Unit 2: Ghettoization, Concentration Camps, and the Final Solution

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 2**
Length: **Six Weeks**
Status: **Published**

Summary

In the Holocaust and Genocide Studies course, students analyze the causes and effects of the Holocaust and other mass genocides while considering how atrocities like those of the past can prevented. Using a social science lens and an interdisciplinary approach, students examine the impact, destruction, and cultural trauma associated with the Holocaust and other genocides. Frameworks are provided to students to understand how escalation by perpetrators takes place and to compare and contrast the historical across time periods, contexts, and geographic areas.

This unit is part of the larger aforementioned course sequence and specifically focuses on ghettoization, concentration camps, and the Final Solution. As Nazi military successes mounted during WWII, Europe's Jews, Roma, and other minorities came under the Nazi yoke, and the policies that previously existed only in Germany and Austria spread throughout Nazi controlled Europe. This control brought a dilemma to the Nazis: how to organize, subjugate, and persecute millions of people in the targeted groups.

Students will see the progression of Nazi inhumanity as it grows from denial of civil rights to putting Jews together in ghettos with unsanitary and inhumane conditions. The variety of pressures placed upon the victims, including maintenance of basic life conditions and the dilemma of cooperation in return for favors will be examined. The horror of the Holocaust was culminated by the events that were referred to by the Nazis as "The Final Solution." After uncovering reasons in previous units as to why the Nazis wanted to discriminate against the Jews and other groups, students will now see how the Nazis finalized their theories. Emphasis will be placed upon the harmful roles played by normally positive groups in society, such as scientists, doctors, manufacturers, and other business interests.

Revised: August 2023

Standards

6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia,

and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.

6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.

6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.

6.2.12.HistoryCC.4.c: Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.

6.2.12.HistoryUP.4.a: Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.

6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

6.2.12.HistoryUP.4.c: 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.

6.2.12.HistoryCA.4.c: Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by

human needs and wants in the development of a technological product and present the competing viewpoints.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

This unit further reflects the goals of the Holocaust Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12

since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

Essential Questions and Enduring Understandings

Essential Questions:

- What was the purpose of the Nazis' creation of the ghettos and concentration camps?
- Are acts of kindness unworthy when motivated, even partially, by self-interest?
- What did the Nazis need to create and conclude the "Final Solution?"

Enduring Understandings:

- Nazi German leaders did not have a blueprint for carrying out the Holocaust. It evolved overtime.
- For the perpetrators, collaborators, and victims there were many "choiceless choices" involved.

Objectives

Students will know:

- key terms, concepts, and personalities: ghetto, Lodz, Warsaw, Krakow, typhus, Judenrat, Adam Czerniakow, Mordechai Rumkowski, Emmanuel Ringelblum, the Ringulblum milk can, Mordechai Anielewicz, Jewish Fighting Organization, concentration camp, slave labor camp, transit camp, Wannsee conference, Reinhard Heydrich, Adolph Eichmann, "Final Solution," Auschwitz, Chelmno, Treblinka, Sobibor, Maidenek, Belzec, Einsatzgruppen, Elie Wiesel. Plaszow, Oskar Schindler, Amon

Goeth, Arbeit Macht Frei, Dr. Josef Mengele, crematoria, I.G. Farben, zyklon B.

- how and why Jews were relocated to, and isolated in ghettos.
- the conditions within the ghettos that threatened life.
- the importance of chronicles written and hidden by the ghetto victims and how these add to our knowledge of that experience.
- the role of the Judenrat and its attendant complications.
- that ghetto locations were frequently based upon access to railroad lines.
- that resistance to Nazi rule existed.
- that there were various forms of resistance – e.g. spiritual, educational, military, smuggling.
- newspapers, cultural offerings and schools were developed within the ghettos.
- ghetto inmates died due to a variety of sources: lack of food, housing, clothing, and medicine, disease, murder.
- the chronology associated with the development of the "Final Solution."
- the process by which the Wannsee Conference was developed and its tragic results.
- to whatever degree the Nazis valued Jewish life was based on the usefulness of the individual to the Nazi goals.
- the camp inmates were often faced with two equally horrible dilemmas and forced to select one.
- that everyday people, including college graduates and professionals, were needed by the Nazis to conclude their evil plans.
- that Oskar Schindler started the war as a faithful Nazi, but became a rescuer with a conscience.
- a first hand account of the horrors of concentration camps reading Night.
- that children and the elderly were especially susceptible due to their inability to provide the Nazis with useful service.
- that the railroads used to transport Jews to the concentration camps were utilized at the expense of their war effort.
- by misleading those who arrived at the concentration camp and inmates, the Nazis created a more docile population.

