

# Voices from the Holocaust: A Message of Hope

Grade Level or Special Area: 7<sup>th</sup> Grade

Written by: Donna Baumgartner and Carol Birdwell, Central Junior High, Euless, Texas

Length of Unit: 9 Lessons in approximately Three Weeks

## I. ABSTRACT

In middle school students begin to learn about prejudice and the harm caused by these feelings. They learn to question society and begin to form guidelines for themselves as they react to literature about the Holocaust. They also recognize humane and inhumane behaviors that people are capable of in their actions. This unit is built on content that speaks to student's interests and provides them with an understanding of events that lead to the Holocaust. As students become engaged in these classroom activities they should develop an understanding of this historical event and become confident that similar events will never occur again.

## II. OVERVIEW

### A. Concept Objectives

1. Develop a sense of historical empathy with the experiences of the Holocaust as seen through the eyes of people who witnessed it.
2. Read and recognize literature as a record of human experience.
3. Read and respond to novels, drama, poetry, and historical information that represents the point of view of various people from various places.
4. To understand the Holocaust from the perspective of the perpetrators and the victims, and to recognize explicit decisions and policies allowing prejudice enabled the Holocaust to occur

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

1. *Diary of a Young Girl* (Anne Frank)
2. Elements of drama
  - a. Tragedy (review)
  - b. Aspects of conflict, suspense, and characterization
3. Literary terms
  - a. Irony
  - b. Flashbacks and foreshadowing
4. Writing and Research
  - a. Expository writing
  - b. Research essays
5. Elements of Poetry
  - a. Review: meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, alliteration
  - b. Stanzas and refrains
  - c. Forms
  - d. Types of rhyme
6. History
  - a. Hitler's political agenda and the Nazis rise to power in Germany in 1933
  - b. Facts about the Holocaust and Anne Frank

- C. Skill Objectives
  - 1. Students will be able to identify the major causes of the rise of Hitler and the Nazis to power in Germany.
  - 2. Students will be able to organize historical information onto time lines.
  - 3. Students will be able to reflect and connect with their own prejudices through discussion, writing, and poetry.
  - 4. Students will apply knowledge of drama elements, poetry elements and literary terms to interpret and understand text.
  - 5. Students will write a persuasive essay that shows an understanding of the events and attitudes of both perpetrators and victims of the Holocaust.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  - 1. Anita Meyer Meinbach and Miriam Klein Kassenoff, Memories of the Night: A Study of the Holocaust A Frank Schaffer Publication, 1994
  - 2. Bachrach, Susan D., Tell Them We Remember Little Brown and Company, 1994
  - 3. Frances Goodrich and Albert Hackett, The Diary of Anne Frank A Play, 1956
  - 4. Anne Frank, Anne Frank: The Diary of a Young Girl, 1952
- B. For Students
  - 1. Grade 6
    - a. Judaism and Christianity
    - b. Immigration: Discrimination
  - 2. Grade 7
    - a. World War I: “The Great War”, 1914-1918  
History: National pride and greed
    - b. Geography of Central and Western Europe

### IV. RESOURCES

See Bibliography

### V. LESSONS

#### Lesson One: Introduction to the Holocaust

- A. *Daily*
  - 1. Concept Objective(s)
    - a. Develop a sense of historical empathy with the experiences of the Holocaust as seen through the eyes of people who witnessed it.
    - b. Read and recognize literature as a record of human experience.
- B. Lesson Content
  - a. Holocaust History
  - b. Geography of central and western Europe
- C. Skill Objectives
  - a. Students will be able to identify the major causes of the rise of Hitler and the Nazis to power in Germany.

- b. Students will be able to organize historical information onto time lines.
- c. Students will be able to reflect and connect with their own prejudices through discussion, writing, and poetry.

**B. Materials**

- 1. A **KWL** Chart for each class
- 2. History facts on the Holocaust
- 3. Encyclopedias or History Books
- 4. Web site for the United States Holocaust Memorial Museum (<http://www.ushmm.org>)

**D. Key Vocabulary**

- 1. Holocaust-the systematic annihilation of the Nazis of about six million European Jews from 1933-1945
- 2. Nazi Germany- National Socialist Party in Germany led by Adolf Hitler
- 3. persecution-oppression because of one's principles or beliefs
- 4. prejudice-opinion formed without taking time and care to judge fairly

**E. Procedures/Activities**

- 1. Direct the students to create a **KWL** Chart on "The Holocaust". Titles for the columns should read, "What I **Know** About the Holocaust", "What I **Want** to Learn about the Holocaust", and "What I **Learned** about the Holocaust". As the teacher leads the class discussion, record student responses in each column. This chart should remain posted in the classroom for the duration of the unit, and as the study continues students may add to the list of questions and answer any questions they can.
- 2. Students will identify historical facts for the Holocaust time period through researching a reliable web site such as the website for the United States Holocaust Memorial Museum. (<http://www.ushmm.org>)
- 3. Work with students to take notes on research and organize information with the questions they developed from the **KWL** chart activity.

**Assessment/Evaluation**

- 1. Students will define prejudice and stereotypes and consider a response to the question, "Why is prejudice so dangerous? What can happen as a result of prejudice?"
- 2. Organize their thoughts into writing to complete this definition frame:  
*If prejudice were an animal, it would be a \_\_\_\_\_ because \_\_\_\_\_.*  
*If prejudice were a shape it would be a \_\_\_\_\_ because \_\_\_\_\_.*  
*If prejudice were a number it would be \_\_\_\_\_ because \_\_\_\_\_.*  
 Students should illustrate their writing with an appropriate illustration.
- 4. Evaluate student work as an effective piece of communication with an appropriate and thoughtful response that reflects learning. Papers should show evidence of revising and editing skills and have correct grammar, spelling, and mechanics.

