

Holocaust Model IDM Unit Plan

8th grade Global Studies

Last updated for HGIP consensus: 8/7/25

Compelling question:	What happens when fear and antisemitism become part of a society's laws and institutions?
Staging the question	Life before the war: • Have students complete a See, Think, Wonder for one of the images in the collection: Gallery: Pre-War Jewish Life in Eastern Europe. • Then, have students find someone in the room with the same image to share their thoughts with each other. • Next have each student find someone with an image that is different from the one they started with. They should take turns sharing similarly and trade images. • Once again, they should find someone with the same image (the new one they just traded for) and share what they see and think. • Again, they should find someone with an image they haven't seen and take turns sharing. • Back at their seats, students should write a short reflection on what the images show about Jewish Life in Eastern Europe in the 1920-30s. Then have individuals share out their thinking. Preview Restrictions: Using the same procedure as above, have students view these photographs of Nazi restrictions Restriction Photographs, except, in place of "wonder" have them discuss: <i>What changed? Who is included or excluded?</i> Discussion Invite students to share their wonders and patterns they noticed. Encourage them to raise questions like: • <i>Why would a society treat some people differently?</i> • <i>What might lead a community to exclude people it once embraced?</i> Exit slip:

	• <i>What do you think this lesson has to do with fear, laws, or antisemitism?</i> • Invite them to write one question they now have about how this change could happen.		
Benchmark	Benchmark	Benchmark	Benchmark
8.4.19.2 - Describe varieties of spiritual and religious beliefs and practices in the contemporary world, including, but not limited to, Shamanism/Animism, Hinduism, Jainism, Buddhism, Sikhism, Judaism, Christianity, Islam, Indigenous religious traditions in Africa and the Americas, and African diasporic religions.	8.1.2.1 Compare and contrast various systems of government and their methods of maintaining order and/or control.	8.4.20.1 - Use primary and secondary sources to analyze how individuals, groups, and societies around the world have been affected by genocide, the Holocaust, and mass violence, including communities resettled in Minnesota.	8.5.23.1 Examine the cultures and histories of one or more ethnic groups who have immigrated to Minnesota since the 1950s.
Supporting question	Supporting question	Supporting question	Supporting question
Who are the Jewish people?	How did Nazi Germany turn citizens, neighbors, and friends into enemies?	How did laws, propaganda, and policies gradually change life for Jews and other targeted groups in Nazi Germany between 1933 and 1945?	How have Jewish experiences during the era of the Holocaust been commemorated?
Formative performance task(s)	Formative performance task(s)	Formative performance task(s)	Formative performance task(s)

Task 1: See, Think, Wonder Divide images from Upper Midwest Jewish Archive (Source A) into 3-4 groups. Students work in groups of 3-4 and complete a See, Think, Wonder for each of their group's images. Matching: Small groups match their images to descriptions of objects, places, traditions, holidays, etc., referenced in the photographs supporting their thinking with evidence from what they saw. (Source B)	Task 1: Historical Antisemitism Arrange the sources in the classroom in chronological order. Use the Observe, Reflect, Question model from the Library of Congress (Adapted from Analyzing Primary Sources) to analyze the examples of historical antisemitism in a gallery walk. After the gallery walk, students add to their graphic organizer ideas or images that contribute to the othering of Jewish people in Europe throughout history.	Task 1: Survivor Testimonies Students return to the survivor testimonies they read excerpts from in the "Daily Life" section. They read each of those individuals experiences during the Holocaust. (Source A) In small groups, students use the Observe, Reflect, Question model from the Library of Congress (Adapted from Analyzing Oral Histories) to review their two survivor testimonies For each excerpt: Observe: Describe what you notice. What do you notice first? Are any words unfamiliar to you? What format is used for the oral history you are examining now? (audio recording, video, film, written transcript?) Does it seem like an interview or a conversation? What details do you notice? Reflect: What was the purpose of this oral history? What do you think was happening when it was recorded? What can you tell about the person telling the story? What can you tell about this person's point of view? What is the significance of this oral history? What can you learn from it?	Task 1: Compare and Contrast Students will compare and contrast four Holocaust commemoration events / memorials; two should be from Jewish communities or perspective, one should be within Germany today, and the final one is student choice. Use the Memorialization Graphic Organizer.
---	---	--	--

