

# GENETICS AND THE MASTER RACE

**Grade Level or Special Area:** 7<sup>th</sup> Grade History and Science

**Written by:** Beth Spencer and Donna Seekamp, Aurora Academy Charter School, Aurora, Colorado

**Length of Unit:** 12 lessons (approximately five weeks (18 days); one day = 50 minutes)

## I. ABSTRACT

Students will learn about inherited traits controlled by genes in science, while investigating genetics. They will discover how scientific theories of the past progressed to current understanding of genetics. In history, students will see how pseudo-science was twisted into a defense of racism resulting in the Holocaust. Following a scientific strand through history, students will learn the importance of protecting liberty as well as understanding the intricacies of heredity.

## II. OVERVIEW

### A. Concept Objectives

1. Understand the processes of scientific investigation and design, conduct, communicate about and evaluate investigations. (Modified from Colorado Model Content Standard (CMCS) for Science 1)
2. Understand how organisms change over time in terms of genetics. (Modified from the CMCS for Science 3.4)
3. Develop an awareness of how military and/or economic expansion resulted in the assumption or seizure of political power throughout history. (Modified from Colorado State History Standard (CSHS) 5.3.B)
4. Understand that attributes of various people, such as: racial identity, national origin, and religion, have affected their individual political rights. (Modified from (CSHS) 5.3.A)
5. Appreciate how religious and philosophical beliefs have defined standards of right and wrong, good and evil, and justice and injustice. (Modified from (CSHS) 6.2.A)

### B. Content from the *Core Knowledge Sequence*

1. 7<sup>th</sup> Grade Science: Cell Division and Genetics (page 176)
  - a. Gregor Mendel's experiments with purebred and hybrid peas.
  - b. Dominant and recessive genes
  - c. Mendel's statistical analysis led to understanding that inherited traits are controlled by genes.
2. 7<sup>th</sup> Grade History: World War II (p. 165)
  - a. The Rise of Totalitarianism in Europe
    - i. Germany
      - a. Weimar Republic, economic repercussions of WWI
      - b. Adolf Hitler and the rise of Nazi totalitarianism: cult of the *Führer* ("leader") *Mein Kampf*
      - c. Nazism and the ideology of fascism, in contrast to communism and democracy
      - d. Racial doctrines of the Nazis: anti-Semitism, the concept of *Lebensraum* (literally, "living space") for the "master race," *Kristallnacht*
      - e. The Third Reich before the War: Gestapo, mass propaganda, book burning
    - ii. The Third Reich after the War: Nuremberg Trials, Holocaust
  - b. World War II in Europe and at Home, 1939-45
    - i. Hitler defies Versailles Treaty: reoccupation of Rhineland, *Anschluss*, annexation of Austria
    - ii. The Holocaust: "Final Solution," concentration camps, (Dachau, Auschwitz) (p. 165)

- c. World War II in the Pacific, and the End of the War
      - i. Universal Declaration of Human Rights (p. 166)
- D. Skill Objectives
  1. Students use examples to demonstrate that scientific ideas are used to explain previous observations and to predict future events. (Modified from the CMCS for Science 1.2)
  2. Students ask questions and state hypotheses that lead to different types of scientific investigations. (Modified from the CMCS for Science 1.3)
  3. Students interpret and evaluate data in order to formulate conclusions. (Modified from the CMCS for Science 1.6)
  4. Students will understand the role of genes in heredity. (Modified from the CMCS for Science 3.4.2)
  5. Students will recognize characteristics of nationalism, militarism, imperialism, and colonialism. (Modified from CSHS 5.3.B)
  6. Students will compare and contrast philosophies of Nazism, fascism, communism, and democracy by applying information from a chart to scenario analyses. (Modified from CSHS 5.3.B)
  7. Students will summarize the role of anti-Semitism in the history of German Jews and in the Third Reich. (Modified from CSHS 5.3.A)
  8. Students will analyze repercussions of censorship by evaluating banned books and noting literature's potential as a tool of propaganda. (Modified from CSHS 5.3.B)
  9. Students will discover the horrors of the Holocaust through reading and writing. (Modified from CSHS 5.3.A)
  10. Students will interpret the rationale behind the "Universal Declaration of Human Rights." (Modified from CSHS 6.2.A)

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. Bornstein, S. *What Makes You Who You Are: A First Look at Genetics*.
  2. Freeman, C. *The Rise of the Nazis*.
  3. *People's Century: 1900-1999: 1933 Master Race*. (PBS Video)
- B. For Students
  1. Grade 6: History: Judaism: central ideas and moral teachings, page 138
  2. Grade 6: History: Immigration, page 142
  3. Grade 7: History: World War I, p. 162
  4. Grade 7: History: America from the Twenties to the New Deal, page 164
  5. Grade 7: Language Arts: Autobiography, *Diary of a Young Girl* (Anne Frank), page 161

### IV. RESOURCES

- A. Very helpful for the students' understanding: Prentice Hall *Cells and Heredity* (Lessons One and Three)
- B. *The Night Spies*, Kathy Kacer (All Lessons)
- C. *Number the Stars*, Lois Lowry (All Lessons)
- D. *Hana's Suitcase*, Karen Levine (All Lessons)

### V. LESSONS

#### Lesson One: Who is Gregor Mendel? (50 minutes)

- A. Daily Objectives
  1. Concept Objective(s)
    - a. Understand how organisms change over time in terms of genetics.
  2. Lesson Content
    - a. Gregor Mendel's experiments with purebred and hybrid peas.

- b. Dominant and recessive genes
  - 3. Skill Objective(s)
    - a. Students will understand the role of genes in heredity.
- B. *Materials*
  - 1. Student copies of Appendix A: Gregor Mendel and his peas!
  - 2. Prentice Hall book on *Cells and Heredity* or other book covering Gregor Mendel and genetics.
- C. *Key Vocabulary*
  - 1. Covered in Appendix A.
- D. *Procedures/Activities*
  - 1. Today the students start their study of genetics. If you teach out of the Prentice Hall series of science books you are going to read from chapter 3, section 1, in the *Cells and Heredity* book. If you do not use this series, Appendix A has definitions and facts that should be covered with the students.
  - 2. Hand out copies of Appendix A: Gregor Mendel and his peas to the students. The students should fill this out after reading about Gregor Mendel.
  - 3. Read and discuss with the students section 1 from the book, make sure that they have a strong understanding of what recessive and dominant alleles are.
  - 4. Once you are done reading have the students fill in the definitions and facts about Gregor Mendel.
- E. *Assessment/Evaluation*
  - 1. Student's completion of Appendix A, page 1 and 2. You can collect and grade or just do a quick check for completion.

**Lesson Two: Let's take a survey (50 minutes)**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Understand the processes of scientific investigation and design, conduct, communicate about and evaluate investigations.
    - b. Understand how organisms change over time in terms of genetics.
  - 2. Lesson Content
    - a. Dominant and recessive genes
  - 3. Skill Objective(s)
    - a. Students ask questions and state hypotheses that lead to different types of scientific investigations.
    - b. Students interpret and evaluate data in order to formulate conclusions.
- B. *Materials*
  - 1. Student copies of Appendix B, page 1: Let's take a survey
  - 2. Overhead of Appendix B, page 4: Let's take a survey data table (enlarged)
- C. *Key Vocabulary*
  - 1. *Recessive allele* is the allele that becomes masked if a dominant allele is present.
  - 2. *Dominant allele* is the allele that always shows up if it is present for that gene.
- D. *Procedures/Activities*
  - 1. Today the students are going to take a survey of the class. This survey is going to be of some of the traits that are visual for us to see.
  - 2. Pass out appendix B: Let's take a survey, to the students.
  - 3. Tell the students that today that they are going to be taking a pole, but first they are going to predict and form a hypothesis before beginning.
  - 4. Students should answer questions 1 and 2.
  - 5. Once students are done answering questions 1 and 2, they need to pair up with a partner. This partner will help them to correctly fill in the chart.
  - 6. Tell the students that they are now going to fill in the data table provided for them. They are to help their partner out with traits that they may not be able to see. They are to then circle which trait they have for the certain category. An

example is for row A, the two traits are trait 1: free ear lobe and trait 2: attached ear lobe. If they have an attached ear lobe then they need to circle attached ear lobe on their sheet. Give the students 5-10 minutes to fill in their data table. Once students are done they should return to their seats.

7. Once every student has returned to their seat it is now time to take their individual information and put it in as a class. Take Appendix B, page 4 the enlarged data table and put it on the overhead. Go through each row and have the students raise their hands for the trait that applies to them. Count the number of hands for each trait and put that number in the column that applies. Continue until the whole chart is filled in.
  8. Once the whole chart is filled in discuss/predict with the class which traits they think are dominant and which are recessive. Ask them to explain how they are coming up with their predictions. (Many students will say that the higher number of students in a category means dominant and the lower number means recessive.)
  9. After you are done discussing as a class, inform the students that all of the traits in the trait 1 column are dominant and all the traits in the trait 2 column are recessive. This should throw the students off a bit, because some of the recessive traits should have shown up as the majority of the class.
  10. Have the students finish filling out Appendix B questions 3-6.
- E. *Assessment/Evaluation*
1. Student's completion of Appendix B, page 1 and 2 should be turned in for a grade.

### **Lesson Three: Punnett Squares, Probability and Genetics (50 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understand how organisms change over time in terms of genetics.
2. Lesson Content
  - a. Dominant and recessive genes
  - b. Mendel's statistical analysis led to understanding that inherited traits are controlled by genes.
3. Skill Objective(s)
  - a. Students use examples to demonstrate that scientific ideas are used to explain previous observations and to predict future events.
  - b. Students interpret and evaluate data in order to formulate conclusions.
  - c. Students will understand the role of genes in heredity.

B. *Materials*

1. Teacher copy of Appendix C, page 1: Teacher Notes
2. Student copies of Appendix C, page 2 and 3: Punnett Squares

C. *Key Vocabulary*

1. Covered in Appendix C, page 1

D. *Procedures/Activities*

1. Today the students are going to further their understanding of genetics and inheritance. Before you begin briefly review dominant and recessive alleles, what they are, how they are represented (lower/upper case lettering), etc.
2. If you teach out of the Prentice Hall series of science books you are going to read from chapter 3, section 2, in the *Cells and Heredity* book. If you do not use this series refer to Appendix C, page 1 to help allow your student to have all of the information needed.
3. Note that if you do have the Prentice Hall series; make sure that you also cover briefly with your students, after you are done reading section 2, chromosomes.
4. Once the students are finished reading pass out Appendix C, page 2 and 3: Punnett Squares.

5. Have the students fill out the worksheet, if they do not have enough time to finish in class then assign the worksheet for homework.
- E. *Assessment/Evaluation*
1. Student's completion of Appendix C, page 2 and 3, should be turned in for a grade.

**Lesson Four: Alien Babies (50 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understand the processes of scientific investigation and design, conduct, communicate about and evaluate investigations.
  - b. Understand how organisms change over time in terms of genetics.
2. Lesson Content
  - a. Dominant and recessive genes
  - b. Mendel's statistical analysis led to understanding that inherited traits are controlled by genes.
3. Skill Objective(s)
  - a. Students ask questions and state hypotheses that lead to different types of scientific investigations.
  - b. Students interpret and evaluate data in order to formulate conclusions.
  - a. Students will understand the role of genes in heredity.

B. *Materials*

1. Scissors
2. Paper Plate
3. Large Marshmallows
4. Shock tarts
5. Mini Chocolate Chips
6. Jelly Beans
7. Toothpicks
8. Wire
9. Red and blue pipe cleaners
10. Blue and black markers
11. Student copies of Appendix D, pages 1, 2, 3, 4 and 5: Alien Babies

C. *Key Vocabulary*

1. *Chromosomes* are genes that are carried from parents to offspring.
2. *Phenotype* is the physical appearance (tall, short).
2. *Genotype* is the allele combination (TT, Tt, tt)
3. *Homozygous* is having two identical alleles for a particular trait (TT or tt).
4. *Heterozygous* is having two different alleles for a particular trait (Tt).

D. *Procedures/Activities*

1. Today the students are going to construct their own Alien Babies.
2. Teachers should have all of the materials needed for the Alien Babies prepared previous to class.
3. When the students arrive review with them what chromosomes are, along with the Punnett Square, probability, phenotype, genotype, homozygous and heterozygous.
4. After the brief review with the students, pass out Appendix D, page 3, 4 and 5.
5. Read through the procedure on page 3 with the class.
6. Students should then be paired up into groups of two.
7. Once in groups of two pass out Appendix D, page 1 and 2, the chromosome sheets, making sure that in each group there is a dad chromosome sheet and a mom chromosome sheet. Hint: It is helpful to run the sheets off in two different colors to help distinguish the two. For example the dad's sheets can be blue and

the mom's sheets can be pink. This makes it much easier to see if every group has one of each kind of sheet.

8. After every group has their chromosome sheets the students may begin, making sure to follow the procedure on Appendix D, page 3.

E. *Assessment/Evaluation*

1. Student's completion of Appendix D, pages 4 and 5 should be turned in for a grade.

**Lesson Five: Family Tree Pedigree (50 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understand the processes of scientific investigation and design, conduct, communicate about and evaluate investigations.
  - b. Understand how organisms change over time in terms of genetics.
2. Lesson Content
  - a. Dominant and recessive genes
  - b. Mendel's statistical analysis led to understanding that inherited traits are controlled by genes.
3. Skill Objective(s)
  - c. Students use examples to demonstrate that scientific ideas are used to explain previous observations and to predict future events.
  - d. Students ask questions and state hypothesis that lead to different types of scientific investigations.
  - e. Students interpret and evaluate data in order to formulate conclusions.
    - a. Students will understand the role of genes in heredity.

B. *Materials*

1. Student copies of Appendix E, page 1, 2 and 3: Family Portrait
2. Construction paper
3. Rulers
4. Markers

C. *Key Vocabulary*

1. *Pedigree* is a family tree that charts a particular trait.

D. *Procedures/Activities*

1. Note: Teachers you will want to pass out Appendix E, page 1 and 2 prior to the start of this lesson so that students can go home and fill in the sheet with their families.
2. Beginning today the students are going to make their own pedigree chart with information that they have gathered about their own family.
3. Students should have out Appendix E, page 1 and 2, on their desks.
4. Ask the students what a family tree is. Most students should answer that it is something that traces your family back in history.
5. After talking about what a family tree is go on to a family pedigree. Discuss with students that a family pedigree is like a family tree; the only difference is that a family pedigree tracks certain traits.
6. With the students do an example family pedigree with them, you may chose to do your own family or just make one up.
7. While you are going over a family pedigree make sure that you are explaining that males are represented by a square and females are represented by a circle. Also, let them know that if a person is married to or has offspring with the person then a horizontal line that goes from the middle of the circle to the middle of the square connects them. For siblings a vertical line and a bracket connect them. This line should go down from the middle of the parents and then the brackets should go off from there. If the person has the dominant trait they are going to be

- colored in and if the person has the recessive trait they are not going to be colored.
- 8. Once you have gone over the pedigree chart with your students pass out Appendix E, page 3, the rubric, and go read over it with the students.
- 9. The students may begin working once the rubric has been gone over.
- E. *Assessment/Evaluation*
  - 1. Students' completion of the project will be scored on Appendix E, page 3.

