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<http://rpsec.usca.edu/CE-MIST/>

## Unit Plan Overview for Interdisciplinary Traveling Trunk

Title of Unit: **The Holocaust**

Grade Level: 7

Duration: 2-3 weeks

Developed by: *Erria Daniels, Aaron Knowles, Jennifer Craig, Latonia Evans, Yvonne Holston, Jeni Lambert, Claire Thrower*

Aiken Writing Project Summer Institute Teacher/Consultant: *Yvonne Holston, Latonia Evans*

South Carolina Academic Standards for two or more content areas:

ELA	Math	Science	Social Studies
7- 1.4, 1.7 7- 4.1, 4.4, 4.7	7- 2.8 7- 3.1 7- 4.3, 4.4, 4.6 7- 5.1, 5.3 7- 6.1, 6.2, 6.4	7- 2.3, 2.5, 2.6, 2.7 7- 3.4 7- 5.1, 5.2, 5.10	7- 1.1 7- 5.6

<b>Class Novel</b>	Milkweed by Jerry Spinelli
<b>Literature Circle Novels</b> (4 copies of each)	Letters from Rifka The Hiding Place Number the Stars The Boy in the Striped Pajamas The Book Thief Boy Who Dared Anne Frank- Beyond the Diary Night Four Perfect Pebbles Diary of A Young Girl
<b>Text Set</b>	Crime Scene Investigations: Real Life Science Elements, Compounds, and Mixtures Atomic Structure and Chemical Reactions Holocaust: The Events and Their Impact on Real People Film: The Liberation of Auschwitz + guide Film: Forgiving Dr. Mengele Handouts included in lesson plan: Maps; Jews Killed During the Holocaust by Country Mr. Potato Head activity (Make your own Mii character): <a href="http://www.makewee.com/">http://www.makewee.com/</a> Ballads and Broadside: Songs from Sachsenhausen Concentration Camp: <a href="http://deimos3.apple.com/WebObjects/Core.woa/Browse/ushmm.org.1497722617">http://deimos3.apple.com/WebObjects/Core.woa/Browse/ushmm.org.1497722617</a>
<b>Essential Questions</b>	1. What are the dangers of ignoring racism and ethnic hatred? 2. How can propaganda be used to sway public opinion? 3. What can we do, as individuals, groups and nations, to prevent massive acts of violence in the future?

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<b>Vocabulary</b>	Allele Allies Anti-Semitic Aryan Auschwitz Author's craft Bioethics Biotechnology Carbon monoxide Chromosomes Commissar Order Concentration camp	Death camp Dominant Dr. Mengele Dynamic Eugenics program Euthanasia Final Solution Flat Foreshadowing Genetic engineering Genetics Genocide	Gentle Gestapo Ghettos Hereditary Holocaust Hydrogen cyanide Kristallnacht League of Nations Operation Reinhard Pedigree Population Population density	Propaganda Ravensbruck Recessive Round SS SS Einsatzgruppen Static Sterilization Theresienstadt Treaty of Versailles Zyklon-B
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<b>Materials</b>	AIMS: Looking at Geometry resource book Geometric shapes Counting Chips (100 ea. of 6 different colors) Rulers AIMS: Spatial Visualization book and tiles (4 sets) Compasses Dice	<b>You will also need (not in this kit):</b> Graph paper Masking tape Digital camera with USB cable Calculators Poster set: Yad Vashem Poster set: Traits that Transcend
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### Activities

The students will read and respond to different types of text including memoirs, autobiographies, essays, speeches, and historical fiction about WWII and the Holocaust. They will compare different genres and identify propaganda techniques. Working together in small groups, they will interpret maps, a timeline of events, and music associated with the concentration camps. They will calculate the square footage of a boxcar and physically demonstrate how much space 120 passengers would have had on the train. They will research the number of Jews killed in Poland, the USSR, Hungary, and Germany and will use this data to create box-plot and circle graphs. They will research the three main diseases that plagued the Jewish Ghettos and relate that to the functions and interconnections of the major human body systems. The culminating project will be a "Wall" created by the students; each student will place personal items in a box, representing items of value that would have been confiscated by the Nazis. The shoeboxes will be painted grey, identified only by a number, and stacked to create a wall.

### Pre-Writing and Writing Activities (Not all will be graded)

1. Keep a double-entry journal while reading the class novel and the literature circle book. Use Think-Pair-Share to discuss your responses in small groups.
2. Describe a main character using a series of Quick-Writes. Then, write a narrative essay from their point of view.
3. Use a variety of graphic organizers to respond to, and compare, different types of text including primary sources.
4. Analyze a quote and evaluate it. Is it truth or propaganda? How do you know? Be sure to justify your argument.
5. Imagine that you and your family were suddenly taken from your home, separated, and sent to different concentration camps. How would you feel? What would you do? What personal items would you take with you?
6. Imagine that you are a United States ambassador in the late 1930's. Write a persuasive letter or speech asking the Nazi Regime to stop the genocide. State your position and defend it with a line of reasoning.
7. Write a cinquain (5 line poem) summarizing the Holocaust.
8. Use Thinking Maps to collect research pertaining to the three main diseases that plagued the Jewish Ghettos.

### Accommodations/Differentiating Instruction

Activities are multisensory and address visual, auditory, and kinesthetic learning. Students have choices and opportunities to work collaboratively. Students with musical and spatial capabilities will have opportunities to excel. Open-ended assignments provide flexibility. A variety of leveled books are provided.

### Attached: Daily Lesson Plans

# Remember! Never Forget the Holocaust

## Interdisciplinary Unit Plan



Leavelle McCampbell Middle School  
Graniteville, SC  
7<sup>th</sup> Grade

<b>Grade Level/Duration</b>	7 <sup>th</sup> / 10 Days – 15 Days
<b>Unit Title</b>	Remember! Never Forget the Holocaust!
<b>Subject/Topic Areas</b> (what are some topics/concepts you are teaching)	<ul style="list-style-type: none"> <li>• Genetics</li> <li>• Heredity</li> <li>• States of Matter</li> <li>• Molecular Structure</li> <li>• Human Body Diseases</li> <li>• Bacteria and Viruses</li> <li>• Propaganda</li> <li>• Map Skills</li> <li>• Holocaust</li> <li>• Prejudice</li> <li>• Racism</li> <li>• Eugenics</li> <li>• Statistics</li> <li>• Perimeter</li> <li>• Area</li> <li>• Volume</li> <li>• Currency</li> <li>• Conflict</li> </ul>
<b>Designed by</b>	Yvonne Holston and Latonia Evans
<b>Standard(s) and Indicators Addressed</b>	<p><u><b>English/ Language Arts</b></u></p> <ul style="list-style-type: none"> <li>• 7-1.4 Analyze an author’s development of the conflict and the individual characters as either static, dynamic, round, or flat in a given literary text.</li> <li>• 7-1.7 Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).</li> <li>• 7-4.1 Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.</li> <li>• 7-4.4 Use grammatical conventions of written Standard American English, including the reinforcement of conventions previously taught.</li> <li>• 7-4.7 Spell correctly using Standard American English.</li> <li>• Lexile Range - 1080</li> <li>• Genre - Mystery/Suspense</li> </ul> <p><u><b>Social Studies</b></u></p> <ul style="list-style-type: none"> <li>• 7-1.1 Use a map or series of maps to identify the colonial expansion of European powers in Africa, Asia, Oceania, and the Americas through 1770.</li> <li>• 7-5.6 Summarize the Holocaust and its impact on European society and Jewish culture, including Nazi policies to eliminate the Jews and other minorities, the “Final Solution,” and the war crimes trials at Nuremberg.</li> </ul> <p><u><b>Math</b></u></p>

	<ul style="list-style-type: none"> <li>• 7-2.8 Generate strategies to add, subtract, multiply, and divide integers.</li> <li>• 7-3.1 Analyze geometric patterns and pattern relationships.</li> <li>• 7-4.3 Illustrate the cross section of a solid.</li> <li>• 7-4.4 Translate between two- and three-dimensional representations of compound figures.</li> <li>• 7-4.6 Compare the areas of similar shapes and the areas of congruent shapes.</li> <li>• 7-5.1 Use ratio and proportion to solve problems involving scale factors and rates.</li> <li>• 7-5.3 Generate strategies to determine the perimeters and areas of trapezoids.</li> <li>• 7-6.1 Predict the characteristics of two populations based on the analysis of sample data.</li> <li>• 7-6.2 Organize data in box plots or circle graphs as appropriate.</li> <li>• 7-6.3 Apply procedures to calculate the interquartile range.</li> <li>• 7-6.4 Interpret the interquartile range for data.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• 7-2.3 Compare the body shapes of bacteria (spiral, coccus, and bacillus) and the body structures that protists (euglena, paramecium, amoeba) use for food gathering and locomotion.</li> <li>• 7-2.5 Summarize how genetic information is passed from parent to offspring by using the terms genes, chromosomes, inherited traits, genotype, phenotype, dominant traits, and recessive traits.</li> <li>• 7-2.6 Use Punnett squares to predict inherited monohybrid traits.</li> <li>• 7-2.7 Distinguish between inherited traits and those acquired from environmental factors.</li> <li>• 7-3.4 Explain the effects of disease on the major organs and body systems (including infectious diseases such as colds and flu, AIDS, and athlete's foot and noninfectious diseases such as diabetes, Parkinson's, and skin cancer).</li> <li>• 7-5.1 Recognize that matter is composed of extremely small particles called atoms.</li> <li>• 7-5.2 Classify matter as element, compound, or mixture on the basis of its composition.</li> <li>• 7-5.10 Compare physical changes (including changes in size, shape, and state) to chemical changes that are the result of chemical reactions (including changes in color or temperature and formation of a precipitate or gas).</li> </ul>
<b>Brief Summary of the Unit</b> (including curricular context and unit goals)	<p>During World War II, Hitler's "final solution," or extermination of the Jews, took the lives of at least 6 million Jews; most of these died in <i>concentration camps</i> where they were separated from family members, tortured, beaten, and upon whom many unspeakable and loathsome crimes were committed. The atrocities of the Holocaust also included the notorious gas chambers and ovens. Millions of Slavs, Eastern Europeans, gypsies, and homosexuals were similarly engulfed by the Holocaust.</p>
<b>Materials</b>	<p><b>English/ Language Arts</b></p> <ul style="list-style-type: none"> <li>• 25 novels</li> <li>• 1 hardcover novel</li> <li>• Title of Novel: Four Perfect Pebbles by Lila Perl</li> <li>• 25 Empty Kleenex tissue box (long box works best) per student</li> <li>• Pencils</li> <li>• Newspaper or brown paper (use to stuff empty tissue box for stability)</li> <li>• 4-5 boxes – colored pencils</li> </ul>

- 1 dozen scissors
- 4 Elmer's Rubber Glue
- Staples/Stapler
- Clear Scotch tape
- White Card Stock Paper or Lineless Paper

#### Social Studies

- Social Studies Handouts
- Student Family Photos
- Computer with Internet access
- Paper
- Envelopes
- Postage Stamps (optional)
- The Liberation of Auschwitz DVD + guide
- Forgiving Dr. Mengele DVD
- Traits that Transcend: Poster Set on Resuce (8 + guide)
- Yad Vashem Poster Set (4)

#### Math

- Scrapbook
- Statistics for the Holocaust (see provided websites)
- Graph paper and drawing materials
- World Almanac or Internet sites for finding population density data for US and world regions
- "Part Three: Making and Interpreting Isometric Drawings" Activity from the book Spatial Visualization by the AIMS Foundation, Inc.
- Book Rolling in the Dough by Joanne Currah and Jane Felling
- Book Looking at Geometry by AIMS foundation, Inc.
- Book Real Life Math Statistics by Eric T. Olson and Tammy Perry Olson
- Spatial Visualization Tiles pkg. 100
- Rulers
- Compass
- Calculators (optional)
- Construction Paper
- Statistics and Probability Book +CD
- Spaghetti and Meatballs For All! Children's Book
- Rolling in the Dough Children's Book

#### Science

- Scrapbook
- Mr. Potato Head Bucket (Includes 2 Potatoes and multiple pieces)
- 2 dice per group of students
- Science Handouts
- Heredity Investigation Kit
- Digital Camera and Accessories
- Printing Paper
- Computer Access
- Sets of 10 small objects for each student, such as colored paper or colored paper clips
- Each student needs 10 of the same color, and at least 6 different colors need to

	be included <ul style="list-style-type: none"> <li>• Crime Scene Investigations Real-Life Science Labs Book</li> <li>• Dr. Birdley Teaches Science: Chemistry Books</li> <li>• 100 Atoms Modeling Set</li> <li>• Chemistry Matters Book</li> </ul>
<b>Unit Objective(s)</b>	<p>The Student will be able to...</p> <p><b><u>English/ Language Arts</u></b></p> <ul style="list-style-type: none"> <li>• Analyze conflict.</li> <li>• create and present a visual presentation.</li> </ul> <p><b><u>Social Studies</u></b></p> <ul style="list-style-type: none"> <li>• evaluate photographs as historical documents.</li> <li>• evaluate photographs as propaganda.</li> <li>• interpret maps.</li> <li>• explain the discriminatory acts the Nazis implemented against the Jews and what happened to the Jews and other people in the concentration camps.</li> <li>• explain what happened to Nazi leaders as a result of the Nuremburg Trials.</li> <li>• to practice reading and writing skills in a foreign language.</li> <li>• to write a letter in memory of victims or asking that readers remember the lessons of the Holocaust.</li> <li>• use observation, critical thinking, and simple tests to solve a crime using real scientific methods.</li> </ul> <p><b><u>Math</u></b></p> <ul style="list-style-type: none"> <li>• to examine a pair of statistics both mathematically and socially to make conjectures and draw conclusions about the two populations.</li> <li>• to use the expressive power of shapes, forms, and spaces</li> <li>• to understand that different Holocaust memorials have different purposes</li> <li>• to practice creating simple geometric shapes or forms</li> <li>• to practice calculating ratios, area, and/or volume</li> <li>• to make calculations of population density</li> <li>• to recognize the stressful conditions experienced by European ghetto dwellers due to high population density and scarcity of resources.</li> <li>• understand how the during WWII the economy slump caused Germans to have difficulties managing money</li> </ul> <p><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>• consider and discuss the ethical aspects of Nazi racial ideology, including sterilization, marriage prohibitions, and euthanasia.</li> <li>• explore various traits through their families.</li> <li>• utilize technology to create a family pedigree.</li> <li>• study the relationship between parent and offspring, noting the differences and similarities.</li> <li>• understand and construct the chemical make-up of the gases used during the Holocaust: carbon monoxide, hydrogen cyanide.</li> <li>• criticize the inhumane nature and scientific fallacies of the medical experiments carried out in the camps by the Angel of Death, Joseph Mengele.</li> <li>• understand Genetics: Hitler's Eugenics program and the bioethics of genetic engineering and biotechnology.</li> <li>• determine how scientists use forensic science to determine the identity of a missing person through pieces of skeletal remains.</li> </ul>

- study the social aspects of discrimination against those with these diseases during the period of Nazi Germany and in today's society might be an interesting approach to this biological component.

**Assessment Evidence – What evidence will show that students understand?**

**Performance Tasks** (include summary, task, process, student instructions, criteria of evaluation, rubric, and resources)

**Performance Task:**

Create a scrapbook to displays concepts taught about the Holocaust for each subject. Follow the guidelines below and throughout the lessons.

**Rubric for Electronic Scrapbooks**

CATEGORY	4	3	2	1
Content	The display has 20 or more different but related items that cover the topic in detail.	The display has 15 different but related items. At least 12 of these items are excellent, essential information on the topic.	The display has at least 12 different but related items. At least 10 of these items are excellent and essential information on the topic.	The display has fewer than 10 items OR the items are not good information on the topic OR there are several factual errors.
Scrapbook Design	The layout is appealing and well organized, the use of color and text add interest and appeal. There is consistency in alignment, colors, and motif.	There is a good bit of visual appeal and organization, but some elements are lacking. Color, layout, text, alignment, motif, page interest need improvement.	More thought and planning should be given to visual appeal and organization. There seems to be little consistency in visual elements.	The scrapbook seems a hodge-podge of items thrown together with no thought to planning. There is no consistency to layout, colors, or other visual elements.
Types of Scrapbook Information	The scrapbook uses a wide variety of media and genres (text, poetry, quotes, images, maps, audio, video) to explore the topic or theme.	The scrapbook uses at least 3 different types of media or genres to explore the topic or theme but does not have a variety in the collection.	The scrapbook needs more variety to explore the theme or topic adequately.	There is no variety to the collection, and items seemed to be just added to complete the assignment.
Sources	Source information is included for all graphics, facts and quotes. All information is documented in desired format.	Source information is included for all graphics, facts and quotes. Most information is documented in desired format.	Source information is included for graphics, facts and quotes, but information is not documented in the desired format or some	Very little or no source information is included.

