
The Holocaust (Eighth Grade Global Studies)

Prepared by the Working Group for Holocaust, Genocide of Indigenous Peoples, and Other Genocides Education pursuant to Laws of Minnesota 2023, Chapter 55, Article 2, Section 63 and in support of Minnesota Statutes 120B.252. Any modifications from this original version are not attributable to the work of the Working Group.

Exploring what happens when fear and antisemitism become part of a society's law and institutions.

This 8th grade unit invites students to examine how the Holocaust unfolded gradually through legal, social, and political mechanisms that aimed to annihilate the Jewish people and targeted other groups for persecution. Through primary sources, including survivor testimony, and historical analysis, students explore the role of antisemitism, propaganda, and institutional complicity in shaping public perception and policy. The unit culminates with an exploration of how Holocaust experiences are remembered and memorialized, fostering critical thinking, empathy, and civic awareness.

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Inquiry Design Model (IDM)

The Inquiry Design Model (IDM) is a framework that supports student-centered, question-driven learning. The IDM was created by [C3 Teachers](#) to align with the C3 (College, Career and Civic Life) Framework for Social Studies State Standards from the National Council for the Social Studies. The template provided in these materials was adapted for use with [Minnesota's 2021 K-12 Academic Standards in Social Studies](#).

Each IDM is structured to promote student inquiry and critical thinking. Units include three basic parts:

Questions	Tasks	Featured Sources
Compelling question: A big-picture, open-ended question to anchor the unit (e.g., What makes a society vulnerable to genocide?). If a compelling question cannot be answered in more than one reasonable way—or if disagreeing with it would seem offensive or revisionist—it is not a safe or productive question to open for inquiry. Compelling questions should be open questions in the field—not settled questions. Supporting Questions: Smaller, guiding questions that build student understanding over time. They ask students to explain or describe settled ideas and concepts.	Formative tasks: Opportunities for students to explain, describe, and apply their learning throughout the unit. Formative tasks engage directly with the supporting question. Summative tasks: A final project, presentation, or argument using evidence from the inquiry in which students directly answer the compelling question. Taking informed action: Students connect their learning to real-world issues and consider how they can make a difference.	Carefully selected primary and secondary sources that support historical thinking and student analysis. Primary Source: Used to understand a perspective from the time period being studied. Secondary Source: A narrative interpretation of the past.

Beyond the Lesson

This guide is designed to support middle school educators in teaching genocide through the Inquiry Design Models (IDMs) on the Holocaust, genocide of Indigenous Peoples, and Black genocide in the United States and Americas. It addresses key pedagogical considerations to ensure the teaching is historically accurate, developmentally appropriate, emotionally responsible, and relevant to students.

Understand What Genocide Is—and Isn't

Before teaching these units, educators must have a working knowledge of various definitions of genocide. While middle school students don't need to learn the legal language of the [1948 UN Convention on the Prevention and Punishment of the Crime of Genocide](#), teachers should:

- Know that genocide is not only about mass killing. It includes actions aimed at destroying a group's identity, culture, and future. Find the definitions that are relevant to Minnesota Statutes (120B.252) and academic standards (2021 K-12 Academic Standards in Social Studies) and which were used to guide the creation of these materials in the Glossary of Terms.
- A key way that many scholars have understood genocide is to describe it as a process, not a single event. A critical resource for understanding genocide as a process is Gregory Stanton's resource on [Genocide Watch](#) about the [Ten Stages of Genocide](#).
- Be able to explain that genocide occurs over time—through laws, policies, propaganda, displacement, and violence.

Developmentally Appropriate Framing

Middle school students are at a critical stage of identity development, justice awareness, and emotional growth. Effective pedagogy should:

- Focus on stories of individuals and communities, not only trauma or statistics.
- Emphasize resilience, resistance, and survival, not just destruction.
- Allow space for questions, feelings, and complexity—avoid simplistic narratives of “victims vs. villains.”
- Connect past to present in age-appropriate ways (e.g., “What can we learn from this today?” instead of “What would you have done?”).

Center Voice and Agency

Each IDM centers communities that have survived genocide and sustained cultural traditions. Teachers should:

- Highlight cultural practices, family structures, and oral traditions before introducing harm or oppression.
- Show how communities resisted and rebuilt: preserving language, reclaiming land, or organizing for civil rights.

- Avoid presenting Indigenous, Black, or Jewish communities, or other communities impacted by genocide and mass violence, only through the lens of victimhood.

