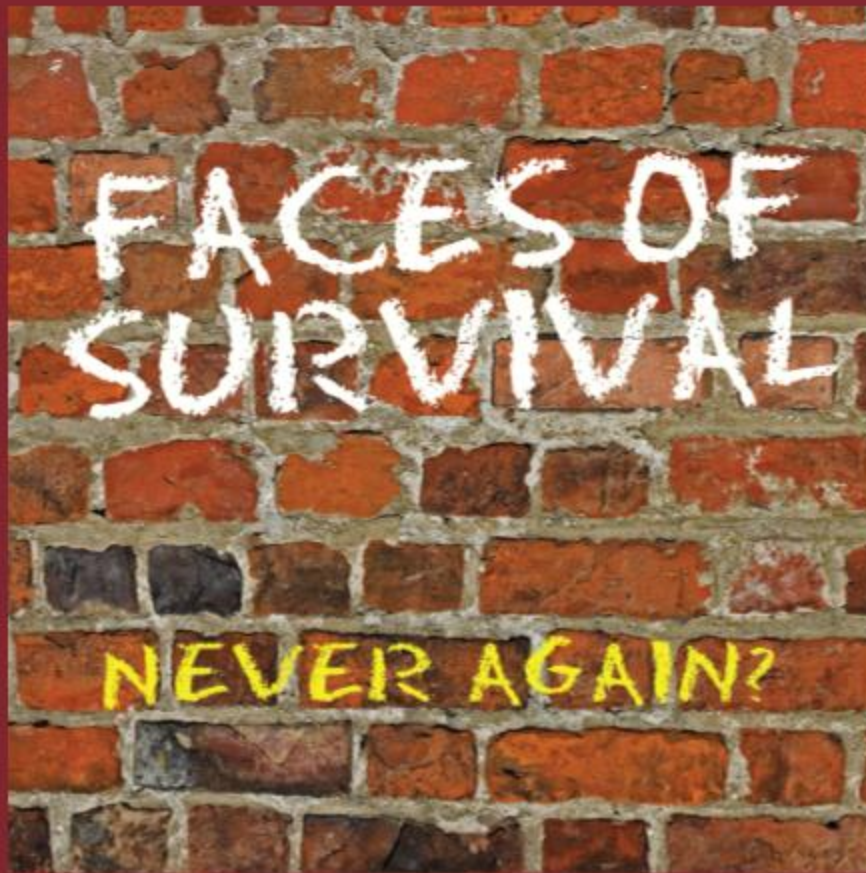


FACES OF SURVIVAL STAGES OF GENOCIDE

Educator Guide

Based on Texas Essential Knowledge & Skills

Part 3: Choices and Consequences



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 3

This lesson is part three of the *Faces of Survival* Pre-lesson Educator Guide; parts one and two of the *Faces of Survival* lessons will need to be completed before starting this lesson. This lesson contains three activities: the opening activity and two classroom activities. Below you will find a description of each activity.

Opening: Discussion: Bystanders (5-10 minutes):

- Supplies: Handout, writing utensil

Students will reflect on yesterday's activities and their connection to the Holocaust.

Introduction – Choices: Resistors, Bystanders, Perpetrators (25-30 minutes):

- **Supplies:** Paper and writing utensil

Students will think about the roles of the resistors, bystanders and perpetrators of the Holocaust.

Consequences: Perpetrators and the International Community (10-15 minutes)

- **Supplies:** Paper, writing utensil, *Perpetrators and the International Community* handout

Students will answer questions about the perpetrators and the international community. Students will also think about if this could happen again.

Student Learning Objectives

- Students will be able to discuss the actions of resistors, victims, bystanders, and perpetrators in the Holocaust, and analyze the choices and consequences of genocide.
- Student-friendly: I can discuss the actions of resistors, victims, bystanders, and perpetrators in the Holocaust, and analyze the choices and consequences of genocide.

Name: _____

Date: _____

Opening: Discussion – Bystanders

Directions: Take a minute to think about each question and answer below.

Reflection Questions:

- 1. In the role playing activity yesterday, who were the bystanders? How did they act?

- 2. Why do you think they didn't stop the bullying?

- 3. Based on what you know about the Holocaust so far, who do you think were the bystanders?

Journal Question:

THINK: When have you ever been a bystander OR when you have seen someone else be a bystander?

Whole Class Discussion Questions:

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

- 1. Why would people choose to be bystanders?
- 2. How do bystanders become resistors?

Choices: Resisters, Bystanders, Perpetrators

TOPICS COVERED:

The roles of victims, resisters, bystanders, and perpetrators in the Holocaust

CONSIDER THE CHOICES OF THE PEOPLE INVOLVED IN THE HOLOCAUST:

- Who could have stopped the Holocaust?
- Why did some people choose to resist the Nazi ideology and help stop the genocide?
- Why were some people perpetrators and bystanders? Did they have the choice to stop the Holocaust? Why or why not?

Directions: Read the text and answer the questions throughout the handout.

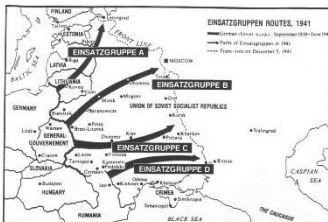
REVIEW

1. Which groups were victimized during the Holocaust?

2. Which of the eight stages of genocide aligned with the Nazi ideology?

3. **Predict:** Were the Holocaust and WWII separate events, or were they both part of the war effort?

