Dear Teachers,

Decades after the end of World War II, the Holocaust remains a critical subject of study for young people. Global reports of atrocities targeting religious and ethnic minorities as well as an upsurge in anti-Semitism make it imperative that students grapple with the legacy of the Holocaust—and translate its lessons into actions against hatred and bigotry in the world.

The Scholastic Holocaust Reader, created by the nonfiction experts at Scholastic Classroom Magazines, is designed to help you teach this difficult and sensitive subject. For students in grades 7 through 10, it provides an overview of key events as well as varied accounts of individual experiences. Historical photographs and primary sources, including letters, diary entries, and artwork, will engage students and enrich their understanding, while reflection questions and skill activities will challenge them to think deeply and critically about the material.

This Teaching Guide offers step-by-step lesson plans correlated to Common Core and NCSS standards. You may choose to focus on different thematic strands, such as the experiences of youth in the Holocaust or the roles of bystanders, perpetrators, and resisters. To support extension activities and all further study, we provide a list of online resources (page T-16) as well as a bibliography for students and teachers on our website.

We hope our publication will both inform your students about the past and inspire their future actions, serving as a starting point for understanding the consequences of extreme prejudice and spurring them to fight hatred in their own communities and beyond.

With our best wishes for a successful teaching experience,

Kaaren Sorensen
Editorial Director

What’s Online
WWW.SCHOLASTIC.COM/HOLOCAUSTTEACHER

➜ BIBLIOGRAPHY
Our annotated bibliography offers a road map to a wealth of nonfiction and historical fiction titles related to the Holocaust.

➜ ANCHOR VIDEO
A brief video invites further study of the Holocaust.

Please note: The video contains graphic imagery that may not be suitable for younger students.

➜ ADDITIONAL RESOURCES
• An online gallery of selected images from The Holocaust Reader
• The complete text of the interview with Rwandan genocide survivor Jacqueline Murekatete
• An ELA Teaching Guide including four paired text lesson plans, correlated to the Common Core.
### THE HOLOCAUST: Teaching Guide at a Glance

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LESSON OVERVIEW
➜ ESSENTIAL QUESTIONS
How could the Holocaust have happened? How can we stop something similar from happening again?
➜ KEY CCSS STANDARDS
READING INFORMATIONAL TEXT: 2, 6, 10; LITERACY IN HISTORY/SOCIAL STUDIES: 2, 6, 10

STEP-BY-STEP LESSON PLAN
➜ BEFORE READING
1 COVER ANALYSIS AND VIDEO
Ask students to reflect on the cover photo. Responses may incorporate a description of the children and their expressions, when students think the photo was taken, and by whom, and why the editors chose the photo as the cover. Then turn to page 2 and read the caption about the photo. Discuss students’ reactions. Finally, watch the anchor video. (Be sure to review for suitability first.)

➜ DURING READING
2 FULL-CLASS READING
Read the introduction as a class, referring to the glossary for unfamiliar terms. Have students take turns reading the captions and describing what each image depicts. Have someone read the quotation by Elie Wiesel.

➜ AFTER READING
3 FULL-CLASS DISCUSSION
Discuss the following questions:
• Why do you think these images were chosen to introduce the Holocaust? (Answers may include that they represent important moments during the Holocaust; that they show iconic Holocaust images like Hitler at a rally; and that they include important symbols of the Holocaust like the Star of David and the Nazi swastika.)
• What do you think Elie Wiesel’s words “Neutrality helps the oppressor, never the victim” mean? (Answers will vary.)

ON THE EVE OF THE WAR
LIFE, LOST
Personal photographs provide a glimpse of prewar Jewish life in Polish cities and invite students to contemplate the world that was lost in the Holocaust.

LESSON OVERVIEW
➜ ESSENTIAL QUESTION
What was lost in the Holocaust?
➜ KEY CCSS STANDARDS
READING INFORMATIONAL TEXT: 1, 2, 7, 10; LITERACY IN HISTORY/SOCIAL STUDIES: 1, 2, 7, 10

STEP-BY-STEP LESSON PLAN
➜ BEFORE READING
1 KWL CHART
Have students make a three-column chart, with columns labeled “Know,” “Want to Know,” and “Learned.” In the first column they should write what they know, if anything, about Jewish life before the Holocaust. In the second, they should write at least one thing they want to learn. The third column stays blank.

➜ DURING READING
2 REFLECTION ACTIVITY
Read the brief article text and the first part of the Reflection. Ask students to choose one photo that resonates with them and then write a paragraph about it. They should describe what is going on in the photo, say what they think the photo reflects about the lives it shows, and explain what drew them to the image. They should also note what they want to know about the photo in the KWL chart.

➜ AFTER READING
3 KNOWLEDGE BUILDING
Give students the printable resource about the photos (page T-5) so they can learn more about their photo and the fate of those depicted. If any of their questions are answered, they should note that in their chart.

4 FULL-CLASS DISCUSSION
Have students share and discuss their images and what they learned. Ask: How does knowing more about these people affect how you relate to what was lost in the Holocaust? Revisit the Reflection, discussing the final questions.
LIFE, LOST

TO BE USED WITH PAGES 4-5 OF THE SCHOLASTIC HOLOCAUST READER

Most of these photos belonged to Jews from the Polish town of Będzin, who brought the pictures with them to Auschwitz. Their stories have been pieced together by researchers and survivors.

1. This photo, taken in Warsaw, Poland, pictures an unidentified woman.

2. Majer Kohn poses before his parents’ clothing store in Sosnowiec, a city near Będzin, in the 1930s. In 1941, the Nazis hanged him and his father in the town’s center.

3. Dina and Nachum Kohn on vacation in 1930. Nachum, and his son, Majer, were two of about 10 Jews hanged by the Nazis in the center of Sosnowiec in 1941. (See item 2.)

4. A Jewish New Year card with a photo of a young man (unidentified) taken in Będzin.

5. This unidentified photo was taken in Warsaw in the fall of 1935.

6. Eli Broder (top right) was the only member of his family, pictured here in 1926, to survive the war. He escaped from Będzin to the Soviet Union and later moved to Israel.

