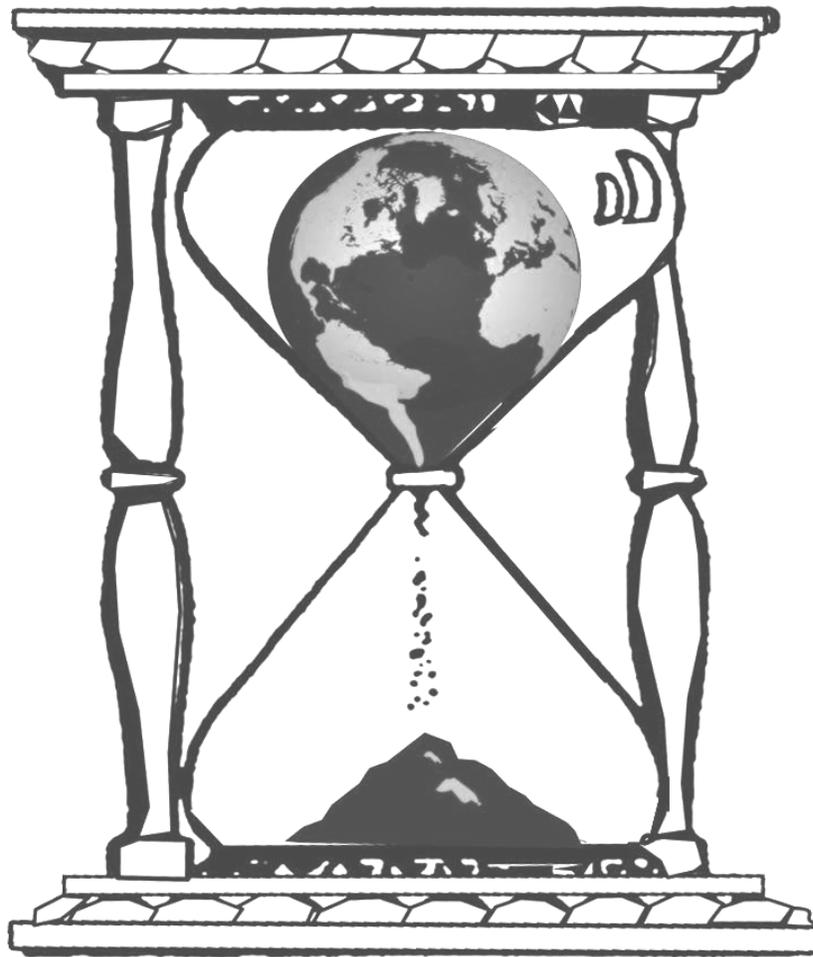


I Think: World History

THE HOLOCAUST



by Sharon Coletti
& Kendra Corr

** It is the goal of InspirEd Educators to create instructional materials that are interesting, engaging, and challenging. Our student-centered approach incorporates both content and skills, placing particular emphasis on reading, writing, vocabulary development, and critical and creative thinking in the content areas.

Edited by Sharon Coletti

Cover graphics by Sharon Coletti and Print1 Direct

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About InspiEd Educators

Inspired Educators was founded in 2000 by author Sharon Coletti. Our mission is to provide interesting, student-centered, and thought-provoking instructional materials. To accomplish this, we design lesson plans with research-based content information presented in various ways and used as the vehicle for developing critical and creative thinking, reading, writing, collaboration, problem-solving, and other necessary and enduring skills. By requiring students to THINK, our lessons ensure FAR greater retention than simple memorization of facts!

Initially our company offered large, comprehensive, multi-disciplinary social studies curricula. Then in 2008 we joined forces with another small company and author, Kendra Corr, and launched a second line of thematic units, many excerpted and adapted from our original products. These flexible and affordable resources are ideal for individual, small, or large-group instruction. We hope you will find our company's unique approach valuable and that we can serve you again in the near future.

If you are interested in our other offerings, you can find information on our main website at www.inspirededucators.com.

Inspired Educators materials provide engaging lesson plans that vary daily and include:

- Lesson-specific Springboards (warm-ups)
- Writing Activities
- Critical and creative thinking
- Problem-solving
- Test-taking skill development
- Primary source analyses (DBQ's)
- Multiple perspectives
- Graphic analyses
- Fascinating readings
- Simulations
- Story-telling
- Practical use of technology
- Debates
- Plays
- Research
- Graphic organizers
- AND SO MUCH MORE!!!!

Thank you for choosing our units,
Sharon Coletti, President
Inspired Educators

Tips for Teaching with InspirEd Educators Units

- Before beginning the unit, take time to look through the Objectives and lessons. This will give you a chance to think about what you want to emphasize and decide upon any modifications, connections, or extensions you'd like to include.
- Give your student(s) the Objective worksheet at the beginning of unit study. The Objectives serve as an outline of the content to be covered and provide a means to review information. Have the student(s) define the vocabulary terms as they progress through the lessons and thoroughly answer the essential questions. You can review their responses as you go along or wait and check everything as a test review. It is important that your student(s) have some opportunity to receive feedback on their Objective answers, since assessments provided at the end of the unit are based on these.
- Read through each lesson's materials before beginning. This will help you better understand lesson concepts; decide when and how to present the vocabulary and prepare the handouts (or transparencies) you will need.
- "Terms to know" can be introduced at the beginning of lessons or reviewed at the end, unless specified otherwise. (In a few instances the intent is for students to discover the meanings of the terms.)
- Look over what we have given you and use whatever you feel your student(s) need. Suggestions are sometimes offered for enrichment, but feel free to use any lesson as a jumping-off point to pursue other topics of interest.
- Our materials are intended to prompt discussion. Often students' answers may vary, but it's important that they be able to substantiate their opinions and ideas with facts. Let the discussion flow!
- Note that differentiated assessments are provided at the end of the unit. Feel free to use any of these as appropriate; cut-and-paste to revise, or create your own tests as desired.
- For additional information and research sites refer to the Resource Section in the back of the unit.
- InspirEd Educators units are all about thinking and creativity, so allow yourself the freedom to adapt the materials as you see fit. Our goal is to provide a springboard for you to jump from in your teaching and your student(s)' learning.
- ENJOY! We at InspirEd Educators truly believe that teaching and learning should be enjoyable, so we do our best to make our lessons interesting and varied. We want you and your student(s) to love learning

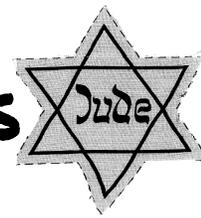
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NOTE: The lessons in this unit examine the Holocaust along with the historical context in which it occurred. Some topics are brutal and may even be viewed as controversial by some; however these are important for student understanding.

Only documented, factual information is included, often using primary sources. Still, how difficult topics are presented and discussed is up to the teacher who best knows his / her students and educational setting.

The Holocaust Objectives



Vocabulary - Define and be able to use the following terms:

- monotheism
- Bible
- covenant
- patriarch
- circa (c)
- Diaspora
- migration
- culture
- genetics
- inference
- ancestry
- polytheism
- anti-Semitism
- pogrom
- synagogue
- blasphemy
- usury
- plunder
- genocide
- ethnic group
- heresy
- scapegoat
- primary source
- Torah
- veteran
- opposition party
- censorship
- propaganda
- boycott
- discrimination
- rations
- occupation
- concentration camp
- Holocaust
- SS
- refugee
- Aryans
- dehumanize
- resistance
- emigration
- exterminate
- liquidate
- krema
- emaciated
- civilians
- advocacy
- regime
- memorialize
- marginalize

Fully answer the following questions:

1. Explain why the Jews were historically considered the “chosen people.”
2. Describe the Diaspora and how it affected the Jewish people.
3. Explain reasons for anti-Semitism in Europe and how it played out.
4. Describe the escalation of Jewish mistreatment leading up to World War II.
5. Explain why so many people did nothing to stop the Holocaust.
6. Describe life in the ghettos and concentration camps.
7. What was “The Final Solution” and how was it carried out?
8. Describe the various forms of resistance to the Holocaust.
9. Explain important events that have transpired in the aftermath of the Holocaust.

The Holocaust Objectives - Suggestions for Answers



Vocabulary - Define and be able to use the following terms:

Definitions for terms are provided in the lessons in which they are introduced.

Fully answer the following questions:

- 1. Historically, the Jews were considered 'chosen' to believe and teach about one God and to deliver the messiah.*
- 2. After a long history of being conquered and enslaved, the Jews left their homes and settled all over the globe. The Diaspora led them to Europe where they often lived in their own communities and maintained their culture.*
- 3. Mistrust and hatred of the Jews began in ancient times over such issues as different religious beliefs. Later the Jews were blamed for everything from the death of Jesus to the plague. Pogroms were launched in which Jewish villages were plundered and many were killed. Despite all of this hardship, the Jews were able to rebuild their lives in Europe by the eve of W.W. II. In general they lived productive and successful lives, either blending into the majority culture or maintaining their traditional ways of life as a minority group.*
- 4. When the Nazis came to power they stripped the Jews of their citizenship and enacted the Nuremberg Laws to take away their rights to do business, go to school, and practice their religion. Kristallnacht, or the "Night of Broken Glass" is often seen as the tipping point towards the Holocaust, as mistreatment and discrimination turned to government-encouraged violence. Eventually the Jews were rounded up into ghettos and sent to camps to work or die.*
- 5. Anti-Semitism and indifference possibly were reasons for inaction; but many people also feared for their lives. In addition most felt helpless and unable to do anything against such a powerful enemy as the Nazi regime.*
- 6. The ghettos were extremely crowded, as many families had to share very little space. Food was scarce and many died from starvation. Many residents were forced onto labor crews, some disappearing forever. The camps were horrible places where people were dehumanized and forced to endure cold, disease, slave labor, starvation, and in most cases, death.*
- 7. The Final Solution refers to Hitler's plan to rid Europe of Jews. Killing began by mobile death squads and gassing vans and eventually progressed into huge death camps such as Auschwitz.*
- 8. Some resistors were non-Jews, such as the women married to Jews in the Rosenstrasse Protest. There were also many uprisings in the ghettos such as Warsaw; attempted escapes as in Sobibor; and revolts in the camps such as the Sonderkommandos at Auschwitz. In addition to these famous uprisings, many Jews resisted by secretly practicing their religion, sabotaging Nazi war efforts, and keeping written accounts of what happened.*
- 9. Once the war was over, many Jews, after dreaming of "next year in Jerusalem" emigrated for Palestine, which became the new Jewish state of Israel in 1948. Fighting has gone on since. Also, trials were held for Nazi war criminals at Nuremberg, and the search continues today for those who escaped. Finally, many major cities have memorialized the millions of victims by building museums to commemorate their lives and deaths so the world will "never forget."*



Chosen for ...

Springboard:

Students should read “A Chosen People”
and answer the questions.

Objective: The student will be able to explain the Jewish and Christian belief that the Jews were/are a “chosen people.”

Materials: A Chosen People (Springboard handout)
Ancient Jewish History (handout)

Terms to know: **monotheism** - belief in one all-powerful God
Bible - holy book of Jews and Christians
covenant - a solemn, binding agreement
patriarch - head of a family (as the 12 Tribes of Israel founded by the sons of Jacob)
circa (c) - approximate date

Procedure:

- After reviewing the Springboard, explain that this lesson further examines the idea of the Jews as the “Chosen People.”
- Refer to the “Ancient Jewish History” chronology and review the directions. The student(s) should work individually, in pairs, or small groups to read each entry and decide whether or not it supports the Jews’ status of being “chosen” for something, briefly noting explanations.
- Have the student(s) share their answers and discuss. (*Answers may vary, though it should be noted that the ancient Jewish people suffered a great deal of hardship: slavery, being conquered and overrun several times, having their temple of worship destroyed, etc.*) Include the following questions in the follow-up discussion:
 - ? Do you think the Jews were “chosen” for some special purpose in the world? Explain. (*Answers may vary, but students’ religious beliefs, or lack thereof, may enter into the discussion.*)
 - ? If in fact the Jewish people were “chosen” for some purpose, why do you think they have suffered so much pain and hardship? (*Answers may vary.*)
 - ? If you have studied World History, you may know that the Jews continued to suffer tremendous hardship and death throughout history, including in the Holocaust, the subject of this unit study. Why do you think the Jews and Christians continue to believe the Jews were “chosen” considering their suffering over time? (*Answers may vary.*)
- **EXTENSION:** Have the student(s) write a persuasive paragraph about the Jews as the “chosen” people. They should write a “thesis” sentence, stating their viewpoint and then explain it. (Possible theses might include:
 - “The Jewish people were chosen to bring the messiah into the world.”
 - “The Jewish people were chosen to teach others about monotheism.”
 - “The Jewish people were chosen for little besides misery.”

A Chosen People

The ancient Hebrews, or Israelites, the ancestors of modern Jews, are referred to as “the Chosen People.” Modern Judaism accepts this idea of being chosen, but not in a superior way. Jews view the idea of being “chosen” as a responsibility to care for others and live good, monotheistic lives.



Abraham, Isaac, and Jacob a wall-painting in the St John the Baptist Monastery in Douma.

Belief in one God is central to the Jewish religion, which dates to the time of Abraham, historically the first person to believe in and teach about one all-powerful God. According to the book of Genesis in the Old Testament Bible, God called Abraham from his homeland in Mesopotamia (modern Iraq) to make a covenant with him. He blessed Abraham saying, “I will make you into a great nation and I will bless you; I will make your name great and

you will be a blessing. I will bless those who bless you, and whoever curses you I will curse; and all peoples on earth will be blessed through you.”

As the Old Testament progresses, there are many other references to the “chosen” status of the Israelites. In the book of Deuteronomy, God tells Moses, “The Lord did not set His love on you nor choose you because you were more in number than any of the peoples, for you were the fewest of all peoples, but because the Lord loved you and kept the oath which He swore to your forefathers, the Lord brought you out by a mighty hand and redeemed you from the house of slavery, from the hand of Pharaoh king of Egypt.”

Christians also view the Jewish people as special and “chosen” for yet another reason. Christians believe the Jews were chosen to deliver Jesus Christ, the often-predicted messiah who would save the world. For example the book of Isaiah foresees, “Unto us a child is born, to us a son is given, and the government will be on his shoulders. And he will be called Wonderful Counselor, Mighty God, Everlasting Father, Prince of Peace ... He will reign on David's (an important king of Israel) throne over his kingdom, establishing and upholding it with justice and righteousness from that time on and forever.”

Based on its context, the reader can figure out that the word “monotheistic” means

- A. a responsibility to care for others.
- B. belief in one, all-powerful God.
- C. a covenant with the Jews.
- D. the blessing of a people.

According to the passage, ___ would view the “chosen” status as ___.

- A. Jews ... Israelites
- B. Abraham ... nation
- C. Moses ... number of people
- D. Christians ... deliverers of Jesus

According to the passage, Genesis, Deuteronomy, and Isaiah are all

- A. laws of Judaism.
- B. groups of people.
- C. found in the Bible.
- D. Christian believers.

A Chosen People - Answers & Explanations

The ancient Hebrews, or Israelites, the ancestors of modern Jews, are referred to as “the Chosen People.” Modern Judaism accepts this idea of being chosen, but not in a superior way. Jews view the idea of being “chosen” as a responsibility to care for others and live good, **monotheistic** lives.



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- A. a responsibility to care for others.
- B. belief in one, all-powerful God. *
- C. a covenant with the Jews.
- D. the blessing of a people.

(The word is defined in the next sentence; often context helps a reader understand unfamiliar words.)

According to the passage, ___ would view the “chosen” status as ___.

- A. Jews ... Israelites
- B. Abraham ... nation
- C. Moses ... number of people
- D. Christians ... deliverers of Jesus *

(The last paragraph states this point.)

According to the passage, Genesis, Deuteronomy, and Isaiah are all

- A. laws of Judaism.
- B. groups of people.
- C. found in the Bible. *
- D. Christian believers.

(A reading from each is quoted, identified as being from the “Old Testament.” It is the Jewish Bible and makes up most of the Christians’, which also includes the New Testament about the life of Jesus of Nazareth.)

ANCIENT JEWISH HISTORY

DIRECTIONS: For each historical event, tell whether you think it supports the “chosen” status of the Jews or not. Then jot a short note to explain each.

Date/Time	Jewish Historical Event	Supports “Chosen” Status?
BC c. 1812	Approximate time of Abraham’s birth; later established covenant as “chosen”	
c. 1712	Isaac, Abraham’s son, born; 2 nd Hebrew patriarch	
c. 1552	Isaac’s son, Jacob, father of the sons whose families became the Twelve Tribes of Israel	
c. 1428	Israelites enslaved in Egypt	
c. 1392	Approximate time of Moses’ birth	
c. 1312	The Exodus; Moses leads Israelites out of slavery. Egyptians who follow are drowned	
c. 1312	Moses receives 10 Commandments on Mt. Sinai	
c. 1322	Israelites led into the “Promised Land” of Israel	
c. 1392	Time of judges begins; most (but not all) people live according to the laws of Moses	
c. 879	Saul becomes first king of a united Israel, but commits suicide after his sons are killed	
c. 877	David becomes king; establishes “House of David” from Christian prophesy	
c. 836	Solomon becomes king of Israel; builds the First Temple in Jerusalem, Israel’s ruling city	
c. 796	Rule dispute splits Israel into 2 kingdoms: Israel in north and Judah (or Judea) in south	
c. 587	Judah conquered by Babylon	
c. 555	Assyrians overrun northern kingdom; 10 Tribes of Israel are lost	
c. 547	Assyrians attack Jerusalem	
c. 422	Babylonians conquer Israel; destroy Temple	
c. 355	Miracle saves Judah from mass murder by Persians, who had taken control from Babylon	
c. 352	Building of Second Temple	
c. 312	Greeks conquer Israel; begin persecuting Jews	
c. 63	Romans invade Israel	
AD 70	Jerusalem conquered by Romans; Temple destroyed and rule of “Promised Land” ends	
638	Islamic conquest of Jerusalem	

Adapted from www.aish.com



GET OUT!

Springboard:

Students should read “The Jewish Diaspora” and answer the questions.

Objective: The student will be able to explain the Diaspora and its some of its effects on the Jewish people.

Materials: The Jewish Diaspora (Springboard handout)
Supportive Sources (2-page handout)
Inferring the Facts (handout)

Terms to know:

- Diaspora** - time when Jews were forced from Israel and spread out over the globe
- migration** - mass movement of people
- culture** - way of life
- genetics** - scientific study of inherited characteristics
- inference** - conclusion based on available evidence
- ancestry** - family lines through history

Procedure:

- After discussing the Springboard, take time to review the lesson vocabulary and explain that *in this lesson the student(s) will learn more about the Diaspora and its effects on the Jewish people.*
- Direct the class to “Supportive Sources” and “Inferring the Facts” and review the directions. The student(s) should then work individually, in pairs, or small groups to study the sources and decide which ones support the twelve facts provided and how/why.
- Have the student(s) share their ideas and discuss. (*Answers may vary somewhat but should be logically explained. Depending upon student ability, either accept a single answer or encourage them to find additional supportive sources.*)

The Jewish Diaspora



Ancient Israel's long history of conquest was, to say the least, hard on the Jewish people. Aside from being enslaved, overrun, and killed, another effect was that conquests forced people to leave and settle elsewhere. This spreading out of the Jewish people is called the Diaspora.

The Diaspora did not take place at one particular time or place; it was a long process by which the Jewish people, expelled from what they believed to be their promised homeland, migrated around the globe.

Though experts differ somewhat in their estimations, many place the beginning of these migrations at 587 BC when the southern kingdom of Judea was conquered by the Babylonians, who then forced people into Babylon. Likewise, when the Assyrians conquered parts of the "homeland," they forced many people out, leaving no trace of where they had gone. With each new invasion, more and more people were displaced.

The ancient migrations took the Jewish people into three main regions. Some moved into Mesopotamia and spread across the Middle East. Some moved into Egypt and around Africa; and still more to Greece and spread further from there. By far the most ancient Jews were displaced during the time of Roman rule. After conquest and the destruction of Jerusalem, the people of Israel tried and failed to revolt. After their crushing defeat, the history of the Jewish people became the history of the Diaspora, as more and more Jews were forced from the land they believed to be theirs.

The Diaspora would **BEST** be described as a/an

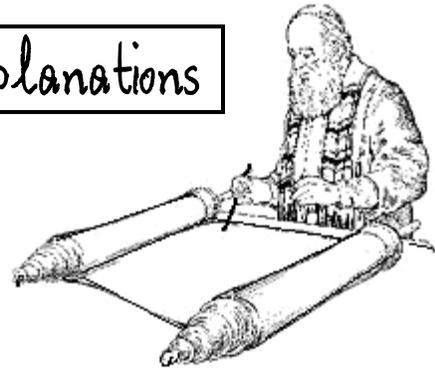
- A. event. B. process. C. invasion. D. journey.

