

The Holocaust and You

Grade Level: 7th Social Studies

Presented by: Jim Ellwanger, Alternative Middle School, N.E.I.S.D., San Antonio, Texas

Length of Unit: 6 Lessons

I. ABSTRACT

The Holocaust as a topic can provide critical lessons for students to explore. The extremes of human behavior are studied by identifying and analyzing the various groups involved including perpetrators, collaborators, victims, bystanders, resisters, and rescuers. The lessons are centered around changing the four I's of Ignorance, Injustice, Intolerance, and Indifference to Awareness, Fairness, Mutual Respect and Involvement. The lessons are built on selecting content that speaks to your students' interests and which provides them with a clearer understanding of the history. The lessons should set a reflective tone and establish that this history has multiple ramifications for themselves.

II. OVERVIEW

A. Concept Objectives

1. Develop an awareness of our relationship with the past through other people, our environment, and ourselves.
2. Understand the complexity of the Holocaust from the perspective of the perpetrators and the victims.
3. Recognize that the Holocaust was not an accident in history-it occurred because individuals, organizations, and governments made choices that allowed prejudice, hatred and ultimately mass murder to occur.

B. Specific Content

1. World War II - The Rise of Totalitarianism in Europe.
 - a. Germany
 - (1) Weimar Republic; economic repercussions of W.W.I
 - (2) Adolf Hitler and the rise of Nazi totalitarianism: cult of the Fuhrer ("leader"); Mein Kampf
 - (3) Nazism and the ideology of fascism, in contrast to communism and democracy
 - (4) Racial doctrines of the Nazis: anti-Semitism; the concept of Lebensraum (literally, "living space") for the "master race"
 - (5) The Third Reich before the War: Gestapo, mass propaganda, book burning
2. World War II in Europe and at Home, 1939-45
 - a. The Holocaust: "Final Solution"; concentration camps (Dachau, Auschwitz)
3. World War II in the Pacific, and the End of the War
 - a. Nuremberg war crimes trials
 - b. Universal Declaration of Human Rights

C Skills

1. Identify the human needs of security, acceptance, belonging, self-determination, structure, purpose, and validation and relate to the experience of Nazism and the Holocaust.
2. Compare and identify the involvement of each group represented from the victims, collaborators, perpetrators, bystanders, resisters, and rescuers.
3. Analyze the choices that were made that allowed prejudice, hatred, and mass murder to occur and the potential opportunities to learn from these experiences.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Bachrach, Susan D., Tell Them We Remember, Little Brown and Company, 1994.
2. Rossel, Seymour, The Holocaust-The World and the Jews 1933-1945, Behrman House, Inc., 1992 (student textbook).
3. United States Holocaust Memorial Museum; Teaching About the Holocaust-A Resource Book for Educators.

B. For Students

1. Grade 6
 - a. Judaism
 - b. Immigration
 - (1) Resistance to Catholics and Jews
 - (2) America perceived as "land of opportunity" vs. resistance, discrimination, and "nativism"
2. Grade 7
 - a. World War I: "The Great War", 1914-1918
 - (1) History
 - (a) National pride and greed as causes: European nationalism, militarism, and colonialism
 - (b) Treaty of Versailles
 - (2) Geography of Central and Western Europe

IV. RESOURCES

See Bibliography

V. LESSONS

Lesson One: The Holocaust - Lessons for Life

A. Objectives

1. Lesson Content
 - a. Human needs and relationships with rise of Nazism
 - b. Four I's to overcome
 - c. European Maps 1918-1945
 - d. Introduction of Holocaust - prior knowledge

