

Holocaust Model IDM Unit Plan

High School – World History

Last updated for HGIP consensus: 8/11/25

Compelling question:	Why does the international community often fail to act in the face of injustice?		
Staging question	Begin the unit by having students read the Holocaust section in their world history textbook. As they read, ask them to identify major events, policies, and global developments that contributed to the rise of the Nazi regime and the unfolding of the Holocaust. Then have students work individually or in small groups to construct a chronological timeline that includes: • The rise of antisemitism in Europe • The end of the World War I and the Treaty of Versailles • Hitler’s rise to power • Key Nazi law and policies related to Jews and other targeted groups • Turning points in the Holocaust (e.g., Kristallnacht, the invasion of Poland, the Wannsee Conference) Students should keep this timeline and add to it as they progress through the unit, using it to make connections between past events, individual and institutional actions, and international responses. Additional Source; <u>USHMM Holocaust Encyclopedia – Introduction to the Holocaust</u>		
Benchmark	Benchmark	Benchmark	Benchmark

<i>Introduction to culture and history</i>	<i>Genocide / Incident of mass violence</i>	<i>Survival, movement, continuity</i>	<i>Healing, culture, reconciliation, community building - (RESPONSE)</i>
9.4.18.6: Examine conflicting narratives about the past and identify how these narratives can lead to global conflict.	9.4.20.6: Investigate and interpret multiple primary sources about global migration and refugees from 1900 to the present. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.	9.4.21.6: Describe and evaluate different responses to the Holocaust, and other genocides and human rights violations.	9.4.22.6: Draw on historical examples to propose a solution to a pressing global issue.
Supporting question	Supporting question	Supporting question	Supporting question
How did false stories (myths & tropes) about the Jewish people shape the actions of nations during the Holocaust?	What do Jewish efforts to flee – and the obstacles they faced – reveal about life under Nazi rule and the international response?	How did institutions and groups choose to respond (collaborate, resist, or remain silent) as the Holocaust unfolded?	What did the International Military Tribunals held at Nuremberg prosecute – and what lessons can they teach us about responding to injustice today?
Formative performance task(s)	Formative performance task(s)	Formative performance task(s)	Formative performance task(s)
Task 1: Source Investigation Students use the Observe, Reflect, Question model from the Library of Congress (Use Teacher's Guide: Analyzing Political Cartoons Teacher Resources - Library of Congress) for each of the propaganda images.	Task 1: Dual Source Gallery – “Those Who Tried to Flee / Those Who Couldn’t” Warm-up: Have students journal answers and list questions they have about barriers to escape. Jigsaw: Divide students into pairs or small groups. Half investigate escape efforts (Source Set A), half	Task 1: Mapping War Use the headlines, ledes and dates in the newspapers to create a map of the German invasion of Europe. Create a key that shows the progress of the invasion over time.	Task 1: The International Military Tribunals held at Nuremberg – What was prosecuted? Introduce the International Military Tribunals held at Nuremberg (Nuremberg) using the sources.

After, they should sort the images into 3-4 categories, identifying a theme or message that pulls 2-3 images together. They should explain the theme or message. Then, share the antisemitic tropes chart from Facing History (for this, tell students they are specifically focusing on four represented in the images they've analyzed: blood libel, global domination/power, disease/filth, wealth/greed) and the descriptions of them. Have students match those to their themes, or revise their work in order to find connections in the historical images to the tropes. Exit ticket: How did the Facing History overviews change, challenge or confirm your thinking about the messages in the propaganda?	investigate life under persecution for those who remained (Source Set B). Students annotate sources using the Observe, Reflect, Question model from the Library of Congress for each source (Adapted from <u>Analyzing Primary Sources</u>). Have groups share their findings with a partner from the opposite set.		Provide students with the Nuremberg Charter. Students annotate sources using the Observe, Reflect, Question model from the Library of Congress for each source (Adapted from <u>Analyzing Primary Sources</u>).
Task 2: From Myth to Policy Using the sources from previous tasks, students write a Claim-	Task 2: Timeline and Discussion Have students add 3-5 entries to their timeline that illustrate when escape was attempted, allowed, or	Task 2: International Action/Inaction Jigsaw The case study sets contain primary sources about a range of	Task 2: Timeline Reflection Students revisit their timelines and mark: Events that were addressed at Nuremberg