Which result of the Diaspora do you think is **MOST** true?

- A. The Jewish people were lost in the populations of other lands.
B. Many Jewish people were made slaves in Egypt for centuries.
C. When people left Israel they brought their culture with them.
D. Most Jewish people adopted Christian beliefs and practices.

Brainstorm a list of problems you predict the Jewish people encountered after they left Israel.

The Jewish Diaspora - Answers & Explanations



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The Diaspora would **BEST** be described as a/an

- A. event. B. process.* C. invasion. D. journey.

(Based on the passage, it is not a single event or an invasion. Though some students may think Choice D is correct, it isn't since the Diaspora was not ONE journey, but thousands in the "process" of migrating from Israel around the globe.)

Which result of the Diaspora do you think is **MOST** true?

- A. The Jewish people were lost in the populations of other lands.
B. Many Jewish people were made slaves in Egypt for centuries.
C. When people left Israel they brought their culture with them.*
D. Most Jewish people adopted Christian beliefs and practices.

(Though Choices A and D are true of SOME Diaspora Jews, C is true for MOST. B is not true since slavery in Egypt predated the Diaspora.)

Brainstorm a list of problems you predict the Jewish people encountered after they left Israel. *(Answers may vary and include: dealing with prejudice, mistreatment, difficulty fitting in and finding work, etc. This question is included to help students begin thinking about what it must have been like to be a small minority group in places that were at that time largely homogeneous.)*

SUPPORTIVE SOURCES

Source #1:

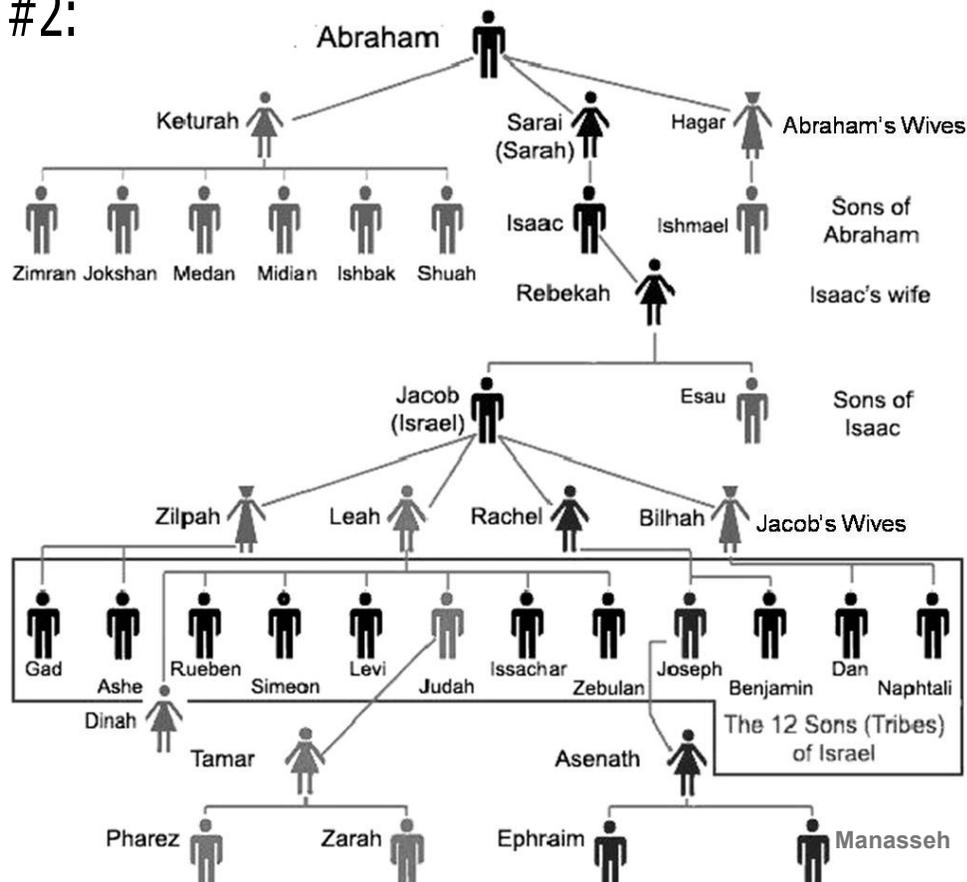
On the Scientific Trail of the Jewish Diaspora

May 10, 2008 - A study released yesterday by the National Academy of Science found that Jewish communities around the world are linked to the original Hebrews in the Old Testament Bible. The study based on Y chromosomes in males found remarkably little change in the genetic makeup of Jewish men from ancient to modern times. Furthermore, modern Jewish communities also closely resemble other people of the Middle East: particularly Palestinians, Syrians, and Lebanese, as well as African Jews.

Dr. Michael Hammer of the University of Arizona led the study which examined Jewish people in England, Israel, Italy, South Africa, and the United States. Dr. Hammer explained that Y chromosomes pass from father to son and have proven to be quite useful in tracing genetic origins. The fact that Jews remain closely related genetically, suggests that as a people they must have mixed little with other populations throughout history.

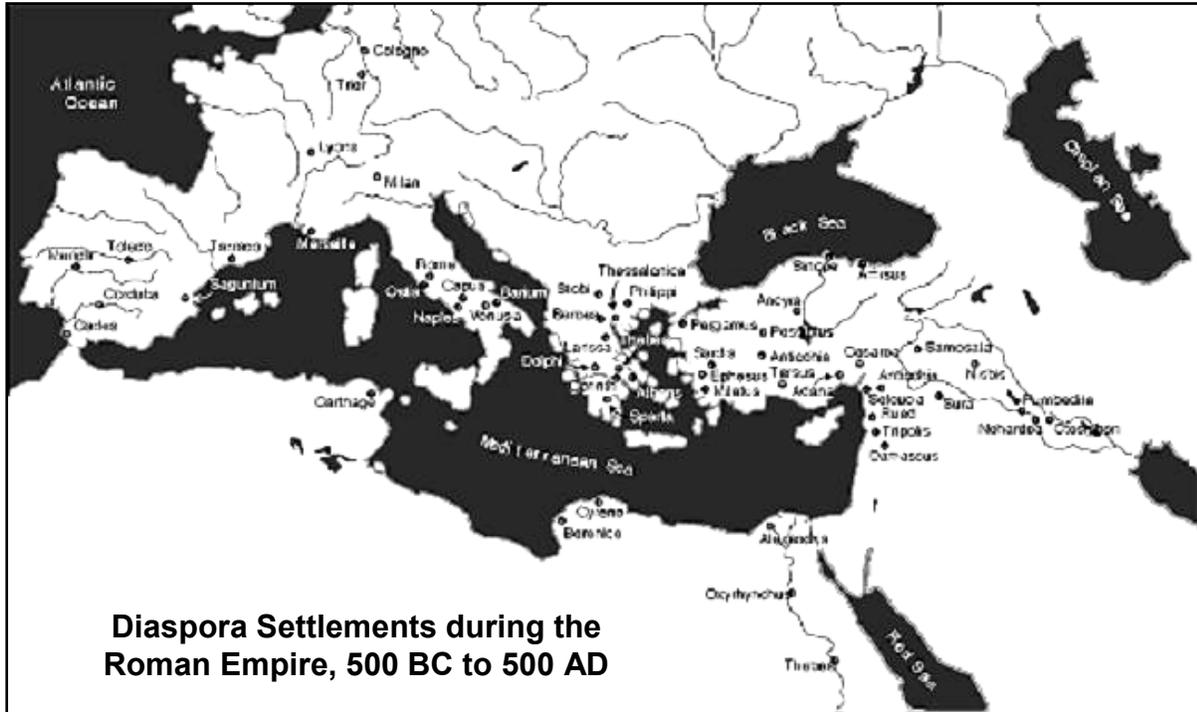
We do know that some groups, called tribes in reference to the Twelve Tribes of Israel in the Bible, disappeared over time. However, this most recent study seems to show that many other people managed to continue on and spread throughout the world. Thus the study supports the history of a Jewish Diaspora.

Source #2:



SUPPORTIVE SOURCES

Source #3:



Source #4:

Countries with Largest Jewish Populations (2006 Data)

World Ranking	Country	Jewish Population	% of World's Jewish Population
1	Israel (founded in 1948)	5,313,800	40.6%
2	United States	5,275,000	40.3%
3	France	491,500	3.8%
4	Canada	373,500	2.9%
5	United Kingdom	297,000	2.3%
6	Russia	228,000	1.7%
7	Argentina	184,500	1.4%
8	Germany	118,000	0.9%
9	Australia	103,000	0.8%
10	Brazil	96,500	0.7%
11	Ukraine	80,000	0.6%
12	South Africa	72,000	0.6%
13	Hungary	49,700	0.4%
14	Mexico	39,800	0.3%
15	Belgium	31,200	0.2%

Source: *American Jewish Year Book*, 2006

INFERRING THE FACTS



DIRECTIONS: For each fact fill in the blank with the source numbers that support each inference. Then explain why in the space provided.

1. _____ The Romans forced the Jewish people to leave the land of Israel.
2. _____ The Jewish Diaspora continued beyond the time of the Roman Empire.
3. _____ Many Jews lived in isolated communities after their families migrated from Israel.
4. _____ Modern Jews trace their ancestry to just two of the Twelve Tribes of Israel.
5. _____ Few Jews migrated into Asia during the Diaspora.
6. _____ The U.S. government is very supportive of the modern nation of Israel.
7. _____ Modern Jews can trace their ancestry to Abraham and his wife, Sarah.
8. _____ Genetics is a useful tool in the study of history.
9. _____ Many Jews went to Israel in the years after World War II.
10. _____ Most Jews settled in Europe during the Diaspora.
11. _____ The Jewish population of Europe declined during and after World War II.
12. _____ The Jewish people maintained much of their culture as they spread around the world.



How Do We Hate Thee?

Springboard:

Students should read “Pogroms” and answer the questions.
(Answers may vary; the information is presented mainly to raise awareness and should spark discussion.)

Objectives: The student will be able to explain the historically anti-Semitic climate in Europe.

Materials: Pogroms (Springboard handout)
On Jews and their Lives (handout)
A Pogrom in Kishenev, Russia (handout)
Deadly Causes & Effects (handout)

Terms to know: **polytheism** - belief in and worship of multiple gods
anti-Semitism - hatred and mistreatment of Jews
pogrom - group attack on a minority group, generally referring to the killing of Jews
synagogue - a Jewish temple or house of worship
blasphemy - that which is considered improper speech or writing about God
usury - practice of making money from lending it (by charging interest on loans, possibly at high rates)
plunder - rob and destroy

Procedure:

- During discussion of the Springboard, have the student(s) summarize anti-Semitism from ancient to modern times. *(Polytheistic people saw Jews as different and hated them. Hatred continued in the Muslim and Christian worlds, because Jews held different religious beliefs.)* Go on to explain that this lesson further explores anti-Semitism and the pogroms it wrought.
- Review the introductory information for “On the Jews and Their Lies”. Then read together or have the student(s) read the excerpt and allow them to express reactions. (**NOTE:** The Christian-Jewish relationship is touchy, but key to the context of the Holocaust. Though much is written on the topic, the author chose to use a well-known, published piece of writing by a prominent historical figure. Luther, a bridge between Catholicism and Protestant religions, clearly exemplifies the problems.)
- Then refer to “A Pogrom in Kishenev, Russia” and “Deadly Causes & Effects.” Read or have the student(s) read about the pogrom and complete the analysis, explaining this chart will be added to in the next lesson so need not be filled, but list as many cause-effect relationships as are found.
- Have them share their ideas and discuss. *(Possible answers include: monotheism offended polytheistic ancients; religious beliefs do not accept Jesus Christ as savior; Church teachings against Jews resulted in pogroms; Luther’s “suggestions” played out in pogroms: etc.)*
- **IMPORTANT:** After discussion of the activity, explain that Lutheran, Catholic, and religious leaders of other Christian faiths have since apologized for their churches’ past anti-Semitism and the harm it caused.

POGROMS



Ancient Israel was overrun by polytheistic invaders time after time, and with each invasion more of the monotheistic Hebrew people were forced from the land. During Roman rule most of the remaining Israelites were dispersed through the empire, where they also met with open anti-Semitism, the term for hatred and mistreatment of Jews.

Many Jews moved south to Egypt. A million lived there among the Egyptian, Greek, and Roman citizens, who had different groups of gods and goddesses they worshipped and told stories about. The Jews and their one God were both distrusted and hated, so it was there that the world's first pogrom took place in 38 AD. People went through the streets of the Jewish community, destroying property and killing or maiming whomever they saw.

Jewish people who moved into Europe fared little better. As Christianity took hold, the situation grew worse, as the Jews did not accept the Christian belief that Jesus Christ was the savior predicted in the Bible. When the Christian Roman Emperor Justinian wrote his famed code of laws in 534 AD, he made the Jewish religion illegal and stripped the Jewish people of many rights and privileges. For example, building a synagogue was a crime punishable by death.

When Muslims gained control of the Middle East and North Africa, they forced the Jews to live apart from other people and wear special clothing with yellow badges so everyone would know their identity. Similar yellow badges were required in Europe during the Middle Ages and beyond, and Jewish settlements were frequent targets of mistreatment and pogroms.

What is anti-Semitism? What possible reasons do you think could have driven people to have such feelings? _____

What were pogroms? What possible reasons do you think could have driven people to behave in such a violent way? _____

According to the reading, what other mistreatment did the Jewish people suffer and why? _____



On Jews and their Lies, 1543

Martin Luther was a former Catholic priest who broke away from the Church and started the Protestant Reformation, a period during which many new Christian religions were formed. In 1543 he published a 65,000-word essay about the Jewish people. Based on what is known of pogroms and other mistreatment, it can be inferred that many people of the time seemed to agree with him.

“What shall we Christians do with this rejected and condemned people, the Jews? Since they live among us, we dare not tolerate their conduct, now that we are aware of their lying and reviling and blaspheming. If we do, we become sharers in their lies, cursing, and blasphemy ... I shall give you my sincere advice:

First, to set fire to their synagogues or schools and to bury and cover with dirt whatever will not burn, so that no man will ever again see a stone or cinder of them. This is to be done in honor of our Lord and of Christendom, so that God might see that we are Christians, and do not condone or knowingly tolerate such public lying, cursing, and blaspheming of his Son and of his Christians...

Second, I advise that their houses also be razed and destroyed. For they pursue in them the same aims as in their synagogues...

Third, I advise that all their prayer books and writings, in which such lies, cursing, and blasphemy are taught, be taken from them.

Fourth, I advise that their rabbis be forbidden to teach henceforth on pain of loss of life and limb...

Fifth, I advise that safe-conduct on the highways be abolished completely for the Jews. For they have no business in the countryside, since they are not lords, officials, tradesmen, or the like. Let them stay at home...

Sixth, I advise that usury be prohibited to them and that all cash and treasure of silver and gold be taken from them and put aside for safekeeping...

Seventh, I recommend putting a flail, an ax, a hoe, a spade, a distaff, or a spindle into the hands of young, strong Jews and Jewesses and letting them earn their bread in the sweat of their brow...

But if we are afraid that they might harm us or our wives, children, servants, cattle, etc., if they had to serve and work for us ... then let us follow the common sense of other nations such as France, Spain, Bohemia, etc., compute how much their usury has stolen from us ... then eject them forever from the country. For, as we have heard, God's anger with them is so intense that gentle mercy will only tend to make them worse and worse, while sharp mercy will reform them but little. Therefore, in any case, away with them!

In brief, dear princes and lords, those of you who have Jews under your rule: if my counsel does not please you, find better advice so that you and we all can be rid of the unbearable, devilish burden of the Jews ... Do not grant them protection, safe-conduct, or communion with us ... so it is not necessary to burden ourselves also with these alien, shameful vices of the Jews...

And you, my dear gentlemen and friends who are pastors and preachers, I wish to remind very faithfully of your official duty, so that you too may warn your parishioners concerning their (*the Jews*) eternal harm...”

Excerpted from “On Jews and Their Lies” by Martin Luther @ www.awitness.org/books/luther/

A Pogrom in Kishenev, Russia

This account of a 1903 pogrom against the Jews of Kishinev is based on evidence from Russian newspapers and doctors who treated the injured compiled by a Jewish organization. Like other pogroms, it shows how deeply-rooted Anti-Semitism was in Europe, stretching back to the Middle Ages. This particular pogrom was sparked by a newspaper article accusing Jews of taking advantage of Russians in business and committing murders as part of their worship.



“Sunday morning the weather cleared. The Jews were celebrating the last two days of Passover. Not expecting trouble, they put on their holiday clothes and went to the synagogue...Suddenly at about 3 PM a crowd of men appeared on the square all dressed in red shirts. The men howled like madmen, shouting: ‘Death to the Jews.’

In front of the Moscow Tavern the crowd of some hundreds split into groups of 10-15 men each. There and then the systematic destruction, pillaging, and robbing of Jewish houses and shops began. At first they threw stones in great quantity and force breaking windows and shutters. Then they tore open doors and windows, breaking into the Jewish houses and living quarters, smashing whatever furniture they found. The Jews had to hand over to the robbers their jewelry, money, and whatever other valuables they possessed. If they offered the slightest resistance, they were beaten over the head with pieces of their broken furniture...

At 5 PM the first Jew was murdered. The robbers stormed a trolley car with a Jewish passenger on board, shouting ‘Throw out the Jew.’ The Jew was pushed out and from all sides beaten on his head until his skull cracked. At first the sight of a dead Jew seemed to scare the bandits, but when they saw that the police did not care, they dispersed in all directions, shouting ‘Kill the Jews!’... Until 10 PM the unleashed passions were vented in plunder, robbery, and destruction. Seven other murders took place...

The Jews spent the night from Sunday to Monday in indescribable fear, yet hoping that the terror might be over. During that night the leaders of the pogrom prepared further attacks, as in war. First the gangs which during the previous evening had arrived from the countryside were equipped with weapons. All weapons were of the same kind: axes, iron bars, and clubs, all strong enough to break doors and shutters, and even enough to break metal cabinets and safes. All men wore the same outfit: the red work shirts were worn by all... During the night all Jewish houses and shops were painted with white chalk. Next came the organization of a permanent information and communication network among the various gangs. Messengers were sent out to the nearest villages inviting the peasants: ‘Come to the city and help plunder the Jews. Bring big bags.’ Around 3 AM the preparations were finished. The signal for the attack was given.

The terror that now followed can hardly be described...Forty-nine Jews were murdered in Kishinev. When one hears about the excess of horror, one recognizes that only a few victims were lucky enough to die a simple death. Most of them had to suffer a variety of unbelievable abuses and repulsive tortures, unusual even among barbarians. From 3 AM to 8 PM on Monday the gangs raged through the ruins and rubble which they themselves had piled up. They plundered, robbed, destroyed Jewish property, stole it, burned it, devastated it...

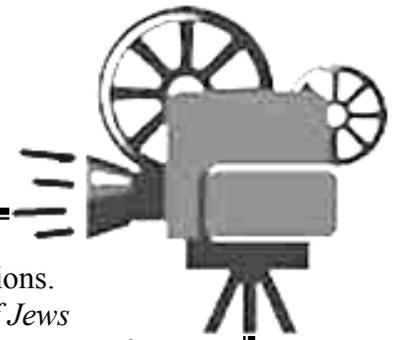
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In ever-rising fury the robbery and murder continued. Jews had their heads hacked off. Towels were soaked in their blood and then waved like red flags. The murderers wrote with Jewish blood on white flags in large letters: ‘Death to the Jews!’ Officials and policemen laughed at the spectacle and joined in the ‘fun’...”

Adapted from

www.grossmont.edu/.../Mod%20west%20civ%20Primary%20Sources/Kishinev%20Pogrom.doc

Prequels



Springboard:

Students should read “Genocide” and answer the questions.
(Pogroms WOULD be genocide as they involve killing of Jews or others. Answers to the second question may include destruction of Native Americans, modern genocides in Bosnia, Rwanda, the Sudan, etc.)

Objective: The student will be able to describe examples of genocide that occurred prior to World War II (and the Holocaust).

