5 and 9-10.

Day 1: What is the Holocaust

(Adapted from Echoes & Reflections Unit 1: Studying the Holocaust)

1. Students learn that they will embark upon a study of the Holocaust. They are introduced to the [Testimony Reflections handout](#), found at the beginning of this unit, and learn that visual history testimonies of people who survived and bore witness to the Holocaust will be a core aspect of their investigation.
2. Students watch **testimony clips** from individuals – a Jewish survivor and a liberator – who share their personal reasons for giving testimony and educating about the Holocaust: [Roman Kent \(bio\)](#) and [Leon Bass \(bio\)](#). Introduce both speakers then share their related clips. As they watch the clips, students take notes on the handout, Testimony Reflections.
3. After viewing the testimony clips, students journal and/or participate in a whole group discussion in response to some of the following questions:
 - a. What emotions did Roman Kent and Leon Bass exhibit as they described their reasons for speaking out about the Holocaust and against bigotry? What feelings did they stir in you?
 - b. What motivations do you think these two men share? What might a survivor of the Holocaust from Poland and a Black man from Philadelphia have in common?
 - c. How do you think Leon's experience of racism at home (including serving in a segregated military) shaped the way he viewed antisemitism abroad?
 - d. What examples of what Leon calls "the evil" do you see in your community or the wider world today? Based on Leon's and Roman's comments and your own experiences, what are the keys to fighting this "evil"?
 - e. What examples can you provide to demonstrate Roman's claim that even in the midst of atrocities there is goodness? How did it make you feel when he said, "You have the right to be good, you should be good"?
 - f. Based on these testimonies and your own prior knowledge, why do you think the Holocaust is an important topic for us to study?
4. In pairs or small groups, students review and discuss the handout, [Holocaust Definitions](#), which includes overviews from three different organizations. They take notes and answer the questions on the handout, [Holocaust Definitions: Sorting It Out](#). As a class, students discuss their observations and responses in order to discover common threads among the definitions and better understand the language used to define the Holocaust.***
5. **OPTION:** Students form small groups and each group reviews one definition of the Holocaust. Groups report back on their findings and students discuss similarities and differences as a class.
6. **Summative task:** Students identify three reasons why the Holocaust is an important historical topic or time period to study, and write them on individual index cards. They are encouraged to think specifically about the persecution of Jewish people and also make

connections to other examples of injustice. Students' cards can be collected to check for understanding of lesson concepts.

7. As a **follow-up to this lesson**, students work in small groups to sort and synthesize the reasons they identified in the summative task until they come up with a manageable list. Their reasons are written on a class chart, which is posted prominently and serves as a rationale for the classes' study of the Holocaust.

Day 2: What is Antisemitism?

1. Students learn that today's goal is to identify the definition of antisemitism and the role it played in the Holocaust. First, however, they should learn what it means to be Jewish. Distribute the Graphic Organizer, [Who are the Jewish People?](#) Then show the video, [What does it mean to be Jewish?](#)
2. Following the video, students will spend a few moments further filling in the graphic organizer. Ask students to share some of their learnings with the class.
3. Explain to students that sometimes people dislike other people in the world and sometimes this is due to stereotypes. (Define stereotypes if needed). In pairs or small groups, students define the term stereotype in their own words and create a concept map as shown below, or by using the [Defining Stereotypes handout](#).
4. Groups share their definitions and reach a common understanding that a stereotype is "an oversimplified generalization about a person or group of people without regard for individual differences." As a class, they discuss the following questions:
 - a. Why might people believe and spread stereotypes?
 - b. Why are certain groups in a community or society more subject to stereotypes?
 - c. In your experience, what groups are subject to stereotypes and prejudice?
 - d. What is the impact of stereotypes on both targeted individuals and groups, and the wider community?
5. Students engage in a think-pair-share in response to the following question: **"What is the relationship between stereotypes and prejudice?"** The class discusses some of the thoughts that surfaced and explores the idea that generalizations about a group of people can lead to negative beliefs, thoughts, or feelings about that group.
6. The handout, [Definition of Antisemitism](#), is projected or distributed, and students learn that antisemitism is the name given to prejudice and hatred against Jewish people. They read the handout together and discuss any questions that arise. Students learn that they will delve more deeply into the ways in which anti-Jewish stereotypes and other forms of antisemitism have been expressed throughout history.
7. Students watch **testimony clips** of two individuals who describe their lives in Germany before the rise of the Nazi Party. Before sharing the clips, please briefly introduce the individuals: [H. Henry Sinason \(bio\)](#) and [Margaret Lambert \(bio\)](#). As they watch the clips,

students take notes on the [Testimony Reflections handout](#), found at the beginning of this unit. After viewing the clips, the class discusses the following questions:

