

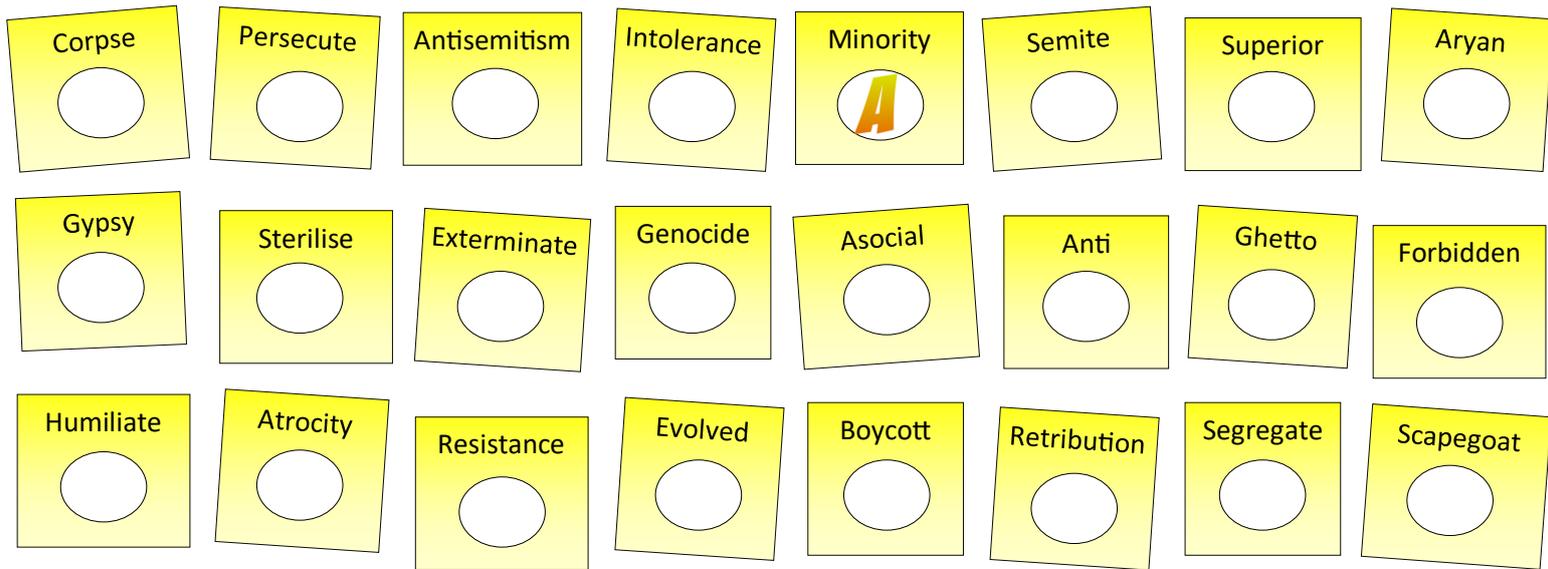
THE HOLOCAUST

98288

The Holocaust - unit key words



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



| 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 or hatred towards Jews | | G |
| | Against | 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 | | N |
| | To avoid buying or using | | O |
| | Better than | | P |
| | To separate from | | 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 | | 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 |

Historical Antisemitism - a timeline

6 mins



Discover - 8 examples of attacks, persecution and discrimination against Jews through history.

Judea Invaded - Babylonia Exile



587 B.C.E

The Kingdom of Judea (modern Israel) is conquered by the Babylonians. The Babylonians destroy the 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.

Rome Occupation / Jews Revolt



6 - 73 C.E.

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

Jerusalem falls also.

The Crusades - Fall of Jerusalem



1099 C.E.

Christian Crusades saw wars between European and Middle Eastern regions.

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

The York Massacre



1190 C.E.

Jews enter England in 1066 with the Normans. They help set up banks and improve the economy. In 1190 a Jewish community is attacked in York. A mob demands they convert to Christianity.

Some Jews kill themselves, others agree to convert ... but were killed anyway.

King Edward I - Edict of Expulsion



1290 C.E.

In 1275 English King Edward I made a law that all Jews aged 7 and over have to wear special badges and only live in designated areas.

In 1290 he orders all Jews who had not converted to Christianity to leave the country within 105 days.

The Rome Ghetto



c1555 C.E.

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

Martin Luther



c1543 C.E.

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

The Black Death



c1349 C.E.

From 1347 a plague known as the Black Death swept across Europe killing a third of the population. Many people blamed Jew for the plague - claiming they were poisoning the wells. There were massacres of Jews in Spain, Germany and thousands were killed in Strasbourg, France in 1349.

| Years | Invaders, Settlers and migrants | 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 | Was always friendly towards Jews. | |
| Criticised = | | |
| | The Rome Ghetto | |
| True / False | Pope Paul IV was the leader of the Protestant Church | |
| Ghetto | | |



c1440 B.C.E

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

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 - 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

