

Jennifer Wilson and the United States Holocaust Memorial Museum

Teaching the Holocaust

A Resource Manual for Educators

Teaching the Holocaust

Dear Educator,

The following lesson plans are designed to be a shorter unit on the Holocaust in an effort to provide a variety of resources and activities for teachers when they are faced with time constraints for the topic. Many teachers have several lessons or class periods for the topic of the Holocaust, sometimes leaving the complex context surrounding the events, and the many variables that contributed to the Holocaust hastily reviewed. The series of lessons are designed for grades 9-12, but may be adapted for younger grades at the discretion of the teacher. These lessons are by no means comprehensive and all inclusive-there are many areas that can be elaborated upon and studied further beyond the activities of the lesson. However, the lessons do provide a range of activities from inquiry and discussion to presentations, videos, document analyses, and even painting if desired in an effort to broaden the lens when it comes to studying the Holocaust within a reasonable amount of time. All of the lessons include research through the use of the USHMM website, where most of the materials in this unit can be found. The website provides a wealth of credible, accessible resources including but not limited to the Holocaust Encyclopedia, hundreds of survivor testimonies, thousands of photographs, extensive map collections, multiple timeline resources, ID cards, the Steven Spielberg video archive, and both a student and an educator link with significant information.

The goal of this booklet is to provide quality lessons regarding the Holocaust when given time restrictions. If time is more plentiful, there are a variety of ways to add to each lesson to further enrich the content. Before even beginning the lessons, certain vocabulary words should be identified for the students so that precise language can be utilized. Key words to identify follow this letter. The lessons in this booklet are a combination of my ideas, and the resources found on the USHMM website. Please adapt and add to the lessons as you see fit. Throughout the lessons, the guideline references (G #2, for example) will be noted at segments of the lesson that match one of the ten guidelines for teaching the Holocaust, as proposed by the United States Holocaust Memorial Museum. Those guidelines are defined on pages three through eight of this resource manual.

Teaching about the Holocaust is crucial. It was a watershed event in the course of human history. The Holocaust was not inevitable; we must come to terms with the past in order to progress in the future. As Elie Wiesel stated, "For the dead and living, we must bear witness."

Jennifer Wilson

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Museum Teacher Fellow

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PART I

Guidelines for Teaching the Holocaust

United States Holocaust Memorial Museum

<http://www.ushmm.org/>

Teaching Holocaust history demands a high level of sensitivity and keen awareness of the complexity of the subject matter. The following guidelines, while reflecting approaches appropriate for effective teaching in general, are particularly relevant to Holocaust education.

See also our [Guidelines for Teaching about Genocide](#).

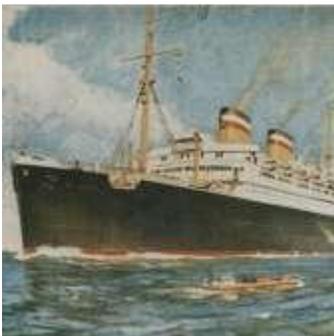
<http://www.ushmm.org/educators/teaching-the-holocaust/teaching-about-genocide>

1. Define the term “Holocaust”



The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of approximately six million Jews by the Nazi regime and its collaborators. During the era of the Holocaust, German authorities also targeted other groups because of their perceived “racial inferiority”: Roma (Gypsies), the disabled, and some of the Slavic peoples (Poles, Russians, and others). Other groups were persecuted on political, ideological, and behavioral grounds, among them Communists, Socialists, Jehovah’s Witnesses, and homosexuals.

2. Do not teach or imply that the Holocaust was inevitable



Just because a historical event took place, and it is documented in textbooks and on film, does not mean that it had to happen. This seemingly obvious concept is

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often overlooked by students and teachers alike. The Holocaust took place because individuals, groups, and nations made decisions to act or not to act. Focusing on those decisions leads to insights into history and human nature and can help your students to become better critical thinkers.

3. Avoid simple answers to complex questions



The history of the Holocaust raises difficult questions about human behavior and the context within which individual decisions are made. Be wary of simplification. Seek instead to convey the nuances of this history. Allow students to think about the many factors and events that contributed to the Holocaust and that often made decision making difficult and uncertain.

4. Strive for Precision of Language



Any study of the Holocaust touches upon nuances of human behavior. Because of the complexity of the history, there is a temptation to generalize and, thus, to distort the facts (e.g., “all concentration camps were killing centers” or “all Germans were collaborators”). Avoid this by helping your students clarify the information presented and encourage them to distinguish, for example, the differences between prejudice and discrimination, collaborators and bystanders, armed and spiritual resistance, direct and assumed orders, concentration camps and killing centers, and guilt and responsibility.

Words that describe human behavior often have multiple meanings. Resistance, for example, usually refers to a physical act of armed revolt. During the Holocaust, it also encompassed partisan activity; the smuggling of messages, food, and weapons; sabotage; and actual military engagement. Resistance may also be thought of as willful disobedience, such as continuing to practice religious and cultural traditions in defiance of the rules or creating fine art, music, and poetry inside ghettos and concentration camps. For many, simply maintaining the will to live in the face of abject brutality was an act of spiritual resistance.

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Try to avoid stereotypical descriptions. Though all Jews were targeted for destruction by the Nazis, the experiences of all Jews were not the same. Remind your students that, although members of a group may share common experiences and beliefs, generalizations about them without benefit of modifying or qualifying terms (e.g., “sometimes,” “usually,” “in many cases but not all”) tend to stereotype group behavior and distort historical reality. Thus, all Germans cannot be characterized as Nazis, nor should any nationality be reduced to a singular or one-dimensional description.

5. Strive for balance in establishing whose perspective informs your study of the Holocaust



Most students express empathy for victims of mass murder.

However, it is not uncommon for students to assume that the victims may have done something to justify the actions against them and for students to thus place inappropriate blame on the victims themselves. One helpful technique for engaging students in a discussion of the Holocaust is to think of the participants as belonging to one of four categories: victims, perpetrators, rescuers, or bystanders. Examine the actions, motives, and decisions of each group. Portray all individuals, including victims and perpetrators, as human beings who are capable of moral judgment and independent decision making.

As with any topic, students should make careful distinctions about sources of information. Students should be encouraged to consider why a particular text was written, who wrote it, who the intended audience was, whether any biases were inherent in the information, whether any gaps occurred in discussion, whether omissions in certain passages were inadvertent or not, and how the information has been used to interpret various events. Because scholars often base their research on different bodies of information, varying interpretations of history can emerge. Consequently, all interpretations are subject to analytical evaluation. Strongly encourage your students to investigate carefully the origin and authorship of all material, particularly anything found on the Internet.

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6. Avoid comparisons of pain



A study of the Holocaust should always highlight the different policies carried out by the Nazi regime toward various groups of people; however, these distinctions should not be presented as a basis for comparison of the level of suffering between those groups during the Holocaust. One cannot presume that the horror of an individual, family, or community destroyed by the Nazis was any greater than that experienced by victims of other genocides. Avoid generalizations that suggest exclusivity such as “The victims of the Holocaust suffered the most cruelty ever faced by a people in the history of humanity.”

7. Do not romanticize history



People who risked their lives to rescue victims of Nazi oppression provide useful, important, and compelling role models for students. But given that only a small fraction of non-Jews under Nazi occupation helped rescue Jews, an overemphasis on heroic actions in a unit on the Holocaust can result in an inaccurate and unbalanced account of the history. Similarly, in exposing students to the worst aspects of human nature as revealed in the history of the Holocaust, you run the risk of fostering cynicism in your students. Accuracy of fact, together with a balanced perspective on the history, must be a priority.