**Lesson Two: Prejudice Activity**

**A. Daily Objectives**

- 1. Concept Objective

- a. Develop a sense of historical empathy with the experiences of the Holocaust as seen through the eyes of people who witnessed it.
  - 2. Lesson Content
    - a. Nazi propaganda and its effects on society
    - b. The use of prejudice to perpetuate hate and distrust
  - 3. Skill Objectives
    - a. Students will be able to reflect and connect with their own prejudices through discussion, writing, and poetry.
- B. *Materials*
  - 1. Equal quantities of red, blue, and green squares cut from construction paper
  - 2. Background information and instructions for activity adapted from the Anti-Defamation League and Lifetime Learning Systems unit, 1997 (Appendix A)
  - 3. Copies of group descriptions and questions for red, green and blue groups to mount on matching construction paper (Appendix B 1,2,3)
  - 4. Follow-up questions for class discussion (Appendix C)
  - 5. Prejudice survey questions (Appendix D)
- C. *Key Vocabulary*
  - 1. Prejudice-a negative judgment or opinion formed beforehand without knowledge of the facts
  - 2. Propaganda-information spread for the purpose of advocating a belief or cause
- D. *Procedures/Activities*
  - 1. Teacher should read background information and instructions prior to the activity. (Appendix A)
  - 2. As students enter the room, hand them a red, blue, or green square and instruct them to sit with that designated group. Give no further information.
  - 3. Tell the students that they are representing various levels of society. Read the description of each group to the class.
  - 4. Pass out the group descriptions and questions. (Appendix B 1,2,3)
  - 5. Have each group quickly select a leader and have them head a discussion to answer the questions assigned to the group. The recorder will take notes.
  - 6. Remind the students that they should answer their questions as a group and not individuals. They must consider how their answers might affect their families and not just themselves.
  - 7. After a designated time, have the leaders report their group's answers to the class.
  - 8. Discuss follow-up questions as a class. (Appendix C)
  - 9. Pass out prejudice surveys and have students complete these for homework. (Appendix D)
- E. *Assessment/Evaluation*
  - 1. Students will complete a prejudice survey asking them to identify sources of prejudice in today's society and to examine their own prejudice

attitudes. Remind students that they can be totally honest. Their responses will be evaluated on how well they express their ideas.

### **Lesson Three: Research Terms and Vocabulary for “The Holocaust”**

#### **A. *Daily Objectives***

1. Concept Objective(s)
  - a. Develop a sense of historical empathy with the experiences of the Holocaust as seen through the eyes of people who witnessed it.
2. Lesson Content
  - a. The Nazis’ rise to power in Germany in 1933
  - b. Hitler’s Political Agenda
  - c. Holocaust Facts
  - d. Anne Frank Facts
3. Skill Objective(s)
  - a. Students will be able to identify the major causes of the rise of Hitler and the Nazis to power in Germany
  - b. Students will be able to organize historical information onto time lines.

#### **B. *Materials***

1. Website for the United States Holocaust Memorial Museum  
(<http://www.ushmm.org>)
2. Website for Anne Frank  
(<http://www.annefrank.nl/ned/default2.html>)
3. Encyclopedias
4. Dictionaries
5. Key Vocabulary List for The Holocaust (Appendix N)
6. Appendix E: *How to Make A Vocabulary Tab Book*

#### **C. *Key Vocabulary* (See Appendix O for definitions)**

1. Allies and Axis
2. Concentration Camps
3. Final Solution
4. Ghetto
5. Holocaust
6. Kristallnacht
7. Nazi Party
8. Nuremberg Laws
9. Resistance
10. Schutzstaffel (SS)

#### **D. *Procedures/Activities***

1. Divide the class into research teams of two or three students. Each team will locate one of the assigned terms for the Holocaust unit, research its definition, and discover an explanation of the historical importance of the term.

2. Students should be allowed to use any available resource including the United States Holocaust Memorial Museum web site and the Anne Frank Museum web site for research.
  3. Each team will be responsible for a presentation that will teach the term to the rest of the class. Students will take notes on the presentations and record the information about each term. These presentations should provide complete and accurate information and adequately teach the term to other students.
- E. *Assessment/Evaluation*  
 Students will make a **Vocabulary Tab Book** (See Appendix E) to illustrate and define each of the terms for this unit. This book will be evaluated on accurate information, show evidence of following directions, have attractive formatting and well-organized information, and have no grammatical mistakes or spelling errors.

#### **Lesson Four: Research Events of “The Holocaust”**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Develop a sense of historical empathy with the experiences of the Holocaust as seen through the eyes of people who witnessed it.
  2. Lesson Content
    - a. The Nazis’ rise to power in Germany in 1933
    - b. Hitler’s Political Agenda
    - c. Holocaust Facts
    - d. Anne Frank Facts
  3. Skill Objective(s)
    - a. Students will be able to identify the major causes of the rise of Hitler and the Nazis to power in Germany
    - b. Students will be able to organize historical information onto time lines
- B. *Materials*
1. Website for the United States Holocaust Memorial Museum (<http://www.ushmm.org>)
  2. Website for Anne Frank (<http://www.annefrank.nl/ned/default2.html>)
  3. Encyclopedias
  4. Dictionaries
  5. Key Vocabulary List for The Holocaust
  6. Research Questions for The Holocaust
  7. Large sheet of manila paper for each student
  8. Appendix E: Directions for a Four Door Book
  9. Appendix F: Student Directions for Research
  10. Appendix G: Research Planning Sheet
- C. *Key Vocabulary (See Appendix O for definitions)*
1. Nazis
  2. Adolph Hitler

3. Holocaust
4. Secret Annex

*D. Procedures/Activities*

1. Introduce **Jigsaw Research Teams** and Appendix G: Planning Your Research.

Divide the class into research teams of four or five students to research historical events. Each team will research one area of study and present that information to the class. After all groups have presented, each student should have notes on all the areas of the study.

2. Each group should research and record specific facts and details as well as the historical significance for one of these research topics in Appendix F: Student Directions for Research.
3. Students should be allowed to use any available resource including the United States Holocaust Memorial Museum web site and the Anne Frank web site for research, and should cite their sources.
4. Each team will be responsible for a presentation that will teach the answers to the questions including the source of the information.
5. Class members will take notes on the information presented by each group.
6. The teacher may add details or fill in gaps of information as groups present to assure that students have all the facts of the events.
7. There should be some class discussion as students process and record this information. Help students understand the Holocaust from the perspective of the perpetrators and the victims and recognize the policies and decisions that were made to allow prejudice enabled the Holocaust to occur.

*E. Assessment/Evaluation*

Students will make a **Four Tab Book** (see Appendix E) to record the research for this unit. Evaluation of student booklets shows accurate information that is well-organized and attractively formatted, and contains no grammatical or spelling errors.