Students will be skilled at:

- interpreting poems, drawings, photos, and stories of ghetto life.

- comparing documents and testimonials of ghetto life, concentration camps and death camps.
- discovering causes and effects of ghetto life, concentration camps and death camps.
- analyzing documents, stories, photos, and film of concentration camps and death camps.

Learning Plan

This unit includes, but is not limited to, the following learning strategies:

Jewish Ghetto Analysis - Students will review the history of ghettos in world history. Students will discuss life in the ghetto - restrictions, living conditions, attempts at normality, Nazi policies and brutality.

Judenrat Analysis - Students will analyze the Judenrat and Jewish police– roles, relationship to community and Nazis, dilemmas.

Ghetto Art Analysis - Students will analyze various drawings and art that depict ghetto life, as well as view films, whole or parts, to make connections (ex: The Pianist, Uprising).

An Evaluation of The "Final Solution" - Students will contrast the "First," "Second," and "Final" solutions, beginning with the Wannsee conference – the planning of the "Final Solution."

***Conspiracy* Film Analysis** - Students will view *Conspiracy*, portions of the movie that portray The Wannsee conference and discuss the concentration camp system – Nazi purposes, differentiation of camp purposes, role of science and industry. In conjunction, they will examine excerpts regarding the Einsatzgruppen – purpose, techniques, reasons to end their role in the Nazi murder scheme.

Reading Analysis - Students will read excerpts from Christopher Browning's *Police Battalion 101* or read, in full or excerpts of, Elie Wiesel's *Night* and discuss.

***Schindler's List* and *The Boy in the Striped Pajama*s Film Comparison** - Students will view *Schindler's List,* portions of the movie that highlight the role of Oskar Schindler, the bravery of those on his list and the evil of Amon Goeth and other perpetrators. Students will view *The Boy in the Striped Pajamas* and make connections to how children are affected by the camps. Both films will be used to prompt students to consider how those in different demographics were affected by the Final Solution.

The Holocaust Legacy Project- Students will listen to/read selected testimonies from Echoes & Reflections. If possible, survivors will be invited to discuss their experiences. If possible, students will visit the Museum of Jewish Heritage in New York City.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, think-pair-share activities, creating visual representations, debates, video analysis, Socratic seminars, small group discussions, simulations, jigsaw activities, web quests, and/or inquiry or problem based learning projects.

Assessments

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Read and write responses using The Pianist, discuss and write observations of key participants and situations.
- Class discussion and written analysis of significant primary sources, including We Are Witnesses: Five Diaries of Teenagers Who Died in the Holocaust.
- Create a timeline that records key events in the design and implementation of the "Final Solution."
- Compare and contrast Nazi concentration camps with other incidents of civilian imprisonment (e.g. Japanese-American internment camps.)
- Read Night, and report on the pain and degradation inflicted upon the human victims of the concentration camps.
- Watch parts of Schindler's List, and report on the character required to be a Holocaust hero, bystander, victim, and perpetrator.

Alternative Assessments:

- Curation Project: Students may curate a sample of different artifacts to highlight key concepts as related to Holocaust and Genocide theory as discussed in this unit. They will explain in narrative form

how their chosen artifacts reflect concepts discussed in class.

Summative Assessments:

- Read and write responses using “Life in Extremis” to confront “choiceless choices” and report in writing their emotions.
- Take subjective and objective test on key terms, concepts, events, and personalities

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List.

The following are approved resources that teachers can include to further unit related objectives:

- Films: The Pianist, Uprising, Schindler’s List, The Power of Good, Conspiracy, The Boy in the Striped Pajamas
- Facing History and Ourselves: The Judenrat Exercise and The Partisans’ Song
- Echoes & Reflections - testimonials, photos, drawings, poems.
- Books: Elie Wiesel’s Night, Christopher Browning’s Police Battalion 101, We Are Witnesses: Five Diaries of Teenagers Who Died in the Holocaust, The Holocaust: Historical Case Studies

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Reading texts aloud for students for difficult concepts.
- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials to include graphic organizers for writing.
- Mark texts with a highlighter.