

Holocaust Introductory Level Unit
from
The Holocaust Memorial Museum of San Antonio
Created for a 6th grade social studies classroom

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Links & Resources

Day 1:

- <https://youtu.be/qnEllhLF6ww>

Day 3:

- <https://www.ushmm.org/antisemitism/what-is-antisemitism/why-the-jews-history-of-antisemitism#Transcript>
- <https://encyclopedia.ushmm.org/content/en/article/antisemitism>

Day 4:

- <https://www.youtube.com/watch?v=Hu-CK47NM8E>

Day 5:

- <https://www.ushmm.org/learn/holocaust/path-to-nazi-genocide/the-path-to-nazi-genocide/full-film>

Day 7:

- <https://www.c-span.org/classroom/document/?17740>
- <https://www.c-span.org/classroom/document/?17739>
- <https://www.c-span.org/classroom/document/?6641>
- https://www.youtube.com/watch?v=h_-wOUNhVWo

Day 8:

- <https://www.ushmm.org/m/pdfs/USHMM-Timeline-Activity-Individual-Profiles.pdf>
- <https://www.ushmm.org/m/pdfs/USHMM-Timeline-Activity-Laws-Decrees.pdf>
- <https://www.ushmm.org/m/pdfs/USHMM-Timeline-Activity-Years.pdf>

Day 9:

- <https://www.ushmm.org/remember/holocaust-reflections-testimonies/behind-every-name-a-story>

Grade 6 Social Studies TEKS:

(2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:

- (A) identify and describe the historical influence of individuals or groups on various contemporary societies; and
- (B) describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.

(9) Government. The student understands the concepts of limited and unlimited governments. The student is expected to:

- (A) describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited);
- (B) identify reasons for limiting the power of government; and
- (C) identify and describe examples of human rights abuse by limited or unlimited governments such as the oppression of religious, ethnic, and political groups.

(13) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:

- (C) analyze the experiences and contributions of diverse groups to multicultural societies; and
- (D) identify and explain examples of conflict and cooperation between and among cultures.

Lesson Objectives:

- 1) Students will be able to identify and describe the influence of the Nazi Party in Pre-Holocaust Germany, and their rise to power over the German people,
- 2) Students will be able to identify and describe the social, political, and economic impact of the Nazi Party,
- 3) Students will be able to provide examples of limited and unlimited governments and differentiate between them,
- 4) Students will be able to identify reasons for limiting the power of government,
- 5) Students will understand the concept of human rights abuse by limited or unlimited government and how it applies to the Holocaust
- 6) Students will be able to identify and provide examples of the variety of experiences of the Jewish people of during the Holocaust
- 7) Students will be able to identify and describe the conflicts and cooperation between cultures that occurred during, and preceded, the Holocaust.

Day 1: Introduction

Teacher Resources:

- HMMSA Exhibit (physical or PDF)
- KWL Chart Printout
- Sticky notes

Objectives:

- 1) Students will use a KWL chart to discuss previous content knowledge pertaining to the Holocaust,
- 2) Students will watch a video to begin to understand the social, political, and economic impact of the Nazi Party,
- 3) Students will watch a video to begin to understand the events that occurred leading up to and during the Holocaust.

Lesson Outline

Warm Up

What do you know? - 15 minutes

- Introduce KWL Chart, explain what it is, and how the students will be using it (refer to KWL Chart examples page for reference)
- Distribute KWL Chart printout
- Students all get a sticky note and must list one thing they know about the Holocaust. Collect, discuss & display on the board
- Students will add the responses to their own KWL printout

Lesson

Introduce the Exhibit (Preview) - 15 minutes

- If the teacher has the physical exhibit: show the students where it will be located, and a brief explanation of its purpose. Look at pictures, read the lightbulb questions and discuss as a class.
- If the teacher has the PDF version: briefly show the students where the exhibit will be in Google Classroom, or show a quick preview on the projector, and give a brief explanation of its purpose. Look at pictures, read the lightbulb questions and discuss as a class.
- Video: “Studies Weekly: What was the Holocaust?” – 3 minutes
 - <https://youtu.be/qnEllhLF6ww>

- Discuss: overview of the week ahead
 - Day 2: Key Terms
 - Day 3: Antisemitism & Bigotry
 - Day 4: Propaganda & Censorship
 - Day 5: Genocide

What do you want to learn? - 7 minutes

- Students all get another sticky note and are encouraged to list one thing they would like to learn about the Holocaust. Collect, discuss, & display.
- Students will add the responses to their own KWL printouts

Exit ticket

Journal Entry or Short Writing Assignment

- Write one thing they learned or found interesting from the video

Day 2: Key Terms

Teacher Resources:

- HMMSA Exhibit (physical or PDF)
- Key Terms Definitions
- KWL Chart Printout
- Paper and markers
- Dictionary

Objectives:

- 1) Students will use text or other resources to identify these key terms: antisemitism, bigotry, propaganda, censorship, and genocide,
- 2) Students will demonstrate their understanding of these key terms to the class.

