

Lesson Title: The War Years: Parallel Timelines

Lesson Details:		
<u>Unit:</u> The Final Solution: The Transition to Mass Murder/Genocide		<u>Duration:</u> One 45-55 minute class period, excluding extension activities
Lesson Notes for Teachers:		
The Nazi attempt to murder the Jews of Europe did not occur in a vacuum. Other events were happening at the same time that had an impact on the Holocaust. A careful comparison of events in the “Final Solution” and events in the conduct of World War II (as seen from both the German perspective and from the perspective of the American home front) can be illuminating.		
Design Questions/Lesson Focus/Marzano Elements:		
<input checked="" type="checkbox"/> Introducing New Knowledge DQ2 Main Element: 12 – Helping students record and represent knowledge	<input checked="" type="checkbox"/> Deepening or Practicing DQ3 Main Element: 17 – Helping Students examine similarities and differences	<input type="checkbox"/> Generating Hypotheses DQ4 Main Element:
Focus Standards/Benchmarks: Please note – These lessons are designed to be flexible for use in a variety of Florida-approved middle and high school Social Studies and ELA courses. With minor adaptations, the activities described in the lesson may be used in a variety of settings. Only a few of the standards and benchmarks listed below will be used in any particular class. Teachers should choose the main skill and content standards/benchmarks that are most applicable for the courses they teach.		
<p>SS.6.W.1.1-Use timelines to identify chronological order of historical events.</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.</p>		
Daily Learning Goal and Scale (Student-friendly language)		
Students will identify historical events of significance to the development of the Holocaust in Nazi-occupied Europe from 1941 to 1945, to World War II in general, and to the American home front and will construct timelines of these events to develop an understanding of chronology and to practice analyzing causal relationships between events.		
<u>2.0 Simpler Content</u> Students will: 1. Identify a list of events from the World War II era from 1941-1945 in chronological order. 2. List events from Nazi-occupied Europe from 1941 to 1945 that describe the onset of the mass-murder of Jews in the German-occupied east through the	<u>3.0 Target</u> Students will: 1. Interpret a chronology of events from the World War II era from 1941 to 1945, identifying relationships of correlation and causation. 2. Create a timeline of events from Nazi-occupied Europe from 1941 to 1945 that describes the onset	<u>4.0 More Complex</u> Students will: Analyze the relationship between the events on the three timelines to differentiate between elements of correlation and causation. Evaluate the impact of the items from one timeline on the development of events on the others. Create a theory that explains how the

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<p>genocidal program known as the “<i>Final Solution</i>”.</p> <p>3. List events that describe the course of World War II in general, in both the European and Pacific Theaters from 1941-1945.</p> <p>4. List significant events from the American home front from 1941-1945.</p>	<p>of the mass-murder of Jews in the German-occupied east through the genocidal program known as the “<i>Final Solution</i>”.</p> <p>3. Create a parallel timeline that describes the course of World War II in general, in both the European and Pacific Theaters from 1941-1945.</p> <p>5. Create a parallel timeline that describes events from the American home front from 1941-1945.</p>	<p>circumstances and conditions of war can weaken humane values and make more likely the perpetration of war crimes and crimes against humanity.</p>
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Formative Assessment Strategies/Monitoring for Desired Effect:

- Teacher observation and questioning of groups and individuals at each step of the instructional process and during transitions between activities.
- Monitoring of group discussions
- Teacher use of probing and redirecting questions at key points of the activity.

Evaluation of completed parallel timeline sheets, including oral and/or written student explanations and justifications for the events included.

Lesson Sequence:

Introduction/Hook: (May be done with students individually or organized into small groups.)

Post a copy of the following excerpt from a speech delivered by Adolf Hitler to the German Reichstag on January 30, 1939:

“I want once again to be a prophet. If the international Finance-Jewry inside and outside of Europe should succeed in plunging the peoples of the earth once again into a world war, the result will be not the Bolshevization of earth, and thus a Jewish victory, but the annihilation of the Jewish race in Europe.”

Ask students to respond to the following questions, keeping in mind that the later part of 1941 marked the transition from a Nazi policy of isolation and expulsion of Jews to one of genocidal mass-murder.:

1. Why do you think Hitler called himself a “prophet” when he made this statement at the beginning of 1939?
2. At this time (six months before the war), do you think he meant this to be taken literally or figuratively?
3. What happened in the development of the war in December 1941 to change the meaning of this statement?

Instruction Steps:

1. Pass out the blank timeline sheet.
2. Pass out the Holocaust Chronology Sheet

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3. Allow students to complete the timelines, working individually or in small groups
4. Conduct a class discussion of student responses, proceeding chronologically. Ask students to explain the reasons why they selected the items they included on their timelines. (This is the most important part of the activity. It challenges students to evaluate the relative importance of events from a “cause and effect” perspective.)

Adaptation/Differentiation Strategies:

The teacher may identify key terms in the historical sources prior to use and introduce this vocabulary prior to the lesson.

The teacher may provide the students with basic background information about the historical events mentioned in the sources to increase their familiarity with them as an aid to selecting appropriate items for inclusion in the timelines.

The teacher may limit the number of events to be included in the timelines to keep the scope of the assignment manageable for the time available and appropriate for the developmental level of the students.

Extended Learning:

Students may conduct a research project using the timeline information and other sources to respond to the following prompt:

Allied leaders and military officials claimed that the best help they could offer the Jews was to win the war quickly. Consider alternative possibilities and evaluate the validity of this claim.

Resources and Materials:

1. Blank Timeline Assignment Sheet
2. Holocaust Chronology Sheet
(Reprinted from the “Classroom Focus” section of [Social Education: Teaching About the Holocaust](#))
3. Alternative sources may be used for historical research. For example, students may access internet sites that list events that occurred in Nazi Germany during this era. A few good sources are:

<https://www.ushmm.org/learn/timeline-of-events/1939-1941>

<https://www.ushmm.org/learn/timeline-of-events/1942-1945>

<http://www.historyplace.com/worldwar2/holocaust/timeline.html>

<https://fcit.usf.edu/holocaust/timeline/nazifica.htm>

http://www.museumoftolerance.com/site/c.tml6KfNVLtH/b.5879251/k.72C8/Timeline_of_the_Holocaust.htm

<http://remember.org/educate/mtimeline>

http://www.pbs.org/thewar/at_war_timeline_1941.htm (There are separate pages for each year)

<http://www.history.com/topics/world-war-ii/us-home-front-during-world-war-ii>

Teachers should **always** preview online sources before recommending them to students. There are many fine sources available, but there are others that are of low quality and some that are historically inaccurate. There are even Holocaust denial sites that masquerade as legitimate sources. Do not ask students to do their own searches without guidance.

Students may be challenged to identify other times and places in history to complete a similar parallel timeline activity to deepen understanding of human rights abuses and how they happen. They may also identify

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similarities and differences with the Holocaust history that they have studied.