

## HOLOCAUST STUDIES Elective

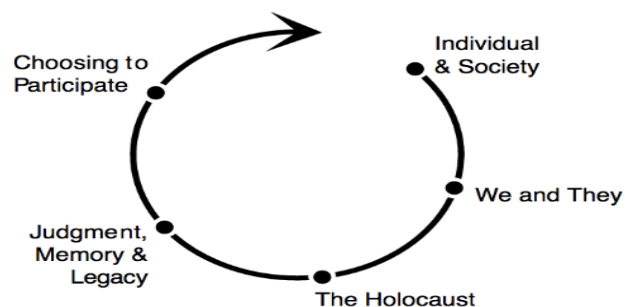
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### The Scope and Sequence



This document is based on the resources found in *Facing History and Ourselves: The Holocaust and Human Behavior*. *The Holocaust and Human Behavior* leads students through an examination of the catastrophic period in the twentieth century when Nazi Germany murdered six million Jews and millions of other civilians, in the midst of the most destructive war in human history.

Following Facing History's unique scope and sequence, takes students on a parallel journey through an exploration of the universal themes inherent in a study of the Holocaust that raise profound questions about human behavior.

(Facing History 2018)

<https://www.facinghistory.org/resource-library/image/scope-and-sequence>

Resources and materials have been included from other agencies that can be infused as you see fit. Please move through resources at the most appropriate pace and sequence for you and your students. You are not required to utilize or create lessons for all of the listed resources. Our goal was to provide as many tools to adequately address all of the topics within the units of study.

**\*This is an elective course, so you have the flexibility to prioritize topics based on your expertise.**

**Section 1**  
**The Individual and Society**

SS.912.W.1 Utilize historical inquiry skills and analytical processes

SS.912.W.1.1 Use timelines to establish cause and effect relationships of historical events.

SS.9.12.W.1.3 Interpret and evaluate primary and secondary sources

SS.9.12.W.1.4 Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography)

SS.912.W.1.6 Evaluate the role of history in shaping identity and character.

SS.912.W.7 Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power. (Including SS912.W.7.1 - .11)

**Unit Objective:** What does learning about the choices people made during the Weimar Republic, the rise of the Nazi Party, and the Holocaust teach us about the power and impact of our choices today?

**Essential Questions:**

- What is the relationship between the individual and society?
- What factors shape our identities? What parts of our identities do we choose for ourselves? What parts are determined by others, by society or by chance?
- How do our identities influence our choices and the choices available to us?

**Guiding Questions:**

- Lesson 1 How can we create a class that is both safe and challenging?
- Lesson 2 What factors shape our identities? How do our identities influence our choices?
- Lesson 3 In what ways do “single stories” impact our own identities, how we view others and the choices we make?
- Lesson 4 What factors influence the extent to which we feel an obligation to help others

| Lessons  | Videos/Readings/Resources  | Additional Resources   | United States Holocaust Memorial Museum (USHMM) Lesson Plans and Resources   |
|--|--|--|--|
| <p align="center"><b><u>Facing History and Ourselves</u></b></p> <p><a href="#">Introduction</a></p> <p><a href="#">Lesson 1 -Introducing the Unit</a></p> <p><a href="#">Lesson 2 - Exploring Identity</a></p> <p><a href="#">Lesson 3 - Stereotypes and "Single Stories</a></p> <p><a href="#">Lesson 4 - Universe of Obligation</a></p> | <p align="center"><b><u>Facing History and Ourselves</u></b></p> <p><a href="#">The Bear That Wasn't-Reading/Video/Lesson</a></p> <p><a href="#">The Danger of A Single Story - Video</a></p> <p><a href="#">Little Things Are Big- Jesus Colon -Video</a></p> <p><a href="#">Universe of Obligation Handout</a></p> | <p><a href="#">Video 2 min What was the Holocaust BBC</a></p> <p><a href="#">Khan Academy Video: Milgram Experiment on Obedience</a></p> <p><a href="#">CommonLit The Milgram Experiment Questions and Answers</a></p> <p><a href="#">The Ten Stages of Genocide</a></p> <p><a href="#">Mini-Lesson from the ADL Pyramid of Hate</a></p> | <p><a href="#">Introduction to the Holocaust:One Day Lesson</a><br/><a href="https://www.ushmm.org/m/pdfs/USHMM-One-Day-Lesson.pdf">https://www.ushmm.org/m/pdfs/USHMM-One-Day-Lesson.pdf</a></p> <p><a href="#">The Path To Nazi Genocide Film</a></p> <p><a href="#">The Path to Nazi Genocide Worksheet</a></p> <p><a href="#">The Path to Nazi Genocide Answer Key</a></p> |