**Lesson Six: Test over Genetics (50 minutes)**

- A. *Daily Objectives*
  - 2. Concept Objective(s)
    - a. Understand the processes of scientific investigation and design, conduct, communicate about and evaluate investigations.
    - b. Understand how organisms change over time in terms of biological evolution and genetics.
  - 3. Lesson Content
    - a. Gregor Mendel's experiments with purebred and hybrid peas.
    - b. Dominant and recessive genes
    - c. Mendel's statistical analysis led to understanding that inherited traits are controlled by genes.
  - 4. Skill Objective(s)
    - a. Students interpret and evaluate data in order to formulate conclusions.
    - b. Students will understand the role of genes in heredity.
- B. *Materials*
  - 1. Student copies of Appendix F, page 1, 2 and 3
- C. *Key Vocabulary*
  - 1. None
- D. *Procedures/Activities*
  - 1. Pass out Appendix F, page 1, 2 and 3 to the students. The students will be given the hour to complete the test. They should work individually on their test.
- E. *Assessment/Evaluation*
  - 1. Students' completion of Appendix F, page 1, 2 and 3 should be turned in for a grade.

**Lesson Seven: The Weimar Republic (one 50-minute class period)**

- A. *Daily Objectives*
  - 4. Concept Objective(s)
    - a. Develop an awareness of how military and/or economic expansion resulted in the assumption or seizure of political power throughout history. (Modified from (CSHS) 5.3.B)
  - 5. Lesson Content
    - a. History: World War II
      - 1. The Rise of totalitarianism in Europe
        - a. Germany
          - i. Weimar Republic, economic repercussions of WWI
  - 6. Skill Objective(s)
    - a. Students will recognize characteristics of nationalism, militarism, imperialism, and colonialism. (CSHS) 5.3.B)
- B. *Materials*
  - 3. Appendix G: Initial Assessment, two copies for each student
  - 4. Appendix H: Discussion Notes, a transparency, plus a few paper copies
  - 5. Appendix I: The Weimar Republic, paper copies for each student
  - 6. Appendix J: Bibliography of Holocaust Fiction, a paper copy to post in the classroom

- C. *Key Vocabulary*
2. *Nationalism* is holding the belief that one's national culture and interests are superior to any other nation or group.
  3. A policy in which military preparedness is of primary importance to a state is *militarism*.
  4. *Imperialism* is the policy of extending a nation's authority by territorial acquisition.
  5. *Colonialism* is the economic philosophy of taking over nations for resources and strategic position.
- D. *Procedures/Activities*
5. Tell students they will not earn a low grade for the opener work sheet. You want to see how much they remember about the "isms" of World War I. Pass out Appendix G Initial Assessment. Students should define the terms on the sheet without resources or conversation.
  6. When they are finished, collect the sheets. Go over the terms, asking for definitions. Assure them that analyzing these abstract terms is difficult and you are going to review them today.
  7. Pass out another copy of Appendix G: Initial Assessment. Put Appendix H: Discussion Notes, the transparency, on the overhead projector. Have students fill in their second copy with the information on the overhead. **To accommodate students with special needs**, hand out photocopies of the notes.
  8. Keep some spare paper copies of Appendix H: Discussion Notes for students who are absent.
  9. This lesson continues with a review of World War I causes. Pass out and read over Appendix I: The Weimar Republic with students.
  10. Focus on nationalism and tell students it will be important for them to have these notes to refer to, in an effort to understand Germany in the 1930's.
  11. Reinforce with students that Germany was a disaster from World War I. The economy was bad, farm production had suffered, (nitrates used for fertilizer were diverted to ammunition production during the war) and people were vulnerable. This made it possible for a dictator to take over.
  12. This may be a good time to interject the some current events: discuss with students what life is like in Iraq during the war years. Some comparisons may be made about people losing homes, etc.
  13. Share with students that they will be choosing a book to read for this unit. Post Appendix J Bibliography of Holocaust Fiction, introducing a few titles.
  14. The school library may have many of these books. This is a sampling of juvenile and young adult books on the Holocaust.
  15. **To accommodate students with special needs**, there is a wide range of reading levels in the books on this list. Some are picture books and some are at the young adult level, with reading levels in between throughout the list.
  16. You may check out books at the public library and have a room set to choose from; however, do not allow students to take these books out of the classroom.
  17. Set aside some reading time for students to delve into Holocaust fiction. There will be a book sharing class for students to discuss their reading.
  18. There are many other titles to choose from; students need not be limited to suggestions from the list.
  19. Encourage students to search library databases in the school library and in the public library under the heading, "Holocaust—juvenile fiction."
  20. Make sure you approve the book they choose for this assignment.
- E. *Assessment/Evaluation*
2. Review Appendix G: Initial Assessment sheets that students did in the beginning of class. This initial assessment will help direct future instruction as to the level

of understanding and retention students are having to complex philosophies. Award up to ten points for effort in defining the terms.

### **Lesson Eight: Nazis and Totalitarianism (two 50-minute class periods)**

#### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Develop an awareness of how military and/or economic expansion resulted in the assumption or seizure of political power throughout history. (CSHS 5.3.B)
2. Lesson Content
  - a. Adolf Hitler and the rise of Nazi totalitarianism: cult of the *Führer* (“leader”) *Mein Kampf*
  - b. Nazism and the ideology of fascism, in contrast to communism and democracy
3. Skill Objective(s)
  - a. Students will compare and contrast philosophies of Nazism, fascism, communism, and democracy by applying information from a chart to scenario analyses. (CSHS) 5.3.B)

#### B. *Materials*

1. Appendix K: Chart Notes: Nazis and Totalitarianism, paper copies for students
2. Appendix L: Who Am I? for each student
3. Appendix M: Notes: Nazis and Totalitarianism, paper copies for students
4. Appendix N: Sample Parent Letter, copies go home before Lesson Three

#### C. *Key Vocabulary*

1. A *totalitarian* government exerts absolute control over all aspects of life.
2. *Nazism* is a dictatorship adhering to national racism and forcible expansion.
3. *Fascism* is a dictatorship using war, terror, censorship, and racism to control people.
4. *Communism* is a theory for an economic system of collective ownership for all members’ advantage; but, in practice, it attracts strict authoritarian government.
5. A *democracy* is a government by the people; the people hold the power.

#### D. *Procedures/Activities*

11. This lesson presents some difficult concepts of government and economies. Discuss the word totalitarian with students and explain that many dictatorial regimes come under this heading.
12. Pass out Appendix K: Chart Notes: Nazis and Totalitarianism, to each student. Have them look over the information on the sheet.
13. Tell them they will work in groups of three or four students for this exercise. Explain that they will play “Who Am I?” while becoming familiar with the four concepts on the sheet. Pass out Appendix L: Who Am I? to each student.
14. Arrange students in groups to work on this assignment. Give groups time to read the selections and assess the correct responses.
15. **To accommodate students with special needs**, ensure that group membership allows for paired reading between high-level students and those who will find the assignment too challenging to manage alone. Collect responses when complete.
16. Go over the correct answers found on Appendix L: Who Am I? page 4, and check for understanding.
17. Homework: Students should select a novel on the Holocaust, from the list in class or another teacher-approved title. They should be reading this book for homework and during any free time in class.
18. **Day 2:** Hitler and the Versailles Treaty will be the topic for today. Review the material from Lesson One, particularly the meaning of nationalism.
19. Pass out copies of Appendix M: Notes: Nazis and Totalitarianism.
20. Discuss with them the maniacal drive of Adolf Hitler once he became chancellor.

21. Discuss how Hitler was able to gain so much power in such a short period of time. (Aging President Paul von Hindenburg was senile; he sometimes thought Hitler was Kaiser Wilhelm. Hitler got the Enabling Law passed; this eliminated any control from the Reichstag, or parliament. Then, the intimidation began; the SS and Gestapo (secret police) were formed and began terrorizing people.)
  22. Go over all the notes on this handout. Students may want to highlight points or add additional notes. Have them keep Appendix M: Notes to study later on.
  23. Pass out copies of Appendix N: Sample Parent Letter, to each student. Read this over with them. Tell them that tomorrow we are going to wear X's in an effort to understand how the outcasts of Germany felt.
  24. Homework: Read books on the Holocaust
- E. *Assessment/Evaluation*
1. Evaluate Appendix L Who am I? papers. Check with the KEY, page 4 of Appendix L. Assess work at two points each, for a total of twenty possible points for an assessment to monitor progress.

**Lesson Nine: The Master Race (two 50-minute class periods)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Understand that attributes of various people, such as: racial identity, national origin, and religion, have affected their individual political rights. (Modified from (CSHS) 5.3.A)
  2. Lesson Content
    - a. Racial doctrines of the Nazis: anti-Semitism, the concept of *Lebensraum* (literally, "living space") for the "master race," *Kristallnacht*
  3. Skill Objective(s)
    - b. Students will summarize the role of anti-Semitism in the history of German Jews and in the Third Reich. (CSHS) 5.3.A)
- B. *Materials*
1. Appendix O: Master Race X's, copied on red paper and cut out, one X for each student
  2. Appendix P: Notes: The Master Race paper copies for each student
  3. Appendix Q: How to Take Notes, on a transparency
- C. *Key Vocabulary*
1. *Aryan*, to Nazis, meant a non-Jewish Caucasian, a member of the master race.
  2. *Anti-Semitism* is hostility, prejudice, or discrimination towards Jews or Judaism.
  3. A *ghetto* was a walled quarter in a European city in which Jews were restricted.
- D. *Procedures/Activities*
1. Ask students if they shared Appendix N: Sample Parent Letter, with their families. Review the reason that X's will be worn today. (so students can understand how it may have felt to be persecuted)
  2. Pass out an X, cut from Appendix O, to each student and have him or her wear it on his or her shirt, attached with tape or a pin.
  3. These are not to be decorated, colored, beautified, or altered in any way. Inform them that for one day, we will try to understand how it must have felt to be made to wear a yellow star because of our religion, have our arms branded with serial numbers for life, and ridiculed, or worse.
  4. Treat students with less kindness than usual, because of the X's. Do not go overboard on this as it quickly becomes apparent that it's very effective in becoming an attack on their dignity.
  5. Pass out Appendix P: Notes: The Master Race. Read over with students and encourage discussion. Remind students that there is not a textbook that covers all this material so you will be giving them notes. They need to save all the notes to create a study guide for the final test.

6. Tell students you are aware of the volume of information that is included in this handout. Tell them you will help them condense the material into notes that can be studied at a glance for future review. Reinforce to them that you are helping them make it easier to learn the information.
  7. Put the transparency of Appendix Q: How to Take Notes, on the overhead and reveal one section at a time. Show students how to bullet important details in two-column notes.
  8. **To accommodate students with special needs**, copies of Appendix Q: How to Take Notes, can be available as paper copies to study. Extra copies will also be helpful for students who are absent for this activity.
  9. They can follow your examples or condense the paragraphs on their own. Tell them their two-column notes will be collected for credit.
  10. While focusing on condensing material into notes from paragraph form, students are reviewing material read and reinforcing learning.
  11. Have students retain the original Appendix P: The Master Race, for future study. They can remove their X's at the end of class. Discuss how the X's made them feel.
  12. Tell them Jewish people in Nazi Germany had to wear yellow stars to help identify them as an inferior race and eventually, as a mark to exterminate those individuals wearing them.
  13. Two days are allowed for this material because there is so much information. If there is time left over on Day Two, students may read their Holocaust books or you may read one aloud to them.
  14. Remind students to read their novels on the Holocaust for homework. If class time is available at the end of a lesson, teacher read novels are a good way to teach students about the Holocaust and the value of reading. Some good books to read aloud include: *Hana's Suitcase*, *Night Spies*, or *Number the Stars*.
- E. *Assessment/Evaluation*
1. To monitor progress, collect the two-column notes and award points for complete two-column rendition of Appendix P: The Master Race. (Students who copied the overhead transparency of Appendix Q: How to Take Notes earn this credit.)

**Lesson Ten: Censorship: Read All About It! (two 50-minute class periods)**

F. *Daily Objectives*

1. Concept Objective(s)
  - a. Develop an awareness of how military and/or economic expansion resulted in the assumption or seizure of political power throughout history. (CSHS 5.3.B)
2. Lesson Content
  - a. The Third Reich before the War: Gestapo, mass propaganda, book burning
  - b. World War II in Europe and at Home, 1939-45
    1. Hitler defies Versailles Treaty: reoccupation of Rhineland, *Anschluss*, annexation of Austria
3. Skill Objective(s)
  - a. Students will analyze repercussions of censorship by evaluating banned books and noting literature's potential as a tool of propaganda. (CSHS 5.3.B)

G. *Materials*

1. Appendix R: Some Challenged Books, a transparency copy
2. A paper copy of the story, "The Poisonous Mushroom," available URL: <http://www.calvin.edu/academic/cas/gpa/story2.htm>
3. A paper copy of the poem, "First They Came For..." by Pastor Martin Niemoller. Available URL: [http://en.wikipedia.org/wiki/First\\_they\\_came...](http://en.wikipedia.org/wiki/First_they_came...)

4. Appendix S: Burning Book Quote, a transparency
  5. Appendix T: Book Talk Interpretation, paper copies for all students
- H. *Key Vocabulary*
1. *Propaganda* is information reflecting views of those advocating a cause.
  2. *Censorship* is suppression of books or media considered objectionable.
  3. The *Gestapo* was a terrorist police force in the Nazi regime in Germany.
- I. *Procedures/Activities*
1. This lesson will use literature as a teaching device.
  2. Ask students to raise their hands if they know what propaganda is. Discuss this. They may say television commercials, political party ads, etc.
  3. Ask them to define censorship. Encourage discussion and bring up the rating system for movies and video games. How do they feel about the rating system, is it fair? Should there be a rating system? What should it be based on? (Some may say violence, adult subject matter, inappropriate language, etc.)
  4. Suggest that parents may censor their reading material. Some may not want to comment, but many will share personal stories. (e.g. many students are not allowed to read or see *Harry Potter*, because of the “occult” subject matter.)
  5. Tell them they will be surprised by some of the material that has been challenged (suggested for censorship) over the past fifteen years in the United States.
  6. Display the transparency of Appendix R: Some Challenged Books.
  7. They will undoubtedly be shocked to see some of the titles. Many well-loved books are included. Ask if they have read any of these titles.
  8. Ask them if they see any danger in censorship. Discuss possible rationale for challenging books or movies.
  9. Tell students that in Nazi Germany in the 1930’s, many books were burned. Anything that remotely challenged the authority of the leadership was not permitted in the Third Reich.
  10. Tell students that the propaganda of the Nazis was far-reaching. Even young children were subjected to the hate messages of this dictator.
  11. Introduce them to the story, “The Poisonous Mushroom,” by Julius Streicher. The short, two-page story will reveal a lot about the perfidy of the Nazi machine. This story for young children encourages them to identify Jews; and just like poisonous mushrooms in a field of mushrooms, Jews must be removed from society. A generation grew up to this propaganda.
  12. Ask students to share their opinions about this story and the blatant brainwashing of young children.
  13. Following discussion, tell students you are going to share a short poem with them. Read the poem, “First They Came...,” by Pastor Martin Niemöller, available URL: [http://en.wikipedia.org/wiki/First\\_they\\_came](http://en.wikipedia.org/wiki/First_they_came).
  14. After reading this simple but powerful poem, ask for comments. Ask students what the poem means. (No one helped the victims of persecution.)
  15. Put Appendix S: Burning Book Quote, a transparency, on the overhead. Ask students to note the date of the play from which the quote came. Invite comments and discussion.
  16. Remind students that literature has been a powerful voice in history. An example is the book *Uncle Tom’s Cabin*, by Harriet Beecher Stowe. Ask how this work influenced people’s views of slavery at the time. (Many people became aware of the atrocities of slavery after having read the book.) Students may offer other examples.
  17. Ask how they are doing with their Holocaust readings.
  18. **To accommodate students with special needs**, the Book Talk Interpretation handout should be modified accordingly. For example, these students may be excused from answering questions 8, 9, & 10, which require more critical thinking skills.

