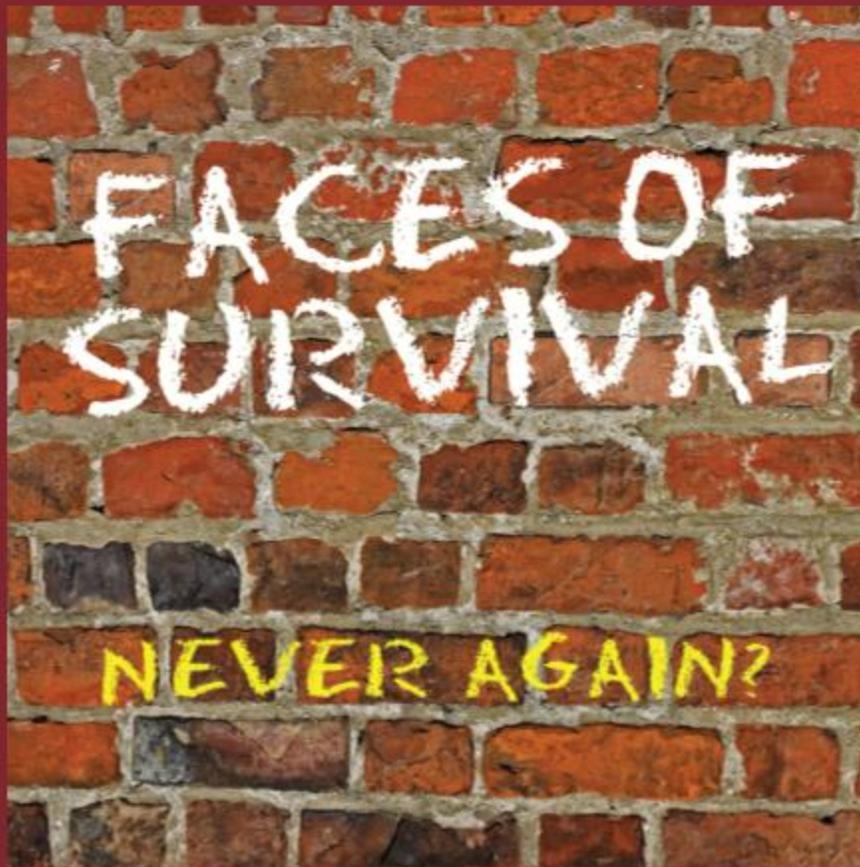


FACES OF SURVIVAL STAGES OF GENOCIDE

Educator Guide

Based on Texas Essential Knowledge & Skills

Part 2: Events Leading Up to the Holocaust



This guide is part of the *Faces of Survival* UTSA student - curated exhibit running from April 15, 2015 to November 15, 2015.

This guide can be used as pre-visit lessons or a stand alone unit.

UTSA INSTITUTE OF
TEXAN CULTURES

IN ASSOCIATION WITH THE SMITHSONIAN INSTITUTION

Introduction

Dear Educator,

This guide explores the subject of genocide through lessons, resources and strategies to help students grasp this difficult concept. Created by students in the UTSA History Department, this guide is meant to be incorporated into your classroom activities prior to visiting the Faces of Survival exhibit here at the Institute of Texan Cultures. If you are unable to visit the exhibit in person, the activities can also be used independently. The contents of this guide are based on Social Studies and English Language Arts TEKS for grades 7 through 12, but some activities may be modified for lower grades.

For additional resources and information on ITC exhibits and tours, please visit <http://www.texancultures.com/>

If you have any questions or would like more information on materials, resources and services for students and educators, please do not hesitate to contact us.

Respectfully,

The Institute of Texan Cultures

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Using Pre-lesson Part 2

This lesson is part two of the Faces of Survival Pre-lesson Educator Guide, part one of the Face of Survival lessons will need to be completed before stating this lesson. This lesson contains three activities: the opening activity, the review & introduction and the classroom activity. Below you will find a description of each activity.