Materials: Genocide (Springboard handout)
The Crusades (handout)
The Spanish Inquisition (handout)
The Deluge (handout)

Terms to know: **genocide** - systematic destruction of an ethnic group
ethnic group - people of a common culture
heresy - belief at odds with the dominant religious views
scapegoat - a person or group made to bear blame for problems

Procedure:

- After discussion of the Springboard, explain that in this lesson the student(s) will learn about some widespread and well-known historical examples of genocide targeting Jews that occurred long before World War II.
- Direct student(s) to the three readings: “The Crusades,” “The Spanish Inquisition,” and “The Deluge.” Explain that these readings describe several instances of genocide that occurred in Europe from the 11th to 17th centuries. Have the student(s) read the accounts (or **for group instruction** you can assign parts and let individuals play the roles) and then add to the “Deadly Causes & Effects” chart from the previous lesson. (**FYI:** All accounts are InspirEd creations based on author’s research; Torquemada is the only real person of the three narrators, but other historical figures and events are real.)
- Have them share their ideas and discuss. (*Answers may vary and include: frustration and anger during Crusades taken out on Jews; belief that Jews killed Jesus resulted in anti-Semitism; the Inquisition was launched to strengthen Catholic Spain; tortures during the Inquisition led to informing on others; accusations of poison wells led to pogroms during the Black Death; Jews as the traditional scapegoats made them targets of the Deluge; etc.*)

GENOCIDE

Prior to 1944 no word existed to describe the systematic destruction of a particular ethnic group. The term was coined by a Polish-Jewish scholar to describe the millions of deaths at German hands in World War II. However, this is not to say the “genocide” did not exist beforehand.

The word was created to describe the slaughter of Jews and others under the rule of Adolf Hitler and was declared an international crime in 1948 by the United Nations. Genocide is defined as “any acts committed with the intent to destroy, in whole or in part, a national, ethnic, racial or religious group.” Such acts include:

- A. Killing members of the group.
- B. Causing serious physical or mental harm to group members.
- C. Inflicting conditions to bring about the group’s destruction in whole or part.
- D. Measures intended to prevent births within the group.
- E. Forcibly parting children from their families to be raised among another group.

According to the United Nations’ definition, do you think the ancient and later European pogroms could be considered genocide? Explain why or why not: _____

What other specific situations do you think might be or have been considered genocide, according to the U.N. definition? Why? _____

THE CRUSADES



I, Bertrand of Clermont, was only barely a man in the year of our Lord 1095, when Pope Urban II came to my town in France to speak. He said: “Christians, hasten to help your brothers in the East, for they are being attacked. Arm for the rescue of Jerusalem under your captain Christ. Wear his cross as your badge. If you are killed, your sins will be pardoned.” His words filled me with the Holy Spirit, and I as others joined the noble fight.

Many knights and commoners alike took up arms to travel to Jerusalem to free the Holy Land from the Muslims who controlled it. Men joined the fight for many reasons; some true believers felt it their duty to God, and of this group I was one. There were those who had committed sins and were crusading for forgiveness. But there were also some who thought they might gain riches and some who heeded the call for no reason other than adventure. Whatever our reasons, we all cut out red crosses, sewed them on their tunics, and set off toward the Holy Land that was once Israel.

It was without doubt a long and very difficult journey. We spent days in a row slogging through freezing rain and snow. Our food and water ran short, along with the tempers of most of the men. It is therefore not surprising that many released their anger and frustration upon people along the way.

The Jews in particular had always been a problem. They are different and keep mostly to themselves. I for one believe as I have been taught that not only do these people reject Jesus Christ as their Lord and Savior, but also that they played a hand in His death. Does not the Gospel of John say as much? It does, as I have heard it so read by the priest in our town church. And no doubt it was with equal understanding and belief that many among the Crusaders wrought destruction upon the Jews we encountered.



Yet though I fully understand their mindset, I must confess that the scenes I witnessed on the journey were in themselves acts of sin. The stealing of coins and goods, the torture and killing of women and children as well as their men; these things and more I saw in the Jewish villages. And it is these that even in my old age haunt my dreams through long and often sleepless nights.

While there were many, including a number of our leaders, who believed it their Christian duty to rid the world of the blasphemous Jews, I fear that doing so was against the will of God. Did not God give his Commandments to Moses, saying “Thou shalt not kill” and “Thou shalt not covet thy neighbor’s possessions?” And then I consider, were not the Jews the chosen of God, chosen by the Father to bring our Lord and Savior into the world? I know the Crusades are holy work in His name and for Christendom, yet I cannot shed the guilt of the sins I raised no hand to prevent.



The Spanish Inquisition

I am Tomás de Torquemada, nephew of Cardinal Juan de Torquemada. Though it is true as many say that my uncle was a *converso*, one of thousands of Jews and Muslims who became Christians under threat of death, he lived his life as a loyal servant of Our Lord and His Church. As a long-time aid to Her Majesty Queen Isabella of Castile, I believe as both she and her husband, King Ferdinand of Aragon, that we must ensure all in the land are, in fact, Christians and true believers.

Since the king and queen married to form the united nation of Spain, it has been their mission to make their nation strong by ridding it of all who do not hold and keep the Roman Catholic faith. After so many years of our lands being ruled by the barbarous Muslims, we had finally driven them out and established God's Kingdom. Despite this success, rumors persist that there remain some, especially Jews, who practice the Faith in Church and other public places and their old religions in secret.

To end this blasphemy, the Pope granted Spain the right to begin an Inquisition in the year of our Lord 1478. Thereafter, they chose me to lead this cleansing of our land. Besides being a loyal servant to Her Majesty, I also met the Church requirements for the position. I was then over forty years of age with a flawless reputation, and have always been well-versed in the teachings and laws of the Holy Roman Catholic Church. Our purpose in the Inquisition is to find and bring to trial those suspected of secret heresy. As the inquisitor-general it has been my job to establish procedures and create and oversee the Inquisition in cities across our great land.

The Inquisition works in this way. Those who are brought before our court are asked to confess their heresy against the Holy Church. Likewise, they are encouraged by a variety of means to report of any other heretics they know. If an accused admits wrongdoing and provides names of other guilty parties, that prisoner is either released or sentenced to a brief period in prison. However, if a man or woman refuses to admit guilt or inform upon the crimes of others, that person is brought before the community to be killed or sentenced to spend life in prison.



I have now been at the helm of this great court for fifteen years and have seen much success. We have already cleansed our great nation of more than 2,000 heretics. Most were Jews secretly speaking their odd tongue and reading from scrolls while in the light of day pretending to worship our Holy Savior. Though our blessed task continues, I am now an old man and weakening. Thus it is time for me to release the reigns of this noble court to a younger man with greater vigor. I am eternally grateful to Spain and her king and queen for entrusting me with this most important job and shall live my remaining days at peace knowing that I served them, my God, and His Church to my greatest ability.

THE DELUGE



I am an old man whose eyes have seen far too much misery. I am Rabbi Joseph ben Isaac of Minsk. My family has lived in the city for generations, having come to Poland to escape the pogroms that swept through Europe during the Black Death in the 14th century. Many Jews also came to Poland to escape the Spanish Inquisition. This part of Eastern Europe had been more tolerant of my people and their differences for a time, but no more.

In my life I have witnessed five pogroms, and those are only the ones I myself have seen. It is foolish, but the people here blame the Jews for years of war and for the Russian takeover of Polish territory, including the city I call home.

Home, hah! Should not a home provide a safe haven? It is not so for us, because my people are Jews, always the ones blamed for problems. But why does this happen? I suppose the only answer is that we are different, an easy target. But the things they blame us for! They say we kill babies and worship the Devil. Where do they get such ideas? Sadly, I cannot say; I can only witness.



Today the Jews of Eastern Europe are blamed for rebellions, attacks, and wars we did not start nor play any role at all. People here are angry, and so they come into Jewish communities and attack and destroy. This period, that has come to be known as the Deluge, began when unhappy peasants called Cossacks rebelled in 1648. Though the rebellion was put down, it left the nation weak and open to invasion. For ten years we have been at war, overrun by enemies from all

sides, and for ten years the Jews have suffered as a result.

It is as always: if a problem cannot be controlled or its cause is unknown, it is the fault of the Jews. The best example I can give you is the Black Death that spread across Europe time and again from the 1300's. No one knows the cause of this terrible disease that always leaves so many dead. No one knows how to treat this horror. Of course it brings fear, and fear of the unknown begs for scapegoats. The Jews are the great scapegoats of history.

From the time the first plague struck, rumors spread that the Jews had poisoned the water supply to cause the sickness. Of course, this was not true – even the Pope said so; but the truth did not stop the killings. With each wave of disease came more pogroms, more killings. Such has been the case here with the Deluge. With each new attack, pogroms begin anew. More homes are destroyed, more lives are lost; more grief, more misery fills our lives. I am an old man and have done my best to lead my people and keep them safe. Still I have failed. Now I, like so many, look to death as the only remaining hope for peace.



Friends and Neighbors

Springboard:

Students should study the “European Jews” statistics and answer the questions.
(Answers will vary. These statistics are from before WW II. Students should see that BY FAR, most Jews lived in Eastern Europe. Reasons include earlier tolerance there and escaping pogroms and the Spanish Inquisition of Western and Southern Europe.)

Objective: The student will be able to describe Jewish life in Europe before the Holocaust.

Materials: European Jews (Springboard handout)
Snapshots of Life (3-page handout)
Primary Source Analysis (handout)
For Your Information (teacher page)

Terms to know: **primary source** - letter, article, diary, photo, etc. from the time of study
Torah - very sacred scroll of the first five books of the Bible, written in Hebrew and read during worship

Procedure:

- After reviewing the Springboard, explain that despite the terrible hardships they suffered over many centuries, European Jews managed to build their lives and communities all over Europe by the early 20th century. Go on to explain that in this lesson the student(s) will learn about their lives from visual primary sources.
- Have the student(s) work individually, in pairs, or small groups to study the “Snapshots of Life” photographs and complete the “Primary Source Analysis” graphic organizer.
- Have the student(s) share their conclusions and discuss. *(The “For Your Information” page reveals details about each picture and European Jewish life leading up to World War II, which students may add to their organizers.)*
- Then have them summarize Jewish life at the time. *(In general Jews lived productive, successful lives. They valued family, hard work, education, and their culture. In some cases they lived traditional lives as a minority within a majority culture – as seen in Poland and the Soviet Union – and in other places, mainly in Western Europe, they were a much smaller percentage of the population and dressed and lived like everyone else. Their professions ranged from street vendors to doctors and politicians; they were rich and poor, city dwellers and to a much lesser degree, country-folk.)*

European Jews



North and West	
Country	Population
Ireland	3,600
Great Britain	300,000
Belgium	60,000
Luxembourg	2,200
France	225,000
Netherlands	160,000
Norway	1,500
Sweden	6,500
Finland	1,800
Denmark	6,000

South	
Country	Population
Portugal	1,000
Spain	4,000
Italy	48,000
Yugoslavia	70,000
Albania	200
Bulgaria	50,000
Greece	100,000
Turkey	56,000

Central	
Country	Population
Germany	565,000
Czechoslovakia	357,000
Danzig	9,200
Switzerland	18,000
Austria	250,000
Hungary	445,000

East	
Country	Population
Estonia	5,000
Latvia	95,000
Lithuania	155,000
Poland	3,000,000
Romania	980,000
Soviet Union	2,525,000

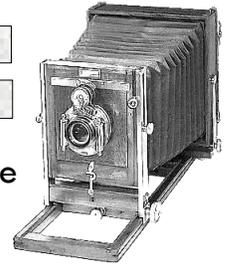
Source: *The Jewish Virtual Library*

What time period do you think these numbers represent? Why? _____

In what region of Europe did most Jews live at this time? Why do you think that was the case? _____

Do you think life was different in different parts of the continent? Why or why not?

SNAPSHOTS of LIFE



DIRECTIONS: Use evidence from the photographs to complete the "Primary Source Analysis" form.







#13



#14



#15



#16



#17



#18



Primary Source Analysis



DIRECTIONS: Use details from the pictures to draw conclusions about each category of the graphic organizer, identifying the source upon which each conclusion is based.

WHERE THEY LIVED:

JEWISH RELIGION & CULTURE:

LIVING CONDITIONS:

OCCUPATIONS:

LEISURE ACTIVITIES:

OTHER: _____

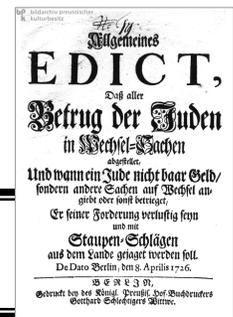
FOR YOUR INFORMATION

1. Belgian wedding photo shows Jewish people celebrated milestones like everyone else. Western European Jews often “blended in” more, evidenced by the modern bridal wear. (Source: U.S. Holocaust Memorial Museum, www.ushmm.org)
2. Polish children at a Yiddish school. The Yiddish language with elements of both German and Hebrew was spoken by traditional Jews all over Europe. (Source: United States Holocaust Memorial Museum)
3. Youth groups like this one called “Freiheit” meaning “freedom” gave young Jews a way to “belong” in difficult times. (Source: shtetlinks.jewishgen.org)
4. Two German Jewish families are very well dressed in front a large home. According to a 1933 census, 80% of German Jews had citizenship, the rest (mostly Polish Jews) had residency status. Almost 70% of German Jews lived in cities, working mainly in professional jobs. (Source: U.S. Holocaust Memorial Museum)
5. This Austrian-Jewish doctor treated mostly Jewish patients. (Source: Simon Wiesenthal Center’s Museum of Tolerance, motlc.weisenthal.com)
6. Jewish children in the Jewish quarter of Paris, France. About 75% of Western European Jews lived in the cities, but made up a much smaller percentage of the population than in Eastern Europe. (Source: U.S. Holocaust Memorial Museum)
7. Lublin, Poland was home to a vibrant Jewish community, about 40% of the town. The city grew and prospered partially due to Poland’s first aviation factory built after World War I. This photo shows porters waiting for work. (Source: Simon Wiesenthal Center’s Museum of Tolerance)
8. This is a home for the elderly funded by the Jewish community in Chelm Poland, where Jews had lived since the 12th century and was one of the largest Jewish communities. Tragedy struck in the mid 1600’s when Russian Cossacks killed thousands there. (Source: Simon Wiesenthal Center’s Museum of Tolerance,)
9. Jewish children with their babysitter in Warsaw, Poland. Only New York City had more Jews than Warsaw’s 375,000 pre-war population. (Source: U.S. Holocaust Memorial Museum)
10. Actress Hanna Rovina was considered the first lady of Hebrew theater. Eastern European Jews embraced their traditional culture; Yiddish entertainment, writing, and art flourished. (Source: Wikipedia.com)
11. Street vendors in Slonim, Soviet Union where 2/3 of the population was Jewish. The Jewish community flourished in this industrial area. (Source: JewishGen.org)
12. Polish mother and children. (Source: Simon Wiesenthal Center’s Museum of Tolerance)
13. Jewish family in Eisiskes, Lithuania, one of the oldest Jewish settlements in Europe; before W.W. II, 106 of 117 businesses were Jewish-owned. (Source: U.S. Holocaust Memorial Museum)
14. Two students and their teacher at a Yeshiva in Poland. Yeshivas were schools attended by traditional Jews to study texts such as the Torah and other works. (Source: Simon Wiesenthal Center’s Museum of Tolerance)
15. This demonstration in Poland in 1917 by the General Jewish Labor Union, or the “Bund,” a Jewish political party, which held seats in the Polish legislature. (source: Wikipedia.com)
16. This is a well-dressed family in Slonim, USSR. (Source: JewishGen.org)
17. Two men relaxing and playing a game near Chelm, Poland. In Jewish folklore, Chelm has a reputation for simple mindedness. For example, a story about a man who caught a fish to cook for Sabbath dinner stuck it in his coat on his way home. The fish’s tail slapped him in the face. The man took the fish to court and the judge sentenced the fish to death by drowning. (Source: Simon Wiesenthal Center’s Museum of Tolerance)
18. Four men in Wloclawek, Poland. Second from right, a well-known local doctor was the son of a town rabbi. (Source: Simon Wiesenthal Center’s Museum of Tolerance)

Not Again!?

Springboard:

Students should read “And So It Began...” and answer the questions.



Objective: The student will be able to describe discrimination endured by German Jews under the Nuremberg Laws.

Materials: And So It Began... (Springboard handout)
The Nuremberg Laws (handout)
Writing a Short Story (handout)
Short Story Scoring (handout)

Terms to know:

- veteran** - one who has served in the armed forces
- opposition party** - political group against those in power
- ensorship** - official power to examine printed works, plays, programs, etc. to delete or revise anything considered “offensive”
- propaganda** - speeches, writings, etc. meant to sway opinions
- boycott** - refusal to buy products or services
- discrimination** - mistreatment of people based on their race, religion, gender, or other factors

Procedure:

- After reviewing the Springboard, explain that the laws passed by the Reichstag were collectively known as the Nuremberg Laws, because the legislature met in that city to pass them. Go on to explain that in this lesson the student(s) will learn more about the hardships of living under the Nuremberg Laws.
- The student(s) should study the “The Nuremberg Laws” page and brainstorm ideas as directed.
- Then direct the class to “Writing a Short Story” and have the student(s) follow the steps to plan and write a short story about the life of one or more Jews living under the conditions in Germany prior to and/or during the war. The stories can be in first or third person and should include specific content about the Nuremberg Laws and other hardships faced by the Jews of this period. (**NOTE:** The story can be a long-term assignment, in which students can develop, adding factual details, as the unit progresses. Depending upon time and student ability, to take it fully through the revision and editorial process, the writing could be coordinated with language arts.)
- Have the student(s) share their stories and evaluate their work using the “Short Story Scoring” rubric and reflection page provided.

And So It Began...

After Germany's defeat in World War I, a new government was put in place by the winning Allies. Among the new leaders' first actions was to sign the Treaty of Versailles that imposed harsh punishments on Germany for "causing" the war. Some Germans were very critical of the new government, called the Weimar Republic, and there were several attempts to overthrow it. One was led in part by a young W.W. I veteran named Adolph Hitler, a member of the National Socialist Party, or the Nazis. The overthrow failed, and Hitler was sentenced to five years in prison for his role in it. While in jail, he wrote *Mein Kampf*, a book laying out his ideas for returning Germany to its former glory.

Hitler was released after only nine months and published his book. He then began giving fiery speeches to help members of the Nazi party get elected to power. The start of the Great Depression in 1929 served to boost Hitler's and the Nazis' popularity. Germany's economic situation was dismal as many people had lost jobs, and rising prices made money almost worthless. The Weimar Republic was unable to offer solutions, and Hitler seized on its weakness. He continued to make speeches, telling his audiences exactly what they wanted to hear.

During the 1932 election, his Nazi party won 40% of the vote and a large block of seats in the German Reichstag, the legislature of the time. Due to the party's success, Hitler was named Chancellor of Germany sharing power with the President and other parties that held seats in the Reichstag. Once in power, the Nazis passed laws giving Hitler emergency powers to make decisions without the consent of anyone else. He used his increased authority to ban opposition parties and impose censorship of all broadcasts or writings viewed as "dangerous" to the Nazi cause.



A main target was the Jewish population of Germany. Anti-Semitism had been a major theme of his speeches and other propaganda for years, blaming the Jews for poor economic conditions. In April of 1933, he acted further by ordering a boycott against Jewish products and stores. The summer brought a wave of destruction of Jewish property and assaults against German Jews themselves. When the Reichstag met in September, they moved "forward," passing

"The Law for the Protection of German Blood and German Honour" and "The Reich Citizenship Law." Passed unanimously, the laws made discrimination and mistreatment of German Jews the law of the land.

Predict what you think these laws said regarding Jews in Germany.

The Law for the Protection of German Blood and German Honour:

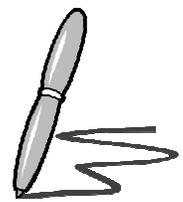
The Reich Citizenship Law:

THE NUREMBERG LAWS

DIRECTIONS: Read each law and, next to each, brainstorm ways it might have affected Jews living in Germany under Hitler and the Nazis.

- All Jews are excluded from working for the government.
- The number of Jewish students is restricted at schools and universities.
- Jews are deprived of German citizenship.
- Jewish actors are forbidden to work on the stage or screen.
- Jewish accountants, doctors and lawyers are prohibited from practicing their trades.
- Jews are no longer allowed to practice their special animal-slaughtering procedures for meat.
- Marriage between Jews and non-Jews is prohibited.
- Jews are not allowed to employ German females under the age of 45 for domestic work.
- Jews are forbidden to display the flag or national colors of the German government.
- Jews are required to register all property with the government.
- All Jewish passports are required to be marked with a large “J.”
- Wearing of the yellow Star of David is required in public.

Writing a Short Story



DIRECTIONS: Fill in the information on the chart to help organize your ideas.

