

# THE HOLOCAUST



# The Holocaust / key words starter

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

Forbidden



Segregate



Ghetto



Supremacy



Supremacy

Synagogue

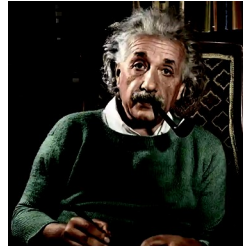


NO ENTRY

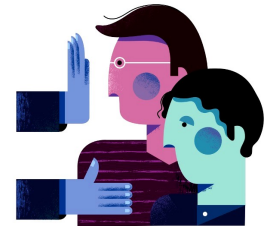
Semite



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

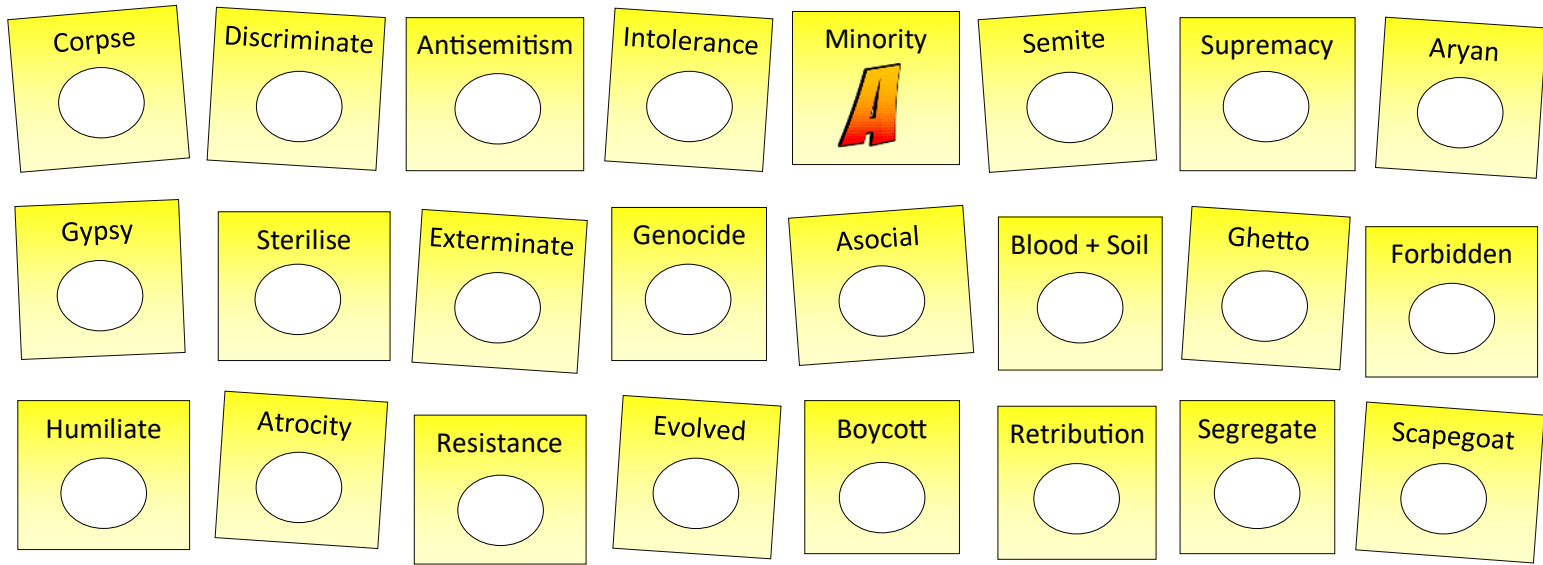
A crowded, poor part of a city - often filled with minority groups

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

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

Image - Bible story of Moses leading the Israelites / Jews out of slavery in Egypt.



c1440 BCE

## 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.

c1555 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."

c1543 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.