- a. How do H. Henry Sinason and Margaret Lambert describe their relationship to Germany? Is this surprising to you? Why?
 - b. How does Margaret describe the relationship between Jews and non-Jews before the war?
 - c. Henry mentions that his father considered himself “German first and Jewish second.” What does this lead you to believe about how some Jews identified with their country during this time period?
8. Students watch testimony clips of two individuals who were affected by rising antisemitism in the years after the Nazis took power in 1933: [H. Henry Sinason \(bio\)](#) and [Margaret Lambert \(bio\)](#). As they watch the clips, students take notes on the [Testimony Reflections handout](#), found at the beginning of this unit. After viewing the clips, the class discusses the following questions:
- a. How do these stories reflect the changes signaled by H. Henry and Margaret in the previous clips?
 - b. How does H. Henry say that his friendships changed over time?
 - c. What does Margaret say motivated people to shun Jews after 1933? What role did the forces of social and peer pressure play during this period?
 - d. What did you notice about Margaret’s emotional response when she described the antisemitism she faced? What personal toll do you think persecution and isolation took on young people like Margaret and Henry?
 - e. How do these testimonies add to your understanding about how the atmosphere in Germany was changing after 1933? How do they make you feel?
 - f. How is it that the experiences of Jewish people like H. Henry and Margaret changed from acceptance/inclusion to rejection/exclusion in a short period? What do you think caused antisemitism in Germany to rise so quickly?
9. **Summative task:** *Write a definition of antisemitism in your own words and list at least two ways in which antisemitism has been deeply rooted in societies, citing evidence.*

“Stick it Together”

Step 1: The teacher writes the prompt above on the board and passes out a sticky note or note card to each student.

Step 2: Students are given a few minutes to individually respond to the prompt using information from the lesson to support their definition.

Step 3: Students will be paired with one (maybe 2 if there is an odd number) student to compare their definitions with the goal of reaching a consensus on a single answer to the prompt. Each small group will be given one note card or sticky note to write their combined answer to the prompt.

Step 4: The class will come together to share their answers to the prompt and the teacher will lead the creation of a large group answer to the prompt. This could be useful to leave up and reference throughout the unit of study on the Holocaust.

Day 3: Rise of the Nazi Party (Part I)

1. Students review the [What Rights Are Most Important to Me?](#) handout and rank the choices in order of importance from 1 (most important) to 11 (least important). In pairs or small groups, they share how they ranked the rights and the rationale behind their decisions. Students are encouraged to think about the interdependence of rights and their own inner conflict in having to create a hierarchy of rights.
2. In their pairs or small groups, students create a T-chart with one column labeled ***“How rights in a democracy are protected”*** and the other ***“Factors that can lead to the loss of rights.”*** Students consider the right they ranked as most important on their handout and list ideas on the [Evaluating Rights T-chart handout](#) specific to that right. As time allows, they consider and record thoughts on other rights.
3. As a class, students discuss some of the following questions:
 - a. What systems or mechanisms exist in democracies to protect people’s rights?
 - b. How easy or hard is it to lose rights in a democracy? What are some ways this might occur?
 - c. What might allow an extreme party or group to undermine rights in a democracy and even take over?
 - d. Can you think of any examples of rights being taken from a group of people in a democracy? Have you or people you know ever personally experienced a violation of rights?
4. Students watch **testimony clips** from two individuals who discuss some of the changes that took place in the Weimar Republic leading to the breakdown of democracy after hearing about their backgrounds: [Alfred Caro \(bio\)](#) and [Frank Shurman \(bio\)](#). As they watch the clips, students take notes on the handout, [Testimony Reflections](#), found at the beginning of this unit.
5. After viewing the testimony clips, students journal and/or participate in a whole group discussion in response to some of the following questions:
 - a. In the testimony, why does Alfred Caro say democracy broke down in German society?
 - b. What example does Frank Shurman share to illustrate the “insecure situation” that Germany was facing in the early 1920s? How does Frank say that Hitler took advantage of the situation?
 - c. Based on what you heard from Alfred and Frank, how confident do you think the German people were with the status of the government?

6. One of the things that affected Germans was the changes created by the Treaty that ended World War I. It was known as the **Treaty of Versailles**. Before we learn more about the treaty tomorrow, we are going to take a look at how Europe was changed by the first World War and the Treaty. Before analyzing the maps, Europe Before/After 1919 and the Treaty of Versailles, students activate prior knowledge using the following prompts in small groups:
 - a. How can maps help us to understand events in history or changes in the world?
 - b. What countries can you name in Europe, especially Eastern Europe?
 - c. What changes do you know about that took place in this region between 1914 and 1919?
7. Students view the maps, [Europe Before/After 1919](#) and the Treaty of Versailles, projected on a large screen. In small groups, they discuss and record responses to the questions below. Their ideas are shared as a whole class and the NOTE on the Treaty of Versailles is used to fill in information as needed.
 - a. What changes do you notice took place in Europe in 1919? What occurred prior to 1919 that led to these changes?
 - b. What was the Treaty of Versailles? What conclusions can you draw about its provisions from studying the maps?
 - c. How do you think these changes might have affected the German people on different levels, e.g. economically, socially, and emotionally?
 - d. What questions do you have as a result of viewing the maps?

