



Holocaust Mini-Unit

International Prep Academy

Grade 5

Objectives:

- Students will be able to define and understand antisemitism.
- Students will understand that the Holocaust occurred because individuals, organizations, and governments made choices that not only legalized discrimination but also allowed prejudice, hatred, and ultimately mass murder to occur.
- Students will reflect on the roles and responsibilities of individuals, groups, and nations when confronting the abuse of power, civil and human rights violations, and genocidal acts.

Day 1

Topic: Antisemitism

Essential Question

What is the history of antisemitism?

Overview

1. Explain that students will begin learning about the Holocaust. To understand the Holocaust, we must first understand the concept of antisemitism and its history.
2. Give students a [KWL chart](#) and have them complete the K and W sections prior to viewing the video. (*What do you know about antisemitism? What do you want to know about antisemitism?*)
3. Students will watch the video [Antisemitism](#) from the Anne Frank House.
4. Have students answer guiding questions while watching the video. Repeat sections as necessary.
5. Have students complete the L to show what they learned about antisemitism.

****Reflection:** Students will write a short reflection explaining what antisemitism is and why it is wrong.

Sample sentence starter:

Antisemitism is _____. Antisemitism is wrong [has no place in society/ should not be tolerated/etc.] because _____.

El antisemitismo es _____. El antisemitismo está mal [no tiene lugar en la sociedad/ no debería ser tolerado / etc.] Porque _____.

Day 2

Topic: The Consequences of Being a Bystander

Essential Question

What is a bystander?

Overview

1. Show students a copy of the text “The Terrible Things.”
2. Have students define what an allegory is (historical allegory, moral allegory).
3. Have students complete pre-reading questions.
4. Read “The Terrible Things” aloud (or use [video](#)).
5. Pause at appropriate moments to allow students to complete the guided reading questions.
6. Discuss the importance of the story and why Eve Bunting chose to tell it using an allegory.
7. Have students complete the symbolism chart.
8. Introduce the poem “First They Came,” which “The Terrible Things” is based off of.
9. Read the poem twice aloud.
 - a. Reading 1: Highlight instances of repetition.
 - b. Reading 2: Have students underline any words or phrases that stand out to them.
10. Assessment (First They Came)

****Reflection:** Think of a current event where you would consider it a crime (or a bad thing) to be a bystander. Create a poem in the spirit of “First They Came” (or “The Butterfly” by Pavel Friedman) that addresses the consequence of being a bystander. Use repetition in your poem.

Day 3

Topic: The Holocaust (Part 1)

Essential Question

What was the Holocaust?

Overview

1. Begin a whole class K-W-L chart on the Holocaust. Complete the K and W.
2. Watch a Crash Course [video](#) about the Holocaust and genocide.
3. Distribute or provide digital access to the article “The Holocaust and Concentration Camps.”
4. Practice close reading of the article.
5. Have students complete the reading response.
6. As a whole class, complete the L of the K-W-L chart.

****Reflection:** Yehuda Bauer, a historian and scholar of the Holocaust said, “Thou shall not be a perpetrator, thou shall not be a victim, and thou shall never, but never, be a bystander.” Explain what he meant by that statement. ***How will you prevent yourself from being a bystander?***

Day 4

Topic: The Holocaust (Part 2)

Essential Question

What was the Holocaust?

Overview

1. Have students select a physical or digital picture book related to the Holocaust to read independently. Ensure students use the note-taking form to foster comprehension and recall of

important information.

2. Have students write one fact they learned, as well as the year in which the fact applied on an index card, and add it to the co-constructed Holocaust timeline.
3. Have students watch the video "[Who was Anne Frank?](#)"
4. Distribute or provide digital access to the article "Anne Frank."
5. Practice close reading of the article.
6. Have students complete the reading response.
7. Using a Venn Diagram or other graphic organizer, have students compare and contrast the text they read independently with the "Who was Anne Frank?" article.

****Reflection:** Reflect on Anne Frank's life and her legacy. Write down some of your thoughts about Anne Frank. Why is she recognized as such an important figure around the world? What does she mean to you? What lessons can you learn from Anne Frank?

Day 5

Topic: The Survivors (Part 1)

Essential Question

Why are the personal accounts and testimonies of survivors so important?

Overview

1. Have students respond to the following prompt in their journals:
"If you could speak with someone who survived the Holocaust, what questions would you want to ask this individual?"
 2. Discussion Questions:
 - a. Why do you think these survivors have chosen to tell their stories to the world?
 - b. What do they expect you and others to learn from such stories?
 3. Remind students to add any additional questions they would want to ask a survivor of the Holocaust.
 4. Offer some thoughts on survivors and why they must be respected and valued:
"Personal accounts by survivors of the Holocaust are powerful. They connect us, person to person, with an era in history that is difficult, yet necessary to understand. Survivor testimony translates the countless unimaginable victims into a single person's feelings and thoughts. Today, survivors who can remember stories of that time are in their seventies, eighties and older. As a group, fewer and fewer are with us to personally chronicle life under the Nazis. Their testimony is profoundly valuable."
- Elie Wiesel says the following, "**...the idea of telling these stories is to sensitize people- that you should become more sensitive- to yourselves, to your friends, even to strangers....become sensitive: not only to the story of what we try to tell, but about what happens even today- because what happens even today is always related to what happened then.**"
5. Watch Henry Friedman's [survivor account](#).
 6. Model using an [Identity Chart](#) to document key aspects of the survivor's identity.

****Reflection:** Respond to the following prompt: Why are the personal accounts of survivors so important?

Day 6

Topic: The Survivors (Part 2)

Essential Question

Why are the personal accounts and testimonies of survivors so important?

Overview

1. Invite a survivor of the Holocaust to speak to the class.
2. Have students create an Identity Chart for the guest speaker.
3. Allow students to ask questions they previously developed or new ones that occur to them after the presentation.
4. Use a graphic organizer that helps students synthesize the information they already know with new information they learn from the survivor.

****Reflection:** Respond to the following prompt: What did the speaker say that resonated with you? Why did you feel this way?

Final Collaborative Project

Topic: Commemorative Poster

Overview

1. Students will work collaborative to create a Holocaust Remembrance Poster.
2. Each student will also select a victim or survivor of the Holocaust to create a short biography that will be placed on the poster. [Using USHMM Individual Profile Cards or self-selected based on student research/interest]
3. Students will create a brief Flipgrid identifying the person they selected and explaining why they chose them.

****Reflection:** Respond to the following prompt: What did the speaker say that resonated with you? Why did you feel this way?