

Honor and Remembrance

Stories of the Holocaust

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Grade Level	10th Grade	**Time Frame**	120 minutes
Subject	Social Studies	**Duration**	2 periods
Course	World History		

Essential Question

Why should we remember the Holocaust?

Summary

This lesson asks students to consider the impact of the Holocaust and why people should remember it. Students discuss myths surrounding the Holocaust, investigate the events of the Holocaust, and read testimonies from those who experienced it. Students then research the experiences of victims, survivors, and rescuers and construct their own Wall of Honor that shares the stories of these important figures.

Snapshot

Engage

Students determine whether several myths about the Holocaust are true or false.

Explore

Students analyze a series of quotes relating to the Holocaust and share what they found surprising, interesting, or troubling about the quotes.

Explain

Students examine an infographic and organize the information they find interesting and important.

Extend

Students review the experiences of victims, survivors, and rescuers and construct honorary plaques that retell their stories. Students then participate in a Gallery Walk to view their peers' work.

Evaluate

Students reflect on the lesson's essential question and complete a brief writing activity.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR402: Draw logical conclusions in somewhat challenging passages
IDT403: Summarize key supporting ideas and details in somewhat challenging passages

ACT College and Career Readiness Standards - Writing (6-12)

I&A 401: Understanding the task and writing with purpose. A score in this range indicates that the writer is able to: -Generate a clear thesis that establishes a perspective on a contemporary issue -Engage with other perspectives on the issue
D&S 401: Building and strengthening the argument. A score in this range indicates that the writer is able to: -Make use of clear reasoning and examples to arrive at an understanding of the issue and differing perspectives on it -Adequately convey reasons why the argument is worth considering -Extend ideas and analysis by considering factors that complicate the writer's own perspective -Anticipate objections by qualifying the argument

Oklahoma Academic Standards SOCIAL STUDIES (Modern World History)

MWH.C.6.6: Examine the background, causes, series of events, and effects of the Holocaust.
MWH.C.6.6.B: Describe the National Socialist Party's (Nazi) seizure of unchecked power, its dehumanization of the Jews and the mass genocide of other victims (e.g., physically disabled, the Roma, homosexuals).
MWH.C.6.6.C: Examine the effects of the Shoah (Jewish Holocaust) through eyewitnesses such as inmates, survivors, liberators, and perpetrators.

Attachments

- Holocaust Research Criteria—Honor and Remembrance - Spanish.docx
- Holocaust Research Criteria—Honor and Remembrance - Spanish.pdf
- Holocaust Research Criteria—Honor and Remembrance.docx
- Holocaust Research Criteria—Honor and Remembrance.pdf
- Lesson Slides—Honor and Remembrance.pptx
- Research Card Deck—Honor and Remembrance - Spanish.docx
- Research Card Deck—Honor and Remembrance - Spanish.pdf
- Research Card Deck—Honor and Remembrance.docx
- Research Card Deck—Honor and Remembrance.pdf
- S-I-T—Honor and Remembrance - Spanish.docx
- S-I-T—Honor and Remembrance - Spanish.pdf
- S-I-T—Honor and Remembrance.docx
- S-I-T—Honor and Remembrance.pdf
- Window Notes—Honor and Remembrance - Spanish.docx
- Window Notes—Honor and Remembrance - Spanish.pdf
- Window Notes—Honor and Remembrance.docx
- Window Notes—Honor and Remembrance.pdf

Materials

- Lesson Slides (attached)
- S-I-T handout (attached; one per student)
- Holocaust Timeline Infogram (linked)
- Window Notes handout (attached; one per student)
- Holocaust Research Criteria handout (attached; one per student or group)
- Research Card Deck (attached; one set per class)
- Pencils or pens
- Notebook paper

- Student computers or tablets with internet access
- Materials to create honorary plaques, such as construction paper, glue, scissors, and markers (optional)

Preparation

Before beginning the lesson, cut apart the 30 individual cards in the attached **Research Card Deck**. Each card includes the name of a Holocaust survivor, victim, or rescuer. Place these cards in a hat or box before class starts, as students are meant to randomly select the name of the person they're going to research.

Additionally, ensure that students have internet-connected devices for the lesson. Students must access a K20 Center HIVE site with several research resources.

You should also have materials such as construction paper, glue, markers, and scissors ready for this activity.

10 minutes

Engage

Introduce the lesson using the attached **Lesson Slides**. Display **slide 2** to share the lesson title then display **slides 3–4** to share the essential question and learning objectives. Review these with students to the extent you feel necessary.

Inform students that they should read the four statements on the next slides and determine whether each is true or false. Show **slide 5** and have students silently read the statement then determine if it is true or false. Allow students approximately 30 seconds to consider the statement. Then, display the following slide, **slide 6**, to reveal the answer and additional context. Allow 30 seconds for students to process the information.

Repeat this process with **slides 7–12**.

Optional Technology Integration

Consider creating an interactive poll using Mentimeter or Nearpod to enable students to see their peers' responses in real time. Using interactive polling could help students to understand that certain misconceptions about the Holocaust remain widespread, especially if the majority of the class guessed wrong for any of the true or false questions.

After transitioning through all of the slides, ask students if there were any facts in particular that surprised them.

20 minutes

Explore

Teacher's Note: S-I-T (Surprising, Interesting, Troubling)

Prior to this phase of the lesson, decide if you want students to write down their responses or simply discuss the topic within their groups. If you choose to have students record their answers, consider having them write 1–2 sentences about what they found surprising, interesting, or troubling about each quote.

