

Holocaust Education: High School World History

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 why the international community often fails to act in the face of injustice.

This unit explores the Holocaust as both a historical event and a lens for understanding how injustice unfolds—and how the international community chooses to respond. Through inquiry-based lessons, students examine the roots of antisemitism, the bureaucratic and legal barriers Jewish people faced when attempting to flee Nazi persecution, the actions and inactions of institutions that enabled genocide, and the legacy of the International Military Tribunals held at Nuremberg. By connecting past to present, the unit encourages critical thinking, ethical reflection, and civic responsibility.

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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.	9
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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 high 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, emotionally responsible, developmentally appropriate and relevant to students.

Deepen Understanding of Genocide

Before teaching, educators should:

- **Comprehend the Legal and Historical Definitions:** Familiarize themselves with the [1948 UN Convention on the Prevention and Punishment of the Crime of Genocide's](#) definition and understand its applications and limitations. Find the definitions used to guide the creation of these materials in the Glossary of Terms.
- **Recognize Genocide as a Process:** Acknowledge that genocide encompasses a series of actions, including discrimination, dehumanization, and systemic violence, not solely mass killings. Consider reading Gregory Stanton's resource on Genocide Watch about the [Ten Stages of Genocide](#).
- **Explore Genocide Studies:** Investigate various genocides to understand common patterns and unique circumstances, enhancing the depth of instruction.

Address Developmental Concerns

High school students are capable of engaging with complex and nuanced content. Educators should:

- **Foster Critical Thinking:** Encourage analysis of historical sources, identification of bias, and evaluation of differing perspectives.
- **Promote Ethical Reflection:** Facilitate discussions on moral dilemmas, individual and collective responsibility, and the consequences of action or inaction.
- **Support Emotional Processing:** Provide space for students to express and manage emotional responses to challenging content outside of graded or evaluated activities.

Include Agency and Resilience

Instruction should highlight:

- **Survivor Testimonies:** Incorporate firsthand accounts to humanize historical events and illustrate resilience.
- **Resistance Movements:** Study organized and individual acts of resistance to demonstrate agency amidst oppression. Support students in identifying and defining acts of agency in historical settings.
- **Cultural Continuity:** Explore how targeted communities have preserved and revitalized cultural identities post-genocide.

Implement Trauma-Informed Practice

To create a supportive learning environment:

- **Establish Clear Guidelines:** Set expectations for respectful discourse and provide content warnings as necessary.
- **Integrate Reflective Activities:** Use journaling, art, or discussion to help students process content outside of graded activities.
- **Collaborate with Support Staff:** Engage counselors or psychologists when addressing particularly sensitive topics.

Connect Past to Present

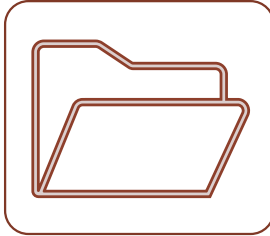
Encourage students to:

- **Identify Contemporary Parallels:** Analyze current events through the lens of historical genocides to understand ongoing issues of injustice.
- **Engage in Civic Action:** Develop projects or initiatives that promote awareness and prevention of genocide and mass atrocities.

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.



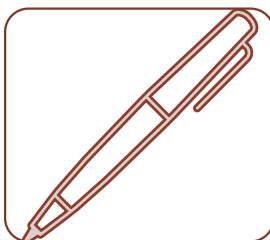
2. Listen to Understand

- 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 requires care, nuance, and clarity. In high school world history, this unit offers students an opportunity to understand how mass atrocity takes shape—through ideology, law, propaganda, silence, and complicity—and how individuals, institutions, and nations respond.

This unit does not ask students to memorize dates or numbers. It asks them to wrestle with human choices, examine how injustice is normalized, and evaluate what justice looks like in the aftermath of injustice. The Holocaust is both a specific event and a universal warning—and this unit helps students explore that tension through inquiry, primary sources, and civic reflection.

Why This Unit Matters

- The Holocaust illustrates how a modern, bureaucratic society can descend into genocide—and what factors make that possible.
- Students analyze individual and collective responsibility, tracing how myths and policies evolve into mass violence.
- The unit supports civic development by asking students to apply historical lessons to modern injustice
- Students develop critical thinking, source analysis, media literacy, and ethical reasoning through direct engagement with survivor voices and historical documents.
- By connecting global history to present-day questions, this unit encourages students to become more informed and active participants in their world.