7. Two children in costume (unidentified).

8. The bride in this wedding photo, taken in the 1930s, like Benjamin Cukierman, shown here on a ski vacation in Poland in the 1930s, came from a large family that owned a popular cake shop in Będzin. An athlete and a violinist (see item 19), he was sent to a concentration camp in Poland and never heard from again.

9. An unidentified photo of a girl in Holland in the 1930s.

10. Josef Rosensaft poses next to famous ruins in Będzin. Rosensaft survived Auschwitz and was liberated in Bergen-Belsen. He became a leader of survivors at the DP camp and was one of seven children. Her father owned a textile store in Będzin, later confiscated by the Nazis. Roza married while in the ghetto but did not survive the war. Only one of her siblings survived.

11. David Kohn, the first child of Majer Kohn and Bronka Broder, in 1936. David was deported to the Będzin ghetto and most likely died in Auschwitz. (See item 2.)

12. Roza Koplowicz (right), in the 1930s. Roza came from a wealthy, religious family and was one of seven children. Her

13. Czech Jews Artur and Grete Huppert celebrate the Jewish Sabbath, in the 1930s. The family was sent to Theresienstadt in 1942 and deported to the German-occupied Soviet Union a month later. They were murdered there in a mass shooting.

14. A midwife, Sara Malach, is shown at work in the Jewish hospital in Będzin. She, along with her husband and son, did not survive.

15. This photo of Syma Malach with her husband, David Krauze, was taken in Paris, where they fled in 1937. They were sent from France to Poland just before the war and escaped to the Soviet Union, where Syma died of an illness in 1943.

16. A family on vacation in France in 1931. They are unidentified.

17. Peter Huppert, the son of Artur and Grete Huppert, born in 1938. The inscription on this baby photo from 1939 includes “May he... stay in good health until he is 120.” Peter was killed with his parents in 1942. (See item 13.)

18. David Kohn in 1939. (See item 11.)

19. Rapaport Orchestra musicians were alumni of the Rapaport School, a Jewish school in Będzin. Some musicians have been identified in this photo from the 1930s, like Benjamin Cukierman (1st row, 4th from left; see item 22.)

20. These three girls, most likely from Leipzig, Germany, are on a Jewish youth group trip in 1930. They were probably sent to the Będzin ghetto and then deported to Auschwitz.

21. A snapshot of a Polish-Jewish soldier, Abram Laudon, in Kracow, Poland, in 1939. His fate is unknown. (See item 28.)

22. Benjamin Cukierman, shown here on a ski vacation in Poland in the 1930s, came from a large family that owned a popular cake shop in Będzin. An athlete and a violinist (see item 19), he was sent to a concentration camp in Poland and never heard from again.

23. A 1931 class photo of the third grade at the Fürstenberg High School, a Jewish school in Będzin. Three students in the photo are known to have survived.


25. David Kohn, with his sister Renia, in 1939. Neither survived. (See item 11.)

26. A 1935 commemorative postcard for a Jewish scouts group from Krasow, Poland. Isi Tenenbaum (2nd row, 2nd from left) survived and went to Israel. Josef Spricer (2nd row, 3rd from left) moved to Palestine (now Israel) before the war.

27. Nothing is known about this woman.

28. Abram Laudon, age 6, ready for his first day of school in 1928. (See item 21.)
A SHATTERED HISTORY

A survivor’s account describes life in Germany after Hitler’s takeover—from the rise of anti-Semitism to the violent attacks during Kristallnacht—and the impact it had on her family.

In the “Roots of Hate” sidebar, students further explore Nazi anti-Semitism by analyzing its connection to the long history of anti-Jewish sentiment in Germany.

PAGES 6-7

ON THE EVE OF THE WAR

LESSON OVERVIEW

➜ ESSENTIAL QUESTIONS How was Kristallnacht a turning point in the history of the Holocaust? How might the history of anti-Semitism in Germany have contributed to the Holocaust?

➜ KEY CCSS STANDARDS

READING INFORMATIONAL TEXT: 1, 2, 3, 4, 5, 8, 10; LITERACY IN HISTORY/SOCIAL STUDIES: 1, 2, 3, 4, 5, 7, 8, 10

STEP-BY-STEP LESSON PLAN

➜ BEFORE READING

1 ANALYZE TITLE AND PHOTOS

Ask students to discuss what the word Kristallnacht means and what they think the title “A Shattered History” might refer to, based on the photos accompanying the article. (Answers will vary but should include noting the destruction shown in the photos and its connection to kristall [crystal, glass] and the adjective shattered. “A Shattered History” likely refers to Jewish history being destroyed in Germany, like the glass broken that night.)

➜ DURING READING

2 FULL-CLASS READING

Read the article as a class, pausing to discuss the following questions.

• What made Kristallnacht different from the Nazi anti-Semitism that had preceded it? (Kristallnacht was more widespread and more violent, with many Jewish sites being attacked or destroyed. It also included a large-scale arrest of Jews who were sent to concentration camps.)

• Why do you think that Kristallnacht showed German Jews that there was no future for them in Germany under the Nazis? (They realized that the Nazis were out to destroy their culture, take their belongings, and deport or kill them. Their pride in their German heritage was not recognized and there was no place for them in German society.)

• How does Susan Strauss’s story illustrate how life changed for German Jews during the Holocaust? Use examples from the text to support your points. (Strauss’s account of her happy life in a German village, where she had all types of friends, shows how German Jews were part of German society before Hitler. Her description of how things changed when Hitler took over, like having to go to a Jewish school, shows how life got harder for Jews due to Nazi restrictions. Strauss’s experience during Kristallnacht gives a dramatic description of the violence that night and how Jewish families were split apart after men were arrested and taken away. Her family’s fate during the Holocaust shows how things got progressively worse, as they were deported to a ghetto, and then camps, with only her and her father surviving and ending up in the United States.)

➜ AFTER READING

4 FULL-CLASS DISCUSSION

Discuss students’ answers. (Possible answers for the first question include: Jews had been living in Germany for more than 1,500 years; German Jews were citizens and worked in many professions; Jews contributed to German culture as artists and athletes; Jews built synagogues in many German cities and towns. Possible answers for the second question include: The sidebar shows that Jews have been attacked in Germany for being Jewish since medieval times; Jewish synagogues and homes in German towns and cities had been destroyed a number of times in the past; German Jews had to wear identifying badges for centuries; Jews were restricted to ghettos in Europe, including Germany, for hundreds of years.)

