

Unit Title: **The Final Solution: The Transition to Mass Murder/Genocide****Holocaust Education - Historical Notes and Teaching Suggestions for Educators:**

The “Final Solution to the Jewish Question” was the euphemistic name the Nazis used to describe their program of mass murder directed against the Jews of Europe. The main problem with this phrase is that its vagueness obscures the enormity and brutality of the crime. This was intentional, as it allowed the perpetrators to discuss it without having to continually confront its true nature. It also allowed them to maintain a degree of obfuscation in their conversations, speeches, letters, and documents. They also used phrases such as “appropriate treatment”, “special handling”, “resettlement”, and “evacuation” in the same way. The corruption of language with the intent to deceive was part of the Nazis’ strategy. There is one way, though, in which the words “Final Solution” were clear and appropriate. The Nazis’ did not consider their earlier actions against the Jews to be far-reaching enough to be “final”. Step by step, over the course of eight and a half years, through vastly changing circumstances, Hitler and the Nazi leadership arrived at the decision to commit genocide. How and why did they make this decision? How did they convince people to participate (or did they even have to try)? How many people were involved? As you engage these crucial questions in your classroom, help students keep the following points in mind:

1. Hitler and the Nazis frequently talked about “solving the Jewish question”, but what they meant by these words changed over time. Progressively, some of the “solutions” were:

- Slandering Jews through propaganda to stigmatize them as a pariah group, marking them as different and separate from the “Aryan” Germans. The Nazis could attack Jews in this way even before they gained power.
- Curtailing the role of Jews in German society through social, political, and economic discrimination.
- Denial of citizenship and civil rights.
- Segregation from the larger community.
- Targeted violence, confiscation of property, and coerced emigration.

With the conquest of Poland, it became possible to exile Jews, though they would still remain within the German sphere of influence. The Nazis considered a sort of “reservation” for Jews, first on the island of Madagascar, then in the Lublin area of Poland or in a region of the soon to be conquered Soviet Union. The policy of enclosing Jews within restricted ghettos probably began with such relocations in mind and would have been temporary holding areas to facilitate the process. It was not possible to accomplish these relocations in the short term, though, so the ghettos continued to exist for a longer period. They quickly became so overcrowded and ill-equipped that mass death was the only possible result. (For example, approximately 100,000 Jews died in the Warsaw ghetto between 1940 and 1943.) Faced with the consequences of their own contemptuous attitudes and destructive policies (i.e. Jews were dying in large numbers due to the harshness of the conditions imposed on them.), it was a logical next step for the Nazis to kill the Jews directly, especially when the practical possibilities for the territorial solution began to recede.

2. Many people mistakenly believe that the mass murder of Europe’s Jews took place within the pre-war borders of Germany. In reality, the Nazis decided to implement the “Final Solution” in the occupied territories to the east of Germany (mostly in Poland, the Baltic States, and the western Soviet Union). There were several reasons for this decision:

- The great majority of Jews lived in this geographic region. There were over ten times more Jews living in this area than had been living within Germany in 1933. There would be fewer logistical problems carrying out killings near the places where most of the Jews lived.
- It would be easier to conceal the evidence of a killing program in the occupied territories than it would be in Germany itself. The first Nazi murder program was carried out within Germany against certain handicapped people. It utilized gas chamber executions in selected hospitals. The Nazis were unable to maintain secrecy and eventually faced some opposition. They officially ended the program, although murders continued unofficially using other methods.

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- There was a stronger and more recent history of violent antisemitism in this region. There had been many pogroms and killings in the previous sixty years. Jews were generally less assimilated here than in Western Europe. The Nazis would also be able to use this to their advantage.

3. The “Final Solution” was carried out under the cover of war. Unfortunately, war tends to diminish humane considerations regarding the value of life, but in this case it was even worse. Hitler had ordered his officers in the east not to follow the normal rules of war concerning the treatment of civilians and prisoners of war. Thus, the murder of Jews was carried out against the backdrop of an already brutal occupation and ruthless exploitation of conquered territories. This most likely desensitized some of the people who might otherwise have opposed what was occurring.

