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Primary Sources: The Holocaust

This sample includes the following:

Teacher's Guide Cover (1 page)

Teacher's Guide Table of Contents (1 page)

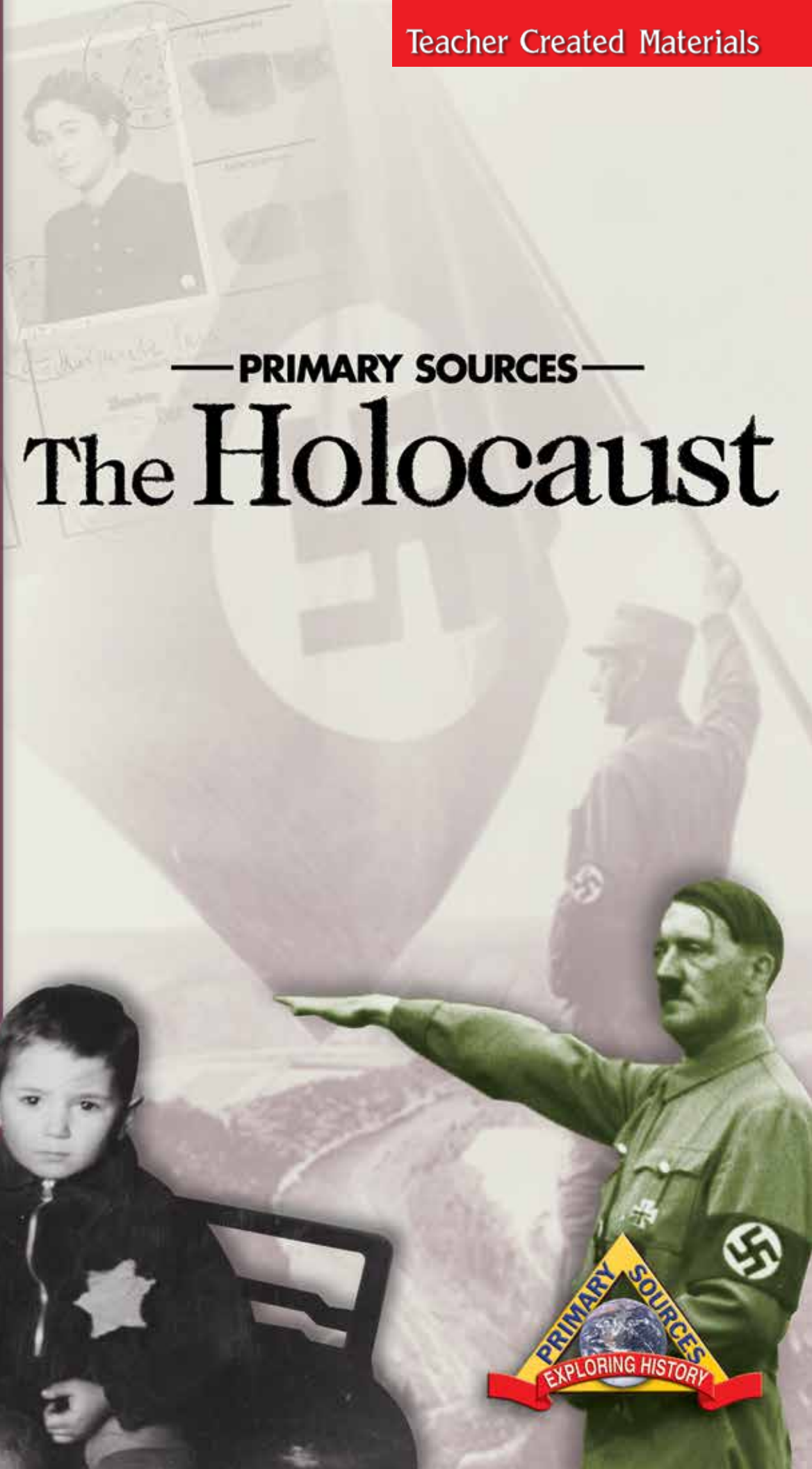
How to Use This Product (2 pages)