Opening: Role Playing Activity (10-15 minutes):

- Supplies: 10 cards divided into three categories—perpetrator, victim, and bystander

Students will make a connection to the topics discussed in this unit through the lens of bullying.

Introduction – Review of the 8 Stages of Genocide & Introduction to the Holocaust (15-20 minutes):

- Supplies: writing utensil, *Review & Introduction to the Holocaust* handout, videos(links provided on the handout)

Students will review the 8 stages of genocide, watch videos, and discuss their observations to gain a greater understanding of how the Holocaust started.

Events Leading Up to the Holocaust (25-35 minutes):

- Supplies: Writing utensil, *Events Leading Up to the Holocaust* handout, video, a projector to show a larger map of the Armenian Genocide (optional)

Students will answer questions about event important events leading up to the Holocaust and develop a greater understanding of the 8 stages of genocide. After finishing the lesson, students will complete a closing activity (3-5 minutes).

Student Learning Objectives

- Students will be able to analyze the events that led up to genocide, and apply the eight stages of genocide framework to the Holocaust.
- Student-friendly: I can analyze the causes of genocide, and apply the eight stages of genocide model to the Holocaust.

Role Playing Activity

Supplies: 10 cards divided into three categories—perpetrator, victim, and bystander

Activity Instructions:

- 10 volunteers; rest of class observes the role playing
- Students will receive one of three cards, but they cannot share the contents of this card with other students
- Students have to follow the directions on the cards
- Students will have five minutes to engage in a role playing activity
- Victims: Start a conversation with someone else about how someone posted a comment on social media, saying “No one likes you or wants to be your friend.”
- Perpetrators: Listen for someone who is talking about a problem. Start making fun of his/her problem. Tell the person why the problem is his/her fault.
- Bystanders: Do not talk until someone approaches you. If someone starts a conversation with you, then you can respond, but talk about the other person, not yourself. If someone says something mean or negative, just stay quiet.

Discussion Questions:

1. Recap: What happened in the role playing activity?
2. What happened when some students picked on other students? How did other students react?
3. Do the events that occurred in the role playing activity happen in real life? When? Where? Why?

Role Playing Cards

<p><u>Victim:</u> Start a conversation with someone else about how someone posted a comment on social media, saying: “No one likes you or wants to be your friend.”</p>	<p><u>Victim:</u> Start a conversation with someone else about how someone posted a comment on social media, saying: “No one likes you or wants to be your friend.”</p>	<p><u>Victim:</u> Start a conversation with someone else about how someone posted a comment on social media, saying: “No one likes you or wants to be your friend.”</p>
<p><u>Perpetrator:</u> Listen for someone who is talking about a problem. Start making fun of his/her problem. Tell the person why the problem is his/her fault.</p>	<p><u>Perpetrator:</u> Listen for someone who is talking about a problem. Start making fun of his/her problem. Tell the person why the problem is his/her fault.</p>	<p><u>Perpetrator:</u> Listen for someone who is talking about a problem. Start making fun of his/her problem. Tell the person why the problem is his/her fault.</p>
<p><u>Bystander:</u> Do not talk until someone approaches you. If someone starts a conversation with you, then you can respond, but talk about the other person, not yourself. If someone says something mean or negative, just stay quiet.</p>	<p><u>Bystander:</u> Do not talk until someone approaches you. If someone starts a conversation with you, then you can respond, but talk about the other person, not yourself. If someone says something mean or negative, just stay quiet.</p>	<p><u>Bystander:</u> Do not talk until someone approaches you. If someone starts a conversation with you, then you can respond, but talk about the other person, not yourself. If someone says something mean or negative, just stay quiet.</p>

Review & Introduction to the Holocaust (Video and Discussion)

Review:

1. What are the eight stages of genocide? What happens in each stage?

1) _____ - _____

2) _____ - _____

3) _____ - _____

4) _____ - _____

5) _____ - _____

6) _____ - _____

7) _____ - _____

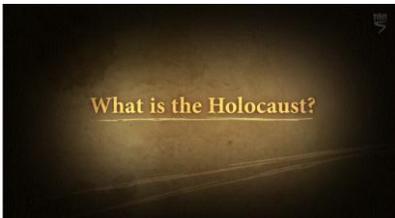
8) _____ - _____

Discussion Questions:

1. Think back to your reflection at the end of yesterday's lesson.
2. Which of the eight stages could be most easily stopped, and why?
3. Why would people choose to engage in genocide?