19. Pass out Appendix T: Book Talk Interpretation handouts to each student. As they read their books throughout the unit, they should answer the questions on the form. They may be turned in any time, but they will be due at the end of Lesson Six.
  20. Homework for tomorrow is to keep reading.
- J. *Assessment/Evaluation*
1. Throughout this unit, students will be reading and filling out Appendix T Book Talk Interpretation handouts. They are due at the end of Lesson Six. This assignment will monitor progress on students' understanding of the Holocaust.

**Lesson Eleven: The Holocaust: A Final Solution (three 50 minute class periods)**

F. *Daily Objectives*

1. Concept Objective(s)
  - a. Understand that attributes of various people, such as: racial identity, national origin, and religion, have affected their individual political rights. (CSHS 5.3.A)
2. Lesson Content
  - a. The Holocaust: "Final Solution," concentration camps, (Dachau, Auschwitz) (p. 165)
3. Skill Objective(s)
  - a. Students will discover the horrors of the Holocaust through reading and writing. (CSHS) 5.3.A)

G. *Materials*

1. Appendix U: Timeline Text one paper copy for each class taught, with facts cut into strips to hand out to students
2. Appendix V: Timeline Table, some paper copies for students who request them
3. Appendix W: Notes: Review of the U.S. in the 1930's
4. History of US, vol. 9, *War, Peace, and All That Jazz*, by Joy Hakim, chapter 26, for each student
5. Appendix X: Diary Rubric, paper copies for each student

H. *Key Vocabulary*

1. A *Holocaust* is great destruction resulting in extensive loss of life.
2. *Genocide* is the deliberate and systematic destruction of a racial, political, or cultural group.

I. *Procedures/Activities*

1. Begin this lesson with a timeline activity. Using Appendix U: Timeline Text, cut into strips, hand out a strip to each student.
2. Draw a line on the board (the entire length of the board) with the years 1933-1943 as the end points. Mark the years in between, evenly spaced.
3. Have students come up, a few at a time, writing the information from their strip of Appendix U: Timeline Text, on the board.
4. The class will have participated in creating a quick glance at what the Nazis did to the Jewish people in the 1930's, before the extermination began in earnest.
5. Relate this back to lesson four, where the banned book discussion took place. Talk about the importance of individual liberties, etc.
6. Students may ask why more Jewish people did not leave Germany when these atrocities were happening. Share with them that in order for Jewish people to leave Germany at this time, there were restrictions on what they could take. Almost all of their money and belongings would be left behind. No one knew of the atrocities to come, so many stayed, thinking it would not get worse.
7. Tell students many people left Germany thinking they would be safe in other European countries. Germany would overrun Europe and many Jews who had left Germany were taken away to concentration camps even though they had sought refuge.

8. The purpose of this lesson is for students to get an overview of the rising discrimination shown to Jews in Germany in the 1930's; they do not have to copy the information or memorize the facts. Some students may want to have copies of the timeline for reference and study. For those students and for those who are absent today or have **Special Needs**, hand out copies of Appendix V: Timeline Table, which shows the dates in an organized visual representation.
9. Discuss the theme of master race in the arts and literature. They may be drawn into a discussion about *Superman*, the *X-Men*, or *The Matrix* as examples of extraordinarily powerful, superior beings in popular movies.
10. Ask students how the superior characters in these stories are different than the ideas of master race the Nazis presented? (Master race characters in the action stories work for the good of all humans, etc.)
11. Students may have comments about video games with similar themes. Allowing them some time to connect background knowledge of their own to the issues of the lesson will enhance understanding.
12. *The Dark Crystal* is a movie many students may have seen as children. One theme of this family film is that we should not be afraid of those who are different from us. The main character states that we are all part of each other.
13. Make sure students understand that Nazis thought Jews were sub-human. They were believed to be a threat to the pure and superior race of Germans. They tried to use science to prove this, but it was far from science that we know today.
14. Ask students if there is a master race that stands above everyone else. (Make sure they understand the answer is "no." Encourage them to discuss what they have learned in science.
15. The next point of discussion is: What was the U.S. doing during the Holocaust? Refer to Appendix W: Notes: Review of the U.S. in the 1930's for discussion.
16. Invite students to discuss this point; many may wish to comment on the world allowing atrocities to be committed in Germany for many years before World War II began. Share with students that there are many books written about this time period available at public libraries.
17. **Day Two:** Have students open their books, *The History of US book, War, Peace and All That Jazz*, by Joy Hakim, to chapter 26, "A Final Solution," p. 112-119.
18. This is a guided reading assignment. Pause and discuss along the way.
19. Tell students this chapter should be reviewed and possibly re-read for the final test. In the absence of this text, an alternative source should be shared.
20. Have students vote if they would like you to read aloud to them from a Holocaust novel or if they would like some quiet time to read their novels on the Holocaust.
21. **Day Three:** Assign students to write a one-day diary entry. They may choose to write from the perspective of a prisoner or a Hitler youth member. Pass out paper copies of Appendix X: Diary Rubric to each student. Read over this assignment and ask for questions.
22. Students may use remainder of class time to begin working on their diary entry. If they are not able to make a plan and a final draft in the class time allotted, they should complete this for homework.

J. *Assessment/Evaluation*

1. Collect diary entries and award points based on Appendix X: Diary Rubric, worth a total of 30 points. This assignment is to monitor progress in understanding the Holocaust and the belief in a master race.

**Lesson Twelve: A Universal Declaration (two 50 minute class periods)**

F. *Daily Objectives*

1. Concept Objective(s)

- a. Appreciate how religious and philosophical beliefs have defined standards of right and wrong, good and evil, and justice and injustice. (Colorado State History Standard (CSHS) 6.2.A)
  2. Lesson Content
    - a. Creation of United Nations: Security Council, Universal Declaration of Human Rights (p. 166)
  3. Skill Objective(s)
    - a. Students will interpret the rationale behind the “Universal Declaration of Human Rights.” (CSHS) 6.2.A)
- G. *Materials*
1. *Realms of Gold*, vol. 3, copies for all students, or several copies to share (8<sup>th</sup> grade language arts text)
  2. Appendix Y: Teacher Notes, paper copy for teacher
  3. Appendix Z: Quotes, paper copies for each group
- H. *Key Vocabulary*
1. *Inherent* means an existing or essential characteristic.
  2. A *tyranny* is a government where a single ruler has absolute power.
  3. *Inalienable* describes something that cannot be disputed or taken away.
  4. *Hindsight* is the perception of importance of an event after it has occurred.
- I. *Procedures/Activities*
1. The eighth grade language arts teachers may have copies of *Realms of Gold*, vol. 3, for you to borrow. “The Universal Declaration of Human Rights” is found on p. 416-424, at the back of the book.
  2. Put students into groups. Assign them sections to read. One group may read the Preamble. One group may read the first three articles, and so on. Each group will be responsible to read some of the thirty articles so that the entire document is read.
  3. Allow them time to read and discuss in their groups.
  4. Each group will share information with the class on the portion read by that group. They should share the main point of the articles and be able to describe the freedom being protected by the article.
  5. After all groups have shared, ask students which points they consider to be the most important. (Many will say Article One, “All human beings are born free and equal in dignity and rights.”)
  6. Discuss the vocabulary words: inherent, tyranny, and inalienable. Ask where they have heard some of these words before. (Tyranny and inalienable are found in the American Declaration of Independence.)
  7. Ask students to speculate on why this document on human rights was written. (The Holocaust left a lasting impression on the world.)
  8. Ask students what they can deduce about the post- World War II world? (The world wanted to make sure that the Holocaust did not happen again.)
  9. **Day Two:** Share the information in Appendix Y: Teacher Notes, with students. They may be surprised to hear that the document continues to be powerful today and is not just a dusty relic stored on a forgotten shelf.
  10. Have students reassemble in the same groups they were in for Day One.
  11. Pass out Appendix Z: Quotes to each group. Tell students that with the benefit of hindsight, they should discuss the quotes as they relate to the Holocaust. They should pick one quote, discuss it, and write a statement about what it means.
  12. Their answers should tie the quote to what they learned in this unit. You might ask them, after reading the “Universal Declaration of Human Rights,” what is the responsibility of the world to watch out for mistreatment of human beings anywhere? They may tie any of these thought in with their quotation discussions.
  13. The statement should be a paragraph reflecting thought and discussion. Each group may hand in one statement, with all participants’ signatures.

14. **Day Three:** Have students arrange desks in a circle for book talks. Students may volunteer to share their Holocaust novels, following Appendix T: Book Talk Interpretation handouts.
  15. After students share, they should hand in their written portion of Appendix T: Book Talk Interpretation handouts if they have not done so.
  16. Having read their novels, what universal declarations might they wish to make? (Open-ended discussion about the conflict of man's inhumanity to man)
  17. Finish discussion with a synthesis of what students learned in science and history about genetics and the master race. (What have you learned about genetics that will show that one race is not superior? (People all acquire different traits from their parents. There are desirable traits and less desirable traits in all people.) What tactics did the Nazis use that were "false" science? (Measuring noses, looking at eye color, etc. They also buried "old" relics and then dug them up to prove their ancient advanced civilization.)
  18. Grade the book talk assignment according to the rubric.
- J. *Assessment/Evaluation*
1. **Day Two:** Award ten points to all students whose groups turn in complete statements about the quotes. This is a formative assessment measuring progress.
  2. **Day Three:** As a summative assessment, grade Appendix T: Book Talk Interpretations according to the rubric.

## VI. CULMINATING ACTIVITY

- A. History Test: Pass out Appendix AA: Test to all students. They should follow directions and turn the test in upon completion. Use Appendix AA: Test, page 9 to grade the tests as a summative assessment.

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Gregor Mendel and His Peas (Lesson One)
- B. Appendix B: Let's Take a Survey (Lesson Two)
- C. Appendix C: Teacher Notes (Lesson Three)
- D. Appendix D: Alien Baby (Lesson Four)
- E. Appendix E: Family Portrait (Lesson Five)
- F. Appendix F: Genetics (Lesson Six)
- G. Appendix G: Initial Assessment (Lesson One)
- H. Appendix H: Discussion Notes (Lesson One)
- I. Appendix I: The Weimar Republic (Lesson One)
- J. Appendix J: Bibliography of Holocaust Fiction (All Lessons)
- K. Appendix K: Nazis and Totalitarianism Chart (Lesson Two)
- L. Appendix L: Who Am I? (Lesson Two)
- M. Appendix M: Nazis and Totalitarianism Notes (Lesson Two)
- N. Appendix N: Sample Parent Letter (Lesson Two)
- O. Appendix O: Master Race X's (Lesson Three)
- P. Appendix P: The Master Race (Lesson Three)
- Q. Appendix Q: How to Take Notes (Lesson Three)
- R. Appendix R: Challenged Books (Lesson Four)
- S. Appendix S: Book Burning Quote (Lesson Four)
- T. Appendix T: Book Talk Interpretation (Lesson Four)
- U. Appendix U: Timeline Text (Lesson Five)
- V. Appendix V: Timeline Table (Lesson Five)
- W. Appendix W: Notes: The United States in the 1930's: Review (Lesson Five)
- X. Appendix X: Diary Rubric (Lesson Five)
- Y. Appendix Y: Teacher Notes: Universal Declaration of Human Rights (Lesson Six)
- Z. Appendix Z: Quotes (Lesson Six)
- AA. Appendix AA: Test (Culminating Activity)

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Gregor Mendel and his peas!

**Definitions**

Trait:

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Heredity:

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Genetics:

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Genes:

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Alleles:

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Recessive allele:

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Dominant allele:

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Hybrids:

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**Important facts**

Who was Gregor Mendel?

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What did Gregor Mendel experiment with and what did he find?

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How do they use symbols in genetics to show a dominant and recessive allele?

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## Answer Key: Gregor Mendel and his peas!

### Definitions

**Trait:** A characteristic that an organism can pass on to its offspring

**Heredity:** The passing of traits from parent to offspring

**Genetics:** The study of heredity

**Genes:** Segment of DNA on a chromosome that has a code for a specific trait

**Alleles:** Different forms of a gene

**Recessive allele:** The allele that becomes masked if a dominant allele is present

**Dominant allele:** The allele that always shows up if it is present for that gene

**Hybrids:** An organism that has two different alleles for a trait; meaning that they had a dominant and recessive allele.

### Important facts

Who was Gregor Mendel?

His work formed the foundations of genetic studies. He is known as the “father of genetics.”

What did Gregor Mendel experiment with and what did he find?

He experimented with pea plants and found that individual factors control the inheritance of traits.

How do they use symbols in genetics to show a dominant and recessive allele?

Dominant alleles are represented by a capital letter. Recessive alleles are represented by a lower case letter.

**Let's take a survey**

1. Predict which traits from the table below you think will be dominant? Pick one trait from each lettered row. (Hint: you should end up with six different traits.)

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2. Hypothesis which allele you think will show up more frequently, dominant alleles or recessive alleles? Why?

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**DATA TABLE**

Total number of students: \_\_\_\_\_

	Trait 1	Number	Trait 2	Number
A	Free ear lobe		Attached ear lobe	
B	Widow's peak		No widow's peak	
C	Curly hair		Straight hair	
D	Cleft chin (bump)		Smooth chin	
E	Dark hair		Blond, red hair	
F	Brown, black, hazel eyes		Blue, green, grey eyes	

3. Which traits that are controlled by dominant alleles were shown by a majority of the class?

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4. Which traits that are controlled by recessive alleles were shown by the majority of the class? How do you think this happened, when recessive gets masked if dominant is present? (Think of your parents traits)

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5. Does the finding of this survey support the hypothesis you made? Explain your answer and use examples.

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6. Do you think that people who are related to each other show more genetic similarities than those people who are unrelated? Write a hypothesis to this question.

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## **Answer Key: Let's take a survey**

1. Answers will vary
2. Answers will vary
3. Class results may vary, but typically free earlobes.
4. Class results may vary, but typically smooth chin, straight hair, no widow's peak
5. Answers will vary, but typically the part of the student's hypothesis will be correct while the other part is incorrect.
6. Typically people that are related show more similarities than people who are not related.

## DATA TABLE

Total number of students: \_\_\_\_\_

	Trait 1	Number	Trait 2	Number
A	Free ear lobe		Attached ear lobe	
B	Widow's peak		No widow's peak	
C	Curly hair		Straight hair	
D	Cleft chin (bump)		Smooth chin	
E	Dark hair		Blond, red hair	
F	Brown, black, hazel eyes		Blue, green, grey eyes	

**Teacher Notes**

1. Probability: The likelihood that something will happen.
2. Discuss probability and flipping a coin or spinning a spinner, explaining that each time you flip a coin or spin a spinner the probability is the same. Example for a coin is every time you have a 50% chance of getting heads, your previous flips do not effect you next flip.
3. Mendel and Probability: He was the first scientist to recognize that you could use probability to predict what the genetic crosses might be.
4. Punnett square: The possible combinations of alleles that can come from certain genetic crosses
5. Do a couple of example punnett squares with the students.

Such as:

	T	t
T	TT	Tt
T	TT	Tt

Have the students fill in the middle of the Punnett square, then discuss what the probability is of the square.