2. **Concept Objective**
Develop an awareness of our relationships with the past through other people, our environment, and ourselves.
 3. **Skill Objectives:**
 - a. Locate major countries of Europe as they existed in 1933 and after World War II in 1945.
 - b. Identify the human needs of man and the concepts of why Nazism came into power in Germany.
 - c. Identify four I's to overcome after the Holocaust experience.
- B. List Materials**
1. Quenk, Rachel, The Spirit that Moves Us, A Literature Based Resource Guide, Teaching About the Holocaust and Human Rights, Volume II for grades 5 through 8; Tilbury House, 1997.
 2. Halevy, Yechian, Historical Atlas of the Holocaust, Macmillan Publishing USA, 1996.
 3. Pre-Test - (See appendix A)
 4. Four I's to overcome by promoting growth - (See appendix B)
 5. Photographs - select from numerous resources
 6. Maps -select from numerous resources
- C. Background notes (provided at workshop during national conference)**
- D. Key Vocabulary**
1. Security, acceptance, belonging, self-determination, structure, purpose, validation, ignorance, injustice, intolerance, indifference
- E. Procedure/Activities:**
1. Pre-Test - (See appendix A) - A starting point to check on prior knowledge
 2. Photographs - (See appendix A) - Available from the United States Holocaust Memorial Museum - Display and have students write what they observe and think the photographs are about.
 3. Maps of Europe 1918-1945, present day - Introduce the concept of "Lebensraum" used by Hitler to justify Germany's need for added territory by comparing maps. Also use a current European map to check student prior knowledge.
 4. Identification of seven human needs of man and relate this to possible causes of Nazis rise to power in a short lecture.
 5. Transparency or poster board of four I's to overcome by promoting growth (See appendix B) A focal point to bring the Holocaust into perspective in today's society. Students give examples in response.
- F. Evaluation/ Assessment**
1. Pre-Test - (See appendix A)

Lesson Two: Economic, Political and Social Repercussions of W.W.I with the Rise of Nazism and Adolf Hitler to Power

A. Objectives

1. Lesson Content
 - a. Weimar Republic - Economic, political, social repercussions of W.W.I
 - b. Adolf Hitler and the Rise of Nazi Totalitarianism: cult of the Fuhrer ("leader") Mein Kampf (My Struggle)
 - c. Nazism and the ideology of fascism, in contrast to communism and democracy.
2. Concept Objective
To understand the rise of Nazism in the context of the environment in which it evolved.
3. Skill Objectives
 - a. List the numerous repercussions of W.W.I for Germany.
 - b. Summarize the ascent of Adolf Hitler to power between 1933 and 1945.

B. List Materials

1. Book - Rossel, Seymour, The Holocaust -The World and the Jews 1933-1945, pg. 68-81 (Student textbook).
2. Video - Live from the Past: The Holocaust: Module 1: The Seeds of the Holocaust 1933-1935, 16 minutes.
3. Chronology of the Holocaust

C. Background notes (Provided at the workshop during the national conference)

D. Key Vocabulary

1. Fuhrer, Nazi, Reich, Weimar Republic, Totalitarianism, Fascism, Communism, Democracy

E. Procedures/Activities

1. Video - The Seeds of the Holocaust (16 minutes) This video comes with an excellent educator's guide which grants permission to individual teachers to reproduce. Included in this guide is a one page overview, poster, suggested activities, discussion questions, suggested readings, list of players, vocabulary, key events, and several articles copied from the New York Times. This material can be used in full or partial depending on your time constraints and other material you choose to use. This material provides newspaper articles excellent for student research projects.
2. Student projects to be displayed in the classroom - list of the primary social, political and economic conditions that contributed to the rise of Nazism in Germany between 1918-1933.
3. Chronology of Rise of Nazism - students study timelines of the Holocaust from 1933 to 1945 and as a small group project make a timeline to be displayed in the classroom.

4. Journal of daily reflections - Students begin keeping a journal of their daily reflections of their feelings (emotions) as they begin the study of this unit. The daily reflections will be used to write a reflective paper at the end of the unit of his or her experiences.

F. Evaluation/Assessment

1. Daily journal reflections
2. Vocabulary review

Lesson Three: The “Master Race” and Anti-Semitism

A. Objectives

1. Lesson Content
 - a. Anti-Semitism
 - b. Lebensraum (“living space”)
 - c. Kristallnacht
 - d. Gestapo
 - e. Mass Propaganda
 - f. Book burnings
2. Concept Objective
Understand how anti-Semitism contributed to the rise of the Nazi.
3. Skill Objectives
 - a. Summarize the development of anti-Semitism.
 - b. Analyze the development of Nazi bureaucracy as the racial doctrines are enforced.

