

Collaborative Learning Guide: Genocide, Including the Holocaust 5–12

This Collaborative Learning Guide, specifically designed for the Genocide, Including the Holocaust 5–12 module, is intended for instructional coaches, district and school leaders and administrators to support communities of practice with educators. It provides a snapshot of the Canvas module content, discussion questions to help educators consider key instructional practices and prompts to help educators connect these instructional practices to the standards. The prompts can deepen engagement while educators are navigating the course or after they have completed it. Use this guide to facilitate discussions among communities of practice or other groups of educators who engage in the professional learning modules together.

Module Summary

This module supports educators in exploring the topics of genocide and the Holocaust across 5–12 settings as they apply Oregon’s 2024 Social Science Standards. It is designed to help educators deepen their content knowledge about genocide by examining its historical conditions, policies and societal impacts while engaging with survivor testimonies and other primary sources, as reflected in updated social science standards such as 5.H.CC, 6/7.G.CP.11 and HS.US.CP.14. This module also supports educators in acquiring research-based instructional strategies to teach this topic thoughtfully and sensitively in their own contexts.

What’s in this module?

Section	Activities At-a-glance
0	Module Overview Introduces the module’s purpose of exploring teaching about genocide, including the Holocaust, across K–12 settings through application of Oregon’s 2024 Social Science Standards, and sets up learning goals and success criteria for the module.
1	Research-based Approaches to Teaching About Genocide Leads participants through a grounding exercise rooted in mindfulness as a foundation for teaching sensitive topics like the Holocaust and other genocides, with strategies that can also be used with students before, during and after lessons.

Section	Activities At-a-glance
2	Definition of Genocide and Historical Examples Explores a shared definition of genocide and examples of genocide that have occurred in the world at different times in history.
3	Survivor Testimonies Deepens participants' understanding of Jewish life before the Holocaust, the events leading up to the Holocaust and the systematic, state-sponsored nature of the genocide.
4	Holocaust Timeline Engages participants with survivor testimonies from various historical and contemporary genocides to deepen understanding of the human impact of genocide and promote thoughtful reflection.
5	Teaching the Holocaust Through Document Analysis, Part 1 Explores developmentally appropriate, research-based pedagogical approaches for thoughtfully and sensitively teaching about genocides, aligned with the Essential Disciplinary Practices.
6	Teaching the Holocaust Through Document Analysis, Part 2 Explores developmentally appropriate, research-based pedagogical approaches for thoughtfully and sensitively teaching about genocides, aligned with the Essential Disciplinary Practices.
7	Closing Reflection Invites participants to reflect on their achievement of learning goals and success criteria related to teaching about the Holocaust and genocides and offers an optional activity that uses oral histories to foster empathy, highlight resilience and connect students' lived experiences to the study of genocide.

Section	Activities At-a-glance
8	<p>Module Wrap-up</p> <p>Concludes and invites exploration of additional resources to deepen content and pedagogical knowledge:</p> <ul style="list-style-type: none"> • Oregon Jewish Museum and Center for Holocaust Education’s speakers’ bureau • Oregon Department of Education: Holocaust & Genocide SB 664 • Genocide Factsheet <p>Additional Resources for Grades K–5:</p> <ul style="list-style-type: none"> • The Walter Pick Holocaust and Genocide Book Box Fund from the Oregon Jewish Museum and Center for Holocaust Education • The Whispering Town Lesson Plan from the George Eastman Museum • Hold On to Your Music Lesson Plan from the Willesden Project <p>Additional Resources for Grades 6–12:</p> <ul style="list-style-type: none"> • Critically Analyzing Propaganda Lesson Plan from the United States Holocaust Memorial Museum • Racial "Science" and Law Lesson Plan from the United States Holocaust Memorial Museum • Refugees and the Obligation to Protect: Lessons from the Holocaust lesson plan from the Oregon Jewish Museum and Center for Holocaust Education • Teaching about Genocide unit from Echoes and Reflections

Bring the Practices to Life

This section selects a few key activities from the module that afford meaningful learning and discussion in a collaborative group setting. Each selected activity has suggested facilitation moves and guiding questions for discussion, though you are encouraged to adapt the structure to meet your group’s needs and strengths.