What are the chances of this offspring showing the recessive trait? (0%)

What are the chances of this offspring showing the dominate trait? (100%)

6. Phenotype: The physical appearance (tall, short).
7. Genotype: The allele combination (TT, Tt, tt)
8. Homozygous: Two identical alleles for a particular trait (TT or tt).
9. Heterozygous: Two different alleles for a particular trait (Tt).
10. Chromosomes: Genes are carried from parents to offspring by chromosomes. They come in a pair and the offspring get one chromosome from each parent, resulting in a pair of chromosomes.
11. An X and a Y represent sex chromosomes for the male; two X's represent the female sex chromosomes. This determines the sex of the baby.

**Punnett Squares**

Directions: Fill in all the missing parts from the following Punnett squares. We are going to assume that these Punnett squares are referring to the offspring being tall or short (remember that tall is dominate). After filling in the Punnett square state what the probability is (tall 50% or 1/2). Finish by answering the questions below.

1.

	D	d
D		
d		

Probability of the Punnett square: \_\_\_\_\_

2.

	B	b
b		
b		

Probability of the Punnett square: \_\_\_\_\_

3.

	T	t
TT		
Tt		

Probability of the Punnett square: \_\_\_\_\_

4.

	b	b
b		
b		

Probability of the Punnett square: \_\_\_\_\_

5. Fill in the table with all of the possible genotypes and phenotypes for a tall or short pea plant, us the letter r.

Genotype	Phenotype

6. Why are Punnett squares useful in genetics?

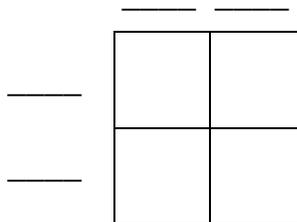
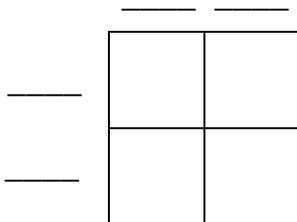
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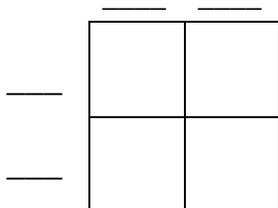
7. If you knew that the two parents both had homozygous traits, what are the two different possible combinations for the parents?

Fill in the Punnett square's below to show the two possibilities of offspring.



Probability of the Punnett square's: \_\_\_\_\_

8. Think of your parent's hair, is it straight or curly. Make a possible Punnett square for the possible outcomes of your parent's hair types. Remember that curly hair is dominant and straight hair is recessive. Use the letter F.



Probability of the Punnett square: \_\_\_\_\_

**Answer Key: Punnett Squares**

1.

	D	d
D	<b>DD</b>	<b>Dd</b>
d	<b>Dd</b>	<b>dd</b>

Probability of the Punnett square: 75% or  $\frac{3}{4}$  dominant/tall, 25% or  $\frac{1}{4}$  recessive/short.

2.

	B	b
b	<b>Bb</b>	<b>bb</b>
b	<b>Bb</b>	<b>bb</b>

Probability of the Punnett square: 50% or  $\frac{1}{2}$  for dominant/tall or recessive/short.

3.

	T	t
<b>T</b>	<b>TT</b>	<b>Tt</b>
<b>T</b>	<b>Tt</b>	<b>Tt</b>

Probability of the Punnett square: 100% dominant/tall and 0% recessive/short.

4.

	b	b
b	<b>bb</b>	<b>bb</b>
b	<b>bb</b>	<b>bb</b>

Probability of the Punnett square: 0% dominant/tall and 100% recessive/short.

5.

Genotype	Phenotype
<b>RR</b>	<b>Tall</b>
<b>Rr</b>	<b>Tall</b>
<b>rr</b>	<b>Short</b>

6. Punnett squares show the possible outcomes and let you know what the chances are of a certain trait showing up in the offspring.

7.

	<b>A</b>	<b>A</b>
<b>A</b>	<b>AA</b>	<b>AA</b>
<b>A</b>	<b>AA</b>	<b>AA</b>

	<b>A</b>	<b>A</b>
<b>a</b>	<b>Aa</b>	<b>Aa</b>
<b>a</b>	<b>Aa</b>	<b>Aa</b>

Probability of the Punnett square's: Both of them are 100% dominant/tall.

8. Answer may vary. Some possible outcomes:

	<b>F</b>	<b>F</b>
<b>F</b>	<b>FF</b>	<b>FF</b>
<b>F</b>	<b>FF</b>	<b>FF</b>

	<b>F</b>	<b>F</b>
<b>F</b>	<b>FF</b>	<b>FF</b>
<b>f</b>	<b>Ff</b>	<b>Ff</b>

	<b>F</b>	<b>f</b>
<b>F</b>	<b>FF</b>	<b>Ff</b>
<b>f</b>	<b>Ff</b>	<b>ff</b>

	<b>F</b>	<b>f</b>
<b>f</b>	<b>Ff</b>	<b>ff</b>
<b>f</b>	<b>Ff</b>	<b>ff</b>

	<b>f</b>	<b>f</b>
<b>f</b>	<b>ff</b>	<b>ff</b>
<b>f</b>	<b>ff</b>	<b>ff</b>

**Probabilities will vary depending on Punnett square.**

**Alien Baby: Dad Chromosomes**

A

a

B

b

C

c

D

d

E

e

F

f

G

g

X

Y

**Alien Baby: Mom Chromosomes**

A

a

B

b

C

c

D

d

E

e

F

f

G

g

X

X

### Alien Baby Activity

#### Materials:

Paper Plate

Mom's chromosomes cut out (pink sheet)

Dad's chromosomes cut out (blue sheet)

Large Marshmallows (body)

Shock tarts (nose)

Mini Chocolate Chips (eyes)

Jelly Beans (humps)

Toothpicks (legs)

Wire (antenna)

Red and blue pipe cleaners (tale)

Blue and black markers (color legs)

#### Procedure:

1. Each lab partner takes a chromosome sheet. (One person takes a pink sheet and the other takes a blue sheet.)
2. Each lab partner cuts out the strips of chromosomes out from the sheet and lays the pieces **face down** by size. (There should be two pieces of the same length for each chromosome.)
3. Each partner picks one sheet (of the two) from each chromosome pair, setting the extra chromosome that is not in use to the side.
4. Once you have one chromosome sheet from each pair you may then flip it up so you can see the lettering. You then combine your sheets with your partners by size. (There should be two sheets of different color, same size for each to make a pair of chromosomes.)
5. Record your genotypes on the data table. (Example: Aa)
6. Use the key to interpret the gene combinations produced. Write the phenotype in the data table. (Example: One antenna)
7. Go to the table with the materials and gather everything you need, on your paper plate, in order to make your Alien Baby.
8. Construct your Alien Baby on the paper plate.
9. Once you are done assembling your baby, set your Alien Baby on display and compare your Alien Baby with all of the other Alien Babies or "offspring."
10. Answer the questions about your Alien Baby.

**Alien Baby Activity**

**Key**

AA = 2 antenna  
 Aa = 1 antenna  
 aa = no antenna

BB = 3 green humps  
 Bb = 2 green humps  
 bb = 1 green hump

CC = yellow nose  
 Cc = red nose  
 cc = orange nose

DD = curly tail  
 Dd = curly tail  
 dd = straight tail

EE = 3 eyes  
 Ee = 3 eyes  
 ee = 2 eyes

FF = blue legs  
 Ff = blue legs  
 ff = black legs

GG = 3 body segments  
 Gg = 3 body segments  
 gg = 2 body segments

XX = female red tail  
 XY = male blue tail

Genotype	Phenotype

**Answer the following questions:**

1. Did you find any alien babies **exactly** like yours? \_\_\_\_\_  
 If so, how many? \_\_\_\_\_

2. Explain why are there so many different alien babies?

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3. What is the difference between Mom alien and Dad alien's sex chromosomes?

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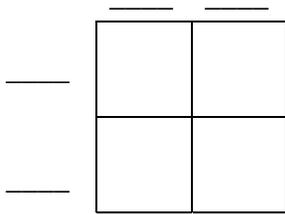
4. Which parent determines the sex of the alien baby? Explain how you know.

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5. If you were to take a heterozygous curly tail and a homozygous straight tail, what would be the probability of the offspring having a curly tail? What is the probability of the offspring having a straight tail? Fill in the sides and middle of the Punnett square and explain your answer on the following lines.



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**Answer Key: Alien Baby Activity**

Genotype and Phenotype chart will vary for each group.

1. Answers will vary
2. There are so many different alien babies because of all the different types of combinations that can be made with the chromosomes.
3. Mom's sex chromosomes have two X's and dad's sex chromosomes have one X and one Y.
4. The dad determines the sex of the baby, because he has both an X chromosome and a Y chromosome, while the mom only has two X's.

5.

	<b>D</b>	<b>d</b>
<b>d</b>	Dd	dd
<b>d</b>	Dd	dd

The probability of the offspring having a curly tale is 50% and the probability of the offspring having a straight tail is 50%.

**Family Portrait**

Fill in the tables below as accurately as possible.

Note: Mom’s father would be your grandfather; Mom’s mother would be your grandmother. Also, on the table there are only two slots for you to fill in for aunt or uncle. If your mom or dad has more than two siblings then write them below the table. Make sure you indicate aunt or uncle by circling or putting the name in the box. Also, if your aunt/uncle is married add them in the appropriate column, making sure to remember who goes with what family. The same thing applies to you and your siblings/cousins. Fill in all slots that apply and if you need more, add at the bottom or on a separate sheet of paper.

Mom’s side of the family	TRAIT 1		TRAIT 2		TRAIT 3		TRAIT 4	
	Straight (D)	Curly (R)	Free Ear Lobe (D)	Attached Ear Lobe (R)	Widows Peak (D)	No Widows Peak (R)	Dimples (D)	No Dimples (R)
Mom’s Father								
Mom’s Mother								
Mom								
Uncle/Aunt								
Uncle/Aunt								
Uncle/Aunt’s husband/wife								
Cousin								
Cousin								
Uncle/Aunt’s husband/wife								
Cousin								
Cousin								

	TRAIT 1		TRAIT 2		TRAIT 3		TRAIT 4	
Dad's side of the family	Straight (D)	Curly (R)	Free Ear Lobe (D)	Attached Ear Lobe (R)	Widows Peak (D)	No Widows Peak (R)	Dimples (D)	No Dimples (R)
Dad's Father								
Dad's Mother								
Father								
Uncle/Aunt								
Uncle/Aunt								
Uncle/Aunt's husband/wife								
Cousin								
Cousin								
Uncle/Aunt's husband/wife								
Cousin								
Cousin								

	TRAIT 1		TRAIT 2		TRAIT 3		TRAIT 4	
You and your siblings	Straight (D)	Curly (R)	Free Ear Lobe (D)	Attached Ear Lobe (R)	Widows Peak (D)	No Widows Peak (R)	Dimples (D)	No Dimples (R)
You								
Brother/Sister								
Brother/Sister								

Appendix E, page 3

Name: \_\_\_\_\_

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Creating a Family Pedigree.</b>	Creates two flawless family pedigrees covering three generations. Uses the pedigree accurately to show the inheritance of two different traits.	Crates two pedigrees with only a few minor errors covering at least three generations. Uses the pedigree to show the inheritance of two different traits.	Creates two pedigrees with several errors covering three generations. Attempts to show the inheritance of two different traits.	Creates a flawed pedigree covering fewer than three generations. Fails to accurately show the inheritance of traits.
<b>Labeling the Family Pedigree</b>	The pedigree is easy and neat to read. There are no stray markings on the paper. There is a key to follow and the viewer can easily trace the different traits through the generations.	The pedigree is easy and neat to read. There are a few stray markings on the paper. There is a key to follow and the viewer can easily trace the different traits through the generations.	The pedigree is partially easy to read. There are many stray markings. There is no key and it is not easy for the viewer to trace their way through the generations.	The pedigree is hard to read. There are many stray markings. There is no key and it is hard to trace the different traits through the generations.
<b>Describing the Family Pedigree</b>  <b>X 2</b>	There are two full paragraphs written about the two family pedigrees. The paragraphs describe what happened to the traits through out the generations. Also included in the paragraph is how traits are inherited and passed on through generations.	There are two full paragraphs written about the two pedigrees. The paragraphs partially describe what happened to the traits through out the generations. Also included in the paragraph is how traits are inherited and passed on through generations.	There is one full paragraph written about the two pedigrees. The paragraph partially describes what happened to the traits through out the generations.	There is one paragraph written. It poorly describes what happened through out the generations.
<b>Presenting the Family Pedigree</b>	Make a thorough and well-prepared presentation that clearly shows how the traits are inherited.	Makes an adequate and prepared presentation that shows how the traits are inherited.	Makes a partially prepared presentation that shows how at least one trait is inherited.	Makes a poor presentation that fails to show how any traits are inherited.
<b>Use of Time in Class</b>	Uses all of the time available to work on the project. Is focused and working.	Uses most of the time in class. Has to be redirected only once.	Uses some of the time in class. Has to be redirected two or more times.	Uses none of their class time to work.

**Total:** \_\_\_\_\_/24

Name: \_\_\_\_\_

### Chapter 3: Genetics

#### Multiple Choice (2pts)

- \_\_\_\_\_ 1. For codominant traits, heterozygotes have the phenotype of
- a. both alleles
  - b. only the recessive allele
  - c. meiosis
  - d. only the dominant allele
- \_\_\_\_\_ 2. An organism's phenotype is its
- a. physical appearance
  - b. allele combination
  - c. genetic makeup
  - d. probability of occurring
- \_\_\_\_\_ 3. An allele whose trait always shows up in an organism when the allele is present is a
- a. gene
  - b. recessive allele
  - c. dominant allele
  - d. hereditary factor
- \_\_\_\_\_ 4. Gregor Mendel's work was the foundation for understanding why
- a. the results of one genetic cross do not affect the outcome of a second cross.
  - b. sex cells have half the number of chromosomes as body cells.
  - c. 7<sup>th</sup> grade students behave the way they do!
  - d. offspring have traits similar to those of their parents.
- \_\_\_\_\_ 5. The different forms of a gene are called
- a. alleles
  - b. phenotypes
  - c. chromosomes
  - d. genotypes
- \_\_\_\_\_ 6. Each human contains how many chromosomes?
- a. 10
  - b. 20
  - c. 24
  - d. 12

#### Circle all correct answers (1pt for each circle)

10. From the list of genotypes below, circle all of the homozygous genotypes.

Aa   aa   AA   Bb   zz   DD   Ww   tt

11. From the list of genotypes below, circle all of the heterozygous genotypes.

Nn    xx    FF    Bb    zz    Dd    Ww    tt

**Punnett Squares (2pts)**

Short haired cats are dominant and long haired cats are recessive. Answer the following question with this given information.

12. What percentage of the offspring will have short hair and what percentage will have long hair if you have a short haired cat that is heterozygous and a long haired cat that is homozygous?

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13. What if the short haired cat had **two dominant genes**. What would the genotypes look like? Fill in the new punnett square and the missing parent allele.

	h	h
H		
—		

14. What is the probability of having a long haired cat and a short haired cat?

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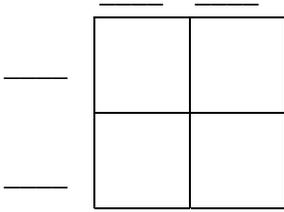


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15. If you had two parents who **carried** the recessive alleles for a certain trait, what is the probability that their offspring will carry the dominant allele? What is the probability that their offspring will carry the recessive allele? (Use a punnett square to help you figure out the probability!)