Trauma-Informed Practice

Genocide education can activate personal or intergenerational trauma. Even without direct experience, students can feel overwhelmed or disconnected. Teachers should:

- Signal that this content is serious, but safe to explore.
- Create classroom norms that respect emotional responses.
- Build in time for processing, reflection, and healing-centered activities outside of graded experiences (e.g., art, journaling, community building)
- Collaborate with school counselors if needed.

Teach Context Before Content

Each IDM includes staging activities that introduce core ideas like belonging, identity, culture, and land. These activities help anchor abstract concepts in students' lived experiences. Teachers should:

- Spend time here. These activities shouldn't be treated as optional—they are crucial to developmental readiness.
- Use these conversations to surface students' own values and sense of justice before diving into case studies of genocide.

Be Prepared for Questions You Can't Answer

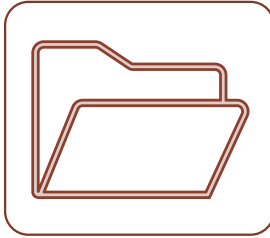
Middle schoolers ask hard questions like “Why didn't anyone stop this?” or “Why would people do this to others?”

- You don't need all the answers. It's okay to say, “That's something we're still trying to understand.”
- Use inquiry to guide students into deeper exploration rather than resolving discomfort too quickly.

Student Discussion Guide for Complex Topics

Classroom norms and sample language to support students engaging in complex and sensitive discussions.

Class Discussion Norms



1. Speak from Evidence, Not Assumptions

- Always support your ideas with a quote, source, or specific example.
- Focus on what the source shows or says—not stereotypes or generalizations.
- Refer to the author, speaker, or document by name when possible.



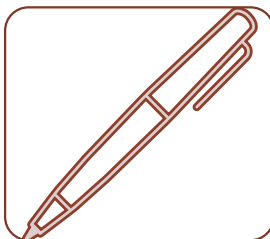
2. Listen to Understand

- Pay attention to what others say before responding.
- Don't interrupt—let others finish their thoughts.
- Reflect back what you heard others say.



3. Respect Different Perspectives

- Value the diverse ideas and experiences of classmates.
- Disagree with the idea, not the person.



4. Be Open to Revising Your Thinking

- It's okay to change your mind after hearing new information.

Sentence Stems for Evidence-Based Discussions

Sharing an Idea

- “According to the source titled ____, ...”
- “In the video/text by ____, it says, ____, which shows that...”
- “One piece of evidence that supports my idea is...”

Building on Ideas

- “I agree with ____ because the source also says...”
- “To add to what ____ said, I noticed that...”
- “That connects to another example from ____, where...”

Disagreeing Respectfully

- “I see it differently because the text says...”
- “I respectfully disagree. In ____, the evidence shows...”
- “While I understand your point, another interpretation could be...”

Asking for Clarification

- “Can you say more about where you saw that in the source?”
- “What part of the document made you think that?”
- “Can you explain how that connects to the idea of freedom/community?”

Reflecting or Revising

- “Now that I’ve heard ____, I’m rethinking...”
- “This makes me wonder if...”
- “I used to think ____, but now I think...”

Educator Preparation Guide

Teaching about the Holocaust is a vital responsibility that calls for both historical precision and emotional sensitivity. As educators lead students through this 8th-grade inquiry design model (IDM) unit, they help young people grapple with complex issues of power, identity, resistance, and human rights. The Holocaust is not only a chapter in history—it is also a warning about what can happen when dehumanization, fear, and hate go unchecked. This guide is designed to help you build confidence and grounding to teach this unit with depth and care.

Why This Unit Matters

- The Holocaust is a uniquely well-documented genocide that shows how a modern, industrialized society can incrementally descend into mass atrocity through laws, propaganda, and policy.
- Minnesota students will connect global history with local perspectives through survivor testimonies and community archives.
- Teaching this content supports students' development as ethical thinkers, civic participants, and historical investigators.
- The unit fosters empathy, critical thinking, and media literacy—key 21st-century skills.

Recommended Resources

- United States Holocaust Memorial Museum (USHMM) | [Fundamentals of Teaching the Holocaust](#)
- USHMM | [Timeline of Events](#)
- Echoes & Reflections | [Pedagogical Principles for Effective Holocaust Instruction](#)
- Facing History and Ourselves | [Prepare to Teach](#)

Framing, Language and Terminology

How we frame Holocaust education—through our language, emphasis, and guiding questions—directly shapes students' understanding of antisemitism, identity, and genocide. Many students (and educators) bring limited or oversimplified knowledge of the Holocaust and may not fully grasp the diversity of Jewish life or the mechanisms by which hate becomes systemic. This unit is an opportunity to replace flawed narratives with historically grounded, humanizing, and nuanced understandings.

