

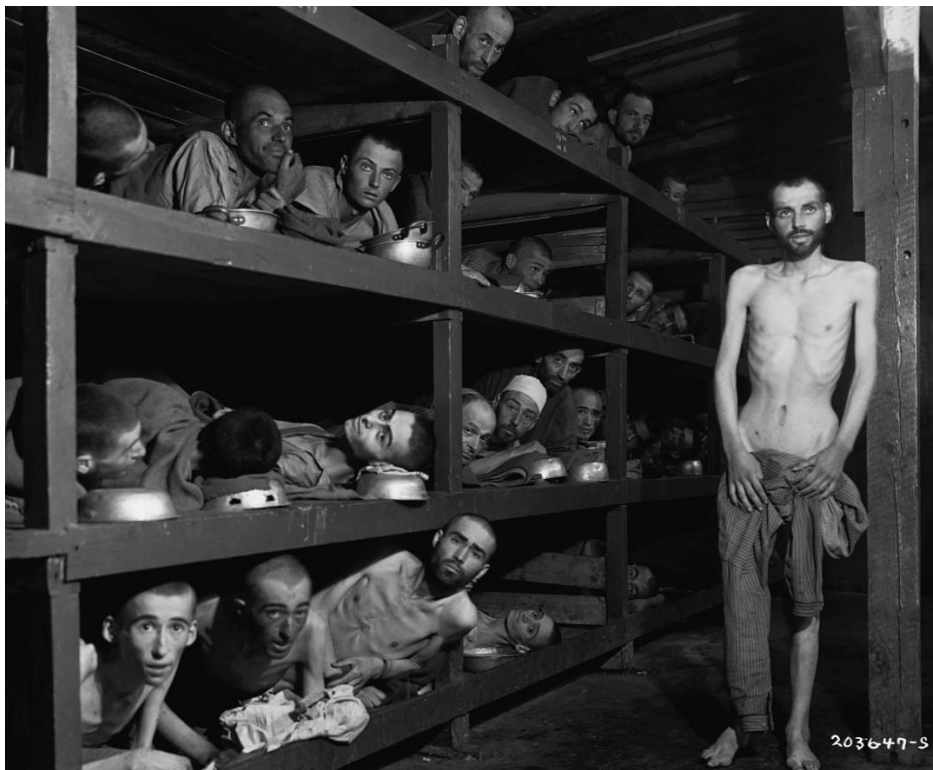
History KS3 Year 8 Summer 2 Blended

Learning Booklet

The Holocaust

Name:

Form:



Aim to complete one lesson each week. Write out the title and LI and then complete the tasks.

All video links are online using the ClassCharts link.

The Knowledge Organiser has all the key information and vocabulary to help you with this unit.

Upload all work onto ClassCharts for feedback.

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Big Picture – Year 8 Overview History Department

Next Year

Students can explain how the Death Camps were liberated and what took place in the Warsaw Ghetto.

Liberation and resistance

Students can explain how Nazi death camps operated and the understand the brutality of them.

Concentration camps and death camps

Students understand how the Nazi's eliminated basic human rights for Jewish people in Germany and countries they invaded

Anti-Semitism under the Nazi's

Students understand what Jewish communities were like before the Nazi's

Jewish life before the Nazi's

The Holocaust

UNIT 6



Students understand the invasion of Poland, France, Belgium and the Netherlands. They can also explain why D-Day was such an important event in World War Two.

The War in Europe

Students can explain how the Pacific theatre of War was different to Europe and how the Atomic bomb changed warfare forever.

The War in the Pacific and the end of the War

World War Two Assessment



World War Two

UNIT 5

Students understand how the Nazi Party gained power in Germany.

Nazi's consolidate power

Students can explain how the Nazi party began and how the Munich Putsch impacted the Party.

Early Nazi Party

Students can explain what Weimar Germany was and why it failed.

Weimar Germany



Interwar Years

UNIT 4

Students understand why the Suffragette movement was needed for women.

Origins of the Suffragettes

Students can explain the tactics used by the Suffragettes and the tactics/punishments used against them.

Tactics and punishments of the Suffragettes

Students can explain how the First World War helped get the vote for women.

Women get the vote



Suffragettes

World War One Hall Assessment

UNIT 3

Students can explain why the Battle of the Somme was a failure for the British Army.

Battle of the Somme

Students understand how warfare changed dramatically during the First World War.

Weapons and Trench Warfare

Students can explain how soldiers were recruited into the army, what life in the trenches was like and how they lived day to day.