Lesson Outline

Warm Up

Review – 5 minutes

- Go over KWL Chart from Day 1
- Discuss any questions that did not get addressed on Day 1

Lesson

Introducing Key Terms – 10 minutes

- Key Terms for Week 1:
 - Antisemitism
 - Bigotry
 - Propaganda
 - Censorship
 - Genocide
- Class Discussion:
 - Where do these key terms appear in exhibit?
 - What do you know about these terms already?

Activity – 15 minutes

- Divide into 5 groups, each gets a key term. Find definition in textbook, dictionary, web search, etc. Provide synonyms, antonyms, give one or two

examples. Make into small poster that can be displayed - draw a picture of example (can be made as an electronic version for a Google Classroom submission)

- Students should decide who will be the speaker for each group

Present and Discuss – 15 minutes

- Each group should share their words with the other groups. All students take notes when not presenting
- How did this definition match the one provided on the Key Terms Definitions page?
- What more could be added to this poster?

Exit Ticket

- Can be done as a short journal entry, or verbally, before leaving class
- Pick one key term that was new to you and summarize it

Day 3: Antisemitism & Bigotry

Teacher Resources:

- HMMSA Exhibit (physical or PDF)
- Key Term Definitions

Objectives:

- 1) Students will further discuss and examine these key terms: antisemitism and bigotry
- 2) Students will discuss as a group and understand the difference between a fact, an opinion, and a belief,
- 3) Students will read text and watch film to examine antisemitism, its origins, and how it applies to the Nazi Party and the Holocaust

Lesson Outline

Warm Up

Review of Key Terms & Discussion Questions – 5 minutes

- Review the vocabulary posters/flyers from previous day and discuss as a class.
- Display discussion question on board for students before class begins:
 - What do you know about antisemitism?

Lesson

Class Discussion – 5 minutes

- What definition did the class give for bigotry and antisemitism on Day 2?
- Refer to the HMMSA Exhibit. Where do these terms appear in the exhibit?
- Now refer to the key terms list and compare what you have found to the definition given there. Do these definitions match what you previously thought about what these terms mean?

Film: *European Antisemitism from its Origins to the Present* – 18 minutes

- Before watching the film:
 - Discuss: What is the difference between fact, opinion, and belief? (Definitions listed below) How do these definitions differ from the class responses?

- A *fact* is verifiable. We can determine whether it is true by researching the evidence. How do you know this? Does it always mean the same thing? What are the possible multiple meanings?
- An *opinion* is a judgment based on facts, an honest attempt to draw a reasonable conclusion from factual evidence.
- Unlike an opinion, a *belief* is a conviction based on cultural or personal faith, morality, or values
- Introduction: This 13-minute film introduces the history of antisemitism from its origins in the days of the early Christian church until the era of the Holocaust in the mid-20th century. It raises questions about why Jews have been targeted throughout history and how antisemitism offered fertile ground to the Nazis.
- Watch film: <https://www.ushmm.org/antisemitism/what-is-antisemitism/why-the-jews-history-of-antisemitism#Transcript>
 - This link includes the video (13 minutes long), a transcript of the film, background information, and additional discussion questions about antisemitism.
- Discuss: How did this film make you feel? What did you learn?

Reading – 10 minutes

- This time can be used to read from assigned reading, textbook, or the article provided, out loud as a class
- Article: <https://encyclopedia.ushmm.org/content/en/article/antisemitism>
- Students should take notes over the reading.

Exit Ticket

Journal Entry or Short Writing Assignment

- The teacher may select, or have the students select, one question:
 - How has antisemitism changed throughout history?
 - How have facts been ignored or twisted to justify antisemitism beliefs?
 - How is antisemitism similar to other types of group hatred?

Day 4: Propaganda & Censorship

Teacher Resources:

- Key Terms Definitions
- Propaganda & Censorship Lecture Reference
- Propaganda Worksheet
- Propaganda Worksheet Teacher's Guide

Objectives:

- 1) Students will further discuss and examine these key terms: propaganda and censorship,
- 2) Students will read text and watch film to understand how the Nazi Party used propaganda and censorship,
- 3) Students will work individually or with their peers to examine examples of propaganda.