**Lesson Five: Time Line for Anne Frank and The Holocaust**

*A. Daily Objectives*

1. Concept Objective(s)
  - a. Develop a sense of historical empathy with the experiences of the Holocaust as seen through the eyes of people who witnessed it.
  - b. Read and recognize literature as a record of human experience.
  - c. Read and respond to novels, drama, poetry, and historical information that represents the point of view of various people from various places.
2. Lesson Content
  - a. Dates for events in Anne Frank's life
  - b. Dates for historical events from 1933-1945 in Germany

3. Skill Objective(s)
    - a. Students will be able to identify the major causes of the rise of Hitler and the Nazis to power in Germany.
    - b. Students will be able to organize historical information on time lines
    - c. Students will apply knowledge of drama elements, poetry elements and literary terms to interpret and understand text.
- B. *Materials*
1. Website for the United States Holocaust Memorial Museum (<http://www.ushmm.org>)
  2. Website for Anne Frank Museum (<http://www.annefrank.nl/ned/default2.html>)
  3. Encyclopedias
  4. Appendix H: “Now I Know” Poetry Pattern Instructions
- C. *Key Vocabulary* (See Appendix O for definitions)
1. persecution
  2. Master race
  3. Chancellor
  4. Nuremberg Laws
  5. Kristallnacht
  6. Labor camp
- D. *Procedures/Activities*
1. Discuss with students the tragedy of the Holocaust and this time in history in Germany. Guide students to understand the Holocaust from the perspective of the perpetrators and the victims.
  2. Recall the events and dates from Hitler and the Nazis gaining power in Germany to the end of the war in Europe in 1945. Have students record this information on a time line.
  3. Recall the events and dates of Anne Frank’s life and record these events on a **timeline**. (Note: The timelines should be accurate and attractive. Students should use rulers and include enough events to adequately cover the topic.)
  4. Ask students to look at the timelines side by side. What observations do they have? Record responses. How was Anne Frank’s life influenced by these events?
- E. *Assessment/Evaluation*
1. Students should discuss the quote by George Santayana, “Those who cannot remember the past are condemned to repeat it.” This discussion should include text support from the information on the time lines. For the evaluation students will write three verses for a “Now I Know” poetry pattern (see Appendix H).

2. Discuss with students the phrase, “You won’t really know how a person feels until you have walked in her shoes.” Help them interpret the quote and connect it to this unit of study.
3. Have students make a frame for their writing by tracing around their shoes on a piece of black or brown paper. Fit the writing on a piece of paper that will be glued on this frame.
4. The writing should express facts as well as lessons learned from this activity, sound like wisdom, and be about 25 words in length.
5. Create an exhibit of this work to be shared in the culminating activity.

**Lesson Six: Anne Frank: The Diary of a Young Girl**

A. *Daily Objectives*

1. Concept Objectives
  - a. Develop a sense of historical empathy with the experiences of the Holocaust as seen through the eyes of people who witnessed it.
  - b. Read and recognize literature as a record of human experience
  - c. Read and respond to novels, drama, poetry, and historical information that represents the point of view of various people from various places.
2. Lesson Content
  - a. Anne Frank: The Diary of a Young Girl, Anne Frank
  - b. Literary terms-irony
  - c. Literary terms -conflict, point of view, setting, and characterization
3. Skill Objectives
  - a. Students will apply knowledge of drama elements, poetry elements and literary terms to interpret and understand text.

B. *Materials*

1. Individual copies of Anne Frank: The Diary of a Young Girl
2. Anne’s Perspective on the Annex Family (Appendix I)
3. One Survivor Remembers, Direct Cinema Limited, 1995
4. Survivors of the Holocaust, Steven Spielberg, Warner Home Video, 1966

C. *Key Vocabulary*

1. verbal irony-involves a contrast between what is said or written and what is really meant
2. situational irony-occurs when what happens is very different from what we expected would happen
3. dramatic irony-occurs when the audience or the reader knows something a character does not know
4. setting-element of time and place in a literary work

D. *Procedures/Activities*

1. Discuss the term **setting**. What elements of time and place are relevant to Anne Frank’s story? From the historical background they researched, students should conclude that the setting is Amsterdam, Holland during the rise of Hitler in July of 1942. The story started in Anne’s home but

- quickly moved to the annex after Margot received a call-up notice. Students record the setting in their notebooks.
2. Copy or have students draw a diagram of the annex so they can refer to it throughout the story and label everyone's room. Students keep this in their notebooks.
  3. **SECTION 1**-As a class, read the introduction through the entry on August 21, 1942.
  4. Students will list all characters along with a brief description of their relationship to each other. Write a brief summary of this section.
  5. **SECTION 2**-For homework, begin reading entries from 9-2-42 through 3-25-43. Finish reading in class the next day. Have students write a brief summary of this section in their notebooks.
  6. Discuss the first person **point of view in an autobiography**. Students should always consider the reliability of the person telling the story. You can refer to the first person narrator in "The Tell-Tale Heart" if they have read this. Have students make a "T" chart in their notebooks and label one side objective and the other side subjective. Discuss the meaning of these two terms. Have the students list three events that Anne recorded that were **objective**, or just the facts, ma'am. On the **subjective** side, students will list three events that Anne wrote about with her own slant on them. Share with the class.
  7. By the end of this section, Anne has expressed some strong opinions about each of the residents in the annex. Have students use the chart entitled Anne's Perspective of the Annex Family-(Appendix I) Students will briefly describe Anne's feelings about each of the characters and cite specific events or quotes from the text that support these feelings.
  8. **SECTION 3**-Students will begin reading entries 3-27-43 through 11-27-43 for homework. Give them a portion of the period to finish reading in class the next day and write a brief summary for their notebooks.
  9. Define the terms **situational, dramatic, and verbal irony**. Have students record these definitions in their notebooks. Be prepared to supply a few examples of each type of irony and then ask students for examples. For example, General Patton was a decorated war hero and faced death many times during WWII, but ironically he died in a car wreck back in town. This would be situational irony. Have the students read the 4-27-43 entry and find the example of **verbal irony**.
  10. Have students record and label any examples of irony from sections that they have read or any future entries. The diary has many examples of dramatic irony.
  11. **SECTION 4**-Have students begin reading entries 12-6-43 through 3-31-44 for homework and finish during the first part of class the next day. They will write a summary for their notebooks and describe at least two examples of irony they found. (The 7-21-44 entry has several examples.) Share these with the class.
  12. Define **internal** and **external conflict**. Anne was constantly dealing with conflicts in her life she would share with Kitty. Some conflicts were

