

Unit #4: Persecution to Mass Murder

Content Area: **Social Studies**
Course(s): **Holocaust Studies**
Time Period: **First Marking Period**
Length: **23 Days**
Status: **Published**

Unit Overview

In this unit, students examine the sequence of events in Nazi-occupied Europe that culminated in the mass murder of European Jewry. With Hitler's appointment as Chancellor of Germany, on January 30, 1933, dictatorship soon replaced democratic, constitutional government in Germany. After five years in power, the Nazis achieved control over German politics, society and culture. Precluding dissent and political checks and balances, Hitler's unlimited zeal for absolute authority—and his evil intention—developed without significant restraint.

The goal of this unit is to develop an understanding that the Holocaust was an evolutionary process of Nazi state policy that led from persecution to mass murder. Students will examine Nazi policies, laws and teachings after their rise to power; the changes that took place, including the impact of the Nuremberg Laws on the German Jews; events and programs, including Kristallnacht, Eugenics, Euthanasia Program, the isolation and deportation processes, the Einsatzgruppen, the Wannsee Conference and The Final Solution. In addition, students will examine the origins, establishment, conditions and operations of the Nazi concentration camps and death camps; how this period is represented in the literature, art and music of the ghettos and camps; the roles of the business, industrial, legal, scientific and medical professions, and the role of the churches in the Holocaust; the response of Germans and collaborators from other nations; the role of the mass media and propaganda; the Nazi victimization of non-Jewish groups; the response of the governments of United States and the Allies, the world media and the American Jewish community; the importance of eye-witness testimony; the creation of a chronology of events of the Holocaust; and will reassess their previous generalizations about human nature based upon new knowledge acquired during their study of the Holocaust.

STAGE 1- DESIRED RESULTS

2016 New Jersey Student Learning Standards- Social Studies

SOC.6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
SOC.6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and

	perpetrators during the Holocaust.
SOC.6.1.12.D.11.e	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
SOC.6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
SOC.6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
SOC.6.2.12.D.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

Essential Questions

- Who decides how laws or rules are applied? How can we ensure that laws and rules are applied to everyone in the same way?
- Why is it possible for one group to be allowed to eliminate the civil rights of another group?
- What factors influence decision-making in the face of injustice?
- Why do some people standby during times of injustices while others try to do something to stop or prevent injustice?
- In Nazi Germany, what made it possible for ordinary citizens to murder millions of innocent children, women, and men?

Enduring Understanding

- Conflict resolution can involve aggression, compromise, cooperation, and change.
- Decisions concerning the allocation and use of economic resources impact
- Culture is both a unifying and divisive force in human relations individuals and groups.
- Knowledge of the past helps one understand the present and make decisions about the future.
- People respond to and resolve conflicts in a variety of ways.

Students will know...

Key Ideas and Concepts

- The origin of the "Final Solution," the Nazi plan to exterminate the Jewish people, remains uncertain. What is clear is that the genocide of the Jews was the culmination of a decade of Nazi policy, under the rule of Adolf Hitler.
- The "Final Solution" was implemented in stages. After the Nazi rise to power, state-enforced racism resulted in anti-Jewish legislation, boycotts, "Aryanization,"
- The "Night of Broken Glass" pogrom, all of which aimed to remove the Jews from German society.
- After the beginning of World War II, anti-Jewish policy evolved into a comprehensive plan to concentrate and eventually annihilate European Jewry.

Possible Misunderstandings

- Hitler alone was responsible for the Holocaust
- The Holocaust was only perpetrated by Germans
- Jews were the only victims of the camps.
- All of the concentration camps were death camps.
- The war was separate from the Holocaust.

Identify key terms:

Aktion, Auschwitz-Birkenau, Babi Yar, Belzec, Bergen- Belsen, Chelmno, concentration camp, crematoria, Dachau, death march, Einssatzgruppen, extermination camp, "Final Solution to the Jewish Question", Gentile, ghetto, Holocaust, Judenrat, liquidated, Lodz ghetto, Majdanek, occupation, perpetrator, propaganda, refugee, selection, SchutzStaffel (SS) Sobibor, SonderKommando, Treblinka, Wansee Conference, Warsaw Ghetto.

Students will be able to...