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8. Contextualize the history



Events of the Holocaust, and particularly how individuals and organizations behaved at that time, should be placed in historical context. The Holocaust must be studied in the context of European history as a whole to give students a perspective on the precedents and circumstances that may have contributed to it.

Similarly, the Holocaust should be studied within its contemporaneous context so students can begin to comprehend the circumstances that encouraged or discouraged particular actions or events. For example, when thinking about resistance, consider when and where an act took place; the immediate consequences of one's actions to self and family; the degree of control the Nazis had on a country or local population; the cultural attitudes of particular native populations toward different victim groups historically; and the availability and risk of potential hiding places.

Encourage your students not to categorize groups of people only on the basis of their experiences during the Holocaust; contextualization is critical so that victims are not perceived only as victims. By exposing students to some of the cultural contributions and achievements of 2,000 years of European Jewish life, for example, you help them to balance their perception of Jews as victims and to appreciate more fully the traumatic disruption in Jewish history caused by the Holocaust.

9. Translate statistics into people



In any study of the Holocaust, the sheer number of victims challenges easy comprehension. Show that individual people—grandparents, parents, and children—are behind the statistics and emphasize the diversity of personal experiences within the larger historical narrative. Precisely because they portray people in the fullness of their lives and

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not just as victims, first-person accounts and memoir literature add individual voices to a collective experience and help students make meaning out of the statistics.

10. Make responsible methodological choices



One of the primary concerns of educators teaching the history of the Holocaust is how to present horrific, historical images in a sensitive and appropriate manner. Graphic material should be used judiciously and only to the extent necessary to achieve the lesson objective. Try to select images and texts that do not exploit the students' emotional vulnerability or that might be construed as disrespectful to the victims themselves. Do not skip any of the suggested topics because the visual images are too graphic; instead, use other approaches to address the material.

In studying complex human behavior, many teachers rely upon simulation exercises meant to help students “experience” unfamiliar situations. Even when great care is taken to prepare a class for such an activity, simulating experiences from the Holocaust remains pedagogically unsound. The activity may engage students, but they often forget the purpose of the lesson and, even worse, they are left with the impression that they now know what it was like to suffer or even to participate during the Holocaust. It is best to draw upon numerous primary sources, provide survivor testimony, and refrain from simulation games that lead to a trivialization of the subject matter.

Furthermore, word scrambles, crossword puzzles, counting objects, model building, and other gimmicky exercises tend not to encourage critical analysis but lead instead to low-level types of thinking and, in the case of Holocaust curricula, trivialization of the history. If the effects of a particular activity, even when popular with you and your students, run counter to the rationale for studying the history, then that activity should not be used.

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PART II (Guideline #1, #4)

Selective Vocabulary for Identification:

(Answers for each can be found in appendix)

Race

Ethnic

Nazi

Propaganda

Holocaust

Collaborator

Prejudice

Ideology

Antisemitism

Pogrom

Genocide

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PART III

Lesson One

Topic I: Origins

History of Anti-Semitism, as a beginning topic to studying the Holocaust

By the end of the lesson, the students will be able to:

1. Identify in writing the word antisemitism after watching and discussing "European Antisemitism: From Its Origins to the Holocaust."
2. List and explain in writing historical examples of antisemitism from ancient times to the Holocaust.
3. Analyze the connection between antisemitism and the Holocaust by writing a prediction reflection utilizing insight gained from the activities of the lesson.

I. Set Induction/Bell Ringer:

Teachers could use a variety of lesson starters-assessing prior knowledge, showing a visual and having students react through writing or discussion, utilizing a short reading followed by student reflection, etc. Additionally, teachers could select a person from the "Confronting Hatred" CD or link on the USHMM website and the students could listen and react to the viewpoint that they heard. The people range in age, gender, and occupation which allows the teacher to select the person (or people) best suited for their classroom.

Recommendations for Set Induction:

1. Voices on Antisemitism pod-casts series

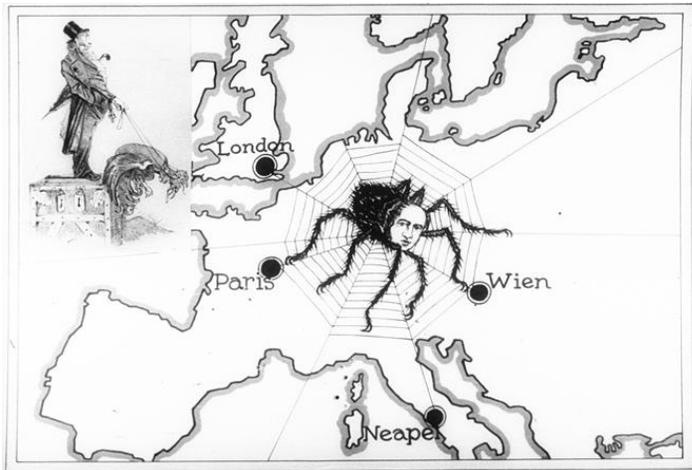
David Draiman, lead singer of the band "Disturbed."

<http://www.ushmm.org/museum/exhibit/focus/antisemitism/voices/transcript/index.php?content=20120202>

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- * Students can read the transcript while he is speaking to address audio and visual learners.
- * Students and teacher can address the stereotypes associated with David Driman, such as the assumptions made about his genre of music, and his appearance. (G #3, #9)

2. Visual (found in USHMM website under Research, Collections and Archives, Photo Archives)



Propaganda slide showing the "Jewish spider" entangling Europe in its web (1936). [Photograph #49780]

(Photo Archives: <http://www.ushmm.org/research/collections/photo/>)

- * Discuss the purpose of this cartoon, the implications made about Jews in major cities of Europe, as well as the concept of Jews being portrayed as spiders.

II. Activity Ideas:

This lesson could be taught in one class period or more-each activity can be completed with the time frame that the teacher has available.

1. Show the 14 minute video "European Antisemitism from its origins to the Holocaust" published by the USHMM. All objectives listed are addressed on some level with this video. Students can literally utilize the learning objectives as questions to answer

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while/after watching the video, followed by discussion. Students should make sure they have a clear definition of Antisemitism written down. (G #2)

2. Following the above discussion, show video of Goebbels "Opening of the Official Antisemitic Campaign"

Story RG-60.0362 b, [Tape 163](#), 2 minutes, 39 seconds

http://resources.ushmm.org/film/display/detail.php?file_num=671.

This video is not in English-students will be merely observing the following:

- * Have students list observations in a notebook or journal-what is happening at the beginning, what happens next, how the people are reacting to the antisemitic campaign, what are their facial expressions, etc.
- * Students then can do a quick 3-5 minute "pair share" activity-reviewing what they observed with a partner nearby.
- * Full class discussion should follow-students should share ideas with each other regarding the video. Determine as a group the definition of propaganda, and list the uses for it in certain situations, such as: (G #4)

- times of war

- during election campaigns

- when selling items or "ideas"

- any other situations you can think of!

3. Students can then research the USHMM website for an example of an antisemitic law or decree, or if desired, piece of propaganda. Then can begin at the site below which gives examples of antisemitism and a list of decrees: (G #3, #8)

<http://www.ushmm.org/m/pdfs/20091123-ljh-antisemitic-law.pdf>

* This link is part of the resources for educators portion, specifically resources on antisemitism.

Then, they can find the actual text, or visuals that deal with certain legislation using this link:

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005681>

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Students can process what they find by utilizing the document analysis worksheets found in an external link (other than the USHMM) from the National Archives in Washington DC:

<http://www.archives.gov/education/lessons/worksheets/>

III: Closure

Students and teacher should revisit the objectives and review the first two objectives orally based upon information from the video, and discussions regarding propaganda and antisemitic decrees. Then, as a "ticket out the door" the students should write a few sentence prediction regarding why they believe antisemitism was one of the causes of the Holocaust, realizing that a full discussion of the Holocaust has not yet occurred.