PERPETRATORS



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

<http://kehilalinks.jewishgen.org/kholmich/photos/Maps/MapEinsatzgruppen1.JPG>

Einsatzgruppen—Mobile Killing Units

- Targeted: Jews, Roma, Soviets, mentally and physically disabled
- Followed Nazi German troops into the USSR during the invasion in June 1941
- Local police would round-up Jewish men, women, and children
- They would be massacred and their bodies would be left in mass graves
- Einsatzgruppen were helped by Nazi soldiers, police, and local townspeople

Ghettos—Relocation Centers for Targeted Groups



Kids on the streets of the Warsaw ghetto
Please click the link to view a larger image:
http://www.ushmm.org/wlc/en/media_ph.php?MediaId=1042

- Purpose: separate victims from other populations
- Temporary centers → Killed or moved to camps

The Final Solution—Nazi plan to eliminate all Jews

- Jews and other “undesirables” were usually deported to camps in cattle cars
- Camp officials—classified prisoners based on their ability to work
 - If they could work, then the victims stayed at the camps and performed hard labor
 - If they weren’t fit for work, they were sent to the gas chambers to die

BYSTANDERS



Please click the link to view a larger image:
<http://archive.autistics.org/library/1926exhibit.jpg>

- Supported eugenics: belief that you could improve the genetic quality of the population
 - Some people had better “genes” than others—WHY?
- Phrenology: by measuring the size of one’s skull, you could determine someone’s intelligence
 - Promoted racist thinking—for example, Africans and Asians were less intelligent due to features of their skulls
- Eugenics courses were offered on college campuses in Europe and the U.S.

Check for Understanding:

1. Do you judge people based on how they look? Why or why not?

2. Consider the following quote from Adolf Hitler’s *Mein Kampf*:

“What we must fight for is to safeguard the existence and reproduction of our race and our people, the sustenance of our children and the purity of our blood.”

Why would people believe in eugenics?

Locals Knew About the Ghettos, Camps, and Executions

- Millions watched and/or participated in efforts to separate the “undesirables” (Jews, Roma homosexuals, and physically/mentally disabled and ill) from everyone else
- Information about the Holocaust was broadcasted on the radio and published in papers around the world
 - Examples: *The New York Times*, *San Antonio Register*

Check for Understanding:

1. If people knew about the Holocaust, then why wasn't it stopped before the end of WWII in Europe?

2. Did people have the choice to stop the Holocaust? Why or why not?

3. Was the Holocaust the same thing as WWII? Why or why not?

RESISTORS

Check for Understanding:

1. How did some of the victims of the Holocaust become resisters?

2. Why weren't there more people actively resisting the genocide?

3. How do you think the international community reacted to the Holocaust? Why?

Consequences: Perpetrators and the International Community (10-15 minutes)**QUESTIONS TO CONSIDER:**

- What were the consequences of committing genocide?
- What steps were put into place so there wouldn't be another genocide?
- What's the problem with the phrase, "never again?"

Directions: Read the text and answer the questions throughout the handout.

CONSEQUENCES - PERPETRATORS

- Nuremberg trials (1945-1946): some of the perpetrators of genocide were put on trial
 - 12 high-ranking Nazi officials: sentenced to death
 - Perpetrators not directly involved in the killing: minimal or no penalty
 - Some officials ran away and could not be tried for their crimes
 - Most defendants claimed they weren't really responsible for their actions—they were just following someone else's orders

Check for Understanding:

1. If some of the perpetrators were just following orders, were they really responsible for their crimes? Why or why not?

2. Even if they weren't directly involved in executing the targeted groups, should all of the perpetrators been punished? Why or why not?

INTERNATIONAL COMMUNITY

- Raphael Lemkin: Coined the word, "genocide," in 1944, to describe the atrocities of Armenia and the Holocaust
 - Wanted to create an international law to protect targeted ethnic, religious, and social groups
- December 9, 1948—UN Convention on the Prevention and Punishment of Genocide
 - Adopt the word, "genocide"
 - Genocide punishable on an international scale
- December 9, 1948—UN Convention on the Prevention and Punishment of Genocide

- "In the present Convention, genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:
 - a) Killing members of the group;
 - b) Causing serious bodily or mental harm to members of the group;
 - c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
 - d) Imposing measures intended to prevent births within the group;
 - e) Forcibly transferring children of the group to another group."

Link: <https://treaties.un.org/doc/Publication/UNTS/Volume%2078/volume-78-I-1021-English.pdf>

- December 9, 1948—UN Convention on the Prevention and Punishment of Genocide
 - Due to the horrors and atrocities witnessed during the Holocaust, the international community believed that genocide could never happen again

REFLECTION

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

1. Why were some people bystanders during the Holocaust?

2. Did the perpetrators and bystanders have the choice to stop the Holocaust? Why or why not?

3. Did the international community do enough to stop genocide from happening again? Why or why not?

4. What is the problem with "never again?" If genocide could take place in Armenia and Central Europe, could it happen again? Why or why not?

References

Hitler, Adolf, and Ralph Manheim. *Mein Kampf*. Boston: Houghton Mifflin Company, 1943.

Convention on the Prevention and Punishment of Genocide, Dec. 9, 1948, U.N.T.S. vol.78.I.1021

<https://treaties.un.org/doc/Publication/UNTS/Volume%2078/volume-78-I-1021-English.pdf>

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 skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.

(31) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to: (B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.

§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;

(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, 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;