Expanding Understanding
Plan Educational Units
to Increase Student Understanding
of the Holocaust

Developed for the Conference:
Teaching about the Holocaust
A forum presented by the United States Holocaust Memorial Museum, in cooperation
with the Center for Urban Education, DePaul University.

Developed by the DePaul Center for Urban Education
through the Teacher Leadership Network
Sponsored by the Polk Bros. Foundation
Illinois Social Studies Learning Goals/Outcomes

Although the Holocaust is relevant to all social studies goals, it is particularly relevant to goals 16 and 17.

<table>
<thead>
<tr>
<th>Goal 16: Understand and analyze events and trends influencing history</th>
<th>Goal 18: Understand, analyze, and compare social systems</th>
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</table>
| Young students should gain knowledge of basic skills of historical interpretation that will enable them to:  
  • Recognize the importance of the past;  
  • Provide examples of significant events and people in the past;  
  • Understand the geographic, social, economic, and political relationships in history; and  
  • Recognize the contributions of significant people and events in the past to their present world. | Young students should gain knowledge of social systems that will enable them to:  
  • Identify values held by their culture and community;  
  • Recognize how cultures other than their own have influenced their culture;  
  • Identify major social institutions in their community, along with the roles these institutions play; and  
  • Understand how individuals and groups interact to obtain the basic needs of food, clothing, and shelter. |
| As students progress through the stages, historical knowledge will enable them to:  
  • Explain differences and similarities in major historical eras;  
  • Use historical skills and sources to further interpret and understand past events, ideas, and people;  
  • Examine differing perspectives on significant events, ideas, and people; and  
  • Relate the past to their present world. | As students progress through the stages, additional knowledge of social systems will allow them to:  
  • Describe how culture is shared and expressed through languages, literature, the arts, and traditions;  
  • Relate changes in production and population to changes in social systems. |

Students will expand literacy as they apply strategies aligned with Common Core reading standard 7--Integrate ideas and information from different sources and writing standard 7--respond to a focus question through research.
**Unit Developer**
What insights will you take from the workshop to incorporate in a unit?

<table>
<thead>
<tr>
<th>Insight</th>
<th>How I’ll Incorporate It</th>
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**Focus to Guide Learning: What idea or theme will you develop in your unit?**
Plan a Multi-Week Unit

**Focusing Question or Theme:**
Literacy Development: Students will expand Vocabulary, apply reading strategies, and develop content area reading/writing competencies

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Resources</th>
<th>Activities</th>
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<tbody>
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<td>4</td>
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**Unit Assessment:** Students will explain ideas in:
- ___charts ___diagrams ___illustrations ___maps ___presentation
- ___essay ___report ___poem ___glossary ___booklet ___display

The following pages provide resources for a unit to develop reading, writing, and thinking abilities as students learn and report their insights into the Holocaust.
Make Ideas Clear
CCSSR2: Can identify and support a theme. CCSSW7: Can organize information to support an idea.
A theme is a way of thinking about something. Use this diagram to show the theme in what you read about the Holocaust or to prepare to write your own theme about the Holocaust. State the theme in the circle. List events or other examples that support it on the lines.

Summarize your Diagram

Meet the standard:
Check your work—is it ✓ complete? ✓ correct? ✓ clear?

Exceed the Standard: Write what you learned by doing this project.
Show History

CCSSR3--analyze relationships-- Can organize information to explain a situation.

Profile a situation that is important to understanding how the Holocaust affected one person. Use words or pictures to complete this diagram.

The Place

The Person

The Event

Write a title that fits all three parts.

Meet the standard:
Check your work—is it ✔️ complete? ✔️ correct? ✔️ clear?
Exceed the Standard: Write what you learned by doing this project.
Picture a situation

CCSSR3--Can identify relationships and (CCSSW2) write to explain a situation. This activity is adaptable to any profile, history or story.

Read about the Holocaust. Then illustrate what you read. Then write about it.

Draw a picture of this situation.

What did someone who was there say about the Holocaust?

Figure out what you think an important statement.

Then write it here. Use quotation marks and note the source.
History Profile
CCSSR3—I can analyze a situation.

Draw three persons who participated in this history.

Map the place.

Sequence the Events.

What is important to understand about this history?
COLLECT Important Information
As you collect facts, make notes. You can use this format to collect notes from books, the newspaper, and from interviews.

BIG Question: __________________________________________________________

Then cut these rectangles into note cards you will use when you write about your topic.

<table>
<thead>
<tr>
<th>Fact:</th>
<th>Fact:</th>
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</thead>
<tbody>
<tr>
<td>Source:</td>
<td>Source:</td>
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<td>Fact:</td>
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<td>Source:</td>
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</tbody>
</table>
I can classify information. (CCSSR3--Analyze a situation)

Set up two categories in a chart about the Holocaust. Then list information for each category.

<table>
<thead>
<tr>
<th>Category 1</th>
<th>Category 2</th>
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Write to explain what your chart shows about the Holocaust.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Locate important information to support a position. (CCSSW1) I can locate information to support a position.

My Position: ____________________________________________________________
_______________________________________________________________________

Supporting Information

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

11. 

12. 

Use your information to write in support of your position.
Narrative Writer (CCSSW3)

Write about a person whose life was affected by the Holocaust.

What was the situation when the story/history started?

Where: _________________________________  When: _______________________

What’s the important event or change? ______________________________________
_____________________________________________________________________

Who is in this story/history?

<table>
<thead>
<tr>
<th>Person</th>
<th>What was important to this person?</th>
<th>How do you know?</th>
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</thead>
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How will I start my writing to make the focus clear from the beginning?

_____________________________________________________________________

How will I conclude so my reader learns about the values of this person.

_____________________________________________________________________

More Resources:  http://teacher.depaul.edu   Polk Bros. Foundation Teacher Leadership Network
DePaul Center for Urban Education   ©2004
**Personal Time Line**  
*CCSSR7 Collect and organize information*

Person: ________________________________________________

List events that took place that affected that person.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>How it affected this person.</th>
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*Which event affected this person the most?*

*Why?*
Personal Profile
CCSW2—explanatory writer

Which person will you profile? ____________________________________________

What qualities do you want people to understand about this person.

What evidence will you include to help readers understand this person’s history.

☐ ________________________________________________________________

☐ ________________________________________________________________

☐ ________________________________________________________________

☐ ________________________________________________________________

☐ ________________________________________________________________

☐ ________________________________________________________________

☐ ________________________________________________________________

You can use the boxes to number the order in which you will give that evidence.

How will I start my profile?

____________________________________________________________________

____________________________________________________________________

How will I conclude to make my point clear?

____________________________________________________________________

____________________________________________________________________
The Holocaust Legacy

CCSSR2--support an idea with examples

The Holocaust included many individuals whose history reflects hope, determination, and other qualities. This grid is like an exhibit without illustrations. It’s like a quilt without patterns or pictures. Complete it. First, add six more words that you think are important to understanding the history of the Holocaust. Then use drawings, symbols or notes to illustrate these ways of understanding this history. For example, give an example of one person for each of the ideas.

<table>
<thead>
<tr>
<th>heritage</th>
<th>challenge</th>
<th>hope</th>
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<td>tradition</td>
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