IV: Assessment

Formative

Objectives 1 and 2 can be assessed through the questions answered from the video (literally the objectives), the document analysis worksheet, and a short quiz to check for understanding the following class period.

Objective 3 can be assessed by the "ticket out the door" prediction, possibly the objective 1-2 questions, and discussions that occurred during class (the teacher would take notes regarding the general understanding of the class) and in future classes.

V: Materials Needed

Computers and internet access

Ability to show antisemitism video using DVD or USHMM website

Document Analysis worksheets printed off if desired

Students will need loose-leaf or notebooks

Copy of cartoon on page two of this lesson

VI: Reflection

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Lesson Two

Topic II: The Rise of the Nazi Regime

The focus of "space and race" and the impact of this ideology on pre-war Germany.

By the end of the lesson, the students will be able to:

1. Describe the tenets of Nazi ideology
2. Identify the key events that led to a generally supportive public opinion towards Nazi ideology.
3. Evaluate the political power held by Adolf Hitler and the Nazi regime up to 1939.

I. Set Induction/Bell Ringer:

The set induction activity focuses on the theme of ordinary individuals and their actions and reactions to the rise of Nazism prior to the war. The current featured exhibit entitled "Some were Neighbors" has a wealth of information that can be used to analyze this theme. As the Nazi regime was pursuing their goals of race and space, they were preparing the population for the violence to come.

Have student view both pictures and captions:



1. Both Jews and non-Jews worked at this printing plant owned by members of the Fenjves Family in Yugoslavia. On the first day of German occupation in 1941 his father was forced out of his office at gunpoint, and an Aryan administrator took over the plant. Hungary, an ally to Germany, took over Yugoslavia.

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2. As part of the effort to “Aryanize” Jewish property, businessman Isidor Tikotzki was forced to sell his Berlin linens store, which had catered to Germans for almost 20 years, to a non-Jewish employee at a fraction of its value.

While these two businesses were in different countries, the pictures represent the actions of the Nazi party to render the Jewish population of Europe as “enemies of the state” and unable to make a living. In the first picture, the work force was a mixture of Jews and non-Jews. Picture two depicts a business that was well known to Germans in general in Berlin. Both establishments became victimized by the events of the Holocaust which labeled Jews as an inferior race. Jewish businesses were boycotted and/ or sold to non-Jewish Germans, and areas that Hitler deemed necessary for the German “race” were occupied to provide the “space” for what he considered pure Germans.

- Activity for set induction: Once the students have viewed both pictures and read the captions beneath, and building upon their lesson regarding antisemitism from last class, have them discuss the following questions:
 - Why were Jews forced out of their businesses if these businesses serviced and benefitted non-Jews as well?
 - What might a passer-by have witnessed if they were present when Mr. Fenjeves or Isidor Tikotzki were forced to leave?
(G #3, #5, #9)

II. Activity Ideas

1. Review

Last class the students discussed the rise of antisemitism prior to World War II. They researched at least one example of an antisemitic decree after

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watching a video regarding European antisemitism. Ask the students to describe three ideas they remember from last class. Additionally, as noted in lesson one, students may be given a quick quiz to check for understanding pertaining to the rise of antisemitism discussed last time.

2. Video: The Path to Nazi Genocide

The teacher will show the video “The Path to Nazi Genocide” from the USHMM website and found at this link:

<http://www.ushmm.org/learn/introduction-to-the-holocaust/path-to-nazi-genocide>

It is just over 38 minutes long. Students should open their notebooks, use a sheet of paper, or utilize a tablet or lap top to take notes during the video. Students should create an outline following the topics listed in the video:

- Aftermath of World War I and the Rise of Nazism, 1918–1933
- Building a National Community, 1933–1936
- From Citizens to Outcasts, 1933–1938
- World War II and the Holocaust, 1939–1945

For each topic, students should write down at least three to five important points regarding the topic while watching the video. These points should and can include important factual pieces, quotations, and elements of witness testimonies. (G#8, #3, #4)

3. Small Group Share Session (SGSS):

In small groups of three or four at most, students should report out key information they discovered by watching the video. While sitting in a circle, one student will begin with the first topic, and state a detail he/she wrote down. Then the next student will share a detail. This will continue through each topic until the group is finished, or time is called by the teacher. The teacher can collect the video notes if desired.

- This can also be done segment by segment. Once each segment (or two at time) is viewed, the students can report out before watching the next.

4. Full Class Discussion

The students should come back into a full class discussion format. The students should write down the three questions that make up the objectives for this lesson. They are listed in the objectives section, and also below:

- Describe the tenets of Nazi ideology.

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- Identify the key events that led to a generally supportive public opinion towards Nazi ideology.
- Evaluate the political power held by Adolf Hitler and the Nazi regime up to 1939

As a full class group, discuss the objective questions. This forces the students to further interpret the information they shared with each other. Students should take notes from the discussion pertaining to each question. The teacher can also write down simplified ideas from the students on a smart board, chalk board, or other form of media for all students to view as they discuss the questions. If a smart board is utilized, the teacher can print off the summary statements, or post them to a class website, blog, or other shared site as evidence of the discussion. (G #10)

5. Timeline

The students will begin a timeline activity that will carry over through the rest of the lessons on the Holocaust. Each student will create a timeline, in several parts, of the events of the Holocaust using the USHMM website. Using the following link, each student should fill in their timeline worksheet up until 1938 for now. They should use the first column on the website, from 1933-1938 and click on the dates. Timeline events will appear with brief descriptions. While students fill in the timeline worksheet citing the event and a brief description, they should pay attention to the areas that Hitler acquired in his conquest for "space," or lebensraum. This space, according to Nazi ideology, was for "pure" Germans. This timeline does not address the militarization of the Rhineland and the taking of the Sudetenland at Munich in September of 1938. (G #8)

Timeline link:

<http://www.ushmm.org/learn/students>

- See appendix for timeline worksheets
- Note: Teachers can adjust timelines as they see fit...making them shorter by including less items per date range if necessary, depending on age of students and/or time.

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III. Closure

After completion of the timeline, the events can be reviewed or saved as an opener for the next lesson. For homework, the students should read the link below entitled "Victims of the Nazi Era: Nazi Racial Ideology." This article can be printed out for the students to take home, or they could access it online at home using the USHMM website and link:

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10007457>

They should be ready to discuss this next time. Have students take margin notes either formally using appropriate symbols, or informally in a format of their choice.

IV. Assessment

The objectives will be by assessed through class discussion observations (to informally check for understanding and insightful ideas), collecting and grading the outline notes from the video for quality of notes and an acceptable quantity, and the timeline completion which should be checked for accuracy.

V. Materials

- Pictures with captions listed in set induction
- Quiz prepared to assess lesson one
- Laptop, projector, and internet access to show video and use other materials from USHMM website.
- Smart board if desired for discussion purposes
- Timeline worksheet

VI. Reflection

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Lesson Three

Topic III: The War and the Final Solution

The years 1939-1945 -after the start of, and during World War II, including the "Final Solution."

By the end of the lesson, the students will be able to:

1. Explain how antisemitism and Nazi policies on race contributed to the decision of the "Final Solution."
2. Describe the plight of European Jews and other targeted groups as they faced life in ghettos, concentration camps, and death camps.
3. Analyze the difficult decisions faced by ordinary people as they witnessed the events of the Holocaust.

