



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 will ask students to consider and respond to the following essential question: "Why should we remember the Holocaust?" First, students will investigate the events that happened during the Holocaust by examining an infographic and reading the testimonies of those who experienced it. Next, students will research the experiences of victims, survivors, and rescuers and then construct a Wall of Honor that retells their stories.

Snapshot

Engage

Students engage in a True or False exercise to investigate several myths about the Holocaust.

Explore

Students analyze a series of quotes relating to the Holocaust and explain their feelings about those quotes using the S-I-T strategy.

Explain

Students examine an infographic and use the Window Notes strategy to 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 participate in an Exit Ticket activity in which they write their own answers to the essential question.

Standards

Oklahoma Academic Standards (Social Studies: World History (9th through 12th grade))

WH.4.8: Examine the causes, series of events and effects of the Holocaust through eyewitnesses such as inmates, survivors, liberators, and perpetrators.

Attachments

- [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.docx](#)
- [Research Card Deck—Honor and Remembrance.pdf](#)
- [S-I-T—Honor and Remembrance.docx](#)
- [S-I-T—Honor and Remembrance.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/group)
- Research Card Deck (attached; one set for the class)
- Pencils or pens
- Notebook paper
- Student computers or tablets
- Internet access
- Materials to create honorary plaques, such as construction paper, glue, scissors, and markers (optional)

10 minutes

Engage

Introduce the lesson using the attached **Lesson Slides**. After displaying the title on **slide 2**, share with students the essential question on **slide 3** and the lesson's learning objectives on **slide 4**. Review them with students to the extent you feel necessary.

Inform students they are going to participate in a True or False exercise with four statements. As you go through **slides 5–12**, have students read each statement one at a time and consider whether it is true or false. Each statement is followed by a slide that reveals the answer and provides additional context. Make sure to give students at least 30 seconds to think carefully about each statement you present, and then give students an equal amount of time to process the answer revealed on the following slide.

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 students find the majority of the class guessed wrong for a given question).

After you have revealed all of the answers to students, ask them if there were any facts in particular that surprised them.

20 minutes

Explore

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

Decide in advance whether you want students to record their responses or simply discuss within their groups. If you choose to have students record their answers, consider having students write a sentence or two for each quote to explain what they found surprising, interesting, or troubling.

Place students in groups of three or four. Display **slide 13** and pass out the attached **S-I-T (Surprising, Interesting, Troubling)** handout to each student. The handout contains a list of quotes relating to the Holocaust that were taken from oral history interviews and other sources.

Give student groups at least 10 minutes to read through the quotes together. Then, ask groups to use the [S-I-T](#) strategy to discuss whether the information presented in each quote strikes them as *surprising*, *interesting*, or *troubling* and why.

After groups have had time to discuss, call on a member of each group to share at least one of the quotes they found *surprising*, *interesting*, or *troubling*. Invite student groups 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** to provide them with a short link to the [Holocaust Timeline](#) Infogram. Inform students they will have at least 10 minutes to examine the infographic, which contains descriptions and images of the events that occurred between 1933 and 1945.

Pass out the attached **Window Notes** handout. As you go over the modified [Window Notes](#) strategy with students, point out that the quadrants on the handout are labeled as follows: Facts, Feelings, Questions, and New Knowledge. Instruct students to use the handout to capture their responses to the Infogram. Ask them to consider the following questions:

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

Give students an additional 10 minutes to complete their Window Notes after they have read through the Infogram.

60 minutes

Extend

Teacher's Note: Activity Preparation

Before beginning the Extend activity, cut out the 30 individual cards from the attached **Research Card Deck**. Each card includes the name of a Holocaust survivor, victim, or rescuer. Be sure to 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. Also, ensure that students will have access to internet-connected devices, as the activity includes a [Wakelet](#) that lists several websites to guide students' research and information gathering. Finally, be prepared to provide students with materials (such as construction paper, glue, markers, and scissors) to create their honorary plaques and Wall of Honor.

Optional Technology Integration

You may choose to have students create a digital Wall of Honor. If so, consider having student groups use [Google Jamboard](#) to collaboratively create their honorary plaques and view their peers' work. Alternatively, students may use [Canva](#) or [Piktochart](#) to design their plaques and then proceed with the Gallery Walk in person, either by printing out their designs ahead of time or by using their computers or tablets to present their designs to their peers.

Keep students in their small groups. Display **slide 15** and inform students they are going to 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 of the small groups come to the front of the classroom. Ask each representative to draw the name of a survivor, victim, or rescuer from the hat or box in which you have placed the Research Cards. Once each student has picked a card, they may return to their seats.

After giving groups a moment to study the name of the person they will research together, move to **slide 16** and pass out one copy of the attached **Holocaust Research Criteria** handout to each group. To guide students during the first part of this activity, instruct groups to open the [Wakelet](#) linked on the slide and find the name of the person they are researching. Using the link(s) below that person's name, students should write as much information as they can about the person in the different sections of the handout.

Move to **slide 17**. To guide students during the next part of this activity, inform groups they are going to use the provided materials to create a plaque that honors the person they have researched. 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.

Move to **slide 18**. Once groups have finished their honorary plaques, let them know it is time for them to create their Wall of Honor and participate in a [Gallery Walk](#). Have students tape their plaques to either the classroom wall or a hallway bulletin board. During the Gallery Walk, one person from each group should stay behind to present their plaque while the rest of the group moves from one plaque to the next, learning from the other groups' representatives about the people they researched.

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**. Have students take out a piece of paper to complete a brief writing assignment as an [Exit Ticket](#). Ask students to answer the lesson's essential question: *Why should we remember the Holocaust?*

Teacher's Note: Reassuring Students

Reassure students that they will be evaluated solely on the content of their writing (not grammar, punctuation, etc.). Their goal is simply to write a few sentences on why it is important for people to remember the Holocaust.

After students have had about 10 minutes to write, collect their responses as a summative assessment.

Resources

- File:Stroop Report - Warsaw Ghetto Uprising 06b.jpg [Image]. (1943). Wikimedia Commons. https://commons.wikimedia.org/wiki/File:Stroop_Report_-_Warsaw_Ghetto_Uprising_06b.jpg
- 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 Jamboard. Tech tools. <https://learn.k20center.ou.edu/tech-tool/2336>
- K20 Center. (n.d.). Holocaust Timeline. Infogram. <https://infogram.com/holocaust-timeline-1hmr6g7rdzkwo6n?live>
- K20 Center. (n.d.). Mentimeter. Tech tools. <https://learn.k20center.ou.edu/tech-tool/645>
- 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.). Wakelet. Tech tools. <https://learn.k20center.ou.edu/tech-tool/2180>
- 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>