**Other Evidence  
Selected Response-**

oral questioning

**Constructed  
Response –**

essay, short answer, stories, poems, raps

**Informal  
Assessment –**

labs, teacher observation, student self-assessment, journal entries



Remember! Never Forget the Holocaust!

			source information is missing.	
<b>Mechanics</b>	No misspellings, mechanical, or grammatical errors.	Three or fewer misspellings, mechanical, and/or grammatical errors.	Four misspellings, mechanical, and/or grammatical errors.	More than 4 misspellings, mechanical and/or grammatical errors.

**Rubric for Scrapbook Presentations**

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Content</b>	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
<b>Comprehension</b>	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
<b>Stays on Topic</b>	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
<b>Presentation</b>	Well-rehearsed with smooth delivery that holds audience attention. Student did not "read" the slides to the audience.	Rehearsed with fairly smooth delivery that holds audience attention most of the time. There was a little too much "reading of the slides."	Delivery not smooth, but able to maintain interest of the audience most of the time. Student needs to rehearse more so that the slides are not read to the audience.	Delivery not smooth and audience attention often lost. The slides were read to the audience.

**Student Self-Assessment and Reflection**

***Sample Self-Assessment Questions:***

- What did you accomplish today?
- What strengths do you think you showed in your work today?
- How did you feel about the topic that we investigated today?
- How well do you think you understood the activity we did today?
- What questions do you have about what we did today?
- Are there some things you don't understand?
- What do you think is the most important thing you learned in science this week?

**Procedures for Activities** - *How will learning experiences be designed to achieve understanding of the concepts and mastery of the reasonings, knowledge, and skills to achieve the desired performance?* (list and explain each – include more specific directions as attachments)

**English/ Language Arts**

- See Attachment for Procedures

**Social Studies**

- **Day 1 – Introduction**  
\*May use other resources (posters, DVDs) listed in social Studies materials section to help enhance class discussions

**Teacher will...**

1. Share the information at <http://www.fylde.demon.co.uk/jack.htm>
2. Share the information at [http://www.stg.brown.edu/projects/WWII\\_Women/ComingToTerms.html](http://www.stg.brown.edu/projects/WWII_Women/ComingToTerms.html) and lead students to discover how WWII affected women on the home front.
3. Provide students with Social Studies Holocaust Notes. See Attachment for Social Studies Holocaust Notes

**Students will ...**

1. Start a K-W-L chart on the Holocaust. See Attachment for KWL Chart.
2. Read 827 in Journey Across Time and complete the K-W-L.
3. Respond to this question—Was WWII worth the loss of human lives and economic cost?

- **Day 2 – Hitler and the Final Solution**

**Teachers will...**

1. Share Hitler and the Final Solution at [http://www.history.acusd.edu/gen/WW2Timeline/Final\\_Solution.html](http://www.history.acusd.edu/gen/WW2Timeline/Final_Solution.html).

**Each student will...**

Imagine that he/she is a person during WWII. He/She will write a diary entry of one day in his/her life. Students must assume one of the following roles as they write:

- A Jew in hiding
- A Gentile helping a Jewish friend hide
- A person in a concentration camp (be age specific)
- A mother/father of a young person in the war
- A guard at a concentration camp

**The Diary Entry will be placed in the Dairy Entry section of their scrapbook.**

- **Day 3 - Looking at Photographs**

**Hook:** Have students bring in three family photos, one photo taken more than three years ago, taken two years ago, and one taken in the current year. Place students in groups of two and have students guess the time frame their partner's photos were taken using this prompt question: **How could we date this photograph if we did not know when it was taken?** Possible Answers: Look for clues in the clothing and hair styles, furniture, automobiles, buildings, street fixtures, and other objects in the photograph. The characteristics of the photograph itself (sepia tones, black and white, color, etc.) may also help date a photograph. Tell students it is important to view photographs with a critical eye. Looking for details that provide information about the people, places and objects in the photograph helps to anchor that document in time. Photographs are primary source materials; they provide evidence of historical events.

**Students will...**

- 1) Choose one of four Allied Propaganda Photos from the following website:  
<http://fcit.usf.edu/holocaust/resource/gallery/ALLIED.htm>

2) The students will answer the following questions about the photo in sentence form to include in the Photo Analysis section of their scrapbook.

1. What is the approximate date the photo was taken?
2. Where was the photo taken?
3. Who are the People in the photo?
4. What does the photo tell you about the photographer?
5. What time of day was the photo taken?
6. What time of year was the photo taken?
7. Photos tell stories. Write a caption about the photo.

**Teacher Prompts for Questions:**

1. Look for clues in the clothing and hair styles, furniture, automobiles, buildings, street fixtures, and other objects in the photograph. The characteristics of the photograph itself (sepia tones, black and white, color, etc.) may also help date a photograph.
2. Was the setting of the photograph inside, in a studio or home, or another kind of building? Was the photo taken outside on the street, in a park, or in the countryside? Are there any clues given by written language, vegetation, or topographical features?
3. Look at clothing, hair styles, setting, body language, and objects to help determine social, economic, or political status, country of origin, and so on. Are there any emotions detectable in the people? Do you think the people in the photograph are related?
4. Does the angle of the photograph give you any information?
5. Evidence may include a timepiece or shadow length. Does that give you more information about the subject?
6. What clues other than vegetation and type of clothing worn might provide some evidence?

• **Day 4 – Map Skills Part 1 & 2**

- Watch [www.unitedstreaming.com](http://www.unitedstreaming.com). *Exploring the World's Geography* (24min.)  
(Many 7<sup>th</sup> graders cannot accurately discuss world travel and trade because they lack the knowledge of where the major landmasses are and what they are called.  
If your students have an adequate background knowledge to begin this section, this video could be omitted)

**Students will...**

1. Complete Maps Skills Part 1: A Look at Central Europe Today
  2. Complete Map Skills Part 2: Europe Before and After WWI
- See Attachments for Handouts and Maps

**Teacher Preparation:**

**Part 1: A Look at Central Europe Today**

Q1--Review current map of Europe, learn where countries are, their capitals, and the correct spelling.

Q3, Q4, Q5--Review major current or recent events in Europe

For example: the war in Kosovo.

- Determine effects on the United States: economic, danger to our military personnel, family life here is disrupted when American soldiers go to other countries, children who are without a parent because of military service.

\*\*\*Think of discussion items from a 12-year-old's perspective.

- Determine effects on the children in Kosovo: bombings, ability to go to school, knowing someone who has been killed, lack of goods (water, food, electricity, medical supplies and hospitals, money), a parent's loss of job means no money

Q6--Familiarize yourself with the various languages spoken in Europe. Have children tell you, then you add more.

Q8, Q10--Discuss advantages of being multi-lingual: jobs, traveling, being able to learn about and understand other people and cultures.

Q9--Have a map of the world or the United States available for the children to compare.

### **Part 2: Europe Before and After WWI**

Q1, Q2--Know which countries around the world fought for the Central Powers and which ones fought for the Allies. Let children know that the word "allies" means "friends." That will help them remember that the United States was an Ally during both wars.

Q3--Note especially the changes between Germany and France, and Germany and Poland, and the changes that resulted from the Treaty of Versailles in 1919.

Q4--Know the capitals and their correct spelling ahead of time.

Q5--Research the assassination of Archduke Franz Ferdinand in Austria-Hungary while he was visiting Sarajevo.

Q6--Research ahead of time. Be aware that different sources may provide conflicting or varied information. Have in mind "consensus" answers.

Q7--Research ahead of time. One encyclopedia noted that from December of 1941 to December of 1942 the cost of one gold piece went from 46 DM to 1753 DM. Stories of a loaf of bread being bought with wheelbarrows full of money are true.

Q8--Examples of answers should include the extreme changes in the value of the DM; buildings and factories destroyed often meant the loss of jobs for many; Germany's loss of territory brought numerous problems and changes as well as bitterness of the German people. Discuss how the German people's anger and desperation could lead them to want to fight, to win back what they had lost, and to regain lost pride.

Q9--Question 8 leads to discussion here. An extremely important point to make with students is that Hitler was not seen as a murdering monster to the German people in the early 1930s. An excellent way to lead students to understand Hitler from the German people's point of view is to do the following:

1. In an open forum, have students come up with the names of people who are remembered for being good, effective leaders. Name leaders who helped improve the lives of their followers. Have a short discussion about 4-5 people named. Names like John F. Kennedy, George Washington, Abraham Lincoln, Queen Elizabeth I, and Gandhi might be a few names brought up.
2. Then, on the chalkboard, make a separate list of words that describe good and effective leaders. Words like strong, intelligent, kind, giving, charismatic, enthusiastic, hard working, and effective speaker should be among the answers.
3. Finally, make a chart listing the leaders' names across the top and the descriptors down the side. Put checkmarks in boxes below each name for all words that describe that person.
4. Now, at the end of the top row of names, add Adolf Hitler and ask the students to check off all of the listed words that also describe him--intelligent, charismatic, hard working, and effective speaker (of the terms listed above) should be checked. Make the point to the students that it is this Hitler that the people of Germany got to know and respect. He was responsible for the creation of many jobs (having the Autobahn built), and he spoke to the people about rebuilding German pride at a time when they were in despair. Continue discussion on his charisma and effective speaking ability.

#### **• Day 5 - Map Skills Part 3 & 4**

Students will...

1. Complete Maps Skills Part 3: Comparing Pre-World War II Germany to Germany Today

2. Complete Map Skills Part 4: The Holocaust and the War

See Attachments for Handouts and Maps

#### **Teacher Preparation:**

### **Part 3: Comparing Pre-World War II Germany to Germany Today**

Q1, Q2, Q3--Note changes in German and Polish territories as well as land along the German-French border.

Q4, Q5--Research Poland's political strength. Be sure students realize that Germany's eastward movement was, if nothing else, an attempt to regain land lost after WWI.

Q6--Research the agreement between Denmark and Germany and reasons why Great Britain was not considered a threat to Germany.

Q7--A lot of reading will be needed for conducting a discussion on this. At a minimum, research the invasion of Poland for class discussion.

Q8--Research why Austria welcomed Hitler's army. Also, read about Hitler's and Stalin's relationship prior to the start of WWII and why Stalin later joined the Allies to fight Germany.

Extended discussion topics (also for use with other activities including Part 6: To Stay or Leave):

- o What was the weather like during the winters from 1939 to 1942? During which seasons did most invasions begin and do you think weather was a consideration in deciding when and where to attack? How did the weather affect how, when, and where Jews would hide or escape?
- o Find a physical map of Europe. How did the topography of Central Europe affect where Jews could hide or escape to? Where were there places that were easier than others for Jews to travel to by foot? What distances would one have to travel to escape to a "safe" country from (1) various major cities, (2) various ghettos, or (3) various concentration camps? If traveling by foot (20-25 miles per day), how long would it take to get to safety? Have students discuss traveling conditions and what would be needed for such a journey.

#### **Part 4: The Holocaust and the War**

Q2--Research ahead of time. Be sure to prepare for a discussion on current events surrounding the controversy of Switzerland's banking industry--that money taken from Jews during the Holocaust was put into Swiss bank accounts and Jews and their descendants are still trying to get the money back.

Q3, Q4, Q5, Q6, Q7--Make this chart ahead of time, even if just on paper, with acceptable answers (range of numbers) so as to guide students as they complete their charts.

Q8, Q9--Research numbers ahead of time, review 2-3 sources, as accounts will vary. Do not assume that by subtracting an ending (1945 or so) number from a beginning (1933) number you will have the number of people who died. Search for the number of Polish Jews who died or were killed. For simplest purposes, one can figure that 2 out of 3 European Jews were killed. If Poland had 3 million Jews in 1933, that would mean that approximately 2 million died. Denmark's situation is quite different, however. A report from the US Holocaust Memorial Museum states that only 51 of the more than 7,500 Danish Jews died; most Danish Jews were transported to neutral Sweden before the Nazis arrived in Denmark. Of 500 Danish Jews brought to Theresienstadt ghetto, all but 51 survived the Holocaust.

Q10--The class should compare the differences between Poland and Denmark. Other countries to discuss include Great Britain, France, and, of course, Germany. Research the French attitude toward immigrant Jews versus French Jews--Vichy France could be seen as siding with the Nazis when one considers some of the antisemitic laws that were created during WWII.

#### **• Day 6 - Map Skills Part 5 & 6**

**Students will...**

1. Complete Maps Skills Part 5: Railroad to Auschwitz Handout
  2. Complete Map Skills Part 6: To Stay or Leave
- See Attachments for Handouts and Maps

#### **Teacher Preparation:**

##### **Part 5: Railroad Routes to Auschwitz**

Q1, Q2, Q3--Be familiar as to where the cities are and in which countries they are located.

Q4--For advanced students and higher grades, expectations can include a more detailed measurement or use of a physical map (consider traveling over mountains or across rivers). Further study might include researching the miles or kilometers traveled per day and figuring the amount of time it took to get from place to place.

Q5--Three are included below. The Teacher's Guide to the Holocaust CD and Web site offer many, many more testimonies (most available from the Websites listed) that are very informative--take the time to read as many as you can and select more passages as is appropriate for the topics you discuss and the age level of your students.

Q6--Answer should be 33 months. Have students develop an understanding of this amount of time by counting back 33 months--have them determine how old were they and recall events from then.

Q7--A boxcar 30 ft. by 8 ft. would have 240 square feet. Have students measure the classroom. Is the amount of square feet in the classroom more or less than that of the boxcar? If the classroom is larger, use masking tape to mark the floor of 240 feet (the area does not have to be 30x8, it could be 10x24 or 12x20).

Q8--With the classroom floor marked with masking tape, have students stand within the 240 square-foot area.

Realizing that 100-120 people had to fit into this area, students should figure that each person had approximately 2 square feet of space. Mark a number of spaces this size with masking tape on the floor and have a few students stand in these spaces. This should spark discussion about how people sat down, slept, and moved around. Students should also consider the lack of restrooms and food, that some people had luggage with them, many had young children and babies, and some people died during the journey. Be willing to discuss questions they raise because those who had to travel this way during the Holocaust had the same questions and concerns!  
Q9--Allow open discussion and realize there will be a lot of "worst aspect" answers!

**Testimonies from Auschwitz survivors:**

Lucille E. (from <http://remember.org/witness/wit.sur.luc.html>)

Alexander Ehrmann (from Holocaust Survivor Oral Histories)

Primo Levi (from <http://www.inch.com/~ari/levi2a.html> and his book *Survival in Auschwitz* (Collier Books, 1971, 4th printing)

Website:

Interviewer: And these tracks, and these freight cars we see as we pass by, what kind of effect do they have on you?

Primo Levi: There, I would say that they are precisely the trains to have an explosive reflex. This is what impresses me the most because still now, to see a car in a freight train has a violent, evoking effect on me, much more I'd say than to see again the villages and the places, Auschwitz itself. Having traveled for 5 days in a sealed box car is an experience one doesn't forget.

Book (pp. 12-17)

**Part 6: To Stay or Leave**

Q1--Answers may include: lack of education, lack of access to news of other places. It was easier for Nazis to control the access to news from people of small areas and, therefore, provide them with what the Nazis wanted them to know. If all the townspeople heard was about how Jews in the big cities were making life difficult for "good and hard working Germans," it would be easy for the people to believe that Jews were bad and that the Nazi Party was there to help the situation.

Q2--This goes along with the answer to question 1. Young people who lack education and lack the ability to know how to separate what is fact and what is opinion or bias would be lead to believe only what they hear. Nazis controlled this and counted on its effect--and they were right. Undereducated youth joined the party enthusiastically, encouraged by the opportunity to have a paying job and help the German people.

Q3--The Nuremberg Laws are available on the Teacher's Guide to the Holocaust CD and web site. Review this short document prior to presenting this lesson.

Q4--Note that most Jews headed west from Germany. England became the safest place to go for Jews. Although much of England was bombed during WWII, Hitler was never able to invade the country.

Q5--Check for documents on Teacher's Guide to the Holocaust CD and web site and elsewhere. For further study, review United States news reports following the conference. Understand the US policies and research the reasons for them. Also, consider how the results of the conference further encouraged Hitler.

Q6--The movie "The Voyage of the Damned" recounts this event. Search for documents on this as well. The statement infers that by the time the passengers returned to Europe and many of the other countries they went to soon came under German control - many never escaped the Nazis at all.

Q7--Research the relationship between Germany and Austria during WWI as well as the time leading up to WWII. Review maps of German land that was "given" to Poland after WWI. Also review the political and philosophical framework of Austria and Poland.

Q8--This is difficult to comprehend, given our "20-20 hindsight." Discuss with students what events would have

to occur that would make them pack a suitcase and leave everything else behind. Discuss the Nuremberg Laws and Kristallnacht. Have them discuss what they think caused Jews to stay or to leave. Current events on the ethnic wars and disputes in Eastern Europe (Kosovo, Serbia, Croatia) and in Africa (Rwanda) may be worth investigating as well, especially since newspaper and televised reports are more easily accessible. Q9, Q10--Research numbers from a few sources and come to a general number to work with. This question requires students to do ratios and percentages so be prepared to teach these math skills. The main point is that it was much more likely for a Danish Jew to survive the Holocaust than a Polish Jew. Discuss the reasons why: length of time each country was occupied, available escape routes for Jews, proximity to Germany, for example.