Day 4: Rise of the Nazi Party (Part II)

1. Inform students that today, they will be learning about the ***rise of Fascism in Nazi Germany***.
2. Individually or in small groups, students read the handout, [The Weimar Republic and the Rise of the Nazi Party](#) and take notes on the [corresponding graphic organizer](#). As they review, students annotate the text and record information that helps them to answer the supporting question.
3. While students work, the following headings are posted on the board or chart paper: Political Reasons, Economic Reasons, Social Reasons, Cultural Reasons. Groups are invited to add one idea to each category without repeating ideas. When groups have completed work, the class gathers for a discussion using some of the following prompts:
 - a. What political, economic, social, or cultural factors do you think were most pivotal in setting the stage for the rise of the Nazi Party?
 - b. What were the conditions under which the Weimar Republic was formed? How do you think ordinary German citizens felt about this government?
 - c. How did the above factors contribute to a fragile form of democracy in German society? (Think about what Alfred Caro and Frank Shurman shared in their testimonies.)
 - d. What principles in the Nazi Party platform do you think were particularly dangerous? Why?

- e. What principles in the platform do you think appealed to German people in the 1930s? Why did Nazi ideology engender support even though it went against democratic values?
4. Students watch **testimony clip** of individuals who discuss how they were affected by the Nuremberg Laws and growing antisemitism in Nazi Germany. First introduce Herman and then share his clip, [Herman Cohn \(bio\)](#). As they watch the clips, students take notes on the [Testimony Reflections handout](#).
5. After viewing the testimony clips, students journal and/or participate in a whole group discussion in response to some of the following questions:
 - a. How does Herman say things changed in Germany after 1933? What was he forced to give up?
 - b. What rights were taken from Herman? How does this relate to the “*What Rights Are Most Important to Me?*” exercise?
 - c. What is the effect when people who feel very much a part of society are stripped of their rights and citizenship?
6. Students read the handout, [Nazi Germany and Anti-Jewish Policy](#), and annotate with a focus on the lesson’s supporting questions. They also view the photographs in the handout, [Anti-Jewish Signs in Germany](#), depicting anti-Jewish signs displayed on roads and in towns. Students view [photographs of antisemitic propaganda](#) with descriptions. After reading and viewing, students engage in a follow-up activity:
 - a. Sentence strips are posted, each containing a different right taken from Jewish people and noted in the reading (see [Examples of Anti-Jewish Policy in Nazi Germany, 1933- 1938](#)).
 - b. Pairs or small groups are each assigned one right to research further using the [Echoes & Reflections Timeline of the Holocaust](#) (1933-38) and other online sources. They take notes on what they learn.
 - c. The class reconvenes and pairs/groups each report back on one significant finding. As they do, they pull down the corresponding sentence strip, physically representing the “stripping” or loss of rights for Jewish people.
 - d. As students pull down the strips, they reflect on how each right corresponds with the rights they identified during the “*What Rights Are Most Important to Me?*” exercise.
7. As a whole class, students discuss the effects of anti-Jewish policy and the cumulative stripping of rights of German Jews using some of the following questions:
 - a. What were the main purposes of the Nazi antisemitic laws and policies? How did they evolve over time?
 - b. How was the idea of race infused in the laws and policies?
 - c. How did actions taken by individuals and communities add force to Nazi policies?
 - d. What overall impact do you think these laws had on Jews? On German society more broadly?
 - e. What other system of laws do you know about that has dehumanized people, whether or not it led to genocide (e.g., Jim Crow Laws, apartheid in South Africa)?

Summative task: Citing evidence from lesson, students should answer the supporting question through an independently written essay or through a class discussion:

How did the Nazi party gain power and influence in Germany in the 1930s and how did that impact the lives of Europe's Jews?

Day 5: The November Pogrom (Kristallnacht)

Teacher Note: Throughout the 1930s, the Nazis escalated the level of their anti-Jewish actions. They reached a new level on November 9-10, 1938, in an event known as the November Pogrom or *Kristallnacht*, the Night of the Broken Glass. (Note: Do not share this information with students prior to #1)

1. The following photograph is projected (without revealing the title or identifying information): [Frankfurt, Germany, Burning of the Boemestrasse Synagogue, Kristallnacht, November 1938](#). In small groups, students complete the [See-Think-Wonder exercise](#) by discussing the photograph and recording their responses on the handout.
2. The photo title and context – the Kristallnacht Pogrom – are revealed to students and they share any prior knowledge about the topic. Information from [The Kristallnacht Pogrom handout](#) is communicated as needed to fill in gaps. As a whole group, students share significant ideas from their photo analysis and discuss some of their questions in the 'Wonder' column. Students also consider the following:
 - a. Based on what you have learned, what actions during the period 1933-1938 made the Kristallnacht Pogrom possible? What led to the escalation of violence to this degree?
 - b. What was the significance of the destruction of cultural institutions, such as synagogues? What message did this communicate to Jewish people? To German society more generally?
 - c. What do you imagine the people in the photograph might be thinking or doing? Explain.
 - d. What would you title this photograph and why?
3. Students watch **testimony clips** from individuals who discuss their experiences with the Kristallnacht Pogrom. Please be sure to share some background on the speakers before

sharing their clips. [Esther Clifford \(bio\)](#) and [Kurt Messerschmidt \(bio\)](#). As they watch the clips, students take notes on the [Testimony Reflections handout](#). (Note: If time is short, you can select one of the clips to show.)

