



## Holocaust: What role do individuals and institutions play in confronting injustice?

<b>Time Frame:</b> 3-4 class periods	<b>Author:</b> Mary Ellen Daneels, West Chicago Community High School, <a href="mailto:mdaneels@d94.org">mdaneels@d94.org</a>
<b>Proven Practices</b> <ul style="list-style-type: none"> <li>✓ Instruction on government institutions</li> <li>✓ Use of current &amp; controversial issues</li> <li>✓ Simulations of democratic processes</li> <li>✓ Service Learning (ideas provided)</li> </ul>	
<p><b><u>IL Social Studies Standards</u></b></p> <p><b><u>SS.IS.1.9-12:</u></b> Address essential questions that reflect an enduring issue in the field.</p> <p><b><u>SS.IS.5.9-12:</u></b> Identify evidence that draws information from multiple sources to revise or strengthen claims.</p> <p><b><u>SS.IS.7.9-12:</u></b> Articulate explanations and arguments to a targeted audience in diverse settings</p> <p><b><u>SS.IS.9.9-12:</u></b> Use deliberative processes and apply democratic strategies and procedures to address local, regional, or global concerns and take action in or out of school.</p> <p><b><u>SS.H.3.9-12:</u></b> Evaluate the methods utilized by people and institutions to promote change.</p> <p><b><u>SS.H.5.9-12:</u></b> Analyze the factors and historical context that influenced the perspectives of people during different historical eras. <b><u>SS.H.7.9-12:</u></b> Identify the role of individuals, groups, and institutions in people’s struggle for safety, freedom, equality, and justice.</p> <p><b><u>SS.H.8.9-12:</u></b> Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.</p>	<p><b><u>CCSS/ELA History/Social Studies Standards</u></b></p> <p><b><u>CCSS.ELA-LITERACY.RH.11-12.7</u></b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b><u>CCSS.ELA-LITERACY.RH.11-12.2</u></b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b><u>CCSS.ELA-LITERACY.RH.11-12.6</u></b> Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p><b><u>CCSS.ELA-LITERACY.RH.11-12.9</u></b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
<b>Essential Question:</b> What role do individuals and institutions play in confronting injustice?	
<b>Supporting Questions</b> <ol style="list-style-type: none"> <li>1. What was the significance of the Holocaust?</li> <li>2. What vocabulary describes the roles of individuals/groups in the face of injustice?</li> <li>3. What were some examples of actions taken by upstanders, bystanders, perpetrators, and victims during the Holocaust?</li> <li>4. What choices did individuals and institutions make to confront injustice during the</li> </ol>	



Holocaust?

5. What are examples of injustice people face today?

## Resources Required

Animated Map of Holocaust. Available at

<https://www.ushmm.org/lcmedia/animatedmap/wlc/mp4/hol.mp4>

People gathered along the street watch as Jews are rounded up and marched through Lvov. Lvov, Poland, June-July 1941. *US Holocaust Memorial Museum, courtesy of Leonard Lauder*

Primary Source Reading Graphic Organizer. Available at <https://tinyurl.com/GraphicOrganizerHolocaust>

Human Behavior Vocabulary from Facing History and Ourselves. Available online at

<https://www.facinghistory.org/resource-library/decision-making-times-injustice/scene-middle-school-classroom>

The Holocaust: The Range of Responses. Facing History and Ourselves. Available at

<https://www.facinghistory.org/resource-library/teaching-holocaust-and-human-behavior/holocaust-range-responses>

Chalk Talk Prompts available at <https://tinyurl.com/HolocaustChalkTalkPrompts>

Socratic Seminar Guide by Candi Fikis, Regional Mentor, West Chicago Community High School, adapted by Mary Ellen Daneels, Lead Teacher Mentor, Robert R. McCormick Foundation. Available online at

<https://tinyurl.com/SocSemHolocaust>

PowerPoint by Mary Ellen Daneels available online at <https://tinyurl.com/PPTHolocaust>