I. Set Induction/Bell Ringer

The students should watch three quick video clips to focus on the topic for the lesson-life for the targeted groups during the Holocaust. Three quick video clips about life in the ghetto can be found at the link below:

<http://www.ushmm.org/outreach/en/gallery.php?ModuleId=10007708&MediaType=OI>

There are hundreds of testimonies by survivors regarding various aspects of the Holocaust. These three can be used to introduce the lesson which will begin with a review regarding how the Jews became targets of the Nazi's through antisemitism, the rise of the Nazi party and its ideology, and the events leading up to the beginning of the war. After the review, the years 1939-1945 will be covered.

With these videos, students can mention what was interesting or striking to them, and propose any further questions that they hope to answer by today's lesson. (G #2, #5 #6, #7, #9)

II. Activity Ideas:

1. Review: The students and teacher will discuss what they have covered so far in lessons one and two. This can be accomplished via oral review in an

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inquiry discussion format, a list of key reasons completed independently as to why the students believe (so far) the Holocaust occurred, a pair-share activity where the students brainstorm together and then report out why the Holocaust occurred, or any combination or other means of review. During the discussion, facts and details about examples of antisemitism, the Nazi's desire for racial purity and their fixation on eugenics, Nazi propaganda, and perhaps several events from the timeline completed last class should be stated.

2. To follow up on the review, the students should pull out their notes regarding the article they were to read for homework in preparation for today's lesson, entitled "Victims of the Nazi Era: Nazi Racial Ideology." They should answer the following questions in some format, either by simply writing them down in a notebook or binder, or traveling around the room with a partner or small group to a series of five stations, where each question is posed on paper or a poster for the students to brainstorm together. Students can write down their answers on the poster paper, and other groups can agree, disagree, edit, add to, etc as they travel through the stations. The questions are:

- What evidence did Nazi's use to justify their racial policies?
- List the targeted groups.
- What did the "collective instinct for survival" mean to Hitler?
- Define the "Aryan" race.
- Why, according to Hitler, was it necessary to eliminate racial enemies?

-After a period of time, when most groups are done, the students and teacher should discuss the answers to the questions. This would also be a good time to view and analyze examples of Nazi propaganda pieces promoting their racial ideology. There are many examples on the USHMM website, as several exhibits have focused on this topic. Time permitting, the students can either simply look at several examples, or do a more in depth study of various pieces.

3. At this time if the timeline from 1933-1938 from the previous class was not reviewed for accuracy, then it should be reviewed at this point.
4. The next activity is a continuation of the timeline. Students will utilize the same link in the USHMM website as the prior lesson, which includes a

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timeline grouped by years. The link is:
<http://www.ushmm.org/learn/students>

Students should be given a two new timeline sheets with the next set of dates to fill in, listing the main events for each year (a few may be skipped if necessary) and a brief description of each event. Once completed, the students should have three pages of a timeline of events of the Holocaust, from 1933 to 1945 for their reference.

- Timeline worksheets are in appendix
- Teachers can use these as a guide and create their own version, eliminate dates, or adjust/adapt as they see necessary.

(G #8)

5. Oral testimonies: the students are to utilize the USHMM website to locate five oral testimonies from survivors. The testimonies are organized in a variety of ways-by event and subject matter or simply a listing of them all-there are over 400 on the website. The students should choose events of interest from their time line, and research for survivor testimonies that describe experiences during that time. Once each testimony is viewed, the students can document this in a variety of ways: summarizing each account and their reaction to it in a series of five paragraphs, using technology to create a power point or other presentation format to summarize and describe their reaction, or simply discussing orally the impact of the testimony on their knowledge about the event. Regardless of the "reporting out" method, the students should realize the importance of bearing witness and survivor testimonies to the study of the Holocaust. These stories make the Holocaust a human event that involves people and not just statistics. One part of the website is the Holocaust Encyclopedia, which includes these testimonies and the link is listed below; but there are many ways to access these throughout the site as well:

http://www.ushmm.org/wlc/en/media_list.php?MediaType=oh

(G #6, #9)

6. As students finish their oral testimony review, they can access the online exhibit from the USHMM entitled "Some were Neighbors."
<http://somewereneighbors.ushmm.org/>

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With a partner, the students should first spend some time looking at areas of interest, namely choosing a group/role in society (listed across the bottom) and viewing the photographs and video clips associated with how that group dealt with the events of the Holocaust. In this segment of the museum, the viewer analyzes the various roles that people played in collaboration or simply complying with the perpetrators. What considerations and dilemmas went into the decisions that individuals made when determining if they should intervene or not?

After some time to view what interests them, the students will choose 1-3 pictures or documents to analyze further. They will use the "Action or Inaction" organizer to determine the various risk factors that went into the possible decisions made by ordinary individuals as they may have been in an ethical dilemma over whether or not to intervene. The students may do this alone, or with a partner.

- The "Action or Inaction" organizer can be found the appendix.
(G #5, #7)

III. Closure

To wrap up the concept of action versus inaction, the students should read the selection from The Book Thief where "Hans Huberman gives a Jew bread." The students can either journal on their own, or discuss out loud, the reasons why Hans was so distraught over what seemingly was the right thing to do. What factors lead Hans to believe that he may have done something wrong? How does that connect to what was just discovered in the "Some Were Neighbors" exhibit? By giving the Jew bread, what did Hans Huberman do for him? This is a great segway to discuss and reflect upon the humanity of this topic...in the victims, perpetrators, and everyone in between.

(G #3, #5, #7)

IV. Assessment

1. Objective one can be assessed through the questions regarding the reading completed for homework, as well as the timeline activity. The questions, if completed in writing, can be submitted afterwards, and the timeline checked for accuracy. Perhaps a quiz that matches dates to

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events can be given, or list of a portion of the events, out of order, so that the students have to number them in chronological order.

2. Objective two can be assessed through the timeline activity and the survivor testimony reviews depending upon how the students reported their findings.
3. Objective three can be assessed through the action/inaction worksheets and the discussions/journaling that occurred with this activity.

V. Materials Needed

- Access for each student to the USHMM website
- Article print outs from last lesson
- Stations pre-made, if desired, from discussion questions with article
- Timeline worksheets with appropriate dates
- Action/Inaction worksheet
- Earphones if available for individual video viewing
- The Book Thief excerpt

VI. Reflection

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Lesson Four

Topic IV: The Nuremberg Trials and a multi-layered overview of the Holocaust.

The end of the war occurred in 1945 and with that, the camps were liberated. However, the world had to deal with what happened during the Holocaust. The Nuremberg Trials brought to light the events of the Holocaust, and set up the principle of personal responsibility –one cannot claim they were just following orders when perpetrating crimes against humanity.

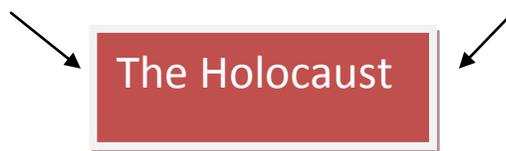
By the end of the lesson, the students will be able to:

1. Research additional layers to their Holocaust timelines incorporating pictures, documents, and artifacts from the USHMM.
2. Summarize the lasting principles from the Nuremberg Trials.

