

THE HOLOCAUST



The Holocaust / key words starter

Mission - to match up the vocabulary, images and definitions

Forbidden



Segregate



Ghetto



Supremacy



Supremacy

Synagogue

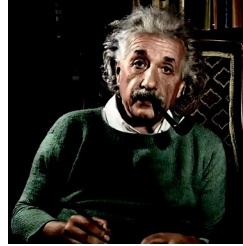


NO ENTRY

Semite



Discrimination



Aryan



Supremacy

To be the best or better than another person / group / race

A building in which Jewish people worship and study their religion

To treat unfairly, discriminate or 'pick on' - **to persecute**

Not allowed

A pure Germanic person - stereotypically tall, strong, blonde haired and blue eyed

To keep (certain types of people) apart

A Jewish person

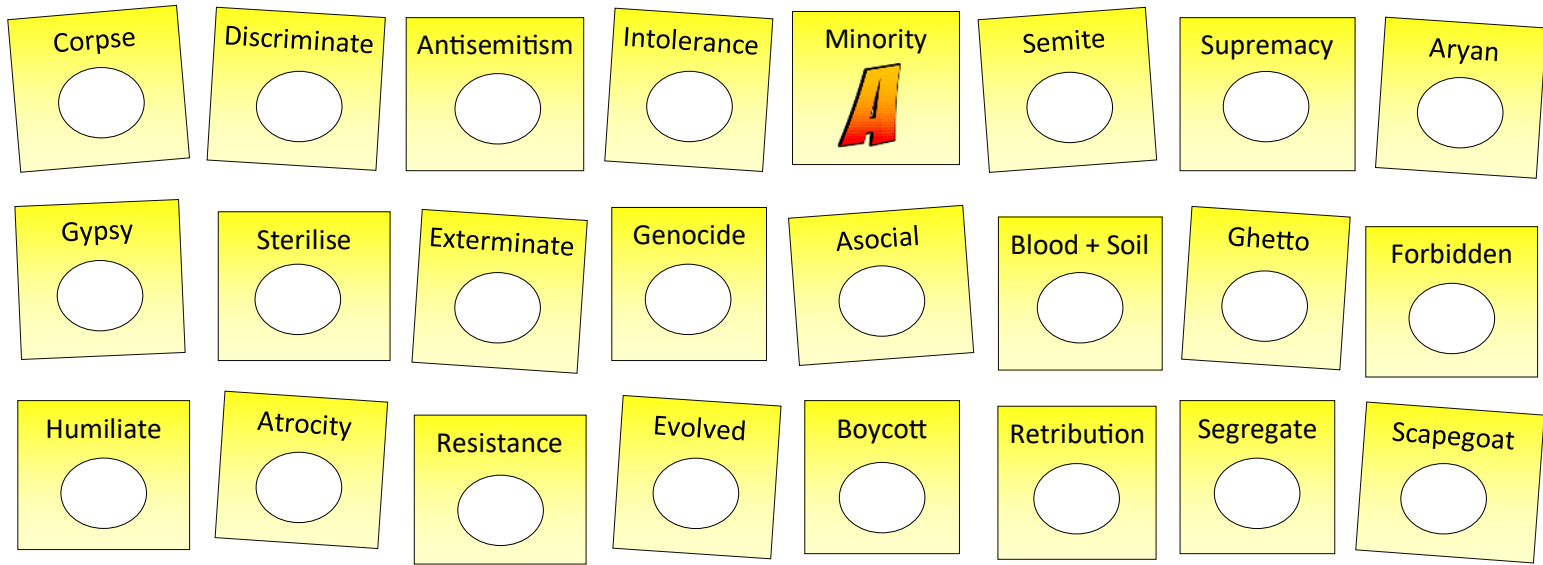
A crowded, poor part of a city - often filled with minority groups

Word	Definition	Translate / Similar
Discriminate		B _ _ _ _
Forbidden		B _ _ _ _ _
Ghetto		S _ _ _
Aryan		
Semite		H _ _ _ _ _
Segregate		A _ _ _ _ _ _ _ _ d
Supremacy		
Synagogue		T _ _ _ _ _

The Holocaust / unit key words




Mission - to match and define 24 words linked to the Holocaust.

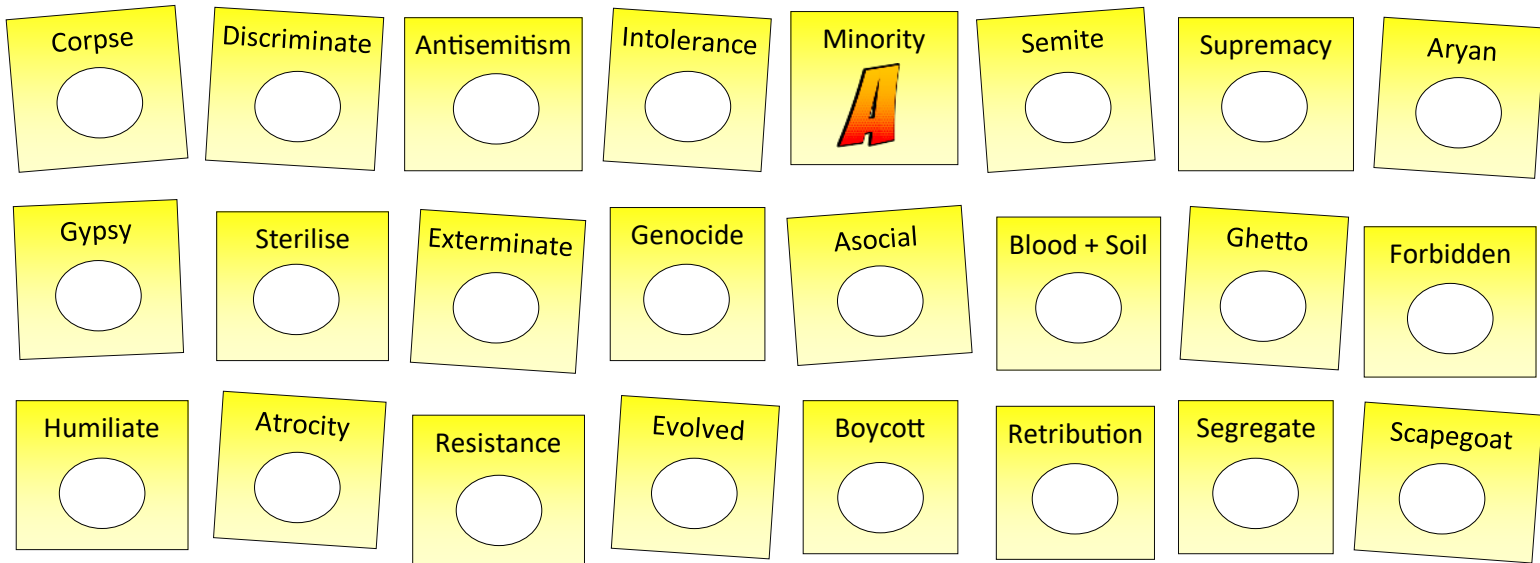


Words	Definitions	Similar Words	?
Minority	A group that is fewer than the rest of society		A
	Not allowed	B _ _ _ _ _ d	B
	Kill	M _ _ _ _ _	C
	To treat unfairly, discriminate or 'pick on'	B _ _ _ _	D
	To embarrass		E
	Jewish person	H _ _ _ _ w	F
	Anger, hostility (anti / against) or hatred towards (Jews / Semites)		G
	Nazi slogan used to promote the idea of who was a 'real' German	O _ _ _ _ _	H
	Dead body	C _ _ _ _ _ r	I
	A group or movement that fights back		J
	Changes over time		K
	A group / person - often traveller descended from Eastern Europe		L
	An act or crime considered to be particularly evil or inhumane		M
	The killing or attempted killing of a particular race or group of people	H _ _ _ _ _ _ _	N
	To avoid buying or using		O
	To be the best or better than another person / group / race		P
	To keep (certain types of people) apart - separate	A _ _ _ _ _ _ d	Q
	Pure German		R
	A person who is considered different to the rest of society		S
	A poor area - often separated from other more wealthy areas	S _ _ _	T
	Inability to accept the beliefs and customs of other people		U
	Revenge		V
	To stop a female from being able to reproduce / have babies	N _ _ _ _ r	W
	A person or group - usually weaker - unfairly blamed for something	F _ _ _ G _ _	X

The Holocaust / unit key words



 **Mission** - to match and define 24 words linked to the Holocaust.



Words	Definitions	Similar Words	?
Minority	A group that is fewer than the rest of society		A
Forbidden	Not allowed	Banished	B
Exterminate	Kill	Murder	C
Discriminate	To treat unfairly, discriminate or 'pick on' - to persecute	Bully	D
Humiliate	To embarrass		E
Semite	Jewish person	Hebrew	F
Antisemitism	Anger, hostility (anti / against) or hatred towards (Jews / Semites)		G
Blood and Soil	Nazi slogan used to promote the idea of who was a 'real' German		H
Corpse	Dead body	Cadaver	I
Resistance	A group or movement that fights back		J
Evolution	Changes over time		K
Gypsy	A group / person - often traveller descended from Eastern Europe		L
Atrocity	An act or crime considered to be particularly evil or inhumane		M
Genocide	The killing or attempted killing of a particular race or group of people	Holocaust	N
Boycott	To avoid buying or using		O
Supremacy	To be the best or better than another person / group / race		P
Segregate	To keep (certain types of people) apart - separate	Apartheid	Q
Aryan	Pure German		R
Asocial	A person who is considered different to the rest of society		S
Ghetto	A very poor area - often separated from other more wealthy areas	Slum	T
Intolerance	Inability to accept the beliefs and customs of other people		U
Retribution	Revenge		V
Sterilise	To stop a female from being able to reproduce / have babies	Neuter	W
Scapegoat	A person or group - usually weaker - unfairly blamed for something	Fall Guy	X

A History of Antisemitism - a timeline



Judea Invaded - Babylonia Exile



The Kingdom of Judea (modern Israel) is conquered by the Babylonians who destroy the Jewish 1st Temple in Jerusalem. Many Jews are forced out of their homeland and made to live in Babylon. Over time, more Jews are forced out of the Middle East and many settle in Europe.

587 BCE

Rome Occupation / Jews Revolt



The Romans captured Judea and began the persecution of Jewish people. This led to several Jewish revolts against their Roman occupiers. Over 1 million people killed and the Jewish 2nd Temple destroyed.

6 - 73 CE

Jerusalem falls also.

The Crusades - Fall of Jerusalem



Crusades were wars between Christian Europeans and non Christians around the Middle East.

Christian Crusaders captured Jerusalem in 1099. Thousands of Jews are killed throughout Europe and the Middle East.

1099 CE

The York Massacre



Jews entered England in 1066 with the Normans. They helped to set up banks and improve the economy. In 1190 a Jewish community was attacked in York. A mob demanded they convert to Christianity.

Some Jews killed themselves, some agreed to convert ... but were later killed anyway.

1190 CE

King Edward I - Edict of Expulsion



In 1275, King Edward I of England, ruled that all Jews aged 7 and over had to wear special badges and only live in designated areas.

In 1290, he ordered that all Jews who had not converted to Christianity - leave the country within 105 days.

1290 CE

Plague - The Black Death



The Black Death swept across Europe - a disease that killed a third of the population. Many people blamed Jews for the plague - falsely claiming they had poisoned the wells - conspiracy theory! There were massacres of Jews in Spain, Germany and thousands were killed in Strasbourg, France in 1349.

1349 CE

Year	Key Events	BCE / CE
587	Babylonia Exile	BCE
True / False	Babylon was located in modern day Iraq.	
Conquer =		
	Roman Occupation	
True / False	Jews fought against and beat their Roman occupiers.	
Persecute =		
	The Crusades	
True / False	The Crusades were holy wars between Muslims + Christians.	
Crusade =		
	The York Massacre	
True / False	Jews had lived in York for thousands of years.	
Convert =		
	Edict of Expulsion	
True / False	All Jews had to wear special badges.	
Designated =		
	The Black Death	
True / False	Medieval people knew what caused the plague.	
Massacre =		
	Martin Luther	
True / False	Martin Luther as always friendly towards Jews.	
Criticised =		
	The Rome Ghetto	
True / False	Pope Paul IV was the leader of the Protestant Church.	
Ghetto		

The Rome Ghetto



Pope Paul IV said it was "senseless" to let Jews live with Christians. He ordered the creation of a ghetto surrounded by walls that was locked every night. All Jews had to live there, pay special taxes and wear special yellow markings on their clothes.

1555 CE

Martin Luther



Martin Luther was a Protestant monk. He criticised the Catholic Church for its 'cruelty' towards Jews. But ... when Jews did not convert to his form of Christianity he wrote a book called ... 'On the Jews and their Lies' and later called Jews "public enemies."

1543 CE

My thoughts about the history of antisemitism ...



2 minute starter

1

The most useful / surprising pieces of information ... ?

4

Additional partner / group / class key points

2



5

What the class knows about the Holocaust ...

Additional teacher key points ...

3

Recap / true or false ...

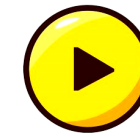
6

- Jews originally came from Europe =
- Antisemitism means - against Jews =
- Jew were often made to wear special markings =
- Jesus was Jewish =
- Israel is the modern home / country for Jewish people =
- Angry Jews poisoned water wells in France and Germany =
- Harry Potter is Jewish =
- Israel is the Middle East =
- Antisemitism is not really a problem today =



The Holocaust Overview

12 mins
Interview



Mission: to understand the big picture of the Holocaust

- Germans
- Persecution
- Arts
- Aryan
- Wine
- Genocide
- Bullying
- Fascist
- Scaredy Cat
- Jews
- Exterminate
- Antisemitism
- Eichmann
- Situation
- Boycotting
- Nazis
- Scapegoat
- Buying
- Communist
- Problem

The Holocaust was the _____ of Jews carried out by the _____ during World War 2. It followed an increasing feeling of _____ in Germany after it was defeated in World War 1. Central to the stoking of anger was Adolf Hitler. He had fought in World War 1 and bought into the idea that German _____ among others had been responsible for the German loss. Homeless for a short time after the war and rejected from studying at the Vienna Academy of Fine _____, the conditions were ripe for Hitler to buy into the idea that someone else was to blame for his and Germany's misfortune - the Jews made for an easy _____.

After Hitler came to power in 1934 he cast the Jews as the enemy of and danger to the pure German or _____ people. He fuelled the stab in the back myth of World War 1 and reignited the sense of anger and bitterness many Germans had experienced since their defeat in 1918. Note - the tactics of trying to divide society is a common and all too successful one used by right wing / _____ leaders past and present.

The mass murder or genocide of Jews did not begin immediately. During the 1930s in Germany, _____ of Jewish people began on a smaller scale. It began with propaganda, name calling and _____ of Jewish shops and businesses - but over time it escalated. Physical attacks, vandalism of synagogues and new laws were passed to stop Jews mixing with 'real' _____. As Hitler and the Nazis took a stronger grip of power segregation and murders increased. Eventually after the start of World War 2, it was Adolf _____ and not Adolf Hitler who came up with the 'Final Solution' to the Jewish _____. This solution was to try and _____ all of the Jews in Nazi controlled Europe.

1: What was the 'stab in the back' myth?

2: What was the 'Final Solution' and whose idea was it?

