

Lesson Title: The Final Solution: Using Maps to Understand History

Lesson Details:		
<u>Unit:</u> The Final Solution: The Transition to Mass Murder/Genocide		<u>Duration:</u> One 45-50 minute class period, not including extension activities
Lesson Notes for Teachers:		
Effective Holocaust education need not deal extensively in the gruesome aspects of the subject. In fact, gratuitous use of images and descriptions of Nazi brutality can be counterproductive. One way to avoid this pitfall is to use maps to convey some of the more emotionally difficult details of the killing program. This doesn't mean that all difficult images and emotionally-challenging descriptions should be avoided, but that they should not become the main focus of a lesson. In fact, graphic representations of Nazi brutality can have the unintended consequence of perpetuating a "dehumanized" image of the victims.		
Design Questions/Lesson Focus/Marzano Elements:		
<ol style="list-style-type: none"> 1. What conditions are necessary to make extreme human rights violations and genocidal mass-murder possible? 2. How is it possible to convince people to participate in, or go along with, genocidal mass-murder? 3. What are the short and long-term effects of genocide on people and places? 4. How might it be possible to stop genocide before it begins? 		
<u>X</u> Introducing New Knowledge DQ2 Main Element: 10 – Students are cognitively engaged with new content during interactions with other students.	<u>X</u> Deepening or Practicing DQ3 Main Element: 19 – Students develop automaticity with skills, strategies, or processes by engaging in appropriate practice activities (map reading and interpretation skills)	<u>X</u> Generating Hypotheses DQ4 Main Element: 22 – Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing (in the Extension Activities)
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>LAFS.68.RH.1.7-Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>SS.6.G.4.2 Use maps to trace significant migrations, and analyze their results.</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.G.2.4-Use geographic terms and tools to analyze case studies of how selected regions change over time.</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 interpret information from text and map sources to explain how the Final Solution developed and spread throughout German-occupied Europe and its impact on the people involved and the places where it occurred.		
<u>2.0 Simpler Content</u> Students will:	<u>3.0 Target</u> Students will:	<u>4.0 More Complex</u> Students will:

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<ol style="list-style-type: none"> 1. Identify data from the maps that show the scope of the Nazis' murder program. 2. List geographic factors from the maps that identify the impact of the Final Solution on people and places. 3. Compare data from the maps with readings about the onset and implementation of the Final Solution. 	<ol style="list-style-type: none"> 1. Interpret data from the maps that describes the scope of the Nazis' murder program. 2. Compare the maps to understand the impact of geographic factors on the implementation of the Final Solution. 3. Integrate data from the maps with readings about the onset and implementation of the Final Solution to analyze the impact of the Final Solution on people and places over time. 	<p>Combine the information they have studied from maps and text to create a theory to explain how and why genocide became German policy in Europe in the context of World War II and how it involved the participation, collaboration, and complicity of many people in the region.</p> <p>Propose a strategy to combat genocide and large-scale human rights abuses in the world today, taking into consideration what they learned about how the genocidal policies developed and spread during the Holocaust.</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 during discussion and sharing
 - Student responses to the handout: "The Final Solution: Using Maps to Understand History – Questions"
 - Exit Slip: Ask students to complete the following statement: Non-Jewish people who lived in the areas where the *Einsatzgruppen* began the mass-murder campaign should have _____.
- In a subsequent class period (possibly as a hook activity on a lesson about rescue), share some of the student responses (without attribution) and ask students to rate the advice as "Highly possible", "Not likely, but still possible" or "Highly improbable". Ask students to think about how to increase the likelihood of the listed advice actually being put into effect.

Lesson Sequence:

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

Display the photograph taken at an *Einsatzgruppen* execution site near Ivangorod, Ukraine in 1942.

[https://commons.wikimedia.org/wiki/File:Jew_Killings_in_Ivangorod_\(1942\).jpg](https://commons.wikimedia.org/wiki/File:Jew_Killings_in_Ivangorod_(1942).jpg)

Ask students to respond to the following questions:

1. Who is fully or partially visible in the photograph?
2. What do you think each person is doing?
3. Who in the photograph doesn't fully fit into the categories of killer or victim? Explain your answer.

Instruction Steps:

1. As an introduction to the topic, read aloud the brief selections on pages 42-43, 46, 48, 50, and 52 of Tell Them We Remember or summarize the content. These reading are brief, but you may want to read some and summarize others to save time.
2. Introduce the activity by telling students that they are going to learn details about the "Final Solution" and other murders by using the evidence that can be observed from a collection of maps.
3. Divide students into groups and pass out the map books.

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4. Pass out the handout entitled, “The Final Solution: Using Maps to Understand History -Questions”
5. Allow students sufficient time to complete the questions. Discuss the responses as a group.
6. Some of the questions allow for opportunities for students to express opinions. Discussion of these responses is the most important part of this activity.

Adaptation/Differentiation Strategies:

The teacher may divide the reading selection into smaller chunks and check for understanding at key points.

The teacher may summarize the key points of each map separately, then check for student understanding prior to handing out the map activity questions.

The teacher may identify key terms from the text and from the maps prior to use and introduce this vocabulary prior to the lesson.

The teacher may provide the students with a verbal description summarizing basic background information about the events that led up to the transition to mass-murder and the implementation of genocide during the Holocaust.

Extended Learning:

1. Some students may be interested in doing additional research on topics related to the Final Solution. A few suggestions for topics are:
 - The men who served in the *Einsatzgruppen*
 - Medical experiments in concentration camps
 - The involvement of technicians and bureaucrats
 - The involvement of people from the occupied territories
 - How news of the killing program reached the United States

A great source for more information about the murders in the occupied Soviet Union may be found at the website of Yad Vashem (<http://www.yadvashem.org/untoldstories/database/homepage.asp>). There are multimedia sources here, including testimony excerpts, as well as maps, photographs, and other information.

Note: These are complex research topics. They will probably not be suitable for all students.

2. Students may wish to read The Holocaust by Bullets: A Priest's Journey to Uncover the Truth Behind the Murder of 1.5 Million Jews by Father Patrick Desbois. There is also a website dedicated to his work and research at <http://www.yahadinunum.org/>.
3. Building on information learned during this lesson, student groups may research efforts to prevent genocide in the world today in order to assess their effectiveness in identifying areas with growing potential for abuses, and in implementing strategies to reduce the danger. A good source of information to find ideas for this project is the website of Genocide Watch at <http://genocidewatch.net/>.

Resources and Materials:

1. Tell Them We Remember: The Story of the Holocaust
2. Holocaust: Maps and Photographs by Martin Gilbert

Note: There are 15 copies of this book in the Holocaust Center teaching trunks. Students may be divided into groups of two or three for this activity. (For teachers who do not have access to these trunks, similar maps may be found in the vast collection of maps available through the United States Holocaust Memorial Center at <https://www.ushmm.org/search/results/?q=Maps.>)

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- Map 7 “German Official Plans for the ‘Final Solution’ 20 January, 1942”
- Map 8 “The Concentration Camps”
- Map 16 “The Jews of Poland”
- Map 17 “The Jews of Western Russia, The Ukraine, and the Crimea”
- Map 26 “The Jewish Death Toll 1939-1945”
- Map 10 “Non-Jewish Victims of Nazi Rule”
- Map 11 “The Fate of Gypsies Under Nazi Rule”

3. Handout: “The Final Solution: Using Maps to Understand History – Questions”