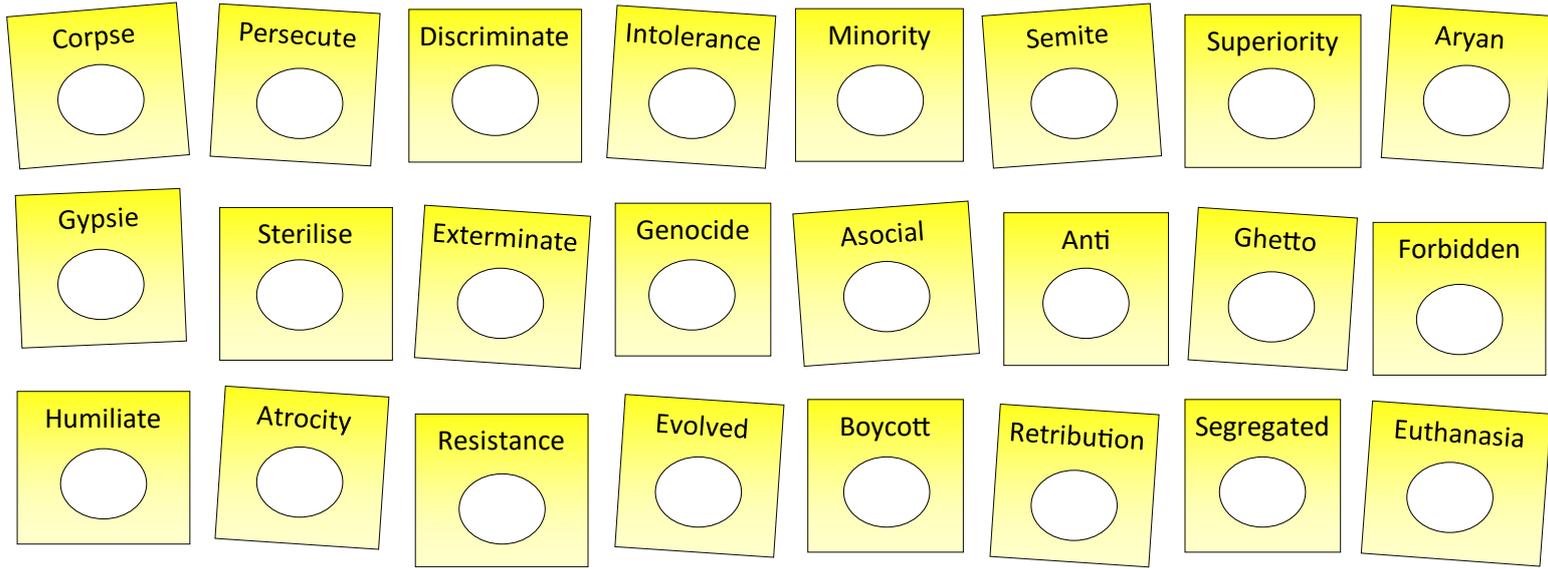
A close-up, black and white photograph of a dog's paw. The paw is resting on a dark, textured surface, possibly a car seat. The skin of the paw is light-colored and shows several dark, circular tattoos arranged in a row. The text 'The Holocaust' is overlaid on the image in a bold, sans-serif font. 'The' is yellow and 'Holocaust' is light blue.

The Holocaust

iCHistory

The Holocaust: key words.

 **Discover** : essential unit vocabulary **Explore**: key word definitions **Skill** : vocabulary development.



Words	Definitions	Similar Words	?
	A person or group that is smaller		A
	Not allowed	B _ _ _ _ _	B
	Kill	M _ _ _ _ _	C
	To bully, treat unfairly or 'pick on'		D
	To embarrass		E
	Jewish person		F
	To treat someone differently or unfairly		G
	Against	O _ _ _ _ _	H
	Dead body	C _ _ _ _ _	I
	A group or movement meaning to fight 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
	To be better than		P
	To separate from		Q
	Pure German		R
	A person who is considered different		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 from being able to have babies	N _ _ _ _ _	W
	Planned murder - usually in a systematic manner		X

Why Did This Happen?



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 forced 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.'

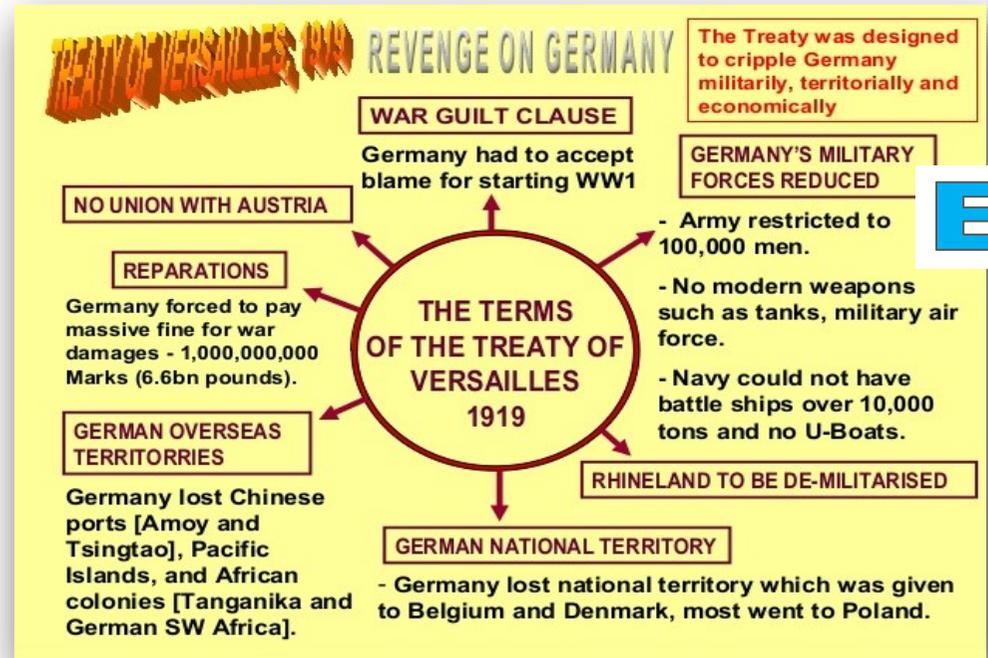
'As long as people remain racially pure, they can never be overcome by the Jew'