Lesson Outline

Warm Up

Class Discussion – 10 minutes

- Display discussion questions on board for students before class begins:
 - What is censorship?
 - What kind of things do you think should be censored, and why?

Lesson

Lecture – 10 minutes

- The teacher may choose to use this time to give a traditional lecture, using the reference material, or have the students read from the assigned reading/textbook, either out loud as a class, or individually to themselves.
 - Students should take notes of the text or lecture

Video: *Triumph of the Will* – 3 minutes

- March 28, 1935, this propaganda film, showing a 1934 Nazi Party Rally in Nuremberg, premiered in Germany. It shows smiling children, excited crowds, Nazis out of uniform, parades, and a speech by Hitler.

- When introducing the film, it is important to note that while this film was praised as revolutionary for its film techniques, it is also a powerful example of how propaganda was used to strengthen the Nazi Party's agenda and rhetoric, while projecting a false image of German life.
- <https://www.youtube.com/watch?v=Hu-CK47NM8E>
 - 3 minute video clip from the film

Discussion – 7 minutes

- Encourage students to share their thoughts on the film as a class or with their peers
- What kind of image does *Triumph of the Will* give of Nazi Germany, and how is it different from what we know?

Activity – 15 minutes

- Propaganda Worksheet
- Can be done as partner/group work, or as a class

Exit Ticket

Journal Entry or Short Writing Assignment

- What are some examples of propaganda or censorship that you have experienced in your own life?

Day 5

Teacher Resources:

- Key Terms Definitions
- *The Path to Genocide* Worksheet & Answer Key

Objectives:

- 1) Students will recall and discuss knowledge learned from previous lessons,
- 2) Students will watch a film to identify and describe the influence of the Nazi Party in Pre-Holocaust Germany, and their rise to power over the German people,
- 3) Students will demonstrate their knowledge of the Nazi Party and the Holocaust through short answer questions.

Lesson Outline

Warm Up

Discussion – 5 minutes

- Review and reflect on all that has been discussed this week. Reference the key term posters made on Day 2.
- Hand out the worksheets for the film and go over the questions with the class. The students will be keeping notes by answering the short answer questions 1-5.
- Note that the film and the worksheet will feature the word “Gypsy” or “Gypsies.” This is a term in reference to the Roma people, and while it is not considered a racial slur, they do not prefer to be called this. It is similar to calling a Native American an Indian.
- Acknowledge that learning about the Holocaust is difficult, and that has been seen already this week. The film they are about to watch will further reflect that. Remind them that history is often unpleasant but it necessary to understand the entire story. Encourage students to share their thoughts and emotions after watching the film.

Lesson

Film – 38 minutes

- *Path to Nazi Genocide*: <https://www.ushmm.org/learn/holocaust/path-to-nazi-genocide/the-path-to-nazi-genocide/full-film>
- Have the students take notes during the film for answers 1-5.

Discussion – 10 minutes

- Encourage the students to share their personal reflections if they would like.
- Discuss the short answer questions again to make sure everyone answered them correctly and check for additional questions.

Worksheet – 5 minutes

- Have the students answer questions 6-15 individually or in pairs.
- If time permits, go over the answers as a class.

Day 6: Key Terms

Teacher Resources:

- HMMSA Exhibit (physical or PDF)
- Key Terms Definitions
- Paper and markers
- Dictionary

Objectives:

- 1) Students will use text or other resources to identify these key terms: communism, democracy, dictatorship, socialism, and totalitarianism,
- 2) Students will demonstrate their understanding of these key terms to the class.

Lesson Outline

Warm Up

Class Discussion – 10 minutes

- Display discussion questions on board for students before class begins:
 - What types of government do you know about?
 - What type of government does America have, and what do you know about it? What type of government do you think Nazi Germany had, and what do you know about it?
 - Do you think one type of government is better than another? Why, or why not?

Lesson

Introducing Key Terms – 10 minutes

- Key Terms for week 2:
 - Democracy
 - Dictatorship
 - Totalitarianism
 - Limited Government
 - Unlimited Government
- Class Discussion/Turn and Talk:
 - Where do these key terms appear in the exhibit?

Activity – 15 minutes

- Divide into 5 groups, each gets a key term. Find definition in textbook, dictionary, web search, etc. Give specific examples of different countries that use this form of government or follow this political/economic theory. Make into small poster that can be displayed with the flyers from week 1 - draw a picture of to represent term (can be made as an electronic version for a Google Classroom submission)
- Students should decide who will be the speaker for each group

Present and Discuss – 15 minutes

- Each group should share their words with the other groups. All students take notes when not presenting.
- How did this definition match the one provided on the Key Terms Definitions page?
- What more could be added to this poster?