- within her as she struggled to keep an optimistic outlook, and some conflicts were between her and other people or situations in the world.
13. Have students find at least three examples of the **conflicts** Anne was dealing with during her stay in the annex. Briefly describe each conflict and classify it as internal or external. If it is external, label the two forces in conflict.
  14. Revisit the entries for 2-23-44, 4-4-44, and 7-15-44. These are a few of the entries that capture the real spirit of Anne Frank.
  15. Tell the students they will be watching an Academy Award -winning documentary called One Survivor Remembers. (35 min.) The survivor, Gerda Weissmann Klein, was a young girl about Anne's age when the Holocaust changed her life forever. Make a Venn diagram with Anne Frank on one side and Gerda Weissmann Klein on the other. As the students watch the video, have them make comparisons between Anne's life and Gerda's. Compare the way they were each able to use their minds to think outside of the harsh realities around them and remain always hopeful. Compare their final fates. Find at least four similarities and four differences. Share the results as a class. As time allows, watch selected clips from Steven Spielberg's video, Survivors of the Holocaust.
  16. **A final reflection:** Of course we know Anne Frank did not choose to have her story told, but her wish "to go on living" after death has become a reality through her diary. Why do survivors such as Gerda Weiss and the many others continue to relive their painful experiences? What is the message they are trying to teach before their generation is gone? What have you learned from reading Anne's diary?  
Have students copy this question in their notebooks. Remind them to organize their thoughts first, and then answer the question in a well-developed paragraph using a topic sentence and specific support from Anne Frank: The Diary of a Young Girl, the videos, and their own personal experiences. Include some analysis and a strong conclusion.

E. *Assessment/Evaluation*

1. Have students create a table of content for the notebook, number the pages, and title every assignment. Have them include the section number also. Evaluate the notebook for completion, accuracy, and depth of thinking.

**Lesson Seven: Character Traits**

A. *Daily Objectives:*

1. Concept Objective(s)
  - a. Develop a sense of historical empathy with the experiences of the Holocaust as seen through the eyes of people who witnessed it.
  - b. Read and recognize literature as a record of human experience.
  - c. Read and respond to novels, drama, poetry, and historical information that represents the point of view of various people from various places.

2. Lesson Content
    - a. “The Diary of Anne Frank, A Play” by Frances Goodrich and Albert Hackett
    - b. Definitions of Character Traits
    - c. Elements of drama-flashback, tragedy
  3. Skill Objectives
    - a. Students will apply knowledge of drama elements, poetry elements and literary terms to interpret and understand text.
- B. *Materials*
1. “The Diary of Anne Frank, A Play” by Frances Goodrich and Albert Hackett
  2. A graphic organizer for students to record character traits (Appendix N)
- C. *Key Vocabulary*
1. static character – used to describe a character in a literary work who doesn’t change
  2. dynamic character – used to describe a character in a literary work who does change
  3. flat character –a character that has very little dimension and appears shallow. Only one or two aspects of his/her personality and actions are evident.
  4. round character-a character who has many layers, much like an onion, and shows much more depth. Many aspects of his/her personality and actions are evident.
  5. flashback-interruption in the present action of a plot to show action that happened at an earlier time
  6. tragedy-a play, novel, or other narrative in which the main character comes to an unhappy end.
- D. *Procedures/Activities*
1. Point out to students that authors place clues about their characters throughout the play by describing physical appearance and personalities. A reader should also pay attention to how the characters interact with each other and how others feel about the character.
  2. Before reading Act One, Scene One of the play "The Diary of Anne Frank," discuss the definition of **flashback**. Ask for examples of stories they have heard that were told in flashback. (Titanic is an example.) As the students begin reading the opening scene of the play, have them note how the author signals the flashback. (The voices of Anne and her father converge.)  
Make sure the students notice show that the opening stage directions indicate that the date is November, 1945.
  3. Students will read the play "The Diary of Anne Frank" as a play, speaking the parts of the characters, and take notes on the details they discover about the characters on a graphic organizer.

4. As they read, encourage students to focus on what the characters are saying and doing, how they are described, and how they interact with other characters.
  5. Encourage students to keep track of the character's problems and conflicts facing the characters, and that dealing with these conflicts is part of the plot of the play. Students should take notes on these details.
  6. Teach students that change in characters can reveal the **theme** of the piece. Cite examples from the text that illustrates the character being 'round' or 'flat'.
  7. Go over the definition of **static character** (doesn't change) and **dynamic character** (does change). For each character read and discuss four questions as they look for changes in characters:
    - a. Does the character learn anything?
    - b. Does the character feel differently about himself or herself?
    - c. Does the character's physical appearance change?
    - d. Do other characters notice differences in him or her?
  8. Teach for understanding: A **flat character** is one that has very little dimension and appears shallow. Only one or two aspects of his/her personality and actions are evident. A **round character** has many layers, much like an onion, and shows much more depth. Many aspects of his/her personality and actions are evident. Have students discuss the characters in the Secret Annex and determine which characters are *flat* and which are *round* and give examples from the story to support their response.
  9. Discuss the definition of **tragedy**. Ask the students if "The Diary of Anne Frank" fits this definition. Tragic heroes such as Anne usually achieve wisdom but suffer greatly in the process. Was Anne Frank's tragic ending caused by a serious character weakness or by external forces that were beyond her control?
- E. *Assessment/Evaluation*
1. Students will create a chart that lists the characters, identify them as flat or round, static or dynamic, and support their conclusions by including examples from the text. Charts should have complete information, be well organized, and presented in an attractive format.

### **Lesson Eight: "The Hangman" Poetry Activity**

#### A. *Daily Objectives*

1. Concept Objective
  - a. Develop a sense of historical empathy with the experiences of the Holocaust as seen through the eyes of people who witnessed it.
  - b. Read and recognize literature as a record of human experience
  - c. Read and respond to novels, drama, poetry, and historical information that represents the point of view of various people from various places.