I. Set Induction/ Bell Ringer

Review: The students should create a structured organizer depicting the causes and effects of the Holocaust. An organizer may look like this:

Causes:



Effects:

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This way, the students can review elements of all three lessons they have completed so far, from examples of anti-Semitism, to the timelines they have created, to the survivor testimonials and other items they have researched. This can also be done utilizing a smart board. (G #1, #2, #3)

II. Activities

1. The Nuremberg Trials:

The students will use the link below to become familiar with the Nuremberg Trials. Students should look at several photographs and watch the video testimonies provided through the Holocaust Encyclopedia link, as well as review the articles describing the trials. Discussion questions can reflect the following ideas:

- a. What were the Nuremberg Trials? Who participated in them?
- b. What is the lasting legacy of the trials? How did they shape the study of the Holocaust, and dealing with instances of genocide and ethnic conflict beyond World War II? (G #3, #8)

Nuremberg Trials Link:

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005140>

2. Layered timeline activity:

The students will make a layered timeline using the USHMM website. The directions are attached. This activity, adapted from a lesson plan provided by the USHMM, provides added layers to the basic timeline that the students have already created. The timeline activity will require researching documents, analyzing real pictures, finding pictures of artifacts, and evaluating which events are most important for the timeline out of the many the students have documented. There is not one link that services this activity best from the website-the students will be perusing many. However, here are a few that they will most likely use:

Timeline events:

<http://www.ushmm.org/learn/timeline-of-events/before-1933>

General Information:

<http://www.ushmm.org/learn/holocaust-encyclopedia>

Photo archives:

<http://digitalassets.ushmm.org/photoarchives/>

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Art and artifacts in museum:

<http://www.ushmm.org/research/research-in-collections/overview/art-and-artifacts>

These are suggestions but not absolutes-anything they find useful in the website is fair game. They should create simple power points that can be printed and posted, one item per slide. Each year can then be typed out on a sheet of paper, and posted around the room. As the students complete their power points, they can hang each slide where it goes based on the year; however, the timeline group should hang their events first as a starting point. Each group can also then follow up by presenting their power points to the class. This is a gateway to a more in depth study if time permits. For example, students can read or watch various stories of rescuers to ensure that they understand that among the faces of evil, there were individuals and groups that defied the Nazi regime. Each group topic can be studied in more depth, time permitting, to provide a deeper understanding of the Holocaust. The USHMM website has a wealth of resources to explore. A sample set of directions for this activity can be found in the appendix.

(G#1-10)

III. Closure

Each student is to find one survivor ID card from the USHMM website link: <http://www.ushmm.org/educators/teaching-materials/identification-cards-and-personal-stories>

Each student should print out the ID card and hang them with the most appropriate year connecting to their story. These ID cards are a reminder that these victims were human, not numbers. Each had a story and a family.

IV. Assessment

Objective One will be assessed through the timeline presentation.

Teachers can assess accuracy, caption descriptions, and presentation skills.

Objective two will be assessed through the discussion questions pertaining to the Nuremberg Trials (either in writing or through inquiry and discussion).

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V. Materials:

- Access to USHMM website and ability to watch video
- Ability to create and print power points
- Timeline activity directions
- Smart board if desired for set induction

VI. Reflection:

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Lesson Five

Topic: Liberation and Survivor Testimony-One Survivor Remembers.

(Guidelines #3, #5, #9)

The war was over in 1945, and the Holocaust technically was as well. However, starting over was a huge task for the survivors of the Holocaust. As they rejoiced at their liberation, they had the task of starting over in a world that did not always readily accept them, finding any surviving family members, and coping with the trauma and tragedy that had taken over their lives.

By the end of the lesson, the students will be able to:

1. Analyze the task of rehabilitation and resettlement for the surviving victims of the Holocaust.
2. Compare and contrast the testimony of Gerda Weissmann Klein to other stories and information learned during the unit on the Holocaust.
3. Assess the lasting lessons of the Holocaust and their implications for the future.

I. Set Induction/Bell Ringer

The students should review the principles from the Nuremberg Trials discussed last class.

Then, the map of the displaced person's camps should be displayed for the students to view:

http://www.ushmm.org/wlc/en/media_nm.php?MediaId=377

Many Jews remained in these camps until they were ready to move out on their own, or received sponsorship to go elsewhere. Explain to the students that the first part of the lesson today will be dealing with this issue.

II. Activities

1. Have the students read the article in the link below regarding the aftermath of the Holocaust:

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005129>

On a sheet of paper, or in their notebook, or using some other form of technology (tablets, laptops, etc) the students should make a list of the key issues regarding rehabilitation and relocations of the survivors

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of the Holocaust. As individual students finish, they can look at photographs, testimonials, other maps and video footage listed down the right side of this link. When all students have completed this (it can also be done in partners), review the issues pertaining to resettling the Jews and other groups victimized. The students should have written down items such as:

- Physical wellness
- Dealing with continued antisemitism and pogroms
- Refugees
- Restrictive immigration laws in places as with the US and Britain-until Truman relaxed immigration quotas
- Creation of Israel

The students who had a chance to go beyond the list and look at the other items can share interesting information, quotations or visuals they discovered with their classmates. (G #3)

2. Gerda Weissmann Klein's Video-One Survivor Remembers

The Oscar winning short documentary One Survivor Remembers is a powerful review of the Holocaust. Gerda's story is tragic and joyful-it provides an ending of hope and is a story of resilience in the face of extreme evil. It includes relevant facts about the Holocaust along with her personal testimony. It is a fitting end to unit on the Holocaust. Show the video to the students. It can be found through the Teaching Tolerance magazine in an outstanding kit that has visual aids as well, or in the 2014 Days of Remembrance materials that the USHMM provides when requested online by a teacher. It is approximately 40 minutes long. Gerda's story is also a book in print. (G #7, G #9)

3. After the video, the students can/should process in the form of a written essay or journal entry. The essay/journal should reflect upon the story of Gerda Weissmann; why it is so important to hear survivor testimony, and why it is crucial to simply remember what happened during the Holocaust. The students should describe their reactions to the unit in general, and evaluate what they learned about the history and events of the Holocaust, and also how they

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can learn life lessons from Holocaust studies. The essays should be typed, using sound mechanics and including relevant details.

III. Closure

This is both a closure to the lesson as well as the mini-unit. Students can simply share their ideas from their writing to their classmates in a round-robin discussion format. Or, to take it a step further, students can paint an abstract painting that reflect their emotions about the Holocaust, or any topic within it, and write a detailed caption that describes their intended purpose of the painting. These paintings can be displayed in the classroom, hallway, or can be used as a commemorative display for Yom HaShoa, or the Days of Remembrance week that occurs every April.

- Alternative closure-a thematic collage using a selection of pictures from the USHMM photo archive. Students can be given 10 or so pictures, and they must choose 6 or so to put into a collage, with a theme of their choice. Students should present collages to each other describing their interpretation of the photographs and their theme. The teacher can select photographs that pertain to various aspects of the Holocaust. Students could also select photographs in small groups and then swap their selected photographs with another group. Each group would then create the collage with the photographs they were given, and both groups would report out to each other.
(G #10)

IV. Assessment

Objective one can be assessed through the lists and discussion that the students had regarding the aftermath of the war.

Objectives two and three can be assessed through the journal/essay writing, or thematic collage.