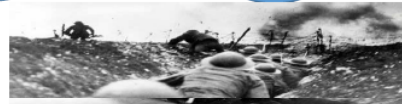
Soldiers of the First World War

World War One

UNIT 2

Students explain why the Assassination of Franz Ferdinand was a tinderbox moment in causing World War One

The Assassination



What was the most important cause of WW1? Assessment

Kaiser Wilhelm II

Students understand how Kaiser Wilhelm was a cause of World War One

The Arms Race

Students can explain how the Arms Race worsened the tension that created World War One.

Alliance System

Students can explain the two different Alliances and the countries that make them up.



Causes of the First World War

UNIT 1

Year 8



ZOOM IN... MY LEARNING JOURNEY:

Subject: History Year: 8 Unit: The Holocaust

CAREERS

- Local Politics
- Journalism
- Public Service

UP NEXT

- Year 9 – The Cold War



AIMS

To help learners investigate the Holocaust and explore issues of local interest and importance.

DEVELOPING COURAGE

- C** To have the confidence to share opinions with the class.
- O** To have the opportunity to work on extended writing.
- U** Able to work as a class together to discuss issues.
- R** Being resilient when set an extended learning task.
- A** Learning to appreciate the past.
- G** Being generous with historical detail in writing.
- E** Finish history essays.

PREVIOUS LEARNING

- Key stage 3:
 - History
 - RE
- Cultural backgrounds.
- Popular culture and Media

WHAT WE KNOW/REMEMBER

- Key vocabulary
- Current affairs.

RECOMMENDED READING

- Newspapers
- Media

PERSONAL OBJECTIVES



Keywords

Judeo – The German word for Jew.

Anti-Semitism – Discrimination and hatred of Jewish people.

Nuremberg Laws – Created in 1935. These are “anti-Jewish” laws. The laws excluded German Jews from Reich citizenship (meaning they weren’t officially German anymore) and stopped them from marrying or having sexual relations with persons of “German blood.” They also took away their right to vote.

Empathy – Being able to understand the feelings and experiences of others. Putting yourself in “someone else’s shoes”.

Kristallnacht – “Night of Broken Glass”- A series of violent actions against Jewish people and their property. Included smashing business premises, burning **synagogues** and arresting innocent Jewish men.

Propaganda - A form of communication or advertising aimed towards influencing the attitude of the public.

Persecution – Treating somebody badly because of their race, gender, religion etc...

Why did the Holocaust happen?

People – The orders for the Holocaust came from senior Nazis. However, these orders were carried out down the chain of command by ordinary people: guards ran the camps, clerks recorded names, train drivers drove the trains to the camps, bricklayers built the gas chambers and chemical workers made the poison gas. When ordinary people do not stand up to evil, horrible events happen very easily.

Hitler and the Nazis – Hitler was a strong leader who had complete control of Germany. He was strongly anti-Semitic and passed laws against Jews. The Nazi’s used propaganda to brainwash the German people and attacked Jews wherever and whenever they could.

History – Anti-Semitism dates back many centuries. People have discriminated against Jewish people throughout History, for a variety of different reasons. The Nazis did not create anti-Semitism but used historical anti-Semitism to their advantage.

Lack of opposition – Other countries like Britain and France, could have done more to help the Jewish people of Germany.

Industry – The railways network and chemical industry, that made the Holocaust possible in a way it would not have been, just a few decades before.

The War – As Germany took over other countries, millions more Jews came under Nazi control and therefore were sent to their deaths.

Lesson One - The Second World War Assessment

L/I: To understand the Second World War assessment.

Task One – the assessment

To complete this assessment, you must choose and focus on one of the following countries we have studied, throughout learning about the Second World War:

- Britain
- USA
- Soviet Union (Russia)
-

You will answer the following three questions for your assessment:

1. Describe the key events relating to your chosen country.
2. Focus on one specific event and describe this event in detail. Statistics and key detail are essential.
3. How important was the role of your country during the Second World War?

Choosing a country.

A good start in terms of picking will be to think about what lesson you have found most interesting whilst learning about World War Two and figuring out what lesson that country was associated with.

When you have chosen the country, you will be focusing on, you will have access to your own notes from lessons, a Knowledge Organiser on the country and any research you have conducted yourself.

Britain – Dunkirk, Battle of Britain, role during D-Day and the **Blitz**.

The Soviet Union – Non-aggression Pact, German Invasion of the Soviet Union, Leningrad, tearing the heart out of Germany and *Battle of Berlin*.

The USA – Pearl Harbor, **war in the Pacific**, D-Day and Hiroshima/Nagasaki.