'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

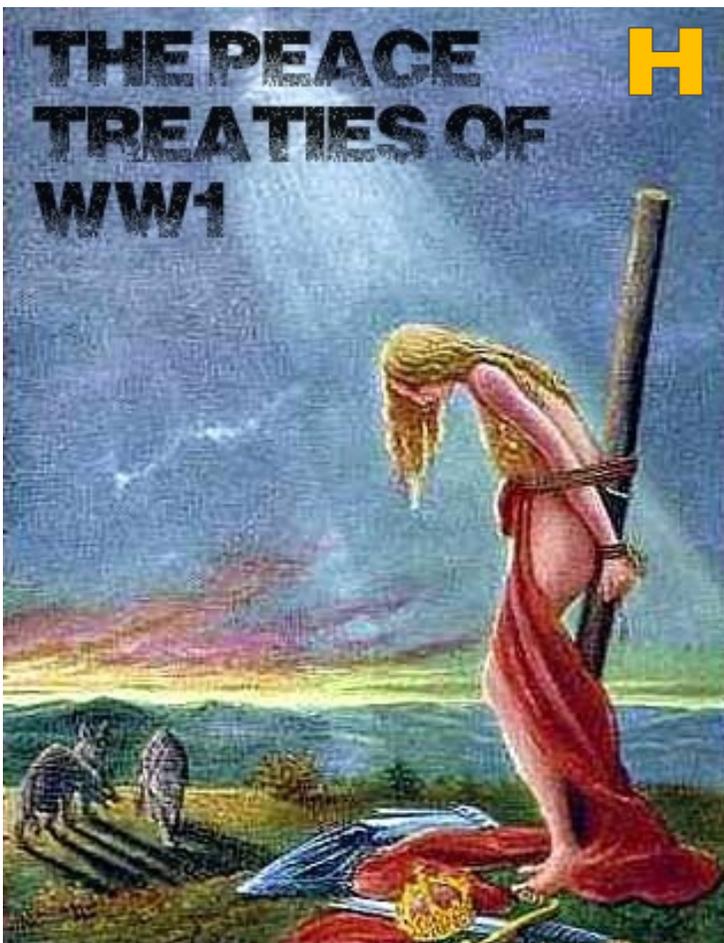


E

'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



H

'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 Sheppard



'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 Sheppard



'Goebbels organised huge rallies, marches, torch lit processions and meetings. Probably the best example was the **Nuremberg rally** 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.'