V. Materials

The video "[One Survivor Remembers](#)"
The USHMM website

Teaching the Holocaust

Word processing for essays

Painting materials if desired

Copies of pictures, poster paper, markers for labeling

VI. Reflection

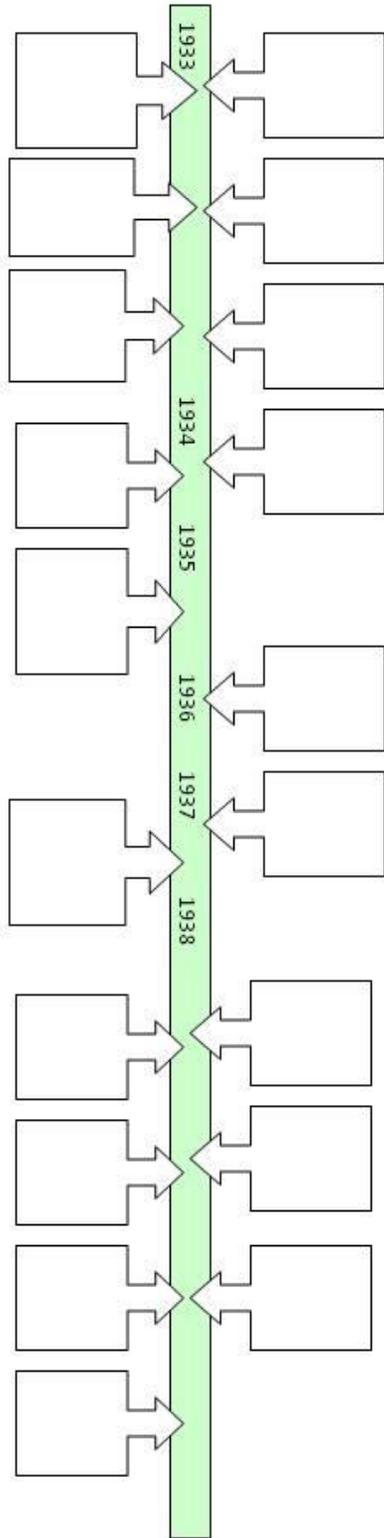
PART IV

Appendix

Page 33.....	“Action or Inaction” organizer
Page 34-36.....	Timeline worksheets-please use these as you see fit; adapt, make boxes larger, eliminate or add to the amount of boxes, etc.
Page 37-40.....	Definitions and additional information for selected vocabulary words
Page 41-59.....	Pictures for collage activity
Page 60.....	Layered timeline activity

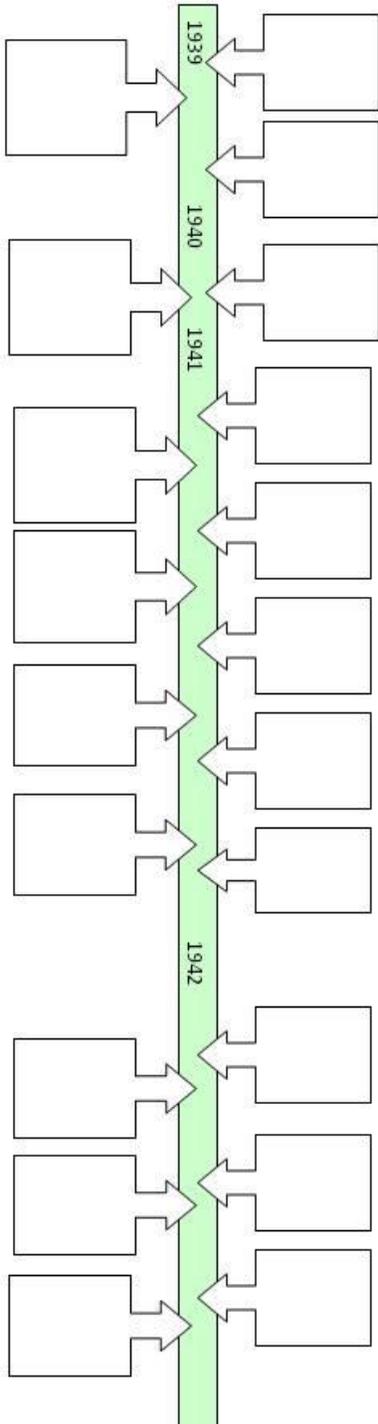
The Holocaust Part I

1933-1938

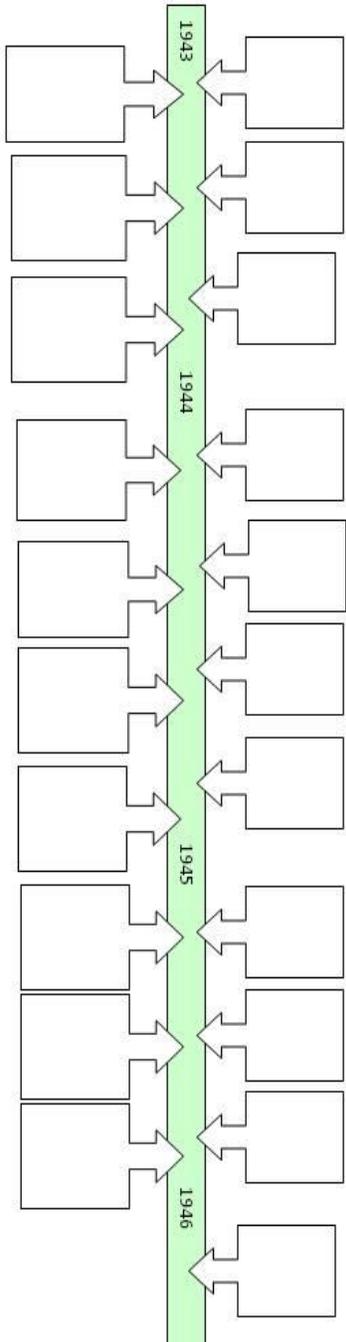


The Holocaust Part II

1939-1942



The Holocaust Part III 1943-1946



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The following vocabulary words are listed at the beginning of this manual. The basic definitions are provided below in italics; the rest of the information can be required if time permits, or at least reviewed orally with your students. The yellow highlighted portions denote important additional information regarding the corresponding word.

Sources for the following information:

<http://www.merriam-webster.com/dictionary/race>

<http://ushmm.org>

<http://www.thefreedictionary.com>

Selected Vocabulary for Identification

(G #1, G#4)

Race: *a category of humankind that shares certain distinctive physical traits.* The Nazis, who came to power in Germany in January 1933, believed that **Germans were "racially superior"** and that the **Jews, deemed "inferior,"** were an alien threat to the so-called German racial community.

* Racism: The doctrine of racism asserts that blood is the marker of national-ethnic identity and postulates that innate, inherited characteristics biologically determine human behavior. **With respect to the ultimate value of a human being, the racist places a higher value on his or her membership in a "race" than on his or her individuality.**

Ethnic: *of or relating to large groups of people classed according to common racial, national, tribal, religious, linguistic, or cultural origin or background.*

Nazi: *The National Socialist German Workers' Party, or Nazi party for short.* Following the appointment of Adolf Hitler as chancellor on **January 30, 1933,** the *Nazi state (also referred to as the Third Reich) quickly became a racist regime in which Germans enjoyed no guaranteed basic rights.*

Propaganda: *Propaganda is biased information designed to shape public opinion and behavior. It simplifies complicated issues or ideology for popular consumption, is always biased, and is geared to achieving a particular end.* **The Ministry of Public Enlightenment and Propaganda, headed by Joseph Goebbels,**

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ensured that the Nazi message was successfully communicated through art, music, theater, films, books, radio, educational materials, and the press.

"Propaganda tries to force a doctrine on the whole people... Propaganda works on the general public from the standpoint of an idea and makes them ripe for the victory of this idea." Adolf Hitler, *Mein Kampf* (1926)

Holocaust: *The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of six million Jews and millions of other targeted groups by the Nazi regime and its collaborators.*

Collaborator: *To work together, especially in a joint intellectual effort. To cooperate treasonably, as with an enemy occupation force in one's country. In Europe, anti-Semitism, nationalism, ethnic hatred, anti-communism, and opportunism induced citizens of nations Germany occupied to collaborate with the Nazi regime in the annihilation of the European Jews and with other Nazi racial policies.*

Prejudice: *An adverse judgment or opinion formed beforehand or without knowledge or examination of the facts. A preconceived preference or idea.*

Ideology: *A systematic body of concepts especially about human life or culture; a manner or the content of thinking characteristic of an individual, group, or culture.*

From USHMM:

Hitler believed that a person's characteristics, attitudes, abilities, and behavior were determined by his or her so-called racial make-up. In Hitler's view, all groups, races, or peoples (he used those terms interchangeably) carried within them traits that were immutably transmitted from one generation to the next. No individual could overcome the innate qualities of race. All of human history could be explained in terms of racial struggle. The Nazis also adopted the social Darwinist take on Darwinian evolutionary theory regarding the "survival of the fittest." For the Nazis, survival of a race depended upon its ability to reproduce and multiply, its accumulation of land to support and feed that expanding

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population, and its vigilance in maintaining the purity of its gene pool, thus preserving the unique “racial” characteristics with which “nature” had equipped it for success in the struggle to survive. Since each “race” sought to expand, and since the space on the earth was finite, the struggle for survival resulted “naturally” in violent conquest and military confrontation. Hence, war—even constant war—was a part of nature, a part of the human. For the Nazis, assimilation of a member of one race into another culture or ethnic group was impossible because the original inherited traits could not change: they could only degenerate through so-called race-mixing.