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**Matching (2pts)**

- \_\_\_\_\_ 16. hybrids
  - \_\_\_\_\_ 17. genotype
  - \_\_\_\_\_ 18. phenotype
  - \_\_\_\_\_ 19. genetics
  - \_\_\_\_\_ 20. homozygous
  - \_\_\_\_\_ 21. heterozygous
- a. The scientific study of heredity.
  - b. An organisms physical appearance.
  - c. Having two identical alleles for a trait.
  - d. Having two different alleles for a trait.
  - e. An organism's genetic makeup.
  - f. An organism that has two different alleles or an organism that is a heterozygous.

**Short Answer (4pts)**

20. Why is Mendel so important to the science world?

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**Answer Key: Chapter 3: Genetics**

1. A
2. A
3. C
4. D
5. A
6. C
7. aa, AA, zz, DD, tt
8. Nn, Bb, Dd, Ww
9. 100% chance of having a shorthaired cat and a 0% chance of having a long haired cat.
10. Missing gene is an upper case H. All of the squares in the Punnett square should be Hh.
11. 0% longhaired cat and 100% short haired cat.
12. Punnett square should have all lower case recessive alleles. There is a 0% chance for the offspring to carry the dominant and there is a 100% chance to carry recessive.
13. F
14. E
15. B
16. A
17. C
18. D
19. Answers can vary. Though the most important thing is that Mendel was the founder of genetics and the start of genetic research.

Appendix G

**Initial Assessment**

**Name:** \_\_\_\_\_

Studying the causes of World War I, scholars talk about the “isms” that were responsible for bringing the world into a global conflict. Define the terms, below, as they pertain to the events of the early twentieth century.

**Nationalism**

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**Militarism**

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**Imperialism**

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**Colonialism**

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## Appendix H

### Discussion Notes

#### Nationalism

- Love of country and willingness to sacrifice for it
- Created by people having something in common: history, religion, language, or race – a common identity or cause
- The doctrine that your national culture and interests are superior to any other
- Combined with a formal authoritarian structure of leadership, nationalism becomes extreme. National identity is the foundation of a person's individual identity. A person is no longer first and foremost a father, mother, student, etc. but a German, above all else.

#### Militarism

- Glorification of the ideals of a professional military class
- Predominance of the armed forces in the administration or policy of the state.
- A policy in which military preparedness is of primary importance to a state.

#### Imperialism

- A policy of extending your rule over foreign countries
- Any instance of aggressive extension of authority

#### Colonialism

- A policy by which a nation maintains or extends its control over foreign dependencies
- Exploitation by a stronger country of weaker one; the use of the weaker country's resources to strengthen and enrich the stronger country

Adapted from: Dictionary.com. Lexico Publishing Group, LLC. Available URL: <http://dictionary.reference.com/browse/>, 2006.

## Appendix I

### The Weimar Republic

After World War I, Germany was in chaos. Kaiser Wilhelm fled Germany to live out his life in Holland. Two generals, Paul von Hindenburg and Erich Ludendorff, ran the country temporarily. The man who came to power was Friedrich Ebert, a representative of the working classes. A new constitution was written in the town of Weimar and Germany became a republic, abandoning the archaic class structure dominated by a Kaiser, landed classes, and generals. A parliament, or *Reichstag*, would create laws and be elected by the people through a political party majority. The president would have a seven-year term and his powers included: commander of armed forces, call for elections, and appoint the chancellor (senior government official). The new constitution aimed to give power to the people.

### Versailles Treaty

President Wilson had promised fairness in the treaty, but Germans were horrified over the terms, having thought the Allies would be sympathetic to their new democratic government. It was peace in the spirit of revenge. There was intense hatred for all authority that brought Germany to this situation. This was a time of national humiliation and economic misery for Germany. Losses for Germany included:

- Two million soldiers
- The economy was close to collapse.
- 132,000,000,000 gold marks (Ten trillion dollars) war reparations
- Army reduced to 100,000, similar to a police force for the country
- No air force or navy allowed
- Land lost to: France, (Alsace-Lorraine), Belgium, Denmark, Lithuania, Czechoslovakia, (newly formed from Austria-Hungary), and Poland, (West Prussia became a Polish corridor, splitting Germany in two)
- The Rhineland was a demilitarized zone; no troops or fortifications were allowed
- Germany, Austria-Hungary, and Turkey had to take responsibility for the war by signing a “War Guilt Clause” in the treaty.

One young man, who had been temporarily blinded by a gas attack on the Western Front, threw himself on his cot and wept. He was 29 years old and had not felt such pain since his mother died ten years earlier. He vowed to take revenge for Germany’s defeat. His name was Adolf Hitler.

Adapted from: Freeman, C. *The Rise of the Nazis*. Austin, Texas: Raintree Steck-Vaughn Publishers, 1998. 0-8172-5015-8.

Adapted from: “Paul Von Hindenburg,” Wikipedia: the Free Encyclopedia, Available URL: [http://en.wikipedia.org/wiki/Paul\\_von\\_Hindenburg](http://en.wikipedia.org/wiki/Paul_von_Hindenburg), 2006.

**Bibliography of Holocaust Fiction**

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2. Bishop, C. *Twenty and Ten*. New York: Penguin Group, 1952. 0140310762. Twenty school children hide ten Jewish children from the Nazis in occupied France.
3. Denenberg, B. *One Eye Laughing*. New York: Scholastic, 2000. 0439095182. A 12-year old escapes Nazi persecution and comes to the United States.
4. Douglas, K. *The Broken Mirror: a Novella*. New York: Simon and Schuster Books for Young Readers, 1997. 0689814933. Nazis destroy the family of a twelve year-old boy; he loses his faith and moves to New York.
5. Hesse, K. *The Cats in Krasinski Square*. New York: Scholastic Press, 2004. 0439435404. Two sisters thwart a Gestapo attempt to intercept food for starving people. (A picture book)
6. Johnston, J. *The Harmonica*. Watertown, MA: Charlesbridge, 2004. 1570915474. A Jewish boy plays a harmonica in a concentration camp in an effort to save himself. (A picture book)
7. Kacer, K. *The Night Spies*. Toronto: Second Story Press, 2003. 1-896764-70-3. Children hiding out in a hayloft find a dangerous way to help the resistance.
8. Laird, C. *Shadow of the Wall*. New York: Greenwillow Books, 1989. 0688093361. A boy living in a Warsaw, Poland ghetto during the war joins the resistance.
9. Levine, K. *Hana's Suitcase*. Morton Grove, IL: Albert Whitman, 2003. 0807531480. Follow the investigation of some Japanese children who try to discover the truth about a young girl in the Holocaust.
10. Lowry, L. *Number the Stars*. Boston: Houghton-Mifflin Co., 1989. 0395510600. A story of two girls- one friend helping her Jewish friend to the safety of Sweden during the war. This book is a Newbery Award winner.
11. Reiss, J. *The Upstairs Room*. New York: Crowell, 1972. 0690851278. This is an autobiography of a Jewish Dutch girl who hides in a farmer's house for two and a half years during the occupation.

**Bibliography of Holocaust Fiction,**

12. Roth-Hano, R. *Touch Wood: a Girlhood in Occupied France*. New York: Four Winds Press, 1998. 002777340X. An autobiographical novel about a girl who finds protection in a convent in Normandy while the Nazis occupied France.
13. Siegal, A. *Upon the Head of a Goat*. New York: Puffin Books, 1994. 014036966X. A 9-year old girl, Piri, describes being Jewish in German-occupied Hungary during World War II.
14. Spiegelman, A. *Maus: A Survivor's Tale*. New York: Pantheon, 1986. 0590469010. (Young adult level) The horrors of concentration camps are exposed in this popular book. (There is a sequel- *Maus II*.)
15. Treseder, T. *Hear, O Israel*. NY New York: Atheneum, 1990. 0689314566. A boy describes life in a Warsaw ghetto and a concentration camp at Treblinka.
16. Wiesel, E. *Night*. New York: Bantam Books, 1960. 0-553-27253-5. (Young adult level) This autobiographical account of the Holocaust is horrifically explicit.
17. Wild, M. *Let the Celebrations BEGIN!* New York: Orchard Books, 1991. 0531085376. (A picture book) Women in a concentration camp in Poland make toys out of rags and trash for a celebration they will have for the children when liberation comes. (A story based on fact)
18. Williams, L. *Behind the Bedroom Wall*. Minneapolis: Milkweed Editions, 1996. 1571316078. Should 13-year old Karinna turn her parents in to the Hitler Youth for hiding Jewish people from the Nazis?
19. Yolen, J. *The Devil's Arithmetic*. New York: Viking Kestrel, 1988. 0670810274. Hannah time travels to a Jewish village in occupied Poland during the Second World War. (Young Adult level)
20. Yolen, J. *Briar Rose*. New York: Tom Doherty Associates, 1992. 0-765-34230-8. This "Sleeping Beauty" tale incorporates the Holocaust. (Young adult level)

Appendix K

**Nazis and Totalitarianism Chart**

<b>Form of Government</b>	<b>Origin</b>	<b>Characteristics</b>	<b>Countries with this type of government</b>
<b>Nazism</b>	<ul style="list-style-type: none"> <li>• National Socialist German Workers Party (NSDAP)</li> <li>• 1933-1945 Germany</li> <li>• Closely associated with Adolf Hitler</li> </ul>	Advocated: <ul style="list-style-type: none"> <li>• racism</li> <li>• extreme nationalism</li> <li>• Aryan master race</li> <li>• Anti-Semitism</li> <li>• Defend against Western world and Jews</li> </ul>	Germany 1933-1945
<b>Fascism</b>	<ul style="list-style-type: none"> <li>• 1922-1933 Italy</li> <li>• Closely associated with Benito Mussolini</li> </ul>	<ul style="list-style-type: none"> <li>• Radical totalitarian political philosophy: government controls every aspect of life</li> <li>• Extreme nationalism</li> <li>• Militarism</li> <li>• Anti-communists</li> <li>• Glorify war for its own sake</li> <li>• Loyalty to a single leader</li> <li>• Restore past greatness</li> </ul>	Italy 1922-1933
<b>Communism</b>	<ul style="list-style-type: none"> <li>• Karl Marx philosophy (Marxism)</li> </ul>	<ul style="list-style-type: none"> <li>• Revolution will result in classless society</li> <li>• Political &amp; economic philosophy</li> <li>• Private ownership abolished</li> <li>•</li> </ul>	USSR 1918-1991 China 1949-present
<b>Democracy</b>	<ul style="list-style-type: none"> <li>• Ancient Greece 5<sup>th</sup> century BC</li> <li>• Ancient Romans created representative democracy (republic)</li> </ul>	<ul style="list-style-type: none"> <li>• “<i>demos</i>” = people</li> <li>• “<i>kratos</i>” = rule</li> <li>• People involved in government through voting</li> </ul>	United States 1776-present

Adapted from: “Fascism,” Wikipedia: the Free Encyclopedia. Available URL: <http://en.wikipedia.org/wiki/Fascism>, 2006.

**Who Am I?**

Working in groups of three or four students, read the passages, below. Then, search the “Lesson Two Teacher Notes: Nazis and Totalitarianism” handout for the answer for each passage. Fill in the blank when your group reaches consensus on the correct answer. Possible answers are: “I am a Nazi,” or “I am a fascist,” or “I am a communist,” or “I am a democrat.” (The last indicates type of government, not political party affiliation.)

1. My family used to own a small business, but we do not any longer. As a business owner, I had some importance in the community where I live. The business made a little profit and we had a small home in town. The farmers in the fields were hardworking before, hoping to get ahead for their families. Now, we are all the same. We work, but never prosper. We never improve our lot in life. I no longer own the home in town. My family has been crowded into a small apartment. We all work for the good of the community now. I suppose it is for the good of all of us that we share everything, but sometimes it seems like the old ways were the best.

Who am I? \_\_\_\_\_

2. I want to see some changes in my community. There is trash on the streets and crime is everywhere. This is not a safe or acceptable way to live. It seems like people in charge should be taking care of our town, but we don't see evidence of that. Last year, someone took my son's little red wagon out of the yard and the local school was vandalized while it was closed for summer vacation. Why don't local officials care about the people? Sometimes it seems like government officials just care about their own projects, like where to put a new municipal center or whether it would profit our community to store nuclear waste. There's nothing else to be done about this. I'm running for mayor.

Who am I? \_\_\_\_\_

3. I've just been drafted. I am not in favor of going to war, but our nation is going to war again. We used to have freedom in our country. Long ago, in ancient times, this part of the world created many kinds of law that we use today. There was a positive aspect to life. Today, there is only hate and terror. The dictator in power forces allegiance to him. The alternative is torture and death. I am loyal to my country, but just not to this extreme form of totalitarianism. The only thing I have in common with the current government is that we both would like to see a return to the greatness that was once this country. That will never happen in this atmosphere of oppression, where every part of life is controlled.

Who am I? \_\_\_\_\_

**Who Am I?**

4. I am loyal to my leader! He will direct our nation out of hard times and into greatness! My goal is to be a strong officer in the army- perhaps a general! Then, I will control the population and make sure they are loyal to my leader. I hope to go to war in the near future. Then, I can inflict terror on some other nations' citizens besides my own! It's a good thing that our government controls all aspects of life. I don't think these simpletons have the wits about them to run a shop or plow a field. They need our leader's guidance in every step of their lives!

Who am I? \_\_\_\_\_

5. There's one! I have learned to recognize the sub humans! When I was a child, we had a story in school about poisonous mushrooms. Just like finding the poison mushrooms amongst the good ones, we must seek and pluck out the poison populous in our midst! These inferior beings will weaken our super human strains. We must remove them! Our leader is strict and rightly so! He is leading us to greatness, where we belong in the world! He will make sure we have all the space and provisions we need to for great civilization. He will rid us of the inferior beings! We will be on the look out!

Who am I? \_\_\_\_\_

6. Revolution! We survived the tyranny long enough! We are thinkers, from the Age of Reason! We will not tolerate having our natural freedoms taken away any longer. We will stand on our own feet, work with our own hands and speak our own minds! (Emerson) Liberty, I say! Then, we will rule ourselves! We will be educated and knowledgeable, then, we will make wise decisions to govern ourselves properly.

Who am I? \_\_\_\_\_

7. Loyalty is everything. He who is not loyal does not deserve to live. We will become great, as we were in days of medieval knights. Our great Teutonic ancestors were supermen and we will be again. We need to listen to our leader and put our country first, before home, family, religion, everything! Nothing is more important than the will of our leader. He will bring us to greatness again! Two million dead soldiers did not die in vain! We should have won! We will avenge them and show the world the strongest people the world has ever known!

Who am I? \_\_\_\_\_

**Who Am I?**

8. I was a nobleman. My children had everything they ever wanted. We have had to dress like beggars, to try and escape this place that used to be my country. What is happening? Now, no one owns anything. There was a revolution, but the people did not gain anything: no freedoms, no rights, no protections under laws, no land or bread! What did they fight for? Now, we have nothing and become paupers in an effort to live! Did they think this idea would work? Everyone tries so hard, but has nothing to show for it. The dictators have everything. This new order will ruin our nation. I will escape with my family and find a better life elsewhere; perhaps without nobility or riches, but with the most important thing in tact—freedom!

Who am I? \_\_\_\_\_

9. We have endured this situation long enough! We are the true race! We must rid ourselves of these criminals in our midst! There is only one superior being in the world and he is from our pure ancestry. The government has a program in place to prevent lesser humans from multiplying. People with chronic ailments or those who are old, handicapped, or mentally ill are put out of their misery so the nation does not have to support them. We must protect the bloodline of our heritage. The lesser humans can be extinguished, to protect the master race!