2. Lesson Content
    - a. "The Hangman" poem by Maurice Ogden
    - b. Elements of poetry: alliteration, rhyme scheme, meter, and stanzas
    - c. Literary elements: irony, personification, simile, and metaphor
  3. Skill Objective(s)
    - a. Students will apply knowledge of drama elements, poetry elements and literary terms to interpret and understand text.
    - b. Students will be able to reflect and connect with their own prejudices through discussion, writing, and poetry.
- B. *Materials*
1. Copies of "The Hangman" by Maurice Ogden  
<http://www.tnellen.com/cybereng/poetry/hangman.html>
  2. Quotes from Pastor Martin Niemoller and Edmond Burke (Appendix J)
  3. Chart with 5 common kinds of metrical feet and terms for number of feet per line (Appendix K)
  4. Group discussion questions and symbols for choral reading (Appendix L)
  5. Rubric for team grade (Appendix M)
- C. *Key Vocabulary*
1. simile-a common figure of speech that compares two things usually considered different using like or as
  2. metaphor-the comparison of one thing to another without the use of like or as
  3. personification-speaking of an object or animal as if it had human qualities.
  4. situational irony-occurs when what happens is very different from what we expected would happen
  5. theme-the main idea of a story, often a moral, lesson, or universal truth
- D. *Procedures/Activities*
1. As a warm-up, write on the board the following quote from the British philosopher Edmund Burke: "All that is necessary for the forces of evil to win is for good men to do nothing."
  2. Ask the students to explain what they think the quote means. Have students suggest why otherwise good people might not respond when confronted with behavior that they know to be wrong. (fear of disapproval in the community, fear of physical harm, indifference, etc.) Have the students record responses in their journals.
  3. Pass out reproduced copies of "The Hangman" by Maurice Ogden. Read the poem to the students on the first round.
  4. For the second reading, remind students that in order to hear the poet's intended rhythm, poetry is read from punctuation mark to punctuation mark, not line by line.

5. The second reading will proceed from student to student in order around the room. Each student will read aloud until they come to a punctuation mark, then stop and let the next student continue.
  6. If students read beyond their marks or lose their places, the class starts over until the poem is read with no errors. Remind them to listen for the rhythm.
  7. Ask the students what they notice when a poem is read from line to line without regard to punctuation. (It has a singsong effect.)
  8. Make an overhead of the first few stanzas of the poem. With the students' help, mark the stressed and unstressed syllables of one stanza and divide each line into metrical feet. Identify the meter by type and number of feet per line. (i.e. iambic pentameter) Mark the rhyme scheme. (*aa, bb*) (Appendix K)
  9. Divide students into groups with a mixture of males and females if possible. Divide stanzas of "The Hangman" evenly among the groups and have them paraphrase each stanza in one sentence. Give each group a packet of discussion questions (Appendix L) dealing with the meaning, structure, literary elements, and poetic elements of the poem. Have a member of the group record answers. Remind the groups that part of their grade will be based on their responses as well as how well they work as a team.
  10. Go around the room and have each group read their paraphrased versions of the stanzas in order.
  11. Have each group choose one or two members to share their responses to the questions with the class. Evaluate the responses on how accurately the groups identify literary and poetic elements and how well they support their ideas.
  12. Discuss the common elements of theme that each group identified.
  13. Once more have the students return to their teams. Divide stanzas of "The Hangman" evenly among the groups. Have the team mark its designated stanzas of "The Hangman" for a choral reading using symbols provided in the packet.
  14. Have the teams stand in a circle around the room in order of their stanzas and perform their dramatic readings.
- E. *Assessment/Evaluation* Group projects will be evaluated for teamwork, responses to the group discussion questions, and the effect of their dramatic interpretation of "The Hangman." (Appendix M)

### **Lesson Nine : Write a Persuasive Paper**

#### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Develop a sense of historical empathy with the experiences of the Holocaust as seen through the eyes of people who witnessed it.
  - b. Read and respond to novels, drama, poetry, and historical information that represents the point of view of various people from various places.

2. Lesson Content
    - a. Writing and Research Notes
    - b. Expository writing
  3. Skill Objective(s)
    - a. Students will write a persuasive essay that shows an understanding of the events and attitudes of both perpetrators and victims of the Holocaust.
    - b. Students will be able to reflect and connect with their own prejudices through discussion, writing, and poetry.
- B. *Materials*
1. Notes and research from the unit
  2. **Support Chart** to organize information
- C. *Key Vocabulary*
1. Fact and Opinion
  2. Point of View
- D. *Procedures/Activities*
1. Students will read and respond to the prompt, “Why is it important to keep telling the story of the Holocaust?”
  2. Brainstorm responses with students and record reasons on the **Support Chart** and list reasons with supporting evidence from research and notes from the unit to support their position.
  3. Students will write a persuasive essay and include support for two benefits.
- E. *Assessment/Evaluation*
- Student’s papers should be evaluated for evidence of the following elements of a persuasive paper:
- a. Attention grabbing introduction
  - b. Clearly stated opinion statements
  - c. Sound reasons and evidence for position statements
  - d. Effective conclusion which appeals to the audience
  - e. Evidence of proofreading and revision strategies

## VI. CULMINATING ACTIVITY

- A. Students will create an exhibit and showcase projects completed during the unit.
- B. Arrange for a Holocaust survivor to speak to your students.
- C. Arrange for students to view the video Survivors of the Holocaust, Steven Spielberg, Warner Home Video, 1996.

## VII. HANDOUTS/WORKSHEETS

1. Appendix A: Opening Activity for Diary of Anne Frank
2. Appendix B: Group Descriptions and Questions
3. Appendix C: Follow Up Questions for Dot Activity
4. Appendix D: Prejudice Survey
5. Appendix E: Directions for a Vocabulary Tab Book and a Four Door Book
6. Appendix F: Student Directions for Research

7. Appendix G: Research and Presentation Planning Sheet
8. Appendix H: “Now I Know” Poetry Pattern
9. Appendix I: Character Chart for Anne Frank, Diary of a Young Girl
10. Appendix J: Quotes
11. Appendix K: Poetry Terms
12. Appendix L: Group Discussion Guidelines for “The Hangman”
13. Appendix M: Rubric for Group Work on “The Hangman”
14. Appendix N: Character Analysis Chart
15. Appendix O: Definitions for Historical Terms and Events

## VIII. BIBLIOGRAPHY

### A. Books

1. Anita Meyer Meinbach and Miriam Klein Kassenoff, Memories of the Night: A Study of the Holocaust FS-10179 A Frank Schaffer Publication, 1994 ISBN 0-86734-777-5
2. Bachrach, Susan D., Tell Them We Remember Little Brown and Company, 1994 ISBN 0-316-69264-6
3. Holt, Rinehart and Winston, Elements of Literature Second Course, 2000 The play, “The Diary of Anne Frank” ISBN 0-03-052318-4
4. Anne Frank, Anne Frank: The Diary of a Young Girl, Copyright 1952 by Otto H. Frank
5. Mari Lu Robbins, A Literature Unit for Anne Frank The Diary of a Young Girl, Teacher Created Materials, Inc., 1996 ISBN 1-55734-559-7