4. After viewing the testimony clips, students journal and/or participate in a discussion in response to some of the following questions:
 - a. After listening to the testimonies of Esther Clifford and Kurt Messerschmidt, what picture do you begin to create in your mind about their experiences during the Kristallnacht Pogrom? What do they say they saw and felt?
 - b. In what way was the Kristallnacht Pogrom a culmination of Nazi anti-Jewish policy and action? In what way was it a turning point for Jews in Germany?
 - c. Kurt says that some of the witnesses to an act of violence he encountered were disapproving, "but their disapproval was only silence and silence is what did the harm." Why do you think the onlookers chose not to act? What do you think enabled Kurt and his friend to help when so many others seemed unable or unwilling?
5. Students participate in a **station activity** in which they analyze several sources about the Kristallnacht Pogrom in order to deepen their understanding and compare different accounts and perspectives: Copies of six primary and secondary sources are placed at different stations. Five primary source documents are included here and a textbook account of the Kristallnacht Pogrom should be added for the sixth station. (NOTE: This can also be done as a Jigsaw activity and initial groups can be sorted by Reading Level)
 - a. [Heydrich's Instructions](#)
 - b. [Letter by Margarete Drexler to the Gestapo](#)
 - c. [Description of the Riot in Dinslaken](#)
 - d. [Photo: Magdeburg, Germany](#)
 - e. [Photo: Siegen, Germany](#)
6. Copies of the Document Analysis handout are placed at each station. Alternatively, students can create chart paper-sized versions of the handout to record their work.
7. Groups are each assigned a station to begin. They read or observe the source and fill out the information at the top of the [Document Analysis handout](#). Students continue to review and discuss the source, adding information to the chart in response to the prompts at the top of each column.
8. When groups have completed their review, they rotate to a different station. After reviewing the new source, they add information to the chart, trying not to duplicate ideas already recorded. (Students can underline ideas from previous groups that resonate for them rather than repeating them.)
9. Work continues in this way until groups have read all sources (or as many as time allows).
10. Students return to their original station and review the completed chart. Alternatively, the charts can be displayed so they are visible to all. The whole group participates in a discussion of the following questions:

- a. What stood out to you about the way in which the Kristallnacht Pogrom was planned and executed? How did it reflect the build-up of Nazi antisemitic policy over previous years?
- b. What different information and feelings did you take away from the photos as opposed to the texts? The primary source materials versus the secondary (i.e., textbook account)?
- c. Which sources offered a personal account? How did they remind you of Esther's and Kurt's testimonies? How did these "human stories" influence your understanding and feeling about the Kristallnacht Pogrom?
- d. What did you notice about the individual choices people made during the Kristallnacht Pogrom (e.g., did they incite, comply, resist, ignore, etc.)? What factors may have influenced these choices?

These step-by-step lesson plans for days 6-8 within the 7th grade IDM have been specially curated, adapted, and condensed by Humanus Network, utilizing resources from Echoes & Reflections (www.echoesandreflections.org), the U.S. Holocaust Memorial Museum (<https://www.ushmm.org/>), and Humanus Network (<https://www.humanusnetwork.com/>).

Day 6: Establishment of the Ghettos and the Jewish Response

Introduction: In this lesson, students are introduced to the concept of a ghetto and distinguish between historical and contemporary conceptions of ghettos. Through informational texts, photos, visual history testimonies, and other primary source material, students explore the aims of the Nazis in establishing ghettos during the Holocaust, what daily life was like in the ghettos, and how Jewish people responded to the brutal and dehumanizing conditions that they faced.

PART 1: WHAT IS A GHETTO AND HOW DID LIFE CHANGE DRASTICALLY FOR THE JEWISH PEOPLE CONFINED TO GHETTOS?

Post the supporting question above for students as you begin this part of the lesson.

1. In groups of three, students engage in a **"write-around"** in response to the phrase, **"A ghetto is..."** On a sticky note, each student finishes the phrase and passes the note to another group member. Students add to their peers' notes and continue passing until they get their own note back. The class then discusses the different notions of a ghetto and what this term means within the context of their study of the Holocaust.

