

HOLOCAUST EDUCATION UNIT

Grades 7–12 | 5-Week Curriculum | 25 Lesson Plans

Trauma-Informed | Primary Source Analysis | Survivor Testimony
Rescuer Case Studies | Memorial Projects | Reflection Assessment

Developed Using Facing History & Ourselves Best Practices
Incorporating Primary Sources, Survivor Voices, and Upstander Pedagogy

UM Printables

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A Note on This Resource

This unit was developed using Facing History & Ourselves pedagogical frameworks and trauma-informed best practices. All primary sources, testimonies, and activities have been selected with sensitivity to the developmental needs of students in Grades 7-12. Educators are strongly encouraged to review all materials before classroom use and to follow the trauma-informed guidelines provided in this resource.

UNIT OVERVIEW & RATIONALE

This five-week Holocaust education unit provides a comprehensive, age-appropriate, and deeply trauma-informed curriculum for students in Grades 7–12. Grounded in the pedagogical philosophy of **Facing History & Ourselves**, the unit moves beyond a simple recounting of events to explore the deeper questions of human behavior, moral choice, and the fragile nature of democratic institutions. Students will engage with primary sources, survivor testimony, and historical scholarship to construct their own understanding of this defining chapter of human history.

The unit is designed to honor the memory of victims and survivors while empowering students to see themselves as agents of change in their own communities. By centering individual stories and choices, the curriculum resists the reduction of human beings to statistics and instead invites students into an ethical encounter with the past.

UNIT AT A GLANCE

Component	Details
Grade Level	7–12 (with differentiation guidance for grade bands 7–8, 9–10, 11–12)
Duration	5 Weeks (25 Lessons, approximately 50–60 minutes each)
Framework	Facing History & Ourselves; Trauma-Informed Pedagogy
Lesson Plans	25 detailed lesson plans with objectives, procedures, and assessments
Primary Source Packets	10 packets with documents, analysis worksheets, and teacher notes
Survivor Testimony Guides	5 discussion guides with pre-viewing, viewing, and post-viewing activities
Rescuer Case Study Cards	8 biographical cards with discussion prompts and reflection questions
Timeline Activity	Interactive timeline with 40+ key events (1933–1948)
Upstander Activity	Definition exploration and personal application activity
Memorial Projects	3 project options with rubrics (Memorial Design, Testimony Archive, Action Plan)
Unit Assessment	Comprehensive reflection assessment with multiple components

ESSENTIAL QUESTIONS

1. How did pre-war Jewish life in Europe reflect vibrant, diverse communities with rich cultural traditions?

2. How did the Nazi Party rise to power, and why did democratic institutions fail to prevent it?
3. What were the stages of persecution from discrimination to genocide, and how did each stage build upon the last?
4. How did individuals and communities respond to persecution—as bystanders, collaborators, upstanders, or rescuers?
5. What can survivor testimony teach us about resilience, memory, and the human capacity for both cruelty and compassion?
6. How do we responsibly remember and memorialize the Holocaust, and what are our obligations in the present?

LEARNING OBJECTIVES

- Analyze primary source documents from the Holocaust era using historical thinking skills (sourcing, contextualization, corroboration, close reading).
- Evaluate survivor testimony as both a historical source and a human narrative, practicing empathetic listening and ethical discourse.
- Trace the escalation of Nazi persecution from legal discrimination through ghettoization to the “Final Solution.”
- Identify and analyze the choices of upstanders and rescuers, articulating the factors that enabled moral courage.
- Construct evidence-based arguments about the causes, events, and legacies of the Holocaust.
- Design and present a memorial project that demonstrates thoughtful engagement with Holocaust memory and contemporary relevance.
- Practice trauma-informed self-regulation and community-care strategies when engaging with difficult historical content.