Recommended Resources

- USHMM | Teaching Materials Overview: www.ushmm.org
- Facing History and Ourselves: www.facinghistory.org

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
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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.

Other countries didn't know until it was too late

Primary sources consistently demonstrate that governments, leaders, and many ordinary citizens (through newspaper coverage) were aware of the persecution of Jewish people in Nazi Germany and Nazi-controlled Europe.

Supporting Question 1: How did false stories (myths and tropes) about the Jewish people shape the actions of nations during the Holocaust?

Historical and Cultural Context

- 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.
- Antisemitism was not uniquely German. Antisemitic beliefs existed across Europe in the 1930s and 1940s.

Recommended Resources

- Facing History and Ourselves | [The Impact of Nazi Propaganda: Visual Essay](#)
- USHMM | [Nazi Propaganda](#)
- USHMM | [Teaching Materials on Antisemitism and Racism](#)
- Echoes and Reflections | [Antisemitism](#) (video, 14:53)

Supporting Question 2: What do Jewish efforts to flee, and the obstacles they faced, reveal about life under Nazi rule and the international response?

Historical and Cultural Context

- As Nazi persecution escalated, many Jewish families tried to emigrate—but were blocked by strict immigration quotas and indifference from other nations.
- The 1938 Evian Conference revealed that most countries, including the U.S., were unwilling to accept more Jewish refugees.

Key Concepts for Educators

- Fleeing was expensive, dangerous, and often impossible due to legal, financial, and bureaucratic barriers.
- The failure of international actors to intervene or provide asylum enabled the Nazis to continue their policies with minimal outside interference.
- The governments of many western countries refused to adjust immigration policies and quota systems to help fleeing Jewish people.

Recommended Resources

- United States Holocaust Memorial Museum
 - [Americans and the Holocaust](#)
 - [The Evian Conference](#)
 - [How did leaders, diplomats, and citizens around the world respond to the events of the Holocaust?](#)
- [Voyage of the St. Louis | Holocaust Encyclopedia](#)

Supporting Question 3: How did institutions and groups choose to respond, collaborate, or remain silent as the Holocaust unfolded?

Historical and Cultural Context

- The Holocaust unfolded in phases: legal discrimination, ghettoization, deportation, extermination, and death marches.
- At each phase, individuals and institutions—neighbors, religious leaders, civil servants—made choices about whether to collaborate, resist, or remain silent.

Key Concepts for Educators

- Resistance took many forms: hiding Jews, smuggling food, armed uprisings, and preserving dignity in dehumanizing conditions.
- Inaction and complicity were often shaped by fear, ideology, antisemitism, or perceived powerlessness.

Recommended Resources

- USHMM | [Some Were Neighbors: Choice, human behavior, and the Holocaust](#)
- Facing History and Ourselves | [Recommended Resources for Holocaust and Human Behavior](#)
- USHMM | The Holocaust Encyclopedia
 - [The Movement to Boycott the Berlin Olympics of 1936 | Holocaust Encyclopedia](#)
 - [The Evian Conference, July 1938 | Holocaust Encyclopedia](#)
 - [Holocaust Encyclopedia Overview Invasion of Poland](#)
 - [Holocaust Encyclopedia Overview of Denmark](#)

Supporting Question 4: What did the International Military Tribunals held at Nuremberg prosecute, and what lessons can they teach us about responding to injustice today?

Historical and Cultural Context

- After World War II, the Allies established the International Military Tribunals held at Nuremberg to hold Nazi leaders accountable for war crimes and crimes against humanity.
- While the International Military Tribunals held at Nuremberg set legal precedents, they also left gaps—many complicit individuals were never prosecuted.

Key Concepts for Educators

- Nuremberg focused on top leaders and established international legal frameworks, but did not address many forms of structural and bureaucratic complicity.

Note for Educators: This supporting question builds toward benchmark **9.4.22.6**: *“Draw on historical examples to propose a solution to a pressing global issue.”* Students meet this benchmark through the Taking Informed Action section, where they apply lessons from the Holocaust to a current global crisis.

Recommended Resources

- USHMM | [International Military Tribunals at Nuremberg](#)
- Facing History and Ourselves | [Justice and Judgement after the Holocaust](#)

Genocide Pre-Lesson for High School

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

Grade Level: 9th—12th Grade

Time Required: 45—60 minutes

Purpose: To introduce the concept of genocide in a manner that prepares high school students for in-depth study in forthcoming 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: Why is genocide a complex and contested idea?