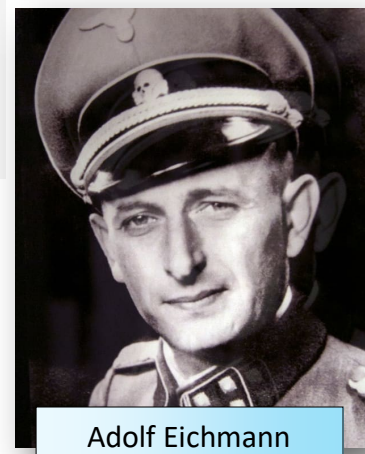
3: Give an example of a modern leader who has created an 'us v them' national mentality - to boost their own popularity.



Stab in the Back Myth



Us V Them



Adolf Eichmann

The Holocaust Overview

12 mins
Interview



Mission: to understand the big picture of the Holocaust

- Germans
- Persecution
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- Communist
- Problem

The Holocaust was the **genocide** of Jews carried out by the **Nazis** during World War 2. It followed an increasing feeling of **antisemitism** in Germany after it was defeated in World War 1. Central to the stoking of anger was Adolf Hitler. He had fought in World War 1 and bought into the idea that German **Jews** among others had been responsible for the German loss. Homeless for a short time after the war and rejected from studying at the Vienna Academy of Fine **Arts**, the conditions were ripe for Hitler to buy into the idea that someone else was to blame for his and Germany's misfortune - the Jews made for an easy **scapegoat**.

After Hitler came to power in 1934 he cast the Jews as the enemy of and danger to the pure German or **Aryan** people. He fuelled the stab in the back myth of World War 1 and reignited the sense of anger and bitterness many Germans had experienced since their defeat in 1918. Note - the tactics of trying to divide society is a common and all too successful one used by right wing / **fascist** leaders past and present.

The mass murder or genocide of Jews did not begin immediately. During the 1930s in Germany, **persecution** of Jewish people began on a smaller scale. It began with propaganda, name calling and **boycotting** of Jewish shops and businesses - but over time it escalated. Physical attacks, vandalism of synagogues and new laws were passed to stop Jews mixing with 'real' **Germans**. As Hitler and the Nazis took a stronger grip of power segregation and murders increased. Eventually after the start of World War 2, it was Adolf **Eichmann** and not Adolf Hitler who came up with the 'Final Solution' to the Jewish **problem**. This solution was to try and **exterminate** all of the Jews in Nazi controlled Europe.

1: What was the 'stab in the back' myth?

2: What was the 'Final Solution' and whose idea was it?

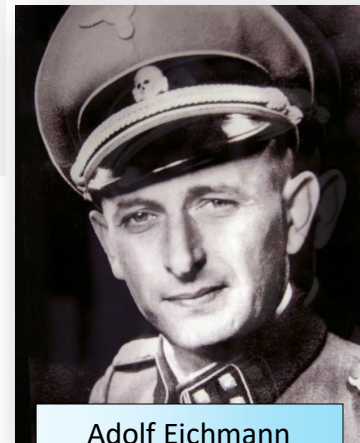
3: Give an example of a modern leader who has created an 'us v them' national mentality - to boost their own popularity.



Stab in the Back Myth



Us V Them



Adolf Eichmann

Holocaust Source Types

Discover - examples of Holocaust sources of information **Know** - how to categorise them

A source is anything that gives us information about history. It could be a letter, a picture, an audio clip a computer game, a book, a film, a diary or an object. There are three main types of historical source.

Primary (contemporary) , **Secondary** and **Tertiary**.

Primary	Original information that originates / comes from that time in history.
Secondary	Information created after that time in history - or a copy, model, replica.
Tertiary	Created after the event but includes some primary information .

For each of the sources below decide if they are: Primary (P) Secondary (S) or Tertiary (T)

1			3			5			7			9			11		
2			4			6			8			10			12		

											
1: Contest Painting	2: Auschwitz Today	3: Documentary	4: Anne Frank's Diary								
											
5: Photograph	6: Jewish Badge	7: Auschwitz Model	8: Modern Book								
			<table border="1"> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>3</td><td></td></tr> <tr><td>10</td><td></td></tr> </table>	1		2		3		10	
1											
2											
3											
10											
9: Holocaust Movie	10: Anne Frank House	11: Survivor Story	Rank reliability!								

HOW COULD THIS HAPPEN?




This following worksheets supports the
Holocaust PowerPoint

The Persecution of Jews - 1933-1945

PPT worksheet / click grey button for the PPT



 **Understand** - how and why Hitler and the Nazis persecuted Jews before and during World War 2.

Why persecute the Jews?



- 1: _____
- 2: _____
- 3: _____
- 4: _____

Propaganda



What is the message of the poster ?

- _____
- _____
- _____
- _____

The Nuremberg Laws - c1935



- 1: _____
- 2: _____
- 3: _____
- 4: _____

Kristallnacht - Nov 1938



- Why -
- What -
- What -
- Aftermath -

Einsatzgruppen c1939



What was the role of these squads?

Their main method of killing?

Reasons why a new solution was needed?

- 1:
- 2:

Ghettos c1940



What is a ghetto?

Where was the largest ghetto?

What killed the Jews in the ghettos?

- 1:
- 2:

Final Solution 1941 - 45



What was the Final Solution?

Which Nazi came up with this idea?

Name the 'Death Camp' in Poland

Final Solution 1941 - 45



Name of the poison gas used?

How long did it take to kill the Jews?

How many Jews were killed during the Holocaust?

The Holocaust - why did it happen?



 **Mission:** to analyse, evaluate and compare historical sources to find out reasons for the Holocaust.

'The behaviours of the ants give us reason to think and note the following truths. The work of the individual has only one purpose: to serve the whole group. Each ant risks its life without hesitation for the group. Individual ant or other species who are not useful or are harmful to the whole are eliminated. The species is maintained by producing a large number of offspring. It is not difficult for us to see the application of these principles to mankind: We also can accomplish great things only by a division of labour. If a person acts against the general interest, he is an enemy of the people and will be punished by the law as shown earlier in principle 4. A look at our own German history proves that we must defend our territory to preserve our existence. These natural laws are incontrovertible; living creatures demonstrate them by their very survival. They are unforgiving. Those who resist them will be wiped out. Biology not only tells us about animals and plants, but also shows us the laws we must follow in our lives, and steels our wills to live and fight according to these laws. The meaning of all life is struggle. Woe to him who sins against this law.'

Extracts (edited) from a school biology textbook for 5th grade girls - 1942.

A

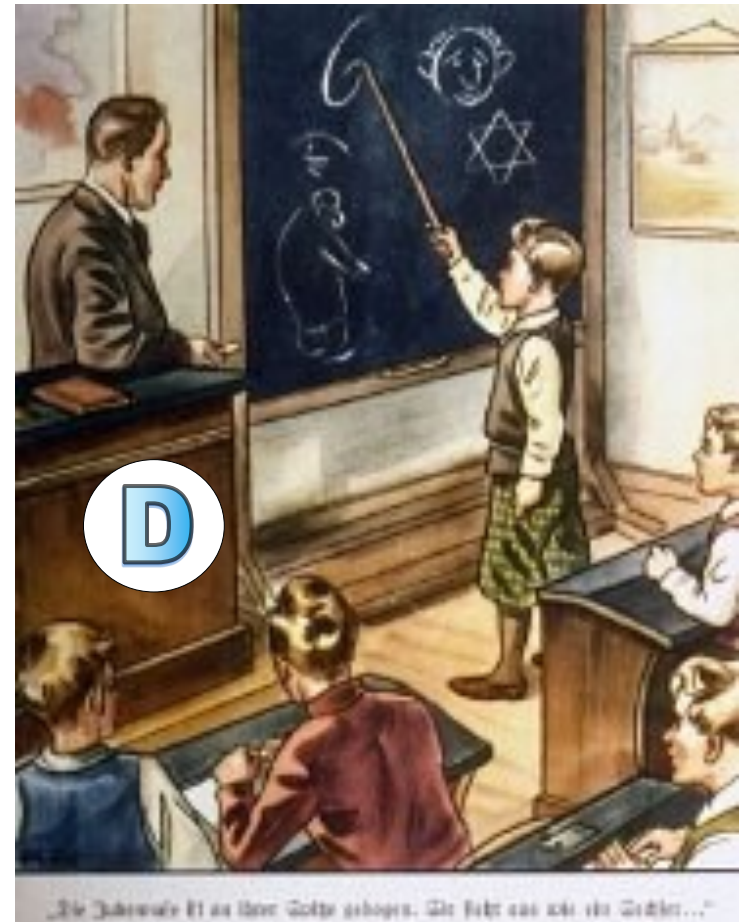
B 'I had attended it with a group of friends ... some Jewish, some gentile [non-Jewish]. It was so cruel...that we could not believe anybody would have taken it seriously, or find it convincing. But the next day one of the my German friends said that she was ashamed to admit that the movie had affected her. That although it strengthened her resolve to oppose the German regime, the film had succeeded in making her see Jews as "them." And that of course was true for all of us. The Germans had driven a wedge in what was one of the most integrated communities in Europe.'

Comments from graduate student Marion Pritchard after seeing a Nazi propaganda film called *The Eternal Jew*.

'Education in the Third Reich served to indoctrinate students with the National Socialist world view. Nazi scholars and educators glorified Nordic and other "Aryan" races, while denigrating Jews and other so-called inferior peoples as parasitic "bastard races" incapable of creating culture or civilization. After 1933, the Nazi regime purged the public school system of teachers deemed to be Jews or to be "politically unreliable." Most educators, however, remained in their posts and joined the National Socialist Teachers League. 97% of all public school teachers, some 300,000 persons, had joined the League by 1936. In fact, teachers joined the Nazi Party in greater numbers than any other profession.'

Website Article Published by the Holocaust Museum.

C



Source skills = I can ... analyse, compare, interpret and evaluate.



Q1

What is the main point or message of source A?

Q2

Provide a sub-point or message from source A

Q3

How similar are the MAIN messages from sources B and C? Not similar: somewhat similar: very similar (Explain answer)

Q4

How similar are the sub-messages from sources B and C? Not similar: somewhat similar: very similar (Explain answer)

Q5

What is the main message of source D?

Q6

Give an example from source B, C or D that corroborates (supports) source A.

Q7

Give an example from source B, C or D that does NOT corroborate (support) source A.


Q8

How reliable is source A? Circle a score then explain your reason (Not Reliable 1 2 3 4 5 6 7 8 9 10 Reliable)

Q9

What is the most important OR most surprising thing you learned from these sources?

The Holocaust - how could it happen?

 **Mission** - to analyse and evaluate range of sources to help understand why 6 million Jewish people were murdered.



Starter - discuss the quote by Primo Levi.
What is key point is he making?
Does it support any of reasons for the Holocaust outlined in the yellow boxes below ?

Monsters exist, but they are too few in numbers to be truly dangerous.

Most dangerous are the common men ... ready to believe and to act without asking questions.

Primo Levi - Auschwitz Survivor

How Could It Happen?

The Holocaust happened during the Second World War between the years 1939 - 1945. However, the seeds for the events began much, much earlier. As you probably now understand major events are often the result of several causes that often overlap, connect and influence each other. Key reasons are outlined in the boxes below and explained in subsequent sources.

Scapegoating Outsiders

Legacy of WW1

Nation Building

Hitler's Experiences

Other Reasons?

Jewish people were originally referred to as **Israelites**. Religious texts tell us they are descended from the 12 tribes of Israel and originated from the Middle East. After famine in their homeland of **Canaan**, c1400 BCE, the Israelites were forced into **Egypt** where they became enslaved. It is said that after 400 years the Israelites were led out of Egypt and back to the '**Promised Land**'. However, Jews were again forced out their lands after the Roman **occupation** c100 CE. Many Jewish people went to Europe and settled in larger numbers in central and eastern areas. Although often they thrived in some ways they were often seen as outsiders and an easy group to blame in times of trouble or hardship.

Mr. P Chantler, History Teacher.



Nazi Poster - 1936

For hundreds of years Christian Europe had regarded Jews as Christ killers. At one time or another Jews had been driven out of almost every European country. The way they were treated in England in the Thirteenth century is a typical example. In 1275 they were forbidden to wear a yellow badge and 269 of them were hanged in the Tower of London in 1287.



An extract from a school textbook - 2008.



'The black-haired Jewish youth lies in wait for hours on end, glaring and spying on the unsuspecting German girl whom he plans to seduce, corrupting her blood.'

'As long as people remain racially pure, they can never be overcome by the Jew.'

'If during the First World War, twelve or fifteen thousand Jews had been held under poison, the sacrifice of millions at the front would not have been in vain.'

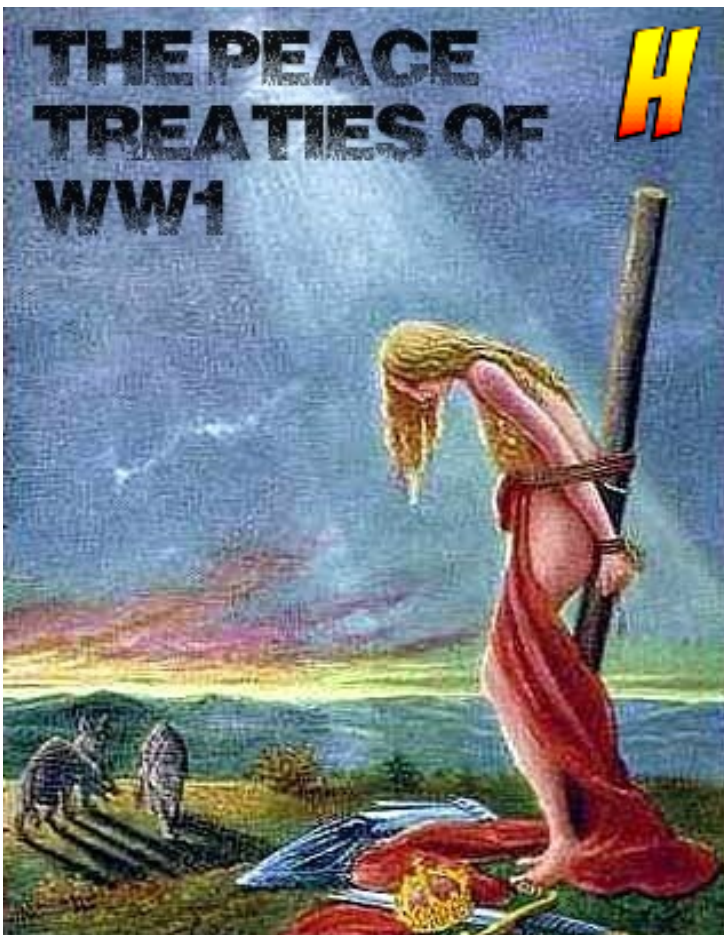


Extracts from Hitler's book *Mein Kampf* - 'My Struggle.'
Written whilst in Landsburg prison, published in 1924.



'The Christian population in Medieval Europe was already used to deep anti-Jewish rhetoric (talk) that they heard this from their priests and decided that the Jews were to blame for the Black Death. They already accused Jews of poisoning wells and of ritual murder. Christians everywhere in Europe went on a murderous rampage burning Jews alive wherever they found them. In August 1349, the Jewish communities of Mainz and Cologne were cruelly wiped out. In February of that same year, the citizens of Strasbourg murdered 2,000 innocent Jews. By 1351, 60 major and 150 smaller Jewish communities had been totally destroyed.'

School Textbook



'Like many people in the early years of the twentieth century, Hitler believed in a form of Social Darwinism. Charles Darwin was a nineteenth century scientist who argued that all living creatures had evolved over time. The way they changed was that only the fittest and strongest survived. The weak or vulnerable species died out because they could not compete with the strong. Some people who applied Darwin's ideas to human society believed a war between different races was a natural part of history. The strongest and most ruthless would win this struggle.'