Exit ticket

- Can be done as a short journal entry, or verbally, before leaving class
- Pick one key term that was new to you and summarize it

Day 7: Limited vs. Unlimited Governments

Teacher Resources:

- Key Terms Definitions

Objectives:

- 1) Students will watch videos to examine examples of limited and unlimited governments,
- 2) Students will be able to provide examples of limited and unlimited governments and differentiate between them,

Lesson Outline

Warm Up:

- Open class with these discussion questions:
 - What does it mean to be able to get unlimited refills at a restaurant?
 - What does it mean if your parents limit your screen time?
- Explain how this relates to government:
 - Unlimited governments have no limits, and the ruler has all the control.
 - Limited governments have limits, and everyone must obey the law, including the rulers.

Lesson:

- Review Key Terms: dictatorship, democracy, limited government, unlimited government
- Show video clips:
 - Students should take notes on the characteristics of the different examples of government and the differences between them
 - “Who was Benito Mussolini?” (1:38) <https://www.c-span.org/classroom/document/?17740>
 - “Kim Jong Un” (2:41) <https://www.c-span.org/classroom/document/?17739> (1:41)
 - “Hitler’s Control of the Press” (2:41) <https://www.c-span.org/classroom/document/?6641>
 - Have the students turn to a partner and discuss some of the most common characteristics of these examples.

- “Narrated Limited vs. Unlimited Government” (2:54)
https://www.youtube.com/watch?v=h_-wOUNhVWo
- Encourage the students to share their findings with the class or with a partner.

Exit Ticket:

- Can be done as a short journal entry, or verbally, before leaving class.
- Do you think government should have limits? Why, or why not?

Day 8: Timeline

Teacher Resources:

- HMMSA Exhibit (physical or PDF)
- Years: 1933 – 1945 cards
- Individual Profiles cards
- Laws and Decrees cards (orange)
- Historical Events cards (blue)

Objectives:

- 1) Students will be able to identify and describe the influence of the Nazi Party in Pre-Holocaust Germany, and their rise to power over the German people,
- 2) Students will be able to identify and describe the social, political, and economic impact of the Nazi Party,
- 3) Students will examine examples of the experiences of the Jewish people during the Holocaust

Lesson Outline

Warm Up:

- Prior to the beginning of class, place the timeline cards in order around the classroom.
- Discuss today's activity with the class and show them where the timeline cards are located in the classroom. Note that the years in blue are during WWII. Encourage the students to ask questions or share comments about the activity.

Lesson:

Part 1: Individual Profiles

- Link to Individual Profile cards: <https://www.ushmm.org/m/pdfs/USHMM-Timeline-Activity-Individual-Profiles.pdf>
- Students will work in pairs or groups. Distribute the Individual Profile cards, and have students read for basic information, noting the following:
 - Country of origin
 - Gender
 - Nazi justification for persecution
 - The year in **bold** that notes Nazi persecution of the individual

- Age at the time of persecution
- Why do you think the particular year is highlighted for this person? Would you have chosen a different year? Why or why not? Are there other times when the individual suffered from Nazi persecution?
- Students will record their answers and share the information with another person or the group. Following this, students will place the individual on the timeline based on the year in **bold** on the card.
- When finished, ask students to share the following from their cards:
 - Countries
 - Nazi justification for persecution
 - Year in **bold**
 - Ages
- Record the responses on the board. Ask the following:
 - What do you observe about the range of individuals targeted by the Nazis for persecution?
 - Are people targeted from the beginning to the end (1933-45) or are there years with more victims than others?
 - What questions does that raise?

Part 2: Laws and Decrees

- Link to Laws and Decrees cards: <https://www.ushmm.org/m/pdfs/USHMM-Timeline-Activity-Laws-Decrees.pdf>
- With students still working in pairs or groups, distribute the Laws and Decrees cards for students to read, noting the following:
 - Who does the law/decreed target?
 - How could it affect a person's life?
- Students will record their answers and then share their law/decreed with another person or with the group. Following this, students will place the law/decreed on the timeline. When finished, discuss with the entire class:
 - Note the timing of the laws/decrees. Can you describe a pattern?
 - Considering the whole timeline with the Individual Profile cards and the Laws and Decrees, what claims can be made? What questions does this layer raise?

Part 3: Historical Events

- Link to the Historical Events cards: <https://www.ushmm.org/m/pdfs/USHMM-Timeline-Activity-Years.pdf>
- With students still working in pairs or groups, distribute the Historical Events cards. After reading and sharing about their events in pairs or groups, students will write one sentence stating its importance in relation to the Holocaust. Ask students to place their event card on the timeline.