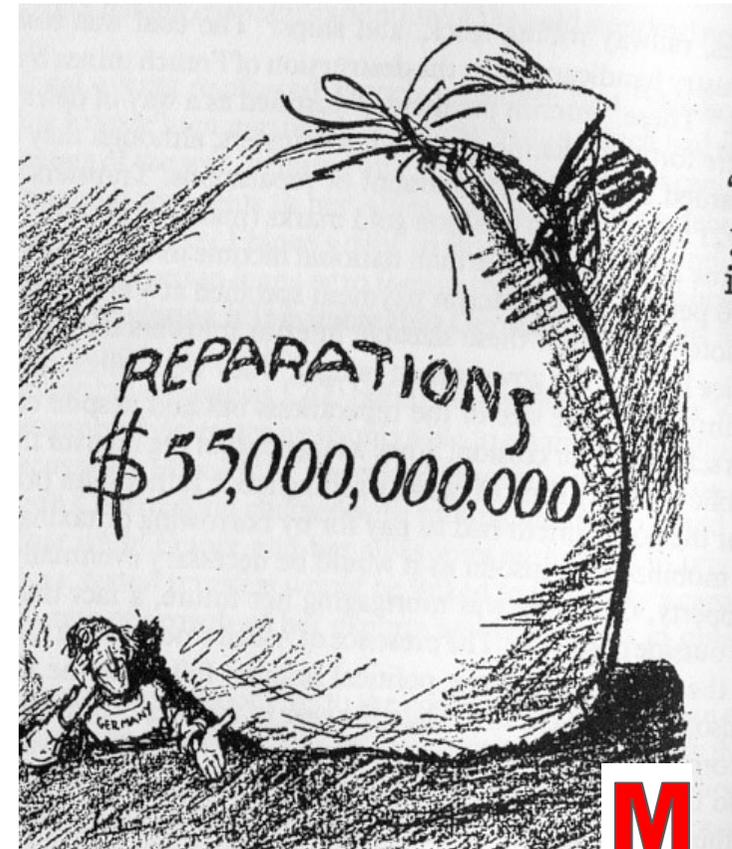
Ben Walsh - Modern World History

K



L

A German Boy – 1923

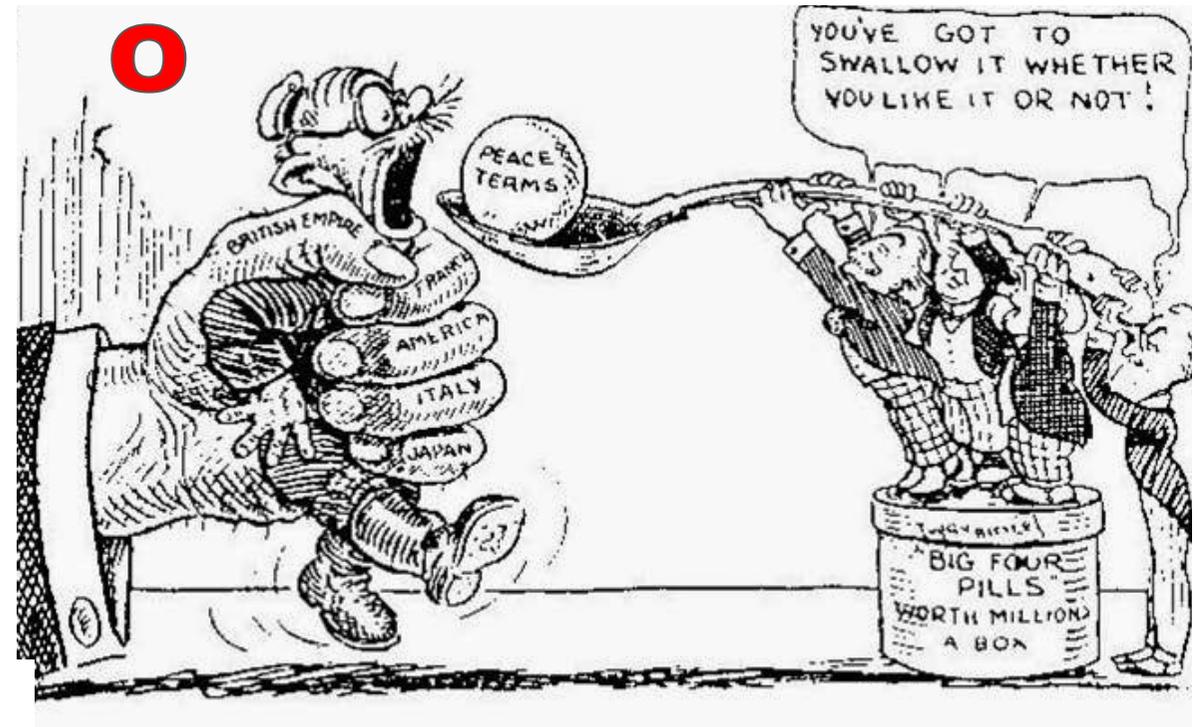


M

'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 – A 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.

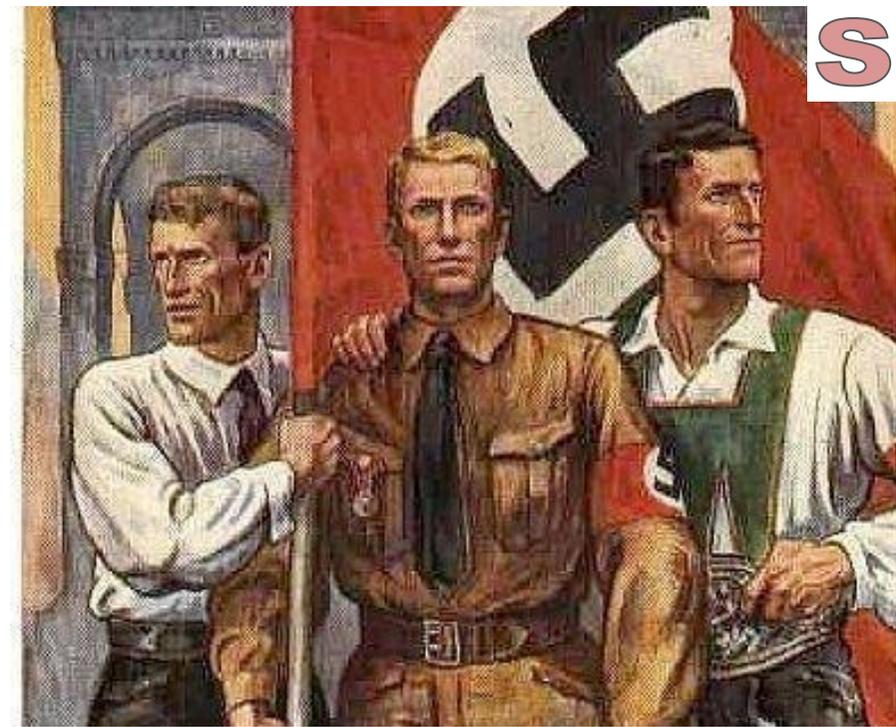
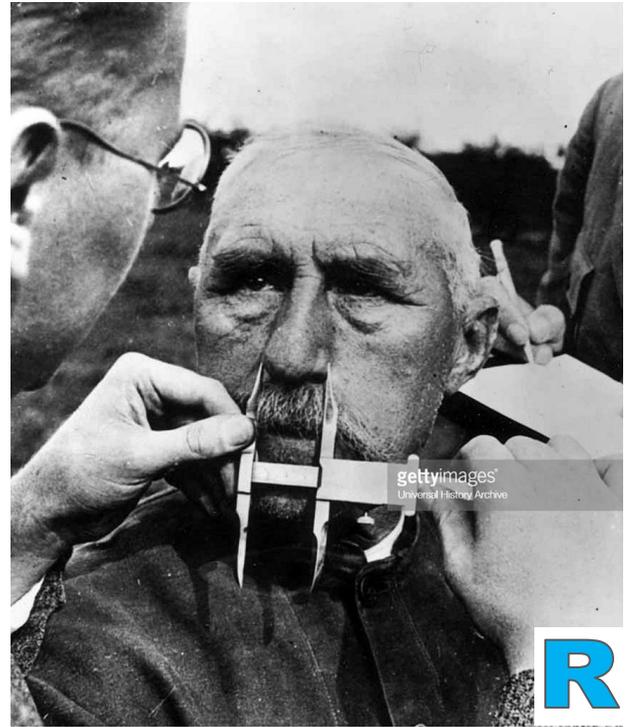
P

Dear Teacher:

Q

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 explain the importance of education and teaching history.



... 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 people hook, line and sinker – he was able to make them hear what he wanted them to hear.

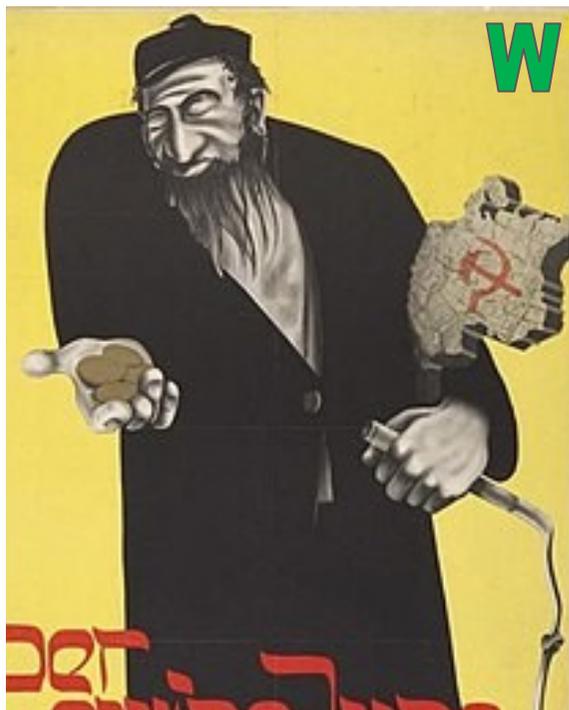
Arya Kakodkar, student, Jeddah.