2. Students watch a [testimony clip](#) from an individual who discusses how their life drastically changed after being imprisoned in the Lodz Ghetto in Poland: Ellis Lewin ([bio](#)). As they watch the clip, students reflect on ways in which ghettos during the Holocaust differ from their contemporary understanding of the term.
3. After viewing the testimony clip, students journal and/or participate in a whole group discussion in response to some of the following questions:
 - What images or feelings emerged for you in response to Ellis Lewin's comment, *"It was the beginning of the end of survival"*?
 - How did life in Lodz change for Ellis Lewin after being confined to the ghetto? What fears and uncertainties did he and others forced into the ghetto face?
 - What stood out for you about the living conditions in the ghetto? How do you think hunger, confinement, overcrowding, and other features of ghetto life impacted the residents?
 - Ellis says, *"The instant change and brutality was like the door shutting on you."* How were the residents of ghettos "shut out," on both physical and emotional levels?

PART 2: WHAT CONDITIONS DID JEWISH PEOPLE FACE IN THE GHETTOS AND HOW DID THEY COPE WITH THE SEVERITY?

Post the supporting question above for students as you begin this part of the lesson.

4. The [handout, The Ghettos](#), is distributed and the [map, Ghettos in Europe](#), is either distributed or projected. Students form small groups and each group is assigned one of the following categories: (a) The Nazis' purpose in establishing ghettos; (b) Daily life and conditions in the ghettos; and (c) The Jewish response – how residents coped with ghetto life. Students read the handout and study the map. They annotate and take notes according to their assigned category.
5. When students have completed their analysis of the handouts, they form new groups that contain a mix of students who have focused on different categories. In their new groups, students share highlights from their notes and other significant thoughts and ideas. In their groups and/or as a whole class, students discuss the following questions:
 - The Germans were specific in where they located ghettos – in Eastern Europe, in cities, and near railroad junctions. What do you think was the purpose in concentrating them together in central locations, especially those near railway transports?
 - In his 1939 order, Reinhard Heydrich wrote, "For the time being, the first step toward the final goal is the concentration of the Jews...." What do you think he meant by "for the time being" and "the final goal"?
 - What were some of the dilemmas that Jews faced on a daily basis in the ghettos?
 - What were some ways that Jews attempted to keep their dignity and sanity in the ghettos?
 - What does it mean that the "ghettos were a means to an end and not an end in and of themselves"?

Role of the Ghettos - The Lodz Ghetto as a Case Study

In this lesson students investigate the ways in which the Nazis used ghettos to control, isolate, and weaken the Jewish population. They also consider how Jews responded to this oppression

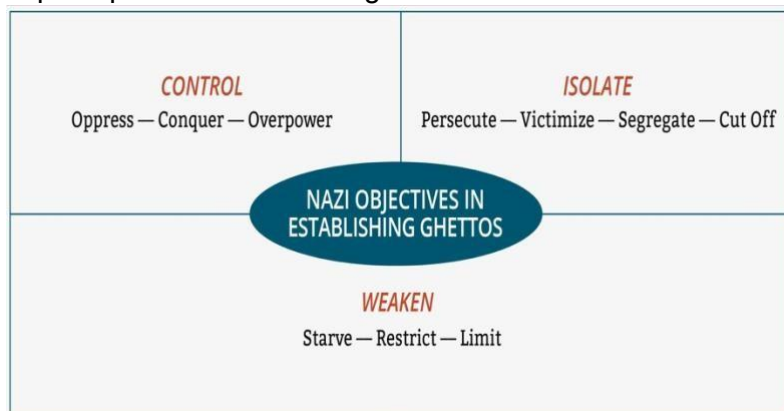
and sought to maintain their humanity in the face of severe brutality. Students focus on the Lodz Ghetto in Poland as a case study. They analyze an informational text as well as primary source documents – including diary entries, poems, and testimonies – from Lodz residents.

Note: This lesson uses the Lodz ghetto as a way to tell a larger story. While each ghetto was unique, this lesson uses Lodz as a prism to try and understand why the Nazis confined Jewish people in such an inhumane manner, what methods were used to control them, and how Jewish people responded to the brutality. What happened in Lodz and the decisions made by people who established the ghetto sheds light on larger decisions that were being made elsewhere, even though the Lodz ghetto had its own uniqueness and special historical circumstances

PART 1: WHAT METHODS DID THE NAZIS USE IN THE GHETTOS TO SYSTEMATICALLY DEHUMANIZE JEWISH PEOPLE?

Post the supporting question above for students as you begin this part of the lesson.

1. Based on understanding from the first lesson, students write one word on a sticky note that they think best reflects the objectives of the Nazis in establishing ghettos. They post their notes on the board. The class works together to organize the notes by theme into a concept map & discusses the significance of ea theme. For example, see below.



2. Students learn that they will focus on one ghetto in this lesson as a case study – the Lodz ghetto in Poland – and that they will apply three themes as they investigate: control, isolate, and weaken.

PART 2: HOW DID JEWISH PEOPLE RESPOND TO THE BRUTALITY OF THE GHETTOS?

Post the supporting question above for students as you begin this part of the lesson.