- **Day 7 – Letter of Memorial**

**Teacher will...**

1. Obtain the following materials: Paper, envelopes, and stamps for letter-writing
2. Reserve Computer Lab with Word Processor with Language Translation capabilities

**Students will...**

Write a letter to a newspaper in the foreign language in memory of victims, or asking that readers remember the lessons of the Holocaust.

1. Write a letter in English
2. Critique classmate's letter
3. Type the letter in a word Processor and translate it to Chinese, French, or Spanish

The Letters in both English and other selected language will be added to the Letter of Memorial section in their Scrapbook.

- **Day 8 – Continue Letter of Memorial**

**Students will...**

1. Finish typing letters and translating them
2. Prepare final product for Scrapbook

- **Day 9 – Scrapbook Preparations**

**Guidelines** - Make sure students follow rubric and include the following details for each section:

**Dairy Entry** – Page should have dairy entry written in the correct format with the chosen perspective and should be a least one page handwritten or typed

**Photo Analysis** – Page should have the photo displayed with caption and questions typed and answered

**Letter of Memorial** - Page should have English Version of Letter, Foreign Language Version of Letter (Chinese, French, or Spanish), and decorated envelope with address labels

- **Day 10 – Scrapbook Presentations**

Have students present their Social Studies, Science, and Math sections of scrapbook and record for view at Parent Night.

## Math

- **Day 1- Statistics Discussion**

**PROCEDURE:**

**I. INTRODUCTION/HOOK**

Have the class stand. Have them count how many people are in the class. Explain to them that they are going to separate themselves in groups silently according to personal attributes or personal preferences. Once they are separated into the groups, they will be in competition with the other groups in the room to figure out what percent of the class they have in their group.

Some possible ways to have them separate are: eye color, hair color, type of shoes, number of siblings, length of sleeve, favorite color Example: 20 students in the class, 5 students have green eyes equals 25%.

**II. TRANSITION**



Anne Frank tells the story of her life hiding from the Nazis in World War II Amsterdam. Anne Frank and her family are eventually found out and arrested by the Nazis. Anne's father is the only survivor of Anne's family and the other four people living in hiding with them. Today, they are going to get the chance to look at some statistics from the Holocaust and examine the relationship between them, including percentages.

### III. RESEARCHING AND ANALYZING STATISTICS

Have the students get out graph paper and drawing materials. Present them with some of the Holocaust statistics, such as total number of Jews and total number killed.

Some websites that are good resources are:

<http://www.teacheroz.com/holocaust.htm>

[http://www.kawvalley.k12.ks.us/schools/rjh/marneyg/05\\_holocaustprojects/](http://www.kawvalley.k12.ks.us/schools/rjh/marneyg/05_holocaustprojects/)

[05\\_sobba\\_causes-statistics.htm](http://www.sobba.ca/causes-statistics.htm)

<http://www.historyplace.com/worldwar2/holocaust/h-statistics.htm>

<http://faculty.ucc.edu/egh-damerow/Statistics.htm>

Have them figure out what percent of Jews were killed during the Holocaust and what percentage survived. Have them put those statistics into a double bar graph so they can see the visual representation of the statistics. Feel free to use other statistics from the Holocaust as well. For example, you can use total population versus total number of Jews. You can also break it down by country and have them see the different statistics in the different countries both by percentages they figure out and the bar graph representation they create.

### IV. WRAP UP/REFLECTION

Lead a class discussion on the statistics and the percentages the students have found. Feel free to talk about the social aspects as well as the numbers. Some possible questions to ask are: What about the statistics do they notice? What does it make them think about? What does 63% of Jews killed look like to them? How does that relate to them? Why do they think that some countries were more susceptible to the deaths than the others? What aspects of the Holocaust do the bar graphs show? What other aspects are not shown by the bar graphs? What are the limitations of the bar graphs?

- **Day 2 – Data Collection**

Complete the "Food Preferences: Gathering and Analyzing Data" on page 24 of the Real-Life Math Statistics Book by Eric T. Olson and Tammy Perry Olson.

The book provides easy to use Teacher Instructions on how to conduct the activity. The pages are also reproducible.

- **Day 3 – Patterns and Algebra**

Hook students to learning about and applying skills of area and perimeter to construct a Holocaust Memorial by...  
**Teacher will...**

1. Read aloud the book *Spaghetti and Meatballs for All!* by Marilyn Burns.
2. Discuss story with students.

#### **Story Background**

Mr. and Mrs. Comfort are planning a family-reunion. Mr. Comfort prepares plenty of food, Mrs. Comfort has a plan for arranging all the tables and chairs. But as the guests arrive, they rearrange the chairs and tables to accommodate the new comers and those who want to sit with. Mrs. Comfort begins to panic. There will not be enough seats for everyone!

- **Day 4 – A Holocaust Monument**

\*As an additional reference depending on level of students, you may refer to the book Looking at Geometry by AIMS foundation, Inc. to help build background knowledge in Geometry.

#### **Procedure:**

In this activity students use geometric shapes or forms to create a Holocaust monument. The lesson is appropriate

after students have studied the Holocaust enough that they are ready to express some personal response to what they have learned. The activity is provided at three levels of increasing complexity. Level one uses simple shapes and is appropriate for elementary grades, level two utilizes three dimensional forms, and level three assumes that the students have some understanding of architecture.

### **Level 1: Shapes**

Discuss geometric shapes with the class. Review the definitions of the shapes. Also discuss the emotional response we have to certain shapes. For instance, compare several circles with a row of acute triangles. Which seems more inviting? Which seems dangerous? Also consider the position or orientation of shapes. For example, a triangle resting on its base is a very stable shape, but inverted it is unstable. Rectangles tipped at an angle become dynamic, suggesting either action or the potential for movement. A large shape leaning toward us can seem very threatening, but two shapes leaning against each other can be stable and even suggest shelter.

Then explain that the students are to use geometric shapes to create a Holocaust monument. Such memorials have taken many forms and have expressed many different themes. Some are dedicated to the memory of the victims or to one of the victim groups. Other monuments specifically commemorate the struggle, the agony, or the resistance of the victims. Monuments are also erected to the heroism of rescuers and liberators. Show students photos of various memorials.

Once students have decided what they would like to express in their memorial, they should make pencil sketches of various arrangements of shapes. Allow time for students to discuss their preliminary sketches in small groups. Students should then select the sketch that is most expressive of their chosen theme. Also allow students to use the Spatial Visualization Tiles pkg.100 to gain an understanding of how the isometric drawings are constructed. Because they leave no trace of error, students are free to experiment. The transparent tiles come in three bright colors: yellow, green and red. For added understanding you may use "Part Three: Making and Interpreting Isometric Drawings" Activity from the book Spatial Visualization by the AIMS Foundation, Inc.

Students use rulers, compass, and a knowledge of geometry to draw and cut their shapes from a single color of construction paper. Have them cut all the shapes out and arrange them on a second sheet of contrasting color. They should check their designs and make any last minute changes before gluing the shapes down.

You may ask the students to draw one or more figures viewing the monument to establish a sense of scale. These figures can be drawn directly on the background paper.

If the teacher wishes to extend this activity as a math lesson, students could be asked to calculate the area of their monument. Problems of scale and ratio could also be introduced. For example, if the drawn figure is six feet tall, how tall would the monument be?

### **Level 2: Forms**

Proceed as above, but discuss forms rather than shapes. The student project could be done either as a modeled (shaded) drawing or as an actual construction. If done as a drawing, make sure that students determine a consistent light source and shade each of the forms to create the illusion of dimension. It is also possible to use a computer graphics program to create shaded forms. If the assignment is done as a three dimensional construction, have students paint the monument a single color to emphasize the forms. As before, you may wish to have the students add a figure for scale. A mathematics component could be added, this time calculating either surface area or volume.

### **Level 3: Architecture**

If students have the appropriate background, the assignment could be approached as an architectural monument. Proceed as above, but discuss the emotional responses to different types of space. How do we respond differently to open or closed areas? To public or private spaces? To different scales of buildings? Show photographs of the United States Holocaust Memorial Museum. Also consider the architectural monuments at Yad Vashem and visit the Web site of the South Florida Holocaust Memorial. Student projects may be completed as architectural renderings or as models.

**Evaluation:**

How well does the finished project express the theme chosen by the student artist?

- **Day 5 - Continue A Holocaust Monument Activity**

Allow students time to work on their Monument Activity from the previous day.

- Students should add their drawings or picture of their monuments to the scrapbook

- **Day 6 – Population Density**

**Background:**

The St. Petersburg-Tampa urban area covers 650 square miles with a population of about 2,200,000 people. Pinellas is the most densely populated county in the state of Florida. To calculate the population density, expressed in people per square mile, divide the number of people by the number of square miles. Florida's population is about 15 million, with land of 58,664 square miles. By the year 2025, Florida will probably be home to 21 million. Los Angeles, the most densely populated US region, has approximately 12 million people living in almost 2000 square miles of space. The US population is about 270 million people, with 3,618,770 square miles of land. In 2025, the US is projected to have 335,050 million people. Worldwide, there are 5840 million people occupying land area of 51,673,874 square miles. By the year 2025, the Earth is expected to have over 8000 million human residents.

During the Nazi occupation of Poland, 230,000 Jews were forced to live in a ghetto in Łódź, Poland. By the end of 1939, the 4.3 square kilometer ghetto was occupied by an average of 3.5 people per room. In 1941, 25,000 additional people were brought to the ghetto to live. By October of 1940, Nazis had confined nearly 400,000 Jews in a 3.5 square mile area of Warsaw which normally housed about 160,000. The area was surrounded by a wall 10 feet high and was sealed off on November 15, 1940. Jews were forbidden to go outside the area on penalty of being shot on sight. No contact with the outside world was allowed.

**Materials:**

World Almanac or Internet sites for finding population density data for US and world regions

**Procedure:**

- Given the population data provided above, have students compare the population densities of Tampa-St. Pete to other US and world areas.
- Have students compare the population densities of their own area to other US and world areas.
- Calculate the population density of the school, by converting the building square footage to square miles. One square mile contains 27,878,400 square feet.
- Use graphs to visually display comparisons. Calculate the population density of Łódź in 1939 and 1941, and in Warsaw in 1940.
- Discuss how the students feel to live and work in very crowded situations. Include discussion of sharing resources and shortages under crowded conditions.

- **Day 7 – Making Ends Meet**

- Discuss how these conditions would affect management of money. If needed, use the book Rolling in the Dough by Joanne Currah and Jane Felling to reinforce money concepts such as counting coins, adding and subtracting change, filling out checks and deposit slips, estimating total cost of purchases, money notation, and calculating tax.

Also, explain that many Germans were very poor during this time period. Many were worth less than before, which made it harder to buy necessary items. Give each child a \$100 pay check for the week. Then, give them a list of food (milk, bread, eggs, etc.) and the corresponding prices. Have the students deduct the correct

Remember! Never Forget the Holocaust!

amounts, listing everything they purchased. Ask the students how this might make it hard to provide for their family. Ask the students what a mother or father might do under such circumstances. Would they be desperate for the kind of change that Hitler claimed he would provide?

- **Day 8 - Scrapbook Preparations**

Allow students time to work on Social Studies, Science, and Math sections of Scrapbook

- **Day 9 - Scrapbook Preparations**

Allow students time to work on Social Studies, Science, and Math sections of Scrapbook

- **Day 10 – Scrapbook Presentations**

Have students present their Social Studies, Science, and Math sections of scrapbook and record for view at Parent Night.

Science

- **Day1- Introduction to Genetics**

Mr. Potato Head Genetics

Materials:

Mr. Potato Head Bucket (includes 2 Potatoes and multiple pieces)  
Student Handout

**Object - This is a demonstration activity (rather than a game) to reinforce the concepts of traits, chromosomes, inheritance, dominant and recessive.**

How to play: (Best for 1-2 students)

1. Empty out the bucket of Mr. Potato Head parts.
2. Sort parts into pairs which represent traits. Assign which part of each pair will be "Dominant" and which part will be "Recessive".
3. Record each pair of parts in the handout in the appropriate columns.
4. Roll 2 dice to represent the chromosomes the Potato Person will get for each trait.
5. Note the number on each die. If the number is even, record a **D for dominant** in the appropriate column on the handout. If the number is odd, record **d for recessive** in the appropriate column in the handout.
6. If the results of the roll are D, D then choose the dominant part on the handout. If the role is D,d, choose the dominant part on the handout. If the roll is d,d, choose the recessive part on the handout.
7. Once all the parts have been chosen, construct the Potato Person.

**Potato Head Genetics**

TRAIT		GENES		YOUR POTATO PERSON TRAIT
		dominant: <b>D</b>	recessive: <b>d</b>	
		(rolls 2,4,6)	(rolls 1,3,5)	
Dominant	Recessive	Die 1	Die 2	

Example		(die shows 6)	(die shows 3)	
1. Pink lips	Red lips	D	d	Pink lips
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

- **Day 2 – Human Heredity Investigation**

Complete Investigation #1& #2 of Human Heredity Investigation Kit

Refer to Teacher's Manual for easy to follow instructions. The kit originally includes 30 Student Handouts

Take pictures of students performing activities to add to the scrapbook.

- **Day 3 – Continue Human Heredity Investigation**

Complete Investigation #3& #4 of Human Heredity Investigation Kit

Refer to Teacher's Manual for easy to follow instructions. The kit originally includes 30 Student Handouts

Take pictures of students performing activities to add to the scrapbook.

- **Day 4 – Family Tree (My Pedigree)**
  - Explore various traits through their families.
  - Utilize technology to create a family pedigree.
  - Study the relationship between parent and offspring, noting the differences and similarities.

**Equipment and Materials**

- Digital Cameras (5)
- USB cable
- Camera Instruction Manual
- CD (with photo editing software and drivers)

**Teacher provides:**

- PC with minimum Pentium, Windows 98/98SE and cdROM drive  
(PC software – Windows 98/98SE/2000/ME/XP)
- Printing paper

**Background**

Pedigrees are often used in genetic counseling to identify possible connections to various diseases, including cancer. While students will not look for diseases, this experience can help them see which visible traits have traveled through their families to themselves. Facial features, such as dimples, cleft chins and earlobe shape are single allele traits. A typical chart is below.

**Preparation**

Cameras will need to be shared among classmates, thus this activity requires planned time throughout the length you have this kit. Introducing the activity early and then creating a schedule for students to use the cameras and a computer can allow everyone the chance to create a pedigree. At the end of the activities, students could present their pedigree and one trait that they have been able to follow through their family. Add provided software so that students can edit and print their pictures.

**Instructions**

1. Create a timetable for students to use the cameras to photograph individual members of their families and a computer to edit and print these pictures. Instruct students to get a face shot of themselves and their family members, especially grandparents, parents and siblings. (If necessary, limit the number and overall size of pictures each student is allowed to take so that printer ink does not become an issue.)
2. Start this process early, though you may want to wait to talk about pedigrees until students have a better understanding of genetics.
3. Explain to students that a pedigree is a family tree utilized by geneticists to follow a particular trait through generations of a family. Create an example pedigree on the board. (Use your family or a student's as the example.)
4. Share the symbols used traditionally but encourage students to construct their pedigree chart as they like, as long as the relationships are easy to follow. (The pictures will depict gender so the circles and squares are not necessary.)
5. Have each student place their family pedigree in Science section of the scrapbook.

- **Day 5 – Hitler's Eugenics Program**

**Background:**

Nazis viewed several groups as racially inferior: Jews, Africans, the disabled, Gypsies, Jehovah's Witnesses, and others. After new German laws were adopted between 1933 and 1935, 500 children of African heritage, many of Germany's 30,000 Gypsies, and up to 350,000 disabled individuals were involuntarily sterilized by surgery or radiation. These people were also prohibited from marrying Germans. Nazis used gas chambers, pills, injection, starvation and other means to systematically kill millions of Poles, disabled, Jews, Gypsies, Communists, and Soviets.