Who am I? \_\_\_\_\_

10. Those communists will never be allowed here! We will make sure of that, if we have to fight them! Our leader is powerful; he knows if there are infidels in our midst. In the coffee shop, at the market, there are soldiers listening. Our leader protects our lives. If there are communists here, they will be found. We are not afraid to fight them. We are not afraid to fight anyone. The old ways are gone; power to the dictator! We will follow him to any country, fight any war, to defend him!

Who am I? \_\_\_\_\_

**Who Am I?  
KEY**

1. Communist
2. Democrat
3. Fascist
4. Fascist
5. Nazi
6. Democrat
7. Nazi
8. Communist
9. Nazi
10. Fascist

## Appendix M

### Nazis and Totalitarianism Notes

Following the armistice and the Versailles Treaty stipulations, conditions in Germany worsened. A weak economy persisted as a worldwide depression approached. In 1927, fourteen thousand Germans committed suicide. Adolf Hitler had joined the National Socialist German Workers' Party. The nickname of the party became "Nazi" and from an ancient good luck token, the swastika was adapted as a powerful symbol. After a failed attempt to take over Bavaria in 1923, Hitler was arrested for high treason. While incarcerated, he wrote *Mein Kampf*, "My Struggle," to express his plans for Germany. He served just a few months of his sentence; however, and continued his drive for power over the next ten years.

By October of 1932, five million Germans were unemployed. American investors, facing the sting of the Great Depression at home, withdrew investments that had helped Germany. Contempt for the Weimar Republic was growing as a scapegoat was sought for the unending misery Germany seemed to face. **Hitler put forth his own ideas on economic and governmental reform:**

- With his genius for public speaking, he told people to reject the Versailles Treaty
- Disciplined, patriotic, Hitler's goal was to have Germany respected in Europe
- Replace democracy with a strong government dedicated to the revival of German pride
- Bring in new and modern technology (especially appealing to young people): create new roads, new factories, new jobs and new weapons
- Hitler used an airplane for campaigning, impressive to many
- Older Germans appreciated his traditional values of family first and hard work
- Businessmen appreciated Hitler's attitude against communism and trade unions
- Put the blame for German disasters on German Jewish people

In January, 1933, Hitler's tug-o-war with Paul von Hindenburg ended and he became chancellor of Germany. Hindenburg, who was 84 years old and senile, had opposed Hitler's appointment. By this time, the aging president was infirm and occasionally believed that Hitler was Kaiser Wilhelm. **Hitler did several things to gain control of the German government in a short period of time:**

- Hermann Goering, Minister for the Interior of Prussia, controlled the largest police force in Germany, with instructions that every communist should be shot. His police force was called the Gestapo.
- February, 1933, freedom of the press was revoked.
- March 23, 1933, the Enabling Law was passed: disabled the Reichstag, giving Hitler all power
- Hitler announced that the office of president would be vacant; he would fill both roles
- April 1, 1933, boycott of Jewish businesses
- July, 1933, the Nazi Party was the only party allowed.

The cult of "*der Führer*" had begun.

Adapted from: Freeman, C. *The Rise of the Nazis*. Austin, Texas: Raintree Steck-Vaughn Publishers, 1998. 0-8172-5015-8.

## Appendix N

### Sample Parent Letter

7<sup>th</sup> Grade History

(Date)

Dear Parents,

This month in history and science, we are doing an integrated study. The unit is called “Genetics and the Master Race.” In science, we are learning about how people have inherited traits from their parents. The scientific and mathematical data on how traits are passed on has come a long way in the last fifty years!

Long ago, in the 1930’s, people thought they were being “scientific” when they talked about the “science” of racism. They thought some people were better than others- super human, almost, because of the traits they inherited from their parents. Some of this ideology came from Charles Darwin, and the philosophy of “survival of the fittest.” Darwin’s cousin, Francis Galton, believed that people could be improved upon by having only the healthiest, strongest, and fittest carrying on the human race.

That meant people who were chronically ill, mentally challenged, physically or mentally handicapped, or from the wrong hereditary background were discouraged from marrying or having children. In Nazi Germany, many of these people were not allowed to have children. Many others were put to death.

Nazis believed that Jewish people were inferior to them. They blamed Jews for the loss of World War I and the depression that followed. Nazis used propaganda to persuade Germany that Jewish people were criminals and a lower class of people than those with a Nordic background, or Aryan race.

In an effort to understand the repercussions of what many people were subjected to in Germany, we are going to have badges to wear at school on Thursday, marking us with a negative connotation. Our badges will be paper X’s cut out and pinned on our shirts. We will wear the badges all day. For one day, we will experience some discrimination from our peers.

This letter is to inform you and remind the students that none of them have done anything wrong and this is not a punishment. This activity is a role-playing lesson. The X symbol was chosen because for students, an X can have a negative connotation. Students may be subjected to derision for wearing the X’s. We are trying to replicate how people of the wrong religion or race felt in the 1930’s with the negative comments made to them, so we will discuss these feelings in reaction to possible comments.

When we are finished wearing our X’s, we will discuss the discomfort of being labeled or branded for one day. Then, we will discuss what it must have been like to be labeled or branded for life.

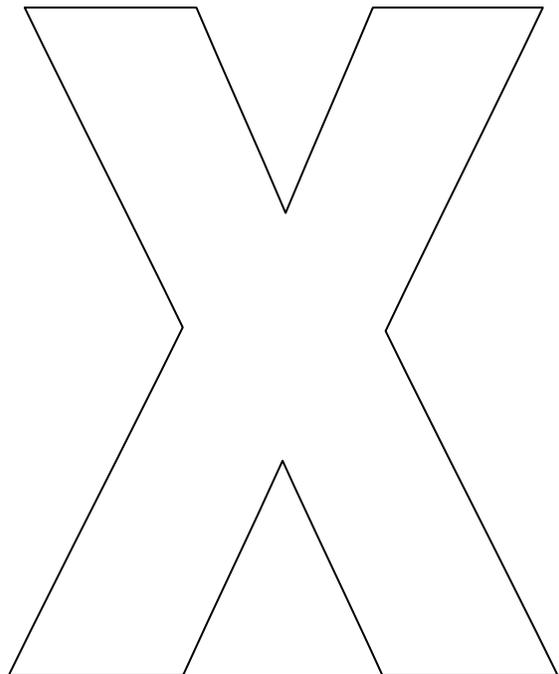
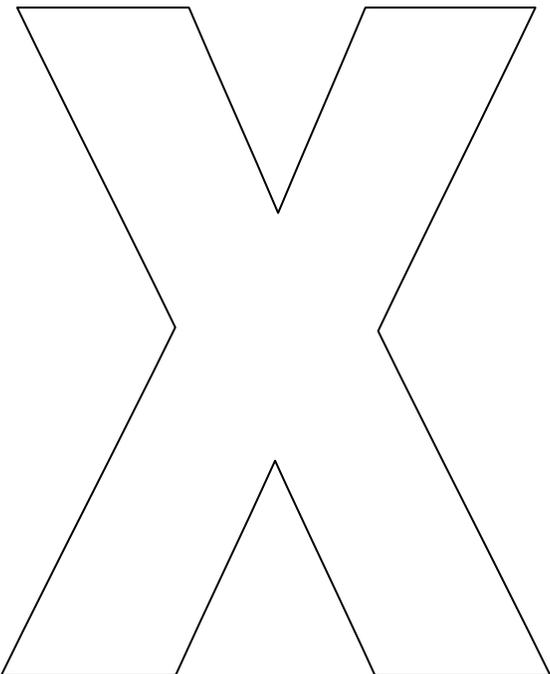
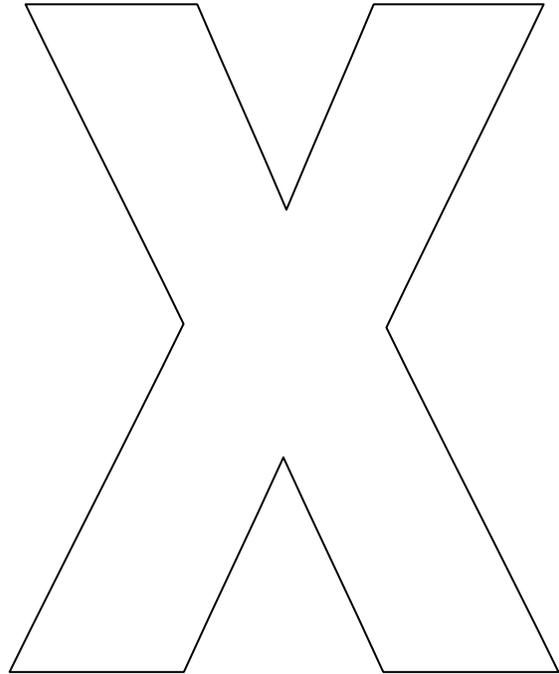
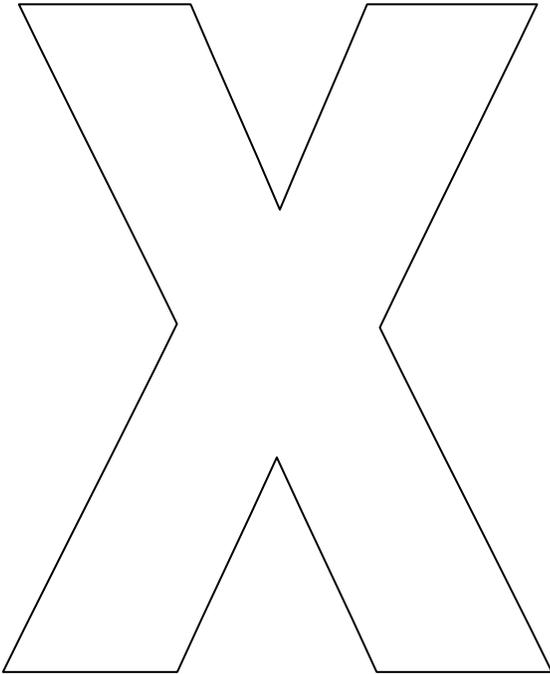
If you have any questions about this activity, please feel free to contact me.

Thank you for your support!

Sincerely,

Appendix O

**Master Race X's**



### **The Master Race**

(1) Adolf Hitler wanted the German people to believe they were a “master race,” descended from super humans of ancient civilizations. He united Germany with this belief in a supreme race, military strength, and an authoritarian government. The promise of a united country, revived industry, improved economy, and advancing civilization sparked enthusiasm from the desperate people.

(2) Even though Hitler was not elected into office, a strong propaganda machine put a spin on his position after the fact. Harvest festivals, traditional celebrations for rural dwellers, became huge celebrations intertwining old customs and new politics. Grandiose public works projects were publicized as signs of the German people beginning to prosper. Radios were mass-produced so everyone could hear the propaganda. Young people were especially caught up in the promotion of Germany as the home of the master race, for “*Führer* and Fatherland.”

(3) Training programs for girls matched Hitler’s youth groups for boys in indoctrinating a new generation of Aryan super humans. A myth was put forth that purebred Germans descended from noble medieval knights. Loans were available for couples with proven Aryan ancestry to have more children. The ideal race needed to be protected, preserved, and promoted. Artifacts were buried so cooperative archaeologists could “discover” evidence of the advanced ancient civilization. Young men proudly flaunted the crisp black uniforms and paraded with pride for a recovering nation.

(4) The main theme was the greatness of the German people; however, not all the German people were included in the vision. Jews became the target of blame for World War I and the economic depression that followed. While Hitler put people back to work, building the Autobahn super highway, creating industries, and improving farm life, he was taking freedom away from Jews, gypsies, the sick, the elderly, the mentally ill, and handicapped citizens. All of these people suffered under the Third Reich, but the main focus of Hitler’s wrath was the Jews.

(5) Jewish people had been successful for generations: in business, academia, the arts, and science. Jews had lived in what would become Germany for 1600 years, as is evidenced by a fourth century graveyard near Cologne. They lived, for the most part, harmoniously with their fellow citizens until the Crusades.

(6) The Church besieged Christians to shun Muslims and Jews when the Crusades began. Crusaders on their way to the Holy Land massacred entire communities of Jews, such as those in Worms, Mainz, and Cologne. In Mainz, 1100 people were killed in one day in 1096. Jews began confining themselves to “ghettos,” where walled areas of cities kept out evildoers when the gates were locked from within. In the thirteenth century, the Spanish Inquisition subjected Jews to imprisonment and death. German villages likewise expelled Jews during the Middle Ages and the Reformation as “undesirables.” As time went on, many Jews moved toward Eastern Europe, especially to what would become Poland.

(7) Jewish people living in Germany in the early twentieth century had earned citizenship and were participants in the nationalistic fervor of the nation. The catastrophes that awaited them were not evident until Hitler came to power. The Nuremberg Laws of 1935 defined Jews in terms of race, disabling their assimilation into the population. Citizenship was taken away. Jews were no longer permitted to be doctors, lawyers, hold public office, or maintain businesses.

### The Master Race

(8) *Kristallnacht*, the “night of the broken glass,” was carried out November 9, 1938. Three hundred Jews were killed, thirty thousand were imprisoned, and a thousand synagogues were burned. Those with money, who were able to, left Germany. In 1938-39, one hundred-twenty thousand Jews left Germany. Unfortunately, the Nazis overran Europe and many people couldn’t get away.

(9) Hitler’s refusal to fulfill the Versailles Treaty continued as he built the army, stockpiled weapons, and began to annex “living space,” or *lebensraum*. In 1938, Hitler took Austria. In January of 1939, he moved into the German speaking area of Czechoslovakia. The September, 1939, invasion of Poland saw a dramatic increase in the horrific treatment of Jews. Blond, blue-eyed Poles could be turned into Germans; others could be slaves, deported, or killed. Three million of the latter were Jews. Hermann Goering referred to WWII as the “Great Racial War.” Newsreels in Germany reinforced this idea. Trains taking soldiers to Poland had banners that said they were off to Poland to bash the Jews.

(10) The Final Solution was to kill all the Jews. Execution squads covered thousands of towns, converting huge pits into mass graves. Trains continually carried people to gas chambers and ovens. In addition to six million Jews, the Nazis killed thousands of others who didn’t measure up to the master race.

(11) The topic of “scientific racism” was a popular trend of the time period. Arthur Gobineau, a Frenchman, wrote an essay advocating white supremacy in the 1800’s. Francis Galton, cousin of Charles Darwin, coined the term “eugenics,” the study of improving the human race through selective breeding. Madison Grant, an American, wrote a book called *The Passing of the Great Race*, about “scientific racism,” in 1916. It advocated compulsory (forced) sterilization and euthanasia, a program of “racial hygiene” to improve the species of humankind. This was the first non-German book ordered to be reprinted in Nazi Germany. Hitler wrote to Grant that this book was his bible.

(12) Today, genetic engineering can improve and preserve the quality of our food. Vaccines targeted for specific illnesses have been improved upon. While there are controversies over the use of genetic engineering; today, this is a real scientific pursuit, not a defense of racism.

(13) The dreams of the coming Third Reich were short-lived. Hitler’s plan to create a master race might be better described as a plan to create a monster race, as that is what so many of his followers seemed to be by the time the world learned of the atrocities committed against man kind. The idea that there was any science in the racism of the era is pseudo-science in retrospect. An investigation into the study of genetics today reveals just how far science has progressed.

Adapted from: Shyovitz, David. “The Virtual Jewish History Tour: Germany.” Available URL: <http://www.jewishvirtuallibrary.org/jsource/vjw/germany.html>, 2006.

Adapted from : *The People’s Century: 1933, The Master Race*. Boston: PBS Video, 1998. ASIN B00000F0PB.

