What is so ironic about the message above the gate: "Work shall set you free"?

Introduction: You are about to engage in one of the most thought-provoking, emotional projects of your lives! Our goal will be to create a memorial for Holocaust victims to be displayed in our school’s Harvard Room! This project, worth 60 points, will take place in conjunction with your English class where you have read The Diary of Anne Frank! You may work with a partner.

Choices and requirements for the project:

1) Create a 15-slide PowerPoint presentation, with descriptions and pictures of the Holocaust. You should use quotes from The Diary of Anne Frank which relate to your images. Each picture and quote must be properly cited.

2) Paint a picture, representing your own interpretation of the Holocaust.

3) Write three poems about the Holocaust and/or Anne Frank. You’ll need to confirm length and style with Ms. Echer and myself.

4) Use “science-fair” boards to display the horrors of the Holocaust. You should use quotes from The Diary of Anne Frank which relate to your images. Each picture and quote must be properly cited.

5) A dramatic recreation of life in a Holocaust camp or a part of Anne Frank to be filmed and shown to an audience. This short film should be at least five minutes long.

Since this is a very sensitive topic, your ideas and content must be approved by me, and if necessary, Mr. Trautwein.

Holocaust Memorial Project Rubric

- 1) Title(s) for your work. Group members’ names are proudly displayed somewhere—10 points
- 2) Content is appropriate and rich in historical detail and/or emotion/symbolism (especially with the case of the artwork and poetry)—20 points
- 3) All research, pictures and quotes are properly cited. Nothing is plagiarized. (For the poetry and artwork, even artists use models or pictures for inspiration, so cite these! For the film, you must have ending credits, listing your sources and people who helped you.)—10 points
- 4) Neatness, organization and clarity. Will the audience understand the point you are trying to make? 10 points
- 5) Creativity—10 points.

Mr. C’s Presentation of the Holocaust

- 1939-1945 Hitler’s Final Solution, the Holocaust.
  - 12 million civilians from occupied European nations and from Germany itself are killed in Nazi concentration camps
  - 6 million are Jewish. 1/3 of the Jewish population of Europe is killed.
Prelude to the Final Solution

- Hitler used the ‘Enabling Law’ to begin his attack on the Jews.
- **Heinrich Himmler**, commander of the German Schutzstaffel (SS) and the Gestapo, was placed in charge of the extermination of the Jews.
- In 1938, the Nazi became more violent when Himmler launching Kristallnacht—the Night of Broken Glass—on 11th November 1938.
- By 1939, half of Germany’s 500,000 Jews had emigrated to escape Nazi persecution.

- In 1939, Germany invaded Poland which had a much larger population of 3 million Jews.
- In 1941, Germany invaded Russia which had a population of 5 million Jews.
Change of Tactics: Einsatzgruppen

- Himmler sent four specially trained SS units called "Einsatzgruppen battalions" into German occupied territory and shot at least 1 million Jews.
  - Victims were taken to deserted areas where they were made to dig their own graves and shot.
  - When the SS ran out of bullets they sometimes killed their victims using flame throwers.

How did the Nazi decide who was Jewish?

- If one of person's parents was Jewish, then they were Jewish.
- However, if only one of their grandparents had been Jewish then they could be classified as being German.
- In 1940, all Jews had to have their passports stamped with the letter 'J' and had to wear the yellow Star of David on their jacket or coat.

The ‘Final Solution’

- In January 1942, Himmler initiated the new ‘Final Solution’ – A plan to exterminate the Jewish race. Jews were placed in ghettos and then selected for transport to concentration camps.

Children Dying of Starvation in the Warsaw Ghetto
"Until September 14, 1939 my life was typical of a young Jewish boy in that part of the world in that period of time. I lived in a Jewish community surrounded by gentiles. Aside from my immediate family, I had many relatives and knew all the town people, both Jews and gentiles. Almost two weeks after the outbreak of the war and shortly after my Bar Mitzvah, my world exploded. In the course of the next five and a half years I lost my entire family and almost everyone I ever knew. Death, violence and brutality became a daily occurrence in my life while I was still a young teenager."