Video:

Watch part one and two of the Holocaust Education Video Toolbox:



Part One: Introduction:

<https://www.youtube.com/watch?v=sB4Nc4AfjMQ>



Part Two: Nazi Rise to Power (1933):

<https://www.youtube.com/watch?v=uy49I05oKPc>

Discussion Questions:

1. Who was targeted, and why?
2. Why did the Nazis want to eliminate a group of people?
3. What are the signs or warnings of genocide? (HINT: think about the 8 stages.)

Name: _____

Date: _____

Events Leading Up to the Holocaust

TOPICS COVERED:

ARMENIA:

- Before the Holocaust
- Raphael Lemkin, coined the word “genocide”

NAZI IDEOLOGY:

- Emergence of the 8 Stages of Genocide

MAPS and NUMBERS:

- How many people were involved?
- Where did this genocide occur, and why?

ARMENIA

Background Information:

- Before World War I: approximately 2 million Armenians in the Ottoman Empire.
- 1922: fewer than 400,000 Armenians
- First genocide of the twentieth century
 - **WHY:** The Armenians were a unique, Christian ethnic group in a Muslim nation

Warning signs of Genocide:

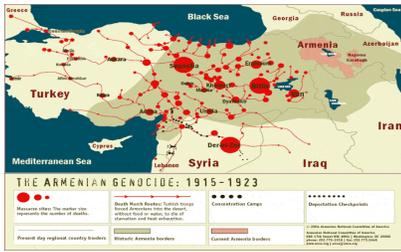
- 1915: Turkish military executed Armenian writers, teachers, clergy, and other community leaders
- Able-bodied men and boys: forced to work as laborers until they died or were killed
- “Relocation” of women, children, and elderly
 - Death marches—walked into the desert and executed

Check for Understanding:

1. About how many Armenians died?

2. Which of the eight stages occurred in the Armenian genocide?

THE ARMENIAN GENOCIDE



Please click the link to view a larger image of the map:

http://www.genocide-museum.am/eng/mapping_armenian_genocide.php

Check for Understanding:

1. Did the killing occur in one place? Why or why not?

2. Why would the Turks employ “death marches?”

3. What was the point of a “death march?”

4. Where were the concentration camps?

5. Why were there “deportation checkpoints?”

Consequences:

- Turkish government denied the Armenian genocide
- Hitler: Utilized strategies attempted in the Armenian genocide against Jews, Roma, homosexuals, and other unwanted groups
- Raphael Lemkin: started to develop the word “genocide” to describe the atrocities

NAZI IDEOLOGY

Background Information:

- Anti-Jewish racism → GENOCIDE
- Jewish minority in Europe
 - Easy targets for prejudice, discrimination, and abuse by individuals in power
- 1933: Nazis came to power in Germany
 - Blamed Jews for the economic depression
 - Persecuted because of their religion, race, and ethnicity
 - Jews, Roma, physically/mentally ill and disabled, and homosexuals were considered less than human—
“diseases” in society that needed to be eliminated to create a “master race”
- *Euthanasia*: intentionally ending a life, usually for the purpose of ending suffering
- Nazi Euthanasia program—known as Operation T4
 - 1939: started by targeting mentally and physically disabled children
 - Killed by starvation or lethal overdose
 - Next group: adults with disabilities
 - 1940: transferred to killing facilities

Check for Understanding:

1. How was the euthanasia program a reflection of the Nazi ideology? Which of the eight stages of genocide were evident in Operation T4?