<p><u>Setting</u></p> <p>When and where does the story take place?</p> <p>How will the setting affect the story?</p>	
<p><u>Characters</u></p> <p>Who are the people in your story? (Name and briefly describe each.)</p> <p>Is a character telling the story or an omniscient narrator?</p>	
<p><u>Plot</u></p> <p>This is the conflict or obstacle the main character must overcome. (One plot is usually enough for a short story.)</p>	
<p><u>Resolution</u></p> <p>How will the plot be resolved? (Need not work out well in the end)</p>	
<p><u>Beginning</u></p> <p>How can you grab or "hook" the reader's attention?</p> <p>Introduce the setting, people, and possibly the plot here.</p>	
<p><u>Middle</u></p> <p>This is where you develop the story and build up the tension of the plot.</p>	
<p><u>End</u></p> <p>Here the conflict is resolved, though the story does NOT have to end happily.</p>	

Short Story Scoring

Name _____ Due Date _____

Story Title _____

0 – Unacceptable

2 – Fair

4 – Excellent

1 – Poor

3 – Good

Category	Student	Teacher
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Used facts to enhance story	_____	_____
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Clear description of setting	_____	_____
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Use of historical details	_____	_____
---------------------------	-------	-------

Character descriptions	_____	_____
------------------------	-------	-------

Interesting introduction	_____	_____
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Well-developed plot	_____	_____
---------------------	-------	-------

Ending/plot resolution	_____	_____
------------------------	-------	-------

Writing mechanics	_____	_____
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Overall Score/Grade:

Comments:

What do you think was the BEST part of your effort on this assignment? _____

What do you think you could have done BETTER? _____

How did this assignment give you a better understanding of this time period? _____



In the Ghetto

Springboard:

Students should read “Jewish Ghettos” and complete the bottom as directed.
(Answers may vary and should stimulate discussion.)

Objective: The student will be able to explain how the Nazis used ghettos to assemble and later kill Jews.

Materials: Jewish Ghettos (Springboard handout)
Leah’s Diary (4-page handout)
Fill in the Blanks (handout)

Terms to know: **rations** - fixed portion of food allotted per person

Procedure:

- After discussing the Springboard, explain that this lesson further examines the Jewish ghetto experience. Go on to explain that of course each ghetto and every individual’s experiences differed, but the student(s) will read excerpts from a diary by a young girl who lived in the Warsaw Ghetto in Poland.
- Direct student(s) to the “Leah’s Diary” pages and “Fill in the Blanks.” They should work individually or in pairs to read the entries and complete the writing activity as directed. Research may be conducted as desired to learn more about the Warsaw ghetto. (**NOTE:** Leah’s diary is an InspirEd creation based on author’s research.)
- Have the student(s) share their diary entries and discuss.



LEAH'S DIARY

October 24, 1940

Dear Diary,

This summer for my birthday my parents gave me this diary. I didn't write in it right away, but now our lives are about to change greatly. I've decided to write about it, because it may help me feel better about everything.

Let me begin with the background of my life. My name is Leah Levine and I am twelve. I live with my parents, David and Irena, and three brothers. Sam and Eli are both older than me, and Jacob is only three. As of today I can say we have always lived in our beautiful house here in Warsaw. My father owned a furniture store and was able to buy many nice things. Now his store is smashed and closed, and tomorrow we must leave our home.

Things will surely get worse, but they have been bad already. The sadness began when the Germans took over Poland last year and started the war. First we had to paint a large, yellow Jewish star outside our door and wear yellow stars on our clothing whenever we left home. A few months later my brothers and I had to leave school. I love school and am a good student, so this has been very hard. Mama works with us at home, but it is not the same. Jews are now forbidden from doing business, riding trains, and almost everything else.

Finally, yesterday we were called into the street by a loudspeaker, and a German soldier in a truck yelled that we must all leave our homes and report to the Warsaw Ghetto in two days. We have been packing all day, but it is difficult. We do not know what we will need or how long we'll be away. Mama cannot stop crying. I cannot imagine what our new home holds in store for us, but I am very afraid.

Leah

October 26, 1940

Dear Diary,

I could not write yesterday as we were moving into the ghetto. It is in the poor South Side of Warsaw and not as large as I thought, yet it must fit all the Jews. It is run down, and we no longer have a home of our own. Father arranged to bring our wagon with our supplies and those of nine other families from our neighborhood.

When we entered the ghetto, we found it to be very crowded, even though it only opened a short time ago. We did not know where to go, but someone told us of an empty house, so all ten families are now living together. We blocked off a room for each family and moved everything from the kitchen out into the yard so people could sleep there, too. Now my whole family lives in one small bedroom. There is little space for us to lie down. Mama is still crying a lot, and other women are also. I am still afraid.

Leah

November 1, 1940

Dear Diary,

We have now been in the ghetto for over a week, and more people come every day. Conditions here are poor at best, but we are all trying to make our lives as normal as possible. Everyone works together. Mama is still helping us with our studies and is now helping sixteen other children as well. Mrs. Shapiro takes care of Jacob and several other young children while we are having class. Such cooperation is going on all through the ghetto.

Women cook the meals over fires in the yard because all available indoor space is being used, and the crowding grows worse every day. There was no room when we arrived, but there seems no end to the numbers of people the Germans send here. Already we have added two new families to our house. What were once the living room and master bedroom of this small place are now each home to two families. It is difficult, but somehow we are making do. Leah

November 16, 1940

Dear Diary,

Yesterday they sealed off the ghetto from the other streets of Warsaw with barbed wire and guards. Today they have crews all around working to build a wall. We have heard that the new wall will be $3\frac{1}{2}$ meters tall. Until yesterday we did not leave the ghetto, because we feared the many gangs roaming the streets attacking Jews. Now we cannot leave because we are fenced in like cattle. More people are dying every day from the conditions here. It is hard to know for sure because there are so many of us, but we have heard that over 400 have died.

Still, more people come. I heard that 30% of the people of Warsaw now live in less than 3% of the city! The Jews from the countryside and small towns are now being sent here as well. Every family in our house now shares a room with another, except the Rosenbergs, who live in the tiny kitchen. We have all put the few pieces of furniture we had outside. Now the yards are crowded. Leah

November 23, 1940

Dear Diary,

Already, we have used up most of the food we brought from home. The Germans send in rations but it is not enough. They say Jews can live on fewer than 200 calories a day, but we hear that rations for Germans outside are 2,000 per day. My family is somewhat more fortunate, because we had a little money when we came here. Papa has been able to bribe the guards to give us small "extras." One time it was a bag of potatoes; another, a sack of flour, yet this is not enough. Death is now very much a part of life. It is hard, and no one knows what will happen next. We are all terrified! Leah

December 13, 1940

Dear Diary,

One of the children Mama teaches died today. His name was Elliot Mosher, and he was a year or so older than me. His parents could do nothing more than take his body to the funeral cart that comes each day between 4 and 5 am. I have seen the cart only one time. All of the bodies are naked. Father says this is because the families need the clothing to wear or trade for other needed items.

At this point what we need the most is food. We are hungry all the time, and as I've said, we are far better off than most other families. We were once quite well off and had food to bring with us. Most people come with nothing. I wonder if this terror will ever end.

Leah

January 31, 1941

Dear Diary,

The first month of the New Year ended with a death toll in the ghetto of nearly 900. Word has reached us that ghettos are now everywhere with tens of thousands in each. Ours is rumored to be the largest. I think that now we have more than 400,000 living in the space of only a few square kilometers. People sleep outside and anywhere they can find space. Many do not sleep at all.

The cafés that were still open when we came have all closed now, and the newspaper that was being published by some of the men has stopped. The space is needed, and they could not get supplies. Newspapers from the outside are forbidden us, so it is very hard to learn what is happening in the war.

Leah

April 18, 1941

Dear Diary,

We thought we were suffering before, but now things have grown far worse. The filthy conditions in which we live have caused an epidemic of typhoid fever. Thousands have died, and yesterday my beloved baby brother was among them. Papa brought his tiny, frail, naked body to the cart this morning. I cannot bear the grief!

Leah with the Broken Heart

May 1, 1941

Dear Diary,

I heard today that more than 6,000 people died here in April from typhoid or starvation. That number is staggering, and hundreds more continue to die daily. Mama does not teach anymore. She can hardly move because of her grief at the loss of Jacob. Now we all simply wait until it is our turn to die. Perhaps death will come soon and I will no longer be hungry.

Leah

July 12, 1941

Dear Diary,

A very strange thing happened today. A group of German soldiers and businessmen came into the ghetto and looked all around. They did not speak to anyone or take anyone out with them. They only looked and did some measuring. Everyone is talking about this and wondering what it means.

Some men have been taken from the ghetto in the last few weeks for labor crews. We wonder if the Germans who came today could have something to do with that. I believe it cannot be good. Leah

August 3, 1941

Dear Diary,

Today I "celebrated" my 13th birthday. It was much like any other day, except Papa was able to trade Jacob's shoes for a tiny bit of sugar and flour. Mama made me a very small bread with sugar sprinkled on top. While I am grateful for all the trouble Mama and Papa went to, it was a sad birthday. Leah

September 5, 1941

Dear Diary,

Today the Germans opened a factory of sorts in the ghetto, and all the men must work there. Papa and my brothers reported to work at 4 am. That is all we know as of this moment. Now I must go and help the women with the soup. One time a week the families we live with put our rations together and mix as much water as we can get to make our food last longer. The soup has no flavor, but it is all we have. We are all so thin you can see our bones. Leah

October 18, 1941

Dear Diary,

Papa and the boys are so tired when they come back from work, they can hardly eat. The Germans have them making cloth for uniforms for 16 to 17 hours a day. They have grown so thin, we fear they will die, so Mama and I have begun working to smuggle food into the ghetto.

The smuggling has been going on since the beginning, but is more common now. More than 80% of the food we get is brought in through buildings connected with ones on the outside or through underground canals, mostly by women and children. We all know that if we are caught, we will be shot since people are caught every day, yet we must try or we will die anyway. Leah

July 15, 1942

Dear Diary

I think it is finally over. Eli and I are leaving the ghetto today. I believe we are being sent to a death camp. With everyone else gone, it is a relief. Leah

Shhhh!



Springboard:

Students should read “Anne Frank” and answer the questions.
(Answers may vary, but her story is similar in that she was subject to all of the anti-Jewish laws and was sent to and died in a concentration camp. It differs in that she was able to live in hiding for two years and her story is well-known.)

Objective: The student will be able to explain how some people helped save the lives of Jews and others before and during the Holocaust.

Materials: Anne Frank (Springboard handout)
How Did They Help? (handout)
Rescuer Relationships (handout)

Terms to know: **occupation** - armed invasion, conquest, and control of another land
concentration camp - a prison in which people are held, mistreated, and killed
Holocaust - Jewish genocide of World War II

Procedure:

- During discussion of the Springboard, have the student(s) suggest other ways that people may have helped the Jews like Mr. Frank’s friends did -- although it is possible one or more may have betrayed them. *(Answers may vary: they helped them escape, hid them, arranged for false papers, etc.)* Explain that this lesson looks at some of the ways people helped and some of the more well-known individuals who did so.
- Review directions for the “How Did They Help?” and “Rescuer Relationships” pages. The student(s) should then work individually, in pairs, or small groups to briefly research the rescuers and find relationships among them. (**NOTE:** This is a VERY incomplete list since many other people were involved in helping save the lives of at least tens of thousands of Jews. Those on the list are either famous, award-winning, subjects of books or films, and/or they saved substantial numbers of lives.)
- Have the student(s) share their answers and discuss. *(Answers may vary; groupings may be based on nationality, group affiliations, the type of help provided, recognition received, books or stories of their work, etc. The specifics in this lesson are less important than an understanding that there WERE those who helped in Europe and countries around the world. To assist you in leading the discussion, a fairly comprehensive list of rescuers with brief descriptions and links explaining their roles can be found @:* en.allexperts.com/e/l/li/list_of_people_who_assisted_jews_during_the_holocaust.htm *or a subject search for “Holocaust rescuers” nets results.)*



Anne Frank



Anneleis Marie Frank was a German-Jewish girl born in Frankfurt in 1929. After Hitler came to power in 1933, her family moved to Amsterdam in the Netherlands, which had a long history of accepting Jews. When the war began, the Netherlands maintained an open-door policy for those fleeing from Germany until 1940 and the German occupation.

Once in the Netherlands, the Germans enacted many of the same anti-Jewish laws as in Germany. Jews had to wear stars to identify themselves and were forced from their jobs, schools, and homes. Within a year the Germans began rounding them up, forcing them into ghettos and concentration camps.

The Frank family was trapped, unable to leave and with nowhere to go. In July of 1942, Anne's family went into hiding in her father Otto Frank's office building. As a ruse Anne's father left their apartment in disarray and left a note for a friend saying the family had fled to Switzerland. The hidden area in which the family stayed had two small rooms with a bathroom on one level and a larger room from which they could access the attic upstairs. The entrance to the secret apartment was disguised with a bookcase, and only five people, former employees of Mr. Frank, knew they were there and helped them by bringing needed supplies. Anne passed much of her time in hiding writing in a diary she received for her thirteenth birthday.

After two years in hiding, however, someone betrayed the family. All were arrested and sent to Auschwitz, a large concentration camp in Poland. A month later Anne was moved to another camp, where she died of typhoid fever. After the war her father, who survived, was given her diary by a friend who had been in the camp with her. He had it published, and The Diary of a Young Girl has since been translated into several languages, performed as a play, and made into a movie.

In what ways do you think Anne Frank's story is similar to that of other European Jews? _____

In what ways do you think her story is different? _____

How Did They Help?



DIRECTIONS: Briefly research each person to learn how they helped Jews who were subject to Nazi abuse and the Holocaust. Use what you learn to complete the “Rescuer Relationships” page.

Per Anger

Folke Bernadotte

Corrie ten Boom

Archbishop Damaskinos

Luis Martins de Souza Dantas

Albert Goering

Miep Gies

Paul Grueninger

Carl Lutz

Jan Karski

Hugh O'Flaherty

Traian Popovici

Oscar Schindler

Irena Sendlerowa

Henryk Slawik

Arisides de Sousa

Chiune Sugihara

Zofia Kossak-Szczucka

Marie and Major Emile Taquet

Raoul Wallenberg



Rescuer Relationships

DIRECTIONS: Study the information about the various rescuers you researched to identify relationships among them. List the groups and explain what they had in common in the space provided. **NOTE:** Rescuers may fit more than one category.

GROUP 1:



COMMON CHARACTERISTIC(s)

GROUP 2:



COMMON CHARACTERISTIC(s)

GROUP 3:



COMMON CHARACTERISTIC(s)

GROUP 4:



COMMON CHARACTERISTIC(s)

Silent Witness



Springboard:

Students should read “Kristallnacht” and answer the questions.
(Answers may vary but should spark discussion.)

Objective: The student will be able to explain why most people did nothing to stop the Holocaust.

Materials: Kristallnacht (Springboard handout)
Why Didn't They Help? (handout)

Terms to know: **SS** - elite group of Nazi officers who oversaw the Holocaust
refugee - someone who leaves to escape danger

Procedure:

- After discussing the Springboard, explain that this lesson examines how and why so many people stood by and did nothing during the Holocaust.
- Refer to the “Why Didn't They Help?” page and have the student(s) read and respond to each scenario individually or in groups.
- Have them share their responses and discuss the following questions (Answers may vary and should be justified.):
 - ? Why do you think people in these scenarios didn't do anything at the time or after they witnessed these events? (Possibilities include fear of being imprisoned or killed, helplessness, anti-Semitism, obliviousness, indifference, feelings of “it's all bigger than me,” etc.)
 - ? What are some things you think COULD have been done in these situations? (Hide people, write letter to publicize, etc.)
 - ? Can you think of other situations in history, in the world today, or in your own life when silent witnesses have stood by while people suffer? (The Sudan and Rwanda are examples, and students may also have personal stories of witnessing bullying, fights, etc.)
 - ? Do you think we can excuse individuals who stand by as silent witnesses to these kinds of events? (This should prompt discussion.)
 - ? Do you think we can excuse nations that stand by as silent witnesses to these kinds of events? (This should prompt discussion.)
 - ? Does the world have a responsibility to take action when people are mistreated, tortured, killed, or persecuted? Why or why not? (This should prompt discussion.)
- **EXTENSION:** The final scenario in “Why Didn't They Help?” is based on events surrounding the S.S. *St. Louis* carrying over 900 Jewish refugees across the Atlantic in 1938. Have the student(s) further research of the situation and write a letter to an immigration official or other government official explaining their views.



KRISTALLNACHT

On the night of November 9, 1938, a widespread pogrom was launched throughout Germany and Austria. Jewish-owned businesses, homes and synagogues were viciously attacked and destroyed. Police and other authorities stood by and watched as rioters wrecked Jewish property, targeting the sacred Torahs in particular. Over 7,500 buildings were destroyed and at least 91 people were killed in the violence. These events became known as “Kristallnacht” or the “Night of Broken Glass.”



The events unfolded after a Jewish teenager named Herschel Grynszpan shot and killed a German official in Paris, France. Grynszpan had just received word that his family back in Germany had been sent away to Poland and were desperate for help. He bought a pistol, went to the German Embassy, and was taken to see Ernst von Rath, whom he shot several times in the stomach. He made no attempt to escape the police and carried with him in his pocket a message to his family that read “May God forgive me ... I must protest so that the whole world hears my protest, and that I will do.”

When Hitler and his advisors heard of the shooting and death of von Rath, an urgent telegram was sent to the police and other local authorities that “demonstrations” would be planned but foreign and non-Jewish-owned property and businesses should be protected. The message was clear; the police were not to interfere as long as the violence targeted only Jews.

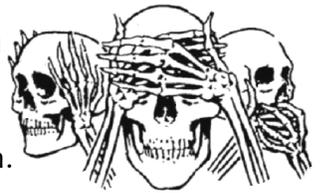
The Nazis portrayed the riots as spontaneous and unplanned; however they were carried out by the SS and local Nazi Party groups. In addition to the destruction and killing, over 30,000 “young and able bodied” Jewish men were arrested and sent to concentration camps. Of those, several hundred died shortly after arrival. The rest were only released after agreeing to leave Germany and transfer their property to non-Jews. The events of Kristallnacht signaled a frightening turning point; anti-Jewish discrimination turned into open brutality and killing.

Why do you think Herschel Grynszpan’s actions triggered Kristallnacht?

If you had witnessed these events, what do you think you would have done? Why?

Some point to Kristallnacht as the “official” beginning of the Holocaust. Do you agree? Why or why not?

Why Didn't They Help?



DIRECTIONS: Read the scenarios and answer the title question for each.

1. A young girl goes to school with a number of kids wearing Jewish stars. One day her teacher announces that those students are not allowed to come to school anymore. On the walk home, the girl cheerfully says goodbye to a group of these former classmates as they part ways along the road.
2. A family living in the countryside sees their Jewish neighbors being rounded up and led away by soldiers. When asked by another neighbor what is going on, they tell him cheerfully answers the Jews are being resettled where it is safer for them.
3. While shopping in town, a woman passes by the train station. She sees four SS soldiers rummaging through a huge pile of luggage and putting valuable items such as jewelry into a large sack. An hour earlier, she had seen a train full of Jews pulling away from the station.
4. A man is hunting in the forest. He hears noise a few hundred yards away. Thinking it may be an animal, he quietly nears the area. When he gets closer he sees two soldiers lining up a group of ten or so people. Shocked, the man watches as all are shot dead before his eyes.
5. A Nazi guard in the Warsaw ghetto has been taking bribes for months smuggling in food for Jews. One day he and a fellow guard are approached by one of the families to whom they had been smuggling food. When the father asks the guard to please lower his prices a bit, the other guard shoots him, his wife, and three children on the spot.
6. A Soviet official hears reports of people being rounded up, tortured, and even killed in Germany. After conferring with his advisors he decides not to intervene at this time.
7. An American immigration official receives word that a ship containing hundreds of Jews escaping Nazi Germany wants to dock in Cuba while its passengers await the papers to enter. Cuban officials demand huge bribes to allow them to land and eventually turn them away, forcing the ship to return to Europe.



Move 'Em Out

Springboard:

Students should read “The Final Solution” and answer the question.

(Answers may vary and should be well-explained.)

Objective: The student will be able to explain what “The Final Solution” was and the importance of trains to the operation.