U

'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 .

V



'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 down, Jewish homes and businesses vandalised. Almost 100 Jews were murdered.

Sumayyah Faisal,
Secondary student,
Pakistan.

Y

‘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 pure Ary-ans in Germany. His hatred began during childhood. His moth-er’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

‘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.

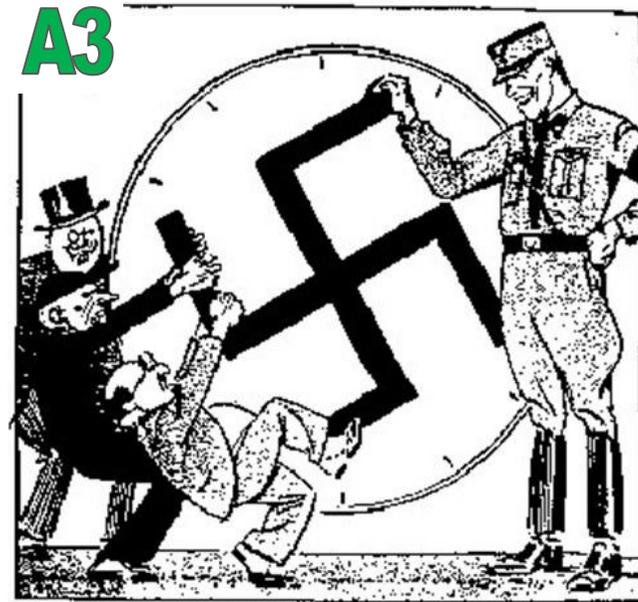
A poem by Martin Neimoller
(An opponent of the Nazis)

A5

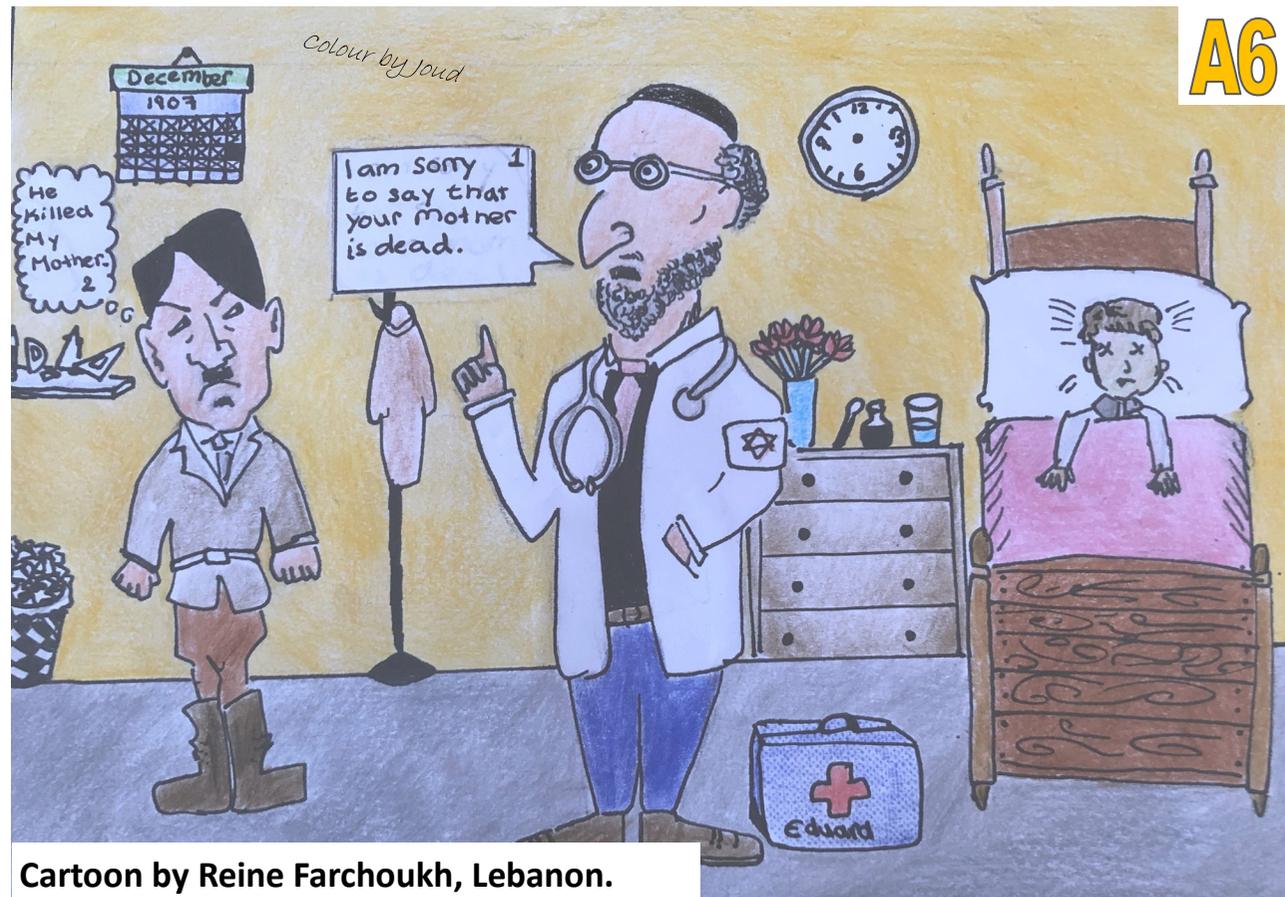
‘Once I am in power, my first task will be the annihilation o the Jews. As soon as I have the power to do so, I will have gallows built in rows at the Marienplatz in Munich for example. Then the Jews will be hanged indiscriminately, they will hang there as long as the principles of hygiene permits. As soon as they have been un-tied, 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



A3



A6

Cartoon by Reine Farchoukh, Lebanon.