Anti-Semitism: *The word anti-Semitism means prejudice against or hatred of Jews.* In 1879, German journalist Wilhelm Marr originated the term anti-Semitism, denoting the hatred of Jews, and also hatred of various liberal, cosmopolitan, and international political trends of the eighteenth and nineteenth centuries often associated with Jews. The trends under attack included equal civil rights, constitutional democracy, free trade, socialism, finance capitalism, and pacifism.

Pogrom: *Pogrom is a Russian word meaning “to wreak havoc, to demolish violently.” Historically, the term refers to violent attacks by local non-Jewish populations on Jews in the Russian Empire and in other countries.* As a descriptive term, “pogrom” came into common usage with extensive anti-Jewish riots that swept Ukraine and southern Russia in 1881-1884, following the assassination of Tsar Alexander II.

Genocide: *Violent crimes committed against groups with the intent to destroy the existence of the group.*

***Convention on the Prevention and Punishment of the Crime of Genocide, 1948:**

[G]enocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

(a) Killing members of the group;

(b) Causing serious bodily or mental harm to members of the group;

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- (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;*
- (d) Imposing measures intended to prevent births within the group;*
- (e) Forcibly transferring children of the group to another group.*

Sources:

<http://www.merriam-webster.com/dictionary/race>

<http://ushmm.org>

<http://www.thefreedictionary.com>

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The following pages include pictures from the USHMM website regarding a variety of topics from the Holocaust. These pictures can be used in many ways. While each can be analyzed individually for its significance, the group of pictures can be given to students (or a portion of the entire group) and out of the group, the students should select about one half or more of the pictures to use in a collage. The collage should relate to a theme that the students choose together (or individually) after looking through the pictures. The theme can be what THEY see, their interpretation of the pictures after having completed the unit. For instance, they can be grouped as propaganda, chronologically by the events that the pictures represent, by the topic of eugenics and racial science, or any other related topic that the students see evident in the pictures. Students should create a poster around their theme, and share with other groups, or the entire class.

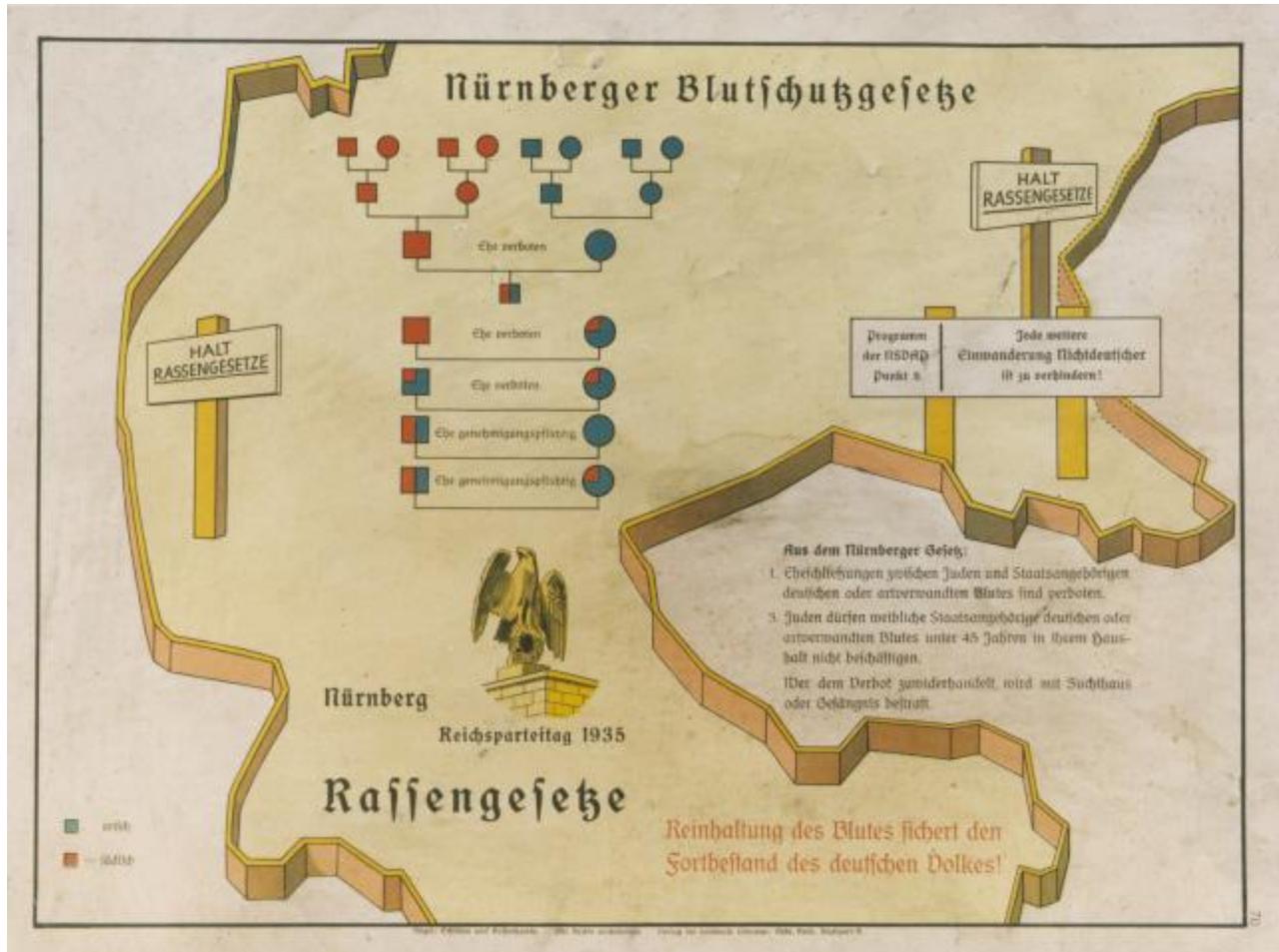
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German civilians watch as the furnishings of the Mosbach synagogue are burned in the town square.

—*US Holocaust Memorial Museum, courtesy of Hauptstaatsarchiv Stuttgart*

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Eugenics poster entitled "The Nuremberg Law for the Protection of Blood and German Honor." The illustration is a stylized map of the borders of central Germany on which is imposed a schematic of the forbidden degrees of marriage between Aryans and non-Aryans, point 8 of the Nazi party platform (against the immigration of non-Aryans into Germany), and the text of the Law for the Protection of German Blood.

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Photograph 54348

German school girls and members of the Hausfrauenbund(Housewife's club) pose wearing alphabet aprons.

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Hitler receives an ovation from the Reichstag for the "Anschluss" with Austria.

79471

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Six mug shots of "typical" Jews, probably taken by the Berlin police. 07429



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Members of a Lithuanian militia unit force a group of Jewish women from Panevezys to undress before their execution in the Pajuoste Forest.

25737

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77218

Jewish brothers from Subcarpathian Rus await selection on the ramp at Auschwitz-Birkenau.