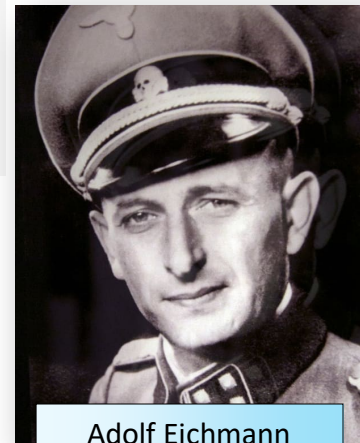
\_\_\_\_\_



Stab in the Back Myth

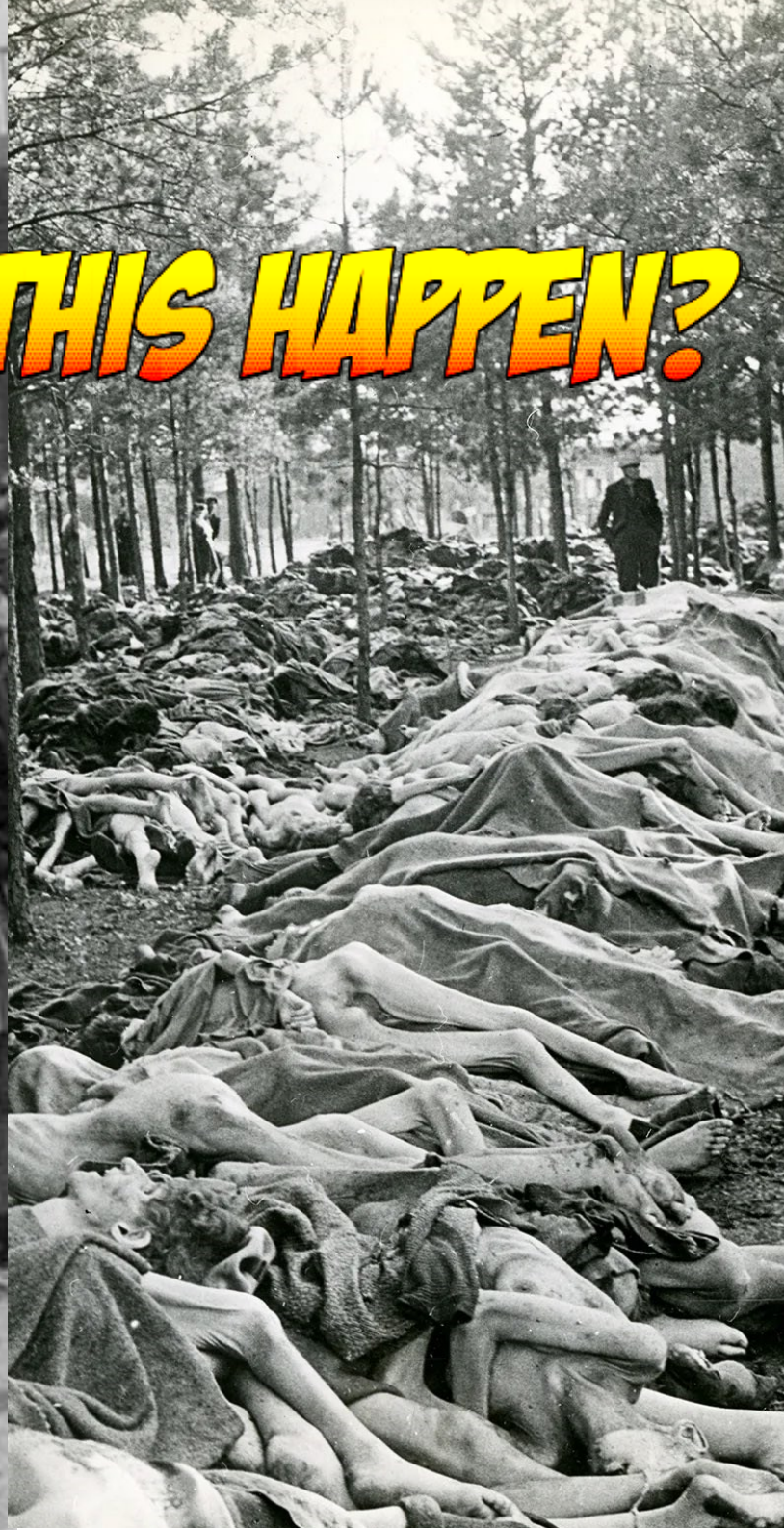
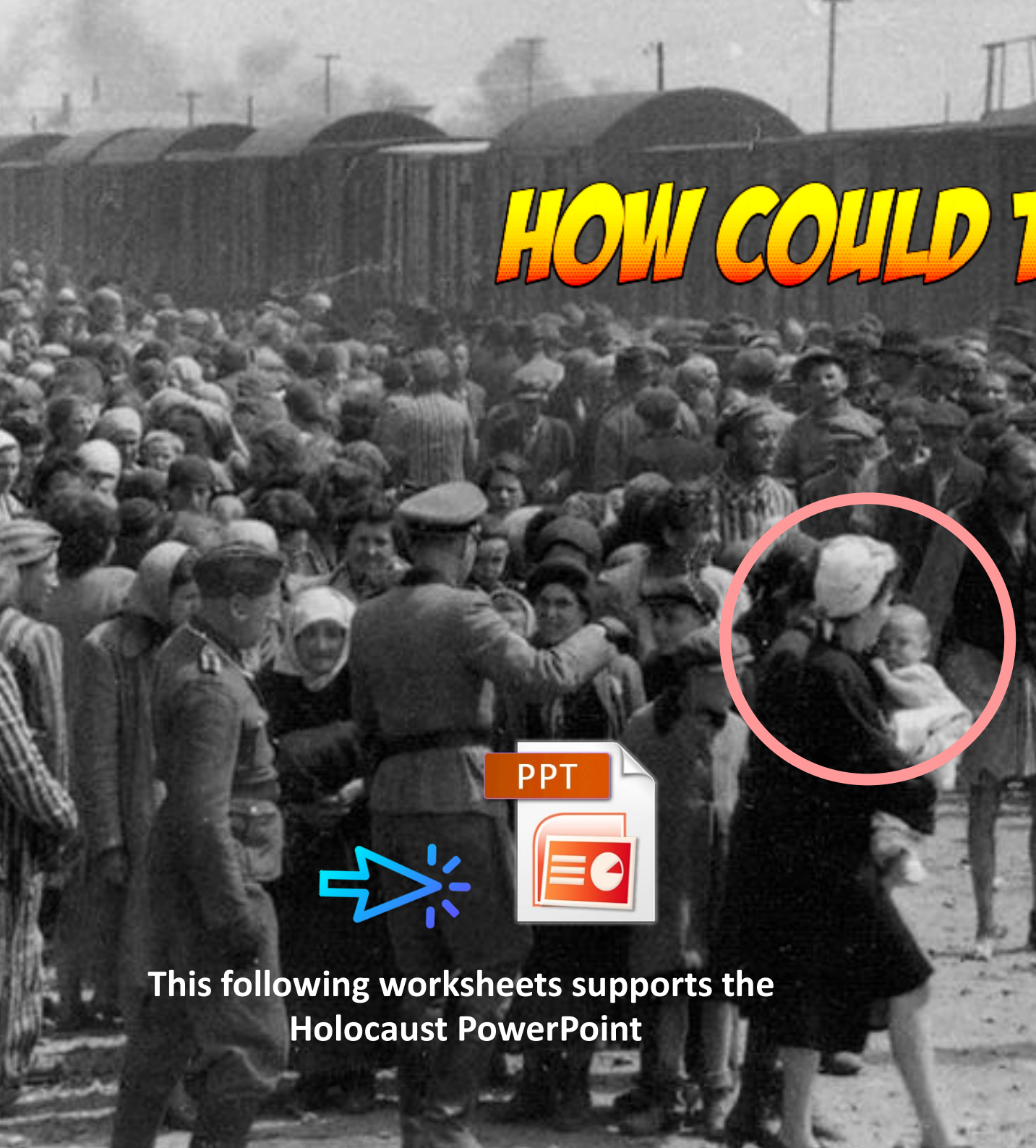