## Section 2

### Human Behavior: We and They

SS.912.W.1 Utilize historical inquiry skills and analytical processes

SS.912.W.1.1 Use timelines to establish cause and effect relationships of historical events.

SS.9.12.W.1.3 Interpret and evaluate primary and secondary sources

SS.9.12.W.1.4 Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography)

SS.912.W.1.6 Evaluate the role of history in shaping identity and character.

SS.912.W.7 Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power.

(Including SS912.W.7.1 - .11)

**Unit Objective:** What does learning about the choices people made during the Weimar Republic, the rise of the Nazi Party, and the Holocaust teach us about the power and impact of our choices today?

**Essential Questions:**

- Why do humans separate themselves into groups?
- How have societies distinguished between who can be a member and who must remain an outsider, and why have those distinctions mattered?

**Guiding Questions:**

- Lesson 5 What is race? What is racism?
- Lesson 6 What is antisemitism and how has it impacted the Jews in the past and today?
- Lesson 7 How was the reality of World War 1 different from what many people and nations expected? How did World War I end for Germany and how did the German's respond to the war's aftermath?
- Lesson 8 Which aspects of the German government and society during the years of the Weimar Republic helped to strengthen democracy, and which aspects weakened it?

| Lessons  | Videos/Readings/Resources   | Additional Resources  | USHMM   |
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| <p style="text-align: center;"><b><u>Facing History and Ourselves</u></b></p> <p><a href="#">Lesson 5 The Concept of Race</a></p> <p><a href="#">Lesson 6 The Roots and Impact of Antisemitism</a></p><br><p><a href="#">Lesson 7 -World War 1 and it's Aftermath in Germany</a></p> <p><a href="#">Lesson 8 The Weimar Republic</a></p> | <p style="text-align: center;"><b><u>Facing History and Ourselves</u></b></p> <p><a href="#">Video-Race: The Power of an Illusion (The Difference Between Us)</a></p> <p><a href="#">Close reading handout-Overview of Anti-Judaism and Antisemitism</a></p> <p><a href="#">Reading-"We don't control America" and other myths</a></p> <p><a href="#">The Hangman</a></p> <p><a href="#">The Hangman Animation (1964)</a></p> | <p><a href="#">Video Prewar Jewish Life: The Story of Pinchas Gutter</a></p> <p><a href="#">Yad Vashem: A Comparison of Worlds in Two Short Stories "The Gambler" and "The Journey"</a></p> | <p><a href="#">13 min video European Antisemitism from its Origins to the Holocaust</a></p> <p><a href="#">11 minute video Early Warning Signs</a></p> <p><a href="#">Animated Map of the Holocaust</a></p> |

**Section 3**  
**History: The Rise of Nazism**

SS.912.W.1 Utilize historical inquiry skills and analytical processes

SS.912.W.1.1 Use timelines to establish cause and effect relationships of historical events.

SS.9.12.W.1.3 Interpret and evaluate primary and secondary sources

SS.9.12.W.1.4 Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography)

SS.912.W.1.6 Evaluate the role of history in shaping identity and character.

SS.912.W.7 Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power. (Including SS912.W.7.1 - .11)

**Unit Objective:** What does learning about the choices people made during the Weimar Republic, the rise of the Nazi Party, and the Holocaust teach us about the power and impact of our choices today?

**Essential Questions:**

- How did World War 1 change the balance of power in Europe? How did it affect people's attitudes towards other nations as well as their own? How did it affect their attitudes towards war?
- How did World War 1 affect the way people perceived the value of human life?
- What happens to the way a society defines “we” and “they” in the midst of the chaos and violence caused by war?