Adapted from: “Madison Grant.” Wikipedia: The Free Encyclopedia. Available URL: [http://en.wikipedia.org/wiki/Madison\\_Grant](http://en.wikipedia.org/wiki/Madison_Grant), 2006.

Adapted from: “Genetic Engineering.” Wikipedia: The Free Encyclopedia. Available URL: [http://en.wikipedia.org/wiki/Genetic\\_engineering](http://en.wikipedia.org/wiki/Genetic_engineering), 2006.

**How to Take Notes**

Look at each paragraph of “The Master Race Notes.” Write down the important topic on the left hand side of your paper. Add details about the topic on the right hand side of the paper. Do this for each paragraph, numbering your notes to match the numbered paragraphs. These “two-column” notes will make it easy to study the information at a glance for review. If you are unclear about something while studying your condensed notes, you can easily go back to the original notes and re-read that paragraph.

**Notes on the Master Race**

(1) German people	Hitler thought they were a “master race.”
Hitler united Germany with 3 ideas:	<ul style="list-style-type: none"> <li>• Supreme race</li> <li>• military strength</li> <li>• authoritarian government</li> </ul>
(2) Hitler’s propaganda activities:	<ul style="list-style-type: none"> <li>• huge festivals</li> <li>• big public works projects</li> <li>• radios for everyone</li> <li>• influence on young people</li> </ul>
(3) Hitler’s influence on people:	<ul style="list-style-type: none"> <li>• youth groups for boys; training for girls</li> <li>• myth of Germans and medieval knights</li> <li>• Loans for “Aryan ancestry” couples</li> <li>• Artifacts buried and dug up for proof</li> <li>• Admirable uniforms for young men</li> </ul>
(4) Jews became the target	<ul style="list-style-type: none"> <li>• Hitler blamed Jews for WWI</li> <li>• Hitler blamed Jews for depression</li> <li>• Discriminated against Jews, gypsies, the sick, the elderly, mentally ill, etc.</li> </ul>
(5) Jews in Germany for 1600 years	<ul style="list-style-type: none"> <li>• Successful in business, arts, academia</li> </ul>
(6) Christian Church shunned Jews during the Crusades (1096 – 1400’s)	<ul style="list-style-type: none"> <li>• 1100 massacred in one day at Mainz</li> <li>• Jews confined to “ghettos,” walled towns</li> <li>• Spanish Inquisition: imprisonment, death</li> <li>• Reformation Germany: Jews expelled</li> <li>• Many Jews moved east, to modern Poland</li> </ul>
(7) 20 <sup>th</sup> century German Jews	<ul style="list-style-type: none"> <li>• Earned citizenship early in 1900’s</li> </ul>
Nuremberg Laws 1935	<ul style="list-style-type: none"> <li>• Hitler defined Jews by race, not religion</li> <li>• Citizenship taken away</li> <li>• Jews couldn’t be doctors, lawyers, hold public office, or own a business</li> </ul>

**How to Take Notes**

(8) <i>Kristallnacht</i> - night of the broken glass	<ul style="list-style-type: none"> <li>• November 9, 1938</li> <li>• 300 Jews killed</li> <li>• 30,000 Jews imprisoned</li> <li>• 1,000 synagogues burned</li> <li>• 120,000 Jews left Germany after this</li> </ul>
(9) Hitler’s defiance of Versailles Treaty	<ul style="list-style-type: none"> <li>• He built an army</li> <li>• Stockpiled weapons</li> <li>• Annexed countries for “living space,” <i>lebensraum</i></li> <li>• Took Sudetenland, Czechoslovakia, German speaking people</li> <li>• Invaded Poland</li> <li>• Full scale extermination of Jews and others</li> <li>• Hermann Goering: It was a “Great Racial War.”</li> <li>• Soldiers “off to bash Jews” in Poland</li> </ul>
(10) Final Solution	<ul style="list-style-type: none"> <li>• Kill all Jews</li> <li>• Thousands of towns exterminated</li> <li>• Six million Jews and many others killed</li> </ul>
(11) “Scientific Racism”	<ul style="list-style-type: none"> <li>• Trend of the time</li> <li>• White supremacy</li> <li>• Darwin’s cousin coins term “eugenics,” improve humanity by selective breeding</li> <li>• American book: <i>The Passing of the Great Race</i>, 1916, influenced Hitler</li> <li>• Racial hygiene: only some allowed to reproduce</li> </ul>
(12) genetic engineering today	<ul style="list-style-type: none"> <li>• Used to improve quality of life; food, medicine, controversial, but not used for racism defense</li> </ul>
(13) Third Reich, Hitler’s regime	<ul style="list-style-type: none"> <li>• “Master” race became “monster” race</li> <li>• Atrocities against mankind</li> <li>• Pseudo-science used to defend racism</li> </ul>

## Appendix R

### Challenged Books

**Some people believe these books are dangerous and should not be read.**

1. *Scary Stories*, (Series) by Alvin Schwartz
2. *I Know Why the Caged Bird Sings*, by Maya Angelou
3. *The Chocolate War*, by Robert Cormier
4. *The Adventures of Huckleberry Finn*, by Mark Twain
5. *Harry Potter*, (Series) by J.K. Rowling
6. *Forever*, by Judy Blume
7. *Bridge to Terabithia*, by Katherine Paterson
8. *My Brother Sam is Dead*, by James Lincoln Collier and Christopher Collier
9. *The Catcher in the Rye*, by J.D. Salinger
10. *The Giver*, by Lois Lowry
11. *Goosebumps*, (Series) by R.L. Stine
12. *A Day No Pigs Would Die*, by Robert Newton Peck
13. *The Great Gilly Hopkins*, by Katherine Paterson
14. *A Wrinkle in Time*, by Madeleine L'Engle
15. *In the Night Kitchen*, by Maurice Sendak
16. *The Stupids*, (Series) by Harry Allard
17. *The Witches*, by Roald Dahl
18. *Anastasia Krupnik*, (Series) by Lois Lowry
19. *Blubber*, by Judy Blume
20. *Killing Mr. Griffin*, by Lois Duncan
21. *Halloween ABC*, by Eve Merriam
22. *We All Fall Down*, by Robert Cormier
23. *Julie of the Wolves*, by Jean Craighead George
24. *To Kill a Mockingbird*, by Harper Lee
25. *The Outsiders*, by S.E. Hinton
26. *The Pigman*, by Paul Zindel
27. *Deenie*, by Judy Blume
28. *The Boy Who Lost His Face*, by Louis Sachar
29. *Cross Your Fingers, Spit in Your Hat*, by Alvin Schwartz
30. *A Light in the Attic*, by Shel Silverstein
31. *James and the Giant Peach*, by Roald Dahl
32. *Are You There, God? It's Me, Margaret*, by Judy Blume
33. *The Face on the Milk Carton*, by Caroline Cooney
34. *Lord of the Flies*, by William Golding
35. *Where Did I Come From?* by Peter Mayle
36. *The Adventures of Tom Sawyer*, by Mark Twain
37. *Where's Waldo?* by Martin Hanford
38. *Summer of My German Soldier*, by Bette Greene
39. *Little Black Sambo*, by Helen Bannerman
40. *How to Eat Fried Worms*, by Thomas Rockwell

Adapted from: The American Library Association,

Available URL: <http://www.ala.org/ala/oif/bannedbookweek/challengedbanned/challengedbanned.htm>, 2006.

Appendix S

**Book Burning Quote**

"Where they have burned books, they will end in burning human beings."

(German: "*Dort, wo man Bücher verbrennt, verbrennt man am Ende auch Menschen.*")

—Heinrich Heine, from his play *Almansor* (1821)

Adapted from: American Library Association, Available URL:

<http://www.ala.org/ala/oif/bannedbooksweek/bookburning/bookburning.htm>, 2006.

**Book Talk Interpretation  
(50 Points)**

**Name:** \_\_\_\_\_

**Final due date:** \_\_\_\_\_

**1. Title of book you read: (2 pts.)** \_\_\_\_\_

\_\_\_\_\_

**2. Author: (2 pts.)** \_\_\_\_\_

**3. City published: (2 pts.)** \_\_\_\_\_

**4. Publisher & Date of publication: (2 pts.)** \_\_\_\_\_

**5. ISBN: (2 pts.)** \_\_\_\_\_

**6. Give a short summary of the book (three or four sentences): (10 pts.)**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**7. What aspects of the Holocaust does this book focus on? (5 pts.)**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Book Talk Interpretation**

**8. Tell how reading this book increased your awareness of the Holocaust. (5 pts.)**

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**9. Why is it important, today, for people to learn about the Holocaust? (5 pts.)**

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**10. Earn ten (10) points by sharing your book with the class. We will have opportunities for sharing throughout the unit on the Holocaust. At the end of the study, all students will have had an opportunity to share and earn these points.**

## Appendix U

### Timeline Text

- Jan. 1933** Hitler becomes chancellor of Germany
- Feb. 1933** Freedom of the press revoked
- March 21, 1933** 1<sup>st</sup> concentration camp – Dachau - 5,000 prisoners agitators hanged
- Mar.1933** Enabling Law gives Hitler all power- govern without consent of Reichstag (Parliament)
- April 1933** Boycott of Jewish businesses (doctors, lawyers, stores)
- July 1933** Nazi party the only one allowed
- May 1935** Jews forbidden to join army
- Sept. 1935** “Law for Protection of German Blood and Honor”- No mixed marriage
- 1935** “Reich Citizenship Law”- Jews no rights – subjects of the state
- 1935** Nuremberg Laws – one Jewish grandparent made person member of Jewish race
- 1936** Jews banned from all professional jobs
- Mar. 1938** Austria annexed, “*Anschluss*”
- Mar. 1938** No government contracts to Jewish business
- August 1938** Jewish men add Israel to names; Jewish women add Sarah
- Sept. 1938** Aryan doctors could only treat Aryan patients
- Nov. 1938** “*Kristallnacht*,” night of the broken glass
- Nov. 1938** Jewish children banned from schools
- Jan. 1939** German speaking part of Czechoslovakia annexed- the Sudetenland “*Lebensraum*”
- April 1939** Jewish companies collapsed or sold out
- Sept. 1939** Germany invaded Poland, World War II began
- 1938-39** 120,000 Jews left Germany
- 1940** Population divided into groups: Native Germans best: Jews to be exterminated
- March 1941** “Final Solution” exterminate all Jews
- May 1943** Germany declared “*Judenrein*” free of Jews (19,000 were still there, hiding)

Appendix V, page 1

**Timeline Table**

<b>1933</b>	<b>1934</b>	<b>1935</b>	<b>1936</b>	<b>1937</b>	<b>1938</b>
<b>Jan. 1933</b> Hitler becomes chancellor of Germany		<b>May 1935</b> Jews forbidden to join army	<b>1936</b> Jews banned from all professional jobs		<b>Mar. 1938</b> Austria annexed, "Anschluss"
<b>Feb. 1933</b> freedom of the press revoked <b>March 21, 1933</b> 1st concentration camp – Dachau 5,000 prisoners agitators hanged		<b>Sept. 1935</b> "Law for Protection of German Blood and Honor" No mixed marriage			<b>Mar. 1938</b> No government contracts to Jewish business
					<b>August 1938</b> Jewish men add Israel to names; Jewish women add Sarah
<b>Mar. 1933</b> Enabling Law gives Hitler all power- govern without consent of Reichstag (Parliament)		<b>1935</b> "Reich Citizenship Law" Jews no rights – subjects of the state			<b>Sept. 1938</b> Aryan doctors could only treat Aryan patients
<b>April 1933</b> boycott of Jewish businesses (doctors, lawyers, stores)		<b>1935</b> Nuremberg Laws – one Jewish grandparent made person Jewish race			<b>Nov. 1938</b> <i>Kristallnacht</i> , night of the broken glass

Adapted from: "Racial Policy of Nazi Germany." Wikipedia: The Free Encyclopedia. Available URL: [http://en.wikipedia.org/wiki/Racial\\_policy\\_of\\_Nazi\\_Germany](http://en.wikipedia.org/wiki/Racial_policy_of_Nazi_Germany), 2006.

Appendix V, Page 2  
**Timeline Table**

<b>1939</b>	<b>1940</b>	<b>1941</b>	<b>1942</b>	<b>1943</b>
<b>Jan. 1939</b> German speaking part of Czechoslovakia annexed- the Sudetenland		<b>March 1941</b> “Final Solution” exterminate all Jews		
<b>April 1939</b> Jewish companies collapsed or sold out	<b>1940</b> Population divided into groups: Native Germans best: Jews to be exterminated			<b>May 1943</b> Germany declared “ <i>Judenrein</i> ” free of Jews (19,000 were still there, hiding)
<b>Sept. 1939</b> Germany invaded Poland, World War II began				
<b>1938-39</b> 120,000 Jews left Germany				

Adapted from: “*Racial Policy of Nazi Germany.*” Wikipedia: The Free Encyclopedia. Available URL: [http://en.wikipedia.org/wiki/Racial\\_policy\\_of\\_Nazi\\_Germany](http://en.wikipedia.org/wiki/Racial_policy_of_Nazi_Germany), 2006.

## Appendix W

### Notes

#### The United States in the 1930's: Review

Review some of the following with students as they study the Holocaust in Germany.

- Woodrow Wilson had wanted to make the world safe for democracy. He won election in 1916 with the slogan, "He kept us out of war!" Americans were **isolationists**; they wanted no part of more European conflict.
- 1929 **The Stock Market** crashed; Herbert Hoover was president.
- 1930's: **The Dust Bowl** hit the Mid-West. Farms were ruined, crops failed, and dust was so prevalent and blew so far away that ships along the Atlantic coast of the U.S. were covered with it
- Franklin Roosevelt was president from 1932-1945.
- 1930's: **The Great Depression** continued through much of this time period. Review the lack of jobs, homes, etc. Students may remember discussing "Brother, Can You Spare a Dime," a popular song of the time. Soup and bread lines were common as most families were impacted in some way by this economic disaster.
- Several reasons given for the U.S. lack of involvement include the possibilities that:
  - Isolationism kept America from becoming involved in European affairs.
  - Ignorance about what was happening is a possibility- Hitler's propaganda kept many from knowing what atrocities were being committed in Germany.
  - Denial of conditions in Germany is another possible reason why the U.S. did not assume a moral role in world politics
  - Anti-Semitism in the U.S. may have been a contributing factor, as well.
- **Immigration Act of 1924** – This was a National Origins Act that limited the number of people admitted to the United States from any one country to 2% of people from that country already here in 1890. Asians and Indians were prohibited entirely. There were no limits on people emigrating from Latin America and coming into the United States. This policy stayed in effect until 1965.
- **Immigration and Naturalization Services Act of 1965** – This act states that 170,000 visas a year may be issued for people from the Eastern Hemisphere, with no more than 20,000 a year from any one country. From the Western Hemisphere, 120,000 per year may enter the U.S., on a first come, first served basis.

Adapted from:

"The United States Sits in Silence : Where Was the US During the Holocaust?" Available URL: <http://www.history.ucsb.edu/faculty/marcuse/classes/33d/projects/usholo/USHoloMainPage.htm>, 2003.

"Immigration Act of 1924." Wikipedia: The Free Encyclopedia. Available URL: [http://en.wikipedia.org/wiki/National\\_Origins\\_Quota\\_Act](http://en.wikipedia.org/wiki/National_Origins_Quota_Act), 2006.