WEEK-BY-WEEK OVERVIEW

Week	Theme	Lessons	Key Resources
1	Pre-War Jewish Life & the Rise of Nazism	1-5	PS Packets 1-2
2	Escalation of Persecution & the Ghettos	6-10	PS Packets 3-4
3	The Camp System & Deportation	11-15	PS Packets 5-6
4	Rescuers, Upstanders & Resistance	16-20	PS 7-8; Guides 1-2
5	Liberation, Memory & Legacy	21-25	PS 9-10; Guides 3-5

FACING HISTORY & OURSELVES: PEDAGOGICAL FRAMEWORK

This unit follows the Facing History & Ourselves scope and sequence, which guides students through:

- 1. Individual & Society** – Exploring identity, membership, and belonging
- 2. We & They** – Examining how groups define insiders and outsiders
- 3. History of the Holocaust** – Understanding the specific historical narrative
- 4. Judgment, Memory & Legacy** – Confronting the aftermath and building meaning
- 5. Choosing to Participate** – Recognizing our role in shaping a more just world

DIFFERENTIATION BY GRADE BAND

Grade Band	Complexity	Focus	Assessment
Grades 7-8	Foundational	Personal narrative, empathy, identifying choices, community membership	Structured reflections, visual projects, guided discussions
Grades 9-10	Intermediate	Historical analysis, document corroboration, moral reasoning, systemic factors	Document analysis essays, seminar discussions, analytical projects
Grades 11-12	Advanced	Historiography, comparative genocide studies, ethical philosophy, civic responsibility	Research papers, Socratic seminars, policy analysis, original testimony projects

TRAUMA-INFORMED TEACHING GUIDELINES

⚠ CRITICAL NOTICE FOR EDUCATORS

Teaching about the Holocaust requires extraordinary care. The content involves genocide, systematic dehumanization, and mass trauma. Students may have personal connections to genocide, war, displacement, or hate-based violence. These guidelines are non-negotiable prerequisites for teaching this unit. Review them thoroughly before beginning and return to them frequently throughout the five weeks.

CORE PRINCIPLES OF TRAUMA-INFORMED PEDAGOGY

- **Safety First:** Establish and maintain a classroom environment where all students feel physically and emotionally safe. This means clear expectations, predictable routines, and explicit permission to step away from difficult content at any time.
- **Choice & Agency:** Provide students with choices about how they engage with material. Offer alternative assignments when needed. Never force a student to view graphic imagery or read distressing content against their will.
- **Collaboration & Connection:** Foster a sense of community through circle discussions, partner work, and community agreements. Students should feel they are processing difficult content together, not in isolation.
- **Empowerment:** Frame the unit around agency and moral courage. Balance narratives of victimization with narratives of resistance, rescue, and resilience. Help students see themselves as potential upstanders.
- **Cultural Responsiveness:** Recognize that students from marginalized communities may experience this content differently. Be attentive to the intersections of antisemitism, racism, and other forms of oppression.

BEFORE THE UNIT

- **Communicate with families/caregivers** about the unit content, objectives, and support resources. Send a letter home with opt-out information for specific activities.
- **Identify school counseling resources** and establish a referral pathway before you begin. Brief your school counselor on the unit timeline.
- **Establish community agreements** with students about respectful discourse, confidentiality, and self-care (see template below).
- **Create a “pause plan”** — a clear, shame-free protocol for when a student needs to step out, take a break, or process privately.
- **Prepare a “calm corner”** or designated space where students can go when overwhelmed, with grounding activities available.

- **Review your own emotional readiness.** Teaching this content is emotionally demanding. Ensure you have a colleague or professional support network.

DURING THE UNIT

- **Begin each lesson with a grounding exercise** (deep breathing, brief journaling, a moment of reflection, or a community check-in).
- **Provide specific content warnings** before introducing particularly difficult material. Name what students will encounter (e.g., “Today we will read a document that describes forced separation of families.”).
- **Avoid gratuitous graphic imagery.** Do not show images of emaciated bodies or mass graves as a default. Use primary sources that humanize rather than objectify victims.
- **Never simulate or role-play** experiences of the Holocaust. Simulations are re-traumatizing, pedagogically unsound, and deeply disrespectful to victims and survivors.
- **Use survivor testimony as a centerpiece** rather than statistics alone. Individual stories preserve dignity and foster genuine empathy.
- **Check in regularly** with students through brief written reflections, thumbs-up/middle/down, or exit tickets.
- **End each lesson with a debrief** — never send students directly from difficult content to the hallway, lunch, or their next class without processing time.
- **Allow multiple modes of expression:** writing, drawing, discussion, private reflection — not all students process verbally or at the same pace.
- **Be alert for signs of distress:** withdrawal, sudden behavior changes, excessive emotional responses, or disengagement. Follow up privately and compassionately.