		Question: What do you wonder about? Write questions your group still has.	
Task 2: Map Study Students get different maps from the set (Source C). Use the Observe, Reflect, Question model from the Library of Congress to guide students (adapted from Analyzing Maps) Observe (individually): Describe what you see: What do you notice	Task 2: Rise of the Nazi Party Students read the excerpt from the Nazi Party Platform from February 1920. Use the Observe, Reflect, Question model from the Library of Congress to analyze. Pair-share discussion: What problems does this policy platform seem to be trying to address?	Task 2: Gallery Walk Hang the Laws and Decrees and Events cards around the room in a timeline starting with 1933 and ending with 1945. (Source A) Students should bring their testimonies and sticky notes with them. Add a sticky note with a quote from the testimony to events, laws, or decrees that impacted the two	Task 2: Exit Ticket Answer the compelling question and add at least 4 ideas to the unit timeline.

first? What size and shape is the map? What graphical elements do you see? What on the map looks strange or unfamiliar? What place or places does the map show? What, if any, words do you see? Reflect (with a partner who has the same map): Why do you think this map was made? Who do you think the audience was for this map? How do you think it was made? What is this map meant to teach or communicate? Question (same-map pairs find an other-map pair): Share your map with your group. After sharing, write questions you have. “We wonder...?”	After the lesson: Record actions or ideas referenced in the Nazi party platform that could have been used in Nazi Germany to turn citizens, neighbors, and friends into enemies in the graphic organizer. Students read the two sources about the Weimar Republic Use the Observe, Reflect, Question model from the Library of Congress to analyze the sources. Pair-share discussion: What do these sources suggest about why some Germans were convinced by the Nazi Party Platform?	individuals they read about. Include at least one quote that shows how growing hate and increasingly antisemitic actions towards the Jewish people led to ghettos, camps, and the “Final Solution” and how impacted individuals and/or how institutions responded.	
Task 3: Daily Life Excerpts In small groups, students use the Observe, Reflect, Question model from the Library of Congress (Adapted from Analyzing Oral Histories) For each excerpt in Source A:	Task 3: Propaganda Analysis Each group gets two propaganda posters from the USHMM collection (Source A). In small groups, students use the Observe, Reflect, Question model from the Library of Congress for each propaganda poster (Adapted from Analyzing Political Cartoons).	Task 3: Resistance Students free-write about what resistance means to them. Jewish Resistance: Working in pairs, have students fill in the graphic organizer noting obstacles to resistance, acts of armed resistance, and acts of unarmed resistance from	

Observe: Describe what you notice. What do you notice first? Are any words unfamiliar to you? What format is used for the oral history you are examining now? (audio recording, video, film, written transcript?) Does it seem like an interview or a conversation? What details do you notice? Reflect: What was the purpose of this oral history? What do you think was happening when it was recorded? What can you tell about the person telling the story? What can you tell about this person's point of view? What is the significance of this oral history? What can you learn from it? Question: What do you wonder about? Write questions your group still has.	Observe: Describe what you see. What do you notice first? What people and objects are shown? What, if any, words do you see? What do you see that looks different than it would in a photograph? What do you see might be a symbol? What do you see that might be a historical reference? What do you see that might be exaggerated? Reflect: What's happening in the poster? What was happening when it was made? Who do you think was the audience for this poster? What issue do you think this poster is about? What perspective does this represent? What methods are being used to persuade the audience? How is this poster intended to make the audience feel? Question: What do you wonder about? Record actions or ideas referenced in the posters that could have been used in Nazi Germany to turn citizens, neighbors, and friends into enemies in the graphic organizer.	their assigned survivor testimonies. (Source A)	
---	---	--	--

Task 4: Bringing it together Create a Bubble Map to describe Jewish people and communities prior to World War II. For each thing students include on the Bubble Map, they must reference one of the texts to support it (<i>ex: house of worship is called a synagogue—evidence from UMJA photo “Adath Jeshurun Synagogue, Minneapolis, Minnesota.”</i>)	Task 4: Laws and Policy Big Paper Discussion: Put a copy of each set of laws on a piece of chart paper. For this activity, students are writing only, and responding in writing to each other, not discussing verbally. Round One: Students rotate to each set of laws and answer “What is the purpose of this law?” Round Two: Students rotate to each set of laws and answer: Who benefits from it and who is harmed by it? Round Three: Students rotate to each set of laws and answer: What does the law suggest about who is included in Germany’s “national community” and who is excluded? Graphic Organizer: Record actions or ideas referenced in the laws that could have been used in Nazi Germany to turn citizens, neighbors and friends into enemies in the graphic organizer.	Task 4: Exit Ticket Answer the compelling question and add at least 4 ideas to the unit timeline.	

