

Holocaust Education Lesson Plan Template

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Topic/Era: World War II/ The Holocaust

Lesson Title: The Discrimination and Segregation of Jews in Europe

Subject: United States History

Grade Level: 8th

Length of Lesson:

1- 60 minute class period

Introduction:

With the defeat of Germany and the signing of the Treaty of Versailles at the end of WWI, Germany suffered a gigantic humiliation. Germany was singled out to repay all of the war damages and to take the blame for starting WWI. The German dollar lost its value, their money was worthless and the middle class was reduced to poverty.

When Adolph Hitler was elected to be the chancellor of Germany in 1933, he promised that Germany would not be mistreated or humiliated again. He would take care of those who betrayed him. He wanted to give the German people a sense of community, to create a German nation. Adolph Hitler needed to find a scapegoat for the causes of Germany's downfall. He felt that the Jews and communists betrayed him and Germany in WWI.

Hitler and the Nazi party started a plan of segregation and persecution of an entire race of people. This persecution started in the 1930's and was deliberate. This lesson will show students the segregation and persecution suffered by the Jews in Germany in the 1930's and early 1940's.

Objectives:

Students will be able to discuss the discrimination and segregation faced by the Jews in Germany during the 1930's and early 1940's.

Students will be able to create a timeline of discrimination and segregation with their group.

Students will take notes on the timeline of discrimination and segregation of the Jews.

Standards:

H3.[9-12].20 Determine the causes and consequences of genocidal conflicts, i.e., the Holocaust, Armenia, Bosnia, Rwanda, and Darfur.

H3.[9-12].21 Analyze the causes, consequences, and moral implications of ethnic conflicts around the world.

H4.[9-12].14 Analyze the causes, course, and effects of World War I and World War II on the world.

Materials List:

Pencil

A sheet of lined paper

Overhead projector/white board

8 sets of card sorts in envelopes (make copies from the *Chronology of Discrimination and Segregation* card sort page)

Diary excerpts from Salvaged Pages (see the accompanying handout that has the diary entries from Klaus Langer)

Photos from the United States Holocaust Museum (see the bibliography)

LCD projector

In Class Activities:

1. Write the word **Discrimination** on the board. Ask students to discuss with another student, a partner sitting next to them, if they can come up with any examples of discrimination that the Jews had to endure in Germany.

2. Have students give their examples and write them down on the board or overhead.

3. Tell the class that you are going to read some excerpts from a book called Salvaged Pages. The diary entries are from a teenage boy who was 14 years old. His name was Klaus Langer and he lived in Essen, Germany. Read the excerpts from the diary handout. As you read the diary entry put up the accompanying photograph with it for the students to look at. You can use an overhead projector or an LCD projector for the photographs. (Which photo to use with the diary entry can be found on the diary handout).

4. When you have finished reading the diary entries, place the class into groups of 3 or 4. Tell the class that they are going to be creating a timeline of segregation and discrimination that the Jews endured in Germany.

5. Once the class is placed into groups, pass out an envelope with the card sort to each group. Have the students place all of the cards upside down in a pile on the desk. The first student will pick up a card off of the top of the pile and read it to the group. S/he will place it on the desk. The next student in the group will pick up a card off of the top of the pile and read it to the group and place it in chronological order. Each student will repeat until all of the cards are in chronological order on the desk.

6. When the group has finished, each student will copy the timeline of information on a sheet of notebook paper.

7. Students will turn in their timelines at the end of class.

Evaluation/Assessment:

Students will turn in the timelines that they copied from their card sort.

Bibliography/Citations:

The United States Holocaust Museum, www.ushmm.org

The United States Holocaust Museum, www.ushmm.org

A prosperous Jewish family poses in front of a beach cabana while on vacation in Lido. [Photograph #28939]

http://inquery.ushmm.org/uia-cgi/uia_doc/query/13?uf=uia_DJEhIP

The United States Holocaust Museum, www.ushmm.org

Teenage students ascend the steps to the villa housing the Goldschmidt Jewish private school in Berlin-Grunewald. [Photograph #58593]

http://inquery.ushmm.org/uia-cgi/uia_doc/query/91?uf=uia_NhqOPF

The United States Holocaust Museum, www.ushmm.org

Identification card for a Belgium-Jewish teenager with the word Jew stamped in red in two languages. [Photograph #65976]

http://inquery.ushmm.org/uia-cgi/uia_doc/query/5?uf=uia_NhqOPF

The United States Holocaust Museum, www.ushmm.org

A Jewish teenager and his parents walk down a street in Rzeszow. [Photograph #21359]

http://inquery.ushmm.org/uia-cgi/uia_doc/query/10?uf=uia_KiOPwm

Zapruder, Alexandra. Salvaged Pages. Yale: Yale University Press, 2002.

Diary Entries from Salvaged Pages

The following diary entries are from a book called Salvaged Pages. The entries were written by a young, German boy named Klaus Langer. He was 14 years old when he wrote these diary entries. He lived in Essen, Germany.

