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Lesson 4 the new order and the holocaust guided reading answers

Essential question of unity: What does learning about the choices people made during the Weimar Republic, the rise of the Nazi Party and the Holocaust teach us about the power and impact of our choices today? What was the Holocaust? Why is it important to address the brutality of this story? What did it mean to resist the Nazis? What kind of resistance were they able to accomplish those targeted by the Nazis? What is the meaning of human dignity? How have the Nazis tried to deprive their victims of fundamental human dignity and how have those who have been targeted tried to preserve or claim their dignity? Students will be able to explain the range of Nazi methods of mass murder, including the creation of Jewish ghettos, mobile killing units, concentration camps, and killing centers. Students will witness the atrocities committed by the Nazis during the Holocaust, as well as extraordinary acts of resistance and efforts to preserve human dignity by victims and survivors. The purpose of this lesson is to introduce students to the enormity of holocaust crimes and to help them witness the experiences of those targeted by the Nazis. In this lesson, students will continue the case of historical study of this unit by learning about four stages of the Holocaust and then closely observing the stories of some people who were targeted by Nazi brutality. Students will also examine first-hand accounts of individuals who have worked to preserve their human dignity in the face of dehumanization, and use those stories to help them think about the meaning and purpose of resistance during the Holocaust. The next lesson focuses on the role of authors and bystanders, as well as acts of resistance and courage by bystanders and rescuers during the Holocaust. The material of these two lessons reminds students of the importance of living in a democracy whose institutions safeguard civil and human rights and whose citizens are able to make informed judgments, not only on their own, but on behalf of a wider community. Holocaust survivor Sonia Weitz begins her poem For Yom Ha'Shoah with these lines: Come, make this huge jump with me /into the other world... the other place / where language fails and images defy, / denies man's conscience ... and dies / on the altar of madness. 1 Studying history in this lesson means making weitz's giant leap. Knowing the Holocaust requires us to examine events in history and examples of human behavior that deconote us and circumvent our attempts to explain them. When Germany invaded the Soviet Union in June his goal was to claim living space for the Aryan race that the Nazis had long wanted. But for the Germans to settle in the Eastern European territory they had conquered from the Soviet Union in 1941 and 1942, 1942, they have to empty it of the so-called lower races, including the millions of Jews who lived there. At the beginning of the war, the Germans had forced Jews from the territories they had conquered in ghettos and concentration camps and killed dozens in mass shootings by murderous mobile units. They had also considered plans to move the populations of Jews and other non-Aryans to far-flung places such as Madagascar or Siberia. In the end, however, the Nazi leadership decided that these plans would be too inexpensive or expensive; instead they chose a policy to annihilate all the Jews of Europe. Historians believe that this decision was taken by Hitler and his advisors in late 1941. As mobile killing units continued to operate throughout Eastern Europe, the Nazis began establishing killing centers, camps designed to kill a large number of victims, mainly in gas chambers, as quickly and efficiently as possible. At the end of the war in 1945, more than 6 million Jews and millions of other civilians - including Roma and Sinti, Slavs (Poles, Russians and others), disabled and many of the Nazi political enemies - were murdered by the Third Reich. To understand the Holocaust, it is important to consider not only the acts of the perpetrators, but also the experiences of the victims and survivors. Yet it is impossible to truly understand their experiences. Nobel Prize winner and Holocaust survivor Elie Wiesel explains: Ask any survivor and she will tell you, and her children will tell you. Those who have not experienced the event will never know. And he or she who experienced the event will never reveal it. Not entirely. Not quite. Between our memory and its reflection there is a wall that cannot be pierced. 2 However, even if it is impossible to truly understand the experiences of the victims, and even if nothing can prepare us to encounter the horror of this crime, it is still important to take stock of the extent of this genocide, to understand how humanity has been deprived of millions of people. This lesson helps students witness the stories of some of the people who suffered under Nazi brutality. This lesson also includes the stories of individuals who, despite the danger, violence, and suffering that surrounded them, resisted the Nazi program of dehumanization and murder. Some people imprisoned in concentration camps have made enormous efforts to preserve human dignity for themselves and for others. A small percentage of prisoners in camps and ghettos found a way to carry out armed resistance. This lesson challenges