

Holocaust Model IDM Unit Plan

9th Grade U.S. History

Compelling question:	<i>What conditions and ideas made the Holocaust possible?</i>		
Benchmark	Benchmark	Benchmark	Benchmark
9.1.3.6 - 1. Citizenship and Government: Rights and Responsibilities Explain the responsibilities and duties for all individuals in a republic.	9.4.18.14 U.S. History Era 7: U.S. & the World Analyze the connections between nationalism, Fascism, WWII and the Holocaust on a global scale and in the United States.	9.4.18.14 U.S. History Era 7: U.S. & the World Analyze the connections between nationalism, Fascism, WWII and the Holocaust on a global scale and in the United States.	9.4.18.14 U.S. History Era 7: U.S. & the World Analyze the connections between nationalism, Fascism, WWII and the Holocaust on a global scale and in the United States.
Supporting question	Supporting question	Supporting question	Supporting question
How did nationalism and Nazism gain support in Germany in the 1930s?	How did the cover of war impact the implementation of Nazi ideology?	How and why did the Nazis and their collaborators systematically target Jews and others?	How did individual Jewish people experience these events?
Formative performance task(s)	Formative performance task(s)	Formative performance task(s)	Formative performance task(s)

Day 1: Task 1: Read about one individual in the Holocaust by assigning one card to pairs of students from the 15 profile cards. Underline or digitally highlight major events that impacted that person's experience during the Holocaust. Task 2: What was the Holocaust? Introduction: Provide USHMM definition of the Holocaust Task 3: Educator review film for developmentally appropriate imagery and then students view USHMM Film, Path to Nazi Genocide (Chapters 1-3 only) and complete accompanying worksheet. Task 4: Read and/or annotate the Holocaust Encyclopedia article: "Introduction to the Holocaust"	Day 2: Task 1: Educator review film for developmentally appropriate imagery and then students view Path to Nazi Genocide (Chapter 4: World War II and the Holocaust 1939-45) and complete questions 8-9 on the accompanying worksheet. Conduct a gallery walk or review the digital version of the Historical Events or Laws and Decrees from the Timeline Lesson to reinforce learning from the film. Task 2: Students share stories from their profile cards. Task 3: Read and annotate the USHMM Holocaust Encyclopedia article: How did the Nazis and their collaborators implement the Holocaust?	Day 3: Task 1 - As a class, review questions & concepts from Days 1-2: • Who were the Nazis & what did they believe? • Why did the Nazis & their collaborators systematically target Jews and others? • How did individual Jewish people experience these events? • How did WWII change what the Nazis were able to do? Task 2: Primary Source Analysis: Present the class with 7 categories (listed below) that identify actions the Nazis & their collaborators took to persecute & then murder the Jewish people of Europe. Post the categories for a "gallery walk" and supply definitions if needed. Gallery Walk for students to become familiar with the range of primary sources. Students answer: • Which aspect of the Holocaust (list above) does your primary source best represent? (Move your primary sources under the corresponding category on the classroom wall.) • What do your primary sources reveal about the ways in which ordinary people participated or witnessed persecution and even	Day 4: Task 1 - Connecting Individual Stories to the History and aspects of Holocaust from previous days Students return to their individual profile cards and answer: • Which aspect(s) of the Holocaust had the greatest impact on the individual presented in your profile card? (Antisemitic propaganda, exclusion & legal discrimination, physical separation & ghettos, theft & confiscation of property, deportation, concentration camps & forced labor, mass killing). • Does your profile card mention ordinary people (neighbors, friends, etc.)? If so, what role did they play in your person's experiences during the Holocaust? Answer Key for Profile Cards If using the Timeline Activity & cards for Historical Events & Laws and Decrees to contextualize the lesson, students place their profile cards on timeline where the individual first experienced Nazi persecution & identify the WWII events & corresponding laws / decrees near that date. Task 2: Whole group or in pairs, students develop a thesis statement utilizing their notes, KWL charts,
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		murder during the Holocaust? It's important at the beginning of this activity not to reveal to students which packet is associated with which category: • Antisemitic Propaganda (Packet 5) • Exclusion and Legal Discrimination (Packet 4) • Physical Separation and Ghettos (Packet 2) • Theft and Confiscation of Property (Packet 6) • Deportation (Packet 1) • Concentration Camps and Forced Labor (Packet 7) • Mass Killing (Packet 3) Share at least one observation about how the primary sources help us better understand how the Holocaust happened & how it exemplified their category. Task 3: Read Article: How and why did ordinary people across Europe contribute to the persecution of their Jewish neighbors?	findings & annotations from the film, articles, documents, & profile cards to answer the following question: • <i>How and why</i> did the Holocaust happen? Should consider the impact of antisemitism, political & economic unrest following WWI, Nazi racial ideology, propaganda, Nazi territorial control during WWII, the range of pressures & personal motivations influencing actions of witnesses & collaborators, among other things. Task 3: Exit Ticket: Students explore the Holocaust Encyclopedia to investigate remaining questions they have. Task 4: Listen to 15-min. podcast episode, Holocaust Survivors' Reflections and Hopes for the Future and answer corresponding questions.
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Featured source(s)	Featured source(s)	Featured source(s)	Featured source(s)
A: USHMM 4-day Holocaust Lesson Plan	A: USHMM 4-day Holocaust Lesson Plan	A: USHMM 4-day Holocaust Lesson Plan	A: USHMM 4-day Holocaust Lesson Plan