4. There is a natural degree of uncertainty surrounding the question of how many people knew about, approved of, or cooperated with the mass murder program. Of course, there were varying degrees of knowledge and cooperation. The Nazis didn’t inform people about the details of the killing program unless they had a direct need to know. The killers themselves were sworn to secrecy, though many violated this oath. Even so, an activity of this sort and scope was impossible to keep secret. Even the Allies had reliable information about the killings shortly after their commencement. Certainly, most people knew something (and many knew a great deal) about what was going on. Many cooperated with the Nazis to greater or lesser degrees. Many acquiesced to the reality of the events, but considered themselves to be uninvolved because they weren’t active participants. Few took active measures to try to help the victims. These observations apply to individuals living in the occupied territories as well as to members of the German Army and to the German civilian population on the home front. It is impossible to characterize the actions of any group with sweeping generalizations and we should avoid stereotypes at all costs. Nevertheless, it is highly unlikely that there were many people who knew nothing about the persecutions and murder carried out by the Nazis.

5. Regarding the question of responsibility for the crimes, it should be noted that responsibility exists at the individual level, but also at institutional and societal levels as well.

6. There is little evidence that the Nazis forced people into killing Jews. There is reliable evidence that they allowed men who were unwilling to serve in the firing squads of the Einsatzgruppen to request transfers or assignment to other duty. These men were not punished. The Nazis didn’t need reluctant participants when they had eager volunteers waiting to take their places. A few thousand people carried out the actual killings, but many thousands more provided vital support in areas such as administration, technical services, transportation, supply, etc. The “Final Solution” was not a covert operation that was carried out by a cabal of secret operatives. It was a central act of the German state implemented with the integration of officials from every part of the government bureaucracy and including key participation from the private sector as well.

7. The Nazis used tactics in their attacks against Jews that made resistance difficult. Some of these were:

- Deception: The Nazis used misleading language and direct lies to disguise their intentions. In this way they kept the Jews off guard and hampered both Jewish and non-Jewish resistance efforts.
- Terror: The threat and use of arbitrary, extreme physical violence had a paralyzing impact on victims.
- Separation of family members: People who still had the hope of being reunited with their families at a later time might refrain from engaging in risky resistance activities.
- Collective Responsibility: The Nazis used the sympathy that the victims felt for one another as a tool to control them. Any act of resistance carried the threat of massive reprisals against entire groups.
- Starvation and other deprivations (such as the lack of medicine, heating fuels, and sanitation) weakened the ability of people to physically resist.
- Slave labor: The Nazis deceived people into believing that workers would be saved from deportation and ultimately murder. In reality, the final fate of slave laborers was only postponed. At the Wannsee Conference, Reinhard Heydrich recognized destruction through labor as one method to be used in the murder of Jews. In

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other words, some people were intentionally worked to death as a part of the “Final Solution”. It should be noted that there was a degree of disagreement among Nazi leaders regarding Jewish slave labor. Some wanted to emphasize its productive capacity, while others (particularly Himmler and the SS) wanted to use it also as a method of destruction. The SS position usually prevailed, but there were some exceptions. Even in these cases, Jewish laborers were rarely treated humanely.

In spite of all the obstacles, Jews managed to continue to live, to help each other, and even to fight back against the Nazis in many ways. The next unit in this guide deals with Jewish resistance.

8. Even after the Nazis began to implement the “Final Solution”, they continued to experiment with ways to make the process more efficient.

- The mass murder program began with the invasion of the Soviet Union, utilizing four mobile firing squad units known as *Einsatzgruppen*. Several problems emerged from the use of this method. Mass shootings were inefficient, gruesome, and difficult to keep hidden. They were also considered to be too stressful on the killers. Approximately 1 – 1.5 million people were murdered in this way.
- In response to the problems with shooting, the SS leadership decided to rely primarily on poison gas. They began by using mobile gassing vans, then established “Death Camps” in locations chosen for their suitability to this purpose. The Nazis carried out large-scale executions by poison gas at Chelmno (using gas vans), Auschwitz-Birkenau, Belzec, Sobibor, Treblinka, and Majdanek. Shooting was never entirely abandoned, however.