AFTER THE UNIT

- **Provide structured closure activities** that help students integrate what they have learned without feeling overwhelmed or hopeless.
- **Offer ongoing support.** Some students may process trauma responses days or weeks after encountering difficult content. Keep support pathways open.
- **Connect learning to the present.** Help students identify meaningful, concrete ways to be upstanders in their own communities.
- **Follow up with students** who showed signs of distress during the unit. A brief private check-in can make a significant difference.

COMMUNITY AGREEMENTS TEMPLATE

Consider co-creating these agreements with your students at the start of the unit. Post them in the classroom and revisit them regularly.

- **Listen with respect** — Honor each person’s perspective, identity, and experience
- **No one is required to share** — Privacy and silence are always valid choices
- **Step up, step back** — Contribute thoughtfully; make space for others to contribute
- **Take care of yourself** — It is always okay to take a break or step away
- **Assume good intentions** — We are all learning; approach mistakes with grace
- **Speak from your own experience** — Use “I” statements rather than generalizing
- **What is shared here stays here** — Respect the confidentiality of personal disclosures
- **Ask genuine questions** — Seek to understand, not to challenge or debate another’s experience
- **Handle primary sources with care** — These are real documents from real people’s lives

SELF-CARE FOR EDUCATORS

Teaching about the Holocaust is emotionally demanding. You cannot support your students if you are not supported yourself.

- **Process with a colleague** before and after difficult lessons
- **Set emotional boundaries** — it is not your job to absorb all the pain of this history
- **Access professional development** on trauma-informed teaching through Facing History & Ourselves (facinghistory.org) or the United States Holocaust Memorial Museum (ushmm.org)
- **Practice what you preach** — use grounding exercises and self-regulation strategies alongside your students
- **Know your limits** — if a student needs support beyond what you can provide, connect them with a school counselor or mental health professional immediately

VOCABULARY & LANGUAGE GUIDELINES

The language we use when teaching about the Holocaust matters deeply. Precise, respectful terminology honors the experiences of victims and resists the euphemisms that perpetrators used to obscure their crimes.

Use This	Avoid This	Rationale
Murdered, killed	Perished, passed away	Active verbs acknowledge agency of perpetrators
Victims, targets of persecution	Innocent people	“Innocent” implies guilt could justify persecution

Survivor testimony, witness account	Survivor story, tale	“Testimony” and “count” convey legal/historical weight
Concentration camp, death camp	Camp	Specific terms distinguish camp types and purposes
Nazi persecution of Jews	The Jewish problem/question	Never adopt the language of the perpetrators
Antisemitism	Anti-Semitism (hyphenated/capital S)	No hyphen per IHRA and scholarly convention
Collaborator, bystander, upstander	Good person, bad person	Nuanced terms resist oversimplification

WEEK 1: PRE-WAR JEWISH LIFE & THE RISE OF NAZISM

Week 1 establishes the foundation for the entire unit. Students begin by co-constructing community agreements and exploring the concept of identity. They then examine the rich, diverse tapestry of Jewish life in Europe before the Holocaust—a necessary corrective to narratives that reduce Jewish history to persecution alone. The week concludes by tracing the rise of the Nazi Party, the weaponization of law through the Nuremberg Laws, and the escalation to state-sponsored violence during Kristallnacht.

LESSON 1 | Introduction, Identity & Community Agreements

Time: 50–60 minutes | **Objectives:**

- Establish a safe, trauma-informed learning environment through co-created community agreements.
- Explore the concept of identity and how it shapes our perspectives and communities.
- Introduce the scope and sequence of the Holocaust Education Unit.

Materials:

- Chart paper and markers
- Community Agreements Template (from Trauma-Informed Guidelines section)
- Student journals or notebooks
- Identity Iceberg handout (teacher-created: visible identity traits above the waterline, invisible below)

Procedure:

1. **Grounding Exercise (5 min):** Lead students in a brief mindful breathing exercise. Explain that grounding exercises will be a routine part of this unit to help regulate emotions when engaging with difficult content.
2. **Unit Introduction (10 min):** Provide an overview of the 5-week unit. Emphasize that the unit will explore not only what happened, but *how* and *why* it happened, and what it means for us today. Preview the essential questions.
3. **Co-Creating Community Agreements (15 min):** Using the template from the Trauma-Informed Guidelines, facilitate a class discussion to establish shared norms. Write agreements on chart paper and have all students sign. Post in the classroom for the duration of the unit.
4. **Identity Iceberg Activity (15 min):** Explain that identity shapes how we see the world and how the world sees us. Students draw an iceberg: above the waterline, list visible identity traits (e.g., age, race as perceived, gender expression); below, list invisible traits (e.g., religion, family history, fears, hopes). Emphasize privacy—students share only what they

WEEK 4: RESCUERS, UPSTANDERS & RESISTANCE

Week 4 shifts the focus from the perpetrators to those who chose to act—rescuers, upstanders, and resistance fighters. While the vast majority of Europeans were bystanders or collaborators, a courageous minority risked their lives to save others. Students will explore the spectrum of human behavior during the Holocaust, analyzing the factors that enable moral courage and the forms that resistance took, from armed uprising to the preservation of culture and dignity.