T4 Medical Questionnaire 1

Used for questioning institutionalized patients:

Case no.....  
Name of Institution.....in.....  
First and family name of patient:.....maiden name:.....  
Date of birth:..... City..... District:.....  
Last Residence:..... District:.....  
Unmarr., marr., wid., div.:..... Relig.:..... Race\*..... Natlty:.....  
Address of nearest relative:.....  
Regular visits and by whom (address):.....  
Guardian or Care-Giver (name, address):.....  
Cost-bearer:..... How long in this inst.:.....  
In other Institutions; when and how long:.....  
How long sick:..... From where and when transferred:.....  
Twin yes/no:..... Mentally ill blood relatives:.....  
Diagnosis:.....  
Primary symptoms:.....  
Mainly bedridden? yes/no... Very restless yes/no... Confined yes/no...  
Incurable phys. illness: yes/no:..... War casualty: yes/no:.....  
For schizophrenia: Recent case..... Final stage..... good remission.....  
For retardation: Debility:..... Imbecile:..... Idiot:.....  
For epilepsy: Psych. changes:..... Average freq. of attacks:.....  
For senile disorders: Very confused:..... Soils self:.....  
Therapy (Insulin, Cardiazol, Malaria, Salvarsan, etc.):.....  
Lasting effects: yes/no:.....  
Referred on the basis of 51, 42b Crim. Code, etc.:..... By:.....  
Crime:..... Earlier criminal acts:.....  
Type of Occupation: (Most exact description of work and productivity,  
e.g. Fieldwork, does not do much:--Locksmith's shop, good skilled  
worker:--No vague answers, such as housework, rather precise: cleaning  
room; etc.)  
Always indicate also, whether constantly, frequently or only  
occasionally occupied).....  
Release expected soon:.....  
Remarks:.....  
Do not mark in this Space.  
.....  
.....  
.....  
Place, Date.....  
Signature of medical director or his  
representative)

\*German or related blood (German-blooded), Jew, Jewish Mischling (half-breed) 1st or 2nd degree, Negro (Mischling), Gypsy (Mischling), etc. Translated in Robert J. Lifton, *The Nazi Doctors: Medical Killing and the Psychology of Genocide* (New York, 1986), pp. 68-69.

**Procedure:**

1. Discuss multiple perspectives of the following questions related to the right of parenthood:
  - o Is it ethical (moral, right, good, fair) to prevent any person from becoming a parent? If so, under what conditions? (Race, sexual orientation, genetic disease/health, age, criminal history) Under those

- conditions, should sterilization be compulsory? Are human rights and privacy rights violated when the right to parenthood is denied? Should nations or states have the right to enact laws regarding compulsory sterilization?
2. Investigate Federal law, the constitution, and United Nations human rights declarations related to the right to reproduce.
  3. Consider the following questions regarding euthanasia:
    - o Is euthanasia (mercy killing) or the death penalty (capital punishment) ever ethical?
    - o If so, under what conditions?
    - o Should euthanasia ever be compulsory?
    - o For the protection of society in the case of deadly infectious disease, what would be acceptable alternatives to euthanasia?
  4. Investigate Federal and state law, the constitution, and United Nations human rights declarations related to euthanasia and the death penalty.
  5. Develop a code of ethics regarding reproductive rights, euthanasia, and the death penalty.
  6. Consider the opposite extremes, made possible by biotechnology: are there limits to the resources that society should allocate to saving lives and assisting infertile individuals in becoming parents?
  7. Include Questions and Answers in the Science section of the Scrapbook.

- **Day 6 – Epidemic, Plague, and Infection**

**Background:**

In Nazi death camps, typhus was spread by lice. Transmission of typhus from human to human increases under conditions of crowded living arrangements, famine, war or any circumstances that lead to heavy infestation with lice. When the louse sucks the blood of a person infected with the parasite causing typhus, the parasite remains in the louse and grows. When the louse is transmitted to another person through contact or clothing, the louse bites the person. The infected feces from the louse are rubbed into the wound, rubbed into the eye, or inhaled. Each situation results in human infection. The symptoms of typhus appear abruptly, with severe headache, generalized aches and pains and chills. A fever follows and a rash (lasts for 1-2 weeks) appears over the entire body except for the face, palms of the hands and soles of the feet. The flu-like symptoms can progress to a delirious state and stupor and, without treatment, can result in coma and death.

In ghettos, typhoid spread through contaminated drinking water. Typhoid fever is a life-threatening illness caused by the bacterium *Salmonella Typhi*. *Salmonella Typhi* lives only in humans. Persons with typhoid fever carry the bacteria in their bloodstream and intestinal tract. In addition, a small number of persons, called carriers, recover from typhoid fever but continue to carry the bacteria. Both ill persons and carriers shed *S. Typhi* in their feces (stool). You can get typhoid fever if you eat food or drink beverages that have been handled by a person who is shedding *S. Typhi* or if sewage contaminated with *S. Typhi* bacteria gets into the water you use for drinking or washing food. Once *S. Typhi* bacteria are ingested, they multiply and spread into the bloodstream. The body reacts with fever and other signs and symptoms.

**Materials:**

Sets of 10 small colored objects for each student, such as colored paper or colored paper clips. Each student needs 10 of the same color, and at least 6 different colors need to be included. Identify the least common color as the disease carrier color, but don't let the students know which color it is.

**Procedure:**

- Have students trade tokens with 10 other students. Color does not matter during trading.
- After trading is completed, identify the disease carrier color, and ask how many students now have that color. This activity simulates the spread of infectious disease from carriers to victims.
- Discuss the crowded and unsanitary conditions in the European ghettos and concentration camps where Jews and others were segregated by the Nazis. Bring up the difficulty of avoiding disease in such conditions, especially with inadequate heating and diet.

- **Day 7 - Inhumane Nature and Scientific Fallacies of the Medical Experiments during the Holocaust**



**Students will...**

1. Research the inhumane nature and scientific fallacies of the medical experiments carried out in the camps by the Angel of Death, Josef Mengele.
2. Visit Wikipedia Webpage at [http://en.wikipedia.org/wiki/Josef\\_Mengele](http://en.wikipedia.org/wiki/Josef_Mengele) and United States Memorial Museum Webpage at <http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10005168> to gain background information about the acts of Josef Mengele in the name of science.

**Teacher will...**

Lead students into a discussion about their feelings about the medical experiments Mengele conducted at Auschwitz.

- **Day 8 – Crime Scene Investigation: “Bites and Pieces”**

Complete the “Bites and Pieces” Crime Scene Investigation on page 226 in the book Crime Scene Investigations: Real Life Labs for Grades 6-8 by Pam Walker and Elaine Wood. The book contains background information and reproducible worksheets.

**Prompt:**

Suppose survivors of the Holocaust were granted permission to exhume the mass graves of victims at the Auschwitz Concentration Camp. They call on you, the forensic scientist, to determine which remains belong to their loved ones. Complete the following exercise to learn how scientist use clues from bits and pieces of bones to identify a missing.

Take pictures of students performing activity to add to their Science section of the scrapbook.

- **Day 9 – Gas Chambers**

**Background Information**

In the extermination camps built under Operation Reinhard – Belzec, Sobibor, and Treblinka – the gas first used to murder people was carbon monoxide, generated by gasoline engines or released from carbon-monoxide cylinders. Experiments in the use of Zyklon B, a form of hydrogen cyanide or prussic acid, began in Auschwitz in September 1941. The gas pellets were supplied by DEGESCH (a German cooperative that manufactured pesticides), which was controlled by I.G. Farben. Tesch and Stabenow Co. of Hamburg also supplied gas pellets. The improved gas-chamber and crematoria facilities at Auschwitz-Birkenau were built by J. A. Topf und Sohne of Erfurt, Germany.

Review more Background Information at the following website

<http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10005220>

1. After discussing the use of gas chambers, discuss the chemical make-up of the gases used during the Holocaust: carbon monoxide, hydrogen cyanide.
2. Select a cartoon(s) from each series book from Dr. Birdley Teaches Science: Chemistry by Nevin Katz to assess student’s prior knowledge on elements, properties of matter (gas), and Atomic Structure.
3. Use lesson plan for the “Modeling Atoms” in the book Chemistry Matters by AIMS Education Foundation, Inc. to teach about the Atomic Structure of the gases used in the gas chambers.
4. Use the 100 Atoms set to build a 3-D model of a carbon monoxide molecule and hydrogen cyanide molecule with the students.
5. Take pictures of students performing activities to add to the scrapbook.

- **Day 10 – Scrapbook Presentations**

Have students present their Science sections of scrapbook and record for view at Parent Night.



# Language Arts Attachments

# **Language Arts-7<sup>th</sup>-2009**

## **Unit Title- Holocaust**

**Developed by Elvira E. Holston**

### **Objective:**

-  Analyze conflict
-  Create and present a visual presentation

### **standards:**

7-1.4: Analyze the author's development of the conflict and the individual characters as either static, dynamic, round, or flat in a given literary text.

7-1.4: Analyze the author's development of the conflict and the individual characters as either static, dynamic, round, or flat in a given literary text.

7-1.7: Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussion, media productions, and the visual and performing arts).

7-4.4 Use grammatical conventions of written Standard American English.

7-4.7 spell correctly using Standard American English.

7-4.1 Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.

Lexile Range- 1080

Genre- Mystery/Suspense

**Duration** - Approximately three weeks

## Materials

- 25 novels
- 1-Hardcover novel
- Title of novel: *Four Perfect Pebbles* by Lila Perl
- 25- Empty Kleenex tissue box (the long box works best) per student
- Pencils
- News paper or brown paper (Use to stuff empty tissue box for stability)
- 4-5 boxes-Colored pencils
- 1- dozen-Scissors
- 4- Elmer's Rubber Glue
- Staples/stapler
- Clear scotch tape
- White Card stock paper or lineless paper

(Students can choose their own desired material to cover tissue box, provided that it is durable)

## Explanation

The ill treatment inflicted upon millions of people during the horror of the Holocaust in Germany, initiated by Hitler and executed by the Nazis, devoured six million Jews and one and one half million children. In addition, five million non-Jews were killed and others who were thought of as being racially or politically undesirable. This is one of the most inhumane events in history. However, there were other people that braced the struggles and stood bravely against a government that wanted to strip them of their beliefs.

The history of the Jews will be understood by the students as they eagerly read and discuss the dreadful inflictions suffered, death and pain, but many endured. The aftermath of the Holocaust is a stain that will always remain in the hearts and minds of the world.

Students will recognize that the tragic of 911 in 2001, does not even compare to the Holocaust. Let not history repeat itself.

## PROCEDURES

- Daily the teacher will guide the lesson
- Reading time 20-25 minutes per day
- Each student will have a copy of novel

- On the first day, the teacher will state the objective and purpose. The teacher will preview the text through picture walk, discussion, and have students make predictions. Each student will receive material.
  - Students will construct a journal consisting of a predesigned cover and will be given notebook paper to attach to the cover. This journal will be used to record daily notes about conflict and new vocabulary words drawn from the novel.
  - Students will group in pairs. *Four Perfect Pebbles is divided into nine chapters and as students get to each chapter they will write that chapter title on top of page/page number in journal. This will keep the journal organized.*
  - Students will house their journals in their class portfolio and return journals to portfolio's at the end of the novel reading for the day. Portfolios are kept in a crate.
  - *After the first day, the reading of the novel will start with a quick oral review of what was read the previous day to include vocabulary. A student will be appointed by the teacher to conduct the oral review. All students must be attentive during review, making sure that they took accurate notes from previous day. Questions may be asked for clarity if comprehension is not clear. Students must stay focused on analyzing the conflict in the story and discuss other literary elements in the story. . Notes must be taken accurately and dated daily.*
- 
- Note that vocabulary with definitions should be logged on the same page with notes taken. The teacher will guide the students with defining vocabulary words. However, vocabulary definitions will be pre-planned by the teacher and shown on an overhead projector for students to copy them in their journals.
  - The above novel reading instructions will be continued daily until the novel is completely read.
- 
- Students will be reminded that an EMPTY Kleenex box project is required and due approximately one week after reading the novel. Class time will be given to complete project assignment and the due date will be stated and posted on dry erase board. Therefore, students need to be very attentive as conflict is analyzed. At the end of the reading, the teacher will guide reviewing of the novel through questioning of notes taken by the students. On completion of the oral reviewing of notes taken/comments/questions/answers, in the

back of the journal, students will write a book review of Four Perfect Pebbles. Some reviews will be posted on the internet.

### **Guide Lines for Tissue Box Project**

- It will take approximately a week to complete all projects. Student must have read Four Perfect Pebbles by Lila Perl and have journal documentation of notes/vocabulary.

Each student will be given:

- 2- Sheets of Card stock paper/an empty tissue box
- Glue/scissors
- Pebbles
- Tape
- Pencils/colored pencils
- Staples/stapler
- Newspaper
- Paint, assorted piece goods or cloth (optional)
- Stuff the empty box with newspaper
- Cut paper and wrap box securely
- Cut the open area of tissue box where tissue would normally be
- If glue is used and box is still damp, student will have to allow it to dry overnight before continuing project.
- Students will create/design their symbols/objects/captions that they have chosen as representations of the story to attach to the box
- Captions (writing) can be done electronically by computer, but no clip art/coping of pictures/figures from the internet. Let your work be original
- Students may use their art skills to create figures/scenes/pictures and color them with color pencils to enhance their created work.
- On completion of projects, students will present/explain project to the class
- Projects will be exhibited in the media center

## **How to CONSTRUCT THE JOURNAL?**

The cover will be predesigned by an art student, card stock paper is recommended, but optional (the teacher/student can design cover)

Each student will be given a predesigned front cover with a blank cover for the back of the journal

Each student will be given:

- 15 sheets of notebook paper
- 1- Sheet will be used for table of contents
- 9- Sheets for taking notes per section in the story with vocabulary
- 1- Sheet for writing student review of the book, and extra sheets can be attached if needed

Students will write their name on front cover

Color the predesigned front cover

Neatly staple the 15 sheets of notebook paper between front and back cover

## **Kleenex box project**

Students will be given class time to create a Kleenex tissue box project.

Notes taken analyzing the conflict will initiate choosing symbols and captions to design the project

Please keep in mind that your project must depict the story.

It is time to cover your box. Do a neat job. After covering the box, make sure that the tape/glue/staples that you used is holding the material that you wrapped the box with is firmly adhered to the box. If you are using glue, make sure that the box /material is dry before handling it.

Avoid using construction paper. It is too soft and fades easily.

Completely wrap the entire box and carefully use scissors to cut out the area where you would have pulled out the tissue. Only cut out the area where you would have pulled the tissue.

Design the outside of your box

Student's full name must be written on the box

The title of the book and Author's name **must** be written on the box

\* Words/letters may be typed or neatly handwritten

EVERY tissue box must have 4- pebbles attached somewhere on the TOP of the box. These 4-pebbles should NOT be one of your 4 or 5 symbols representing the story

Pebbles will be supplied by the teacher

A minimum of 4 symbols and a maximum of 5 with a written short caption (short phrase/ two-three words, max) will be needed for each symbol represented. See examples of symbols below.

Other suitable materials are permitted, such as: cloth or paint.

Caution!!!

Please AVOID heavy/bulky materials, they are difficult to fold, glue, tape, and staple.

Your project must be representative of the story, *Four Perfect Pebbles*

### Example of Symbols

Example: In the story *Charlotte's Web* by E.B. White, drawing a well defined web and a spider on a piece of paper would symbolize Charlotte in the story. Therefore, your created drawing of a web with a spider in it expresses Charlotte's love for Wilbur, the pig. You would attach the spider and the web to the box with Elmer's Rubber Glue. Creating a hand drawn web. The caption would be Charlotte loves Wilbur.

Think Bloom's, creating



## **What Are Symbols?**

Symbols are representation of something significant. For example, four pebbles would represent that the family would remain whole. Therefore, you would attach four pebbles to your covered tissue box with the caption, whole family.

Caution! Symbols and captions used to illustrate the story, *Four Perfect Pebble*, will need to be scaled in size to fit the Kleenex box.

*Types of symbolic* : a picture, color, a piece of material , a string, words spoken, shoes, a piece of clothing, a toy, scarf, hat, friendship, and the list goes on and on.

## **Accommodations**

- Teacher assistance
- Grouping
- Student helper
- Note to parents

## **Assessment-**

The students will be assessed on analyzing conflict

Kleenex box project will be assessed on creativity, neatness, and validity.

Two separate grades: journal log and project

## Writing and what professionals Say

According to studies an effective writing assignment does more than ask students to write about why they have read or experienced. It engages students in a series of cognitive process, such as reflection, analysis, and synthesis, so that they are required to transform the information from the reading material in order to complete the writing assignment.

*Because Writing Matters*, National Writing Project and Carl Nagin, page 47

According to DR. Donald Graves "If kids don't write more than three times a week, they are dead." *Teaching Adolescent Writing* by Kelly Gallanger, page 25.

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## LINKS

[> FAQ's](#)

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We hope that the following links, grouped by category, will be useful to students and educators in their quest to study and learn more about the Holocaust. There are 2 very special links to "Teacher's Guides" for Four Perfect Pebbles, downloadable for use. Heartfelt thanks to both Laura Friedman Patton, a teacher in the Shawnee Mission School district in Kansas, and to Jan Brennan, a teacher at the Avon Middle School in Connecticut for developing, writing and constructing these teacher's guides.

