

Yom HaShoah: Understanding Systemic Injustice and Global Responsibility

Name: _____ Date: _____

Lesson 1: From Prejudice to Genocide—The Progression of Evil

The Progression of Persecution:

Fill in the stages of how the Holocaust developed:

Stage	What Happened	Year(s)
1. Prejudice & _____	Antisemitism is spread. Jewish people are blamed for problems.	1933-1935
2. _____ & Laws	Laws take away rights. Jewish people are excluded from jobs and schools.	1935-1939
3. _____ & Ghettos	Jewish people are forced into separate areas. Movement is restricted.	1939-1941
4. _____ & Camps	Jewish people are sent to concentration camps. Conditions are brutal.	1941-1942
5. _____	The Nazis implement the "Final Solution." Extermination camps are built.	1942-1945

Systems That Allowed Genocide:

Circle the systems that participated in or allowed the Holocaust:

1. Government — Made discriminatory laws
2. Military — Carried out orders to arrest and deport
3. Police — Enforced discriminatory laws
4. Businesses — Benefited from taking property and forced labor
5. Schools — Taught antisemitic propaganda
6. Media — Spread lies and hatred
7. Churches — Some remained silent; some collaborated

Bayla and Henry Mann's Story:

Bayla and Henry were born in _____, Lithuania. They got married in _____.

When the Nazis invaded in 1941, they experienced each stage of persecution:

- **Stage 1 (Prejudice):** The Nazis spread _____ about Jewish people.
- **Stage 2 (Discrimination):** Laws took away their _____.
- **Stage 3 (Segregation):** They were forced into _____ Ghetto. Life was extremely _____.
- **Stage 4 (Concentration):** They had to _____ the ghetto to survive.
- **Stage 5 (Genocide):** Most of their family, including their _____, did not survive.

The Farmer's Choice:

A German Catholic farmer named _____ helped

Bayla and Henry escape. He:

- Disguised them as _____
- Hid them during the _____
- Let them work on his _____ in exchange for food
- Risked his life and his family's _____

The farmer's choice shows:

Draw a picture of Bayla and Henry's escape:

The most important thing I learned was:

Lesson 2: Resistance, Complicity, and Moral Agency

What is Moral Agency?

Moral agency means we have the ability to make _____ and take _____.

During the Holocaust, people had moral agency. They could choose to:

- _____ in the Holocaust
- _____ the system
- Do _____

Choices and Their Consequences:

Draw a line to match each choice to its description:

Choice	What It Means
Perpetrators	Actively participated in genocide
Collaborators	Worked with the Nazis and benefited from evil
Bystanders	Did nothing to help or resist
Resisters	Actively fought back or helped others
Rescuers	Risked their lives to help Jewish people

Bayla and Henry's Resistance:

Bayla and Henry made a choice to _____. They used their hidden _____ to pay for help. Trusted a _____ to help them escape. Refused to accept what the Nazis were doing and chose to fight for their _____.

The Farmer's Resistance:

The farmer, Yoroslav Rakevcious, made a choice to _____. He risked his life and his family's _____. Believed helping them was _____. Provided food and _____.

Rebuilding After the Holocaust:

After the war, Bayla and Henry:

- Came to _____
- Worked as _____ and _____
- Started a _____
- Built a _____
- Stayed connected to their _____ community

This shows us that:

Draw a picture of Bayla and Henry rebuilding their lives:

Moral agency means I can: _____

Lesson 3: Yom HaShoah, Prevention, and Global Responsibility

What Does "Never Again" Mean?

When we say "Never Again," we're making a promise:

- Recognize _____ of hatred and injustice
- Speak up when we see _____
- Stand with people who are being _____
- Question leaders who blame _____ of people
- Protect _____ and democracy
- Work to prevent all _____, not just the Holocaust
- Protect _____ rights

Genocides Then and Now:

Genocides have happened before and after the Holocaust. Examples include:

- **Armenian Genocide (1915):** Ottoman Empire killed approximately _____ Armenians
- **Holocaust (1933-1945):** Nazi Germany killed approximately _____ Jewish people
- **Cambodian Genocide (1975-1979):** Khmer Rouge killed approximately _____ Cambodians
- **Rwandan Genocide (1994):** Hutu extremists killed approximately _____ Tutsis
- **Bosnian Genocide (1992-1995):** Serbian forces killed approximately _____ Bosnian Muslims

Warning Signs of Genocide:

Circle the warning signs you see in the world today:

1. A leader blames another group for problems
2. Propaganda spreads lies about a group
3. Laws take away rights from a group
4. A group is dehumanized (called animals, vermin, etc.)
5. A group is segregated or isolated
6. Violence or threats are used against a group
7. People are afraid to speak up
8. International community remains silent

Our Responsibility as Global Citizens:

As the next generation, I can:

- Learn about the Holocaust and other _____
- Recognize _____ of hatred and injustice
- Speak up when I see _____
- Stand with people who are being _____
- Question leaders who blame _____ of people
- Protect _____ and democracy
- Work for _____ rights
- Support organizations that work to prevent _____
- Teach others about _____
- Make choices that promote _____

Questions for our guest speaker:

Write one respectful question about how their family experienced the progression of persecution or how they resisted:

Lesson 4: Guest Speaker & Reflection on Responsibility

Guest Speaker's Name: _____

Their family member's name was: _____

They were from: _____

What I learned:

During the Holocaust, they

They survived because

After the war, they

The guest keeps their memory alive by

How their family resisted or made moral choices:

Draw the guest speaker's family member:

My Commitment Letter:

Dear _____[Your Name],

I learned that

This story teaches me that

I commit to

When I see warning signs of hatred or injustice, I will

As a global citizen, I will

I promise to

Sincerely,
