



# UK-JHF Lesson

University of Kentucky-Jewish Heritage Fund  
Holocaust Education Initiative

## Lesson Title: Remembering the Holocaust

### Lesson Overview

<b>Suggested Grade Level</b>	9th-12th
<b>Time Required</b>	Two (2) 70-min class periods
<b>Subject</b>	Social Studies/World History
<b>Relevant Courses</b>	World History, European History
<b>Kentucky Curriculum Standard(s) Addressed</b>	<p><b>HS.WH.I.Q.1:</b> Generate compelling questions to frame thinking, inquiry and/or understanding of key concepts in world history.</p> <p><b>HS.WH.I.Q.2:</b> Generate supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in world history framed by compelling questions.</p> <p><b>HS.WH.CE.9:</b> Determine the causes of the World Wars and their global effects between 1900-1945.</p>
<b>Summary/Rationale</b>	<p>This lesson challenges students to think about the various ways historical events, particularly the Holocaust, should be remembered. To do this, students will use student-generated questions as a way to explore various ways of historical remembrance. Teachers will be presented with one source they can use to help students think about questions, but are encouraged to use other sources that are thought-provoking.</p> <p>This lesson would work best at the end of a unit on the Holocaust or as a starting “hook” activity to provide students an entry point into studying the Holocaust.</p>
<b>Featured Materials/Content</b>	<ul style="list-style-type: none"><li>• Article: <a href="#">Stumbling stones: A different vision of Holocaust remembrance</a></li><li>• Link: <a href="#">National Holocaust Memorial Museum: Remember survivors and victims</a></li><li>• Article: <a href="#">Monuments to the Unthinkable</a></li></ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"><li>• <b>Compelling Question:</b> Who should decide how we remember the Holocaust?</li><li>• <b>Supporting Questions:</b> Student generated questions from lesson</li></ul>
<b>Learning Outcomes</b>	<p><i>After this lesson, students will be able to . . .</i></p> <ul style="list-style-type: none"><li>• Write a claim that evaluates the consequences of Holocaust memorials.</li><li>• Create different possibilities of how events like the Holocaust should be remembered and memorialized.</li><li>• Ask, refine, and develop meaningful historical questions.</li></ul>

<b>Teacher Planning and Research</b>	Teachers should research various kinds of Holocaust memorials ( <a href="#">such as the Jewish Museum in Berlin</a> or the <a href="#">Memorial to the Murdered Jews of Europe</a> ) to see what has already been done. This could include viewing the websites of various museums or locating articles or tour descriptions that describe the kinds of ways people have attempted to create memory.
<b>Lesson Created By</b>	<b>Ryan Lewis</b> , Woodford County High School <i>Woodford County Schools</i>

# During the Lesson

## Instructional Sequence

### 1. Read article and create questions:

Teachers will stage the *Compelling Question* by asking students to read the source [Monuments to the Unthinkable](#) and create a series of questions that are prompted by the writing. Students can either create these questions individually or in small groups. In order to generate questions teachers could use various techniques such as the [Question Formulation Technique](#) or using [Bloom's Question Stems](#). Students should be encouraged to take risks in creating questions. Likewise, teachers can facilitate question asking by prompting students to write questions that deal directly with the text, consequences of the article, and even the intentions of the author.

### 2. Share and sort questions:

Students will then share their questions either as a class or in small groups. Teachers will ask students to sort the questions into categories (these categories can be created by the students, or the teachers can suggest categories like “source questions,” “big picture questions,” or “context questions”).

### 3. Select and answer questions:

Students will then be asked to select a question(s) that they believe would be important to answer in order to address the *Compelling Question*: “Who should decide how we remember the Holocaust?”. Students will then be given time to answer those questions using the article or using the [National Holocaust Museum Website](#).

### 4. Share their answers:

Students will then share their answers to their questions either in small groups or on a shared document. At this time, the teacher may use this as a formative assessment or use it as a way to spark discussion on what the students found.

### 5. Discussion:

Now the teacher should spend time asking the students about the *Compelling Question*, “Who should decide how we remember the Holocaust?”, generating a potential list of possibilities on a whiteboard or overhead projector. After the list is created, students should evaluate the potential effects of their answers, either ethically or socially.

### 6. Rubric creation:

Once students have deliberated the *Compelling Question*, students will be prompted to create a rubric that would help to guide a potential creation of a Holocaust memorial. Teachers should allow students to create these in small groups (2-3 students) in order to spur conversation and discussion. Teachers could prompt students to create potential categories like memorial creator, memorial location, medium of the memorial, and social impacts of the memorial.

### 7. Extension Activity: Create a “stumbling stone” memorial:

As an extension, students could create their own “stumbling stone” memorial about another individual from history, either from the Holocaust, or another figure who were victims of social, political, or wartime oppression. In their creation, students would have to consider the demands of their group rubrics to justify their created stumbling stones.

## Assessment(s)

- **Rubric & Criteria:** Students will create a class criteria/rubric that can be used to guide the creation of a memorial. Included in the rubric will be prompts that will ask students to consider who is creating the memorial, location of memorial, the medium of the memorial, and the potential social impacts of the memorial ([see potential teacher template example](#)).
- **Extension Activity:** As an extension, students could also create their own “stumbling stone” memorial that depicts a person they believe should be remembered as part of a past injustice. The students would then be asked to justify their memorial using the class rubric criteria.

## Links to Necessary Resources and Handouts

- **Website:** [National Holocaust Memorial Museum Website](#): This website details various resources that are geared towards having students think about the Holocaust from a historical memory point of view. This lesson, this website is best used as a way to show students how people have attempted to educate the present about the horrors of the past. Teachers can use the extensive resources to further educate students before, during, or after this lesson.
- **Article:** [Monuments to the Unthinkable](#) from *The Atlantic*: This article explores various ways in which Germans have attempted to memorialize the Holocaust. Specifically, this American author draws comparisons to the way slavery is memorialized in America. Written from an American point of view, students will find themselves with an entry point into the conversation about historical memory.

# Following Up and Additional Resources

## Suggested Modification for Accommodation

- Teachers could use excerpted parts of the article or guided questions to help student comprehension. Teachers could also structure student use of the museum website to help guide students through particular parts of the website that might be helpful such as the [Remember Survivors and Victims](#) portion.
- Students could research another local monument to compare how other historical events were memorialized and apply their class rubric to that monument as an evaluative exercise.

## Additional Resources

- National Holocaust Memorial Museum Website: <https://www.ushmm.org/remember>: This website details various resources that are geared towards having students think about the Holocaust from a historical memory point of view. This lesson, this website is best used as a way to show students how people have attempted to educate the present about the horrors of the past. Teachers can use the extensive resources to further educate students before, during, or after this lesson.
- Article from The Atlantic: [Monuments to the Unthinkable](#)- This article explores various ways in which Germans have attempted to memorialize the Holocaust. Specifically, this American author draws comparisons to the way slavery is memorialized in America. Written from an American point of view, students will find themselves with an entry point into the conversation about historical memory.

## Citations

Smith, C. (2002). "Monument to the Unthinkable," *The Atlantic*. December, 2022.