Lesson Plan (4 pages)

Primary Source Document (1 page)

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— PRIMARY SOURCES —

The Holocaust



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How to Use This Product

This unit, with its primary documents, photographs, and support materials, will allow both teacher and student to expand their study of history beyond the textbook and classroom. The resources in this book assist the busy teacher in presenting innovative primary source lessons that meet state and national standards. Easy to follow, concise, and aligned to the curriculum standards, the teacher lesson plans and student activity pages are certain to become a great addition to any classroom.

Using primary sources offers students the opportunity to act and think as historians. Students will participate in the constructive process of history by studying primary documents and photographs. Viewing historic photographs, handling facsimiles of famous documents, and reading the comments and opinions of those in the past will bring history alive for students. Understanding the background of each primary source will help students to put historical events and attitudes into perspective, to think progressively, and to walk in the shoes of their ancestors.

The organization of the kit provides teachers with all they need to accomplish the lessons without additional research or planning. Teachers have the photographs and documents at their fingertips without scurrying to find such references. Activities are varied, interesting, challenging, and engaging.

The Book

The **teacher pages** provide lesson plans organized with objectives, materials, discussion questions, suggestions for using the primary sources, and extension ideas. **Historical background pages** are provided to give teachers and students information about each of the primary sources being studied. The coordinating **student activity pages** allow the flexibility for a class, individuals, or small groups of students to focus on a specific task and provide direction for a series of tasks to be completed during a time period.

The **standards** and **objectives** for the lessons are both process and content objectives to cover the full range of social studies skills. The standard listed for each lesson is a process standard taken from one of the ten strands of the National Council for Social Studies (NCSS, *Expectations of Excellence: Curriculum Standards for Social Studies*, <http://www.ncss.org>). The objective listed for each lesson is a content learning objective describing what students will learn and how they will show what they have learned. A complete chart listing each lesson in the book and the corresponding standards is available on the CD in the folder entitled *Lesson Support Files* (standard.pdf).

The **document-based assessment** section provides student preparation and practice on the document-based questions that appear on many standardized tests today. Students will be able to analyze for meanings, compare and contrast, compose short answers, and even respond to and reflect on topics with longer essay questions. The entire testing section will provide students with opportunities to prepare for a variety of testing situations.

How to Use This Product *(cont.)*

The Photographs

Each photograph has four general areas on the back for teacher and student use. The top of the card has a brief **Historical Background Information** section. Along the left side of the card is the **Analyzing History** section. This includes questions and activities designed to make students analyze what they see and learn. In the **Historical Writing** section, students are given two writing assignments, one fiction and one nonfiction. Finally, the **History Challenge** section offers fun extension ideas for the students. The teacher lesson plans do not necessarily refer to each of the sections on the back of the card. These activities can be used by teachers in any way that fits their classroom needs (group work, individual work, learning center, etc.).

The Primary Sources

The documents, letters, maps, and other primary sources are provided in both an authentic-looking format as well as in the book for reproduction. The large copies of the primary sources should be shared with the students so that they can see and feel the facsimiles. The easy-to-read copies of the primary sources in the book can be reproduced for the students to use during student activities. If the text of a document is too long, only an excerpt of the text is included in the book. The entire text of the document is available on the CD.

The CD

The CD provided with the book has copies of the 16 main primary sources and photographs, additional documents and photographs from the time period, and activities to support and enrich the lessons in the book, including 16 student pages to support the introduction. See pages 75–76 for more information about using the CD.

Objectives of This Unit

By participating in the lessons provided in this book, students will:

- articulate their observations.
- analyze what they see.
- improve their vocabularies.
- be prompted by visual clues.
- compare their assumptions against others.
- expand their appreciation for other time periods.

