

Holocaust Education Grade 5

Second Week of November: Holocaust Education Week

Approximate Length of Time: 2-3 days

Essential Question: **How did Prejudice Lead to the Holocaust?**

Lesson Objective

Students will define antisemitism and examine historical prejudices against Jewish people. They will examine the events that led to the Holocaust and recognize the Holocaust as the most extreme example of antisemitism in history. Students will learn about the connections between the Holocaust and World War II and how the Holocaust came to an end. Fifth grade is the students' first experience with Holocaust Education.

Focus Standard	SS.5.HE.1.1	<p>Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none">• Clarification 1: Students will define antisemitism as prejudice against or hatred of the Jewish people.• Clarification 2: Students will recognize the Holocaust as history's most extreme example of antisemitism.• Clarification 3: Students will identify examples of antisemitism (e.g., calling for, aiding, or justifying the killing or harming of Jews).
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Communicate Your Findings (Summative Task)

1. Online Lesson Test
2. Performance-Based Assessment - Show It: Give an Example (T762, student book pp.534)
 - a. Identify at least one central idea from the text describing events that led up to or happened during the Holocaust.
 - b. Include at least three supporting, relevant details from the text to support the central idea.

Use the rubric on page T562 to evaluate student work. (also attached below)

[Study Guides](#) for [Weekly tests](#)



[Scanned PDF of Holocaust text](#)

Resources to Support Instruction

McGraw Hill Curriculum

Holocaust Education Lesson (T552-T563) (Located after Unit 6) Student Pages 526-535

[BPS K-12 Required Yearly Observances/Instruction Document](#)

[BPS Holocaust Education Resources](#)



Independent Literacy Work Stations/Enrichment

[Vocabulary passage—chapter 1](#)

[Vocabulary sentences](#)

[Cloze activity](#) and [Answer key](#)

[Holocaust exit ticket](#)

McGraw Hill Curriculum Overview

Student edition pp. 526-535. How Did Prejudice Lead to the Holocaust?

Holocaust Education Lesson: Note Catcher pp.529 (central idea and relevant details), Show It pp.534

Discipline	4	3	2	1
Holocaust Education	Student summary includes a clearly stated central idea and provides more than three relevant details to support the central idea.	Student summary includes a central idea and provides at least three details that support the central idea.	Student summary includes an adequate central idea and provides two details that are somewhat related to the central idea.	Student does not provide a summary driven by a central idea, and there are no details that support the central idea.