**Guiding Questions:**

- Lesson 9 How did the Nazi Party, a small unpopular political group in 1920, become the most powerful political party in Germany in 1933?
- Lesson 10 How can we describe Jewish life in Europe between the two twentieth-century world wars? How can isolation and unfamiliarity between two groups influence the beliefs that members of one group form about members of another? How can this lead to the creation or reinforcement of “in” groups and “out” groups?
- Lesson 11 What steps did the Nazi’s take to transform Germany into a dictatorship during the first two years of power? What can we learn from the rise of the Nazi’s about what makes democracy fragile?
- Lesson 12 What factors influence our choices about whether to speak up or stay quiet in response to injustice? What choices did Germans have in the face of an emerging dictatorship? What opportunities for resistance were available?
- Lesson 13 What are the consequences when governments use laws to create “in” groups and “out” groups in a society? How do laws affect the ways that individuals think about their own identities and the identities of others? How do laws affect the relationships between individuals in a society?

| Lessons   | Videos/Readings/Resources   | Additional Resources  | United States Holocaust Memorial Museum (USHMM) Lesson Plans and Resources   |
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| <p align="center"><b><u>Facing History and Ourselves</u></b></p> <p><a href="#">Lesson 9 The Rise of the Nazi Party</a></p> <p><a href="#">Lesson 10 European Jewish Life Before the War</a></p> <p><a href="#">Lesson 11 Dismantling Democracy</a></p> <p><a href="#">Lesson 12 Do you Take the Oath?</a></p> <p><a href="#">Lesson 13 Laws and the National Community</a></p> | <p align="center"><b><u>Facing History and Ourselves</u></b></p> <p><a href="#">Video: Hitler's Rise to Power</a></p> <p><a href="#">Handout: Hitler's Rise to Power (1918-1933) viewing guide</a></p> <p><a href="#">Handout: What did the Nazi's Believe?</a></p> <p><a href="#">Reading: Hilter in Power</a></p> <p><a href="#">Reading: Voices from the Warsaw Ghetto</a></p> <p><a href="#">Reading: The Warsaw Ghetto Uprising</a></p> <p><a href="#">A Day in Warsaw</a></p> <p><a href="#">Photo Analysis of Pre-War Jewish Life</a></p> <p><a href="#">Video: From Democracy to Dictatorship</a></p> <p><a href="#">Handout: Democracy to Dictatorship Reading Analysis</a></p> <p><a href="#">Video: Hitler's Rise to Power, 1933-1934</a></p> <p><a href="#">Handout: Hitler's Rise Power, 1933-1934 Viewing Guide</a></p> | <p><a href="#">Echoes and Reflections Interactive timeline of the Holocaust</a></p> <p><a href="#">Ted Talk (5 min) The Rise of the Nazi Party</a></p> <p><a href="#">Lesson: Give Me Your Children Voices from the Lodz Ghetto</a></p> <p><a href="#">Study Guide for "Who Will Write Our History"</a></p> <p><a href="#">Study Guide: Who are the Jewish Partisans</a></p> <p><a href="#">6 min video Introduction to the Jewish Partisans</a></p> <p><a href="#">Film The Wave 1981 Bruce Davison (Part 1)</a></p> <p><a href="#">Film The Wave 1981</a></p> | <p><a href="#">Timeline Activity Teacher Instructions</a> (If you would like timeline cards email Holocaust Studies)</p> <p><a href="#">Online lesson Plan for Timeline</a></p> <p><a href="#">Lesson: History of Antisemitism and the Holocaust</a></p> <p><a href="#">Online Lesson link for History of Antisemitism and the Holocaust</a></p> <p><a href="#">Lesson: Nazi Racism</a></p> <p><a href="#">Online Lesson for Nazi Racism</a></p> <p><a href="#">Lesson: Understanding Nazi Symbols</a></p> <p><a href="#">Online Lesson Link: Understanding Nazi Symbols</a></p> <p><a href="#">Lesson: Pre-War Jewish Life</a></p> <p><a href="#">Online Lesson Pre-World</a></p> |

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|  | <a href="#">Reading: Discovering Jewish Blood</a> | <a href="#">Bruce Davison (part 2)</a><br><br><a href="#">Lesson Plan for The Wave</a> | <a href="#">War II Jewish Life</a><br><br><a href="#">Guide to The World Must Know</a><br><br><a href="#">Pre-War: Three Minutes in Poland: A Lesson Plan</a> |
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**Section 4**  
**History: The Holocaust**

SS.912.W.1 Utilize historical inquiry skills and analytical processes

SS.912.W.1.1 Use timelines to establish cause and effect relationships of historical events.