Germany 1918-1945
Greg Lacey and Keith Shepherd

'Hitler believed the Germanic people (what the Nazis called the Aryans) were the strongest. According to Hitler, Aryans were superior not just because of their intelligence but because of their capacity (ability) to work hard and sacrifice themselves for the good of their country.'

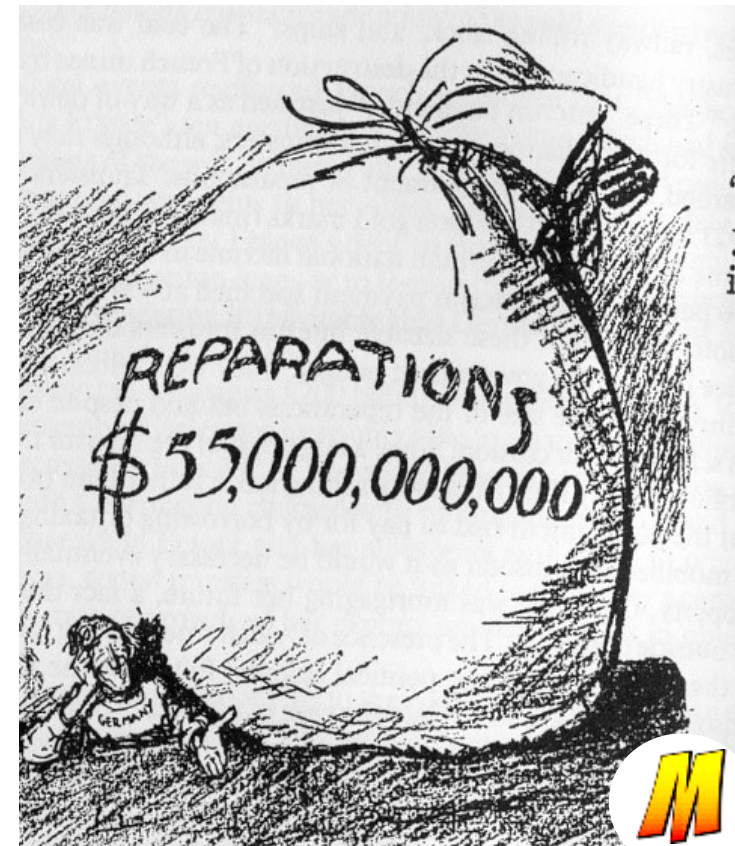
Germany 1918-1945
Greg Lacey and Keith Shepherd

'Goebbels organised huge rallies, marches, torch lit processions and meetings. Probably the best example were the **Nuremberg Rallies** which took place in the summer each year. There were bands, marches, flying displays and Hitler's brilliant speeches. The rallies brought some colour and excitement into German people's lives. They gave them a sense of belonging to a great movement (group). The rallies also showed German people the power of the state and showed them that 'every other German' fully supported the Nazis.'

Ben Walsh
Modern World History



A German Youth - 1923



'I hate the treatment of the Jews. I think it is a bad side of the Nazi movement and I will have nothing to do with it. I did not join the Nazi Party to do that sort of things. I joined the party because I still think Hitler did the greatest Christian work for twenty years. I saw seven million men rotting in the streets, often I was there too and no one seemed to care. Then Hitler came and he took all those men off the streets and gave them health and security and work.'

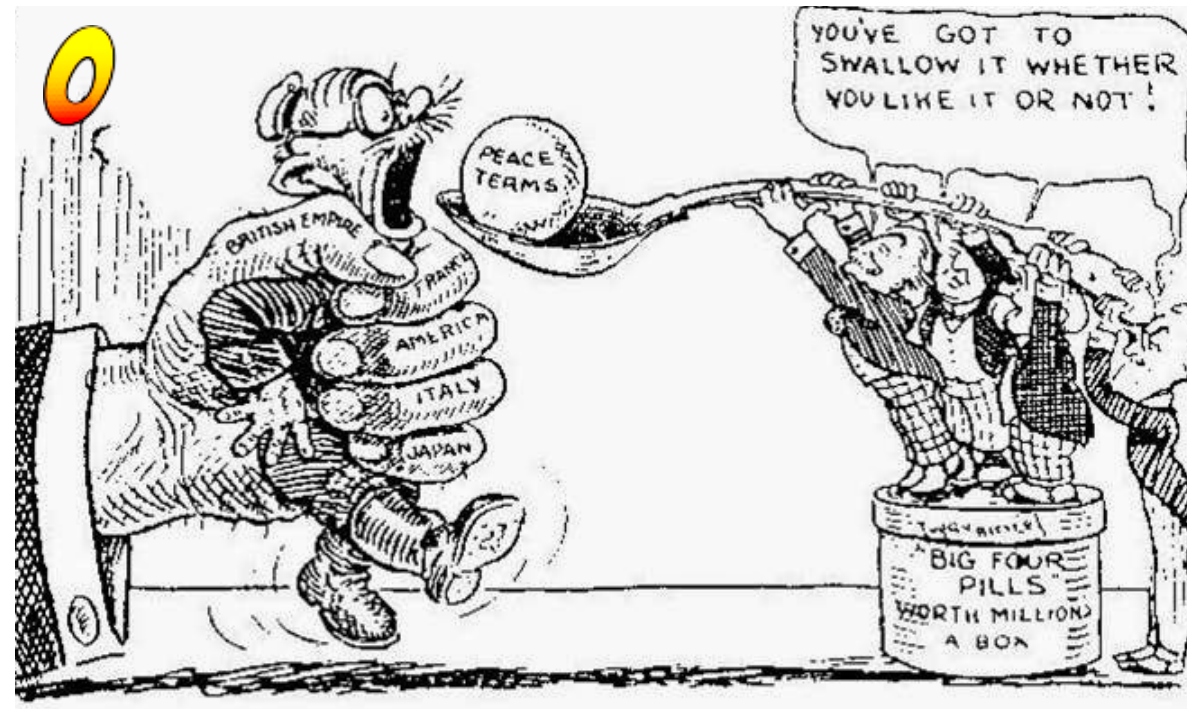
H Schmidt
German Worker, 1938.

N

'The Nordic (Aryan) race is tall, long-legged, slim ..male height is above 1.74m. The race is narrow faced, with narrow jaw and prominent (sticks out) chin, the skin is rosy, bright and th blood shines through ...the hair is smooth straight or wavy—possibly curly in childhood. The colour is blonde”.

The Aryan race described in 1929.

P

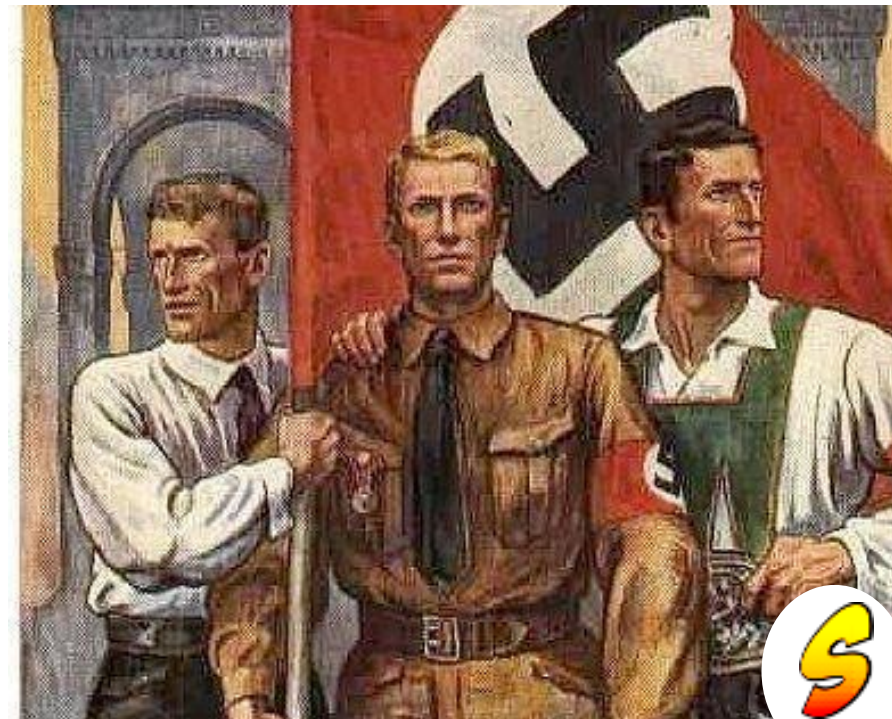
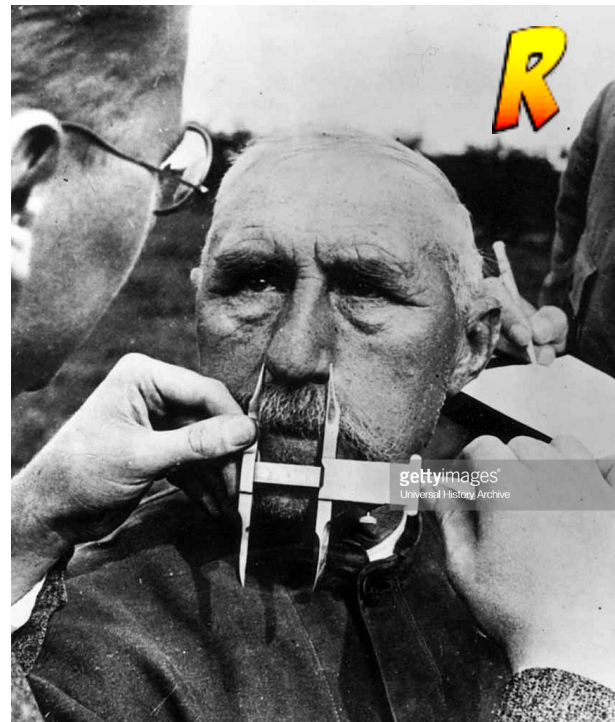


Dear Teachers,

I am a survivor of a concentration camp. My eyes saw what no man should witness:
Gas chambers built by learned engineers.
Children poisoned by educated physicians.
Infants killed by trained nurses.
Women and babies shot and burned by high school and college graduates.
So, I am suspicious of education.
My request is: Help your students become human.
Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns.
Reading, writing, arithmetic are important only if they serve to make our children more human.

A letter from a Holocaust survivor explains the importance of education and teaching history.

Q



... and the Wolf chewed up the children and spit out their bones ...
But those were Foreign Children and it really didn't matter."



'The Holocaust is based on three foundational issues ... the loss of WW1 and its attribution to the Jews, the Treaty of Versailles that the subsequent economic recession. Germany had problems piled one on top of another. They had reparations to pay, then ... Bam ! They were hit by the effect of the recession, hyperinflation caused people to use wheelbarrows of money to buy bread. In all of this hustle and bustle, Hitler found a way to gather an audience to listen to what he had to say and latch on to a single victim, so that many believed it was the Jews who were to blame for their problems. After this, Hitler had the German people hook, line and sinker – he was able to make them hear what he wanted them to hear.'

Arya Kakodkar, History Student, British International School Jeddah, 2020.

'Remember, it didn't start with gas chambers. It started with politicians dividing the people with "us and them". It started with intolerance and hate speeches and when people stopped caring, they became desensitized and turned a blind eye.'

Alie Wiesel .



'One of the main causes of the Holocaust was the German scapegoating of the Jews. After Germany's loss of the First World War, most Germans were angry and unhappy. They felt shame and humiliation and therefore needed to offload these feelings to boost their own egos. Eventually their pain was projected onto an easy target, the minority - the Jews. New energy and enthusiasm was released to build a new Germany and venting against the Jews. One of the first examples was Kristallnacht in 1938 when many turned violent. Synagogues were burnt, Jewish homes and businesses vandalised. Almost 100 Jews were murdered.'

Sumayyah Faisal,
Secondary history student,
Pakistan.

'There are many reasons why the Holocaust but a major one was Hitler. The Holocaust to Hitler was 'The Final Solution'. He planned on making Germany pure again wanting only Aryans in Germany. His hatred began during childhood. His mother's Jewish doctor had failed to save her. Later, he was homeless in Vienna, Austria and in this period of his life he saw Jews and their lives prospering and at that same time he absorbed a lot of anti-Jewish propaganda. The loss of WW1 in which Hitler fought and the myth of the 'stab in the back' only confirmed his beliefs that the Jews were to blame'.

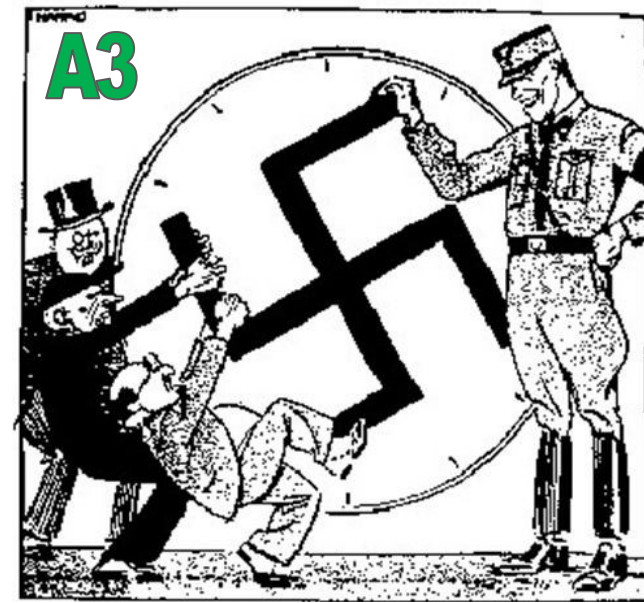
Hanzalah Akbar, Secondary Student, Jeddah

A1

'Once I am in power, my first task will be the annihilation o the Jews. As soon as I have the power to do so, I will have gallows built in rows at the Marienplatz in Munich for example. Then the Jews will be hanged indiscriminately, they will hang there as long as the principles of hygiene permits. As soon as they have been untied, the next batch will be strung up, and so on down the line, until the last Jew in Munich has been exterminated. Other cities will follow suit, until all Germany has been completely cleansed of Jews.'

Hitler
Speech, 1922.

A2



'At the time I dd wonder whether Hitler taking power might prove helpful to me. In my medical school my fellow students were often complaining that opportunities for doctors were getting worse every year because Germany had so many (Jewish) doctors. But if Hitler came to power he would eliminate our Jewish competition, then we Aryans could have a profitable career.'

A German student speaking in 1934.

A4

First they came for the Socialists, and I did not speak out
Because I was not a Socialist.
Then they came for the Trade Unionists, and I did not speak out
Because I was not a Trade Unionists.
Then they came for the Jews, and I did not speak out
Because I was not a Jew.
Then they came for me
And there was no one left to speak out for me.


A poem by Martin Neimoller
(An opponent of the Nazis)










A5



Cartoon by Reine Farchoukh, Lebanon.

Why did the Holocaust happen ?

 **Mission:** to analyse and evaluate sources to understand why the Holocaust happened

 Message
  Evaluate
  Guess
  Create
  Choose
  Spot Bias
  Corroborate
  Rank
  Empathy

Scapegoating
 WW1 Legacy
 Nationalism
 Hitler
 Other



A Know the difference ... Useful - Reliable - Surprising

How reliable is this source:	1 2 3 4 5 6 7 8 9 10	Optional : Create another task / question suggestion for Source A
How useful is this source:	1 2 3 4 5 6 7 8 9 10	
How surprising is this source:	1 2 3 4 5 6 7 8 9 10	

Scapegoating
 WW1 Legacy
 Nationalism
 Hitler
 Other



B What is the message this poster and include the propaganda device/s used ?

The message of this source is ...

Propaganda device/s ...