- When finished, ask students to take a gallery walk to study the completed timeline and to record their observations. During this time students also revisit their individual profile card and list the laws/decrees and historical events that affected the person on the individual profile card they studied.

Exit Ticket:

- Can be done as a short journal entry, or verbally, before leaving class
- What is one thing that stood out to you today? What was it about it that surprised/shocked/interested you?

Day 9: Survivor Stories

Teacher Resources:

- HMMSA Exhibit (physical or PDF)
- Testimony Links
- Found Poem Handout

Objectives:

- 1) Students will more deeply examine examples of the experiences of the Jewish people during the Holocaust,

Lesson Outline

Warm Up:

Class Discussion – 10 minutes

- Display discussion questions on the board for students before class:
 - What can we learn from the stories of Holocaust survivors? What can we learn about ourselves?
 - Is it possible to fully understand the experiences of those who lived and died during the Holocaust? Why or why not?

Lesson:

Found Poem Activity – 40 minutes

- Explaining the activity: Creating a “found poem” from a survivor’s testimony can be a way to pay respectful attention to and honor such experiences. A found poem is one that is created using only words that have been copied and rearranged from another text. Through the process of creating a found poem one can begin to process the difficult and emotional stories the survivors of the Holocaust tell, and make meaning of these stories.
- This activity requires each student to use a single survivor testimony to create a found poem. Use the Testimony Links page to create a list of possible testimonies for the students. Students may all be assigned the same source, or the students may choose from several possible testimonies.
- Collection of Holocaust survivor testimonies:
 - <https://www.ushmm.org/remember/holocaust-reflections-testimonies/behind-every-name-a-story>

- Once students have chosen, or been assigned, as testimony to work with, they will follow these steps (can also be found on Found Poem Handout):
 - Read the testimony at least two or three times. If possible, read it aloud at least once.
 - While reading the testimony one additional time, copy down or highlight at least 15 to 20 words or phrases from it that you find memorable or powerful.
 - Arrange the words and phrases you have selected into the poem. You might want to copy the words and phrases onto notecards or separate scraps of paper so that you can easily rearrange them. Try to arrange the words in a way that captures what you think is the essence of the testimony, as well as your experience of hearing it. Here are a few more guidelines for creating your poem:
 - You DON'T have to use all the words and phrases you chose.
 - You CAN'T add other words besides those you copied from the testimony.
 - Your poem DOESN'T have to rhyme.
 - When you are satisfied with your poem, give it a title.
- After students have completed the poems, give them the opportunity to share their work. Encourage them to read their poem to the class or to a partner/group.
- After the students have had the opportunity to share their poem, discuss the following questions as a class:
 - What strikes you about these poems?
 - What do they have in common?
 - How are they different?
 - What surprised you as you heard them?
 - In what way do these poems honor the survivors' experiences?

Exit Ticket:

- Can be done as a short journal entry, or verbally, before leaving class:
- How did working so closely with the words of a survivor affect you? What did the words make you think and feel?

Day 10: Review, Reflect, & KWL Chart

Teacher Resources:

- Key Terms Definitions
- KWL Chart printouts

Objectives:

- 1) Students will use a KWL chart to review the unit and discuss what they have learned.
- 2) Students will discuss ways to prevent events like the Holocaust from happening in the future.

Lesson Outline

Warm Up:

- Discussion Question:
 - What can be learned from studying the Holocaust?
 - Why is it important to learn about the Holocaust?

Lesson:

- Reintroduce the KWL Chart
- Filling out the “What did you learn?” section of the KWL:
 - Review Key Terms
 - Review the exhibit
 - Review and reflect on the lessons and activities
 - Discuss any questions that did not get answered
- Discussion: What actions can we take to prevent events like the Holocaust from happening again?

Exit Ticket:

- Can be done as a short journal entry, or verbally, before leaving class
- What was your favorite part of this unit?

Creating a Found Poem

Creating a "found poem" from a Holocaust survivor's testimony can be a way to pay respectful attention to and honor his or her experiences. A found poem is one that is created using only words that have been copied and rearranged from another text.

Once you have identified a survivor testimony use the following steps to create your poem.

1. Read the testimony at least two or three times. If possible, read it aloud at least once.
2. While reading the testimony one additional time, copy down or highlight at least 15 to 20 words or phrases from it that you find memorable or powerful.
3. Arrange the words and phrases you have selected into the poem. You might want to copy the words and phrases onto notecards or separate scraps of paper so that you can easily rearrange them. Try to arrange the words in a way that captures what you think is the essence of the testimony, as well as your experience of hearing it. Here are a few more guidelines for creating your poem:
 - You DON'T have to use all the words and phrases you chose.
 - You CAN'T add other words besides those you copied from the testimony.
 - Your poem DOESN'T have to rhyme.
 - When you are satisfied with your poem, give it a title.