SS.9.12.W.1.3 Interpret and evaluate primary and secondary sources

SS.9.12.W.1.4 Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography)

SS.912.W.1.6 Evaluate the role of history in shaping identity and character.

SS.912.W.7 Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power. (Including SS912.W.7.1 - .11)

**Unit Objective:** What does learning about the choices people made during the Weimar Republic, the rise of the Nazi Party, and the Holocaust teach us about the power and impact of our choices today?

**Essential Questions:**

- What is the Holocaust? How did the earlier choices of individuals, groups, and entire nations help to make it possible?
- What choices did individuals and nations make during the Holocaust? What factors shaped their universes of obligation?
- What can we learn about human behavior from confronting this history? What can we learn about ourselves? What new questions does this history raise for us in the twenty-first century?

**Guiding Questions:**

- Lesson 14 How did the Nazis use propaganda to influence individuals' attitudes and actions and to cultivate public support for their idea of a "national community"? How do explicit and implicit messages in the media (including television, the internet, film, radio, etc.) influence people's beliefs, feelings, and actions?
- Lesson 15 How did the Nazis attempt to enlist young people in their efforts to create "in" groups and "out" groups in German society in the 1930s? How did young people respond to these attempts? What were the consequences for young people who were excluded from the Nazi vision for a "national community"? What is the role of education in preparing young people for their role as citizens? What might be the difference between preparing students to live in a dictatorship versus a democracy?
- Lesson 16 What do the variety of responses to Kristallnacht teach us about the ways that people respond in times of fear and crisis?
- Lesson 17 What challenges prevented many Jews from leaving Nazi Germany? What responsibility does a country have to help those from another country who are facing danger?
- Lesson 18 How did the Nazis' beliefs about "race and space" influence Germany's violent aggression toward other nations, groups, and individuals in the first years of World War II?

| Lessons   | Videos/Readings/Resources  | Additional Resources  | United States Holocaust Memorial Museum (USHMM) Lesson Plans and Resources  |
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| <p style="text-align: center;"><b><u>Facing History and Ourselves</u></b></p> <p><a href="#">Lesson 14 The Power of Propaganda</a></p> <p><a href="#">Lesson 15 Youth and the National Community</a></p> <p><a href="#">Lesson 16 Kristallnacht</a></p> <p><a href="#">*Additional Lesson The Hell of Treblinka</a></p> <p><a href="#">*Additional Lesson from Yad Vashem-Auschwitz-Birkenau</a></p> <p><a href="#">*Additional Lesson on Liberation of Nazi Camp Majdanek 1944</a></p> | <p style="text-align: center;"><b><u>Facing History and Ourselves</u></b></p> <p><a href="#">Image: The Eternal Jew</a></p> <p><a href="#">Gallery: Propaganda Posters</a></p> <p><a href="#">Video: Heil Hitler: Confessions of A Hitler Youth</a></p> <p><a href="#">Video: Changes at School under the Nazis</a></p> <p><a href="#">Video: Friendship and Betrayal</a></p> <p><a href="#">Video: "Kristallnacht": The November 1938 Pogroms</a></p> <p><a href="#">Video: Elsbeth Lewin Remembers Kristallnacht</a></p> <p><a href="#">Handout: The Range of Human Behavior</a></p> | <p><a href="#">Auschwitz-Birkenau Walk Through 360* Movie (3:46min)</a></p> <p><a href="#">Video: Auschwitz: If you cried you died</a></p> <p><a href="#">Treblinka-Digital Reconstruction (8:00 min)</a></p> <p><a href="#">We Remember the Children</a></p> | <p><a href="#">8 minute video - Survivors Remember Kristallnacht</a></p> <p><a href="#">The Role of Propaganda</a></p> <p><a href="#">Concentration Camps</a></p> <p><a href="#">Why Auschwitz Was Not Bombed?</a></p> <p><a href="#">Lesson: Hoecker/Auschwitz Albums Photo Analysis</a></p> <p><a href="#">Images for Hoecker/Auschwitz albums photo analysis</a></p> |