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 comes to mind when you hear the word 'genocide'?
 - b. Facilitate a brief class discussion to share and compare responses.
2. Watch and Discuss (5-10 min)
 - a. Frame the video as a starting point for creating a definition of genocide.
 - b. Play the video: What is Genocide?—CBC News
 - c. Have students write a definition of genocide with their partner.
 - d. Share definitions with the class
3. Dig Deeper into Definitions (20 min)
 - a. Put students in groups of four.

- b. Each group gets a definition of genocide from the resource below.
 - c. Have students read and discuss the definition.
 - d. Half of each group rotates to a new group, sharing previous definitions and new ideas added with their new partners.
 - e. Continue rotating until students have met with groups representing all three additional definitions.
4. Reflect (15 min)
- a. Using notes, write a new definition of genocide.
 - b. Individually write:
 - i. Why is genocide a complex and contested idea?

Definitions Related to the Concept of Genocide

Definition One: United Nations Convention on the Prevention and Punishment of Genocide (1948)

[Definitions of Genocide and Related Crimes | United Nations](#)

Genocide means an internationally recognized crime where acts are committed with the intent to destroy, in whole or in part, a national, ethnic, racial, or religious group. Acts of genocide, as defined by the United Nations and the Rome Statute, include the following categories:

- (1) killing members of the group;
- (2) causing serious bodily or mental harm to members of the group;
- (3) deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- (4) imposing measures intended to prevent births within the group; or

(5) forcibly transferring children of the group to another group.

Definition Two: Raphael Lemkin in *Axis Rule in Occupied Europe*, 1944

["Axis Rule in Occupied Europe," Chapter IX: Genocide, by Raphael Lemkin, 1944 - - Prevent Genocide International](#)

“By ‘genocide’ we mean the destruction of a nation or of an ethnic group. This new word, coined by the author to denote an old practice in its modern development, is made from the ancient Greek word *genos* (race, tribe) and the Latin *cide* (killing).... Generally speaking, genocide does not necessarily mean the immediate destruction of a nation, except when accomplished by mass killings of all members of a nation. It is intended rather to signify a coordinated plan of different actions aiming at the destruction of essential foundations of the life of national groups, with the aim of annihilating the groups themselves. Genocide is directed against the national group as an entity, and the actions involved are directed against individuals, not in their individual capacity, but as members of the national group”.

Definition Three: The Cambridge Handbook of Social Problems (2018)

[The Cambridge Handbook of Social Problems](#), pp. 173 - 196

DOI: <https://doi.org/10.1017/9781108550710.012>

Publisher: Cambridge University Press

Print publication year: 2018

Genocide is a political concept designed to guarantee cultural groups a right to life comparable to that guaranteed to individuals by human rights.

Cultural Genocide / Culturicide: Destruction of cultural identity—traditions, language, artifacts, heritage—without necessarily physically harming individuals.

Linguistic Genocide / Linguicide: Erasure of group identity by eliminating language—from banning languages to imposing monolingual education—effectively undermining culture and identity without direct physical violence.

Ethnic Cleansing / Ethnocide: Extermination of culture (killing the "spirit" of a people), distinct from physical genocide but aiming to destroy cultural identity through forced assimilation or suppression of ways of life.

Identicide: Targeted destruction of places, symbols, and cultural property to erase a group's memory and presence—like burning libraries or bombing monuments—cutting ties between people and place.

Paper Genocide: Systematic removal of a group from official records (e.g., school, census), erasing their historical presence and supporting the illusion of extinction, even as descendants remain.

Urbicide: Deliberate destruction of urban space to undermine group heterogeneity and memory—not focused on people but on erasing the physical urban environment that defines culture and identity.

Classicide: While similar to genocide, it targets social class rather than protected ethnic/religious groups—demonstrating that genocide-related concepts can apply to broader systems of targeted mass killing.