Materials: The Final Solution (Springboard handout)
The Transport (2-page teacher reading)
Post Cards from the Train (handout)

Terms to know: **Aryans** - non-Jewish, Northern European Caucasians considered the “master race” by Hitler and the Nazis

Procedure:

- After discussion of the Springboard, explain that the remainder of this lesson specifically examines the transports involved in bringing Jews to the death camps. (The camps themselves will be addressed in subsequent lessons.)
- Explain to the student(s) that in this lesson they will listen to a guided visualization to get some idea of what it felt like to be on a transport. Have them close their eyes and instruct them to listen very carefully, trying to see and “feel” the sensations described. (**NOTE:** Be sure to take time beforehand to practice the reading to make it sound as real as possible.)
- When you’ve finished reading, have the student(s) open their eyes and allow time for them to respond to what they heard. Lead a brief discussion asking:
 - ? Where do you think the story likely began? *(Answers may vary, but this allows for some historical thinking. It was probably not Germany, Poland, or other countries that fell early to the Nazis, since most Jews there were in ghettos. It could be Belgium, France, southeastern Europe, etc.)*
 - ? What do you think people thought about during the three days on the train? *(Answers will vary.)*
 - ? Where do you think the people arrived at the end? *(Answers may vary and most should suspect it’s a death camp.)*
- After the discussion, refer student(s) to “Post Cards from the Train” and explain that there are stories of people who threw post cards or scraps of paper addressed to loved ones in hopes that someone might pick them up and mail them. Post cards were also sent from camps or transports from one camp to another, since it was very common for prisoners to be moved from place to place. There are even stories about cards that were miraculously received! Have the student(s) work individually to write two post cards they might have sent had the guided visualization been real.
- Have them share their cards as desired.

The Transport

It is night and you are asleep in your bed when you hear knocking, then banging on the door. Then shouting: "Open the door!" You crawl from under the blankets and walk to the window. When you look down, you see Nazis in uniforms, dozens of them in the street carrying torches and guns. You hear the front door open. There are voices and soon your mother calls your name. "Come downstairs. We are taking a trip," she calls. You are afraid, but you quickly pull on clothes, grab your coat with the yellow star on it, and do as you are told.

There are two armed men in your house, and your family is rushing around, dressing and putting on shoes and their coats, also with gold stars. There is confusion, but you come to understand that your family is being relocated. The soldiers lead you out into the street to a group of people being assembled. You wait, quietly, as more people are gathered. It is cold and your teeth are chattering. After a short time the men order everyone to walk, and everyone does.

You know you are heading in the direction of the train station, but what does that mean? Where are they taking you? No one speaks. All you hear is the many shuffling footsteps of people walking and the clicking of the Nazi soldiers' boots on the concrete in the otherwise dark silence.

When you arrive at the train station, there are many more people milling around. You see some friends from when you used to go to school. You want to say, "Hello," but you are afraid to leave your family. It is quiet, but after a time, nothing is happening and people begin to talk, very softly. You hear the same question whispered again and again. "Where are they taking us?" No one knows, but a short time later someone says they heard everyone was being taken to a labor camp. The rumor grows, and details are added. The men will be working, they will be fed, and they can bring food to their families!

Slowly, in the cold, dark night a feeling of optimism begins to grow. Life has been so hard for the past year or so. Your father could not work, and food has been scarce. The men may have to help the Germans with the war effort, but that would be a small price to pay to have regular meals. It is cold, and everyone sees their breath, but the glimmer of hope causes spirits to rise.

Your mother gently takes your hand and places something in it – a post card? When you look into her face, she is smiling. She hands you a pencil and says, "Write a post card. It is what people do when they go on trips. Write to your Uncle Sid and Aunt Ethel and your cousins. Maybe they will receive it." So you write.

After a while another group approaches with soldiers and then more arrive with dogs, huge German shepherds. They are growling and barking and soon the soldiers are yelling, "Get into the train cars," "Move!" "Faster, get up there!" It is chaos, but somehow you manage to stay with your family and climb into a huge, wooden boxcar. It is very crowded; people are standing right up against each other. Then a guard jumps up and yells at everyone. "Move back! We have to get more people in this car! Move!" People are pressed together and pressing harder. You feel like you cannot breathe! And then the door slams shut.

For an hour, two hours maybe you stand in the overstuffed car... waiting, but nothing happens. It is hard to breathe. There is some talk, but most people are quiet, thinking, afraid. It's almost dawn and you have had so little sleep. You're so tired; you can feel your head nodding and then it drops onto your mother's shoulder. It seems that just as you doze off, the train begins to move.

Then you hear, “Pssst.” It is your mother. She whispers, “Do you still have your post card?” You reach up and give it to her. She taps others and has them pass it to the outside of the crowd, and the last man reaches up and slips it through a crack between the boards. Your mother explains that, “Some families had received such cards from their relatives.” She hopes yours will reach the family.

Time passes and you’d like to sit down, but can hardly move. There is no space, and so you allow your weight to lean on those around you, as they, also, lean on you. You doze a little and realize upon waking that the sun is shining brightly through the slats in the boards. The car is much warmer now and you are very thirsty. Small children are crying for food and water, but the mothers can hardly feed their infants in the crush of people. You hear parents all around consoling their young ones. “We will eat very soon now.” All you can feel is thirst, along with a growing nausea. There is a terrible smell! What is it?!

And then you realize, “There are no facilities on the train. Of course not, it’s a cattle car.” You understand why the smell is bad, and you know it will get much worse. It’s disgusting! There is waste all over the floor, but it is not people’s fault. What can they do? You know you will do the same if the train does not stop... and the train does not stop.

After a long day, the sun goes down, and still the train is moving. In the dark you hear “clack, clack, clack, clack.” Every so often the sound of the wheels is punctuated by a crying baby, a mother’s soothing whisper. The night is long and your stomach aches from hunger. But the thirst is much worse. Your mouth is so dry, you can’t swallow. You try to remember how long people can live without water. It has been more than 24 hours since you have had anything.

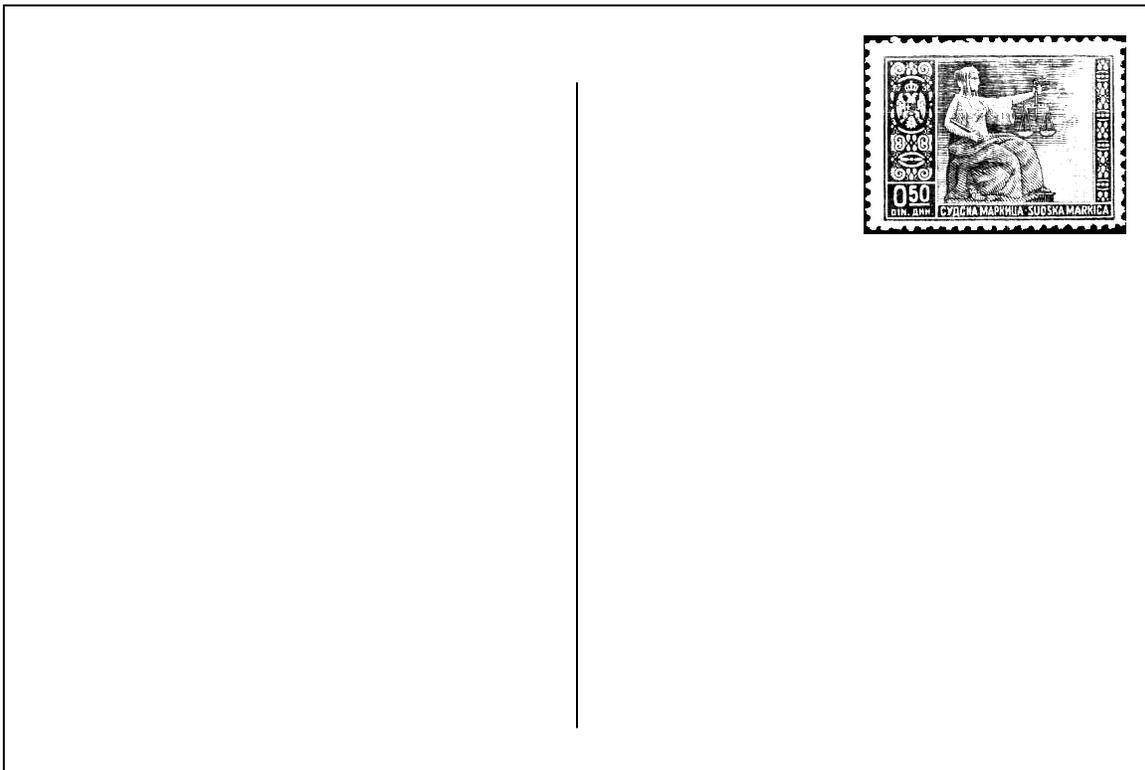
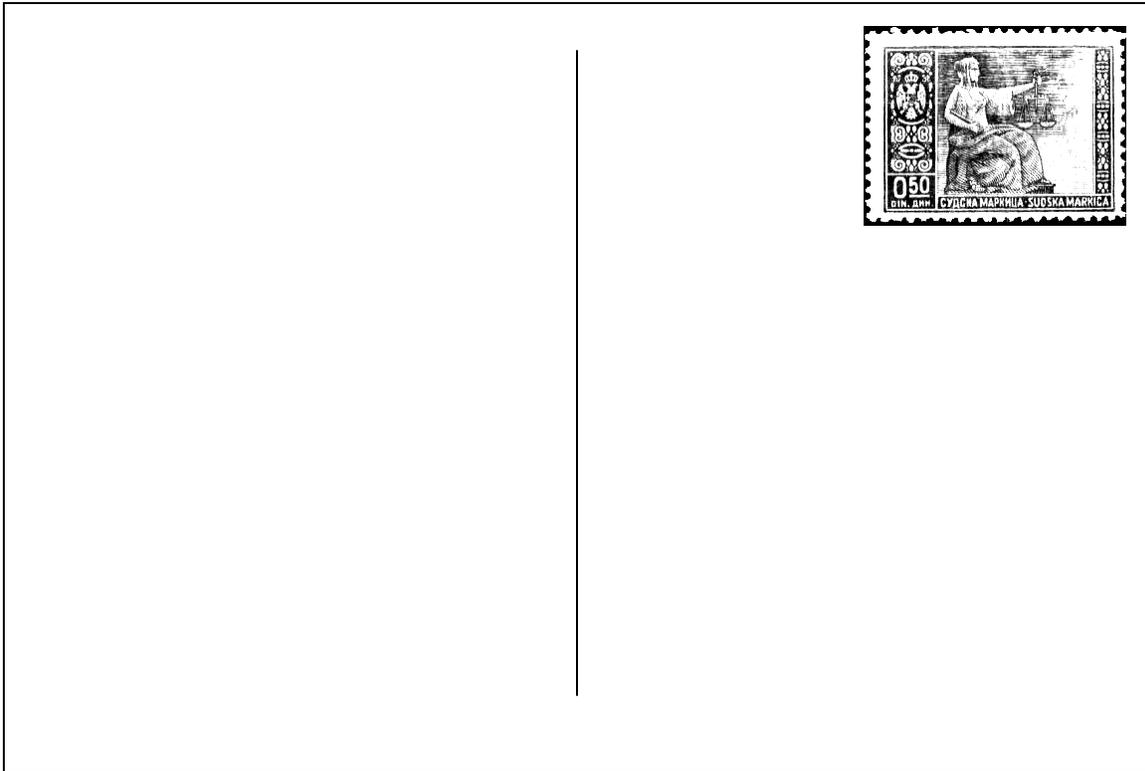
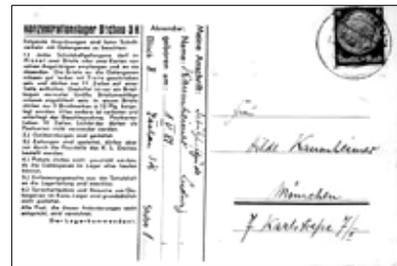
By morning you are feeling sick, and the smell is much worse. Yet the train continues – clack, clack, clack, clack. About midmorning you hear wailing, “My baby! My baby is dead!” As the day goes on, this happens at least three more times while you are awake. “Mama! She was old, but she did not have to die like this!” All you can feel is thirst, and then it is night again. You fall in and out of a fitful sleep, awakening to “clack, clack, clack, clack...”

The next day is even more terrible. No one has eaten in more than two days, and no one has had water. More people are dying, and the smell of death mingles with the already-horrible odor. By now there is a little more space, not much, but you don’t want to sit down. Hours later, you do. Few children are crying now, and there is little talk. Other than occasional wailing over a death, you only hear the train. You feel yourself giving up. How long has it been? You lose track listening to the train: clack, clack, clack, clack.

Finally after three days (you think), the train stops and the door opens. Bright light fills the car, and you squint against it. Guards are yelling; dogs are growling. You try to get up but your legs give out. You feel a hand grab you and then pain as you land hard on the ground. Where are you?

The guards are shouting and cursing. The dogs are pulling at their leashes, snarling. You manage to get up and find your family in the chaos. You are all herded through a tall iron gate with a sign that reads: “Work Sets You Free.”

Post Cards from the Train





Camp Life ... And Death

Springboard:

Students should read “Arrival at Auschwitz” and answer the questions.

(Prisoners were dehumanized by being forced to march naked, being tattooed like livestock, given a dish to eat out of like a dog, separated and killed based on whether they were strong enough to work, etc. The guards dehumanized the prisoners to strip them of all dignity, so they would be less likely to resist. Also it was “easier” to mistreat and kill people they did not view as human.)

Objective: The student will be able to describe conditions of the concentration camps.

Materials: Arrival at Auschwitz (Springboard handout)
Camp Schematic (handout)
Where Are They? (card cut-outs)

Terms to know: **dehumanize** - make a person seem or feel “sub-human”

Procedure:

- After reviewing the Springboard, explain that in this lesson the student(s) will take a closer look at what day-to-day life was like in the concentration camps.
- Distribute a “Camp Schematic” and set of “Where Are They?” cards to each student, pair or group. (**NOTE:** The map is of a fictional camp, including elements of Auschwitz, Treblinka, and Plazow. Each camp was laid out differently, and each had its own purposes. This point is explored further in subsequent lessons.)
- Have the student(s) read the cards, study the map, and determine where they think each event took place, and who they think said it (*prisoner, guard, etc.*). They should write their ideas on the back of the cards, and place each on the map, adding their own quotes on the three blank cards and placing them on the map as well.
- Have the student(s) share their ideas and discuss. (*Answers may vary somewhat but should be well-reasoned.*) During the discussion, have the student(s) summarize the activities that went on and the conditions in which the prisoners were forced to live ... and die.

ARRIVAL AT AUSCHWITZ



I remember the smell as we entered the gate which read, “Work Sets You Free.” It’s hard to describe; a combination of smoke and burning rubber. I just know I have never smelled anything else like it. I saw skinny people in striped pajama-like uniforms behind a fence. But they did not look like people; they looked like hollow shells of people.

Everywhere I saw towers, barbed wire and huge buildings. In the distance I saw what looked like a factory with smoke coming out of the chimney. After everyone was unloaded from the train, we were separated; men in one group and women and children in another. I saw people hugging, roughly pulled apart by guards. I soon found myself in a line in front of one dressed in an elegant uniform and carrying a whip. As each person walked up to him, he pointed with his whip either to the left or right. Whichever way he pointed, other guards pushed the person in that direction. It didn’t take long to notice that young healthy men like me all were sent to the left, while most of the women with small children, old men, and the sickly all went right. I also saw that children were taken to a line drawn on a wall. If they were taller than the line, they were directed to my group; if not they were sent the other way. Anyone who questioned the guards or argued was beaten or shot on the spot.

We had to undress and give them everything, even our shoes. We were herded through a very cold shower and tattooed with a number. Then we were marched, shivering, and naked to the barracks. There we were handed our striped uniforms and a metal dish. However, it would be many hours before any food was put in it.

I learned later that those sent to the right were killed in the gas chambers, but were told they too would shower. Instead, once they were inside the “shower,” the doors were locked and guards threw poison pellets in through holes in the roof to kill them all. Then the bodies were burned in the krema. We always knew when the krema were going; they produced a fine dust almost like snow falling to the ground.

On my first night in the barracks a kapo, a prisoner put in charge of other prisoners, warned us: “You have arrived at hell on earth. Don’t trust anybody. Look out for yourself. Try to stay alive from one minute to the other one. Don’t volunteer for anything, and don’t get sick, or you will be a goner in no time. Welcome to Auschwitz.”

Adapted from the memoirs of Fred Baron, a Holocaust survivor from Austria

In what ways did the guards dehumanize people arriving at Auschwitz?

Why do you think it was “useful” for the Nazis to dehumanize the prisoners?



Guard Towers



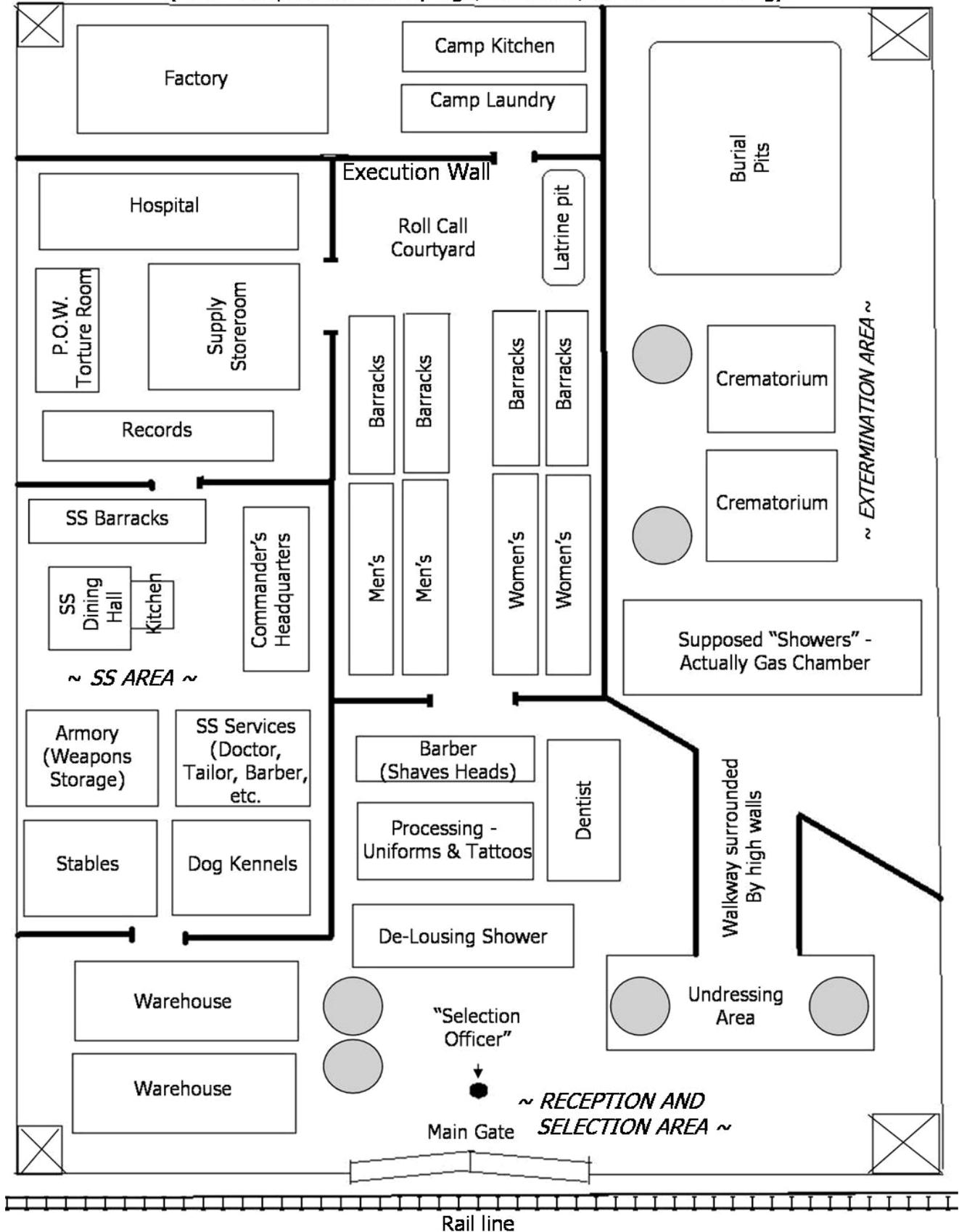
Piles of clothes, shoes, hair, valuables, etc.

Walls



Guarded Gates

(Entire camp surrounded by high, electrified, barbed wire fencing)



Where Are They?