- will explain the aims of the Nazis establishing Ghettos
- identify the countries in Central and Eastern Europe where Ghettos were established
- describe what life was like for Jews imprisoned in the Ghettos
- identify ways that Jews forced to live in ghettos attempted to maintain their dignity and preserve their way of life
- interpret primary source document that represent the experiences of those forced to live in

the Lodz ghetto

- explain the purpose of the mobile killing squads and extermination camps in Nazi occupied Europe
- identify the six extermination camps in Nazi Occupied Poland
- identify the role of Nazi Ideology in the location of the extermination camps
- interpret various primary sources related to life in the concentration camps
- identify specific ways that Jews imprisoned in the camps attempted to maintain their humanity

STAGE 2- EVIDENCE OF LEARNING

Formative Assessment During Lesson

- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz
- Self-Assessment
- Student Conference
- Think-Pair-Share

- Web or Concept Map

Authentic Assessments / Unit Activities

- Students will research and create a presentation of one of the six extermination camps, Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor, and Treblinka
- “Nazi Language” (NJHC)
- “Heredity in Relation to Eugenics” –Charles Davenport (NJHC)
- “Euthanasia: Direct Medical Killing” – Robert Lifton (NJHC)
- “The Shopkeepers Dilemma” (NJHC)
- Primary source Testimony- Ghettos (ER)
- Lodz Ghetto Bridge Image (ER)
- Reading, “Ghettos” w/ discussion questions (ER)
- Ghettos in Europe Map (ER)
- Primary source testimony; Role of the Ghettos w/discussion questions.(ER)
- Diary of Dawid Sierakowiak w/ discussion questions.(ER)
- Document Based Activity: The Wannsee Conference (Active Classroom)
- The Einsatzgruppen Reports (NJHC)
- Concentration & Death Camp Maps (NJHC)
- Primary Source Testimonies: Concentration Camps w/discussion questions (ER)
- Holocaust Paintings & Drawings-Itzhak Belfer (NJHC)
- Interview w/Franz Stangel (ER)
- Reading, “The Final Solution”-Group Reading (ER)
- Arrival at Auschwitz - Images and Individual Experiences (IWitness)
- Document Based Activity: Life in the Concentration Camps (Active Classroom)
- The Auschwitz Album (ER)
- Video: Schindler’s List w/ discussion questions.
- Video: Conspiracy (Wannsee Conference)

STAGE 3- LEARNING PLAN

Instructional Map

- Identify language used by the Nazis
- Introduce students to the Eugenics movement in the U.S which became popular in Germany
- Introduce the “Second Solution”, the segregation of the Jews into Ghettos
- Identify the characteristics of life in the Ghettos
- Introduce the origins of the “Final Solution”, the Wannsee Conference
- Identify the Holocaust in the Russia, the Einsatzgruppen
- Identify the Extermination Camps and their locations in the East.
- Construct what life was like in the concentration camps.

Modifications/Differentiation of Instruction

Modification Strategies

- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice

- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

Differentiation Strategies

High Preparation Differentiation

- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

Low Preparation Differentiation

- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options

- Jigsaw
- Mini Workshops to Re-teach or Extend Skills
- Open-ended Activities
- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

Horizontal Integration- Interdisciplinary Connections

Language Art: Literature, Poetry from the time period

Fine and Performing Arts: Art, Plays, Movies from the time period

Science & Technology: Scientific or Technological advances made during the time period

Math: Analysis and manipulation of statistics or other numeric information

Vertical Integration- Discipline Mapping

The Holocaust and Genocide Studies course is typically offered during the Junior or Senior year of High School. Students will have been exposed to courses of study in United States Geography (Grade 4), World Geography (Grade 5), United States History- Settlement through Constitutional Ratification (Grade 6), United States History- Early Republic through Reconstruction (Grade 7), World History 8 (Beginning of Human Society through Expanding Exchanges and Encounters), World History HS (The Emergence of the First Global Age through Contemporary Issues), United States History I HS (Revolution through Progressive Era), and United States History II HS (Imperialism through Contemporary Issues). The skills outlined in the Common Core State Standards have been developed and expanded upon so that students reaching the 11th and 12th grades can successfully address the demands required of them.

Additional Materials

- [Holocaust and Genocide: The Betrayal of Humanity Part 1](#)
- [Holocaust and Genocide: The Betrayal of Humanity Part 2](#)
- [Echoes and Reflections](#)
- [US Holocaust Memorial Museum](#)
- [Institute for Medical Ethics and the Holocaust](#)
- [IWitness](#)
- [American Eugenics Archive](#)
- [Yad Vashem](#)