Holocaust Ed Model IDM Unit Plan

7th Grade

Compelling question:	What was the Holocaust and what factors allowed it to happen?		
Benchmark	**Benchmark**	**Benchmark**	**Benchmark**
7.1.5.1 Explain how political parties, interest groups, various types of media and public opinion shape public policy formation.	7.4.18.3 Analyze connections between World War II, Fascism and the Holocaust. Identify the relationship between individuals' experiences of these events and broader historical contexts.	7.4.18.3 Analyze connections between World War II, Fascism and the Holocaust. Identify the relationship between individuals' experiences of these events and broader historical contexts.	7.5.24.1 Examine the goals and actions of community groups, organizations and other freedom movements that fought against injustices (i.e., local, national and global).
Supporting question	**Supporting question**	**Supporting question**	**Supporting question**
What is the Holocaust and what role did antisemitism play?	How did the Nazi party gain power and influence in Germany in the 1930s and how did that impact the lives of Europe's Jews?	How did laws, propaganda, & policies gradually change life for Jews in Nazi Germany?	What forms did resistance take during the Holocaust and what challenges did survivors face once liberated?
Formative performance task(s)	**Formative performance task(s)**	**Formative performance task(s)**	**Formative performance task(s)**

Note: Visual history testimonies of people who survived and bore witness to the Holocaust will be a core aspect of this unit of study.
 	
Step-by-step lesson for Days 1-2 is linked below; adapted and curated by Echoes & Reflections linked here.
 	
Day 1: What is the Holocaust?
• Watch testimony from a Jewish survivor and a liberator.
• Review and discuss Holocaust Definitions.
• Analyze definitions and discover commonalities to better understand the language used to define the Holocaust.
• Summative Task: Identify 3 reasons why the Holocaust is an important historical topic or time period to study
 	
Day 2: What is Antisemitism?
• Watch video and fill out graphic organizer to answer these questions:
  ○ Who Are the Jewish People?
  ○ What does it mean to be Jewish?
	Step-by-step lesson for Days 3-5 is linked below; adapted & curated by Echoes & Reflections linked here.
	
	Day 3: Rise of Nazi Party (Part I)
	• Review handout, What Rights Are Most Important to Me?, & rank choices.
	• Create T-chart regarding "How rights in a democracy are protected" & "Factors that can lead to the loss of rights."
	• Read bios & watch testimony clips regarding changes during Weimar Republic that led to the breakdown of democracy.
	• Map Analysis: View maps to examine how Europe changed between WWI & WWII.
	
	Day 4: Rise of Nazi Party (Part II)
	• Read handout, The Weimar Republic and the Rise of the Nazi Party and take notes on graphic organizer.
	• Read bio & watch testimony clip regarding how Nuremberg Laws & growing antisemitism in Nazi
		Step-by-step lesson for Days 6-8 is linked below; adapted & curated by Humanus Network utilizing resources from Echoes & Reflections, United States Holocaust Memorial Museum, and Humanus Network linked here.
		
		Day 6: Establishment of Ghettos and Jewish Response
		• Examine ghettos under Nazi rule & how life changed for people confined to ghettos.
		• Explore a Case Study on the Lodz Ghetto.
		• Examine methods used by the Nazis to systematically dehumanize Jewish people in ghettos & various responses by Jewish people.
		
		Day 7: Incremental Escalation: Ghettos to Camps
		• Explore various kinds of camps used by the Nazis & how life changed drastically for those confined to camps.
			Step-by-step lesson for Days 9-10 is linked below; adapted & curated by Echoes & Reflections linked here.
			
			Day 9: What is Resistance?
			• Discuss *resistance* and situations in which it's necessary. Based on discussion, students record their definition of this term.
			• Watch Video Toolbox from 0:49-1:43 & testimonies of Jewish survivors who participated in resistance activities.
			• Consider which of the testimonies fits within their original definition of resistance & revise definitions to reflect new understandings.
			• Definitions from Echoes & Reflections Audio Glossary are introduced as needed:
			  ○ Resistance
			  ○ Armed Resistance
			  ○ Spiritual Resistance

• Discussion on stereotypes, prejudice, generalizations, etc.
• Analyze the definition of Antisemitism.
• Watch video clips of survivors who describe their lives in Germany before the rise of the Nazi Party.
• Discussion on testimony clips.
• Summative task: Students work individually, then in small groups, and eventually as a full class to write a consensus definition of antisemitism, listing at least two ways in which antisemitism has been deeply rooted in societies, citing evidence.
	Germany affected individuals.
	• Read handout, Nazi Germany and Anti-Jewish Policy, & annotate with focus on lesson's supporting questions.
	• View photographs regarding Anti-Jewish Signs in Germany
	• View photographs regarding Nazi propaganda against the Jewish people.
	• Sentence strips are posted
	• containing different rights taken from Jewish people & noted in the reading.
	• Pairs or small groups are
	• assigned one right to research using Echoes & Reflections Timeline of the Holocaust .
	• Class reports significant finding
	• & pulls down corresponding sentence strip, representing the "stripping" or loss of rights for Jewish people.
	• As strips are pulled down, reflect on how each right corresponds with rights identified during the *"What Rights Are Most Important to Me?"* exercise.
	• Class discussion on effects of anti-Jewish policies.
	• Summative task: Citing evidence from lesson, answer supporting
		• Read USHMM Holocaust Encyclopedia Article and complete handout.
		• In small groups, research a specific camp within a camp category & report to whole class (Concentration, Forced Labor, Transit, Killing Center). Research includes primary and secondary sources.
		