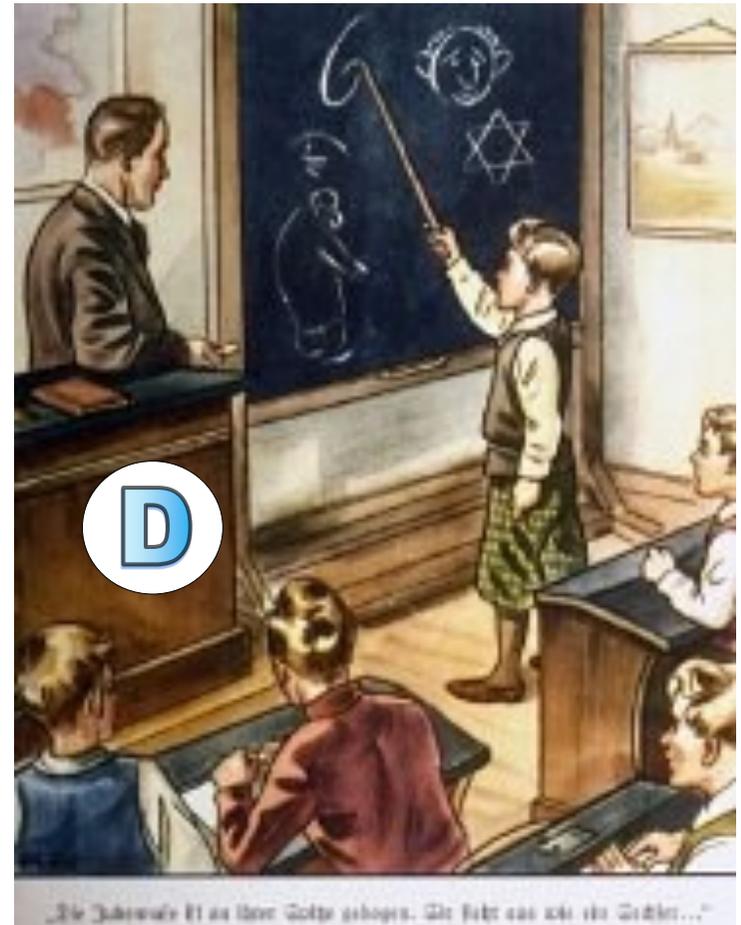
B 'I had attended it with a group of friends ... some Jewish, some gentile [non-Jewish]. It was so cruel...that we could not believe anybody would have taken it seriously, or find it convincing. But the next day one of the my German friends said that she was ashamed to admit that the movie had affected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

Why Did The Holocaust Happen?

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



Why Did 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.

1: Historical Scapegoating

2: The Impact of WW1

3: Nation Building

4: Hitler's Experiences

5: 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.

A



A German 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 c2008

C



'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.

F



E

'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.'

G

School Textbook

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 ...

Comparing Cartoon Sources

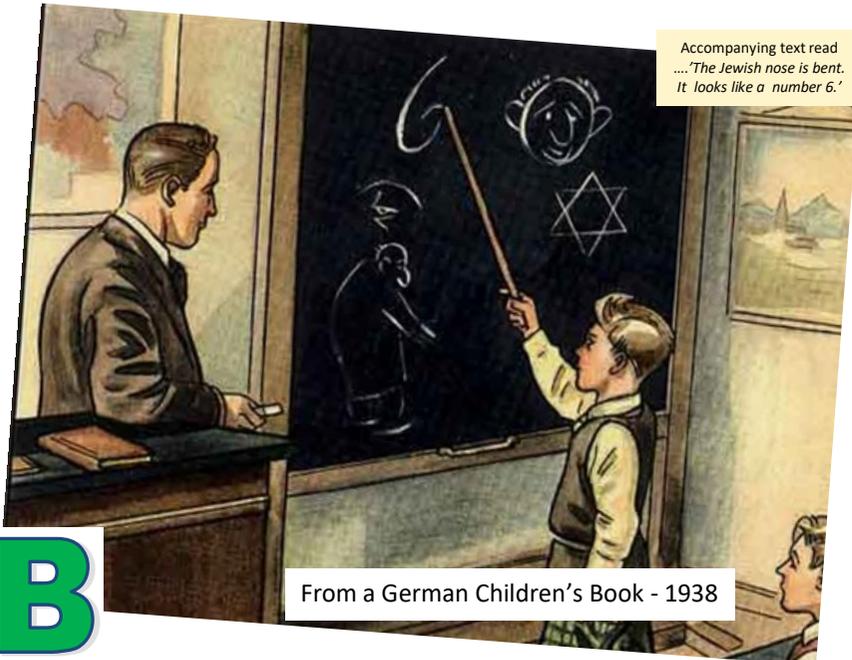
Task: to compare two cartoons use COP - Content, Origin and Purpose **Skill:** cartoon analysis and evaluation - including corroboration.

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 Survivors: Testimonies 1



Testimony - David Wolnerman

How old did he say he was when entering Auschwitz?

Why did he tell this lie?

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 Mogan - 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 some American soldier (GI) 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 common information in these testimonies?

Any common themes in these testimonies?

Most surprising thing from the testimonies

Further questions to ask about the Holocaust

The Persecution of the Jews - 1933-1945

PPT worksheet / click blue button for PPT



Mission = to 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:

After :

Einsatzgruppen c1939



What was the role of these squads?

Their main method of killing?

Reasons why a new solution was needed?

- 1:
- 2:

Ghettos c 1940



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 Sample Pack

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