Evidence-Reasoning (CER) paragraph: Claim: One false story that shaped national policy in Nazi Germany was... Evidence: This idea appears in both... Reasoning: This myth contributed to real-world harm by....	blocked – and when persecution escalated. Consider using different symbols or colors to distinguish between internal Nazi persecution and external international response. Discussion prompt: • What do these sources reveal about the choices – and lack of choices – Jewish families faced during Nazi rule? • How do these stories deepen our understanding of why international response mattered so much?	international responses to the Holocaust. Print or distribute digital case study sets for each group. • 1936 Olympic Boycott • German Businesses • United States • United Kingdom • Poland • Denmark In expert groups, students work through each primary source using the Observe–Reflect–Question organizer from the Library of Congress (Adapted from Analyzing Primary Sources). Still in expert groups, students synthesize their findings to answer the supporting question: <i>How did this institution/group choose to respond (collaborate, resist, or remain silent) as the Holocaust unfolded?</i> They should support their answers with at least one piece of evidence from each source. Inner/Outer Circle Jigsaw Sharing Have each expert group split in half: Travelers (inside circle) will rotate.	• Events that were not, but could/should have been • Events that were morally wrong but not prosecutable Reflection prompt: If you were a prosecutor trying to explain the Holocaust in court, how would you define it? What would you focus on – and why?
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		Home Base (outside circle) will stay seated. Inside circle faces outward toward the outside circle. Travelers rotate clockwise after each exchange. At each stop: Travelers present their evidence-based summary. Home Base shares theirs in return. Return and Debrief Travelers return to their original group. Groups share what they learned from others, noting patterns in responses across nations/institutions.	
Task 3: Timeline Have students return to their timeline and add 2-3 examples showing how antisemitic ideas were used in Nazi propaganda or policy using the label, “ideological foundations”. Consider using a color-coding system.	Task 3: (Optional Extension): Moral Universe Case Study Introduce a brief clip or reading from the Eichmann Trial or Browning’s, <i>Ordinary Men</i>. Ask: • What kind of people committed these crimes? • What moral choices were available to them? • What does this mean for how we think about justice?	Task 3: Timeline and Discussion After the jigsaw, students revisit their timelines and mark where evidence of the Final Solution appears. Discussion prompts: • What patterns do you notice about when institutions or governments were more likely to help or to stay silent? • What do these patterns suggest about the conditions that allow injustice to unfold?	Task 3: From Nuremberg to Now – What can we do about injustice today? Set up 4 research stations for global tools for preventing and addressing genocide and incidents of mass violence. Have students use a graphic organizer to analyze: • What the tools is • When it was created • What problem it was meant to solve

	Students write a short response or prep for a structured discussion.		• An example of when it worked – or didn't • Its strengths and limitations
Task 4 (Optional Extension): Sourcing and Historical Continuity Introduce 1-2 pre-Nazi antisemitic sources. Students trace continuity from past to Nazi use: Where have we seen this idea before? How did Nazis adapt or modernize it? Use the timeline created in "Staging the Question" to connect ideas over time.	Task 4: Exit Ticket • What is one new insight you gained about life under Nazi rule, either for those who tried to flee or those who could not? • Add at least one question you still have to your timeline margin.		
Featured source(s)	Featured source(s)	Featured source(s)	Featured source(s)
Task 1: Source Investigation Source A: Antisemitic Trope Images Source B: Facing History and Ourselves Antisemitic Tropes Chart	Task 1: Dual Source Gallery – "Those Who Tried to Flee / Those Who Couldn't" Source Set A: Those Who Tried to Flee • MDE Voyage of the St. Louis Sources • USHMM Otto Frank Source Set B: Those Who Couldn't	Task 1: Mapping War Source A: Map of Europe Source Set B: Newspaper Coverage from Minnesota Newspapers • Minnesota Digital Newspaper Hub German Conquest Front Pages	Task 1: Nuremberg – What was prosecuted? Source A: MDE Charter of the International Military Tribunal.docx Source B: USHMM How Were the Crimes Defined