Key Term Definitions

Antisemitism: Prejudice against or hatred of Jews. Antisemitism was not a Nazi construct; feelings of hatred towards Jews had existed for centuries.

Bigotry: Obstinate or unreasonable attachment to a belief, opinion, or faction; in particular, prejudice against a person or people on the basis of their membership of a particular group.

Censorship: The suppression or prohibition of any parts of books, film, news, etc. that are considered obscene, politically unacceptable, or a threat to security.

Democracy: A form of government in which people choose leaders by voting.

Dictatorship: A system of government by the absolute rule of a single individual; a state ruled by a dictator.

Genocide: Systematic annihilation of a targeted racial, religious, cultural, or political group.

Limited Government: A government limited by the citizens through checks and balance. Everyone, even authority figures must obey all rules stated in a strong Constitution

Propaganda: The dissemination of information to influence or control large groups of people; information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or point of view.

Totalitarianism: A system of government which tolerates only one political party, to which all other institutions are subordinated, and which usually demands the complete obedience of the individual to the State.

Unlimited Government: Control is placed entirely in the leader's hands and his/her appointees. No limit is placed on the leader's power. Government has no or weak Constitution.

Sources:

HMMSA Vocab List

- <https://www.hmmsa.org/learning-educators>

Oxford Dictionary

- <https://www.oed.com/>

KWL Chart

What I Know	What I Want to Know	What I Learned

Propaganda & Censorship

Lecture Reference

The Nazis wanted Germans to support the Nazi dictatorship and believe in Nazi ideas. To accomplish this goal, they controlled forms of communication through censorship and propaganda. This included control of newspapers, magazines, books, art, theater, music, movies, and radio.

How did the Nazis use censorship?

When the Nazis came to power in 1933, the German constitution guaranteed freedom of speech and freedom of the press. Through decrees and laws, the Nazis abolished these civil rights and destroyed German democracy. Starting in 1934, it was illegal to criticize the Nazi government. Even telling a joke about Hitler was considered treason. People in Nazi Germany could not say or write whatever they wanted.

Examples of censorship under the Nazis included:

- Closing down or taking over anti-Nazi newspapers
- Controlling what news appeared in newspapers, on the radio, and in newsreels
- Banning and burning books that the Nazis categorized as un-German
- Controlling what soldiers wrote home during World War II

How did the Nazis use propaganda?

The Nazis used propaganda to promote their ideas and beliefs. Beginning in March 1933, the regime tried to centralize its propaganda efforts in a new ministry led by Joseph Goebbels. This ministry was called the Reich Ministry of Enlightenment and Propaganda.

The Nazis used a variety of propaganda tools to spread Nazi ideas. Examples of propaganda under the Nazis included:

- Glorifying Adolf Hitler by using his image on postcards, posters, and in the press;
- Spreading negative images and ideas about Jews in magazines, films, cartoons, and other media
- Making radios more affordable so that more Germans could listen to Nazi ideas and news
- Broadcasting Nazi speeches on the radio and public loudspeakers
- Organizing large and celebratory Nazi Party rallies
- Creating groups, like the Hitler Youth and League of German Girls that fostered Nazi ideals

How did propaganda and censorship work together?

Textbooks are a good example of how propaganda and censorship worked together in the Nazi regime. The Nazis used both propaganda and censorship to control what students read in school. Nazi censors removed some textbooks from classrooms. New textbooks taught students to obey the Nazi Party, love Hitler, and hate Jews.

Key Dates

Nazi Book Burnings

May 10, 1933

During the spring of 1933, Nazi university student organizations, professors, and librarians put together long lists of books they think are un-German. These lists include books written by Jewish authors. They also include books by non-Jewish authors whose ideas conflict with Nazi ideals. On the night of May 10, 1933, Nazis hold book burnings. They march by torchlight in nighttime parades, sing chants, and throw books into huge bonfires. On that night more than 25,000 books are burned.

Premiere of the Propaganda Film Triumph of the Will

March 28, 1935

Leni Riefenstahl's propaganda film Triumph of the Will premieres in Berlin. The film shows footage taken at the 1934 Nazi Party Rally at Nuremberg. The footage from the rally shows smiling children, cheering crowds, and uniformed Nazis. It features military parades and a speech by Adolf Hitler. Triumph of the Will will become one of the most infamous Nazi propaganda films.