B. List Materials

1. Book - Rossel, Seymour. The Holocaust-The World and the Jews 1933-1945, pg. 56-67; 82-93 (Student textbook).
2. Chronology of the Holocaust

C. Background notes (Provided at workshop during the national conference)

D. Key Vocabulary

1. Holocaust, perpetrators, anti-Semitism, collaborators, victims, Lebensraum, Kristallnacht, Gestapo, propaganda

E. Procedure/Activities

1. Brief history of anti-Semitism - review with students the readings in student textbook pg. 56-67 by getting their response to questions like: What stereotypes did Europeans form of the Jews? How did the teachings and policies of the church provide a basis for Nazi anti-Semitism? How did the laws of pre-Nazi Germany provide a basis for Nazi anti-Jewish laws? What is the difference between the anti-Jewish belief and actions of the church and the anti-Semitic beliefs and actions of the Nazis?
2. Individual profiles of victims - each student receives a profile of an actual victim and will follow his or her life as it unfolds. Students are asked to respond at the end of the unit with a letter directed to the victim, if a survivor, or to his or her family.

- F. Evaluation/Assessment
1. Responses to anti-Semitism readings
 2. Vocabulary understanding

Lesson Four: The Ghettos and the Death Camps

- A. Objectives
1. Lesson Content
 - a. Jewish Ghettos
 - b. The Holocaust: "Final Solution"
 - c. Concentration Camps (Dachau, Auschwitz)
 2. Concept Objective
Empathize with the experience of the Holocaust in the ghettos and concentration camps.
 3. Skill Objectives
 - a. Locate the major ghettos and concentration camps on maps of Europe.
 - b. Identify the horrific conditions and circumstances of the Holocaust
- B. List Materials
1. Book - Rossel, Seymour, The Holocaust - The World and the Jews 1933-1945, pg. 30-53 (Student textbook).
 2. Video - Live from the Past: The Holocaust - the Death Camps 1933-1945, (17 minutes).
 3. Maps of Ghettos and Camps - Historical Atlas of the Holocaust
- C. Background notes (Provided at workshop during the national conference)
- D. Key Vocabulary
1. Auschwitz-Birkenow, killing centers, Dachau, "Final Solution", genocide, ghettos
- E. Procedures/Activities
1. Student textbooks pg. 30-53. Discuss. Have students write 3-5 questions they have about the ghettos, "Final Solution", and concentration camps. Students do research to answer questions
 2. Video - The Death Camps - Educators guide available to provide additional resources. Students read assigned articles and give brief oral reports.
 3. Maps of ghettos and concentration camps to emphasize the size and extent of the Nazi regime. Students complete a drawing of one aspect of the ghettos or concentration camps (encourage creativity).
- F. Evaluation/Assessment
1. Oral reports
 2. Map project

Lesson Five: Resistance, Rescuers, Bystanders, and other Victims

A. Objectives

1. Lesson Content
 - a. Resistance
 - b. Rescuers
 - c. Bystanders
 - d. Other victims
2. Concept Objectives
 - a. Understand the complexity of the Holocaust by studying the various victims including resisters, rescuers, and non-Jewish victims.
 - b. Recognize the part bystanders took in the Holocaust.
3. Skill Objectives
 - a. Identify various resistance groups and rescuers that were involved in the Holocaust.
 - b. Analyze the role of bystanders in the overall scheme of events.
 - c. Categorize the victims that were attacked by the Nazis other than the Jews.

B. List Materials

1. Poems - "The Hangman" by Maurice Ogden; "The Cold Within", Anonymous
2. Video An Untold Story of the Holocaust (Jehovah's Witnesses)
3. Video - Schindler's List (show all or parts of this film).