"Immigration and Nationality Services Act of 1965." Wikipedia: The Free Encyclopedia. Available URL: [http://en.wikipedia.org/wiki/Immigration\\_Act\\_of\\_1965](http://en.wikipedia.org/wiki/Immigration_Act_of_1965), 2006.

## Appendix X

### Diary Rubric

Write a one-day diary entry. You may write from the point of view of someone who is in a concentration camp or from the point of view of someone who is in a Hitler Youth group. Use the facts you have learned in your diary and tell about your experience.

**Your diary entry should be at least three complete paragraphs. You may write more. Remember to use an organized plan in your writing and details to support your topic sentences. The rubric for grading the diary entry is at the bottom of the page.**

1. **Introduction:** This paragraph will tell us:
  - Who you are
  - Where you are
  - Why you are there
2. **Body:** This paragraph will tell us:
  - What is happening for you
  - What you do, who you are with
  - How you feel about life
3. **Conclusion:** This paragraph will tell us:
  - What you hope the future will bring
  - What you are doing to improve your situation
  - What message you want to give other people

### Diary Entry Rubric

Category	Unacceptable, Redo for credit (4-5 pts.)	Not your best effort (6-7 pts.)	Good work (8-9 pts.)	Exceeds expectations (10 pts.)	Score
<b>Content (10 pts.)</b>	Little effort to include factual information	Topic not supported by facts given; be clear	Some facts included, connect to your topic sentences	Support for main points clear and strong	
<b>Organization (10 pts.)</b>	Hard to follow train of thought; no coordination of plan and ideas	Facts included are random; don't corroborate main idea	Effort is there; take your time before you write to plan your writing	Clear, concise information easy to follow	
<b>Mechanics (10 pts.)</b>	No proofreading done; riddled with errors	Numerous mistakes in spelling, grammar	Few errors in spelling, grammar	Almost no errors	
<b>Total Points (30 pts. total) &amp; Comments</b>					

## Appendix Y

### Teacher Notes

#### Universal Declaration of Human Rights

- United Nations General Assembly – December 10, 1948
- Eleanor Roosevelt said this was a like “a Magna Carta for all mankind.”
- John Peters Humphrey, a Canadian, was the principle drafter
- It passed 48-0 when voted upon. There were eight abstentions (Saudi Arabia, Soviet Bloc countries, South Africa)
- In 2004, the declaration was in the *Guinness Book of World Records* as the most translated document in the world. (321 languages)
- Entertainment world:
  - The musical group U2 put the declaration on a huge screen during their Vertigo World Tour Concert in 2005.
  - There was an Australian Wave Aid Concert to benefit the 2004 Boxing Day Tsunami victims. This concert featured articles from the declaration on a screen for the audience to view.

Adapted from: “Universal Declaration of Human Rights.” Wikipedia: The Free Encyclopedia, Available URL: [http://en.wikipedia.org/wiki/Universal\\_declaration\\_of\\_human\\_rights](http://en.wikipedia.org/wiki/Universal_declaration_of_human_rights), 2006.

## Appendix Z

### Quotes

“Intellectual freedom is the only guarantee of a scientific - democratic approach to politics, economic development, and culture.”

*Andrei Dmitrievich Sakharov*

“Democracy is two wolves and a lamb voting on what to have for lunch. Liberty is a well-armed lamb contesting the vote!”

*Benjamin Franklin*

“There may be times when we are powerless to prevent injustice, but there must never be a time when we fail to protest.”

*Elie Wiesel*

“He who allows oppression, shares the crime.”

*Erasmus Darwin, grandfather of Charles Darwin*

Adapted from: “Quotes,” Institute for Election Systems Development. Available URL: <http://www.democracy.ru/english/quotes.php>, 2006.

**Genetics and the Master Race  
History Test  
(100 Points)**

Name: \_\_\_\_\_

**I. Read each of the following; circle the letter of the correct answer. (2 pts. each)**

1. The Weimar Republic was governed by:
  - A. A *führer*
  - B. An emperor
  - C. A president and Reichstag (parliament)
  - D. The Gestapo
  
2. Hitler, in his quest for power, used:
  - A. All of the below
  - B. Military strength
  - C. Authoritarian government
  - D. Propaganda about the German people's superiority
  
3. *Lebensraum* means:
  - A. Discrimination
  - B. Living space
  - C. Crystal night
  - D. Ghetto living
  
4. The Nazis believed there was a master race made up of:
  - A. All of the below
  - B. Ancient Romans and Greeks
  - C. Blond, blue-eyed Nordic Germans
  - D. Jewish people
  
5. Anti-Semitism means:
  - A. Believing Germans are superior
  - B. Using science to label people
  - C. Annexing land for living space
  - D. Disliking Jewish people
  
6. The document that ended World War I was:
  - A. The Treaty of Paris
  - B. The Warsaw Pact
  - C. The Treaty of Versailles
  - D. The Potsdam Conference Report

7. The word used to describe the deaths of over six million people is:
  - A. *Mein Kampf*
  - B. Swastika
  - C. Fascism
  - D. Holocaust
  
8. What was the Gestapo?
  - A. An elite parade group of Hitler youth
  - B. A special secret police that terrorized Germany
  - C. A book Hitler wrote about his vision for the future
  - D. Another word for Barbarian Post Office
  
9. The “night of the broken glass,” November, 1938, when three hundred Jews were killed, has been called:
  - A. *Kristallnacht*
  - B. *Lebensraum*
  - C. *Anschluss*
  - D. *Mein Kampf*
  
10. The political party Adolf Hitler belonged to was called:
  - A. The Communists
  - B. The Republicans
  - C. The Fascists
  - D. The Nazis
  
11. Hitler wrote a book called:
  - A. *The Poisonous Mushroom*
  - B. *Mein Kampf*, “My Struggle”
  - C. *The Master Race*
  - D. *Pseudo-Science Fact Book*
  
12. Nationalism is a feeling of love for one’s country, but can become dangerous when it is:
  - A. All of the below
  - B. Combined with formal authoritarian structure of leadership
  - C. The main foundation of a person’s identity
  - D. A doctrine that your nation’s interests are superior to everything and everyone else
  
13. *Auschwitz* and *Dachau* were:
  - A. Places that were annexed to Germany
  - B. Secret reports on Jewish business activity
  - C. Resorts for Nazi soldiers
  - D. Concentration camps

14. The “final solution” proclaimed by the Nazis was:
  - A. All of the below
  - B. The decision to invade the U.S.S.R.
  - C. The commitment to annex Afghanistan
  - D. The decision to kill all the Jews
  
15. A predominance of the armed forces in the policy of government is:
  - A. Militarism
  - B. Colonialism
  - C. Imperialism
  - D. Isolationism
  
16. How did the German leaders use propaganda with the people?
  - A. All of the below
  - B. They mass-produced radios so everyone could hear their news.
  - C. They had children taught using stories like “The Poisonous Mushroom,” to persuade people that Jews were sub-human.
  - D. They burned books that didn’t support their views.
  
17. During the 1930’s, the man who was president of the United States was:
  - A. Harry Truman
  - B. Dwight Eisenhower
  - C. Theodore Roosevelt
  - D. Franklin Roosevelt
  
18. Fascism was a type of authoritarian government that was advocated in:
  - A. All of the below
  - B. Yugoslavia
  - C. Italy
  - D. France
  
19. The United States, during the 1930’s, was:
  - A. All of the below
  - B. Experiencing the Dust Bowl
  - C. Struggling through the Great Depression
  - D. Following an international policy of isolationism
  
20. What was the “master race”?
  - A. All of the below
  - B. People of Nordic ancestry, true Germans, who were supposedly superior to everyone else
  - C. People from Eastern Europe, including Jews, gypsies, Slavs, and others who were immigrating into northern European countries
  - D. People who scored better on the tests in German schools

21. People considered to be inferior were identified by:
- A. All of the below
  - B. Tests, such as measuring skull size and nose length
  - C. Adding “Israel” or “Sarah” to people’s names
  - D. Wearing yellow stars
22. The Nuremberg Laws limited freedom by:
- A. Charging stiff penalties for losing passports
  - B. Taking away the freedom, from some people, to be doctors, lawyers, or to own businesses.
  - C. Creating curfews for all Germans under twenty-one years of age.
  - D. Taking away homes of people who didn’t go to church
23. Young people in Germany were lured to allegiance by:
- A. All of the below
  - B. Hitler youth groups for boys and girls
  - C. Parades and festivals of celebration
  - D. Propaganda and promises
24. The word “ghetto” used to be:
- A. All of the below
  - B. A really bad assignment
  - C. An area where sporting events were held in the city
  - D. A walled section of the city, where Jewish people were confined
25. Scientific racism was a term that was applied to:
- A. All of the below
  - B. Efforts to prove that one race was superior to another
  - C. Attempts to justify the murder of millions of people
  - D. The result of the “eugenics” movement of selective breeding
26. What are some possible reasons the U.S. didn’t stop the atrocities in Germany?
- A. All of the below
  - B. The U.S. was very poor and could not afford to help, since the Stock Market Crash of 1929.
  - C. The U.S. did not want to be enemies with the Nazis, because then the Nazis might have attacked the U.S.
  - D. The U.S. may not have been aware of what was happening, with Nazi propaganda being told to the world.
27. What is *anschluss*?
- A. The annexation of Austria to Germany in 1938
  - B. The skiing technique developed by Nazis to catch escapees
  - C. The marching rhythm preferred by German soldiers seeing Hitler
  - D. The development of modern aircraft for the coming war

28. The actions of the Nazis in the 1930's lead to:
- A. All of the below
  - B. The Holocaust
  - C. World War II
  - D. The United Nations' Universal Declaration of Human Rights
29. After World War I, Germany was not allowed to:
- A. Have a big army
  - B. Participate in the United Nations
  - C. Pay the debt from the war
  - D. Burn books
30. What was the "War Guilt Clause"?
- A. An investigation in Germany to see which people were criminals
  - B. A United Nations resolution proclaiming the innocence of Austria-Hungary
  - C. A paper signed by Germany, Austria-Hungary, and Turkey taking responsibility for World War One
  - D. A paper signed by Hitler exempting leaders from punishment after the war
31. A theory of government that developed in Ancient Greece and allows people to participated in government is:
- A. Bureaucracy
  - B. Communism
  - C. Fascism
  - D. Democracy
32. Hitler's belief in some German people being a "master race" was based on:
- A. All of the below
  - B. Ancestry
  - C. Race
  - D. Physical traits
33. Why didn't more Jewish people leave Germany before they were imprisoned and killed?
- A. People were not allowed to leave with their possessions or very much money; they had to leave it all behind.
  - B. People thought the Nazis would realize that their behavior was inappropriate and change.
  - C. People thought the United Nations would send troops to help Jewish families.
  - D. People were committed to Germany no matter what happened to them.
34. How did the Crusades affect people's views of Jews?
- A. The Church taught everyone to love their neighbor.
  - B. The Church practiced tolerance and told everyone to accept others.
  - C. The Church besieged Christians to shun Moslems and Jews.
  - D. The Church was thought to be the master race.

35. Censorship takes away which freedom?
- A. The right to a trial by jury
  - B. The right to have a lawyer present
  - C. The right to bear arms
  - D. The right to freedom of speech
36. What is the “danger” for people in a society to read other philosophies of government?
- A. All of the below
  - B. They may read about other forms of government and possibly lose the feeling of loyalty to their own government.
  - C. They will be slacking off from working at their jobs if they are reading too frequently.
  - D. They may want more books and too much buying power creates a negative impact on the economy.
37. A type of government where no one owns anything and everyone works for the good of the country, receiving what is needed to live on from the government, is called:
- A. Capitalism
  - B. Mercantilism
  - C. Colonialism
  - D. Communism
38. Which country or countries, below, has been ruled by a totalitarian regime at some point in history?
- A. All of the below
  - B. The U.S.S.R.
  - C. Germany
  - D. Italy
39. How can we prevent persecution of others in our schools, communities, or nation?
- A. All of the below
  - B. Tease people one-on-one, don't tease whole groups of people.
  - C. Refuse to listen to negative jokes or comments about ethnic or racial groups.
  - D. Make sure to spend time with people just like you who think the same as you.
40. How can we prevent a situation like the Holocaust from ever happening again?
- A. All of the below
  - B. Support documents such as the “Declaration of Human Rights.”
  - C. Refuse to be isolationists when the world knows genocide is going on anywhere in the world.
  - D. Read, learn, and become educated about cause and effect in history so that we make intelligent decisions in the future.

**II. Essay Questions (20 Points Total, 10 Points each)**

**Choose two (2) of the following questions to answer on your own paper. Each essay is worth ten (10) points. Organize your writing with an introductory sentence (2 points), a solid body of evidence with details you have learned (6 points), and a concluding statement (2 points).**

1. Why was Hitler wrong in believing there was a “master race”? You have learned about the science of genetics in the twenty-first century. With what we know today to be true scientifically, discuss the inconsistencies (errors in thinking) of the "Science of Race" from the 1930's and how these mistaken ideas lead to the Holocaust.
2. How did Hitler and the Nazi Party convince the German people that the "Aryans" were better than any other people? Use the information you learned in history and science to explain.
3. Why didn't the United States help the people in Europe until December of 1941? Use information you learned in history to explain.
4. Describe how the persecution of Jewish people in Germany advanced through the 1930's, until it became the “final solution.”

**Genetics and the Master Race  
History Test**

**KEY TO MULTIPLE CHOICE**

Page 1

- 1. C
- 2. A
- 3. B
- 4. C
- 5. D
- 6. C

Page 2

- 7. D
- 8. B
- 9. A
- 10. D
- 11. B
- 12. A
- 13. D

Page 3

- 14. D
- 15. A
- 16. A
- 17. D
- 18. C
- 19. A
- 20. B

Page 4

- 21. A
- 22. B
- 23. A
- 24. D
- 25. A
- 26. D
- 27. A

Page 5

- 28. A
- 29. A
- 30. C
- 31. D
- 32. A
- 33. A
- 34. C

Page 6

- 35. D
- 36. B
- 37. D
- 38. A
- 39. C
- 40. D

**Genetics and the Master Race  
History Test  
POSSIBLE ANSWERS TO ESSAYS**

**Why was Hitler wrong in believing there was a “master race”? You have learned about the science of genetics in the twenty-first century. With what we know today to be true scientifically, discuss the inconsistencies (errors in thinking) of the "Science of Race" from the 1930's and how these mistaken beliefs lead to the Holocaust.**

Answers will vary, but may include:

- Pseudo-science, such as “eugenics” was used to prove superiority.
- Based on lies, such as recently buried artifacts dug up and used as proof
- Prejudice of not liking Jewish people
- No valid scientific basis for genetic evaluation of race or ethnicity

**2. How did Hitler and the Nazi Party convince the German people that the "Aryans" were better than any other people? Use the information you learned in history and science to explain.**

Answers will vary, but may include:

- Propaganda, telling Germans they were superior and anti-Semitism against Jews
- Extreme nationalism
- Terror tactics, starting concentration camps for those who opposed Nazi views

**3. Why didn't the United States help the people in Europe until December of 1941? Use information you learned in history to explain.**

Answers will vary, but may include:

- The U.S. was isolationist
- The Great Depression and the Dust Bowl occupied American thought and action
- Actual conditions for Jews in Europe may have been unclear to Americans
- Anti-Semitism in the U.S. may have prevented intervention

**4. Describe how the persecution of Jewish people in Germany advanced through the 1930's, until it became the “final solution.”**

Answers will vary, but may include:

- Freedom of the press revoked in 1933, people couldn't protest
- Nazi Party only party allowed after July, 1933
- Boycott Jewish businesses, 1933
- Nuremberg Laws, 1935