Essential Questions for the Unit:

1. What conditions are necessary for genocide to be possible?
2. How can the natural scruples/values of people be overcome to make their participation in genocide possible?
3. What role does bureaucracy play in the commission of genocide?
4. How can societies threatened with impending genocide respond to avert the crisis?
5. What are the short and long-term effects of human rights abuses, up to and including genocide, on victim communities, bystanders, perpetrators, and the world at large?

Connections with F.S. 1003.42 – Florida’s Holocaust Education Required Instruction Mandate:**Required Instruction: F.S. 1003.42(g) – Holocaust**

The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to

1. an investigation of human behavior,
2. an understanding of the ramifications of prejudice, racism, and stereotyping, and
3. an examination of what it means to be a responsible and respectful person,

for the purposes of

4. encouraging tolerance of diversity in a pluralistic society and for
5. nurturing and protecting democratic values and institutions.

In this unit, item 1 will be featured in lessons and/or activities that explore how and why people participated in, supported, or acquiesced in the genocidal mass-murder program. Human behavior in resistance to persecution and genocide is considered in a subsequent unit.

Item 2 will be featured in lessons and/or activities that focus on the connections between Nazi ideology and participation in, support for, or acquiescence to genocidal mass-murder.

Item 3 will be featured in lessons and/or activities that explore the extent to which individual people had the ability to have an impact on the attitudes and course of events leading to genocidal mass-murder.

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Item 4 will be featured in lessons and/or activities that look, from a negative perspective, at the impact of the Nazi rejection of diversity and pluralism on the development, onset, and progression of genocidal mass-murder.

Item 5 will be featured in lessons and/or activities that consider, in theory and in comparative histories, the extent to which democratic values and institutions protect against the occurrence of genocide.

Overall Unit Learning Goal(s)/Objective(s): Based on the main standards/benchmarks that address the major content of this unit

Since these unit plans (and their related lessons) are designed to be flexible for use in a variety of Florida-approved courses, all of the standards and benchmarks listed below will not be applicable in every classroom setting. In fact, only a few would be used for any particular class setting. Teachers should choose the main skill and content standards and benchmarks that are most applicable for the courses they teach.

LAFS.K12.R.3.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

LAFS.K12.R.3.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

LAFS.K12.R.3.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

LAFS.68.RH.1.1 Cite specific textual evidence to support analysis of primary and secondary sources.

SS.6.G.4.2 Use maps to trace significant migrations, and analyze their results.

SS.912.A.1.3 Utilize timelines to identify the time sequence of historical data.

SS.912.A.6.1 Examine causes, course, and consequences of World War II on the United States and the world.

SS.912.A.6.3 Analyze the impact of the Holocaust during World War II on Jews as well as other groups.

SS.912.W.7.6 Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

SS.912.W.7.7 Trace the causes and key events related to World War II.

SS.912.W.7.8 Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims. (In this unit, focusing on the 1941-1945 period, beginning in Eastern Europe, then spreading throughout Nazi-occupied Europe generally.)

Scale:

2.0 Simpler Content	3.0 Target (Objective)	4.0 Greater Complexity
<p>Student evidence should show that they can:</p> <p>Summarize content presented in diverse media and formats, including visually and quantitatively, as well as in words. (LAFS.K12.R.3.7)</p> <p>Describe the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (LAFS.K12.R.3.8)</p> <p>Identify ways that two or more texts address similar themes or topics in order to build knowledge or to</p>	<p>Student evidence should show that they can:</p> <p>LAFS.K12.R.3.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>LAFS.K12.R.3.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>Student evidence should show that they can:</p> <p>Critique information from diverse media and content sources to create hypotheses regarding the development of conditions necessary for the onset and progression of the Final Solution.</p> <p>Critique information from diverse media and content sources to create hypotheses regarding the diverse reactions of Jews to the adverse conditions and persecutions they experienced in Nazi created ghettos</p>