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### **Books About the Holocaust - Various Age Levels**

The Holocaust in Literature

Teacher's Guide to Literature About the Holocaust

Four Perfect Pebbles in Audio

Sample of Four Perfect Pebbles in Audio by Audible.com

Book Reviews

Book Reviews by Dr. Mark Nataupsky, President, Holocaust Education Foundation, Newport News, VA

Listing of Holocaust Books

A listing of Holocaust Books by Northbrook Public Library, Illinois

Books about the Holocaust for Children, grades 4 - 6

Compiled by Rabbi Amy R. Scheinerman

St. Mary Magdalen School Bibliography Listing

Nonfiction books and videotapes relating to the Holocaust that are part of the St. Mary Magdalen Library Collection

Books About the Holocaust - Intolerance & the Holocaust

Morton Grove, Illinois Public Library - Books about the Holocaust for Young Readers

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### **Darfur**

Darfur

Genocide in Darfur

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### **DVDs**

Marion's Triumph - Surviving History's Nightmare

Marion's Triumph - Surviving History's Nightmare

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### **General Links**

Libraries Remember

Libraries Remember Past Events

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### **Holocaust Museums and Resource Centers**

Holocaust Memorial Center, Michigan

Holocaust Memorial Center located in Farmington Hills, Michigan

Oregon Holocaust Resource Center

OHRC is located on the campus of Pacific University in Forest Grove, Oregon, where it is

designed to increase the understanding of intolerance and violence in society and the individual

Kamp Westerbork

Kamp Westerbork in Holland, from where over 100,000 Jews were transported to concentration and extermination camps in Germany and the East, most never to return. It was from Kamp Westerbork that Marion Blumenthal and her family were shipped off to Bergen-Belsen.

Bergen Belsen

Bergen-Belsen Memorial Museum

Holocaust Task Force Affiliated Centers in Florida

Holocaust Task Force Affiliated Centers located in Florida

Florida Holocaust Museum

Florida Holocaust Museum, St. Petersburg, Florida

Holocaust Memorial Committee of Long Island

The main objective of the Holocaust Memorial Committee is to educate the public, especially the youth, in the lessons to be learned from the Holocaust so that no one will forget and it will never happen again.

The Holocaust Memorial Resource & Education Center of Florida

Holocaust Center in Orlando, Florida

Illinois Holocaust Museum

Illinois Holocaust Museum

Jewish Museum of Thessaloniki, Greece

In 1941, Greece fell to the Axis threat and between the Germans and their allies, Italians and Bulgarians, the country was divided into three zones of occupation. Thessaloniki under the Nazis, with its community of some 49,000 Jews, was ill prepared for the horrors of the "Final Solution". By the end of 1945, only a handful of Jews remained; 96.5% of the Jewish Community of the city was exterminated in the death camps of Poland.

Jewish Museum in Berlin

Jewish Museum in Berlin

North Carolina Council on the Holocaust

Through its education programs and annual commemorations, the Council strives to help prevent atrocities similar to the systematic program of mass murder by the Nazis of six million Jews and others, including gypsies (Roma), homosexuals, handicapped persons, and religious and political dissidents, from 1933 to 1945.

United States Holocaust Memorial Museum, Washington, D.C.

The United States Holocaust Memorial Museum is America's national institution for the documentation, study, and interpretation of Holocaust history, and serves as this country's memorial to the millions of people murdered during the Holocaust. The Holocaust was the state-sponsored, systematic persecution and annihilation of European Jewry by Nazi Germany and its collaborators between 1933 and 1945. Jews were the primary victims – six million were murdered; Gypsies, the handicapped and Poles were also targeted for destruction or decimation for racial, ethnic, or national reasons. Millions more, including homosexuals, Jehovah's Witnesses, Soviet prisoners of war and political dissidents, also suffered grievous oppression and death under Nazi tyranny. The Museum's primary mission is to advance and disseminate knowledge about this unprecedented tragedy; to preserve the memory of those who suffered; and to encourage its visitors to reflect upon the moral and spiritual questions raised by the events of the Holocaust as well as their own responsibilities as citizens of a democracy.

Yad v' Shem Holocaust Museum, Jerusalem, Israel

Yad Vashem, Jerusalem, is the Jewish people's memorial to the murdered Six Million and symbolizes the ongoing confrontation with the rupture engendered by the Holocaust.

Containing the world's largest repository of information on the Holocaust, Yad Vashem is a leader in Shoah (Holocaust) education, commemoration, research and documentation.

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### **Holocaust Related Links**

[Yom Hashoah - Holocaust Remembrance Day](#)

[Yom HaShoah - Holocaust Remembrance Day](#)

[Holocaust Glossary](#)

[Holocaust glossary/vocabulary from About.com](#)

[Holocaust Remembrance High School Essay Contest](#)

The Holocaust Remembrance Project is a national essay contest for high school students designed to encourage and promote the study of the Holocaust. Participation in this project encourages students to think responsibly, be aware of world conditions that undermine human dignity, and make decisions that promote the respect and value inherent in every person.

[I Survived the Holocaust](#)

[A Tribute to Holocaust Survivors](#)

[Time Line](#)

[Time Line of the Holocaust](#)

[Wollheim Memorial](#)

[Wollheim Memorial - Forced Labor in the Nazi Era](#)

[Aish.Com Holocaust Studies Site](#)

[Aish.Com Holocaust Studies Site](#)

[Kamp Westerbork, Holland](#)

Kamp (Camp) Westerbork was used as a transit camp, first operated by the Dutch, and later by the Nazis. Marion Blumenthal and her family were first incarcerated here before being sent on to Concentration Camp Bergen-Belsen in Germany, although most of the prisoners were sent on to extermination camps.

[Bergen-Belsen - Hatikvah](#)

Bergen-Belsen - Song sung by Jewish concentration camp inmates upon liberation of this notorious concentration camp by the British in April 1945, the camp in which Marion Blumenthal and her family had been interned

[Holocaust Time Line](#)

[Holocaust Time Line](#)

[Holocaust Time-Line](#)

[The History Place Holocaust Time-Line 1938 - 1945](#)

[Holocaust History Project](#)

The Holocaust History Project is a free archive of documents, photographs, recordings, and essays regarding the Holocaust, including direct refutation of Holocaust-denial

[Hitler's Children](#)

[Documentary - Children of Nazi War Criminals & Children of their Victims](#)

[Holocaust / Shoah](#)

This Holocaust Page is maintained on behalf of millions of victims of the Nazi Holocaust. May their voices never be silenced.

[Nizkor Project - We Shall Remember](#)

Dedicated to 12 million Holocaust victims who suffered and died at the hands of Adolf Hitler and his Nazi regime

[Auschwitz Photos](#)

[NAZI Officers take a rest break from killing at Auschwitz](#)

[Yom HaShoah - Holocaust Holocaust Remembrance 2009](#)

[Holocaust Holocaust Remembrance 2009](#)

[Peoria Button Project](#)

Holocaust Remembrance: The Holocaust Memorial Button Project is a prevention, education,

and awareness project joining our Past to our Future.

[Cybrary of the Holocaust](#)

[Researching the Holocaust](#)

[Rio Americano Library Resources, San Juan School District](#)

[Holocaust Resources](#)

[Liberation of Concentration Camp Bergen-Belsen on April 15, 1945](#)

[Liberation of Concentration Camp Bergen-Belsen on April 15, 1945](#)

[Days of Remembrance 2006](#)

[Days of Remembrance Sunday April 23 through Sunday April 30, 2006](#)

[Auschwitz Photo Album](#)

[Photos showing arrival of Jewish prisoners at Auschwitz](#)

[Mail Suggested Holocaust Related Links to Us](#)

If you have a Holocaust link that you feel would be beneficial to others, please e-mail the link to us. Thank you!

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### **Marion Blumenthal Lazan**

[Marion's Presentation at Robert Frost Middle School, Deer Park, NY](#)

[Photos of Marion Blumenthal Lazan during her talk in Deer Park, NY](#)

[Marion Speaking in Nickerson, Kansas](#)

[Marion Speaking in Nickerson, Kansas October 2007](#)

[Ed Sutkowski interviews Marion Blumenthal Lazan](#)

[Ed Sutkowski of Interesting People interviews Marion Blumenthal Lazan](#)

[Marion in Villa Park, Illinois](#)

[Article about Marion in Villa Park, Illinois Newspaper](#)

[The Daily Egyptian](#)

[Marion, Southern Illinois University Newspaper Article](#)

[Slide Show of Holocaust Photos & Photos of Marion Blumenthal Lazan on her visit to schools in Sterling, Illinois](#)

[Slide Show of Holocaust Photos, and of presentation visit of Marion Blumenthal Lazan to schools in Sterling, Illinois. CD created by Sheryl Bearman of Bearman Photography & Portrait Studio, Amboy, IL Tel 815-857-2988, in conjunction with Temple Shalom, a Reform Synagogue in Sterling, and Sterling Schools.](#)

[Hoya, Germany](#)

[Birthplace of Marion Blumenthal Lazan in Hoya, Germany](#)

[Driving Question in Education](#)

[Kevin Honeycutt of ESSDACK, Hutchinson, Kanas, interviews Marion Blumenthal Lazan October 2007](#)

[Marion presents at the Onieda Middle School, Schenectady, New York](#)

[A Capital News Print & TV Interview of Marion at the Oneida Middle School, Schenectady, New York](#)

[Literature: "Four Perfect Pebbles" by Marion Blumenthal Lazan](#)

The eMINTS National Center offers professional development programs created by educators for educators. Leading experts at the University of Missouri, the Missouri Department of Elementary and Secondary Education and the Missouri Department of Higher Education have collaborated to produce programs that • inspire educators to use instructional strategies powered by technology •engage students in the excitement of learning •enrich teaching to dramatically improve student performance

[Marion in Germany](#)

[Article about Marion in Germany](#)

[Four Perfect Pebbles Web Site](#)

The definitive resource

[Yorktown, Indiana - Upcoming visit of Marion Blumenthal Lazan, December 2007](#)  
[Marion Blumenthal Lazan upcoming presentation visit to Yorktown, Indiana December 2007](#)  
[Marion at Westminster Catawba Christian School](#)  
[Marion at Westminster Catawba Christian School, Rock Hill, SC](#)  
[How Marion's Triumph came to be](#)  
[How Marion's Triumph - Surviving History's Worst Nightmare, became a DVD](#)  
[Documentary produced by John Chua](#)  
[Marion on Video](#)  
[Marion speaking to and with high school students in library of Johnstown High School, Johnstown, Ohio](#)  
[Libraries Remember the Holocaust OPAL Archived Webcast of 9/11/2006](#)  
[Bensenville Illinois Public Library arranged a webcast on 9/11/06, featuring Marion Blumenthal Lazan](#)  
[You Tube videos - Marion](#)  
[You Tube Videos of Marion Blumenthal Lazan](#)  
[Interview at the University of Montevallo, Alabama](#)  
[Interview of Marion Blumenthal Lazan at the University of Montevallo, Alabama](#)  
[Granville, Ohio Newspaper Article](#)  
[Granville, Ohio Newspaper Article](#)

[Libraries Remember the Holocaust Webcast with Marion Blumenthal Lazan, 9/11/2006, arranged by Bensenville Public Library, and archived by OPAL](#)  
[How to bring an author to your school](#)  
[How and Why to bring an Author to your School, by Gail Denisoff & Nettie Crossman, Schenectady City, NY School District - Library Media Department](#)  
[Camp Westerbork in Holland](#)  
[Camp Westerbork in Holland, where Marion Blumenthal & her family were incarcerated prior to being sent to Concentration Camp Bergen-Belsen in Germany](#)  
[Photos of Marion Blumenthal Lazan Visit to Central Illinois](#)  
[Photos of Marion Blumenthal Lazan visit to Central Illinois October 2007](#)  
[Albert Blumenthal at a Chanukah Candle Lighting Ceremony, Camp Westerbork, Holland, circa 1942](#)  
[My brother, Albert Blumenthal, at a Chanukah Candle Lighting Ceremony in Camp Westerbork, circa 1942. Only young Alberts face is visible, situated between the boy lighting the candles, and another boy, standing to his right.](#)

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### **Other Holocaust Survivors**

[Other Holocaust Survivors](#)  
[Other Holocaust Survivors](#)  
[Inger Auerbacher](#)  
[A Holocaust Survivor, Author & Speaker](#)  
[Women Survivors Speak](#)

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### **Public School Presentations**

[Arrange a Presentation at Your Public School](#)

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### **Righteous Gentiles**

[US Postage Stamp Honors Hiram \(Harry\) Bingham](#)  
[New Stamp being issued in 2006 in honor of Hiram Bingham](#)

#### Irena Sendler

Irena Sendler saved 2,500 Jewish children in Poland; she was the winner of the Jan Karshi Award of Valor & Courage in 2003

#### Chiune Sugihara - Japanese Righteous Gentile

Chiune Sugihara - A Japanese Righteous Gentile, who at great cost to his family and self, saved thousands of Jews who would otherwise have been stranded in Lithuania, and not have survived the Holocaust.

#### Raoul Wallenberg

Raoul Wallenberg (August 4, 1912 – July 16, 1947?) was a Swedish humanitarian sent to Budapest, Hungary under diplomatic cover to rescue Jews from the Holocaust

#### Oskar Schindler - A Righteous Christian

To more than 1200 Jews Oscar Schindler was all that stood between them and death at the hands of the Nazis. A man full of flaws like the rest of us - the unlikely of all role models who started by earning millions as a war profiteer and ended by spending his last pfennig and risking his life to save his Jews. An ordinary man who even in the worst of circumstances did extraordinary things, matched by no one. He remained true to his Jews, the workers he referred to as my children. In the shadow of Auschwitz he kept the SS out and everyone alive.

#### PBS Front Line Story of 10 Polish Rescuers of Jews

Profiles and Oral Histories of 10 Polish Rescuers of Jews

#### Righteous Gentiles - Yad V Shem

The Righteous Among the Nations - Non-Jews, who at the risk of their own lives, saved Jews during the Holocaust

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### **Teacher Teaching Resources**

Holocaust Educators Network

Seminars for teachers interesting in teaching the Holocaust

Holocaust Education Network Group

Helping teachers teach the Holocaust

Holocaust Teacher Resources

Holocaust Teacher Resource Center

Teaching Reading Skills

Teaching Reading Skills -Laura Friedman Patton

U S Holocaust Museum Teacher Program

United States Holocaust Museum Teacher Fellowship Program

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### **To Order Four Perfect Pebbles, the Memoir**

Kinokuniya Book Stores

Four Perfect Pebbles in Japanese Translation - Japanese Book Store Link

Four Perfect Pebbles - To order the paperback edition from Barnes&Noble.com

Order the Avon paperback edition of Four Perfect Pebbles from Barnes&Noble.com

Four Perfect Pebbles - To order the hardback edition from Barnes&Noble

Order the Greenwillow hardback edition of Four Perfect Pebbles from Barnes&Noble.com

Four Perfect Pebbles - To Order

Order paperback edition of Four Perfect Pebbles from Amazon.com

Marion's Triumph - the DVD

Marion's Triumph - Surviving History's Nightmare - To Order the DVD from Createspace

Marion Blumenthal Lazan HarperChildrens

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[TOP](#)



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## Video

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**New!**

### ***Marion's Triumph – Surviving History's Nightmare***

A 58-minute DVD color documentary produced by John Chua Productions,  
narrated by Debra Messing, star of the WILL AND GRACE TV show  
Distributed by 7th Art Releasing

**Scroll down for Teacher's Guide**



Click above to view a clip of the video  
Please note, this is a large file.  
For best results save the file onto your computer first.

**To Order, Click on [CreateSpace](#)**

During the nightmare known as the Holocaust, the Nazis murdered six million Jews, including one and one half million children. Five million non-Jews were also murdered, among them Gypsies, homosexuals, Jehovah Witnesses, Christian activists, and anyone else deemed politically or racially undesirable. *This story is about one survivor.*

In 1938, the Blumenthals began their journey to the U.S. as refugees from Nazi Germany. Just before their scheduled departure from Rotterdam, the Germans invaded Holland, bombed their ship, and they were trapped. What began was six- and-a-half years of horror in Hitler's camps, and an incredible story of near escapes, dashed hopes and tragedy. Finally, they made it to America in 1948 using the tickets paid for ten years earlier.

At the time of her liberation, Marion Blumenthal weighed 35 pounds. Today she travels the world to bear witness as the last generation of Holocaust survivors. Her memoir, *FOUR PERFECT PEBBLES*, is in its 12th printing and is taught in schools world-wide. Narrated from her point of view, *MARION'S TRIUMPH: SURVIVING HISTORY'S NIGHTMARE* is a unique Holocaust documentary that speaks to a young generation. Despite the horrors depicted, *MARION'S TRIUMPH* differs from other Holocaust stories. It presents a life-affirming, inspirational narrative of survival, reconciliation and the limits of endurance, and renews one's faith in humanity.

Well illustrated with historical footage, photos and animated flashbacks, it also features surviving members of the Blumenthal family. Some graphic depiction of atrocities. Suitable for ages 10 and up.