	Main Reason Shown For Holocaust	A question about the source or suggested task

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



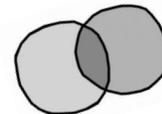
F Spot the propaganda devices

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 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

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	<input checked="" type="radio"/>					
100 CE	Roman Occupation		<input checked="" type="radio"/>					
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.						



Comparing Cartoon Sources

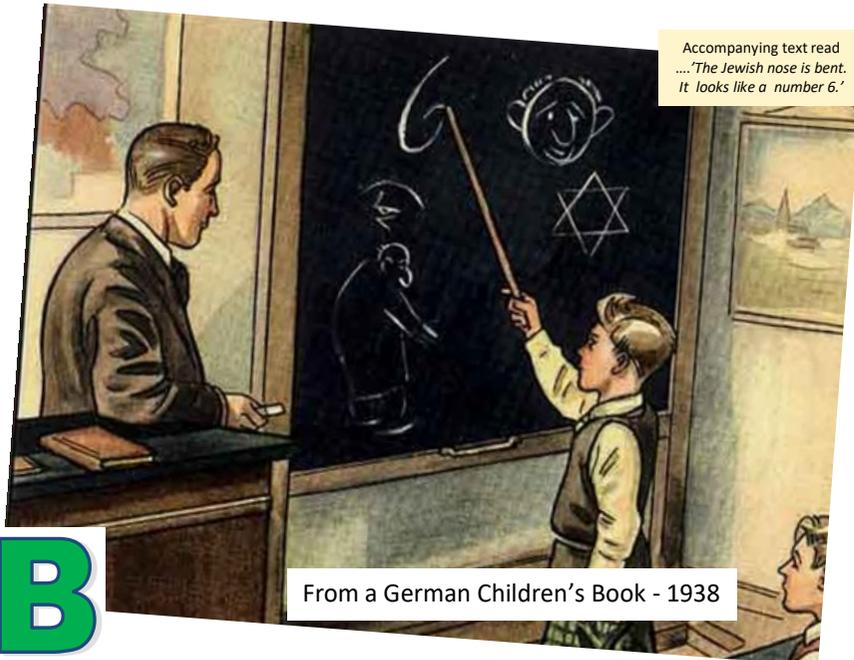
Task: to compare two cartoons use COP - Content, Origin and Purpose **Skill:** cartoon analysis and evaluation - including corroboration.

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.

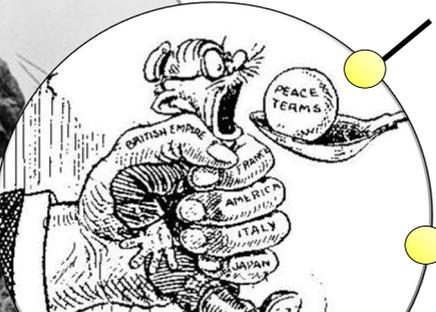
Origin: is the (who, when, where) are / are not similar.