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<p>compare the approaches the authors take. (LAFS.K12.R.3.9)</p> <p>Identify specific textual evidence to support analysis of primary and secondary sources. (LAFS.68.RH.1.1)</p> <p>Use maps to identify significant migrations, and describe their results. (SS.6.G.4.2)</p> <p>Recognize the usefulness of timelines to identify the time sequence of historical data. (SS.912.A.1.3)</p> <p>List causes, course, and consequences of World War II on the United States and the world. (SS.912.A.6.1)</p> <p>Summarize the impact of the Holocaust during World War II on Jews as well as other groups. (SS.912.A.6.3)</p> <p>Identify examples of the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories. (SS.912.W.7.6)</p> <p>List the causes and key events related to World War II. (SS.912.W.7.7)</p> <p>Recall the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.(SS.912.W.7.8)</p>	<p>LAFS.K12.R.3.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>LAFS.68.RH.1.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>SS.6.G.4.2 Use maps to trace significant migrations, and analyze their results.</p> <p>SS.912.A.1.3 Utilize timelines to identify the time sequence of historical data.</p> <p>SS.912.A.6.1 Examine causes, course, and consequences of World War II on the United States and the world.</p> <p>SS.912.A.6.3 Analyze the impact of the Holocaust during World War II on Jews as well as other groups.</p> <p>SS.912.W.7.6 Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.</p> <p>SS.912.W.7.7 Trace the causes and key events related to World War II.</p> <p>SS.912.W.7.8 Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims. – In this unit, focusing on the pre-1933 roots in Europe generally, and in Germany specifically.</p>	<p>and concentration/labor/transit/ death camps</p> <p>Evaluate the impact of Nazi ideological goals, especially population goals, on European Jews, as well as on non-Jewish victims including citizens of countries occupied by Nazi Germany.</p> <p>Evaluate the impact of the restriction of human rights and the use of mass terror on population groups and on the development of events during the Holocaust.</p>
<p>Final Performance Tasks/Summative Assessment: (Additional suggestions for monitoring/checking for desired effect will be included within individual lesson plans as instructional strategies and lesson activities are described in detail.)</p>		
<p>Students will create projects to respond to one of the essential questions for this unit (included above). Students may choose written projects, multi-media presentations, oral presentations, or multi-faceted group projects. Students should be sure to support their claims with valid and relevant primary and secondary sources.</p>		

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Students may submit a record of daily journal writing that includes deep and thoughtful responses to the major themes and activities encountered throughout this unit.

Focus Standards/Benchmarks and Supporting Standards and Benchmarks: Since these unit plans (and their related lessons) are designed to be flexible for use in a variety of Florida-approved courses, all of the standards and benchmarks listed below may not be applicable in every classroom setting. Teachers should choose the skill and content standards and benchmarks that are most applicable for the courses they teach.

*****In the interest of space, the lowest grade level version of each standard and/or benchmark is listed when the higher grade level iterations differ mainly in complexity. The K12 versions of the ELA standards have been used, but the specific grade level versions may also be used when appropriate.*****

Selected ELA Standards:

- LAFS.K12.R.1.1-Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (DOK2)
- LAFS.K12.R.1.2-Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (DOK2)
- LAFS.K12.R.1.3-Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (DOK2)
- LAFS.K12.R.2.6-Assess how point of view or purpose shapes the content and style of a text. (DOK2)
- LAFS.K12.R.3.7-Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (DOK2)
- LAFS.K12.R.3.8-Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (DOK2)
- LAFS.K12.R.3.9-Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (DOK2)
- LAFS.K12.W.1.1-Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (DOK2)
- LAFS.K12.W.1.2-Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (DOK2)

Social Studies Benchmarks:

- SS.6.W.1.3 Interpret primary and secondary sources.
- SS.6.W.1.6 Describe how history transmits culture and heritage and provides models of human character.
- SS.6.G.2.6-Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
- SS.6.G.4.2 Use maps to trace significant migrations, and analyze their results.
- SS.6.G.6.2-Compare maps of the world in ancient times with current political maps.
- SS.7.C.2.10 Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
- SS.7.C.2.11 Analyze media and political communications (bias, symbolism, propaganda).
- SS.7.C.3.1 Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
- SS.912.A.1.3-Utilize timelines to identify the time sequence of historical data.
- SS.912.A.1.4-Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- SS.912.A.1.6-Use case studies to explore social, political, legal, and economic relationships in history.
- SS.912.A.5.5-Describe efforts by the United States and other world powers to avoid future wars.
- SS.912.A.5.9-Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-