Question 1

1. Describe the key events relating to your chosen country.

•

To answer this question, you must give an overview of all the key events the country you have chosen did, during the Second World War.

Lesson 3 – Jewish life under Nazi rule.

Study sources A-D

What can you learn from these sources about how life was for Jews living in Germany before the war?

Source A



Source B



Source C



Source D



The Nuremburg Laws and Kristallnacht

1. **The Nuremburg Laws** were introduced in 1935.
2. **Kristallnacht** took place on the 9th and 10th November 1938.
3. **The Nuremburg Laws** said that Jews could not be German citizens or marry German citizens.
4. **The Nuremburg Laws** said that Jews lost the right to vote, hold government office or have German passports.
5. In November 1938 a Polish Jew shot a German in the German embassy in Paris as he was angry about the way that Jews were being treated in Germany. This was the cause of **Kristallnacht**. The government ordered all Jewish owned buildings and synagogues be vandalised or destroyed.
6. The damage of **Kristallnacht** was so bad that these events were called the Night of Broken Glass.
7. Goebbels blamed the Jews for **Kristallnacht**.
8. As a result of **Kristallnacht** the Jews were fined 1 billion marks to pay for the damage, banned from running shops or businesses and banned from German schools or universities.
9. After **Kristallnacht** the SA and SS also started rounding up Jews as punishment and by 12th November 1938 20,000 Jews had been sent to concentration camps.

Examine the source above.

What were the Nuremburg laws and what did they do?

What can we learn about any changes to the way the Nazis treated the Jews from the events in the Krystallnacht and the Nuremburg Laws?

Watch the clip at the link below. Answer the questions.

<https://www.youtube.com/watch?v=DYV4CyKE7ko>

- What did the Nazis do to Jewish people?

- What did you learn about what the Nazis were like?

- How would the Jewish people have felt?

Examine the sources and complete the questions sheet with your findings.

<p><u>Source One</u> What does this picture tell you about how Jewish people were treated?</p>	<p><u>Source Two</u> What does this picture tell you about how Jewish people were treated?</p>
<p><u>Source Three</u> What does this picture tell you about how Jewish people were treated?</p>	<p><u>Source Four</u> What does this picture tell you about how Jewish people were treated?</p>
<p><u>Source Five</u> What does this picture tell you about how Jewish people were treated?</p>	<p><u>Source Six</u> What does this picture tell you about how Jewish people were treated?</p>
<p><u>Source Seven</u> What does this picture tell you about how Jewish people were treated?</p>	<p><u>Source Eight</u> How were Jewish people treated by the Nazis? (Give examples)</p>

Source Nine

How were Jewish people treated by the Nazis? (Give examples)

Extra Notes



Jewish people being removed from their homes at gun-point.



German policemen humiliating a Jew in a prayer shawl. 1940



Jewish children abandoned on the streets - 1940



Jewish children just before they are told that they can no longer attend the same school as other "German" children.



Nazi officers kicking a Jewish man in the street.



1938 Crystal Night:
Nazis attacked
Jewish owned
businesses and
synagogues.



Boycott of Jewish
businesses: No one
was allowed to use
Jewish shops, and
these were forced
to close.

Two speeches made by Hitler:

"The Jewish youth lies in wait for hours on end.....spying on the unsuspecting German girl he plans to seduce.....He wants to contaminate her blood and remove her from the bosom of her own people.

The Jew hates the white race and wants to lower its cultural level so that the Jews might dominate." "Was there any form of filth or crime...without at least one Jew involved in it. If you cut even cautiously into such a sore, you find like a maggot in a rotting body, often dazzled by the sudden light - a Jew."

"His is no master people; he is an exploiter: the Jews are a people of robbers. He has never founded any civilisation, though he has destroyed civilisations by the hundred...everything he has stolen. Foreign people, foreign workmen build him his temples, it is foreigners who create and work for him, it is foreigners who shed their blood for him."

Timeline

1933

- The Nazi party takes power in Germany.

1935

- Jews are deprived of their basic rights.

1936

- Nazis boycott Jewish-owned business.
- Jews no longer have the right to vote.

1938

- Jews must carry id cards and Jewish passports are marked with a "J."
- Jews no longer attend plays, concerts, etc.;
- all Jewish children are moved to Jewish schools.
- Jewish businesses are shut down
- Jews must hand over driver's licenses and car registrations.

1939

- Hitler orders that Jews must follow curfews; Jews must turn in radios to the police; Jews must wear yellow stars of David.

Lesson 4 – Auschwitz.