When you read each of the diary entries, place up on the overhead or with a power point the photo that I have listed after the entry. All of the photos are from the United States Holocaust Museum. I feel that the photos will add to the diary entries. Together these will be a powerful beginning to the lesson.

September 8, 1938

We went to the pool a few times. After my cousin left, Bobby and I went with girls from the *Lehava* group to the pool. However, there was a sign saying that Jews were not desired. That meant that we no longer could go swimming. Bobby's mother consequently called a Jewish banker from Essen. Their house was in a large park with a private swimming pool. She asked permission for us to go swimming there, which the family granted. The girls from the *Lehava* group also went. The pool was located in a very pleasant part of the garden, surrounded by trees and bushes. [...] We had a lot of fun there and got along very well. I swam five hundred meters in a bout seventeen minutes. It was no great achievement but good enough for a start. We also practiced lifesaving and jumping into the pool. Once we had a team race and once we even played polo, but that was very tiring.

The United States Holocaust Museum, www.ushmm.org

A prosperous Jewish family poses in front of a beach cabana while on vacation in Lido. [Photograph #28939]

http://inquery.ushmm.org/uia-cgi/uia_doc/query/13?uf=uia_DJEhIP

November 16, 1938

A number of events occurred since my last entry. First, on November 15, I received a letter from school with an enclosed notice of dismissal. This became superfluous since that same day an order was issued that prohibited Jews from attending public schools. I did not realize at first that I no longer had to attend that awful school, with the "Heil Hitler" at the beginning and end of every lesson, with the boring algebra, their terrible Latin, the way the teachers talked. Each day that I did not have to attend school, I considered myself lucky. I was not in the least bit sorry.

The United States Holocaust Museum, www.ushmm.org

Teenage students ascend the steps to the villa housing the Goldschmidt Jewish private school in Berlin-Grunewald. [Photograph #58593]

http://inquery.ushmm.org/uia-cgi/uia_doc/query/91?uf=uia_NhqOPF

December 3, 1938

Taking up this diary again is not for any pleasant reason. Today, the day of National Solidarity, Jews were not allowed to go outside from noon until eight at night. Himmler (who I wish were Himmel [heaven]) issued an order by which Jews had to carry photo identity cards. Jews also are not permitted to own driver's licenses. The Nazis will probably soon take radios and telephones from us. This is a horrible affair. Our radio was repaired and the damaged grand piano was fixed. I hope we can keep it. But one can never know with these scums.

The United States Holocaust Museum, www.ushmm.org

Identification card for a Belgium-Jewish teenager with the word Jew stamped in red in two languages. [Photograph #65976]

http://inquery.ushmm.org/uia-cgi/uia_doc/query/5?uf=uia_NhqOPF

December 8, 1938

In Berlin, Jews are no longer allowed to live or walk on certain streets, usually along the grand avenues. This order does not yet affect the rest of the country.....

The United States Holocaust Museum, www.ushmm.org

A Jewish teenager and his parents walk down a street in Rzeszow. [Photograph #21359]

http://inquery.ushmm.org/uia-cgi/uia_doc/query/10?uf=uia_KiOPwm

Chronology of Discrimination and Segregation

Card Sort

January 1933- Hitler appointed chancellor of Germany	1933- all non-Aryan civil servants retired; Kosher butchering outlawed; German nationality can be revoked from those considered "undesirable"	1934- Jewish newspapers can no longer be sold in the streets; Jews deprived of the status of citizenship; marriage and sexual relations between Jews and Aryans forbidden	1936- Jews no longer have the right to vote
1936- Berlin Olympics relaxation of the persecution of the Jews so the Olympics can be held there	1937- passport for Jews for travel out of the country greatly restricted	November 9/10 1938- Kristallnacht "night of the broken glass" ; rampaging mobs attacked Jews in the streets, their homes, businesses and places of worship; homes and businesses destroyed	1938- Jews must carry id cards and Jewish passports marked with a J; Jews may no longer own guns; attend play, concerts, etc...; be in charge of businesses; attend universities
1938- all Jewish children are moved to Jewish schools; all Jewish businesses are shut down; Jews can no longer be in certain places at certain times	1938- Jews must hand over driver's licenses and car registrations; must sell their businesses; Jews must hand over securities and jewels	1939- Jews must follow curfews; must turn in radios to the police; must wear yellow stars of David	1940- Jews start being placed into <i>ghettos</i>
1940- Jews may no longer have phones; German Jews begin being taken into "protective custody" and deported to concentration camps	1941- Jews may not leave their houses without permission from the police; Jews may not use public telephones	1942- Jews are forbidden to: subscribe to newspapers; keep dogs, cats, birds, etc;	1942- Jews cannot keep electrical equipment including typewriters; own bicycles; buy meat, eggs or milk; use public transportation; attend school