Us V Them



Adolf Eichmann

# 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

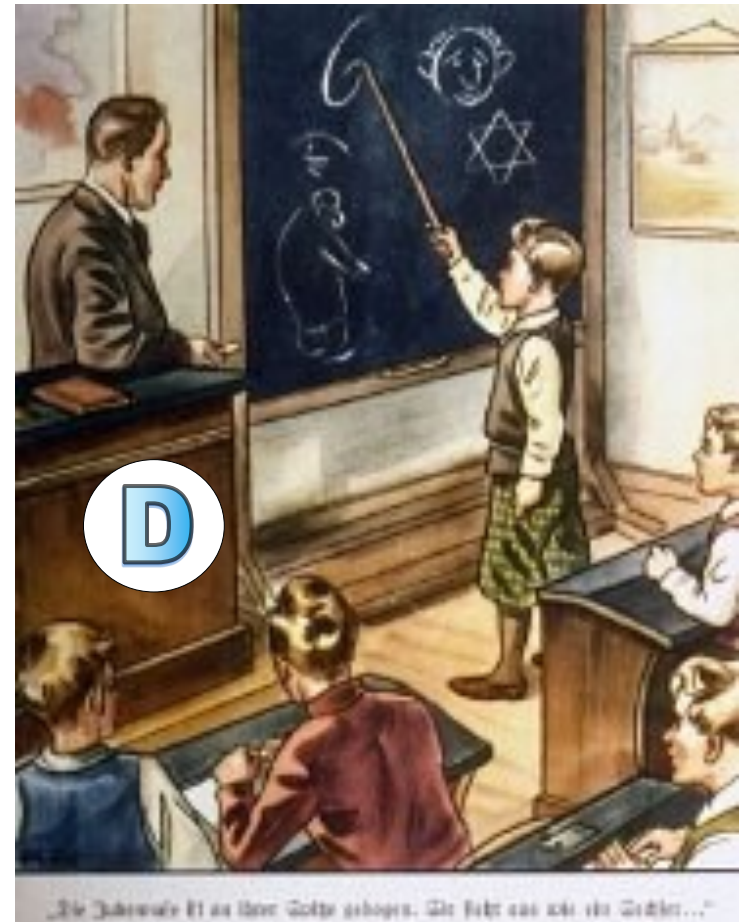
**B** 'I had attended it with a group of friends ... some Jewish, some gentile [non-Jewish]. It was so cruel...that we could not believe anybody would have taken it seriously, or find it convincing. But the next day one of the my German friends said that she was ashamed to admit that the movie had affected 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.'*



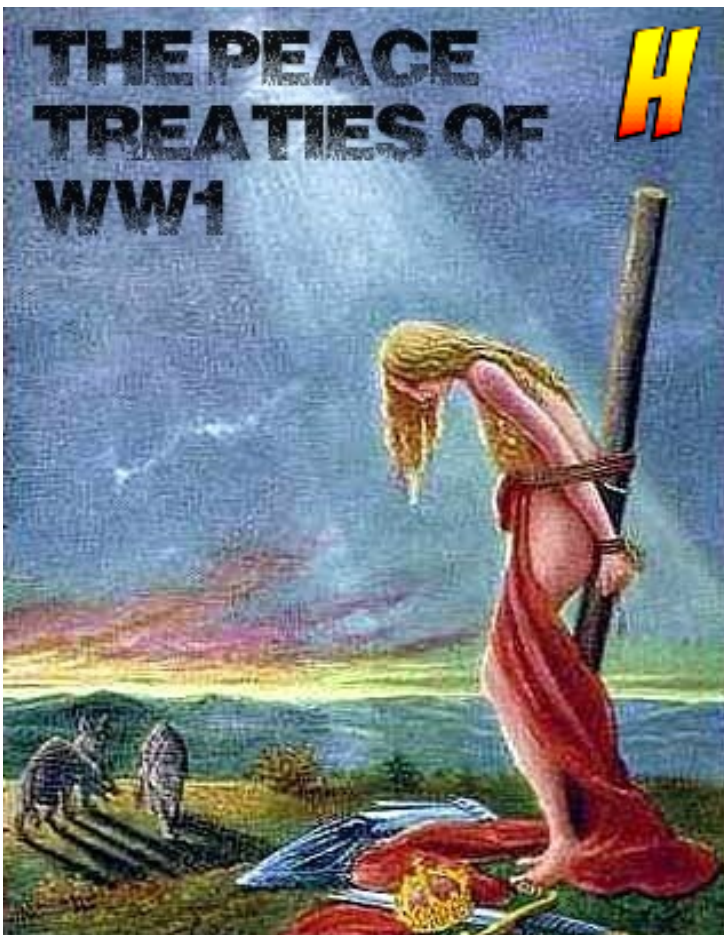
Extracts from Hitler's book *Mein Kampf* - 'My Struggle.'  
Written whilst in Landsburg prison, published in 1924.