<p>“They pulled my gold tooth without any anesthetic! I thought I would pass out!”</p>	<p>“I have not seen my husband or sons in weeks. I am sick with worry about them!”</p>	<p>“I wish I knew where my suitcase is. It has all our family photos in it.”</p>
<p>“If the branding irons are not hot enough, they make them wait, shivering for hours.”</p>	<p>Look at all of those trees! Even if we could escape, we’d get lost in the forest.”</p>	<p>“Line them up over there. Ready! Aim! Fire!”</p>
<p>“I have at least 50 pounds of hair here. That will make someone a good mattress.”</p>	<p>“I have to go and get some more bullets; I used up the rest of mine on that old man.”</p>	<p>“I just keep seeing their blank stares as I pull them out. Because of this I do not sleep.”</p>
<p>“The commander says to keep the paperwork handy in case we must get rid of it quickly!”</p>	<p>“The smell is making me so sick to my stomach.”</p>	<p>“You! Old woman! Move to the right! Hurry up!”</p>
<p>“It is so cold in here that I can’t sleep at night even though I am exhausted.”</p>	<p>“It’s okay Grandma, we’re just going to get cleaned up in here.”</p>	<p>“Who does all of that belong to? I thought they were resetting us. Where are we?”</p>
<p>“Take your shovel and start digging!”</p>	<p>“Let’s let them skip their morning feeding. They’ll be meaner that way.”</p>	<p>“I’ve worked 12 hours already today. When are we going to get something to eat?”</p>
<p>“My arm hurts so much where they put my number.”</p>	<p>“The food has worms in it! Yet I am so hungry I don’t even care.”</p>	<p>“Why was I sent here? I’m not sick! What are you going to do to me?”</p>
<p>“Bring that Russian soldier to me. I’ll make him talk.”</p>	<p>“You! Get away from there or I’ll shoot.”</p>	<p>“Send in a prisoner to clean this up.”</p>
<p>“All children come here to be measured.”</p>	<p>“Maybe we can do something to the machine to mess it up – then we could rest.”</p>	<p>“This is burning my skin!”</p>
<p>“I have to work harder or they’ll kill me.”</p>	<p>“Check that animal’s leg. He trampled over three of them yesterday.”</p>	<p>“Keep those fires going! We have another load coming in this afternoon.”</p>
<p>“Where is my wife going!? When can I see her again?”</p>	<p>“Don’t cry, it will grow back.”</p>	<p>“They get meat, potatoes, and fresh bread. I was so hungry I almost stole a piece.”</p>

Resist!



Springboard:

Students should complete the “What Can I Do?” brainstorm.
(Answers may vary and should spark discussion. However answers to the last question should reflect the unlikelihood that any action could result in better circumstances. The Jews were vastly outnumbered and overmatched by the Nazis.)

Objective: The student will be able to describe ways Jews resisted during the Holocaust.

Materials: What Can I Do? (Springboard handout)
Resistance! (handout)
Writing of Resistance (handout)

Terms to know: **resistance** - fighting back; not giving in

Procedure:

- After reviewing the Springboard, explain that many Jews and others resisted the Nazis in many ways; some armed, some unarmed; some planned, some spontaneous. In all instances the danger was great, as retaliation and punishment would likely result in immediate death. Go on to explain that in this lesson the student(s) will conduct research to learn more about resistance during the Holocaust.
- The student(s) should work individually, in pairs or small groups to complete the “Resistance!” note taking form using the Internet or other sources.
- Have the student(s) share and compare notes. Then, refer student(s) to “Writing of Resistance” and have them follow the directions to create a poem or song.
- Have the student(s) share their creations and discuss the following questions. *(Answers may vary and should be justified.):*
 - ? What do you think made people risk their lives in order to resist? *(Answers will vary; desperation, protection of loved ones, etc.)*
 - ? Why do you think resistance intensified as the war waged on? *(As time went by, people realized they were probably going to die anyway. Resistance may have seemed like less of a risk and more of a necessity.)*
 - ? Why do you think more Germans like the Scholls didn’t resist? *(They may not have realized what was going on, or may have felt they would have endangered their own lives by speaking out or taking action.)*
 - ? Why do you think people continued to resist, even though it did little good? *(It may have given them some sense of dignity to at least try to fight back and not give in.)*





What Can I Do?

DIRECTIONS: Imagine you are a Jew living in a ghetto or concentration camp during World War II. What could you POSSIBLY do to resist your captors? Brainstorm a list of any action you might take, regardless of the consequences.

<hr/>	<hr/>

Now review your list and answer the questions.

Which of the actions listed do you think would have been MOST dangerous and likely to fail? Explain.

Which of the actions listed do you think could have been effective in stopping the Nazis? Explain.

Do you think any of your ideas would have resulted better circumstances for you or your family? Explain.

RESISTANCE!



DIRECTIONS: Use the Internet or other sources to briefly research each of the following and take short choppy notes.

White Rose Resistance (June 1942 - February 1943) -

The Rosenstrasse Protest (March 1943) -

The Warsaw Ghetto Uprising (April 1943) -

The Treblinka Uprising (August 1943) -

The Bialystock Ghetto Uprising (August 1943) -

The Vilna Ghetto Uprising (September 1943) -

Escape from Sobibor (October 1943) -

Sonderkommando Revolt (October 1944) -

Other forms of resistance: -



RESISTANCE! - SUGGESTIONS FOR ANSWERS

DIRECTIONS: Use the Internet or other sources to briefly research each of the following and take short choppy notes.

White Rose Resistance (June 1942 – February 1943) - *German teenagers Hans and Sophie Scholl were members of the Nazi Youth but became disillusioned after hearing hate-filled speeches at rallies. They produced and distributed “The White Rose” and five other leaflets criticizing Hitler and the Nazis. They and a friend were caught in Feb. 1943, tried for treason, and beheaded.*

The Rosenstrasse Protest (March 1943) - *Approximately 2,000 Jewish men who were married to non-Jewish women were rounded up to be sent to labor camps. They were separated from other prisoners to fool their families into thinking they would not be killed. When the wives realized what was happening, they gathered with their families by the thousands to protest. Rather than risk the bad press, the Nazis released the men.*

The Warsaw Ghetto Uprising (April 1943) - *The ZOB (Jewish Fighter Organization) formed within the ghetto and had weapons smuggled in by Polish resistance fighters. They led a revolt that took the Nazis a month to put down by sending in tanks and machine guns and setting several city blocks on fire. By the end most of the 60,000 residents that were left awaiting deportation to the death camps had been killed.*

The Treblinka Uprising (August 1943) - *Jewish prisoners set part of the camp on fire in response to the huge number of killings that were taking place there. Most of the rebels were killed, but about 150-200 managed to escape. Of these, only 12 survived the harsh conditions without food or shelter.*

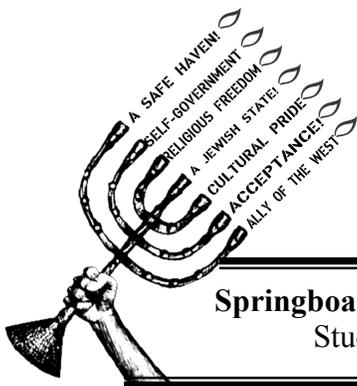
The Bialystock Ghetto Uprising (August 1943) - *Prisoners attacked the German army. The uprising was put down by the end of the day and all involved were killed or captured.*

The Vilna Ghetto Uprising (September 1943) - *Residents were separated into two ghettos within Vilna; the “useful” or skilled Jews and the others who were penned and dehumanized like animals. When the army came to liquidate the ghetto, inhabitants revolted. Some even managed to escape and joined the Soviet partisan forces in the forests.*

Escape from Sobibor (October 1943) - *Considered one of the “successful” uprisings, the 600 Jewish and Russian prisoners attacked and killed several guards. About half managed to escape into the forests, however only 60 eventually survived. Others were killed by mine fields or rounded up in the days after. Heinrich Himmler, the head of the SS, was so embarrassed he closed and leveled the camp.*

Sonderkommando Revolt (October 1944) - *Jewish prisoners who were forced to remove dead bodies from the ovens blew up a krema at Auschwitz*

Other forms of resistance - *People secretly participated in Jewish rituals and studied Jewish texts, printed underground newspapers, wrote hidden accounts, held concerts and plays in the ghettos, cut phone and telegraph lines, destroyed power stations, blocked roads and railway lines, blew up bridges, joined resistance armies fighting against the occupying Germans, sabotaged factories by breaking machines, etc.*



“Next Year in Jerusalem”

Springboard:

Students should read “Zionism” and answer the questions.

Objective: The student will be able to explain how Zionism gave hope to some Holocaust victims before and during the war.

Materials: Zionism (Springboard handout)
History of Zionism (cut-outs or handout)

Terms to know: **emigration** - leaving a country to settle elsewhere

Procedure:

- After reviewing the Springboard, explain that *in this lesson the student(s) will learn more about Zionism and the role it played in Jew’s lives during the Holocaust.*
- **For group instruction** divide the class into six groups, giving each ONE of the “History of Zionism” cut-out cards. The students should study their assigned information and using the cards and their own knowledge, devise a skit presenting that information about Zionism. Then have the groups present their skits in time order.
- **For individualized instruction** have the student write a 2-person skit with six scenes depicting the development of Zionism. Then read the skit with him/her, each playing one of the parts.
- Then lead a discussion of Zionism, including the following questions:
 - ? Why do you think Zionism took hold as it did worldwide? (*Answers may vary: people recognized the Jews’ need for safety, Jews longed for a place of acceptance, etc.*)
 - ? Do you think Zionism served to help save lives during the Holocaust? (*Answers may vary and should be explained.*)
 - ? What problems would the creation of a Jewish state solve for the Jews? (*Answers may vary; see above graphic.*)
 - ? What problems do you predict Zionism would bring about for the Jews? (*The Palestinians did not and still don’t want the state of Israel to exist, and many in the Middle East region agree.*)

ZIONISM

Zionism is a movement of Jewish people to establish and maintain what they view as their homeland. Believing Israel was promised to them and that they were forced from their land, Zionists see Israel as rightfully theirs. They have long hoped to return to the land and establish a safe haven for all Jews.

Zionism began in 1897, long before the Holocaust. Because of the mistreatment Jews had long endured, its founders' goal was to establish a place in the world where

the Jewish people could openly practice their faith and culture without fear for their safety. Before World War II, in fact, a number of Jews had already **emigrated** to what was then the nation of Palestine. Jews came to Palestine to escape Russian pogroms and other instances of anti-Semitism in the early 1900's. There they established farming communities and hoped to one day create their own state.

The Holocaust made the dream of a Jewish state more urgent. Zionists easily argued the need for such a safe haven, though others including the Palestinian people who had lived in the land for almost two thousand years objected. In addition the Ottomans and then the British who controlled the region were also less than enthusiastic about the Zionists plans. Still, the dream of a nation of their own which they could control and where they could be free offered a glimmer of hope to at least some people in the camps and helped them survive.



Zionism could **BEST** be defined as a/an

- A. established Jewish nation in Israel.
- B. movement to bring Jews to safety.
- C. effort to create a safe haven for Jews.
- D. goal of all who endured the Holocaust.

The word "emigrated" **MOST NEARLY** means

- A. moved from where they lived to settle elsewhere.
- B. lived in another country for a long period of time.
- C. embarked on a journey for pleasure or vacation.
- D. re-established a homeland in a faraway place.

Which statement **MOST** agrees with the artist's message in the cartoon?

- A. "Zionism in the camps must be cut off at its roots!"
- B. "Nazi concentration camps were good for Zionism."
- C. "Zionism took root in the Holocaust concentration camps."
- D. "The Zionist movement was born in concentration camps."

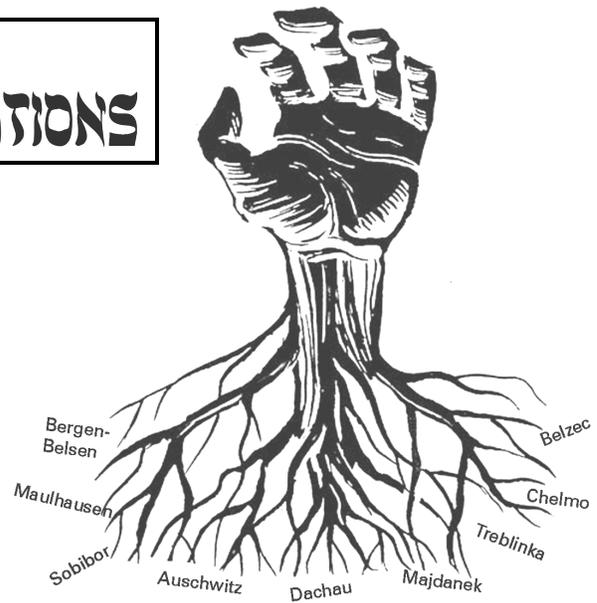
ZIONISM - ANSWERS AND EXPLANATIONS

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- Zionism could **BEST** be defined as a/an
- A. established Jewish nation in Israel.
 - B. movement to bring Jews to safety.
 - C. effort to create a safe haven for Jews. *
 - D. goal of all who endured the Holocaust.

(Choice A and B are related, but C most clearly explains what Zionism it is. D is false since many, not ALL, Jews embraced Zionist goals.)

The word “emigrated” **MOST NEARLY** means

- A. moved from where they lived to settle elsewhere. *
- B. lived in another country for a long period of time.
- C. embarked on a journey for pleasure or vacation.
- D. re-established a homeland in a faraway place.

(Choice A states the definition of the word. See “Terms to know.”)

Which statement **MOST** agrees with the artist’s message in the cartoon?

- A. “Zionism in the camps must be cut off at its roots!”
- B. “Nazi concentration camps were good for Zionism.”
- C. “Zionism took root in the Holocaust concentration camps.” *
- D. “The Zionist movement was born in concentration camps.”

(Since the cartoon is used to illustrate the passage, it likely supports it. Choice C best supports the reading in that Zionism existed before the camps, but it was strengthened, or took root, among the prisoners there.)

HISTORY OF ZIONISM



1150:

Jewish settlements throughout Europe were targets of numerous pogroms by Crusaders and others who blamed them for anything wrong. How they must have longed for a place of safety! Yehuda HaLevi expressed this idea when he wrote of his desire to be able to return to the land he believed was promised to his people: "My heart is in the east, and I in the uttermost west."

1871:

Russian Jews had long suffered under the frequent pogroms there. While many Jews of the time thought their people just needed to work harder to "fit in," one man, Leon Pinsker, believed "Jews would never be the equals of Christians and other non-Jews as long as they did not have a state of their own." Pinsker urged Jewish leaders to consider the possibility.

1897:

Theodore Herzl, believing the Jewish people NEEDED a nation of their own, founded the Zionist Movement. He organized a meeting in Basel, Switzerland, in 1897. Afterward, he wrote of it, "In Basel I founded the Jewish State. If I said this aloud today, I would be answered by universal laughter. Perhaps in five years, and certainly in fifty, everyone will agree."

1917:

During World War I, Chaim Weizmann, a Zionist leader, worked hard to influence Great Britain, which then controlled Palestine, to establish a Jewish state there. The idea received some support and in 1917 the British issued the Balfour Declaration stating: "His Majesty's government views with favour the establishment in Palestine of a national home for the Jewish people."

1930:

From 1919-1923 many Jews emigrated Russia to escape civil war and from 1924-1929 Poland and Hungary to escape growing anti-Semitism there. Meanwhile the Palestinian people were outraged by the growing numbers of Jews in their land. Their leader, Amin al-Husseini spoke out saying, "Those alien invaders, the Zionists, will be massacred to the last man!"

1943:

Though European Jews suffered horribly under Hitler and the Holocaust, there were some in the ghettos and later the camps who held hope of the end of the war and their freedom. These Zionists, though they lost everything including in most cases family, would greet one another amongst the terror they sought to endure, saying "Next year in Jerusalem."



The Grim Statistics

Springboard:

Students should study the “The Holocaust: What and When?” timeline and answer the questions.

Objective: The student will be able to describe the escalation of the Holocaust with the establishment of death and other concentration camps.

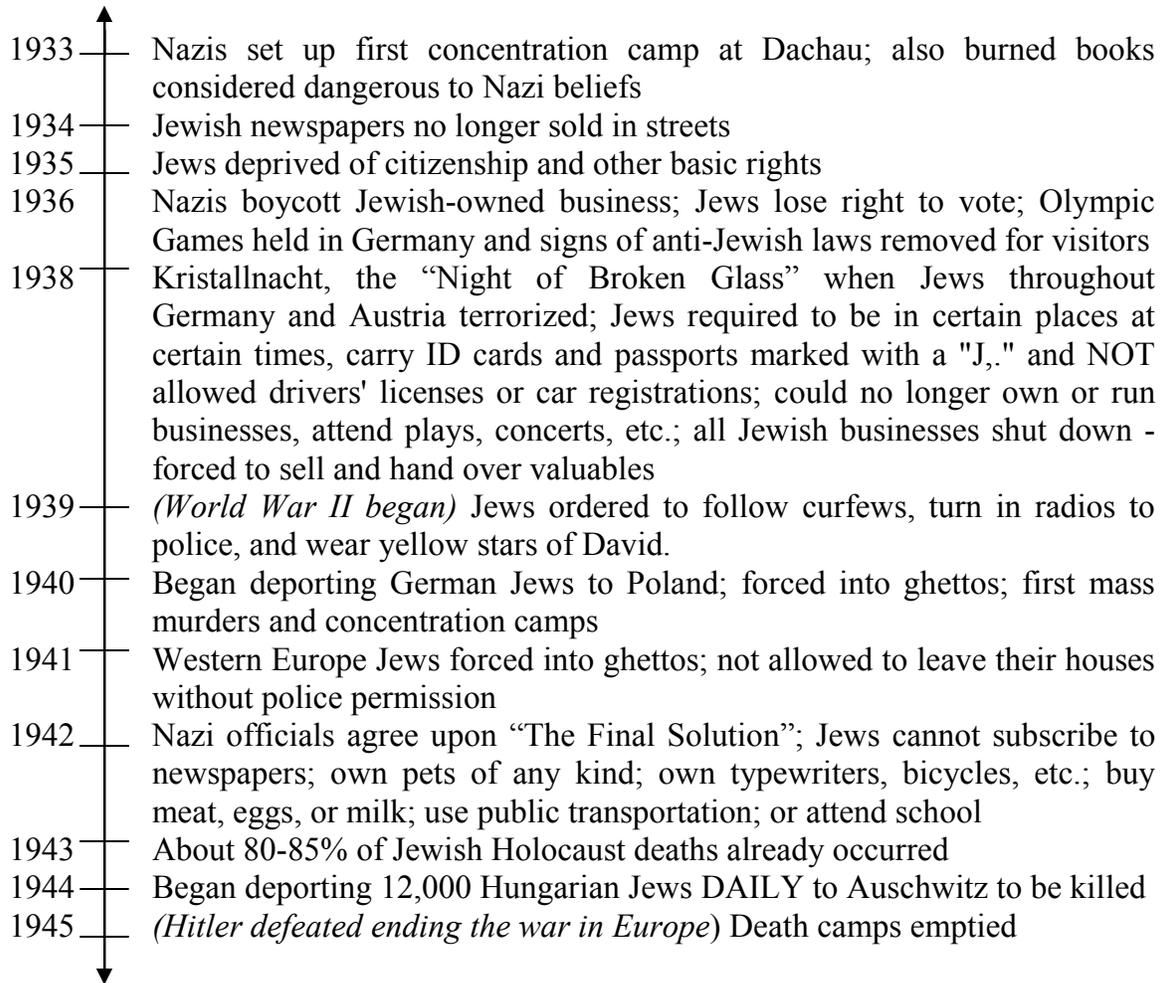
Materials: The Holocaust: What and When? (Springboard handout)
Major Concentration Camps (handout)
Terrible Trends (handout)

Terms to know: **exterminate** - to destroy; kill
liquidate - empty by killing all inside
krema - oven for burning bodies, crematorium

Procedure:

- After reviewing the Springboard, explain that this lesson examines the concentration camps where Jews and others were held prisoner and killed during World War II.
- Direct student(s) to “Major Concentration Camps” and “Terrible Trends.” Depending on ability and maturity level of your student(s) you may wish to review the chart together, or the student(s) can work individually or in pairs to study the information and complete the analysis form.
- Have them share their answer and discuss. (*Answers may vary; the teacher page offers ideas and additional details, which may be added to notes during the discussion.*)
- **EXTENSION:** Assign or have the student(s) chose one of the camps from the list to research further and devise a short presentation about what they learn.

The Holocaust: What and When?



According to the timeline, the Holocaust began in ____ because ____.

- A. 1933 ... the first concentration camp was established that year
- B. 1938 ... Kristallnacht, or "The Night of Broken Glass," occurred
- C. 1940 ... concentration camps and mass murders began that year
- D. 1942 ... in that year the Nazis decided upon "The Final Solution"

The entries "World War II began" and "Hitler Defeated ending the war in Europe" appear different than other entries because

- A. those entries are not events directly involved with the Holocaust.
- B. they were global events and the Holocaust happened in Germany.
- C. the U.S. was involved in the events surrounding those two entries.
- D. those two events marked the beginning and end of the Holocaust.

Which statement is **NOT** supported by information in the timeline?

- A. The Nazis worked to control what people saw, heard, and read.
- B. Hitler and the Nazis blamed the Jews for many of their problems.
- C. There were few deaths of Jews in Eastern Europe after 1943.
- D. Jewish treatment steadily worsened as the Holocaust progressed.

