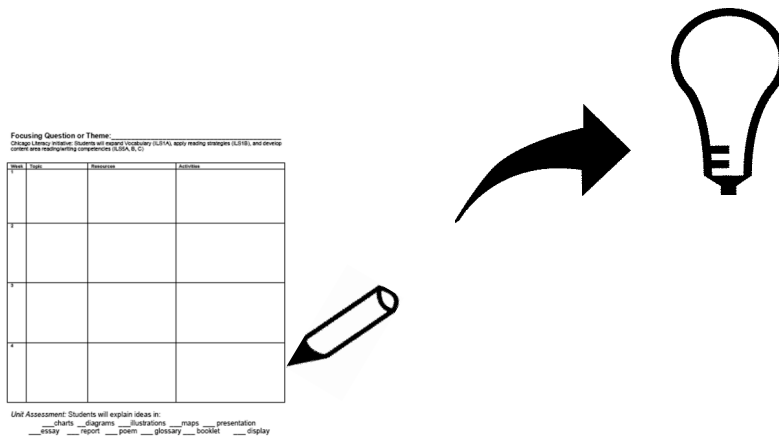


Expanding Understanding

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.

October 28 – 30, 2004

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.

Goal 16: Understand and analyze events and trends influencing history	Goal 18: Understand, analyze, and compare social systems
<p>Young students should gain knowledge of basic skills of historical interpretation that will enable them to:</p> <ul style="list-style-type: none"> • 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. <p>As students progress through the stages, historical knowledge will enable them to:</p> <ul style="list-style-type: none"> • 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. 	<p>Young students should gain knowledge of social systems that will enable them to:</p> <ul style="list-style-type: none"> • 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. <p>As students progress through the stages, additional knowledge of social systems will allow them to:</p> <ul style="list-style-type: none"> • 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 of Language Arts Standards

1A apply word analysis and vocabulary skills to comprehend selections

1B apply reading strategies to improve understanding and fluency

1C comprehend a broad range of reading materials

2A understand how literary elements and techniques are used to convey meaning

2B read and interpret a variety of literary works

3A use correct grammar, spelling, punctuation, capitalization and structure.

3B compose well-organized and coherent writing for specific purposes and audiences

3C communicate ideas in writing to accomplish a variety of purposes

4A listen effectively in formal and informal situations.

4B speak effectively using language appropriate to the situation and audience.

GOAL 5

5A locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

5B analyze and evaluate information acquired from various sources.

5C apply acquired information, concepts and ideas to communicate in a variety of formats.

Unit Developer

What insights will you take from the workshop to incorporate in a unit?

Insight	How I'll Incorporate It

Focus to Guide Learning: What idea or theme will you develop in your unit?

Plan a Multi-Week Unit

Focusing Question or Theme: _____

Chicago Literacy Initiative: Students will expand Vocabulary (ILS1A), apply reading strategies (ILS1B), and develop content area reading/writing competencies (ILS5A, B, C)

Week	Topic	Resources	Activities
1			
2			
3			
4			

Unit Assessment: Students will explain ideas in:

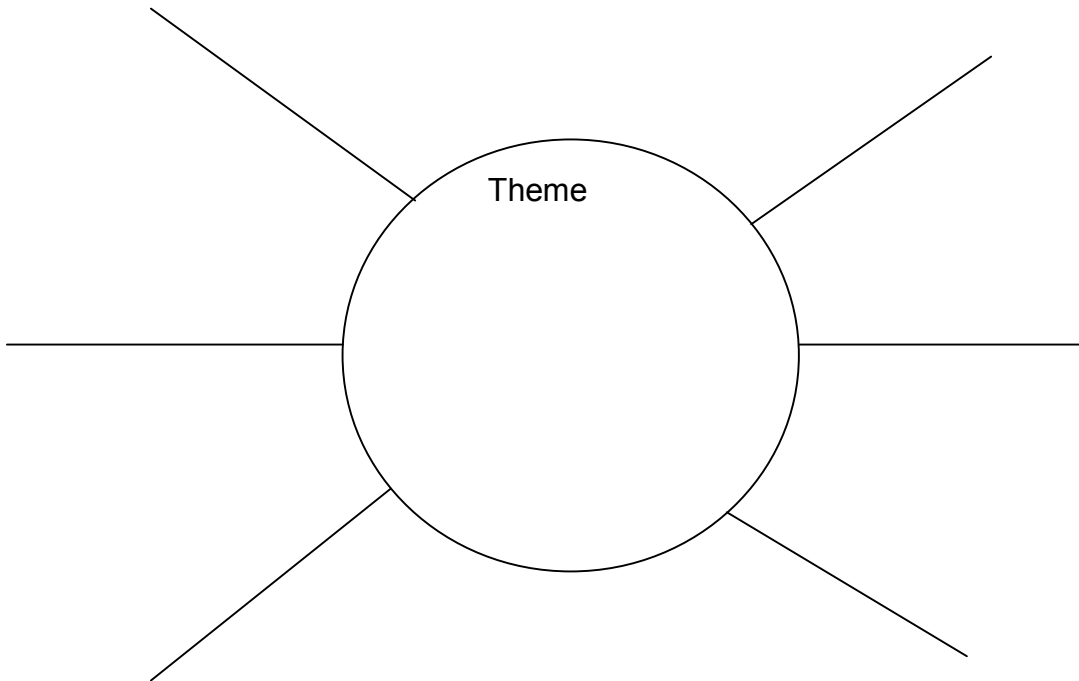
___ charts ___ diagrams ___ illustrations ___ maps ___ presentation
 ___ essay ___ report ___ poem ___ glossary ___ booklet ___ display