'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

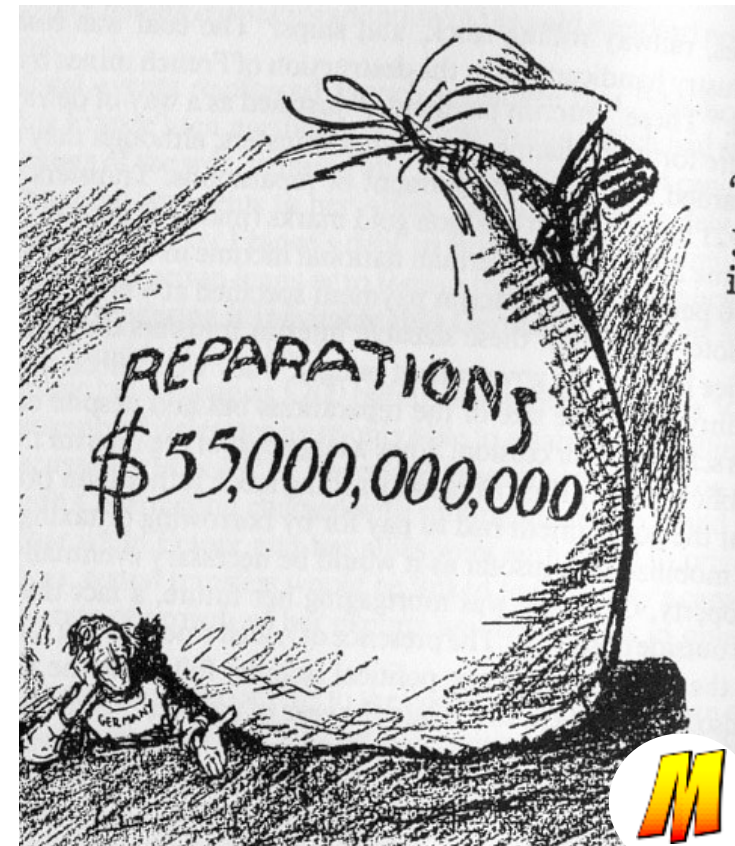
Greg Lacey and Keith Shepherd

'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.'

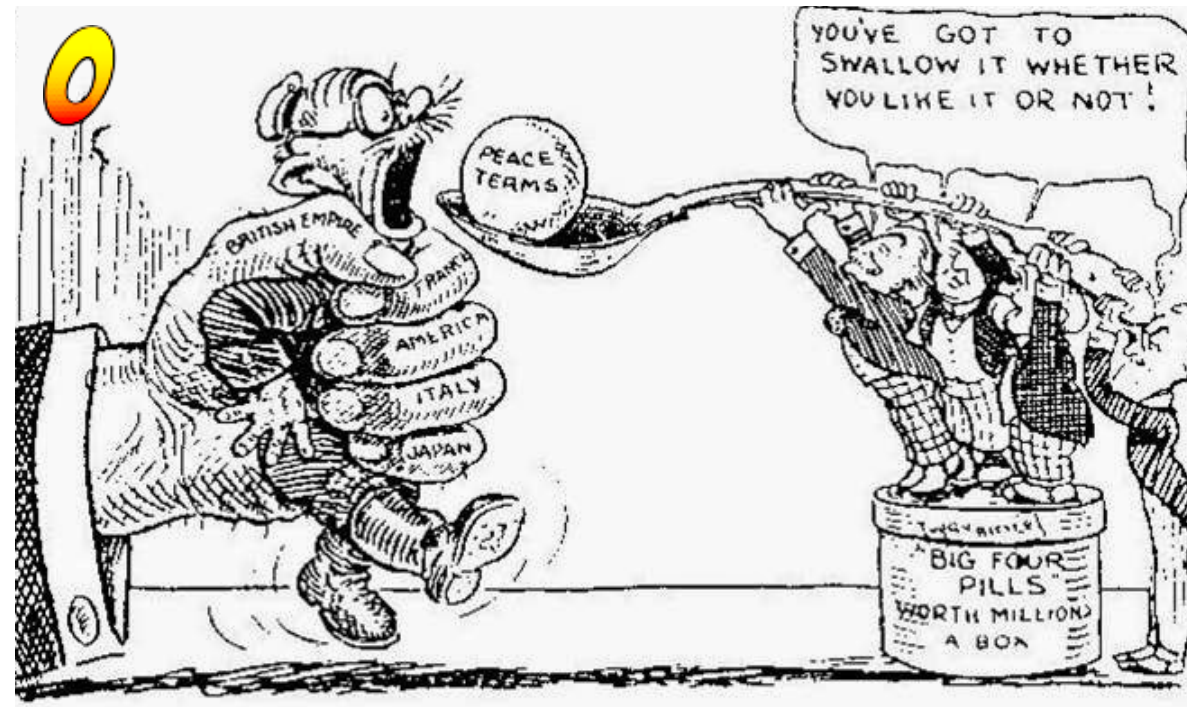
**H Schmidt**  
**German Worker, 1938.**