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

Reasons for the Holocaust - Summary

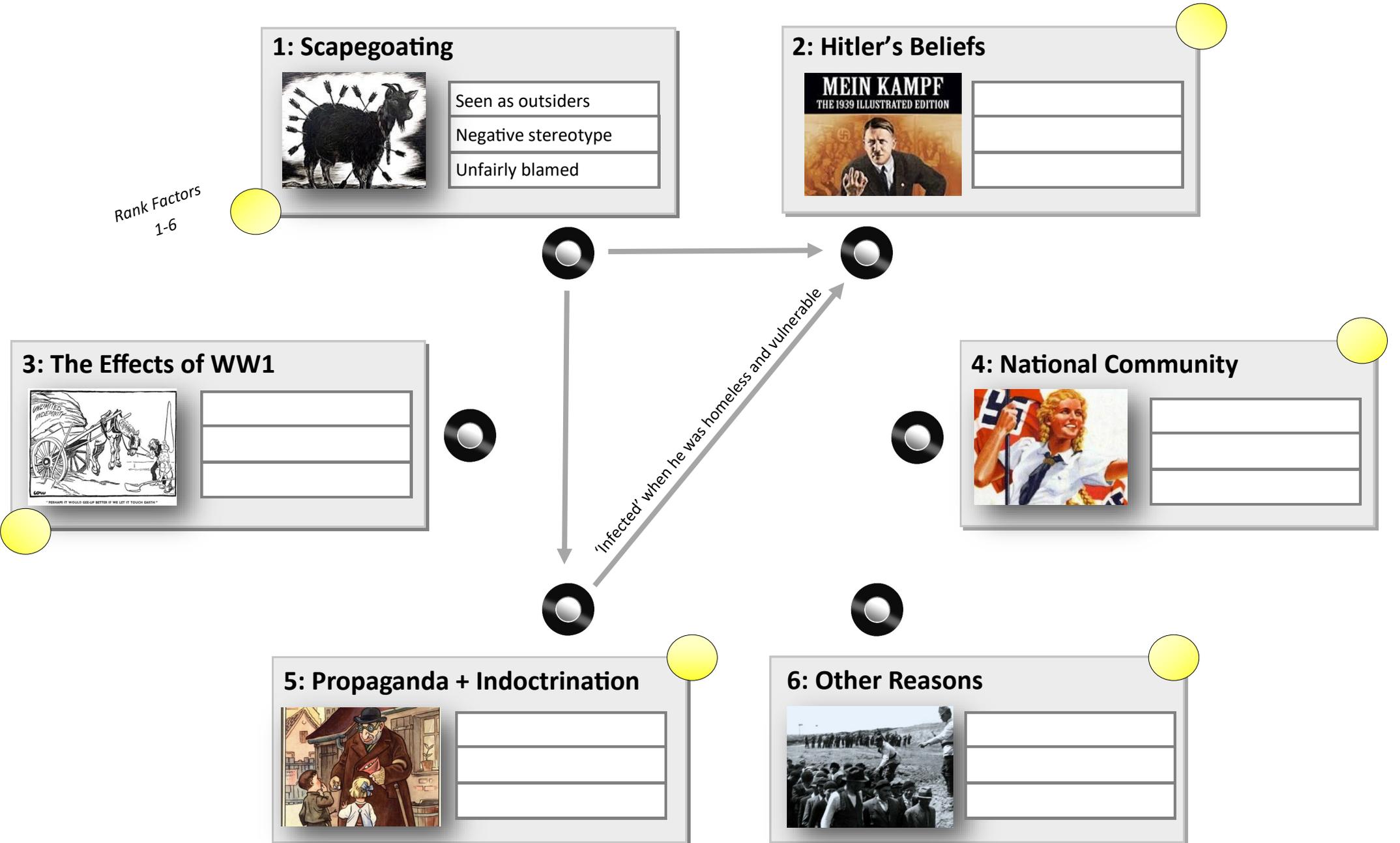


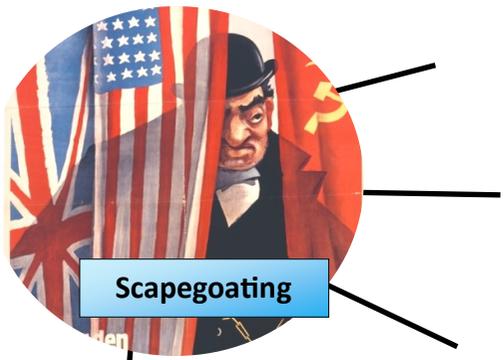
Other Reasons



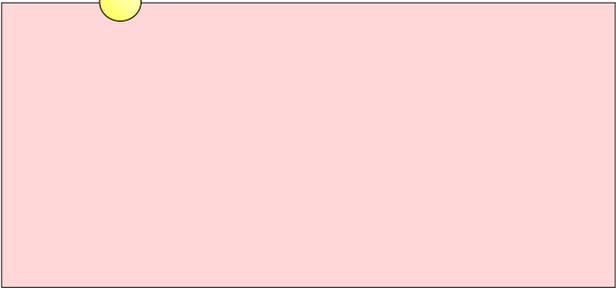
What Were the Causes of the Holocaust?

Mission: to review major causes of the Holocaust and also to show how they were connected





Scapegoating



Reasons for the Holocaust - Summary



US



National Community



THEM



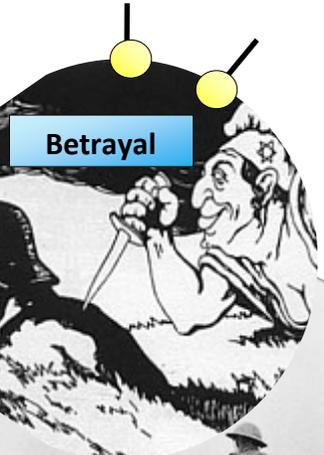
Other Reasons



Propaganda



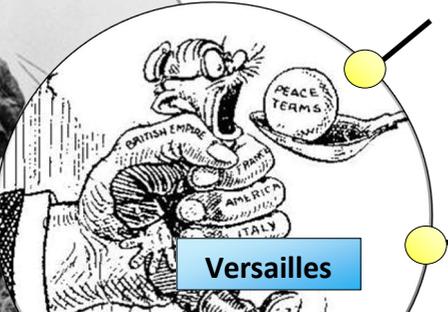
Dehumanisation



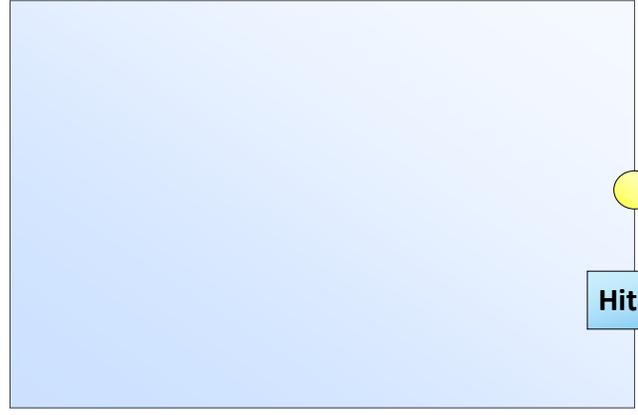
Betrayal



WW1 Impact



Versailles



Hitler's Experiences

What Were the Causes of the Holocaust?

Mission: to review major causes of the Holocaust and also to show how they were connected

1: Scapegoating



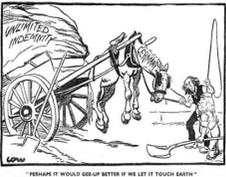
Seen as outsiders
Negative stereotype
Unfairly blamed

Rank Factors
1-6

2: Hitler's Beliefs



3: The Effects of WW1



4: National Community



5: Propaganda + Indoctrination



6: Other Reasons



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.

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.'

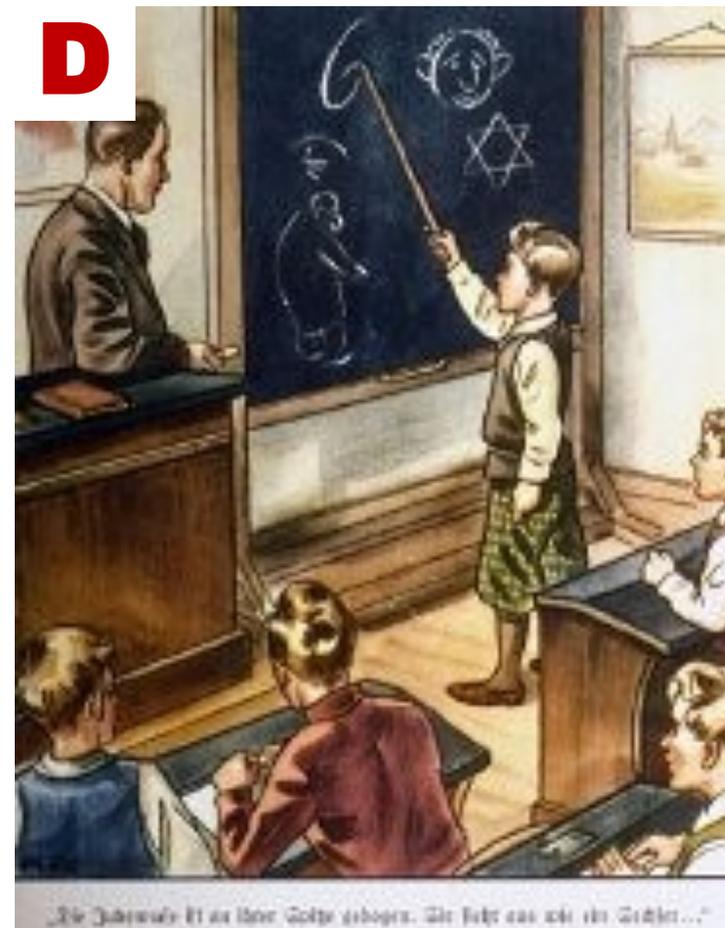
Comments from graduate student Marion Pritchard after seeing a Nazi propaganda film called *The Eternal Jew*.