#### **REVIEWS:**

PRINT THIS PAGE EMAIL THIS PAGE

## Authors & Illustrators



### Lila Perl

BIOGRAPHY

#### In Her Own Words...

"I was born in Brooklyn, New York, and had a very ordinary and uneventful (as it seemed to me) childhood. I read voraciously, but it never occurred to me that I would one day become a writer. For one thing, I had never met a "real, live author," as young people do nowadays in their schools and libraries. And, in any case, most of the writers I read in my growing-up years, like Charles Dickens and Louisa May Alcott, were dead.

"I didn't begin to publish juvenile fiction and nonfiction until my own children were in the fourth or fifth grades at school. I was stimulated by their expanding interests and by the realization that I had a great need to explore the long-silent world of my own childhood.

"Soon I was writing contemporary novels for middle-graders, among them the "Fat Glenda" series. I also became intrigued with the reaches and challenges of nonfiction. I ventured into the American past with titles like *Slumps, Grunts, and Snickerdoodles: What Colonial America Ate and Why* (Clarion). And I traveled to distant Egypt to do on-site research for *Mummies, Tombs, and Treasure* (Clarion).

"When I met Marion Blumenthal Lazan and heard her speak about her experiences as a child survivor of the Holocaust, I knew that here was a story that had to be put into book form.

"As part of the Blumenthal family's six-and-a-half years under the Nazi yoke, Marion, her parents, and her brother spent fourteen months in the concentration camp of Bergen-Belsen in Germany. This was the very camp in which Anne Frank had died ... and at the same time that Marion and her family were there, Anne Frank left us no writings of her life in the camps. But Marion was able to convey to us the details of daily life, and of death, in that place of most indescribable horror.

"When Marion told me about the "four perfect pebbles" that she sought to gather each day on the barren grounds of the camp, I felt that that would be the perfect title for the book. For the lonely and frightened nine-year-old, the sets of matching pebbles offered some kind of assurance that Mama, Papa, her brother, Albert, and she would survive Bergen-Belsen, if not the war-long effects of the Holocaust itself.

"It's a source of great pride to me that *Four Perfect Pebbles: A Holocaust Story*, which agreed to co-author at great emotional expense, is my fiftieth published book."

#### MORE INFORMATION

See all Lila Perl's books  
Biography

#### WEBSITES

<http://www.fourperfectpebbles.com>



Four Perfect Pebbles

Sign me up to receive news about Lila Perl, including announcements about books, events, and promotions.

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# Social Studies Attachments

Name \_\_\_\_\_ Date \_\_\_\_\_

## KWL Chart

Before you begin your research, list details in the first two columns. Fill in the last column after completing your research.

Topic _____		
What I Know	What I Want to Know	What I Learned

## Part 1: A Look at Central Europe Today

### Holocaust Education: Map Studies

Name \_\_\_\_\_

Date \_\_\_\_\_

Period \_\_\_\_\_

**Map needed:** Central Europe Today

#### Activities:

Use the map of Central Europe Today to help you answer the following questions. Use the back of this page for answers if needed.

1. Write in the names of the countries shown on the map.
2. Make a chart with three columns labeled "Large"--"Medium"--"Small" and place the names of the countries into each of these columns based on their size.
3. Which of the countries on this map have you heard about in news reports? What are some of the current events of Central Europe? Which of these events are new (within the past 6 months)? Which have been ongoing for over 6 months? Have any events been ongoing for more than a year? If so, why?
4. Why do we hear about current events in places so far away?
5. Can events in Europe affect what happens in the United States? Why or why not?
6. What languages are spoken in Central Europe?
7. Do you think European children learn to speak more than one language? Why or why not?
8. Do you think American children should learn to speak more than one language? Why or why not?
9. How big is Central Europe, shown on this map, compared to the United States?
10. How does the size of Europe and its countries affect how the people interact with each other across national borders?

## **Part 2: Europe Before and After WWI**

Middle School--Geography, World Cultures, Reading, Critical Thinking

### **Holocaust Studies: Maps**

Name \_\_\_\_\_

Date \_\_\_\_\_

Period \_\_\_\_\_

#### **Maps needed:**

- Europe Before 1919
- Europe After 1919

#### **Activities:**

Use maps of Europe Before 1919 and Europe After 1919 to help you answer the following questions. Use the back of this page for answers if needed.

1. Using the Europe Before 1919 map, identify the countries that fought together as the Central Powers in WWI and color them green.
2. Using the Europe Before 1919 map, identify the countries that fought together as the Allies in WWI and color them blue.
3. Using the Europe After 1919 map, color the Central Powers countries green. Compare the Europe Before 1919 and Europe After 1919 maps. What has changed? Where are the most changes noticeable?
4. Identify the major cities in Germany, France, Austria-Hungary, England, Romania, Bulgaria, Russia/Soviet Union, and Turkey.
5. Germany was forced to accept responsibility for causing WWI. Why?
6. Find out which countries suffered the most in terms of lives lost and cost to rebuild. Make a chart showing this information. Place a green checkmark by the Central Powers countries and a blue checkmark by the Allied countries. What do the results of the chart show you?
7. What happened to the value of the German Mark? Give three examples of how the change in value affected the people of Germany.
8. What events and results of WWI caused the economic changes in Europe? How do you think these events and results might have lead to a second world war?
9. Adolf Hitler eventually became Germany's leader. How do you think the results of WWI may have helped him and the Nazi party gain the support of the German people?

### **Part 3: Comparing Pre-World War II Germany to Germany Today**

Middle School--Geography, World Cultures, Research, Reading, Critical Thinking

#### **Holocaust Education: Map Studies**

Name \_\_\_\_\_

Date \_\_\_\_\_

Period \_\_\_\_\_

#### **Maps needed:**

- Europe Today
- Central Europe Today
- Europe Before 1919
- Europe After 1919
- Europe (1939)

#### **Activities:**

Use current maps of Europe and Central Europe along with maps of Europe Before 1919, Europe After 1919, and 1939. Use all five maps along with "Part 1: A Look at Central Europe Today" to help you answer the following questions.

1. Compare the size of Germany in each of the maps. In which map did Germany have the most land? In which map did Germany have the least land?
2. Write a paragraph about why Germany's border changed from before 1919 to after 1919. Be sure to look for both gains and losses in territory and briefly explain what happened.
3. From before 1919 to after 1919, what other countries were affected by Germany's border changes?
4. In which direction did Adolf Hitler direct his armies as he began to gain territory? Why do you think he chose to move that way? In what ways did another country's military strength or political beliefs influence Hitler's decisions?
5. From after 1919 to 1939, as the Nazi Party continued to gain power and territory, which countries became targets of Hitler's armies? Why?
6. From after 1919 to 1939, which countries did Hitler choose not to attack? Why?
7. Which countries fought Nazi invasion? Read about the various invasions. How long did each country fight before it fell under Nazi rule? How many lives were lost both in Germany and in each of the countries invaded?
8. Where there any countries that welcomed Hitler's arrival? Why?

## **Part 4: The Holocaust and the War**

Middle School--Geography, World Cultures, Civics, Reading, Critical Thinking, Research/Library Skills

### **Holocaust Education: Map Studies**

Name \_\_\_\_\_

Date \_\_\_\_\_

Period \_\_\_\_\_

#### **Maps needed:**

- Europe Today
- Europe After 1919
- Europe (1939)
- Europe (1942)
- Europe (1945)

#### **Activities:**

Use maps of Europe After 1919, 1939, 1942, 1945, and today, along with "Part 1: A Look at Central Europe Today" and "Part 3: Comparing Pre-World War II Germany to Germany Today," to help you answer the following questions.

1. Compare the 1942 map to the current map. Make a list of all the countries shown on the current map that were under Nazi rule in 1942.
2. Which countries remained neutral during WWII? How and why? Give explanations for each country that remained neutral.
3. Make a six-column chart. In the first column, list the European countries that existed after 1919. Research the population of each of those countries and write this information in the second column.
4. For the third column, research and document the Jewish population of each of those countries as of 1934.
5. In the fourth column, determine what percentage of the total population in each country was considered Jewish (based on the Nuremberg Laws, written in 1935).
6. For the fifth column, how many Jews survived from each country as of 1945?
7. In the sixth column, determine what percentage of the Jewish population survived the Holocaust.
8. Consider the number of students who are in your class right now. If you and your classmates had all been Jews living in Poland during WWII, how many students would still be in your class at the end of the war?
9. If you and your classmates had been Jews living in Denmark during WWII, how many students would still be in your class at the end of the war?
10. What factors helped to determine the number of survivors from country to country?



## **Part 5: Railroad Routes to Auschwitz**

Middle School--Geography, World Cultures, Math, Critical Thinking, Research, Reading, Organization,  
Drawing Conclusions

### **Holocaust Education: Map Studies**

Name \_\_\_\_\_

Date \_\_\_\_\_

Period \_\_\_\_\_

#### **Maps needed:**

- Railroad Routes to Auschwitz
- Europe (1942)

#### **Activities:**

Use the map of Europe (1942) as you study the map showing the railroad routes that lead to Auschwitz Extermination Camp and to help you answer the following questions. For marking the map, you will need three different colored pens, pencils, or highlighters.

1. On the Railroad Routes to Auschwitz map, locate and write the names of the following capitals and cities: Amsterdam, Berlin, Brussels, Budapest, Hamburg, Munich, Oslo, Paris, Pristina, Rome, and Vienna.
2. Using a different color, write the names of the following ghettos: Bialystok, Grodno, Kovno, Lodz, Lublin, Radom, Theresienstadt, and Vilna.
3. Using a third color, write the names of the following concentration camps: Buchenwald, Narva, Sachsenhausen, Salonica, and Westerbork. You will need to mark Kovno in this color also because it was converted into a camp in 1943.
4. Using the scale provided on the map, estimate the distance trains traveled to Auschwitz from the following ghettos and camps: Buchenwald, Lodz, Narva, Salonica, Theresienstadt, Vilna, and Westerbork.
5. Read the selected paragraphs from survivor testimonies. In each, determine how long the person spent on a train, how far it traveled, and how fast it traveled if it did not stop during the trip. Figure distances in both kilometers and miles.
6. Auschwitz was in operation as an extermination and concentration camp from March 1942 until November 1944. How many months is this (be sure to include both of these months in your total)?
7. The boxcars used to transport people to Auschwitz were 30 ft. long and 8 ft. wide. How many square feet is this?
8. Each boxcar contained 100 to 120 people. When a boxcar held 120 people, what was the average amount of space each person had?
9. From reading the survivor testimonies, what did you find to be the worst aspect of these train journeys?

## Part 6: To Stay or Leave

Middle School--Geography, Math, Reading, Logic, Critical Thinking

### Holocaust Studies: Map Skills

Name \_\_\_\_\_

Date \_\_\_\_\_

Period \_\_\_\_\_

#### Maps needed:

- Europe (1939)
- Europe (1942)

#### Activities:

Use the maps of Europe from 1939 and 1942 to help you answer the following questions.

1. In the mid-1920s, the Nazi Party in Germany was still small in number, was not strongly supported in national elections, and was not yet popular in major cities. In order to increase its membership, the Nazi Party focused its efforts in small and rural towns. This strategy was very successful. Why do you think people in rural areas were more likely to join the Nazi Party?
2. The Nazi Party was often identified with young men of lower or middle class. Why do you think the Nazi Party would be popular with this group of people? Do you think racist groups are like this today? Why or why not?
3. As the Nazi Party gained control and acceptance, laws were enacted to restrict the freedom and rights of the Jewish people living in Germany. Read about some of the laws that were enacted in the 1930s, including the Nuremberg Laws of 1935. How do you think this changed how Germans treated their Jewish friends and neighbors?
4. With Hitler and the Nazi Party continuing to gain control in Germany, many Jews decided to leave the country. On the map of Europe, highlight or color Belgium, England, France, the Netherlands, and Switzerland. Most Jews who stayed in Europe went to one of these five countries. What is noticeable about their location? Which of these countries later came under Nazi control, thus endangering the Jews living there? Which of these countries was the "safest" to go to? Why?
5. What was the Evian Conference and how did its outcomes affect the Jews of Europe?
6. Read about the voyage of the St. Louis in May of 1939. How did it make you feel? On the 1942 map, draw arrows from the Atlantic Ocean toward all of the countries that eventually accepted the ship's passengers. Now draw in dark pencil or pen the border of Germany in 1942, including all of the countries that came under Nazi control. What do you think of the statement, "Most of the passengers never really left Germany after all"?
7. Draw arrows from Germany to Austria and Poland. Why was Austria "invaded" peacefully and why was Poland an early and easy target for invasion?
8. So many Jews chose not to leave Germany or its surrounding countries despite opportunities to do so. Why do you think someone would choose to stay?

## Questions to Ponder and Research

Middle School--Geography, Research, Reading, Critical Thinking, Decision Making

Name \_\_\_\_\_

Date \_\_\_\_\_

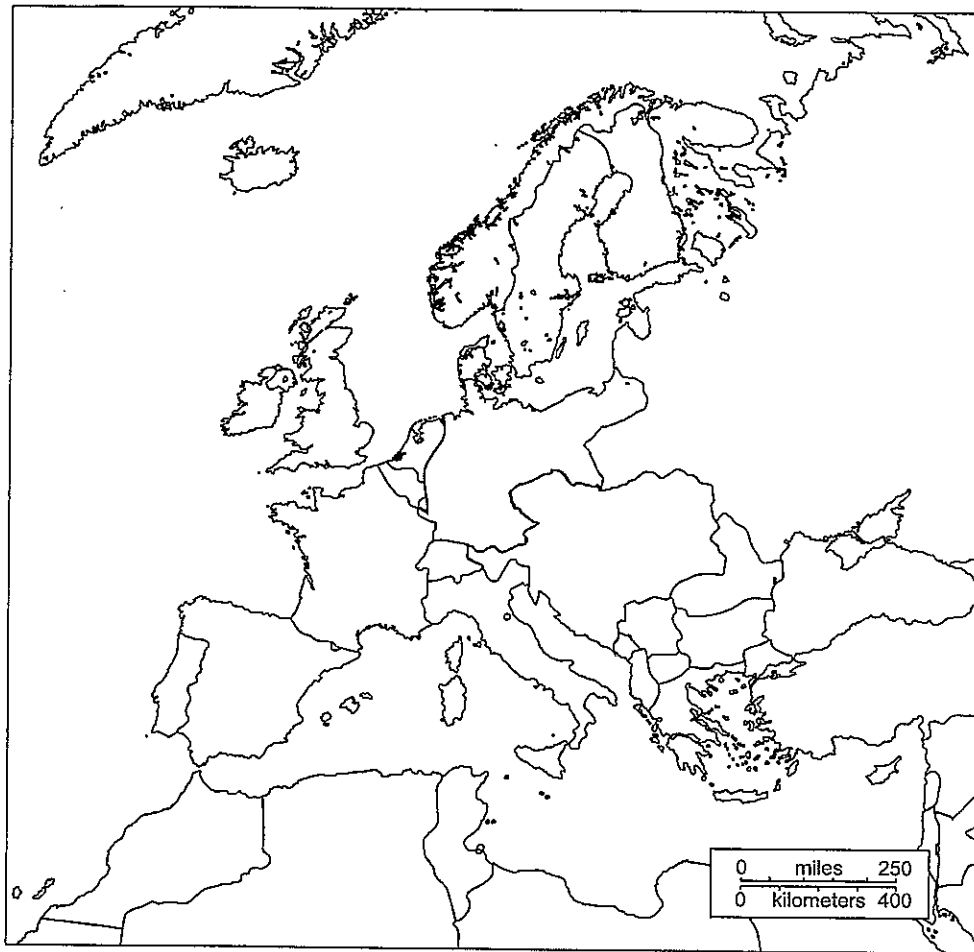
Period \_\_\_\_\_

1. Why would books be outlawed and destroyed?
2. Why was Poland a primary target of Hitler?
3. What event would have to occur in your life that would convince you to leave everything and go to a foreign country?
4. Why did so many Jews stay/not leave?
5. How did Germans perceive Hitler? Why was he followed so loyally and by so many?
6. What character differences were there between resistors and non-resistors?
7. What will happen in the next 20 years with Holocaust education?
8. What did Jews need to survive the Holocaust?