Organize students into groups of three or four. Display **slide 13** and pass out one copy of the attached **S-I-T** handout to each student. Share with students that the handout includes a list of quotes related to the Holocaust from oral history interviews and other sources.

Give student groups at least 10 minutes to read the quotes together. Then, share the S-I-T strategy with students. Have groups discuss whether the information presented in each quote strikes them as surprising, interesting, or troubling, and have them share their reasoning.

After groups have had time to discuss, invite one member of each group to share at least one of the quotes they identified as surprising, interesting, or troubling. Invite group members to share their reasoning with the class.

Possible Student Responses

- **Surprising: "**We were surprised to learn that people our age remained hopeful and optimistic despite the circumstances they faced."
- **Interesting: "**We found it interesting that Beqir saved his friend, and we want to learn more about other attempts people made to save their friends' lives."
- **Troubling: "**We felt troubled to learn about the massacre in Jedwabne."

20 minutes

Explain

Keep students in their small groups. Display **slide 14** and have students access the link to the **Holocaust Timeline Infogram**. Explain that the infographic contains descriptions and images of several events that occurred between 1933 and 1945. Have students examine the infographic and give them approximately 10 minutes to do so.

Give each student one copy of the attached **Window Notes** handout and go over the modified version of the Window Notes strategy. Draw students' attention to the labels of the quadrants: Facts, Feelings, Questions, and New Knowledge. Tell students that they should use these quadrants to capture their responses to the Holocaust Timeline Infogram. Ask them to consider the following questions in relation to each quadrant:

- Facts: What specific details do you find interesting or notable?
- Feelings: What are you feeling as you learn these facts?
- Questions What questions do you have now?
- New Knowledge: How does this connect to what you had learned previously?

Give students an additional 10 minutes to complete their Window Notes.

60 minutes

Extend

Optional Technology Integration

This phase of the lesson invites students to create Wall of Honor plaques. You may choose to have students create digital honorary plaques instead. If you choose a digital option, have student groups use a resource like Canva, Google Slides, or Piktochart to design digital plaques. You may then conduct a Gallery Walk by having students digitally review each other's work, print out their designs and display them, or set up their devices around the classroom.

Keep students in their small groups. Display **slide 15** and inform students they should work as a class to design a Wall of Honor that pays respect to people who survived, lost their lives, or saved the lives of others during the Holocaust.

Have a representative from each small group come to the front of the classroom. Ask each representative to draw a name from the hat or box in which you placed the prepared Research Cards. Have students return to their seats after they draw their names.

Have groups quietly read the name of the person on their cards and whether that person was a survivor, rescuer, or victim of the Holocaust. Then, move to **slide 16** and pass out one copy of the attached **Holocaust Research Criteria** handout to each group. Have each student access the Holocaust Victims, Survivors, Rescuers Hive resource using the research link on the slide. Share that they should find the name of the person on their cards. Using the links below the person's name, students should read about their figures and write as much information as they can about them in the different sections of the handout.

Move to **slide 17.** To guide students during the next part of this activity, inform groups that they should use the provided materials to create plaques honoring the people they researched. Tell students that each honorary plaque should include the following: a picture of the person, their name, the place they are from, several interesting facts about their lives, and a description of their experiences during the Holocaust. Allow students time to work.

Show **slide 18.** Once groups have finished their honorary plaques, have them prepare a Wall of Honor by taping their completed plaques to a classroom wall, hallway, or bulletin board. Have one person from each group remain at their group's plaque and have the remaining students participate in a Gallery Walk to view the completed plaques. As students visit each plaque, have the person at each plaque present their findings.

Teacher's Note: Related Lesson

American Indians who served in the 45th Infantry Division, which was based in Oklahoma, played an important role in liberating the concentration camps. To teach students more about their stories, feel free to consult another LEARN lesson, Word Warriors.

10 minutes

Evaluate

Display **slide 19** and share the essential question from the beginning of the lesson. Have students take out a piece of paper. Have them complete a brief writing assignment as an Exit Ticket by responding to the question on the slide, “Why should we remember the Holocaust?”

Allow students approximately 10 minutes to write then collect their responses as a summative assessment.

Resources

- K20 Center. (n.d.). Bell ringers and exit tickets. Strategies. https://learn.k20center.ou.edu/strategy/125
- K20 Center. (n.d.). Canva. Tech Tools. https://learn.k20center.ou.edu/tech-tool/612
- K20 Center. (n.d.). Gallery walk / carousel. Strategies. https://learn.k20center.ou.edu/strategy/118
- K20 Center. (n.d.). Google slides. Tech Tools. https://learn.k20center.ou.edu/tech-tool/2335
- K20 Center. (n.d.). *Holocaust timeline* [Infographic]. Infogram. https://infogram.com/holocaust-timeline-1hmr6g7rdzkwo6n?live
- K20 Center. (n.d.). Holocaust victims, survivors, rescuers. Hive. https://hive.k20center.ou.edu/boards/3
- K20 Center. (n.d.). Mentimeter. Tech Tools. https://learn.k20center.ou.edu/tech-tool/645
- K20 Center. (n.d.). Nearpod. Tech Tools. https://learn.k20center.ou.edu/tech-tool/4803
- K20 Center. (n.d.). Piktochart. Tech Tools. https://learn.k20center.ou.edu/tech-tool/2394
- K20 Center. (n.d.). S-I-T (surprising, interesting, troubling). Strategies. https://learn.k20center.ou.edu/strategy/926
- K20 Center. (n.d.). Window notes. Strategies. https://learn.k20center.ou.edu/strategy/189
- K20 Center. (n.d.). Word warriors: The code talkers of Oklahoma. 5E Lessons. https://learn.k20center.ou.edu/lesson/1759