Language

Instead of	Consider	Because
The Jews	Jewish people or Jewish communities	Avoids generalizations and centers humanity and diversity

Jewish religion	Jewish identity or Jewish people	Jewish identity can be religious, cultural, ethnic, or secular
Concentration camps (as a catch-all)	Be specific: labor camps, death camps, transit camps	Clarifies function and intention of different Nazi camp systems
Final Solution (without context)	Nazi plan to murder the Jews of Europe	Avoids euphemisms; reinforces genocidal intent
Others were persecuted too (to minimize Jewish targeting)	Other groups were targeted for persecution, but only Jewish people were targeted for complete annihilation	Provides a clear distinction between groups who were persecuted vs the only group who were specifically targeted for complete annihilation

Common Misconceptions to Disrupt

Misconception	Reframing Guidance
All Jewish people are the same	Emphasize that Jewish identity includes a wide range of cultural, ethnic, and religious experiences across time and geography.
Antisemitism began with Hitler	Provide historical examples of antisemitism in Europe before the 20th century, including laws, myths, and discrimination.
Jewish people went to the camps without resistance	Highlight examples of spiritual, cultural, and armed resistance; resistance was shaped by context, resources, and risk.
Only Jewish people were targeted	Clarify that while other groups were also persecuted, only Jews were targeted for complete annihilation.
Genocide happens suddenly	Help students trace the incremental stages of progression in propaganda, laws, and institutional actions that built towards mass violence over time.

Supporting Question 1: Who are the Jewish people?

Historical and Cultural Context

This question introduces students to the diversity of Jewish life before the Holocaust.

- Jewish communities have existed for thousands of years across Europe, North Africa, and the Middle East.
- In early 20th-century Europe, Jewish people were an integral part of society, contributing to arts, sciences, education, and business.

Key Concepts for Educators

- Jewish identity includes ethnic, cultural, and religious dimensions.
- Jewish communities were targeted not because of anything they did, but because of who they were and how they were perceived by antisemitic ideology.

Recommended Resources

- University of Minnesota Libraries | [Upper Midwest Jewish Archives](#)
- USHMM | [Introduction to the Holocaust](#)
- Facing History and Ourselves | [Jewish Life before World War II](#) (video, 07:11)

Supporting Question 2: How did Nazi Germany turn citizens, neighbors, and friends into enemies?

Historical and Cultural Context

This section explores how long-standing antisemitism combined with Nazi ideology to dehumanize Jews.

- Antisemitic myths have circulated for centuries across Europe, including conspiracy theories, scapegoating, and dehumanization.
- The Nazis built on these existing beliefs to create a racial ideology that portrayed Jews as a global threat to Germany and Western civilization.

Key Concepts for Educators

- Nazi propaganda embedded antisemitic stories into laws, education, film, and public messaging to justify exclusion and violence.
- These false narratives laid the foundation for widespread public support—or indifference—toward persecution and genocide.

Recommended Resources

- USHMM | [Nazi Propaganda](#)
- USHMM | [Teaching Materials on Antisemitism and Racism](#)
- Facing History | [Rise of the Nazi Party](#)
- Echoes and Reflections | [Antisemitism](#) (video, 14:53)

Supporting Question 3: How did laws, propaganda, and policies gradually change life for Jewish people and other targeted groups in Nazi Germany between 1933 and 1945?

Historical and Cultural Context

This question focuses on the incremental escalation of violence and exclusion in Nazi-led Germany

- Through hundreds of legal measures, the Nazi-led German government gradually excluded Jews from public life, the professions, and public education, eventually stripping them of all rights, including citizenship.
- The goal of Nazi propaganda was to demonize Jews and to create a climate of hostility and indifference toward their plight.
- This was a gradual process of escalation, discrimination, and violence, leading to extermination, and was implemented step-by-step over several years.

Recommended Resources

- USHMM | [Timeline Activity and Laws & Decrees](#)
- JCRC | [Witnesses to the Holocaust Teacher Guide](#)

Supporting Question 4: How have Jewish experiences during the era of the Holocaust been commemorated?

Historical and Cultural Context

This final question invites students to examine memory, responsibility, and the ethics of remembrance.

- In the aftermath of World War II, survivors, communities, and nations created memorials to honor victims and ensure such atrocities are not repeated.
- The scope and style of memorialization vary by country, reflecting national narratives and the role each played in the Holocaust.

Key Concepts for Educators

- Commemoration helps societies confront their past and promote human rights.
- Students explore how memory is shaped, preserved, and sometimes contested.