Scapegoating
 WW1 Legacy
 Nationalism
 Hitler
 Other



C Complete the missing words in the source ?

h	k
d	E
f	b

Scapegoating
 WW1 Legacy
 Nationalism
 Hitler
 Other



D What is the main message of this cartoon?

Scapegoating
 WW1 Legacy
 Nationalism
 Hitler
 Other



E Whish 3 terms would have most angered the German people and explain why

Rank # 1

Rank # 2

Rank # 3

Scapegoating
 WW1 Legacy
 Nationalism
 Hitler
 Other



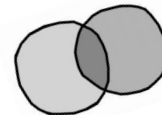
F Spot the propaganda devices

An example of name calling is ...

An example of generalising is ...

An example of _____ is ...

Scapegoating WW1 Legacy Nationalism Hitler Other



G

Compare - **Corroboration** - Similar

Corroborated by source C =

Corroborated by source C =

Not corroborated by source C =

Scapegoating WW1 Legacy Nationalism Hitler Other



H

Consider the woman in this image ...

The woman represents =

Words to describe how she feels emotionally, physically or both = _____ + _____

Why was a woman chosen as the subject ?

Scapegoating WW1 Legacy Nationalism Hitler Other



I

Describe Social Darwinism in relation to Aryans and Jews

Three empty text boxes for describing Social Darwinism.

Scapegoating WW1 Legacy Nationalism Hitler Other

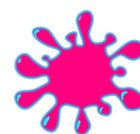


J

Circle the odd word out on each line

Germanic	Nordic	Aryan	Nazi
Strongest	Superior	Intelligence	Sacrifice
Ability	Capacity	According	And Aryan

Scapegoating WW1 Legacy Nationalism Hitler Other



K

Create a task or question / s of your own based on this source

Three empty text boxes for creating a task or question.

Scapegoating WW1 Legacy Nationalism Hitler Other



L

What do you think has led to this boy's plight? (bad situation)

Three empty text boxes for explaining the boy's plight.

Scapegoating WW1 Legacy Nationalism Hitler Other



M

Describe : **Interpret** : Message

Reparations means ...

The heavy bag represents

The person under the bag represents

Jewish Persecution - Propaganda, Laws and Broken Glass



Discover - how persecution of Jewish people increased **Explore** - what happened during Kristallnacht **Skill** - vocab + language development, S.P.A.G.



Fix Errors



Mathlete



Guess



Investigate



Choose



M. Choice



Unscramble




Odd one out




Message

Hitler believed that pure Germans belonged to the European 'Master Race' known as Aryan. They were short, blond haired and brown eyed. Hitler believed that Jews were a danger to the purity and future of the German Empire .

1 _____ 2 _____ 3 _____ 




As soon as they took power in 1934 the Nazis began indoctrination people and persecuting Jews.


_____ 

The first action against the Jews took place in April 1933. SA men put up _____ telling people to _____ Jewish shops and then stood outside to help _____ this.


Bollards placards posters enter avoid promote attack boycott smash response 

Anti-Semitic p _____ began to have an effect on the minds of German people. Jews were discriminated against in employment and fired from their jobs. Shops and restaurants put up signs r _____ entry to Jews. 

In 1935, the **Nuremberg Laws** on Citizenship and Race were passed by the Nazis.

Germans and Jews not allowed to marry =
Sex between Germans and Jews banned =
Jews to carry identity papers at all times =
Jews already married cannot have children =
Jews not allowed to display Nazi flags =
Jews were no longer German citizens = 



My Years In Germany By Martha Todd, 1939.

'A young girl was being pushed and shoved in the road. Her head had been shaved and she was wearing a sign across her breast. We followed and watched as the crowd insulted her. We were told she was dating a _____' 

Kristallnacht 9th + 10th November (1938. Ernst vom Rath was by a In killed Jew in November diplomat named Paris German.) _____

_____ 

Rath's murder gave the Goebbels + the Nazis an excuse to attack Jews. Another reason may have been that Goebbels had angered Hitler after having an affair with a German actress. **Why could this have been a cause?** _____


Over the next few days SS men attacked Jewish, shops, businesses, and synagogues burning + breaking windows. _____ Jews were killed and 1000's put into concentration camps.  

Many Germans were alarmed at what they saw during the 'Night of Broken Glass'. However, the Nazis controlled **press** said Kristallnacht was caused by unplanned attacks by German people.

Press = M _____ . 

'I believe Kristallnacht was the day we lost our innocence. It would be fair to say that I myself never met a Nazi who wanted the mass murder of the Jews. We wanted them out of Germany but certainly not want them to be killed.'

Alfons Heck, Hitler Youth, 1938.

Some Germans were also Jews = T / F
Kristallnacht means 'Crystal Night' = T / F
Kristallnacht took place over one night only = T / F
Kristallnacht started on the 9th Nov, 1935 = T / F
Alfons Heck's statement is reliable = T / F
A church is a Jewish place of worship = T / F
German people started Kristallnacht = T / F 

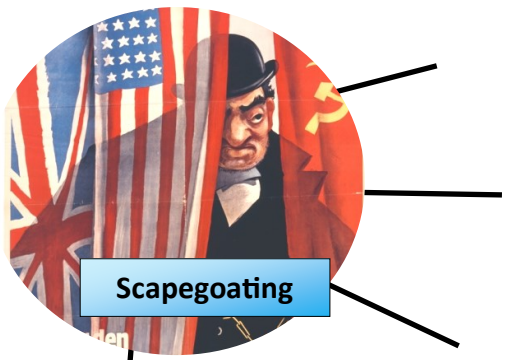
Reasons for the Holocaust - A Timeline

Mission: use the sources and research to complete the timeline.

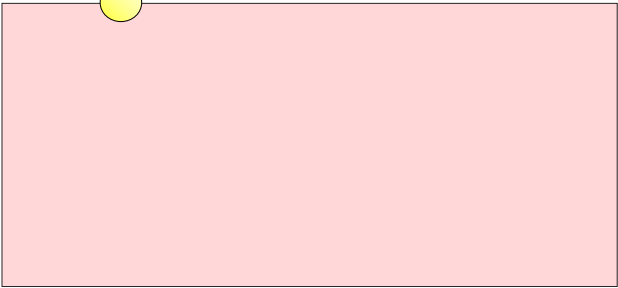
Date	Event / Point	Explained	1	2	3	4	5	6
14 000 BCE	Famine in Canaan	The Israelites forced out of their homeland	●					
100 CE	Roman Occupation		●					
1275								
1287								
1349								
1889	Hitler born in Austria							
1907	(A6)							
1908	Hitler fails Arts Academy exam							
1909	Hitler homeless in Vienna							
1914-18	Hitler fights for Germany in WW1							
1918	WW1 ends - Germany surrenders							
1919								
1922	(A2) Hitler makes a speech							
1923								
1924	Hitler writes Mein Kampf in prison							
1929	Global Depression begins	German economy collapses again						
1933 – 34	Hitler takes power in Germany							
1934	The Nuremberg Laws							
1934	A German student (A4)							
1936 - 7	Propaganda intensifies (B,S,X)							
1938	(Y)							
1939	WW2 begins	The Nazis take control over much of Europe						
1939 – 45	The Holocaust—Final Solution	A period of systematic genocide ends with German loss of WW2						
1948	The Jewish state of Israel created	In response to the Holocaust, Jewish people returned to their original homeland						
.. present	Conflict in the Middle East	Continuing conflict as a result of creation of Israel in the Arab world.						



Reasons for the Holocaust - Review



Scapegoating



US



Other Reasons



Propaganda



National Community

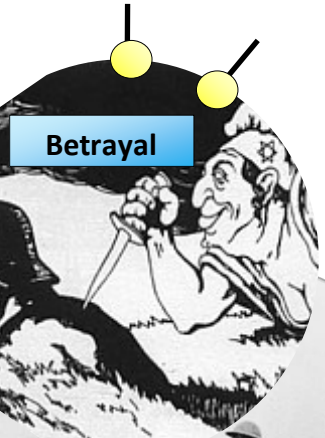


THEM



Dehumanisation

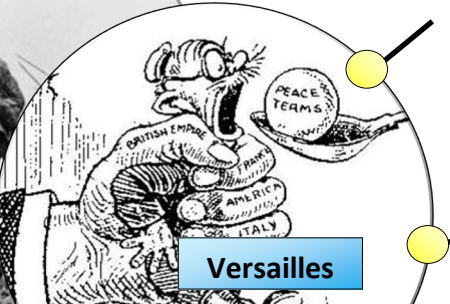
Betrayal



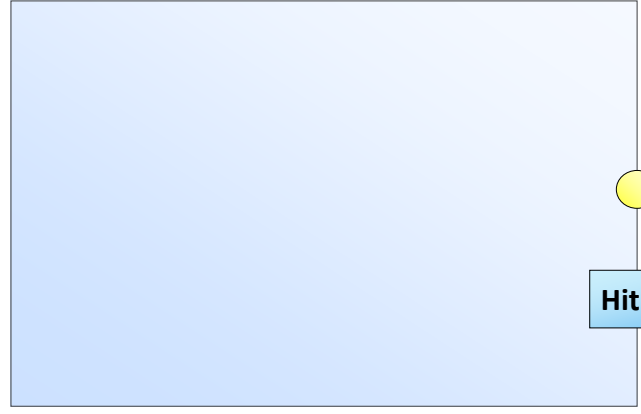
WW1 Impact



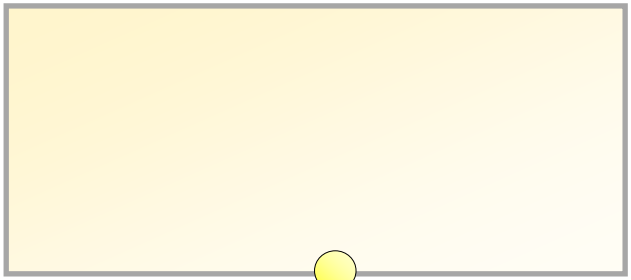
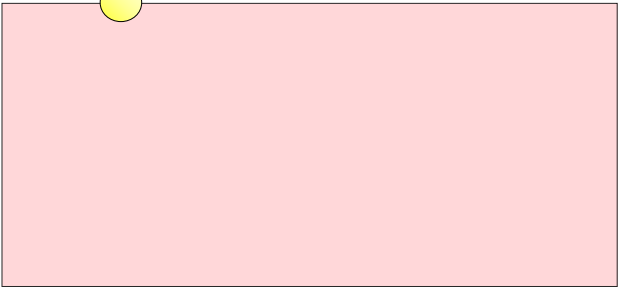
Versailles