## Recommended Procedures

1. Give the students an overview of the essential and supporting questions for the inquiry on the Holocaust.
2. Use the animated map to review the significance of the Holocaust.
3. Show image from Lvov, Poland to class. Have students look deeply at the photograph and write down three things that they observe in the photograph.
4. Have students share in small groups what they observed in the photograph.
5. Have students from each group share what they learned from the observations of others. Is there something they did not notice that another pointed out to them? Did someone frame an observation differently?
6. Introduce students to the Human Behavior Vocabulary from Facing History and Ourselves. (see ppt)
7. Have students apply the human behavior vocabulary to infer what is happening in the image? Is there a victim/target? Why do they think so? A perpetrator? Other roles? Have students make at least two connections between the vocabulary and the photograph.
8. Independently, have students write down at least three questions that they still wonder.
9. Collect students' questions on a common document or quick wraparound share out.
10. Instruct students that the class is going to examine a number of primary sources that shed light



on the choices people made during the Holocaust.

11. Instruct students that you will start as a whole group looking at the choices made by the citizens of La Chambon, France. Instruct them to identify in the reading
  - Three significant choices
  - Motive behind choices
  - Possible consequences
  - Significant quote
12. Have a wraparound share in the room and have students share their responses.
13. Pass out the graphic organizer and go over the completed row of answers for La Chambon to model what you would like them to do for their assigned reading.
14. Inform students that they are now going to analyze the various roles and choices people made in the Holocaust.
15. Distribute readings from Facing History and Ourselves listed on the Graphic Organizer, varying the readings throughout the room. NOTE: you may choose to do more readings or change the readings listed.
16. After students have analyzed their individual reading, have them “jigsaw” or share their readings with others in the room to understand the various roles and choices that were made during the Holocaust. Have students complete Graphic Organizer as others share their narratives.
17. Place several sets of Chalk Talk Prompts throughout the room. Assign students to a particular set of prompts to respond to. (for more details on how to run a chalk talk, see <https://www.scholastic.com/teachers/blog-posts/genia-connell/chalk-talks-engage-all-students/>)
18. Introduce the Socratic Seminar activity to students with Socratic Seminar guide. To prepare to participate, students will complete a preparation guide. This could be done as homework.
19. Conduct the Socratic Seminar.
20. At the end of the deliberation, have students respond to the compelling question with a persuasive essay using evidence from readings, video, and Socratic Seminar, addressing claims and counterclaims. Teachers could use tools such as google classroom & blackboard.com to promote online deliberation.

### **Possible Service Learning Extensions**

- Students can take informed action on issues of injustice discussed in the Socratic Seminar. Students may research independently or in small groups root causes of current issues of injustice and advocate public policy solutions for change either through writing a letter to an elected official or submitting an editorial/political cartoon for publication in local media.
- Students can have an informed conversation or host a panel with local stakeholders to discuss issues of injustice and their possible resolution. Students could collect data through interviews and polling in the local community about issues of concern and share research with participants.

### **Differentiation**

- Readings from step 15 can be distributed to students according to reading abilities.
- Pair students to prepare for Socratic Seminar and use a fishbowl strategy to conduct the seminar.



- The powerpoint provided can be used/modified to scaffold student understanding of the instructional prompts throughout the lesson.

### **Possible Assessments**

- Socratic Seminar preparation guide
- Blog/online deliberation
- Socratic Seminar participation
- Persuasive Essay
- Letter to an elected official with rubric
- Letter to the editor or political cartoon w/ explanation.

### **Other Considerations**

If norms for classroom deliberations have not been established, here are some resources teachers can use to scaffold civil discourse.

- [Conducting a Civil Conversation in the Classroom by CRFC](#)
- [Contracting by Facing History and Ourselves](#)

For more information on how to run a Socratic Seminar, please see [Socratic Seminar by Facing History and Ourselves](#).