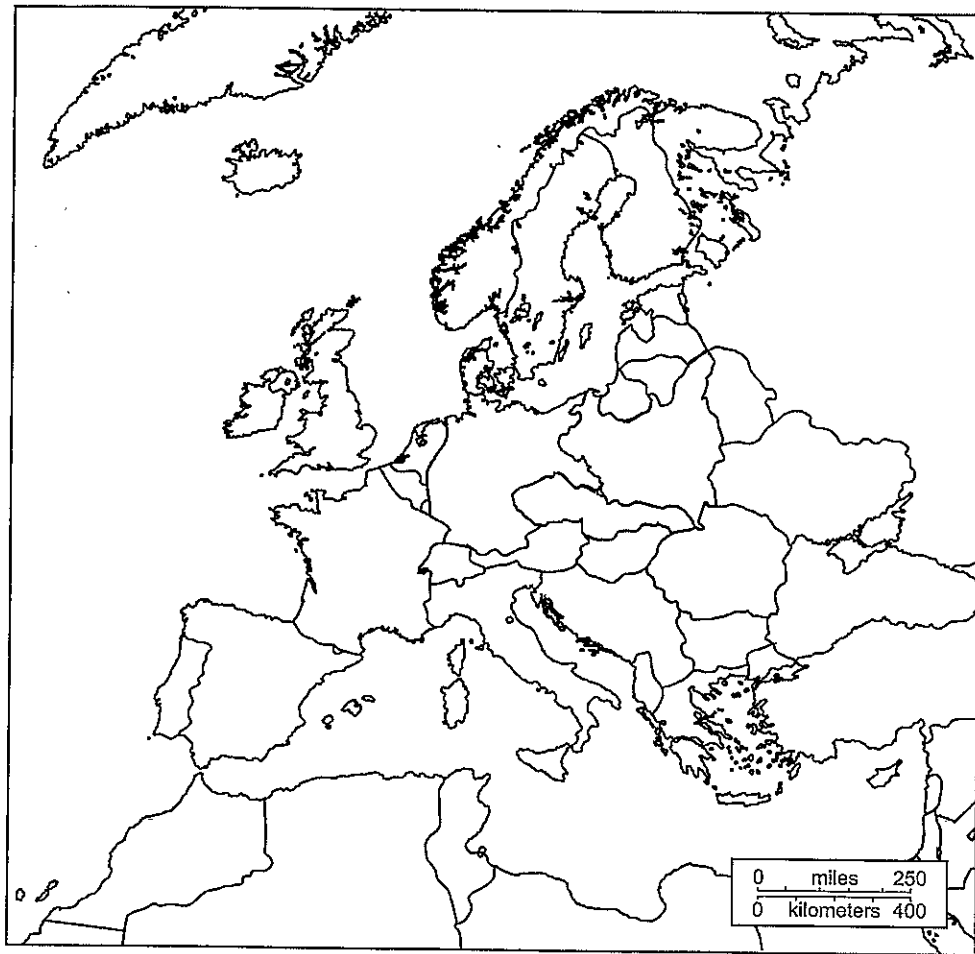
**Resources:** Emotional, Mental, Intellectual, Financial, Physical, Social

1. Why were children also killed?
2. What occupations were the most controlled by the Nazis and why?
3. Why did other countries not react or respond to the well-known things the Nazis were doing?
4. Identify three to five resistors and describe how each contributed to the resistance. What chances did they take? What would have happened to them and their families if they had been caught? What resources did they have that helped them succeed?
5. What's the difference between physical and emotional abuse? How were each used against Jews? Which was more powerful and why?

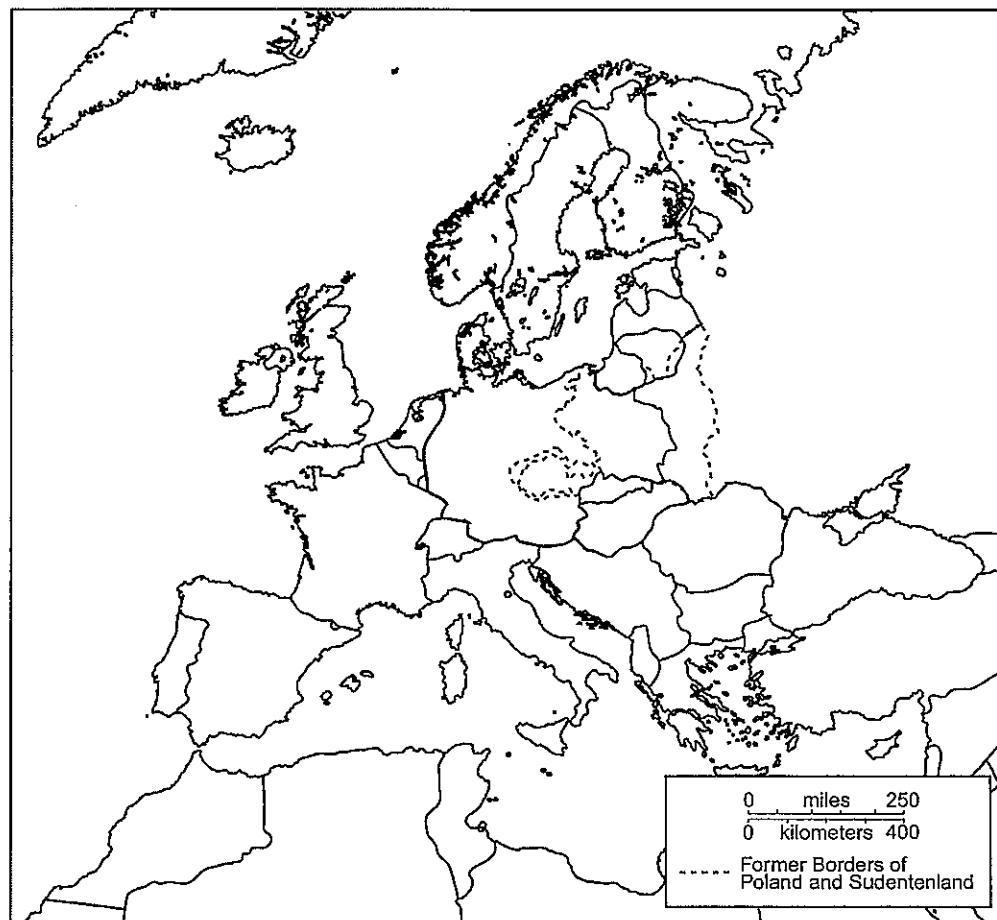
## Europe Before 1919



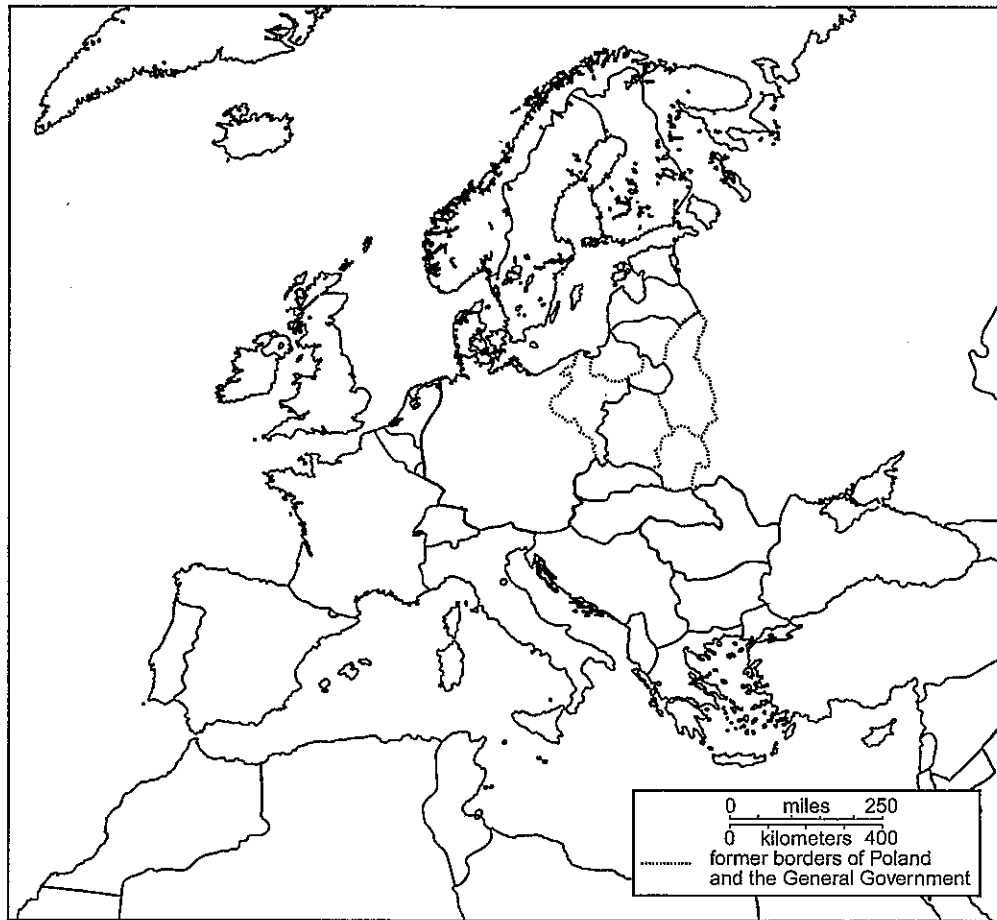
## Europe After 1919 (Treaty of Versailles)



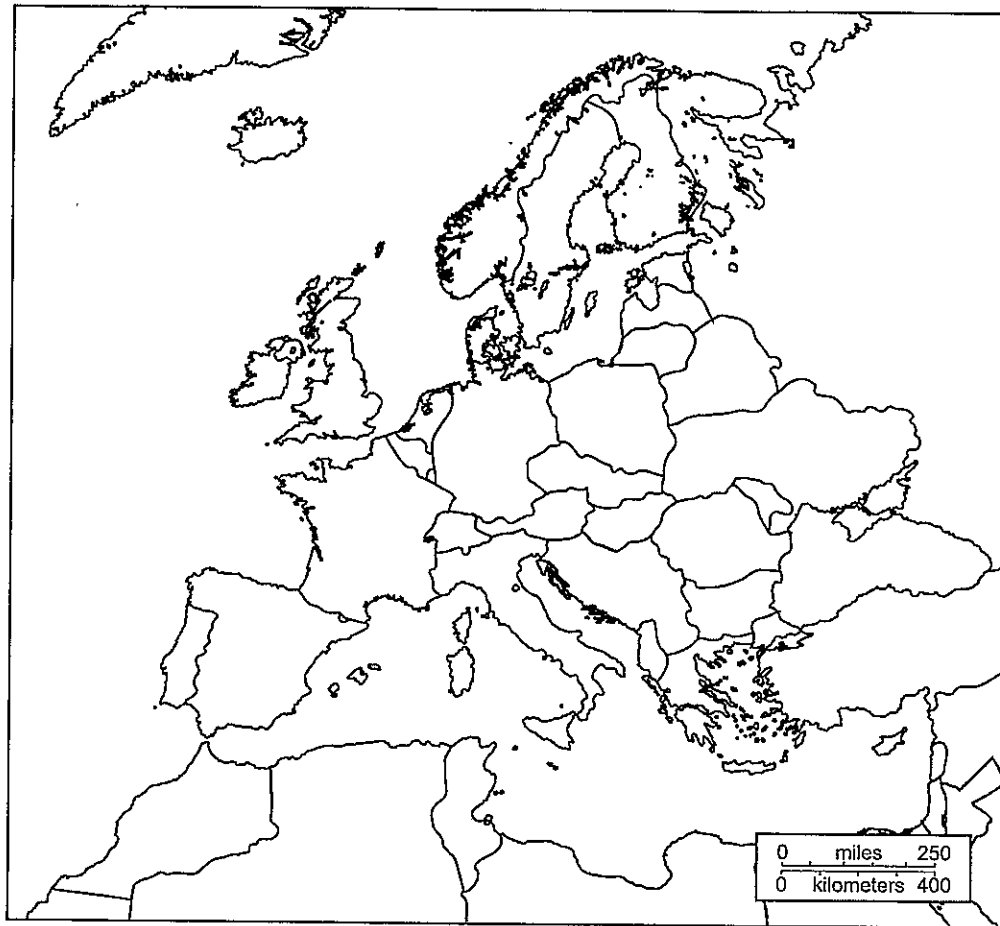
## Europe 1939 (With Borders of Poland and Sudetenland)