students to expand their ideas on endurance to include forms of spiritual endurance, or the struggle to maintain sense of identity, dignity, faith and culture in the degrading and dehumanizing systems of ghettos and fields. Although perhaps less perceptible, it acts spiritual resistance such as secretly providing education to children in concentration camps (A Basic Feeling of Human Dignity) or creating a secret archive representing lost individual lives (Voices from the Warsaw Ghetto) are equally powerful. It is important to recognize the incredible challenges that Jews have faced by trying to resist Nazi oppression and violence. For some victims it was impossible to believe what awaited us. Even once the Jews recognized the seriousness of their situation, during the war it was difficult for anyone, and especially Jews, to obtain the resources or weapons to resist the Nazis. Resistance was not possible for many other Jews who faced what scholar Lawrence Langer labeled as choiceless choices. For example, consider the circumstances of the Sonderkommandos. Jewish prisoners who were kept alive and forced to help German guards kill other prisoners. According to Langer, there are no moral equivalents in the normal world for these experiences, there is no way to understand or judge their actions. Answering the question, posed by some, about why more Jews couldn't resist, Elie Wiesel explains: The question is not why all Jews did not fight, but how many of them did. Tormented, beaten, hungry, where did they find the strength - spiritual and physical - to resist?3 The history and stories students encounter in this lesson are disturbing and difficult to understand but necessary to deal with. They demonstrate the importance of honoring human dignity by showing us what can happen when it is taken away and what can be prevented when it is preserved. Preparing to teach emotionally challenging content In this lesson, students will encounter emotionally challenging content. Carefully consider each of these tips before interacting with this material with your students: teachers know their students better. Preview each resource in this lesson before sharing it with students. Let students know in advance when they're about to encounter material that some might find upsetting. If necessary, omit resources that you think are too disturbing for your students. Briefly review your class contract with students before starting class. This will help strengthen the rules you have established and reinforce the idea of class as a safe space for students to express concerns, questions or emotions that may arise. Get ready for a variety of student responses. Students often react to the Holocaust with sadness, anger or frustration, but it is also true that many students do not have an immediate public response to holocaust learning. Many were surprised by the lack of emotion of some students during a Holocaust lesson. Experience has taught us that it can take some time for students to be able and ready to make sense of this material. Meanwhile, many student students that their diaries provide a safe space where they can start processing their emotions and ideas. Therefore, we recommend that students be invited to write in their diaries at many points during this lesson. Definition of terms The resources of this lesson refer to ghettos, concentration camps and killing centers. It may be useful to publish simple definitions of each of these words in the room to help students understand and distinguish them: Ghetto: a specific area of a city or city where Jews have been forced to live (and are often not allowed to leave). The ghettos were overcrowded and deprived of enough food and other basic supplies. Concentration camp: a camp created to confine a large number of prisoners (including political opponents and those deemed racially inferior) in harsh and unhealthy conditions. Killing center: a field designed to kill a large number of victims, mainly in gas chambers, as quickly and efficiently as possible. The reality of the Nazi ghetto and field system is quite complex, as the Nazis ran more than 40,000 ghettos and camps that served a variety of purposes and varied in size and operation. But for this lesson, these three definitions will be enough. Vocabulary Preview In addition to the ghetto, concentration camp, and killing center, the following are the key vocabulary terms used in this lesson: Holocaust Shoah Resistance Spiritual resistance Dignity Genocide Add these words to your Wall of Speech, if you're using one for this unit, and provide the support you need to help students learn these words as you teach the lesson. Creating a gallery walk and graffiti board The activities of the first day in this lesson include a