Recommended Resources

Facing History and Ourselves | [Why Must We Remember the Holocaust? Because Democracy is Precious](#)

Genocide Pre-Lesson for Middle School

A structured introduction that prepares students emotionally and intellectually to engage with genocide-related content.

Grade Level: 6th—8th

Time Required: 40-60 minutes

Purpose: To introduce the concept of genocide in a way that prepares students for deeper learning in forthcoming IDM units on the Holocaust, the genocide of Indigenous Peoples, Black genocide in America, and other genocides.

Learning Objective

Students will be able to construct a basic answer to the question: What is genocide?

Educator Prep Note

Connect with other educators in your building to understand if and how this resource has been used with students in the past. If students have already been introduced to this concept, consider connecting that learning to this pre-lesson.

Core Video Resource

- **Title:** What is Genocide?—CBC Kids News
- **Length:** 2:17
- **Link:** <https://www.youtube.com/watch?v=JsCmz0XxECQ>

Lesson Structure

1. Warm-up (5-10 min)
 - a. Ask students to respond in writing or in a pair-share:
 - i. “What do you think it means when a group of people is targeted because of who they are?”
 - b. Use this as an entry point for a brief class discussion on identity, bias, and belonging.
2. Introduce the video (2-3 min)
 - a. Explain: “We’re beginning a unit where we’ll study events where entire communities were targeted because of who they were. This is called genocide. Today’s video will help us understand what genocide is, and why learning about it matters.”
3. Watch and Discuss (10- 15 min)
 - a. Play: “What is Genocide?”—CBC Kids News

- b. Share the list of genocides found at the bottom of this resource.
 - c. Emphasize genocide is both an historical and ongoing concept.
 - d. Pair-share
 - i. What is genocide?
 - ii. What examples of genocide did the video talk about?
 - iii. Why is it important to learn about genocide?
4. Reflect and Discuss (10-15 min)
- a. Play the video a second time.
 - b. Use the following prompts for a full-class discussion
 - i. What did you learn from the video the second time?
 - ii. What did you hear from your partner that you hadn't considered?
 - iii. What questions do you still have?
5. Bridge to the Unit (10-15 min)
- a. Explain to students: "In this class, we'll be learning about how [insert community—like Indigenous Peoples in Minnesota, Jewish communities during the Holocaust, Black Americans during slavery, or other genocides] were and are targeted in ways that connect to genocide. We'll also explore how many resisted, survived, and kept their cultures alive even through mass atrocities."
 - b. Create a **class graffiti wall** on chart paper with the heading: *"What is genocide and why should we learn about it?"*
 - c. Students can add thoughts, quotes from the video, or images.

List of Genocides

This is not a comprehensive list but gives students an understanding of the genocides that have occurred.

- Genocide of Indigenous Peoples in the U.S.
- Black genocide in the U.S.
- Genocide in German Southwest Africa (present-day Namibia)
- Armenian genocide
- Holodomor, genocide of Ukrainians
- The Holocaust/Shoah
- Cambodian genocide
- Rwandan genocide
- Bosnian genocide
- Genocide in Sudan/Darfur
- Genocide in East Timor
- Genocide in Guatemala

Holocaust Education In Global Studies (8th Grade IDM)

Compelling question:	What happens when fear and antisemitism become part of a society's laws and institutions?		
Staging the question	Life Before the War Activity: Trading Images: Students complete a See, Think, Wonder for one of the images in Source A. Then they share their thoughts with another student that looked at the same image. After that, they compare their images and thoughts with a student who looked at a different image. The students trade images and continue to share their images and thoughts with others until all images have been traded and shared with all students. Source A: Facing History Gallery: Pre-War Jewish Life in Eastern Europe. Reflection: Students write a short reflection on what the images show about Jewish Life in Eastern Europe in the 1920-30s. Share Out: Students share their thinking to the class Preview Restrictions Activity: Trading Images: Using the same trading procedure as above, students view the images of Nazi restriction in Source B except, in place of “wonder”, they discuss: <i>What changed? Who is included or excluded?</i> Source B: Various Sources Restriction Photographs Discussion: Students share their wonders and patterns they noticed. Encourage students 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 Ticket: Students reflect on the following questions: <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,	8.1.2.1 Compare and contrast various systems of government and their	8.4.20.1 - Use primary and secondary sources to analyze how individuals, groups, and societies around the world have	8.5.23.1 Examine the cultures and histories of one or more ethnic groups who have

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.	methods of maintaining order and/or control.	been affected by genocide, the Holocaust, and mass violence, including communities resettled in Minnesota.	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 Jewish people 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 Remove the descriptions from the images in Source A. Image Reflections: 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.	Task 1: Historical Antisemitism Arrange the antisemitism sources (Source A) in the classroom in chronological order. Use the Library of Congress' Observe, Reflect, Question model for Analyzing Primary Sources to analyze the examples of historical antisemitism in a gallery walk. After the gallery walk, students add to their Neighbors to Enemies	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 Library of Congress' Observe, Reflect, Question model for Analyzing Oral	Task 1: Compare and Contrast Students compare and contrast four Holocaust commemoration events / memorials (Source Set A); 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.