ASK: Based on what you have read here, what are some factors that may have contributed to the Holocaust? (Answers include: a long history of anti-Semitism in Germany and Europe; Hitler’s irrational blaming of Jews for Germany’s defeat in World War I.)

➜ EXTENSION

5 Have students write their own explanation of why they think the author gave this article the title “A Shattered History,” using details from the text to support their points and an analysis of the accompanying images.

DIFFERENTIATION

GRADES 7–8

Ask students to choose one image from the article and explain how it illustrates the main idea of the text.

GRADES 9–10

Have students research an additional example of a Jewish place or item destroyed during Kristallnacht and write an essay about it.
This article maps out the progression of WWII and shows how Hitler’s military successes enabled him to carry out the “Final Solution.” Students will analyze a 1942 map to further understand these developments.

**LESSON OVERVIEW**

**ESSENTIAL QUESTION**

How was the Holocaust tied to the progression of World War II?

**KEY CCSS STANDARDS**

READING INFORMATIONAL TEXT: 1, 2, 4, 10; LITERACY IN HISTORY/SOCIAL STUDIES: 1, 2, 4, 7, 10

**STEP-BY-STEP LESSON PLAN**

**BEFORE READING**

1. **ANALYZE TITLE AND PHOTOS**

   Have students look at both maps and compare them. Explain that 1942 was the year that marked the height of the German occupation of Europe. **ASK:** At a glance, what was the situation in Europe at this time? (Answers will vary but should include that most of the continent was occupied by the Nazis and their supporters, a few countries remained neutral, and the Allies looked weak, with France having fallen and the invasion of the Soviet Union advancing.)

2. **INDIVIDUAL CLOSE-READING**

   Tell students to read the article independently, underlining key facts relating to the Holocaust. Students should circle any words or terms they don’t know. Encourage students to use context clues to figure out their meanings, writing down their definitions and then checking them against the glossary on page 31.

3. **FULL-CLASS READING**

   Read the text with the class. As students read, they should refer to the map to track how the German occupation spread across Europe and note the development of the Holocaust in each country. Pause during reading to discuss the following items:

   - **Why do you think the Nazis targeted the groups mentioned here?** (Answers will vary.)
   - **Locate ghettos and concentration camps on the map.**
   - **How did the invasion of the Soviet Union affect Jews there?** (Jews in German-occupied areas were murdered, including entire communities.)
   - **Identify mass-murder sites in the Soviet Union on the map.**
   - **In 1942, what factors made it possible for Hitler to carry out the “Final Solution”?** (Answers will vary but may include the widespread German control of European countries; the success of mass-murder operations in the Soviet Union; the coordination of the railways; the building of the death camps; and the weakness at that point of the Allied Powers.)

4. **MAP IT ACTIVITY**

   Have students answer the Map It questions (pages 8-9) on a separate sheet of paper. Review answers as a class.

   **ANSWERS, MAP IT, PP. 8–9:**

   1. Austria, Czechoslovakia (half) 2. Riga, Vilna, Warsaw 3. Dachau 4. Rumbula Forest 5. Babi Yar 6. Poland. **ANSWERS will vary but may include:** the Nazis built them there because Poland was centrally located in Europe so they could easily transport Jews there; they had quickly occupied Poland and had strong control there; and that Poland had major Jewish ghettos so camps were set up nearby.

5. **AFTER READING**

   **FULL-CLASS DISCUSSION**

   **ASK:** How do the maps complement the article? (Answers may include: the maps illustrate or visually support the article’s description of the German conquest of Europe; the 1942 map provides additional information, like the locations of concentration and death camps.)

6. **EXTENSION**

   Have students do research and add the following dates to the 1942 map: the year that each country was occupied by Germany, the year that ghettos were set up, the year that mass murders were committed, and the year that camps were opened.

**DIFFERENTIATION**

**GRADERS 7–8**

Have students find a 1945 map of Europe and compare it to the 1942 map, then list the differences.

**GRADERS 9–10**

Have students research the invasion of Poland and write a paragraph describing its immediate effect on Jewish communities there.
A TIMELINE OF THE HOLOCAUST

This double timeline, illustrated with historic photos of pivotal events, sets the history of the Holocaust against the global backdrop of the Second World War. Students will analyze the sequence of events up to and including the Holocaust and contextualize them globally.

PAGES 10-13

LESSON OVERVIEW

➜ ESSENTIAL QUESTIONS How did the Nazis carry out the persecution of Jews and other groups they considered inferior? What relevance did world events have on the progression of the Holocaust?

➜ KEY CCSS STANDARDS

READING INFORMATIONAL TEXT: 1, 3, 4, 5, 6, 10; LITERACY IN HISTORY/SOCIAL STUDIES: 1, 4, 5, 7, 10

STEP-BY-STEP LESSON PLAN

➜ BEFORE READING

1. FULL-CLASS DISCUSSION: PREDICT: Check prior knowledge by asking students to predict what events they would expect to see on a visual timeline of the Holocaust. List them on the board so students can check the accuracy of their predictions. (Answers will vary.)

➜ DURING READING

2. FULL-CLASS READING: INTRODUCTION Read the introduction with the class. ASK: What does the author mean by saying that “the Holocaust didn’t happen overnight”? (Answers will vary.)

3. FULL-CLASS READING: ANALYZE THE VISUAL TIMELINE Read the 1933 entries, pausing to discuss the following questions.

• Based on the timeline, how did Nazi anti-Jewish policy progress? (Answers should include destroying Jews economically; isolating them socially and finally; taking away their citizenship; increasing violence against Jews—culminating in the mass murder of millions; deportation of Jews to concentration camps; and mass murder in German-occupied areas of the Soviet Union.)

• Based on the timeline, how did the Nazis target other “undesirables”? (Answers should include the mass murder of the intellectually and physically disabled; the imprisonment of Roma, Poles, Soviets, and others in concentration camps.)

4. FULL-CLASS READING: READING THE HOLOCAUST TIMELINE Have students take turns reading the top entries aloud. Pause to discuss the following questions.

• Contrast the 1933 entry about Hitler with the one about President Roosevelt. What differences strike you? (Answers will vary but should include contrasting leadership styles and first actions as leaders. Roosevelt’s policy of noninvolvement in foreign affairs kept the U.S. from taking action against Hitler until the U.S. is attacked.)