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Wedding portrait of a Jewish couple in Salonika. All of them died in Auschwitz. 96949

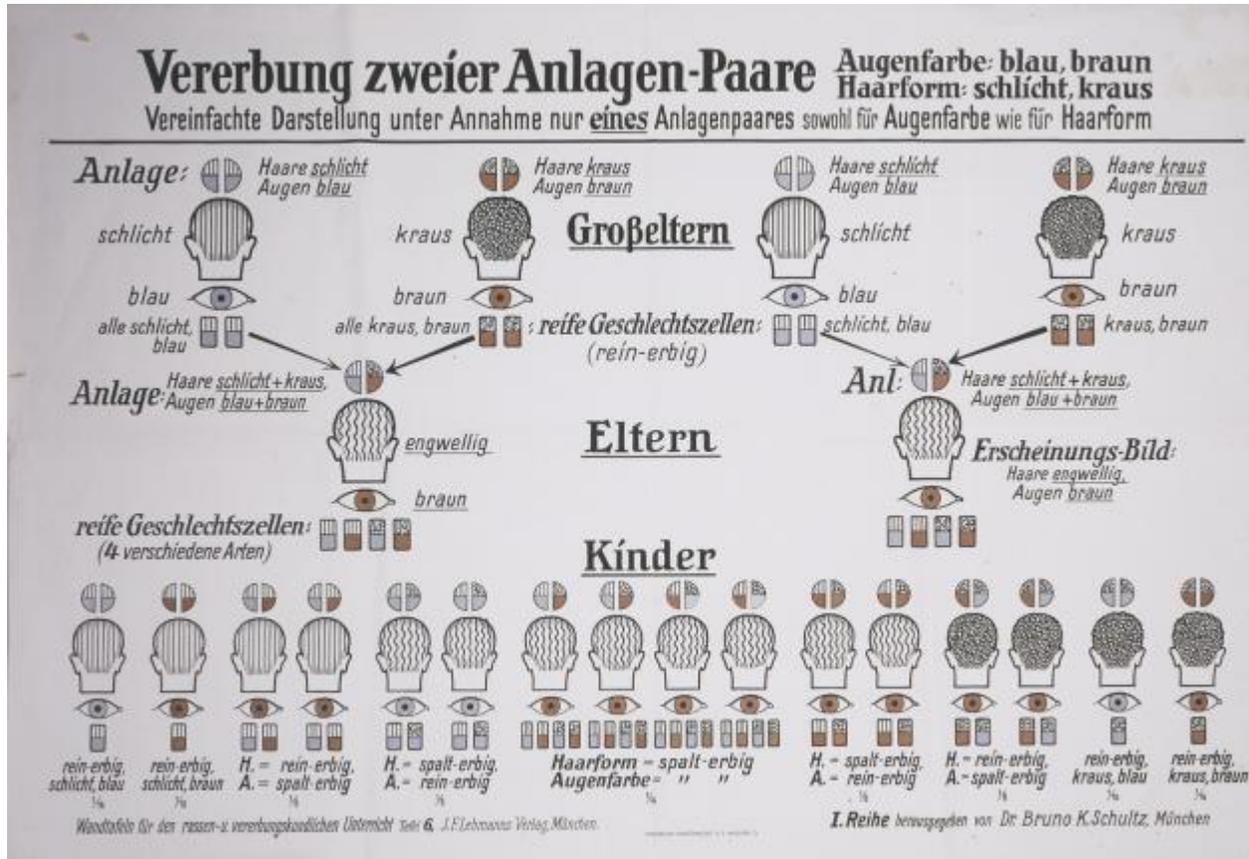
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Eugenics poster entitled "The German Face." The three categories of Aryan facial types.

94182

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Photograph # N09514

Caption A eugenics chart entitled: "Hereditary traits passed down from two mates. Simplified portrayal [of hereditary traits] given the assumption of only one pair of mates both for eye color and hair type."

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Photograph # 86838

Caption Germans pass by the broken shop window of a Jewish-owned business that was destroyed during Kristallnacht.

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Photograph # 08063

Caption Baldur von Schirach (saluting), leader of the Hitler Youth, and Julius Streicher (in light-colored jacket), editor of the antisemitic newspaper, "Der Stuermer," review a parade of Hitler Youth in Nuremberg.

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Photograph # 19343

Caption Group portrait of members of the Hitler Youth in Braunschweig, Germany, including Solly Perel, a Jew living in hiding.

Solly Perel is pictured in the center marked with an "x".

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Photograph # 93614

11th Nazi propaganda slide of a Hitler Youth educational presentation entitled "Germany Overcomes Jewry."

Caption als Großhändler im Millionen-Unternehmen..

//

As wholesalers in the millions (worth) companies

Date Circa 1934 - 1937

Locale Germany



Photograph # 65974

Caption Nazi propaganda poster with a picture of a Jewish star and a German caption that reads, "Whoever wears this symbol is an enemy of our Volk."

Date 1942

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Photograph #

73815

Caption

Anti-Semitic cartoon by Seppla (Josef Plank) - An octopus with a Star of David over its head has its tentacles encompassing a globe.

Date

Circa 1938

Locale

Germany

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Photograph # 51528

Caption Group portrait of Jewish forced laborers at the Belzec camp.

Date Circa 1940 - 1943

Locale Belzec, [Lublin; Tomaszow Lubelski] Poland

Event History In early 1940 the Germans set up a forced labor camp for Jewish prisoners in Belzec. The inmates were employed in the building of fortifications and the digging of anti-tank ditches along the demarcation line between Germany and Soviet-occupied Poland. The camp was closed down at the end of 1940. The following year, in November 1941, construction began on the Belzec death camp.

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Photograph # 07354
Caption View from above of the defendants dock during a session of the Medical Case (Doctors') Trial in Nuremberg.
Date 12/09/1946 - 08/20/1947
Locale Nuremberg, [Bavaria] Germany

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The Holocaust Timeline Activity

Taken from the USHMM Fellowship Program

For the past several class periods, we have been covering the topic of the Holocaust. This topic is one that has many layers and is very complex. In order to attempt to add some of these layers to our timeline of events, and to grasp a broad picture of the events that caused, occurred during, and were impacted by the Holocaust, we will be creating a multi-layered timeline in groups.

Order of events:

1. To further study the causes, as well as the events and impact of the Holocaust, you will be broken into four groups, with a segment of the timeline assigned to each. Each group will make a power point of their topic. The group topics are as follows:
 - a. Out of the many events you have on your timelines, choose 10 key events of the Holocaust from 1933-1945, and find a corresponding picture for each. Add a detailed caption as to what happened. Make sure the DATE is included.
 - b. A minimum of 5 examples of anti-Semitic laws from 1933-1945-represented by pictures or images of the documents with captions. Make sure the DATE is included as to when the law was established.
 - c. Find seven pictures of artifacts in the museum (via the website) that represent either major events or laws against the victim groups and write a caption. Include any DATES, or date ranges, that are associated with the artifact.
 - d. Find least 5 pictures depicting examples of resistance, rescuers, bystanders or collaboration with the perpetrators, and write a caption depicting which role the picture represents.
2. Upon completion of the group timelines, each group will send me a copy of their power point. You should also print one copy of your power point to be displayed in the classroom on a timeline that combines the three layers. Each year of the timeline will be posted and the power point slides will be hung underneath the corresponding year. **DO NOT MAKE YOUR BACKGROUND BLACK.** Printing that out would take up too much ink. A simple power point is best in this case!
3. The final step is for everyone to do individually. Once your group is done with its portion of the timeline, each person is to find an identity card from the USHMM website, and print it out. Make sure a date can be found on the identity card. This may mean some additional research on your part, and adding information to the description available. Place the copy of the identity card underneath the appropriate date on the timeline. Now, we have a layered timeline that includes individual stories as well.

Total Points: _____ 75