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

ILS 1B: Can identify and support a theme. ILS 5B: 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

A large, empty rounded rectangular box for summarizing the diagram.

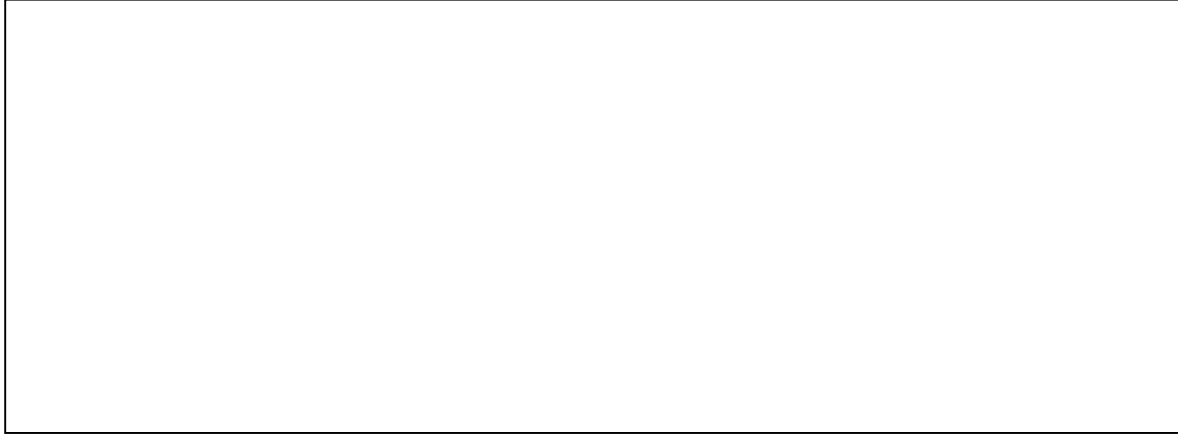
Meet the standard:
Check your work—is it ✓ complete? ✓ correct? ✓ clear?
Exceed the Standard: Write what you learned by doing this project.

Show History

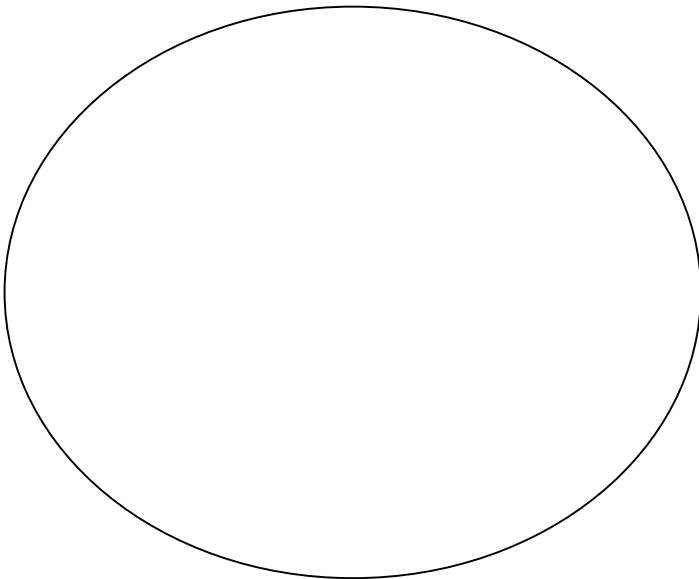
ILS 5A: Can organize information to explain a situation.