**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**

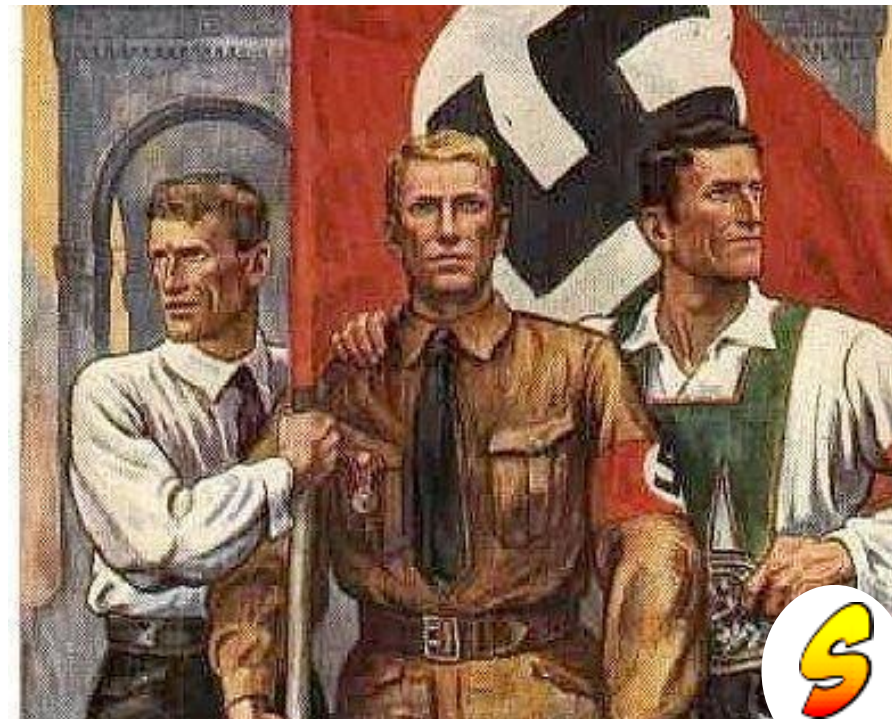
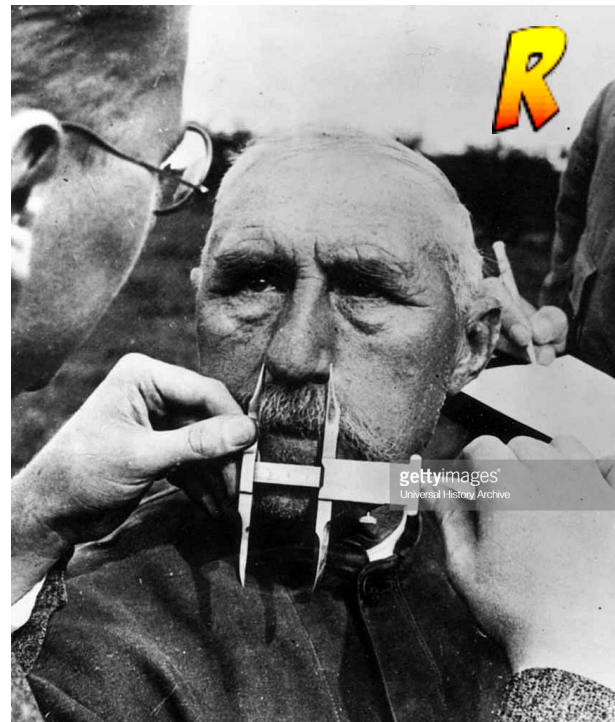


Dear Teachers,

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.

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

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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 ...

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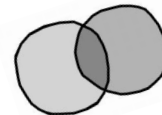
An example of generalising is ...

---

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

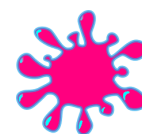


J

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 describing 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.

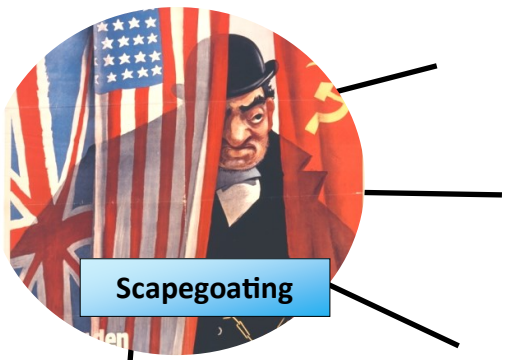
**Press** = M \_\_\_\_\_ . 