MAJOR CONCENTRATION CAMPS

Camp	Location	Type / Purpose	Dates in Operation	Closure Reason	Approximate # of Deaths	Miscellaneous
Auschwitz-Birkenau	Poland	Extermination	1940 to January 1945	Liberated by Soviet Union	1 million Jews and 1 million gypsies and others mostly by gas chambers; also from shootings, hanging, and starvation	4 krema on site; Eugenic and twin studies took place here; death march of 58,000
Belzec	Poland	Extermination	March 1942 to June 1943	Liquidated by Nazis	550,000 - all Jews from diesel gassing and electrocution	
Bergen-Belsen	Germany	Prisoner of War	April 1943 to April 1945	Liberated by British	Unknown; 10,000 corpses found at liberation; huge typhus outbreak and	Anne Frank was famous prisoner here; 70% of survivors died after liberation from disease
Brimlitz-Plaszow	Poland	Labor / Transit	December 1942 to January 1945	Liberated by Soviet Union	80,000 from disease, starvation, beatings	1200 Jews worked for Oskar Schindler at Brinlitz
Buchenwald	Germany	Labor	July 1937 to April 1945	Liberated by Americans	43,000	
Chelmno	Poland	Extermination	1942 to 1943 1944 to 1945	Liquidated by Nazis	150,000-300,000; mainly Jews; many killed in gas vans by carbon monoxide poisoning	Closed for brief period when Jews wiped out; reopened to aid exterminations from elsewhere
Dachau	Germany	Labor	March 1933 to April 1945	Liberated by Americans	28,000 - 35,000	Population mostly Jewish and political prisoners; death march of 7,000
Flossenberg	Germany	Labor	May 1938 to April 1945	Liberated by Americans	73,000	Only 2,000 people found at liberation; death march of 15,000
Gross-Rosen	Poland	Labor	August 1940 to February 1945	Liberated by Soviet Union	80,000 by disease, shooting, hanging, starvation	Death march of 40,000
Janowska	Ukraine	Labor and extermination	1941 to November 1943	Liquidated by Nazis	Unknown - at least tens of thousands from shootings in nearby ravine	Known for cruel guards - would play music on march to shooting
Mauthausen	Austria	Labor	August 1938 to May 1945	Liberated by Americans	At least 111,000 by ice showers to cause hypothermia, injections, dog attacks,	Population mostly Jews and mentally ill
Majdanek (or Lublin)	Poland	Extermination	July 1941 to 1944	Liberated by Soviet Union	50,000; unknown how but 5 krema active daily for a time	Population largely children and under age 26
Ravensbruck	Germany	Labor	May 1939 to April 1945	Liberated by Soviet Union	90,000 from starvation, shootings, strangulation, beatings	Women's camp; death march of 20,000
Sobibor	Poland	Extermination	1942 to October 1943	Closed by Nazis after revolt	250,000 from gas, knifings	100,000 killed in t first two months after opening
Terezin	Czechoslovakia	Transit	November 1941 to May 1945	Liberated by Soviet Union	33,000 from overcrowding; disease, starvation	Most prisoners sent to Auschwitz
Treblinka	Poland	Extermination	July 1942 to November 1943	Liquidated by Nazis	750,000 from gas	Population included mostly Jews and gypsies

Terrible Trends

DIRECTIONS: Identify and explain possible reasons for five trends you find that occurred repeatedly.

1. _____

2. _____

3. _____

4. _____

5. _____

Explain what you think:

Why were there different types of camps?

Why were the camps opened over a period of time rather than all at once?

Why did the Nazis liquidate camps?

Why aren't the exact numbers of deaths known?

What were the death marches?

Terrible Trends - Teacher Information

DIRECTIONS: Identify and explain possible reasons for five trends you find that occurred repeatedly. (*Answers may vary, but actual details are provided.*)

- *All the death camps were in Poland due to the fact that the largest concentration of European Jews was in this region. Also, the Nazis didn't want their fellow Germans to see these horrible places.*
- *A great deal of effort, manpower, money, and organization was necessary to run these camps, but extermination was a major goal of Hitler and his supporters. They wanted to win the war of course, but they also wanted to rid Europe of those they hated and blamed for their problems.*
- *The Nazis made killing more efficient. Earlier efforts such as shootings and gassings in vans were unable to kill the large numbers desired. At the Wannasee Conference it was agreed that death camps would complete "The Final Solution."*
- *Many camp deaths were not planned executions, due instead to the horrible conditions there. Prisoners never had warm clothing, sufficient food, or medicines. They were worked like animals and since viewed by the Nazis as "easily replaceable," little care was taken to keep them healthy.*
- *Most of the camps were liberated in 1945 by the Soviet Union. Its army was closing in on Germany by late 1944 and early 1945 from the east, where most camps were located. It should also be noted that all the camps in Poland were liberated by the Soviets, who advanced towards Germany from that direction. The Americans or British advanced from the west side, liberating most of the camps in Germany.*

Explain what you think: (*Answers may vary, but actual details are provided.*)

Why were there different types of camps? *The Nazis built labor camps for prisoners to build munitions, planes, and other war goods; POW camps housed captured war prisoners; transit camps processed people to be sent elsewhere to die; and death camps were built to expedite the process of extermination.*

Why were the camps opened over a period of time rather than all at once? *The Nazi leadership realized that implementing the Final Solution would take time. The high-tech death camps were huge (as evidenced by the number of people there), and it took time to build and staff them.*

Why did the Nazis liquidate camps? *The liquidations took place towards the end of the war. The Nazis closed down the camps as the Allies advanced on them. In many instances prisoners were killed rather than being moved.*

Why aren't the exact numbers of deaths known? *Actually, the Nazis kept bizarrely scrupulous records, but many were destroyed as camps were liquidated to keep the world from finding out all they had done.*

What were the death marches? *As the Allies approached, Nazis liquidated the camps. If they couldn't kill everyone, remaining, able-bodied prisoners were brought with them. The original plan was to move these to Germany's interior to keep them working, making arms for the war effort. Also, they didn't want to leave witnesses behind to tell their stories. Prisoners were marched on foot or crammed into rail cars. Many died along the way from illness, starvation, or they were shot. Prisoners left behind were in many cases simply too weak or sick to move.*



Free At Last...

Springboard:

Students should study the “Liberation” timeline and answer the questions.

(1. Most prisoners were evacuated on death marches 2. They wanted to destroy the evidence of what they had done 3. Answers may vary.)

Objective: The student will be able to explain key events that took place after the Holocaust ended.

Materials: Liberation (Springboard handout)
Rotation Activities (What We Found; Where Should We Go from Here? A New Nation; The Nuremberg Trials; Secrecy; Holocaust Criminals...)

Terms to know: **emaciated** - extremely thin
civilians - those not involved in the military
advocacy - work in support of a cause, idea, or group

Procedure:

- After discussing the Springboard, explain that liberating the camps was just the beginning of a series of events in the aftermath of World War II. Go on to explain that in this lesson the student(s) will examine other events that transpired after the Holocaust ended.
- **For group instruction** these activities could be set up to complete in a rotation of small groups moving from one station to another to each activity. **For individualized instruction** the student should complete all as a packet.
- Have the student(s) share their answers and discuss. (*Suggested answers:*
What We Found - *Pride in being a part of freeing the prisoners, fear, anger, disgust, pity, sadness, shame that nothing was done earlier, vengeance, horror, etc.*
Where Should We Go From Here? - *Answers will vary but factors to consider might be danger, possibility of finding friends and family, money, ability to get paperwork, being with others like you, etc.*
A New Nation - *The British actions made them look bad, likely leading to them backing down regarding Jewish immigration to Palestine. By leaving behind weapons, they armed the Palestinian enemies of the Jews, setting the scene for war and violence that continues still.*
The Nuremberg Trials - *Fritzche was found not guilty since he had no power or control over the situation; Funk was guilty of all three counts and sentenced to life in prison. The only thing that saved his life was not being directly involved in any crimes; Kaltenbrunner was found guilty of counts II and III and sentenced to death.*
Swiss Secrecy - *Claimants would have trouble proving their case without records, most of which were destroyed or lost during the war. Answers to the second question may vary but should be explained.*
Holocaust Criminals - *Opinions may vary but should be explained.*)

What We Found



"The thing that I think, impressed all of us immediately was the horrible physical condition of most of the inmates ... most of them in very, very bad shape. Some of them actually looked almost like living skeletons ... I would estimate their average weight might have been probably eighty-five, ninety pounds..."

Colonel Edmund M., Officer, U.S. Army

"There were about a dozen bodies in the dirty boxcar, men and women alike. They had gone without food for so long that their dead wrists were broomsticks tipped with claws... Someone broke the silence with a curse and then with a roar the men started for the camp on the double ... the men were plain fighting mad. They went down that road without any regard for cover or concealment. No one was afraid, not after those boxcars."

British officer Peter Coombs

I have never felt able to describe my emotional reaction when I first came face to face with indisputable evidence of Nazi brutality and ruthless disregard of every shred of decency ... I visited every nook and cranny of the camp because I felt it my duty to be in a position from then on to testify first hand about these things in case there ever grew up at home the belief or assumption that the stories of Nazi brutality were just propaganda.



General Dwight D. Eisenhower, Supreme Commander, Allied Forces, Europe



"As we entered the camp, the living skeletons still able to walk crowded around us and, though we wanted to drive farther into the place, the milling, pressing crowd would not let us. It is not an exaggeration to say that almost every inmate was insane with hunger. Just the sight of an American brought cheers, groans, and shrieks. People crowded around to touch an American, to touch the jeep, to kiss our arms -- perhaps just to make sure that it was true. The people who couldn't walk crawled out toward

our jeep. Those who couldn't even crawl propped themselves up on an elbow, and somehow, through all their pain and suffering, revealed through their eyes the gratitude, the joy they felt at the arrival of Americans."

Captain J.D. Pletcher, 71st Division Headquarters, U.S. Army

"We were tumultuously greeted by what I was told were 21,000 men, and what an incredible greeting that was ... I was picked up by arms and legs, thrown into the air, caught, thrown again, caught, thrown, etc., until I had to stop it. I was getting dizzy. How the men found such a surge of strength in their emaciated condition was one of those bodily wonders in which the spirit sometimes overcomes all weaknesses of the flesh. My, but it was a great day!" *Capt. Frederic Keffer, U.S. Army*

Explain the emotions you think these liberators might have felt.



Where Should We Go from Here?

<p>Option One: Go home Former prisoners could return to their homes after liberation, though many chose not to because of the dangers. In Eastern Europe and especially Poland pogroms were launched. The most infamous was in the village of Kielce in 1946 where at least 42 Jews were killed. In addition many areas had been heavily bombed during the war and many homes were destroyed.</p> <p>Pros and Cons of this option:</p>	<p>Option Two: Go to Palestine Many Jews wanted to go to Israel, but doing so was extremely dangerous. The British were blocking access by sea, and an overland journey required traveling through Arab countries where Jews were certainly not welcome. Even if they could manage to enter Palestine, the dangers did not end there. The Jews there were already fighting the Palestinians for control of the region.</p> <p>Pros and Cons of this option:</p>
<p>Option Three: Go to America Some Jews had relatives and friends who had gone to America before or during the war, so many wanted to follow after liberation. However, permission was not easily obtained; visas and other paperwork could take months and the process was very expensive.</p> <p>Pros and Cons of this option:</p>	<p>Option Four: Go to a camp Many former prisoners went to Allied-run displaced person (DP) camps. By mid-1947 over 250,000 were living in DP camps. Overcrowding meant shortages of food rations, clothing, and other supplies. Some even had to wear their concentration camp uniforms! Still, such camps were places to register and find other survivors.</p> <p>Pros and Cons of this option:</p>

What other options can you think of that former prisoners may have had? _____

Had you been in their situation, what do you think you would have done and why? _____



A NEW NATION



A TRAGIC ENDING FOR THE EXODUS

Hamburg, Germany - September 8th, 1947 proved to be a dark day for the once-great British Empire. Yesterday armed British troops forcibly removed some 4,400 starving and sickly Holocaust survivors from the ship they call “*Exodus 1947*.” Since the end of the war, Jews have been trying to escape Europe and return to their “promised land” of Palestine. However, the British government, in response to Palestinian opposition, has tried to stop immigration into the country, although many Jews have managed to enter illegally.

On July 11th the ship left France, but was spotted by British ships that followed it. On the night of July 17th twenty miles outside of Palestinian waters, six British destroyers and two minesweepers fired on the *Exodus*. The refugees fought back with tin cans, screws, potatoes, bottles, boards, and anything else at

hand. The British then opened fire on the ship, killing four and injuring more than 150 others. The “battle” lasted seven hours but in the end, the British took control and organized the Jews to be returned to Europe on three prison ships.

The journey was horrible as refugees were crammed together into the ships’ holds. When they arrived in France, the passengers refused to get off the ships for weeks, suffering more than a month of overcrowding, filth, and scorching summer heat. When British officials threatened to force them off the ship, the survivors began a hunger strike. Despite efforts by foreign governments to end the standoff, nothing was accomplished. Then yesterday the British government took action and forced the refugees from the ship and back to the very land they sought to escape – Germany!

After these events and the press they received, the British backed down and opened Palestine to Jewish settlement. As British soldiers pulled out of the region, they left behind weapons and other supplies, which fell mostly into Palestinian hands. A year later on May 14, 1948, Israeli leaders declared what had been called Palestine, the new Jewish nation of Israel.

Why do you think the British gave in and allowed Jews to immigrate to Israel despite the objections of the Palestinians?

What might be some possible consequences of the British leaving weapons behind?

What problems do you think the new nation of Israel would face, and why?

The Nuremberg Trials

In 1945 a court was convened in Nuremberg, Germany, to prosecute German leaders and others for war crimes during World War II and the Holocaust. The crimes were prosecuted in three categories:

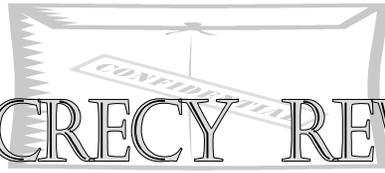
- I. Waging Aggressive War or “Crimes Against Peace” - Such crimes included the planning, preparation, starting, and waging of war in violation of treaties and other agreements.
- II. War Crimes - These were violations of international laws of war: murder, mistreatment of prisoners, forcing people from their homes, use of civilians and prisoners for slave labor; plunder of public or private property; destruction of cities, towns, or villages unrelated to warfare.
- III. Crimes Against Humanity - These charges involved murder, enslavement, and other inhumane actions against civilians; or persecution of people for political, racial, or religious reasons.

What, if any of these crimes should each person be convicted of, and why?

1. Hans Fritzche was a radio announcer who was later named head of the Wireless News Service for Hitler’s government. He held that position at the time anti-Semitic messages were printed and broadcasted.

2. Walther Funk was named an economic advisor to Hitler after the important conferences where war plans were established. He aided in plans to ban Jews from German society and his position gave him the power to seize Jewish belongings for the German government.

3. Ernst Kaltenbrunner issued orders against Jews, prisoners of war, and slave laborers. As he moved up the ranks of the SS, he also commanded several concentration camps and killing units. People under his command killed over four million Jews. He claimed not to have known about “The Final Solution” but was only following orders.



SWISS SECRECY REWARDED?

While banks around the world guarantee a customer's "right to privacy," Swiss banks have a reputation for even greater secrecy than is usual. In fact the laws there are written to ensure secrecy. Swiss banking secrecy became particularly important during World War II. Before and during the war many Jews deposited their money and other valuables in Swiss banks to protect them from being seized by the Nazis. The world approved of what it saw as Switzerland's effort to help Jewish victims and harm the German war effort, but the world did not know the whole truth.

In recent years it has been revealed that the Swiss did not only help the Jews, but helped the Nazis as well. Swiss banks allowed the Nazis to deposit 360 tons of gold and as much as \$20 billion (U.S. \$) in stolen valuables into secret accounts. It seems that by helping Hitler, Switzerland literally bought its freedom from German takeover. While the nation was officially neutral, it was secretly aiding Hitler.

Switzerland is now being held accountable for all of the valuables "stolen" by the Nazis and for the Holocaust victims' valuables. After the war almost none of the money, gold, works of art, jewelry, or other items in Swiss accounts were ever returned to the owners. The Swiss banks kept the Jews' belongings and profited from them. Efforts are finally being made to find the owners or their heirs and return what is rightfully theirs.

What difficulties do you think Jewish Holocaust survivors or their heirs might have in trying claim lost valuables or money the Swiss earned from their sale?

How do you think these people can prove they are the rightful owners of lost property or earnings?

What do you think should happen to valuables or money earned that remains unclaimed because no family members survived?



Never Again?

Springboard:

Students should read “_____” and answer the questions.

(1. Answers will vary; the statements are by the Iranian president Mahmoud Ahmadinejad 2. Like the Nazis, he demonizes the Jews and calls for their elimination; now also denying the Holocaust. 3. Though most disregard such comments, some people actually agree! 4. The cartoon shows the tree labeled anti-Semitism cut down but beginning to show new growth, as evidenced by the comments.)

Objective: The student will be able to explain why the Holocaust is memorialized today.

Materials: “_____” (Springboard handout)
Virtual Museum Tour (2-page handout)

Terms to know: **regime** - a government, often a controlling one
memorialize - to remember and honor
marginalize - to take power away from someone

Procedure:

- After discussing the Springboard, explain that *although there is still serious anti-Semitism in the world, there are millions more people who see the Holocaust as an event that should be memorialized. Go on to explain that there are many memorials and museums around the world dedicated to keeping the memory of these tragic events alive, and this lesson examines some of these.*
- Distribute the “Virtual Museum Tour” handouts and have the student(s) work individually or in pairs to visit at least three online Holocaust exhibits and answer the questions. (**NOTE:** A subject for “Holocaust Museum” will net several, good smaller museum exhibits to “tour,” or three online exhibits can be selected from the United States Holocaust Memorial Museum @ www.ushmm.org/museum/exhibit/online/.)
- Have the student(s) share / compare what they saw, felt, and thought, and learned in their “visits” (*Answers will vary but should be explained and spark discussion.*) Include the following questions in the discussion:
 - ? Why are there are so many Holocaust memorials? (*People want the events and victims of the Holocaust to be remembered.*)
 - ? Would you recommend that people visit these memorials, and why? (*To show respect, to remember what happened, to insure it doesn't happen again, etc.*)
 - ? A famous quote about history states: “Those who cannot learn from history are doomed to repeat it.” Do you think this quote applies to the Holocaust, and why? (*Answers may vary and should be explained.*)
 - ? Do you think another “Holocaust” is possible in the future? Why or why not? (*Answers may vary. Be sure to refer to the Springboard during discussion of this question.*)

“ _____ ”

"Israel must be wiped off the map...The establishment of a Zionist regime was a move by the world oppressor against the Islamic world ..."
(October 26, 2005)

"Some European countries insist on saying that Hitler killed millions of innocent Jews in furnaces... Although we don't accept this claim, if we suppose it is true, our question for the Europeans is: Is the killing of innocent Jewish people by Hitler the reason for their support to the occupiers of Jerusalem?"
(December 8, 2005)



"Today, they [Europeans] have created a myth in the name of Holocaust and consider it to be above God, religion, and the prophets ... This is our proposal: Give a part of your own land in Europe, the United States, Canada, or Alaska to them [Jews] so that the Jews can establish their country." (December 14, 2005)

"I believe the German people are prisoners of the Holocaust. More than 60 million were killed in World War II ... The question is: Why is it that only the Jews are at the center of attention?" (May 28, 2006)

"They (Israel) kill women and children, young and old. And, behind closed doors, they make plans for the advancement of their evil goals." (August 6, 2006)