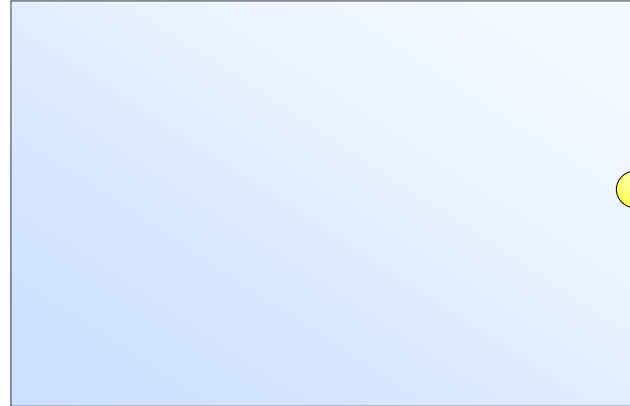
Hitler's Experiences




Reasons for the Holocaust - Summary

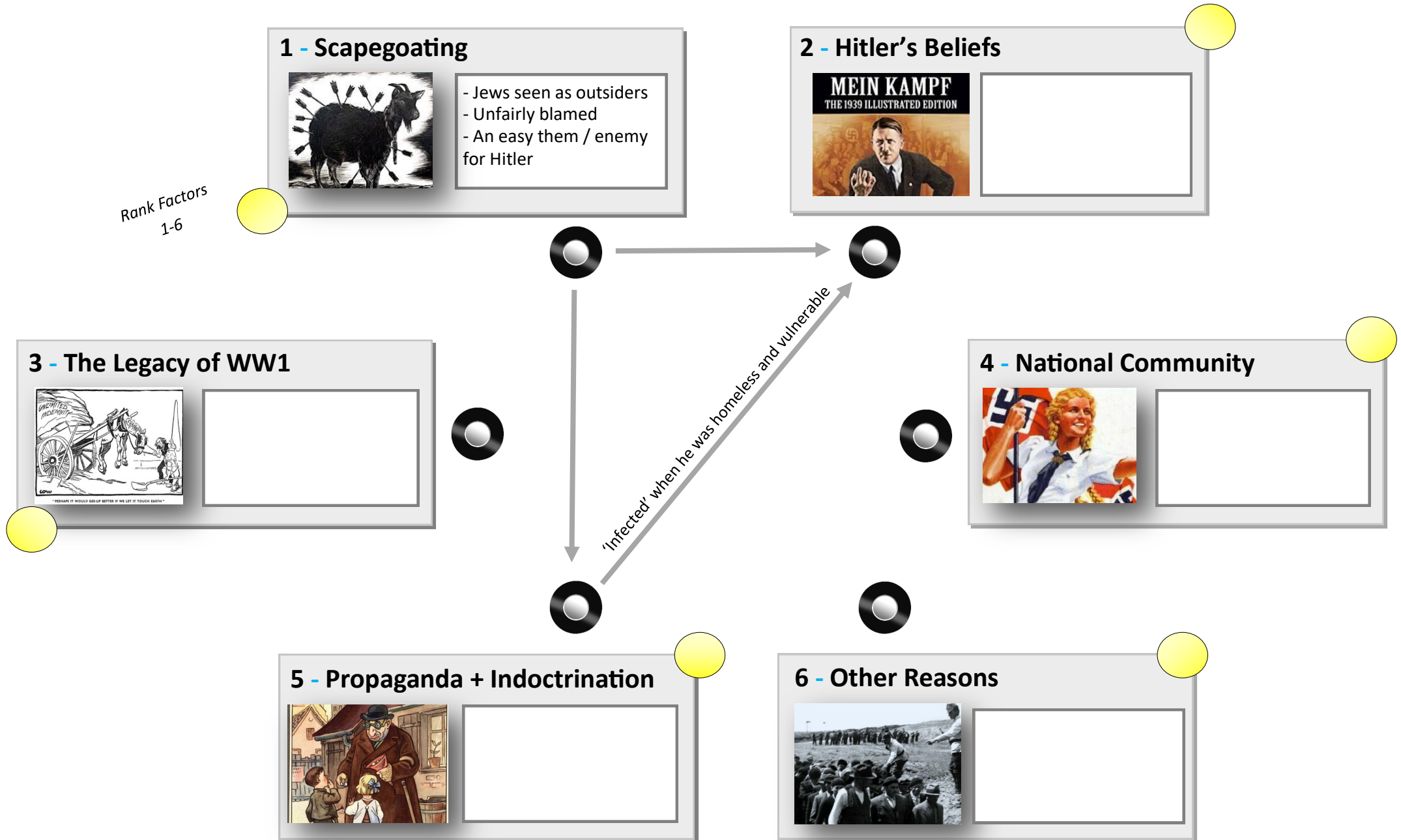


Other Reasons




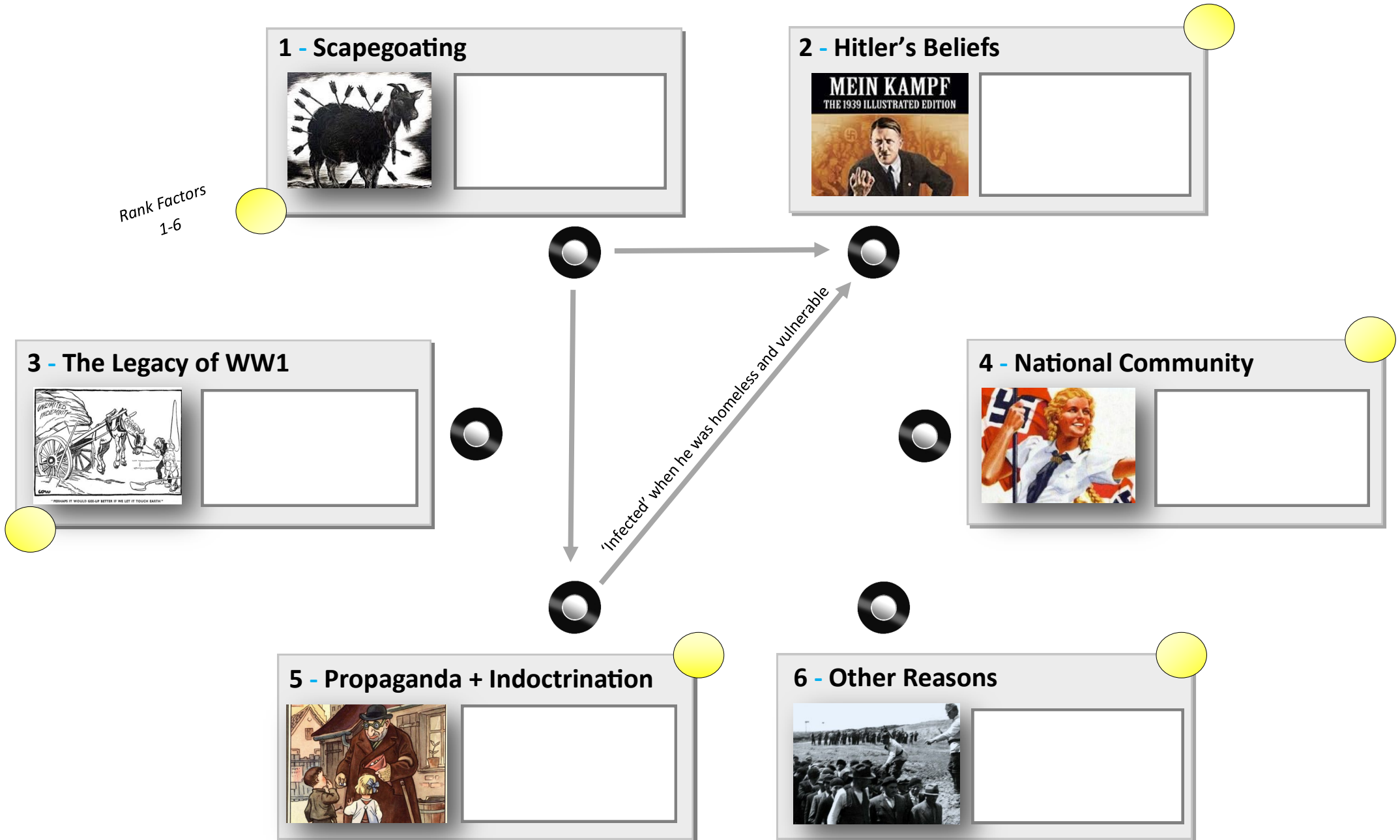
What Were the Causes of the Holocaust?

 **Activity** - review major causes of the Holocaust and also to show how they were connected



What Were the Causes of the Holocaust?

 **Activity** - review major causes of the Holocaust and also to show how they were connected



nederland


ANNE
FRANK

60^c



dreamstime

Anne Frank / key words starter

 **Mission** - to match up the vocabulary, images and definitions

Gestapo



Pogrom

Restrictions



Placard



Pogrom



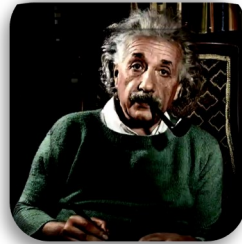
Annex



Semite



Persecution



Decree



To limit or block someone doing or getting something

A sign

To treat unfairly, discriminate or 'pick on'

Organised violence against or murder of a group of people

Hitler's secret police


A building that is joined to or extended from a larger one - can also apply to land / territory

A Jewish person

An official order or law

Word	Definition	Translate / Similar
Gestapo		
Pogrom		P _ _ _ _ _
Restrictions		
Decree		R _ _ _ _
Semite		
Placard		
Persecution		B _ _ _ _
Annex		E _ _ _ _ _ _

What About Anne?

 **Activity** - use the clues to find out about the life of Anne.



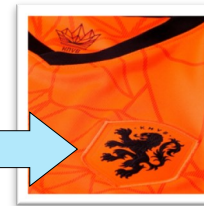
Dear *Kitty* - August 21st, 1942.

'Now our Secret Annex has become truly secret. Mr. van Koughen thought it would be better to have a bookcase built in front of our entrance to our hiding place. It swings out on its hinges and open like a door. Mr. Voskouijs did most of the carpentry work and he has been told that there are seven of us in hiding.'

Dear *Kitty* - Thursday 9th July, 1942.

'So we walked in the pouring rain, Daddy Mummy and I, each with a school satchel and shopping bag filled to the brim with all kind of things. We got sympathetic looks from people on their way to work. You could see by the look on their faces that they couldn't offer us a lift; the gaudy yellow star spoke for itself.'

Yours, Anne



Dear *Kitty* - July 14th, 1943.

Yesterday afternoon Father gave me permission to ask Dussel whether he would please be so good as to allow me (see how polite I am?) to use the table in our room two afternoons a week, from four to five-thirty. I already sit there every day from two-thirty to four while Dussel takes a nap, but the rest of the time the room and table are off-limits to me. So it seemed like a reasonable request, and I asked Dussel very politely.

What do you think the learned gentleman's reply was? "No." Just plain "No!"

Dear *Kitty* - October 9th, 1942.

'Today I have nothing but dismal and depressing news. Our many Jewish friends are being taken away in droves. The Gestapo is treating them very roughly and transporting them to the big camp in Drenthe. Someone who managed to escape from there told Miep there is hardly any food there and only one toilet and sink for several thousand Jews.'

"Despite everything, I believe people are really good at heart."



Margot

"I know what I want, I have a goal, an opinion, I have a religion and love. Let me be myself and then I am satisfied."



Dear *Kitty* - November 19th, 1942.

'Mr Dussel gave us sad news from the outside world. Countless friends have been taken off to a dreadful fate. Night after night green and grey military vehicles cruise the street. They knock on every door asking if any Jew live there. If so the whole family is taken away. They frequently offer a bounty, so much per head ... I feel wicked sleeping in a warm bed and I get frightened when I think of close friends now at the mercy of the cruellest monsters to stalk the earth.'

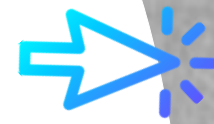
... and all because they are Jews.'


Dear *Kitty* - July 15th 1944 (last ever entry)


"It's utterly impossible for me to build my life on a foundation of chaos, suffering and death. I see the world being slowly transformed into a wilderness, I hear the approaching thunder that, one day, will destroy us too, I feel the suffering of millions. And yet, when I look up at the sky, I somehow feel that everything will change for the better, that this cruelty too will end, that peace and tranquillity will return once more. In the meantime, I must hold on to my ideals. Perhaps the day will come when I'll be able to realize them."





What About Anne ...? review




 **Activity** - use the information / clues to learn about Anne then share your findings.


 About the context ...


 *Anne's age + character...*


 Anne's family ...


 Anne's interests ...


 'Who' is Kitty?


 *Anne's hopes ...*


 *Anne's fears ...*

 *About the yellow star...*


 The Dussel situation ...

 About help ...

 *Anne's fate ...*

 A question of your own ...

Who was Anne Frank?

 **Understand** - why Anne Frank is so well known.

Source A

'At 6:45 am, the alarm of Mr and Mrs Van Pels went off. Hermann van Pels got up, put the kettle on, and went to the bathroom. After fifteen minutes, the bathroom was free again and it was Fritz Pfeffer's turn. Anne got up and removed the black-out screens from the windows. The people in hiding took turns using the bathroom. At 8:30 am, a risky half hour started. The men in the warehouse started their working day, while the office helpers had not yet arrived. Any noise from the people in hiding was dangerous, as the warehouse was located below the hiding place and the warehouse staff were unaware of the people in hiding.'

Source B

Anne considered Sunday the most miserable day of the week. 'I wander from one room to the next, down the stairs and back up again and feel like a songbird that has had its wings torn off and flies against the bars of its cage in total darkness. "Outside, fresh air and laughter," a voice inside me screams; I don't even try to answer anymore, I lie down on a divan and sleep in order to shorten the time, the silence, the terrible fear too, because there is no question of killing them. Before dinner, they listened to a concert on the radio. After dinner and the dishes, Anne was 'overjoyed', because another incredibly boring Sunday in the Secret Annex was over.

Anne Frank was born in the German city of Frankfurt in 1929. Anne's sister Margot was three years her senior. It was the period in which Adolf Hitler and his party were gaining more and more supporters.

Hitler hated the Jews and blamed them for the problems in the country. He took advantage of antisemitic feelings in Germany. The hatred of Jews and the poor economic situation made Anne's parents, Otto and Edith Frank, decide to move to Amsterdam. There, Otto founded a company that traded in pectin, a gelling agent for making jam. Before long, Anne felt right at home in the Netherlands. She learned the language, made new friends and went to a Dutch school near her home.

Her father worked hard to get his business off the ground, but it was not easy.

On 1 September 1939, when Anne was 10 years old, Nazi Germany invaded Poland, and so the Second World War began. Not long after, on 10 May 1940, the Nazis also invaded the Netherlands. The Nazis introduced more and more laws and regulations that made the lives of Jews more difficult. For instance, Jews could no longer visit parks, cinemas, or non-Jewish shops. The rules meant that more and more places became off-limits to Anne. Her father lost his company, since Jews were no longer allowed to run their own businesses. All Jewish children, including Anne, had to go to separate Jewish schools. Jews had to start wearing a Star of David on their clothes and there were rumours that all Jews would have to leave the Netherlands. When Margot received a call-up to report for a so-called 'labour camp' in 1942, her parents decided to go into hiding the next day in order to escape persecution.

In the spring of 1942, Anne's father had started furnishing a hiding place in the annex of his business premises. He received help from his former colleagues. Before long, they were joined by four more people. The hiding place was cramped. Anne had to keep very quiet and was often afraid. During the two years in hiding, Anne wrote about events in the Secret Annex, but also about her feelings and thoughts. In addition, she wrote short stories, started on a novel and copied passages from the books she read in her *Book of Beautiful Sentences*. Writing helped her pass the time. When the Minister of Education of the Dutch government in England made an appeal on Radio Orange to hold on to war diaries and documents, Anne was inspired to rewrite her individual diaries into one running story, titled *Het Achterhuis* (*The Secret Annex*).



Anne started rewriting her diary, but before she was done, she and the other people in hiding were discovered and arrested by police officers on 4 August 1944. The police also arrested two of the helpers. To this day, we do not know the reason for the police raid. Despite the raid, part of Anne's writing was preserved; two other helpers took the documents before the Secret Annex was emptied by order of the Nazis.

Article and sources from - <https://www.annefrank.org/en/anne-frank/who-was-anne-frank/>



Anne Frank Brain Gym

Clues

Who the monsters were after.	What they were doing in the annex.	
	The family name.	The cruellest monsters who stalked the earth.



Main Puzzle

K						
					T	
					G	
G						
			N			

Win Word

Anne Frank Brain Gym

Clues

Who the monsters were after.	What they were doing in the annex.	
	The family name.	The cruellest monsters who stalked the earth.

Main Puzzle



K						
					G	
G						
			N			

Win Word



Anne Frank Brain Gym

Anne Frank Brain Gym

Clues

Who the monsters were after.	What they were doing in the annex.	
	The family name.	The cruellest monsters who stalked the earth.

Clues

Who the monsters were after.	What they were doing in the annex.	
	The family name.	The cruellest monsters who stalked the earth.

Main Puzzle

K	I	T	T	Y			
M	A	R	G	O	T		
J	E	W	S				
H	I	D	I	N	G		
G	E	S	T	A	P	O	
F	R	A	N	K			
D	I	A	R	Y			


Win Word

Main Puzzle

K	I	T	T	Y			
M	A	R	G	O	T		
J	E	W	S				
H	I	D	I	N	G		
G	E	S	T	A	P	O	
F	R	A	N	K			
D	I	A	R	Y			

Win Word

What Can We Learn from Anne's Writing?

 Learn - about the persecution of Jews and wider life lessons from Anne Frank's diary.

Anne's thoughts, feeling, beliefs and wisdom.

Saturday June 20th, 1942.

The rest of our family, however, felt the full impact of Hitler's anti-Semitic laws, so life was filled with anxiety. In 1938 after the pogroms, my two uncles escaped to the USA. My old grandmother then came to us, she was then 73. After May 1940, good times rapidly fled: first the war, then the surrender, followed by the arrival of the Germans, which is when the suffering of the Jews really began.

What we learn about historical events, Jewish persecution.

Saturday June 20th, 1942.

The Anti-Jewish decrees followed each other in quick succession. Jews must wear a yellow star. Jews must hand in their bicycles. Jews are banned from trains and are forbidden to drive. Jews are only allowed to do their shopping between three and five o'clock, and then only in shops which bear the placard "Jewish Shop." Jews must be indoors by eight o'clock and cannot even sit in their own gardens after that hour. Jews may not visit Christians. Jews must go to Jewish schools, and many more similar restrictions.

Friday, October 9th, 1942.

If it's that bad in Holland, what must it be like in those faraway and uncivilized places where the Germans are sending them? We assume that most of them are being murdered. The English radio says they're being gassed. Perhaps that's the quickest way to die. I feel terrible. Miep's accounts of these horrors are so heartrending... Fine specimens of humanity, those Germans, and to think I'm actually one of them! No, that's not true, Hitler took away our nationality long ago. And besides, there are no greater enemies on earth than the Germans and Jews.

I can shake of everything as I write, my sorrows disappear, my courage is reborn ... I've found there is always some beauty left, in nature, in sunshine, freedom, in yourself.

Thursday, November 19, 1942.

I often see rows of good innocent people, accompanied by crying children walking on and on...bullied and knocked about until they almost drop. No one is spared – old people, babies, expectant mothers, the sick – each and all join in the march of death. How fortunate we are here. So well cared for and undisturbed. We wouldn't have to worry about all this misery were it not that we are anxious for all those dear to us that we can no longer help. I feel wicked sleeping in a warm bed, while my dearest friends have been knocked down or have fallen into a gutter somewhere out in the cold night.

Thursday, February 3rd, 1944.

I've reached the point where I hardly care whether I live or die. The world will keep on turning without me, and I can't do anything to change events anyway. I'll just let matters take their course and concentrate on studying and hope that everything will be all right in the end.

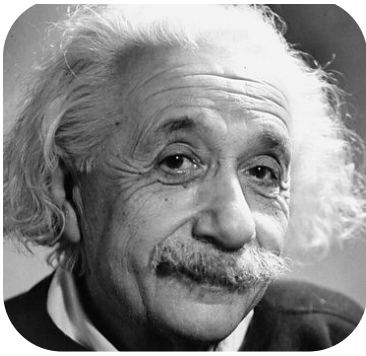
The nicest part is being able to write down all my thoughts and feelings; otherwise, I'd absolutely suffocate.

Saturday, July 15, 1944.

In spite of everything I still believe that people are really good at heart. I simply can't build up my hopes on a foundation consisting of confusion, misery, and death. I see the world gradually being turned into a wilderness. I hear the ever approaching thunder, which will destroy us too. I can feel the sufferings of millions and yet, if I look up into the heavens, I think that it will all come right, that this cruelty too will end, and that peace and tranquillity will return again.