## Europe 1942

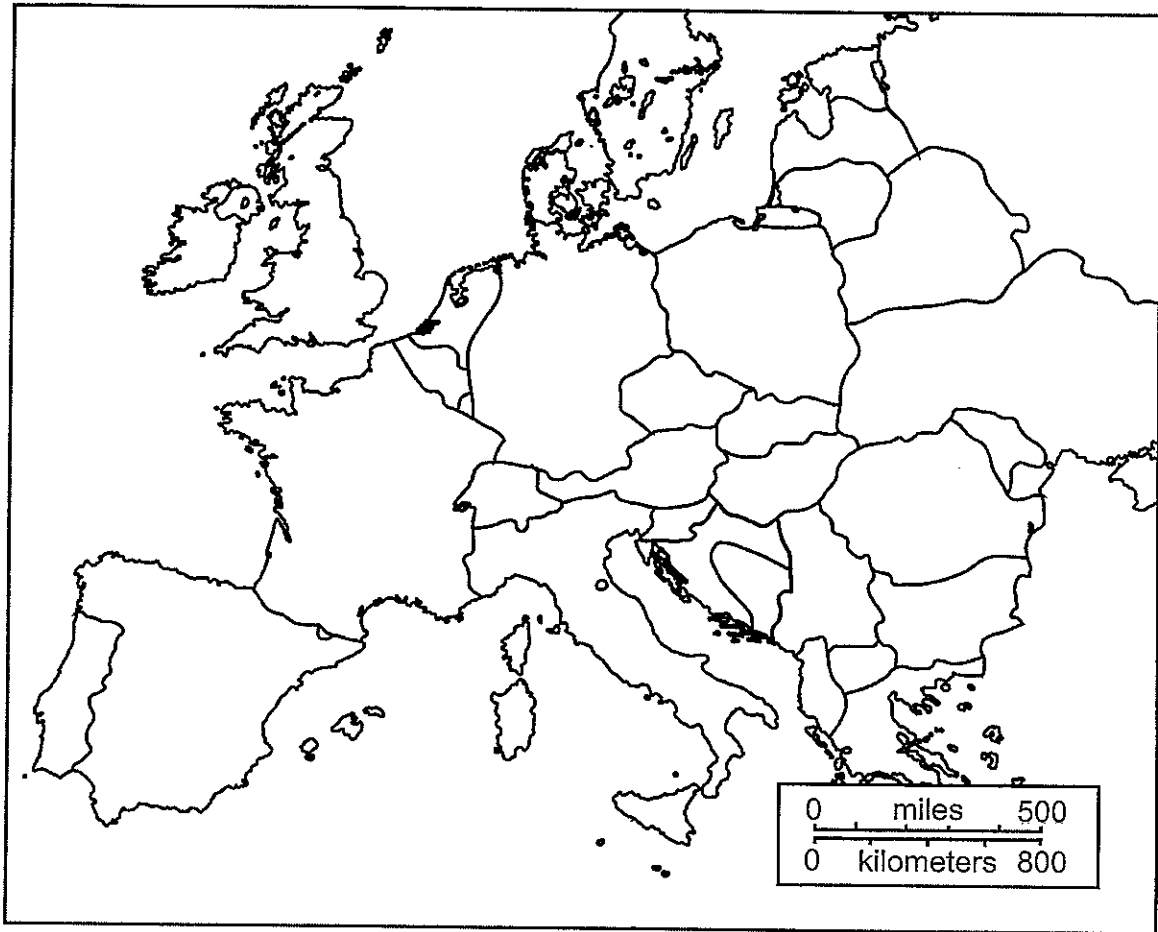


## Europe 1945

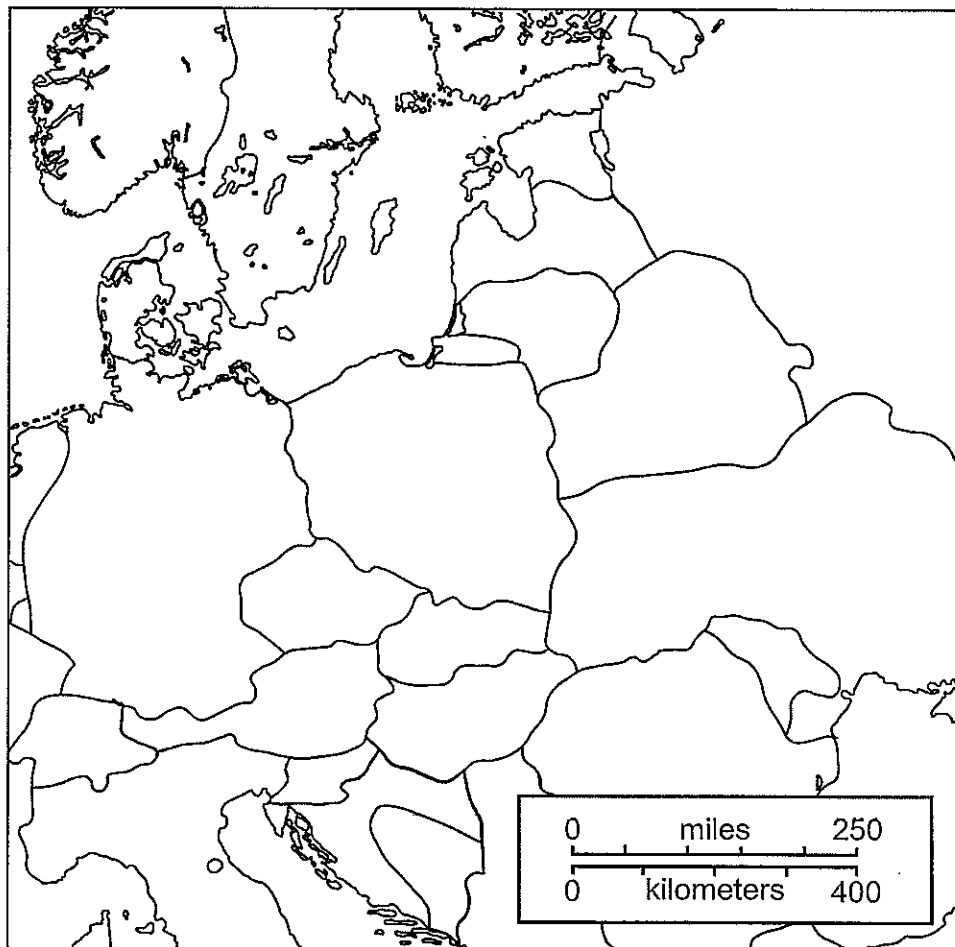




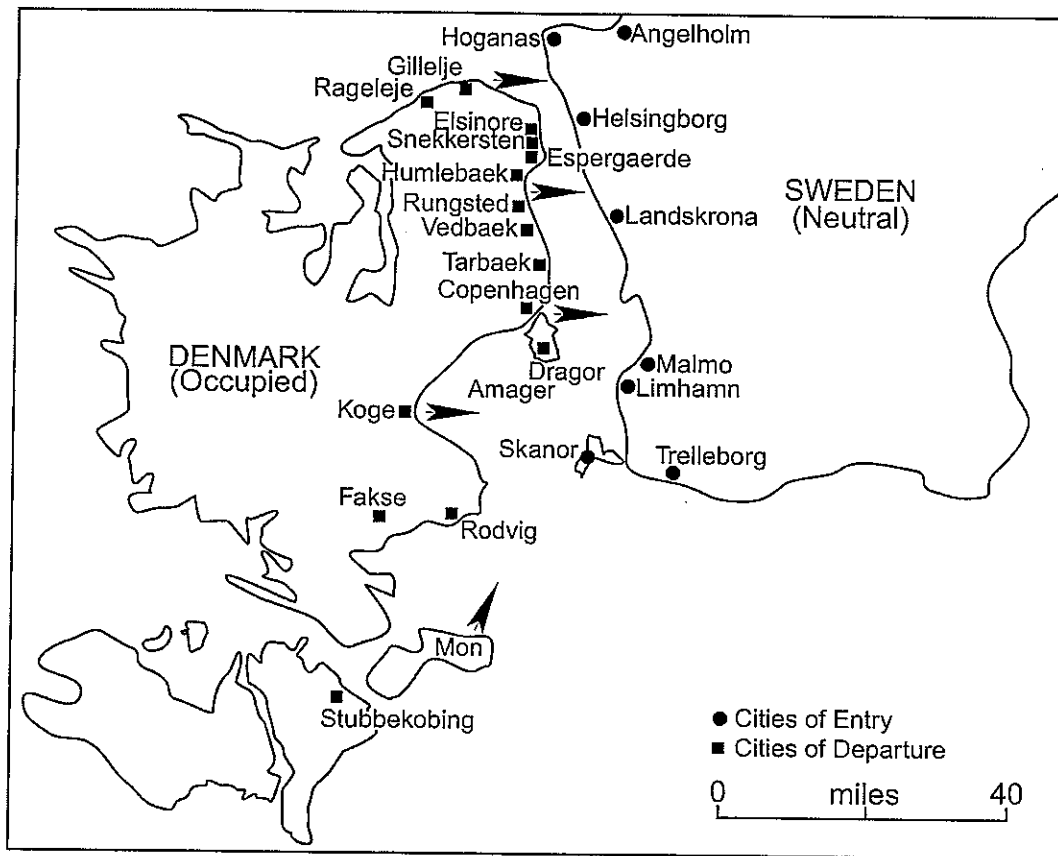
## Europe Today



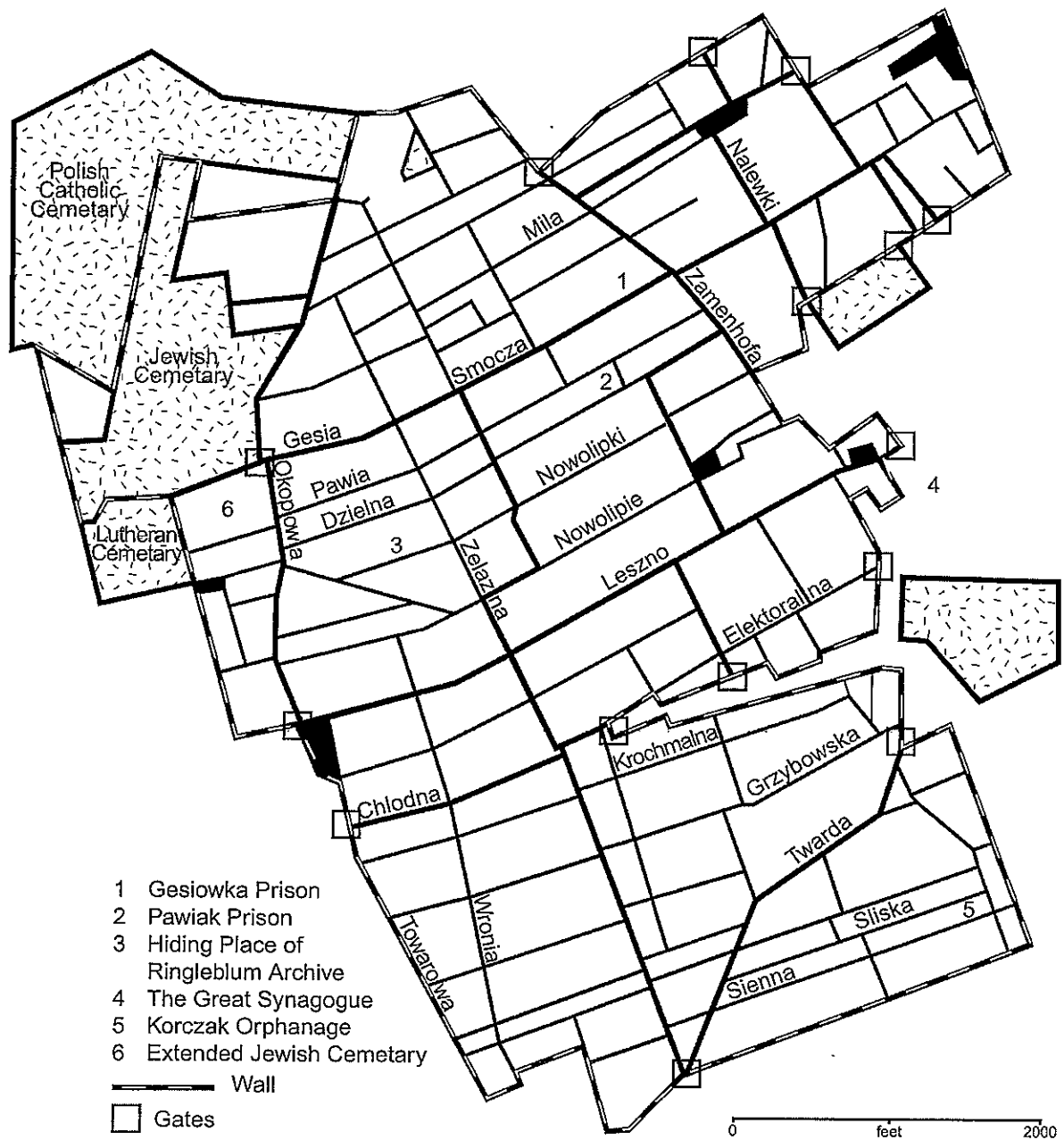
## Central Europe Today



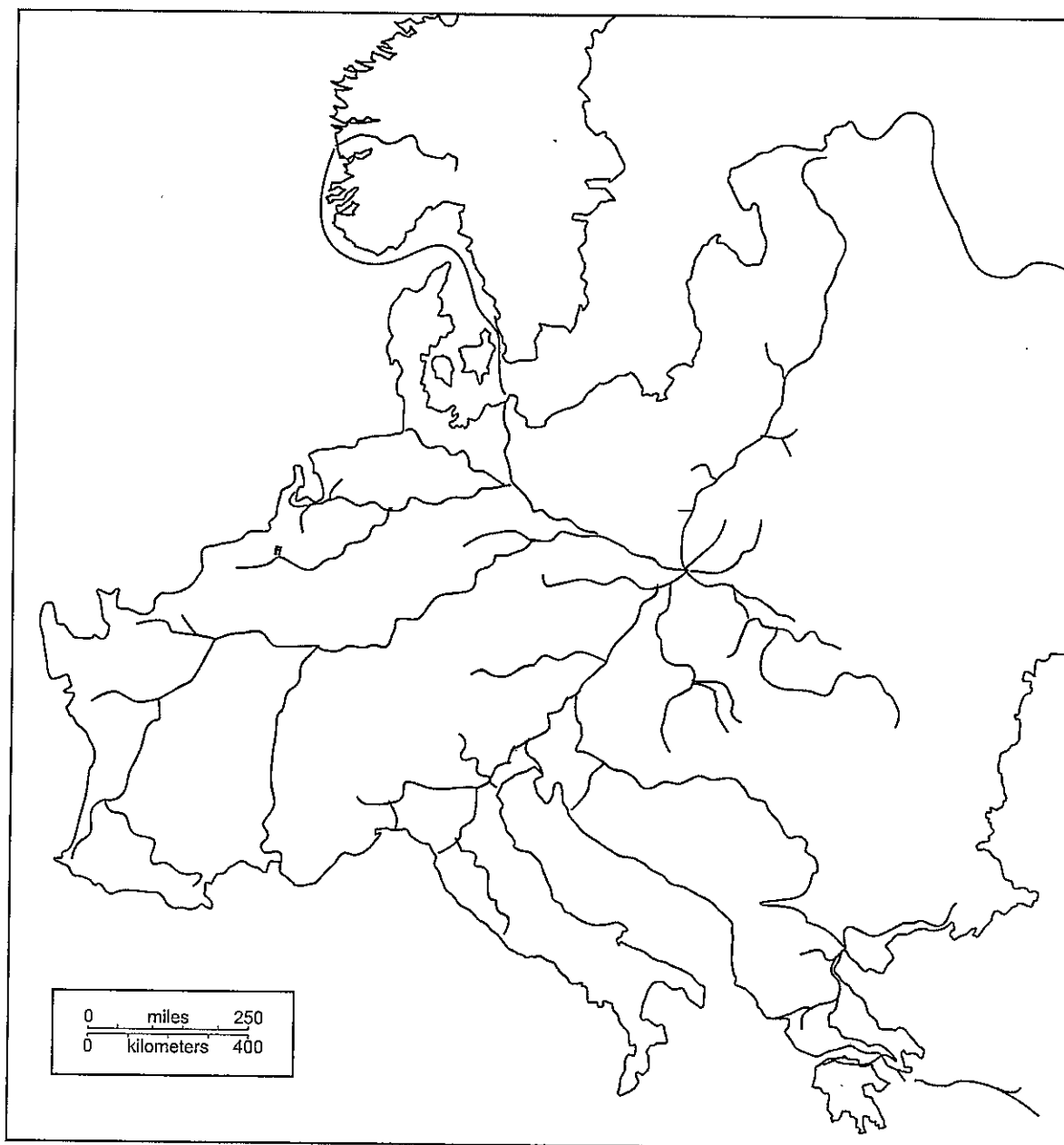
## The Rescue of Danish Jews



# The Warsaw Ghetto



## Railroads Leading to Auschwitz (No City Names)



## Railroads Leading to Auschwitz (With City Names)



## Death Camps (Poland)

### Death Camps

### Jewish Deaths

Auschwitz-Birkenau

1.1 to 1.6 million

Belzec

601,500

Chelmno

255,000

Majdanek

360,000

Sobibór

250,000

Treblinka

750,000 to 870,000

## Total Deaths from Nazi Genocidal Policies

Group	Deaths
European Jews	5,600,000 to 6,250,000
Soviet prisoners of war	3,000,000
Polish Catholics	3,000,000
Serbians	700,000 (Croat <i>Ustasa</i> persecution)
Roma, Sinti, and Lalleri (Gypsies)	222,000 to 250,000
Germans (political, religious, and Resistance)	80,000
Germans (handicapped)	70,000
Homosexuals	12,000
Jehovah's Witnesses	2500



## Major Jewish Ghettos

Ghetto	Country	Population
Amsterdam	Netherlands	100,000
Bedzin	Poland	27,000
Bialystok	Poland	35,000 to 50,000
Budapest	Hungary	70,000
Chernovtsy	Romania	50,000
Grodno	Poland	25,000
Kovno/Kaunas	Lithuania	40,000
Kraków	Poland	19,000
Lida	Belorussia	9000
Liepaja	Latvia	7400
Łódź	Poland	205,000
Lublin	Poland	34,000
Lyov	Ukraine	110,000
Minsk	Belorussia	100,000
Mir	Belorussia	2500
Novogrudok	Belorussia	6000
Radom	Poland	30,000
Riga	Latvia	43,000
Salonika	Greece	56,000
Shanghai*	China	10,000
Ternopol	Ukraine	12,500
Theresienstadt	Czechoslovakia	90,000
Vitebsk	Belorussia	16,000
Vilna	Lithuania	41,000
Warsaw	Poland	400,000 to 500,000

## Jews Killed During the Holocaust by Country

Country	Jews Killed	Perc. of Country's Jews Killed
Austria	50,000	36 <sup>2</sup>
Belgium	25,000	60 <sup>3</sup>
Belorussia	245,000	65
Bohemia/Moravia	80,000	89
Bulgaria	11,400	14 <sup>4</sup>
Denmark	60	1.3
Estonia	1500	35
Finland	7	2.8 <sup>5</sup>
France	90,000	26
Germany	130,000	55
Great Britain	130	6
Greece	65,000	80 <sup>7</sup>
Hungary	450,000	70
Italy	7500	20 <sup>8</sup>
Latvia	70,000	77
Lithuania	220,000	94
Luxembourg	1950	50
The Netherlands	106,000	76
Norway	870	55
Poland	2,900,000	88
Russia	107,000	11 <sup>9</sup>
Romania	270,000	33
Slovakia	71,000	80
Ukraine	900,000	60
Yugoslavia	60,000	80

## Social Studies Holocaust Notes

Anti-Semitism was part of the Nazi ideology. Religious and cultural differences coupled with suspicion and envy had made the Hebrew people frequent scapegoats during times of crisis throughout the history of Europe. Increased movement by Jews into the mainstream of some European life led to increased prejudice as Jews were often stereotypically seen as more intellectual and successful and less nationalistic than others.

Hitler's anti-Semitism could have stemmed from these or numerous other irrational prejudices, but its existence was used as a rallying point to unite the German people in their quest "first" in economic recovery and "later" for empire, Aryan glory and world domination. Nazis claimed that the German people were a "master race" and used the word "Aryan" to describe them. Hitler claimed that all non-Aryan people were inferior, and he wanted to eliminate people he considered inferior, including those of Jewish ancestry, Poles, Russians, Communists, Gypsies, homosexuals and anyone considered physically or mentally deficient.

Hitler and the Nazi Party passed the Nuremberg Laws in 1935, which denied German citizenship to Jews and prevented them from marrying non-Jews. Jews were also ordered to wear the Star of David so they could be immediately recognized in public. On November 9, 1938, Nazi troops attacked Jewish businesses, synagogues, and homes and killed approximately 100 Jews, known as Kristallnacht, or "Night of Broken Glass." Next, Jews were ordered to move into ghettos, and lived in terrible conditions, but the worst was yet to come. Hitler's "Final Solution" forced Jews across Europe into concentration camps, where they died enroute in cattle cars, were exterminated in specially designed showers and crematoriums and brutal experiments, or barely survived in work camps.

This genocide, called the Holocaust, occurred in every stage of the process, but most camps were located in Germany and Poland. When prisoners arrived at the concentration camps, they were examined by SS doctors. The Nazi soldiers allowed the strong (mainly men) to live in order to serve as laborers while many of the women, elderly, young children, and the disabled were killed soon after arriving at the concentration camps. Over six million Jews were killed during the Holocaust and more than 3 million Jews survived.

The Nuremberg Trials, conducted in 1945-1946, saw twenty-two Nazi leaders charged with "crimes against humanity" for these actions, illustrating to the world that such behavior was indefensible and unacceptable regardless of the circumstances and that each individual bears responsibility for his own actions. An International Military Tribunal, representing 23 countries, conducted the trials and ten of the Nazi leaders were hanged and their bodies were burned at a concentration camp. Support for a Jewish state/homeland (Zionism) increased after the depth of the Holocaust's atrocities were revealed and the country of Israel was founded in 1948 as a response.