Banning Germans from Listening to Foreign Radio

September 1939

World War II begins on September 1, 1939. Shortly afterwards, the Nazi regime makes listening to foreign radio broadcasts illegal. This is an attempt to control what information Germans hear about the war. The Nazi regime sees news and information from outside Germany as a security threat. They are worried about foreign radio broadcasts, which some Germans can access on their home radios. Later in the war, the regime even sentences people to death for listening to foreign radio stations.

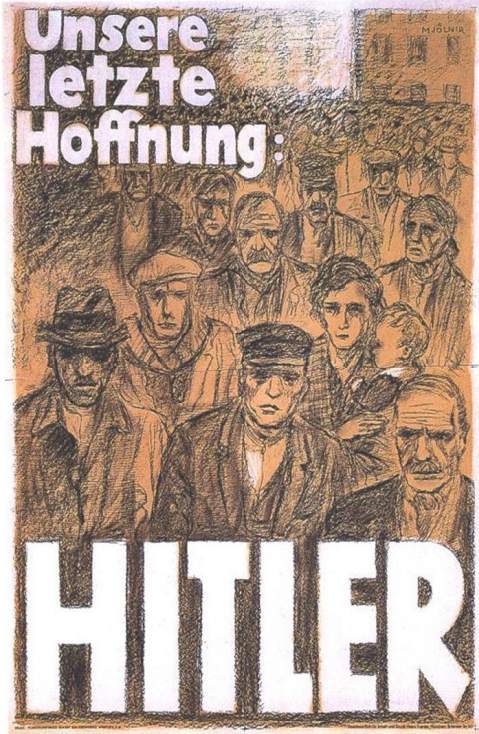
Source:

US Holocaust Museum – Holocaust Encyclopedia – Propaganda & Censorship
<https://encyclopedia.ushmm.org/content/en/article/nazi-propaganda-and-censorship>

PROPAGANDA WORKSHEET

NAME:

DATE:



Our Last Hope: Hitler.
Artist: Hans Schweitzer,
1932. USHMM
Collection

MESSAGE

What is the overall message of this propaganda?

How is this message communicated (consider language, colors, symbols, shapes)?

What emotions do you think are being expressed?

AUDIENCE

Who is the target audience?

What does the message suggest about the values and beliefs of the audience?

CREATOR

Who is the creator of this propaganda?

What do you think the creator's motives were for making this?

PROPAGANDA WORKSHEET

NAME:

DATE:



"Jews Out! Show skill in the dice game, so that you collect many Jews! If you succeed in chasing out six Jews, you will be the victor without question! Off to Palestine!" 1938. Leo Baeck Institute

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PROPAGANDA WORKSHEET

NAME:

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*"Behind the Enemy
Powers: The Jew."
1942.
USHMM Collection*

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Teacher's Guide

Worksheet 1

Message:

1. Masses of people are behind Hitler. You can change things by voting for him. Hitler is the last hope to bring economic stability to a suffering nation.
2. Sketchy lines, muddy colors, lots of shadows. Masses of different people. Hitler is written large and bold in bright white.
3. The lines of the people are sketchy and make the people appear worn and haggard. The muddy colors evoke a somber mood. The shadows on the peoples' faces emphasize their despair. The masses of people include men, women, and children. Broad swaths of society are represented. They march toward Hitler and gaze directly at the viewer, appealing for their vote.

"Hitler" is the most prominent word on the poster.

Audience:

1. The target audience is the German people.
2. The German people were struggling financially due to economic conditions brought by the Great Depression. Germany was a democracy and there were opportunities for open debate and choice among political parties.

Creator:

1. The creator of this propaganda is the Nazi Party.

2. The Nazi Party hoped the audience would think the government failed the German people and that Hitler was the solution; that the Nazis were the political outsiders. They wanted them to believe in Hitler and place their hopes in the Nazi party and vote for them.

Worksheet 2

Message:

1. The object of this antisemitic game is to force Germany's Jews to leave the country.
2. Bright colors, pictures depicting Jewish store fronts and businesses, images of Jewish people, red and green cones, text explaining rules, "Juden Raus."
3. The bright colors are meant to be appealing to children. The images of the people are stereotypical characterizations of a Jewish man, woman, and child. The cone like red man is meant to represent the German police. The green cone cap next to him is a derogatory image of a Jew. The rules describe the Nazis' policy toward Jews, and that they should leave the country. "Juden Raus" was a popular slogan of the Nazi Party.

Audience:

1. The target audience would have been non-Jewish children and families. A game was an effective way to spread propaganda messages.

2. German children were indoctrinated to Nazism in the classroom, extracurricular activities, and games. They did not have access to alternative viewpoints or grasp the devastating impact this game would have on their Jewish classmates.