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| <p><a href="#">Lesson 17 Responding to a Refugee Crisis</a></p> <p><a href="#">Lesson 18 Race and Space</a></p> <p><a href="#">Additional Reading: Establishing the Killing Centers</a></p> | <p><a href="#">Vocabulary Terms</a></p> <p><a href="#">Handout: Kristallnacht Testimony Viewing Guide</a></p> <p><a href="#">Video: Turned Away on the M.S. St. Louis</a><br/> <a href="#">Video: Preparing for the Kindertransport</a></p> <p><a href="#">Video: Hitler’s Ideology: Race, Land, and Conquest</a></p> <p><a href="#">Partisan Lessons</a></p> | <p><a href="#">Study Guide</a></p> <p><a href="#">What Happened at the Wannasee Conference</a></p> <p><a href="#">Video: The Hidden Army of Women that defeated Hitler</a><br/> <a href="#">History Channel video clip</a></p> <p><a href="#">Resistance and Rescue Power point Lesson</a></p> | <p><a href="#">Online Lesson: Rescue and Survival in Hiding</a></p> <p><a href="#">Online Lesson: Resistance During the Holocaust</a></p> <p><a href="#">14 min film on the realities of Liberation</a></p> <p><a href="#">12 minute film ordinary people who chose to rescue Jews-Rescue</a></p> |
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**Section 5**

**Judgement, Memory & Legacy**

- SS.912.W.1 Utilize historical inquiry skills and analytical processes
- SS.912.W.1.1 Use timelines to establish cause and effect relationships of historical events.
- SS.9.12.W.1.3 Interpret and evaluate primary and secondary sources
- SS.9.12.W.1.4 Explain how historians use historical inquiry and other sciences to understand the past.
- SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography)
- SS.912.W.1.6 Evaluate the role of history in shaping identity and character.
- SS.912.W.7 Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power. (Including SS912.W.7.1 - .11)

**Unit Objective:** What does learning about the choices people made during the Weimar Republic, the rise of the Nazi Party, and the Holocaust teach us about the power and impact of our choices today?

**Essential Questions:**

- What is justice? Can justice be achieved after mass murder on the enormous scale of the Holocaust? How can we know whether or not justice has been achieved?
- What is the purpose of a trial? What role might trials play in achieving justice after war and genocide?
- What can individuals or nations do to repair, rebuild, and restore their societies after war, genocide, and mass violence?
- How should we remember the Holocaust?
- How does the past influence us as individuals and as members of society? Does the past influence us differently depending on our individual identities?

**Guiding Questions:**

- Lesson 19 What was the Holocaust? Why is it important to confront the brutality of this history? What did it mean to resist the Nazis? What kinds of resistance were those targeted by the Nazis able to carry out? What is the meaning of human dignity? How did the Nazis seek to deprive their victims of basic human dignity, and how did those targeted attempt to preserve or reclaim their dignity?
- Lesson 20 What choices did individuals, groups, and nations make in response to the events of the Holocaust? What factors influenced their choices to act as perpetrators, bystanders, upstanders, or rescuers?
- Lesson 21 Who was responsible for the crimes committed during the Holocaust? Who should be held accountable, and how? What challenges did the Allies face once they agreed to bring the Nazi leaders to trial after World War II and the Holocaust? How did the Allied leaders and others involved in the trials respond to these challenges?

| Lessons  | Videos/Readings/Resources  | Additional Resources  | United States Holocaust Memorial Museum (USHMM) Lesson Plans and Resources   |
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| <p align="center"><b><u>Facing History and Ourselves</u></b></p> <p><a href="#">Lesson 19 The Holocaust: Bearing Witness</a></p><br><p><a href="#">Lesson 20 The Holocaust: The Range of Responses</a></p> | <p align="center"><b><u>Facing History and Ourselves</u></b></p> <p><a href="#">Video: Step by Step: Phases of the Holocaust</a></p> <p><a href="#">Handout: Phases of the Holocaust</a></p><br><p><a href="#">Video: Facing History Scholar Reflections: Bystanders and Resisters</a></p> | <p><a href="#">Take This Giant Leap with Me Sonia Weitz</a></p> <p><a href="#">Teaching Guide for One Survivor Remembers from Learning for Justice</a></p><br><p><a href="#">Yad Vashem The Auschwitz Album -Guidelines for</a></p> | <p><a href="#">Resistance</a></p> <p><a href="#">Study Guide:Life in the SHadows: Hidden Children</a></p><br><p><a href="#">Video: One Survivor Remembers Film</a> Gerda</p> |

