

**Rubric for the Selection of  
Holocaust Literature  
for use in the Classroom**



<p><b>Title of the Literary Work:</b></p> <p>If there are various versions of this work, why was this one chosen?</p>	<p><b>Author:</b></p> <p>Is the author an authoritative source? What makes them an authority?</p>
<p><b>Type of Work: (Check all that apply)</b></p> <p><input type="checkbox"/> Novel <input type="checkbox"/> Memoir <input type="checkbox"/> Diary <input type="checkbox"/> Poetry <input type="checkbox"/> Play <input type="checkbox"/> Essay</p> <p><input type="checkbox"/> Nonfiction <input type="checkbox"/> Monograph <input type="checkbox"/> Anthology</p>	<p><b>Will this work be used in its entirety or in excerpts?</b></p>
<p><b>How does this specific source fulfill the goals/objectives of the lesson/unit you are exploring?</b></p>	<p><b>Does every learner have their own copy of the text, in a format that they can comprehend?</b></p>

	Not Applicable	Disagree	Agree	Strongly Agree
<b>Historical/Content Considerations</b>				
The work is historically accurate, and does not convey misconceptions about the history or the people involved.				
It highlights and remains focused upon the Jewish experience and particular Jewish responses during the Holocaust.				
The work enlightens students and encourages further study of the Holocaust, thus helping to ensure remembrance.				
Historical information can be anchored to the text, such as timelines, testimonies and other artifacts for support of the reading.				
The work does not depict the murder of Jews as acceptable or normal, but the murder of others as wrong.				

	Not Applicable	Disagree	Agree	Strongly Agree
<b>Pedagogical Considerations</b>				
The reading level is accessible for my students.				
The content will engage and provoke thought in my students.				
The length of the work allows time for discussion and/or activities.				
The work stays true to historical facts, and does not romanticize the history of the Holocaust.				
Complex characters are presented as opposed to caricatures or stereotypes.				
Readers are encouraged to draw their own conclusions based upon inquiry-based discussion and support from the literature.				
The work is capable of challenging students to examine their own lives and the world.				
Varied assessments of comprehension are able to be created from the work.				
<b>SPEC (Safely Prepare, Explore, Conclude) Considerations</b>				
The subject matter is developmentally appropriate for all students, with ELL/SPED considerations being addressed.				
Ample time can be provided for shared or personal reading.				
Illustrations/images are developmentally appropriate, not overly graphic/violent, and pertain to the Jewish experience of the Holocaust.				
Ample time can be allotted for questions and discussions.				
Various modes of expression are able to be used for expression of comprehension of the text, such as drawing, speaking, writing, and oral expression.				
Time is able to be provided for students who require a break during the reading, with support provided with any missed content.				
The environment is structured to allow for quiet reflection.				
Space and writing tools are provided for varied responses to reading of the work.				

Guidelines adapted from Samuel Totten, "Incorporating Fiction and Poetry into a Study of the Holocaust at the Secondary Level," and Karen Shawn, "Choosing Holocaust Literature for Early Adolescents," in *Teaching and Studying the Holocaust*, Totten, Feinberg, Roth, editors, 2001. Additions provided by Ruth Bergman, Director of Education, The Zekelman Holocaust Center, Dr. Jonathan Bush, Professor of English, Western Michigan University, and Dr. Anne Piontkowski (Donato), Education Specialist, The Zekelman Holocaust Center, 2020.