'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.

A

D



C



Skills 1 = Analyse + Interpret

1		Max 6	
2		3	
3		3	15
4		3	

 **Mission:** to analyse, compare and interpret sources A, B, C and D.

Origins of source A - the who, when where.

1

Who created the source = _____

Where is this person from = _____

When was the source created (year) = _____

When was the source created (century) = _____

When (choose 2) - BCE BC CE AD

Primary, secondary or tertiary source = _____

Who is the source for (audience) = _____

What type of source is it? e.g. letter, speech, book, diary, other

Note = you may not be able to complete all the answers depending on the source information.

Comparing sources B and C - how similar are these sources?

3

Point = the main messages are similar not similar.

Explain _____

Tip = try to use + compare short quotes from the sources as "evidence" to support your point.

Analysing source A - describing what of source A says.

2

The main message of the source is _____

The sub message of the source is _____

Note = the main message is the main or key point of the source.

Cartoon / poster interpretation - explain the meaning of source D.

4

The main message of source D is _____

A sub message of source D is _____

Top tip = look for clues, often small text or hidden words in political posters and cartoons. There is often supporting information with the source to help you understand it.

Skills 2 = Evaluation

Mission: to evaluate (judge) the reliability of source A using 'C.O.P.S'.



- **Content** = what the source says, language, tone.
- **Origin** = the who, when, where behind the source.
- **Purpose** = the reasons, why or motive for the source.
- **Supported** = is the source corroborated or 'backed up'?

5		2	10
6		2	
7		2	
8		2	
9		2	

Content of source A - is what the source says reliable? 5

Point = the source content may may not be reliable.

Explain = _____

Evidence from the source “ _____ ”

Unreliable (bias) = strong words - one sided - exaggeration - emotion - opinionated - boastful - subjective.

Reliable = factual - balanced - softer words - clear - respectful - understated - objective. ●

Corroborating source A with B, C and D. 6

Point = the source is corroborated is not corroborated.

Explain = _____

Tip = find a strong example from one of the other sources. Explain why this supports OR challenges something written in source A. Add a short “quote” as evidence if you can. ●

Origins of source A - choose one of who, where, when. 7

Point = the source origins may may not be reliable

Explain _____

Think - Can we trust this person? Can we trust the time in which it was created? Could where they are from or their beliefs corrupt what is said? Are they likely to hold bias?

What about the 'audience' - could this help or hurt the reliability of the information? ●

Purpose of source A - the reason or motive. 8

Point = the source purpose may may not be reliable.

Explain _____

Think - Does this person have a special reason (motive) to lie, be biased OR to be truthful? Could this be propaganda or trying to persuade their audience? ●



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

Source Skills: Useful?

 **Discover:** how to judge the usefulness of a source using COP

	You may tick both	Useful	Not
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.

Reported and interviewed by Hanz Spiegel.

E

How useful is source E?

Introduction: Source E 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 ?



This resource supports
the Holocaust
PowerPoint

The Holocaust

The Persecution of the Jews: 1933-1945 (PPT Worksheet)



 **Discover** : how the Nazis persecuted the Jews **Explore** : the reasons for this persecution **Skill** : knowledge and understanding .

Why persecute the Jews?



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

Propaganda



What is the message of the poster ?

The Nuremberg Laws 19 __ __



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

Kristallnacht Nov 19 __ __



Why:

What:

What:

After :

Einsatzgruppen c 19 __ __



What was the role of these squads?

Their main method of killing?

Reasons why a new solution was needed?

- 1:
- 2:

Ghettos c 19 __ __



What is a ghetto?

Where was the largest ghetto?

What killed the Jews in the ghettos?

- 1:
- 2:

The Final Solution 19 __ __



What was the Final Solution?

Which Nazi came up with this idea?

Name the 'Death Camp' in Poland

The Final Solution 19 __ __



Name of the poison gas used?

How long did it take to kill the Jews?

How many Jews were killed during the Holocaust?

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 1933 the Nazis began indoctrination and persecution of the 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 jobs. Shops and restaurants began to 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 9—10th November : 1938, a Ernst vom Rath was killed by a Jew in November diplomat named Paris. German _____



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

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



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



'I believe (Kristallnacht) was the day we lost our innocence. It would be fair to point out 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 believed Kristallnacht was right : T / F
A Church is a Jewish place of worship : T / F
German people were mostly to blame : T / F



Which Minorities Did The Nazis Persecute And Why?

Task: to explore the reasons for persecution the methods of persecution used.

Target 1 : non-Aryans. Hitler believed in the theory of Social Darwinism, that Aryans were a MASTER RACE, descended from the legendary Teutonic Knights. They were strongest people and others were weaker. They were scared 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.

Look at this scum! We want to breed a MASTER RACE of Aryans just like me!

- 1
- 2
- 3



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.

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'

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.

Euthanasia

The Nazis began the killing of mentally ill and handicapped adults and children in 1939. Starvation, experiments, injections and later gas chambers were used to kill them. 72,000 murdered before Church protests had it stopped in 1941.

Focus on Anti-Semitism

- 1 : Jews were not Aryan.
- 2 : The loss of WW1 (stab in back)
- 3 : Hitler's personal experience when homeless after WW1. He saw rich Jews during the Global Depression. (Lawyers, business owners. (Jewish conspiracy))

Anti Jewish Propaganda



**The Nuremberg Laws
1935**

**Kristallnacht
1938**

**The Final Solution
1941 - 45**

Considering Context

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



Describe what is happening in the image right .