WHO IS JEWISH?

Clue = 9



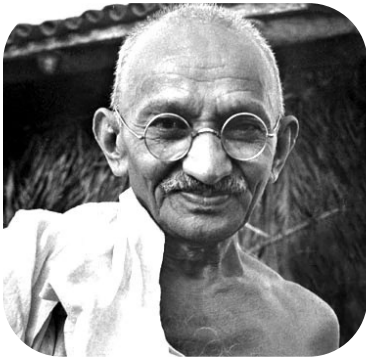
Albert Einstein



Mother Teresa



Harry Potter



Gandhi



Black Widow



Jesus



Jake Paul



Karl Marx



Anne Frank



Han Solo

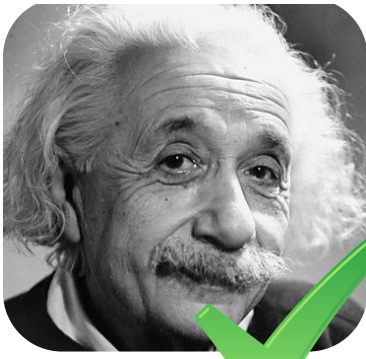


The Kid Laroi



These Rabbis

WHO IS JEWISH?



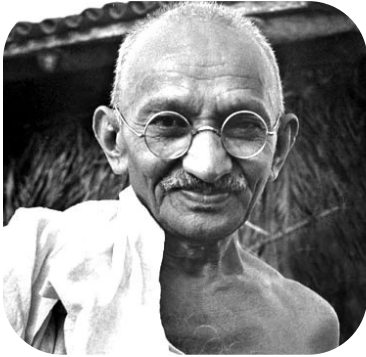
Albert Einstein



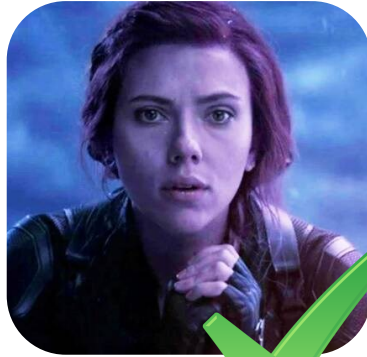
Mother Teresa



Harry Potter



Gandhi



Black Widow



Jesus



Jake Paul



Karl Marx



Anne Frank



Han Solo



The Kid Laroi



These Rabbis

Why Did the Nazis Persecute Minority Groups?

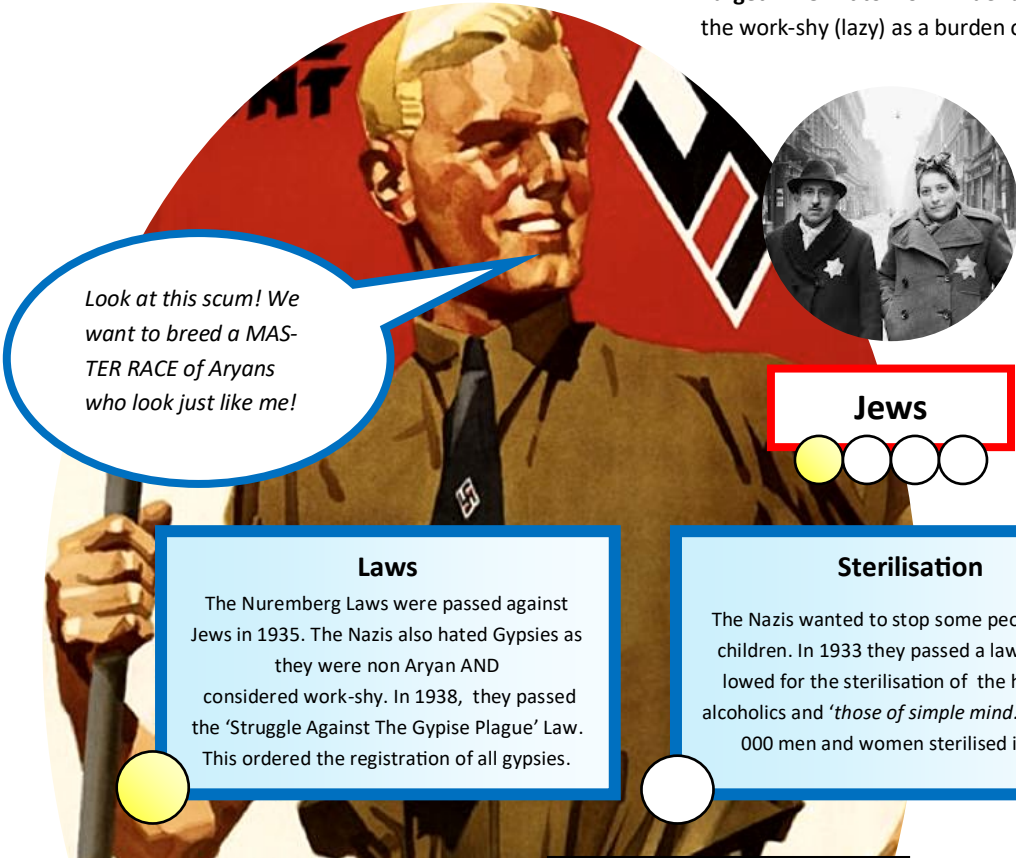
BBC News - 6 Mins



Understand - the types of people the Nazis went after, why and how they persecuted certain type of people.

Target 1 = non-Aryans. Hitler believed in Social Darwinism and that Aryans were the MASTER RACE, descended from the legendary Teutonic Knights. They were strongest people and all others were weaker. Hitler said that non-Aryans were weakening Germany and stopping it from becoming great again. Non-Aryans were a threat to Hitler's dream of 'ein Volke, ein Reich, ein Fuhrer.' *One people, one empire, one leader.*

Target 2 = Unfit to work. Hitler also disliked those Germans who were lazy or unable to work. He saw the disabled, alcoholics, prostitutes or simply the work-shy (lazy) as a burden on the economy. If they were not able to contribute to (help) the new Germany they should be removed.



Jews

● ○ ○ ○ ○



Gypsies

○ ○ ○ ○ ○



Disabled

○ ○ ○ ○ ○



Mentally Ill

○ ○ ○ ○ ○



Work-shy

○ ○ ○ ○ ○

Laws

The Nuremberg Laws were passed against Jews in 1935. The Nazis also hated Gypsies as they were non Aryan AND considered work-shy. In 1938, they passed the 'Struggle Against The Gypise Plague' Law. This ordered the registration of all gypsies.

Sterilisation

The Nazis wanted to stop some people having children. In 1933 they passed a law which allowed for the sterilisation of the homeless, alcoholics and 'those of simple mind.' About 350 000 men and women sterilised in total.

Concentration Camps

By 1936, work-shy, gypsies, tramps, beggars, gays, alcoholics, prostitutes and criminals were being sent to camps. 11,000 beggars put in camps by 1938. 6 million Jews were murdered in camps by 1945.

Murder / Euthanasia

The Nazis began killing of mentally ill + handi-capped adults + children in 1939. Starvation, experiments, injections + later gas chambers were used to kill them. 72,000 murdered before church protests had it stopped in 1941. 6 millions Jews murdered.

Focus on Antisemitism

- 1 - Jews were not Aryan.
- 2 - The loss of WW1 / 'stab in the back.'
- 3 - Hitler's personal experience - when homeless after WW1 and during the Great Depression he saw Jewish lawyers, business owners and doctors all doing well.



Nuremberg Laws - 1935

Kristallnacht - 1938

Final Solution - 1941 / 45

Considering Context

6 minutes
Holocaust Museum



To have a better understanding of history it is important to be aware of **context**. Context means understanding the situation surrounding an event, how people felt about it, the factors leading up to it and the culture of that time. It is very easy to judge people in a negative way for their actions, but being aware of context may help us understand them - even if we don't agree with them.


Einsatzgruppen



What is the historical context of the photo?

What reasons could the soldier have for carrying out this terrible act?

Source Skills - surprising

 **Discover:** how to consider a surprising question using COP.

	You may tick both	Surprised	Not
C	Content Read what is written. Does it say anything unusual or surprising? Is the information corroborated or not? Anything written that is really shocking?	<input type="radio"/>	<input type="radio"/>
O	Origin is who created or published the source and when / where was it made. Can we be surprised that this 'person' would say this at this time?	<input type="radio"/>	<input type="radio"/>
P	Purpose is the why or motive behind the source. Can this be considered surprising?	<input type="radio"/>	<input type="radio"/>

A boy from our town had been deported to Belzec concentration camp. He escaped and came back to our town. He told us that Belzec had a crematorium. Trains from other cities had passed by our city and people had thrown out notes. These notes were picked up by the men forced to work there. The notes said, "Don't take anything with you, just water." They took us to a cattle train. People started to run away from the train, but they were shot. Once on the train we had to stand because there was no room to sit down. A boy tore the barbed wires from the train window. The young people started to jump out of the window. Many jumped. The Germans on the rooftop of the train shot at them with rifles. My father told us, the oldest three, "Run, run--maybe you will stay alive. We will stay here with the small children because even if they get out, they will not be able to survive." To me he said, "You run, I know you will stay alive..". My brother Berele jumped out, then my sister Hannah, and then I jumped out. The SS men shot at us. I landed in a snowbank. The bullets did not hit me. When I did not hear anything anymore, I went back to find my brother and my sister. I found them dead. My brother Berele was 15. My sister Hannah was 16. I was 17. I took off my star and I promised myself that never again would I ever wear a star. I ran back to the city where we lived. We had a friend there, a lady to whom we gave a lot of our belongings. She was scared to keep me. She hid me behind a cedar-robe in the corner. I was standing there listening to people come in. They were discussing how they were killing the Jews, how the Jews were running away, who had been shot. It was a small city. They felt sorry for the Jews. It was a sensation, a thing to talk about. They felt sorry but they forgot right away. In the evening when it became dark she gave me half a loaf of bread and 25 Polish zlotys. She told me to go.

Eva Galler was a Polish Jew, recounting her story for a website named 'Survivor Stories.'



Are you surprised by what is written in source G ?

Introduction - Source G is *not surprising / somewhat / very surprising* .

Content 1 - is the MAIN point / message surprising?

Content 2 - sub - messages / points surprising?

Origin - is it surprising given the context ? The who, where and when?

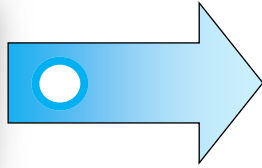
Purpose - is the motive or reason surprising?

The Holocaust - Concentrations Camps

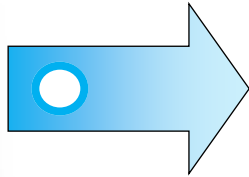


Know - how the Nazis used concentration camps as part of the Final Solution'.

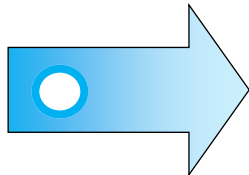
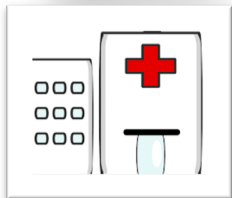
Activity - Study the sources on the following page - Colour code to help categorise - Write a short review / bullet point your findings in each category.



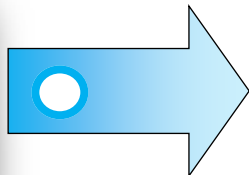
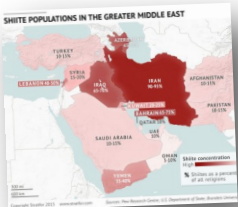
Arrival and Selection



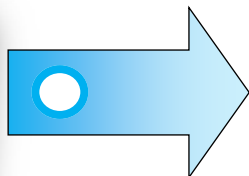
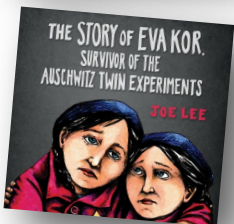
Conditions in the Camps



Medical Experiments



The Final Solution - killing of prisoners.



Other - Anything positive we can takeaway from this?

Prisoners with a higher social status within the camp were often rewarded with more desirable work assignments such as administrative positions indoors. Some, such as the *kapos* (work supervisors) or camp elders held the power of life and death over other prisoners.



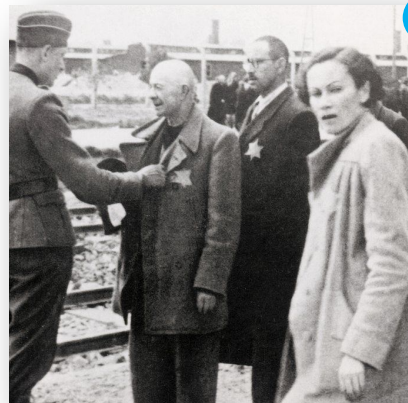
The third experiment of this type took such an extraordinary course that I called an SS physician of the camp as a witness, since I had worked on these experiments all by myself. It was a continuous experiment without oxygen at a height of 12 Km. conducted on a 37-year old Jew in good general condition. Breathing continued up to 30 minutes. After 4 minutes the experimental subject began to perspire and to wiggle his head, after 5 minutes cramps occurred, between 6 and 10 minutes breathing increased in speed and the experimental subject became unconscious; from 11 to 30 minutes breathing slowed down to three breaths per minute, finally stopping altogether.

Among the number of prisoners who attempted to escape, 196 were successful and lived to see the end of the war. Many of them were helped by local Polish civilians, who hated the SS and the camp. In July 1940, in a letter to the SS commander and local Wroclaw police, the Auschwitz commander observed that the local population was "ready to do anything against the hated camp SS garrison. Every prisoner who manages to escape can count on all possible help as soon as he reaches the first Polish homestead.

Among the 7,000 people liberated at the closure of the camps, most were very ill, or close to death. Weeks earlier, with Soviet forces approaching the camp system, nearly 60,000 prisoners had been evacuated and forced to march west toward Wodzislaw, away from the complex on what are today known as the death marches. More than 15,000 people died on these marches, often succumbing to exposure, starvation, or cold weather. Those who could not keep up were shot by SS guards.



The unfit go to cellars which are entered from outside. They go down five or six steps into a fairly long, well-constructed and well-ventilated cellar area, which is lined with benches to the left and right. The benches are numbered. The prisoners are told that they are to be cleansed and disinfected for their new assignments. They must therefore completely undress to be bathed. To avoid panic and to prevent disturbances of any kind, they are instructed to arrange their clothing neatly under their respective numbers, so that they will be able to find their things again after their bath. Everything proceeds in a perfectly orderly fashion.



Then they pass through a small corridor and enter a large cellar room which resembles a shower bath. In this room are three large pillars, into which certain materials can be lowered from outside the cellar room. When three- to four-hundred people have been herded into this room, the doors are shut, and containers filled with the substances are dropped down into the pillars. As soon as the containers touch the base of the pillars, they release particular substances that put the people to sleep in one minute. A few minutes later, the door opens on the other side, where the elevator is located. The hair of the corpses is cut off, and their teeth are extracted (gold-filled teeth) by specialists Jews.

The prisoners also had limited opportunities for bathing. Additionally, they had to undress in their own barracks before doing so and, regardless of the weather, walk naked to the bathhouse. For many prisoners, this led to sickness and death.

Living conditions were poor, because the SS believed that prisoners deserved no better. Before the war, the SS still provided a bare minimum. During the war, conditions became deadly. Prisoners slept in broken-down barracks with leaking roofs. They were crammed onto tiny bunks, often without blankets, or directly onto muddy floors.



What Happened in the Concentration Camps?