gallery walk and a graffiti board. Get ready in advance by placing gallery resources on foot around the room and setting up a large whiteboard or paper to use as a graffiti wall. We recommend leaving the graffiti wall for a few days, so make sure it doesn't take up space you expect to need. Graffiti boards can provide the richest opportunity for reflection and written discussion when students can revisit them over time to observe new contributions from classmates. You could help make this a more rewarding activity and save some time in the classroom in the process, if you are able to find time outside of the normal lesson period (such as the home room or study room time) where students are able to visit your room and work on the graffiti wall. Teaching Strategies Day 1 Prepare Students to Confront the Holocaust Project on For Yom Ha'Shoah, from reading Take This Giant Leap, by Holocaust survivor Sonia Weitz. We suggest students read poetry aloud at least twice. After reading, ask students to answer the following questions in their diaries: What does this poem mean to you? What does this poem suggest, which is like knowing the Holocaust? what what Does poetry grow for you? Then ask students to share their responses to these requests. Their questions about poetry can be recorded on the board so that they can be revisited at the end of the lesson, when students are more familiar with the Holocaust. Understanding the steps leading to mass murder While the main goal of this lesson is to provide students with the opportunity to witness some specific stories and experiences of individuals who lived or died during the Holocaust, you must first briefly provide students with a picture to understand what happened. In the video Step by Step: Phases of the Holocaust (06:47), historian Doris Bergen divides the history of the Holocaust into four stages, described on the printing stages of the Holocaust. Disto frees the emanation and gives students a few moments to read the information. Then show the video so students can hear Bergen's description of the four stages. Reflect on a number of primary sources In this activity, students will have the opportunity to work independently to reflect and witness a variety of stories and experiences during the Holocaust. First, students will watch a short video with the testimony of a Holocaust survivor from the city of Vilna, Lithuania. The Jews of Vilna were forced into ghettos after the German invasion in 1941, and tens of thousands of them were later killed in mass shootings or at the Sobibór killing center. Show the class the video The Nazis in Vilna (05:06). At the end of the clip, give students a few minutes to write in their diaries in response to the following questions: What about Jack Arnel's testimony strikes you the most? What makes you think or feel? What is the value of listening to this type of first-hand account? How does it change the way you understand the Holocaust? Tell students that to witness the many ways people lived and responded to holocaust brutality, they look at images from the period and read the words of the people who were there. They could also display two maps to get an idea of the extent of nazi atrocities. Set up a walk in the gallery by placing the following resources on tables or hanging them in the room: Ask students to silently visit the gallery. Give them eight minutes (or longer if you have more time) to view or read as many resources as possible. For each of them view, ask them to do the following in their journals: post the resource name. Whether it's a text-based resource: Record a phrase, phrase, or detail that lies is surprising or meaningful. If it's an image: describe part of the image that provokes a question, observation or emotional response on your part. When the students are done, rather than returning to their desks, ask them to visit the graffiti board you set up in advance and write a to the resources they encountered. They could add one or more of the notes they took during the gallery walk to the graffiti board, or they could write a new thought, observation, or feeling they're experiencing after seeing the resources. Give students five minutes to finish their silent writing, but leave the graffiti board in class for the next day or longer so students have more time to reflect on the activity, view their peers' responses, and add new comments. Day 2 Acknowledge Graffiti Board Responses Start the lesson by encouraging students to continue interacting with the graffiti board. You could read aloud some answers from the board so students can hear each other's thoughts. If you have the time, you could also give students a few minutes to get on the graffiti board, read yesterday's comments (especially if other classes added to the same graffiti board since you last met) and add new thoughts and observations. Explore resistance Explain to students that it is critical in a Holocaust study to recognize the various ways Jews and others targeted by the Nazis resisted. Students often associate the idea of resistance to violent or armed rebellion. It is important to recognize that such actions occurred, such as the efforts of Jewish partisan groups, the sabotage of crematoriums by Jewish prisoners at Auschwitz, or the Warsaw Ghetto Uprising (see extension Explore further examples of Jewish resistance below). Explain to students that scholar Michael Berenbaum writes that for those who resisted violently, Death was a fact. Ask students to consider the question: if death was a fact, why could Jews still resist? Then explain to students that there are other types of resistance to consider. Pass reading A Basic Feeling of Human Dignity and read it aloud with the class. After reading, ask students to answer the following questions in their diaries: What is dignity? What do you think Lévy-Hass means with the phrase a fundamental feeling of human dignity? How did the Germans try to deprive Lévy-Hass and his fellow prisoners of this feeling? How did Lévy-Hass try to restore dignity to some of the detainees in his camp? Were your efforts an act of