C. Background notes (Provided at the workshop during the national conference)

D. Key Vocabulary

1. Resistance Fighters, rescuers, bystanders, "Righteous Among the Nations", Jehovah's Witnesses, gypsies, underground

E. Procedures/Activities

1. Read poem, "The Cold Within", and have students participate with skit
2. Read poem, "The Hangman" - Students will give written response.
3. Research project - students research the following topics Resistance, Resisters, Bystanders, and other Victims. Have a classroom debate with role playing responding to the question, what would I have done during the Holocaust?
4. View and discuss the video, An Untold Story of the Holocaust (Jehovah's Witnesses)
5. View video excerpts of Schindler's List depending on time available.

F. Evaluation/Assessment

1. Student participation in debate
2. Research project

Lesson Six: Liberation, Nuremberg War Crimes Trials and Impact of the Holocaust

A. Objectives

1. Lesson Content
 - a. Liberation of camps
 - b. Review of Nuremberg War Crimes Trial
 - c. Lessons from the Holocaust
2. Concept Objective
 - a. Recognize the complexity of the Holocaust
 - b. Instill compassion for humankind in order that history not be repeated.
3. Skill Objectives
 - a. Summarize the liberation of the concentration camps and the injustices that followed.
 - b. Analyze the lessons to be learned from these horrible experiences

B. List Materials

1. Observe and study photographs of Liberation efforts
2. Read testimony from Nuremberg Trials
3. Review Lessons from the Holocaust - emphasis on the four I's - Ignorance, Injustice, Intolerance, and Indifference.
4. View video - Live from the Past - The Holocaust, Retrospective on the Holocaust! The Trial of Adolf Eichman, (16 minutes).

C. Background notes (provided at workshop during the national conference)

D. Key Vocabulary

1. Liberation, war crimes, ignorance, injustice, intolerance, indifference.

E. Procedures/Activities

1. View video - Trial of Adolf Eichmann (16 minutes) - Educator's guide available with video to provide additional resources. Have students read the article, "The World Must Not Forget" from the guide and respond to what would have been needed to change the four I's from Ignorance to Awareness, Injustice to Fairness, Intolerance to Mutual Respect, and Indifference to Involvement.
2. Unit review by using timelines, vocabulary, quotes, and identifying the various players including victims, collaborators, perpetrators, bystanders, resisters, and rescuers.
3. Holocaust exam (See appendix C) - Use copies of photographs and or illustrations and have students evaluate each by responding to the exam questions.
4. Have students share journal reflections and/or victim profile letters.

F. Evaluation/Assessment

1. Exam-(See appendix C).
2. Journal Writings.
3. Letters written to victims and families

VI. CULMINATING ACTIVITIES

- A. Use community resources whenever possible to assist you; and if at all possible arrange for a Holocaust survivor to speak to your students.
- B. Incorporate reading and/or viewing the video, The Devil's Arithmetic by Jane Yolen in literature course.
- C. Involve students in group activity of remembrance of victims of the Holocaust with time capsule and/or tree planting ceremony.

VII. HANDOUTS/WORKSHEETS

- A. Pre-Test - (See appendix A)
- B. Post-Test - (See appendix C)
- C. Victim profiles available from the United States Holocaust Memorial Museum.

VIII. BIBLIOGRAPHY

The volume of material can be overwhelming for anyone to address, I recommend that you check the bibliography and videography of Teaching About the Holocaust-A Resource Book for Educators by the United States Holocaust Memorial Museum, Washington D.C. Outreach request telephone hotline: (202) 488-2661.

I recommend the following books and web sites only because I have used them in my study and found them to be very helpful.

Middle School History, General

Bachrach, Susan D., Tell them we Remember: The Story of the Holocaust., Boston: Little, Brown, 1994.

Rossel, Seymour; The Holocaust-The World and the Jews 1933-1945, Behrman House, Inc.,1992.

History , Specialized

Halevy, Yechiam, Historical Atlas of the Holocaust, United States Holocaust Memorial Museum, Macmillan PublishingUSA, 1996.

Fiction

Metas, Carol, Daniel's Story, New York; Scholastic 1993.

Richter, Hans P. Friedrich, New York: Puffin Books, 1987.

Yolen, Jane, The Devil's Arithmetic, New York: Puffin Books, 1988.