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| <ul style="list-style-type: none"> • LAFS.K12.W.1.3-Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (DOK3) • LAFS.K12.W.3.7-Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (DOK2) • LAFS.K12.W.3.8-Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (DOK2) • LAFS.K12.W.3.9-Draw evidence from literary or informational texts to support analysis, reflection, and research. (DOK3) • LAFS.K12.W.4.10-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (DOK2) • LAFS.K12.SL.1.1-Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (DOK2) • LAFS.K12.SL.1.2-Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (DOK2) • LAFS.K12.SL.1.3-Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (DOK2) • LAFS.K12.SL.2.4-Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (DOK2) • LAFS.K12.SL.2.5-Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (DOK2) • LAFS.K12.L.3.6-Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. (DOK2) | <p>Catholic, anti-Jewish, anti-women, and anti-union ideas.</p> <ul style="list-style-type: none"> • SS.912.A.6.1-Examine causes, course, and consequences of World War II on the United States and the world. • SS.912.A.6.2-Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act). • SS.912.A.6.3-Analyze the impact of the Holocaust during World War II on Jews as well as other groups. • SS.912.A.6.4-Examine efforts to expand or contract rights for various populations during World War II. • SS.912.A.6.5-Explain the impact of World War II on domestic government policy. • SS.912.G.2.3-Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. • SS.912.G.2.4-Use geographic terms and tools to analyze case studies of how selected regions change over time. • SS.912.G.4.1-Interpret population growth and other demographic data for any given place. • SS.912.G.4.2-Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places. • SS.912.G.4.3-Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas. • SS.912.G.4.8-Use geographic concepts to analyze spatial phenomena and to discuss economic, political, and social factors that define and interpret space. • SS.912.G.4.9-Use political maps to describe the change in boundaries and governments within continents over time. • SS.912.G.6.4-Translate narratives about places and events into graphic representations. • SS.912.H.1.2-Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens. • SS.912.P.9.2-Describe the relationship between attitudes (implicit and explicit) and behavior. • SS.912.P.9.3-Identify persuasive methods used to change attitudes. |
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| <ul style="list-style-type: none"> • LAFS.68.RH.1.1-Cite specific textual evidence to support analysis of primary and secondary sources. (DOK2) • LAFS.68.RH.1.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (DOK2) • LAFS.68.RH.2.4-Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (DOK2) • LAFS.68.RH.2.6-Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (DOK3) • LAFS.68.RH.3.7-Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (DOK2) • LAFS.68.RH.3.8-Distinguish among fact, opinion, and reasoned judgment in a text. (DOK3) • LAFS.68.RH.3.9-Analyze the relationship between a primary and secondary source on the same topic. (DOK3) • LAFS.68.WHST.1.1-Write arguments focused on discipline-specific content. (DOK3) • LAFS.68.WHST.1.2-Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (DOK3) • LAFS.68.WHST.3.7-Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (DOK4) • LAFS.68.WHST.3.9-Draw evidence from informational texts to support analysis, reflection, and research. (DOK3) • LAFS.68.WHST.4.10-Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (DOK3) | <ul style="list-style-type: none"> • SS.912.P.9.6-Describe how group dynamics influence behavior. • SS.912.P.9.8-Discuss the nature and effects of stereotyping, prejudice, and discrimination. • SS.912.P.9.9-Describe determinants of prosocial behavior. • SS.912.P.10.1-Define culture and diversity. • SS.912.P.10.2-Identify how cultures change over time and vary within nations and internationally. • SS.912.P.10.3-Discuss the relationship between culture and conceptions of self and identity. • SS.912.P.10.4-Discuss psychological research examining race and ethnicity. • SS.912.P.10.6-Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination. • SS.912.P.10.12-Examine how perspectives affect stereotypes and treatment of minority and majority groups in society. • SS.912.S.4.13 Investigate and compare the ideas about citizenship and cultural participation of social groups from the past with those of the present community. • SS.912.S.4.2 Identify major characteristics of social groups familiar to the students. • SS.912.S.8.7-Define propaganda and discuss the methods of propaganda and discuss the methods of propaganda used to influence social behavior. • SS.912.W.7.3 Summarize significant effects of World War I. • SS.912.W.7.4 Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression. • SS.912.W.7.5 Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco. • SS.912.W.7.6 Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories. • SS.912.W.7.7-Trace the causes and key events related to World War II. |
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- SS.912.W.7.8 Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims

Unit Vocabulary: Some terms may not be used directly in the unit, but may be used for background or extended learning. Teachers should pick a limited number of terms from this extensive list that are most important for their students.

“Arbeit Macht Frei”, Aktion Erntefest, Aktion, appell, Auschwitz, Babi Yar, barracks, Belzec, Bermuda Conference, bystander, carbon monoxide, Chelmno, collaborator, Commissar Order, crematorium, death camps (extermination camps), deportation, Einsatzgruppen, euthanasia, Final Solution, gas chamber, gas vans, genocide, intentionalist vs. functionalist debate, Judenrein, kapo, labor camp, lebensraum, Majdanek, mass murder, muselmanner, Nazi medical experiments, Operation Barbarossa, Operation Reinhard, Order Police, perpetrator, Red Army, resettlement, round up, Schutzstaffel (SS), selection, Sicherheitsdienst (SD), Sinti and Roma (Gypsies), Sobibor, sonderbehandlung (special handling), sonderkommando, SS-Totenkopfverbände, T-4 Program, territorial solution, transit camp, Treblinka, United Nations War Crimes Commission, untermenschen, Wannsee Conference, Zyklon B

Common Misperceptions:

Some students may believe that:

1. The Nazis explicitly planned the genocidal mass-murder of Jews from the beginning of their movement.
2. The term “Holocaust” refers only to the genocidal mass-murder of Jews between 1941 and 1945, but not to the discrimination and persecution in the earlier Nazi years that led up to these events.
3. The Final Solution killing program proceeded through the same steps, in the same order, all over German-occupied Europe.
4. The Nazi leadership forced certain Germans into functioning as killers through threats against them or their families.
5. The death camps were in Germany and the “final solution” killings took place there.
6. That all Holocaust victims died in death camps.
7. No one in the German-occupied eastern territories, or in areas allied with Germany, collaborated in the deportation and mass-murder of Jews.
8. No one in the German-occupied eastern territories tried to aid Jews.
9. Most people in the German-occupied eastern territories aided Jews or wanted to do so.
10. Jewish people in the German-occupied eastern territories understood the nature of the threat against them from the beginning.
11. Jewish individuals and communities all responded to the Nazi threat in the same way.
12. Jewish people did not try to maintain their lives, values, and communal connections in the Nazi-created ghettos.
13. Other nations, particularly the Allies, were unaware of the genocidal mass-killings until the end of the war.
14. Rescuing Jewish victims was one of the main Allied goals during the war.

Sections that are included within the individual lesson plans:

Lesson Details: Unit, Title, Duration
 Notes for Teachers
 Lesson Focus/Marzano Design Question(s) and Elements:
 Daily Focus Standard(s)/Benchmark(s):
 Daily Learning Goals and Scales (In student-friendly language)
 Formative Assessment Strategies/Monitoring for Desired Effect:
 Lesson Sequence
 Adaptation/Differentiation Strategies

Unit Title: **The Final Solution: The Transition to Mass Murder/Genocide**

Assignments – Including Homework and Extended Learning
Resources and Materials

Individual lessons within this Unit:

1. The War Years: Parallel Timelines
2. Using Maps to Understand History
3. The Ghettos: Diaries and Speeches
4. In the Ghettos and Camps: The Artists of Terezin
5. Introduction to the Final Solution – “Ambulans (The Ambulance)”
6. In Their Own Words: Nazis Speak about the “Final Solution”