1. The [handout, Excerpts from the Diary of Dawid Sierakowiak](#), is distributed and the class reads the introduction together. Individually or in pairs, students read and annotate the excerpts, highlighting ideas related to the themes of control, isolate, and weaken. In addition, students reflect on other themes mentioned, including education, hunger, despair, and hope. In small groups, students share their reactions to the diary excerpts and participate in “The Last Word” exercise as follows:
 - Each group member independently selects one sentence or brief passage from the diary entries that they found particularly meaningful
 - The first group member reads their sentence aloud and the other members alternately describe why they think their peer chose that particular piece. The reader goes last, explaining their choice (they have the LAST WORD)

- The process repeats until all group members have had a chance to share their sentences.
2. As a class, students discuss the following questions about Dawid Sierakowski's diary entries and support their responses using specific references to the text.
 - What did going to school mean to Dawid? What role did education play in the lives of children in the ghetto?
 - What is your reaction to Dawid's observation, "Humiliation inflicted by force does not humiliate"?
 - Dawid wrote, "long live humor." How did he exhibit humor in his diary? How do you think it is possible for people to keep a sense of humor during unthinkable difficult times?
 - What are things that many young people take for granted, but young people in the ghetto learned to cherish?
 - Dawid expressed both hope and despair in his diary. What specific events caused him to feel one way or the other? Did you notice any patterns in his outlook as time progressed from 1939 to 1943?
 - Do you think keeping a diary was an act of resistance for young people in the ghettos? Do you think Dawid would have viewed his diary in this way? Explain your thinking.
 3. As a summative task, students respond to one of the following poems: [Poem by an Unknown Girl](#) or [Poem by Avraham Koplowicz](#). The poems and background information are read together as a class, and students identify the differences in tone and outlook between the poems (e.g., past vs. future orientation, limited vs. limitless view of time, literal vs. figurative language, despairing vs. hopeful feeling).

Students write about one poem using the following prompt to guide their work: Choose one poem. Write at least a paragraph in which you describe the poet's outlook and why you think she or he may have wanted to express these particular feelings. Consider what you have learned about the experiences of Jews in the ghettos. Support your response with specific words or phrases from the poem and at least two facts from lesson sources that serve as evidence for your ideas

Day 7: Incremental Escalation: Ghettos to Camps

Introduction: In this lesson, students are introduced to the concept of a concentration camp. Through informational texts, photos, visual history testimonies, and other primary source material, students explore the aims of the Nazis in establishing camps during the Holocaust, what daily life was like in the camps, and how Jewish people responded to the brutal and dehumanizing conditions that they faced.

PART 1: WHAT IS A CONCENTRATION CAMP AND HOW DID LIFE CHANGE DRASTICALLY FOR THE JEWISH PEOPLE CONFINED TO CAMPS?

Post the supporting question above for students as you begin this part of the lesson.

1. Distribute the [handout, Concentration Camps](#) & have the class read the material together.

2. Have students access the [Holocaust Encyclopedia article, Nazi Camps](#), on the United States Holocaust Memorial Museum's website. Together, read through the introductory section (top of page until you reach the "Concentration Camps").
3. Assign students in small groups to one of the following:
 - Concentration Camps; 2-3 groups
 - Forced Labor Camps; 2-3 groups
 - Transit Camps; 1-2 groups
 - Killing Centers (Death Camps; "Extermination Centers"); 2-3 groups

○ NOTE TO TEACHER: The Museum's Guidelines for Teaching about the Holocaust call for discretion regarding graphic photos, especially with younger students. You will notice that graphic images are not used within the main page of the article on Killing Centers. Be sure students also adhere to this guideline by utilizing photos of the personal belongings taken from prisoners to represent the vast numbers of people taken to the camp, rather than piles of bodies, etc.

 - Each group will be responsible for reading the section of the article describing their category of camp.
4. Each group will self-select (or be assigned) one specific camp (links are provided within the article); groups assigned to the same category of camps must select different camps to research.

Each group will report back to the class on the following:

- Basic information describing the kind of camp category your group researched
- Name of the specific camp from their category that the group selected
- Its geographic location
- Approximate number of people brought to that camp
- What kinds of prisoners made up the camp population
- Primary & secondary sources about the camp that must include the following & descriptions or explanations must be provided:
 - One artifact or document
 - One photograph
 - One testimony clip
 - These can be found within the link to each specific camp, or students can also access [Echoes & Reflections Timeline of the Holocaust](#) and search for their specific camp where more examples are provided

Day 8: Incremental Escalation: Camps to "The Final Solution"

Introduction: In this lesson, students use a variety of texts and primary sources to study the factors that made the "Final Solution" possible and how it was implemented. They consider the importance of individual stories and experiences as they study the mass killings perpetrated by the Nazis. Students reflect on a number of visual history testimonies from Jewish survivors of the extermination camps.

PART 1: WHAT WAS THE "FINAL SOLUTION OF THE JEWISH QUESTION" AND HOW SHOULD WE STUDY IT?