Try to explain (understand) why the soldier outlined is doing this terrible act.

Would you have done the same?

**What am I
THINKING ?**



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 ?





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

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



B

He was only doing what he was told to do.



C

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



D

He was a doctor



of

E

The Jews did not know what was happening at first



F

He felt guilty about his actions and what he had experienced



G

Other 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 _____

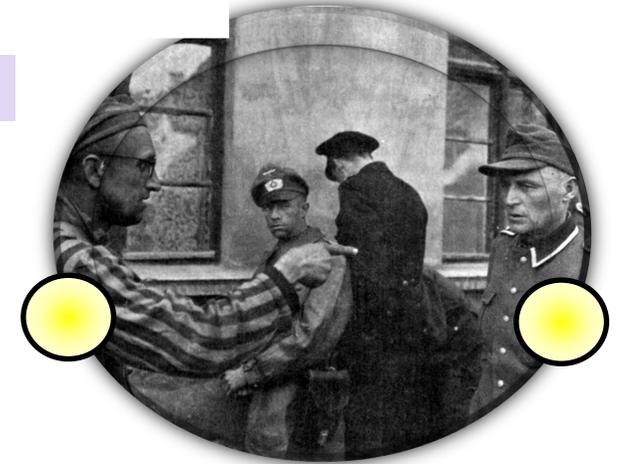
A: _____

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

A: _____

Who were the SonderKommando?

 **Skill** : use the sources of information and your knowledge to answer the questions below.



What was a SonderKommando ?

Label this job (**S**) on the image

What was their job ?

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

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?

The Holocaust: What Happened ?



Mission: to create worksheet + activity that contains information for your classmates.
This could be done alone or with a partner.

Suggested marking 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 tough content / graphic

The Nuremberg Laws	Kristallnacht	The Warsaw Ghetto	The Warsaw Uprising	Sonderkommando and Kapos*
Experiments *	Who else was persecuted?	The Final Solution *	Conditions in the camps *	Nazi Death Squads Einstasgruppen *
Jewish Partisan Fighters	Selection, showers and gassing *	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' do you think you would have been most like in this situation?

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

Alternatively (rather than cut out the cards) you 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

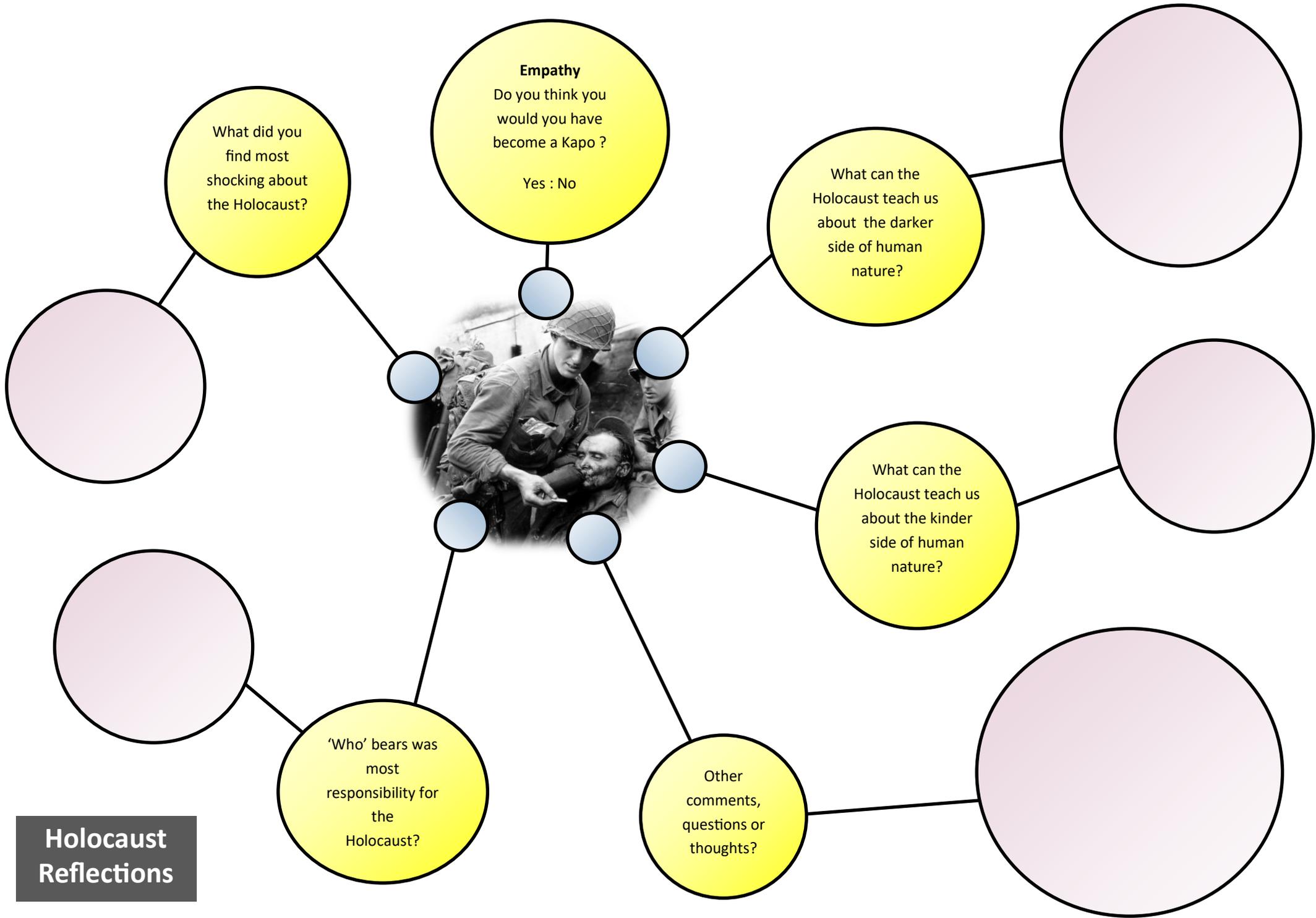


Upon liberating the camps the American soldiers made the local Polish people dig pits then carry and bury the dead Jewish prisoners.



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

Holocaust Reflections



THE HOLOCAUST

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