Leonard Lerer, 1991

警告：这是大屠杀模拟，不是真实生活！
这不是一个让人不安但必要的教训，关于面临的犹太人……

1. “安置” - 贾托
   - 随着扩军的开始，变得不可能与所有犹太人打交道。阿道夫·艾希曼被任命为“安置”委员会。这包括在占领国中收集犹太人，并将他们转移到城市的贾托中，最大的就是华沙。
   - 墨水建于将贾托从剩余城市中作为犹太人和非犹太人的住所。每间贾托可供七八人居住，每人每天只能食用300卡路里的食物。

   “在街道上，儿童在哭泣，在寒冷的空气中，赤脚，没有衣服，没有鞋子……。已经完全长大的人在五岁时，他们不再看着人们，只听到悲鸣，我经过的路。”
   - A visitor to Warsaw, 1940

   1. 10岁男孩，一名妹妹，6岁。其他家庭成员失踪。
   2. 25岁女性，单亲，未受教育，正在上大学。
   3. 25岁工人，未受教育，健康。他有一个13岁的妹妹。
   4. 40岁医生，未受抚养家庭成员。
   5. 28岁女性，患病，有一个8岁的孩子。
   6. 30岁女性，健康但极度贫困。其他家庭成员的去向不明。
   7. 55岁男性。患有早发性关节炎，但仍能工作。
   8. 45岁律师，非常聪明，但缺乏体力劳动技能。
   9. 5岁女孩，健康。父母缺失，但她的阿姨在照顾她。
   10. 35岁男性。被怀疑为犯罪和杀人犯。他健康强壮，有熟练的体力劳动技能。

Wannsee Conference

如何最终解决？

- 妇女、儿童、老人和病患将被送往被标记为“特殊治疗”的地方。
- 年轻且适合的将通过一个过程被称为“劳动营”。“劳动营”是将剩余的犹太人送入东欧的“安置”地区。条件旨在使许多人死亡，而其余的人将自愿留在这些地区，希望条件会更好。

- 在到达后被选中的犹太人将被送往“安置”地区。

- 条件在“安置”地区被设计得非常恶劣，以至于许多人会死亡，而其余的人将自愿留在这些地区，希望条件会更好。

- 妇女、儿童、老人和病患将被送往被标记为“特殊治疗”的地方。

- 年轻且适合的将通过一个过程被称为“劳动营”。“劳动营”是将剩余的犹太人送入东欧的“安置”地区。条件旨在使许多人死亡，而其余的人将自愿留在这些地区，希望条件会更好。

- 在到达后被选中的犹太人将被送往“安置”地区。
Where were the Death Camps built?

Why do you think that they located them here?

What tactics did the Nazis use to get the Jews to leave the Ghettos?

Deception
- The Jews were told that they were going to ‘resettlement areas’ in the East.
- In some Ghettos the Jews had to purchase their own train tickets.
- They were told to bring the tools of their trade and pots and pans.

Starvation
- New arrivals at the Death camps were given postcards to send to their friends.

Tactics
- Terror
- The SS publicly shot people for smuggling food or any act of resistance.

Deception & Selection

Tactics: What happened to new arrivals?

Deception & Selection
- At Auschwitz the trains pulled into a mock up of a normal station.
- The Jews were helped off the cattle trucks by Jews who were specially selected to help the Nazis.
- At some death camps the Nazis would play records of classical music to help calm down the new arrivals.

SS Tactics: Dehumanisation

- The SS guards who murdered the Jews were brainwashed with Anti-Semitic propaganda.
- The Jews were transported in cattle cars in terrible conditions.
- Naked, dirty and half starved people look like animals, which helped to reinforce the Nazi propaganda.
- The SS used to train their new guards by encouraging them to set fire to a pit full of live victims – usually children.
Introduction to “Witness: Voices from the Holocaust” documentary

- PLEASE NOTE: THE FOLLOWING DOCUMENTARY CONTAINS A LOT OF SENSITIVE IMAGES AND STORIES. SO, WHY IS IT IMPORTANT TO WATCH THIS FILM?

“Witness: Voices from the Holocaust” is a prize-winning documentary, nationally broadcast by PBS in which testimonies of Holocaust survivors and witnesses – some recorded as early as 1979 – archival footage, and personal photographs and documents reveal the Nazi era through the memories of those who were there.

- A Hitler Youth, a Jesuit priest, resistance fighters, concentration camp survivors, an American POW, and a liberator present a vivid image of the Holocaust in their own words.

- Since many of the witnesses were in their teens or younger during the war years, students can understand and identify with their experiences on a more personal level.

- The series was filmed in three parts:
  - Part I is twenty-four minutes long and includes the topics: A Way of Life The Outbreak of War Ghettos
  - Part II is thirty-seven minutes long and includes the topics: Escape, Hiding and Resistance Deportation and Arrival The Camps
  - Part III is twenty-six minutes long and includes the topics: Death March Liberation Aftermath

Pay Attention: Your assignment follows!

Q. Why was the camp built to resemble a railway station? Guess how new arrivals felt and thought when they saw this.

Warm Up on Concentration Camps:

“WITNESS: VOICES FROM THE HOLOCAUST, Part II” is 37 minutes long and includes the topics: Escape, Hiding and Resistance Deportation and Arrival The Camps

Men and women fit enough to work were taken to work in separate camps — this would be the last time that some husbands and wives would see each other. They would build roads and buildings, and grow food for the army. Life expectancy was three months. Prisoners died from disease, exhaustion or lack of food. When they became too weak to work, they were gassed in their turn.

b. What happened to the inmates upon arrival?