Post the supporting question above for students as you begin this part of the lesson.

1. Distribute the [handout, *How Should We Study the Final Solution?*](#). Together, the class reads the first paragraph, defining “The Final Solution”. Individually or in pairs, students read the remainder of the handout and respond to the questions about how the poem informs the way they should study “The Final Solution”. The class debriefs, discussing the importance of “the one” or seeing the individual amidst the mass of victims.
2. Copies of the [handout, *The One*](#), are made available to students to use throughout this unit. The class reads the handout together and learns that they will use it to guide their thinking and record information as they meet various survivors and reflect on the individual stories and experiences of the Final Solution.
3. In small groups or individually, students should access and read through the [Einsatzgruppen Overview](#) or [Mobile Killing Squads](#) on the U.S. Holocaust Memorial Museum’s website. Note that the icons in blue with the letter “I” provide further information or glossary term definitions to assist them.

The class will use the information from the article to assist in filling out the incremental steps of escalation in part 2 of the lesson below.

TEACHER NOTE: If using the Einsatzgruppen Overview, the Animated Map video contains graphic photos so you will likely skip this video with students and only read the text and listen to the survivor testimony clip of Firma. If you have limited time, the Mobile Killing Squads overview is shorter.

4. In small groups or individually, students should access and read through the [Holocaust Encyclopedia Article, “Final Solution: Overview”](#) on the U.S. Holocaust Memorial Museum’s website. Note that the icon in blue with the letter “I” provides further information or a glossary term definition to assist them.

The class will use the information from the article to assist in filling out the incremental steps of escalation in part 2 of the lesson below.

PART 2: WHAT WAS THE INCREMENTAL ESCALATION OF ANTI-JEWISH POLICIES THAT LED TO “THE FINAL SOLUTION OF THE JEWISH QUESTION”?

Post the supporting question above for students as you begin this part of the lesson.

1. Distribute copies of the [student handout, *Incremental Escalation*](#). In groups, students will refer back to the Holocaust Encyclopedia Articles they read to record the incremental escalation of anti-Jewish policies enacted by the Nazis starting with persecution and ending with the “Final Solution”.

TEACHER NOTE: Access your [Answer Key](#) for the student handout on Incremental Escalation.

2. **Summative task:**
Students will be split into 5 groups / stations.

Each group will examine [10 archival photographs \(without descriptions\)](#) at their station related to the escalation of anti-Jewish policies by the Nazis.

Each station has 10 different archival photographs.

TEACHER NOTE: When placing the 10 photos at each station, be sure to mix the set of 10 into a different order or randomly fan them out at their station as students will need to put them in the correct sequence / chronological order based on what they have learned about the incremental escalation of actions taken against the Jewish people.

At each station, students will put the photographs in chronological order based on what they see in the photos, clues they notice within their photos, and the sheet they filled out relating to the incremental escalation of policies against the Jewish people.

The photos incorporate stages of escalation that refer back to prior learning in this unit (antisemitism, propaganda, anti-Jewish laws & decrees, Kristallnacht).

Students should write a brief caption under each photo to explain the incremental escalation of actions taken against the Jewish people.

When students have their 10 photos in chronological order & captions written, they can be posted on a large sheet of paper to be displayed.

You can also ask students to come up with a title for their 10 photos (this is optional).

TEACHER NOTE: You will also have a [copy of each photo that *has* the description](#) including the year, location, and detailed information of what is taking place in the photo. You can either hand these out to students before they are to share with the larger class so they can check their work, or you can circulate while they are working on placing photos in correct sequence and if you notice something in the wrong order, you can have a quick discussion to point out aspects of the photo to redirect their thinking.

Each station has:

- 1 photo relating to antisemitic propaganda
- 1-2 photos relating to anti-Jewish laws & decrees
- 1 photo related to Kristallnacht
- 2 photos related to ghettos
- 2 photos related to concentration or labor camps
- 1 photo related to Einsatzgruppen
- 2 photos related to "The Final Solution"

Where there are 2 photos related to ghettos and camps, students are not expected to place each of those in chronological order; just simply that ghettos came before camps and camps came before "The Final Solution". The 2 photos relating to the "Final Solution" show 1 of the camp itself and 1 of prisoner belongings. Ideally, the photo of prisoner

belongings should be their final photo indicating that the personal belongings are all that remain to help tell the story of the individuals.

3. Each group will then share with the larger class regarding the photos they had at their station, the clues they noticed, and the order in which they put their photographs to depict the escalation from persecution to genocide of the Jewish people.
4. You may wish to have students do a Gallery Walk to see the correct sequential order of each station's 10 archival photographs.
5. Students can then either journal independently or engage in a classroom discussion that draws on knowledge gained in this lesson and explains, "*How did laws, propaganda, and policies gradually change life for Jews in Nazi Germany?*" (Column 3 Supporting Question).

Day 9: What is Resistance?

In pairs or small groups, students discuss the meaning of *resistance* and situations in which resistance is necessary. Based on their discussions, students record their definition of this term.