5. WORKING IN PAIRS: READING THE WWII & THE WORLD TIMELINE Divide students into pairs and have them read the bottom entries together, noting how these place the top entries into global context. While they read, they should write down any questions they have.

➜ AFTER READING

6. FULL-CLASS DISCUSSION: Discuss the following questions.

• Which entry surprised you the most? Why? (Answers will vary.)

• Which photo did you find the most powerful? Why? (Answers will vary.)

• How accurate were your predictions about the events that would appear on the timeline? What are some events that no one predicted? (Answers will vary.)

7. ANALYZE IT ACTIVITY: Have students answer the Analyze It questions (page 13). Review their answers as a class.

ANSWERS, ANALYZE IT, P. 13:

1. Germany, Italy, Japan

2. the Evian Conference

3. intellectually and physically disabled children

4. the German invasion of the Soviet Union

5. 1943, 1945: the Nuremberg Trials were passed; 1941: the U.S. entry into the war; 1944: D-Day, 1945: the Nuremberg Trials

8. EXTENSION: Have students research the debate over whether U.S. athletes should attend the Berlin Olympics. Then have them write an opinion piece arguing for or against U.S. participation.

DIFFERENTIATION

GRADES 7–8

Have students find a 1936 editorial cartoon connected to this debate and write a paragraph analyzing it.

GRADES 9–10

Have students research newspaper articles from that time and write an editorial arguing for or against the U.S. team attending.
LESSON OVERVIEW

➜ ESSENTIAL QUESTION
How did Jews caught in Nazi-controlled areas react to their increasingly dangerous situation?

➜ KEY CCSS STANDARDS
READING INFORMATIONAL TEXT: 1, 2, 4, 5, 8, 9, 10; LITERACY IN HISTORY/SOCIAL STUDIES: 1, 2, 4, 5, 8, 9, 10; READING FOR LITERATURE: 1, 10

STEP-BY-STEP LESSON PLAN

➜ BEFORE READING
1 BRAINSTORM: SOURCES FOR HOLOCAUST STORIES
With students, brainstorm a list of source materials from which we can learn about the experiences of individuals during the Holocaust. Write the list on the board. (Answers will vary but may include books, interviews, memoirs, diaries, documentaries, articles, photos, letters, artwork.) How do students think historians use these kinds of materials to study and write about the Holocaust? Ask students if they can name any Holocaust victims or survivors and discuss how we know their stories. (Many students will have heard of Anne Frank. We know her story through the diary she wrote while in hiding with her family in the Netherlands. She died in Bergen-Belsen, a concentration camp.)

➜ DURING READING
2 FULL-CLASS READING: INTRODUCTION
Read the introduction on page 14 as a class. ASK:
Why might Jews have carried on their regular life as much as possible in the ghettos? (Answers will vary.)

3 FULL-CLASS READING: THE CHILDREN OF THERESIENSTADT
Read the article on page 14 as a class. ASK:
• According to one teen in the ghetto, how did Jews manage living in Theresienstadt? (People got used to the terrible conditions.)
• What role did creating art play in the life of children at Theresienstadt? (Answers will vary but might include that it gave them hope, a way to escape the harsh life, and allowed them to express their pain.)
• What do the poem and painting created by children at Theresienstadt add to the article? (Answers will vary but might include that they show the perspective of children at Theresienstadt through their art, illustrating both despair and hope for a better life.)

4 INDEPENDENT READING: THE WARSAW GHETTO UPRISING
Have students read the article on page 15 independently. ASK:
• Why do you think some Jews in the Warsaw ghetto chose to fight back? (Answers will vary.)
• What were some results of the Warsaw ghetto uprising? (The Jewish fighters held off the Nazis for a month, much of the ghetto was burned, and it inspired other uprisings in ghettos and camps.)

➜ AFTER READING
7 FULL-CLASS DISCUSSION
ASK: Why do you think Jews created art and wrote during the Holocaust? Read the following quote by Felix Nussbaum for further insight. “Even when I perish, don’t let my pictures die, show them to people.” (Answers will vary.)

8 EXTENSION
Have each student research and choose another poem or artwork by a child at Theresienstadt and share it with the class, explaining why they chose it.

DIFFERENTIATION

GRADeS 7–8
Have students research and read a diary written by a teenager during the Holocaust and choose one excerpt to present to the class.

GRADeS 9–10
Have students research artwork created by a victim of the Holocaust during the war. Students should choose one piece to present to the class and explain what they think it teaches them about the artist’s experiences.
LESSON OVERVIEW 

➜ ESSENTIAL QUESTION What were some ways in which Jews resisted the Nazis, even as they faced death?

➜ KEY CCSS STANDARDS 
READING INFORMATIONAL TEXT: 1, 2, 4, 5, 8, 9, 10; LITERACY IN HISTORY/SOCIAL STUDIES: 1, 2, 4, 5, 8, 9, 10

STEP-BY-STEP LESSON PLAN

➜ BEFORE READING

1 BRAINSTORM: WHAT IS RESISTANCE? Ask students to list ways that Jews might have resisted the Nazis, based on what they have learned or think might have been possible. Discuss different kinds of resistance, such as fighting or spiritual resistance, and when each might be used.

➜ DURING READING

2 FULL-CLASS READING: INTRODUCTION
Read the introduction on page 16 as a class, pausing to discuss the following questions.

• What role did the invasion of the Soviet Union play in the fate of Europe’s Jews? (It gave the Nazis an opportunity to begin their policy of mass murder of the Jews, which later culminated in the Final Solution.)

• Why is Auschwitz-Birkenau called the most notorious death camp? (Answers will vary but should include that more than a million Jews and others were deported and murdered there from all over Europe and that it had several gas chambers.)

3 GROUP READING Have students do an analysis of the firsthand accounts of life during the Holocaust presented on these pages. Divide students into groups. Ask them to read each article, jotting down their questions and noting how the article and related resources add to their understanding of the Holocaust. Give groups time to discuss their questions after each article is read. Then discuss their questions and answers as a class.