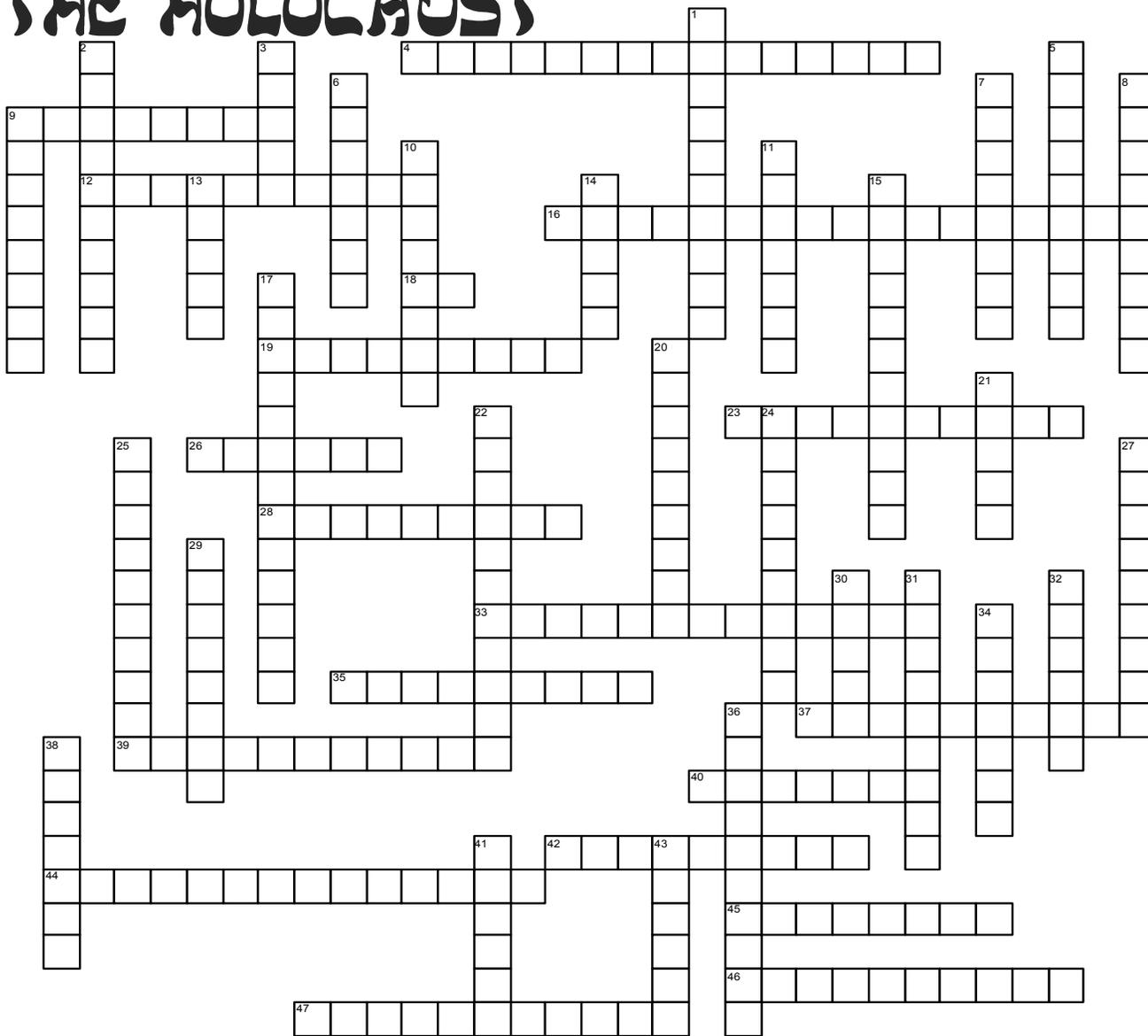
"The Zionists are the true manifestation of Satan..." (February 28, 2007)

"Don't you know who the Zionists are? They came in order to take over our region in its entirety...Unless they are put in their place at the very beginning...they will jeopardize the security of the whole world, they will jeopardize the security of the whole region..." (April 22, 2009)

"They (the Western powers) launched the myth of the Holocaust. They lied, they put on a show and then they support the Jews... If as you claim the Holocaust is true, why can a study not be allowed? ..." (September 18, 2009)

1. What would be a good title for these quotes, and why?
2. How are these remarks similar to others you have studied in this unit? How are they different?
3. How do you think these words are received in the world today?
4. Explain the message of the editorial cartoon in the corner?

THE HOLOCAUST



ACROSS

- 4 political group opposed to leaders
- 9 systematic mass murder
- 12 conquest and control of a land
- 16 prison where people are held and killed
- 18 elite group of Nazi officers
- 19 conclusion based on evidence
- 23 leaving a county for good
- 26 belief at odds with the "norm"
- 28 one(s) who bear the blame
- 33 hatred of Jews
- 35 empty by killing all inside
- 37 fighting back
- 39 remove power and influence
- 40 refuse to buy or use
- 42 head of a family
- 44 mistreatment based on religion, race, etc.
- 45 work in support of a cause
- 46 make a person feel inhuman
- 47 kill

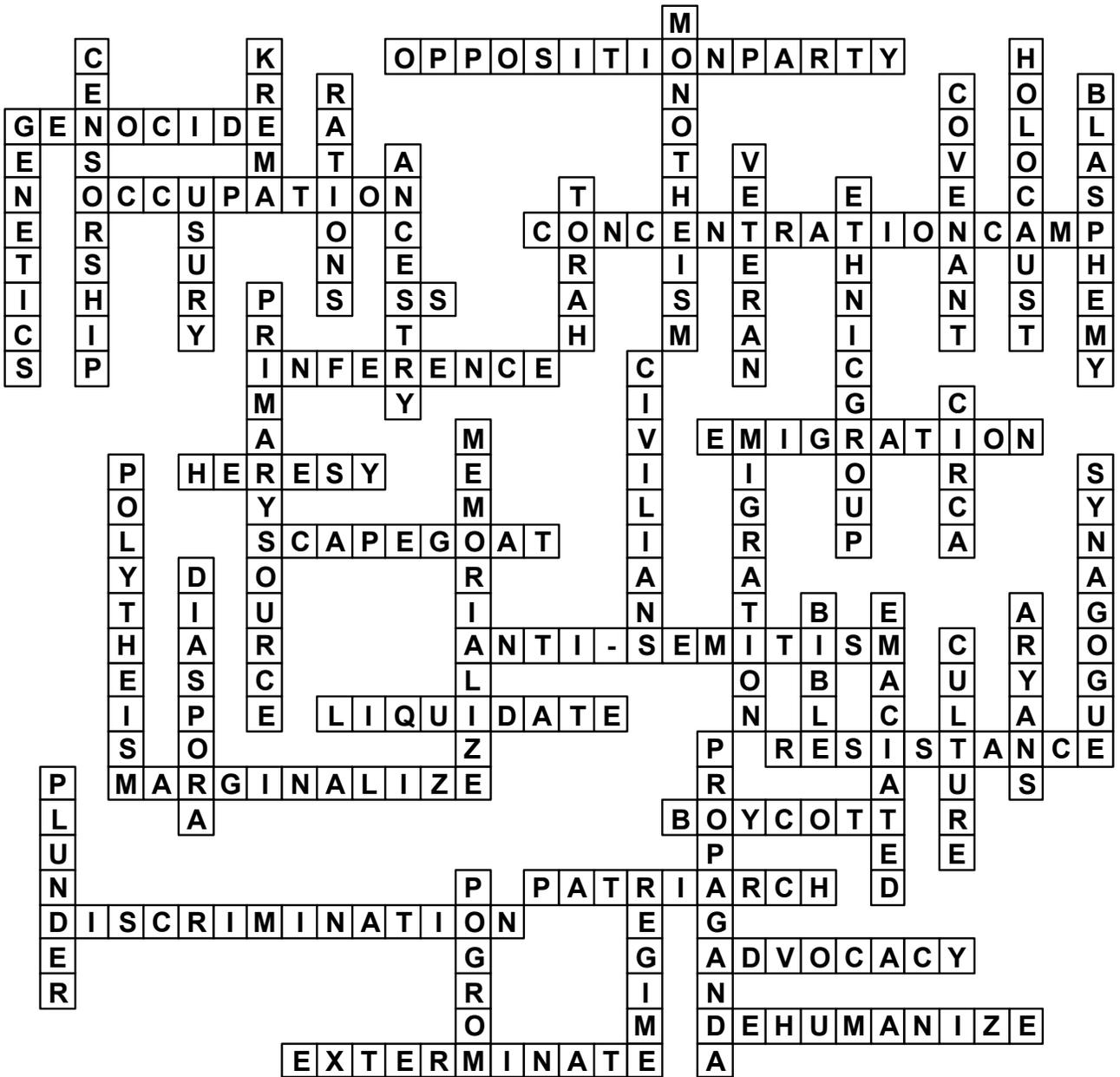
DOWN

- 1 belief in one God
- 2 official power to ban books, etc.
- 3 crematorium
- 5 Nazi genocide
- 6 fixed food allotted per person
- 7 a solemn agreement
- 8 considered "improper" views about God
- 9 study of inherited traits
- 10 family lines through history
- 11 one who served in the military
- 13 lending money with interest
- 14 sacred Jewish scrolls
- 15 people with a common culture
- 17 letter, diary, photo, etc.
- 20 non-military
- 21 approximate year
- 22 honor and remember
- 24 mass movement
- 25 belief in many gods
- 27 Jewish house of worship

- 29 period Jews were forced from Israel
- 30 holy book of Jews and Christians
- 31 extremely skinny
- 32 Northern European Caucasians
- 34 ways of life
- 36 efforts to sway public opinion
- 38 rob and pillage
- 41 destruction and massacre
- 43 a government



THE HOLOCAUST PUZZLE ANSWERS



The Holocaust (Form A)



Fill in the blanks with terms from the word bank:

Bible	covenant	ancestry	heresy
synagogue	plunder	boycott	dehumanize
ration	genetics	scapegoat	veteran

1. Once the _____ began, no one would buy from Jewish businesses.
2. Jewish people go to a _____ to worship together.
3. The _____ served in the army for twenty years.
4. The _____ contains both the Old and New Testaments.
5. Many people believe the Jews have a solemn _____ with God.
6. The Jews have often been a/an _____ for many problems.
7. Rioters would _____ homes and businesses in a pogrom.
8. Each person was given his or her _____ of food each day.
9. Nazis would _____ Jews to make them feel sub-human.
10. Jewish beliefs were seen as _____, against most people's religion.

Give an example of each:

11. culture - _____
12. anti-Semitism - _____
13. ethnic group - _____
14. concentration camp - _____
15. civilian - _____

Multiple Choice - Write the letter of the correct answer in the blank:

16. ____ The Diaspora was the time the Jews were forced from Israel and

A. enslaved by other people.	C. worked in labor camps.
B. spread around the globe.	D. forced into the ghettos.
17. ____ All these were examples of resistance to the Holocaust. **EXCEPT**

A. escape from Sobibor.	C. Kristallnacht.
B. the Rosenstrasse Protest.	D. White Rose.
18. ____ The Nuremberg Trials were undertaken to prosecute

A. Nazi officials.	C. Jewish rabbis.
B. camp survivors.	D. Russian soldiers.
19. ____ Hitler's and his advisors' plan to rid Europe of the Jews was called

A. Operation Overlord.	C. Project Master Race.
B. Transport by Train.	D. The Final Solution.

Fully answer the following question:

20. Explain what life was like in the concentration camps. Include at least two details from the unit in your answer.

“ _____ ”

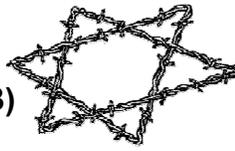
Country	Population Before	Survivors	Percentage Killed
Poland	3,300,000	300,000	91%
Soviet Union	3,020,000	1,920,000	36%
Germany	566,000	366,000	36%
Romania	342,000	55,000	84%
Belgium	65,700	36,800	45%

21. _____ Which of these titles would be **MOST APPROPRIATE** for this chart?
- A. “Before the Holocaust”
 - B. “All The Jews Are Dead”
 - C. “Death Tolls in Europe”
 - D. “Impact of the Holocaust”
22. _____ Which conclusion can be drawn based on the chart information?
- A. The Holocaust killed Jews in every country throughout Europe.
 - B. Jews in Eastern Europe suffered terribly during the Holocaust.
 - C. More Jews were killed in the Soviet Union than anywhere else.
 - D. The majority of Poland’s pre-W.W. II population was Jewish.

“...The prisoners are told that they are to be cleansed and disinfected for their new assignments...Everything proceeds in a perfectly orderly fashion. Then they pass through a small corridor and enter a large cellar room which resembles a shower bath. In this room are three large pillars, into which certain materials can be lowered from outside the cellar room. When three- to four-hundred people have been herded into this room, the doors are shut, and containers filled with the substances are dropped down into the pillars. As soon as the containers touch the base of the pillars, they release particular substances that put the people to sleep in one minute. A few minutes later, the door opens on the other side, where the elevator is located. The hair of the corpses is cut off, and their (gold) teeth are extracted by (Jews)... Then the corpses are loaded into elevators and brought up to the first floor, where ten large crematoria are located...”

23. _____ This passage is **MOST LIKELY** from
- A. Hitler’s *Mein Kampf*, published in 1925.
 - B. a report about procedures at Auschwitz.
 - C. an Allied soldier’s description of killings.
 - D. a speech by Hitler to the German people.
24. _____ The description is about a
- A. ghetto.
 - B. shower.
 - C. gas chamber.
 - D. work camp.
25. _____ Which statement is supported by passage information?
- A. Many hundreds of people could be “processed” each day.
 - B. The Jews were responsible for killing their own people.
 - C. It was important to the Nazis that their prisoners be clean.
 - D. The Germans gave prisoners pills to help them sleep.

The Holocaust (Form B)



Fill in the blanks with unit terms:

1. Jews have often been the _____ for people's problems.
2. Hitler's "master race" was based on Northern European _____.
3. The Nazis controlled people's ideas with their _____.
4. The Germans would _____ camps to avoid leaving witnesses.
5. Most ancient religions were _____, worshipping many gods.
6. The museum is to _____ the victims of the Holocaust.
7. The Jews believe God has a sacred _____ with them.
8. The _____ scrolls contain the first five books of the Bible.
9. The Final Solution called for the _____ of European Jews.
10. The Nazis _____ books, newspapers, and radio broadcasts.

Give an example of each:

11. resistance - _____
12. monotheistic religion - _____
13. ethnic group - _____
14. migration - _____
15. genocide - _____

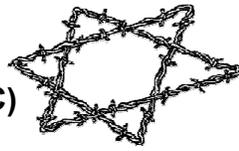
Multiple Choice - Write the letter of the correct answer in the blank:

16. ____ The Jews were targeted during all of these events, **EXCEPT** the
A. Crusades.
B. French Revolution.
C. Black Death.
D. Spanish Inquisition.
17. ____ Which Nazi action is **MOST** associated with "The Final Solution"?
A. transporting Jews into ghettos
B. the pogroms of Kristallnacht
C. mass-killings in gas chambers
D. death marches from camps
18. ____ Zionism was important in the concentration camps because it
A. offered a sense of hope for a brighter future.
B. was a way to unify Jews from all over Europe.
C. gave the Jews a reason to fight for their land.
D. made life a little easier under horrible conditions.

Fully answer the following questions on your own paper and attach:

19. Explain actions taken by Hitler and the Nazis to enact "The Final Solution."
20. List and explain at least two important developments in Jewish history since the Holocaust.

The Holocaust (Form C)



Complete the analogies with unit terms:

1. Soldier is to the present, as _____ is to the past.
2. Exact is to 1942, as _____ is to 600 BC.
3. Murder is to one or a few, as _____ is to an entire group.
4. News is to inform, as _____ is to manipulate opinions.
5. A church is to Christians, as a/an _____ is to Jews.
6. Scattering is to seeds, as the _____ was to the Jews.
7. Moving is from a house, as _____ is to a country.
8. Sexism is to women, as _____ is to Jews.
9. A father is to a family, as the _____ is to a people.
10. Belief in one God is to the Jews, as _____ was to the Romans.

Name each category:

11. Nazis, officers, "The Final Solution" - _____
12. Europeans, Germans, "the master race" - _____
13. Sobibor escape, the White Rose, Warsaw ghetto - _____
14. doctors, lawyers, teachers, artists, etc. - _____
15. Jewish, Polish, French, Bulgarian - _____

Multiple Choice - Write the letter of the correct answer in the blank:

16. ____ The Jews are seen by some as a "chosen people" because
 - A. Abraham was the patriarch of three major world religions.
 - B. of the belief that they established a covenant with God.
 - C. they have historically been the scapegoats for problems.
 - D. Nazis targeted them for extermination in the Holocaust.
17. ____ In what general order did the following Holocaust actions occur:
(1) gas chambers; (2) ghettos; (3) death marches; (4) Kristallnacht?
 - A. 1, 2, 3, 4
 - B. 4, 3, 2, 1
 - C. 4, 2, 1, 3
 - D. 3, 1, 2, 4
18. ____ Zionism played a key role in concentration camps by
 - A. giving them a place to go instead of the camps.
 - B. helping to unify Jewish people around the globe.
 - C. making life more comfortable for suffering Jews.
 - D. offering a sense of hope for a more secure future.

Fully answer the following questions on your own paper and attach:

19. Explain at least two accomplishments the Jews have managed since the Holocaust.
20. What, if anything, do you think could be done to protect the Jewish people (and/or others) from future genocide? Explain your answer.

Holocaust Assessments Suggested Answers

Form A:

- | | |
|---------------|--|
| 1. boycott | 11. Jewish, American, French, German, etc. |
| 2. synagogue | 12. pogroms, Nuremberg Laws, wearing the star, etc. |
| 3. veteran | 13. Jews, Poles, Germans, etc. |
| 4. Bible | 14. Auschwitz, Treblinka, Bergen-Belsen, etc. |
| 5. covenant | 15. doctor, lawyer, teacher, etc. |
| 6. scapegoat | 16. B |
| 7. plunder | 17. C |
| 8. ration | 18. A |
| 9. dehumanize | 19. D |
| 10. heresy | 20. Answers will vary; details could include the selection process, slave labor, disease, separation from family, etc. |

Form B:

- | | |
|------------------|--|
| 1. scapegoat(s) | 11. White Rose, Warsaw uprising, escape from Sobibor, etc. |
| 2. Aryans | 12. Judaism, Christianity, Islam |
| 3. propaganda | 13. Jews, Poles, Germans, etc. |
| 4. liquidate | 14. Jews to Eastern Europe, Africa, Spain, etc. |
| 5. polytheistic | 15. Holocaust, Darfur, Rwanda, etc. |
| 6. memorialize | 16. B |
| 7. covenant | 17. C |
| 8. Torah | 18. A |
| 9. extermination | 19. Answers could include mobile killing units, gassing vans, extermination camps, death marches, etc. |
| 10. censored | 20. Answers could include Nuremberg Trials, Nazi hunting, formation of Israel, recovery of stolen Jewish property, building of museums, etc. |

Form C:

- | | |
|------------------|---|
| 1. veteran | 11. SS |
| 2. circa | 12. Aryans |
| 3. genocide | 13. resistance |
| 4. propaganda | 14. civilians |
| 5. synagogue | 15. ethnic group; culture |
| 6. Diaspora | 16. B |
| 7. emigration | 17. C |
| 8. anti-Semitism | 18. D |
| 9. patriarch | 19. Answers could include: Nuremberg Trials, Israel, recovery of stolen property, memorials, etc. |
| 10. polytheism | 20. Answers could include: memorials, commitments, international laws, etc. |

Skills for Forms A-C:

- 21. D
- 22. B
- 23. B
- 24. C
- 25. A



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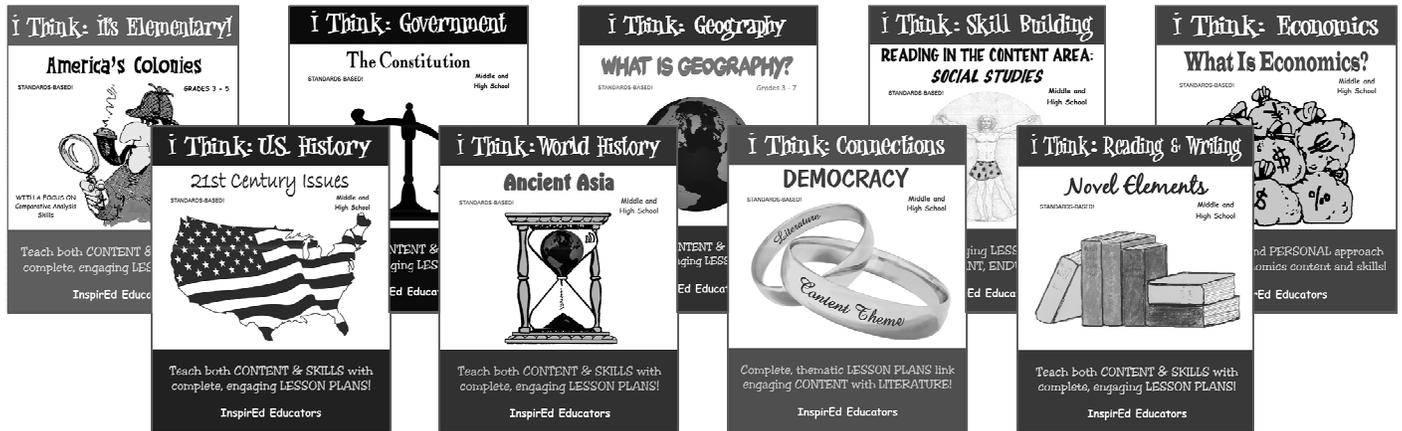
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