Children, pregnant women, the old and the infirm were told they were to be “de-loused.” They were stripped naked and all their hair was cut off. Clothes and spectacles could be recycled. Hair could be used for making wigs and stuffing furniture. They were then led into a “shower room”. Once inside, the doors were locked behind them and they were gassed with an industrial pesticide—Zyklon B.
The Nazis used industrial methods to murder the Jews and process their dead bodies.

The Nazis would force large groups of prisoners into small cement rooms and drop canisters of Zyklon B, or prussic acid, in its crystal form through small holes in the roof.

These gas chambers were sometimes disguised as showers or bathing houses.

The SS would try and pack up to 2000 people into this gas chamber.

Notice the Ovens easy located near the Gas Chambers.
Processing the bodies

- Specially selected Jews known as the sonderkommando were used to remove the gold fillings and hair of people who had been gassed.
- The Sonderkommando Jews were also forced to feed the dead bodies into the crematorium.

Dead bodies waiting to be processed

The Ovens at Dachau

Ovens at Auschwitz
Shoes waiting to be processed by the sonderkommando

Taken inside a huge glass case in the Auschwitz Museum. This represents one day's collection at the peak of the gassings, about twenty five thousand pairs.

Destruction Through Work

This photo was taken by the Nazis to show just how you could quite literally work the fat of the Jews by feeding them 200 calories a day.

Destruction Through Work

Same group of Jews 6 weeks later.

What happened at the Death Camps?

Complete this Assignment:

- **Read** "Nazi Actions, 1939-1945: The Impact of War on Anti-Semitism." Don't complete the tasks. Rather, based on the information in the readings, complete a concept web, like this:
Entrance to Auschwitz

Requirements and Structure of Essay:
1) Compare/contrast the information presented in the diary of Anne Frank with the A&E Biography video "Anne Frank: The Life of a Young Girl."
2) 200 words
3) Four paragraphs—1) Introduction with thesis statement, 2) Focus on video, 3) Focus on book, 4) Conclusion—Answer these reflection questions: Which source was more informative? Which do you find more valuable to our understanding?
4) Use at least three quotes from the diary to support your arguments and conclusions
4) No scribbles, cross outs, spelling or grammatical mistakes

"WITNESS: VOICES FROM THE HOLOCAUST, Part III" is 26 minutes long and includes the topics: Death March, Liberation Aftermath

Compare/Contrast Essay

Was the Final Solution successful?

- The Nazis aimed to kill 11 million Jews at the Wannsee Conference in 1941.
- Today there are only 2000 Jews living in Poland.
- The Nazis managed to kill at least 6 million Jews.
- Men like Schindler helped Jews escape the Final Solution.
- Not all Jews went quietly into the gas chambers.
- In 1943, the Warsaw Ghetto, like many others revolted against the Nazis when the Jews realised what was really happening.
- In 1945, the Jews were liberated by Americans and Russians.

Warm Up Questions on Anne Frank

- Are people really good at heart?
- How do discrimination and prejudice affect your life?
- How do you relate to Anne Frank?
- What can we, today, learn from Anne Frank and her story?
- Could the Holocaust occur again?
Why Remember the Holocaust?

Lesson Aim: To think of three reasons why we remember the Holocaust.

Source A

(No text visible)

Source B

(No text visible)

Write the title and source a in your exercise book.

Task - Look at source A and B.
1. In her sentence observe what the writer is saying.
2. Source A was written by... Source B?
3. What can you identify in the source and what does this mean?

Task

From these two sources give one reason why it is important to remember the Holocaust. (Underline the reason with a ruler.)

Source C

Source D

Task

1. Write the sub-title Is the Holocaust over?
2. Write one sentence explaining how you might find these images similar.

Source C is an image from 1945 showing a survivor of a Nazi Concentration camp. Source D was taken in the 1990's and shows young Bosnian men in a Serbian concentration camp.

Consequences of World War II

Understanding Conflict

War has consequences
Cost of War

- **Germany** - 3 million combat deaths (3/4ths on the eastern front)
- **Japan** – over 1.5 combat deaths; 900,000 civilians dead
- **Soviet Union** - 13 million combat deaths
- **U.S.** – 300,000 combat deaths, over 100,000 other deaths
- When you include all combat and civilian deaths, World War II becomes the most destructive war in history with estimates as high as **60 million**, including 25 million Russians.