4 CLASS ACTIVITY: ANALYZE THE ARTWORK
Discuss the artwork by David Friedman on page 16. Explain that this image is a part of a series of artworks that Friedman created in the 1960s about his memories of the Holocaust. Ask:

• How does David Friedman choose to depict the prisoners? The Nazis? Why do you think he portrays each as he does? (Answers will vary but might include that he placed the prisoners up front and in detail, suffering under the weight of the bricks, while the Nazis are depicted as small and in the background. He may have done this to illustrate the suffering of the prisoners instead of focusing on powerful Nazis.)

• Describe the impact this artwork has on you. (Answers will vary.)

• Why do you think David Friedman created this artwork (and the series) more than 15 years after the war? (Answers will vary. Read the diary entry by David Friedman, written on September 23, 1945, and discuss further: “I experienced this tragedy not only with my eyes but buried it into my inner being, into my memory to tear out at a more peaceful time. These were powerful images that I saw—to give form to all that misery—to show it to the world—this was always my intent.”)

5 CLASS ACTIVITY: ANALYZE THE PHOTO
Discuss the photo by Faye Schulman on page 17, pausing to discuss the following questions.

• Describe the mood of this photo. (Answers will vary but might include proud, defiant, or serious.)

• Why are photos like these important? (Answers will vary but might include that they show Jews being fighters instead of being victims, or that they depict a different kind of experience that some Jews had during the Holocaust.)

➜ AFTER READING

6 REFLECTION ACTIVITY
Discuss the Reflection Activity questions on page 17 as a class.

7 EXTENSION: PERSONAL-RESPONSE ESSAY
Have students choose one person or story featured on these pages, research the person or event further, and write an essay explaining why their choice is an inspiring example of resistance.

DIFFERENTIATION 

GRADES 7–8
Have students read an account by a Jewish partisan during the Holocaust and write a personal-response essay about the individual.

GRADES 9–10
Have students research an online resource, such as an oral history interview, that presents a firsthand account by a Jewish Holocaust victim and write a personal-response essay about the individual.
TRAGEDY BY THE NUMBERS

Statistics, charts, and graphs detailing the loss of life and property of victims of the Holocaust help quantify the impact of the Holocaust. Students will use graph- and chart-reading skills to analyze the data and make connections with the personal experiences they have read about as they consider the losses both of the victims and the communities they once lived in.

PAGES 18-19

LESSON OVERVIEW

➜ ESSENTIAL QUESTION How might Holocaust statistics add to our understanding of the tragedy?

➜ KEY CCSS STANDARDS

READING INFORMATIONAL TEXT: 2, 6, 10;
LITERACY IN HISTORY/SOCIAL STUDIES: 2, 7, 10

STEP-BY-STEP LESSON PLAN

➜ BEFORE READING

1 FULL-CLASS DISCUSSION

ASK: How many people live in your town, city, or state? (Answers will vary, but you can use the following 2013 examples: New York City had about 8 and a half million people and Los Angeles had under 4 million; the population of Massachusetts was close to 7 million and Nevada had almost 3 million people.) Discuss with students the possible impact of the loss of that many people or a whole community. Brainstorm ways to help people relate to statistics like the murder of 6 million or 11 million people. (Answers will vary but can include accounts of kids collecting bottle caps or paper clips to show the immensity of the numbers.)

➜ DURING READING

2 FULL-CLASS READING: INTRODUCTION

Read the introduction with the class, pausing to discuss the following questions.

• Why do you think the Nazis kept records of their murders? (Answers will vary but should include the idea that meticulous record-keeping reflected the Nazis’ industrial approach to killing—it supported their efficiency in carrying out large-scale, complex operations; it also suggests that the operations were overt within the Nazi organization.)

• How would you explain the statement: “Ultimately the losses they inflicted were incalculable”? (Answers will vary but may include the idea that no numbers can measure the magnitude of the pain and suffering caused by Nazi crimes.)

3 FULL-CLASS ACTIVITY: ANALYZING A CHART

Review the statistics and explanation of the chart. Discuss the following questions.

• Why do you think the Nazis had camp prisoners wear different badges? (Answers will vary but should include the idea that Nazis targeted different groups for different reasons and may not have treated them all identically.)

• Why do you think the Nazis imprisoned all these groups in concentration camps? (Answers will vary but should include the idea that all were to be removed from German society as undesirables or as enemies of the state.)

4 INDEPENDENT WORK: ANALYZE IT ACTIVITY

Have students answer the Analyze It questions independently (page 19). Review answers as a class.

ANSWERS, ANALYZE IT, P. 19:
1. Poland; 2. Poland, Soviet Union, Hungary, Czechoslovakia; 3. Auschwitz; 4. 33, 771; 5. political prisoners, Jewish male homosexual prisoners; 6. Possible answers include money, homes, shops, art, cultural items, clothing, shoes, hair. These assets financed the Nazi war effort, enriched Nazi officers, and destroyed Jews economically. 7. Answers will vary.

➜ AFTER READING

5 FULL-CLASS ACTIVITY: COMPARE STATISTICS AND PERSONAL ACCOUNTS

As a class, create and complete a two-column chart on the board. In the first column, note what students learned about Auschwitz on pages 18-19. In the second, summarize what students learned about Auschwitz from the various accounts and sources on page 16 (interviews, artwork, photographs). Ask: In what ways is the information the same? In what ways is it different? What can you learn from numbers that you can’t learn from personal accounts, photos, or artwork—and vice versa?

EXTENSION/DIFFERENTIATION

GRADES 7-8

Have students work in groups to research statistics on Jewish populations in other European countries during the Holocaust. Then have each group create a chart for the countries assigned to them, similar to the one in “Communities Destroyed.” Completed charts should be shared with the class. (NOTE: There is some variation in numbers, depending on the source.)

GRADES 9-10

Have students read Yevgeny Yevtushenko’s readily-available poem about Babi Yar or listen to a reading set to Shostakovich’s 13th Symphony for it. They should research the historical context for the poem and symphony and write a response explaining the stance taken by Yevtushenko and Shostakovich.
HITLER’S MACHINE

This feature includes brief descriptions of the leading Nazis involved in the Holocaust, accompanied by primary sources and Nazi posters that illustrate how the Nazis wielded control over the masses. Students will explore the connections between the different parts of the Nazi machine by analyzing a graphic feature, primary sources, and Nazi propaganda.