	• USHMM <u>Behind Every Name: Jakob Blankitny</u> • USHMM <u>Behind Every Story: Naki's Story</u> • USHMM <u>One Family's Holocaust Story</u>		
Task 4 (Optional Extension): Sourcing and Historical Continuity Source A: USHMM <u>An Antisemitic Conspiracy: The protocols of the elders of Zion</u> Source B: USHMM <u>Blood Libel Throughout History</u>	Task 4 (Optional Extension): Moral Universe Case Study Source A: USHMM <u>Eichmann Trial</u> Source Set B: • Harper Collins Publishers <u>Ordinary Men, Christopher Browning</u> • Facing History & Ourselves <u>Reserve Police Battalion 101</u>	Institutional and Group Actions/Inactions Source Set C : 1936 Olympic Boycott MDE <u>1936 Olympic Boycott Movement Source Set</u> Source Set D: Businesses MDE to-do: identify sources (Bayer/IG Farben, Allianz, Volkswagen, the Flick Concern) Source Set E: United Kingdom MDE <u>United Kingdom Station Sources</u> USHMM Testimony • <u>Norbert Wollheim Testimony</u> • <u>Alice (Eberstarkova) Masters Testimony</u>	Task 3: From Nuremberg to Now – What can we do about injustice today? Source A: United Nations <u>The Convention on the Prevention and Punishment of the Crime of Genocide (1948)</u> Source B: United Nations <u>Rome Statute of the International Criminal Court</u> Source C: United Nations <u>Founding of the United Nations 1945</u> (video, 02:53) Source D: United Nations <u>Universal Declaration of Human Rights</u> Source E: Human Rights Watch <u>About Us</u> and <u>World Report</u> Source F: Amnesty International <u>Who We Are</u> and <u>Countries</u>

		(MDE to-do: needs to be excerpted and added to source pack) <u>RACIAL, RELIGIOUS AND POLITICAL MINORITIES. (Hansard, 21 November 1938).pdf</u> (MDE to-do: needs to be excerpted and added to source pack) <u>REFUGEES (GOVERNMENT PROPOSALS). (Hansard, 21 November 1938).pdf</u> Source Set F: United States MDE <u>U.S. Station Sources</u> Source Set G: Poland MDE <u>Poland Station Sources</u> National WWII Museum <u>Julien Bryan's Siege</u> USHMM Testimony • William (Welek) Luksenburg Testimony about <u>1st night of German occupation</u> • Abraham Lewent Testimony about <u>Warsaw Ghetto</u> • <u>Leo Schneiderman</u> <u>Conditions on Freight Car from Lodz to Auschwitz</u>	
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		Source Set H: Denmark MDE Denmark Station Sources USHMM Testimony • Preben Munch Nielson • Tove Schoenbaum Bamberger	
Summative performance task	Answer the compelling question. Responses must include: • A clear claim that answers the question. • At least two examples from the Holocaust (ideology, inaction, resistance, justice) • Reference to the International Military Tribunals held at Nuremberg, including what was prosecuted and what was left out. • A reflection on how justice was or wasn't achieved and what shaped those outcomes. Suggested formats: Written argument or essay, infographic, recorded speech, podcast script, presentation, interactive map, or digital zine.		
	Extension: Make a recommendation for improving future international responses.		
Taking informed action	Understand: Discuss the following questions as a class: • Who helped, who stayed silent, who acted too late (or didn't act at all)? • What was prosecuted – and what wasn't?		

9.4.22.6: Draw on historical examples to propose a solution to a pressing global issue.	• What international tools were created?
	Assess: In small groups or individually, identify a current global injustice. Students must assess: • What has already been done (international or local response)? • What lessons from the Holocaust and Nuremberg apply? • What realistic action should be taken now – and by whom?
	Act: Create a solution-oriented product that applies to the current global injustice they chose. Suggested format: PSA, policy proposal, letter to an elected official or international body, infographic on what individuals or governments can do