LESSON 16 | The Spectrum of Behavior: Bystanders & Upstanders

Time: 50–60 minutes | **Objectives:**

- Define and differentiate between perpetrators, collaborators, bystanders, and upstanders.
- Analyze the factors that influence whether a person chooses to act or remain silent.
- Examine the concept of the “Upstander” and its relevance to contemporary choices.

Materials:

- Upstander Definition Activity (provided later in this resource)
- Whiteboard or chart paper

Procedure:

1. **Grounding Exercise (5 min):** Deep breathing.
2. **The Spectrum of Behavior (15 min):** Draw a spectrum on the board: Perpetrator → Collaborator → Bystander → Upstander. Define each term. Emphasize that these are not fixed identities—the same person could be a bystander in one situation and an upstander in another.
3. **The Bystander Effect (10 min):** Discuss the social psychology of bystanding: diffusion of responsibility, fear of consequences, normalization of persecution. Ask: “Why is it often harder to stand up than to go along?”
4. **Upstander Definition Activity (15 min):** Students complete the Upstander Definition Activity (provided in a later section), creating their own definition and identifying upstander traits. They connect historical upstanders to contemporary examples.
5. **Debrief (5 min):** Ask: “What is one thing you can do this week to be an upstander in your community?”

LESSON 17 | Righteous Among the Nations: Case Studies in Rescue

Time: 50–60 minutes | **Objectives:**

- Examine the motivations and actions of individuals recognized as Righteous Among the Nations.
- Analyze primary source documents related to rescue efforts.
- Identify common traits among rescuers despite their diverse backgrounds.

Materials:

- Primary Source Packet 7: Rescuers & Righteous Among the Nations
- Rescuer Case Study Cards (introduce 3–4 cards today; full set of 8 in later section)

Procedure:

1. **Grounding Exercise (5 min):** Mindful stretching.
2. **Introduction to Righteous Among the Nations (10 min):** Explain that Yad Vashem, Israel’s official memorial to the Holocaust, honors non-Jews who risked their lives to save Jews during the Holocaust with the title “Righteous Among the Nations.” Over 28,000 people from 51 countries have been recognized.
3. **Primary Source Analysis (20 min):** Distribute PS Packet 7. Students analyze sources about Ho Feng-Shan and Corrie ten Boom. Focus on the specific choices each made and the risks involved.
4. **Rescuer Case Study Cards (10 min):** Distribute 3–4 of the Rescuer Case Study Cards. In small groups, students read the cards and identify common motivations. How did rescuers differ from bystanders?
5. **Debrief (5 min):** Ask: “Were rescuers extraordinary people, or ordinary people who made extraordinary choices? What does this mean for us?”

LESSON 18 | Armed Resistance: The Warsaw Ghetto Uprising

Time: 50–60 minutes | **Objectives:**

- Understand the causes, events, and significance of the Warsaw Ghetto Uprising.
- Analyze primary source documents from resistance fighters.
- Confront the impossible choices faced by those who chose to fight back.

Materials:

- Primary Source Packet 8: Resistance & Uprising
- Timeline Activity materials

Procedure:

1. **Grounding Exercise (5 min):** Deep breathing.
2. **Content Warning (2 min):** State: “Today we discuss armed resistance, including the decision to fight back against overwhelming force. Some fighters chose death on their own terms rather than deportation. This involves heavy moral questions.”

WEEK 5: LIBERATION, MEMORY & LEGACY

Week 5 brings the unit to a close by examining the aftermath of the Holocaust. Liberation was not a simple happy ending—survivors faced unimaginable grief, displacement, and the challenge of rebuilding shattered lives. Students will explore the pursuit of justice at Nuremberg, the complexity of return, and the vital importance of memory and memorialization. The week culminates in a synthesis of the unit’s essential questions, connecting historical learning to contemporary ethical responsibility.