Holocaust Education in Global Studies (HS IDM)

Compelling question:	Why does the international community often fail to act in the face of injustices?		
Staging the question	Warm-up: Students read the Holocaust section in their world history textbook or Source A. 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. Source A: United States Holocaust Memorial Museum (USHMM) Introduction to the Holocaust Timeline Activity: 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 will 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.		
Benchmark	Benchmark	Benchmark	Benchmark
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	What do Jewish efforts to flee, and the obstacles	How did institutions and groups choose to respond (collaborate, resist, or	What did the International Military Tribunals held at

shape the actions of nations during the Holocaust?	they faced, reveal about life under Nazi rule and the international response?	remain silent) as the Holocaust unfolded?	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 for Political Cartoons for each of the propaganda images (Source A). After, they 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	Task 1: Dual Source Gallery – “Those Who Tried to Flee / Those Who Couldn’t” Warm-up: 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 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 for Analyzing Primary Sources. Have groups share their findings with a partner from the opposite set.	Task 1: Mapping War Use the headlines and dates in the newspapers (Source A) 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 Sources A and B. Students annotate sources using the Library of Congress’ Observe, Reflect, Question model for Analyzing Primary Sources for each source.

descriptions of them (Source B). 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?			
Task 2: From Myth to Policy Using the sources from previous tasks, students write a Claim-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....	Task 2: Timeline and Discussion Students add 3-5 entries to their timeline that illustrate when escape was attempted, allowed, or 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	Task 2: International Action/Inaction Jigsaw The case study sets (Source Sets B -G) contain primary sources about a range of international responses to the Holocaust. Print or distribute digital case study sets for each group. 1936 Olympic Boycott - United States - United Kingdom - Poland - Denmark In expert groups, students work through each primary source using the Library of Congress’	Task 2: Timeline Reflection Students revisit their timelines and mark: - Events that were addressed at Nuremberg - 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?

	families faced during Nazi rule? How do these stories deepen our understanding of why international response mattered so much?	Observe, Reflect, Question method for 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. 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	
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		responses across nations/institutions.	
Task 3: Timeline 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> (Source C or D). 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? Students write a short response or prep for a structured discussion.	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 (Sources C -H). Have students use a graphic organizer to analyze: - What the tools is - When it was created - What problem it was meant to solve - 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 (Sources C and/or D). Students trace continuity from past to Nazi use: Where have we seen this idea before? How did Nazis adapt or modernize it?	Task 4: Exit Ticket Students reflect on the following questions: 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.		Task 4: Exit Ticket Students reflect on the supporting question.

Use the timeline created in “Staging the Question” to connect ideas over time.			
Featured sources	Featured sources	Featured sources	Featured sources
Task 1: Source Investigation Source A: USHMM Antisemitic Trope Images Source B: Facing History and Ourselves Antisemitic Tropes Chart Task 4 (Optional): Sourcing and Historical Continuity Source C: USHMM An Antisemitic Conspiracy: The protocols of the elders of Zion Source D: USHMM Blood Libel Throughout History	Task 1: Dual Source Gallery – “Those Who Tried to Flee / Those Who Couldn’t” Source Set A: Those Who Tried to Flee - Various Sources Voyage of the St. Louis Sources - USHMM Otto Frank Source Set B: Those Who Couldn’t - USHMM Behind Every Name: Jakob Blankitny - USHMM Behind Every Story: Naki’s Story USHMM One Family’s Holocaust Story	Task 1: Mapping War Source A: Minnesota Digital Newspaper Hub German Conquest Front Pages (Print on 11x17 paper)	Task 1: Nuremberg – What was prosecuted? Source A: Avalon Project Charter of the International Military Tribunal at Nuremberg Source B: USHMM How Were the Crimes Defined
	Task 4 (Optional): Moral Universe Case Study Source C: USHMM Eichmann Trial Source Set D: Harper Collins Publishers Ordinary Men	Task 2: International Action/Inaction Jigsaw Source Set B : 1936 Olympic Boycott - Various Sources 1936 Olympic Boycott Movement Source Set	Task 3: From Nuremberg to Now – What can we do about injustice today? Source C: United Nations The Convention on the Prevention and Punishment of the Crime of Genocide (1948)

	Christopher Browning Facing History & Ourselves Reserve Police Battalion 101	Source Set C: United States - Various Sources Response from the U.S. Source Packet Source Set D: United Kingdom - Various Sources Response from the United Kingdom Source Packet Source Set E: Poland - Various Sources Response from Poland Source Packet Source Set F: Denmark - Various Sources Response from Denmark Source Packet	Source D: United Nations Rome Statute of the International Criminal Court Source E: United Nations Founding of the United Nations 1945 (video, 02:53) Source F: United Nations Universal Declaration of Human Rights Source G: Human Rights Watch About Us and World Report Source H: Amnesty International Who We Are and Countries
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? 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 International Military Tribunals held at 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.

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.