The Final Solution

Concentration camps had been used by the Nazi's since 1933. Most people were worked/starved to death or died of disease here. In June 1942 at a meeting just outside of Berlin, the Nazi's decided they would eliminate the Jews at special death camps. This would be there 'Final Solution'.





Stage	What happened?	BONUS
1		★ How were the railways built and how would this have helped the Nazis?
2		★ In all camps there was more accommodation for men than women. Why do you think this was the case?
3		★ Why do you think it was important that all Jewish prisoners were made to look the same?
4		★ The Nazis made a Jewish orchestra to play as prisoners went to the showers. Why do you think they did this?



Stage One.

The train tracks at Birkenhau were built to go straight into the middle of the camp.



"Some 20 railway cars were waiting for us... There were 70 to 80 people in a car... After a while, there was a muffled sound of closing latches... the whistle blew and the train started moving slowly. It was April 7, 1943. Pinned in and cramped, we departed from our homeland, without being able to see it."

Jack, 15 years old, from Greece, talks of his experience at the start of his journey to the camps.

David, a Polish Jew aged 13, graphically describes how cramped it was on the train:

"There is no room to sit. In order to make room we are forced to stand with our hands above our heads.... Suddenly, the door is slammed shut and sealed. A water bucket is tossed into the car for use as a disposal container for human waste."

Trains arrive from all over Europe.

Stage Two



The selection process.

The heaps grow. Suitcases, bundles, blankets, coats, handbags that open as they fall, spilling coins, gold, watches; mountains of bread pile up at the exits, heaps of marmalade, jams, masses of meat, sausages; sugar spills on the gravel. Trucks, loaded with people, start up with a deafening roar and drive off amidst the wailing and screaming of the women separated from their children, and the stupefied silence of the men left behind. They are the ones who had been ordered to step to the right--the healthy and the young who will go to the camp. In the end, they too will not escape death, but first they must work...

Account of the selection process from a Hungarian Jew arriving at the death camps.

A dozen SS men stood around, legs akimbo, with an indifferent air. At a certain moment they moved among us, and in a subdued tone of voice, with faces of stone, began to interrogate us rapidly.....'How old? Healthy or ill?' And on the basis of the reply they pointed in two

The arriving Jewish people have been split into two groups. The group in the top left are on the way to the crematorium.



Stage Three – Fit, healthy and strong prisoners were taken to be washed and uniformed.



Fit and strong Jewish women were taken to have their heads shaved and they were given a standard uniform. Their clothes and hair were taken to be sold.

“Afterward they shaved us and that is one of my traumas- that was very hard for me... that was one of the greatest cruelties. That they shaved us from head to toe, all that- that, that is a terrible humiliation”

Zipora, who was a Polish Jew, and only about 13 at the time, remembers being chosen to survive in the selection process.

And we are marching, and they are counting us, and marching, and counting us, and marching and counting us, non-stop counting. Till we got to a big room, a big big room there, one of the blocks, full of SS men, and with the beds. 'Undress!' in German. And there are also men, Jewish men, working, with the striped... they looked like striped pyjamas.

Barbara Stimler describing what happened after she was separated from her mother, grandfather and younger brothers and sisters.

Those chosen to live and work were taken and tattooed with an identification number.



Belongings of the Jewish people are confiscated from them by SS officers.



Canisters of Zyklon B. This is what was sent into the shower blocks where the ‘unfit’ victims had been sent. It became poisonous as soon as it met with air.

“The door would now be quickly screwed up and the gas sent in through vents in the ceilings of the gas chambers... It could be seen through the peephole in the door that those who were standing nearest to the induction vents were killed at once. It can be said that about one-third died straightaway. The remainder staggered about and began to scream and struggle for air. The screaming, however, soon changed to the death rattle and in a few minutes all lay still...

The door was opened half an hour after the induction of the gas, and the ventilation switched on...The special detachment now set about removing the gold teeth and cutting the hair from the women. After this, the bodies were taken up by elevator and laid in front of the ovens... Depending on the size of the bodies, up to three corpses could be put into one oven at the same time. The time required for cremation... took twenty minutes.”

Rudolf Hoss (the SS Commander at Auschwitz) described what happened when people were sent into the ‘showers’.

Inside of the gas chambers. Those selected as too old, weak or unhealthy were sent straight to these. They were told that they were to be washed in the showers.



Jewish camp inmates are made to transport bodies of gassed victims to the crematoriums. Before this SS officers would have raided the bodies for anything valuable.





Jewish bodies were raided for anything valuable after they had been gassed, even pulling out false teeth. At Auschwitz now they have an exhibition of a lot of the belongings that were discovered at the end of the war. Here are artificial limbs.