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.	graphic organizer ideas or images that contribute to the othering of Jewish people in Europe throughout history.	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? Question: What do you wonder about? Write questions your group still has.	
Task 2: Map Study Students get different maps from the set (Source B). Use the Library of Congress' Observe, Reflect,	Task 2: Rise of the Nazi Party Students read the excerpt from the Nazi Party Platform from February 1920 (Source B).	Task 2: Gallery Walk Hang the Laws and Decrees and Events cards around the room in a timeline starting with	Task 2: Exit Ticket Answer the compelling question and add at least 4 ideas to the unit timeline worksheet.

Question model for Analyzing Maps to guide students. Observe (individually): Describe what you see: What do you notice 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...?”	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? 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. (Source C and D) 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?	1933 and ending with 1945 (Source B). 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 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	Task 3: Propaganda Analysis	Task 3: Resistance	

In small groups, students use the Library of Congress' Observe, Reflect, Question model for Analyzing Oral Histories for each excerpt in Source C: 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	Each group gets two propaganda posters from the USHMM collection (Source E). In small groups, students use the Library of Congress' Observe, Reflect, Question model from Analyzing Political Cartoons for each propaganda poster. 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?	Students free-write about what resistance means to them. Jewish Resistance: Working in pairs, students fill in the graphic organizer noting obstacles to resistance, acts of armed resistance, and acts of unarmed resistance from their assigned survivor testimonies (Source C).	
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questions your group still has.	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 Neighbors to Enemies graphic organizer		
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. (Sources F, G, and H) 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	Task 4: Exit Ticket Answer the compelling question and add at least 4 ideas to the unit timeline worksheet.	

	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 Neighbors to Enemies graphic organizer.		
Task 5: Exit Ticket Answer the compelling question and add at least 3 ideas to the unit timeline worksheet.	Task 5: Exit Ticket Answer the compelling question and add at least 4 ideas to the unit timeline worksheet.		
Featured sources	Featured sources	Featured sources	Featured sources
Task 1: See, Think, Wonder Source A: UMN Upper Midwest Jewish Archives 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: 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 Set 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 B: Various Sources Map Set	Task 2: Rise of the Nazi Party Source B: Facing History National Socialist German Workers’ Party Platform Facing History & Ourselves Source C: Facing History Hyper Inflation and the Great Depression Source D: Facing History Education in the Weimar Republic	Task 2: Gallery Walk Source B: USHMM Timeline Materials: Timeline Activity: Years 1933–1945 Timeline Cards: Laws and Decrees Timeline Activity: Historical Events	
Task 3: Daily Life Excerpts Source C: Jewish Community Relations Council (JCRC) Excerpts from Witnesses to the Holocaust (<i>Excerpts for the activity from Witnesses to the Holocaust - JCRC</i>)	Task 3: Propaganda Analysis Source E: USHMM Propaganda Images Original Images Found Here: Propaganda Directed at Workers Propaganda Directed at Women Anti-Jewish Propaganda	Task 3: Resistance Source C: 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	

	• Propaganda Directed at University Students • Propaganda Directed at Farmers • Behind Enemy Powers	• Felicia Weingarten	
	Task 4: Laws and Policy Source F: Facing History Law for the Protection of German Blood and Honor, Part 1 Source G: Facing History Law for the Protection of German Blood and Honor, Part 2 Source H: 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 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 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.

To access featured sources in the IDMs created by the Working Group, review the SharePoint instructions below and complete the access request form:

Access Request Form:

<https://forms.cloud.microsoft/g/geU1t252wi>

Important:

Access requires a **Microsoft account email address**.

If your district does not use Microsoft accounts, you may create a free one (e.g., Outlook.com) at:

<https://account.microsoft.com>

Please ensure the email you provide in the form is a Microsoft account, as it will be used to grant SharePoint access.

The form will request:

- First and last name
- Microsoft account email
- District/organization
- Job title
- District/organization type
- District/organization name
- Primary purpose for access

After submitting your request, it will be reviewed. You will then receive an invitation sent directly to the **Microsoft email account** you provided on the form. Please check the inbox for that account. If you don't see the invitation within several days, check your spam/junk folder.