*'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.'*

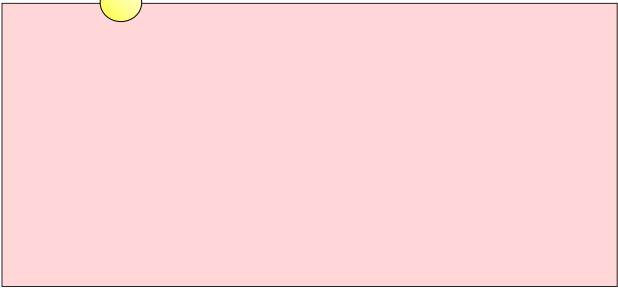
**Alfons Heck, Hitler Youth, 1938.**

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 - Review



Scapegoating



US

Other Reasons



Propaganda



National Community

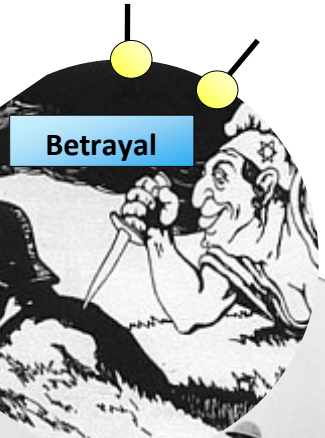


THEM

Dehumanisation



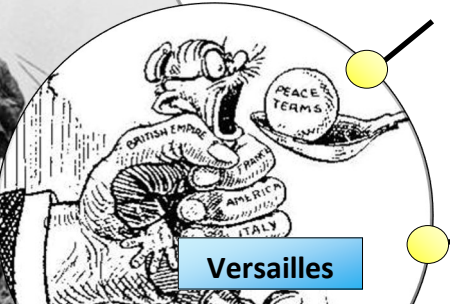
Betrayal



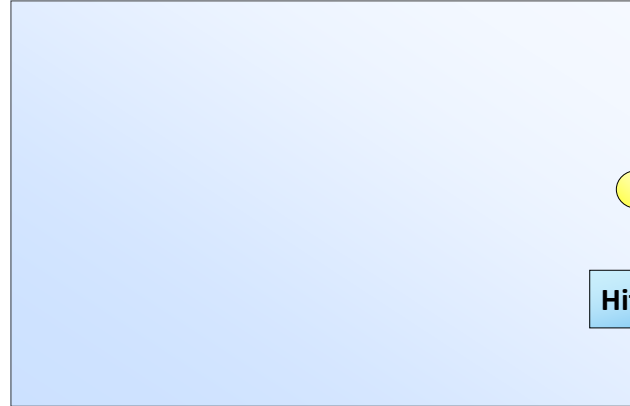
WW1 Impact




Versailles

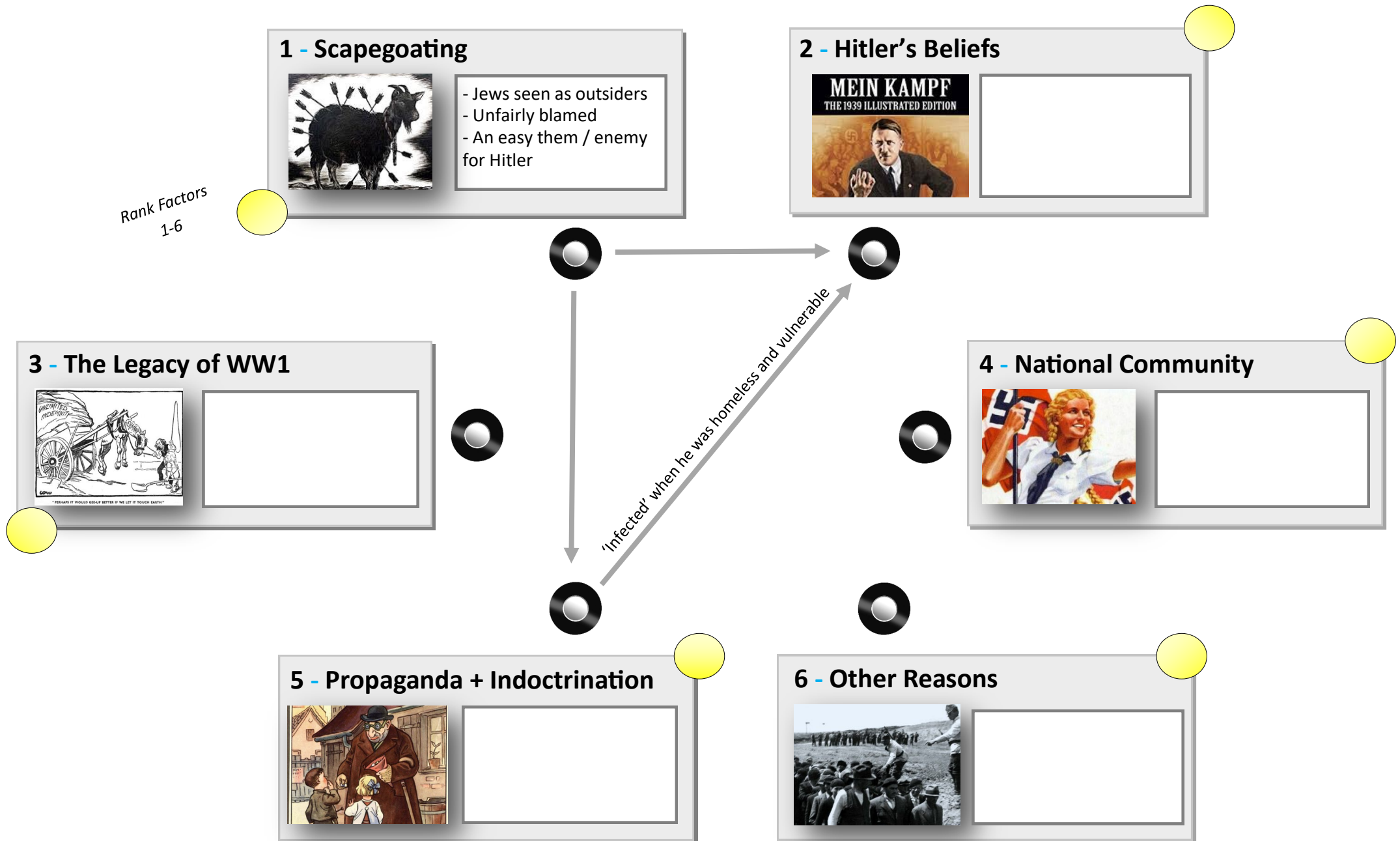


Hitler's Experiences



# What Were the Causes of the Holocaust?

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



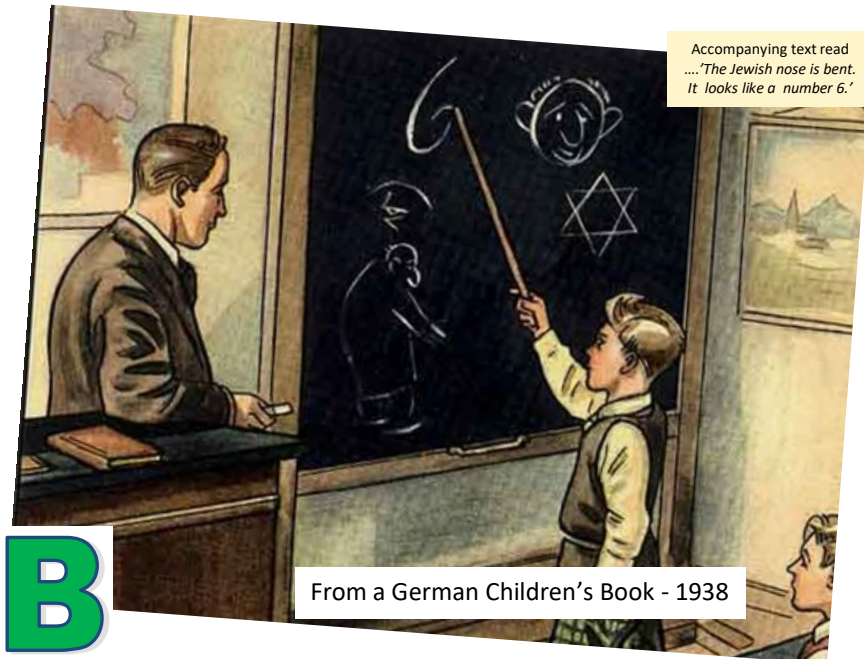
# Comparing Cartoon Sources

**Task:** to compare two cartoons use COP - Content, Origin and Purpose **Skill:** cartoon analysis and evaluation - including corroboration.