Memoirs

Frankl, Victor, Man's Search for Meaning: An Introduction to Logotherapy, New York: Pocket Books, 1984.

Klein, Greta Weissmann, All But My Life, New York: Hill and Wang, 1995.

Levi, Primo, Survival in Auschwitz, New York: Macmillan, 1987.

Wiesel, Elie, Night. New York: Bantam, 1982.

Other Helpful Books

Berenbaum, Michael. The World Must Know: the History of the Holocaust Told in the United States Holocaust Memorial Museum. Boston: Little Brown, 1993.

Chartoc, Roselle K. and Spencer, Jack, editors; Can It Happen Again? Chronicles of the Holocaust, New York: Black Dog and Leventhal, 1995.

Fisch, Robert O. Light from the Yellow Star-A Lesson of Love from the Holocaust. The University of Minnesota: Frederick R. Weisman Art Museum.

Quenk, Rachel, The Spirit That Moves Us - A Literature Based Resource Guide, Teaching about the Holocaust and Human Rights, Volume II for grades 5-8, Gardiner, Maine: Tilburg House, 1997.

Teaching About the Holocaust - A Resource Book for Educators, United States Holocaust Memorial Museum, Washington D.C.

Videos

Live from the Past: The Holocaust, 3 modules and Education Guide, United States Holocaust Memorial Museum.

Jehovah: Witnesses Stand Firm Against Nazi Assault, Classroom editions 28 minutes, Watch Tower Bible and Tract Society of Pennsylvania, 1996.

Witness to the Holocaust , 7 part video documentary, Anti-Defamation League of B'nai B'rith, 1989.

Schindler's List, Zenger Video, Culver City, CA,1993.

Web Sites

United States Holocaust Memorial Museum
<http://www.ushmm.org>

Simon Wiesenthal Center
<http://www.wiesenthal.com>

Yad Vashem
<http://www.yad-vashem.org>

The Ghetto fighters' House: Museum of the Holocaust and Resistance
<http://www.gfh.org>

Anti-Defamation League
<http://www.adl.org>

Facing History and Ourselves
<http://www.facing.org>

Cybrary of the Holocaust
<http://www.remember.org>

Holocaust and Jewish Studies
<http://www.vwc.edu/wwwpages/dgraf/holocaust.htm>

Southern Institute of Education and Research at Tulane University
<http://www.tulane.edu/~so-inst>

A Teacher's Guide to the Holocaust
<http://fcit.coedu.usf.edu/holocaust/default.htm>

Social Studies School Service Catalogue of Holocaust Resources & Materials
<http://socialstudies.com/holo.htm>

APPENDIX A

HOLOCAUST PRETEST

1. What is the Holocaust?
2. When did the Holocaust take place?
3. Who was the leader of the Holocaust?
4. Where did the Holocaust take place?
5. Why did the Holocaust occur?

Explain and identify the five pictures shown on the poster board

1. Stars, Triangles, and Markings
2. Danish Rescue Boat
3. Shoes
4. Railway Car
5. Ringelblum Milk Can

APPENDIX B

**Four I's To Overcome
by
Promoting Growth**

Ignorance to Awareness

Injustice to Fairness

Intolerance to Mutual Respect

Indifference to Involvement

APPENDIX C

HOLOCAUST EXAM

Directions: Evaluate the copies of photographs by responding to the following questions.

1. How could we date this if we did not know when it was taken? What clues did you use to assist you?

2. Where do you think the photograph was taken and why?

3. Who are the people? What group would they most likely represent? (Victims, Collaborators, Perpetrators, Bystanders, Resisters, Rescuers). More than one group may be represented.

4. Are there any emotions detectable? If so, what are they?

5. Are there any clues on who the photographer may be? (Individual or group) Explain your answer.

6. What, if anything, is unusual about the photograph? What is commonplace?

7. Photographs tell stories. Select one of the photographs and write a caption for it. In your own words explain what you observe.

8. Make a list of the words and phrases which come to mind when you think of the Holocaust. List as Many as you can.

Sight

Sound

Touch

Smell & Taste