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| <p><a href="#">Lesson 21 Justice and Judgement after the Holocaust</a></p> | <p><a href="#">Video: Facing History Scholar Reflections: The Nuremberg Trials</a></p> <p><a href="#">Handout: An Overview of the Nuremberg Trials</a></p> | <p><b>Educators</b></p> <p><a href="#">Yad Vashem Written in Pencil in the Sealed Freightcar- A Poem by Dan Pagis (1930-1986)</a></p> <p><a href="#">Teaching w/Testimony "Salvaged Pages Power point Lesson</a></p> <p><a href="#">Handout-From the Diary of Klaus Langer - A Common Core Lesson</a></p> <p><a href="#">"I'm Still Here" 48 minute film (Salvaged Pages)</a></p> <p><a href="#">Study Guide for the Film</a></p> <p><a href="#">Teacher Resources for Salvaged Pages</a></p> <p><a href="#">Finding Aid for uses Salvaged Pages</a></p> | <p>Weissmann's account of surviving the Holocaust</p> <p><a href="#">Lesson: Teaching with Holocaust Survivor Testimony</a></p> <p><a href="#">Hour long videos-First person conversations with Survivors</a></p> <p><a href="#">Videos: The Many Legacies of Elie Wiesel</a></p> <p><a href="#">Lesson: Diaries as Historical Sources</a></p> <p><a href="#">16 min Video American Responses</a></p> <p><a href="#">10 min film Justice and Accountability- Trials at Nuremberg and the trial of Adolf Eichmann</a></p> |
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**Section 6**  
**Choosing to Participate**

- SS.912.W.1 Utilize historical inquiry skills and analytical processes
- SS.912.W.1.1 Use timelines to establish cause and effect relationships of historical events.
- SS.9.12.W.1.3 Interpret and evaluate primary and secondary sources
- SS.9.12.W.1.4 Explain how historians use historical inquiry and other sciences to understand the past.
- SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography)

SS.912.W.1.6 Evaluate the role of history in shaping identity and character.

SS.912.W.7 Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power.

(Including SS912.W.7.1 - .11)

**Unit Objective:** What does learning about the choices people made during the Weimar Republic, the rise of the Nazi Party, and the Holocaust teach us about the power and impact of our choices today?

**Essential Questions:**

- What must individuals do and value in order to bring about a more humane, just, and compassionate world and a more democratic society?
- How do we determine the most effective way to make a difference in our neighborhoods, our nations, and the world?
- What does democracy need in order to survive?
- How does learning about history educate us about our responsibilities today?

**Guiding Questions:**

- Lesson 22 How should we remember the past? What impact do memorials and monuments have on the way we think about history? What parts of the history of the Holocaust are most important for us to remember today? How can we ensure that this history is not forgotten?
- Lesson 23 What must individuals do and value in order to bring about a more humane, just, and compassionate world and a more democratic society? How can we determine the most effective way to make a difference in our neighborhood, our nation, and the world? Which strategies are best for bringing about the changes we want to see?

| <b>Lessons</b>                             | <b>Videos/Readings/Resources</b>           | <b>Additional Resources</b>  | <b>United States Holocaust Memorial Museum (USHMM) Lesson Plans and Resources</b> |
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| <b><u>Facing History and Ourselves</u></b> | <b><u>Facing History and Ourselves</u></b> | <a href="https://www.teachholocaust.org">Lessons on teachholocaust.org</a> |   |

[Lesson 22 How Should We Remember?](#)

[Image: Warsaw Ghetto Uprising Memorial](#)

[Image: Stolpersteine](#)

[Image: Holocaust Memorial Miami Beach](#)

[Image: Shoes on the Danube Bank Memorial](#)

[Video: Pigeon](#)

[Lesson 23 Choosing to Participate](#)

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