2. Why did the Nazis want to get rid of Jews, homosexuals, Roma, and the physically and mentally ill and disabled?

3. Which of the eight stages of genocide were integral to the Nazi ideology? Why?

MAPS and NUMBERS

Background Information:

- How many people died?
 - 1933: Over 9 million Jews in Europe
 - By 1945: About 2 out of 3 European Jews were killed by the Nazis as part of the “Final Solution”
 - Approximately 200,000 Roma died
- Approximately 200,000 physically or mentally disabled or ill died
- 1933: Hitler started making public speeches about an Aryan, “master race”
- Jews wore identifying symbols—the Star of David
- Jews were relocated and sent to ghettos and camps



Link to animated map, courtesy of the U.S. Holocaust Memorial Museum (USHMM):

<http://www.ushmm.org/lcmedia/animatedmap/wlc/mp4/wwiihol.mp4>

Directions: Answer the following questions while watching video.

1. Where did this genocide occur and why? _____
 - a. Only in Nazi Germany? _____
 - b. Why did the genocide expand so quickly? _____
2. Could the Holocaust have been stopped? _____
3. Consider: If the world knew about the atrocities occurring in Nazi Europe, then why did no one put an end to the genocide before World War II?

REFLECTION

Directions: Answer the following questions on your own paper OR as part of a whole class discussion.

1. Why was Armenia an important precursor to the Holocaust?

2. Do you think the Holocaust was the last large-scale genocide? Why or why not?

3. **Extension Question:** In your opinion, why wasn't there a greater international effort to stop the Holocaust before or during WWII?

Texas Essential Knowledge and Skills (TEKS)

§113.19. Social Studies, Grade 7, Beginning with School Year 2011-2012.

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to: (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; (D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;

(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

§113.20. Social Studies, Grade 8, Beginning with School Year 2011-2012.

(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to: (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; (D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants; (H) use appropriate mathematical skills to interpret social studies information such as maps and graphs; (J) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.

§113.43. World Geography Studies, Beginning with School Year 2011-2012.

(13) Government. The student understands the spatial characteristics of a variety of global political units. The student is expected to: (B) compare maps of voting patterns or political boundaries to make inferences about the distribution of political power.

(15) Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels. The student is expected to: (A) identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels; and (B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: (C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change.

§113.41. United States History Studies Since 1877 (One Credit), Beginning with School Year 2011-2012.

(7) History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to: (A) identify reasons for U.S. involvement in World War II, including Italian, German, and Japanese dictatorships and their aggression, especially the attack on Pearl Harbor; (D) analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons;

(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions; (H) use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs.

(31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

§113.42. World History Studies (One Credit), Beginning with School Year 2011-2012.

(11) History. The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to: (B) explain the responses of governments in the United States, Germany, and the Soviet Union to the global depression.

(12) History. The student understands the causes and impact of World War II. The student is expected to: (B) explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II; and (C) explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, Japanese imperialism, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.

(15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to: (A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation;

(16) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to: (C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.

(22) Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to: (D) identify examples of genocide, including the Holocaust and genocide in the Balkans, Rwanda, and Darfur;

§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.

(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (B) distinguish factual claims from commonplace assertions and opinions;

(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: (A) interpret both explicit and implicit messages in various forms of media; (C) evaluate various ways media influences and informs audiences;

(28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.

Fig.19: Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent Reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: (F) make connections between and across texts, including other media (e.g., film, play), and provide textual evidence.

§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010.

(10) Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (B) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text;

(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: (A) evaluate the role of media in focusing attention on events and informing opinion on issues; (C) evaluate various techniques used to create a point of view in media and the impact on audience; and

(28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.

Fig. 19: Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: (F) make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence.

§110.31. English Language Arts and Reading, English I (One Credit), Beginning with School Year 2009-2010.

(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (B) differentiate between opinions that are substantiated and unsubstantiated in the text;

(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: (A) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;

§110.32. English Language Arts and Reading, English II (One Credit), Beginning with School Year 2009-2010.

(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: (A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;

§110.33. English Language Arts and Reading, English III (One Credit), Beginning with School Year 2009-2010.

(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: (A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;