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

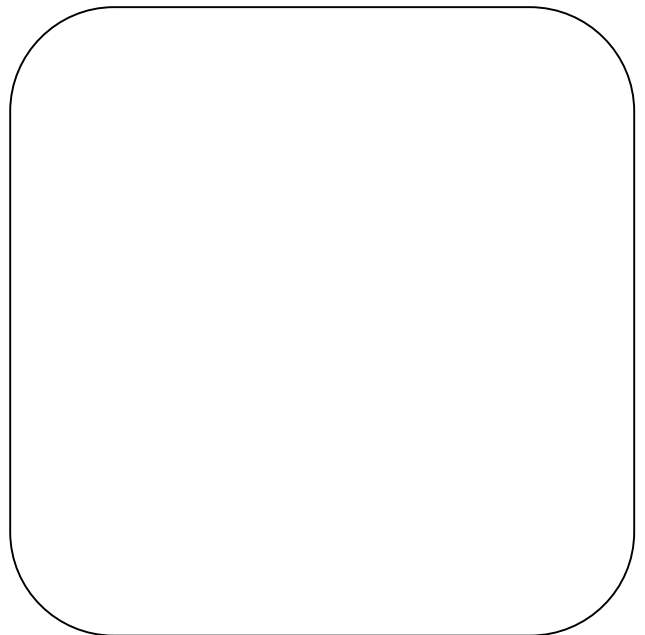
The Place



The Person



The Event



Write a title that fits all three parts.

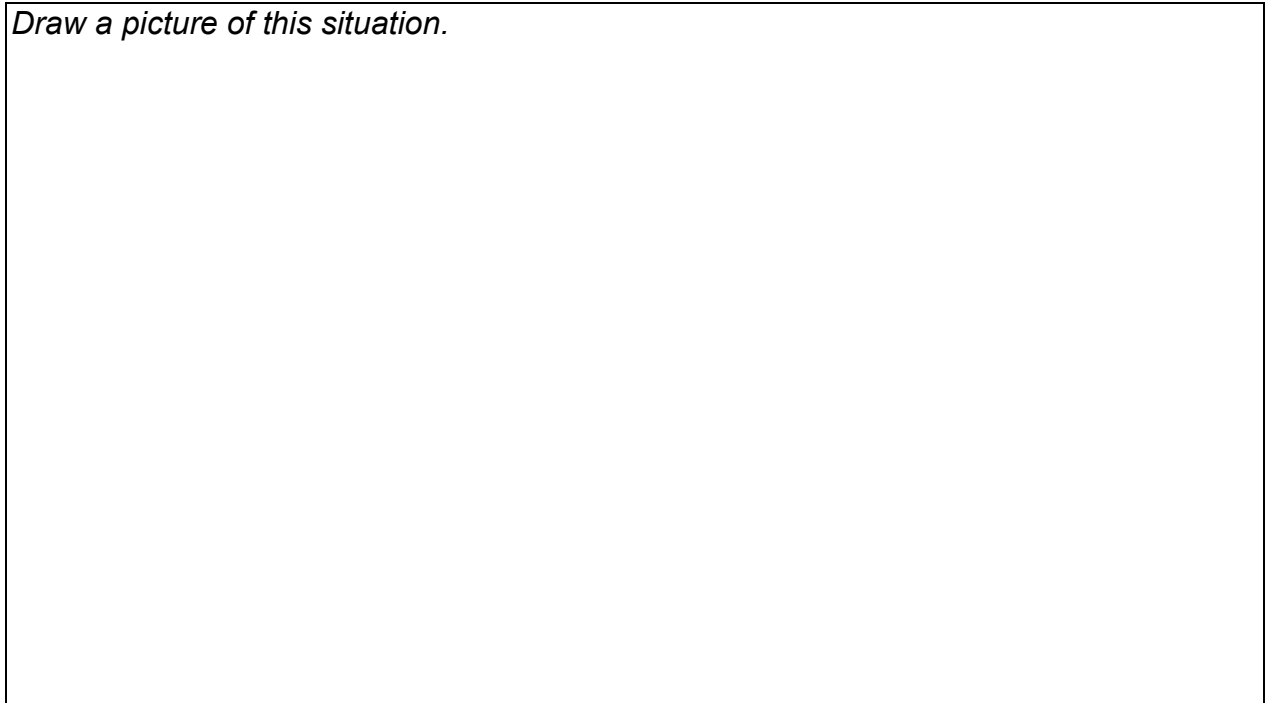
Meet the standard:
Check your work—is it ✓ complete? ✓ correct? ✓ clear?
Exceed the Standard: Write what you learned by doing this project.