PAGES 20-21

LESSON OVERVIEW

➜ ESSENTIAL QUESTIONS How did the Nazis gain and maintain power over millions? How were they able to successfully orchestrate their murderous plans for the Final Solution?

➜ KEY CCSS STANDARDS
READING INFORMATIONAL TEXT: 1, 2, 3, 4, 8, 9, 10; LITERACY IN HISTORY/SOCIAL STUDIES: 1, 2, 4, 6, 7, 8, 9, 10; READING FOR LITERATURE: 1, 10

STEP-BY-STEP LESSON PLAN

➜ BEFORE READING

1 ASK: Who was responsible for the Holocaust? Brainstorm with students a list of people who played a role in carrying out the crimes of the Holocaust, based on what students have learned so far. They should list Nazi leaders they know of and consider all aspects of the Holocaust such as the coordination of the railways, the oversight of ghettos and camps, and the confiscation of property and money from Jews.

➜ DURING READING

2 FULL-CLASS READING: INTRODUCTION Read the introduction with the class, then discuss the meaning of the word propaganda. Refer to the glossary for a definition. On the board, brainstorm possible sources of propaganda in society today (ad campaigns and political election campaigns are key examples).

3 FULL-CLASS ACTIVITY: ANALYZING A GRAPHIC Ask students to take turns reading the descriptions of each Nazi leader in the graphic feature, turning to the glossary for help with unfamiliar words. Have them underline any examples of Nazi propaganda mentioned in the text and add new perpetrators mentioned or inferred in the text to the class list. Discuss how, among Hitler’s highest officials, each official’s role was critical to the success of the Nazi machine.

ASK:
• Why did Hitler need a “master of spin” like Goebbels to achieve his goals? (Answers will vary, but should include that “spin” and propaganda helped secure popular support for Hitler’s regime, which in turn helped secure and fuel Hitler’s power.)
• What do the quotes from some of these Nazi leaders add to what you learned about them? (Answers will vary, but may include that they show these leaders’ personal support of Hitler’s goal to eliminate the Jews, as well as the shocking extremism of their hatred of Jews.)

4 INDEPENDENT READING: INTEGRATING PRIMARY SOURCES Read the introduction to the sidebar “From Pharmacist to Mass Murderer.” Ask students if the excerpts are primary or secondary sources, and why (primary sources, since they are letters written by a Nazi during the Holocaust). Have students read both letters on their own and then discuss whether they help answer the question of how educated people, even loving fathers and husbands, became perpetrators of mass murder. Did Kretschmer’s letters surprise them? Why or why not?

5 PARTNER READING/ANALYSIS

Have students read the sidebar in pairs, underlining additional examples of Nazi propaganda. They should discuss the following questions and share their answers with the class.

• Why was it important to Hitler to gain the support of children? (Answers may include that children would grow into a new generation of adults supporting the Nazi regime.)
• Would you be comfortable reciting a “prayer” to a leader like the one Hitler wrote. Why or why not? (Answers will vary.)

➜ AFTER READING

6 REFLECTION ACTIVITY

Read the Reflection questions and discuss student answers as a class. (Answers will vary.)

EXTENSION/DIFFERENTIATION

GRADERS 7-8

Have students, individually or with a partner, choose a Nazi poster shown on this page or on page 11 and write a paragraph analyzing its message and propaganda strategy, explaining how it might have played a role in the Holocaust.

GRADERS 9-10

Have students research another Nazi perpetrator and write a brief description of the individual’s role in the Holocaust, noting where he or she might be placed in the graphic feature. Students can create a class graphic based on their research, discussing the hierarchy in the Nazi machine and the many people who bear guilt for the crimes of the Holocaust.
LESSON OVERVIEW

➜ ESSENTIAL QUESTIONS In the face of Nazi persecution of Europe’s Jews, how did Germans, citizens in German-occupied nations, and the countries of the world react? What repercussions did their actions have?

➜ KEY CCSS STANDARDS

READING INFORMATIONAL TEXT: 1, 2, 4, 9, 10; LITERACY IN HISTORY/SOCIAL STUDIES: 1, 2, 4, 5, 9, 10

STEP-BY-STEP LESSON PLAN

➜ BEFORE READING

1 FULL-CLASS DISCUSSION
Write the following quote on the board: “The world is too dangerous to live in, not because of the people who do evil, but because of the people who sit and let it happen.”—Albert Einstein. Ask students what they think Einstein meant and how it relates to the Holocaust. Remind them that the famous physicist Albert Einstein was a German Jew who moved to the U.S. in 1933 to escape the Nazis.

➜ DURING READING

2 FULL-CLASS READING: INTRODUCTION AND GRAPHIC ORGANIZER Read the introduction on page 22 with the class. Have students create a three-column chart with a column for each of the following: bystanders, resisters, rescuers. Discuss: what kinds of actions might each response include?

3 INDEPENDENT READING
As students read the article and sidebars independently, have them add examples to each column of the chart, noting actions taken or not taken by the individuals they are reading about.

4 REFLECTION ACTIVITY
Read the Reflection questions on page 23 and discuss student answers as a class. Ask students to support their points with examples from the text.

5 FULL-CLASS READING
Read the first two paragraphs of the introduction on page 24 with the class, reminding students that during the years 1933-1939 Jews were trying to escape the Nazis. Then read the callouts for the United States and the Dominican Republic. Why do they think most countries, including the U.S., refused to take in a significant number of Jewish refugees at the Evian Conference? Why do they think the Dominican Republic made a generous offer?

6 ANALYZE THE MAP
Read the rest of the introduction with the class and have students read the other callouts in pairs, adding to the columns in their charts. Remind them to look at the 1942 map on pages 8-9 and identify which countries were neutral, Allies, or German-occupied.

7 ANALYZE THE POLITICAL CARTOON
Have students identify important details in the cartoon (Statue of Liberty turning her head away, Keep Out sign, inscription about accepting refugees on her base [written by a Jew], refugee ship passing by) and read the caption. Ask students what they think is being depicted in the cartoon. Then read the sidebar text and discuss the Reflection questions.

➜ AFTER READING

8 FULL-CLASS DISCUSSION
Discuss student charts as a class, asking the following questions:

• Why do you think that some Axis Powers didn’t deport their Jewish citizens? (Answers may include that not all Axis powers were as anti-Semitic as Germany.)