Creator:

1. The creator is a private German toy company.
2. The creator hoped to profit off Nazi popularity and spread party doctrine.

Worksheet 3

Message:

1. Nazi Propagandists blame the Jews for the war and claim they are manipulating the Allied Forces to betray Germany.
2. The flags are bright, but the man is mainly dressed in black and is in the shadow. The British, American, and Soviet Flags. The figure wears a Star of David.
3. The flags represent the Allied Forces who are fighting Germany in WWII. The Star of David indicates that the figure is a Jew. The Nazi propagandists pulls back the curtain to expose the Jewish culprit. The male figure is made to look sinister and is an exaggerated stereotype of the “typical Jew.” He has dark features and is dressed as a “Jewish financier.” The Jew is demonized.

Audience:

1. The target audience were German citizens and those living in occupied territories.
2. In a climate of world war, messages became radical and play on deep-seated fears. There are no opportunities to openly challenge the stereotypes and myths. There were penalties for seeking other viewpoints.

Creator:

1. The creators of this propaganda were the German authorities.
2. Their intention was to focus citizens' fears and frustrations onto the Jewish communities, blaming them for the war.

NAME:

DATE:

The Path to Genocide Worksheet

Short Answer #1-5

1. What are 3 ways World War I and the Treaty of Versailles led to the political instability in Germany?
2. How did Adolf Hitler become chancellor in 1933? How did he become the sole head of the government in 1934?
3. How did the 1935 Nuremberg Laws affect German Jews?
4. Other than Jews, what groups were targeted by the Nazis' beliefs?
5. What are some of the ways that the German government tried to segregate and oppress Jews between 1933-1938?

Rewrite these false sentences so that they are true.

6. Germany prospered economically before the Great Depression

7. Before 1933, Hitler's desire to get rid of European Jews was a secret

8. The Nazis used propaganda to gain supporters, offering complicated plans and taking responsibility for Germany's problems

9. Jews were the first group to be sent to concentration camps

10. Nazis' racist beliefs labeled Jews, Slaves, Black people, and Roma (gypsies) as racially superior

11. Jews were never allowed to leave concentration camps.

12. The German invasion of France was very unpopular among the German people.

13. Nazi Germany did not work with local officials or other local populations.

14. At Auschwitz-Birkenau, all Jews were sent immediately to gas chambers.

15. The word "genocide" existed before the Holocaust.

Path to Nazi Genocide Worksheet – Answer Key

1. What are 3 ways World War I and the Treaty of Versailles led to the political instability in Germany?

- 1) They had to take sole blame for starting the war
- 2) Their territory shrunk
- 3) There were large reparations
- 4) Hitler/the Nazis took advantage of the German people's anger and fear
- 5) It resulted in a postwar economic depression

2. How did Adolf Hitler become chancellor in 1933? How did he become the sole head of the government in 1934?

Hitler was appointed to chancellor as part of a compromise among politicians. He became the sole head of the government following the death of President Hindenburg.

3. How did the 1935 Nuremberg Laws affect German Jews?

They suffered a loss of citizenship and were forbidden to marry non-Jews.

4. Other than Jews, what groups were targeted by the Nazis' beliefs?

Slavs, Black people, Roma, and those with physical or mental disabilities

5. What are some of the ways that the German government tried to segregate and oppress Jews between 1933-1938?

- 1) sent to separate schools
- 2) kicked out of jobs
- 3) boycott of Jewish stores
- 4) loss of citizenship
- 5) hundreds of antisemitic laws
- 6) public antisemitism

6. Germany was suffering greatly before the Great Depression due to the consequences of WWI and the Treaty of Versailles.

7. Hitler's desire to get rid of European Jews was public knowledge well before the Holocaust. He has been making antisemitic comments as early as 1922.
8. The Nazis used propaganda to gain supporters, offering simple solutions and blaming scapegoats for Germany's problems
9. The Nazis' first concentration camp was established for political prisoners.
10. Nazis' racist beliefs labeled Jews, Slaves, Black people, and Roma as racially inferior
11. Jews could be released from concentration camps in the late 1930s if they promised to immigrate to another country.
12. The German invasion of France was very popular among the German people
13. Nazi Germany frequently used local collaborators, like police, to aid in mass murder
14. Not all who arrived at Auschwitz were immediately killed. Those who were deemed fit to work were employed as slave labor in the production of products to aid Germany's war efforts.
15. A Polish-Jewish lawyer named Raphael Lemkin coined the word "genocide" in 1944 to describe the systematic murder that occurred during the Holocaust.