### B. Web Sites

1. Resource for “The Hangman”  
[www.creativedynamix.com/tscripts/hangman.html](http://www.creativedynamix.com/tscripts/hangman.html)
2. United States Holocaust Memorial Museum  
[www.ushmm.org](http://www.ushmm.org)
3. Anne Frank Museum  
<http://www.annefrank.nl/ned/default2.html>

### C. Videos

1. One Survivor Remembers produced by Kary Antholis for the United States Holocaust Memorial Museum Research Institute; HBO 1995 ISBN 1-555974-587-8
2. Survivors of the Holocaust, Steven Spielberg, Warner Home Video, 1996.



## APPENDIX A

<p style="text-align: center;"><b>Opening Activity for <u>Diary of Anne Frank</u></b> <b>Recognizing the Forces of Prejudice</b></p>
------------------------------------------------------------------------------------------------------------------------------------------

In every society there is a strong pressure on individuals to conform to the group and a strong desire within individuals to be accepted as group members. These forces become especially strong when a group defines itself in terms of "us" verses "them." In Nazi Germany, the difference between "us" and "them" was the difference between life and death. The social pressure to accept that difference was enormous. All of us live under similar pressures today, pressures from our peers and neighbors that can make it just as difficult for us to do the right thing.

Use this exercise to explore the lesson of "us" verses "them." Divide the class arbitrarily into three groups: Red, Green, and Blue. Read the descriptions of all three groups. Have each group elect a leader and have them lead a discussion to answer the questions assigned to the group. When everyone is finished, have the leaders report their group's answers to the class. Then discuss the follow-up questions with the class.

Remind the groups that they should answer their questions as a group and not individuals. They must think about how their answers affect their family members and not just themselves.

## Red Group

**Group description**-You are the most elite group, the group with power and great wealth. The other two groups must do whatever you command. The students in the *Green Group* look up to you. The students in the *Blue Group* are basically your slaves.

### **Red Group Questions**

1. Your beloved leader is the one who made your group wealthy, and the core of his belief system is that all Blues are not people, but animals. Your group, however, certainly knows better. As a group, do you speak up or keep quiet to preserve your status?
2. If your group could triple its wealth by getting the *Greens* to exterminate the Blues, would you try to get the *Greens* to do so?
3. If the *Greens* and Blues began to gather arms, rise up and rebel, would your group give them more privileges to calm them or use your military might to crush all insurgency?

## Green Group

**Group Description**-It is your job to obey the Red Group and help them rule over the Blues. If you do well, the Reds might let you join them. They can also decide that one of you is really a Blue and mark you to be ridiculed or even eliminated.

### Green Group Questions

1. Many in the Blue group have gone into hiding from the Reds. Your group knows where most of them are. If all members of your group could become Reds by turning them in, would you do it?
2. Your group begins to notice that members of the Blue Group are disappearing. A blue group member asks your group to hide him. If the Reds catch you, your entire group will be demoted to Blue status. Do you risk it?
3. If by exterminating half of the Blue Group, your entire group could be promoted to Reds, would you as a group vote to do it?

## Blue Group

**Group description**-You are perceived as worthless losers, even though you know better yourself. The Reds have complete power over you and hate you, and members of the Green Group may be your friends or enemies.

### **Blue Group Questions**

1. One-by-one your Blue relatives and friends have started disappearing. The Reds say they are being relocated to a better home; some Greens say they are being exterminated. If Reds approach your group for relocation, do you go into hiding or risk the trip?
2. Another group of Blues is hiding because they fear the Reds are exterminating Blues. Your group knows where they are and can be promoted to Green if you just tell the Reds. Do you do it?
3. The Reds have ordered that half of your group must be sent away. They have given your group the option of deciding who stays and who goes. How do you, as a group, choose?

## Follow-up Questions

Use these questions for a class discussion after all the groups have finished sharing answers to their questions.

1. How easy was it to immediately begin thinking of the other two groups as "them?" Why?
2. Revisit the questions to see how you would answer them if the decisions were not group decisions but personal ones. Would your answers have been different? Did group pressure influence your answers? Do you think it would be harder or easier to make the morally correct choice if you were acting outside of the group? Why?
3. What did this exercise teach you about prejudice, authority, and group pressure? What did it teach you about how hate is spread? What did it teach you about the Holocaust?

## APPENDIX D

# Prejudice Survey

**Copy the following questions regarding prejudice in you and in others. Your answers will not be judged on content but on how well you express yourself. Be sure to use topic sentences, supporting details, and proper spelling, punctuation, and grammar.**

### The Prejudice of Others

1. Where do you find prejudice in the world around you? Think about family conversations, jokes you have shared with friends, the lyrics of popular songs, and the social cliques at school. Write down three examples of prejudice that you may have hardly noticed before.
2. What are some ways you tolerate prejudiced attitudes in others?

### The Prejudice in You

1. Make a list of at least four groups that have been the target of prejudice in our society. Next to each group's name, state your honest attitudes toward them. Now list some contributions to American society that each of these groups has made.
2. What are some prejudiced attitudes you would like to change in yourself?
3. How and when do prejudiced attitudes turn into prejudice actions and/or violence? What can you do to keep yourself from crossing that line?

## APPENDIX E

### Directions for a Vocabulary Tab Book

Vocabulary Tab Books are student made graphic organizers for unit vocabulary words and terms.

To make a Vocabulary Tab Book each student needs:

- one sheet of notebook paper, wide ruled
  - scissors
  - colored pens or pencils
1. Fold a sheet of notebook paper in half like a “hot dog”.
  2. On one side cut every third line just to the fold.
  3. Label this cut “tab” with the vocabulary word or term. Students may use colored pens or pencils for these labels.
  4. Lift the tab and record definitions and information about the term.

### Directions for a Four Door Book

Four Door Books are student made graphic organizers for recording research information.