resistance? Conduct a class discussion in response to these questions, using the Think, Couple, Share strategy. Then introduce students to the idea of spiritual resistance by providing them with the following definition: Spiritual Resistance: the struggle to maintain a sense of identity, dignity, faith degrading and dehumanizing systems of ghettos and fields. Create a poem found in the words of a surviving student will finish this lesson by returning to the words of Hannah Lévy-Hass to create a found poem. Read aloud A Basic Feeling of Human Dignity once again. This time, as if as laws together, will highlight or copy words and phrases from the journal entry that they find particularly powerful. Their goal is to narrow their list of words and phrases to 15 or 20. Then pass out the Flyer Creating a Found Poem and go beyond the instructions with the students. Students might want to copy the words and phrases they've selected to separate notecards or pieces of paper so they can easily rearrange them. Tell students to try to organize words in a way that captures the essence of Lévy-Hass' testimony, as well as their experience of listening to it. When students are satisfied with their poems, tell them to add titles. Ask them to deliver their poems or complete them for homework. At the beginning of the next class period, you may ask some students to share their poems aloud with the class. Exit Cards Finish this lesson by getting students to complete an exit card to give you an idea of how they're responding to this emotionally challenging content. Ask the students to read the poem For Yom Ha'Shoah again, and then ask them to write on their cards about what this poem means to them after learning more about the Holocaust. This lesson prioritizes emotional engagement over ethical reflection and intellectual rigor. While it's important for students to know what happened during the Holocaust, it's critical that they have the opportunity to address the brutality of this story and to process individually and together the emotions and questions that this story evokes. Therefore, it is very important for you to look at students' contributions to the graffiti wall, their poems found and their exit cards for proof of how they are processing what they encountered in this lesson. If necessary, follow individual students to offer support or reserve additional lesson time for students to talk and articulate their thoughts and feelings about this challenging story. Bring the testimony of survivors to class Many history teachers in front arrange a visit to Holocaust survivors in their classroom to tell their story. Listening in person to a survivor's story is an amazing experience that often changes the way students feel history and themselves. Since the Holocaust happened more than seven decades ago, however, the number of survivors alive and willing to talk to students is shrinking. In some cases, survivors' children also visit classrooms and share their families' powerful stories with students. Contact us to find out more. If you are unable to schedule an in-person visit with a survivor, Facing History has produced a collection of films surviving testimonies. The videos are divided into three sections: The Nazis in power: voices from Europe, the Holocaust and After the Holocaust. See the lesson Using testimony to teach for tips and for the vision of testimony and facilitate intentional reflection with students. Explore the concept of choice without choice Throughout this unit, we focused on examining the choices people make throughout the history of Nazi Germany as a way to reflect more deeply on the choices we make in our lives. However, there are some choices and situations in this story for which the analysis and judgment of individuals' actions is not appropriate or useful. Scholar Lawrence Langer labels the circumstances that many victims faced as choices without choice. These are situations where no meaningful choices are available. For example, Langer argues that the circumstances of Sonderkommandos - Jewish prisoners who were kept alive and forced to help German guards kill other prisoners - are unimaginable to us, and surviving in extremity meant an existence that had no relation to our system of time and space. Therefore, it is not possible to judge their actions according to the standards that we could use to judge people's actions under more normal circumstances. The concept of choiceless choices is abstract and difficult for younger students to understand. But if you teach older students, consider sharing choices without choice with them. You can use the connection questions that follow the reading to start a discussion, and you might ask students how Langer's concept connects to the giant jump described by Sonia Weitz in her poem For Yom Ha'Shoah. Explore additional examples of Jewish resistance Chapters 8 and 9 of the Holocaust and human behavior include a variety of additional resources about Jewish resistance during the Holocaust. Among them are examples of both spiritual resistance (reading voices from the Warsaw Ghetto) and armed (reading the Warsaw Ghetto Uprising) in the Warsaw Ghetto. Facing History also offers the Resistance unit during the Holocaust: An exploration of Jewish partisans. All these resources can help deepen students' understanding of resistance by those targeted by the Nazis. Nazis.

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