From a German Newspaper - 1918



**A**



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

From a German Children's Book - 1938

**B**

## 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. ●

# 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		

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

# Why Did the Nazis Persecute Minority Groups?

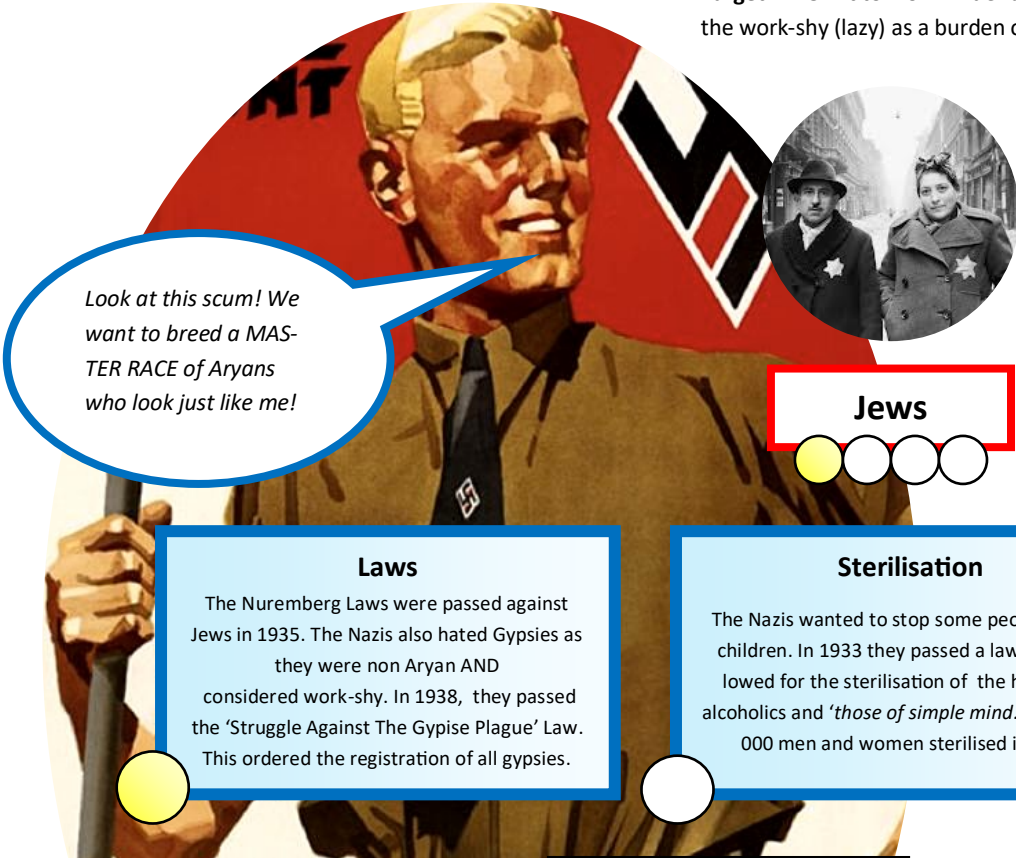
BBC News - 6 Mins



**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?

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

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# Source Skills - surprising

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

	You may tick both	Surprised	Not
<b>C</b>	<b>Content</b> 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"/>
<b>O</b>	<b>Origin</b> 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"/>
<b>P</b>	<b>Purpose</b> 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?

# Who were the Sonderkommando?

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

**What was a Sonderkommando?**

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

**Examples of work they did?**

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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 ?**

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**What did other Jews think about them?**

**What do you think about them?**

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# 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: \_\_\_\_\_

# 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**



**D**

## 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.



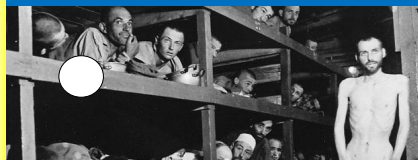
Polish people living around the concentration camps didn't help the prisoners.



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.



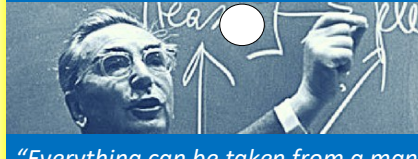
Jewish prisoners often shared food with each other.



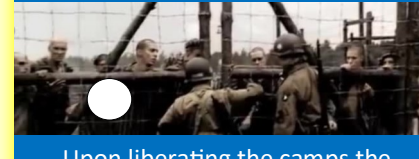
Tourists taking 'selfies' at the entrance to Auschwitz concentration camp in Poland.



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

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

What did you find most shocking about the Holocaust?