To make a Four Door Book each student needs:

- a large sheet of manila paper
  - scissors
  - notes from research
  - colored pens or pencils
1. Fold the paper in half “hamburger style”
  2. Unfold.
  3. Bring the edge of the paper to the crease and fold. Repeat with the other edge. (The paper should look like it has two doors)
  4. Cut each “door” in half to form four doors for this project.
  5. Copy the topic on the outside of the door. Record research notes on the inside of the door by writing a paragraph that summarizes the information.

## APPENDIX F

### Student Directions for Research:

- ❑ Read about your topic in a reference book or web site.
- ❑ Take notes on information that you read that answers the questions about your topic. Include the source of your information.
- ❑ Work with your group on a plan to present and teach your information to the class.
- ❑ Use the Planning Sheet for this project

### Research Topics and Questions for the Holocaust Unit:

- I. Germany in 1933
  1. What was life like in Germany in 1933 both politically and economically?
  2. What programs did the Nazis put in place to force the Jews to leave Germany?
- II. Hitler and the Nazi Party
  1. Who was Adolf Hitler?
  2. Why did Hitler want all Jews out of Germany?
  3. What fear made many sensible Germans turn to the Nazis for help?
- III. Holocaust Facts
  1. What does the word “Holocaust” mean? Why is it used to refer to this historical event?
  2. When, where and why did the Holocaust happen?
- IV. Anne Frank Facts
  1. Who was Anne Frank? When and where was she born?
  2. Why did Anne Frank’s family have to go into hiding?
  3. What facts tell about life for the Franks in the Secret Annex?
  4. How and when did Anne Frank die?

### Web Sites for Research:

2. website for the United States Holocaust Memorial Museum  
(<http://www.ushmm.org>)
3. website for Anne Frank Museum  
(<http://www.annefrank.nl/ned/default2.html>)

APPENDIX G

**Research and Presentation Planning Sheet**

Our group topic is: \_\_\_\_\_

Members of your group:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Date of Presentation: \_\_\_\_\_

Copy each Research Question for your topic. Take notes on your research and list the source of your information.

---

---

---

---

---

---

---

---

---

---

Notes on how our group will present this information to the class:

---

---

APPENDIX H

Poetry Pattern  
"Now I Know"

A "Now I Know" verse is a way for students to express facts and wisdom. This verse usually expresses lessons learned. Students should choose words carefully and language should be descriptive and express knowledge and learning. This pattern is written in two lines and may be up to 25 words in total length.

*I used to think* \_\_\_\_\_  
*But now I know* \_\_\_\_\_

*I used to think* \_\_\_\_\_  
*But now I know* \_\_\_\_\_

*I used to think* \_\_\_\_\_  
*But now I know* \_\_\_\_\_

To publish this work for this unit:

1. Discuss with students the phrase, "You won't really know how a person feels until you have walked in their shoes." Help them interpret the quote and connect it to this unit of study.
2. Have students make a frame for their writing by tracing around their shoes on a piece of black or brown paper. Fit the writing on a piece of paper that will be glued on this frame.
3. Create an exhibit of this work to be shared in the culminating activity.

APPENDIX I

**Anne's Perspective on the Annex Family**

<b>Character</b>	<b>Anne's opinion of the character</b>	<b>Quotes of evidence from the text</b>
<b>Mr. Frank</b>		
<b>Mrs. Frank</b>		
<b>Margot Frank</b>		
<b>Mr. Van Daan</b>		
<b>Mrs. Van Daan</b>		
<b>Peter Van Daan</b>		
<b>Mr. Dussel</b>		

## APPENDIX J

### Quotes

"All that is necessary for the forces of evil to win is for good men to do nothing."

British philosopher Edmund Burke

"In Germany they first came for the Communists, and I didn't speak up because I wasn't a Communist. Then they came for the Jews, and I didn't speak up because I wasn't a Jew. Then they came for the trade unionists, and I didn't speak up because I wasn't a trade unionist. Then they came for the Catholics, and I didn't speak up because I was a Protestant. Then they came for me, and by that time, no one was left to speak up."

Pastor Martin Niemoller

## APPENDIX K

### **5 Common Kinds of Metrical Feet**

iamb	I u – I
trochee	I – u I
anapest	I u u - I
dactyl	I – u u I
spondee	I - - I

### **Number of Feet Per Line**

Monometer	1 foot per line
Dimeter	2 feet per line
Trimeter	3 feet per line
Tetrameter	4 feet per line
Pentameter	5 feet per line
Hexameter	6 feet per line
Heptameter	7 feet per line
Octameter	8 feet per line

APPENDIX L

## Group Discussion Packet

Discuss these questions as a group and record them on a separate sheet of paper.

1. Paraphrase each stanza in one sentence. (Just do the section assigned to your group.)
2. In the beginning, why was the scaffold only "as wide as the door was side"?
3. Find two examples where the author personifies the scaffold.
4. Site an example of a metaphor, a simile, and an alliteration in the poem.
5. In the last stanza, what caused the scaffold to grow and block the sky? What do you think the author was trying to say by having the scaffold cover the courthouse and the sky?
6. What do you think the hangman meant when he said, "He who serves me best shall earn the rope on the gallows-tree"?
7. List in order the "victims" of the gallows. Why do you think the hangman always pointed out these victims were different from the other townspeople?
8. Explain the situational irony in the last three stanzas of the poem.
9. Read the quote by Pastor Martin Niemoller. What theme is shared by this quote and "The Hangman"?

### Choral reading symbols

\_\_\_\_\_ All                      →                      boys                      ~~~~~ girls  
\_\_\_\_\_

\_\_\_\_\_ G      girl solo                      \_\_\_\_\_ B      boy solo                      \_\_\_\_\_ E      echo

APPENDIX M

**Group Work for “The Hangman”  
RUBRIC**

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Collaboration</b>	Members always listen to, share with, and support each other.	Members usually listen to, share with, and support each other.	Members often listen to share with, and support each other.	Members rarely listen to, share with, and support each other.
<b>Preparedness for choral reading</b>	The group is totally prepared and has practiced.	The group has prepared well but could use more practice.	The group is somewhat prepared but needed much more rehearsal.	The group is not at all prepared to perform.
<b>Enthusiasm during presentation of choral reading</b>	The group shows strong enthusiasm through voice and facial expressions.	The group shows enthusiasm through voice and facial expressions.	The group's enthusiasm and facial expressions seem forced.	The group shows little enthusiasm or facial expression.
<b>Identification of literary and poetic elements and interpretation of poem.</b>	The group has a clear understanding of literary and poetic elements and a very insightful interpretation of the poem.	The group has an understanding of most literary and poetic elements and a good interpretation of the poem.	The group has a limited understanding of literary and poetic elements and a marginal interpretation of the poem.	The group has extremely limited understanding of literary and poetic elements and a only a literal interpretation of the poem.