How were Jews transported to the camps?



One of the conditions described in the camps?



A second condition described in the camps?



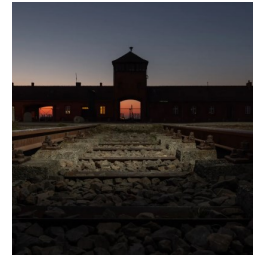
A third condition described in the camps?



How many Jews escaped and who helped them?



Who were Kapos and what did they do?



What was the purpose of the 'third experiment'?



Who was sent down to the cellars / showers?



Why were Jews asked to fold their clothes neatly?



What was released from the containers?



What happened after the doors were opened?



What prompted the death marches?




2 groups that liberated the camps?



A question you have about the camps ...

Who were the Sonderkommando?

 **Skill** - use the source of information and your knowledge to answer the questions below.

What was a Sonderkommando?

Label him (**S**) on the image.

Examples of work they did?

Label the SS Guard (**G**) on the image

Sonderkommando
Interview



Despite the better conditions in which the Sonderkommando lived at the camps, most were eventually gassed as they became increasingly weak or sick from camp conditions. The Nazis also did not want any evidence of their horrific acts to remain, and therefore decided to kill those prisoners who witnessed their actions. In October 1944, the Sonderkommando team at Birkenau learned that the Germans intended to gas them. The remaining Sonderkommandos decided to take their fate into their own hands, and, on October 7, the group in charge of the third crematorium at the camp, the Birkenau Three Sonderkommando, rebelled. They attacked the SS with makeshift weapons: stones, axes, hammers, other work tools and homemade grenades. They caught the SS guards by surprise, overpowered them and blew up a crematorium. At this stage they were joined by the Birkenau One Kommando, which also overpowered their guards and broke out of the compound. The revolt ended in failure. There was no mass uprising, and within a short time the Germans succeeded in capturing and killing almost all the escapees. The Sonderkommandos tend to be regarded very negatively by most survivors, and to a certain extent the Jewish establishment in general. In the camps, the Sonderkommandos were seen as unclean, and the writer Primo Levi described them as being "akin to collaborators." He said that their testimonies should not be given much credence, "since they had much to atone for and would naturally attempt to rehabilitate themselves at the expense of the truth." Those who were members of the Sonderkommando, however, state they had no choice in their job, and they were as much victims of Nazi oppression.

The Jewish Virtual Library

Why did the Sonderkommando rebel ?


What did other Jews think about them?

What do you think about them?



A Doctor's Account of The Final Solution



 **Task** - match the original witness accounts (top row) with the simplified statements below.

This was followed by palpable disquiet in the chamber. In my view it was only then that the people sensed something else was in store for them.

Grabner ordered me to pour Zyklon B into the opening because only another medical orderly had shown up. I was not a member of the NSDAP only acted according to the laws of my country.

I can also no longer say whether I was too influenced by the propaganda of the time to have refused to have carried out the orders I had been given.

As an anatomist I have seen a lot of terrible things: I had had a lot of experience with dead bodies, and yet what I saw that day was like nothing I had ever seen before.

Michel announced to the Jews that they would be sent to work, but before this they would have to take baths and undergo disinfection.

The people went on crying for about ten minutes. Everything was in disorder and contorted. After that I didn't look at my wife for four weeks.

About 40 women were led to the gas chambers not by the Germans but by the Ukrainians, also sentenced to death.

A

B

C

D

E

F

H

The victims did not know what was happening until they were inside the gas chamber.

He was only doing what he was told to do.

He is not completely sure if he had choice or not to do this.

He was a doctor.

The Jews did not know what was happening at first.

He felt guilty about his actions and what he had experienced.

Jewish prisoners were used to help with the killings.



Dr. Kremer Gives His Testimony at the Nuremberg Trials — fictional.

Q: Dr. Kremer, can you clarify your role in the gassing of the 40 Jewish women in the camp?

A: _____

Q: Who else was involved with this procedure ?

A: _____

Q: How did you become a Dr. working for the Nazis ? _____

A: _____

Q: Why did you do this Dr. Kremer ? _____

A: _____

Q: There was something else I wanted to ask you _____

A: _____

Q: Finally Dr. Kremer, I have one more question _____

A: _____

Comparing Cartoon Sources


 **Understand** - how to compare cartoons use COP - Content, Origin and Purpose **Skill** - cartoon analysis and evaluation.


From a German Newspaper - 1918




How similar are sources A and B ?

Introduction: the sources are not similar, somewhat similar, largely similar.

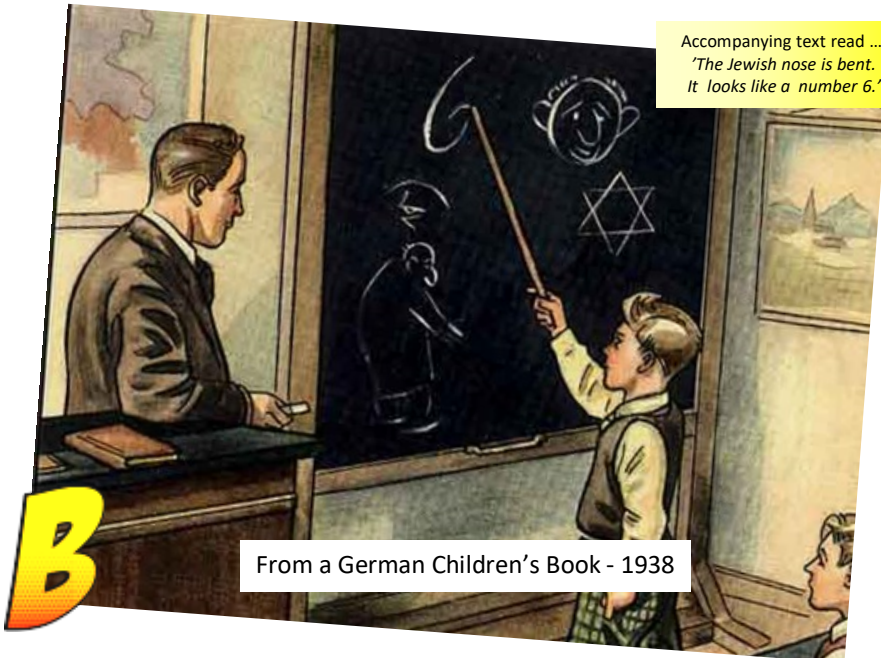
Content 1: (what it shows) The MAIN messages are / are not similar. 

Content 2: (what it shows) The sub-message are / are not similar. 

Origin: is the (who, when, where) are / are not similar. 

Purpose: (why / motive) the motives are / are not similar. 

Accompanying text read
*'The Jewish nose is bent.
It looks like a number 6.'*



From a German Children's Book - 1938

Holocaust Survivors - Testimonies 1



Testimony - David Wolnerman

How old was he when he entered Auschwitz ?

How old did he say he was when entering Auschwitz?

Why did he tell this lie?

He said they had "the mind of a cow". What did he mean by this ?

Testimony - Zigi Shipper (1- 8 mins)

Why didn't he go into hiding?

How old did was he when he was taken to the camp?

Why did he feel ashamed?

What was his prisoner number?

Testimony - Hannah Lewis

How old did was she when she was taken to the camp?


Why was it lucky she wasn't sent to Sobibor?

What group did her father join?

What was the Einsatzgruppen?

What group did her father join?

Testimony - Eva Kor

 What were Mengele twins?

What was the nickname given to Dr Mengele ?

What was she being injected with ?

What did she give to the Nazi doctor ?

What was the effect of this letter?

Testimony - David Wisnia

What was his first job in the camp?

Why was he a privileged poisoners ?

What was the main feeling in Auschwitz according to his song?

What message does he have for us ?

Holocaust Survivors - Testimonies 2



Testimonies - The Liberators

How does Leon Bass describe the survivors in the camp?

Harry Morgan - what did he see instead of faces ?

Why did General Eisenhower go to see the camps in person?

Who else did General Eisenhower invite to see the camps?

What did some American soldiers do to SS guards?

What did the American GI (soldier) give to the liberated prisoner?



Testimony - Gerda Klein

Why was she frightened to tell the man she was Jewish ?

Why was she so surprised by his "incredible question" ?

How long did he hold doors open for her?

Any corroborated information in these testimonies ... ?


Any common themes in these testimonies ... ?

The most surprising things in these testimonies ... ?

Any further questions raised by these testimonies ... ?

The Nuremberg Trials - did the Nazis show any remorse?



 **Mission:** to analyse, evaluate and compare historical sources to find out if those found guilty of war crimes said sorry.

"This was a bad day ... damn that stupid fool, Speer! Did you see how he disgraced himself in court today? How could he stoop so low as to do such a rotten thing to save his lousy neck? I nearly died with shame! To think that Germans will be so rotten to prolong this filthy life. Do you think I give that much of a damn about this lousy life?. For myself, I don't give a damn if I get executed, or drown, or crash in a plane, or drink myself to death! But there is still a matter of honour in this damn life! Assassination attempt on Hitler! Ugh! I could have sunk through the floor. And do you think I would have handed Himmler over to the enemy, guilty as he was? Dammit, I would have liquidated the bastard myself! Or if there was to have been any trial, a German court should have sentenced him! Would Americans think of handing over their criminals to us to sentence?".... "But I should like to state clearly that I have never decreed the murder of a single individual at any time and neither did I decree any other atrocities or tolerate them while I had the power and the knowledge to prevent them. The new allegation presented by Mr. Dodd in his last speech, that I had ordered Heydrich to kill the Jews lacks every proof and is not true either. There is not a single order signed by me, or signed on my behalf."

Statements from Hermann Goring in 1946 - made during the Nuremberg Trials and in his prison cell before his execution. Goring was a leading Nazi.

A

B "If any ill-treatment of prisoners by guards occurred, I have never observed any. in the course of the years the guard personnel had deteriorated to such an extent that the standards formerly demanded could no longer be maintained. We had thousands of guards who could hardly speak German, who came from all lands as volunteers and joined these, units, or we had older men, between 50 and 60, who lacked all interest in their work, so that a camp commander had to watch constantly that these men fulfilled even the lowest requirements of their duties. It is obvious that there were elements among them who would ill-treat internees, but this ill-treatment was never tolerated."

Rudolf Hess - Nuremberg Trials, 1946. He was the deputy Fuhrer to Hitler.


Ben Ferencz says the lack of remorse on the blank faces of the Nazis he prosecuted for killing more than a million innocent people is still revolting. The 97-year-old recalls the scene at Nuremberg in vivid detail ... "Defendants' faces were blank all the time...absolutely blank,...like...they're waiting for a bus," ... "I'm still churning," as he tears up. "I'm still churning. They were 3,000 SS officers trained for the purpose and directed to kill, without pity or remorse, every single Jewish man, woman and child they could lay their hands on,"

An account of an interview with Nuremberg Prosecutor, Ben Ferencz. The interview was for the TV show - 60 Minutes.

C



Source Skills - Useful

 **Know** - how to judge the usefulness of a source using 'COP'

	You may tick both	Useful	Nope
C	Content Think about what the source reveals. Is this useful to us a historians? Note: an unreliable source CAN be useful as it helps us understand its purpose.	<input type="radio"/>	<input type="radio"/>
O	Origin who created or published the source and when / where was it made. Is this useful in helping you understand a certain viewpoint or perspective?	<input type="radio"/>	<input type="radio"/>
P	Purpose is the why or motive behind the source. Is understanding the motive useful in helping you understand more about events at the time or opinions since? Is it propaganda?	<input type="radio"/>	<input type="radio"/>

SPIEGEL: Do you feel a something like a sense of moral guilt?

W: No. I spoke to them in a friendly manner; I never hit, kicked or killed any. I do not feel like a criminal just because I had to guard them. Germany had invaded Yugoslavia and that was a crime against humanity and international law. Then the Nazis conscripted me and brought me to Auschwitz. And how was I supposed to get away from there? If I had deserted, they would have shot me.

An Interview with a Nazi Guard.

Recorded, August 15th, 2014.

A

How useful is source A?

Introduction: Source A is *not useful / somewhat useful / very useful.*


Content 1: is the content useful? - consider reliability

Content 2: anything else useful about content apart from reliability?

Origin: is the (who, when, where) useful ?

Purpose: is the motive or reason useful ?

Source Skills: Surprising

 **Discover:** how to answer a basic surprise question using COP.

	You may tick both	Surprised	Not
C	Content Read what is written. Does it say anything unusual or surprising? Is the information corroborated or not? Anything written that is really shocking?	<input type="radio"/>	<input type="radio"/>
O	Origin is who created or published the source and when / where was it made. Can we be surprised that this 'person' would say this at this time?	<input type="radio"/>	<input type="radio"/>
P	Purpose is the why or motive behind the source. Can this be considered surprising?	<input type="radio"/>	<input type="radio"/>

A boy from our town had been deported to Belzec concentration camp. He escaped and came back to our town. He told us that Belzec had a crematorium. Trains from other cities had passed by our city and people had thrown out notes. These notes were picked up by the men forced to work there. The notes said, "Don't take anything with you, just water." They took us to a cattle train. People started to run away from the train, but they were shot. Once on the train we had to stand because there was no room to sit down. A boy tore the barbed wires from the train window. The young people started to jump out of the window. Many jumped. The Germans on the rooftop of the train shot at them with rifles. My father told us, the oldest three, "Run, run--maybe you will stay alive. We will stay here with the small children because even if they get out, they will not be able to survive." To me he said, "You run, I know you will stay alive..". My brother Berele jumped out, then my sister Hannah, and then I jumped out. The SS men shot at us. I landed in a snowbank. The bullets did not hit me. When I did not hear anything anymore, I went back to find my brother and my sister. I found them dead. My brother Berele was 15. My sister Hannah was 16. I was 17. I took off my star and I promised myself that never again would I ever wear a star. I ran back to the city where we lived. We had a friend there, a lady to whom we gave a lot of our belongings. She was scared to keep me. She hid me behind a cedar-robe in the corner. I was standing there listening to people come in. They were discussing how they were killing the Jews, how the Jews were running away, who had been shot. It was a small city. They felt sorry for the Jews. It was a sensation, a thing to talk about. They felt sorry but they forgot right away. In the evening when it became dark she gave me half a loaf of bread and 25 Polish zlotys. She told me to go.

Eva Galler was a Polish Jew, recounting her story for a website. named 'Survivor Stories'.



Are you surprised by what is written in source G ?

Introduction: Source G is *not surprising / somewhat / very surprising* .

Content 1: is the MAIN point / message surprising ?



Content 2: sub - messages / points surprising ?



Origin: is it surprising given the context ? The who, where and when?



Purpose: is the motive or reason surprising ?



The Holocaust - What Happened ?



Activity - to create worksheet + activity that contains information for your classmates.
This could be done alone, with a partner or small group.

Suggested assessment criteria

Criteria	Explained	Mark
Content	Have you used clear and relevant information, is it well researched, well written / presented / edited, is there too much / too little information?	25%
Design, presentation, care and effort?	Have you taken care with the look of your work?	25%
Activity Creativity	Have you created an original activity or adapted one you have seen before? Will it be fun and interesting for your classmates to complete?	25%
Activity Usefulness	Will it help learning about your topic. Is it too easy / too hard?	25%

Suggested topics * = potentially tougher / graphic content

The Nuremberg Laws	Kristallnacht	The Warsaw Ghetto	The Warsaw Uprising	Sonderkommando and Kapos*
Experiments *	Who else was persecuted?	Anne Frank	Conditions in the camps *	Nazi Death Squads Einsatzgruppen *
Jewish Partisan Fighters	The Final Solution *	Liberation	Afterwards	Other idea? _____

Optional peer / teacher assessment grid.