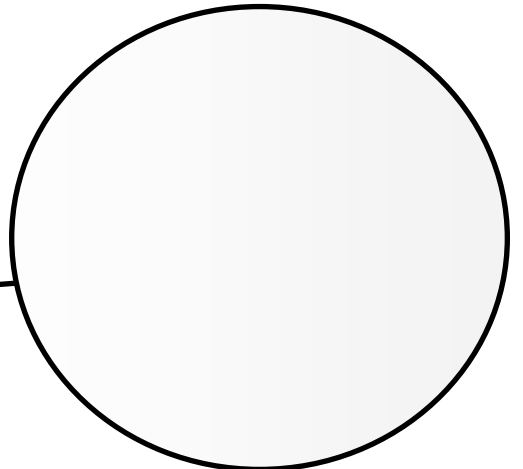
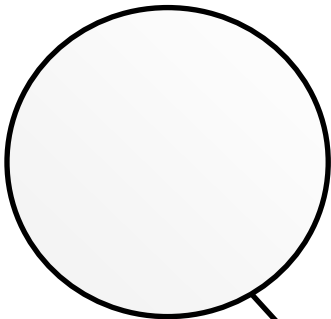
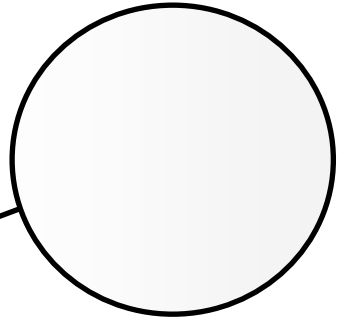
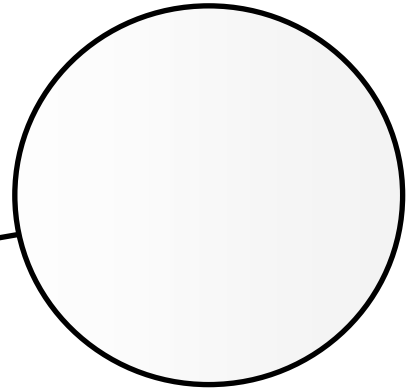
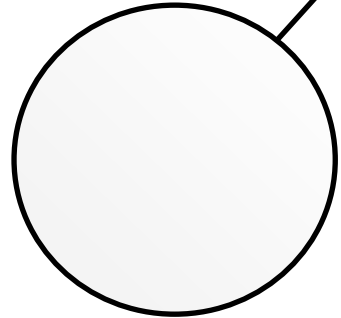
What can the Holocaust teach us about human psychology / nature?



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**

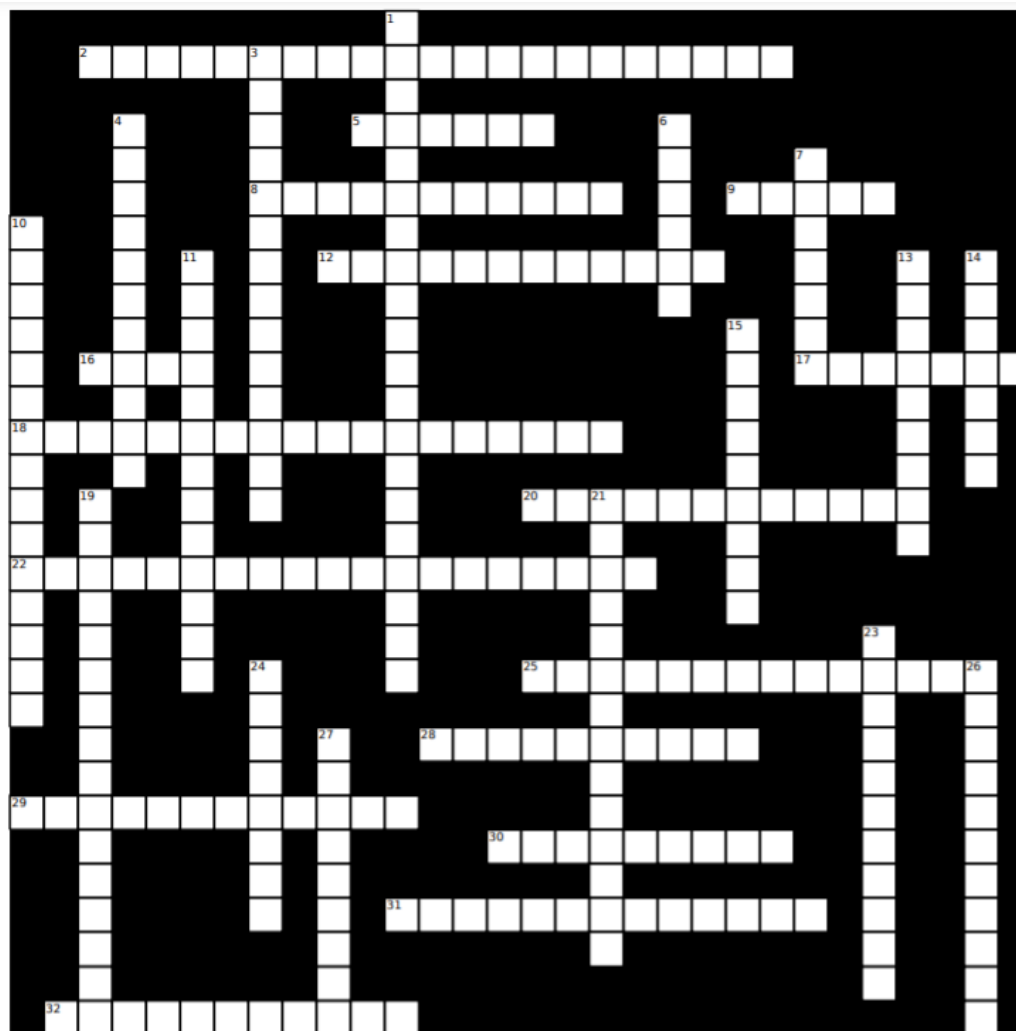


# The Holocaust / puzzle review

 **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**



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