		Day 8: Incremental Escalation: Camps to "The Final Solution"
		• Examine "The Final Solution to the Jewish Question" and how one should study it.
		• Explore the incremental escalation of anti-Jewish policies that led to "The Final Solution of the Jewish Question".
		  • Student Handout
		  • Teacher Answer Key
		• Summative Tasks: In groups, examine 10 archival photographs at a station and put them in sequential order to show the incremental escalation that answers the supporting question, "How did laws, propaganda, & policies gradually change life for European Jews?"
			○ Cultural Resistance
			
			Forms of Resistance:
			• Distribute handout, Jewish Resistance
			• In small groups, read and analyze documents representing various forms of resistance.
			• Continue to add information & ideas to *Jewish Resistance* handout & refine definitions of resistance.
			
			Testimony:
			• Watch testimony clip of Jewish survivor & add information & ideas to *Jewish Resistance* handout one last time.
			• Summative Task: Write reflectively to answer: *How has your understanding of resistance during the Holocaust changed in this lesson?* Use your Jewish Resistance handout and evidence from lesson sources to explain your ideas.
			
			Day 10: Liberation: What challenges did survivors face in

	question, *"How did the Nazi party gain power and influence in Germany in the 1930s and how did that impact the lives of Europe's Jews?"* **Day 5**: November Pogrom / Kristallnacht • See-Think-Wonder Exercise and Photo analysis (first without title and context, then with title and context). • Distribute Kristallnacht Pogrom handout • View testimony clips of individuals who experienced Kristallnacht. • Station Activity: Analyze Primary Sources & Compare Perspectives (Document Analysis handout) • Class discussion or independent journaling to wrap up lesson.		**trying to "return to life"?** • Watch video, Liberators and Survivors: The First Moments, from the start to 5:15. • Discuss importance of liberators' firsthand, eyewitness accounts of Nazi mass atrocities & challenges faced by survivors after liberation. • Analyze testimonies & complete worksheet, Survivors: Return to Life Summative Task: • Create a tile – Write/draw image(s) / words / phrases that left an impression on you during this unit of study on a 4x4 or 5x5 square of paper. • Tiles are cut out and put up to create a *Wall of Remembrance,* much like the one on display at the United States Holocaust Memorial Museum (See Example Photo here). • Write a short paragraph explaining the choices you made for your tile, citing evidence from the unit to

			support your explanation.

Featured source(s)	**Featured source(s)**	**Featured source(s)**	**Featured source(s)**
Specially curated lessons adapted and condensed by Echoes & Reflections *(www.echoesandreflections.org)* Lesson Plan Linked Here	Specially curated lessons adapted and condensed by Echoes & Reflections. *(www.echoesandreflections.org)* Lesson Plan Linked Here	Specially curated lessons adapted and condensed by Humanus Network utilizing resources from Echoes & Reflections *(www.echoesandreflections.org)*, the United States Holocaust Memorial Museum *(https://www.ushmm.org/)*, and Humanus Network (*https://www.humanusnetwork.com/*). Lesson Plan Linked Here	Specially curated lessons adapted and condensed by Echoes & Reflections *(www.echoesandreflections.org)* Lesson Plan Linked Here
Summative performance task	Students will answer the compelling question: ***What was the Holocaust and what factors allowed it to happen?*** **Task:** At the conclusion of this unit, students will demonstrate their understanding of the Holocaust by creating a final product that answers the compelling question. Students may choose from a variety of formats — written, visual, or digital — to showcase their learning. **Possible formats include:** • **Essay:** A structured paper that explains the Holocaust and analyzes contributing factors. • **Historical timeline:** A chronological representation highlighting key events, policies, and turning points. • **Multimedia presentation:** A PowerPoint, Google Slides, or video presentation combining text, images, and narration.		

	• **Creative display:** A trifold board, illustrated poster, or other visual project. • **Narrative project:** A diary entry, letter, or story from the perspective of someone living during the Holocaust (fictional but evidence-based). **Expectations:** • All projects must clearly answer the compelling question. • Students must use specific evidence from class readings, primary sources, and discussions to support their ideas. • Work should demonstrate critical thinking, showing not only what happened but also why it happened and how different factors (political, social, economic, cultural) contributed. • Creativity in format is encouraged, but accuracy and evidence are essential. **Assessment Criteria:** • **Historical accuracy:** Facts are correct and supported by evidence. • **Use of evidence:** Clear citations from unit materials. • **Critical thinking:** Analysis goes beyond description to explain causes and consequences. • **Clarity and organization:** Ideas are presented in a logical, understandable way. • **Creativity and engagement:** Format is thoughtful and enhances understanding.