LESSON 21 | Liberation & Its Complex Reality

Time: 50–60 minutes | **Objectives:**

- Understand the military and humanitarian reality of liberation by Allied forces.
- Examine the physical and psychological state of survivors at the moment of liberation.
- Confront the myth that liberation was a purely joyous event.

Materials:

- Primary Source Packet 9: Liberation & Displaced Persons
- Timeline Activity materials

Procedure:

1. **Grounding Exercise (5 min):** Deep breathing.
2. **Content Warning (2 min):** State: “Today we discuss liberation. While it marks the end of the camps, the reality was complex—survivors were often critically ill, and many died after liberation. The content involves descriptions of severe physical suffering.”
3. **The Reality of Liberation (15 min):** Explain that as Allied troops advanced, the Nazis attempted to hide evidence by evacuating camps (death marches). When troops arrived, they found thousands of emaciated prisoners and piles of corpses. General Eisenhower insisted on documenting the horror, ordering journalists and officials to witness the camps firsthand.
4. **Primary Source Analysis (20 min):** Distribute PS Packet 9. Students analyze Eisenhower’s cable and the survivor testimony of liberation. Discuss the contrast between the soldiers’ shock and the survivors’ cautious, fragile relief.
5. **Debrief (8 min):** Ask: “Why is it important to understand that liberation was not a ‘happy ending’? How does this complicate our understanding of war and survival?”

LESSON 22 | Displaced Persons & the Search for Home

Time: 50–60 minutes | **Objectives:**

- Examine the plight of Holocaust survivors in the immediate post-war years.
- Understand the concept of “Displaced Persons” (DPs) and the DP camp system.

- Analyze the challenges survivors faced when trying to return home or emigrate.

Materials:

- PS Packet 9 (continued)
- Map of post-war Europe and DP camp locations

Procedure:

1. **Grounding Exercise (5 min):** Guided breathing.
2. **The Crisis of Homelessness (10 min):** Explain that at the war's end, millions of people were displaced. Jewish survivors, whose communities and families had been destroyed, often had nowhere to return to. Many who tried to return home faced antisemitism and violence (e.g., the Kielce pogrom in Poland, July 1946).
3. **Displaced Persons Camps (15 min):** Describe the DP camps established by the Allies. Initially conditions were poor, with survivors sometimes housed in former concentration camp barracks. Over time, DPs created vibrant communities with schools, newspapers, and cultural life.
4. **Primary Source Analysis (15 min):** Analyze Source C from PS Packet 9—the DP Camp announcement. Discuss how survivors rebuilt community and culture even in limbo.
5. **Debrief (5 min):** Ask: "Why was 'home' so difficult to find after the war? How does displacement continue to affect survivors and their descendants?"

LESSON 23 | The Nuremberg Trials & the Pursuit of Justice

Time: 50–60 minutes | **Objectives:**

- Examine the purpose and significance of the Nuremberg Trials.
- Analyze the concept of "crimes against humanity" and its legal origins.
- Discuss the limits and achievements of post-war justice.

Materials:

- Primary Source Packet 10: Justice & Legacy

Procedure:

1. **Grounding Exercise (5 min):** Brief stretching.
2. **Introduction to Nuremberg (10 min):** Explain that between 1945 and 1946, 24 major Nazi leaders were tried by an International Military Tribunal. The trial established new legal categories: "crimes against humanity" and "genocide" (a term coined by Raphael Lemkin in 1944).
3. **Primary Source Analysis (20 min):** Distribute PS Packet 10. Students analyze Justice Robert Jackson's opening statement and the UN Genocide Convention excerpt. Focus on the principle that following orders is not a defense and that individuals are responsible for their actions.
4. **The Limits of Justice (10 min):** Discuss: Many perpetrators were never tried. Some resumed normal lives. The scale of the crime outpaced the legal system. Ask: "Can justice

UPSTANDER DEFINITION ACTIVITY

This activity guides students through the process of defining the term “upstander,” identifying the traits of an upstander, and applying the concept to their own lives. It is designed for use in Lesson 16, but can be revisited throughout the unit.