Picture a situation

*ILS1B. Can identify relationships. ILS3B. Can 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?

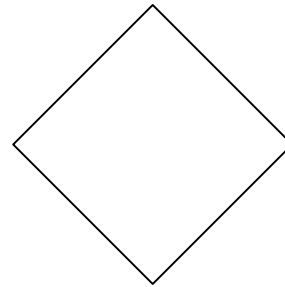
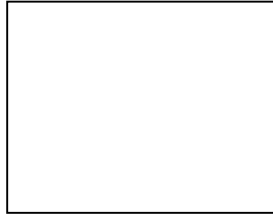
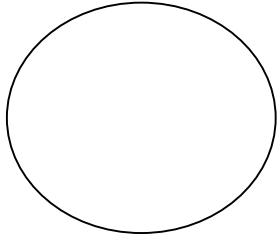
Figure out what you think an important statement.

Then write it here. Use quotation marks and note the source.

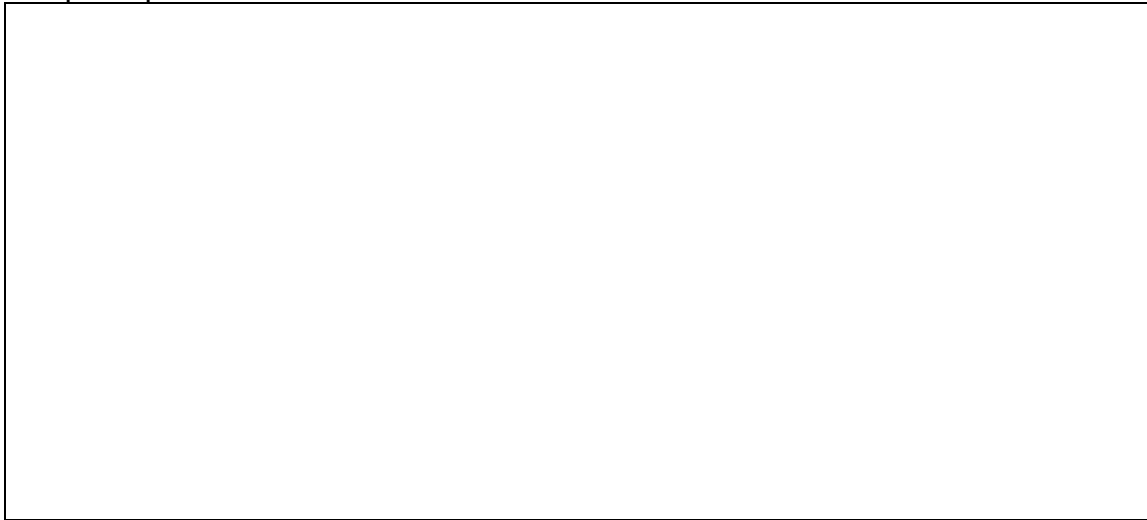
History Profile

ILS1B: I can analyze a situation.

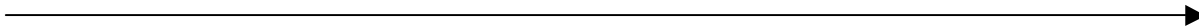
Draw three persons who participated in this history.



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.

Fact: Source:	Fact: Source:
Fact: Source:	Fact: Source:
Fact: Source:	Fact: Source:

I can classify information. (ILS1B; 5A)

Topic: _____

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

Write to explain what your chart shows about the Holocaust.

Locate important information to support a position.

(ILS1B, 5A) 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

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?

Person	What was important to this person?	How do you know?

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.

Personal Time Line

ILS 5A: Collect and organize information

Person: _____

List events that took place that affected that person.

Date	Event	How it affected this person.

Which event affected this person the most?

Why?

Personal Profile

ILS3C: Write in a variety of formats.

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.

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

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?

Write What's Important

ILS1B/4A: Can Read/Listen to Learn ILS5B: Can identify important information.

Topic: _____

What I Knew

What I Learned

What I Think

Take what you knew and what you learned and explain your understanding.

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

The Holocaust Legacy

ILS2C: Can interpret the literature that represents a culture. ILS3C: Write in a variety of formats.

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.

heritage		challenge		hope
tradition		faith		determination
family		courage		values