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

# Character Analysis

Static or Dynamic

Flat or Round

Name of Character

List 5 Traits

(Character or Physical)


Copyright permission for adaptation of Lesson Two

© 1997 Lifetime Learning Systems, Inc.  
Developed in cooperation with the Anti-Defamation  
League. Poster illustration by Marvin Mattelson.  
This Poster/ Study Guide may be reproduced for  
educational uses. Reprints should include the above  
copyright notice and the statement: Reprinted by  
permission.

**A Poster/Guide By  
Lifetime Learning  
Systems, Inc.  
Made Possible  
By NBC  
and Ford Division**



**Lifetime Learning Systems**  
79 Sanford Street  
Fairfield, CT 06430  
(203) 259-5257

Bulk Rate  
U.S. Postage  
**PAID**  
Permit No.34  
Hackensack,  
NJ 07601

PRINCIPAL  
CENTRAL JUNIOR HIGH SCHOOL  
3191 W PIPELINE RD  
EULESS TX 76040-6235

**Core Knowledge® National Conference**  
**Permission to Reprint Form & Audiovisual Request Form**  
 (Round 2)

Please have all authors of your unit and/or presentation sign the statement below. Presentations will not be scheduled or included on the conference CD without the signature of all authors. This form is due on or before **November 14, 2003**.

Signed forms should be sent to:  
 Karen Baggiano, Conference Director  
 Core Knowledge Foundation, 801 East High Street, Charlottesville, VA 22902  
 Fax: 434-977-0021

I/we grant the Core Knowledge Foundation permission to reproduce and distribute the unit and related lessons for use in all formats and media on a not-for-profit basis.

Title: Voices from the Holocaust: Presentation Day: 3-6-04  
A Message of Hope

Contact presenter <i>Print</i>	Sign	Date
Donna Baumgartner	<i>Donna Baumgartner</i>	11-11-03
Co-presenter <i>Print</i>	Sign	Date
Carol Birdwell	<i>Carol Birdwell</i>	11-11-03
Co-presenter <i>Print</i>	Sign	Date
Jo Hardin	<i>Jo Hardin</i>	11-11-03

**Audiovisual Request** Requests for audiovisual equipment are honored on a first-come, first-served basis. Core Knowledge Foundation (CKF) will provide **ONE** (1) of the following items complimentary (please check or bold item needed) and will provide a microphone only in larger rooms (need determined by CKF).

- |                                                                                       |                                                  |
|---------------------------------------------------------------------------------------|--------------------------------------------------|
| <input checked="" type="checkbox"/> Overhead projector / screen (\$125)               | <input type="checkbox"/> CD player (\$125)       |
| <input type="checkbox"/> Slide projector / screen (\$175)                             | <input type="checkbox"/> Cassette player (\$125) |
| <input type="checkbox"/> VCR / Monitor (\$250)                                        | <input type="checkbox"/> Flip chart (\$55)       |
| <input type="checkbox"/> LCD projector / screen (\$900, must bring your own computer) | <input type="checkbox"/> NO AV equipment needed  |

Questions? Contact Karen Baggiano at: \_\_\_\_\_ or x230.

## Terms and Vocabulary for “The Holocaust”

### Lesson Three

1. Allies and Axis – The Allies were the nations that fought against Germany, Japan and Italy during World War II. The Axis were Germany, Japan, and Italy.
2. Concentration Camps- a place where political enemies and prisoners of war are held. Without trial or explanation, the Nazis imprisoned Jews and everyone else they wanted out of the way. They used their camps to terrorize people and silence opposition.
3. Final Solution – term used by the Nazis to describe their goal of murdering the entire Jewish population
4. Ghetto – part of the city where Jews were forced to live. The Nazis first set up ghettos in cities in central occupied Poland immediately after their invasion of that country in 1939.
5. Holocaust- a period in which approximately six million European Jews were slaughtered by Nazi Germany and accomplices, 1933-1945
6. Kristallnacht – a planned, “spontaneous,” nationwide retaliation, November 9-10, 1938, against the Jews for the assassination of Ernest Von Rath. The streets in the major cities of Germany were covered with broken glass; hence, the name “Crystal Night”
7. Nazi Party – The Nationalsozialistische Partei or National Socialist German Workers’ Party under the leadership of Adolf Hitler in 1933.
8. Nuremberg Laws –anti-Jewish statutes enacted in Nuremberg in 1935; included German denial of citizenship to Jews and various discriminatory practices which effectively segregated them from the rest of German society.
9. Resistance-physical and spiritual opposition to the Nazi regime.
10. Schutzstaffel – (SS) –elite guard, under the command of Heinrich Himmler, responsible for the administration of the concentration camps and for carrying out the “Final Solution”.

## **Terms and Vocabulary for “The Holocaust”**

### **Lesson Four**

1. Nazis – member of the National Socialist German Workers Party whose platform was Aryan supremacy, the annihilation of all the Jews, and conquering the world
2. Adolf Hitler – the Nazi dictator of Germany between 1933 and 1945  
Holocaust- a period in which approximately six million European Jews were slaughtered by Nazi Germany and accomplices, 1933-1945
3. Holocaust- a period in which approximately six million European Jews were slaughtered by Nazi Germany and accomplices, 1933-1945
4. Secret Annex – refers to the warehouse in Amsterdam where Mr. Frank created a small three room space hidden from the rest of the building for his family to hide from the Jews during the Holocaust in 1943.

### **Lesson Five**

1. persecution - program or campaign to exterminate, drive-away, or subjugate a people because of their religion, race, or belief.
2. Master race – racially pure Aryan race
3. Chancellor-chief minister of state in government
4. Nuremberg Laws- anti-Jewish laws passed in Germany in 1935 and enforced in all of occupied Europe.
5. Kristallnacht- a planned, “spontaneous,” nationwide retaliation, November 9-10, 1938, against the Jews for the assassination of Ernest Von Rath. The streets in the major cities of Germany were covered with broken glass; hence, the name “Crystal Night”
6. Labor camp – another name for a concentration camp. Officially the inmates were supposed to be used as labor, but living conditions and the brutality of those who ran the camps made survival difficult