Students watch the [Video Toolbox from 0:49-1:43](#) and then view testimonies of Jewish survivors who participated in resistance activities during the Holocaust:

- [Helen Fagin](#)
- [Ruth Brand](#)
- [Itka Zygmuntowicz](#)

As they watch the clips, students consider how each survivor resisted and take notes on the [Testimony Reflections handout](#).

Discussion: After viewing the testimony clips, students journal and/or participate in a whole group discussion in response to the following questions:

1. What different types of resistance were reflected in the stories of these women?
2. Did their testimonies change your understanding of what resistance is? If so, how?
3. The video noted that many people ask why Jews didn't resist during the Holocaust. How would you respond to this question?

In pairs or small groups (formed in step 1), students consider which of the testimonies fit within their original definition of resistance. Students revise their definitions to reflect new understandings. The class discusses their insights, including the limitations of thinking of resistance in purely physical terms.

The following definitions from the Echoes & Reflections [Audio Glossary](#) are introduced as needed:

- Resistance
- Armed Resistance
- Spiritual Resistance
- Cultural Resistance

Part Two: Forms of Resistance:

The [handout, Jewish Resistance](#), is distributed.

In small groups, students fill in their definition of resistance at the top.

They begin to take notes in response to the other questions based on the testimonies they viewed and their prior knowledge.

In their groups, students read and analyze the documents below, representing different forms of resistance. They continue to add information and ideas to the *Jewish Resistance* handout and to refine their definitions of resistance.

1. Document Analysis [Pronouncement by Abba Kovner](#): This call to armed resistance is among the first to recognize that Hitler was planning to kill all European Jews.

- Who is Abba Kovner speaking to in the Pronouncement?
- What is the central rationale of his message – that “it is better to die as free fighters than to live at the mercy of murderers”? What does he mean by that?
- Do you agree with Abba Kovner’s assertion that “it is better to die as free fighters than to live at the mercy of murderers”?
- Why were most Jews who participated in armed revolts youth? Why were others less able to resist physically?

2. [Cultural and Spiritual Resistance](#): These excerpts demonstrate the spiritual, cultural, and moral ways in which Jews resisted.

- Based on these excerpts, how were Jews trying to stay in control of their lives?
- What are examples of other forms of resistance in the written excerpts?
- How do you interpret Chaim Kaplan’s statement, “Everything is forbidden to us, and yet we do everything”?
- Why did Jewish people risk their lives to sustain customs and traditions, such as religious practice?
- How is cultural expression – such as music and writing – a form of resistance?

Task 3 Testimony:

Students watch a testimony clip from Jewish survivor [Roman Kent](#).

Students add information and ideas to their *Jewish Resistance* handout one last time.

After viewing, the students discuss the following question:

- What does Roman Kent mean by, “*Sometimes the easiest resistance is with a gun and a bullet*”? Do you agree with him? Explain.

Summative Task: Write reflectively in response to the following prompt:

How has your understanding of resistance during the Holocaust changed in this lesson? Use your Jewish Resistance handout and evidence from our sources to explain your ideas.

Day 10: Liberation: What challenges did survivors face in trying to “return to life”?

Students watch the video, [Liberators and Survivors: The First Moments](#), from the start to 5:15.

The teacher will facilitate a discussion on the questions:

- *What is the importance of the liberators' firsthand, eyewitness accounts of Nazi mass atrocities?*
- *What challenges do you think survivors of the Holocaust would face after liberation?*

Students will use the [Survivors: Return to Life](#) worksheet to analyze the following testimonies:

- a. [Anton Mason](#)
- b. [David Abrams](#)
- c. [Gerda Klein](#)

In small groups, as a class, or as independent writing, students will explore the following:

- How did the liberators help to “restore humanity” (in Gerda Klein’s words) in the survivors?
- Why did David Abrams refuse to ride in the “welcome wagon” back to his town? How does his choice demonstrate a “return to life”?
- What was your reaction to Gerda’s liberator revealing that he was also Jewish? What feelings might each of them have experienced in that moment?
- How do you interpret Anton Mason’s assertion, “*We felt that as long as one is alive, they lost*”?
- Gerda says she couldn’t “*absorb the wonder of freedom*” and Anton comments, “*We are free, but how will we live without our families?*”. What helped them begin to feel free again after so many hardships?

Summative Task: Students create an individual tile and all tiles are then joined together to form a *Wall of Remembrance*, similar to the one on display at the United States Holocaust Memorial Museum in Washington, D.C. ([see example here](#)).

Create a tile:

- Write / draw image(s) / words / phrases that left an impression on you during this unit of study on a 4x4 or 5x5 square of paper.
- Tiles are cut out and put up to create a *Wall of Remembrance*, much like the one on display at the United States Holocaust Memorial Museum ([See Example Photo here](#)).
- Write a short paragraph explaining the choices you made for your tile, citing evidence from the unit to support your thoughts / claims.