Task 5: Exit Ticket Answer the compelling question and add at least 3 ideas to the unit timeline .	Task 5: Exit Ticket Answer the compelling question and add at least 4 ideas to the unit timeline .		
Featured source(s)	Featured source(s)	Featured source(s)	Featured source(s)
Task 1: See, Think, Wonder Source A: Minnesota Department of Education Upper Midwest Jewish Archive Photos	Task 1: Historical Antisemitism Source A: Institute for Curriculum Services Historical Primary Source Activities (Use Sources: 2- The Fourth Lateran Council, 4- Expulsions of Jews throughout Europe, 5- Martin Luther, 6- The Dreyfus Affair, 8- The Russian Pogroms and 10- The Protocols of the Elders of Zion)	Task 1: Survivor Testimonies Source A: Jewish Community Relations Council (JCRC) Witnesses to the Holocaust (full book) Use: • Murray Brandys (pages 38-42) • Max Grosblat (pages 68-72) • Victor Mintz (pages 121-123) • Fred Wildauer (pages 152-158) • Dora Zaidenweber (pages 158-164)	Task 1: Compare and Contrast Source A: Various commemoration events • USHMM Museum Remembrance Events • Yad Vashem Holocaust Martyrs' and Heroes' Remembrance Day • Judisches Museum Berlin On International and Other Remembrance Days • Deutschland Vibrant Culture of Remembrance (interactive map) • JCRC Yom HaShoah – Holocaust Remembrance Day
Task 2: Map Study Source A: Various Maps Mapping Images.docx	Task 2: Rise of the Nazi Party Source A: Facing History National Socialist German Workers' Party Platform Facing History & Ourselves.pdf	Task 2: Gallery Walk Source A: USHMM Timeline Materials: • Timeline Activity: Years 1933–1945	

	Source B: Facing History Hyper Inflation and the Great Depression Source C: Facing History Education in the Weimar Republic	• Timeline Cards: Laws and Decrees • Timeline Activity: Historical Events	
Task 3: Daily Life Excerpts Source A: Minnesota Department of Education Excerpts from Witnesses to the Holocaust - JCRC (<i>Excerpts for the activity Witnesses to the Holocaust - JCRC</i>)	Task 3: Propaganda Analysis Source A: USHMM Various propaganda posters Full Set of Posters • Propaganda Directed at Workers • Propaganda Directed at Women • Anti-Jewish Propaganda • Propaganda Directed at University Students • Propaganda Directed at Farmers • Behind Enemy Powers	Task 3: Resistance Source A: USHMM Witnesses to the Holocaust (full book) Use: • Margot DeWilde • Hinda Danziger Kibort • Gisela Konopka • Mark Mandel • Helen Mastbaum • Rose Meyerhoff • Victor Mintz • Faye Porter • Jack Sutin • Victor Vital • Felicia Weingarten	
	Task 4: Laws and Policy Source A: Facing History Law for the Protection of German Blood and Honor, Part 1 Source B: Facing History Law for the Protection of German Blood and Honor, Part 2		

	Source C: Facing History First Regulation to the Reich Citizenship Law		
Summative performance task	Argument: What happens when fear and antisemitism become a part of a society's laws and institutions? Students will engage in hexagonal thinking to make connections between key concepts, individuals, events, and responses from the Holocaust unit. Using these connections, they will construct a written argument that answers the compelling question with evidence. Provide students with 20–25 hexagons. Each hexagon includes a key term, event, person, idea, or quote from the unit. In small groups, students physically arrange the hexagons into a web on their table or poster paper. Each side of a hexagon should touch another because there is a meaningful connection. Using painter's tape, they should tape the hexagons together and support the connection with a quote from one of the sources that demonstrates the connect. Then, identify three strongest connection clusters and give each a label (e.g., "Loss of Rights," "Turning Neighbors into Enemies," "Memory as Resistance"). Groups briefly share their webs or strongest connections. Facilitate a discussion around patterns and what they suggest about how hate grows in societies. Individually, students use their clusters to create an infographic that answers the compelling question. It should include: • A thesis • Three of their clusters, each with a clear claim • A visual organization structure that makes sense		
	Extension: Students identify a modern example of one of the patterns they wrote about and explain how it connects.		
Taking informed action	Understand: Students will use their memorialization/commemoration graphic organizers to identify a goal of the memorials that connects to one of the clusters from their summative.		
	Assess:		

	• Investigate: What memorials or commemorations currently exist in your school, city, or state? • Ask: Whose stories are not being remembered? • Consider: How might the Holocaust's lessons be made more visible or meaningful in our school or local community?
	Act: Propose a commemoration or memorialization idea. Explain the goal of the project and how it addresses that goal.