STEP 1: EXPLORE THE CONCEPT

Before defining “upstander,” consider the following terms. Write a brief definition for each in your own words:

Term	Your Definition
Perpetrator	
Collaborator	
Bystander	
Upstander	

STEP 2: IDENTIFY UPSTANDER TRAITS

Based on the rescuers and resisters you have studied, list at least five traits that an upstander possesses. Then, for each trait, provide a brief explanation of why it matters.

Trait	Why It Matters

STEP 3: HISTORICAL CONNECTIONS

Choose one rescuer or resistance fighter you have studied during this unit. Explain how they demonstrated the traits of an upstander.

Name of Rescuer / Resister:	
What they did:	
Which upstander traits they demonstrated:	

STEP 4: PERSONAL APPLICATION

Being an upstander is not limited to extraordinary historical moments. Reflect on how you can practice upstander behavior in your own life. Answer the following questions in complete sentences.

1. Describe a situation in your school or community where someone was treated unfairly. What happened, and how did people respond?

2. In that situation, who were the bystanders and who were the upstanders (if any)?

3. If you could go back to that situation, what is one thing you could do differently to be an upstander?

4. What makes it difficult to be an upstander? What fears or pressures hold people back?

5. What is one specific, concrete action you can take this week to be an upstander in your community?

CARRYING IT FORWARD

Roman Kent, a Holocaust survivor, proposed the “Eleventh Commandment”: *Thou shalt not be a bystander*. Carry this principle with you beyond this classroom. The world needs upstanders now more than ever.

UNIT REFLECTION ASSESSMENT

Complete the following reflection assessment independently. Use specific evidence from the unit (primary sources, testimony, class discussions) to support your responses. This is not a test of memorization; it is an opportunity to demonstrate your thinking, your growth, and your ethical engagement with this history.

Question 1

At the beginning of the unit, we explored the concept of identity. How has studying the Holocaust deepened your understanding of how identity can be weaponized against people, and how it can also be a source of resilience?

Question 2

We learned that the Holocaust did not begin with killing, but with words, laws, and discrimination. Trace the escalation from legal discrimination (Nuremberg Laws) to genocide. What does this progression teach us about the danger of seemingly “small” acts of prejudice?

Question 3

Analyze the role of bystanders during the Holocaust. Why did so many people remain silent? What conditions or choices enable a person to move from bystander to upstander? Use at least one specific example from the unit.

Question 4

Choose one survivor testimony that impacted you deeply. What did this person's account teach you that statistics and historical facts alone could not? Why is it important to listen to individual voices when studying mass historical events?

Question 5

Roman Kent proposed the "Eleventh Commandment": *Thou shalt not be a bystander*. Explain what this commandment means to you now, at the end of this unit. How will you carry this principle forward in your own life?

A FINAL NOTE

Thank you for engaging with this difficult history with maturity, empathy, and courage. The fact that you have studied this unit means you are no longer unaware. What you do with this knowledge is now your responsibility. Choose to participate. Choose to be an upstander.

REFERENCES & ACKNOWLEDGMENTS

This resource was developed using the pedagogical frameworks and historical scholarship of the following institutions and works.

INSTITUTIONAL RESOURCES

- **Facing History & Ourselves** (facinghistory.org)
- **United States Holocaust Memorial Museum** (ushmm.org)
- **Yad Vashem: The World Holocaust Remembrance Center** (yadvashem.org)
- **USC Shoah Foundation** (sfi.usc.edu)
- **International Holocaust Remembrance Alliance (IHRA)** (holocaustremembrance.com)

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DISCLAIMER

This educational resource is designed for classroom use in Grades 7–12. All primary source excerpts and historical accounts have been adapted, edited, or synthesized for age-appropriateness and pedagogical clarity while maintaining historical accuracy. Educators should review all materials before distribution. UM Printables and the author assume no liability for the misuse of this content.

Thank You for Choosing UM Printables!

Teaching difficult history is one of the most important and demanding tasks an educator can undertake. By choosing a trauma-informed, evidence-based approach to Holocaust education, you are making a profound difference in your students' understanding of history, human behavior, and their own capacity for moral courage.

Your feedback is invaluable. If this resource has been meaningful and effective in your classroom, please consider leaving a review on Teachers Pay Teachers. Your review helps other educators find high-quality, trauma-informed materials and supports the creation of future resources.

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1. Go to your **My Purchases** page on TPT.
2. Find this resource and click **Leave a Review**.
3. Share how you used it and the impact it had on your students.

Together, we ensure that the next generation learns the lessons of the past and chooses to build a more just and compassionate future.

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