• What were some ways in which people defied the Nazis to save Jewish lives? (Answers may include overt political resistance like that of the White Rose; hiding Jews; helping Jews escape by smuggling them or providing travel documents.)

• Name some acts that saved the lives of Jewish children. (Answers may include England’s Kindertransport and French resistance groups who hid children or smuggled them out.)

• Why do you think bystanders remained silent? (Answers may include fear for themselves and their families; denial or not wanting to know what was happening to the Jews; or tacit approval of the regime’s actions.)

• What level of responsibility do you think bystanders bear for the Holocaust? (Answers will vary.)

EXTENSION/DIFFERENTIATION

GRADES 7–8 Have students read and write a review of a historical fiction book that tells the story of a rescuer or resister in the Holocaust.

GRADES 9–10 Have students read and write a review of a nonfiction book that tells the story of a rescuer or resister in the Holocaust.
LESSON OVERVIEW

➜ ESSENTIAL QUESTIONS What did the defeat of the Nazis and liberation of the camps bring? What were the short- and long-term repercussions of liberation and the end of the war?

➜ KEY CCSS STANDARDS

READING INFORMATIONAL TEXT: 1, 2, 4, 9, 10; LITERACY IN HISTORY/SOCIAL STUDIES: 1, 2, 4, 5, 9, 10

STEP-BY-STEP LESSON PLAN

➜ BEFORE READING

1 FULL-CLASS DISCUSSION

Based on a quick review of the headings, images, and primary sources on this page, ask students to explain why they think the editors gave this feature the title “Liberation and Legacy.” (Make sure students understand the meaning of the word legacy as something transmitted from the past by a predecessor.)

➜ DURING READING

2 FULL-CLASS READING

Read the introduction with the class and track the path of liberation on a map of Europe. Circle the places and camps mentioned on this page. (Use the map on pages 8-9 or provide students with a 1944 map.)

3 REFLECTION ACTIVITY

Read the Reflection questions, using them to set a purpose for reading.

4 PARTNER WORK: INTEGRATING PRIMARY SOURCES

Have students read the liberator and survivor sections in pairs. First, each partner should read either the Eisenhower items or the U.S. soldier account. They should then share the account they read with each other and discuss the reflection question about the liberators. Next, they should read the survivor accounts in a similar fashion, dividing the primary sources and sharing them afterward as they address the next reflection question.

5 FULL-CLASS READING

Discuss the photo of Dachau prisoners greeting U.S. soldiers and the army newspaper. Ask students what they think the army newspaper headline might mean. Then read the “The Nuremberg Trials and Beyond,” pausing to discuss the following questions.

• What were some effects of U.S. Congressmen and press visiting Nazi camps? (Answers will vary but should include the confirmation of Nazi crimes of mass murder, the reporting to the world of what they saw, and the decision to punish the Nazis for these crimes.)

• Why do you think that Nuremberg was chosen as the city to host the Nazi trials? (Answers will vary but should include that Nuremberg is a city where Nazi rallies were once held.)

• Why do you think that many Nazis were never tried for their crimes? (Answers will vary but may include that many Nazis escaped or lived under new identities while many people looked the other way.)

• What do you think the claim “the Holocaust continues to cast a shadow on the conscience of the world” means? (Answers will vary but should include the idea that justice for victims, survivors, and their families remains incomplete and that efforts to seek justice continue to this day.)

➜ AFTER READING

6 REFLECTION ACTIVITY

Read the last Reflection question and discuss possible answers as a class. (Answers will vary but may include long-term survivor trauma, the impact on liberators of seeing the camps, and ongoing efforts to return Jewish assets to survivors and to bring Nazis to justice.)

7 EXTENSION

Have students read the 45th Division News article about Dachau, Eisenhower’s telegram, and other letters relating eye-witness accounts of the camps. Have each choose one to share with the class, explaining how the primary source informed their understanding of the liberation of the camps.

DIFFERENTIATION

GRADES 7-8

Have students listen to an oral history interview with a U.S. soldier who liberated the camps or a survivor who was liberated from the camps. Then have them write a personal response about the impact the interview had on them.

GRADES 9-10

Have students research a court case that tried Nazis for their crimes or a case that fought or is fighting for the return of stolen assets to Jewish survivors. Students should present their cases to the class.
NEVER AGAIN? & THE RWANDAN GENOCIDE: A SURVIVOR’S STORY

These pages contextualize the Holocaust through an overview of modern genocides plus an interview with a Rwandan genocide survivor. Students will make connections between the Holocaust and other genocides and explore ways to combat prejudice in their lives and in the world.

PAGES 28-31

LESSON OVERVIEW

➢ ESSENTIAL QUESTIONS
What lessons can we learn from the Holocaust? Why does genocide continue to be perpetrated? How can we prevent it from happening?

➢ KEY CCSS STANDARDS
READING INFORMATIONAL TEXT: 1, 2, 3, 5, 8, 9, 10; LITERACY IN HISTORY/SOCIAL STUDIES: 1, 2, 4, 8, 9, 10

STEP-BY-STEP LESSON PLAN

➢ BEFORE READING

1 FULL-CLASS DISCUSSION
Discuss the title “Never Again?” asking students whether they have heard the phrase and in what context. Why do they think the editors wrote this headline with a question mark?

➢ DURING READING

2 FULL-CLASS READING
Read the introduction to “Never Again?” with the class, pausing to discuss the following questions:
• What is the significance of giving the Nazi crimes a name? (Answers may include the idea that naming something makes it easier to identify it and fight against it.)
• Why do you think the UN officially defined genocide? (Answers may include the idea that an official definition makes it possible to treat genocide as an international crime.)
• What does it mean that the promise “Never again” is yet unfulfilled? (It means that even with the lessons of the Holocaust, genocide is still happening in the world.)

3 GROUP WORK
Have students read the brief accounts of genocides in small groups, taking turns reading the descriptions. They should note the different situations in which the genocides happened (or are happening), the role of leaders or governments, and the groups that were targeted. Students should identify any commonalities they find among the different occurrences of genocide.