Activity 3: Survivor Testimonies

Suggested Facilitation

Begin by establishing a respectful space for this session. Encourage participants to brainstorm strategies for discussing sensitive topics. Ensure a shared understanding of genocide before delving into survivor testimonies to highlight its human impact, emphasizing empathy. Define key terms: perpetrators, collaborators, bystanders, resisters and rescuers. Provide content warnings for videos featuring genocide survivors, guiding participants to select a clip from the Rwandan, Bosnian, Cambodian or Armenian genocides for enhanced understanding. Encourage reflection on the roles of individuals and how they change based on circumstances. After viewing, have participants reflect on the value of survivor stories in shaping understanding of genocide and consider teaching implications. Introduce the Testimony as a Primary Source tool from the USC Shoah Foundation and

discuss how survivor testimonies can be used in the classroom. Encourage the sharing of ideas for integration into teaching practices.

Reflection Questions

- How did engaging with survivor testimonies impact your perspective on teaching the complex subject of genocide in your classroom?
- What challenges do you anticipate when introducing these narratives to students, and how might you address them to ensure a supportive learning environment?
- In what ways did the testimonies enhance your understanding of the roles individuals play during genocide, such as perpetrators, collaborators, bystanders, resisters and rescuers?
- How can survivor testimonies be used to foster empathy and global awareness among your students?
- What strategies will you implement to balance the emotional weight of these stories while ensuring educational objectives are met?
- How can you support students in drawing connections between the historical events discussed in the testimonies and contemporary issues of discrimination and resilience?

Activities 6 and 7: Teaching the Holocaust Through Document Analysis

Suggested Facilitation

Start by outlining the session's goal, which is to explore pedagogical approaches for teaching the Holocaust through thoughtful document analysis and alignment with Essential Disciplinary Practices, like evaluating primary sources and diverse perspectives. Guide participants to read the Pedagogical Approaches document, focusing on developing effective questions and leading primary source analysis. Provide historical context on antisemitism in Europe to highlight its role in the Holocaust, using resources like the United States Holocaust Memorial Museum's lesson plan for additional depth. Introduce a 1943 Nazi propaganda poster as a primary source, and encourage analysis of its content, effectiveness, audience and implications for various groups. Facilitate reflection with questions about propaganda and encourage recalling vocabulary such as perpetrators, collaborators, bystanders, resisters and rescuers.

Discussion Questions

- How did the historical context of antisemitism in Europe enhance your understanding of the underlying causes of the Holocaust?
- What insights did you gain from analyzing Nazi propaganda, and how can these insights inform your approach to teaching about discrimination and the power of media in shaping public opinion?
- How did reflecting on the roles of perpetrators, collaborators, bystanders, resisters and rescuers challenge or deepen your understanding of individual and societal actions during the Holocaust?

- How do you plan to integrate the practice of document analysis into your teaching strategy to help students critically evaluate primary sources and build a comprehensive understanding of historical narratives?
- What are some potential challenges you might face when engaging students with complex and sensitive topics like the Holocaust, and what strategies could you employ to address them?

Apply the Content

This section has prompts to help educators deepen content knowledge and their understanding of Holocaust and genocide teaching and learning through the 2024 Social Science Standards, aligned with the grade level they teach.

Suggested Facilitation

Ask participants to review the standards that align with their grade level and the content of the module and reflect on the questions below. Keep in mind that not all educators in the group may teach the same grade level or, in the case of many K–5 educators, may not teach a standalone social science course. Educators may be grouped according to grade band.

Questions For Consideration

For K–5 educators:

- How do the K–5 standards help students identify behaviors, attitudes and actions that can lead to prejudice, discrimination and othering (5.H.CC.5)?

For 6–8 educators:

- How does the history of anti-Judaism create the foundation for European antisemitism and Nazi propaganda (6/7.H.CP.11)?
- Why were Jews targeted by religious organizations and state governments throughout early European history (6/7.H.CP.11)?
- What are the beliefs and values of Jews and Judaism? What ideas and concepts from Judaism are important in understanding Western ideas of law, politics, art and religion?

For 9–12 educators:

- Why didn't Jews just leave Europe as the Nazis came to power (HS.WR.CP.15)?
- Why were the Jews of Poland, Ukraine and Hungary killed at such a high rate compared to Western European or German Jews (HS.WR.CP.16)?

- What did the United States understand about Nazi plans and policies toward Jews? What role did antisemitism play in United States policy toward Jewish refugees? What role did the Jim Crow laws in the United States play in the development of the Nazi German Nuremberg Laws (HS.WR.CP.16)?