Student Name/s:				Marking Grid		
(Score each out of 5)	Peer Grade 1	Peer Grade 2	Peer Grade 3	Peer Grade 4	Teacher	Total
Content						
Presentation						
Creative (activity)						
Useful (activity)						
Comments:						<hr style="width: 50px; margin: 0 auto;"/> 100

Activity Suggestions

You could work individually in a pair or in a small group.

Cut out the cards ...

1. Separate the cards into two or more categories.

Once done share how you separated the cards into these groups and why.

2. Think of a way to rank or order the cards.

3. Decide and discuss.

'Who' from the cards do you believe you would have acted like. Can you be sure of this?

4. Come up with another activity that could be done using these cards.

Rather than cut out the cards you could use the white circles to colour code and rank in a similar way.



Nazi Doctors carried out medical experiments on children as well as the mentally and physically disabled.



Polish villagers would signal to Jews going past on trains they were going to be killed with a throat cut motion.



Jews fought back against the Nazis during the Warsaw Uprising in 1944. Other partisan group also hid and fought a guerrilla war.



"Life is never made unbearable by circumstances but by a lack of meaning and purpose".
Viktor Frankl - Holocaust Survivor



Kapos (Jews who worked to help the Nazis in the camps) were often more cruel than the Nazi guards.



The Edelweiss Pirates German youth group who resisted the Nazis. 13 leaders were hung in public in 1944.



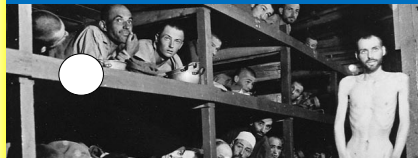
Polish people living around the concentration camps didn't help the prisoners.



Once liberated there are accounts of Jews beating Nazi guards to death with their bare hands.



"When we are unable to change our situation - we are challenged to change ourselves".
Viktor Frankl - Holocaust Survivor



Some Jewish prisoners stole food and other things from other Jews in the camps.



A Nazi officer helped a Polish Jew hiding the Warsaw Ghetto by giving him food and clothing.



Some civilians under Nazi occupation risked their own lives by helping hide and feed Jewish people who were hiding from the Nazis.



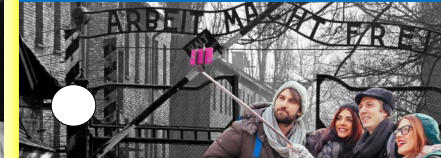
Jewish prisoners bribed and persuaded 'Kapos' to send other Jewish prisoners to death camps instead of them.



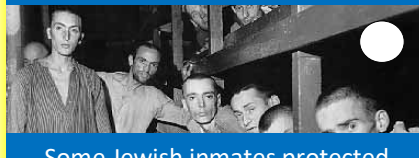
Oskar Schindler - a German businessman employed thousands of Jews thus keeping them out of prison and death camps.



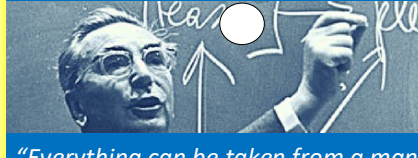
Jewish prisoners often shared food with each other.



Tourists taking 'selfies' at the entrance to Auschwitz concentration camp in Poland.



Some Jewish inmates protected their friends from being sent from work camps to the death camps.



"Everything can be taken from a man except one thing ... the last of human freedoms - to choose one's attitude."
Viktor Frankl - Holocaust Survivor



Upon liberating the camps the American soldiers made the local Polish people dig pits then carry and bury the dead Jewish prisoners.



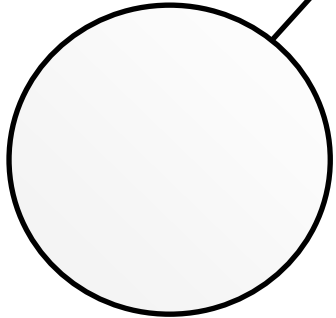
A German man refuses to give the Nazi salute during a propaganda rally.



Elie Wiesel - 7 mins



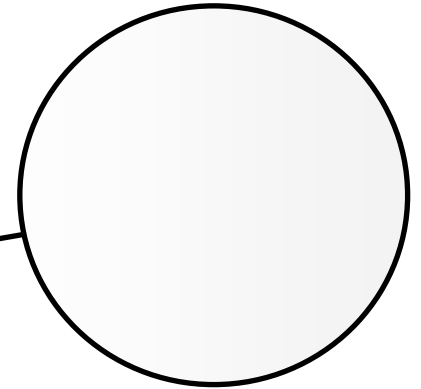
Nicholas Winton - 4 mins



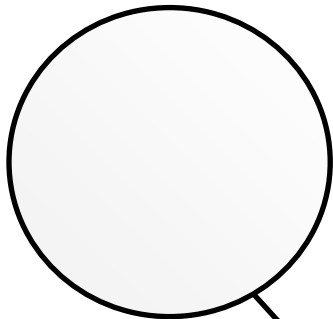
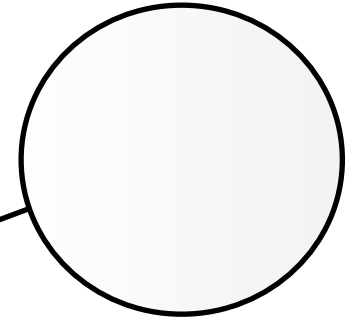
What did you find most shocking about the Holocaust?

Empathy
Do you think you would you have become a Kapo?
Yes : No

What can the Holocaust teach us about human psychology / nature?

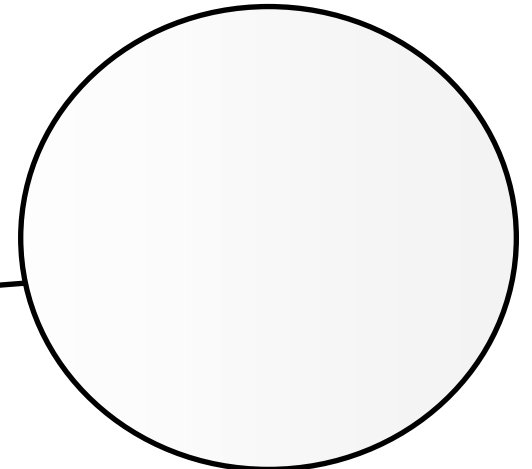


What lessons can be learned from the Holocaust - that are important in today's world?



'Who' bears was most responsibility for the Holocaust?

Other comments, questions or thoughts?



Lincoln Project - 2 mins

Holocaust Reflections

c500 BCE



Expulsion / Exile.

Jews are forced out of their homelands in the Middle East. Many settle in Europe.

1347 - 1349



Scapegoats / outsiders.

Jews are blamed for spreading the Black Death. Many murdered in France and Spain.

1919 - 1933



German Suffering.

After losing WW1, Germany is in economic ruin. Germans are scared, angry + bitter.

1929 - 1935



Rise of The Nazis.

Nation building - 'Us v Them' concept. Only Hitler + Nazis can save Germany.

1900 - 1945



Heinrich Himmler.

Leader of the Nazi SS and Gestapo. Charged with identifying Jews and cleansing society.

c1935



Nuremberg Laws.

Jews had their German citizenship removed. Separated from German society.

c1940



Warsaw Ghetto.

Jews forced to live in walled off part of the Polish capital. Many died of starvation.

1889 - 1945



Adolf Hitler.

Angry at the loss of WW1 - homeless - he saw Jews doing well. He wanted revenge.

c1933+



Propaganda.

Anti - Jewish propaganda to show Aryans as superior + Jews as dangerous parasites.

c1939



Einsatzgruppen.

Nazi Death Squads - 'mopped up' Jews in areas taken over by the army.

c1941 / 2



The Final Solution.

Decision to create 'killing centres' to efficiently eliminate millions of Jews.

1906 - 1962



Adolf Eichmann.

Leading Nazi who helped design the 'Final Solution'. Hanged in Israel - 1962

By 1945



6 Million.

6 million Jews were murdered during the Holocaust.

1945 - 46



Nuremberg Trials.

Leading Nazi leaders who survived the war are put on trial for their war crimes.

1948



Israel Created.

Jewish homeland made in lands now populated by Arabs in the Middle East.

1948 - present.



Middle East Conflict.

Israel (Jews) and Palestinian (Arabs) fight over who rightfully belongs on the land.

c500 BCE



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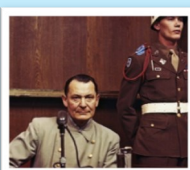
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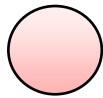


Israel Created.

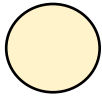
1948 - present.



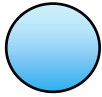
Middle East Conflict.



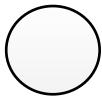
Causes or why it happened



Describing what happened



Impact, effect or consequences



Significant figures

[Yellow box]

[White box]

A LOOONG TERM CAUSE HERE ...

[Yellow box]

[White box]

ANY CAUSE HERE

[Yellow box]

[White box]

A SHORT TERM CAUSE HERE ...

[Yellow box]

[White box]

A SHORT TERM CAUSE HERE ...

[Yellow box]

[White box]

CHRONOLOGY
DESCRIBE EVENT 1

[Yellow box]

[White box]

CHRONOLOGY
DESCRIBE EVENT 2

[Yellow box]

[White box]

OPINION - THE MOST SIGNIFICANT PERSON ...?

[Yellow box]

[White box]

CHRONOLOGY
DESCRIBE EVENT 3

[Yellow box]

[White box]

CHRONOLOGY
DESCRIBE EVENT 4

[Yellow box]

[White box]

OPINION - THE 2ND MOST SIGNIFICANT PERSON ...?

[Yellow box]

[White box]

SHORT TERM IMPACT HERE

[Yellow box]

[White box]

ANY IMPACT HERE

[Yellow box]

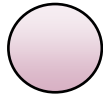
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ANY IMPACT HERE

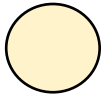
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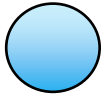
LONG TERM IMPACT HERE



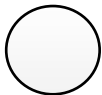
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After losing WW1, Germany is in economic ruin. Germans are scared, angry + bitter.

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They told Germans that Jews were their enemy. 'Us v them' propaganda method.

c1935



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c1939



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January 1942



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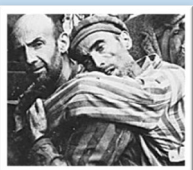
1906 - 1962



Adolf Eichmann.

One of the leading Nazis who came up with the Final Solution. Hanged in Israel -

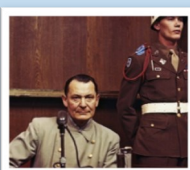
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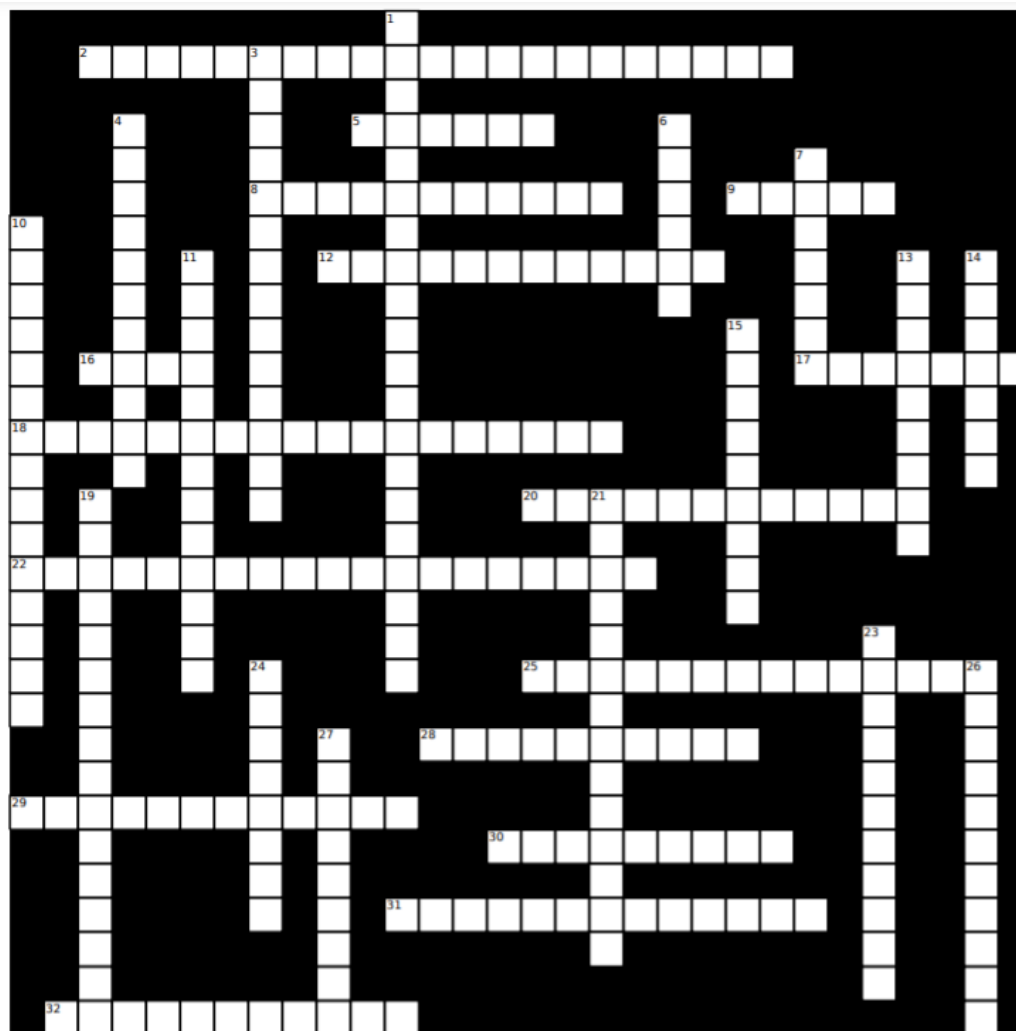
Israel (Jews) and Palestinian (Arabs) fight over who rightfully belongs on the land.

The Holocaust / puzzle review

Activity - review the unit by completing the puzzle!

Across

- 2 The book he (A) wrote about Jews
- 5 This flag (B) ... modern Jewish state
- 8 To treat unfairly, pick on, discriminate against
- 9 'Pure German' (C)
- 12 Polish capital + walled off slum
- 16 This recommended Holocaust read (D)
- 17 To stop buying or using
- 18 Nazi doctors did these on children - esp twins
- 20 Name given to the murder of 6 million Jews
- 22 Her (E) famous writing
- 25 Reason for the Holocaust (F)
- 28 An example of antisemite ? (G)
- 29 The architect of the Final Solution (H)
- 30 An animal that is blamed for everything
- 31 Example of = Jew cannot marry Germans
- 32 Inability to accept the belief + ideas of others



Down

- 1 Viktor Frank's famous book - recommended
- 3 Minister for Propaganda and Enlightenment
- 4 Jew forced to wear this on their arms
- 6 Jewish person
- 7 Deadly gas
- 10 Work will set you free - translate to GMN
- 11 Night of Broken Glass
- 13 Where is this? (I) + clue for 10
- 14 Strengthen your group by creating an enemy
- 15 Jewish place to worship and religious study
- 19 Nazi method to fix the 'Jewish problem'
- 21 Nazi / SS death squads
- 23 The Fuhrer
- 24 The killing of a race of people
- 26 The said they were showers
- 28 *Most dangerous are the ? Primo Levy*



A



B



C



D



E



F



G



H



FREE SAMPLE RESOURCE

Access the entire Holocaust unit
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history teaching resources using the ...

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