4 INDEPENDENT READING
Discuss: What does it mean to be a survivor? Have students read the interview on their own. ASK:
• Which part of Jacqueline’s story do you find to be the most powerful? Why? (Answers will vary.)
• Why was meeting David Gewirtzman a turning point in Jacqueline’s life? How was her friendship with him a healing experience? (Answers may include that it enabled her to talk about her experiences for the first time and set her on the path to activism.)
• What did David and Jacqueline have in common as survivors of different genocides? How were their experiences different? (Answers may include: they were both persecuted in their own countries and lost many loved ones; they are of different generations and from different countries.)
• What was the shared mission of David and Jacqueline’s work? (Answers may include: to raise awareness of genocide as a present and ongoing threat; to teach young people that preventing genocide begins with respect for diversity in our own communities.)

5 PARTNER WORK
Have students read the sidebar in pairs. Using Jacqueline’s pointers as a guide, each pair should come up with one example of something one can do to fight intolerance or discrimination in each of these settings: school, the community, the U.S., the world. Regroup as a class to share examples and create a master list. Discuss: What does stopping bullying at school have to do with stopping genocide in the world?

➢ AFTER READING

6 REFLECTION ACTIVITY
Read the Reflection question and discuss student answers as a class.

7 EXTENSION
Have students read Jacqueline’s full interview online.

DIFFERENTIATION

GRADES 7–8
Have students write about a personal experience of bullying or intolerance that they experienced or witnessed, and describe actions they took to stand up to it or suggest ways they could address it in the future.

GRADES 9–10
Have students research and identify organizations that promote tolerance and human rights at the local, national, or international level. (Issues to focus on may include anti-Semitism, gay rights, or genocide, to name a few.) Then list specific ways to support the organizational missions: volunteer, raise money, write letters to leaders, etc. Create a class directory of resources to inspire activism.
Through a poem and image of a Holocaust memorial, students will consider ways to remember the Holocaust and discuss reasons why it is important to remember tragedies.

**LESSON OVERVIEW**

**ESSENTIAL QUESTIONS**
Why is it important to remember the Holocaust? Why are memorials important?

**KEY CCSS STANDARDS**
READING INFORMATIONAL TEXT: 1; LITERACY IN HISTORY/SOCIAL STUDIES: 1, 7; READING FOR LITERATURE: 1, 10

**STEP-BY-STEP LESSON PLAN**

**BEFORE READING**
1. **FULL-CLASS DISCUSSION**
   Have students take a few minutes to look at the photo on the back cover.
   ASK: Describe a detail in the photo. What story do you think the photo tells?

2. **DURING READING**
   2. **FULL-CLASS READING**
      Read “No One Left” with the class. Discuss with students what they think the message of the poem is. Then read the text about Martin Niemöller and revisit the poem, discussing how it reflects his experiences under Nazi Germany.

   3. **FULL-CLASS DISCUSSION**
      Read the text “Shoes on the Danube” and revisit the photo, discussing the details of the memorial and the choice of its location. Ask students if they think this is a powerful Holocaust memorial and have them explain their answers.

   4. **AFTER READING**
      **REFLECTION ACTIVITY**
      Read Reflection questions and discuss student answers as a class. *Answers will vary.*

   5. **EXTENSION**
      Have students work in small groups to identify groups or causes they would like to speak out for today. Then they should choose one and create a poster, campaign, ad, or other kind of media to alert the public to the group’s plight or the cause.

**DIFFERENTIATION**

**GRADES 7–8**
Working in pairs or groups, have students research another Holocaust memorial and present it to the class. Then have them design and create a model of a Holocaust memorial of their own.

**GRADES 9–10**
Have students research the “Shoes on the Danube” memorial, reading about the development of the project and the artists’ statements about its design. Then ask students to write a proposal for a Holocaust memorial of their own design. They can include sketches of the potential memorial.

**ONLINE RESOURCES**
Web-based resources about the Holocaust are vast. This list represents a sampling well-suited to classroom teaching and student research needs.

- **Anti-Defamation League** [https://www.adl.org/](https://www.adl.org/)
  Dedicated to fighting prejudice, this organization’s website offers videos, news articles, reports, information on hate laws and civil rights, guides for combating hate, and teacher resources on the Holocaust and related subjects.

- **Facing History and Ourselves** [https://www.facinghistory.org/](https://www.facinghistory.org/)
  Facing History’s website provides a range of materials related to the Holocaust and other genocides, including videos, primary sources, essays, photographs, art, and downloadable books, along with guides for using these in the classroom.

- **Holocaust Museum and Studies Center at the Bronx High School of Science** [http://bxscimuseum.webs.com](http://bxscimuseum.webs.com)
  The student-run Holocaust museum’s website features a history of this unique project and showcases key artifacts from its collection.

  This online exhibition tells the story of Polish teen Sala Garncarz, who saved the letters that she received in Nazi labor camps. Some of the letters, three of which are featured in the Holocaust Reader (pages 17 and 27), can be viewed on the site.

  This museum’s website includes a digital archive of artifacts related to Jewish life in Europe before, during, and after World War II, as well as Holocaust survivor stories enhanced with interview videos and teacher and student resources.

- **Museum of Tolerance** [http://www.museumoftolerance.com/](http://www.museumoftolerance.com/)
  Simon Wiesenthal’s organization—dedicated to helping the public understand and confront prejudice—provides a Holocaust timeline, glossaries, oral histories, and recommendations for respectful conversations about tolerance.

- **United States Holocaust Memorial Museum** [http://www.ushmm.org/](http://www.ushmm.org/)
  The museum’s website offers documents and photographs from its collection, as well as videos and oral history clips. It also features an online Holocaust Encyclopedia, a student website, online exhibitions, and teaching resources.

- **USC Shoah Foundation Institute: The Institute for Visual Histories and Education** [http://sfi.usc.edu/](http://sfi.usc.edu/)
  This site provides an extensive video archive of testimony by survivors and witnesses of the Holocaust and genocides in Cambodia, Rwanda, and Armenia.

- **Yad Vashem** [http://www.yadvashem.org/](http://www.yadvashem.org/)
  The website for Israel’s Holocaust Memorial Museum features databases including biographical details of millions of Holocaust victims and rescuers, photographs and document archives, and a wide range of essays relating to topics before, during, and after the war. It also offers online exhibitions and resources for teachers.