Summative performance task	Answer the compelling question by creating a Museum Exhibit with local community context. For full instructions including a Rubric for assessment, see link here. <u>Components must include:</u> Title & Theme Statement - A clear, concise title and a 2–3 sentence statement explaining the exhibit's focus. Artifacts (3–5 items) - Selected from class resources (profile cards, primary sources, encyclopedia articles, films). - Each artifact must be accompanied by: A short description (what it is). - An explanation of how it illustrates conditions/ideas that made the Holocaust possible. - A note on how this artifact resonates with community values or local history. Curatorial Notes - A 1–2 paragraph introduction tying the artifacts together into a narrative. Should connect individual experiences to broader historical event(s) and highlight relevance to community memory. Reflection Section - A brief reflection on why it's important to study this history, including one Jewish individual's experience. Students should also connect this reflection to their own community context (e.g., local memorials, civic responsibility, combating prejudice). Format Options: <u>Students may present their exhibit as:</u> - Poster board or physical display - Digital slideshow (Google Slides, PowerPoint) - Virtual gallery (Padlet, Canva, StoryMap) - Short video tour (recorded presentation walking through their exhibit) - Other creative format with prior approval from teacher Extension: Exploring Night as Literature, Bearing Witness to History RATIONALE: Elie Wiesel's memoir, <i>Night</i>, has become a standard text used in many classes to both teach about the history and human impact of the Holocaust. This lesson will help teachers and students understand the fuller historical context of the events described in Wiesel's writing. In addition, students will examine the purpose of a memoir and concept of bearing witness while examining <i>Night</i> for both its historical and literary contexts. Finally, unique resources allow students to learn about the later life and legacy of Elie Wiesel. TIME REQUIRED: This lesson is highly adaptable. Teachers can choose to use all or sections of the 3-part lesson, depending on the context in which the students read <i>Night</i>, and the desired outcomes in the classroom. At
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	minimum, teachers should prepare for at least one classroom session per segment of the lesson you wish to include (three in total). This is a thematic lesson that builds on fundamental knowledge and provides in-depth exploration of a topic. Elie Wiesel's, <i>Night</i>, Timeline Activity Cards (USHMM) Elie Wiesel Speeches
Taking informed action	Understand: Discuss the following questions as a class: • How do nationalism and extremism pose threats to democracy (Germany 1930s, world examples today)? • How does the cover of war impact policies that can be enacted by governments in times of crisis (Germany 1930s, world examples today)? • What is the danger of government-sponsored, systematic “othering” or creating an “us vs them” atmosphere (majority group creates scapegoat of minority group(s) for societal or national problems)? Assess: In small groups or individually, identify conditions and ideas that can lead to genocide. Students must assess: • What patterns emerge in studying the Holocaust that should serve as early warning signs? • What lessons from the Holocaust apply? • What realistic action should be taken now – and by whom – when early warning signs emerge? Act: Create a solution-oriented product that applies to a current region that is exhibiting early warning signs. Utilize the USHMMs Interactive Map - Early Warning Project - for this. • From homepage, select drop down menu Under RISK ASSESSMENT, select MAP. Suggested format: PSA, policy proposal, letter to an elected official or international body, infographic on what individuals or governments can do.