Postwar Efforts at Revenge

- **The Nuremberg Trials of 1945-46**
  - After WWII the Allied powers place on trial the highest-ranking Nazi officers for “crimes against humanity”
  - Hitler, Goebbels, and Himmler were dead; but, 22 Nazi leaders (including Goring) were tried at an international military tribunal at Nuremburg, Germany. 12 were sentenced to death. Similar trials occurred in the east and throughout the world.
  - **The Tokyo Trial (1946-48)** — Japanese war criminals were placed on trial.
**Quiz: Justice at Dachau**

1) What type of trials took place at Dachau after World War II? (Choose only one answer)
- A) McCarthy-style trials to find communists
- B) Japanese trials of Americans for internment crimes
- C) International military tribunal trials for Nazi chieftains
- D) American tribunal trials for Nazis who worked in the concentration camps

2) A precedent for prosecuting large-scale war crimes existed prior to the Nuremberg and Dachau trials. true false

3) What was Colonel William Denson’s role at Dachau? (Choose only one answer)
- A) judge
- B) head of defense
- C) chief prosecutor
- D) assistant prosecutor

4) Ilse Koch was found guilty of _____.
- A) running a concentration camp
- B) performing harmful operations on prisoners
- C) being associated with the commander of a concentration camp
- D) beating prisoners, sending them to death, and collecting their skin

5) Who could be found guilty of a war crime at Dachau? (Choose only one answer)
- A) only those who commanded others to harm prisoners
- B) anyone who helped or participated in harming prisoners
- C) only those who directly participated in harming prisoners
- D) only those who knew harsh treatment was taking place but did nothing to stop it

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**Quiz continued….**

6) In trial, how did Denson respond to the defense that Nazis were simply following orders? (Choose only one answer)
- A) He proved that criminal orders were never issued.
- B) He pursued convictions for crimes that were not direct orders.
- C) He argued that such defense would only hold in times of peace.
- D) He established the concept of personal responsibility in wartime.

7) Why wasn’t Denson received as a hero when he returned from the trials at Dachau? (Choose only one answer)
- A) He had a low conviction rate.
- B) The press did not cover the Dachau trials.
- C) Americans were unwilling to sympathize with the Jewish people.
- D) The United States wanted Germany’s support against the Soviet Union.

8) What eventually happened to the criminals convicted at Dachau? (Choose only one answer)
- A) They were freed.
- B) They were hanged.
- C) They spent their lives in prison.
- D) They had to pay reparations to the Holocaust survivors.

9) William Denson’s accomplishments show all of the following, EXCEPT (Choose only one answer)
- A) that one man can set lasting precedents in law
- B) that a lawyer can win a case with little hard evidence
- C) that people can be held accountable for their mass criminal actions
- D) that international law and tribunals are effective means of investigating war crimes

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**Extension Assignment on Sentencing Nazi War Criminals:**

**Directions**: Read “Inside a Nazi Death Camp” and “The Sentencing and Execution of Nazi Criminals.” In at least 200 words, defend or oppose the decision to sentence and execute these criminals.

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**American Experience: The Nuremberg Trial (52 minutes)**
Postwar Efforts at Peace

- The United Nations – An organization created in 1945 to promote international stability
  - A General Assembly where representatives from all countries could debate international issues.
  - The Security Council had 5 permanent members – U.S., Soviet Union, Britain, France, and China could veto any question of substance. There were also 6 elected members.
  - Key: the U.S. joined in contrast to League of Nations

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<th>The End of World War II</th>
<th>Treatment of Germany</th>
<th>Treatment of Japan</th>
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<tr>
<td>Task: What type of peace should be established with Germany and Japan? Why?</td>
<td>Nuremberg Trials (1945 – 1946) -</td>
<td>MacArthur supervises rebuilding of Japan -</td>
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<td>Division of Germany -</td>
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Unlike WWI, there was no Peace of Paris to reshape Europe.

- The **Yalta agreement** (February 1945) signed by Roosevelt, Churchill, and Stalin, turned the prevailing military balance of power into a political settlement.
- The **Potsdam Conference** (July 1945)—Truman, Stalin, Churchill—finalized plans on Germany. Germany would be demilitarized and would remain divided.

**Postwar Reality: Soviet Control of Eastern Europe**

- Europe was politically cut in half; Soviet troops had overrun eastern Europe and penetrated into the heart of Germany.
- During 1944-1945, Stalin starts shaping the post-war world by occupying SE Europe with Soviet troops that should have been on the Polish front pushing toward Berlin.
- Roosevelt did not have postwar aims because he still had to fight Japan; Stalin did have postwar aims.
Postwar Reality

**Consequences of World War II**

– 1) Communist Russia (the Soviet Union) became the new enemy
– 2) Unlike the isolation after WWI, the U.S. was engaged in world affairs
– 3) The triumph of Communists in China
– 4) Decolonization
  • The independence of nations from European (U.S. & Japan) colonial powers.