By presenting the lessons in this book, teachers will:

- improve students' test scores and improve test-taking skills.
- meet curriculum standards.
- create a learning environment that extends beyond the classroom.
- encourage students to take an active role in learning history.
- develop critical-thinking skills in students.

Memorials and Museums

Standard/Objective

- Describe how people create places that reflect cultural values and ideals as they build neighborhoods, parks, shopping centers, and the like. (NCSS)
- Students will create memorials or monuments for a liberated concentration camp.

Materials

Copy of the facsimile *Dachau Sketch*; Copies of the historical background information (page 60); Copies of the student activity sheet, *Dedicated to the Victims* (page 61); Copies of the *Dachau Map* (page 62); Index cards; Art materials like clay, dough, and recycled items

Discussion Questions

- What places are described on this map?
- Who do you think created this map?
- For what reasons was this map created?
- What do you think it was like to live in Dachau?

Using the Primary Source

Have the facsimile *Dachau Sketch* posted at the front of the room. Make copies of the *Dachau Map* (page 62) and place one on each student's desk before they come into class. Give them a few minutes to look at the map. Then, ask the discussion questions above. Distribute copies of the historical background information (page 60) and read it together as a class taking time to discuss any questions.

Tell students that they will be constructing models of monuments or memorials for a concentration camp. Distribute the student activity sheet, *Dedicated to the Victims* (page 61). Students will be sketching their ideas on this page. Then allow students to use various art materials and recycled materials to make models of their sketches. Each model should have an index card that states the significance of the monument or memorial. When students are finished with their models and index cards, place these monuments and memorials on display for others to see.

Extension Idea

- There are many Holocaust museums throughout the world. Have students research to find out where the major Holocaust museums are located. Post a world map and let them locate these places on the map.

Memorials and Museums *(cont.)*

Historical Background Information

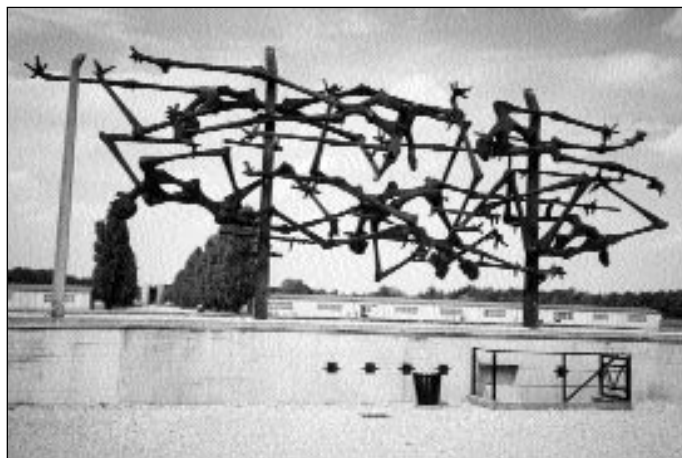
Museums and memorials have been erected at the site of some of the concentration camps. In particular, the first concentration camp, Dachau, has been converted into a memorial site that many people visit each year. Dachau does not resemble what it looked like during the war. It is clean and most of the Nazi symbols are gone.

Several memorials were built at Dachau. During the 1960s, a Jewish memorial prayer house was built there to remember the Jews who were imprisoned and died at Dachau. A Russian Orthodox memorial chapel was also built to commemorate the Russian prisoners of war. At the time of liberation, there were 4,258 Russians in the camp. A Protestant memorial chapel was built in 1965. There were many Christians imprisoned at Dachau, including some ministers. In 1960, the Catholic Memorial Chapel was erected. Many Catholic priests from Poland were arrested because they were resistance fighters. They were taken as political prisoners to Dachau.

Monuments were created for Dachau as well. One sculpture represents the thin bodies of the camp's victims. It is an international monument because Dachau's prisoners were from 37 countries. Another sculpture was created with different-colored triangles. It represented the various prisoners and why they were imprisoned.

Two small Jewish monuments are also at the camp. One of them has the Star of David and a menorah on it. This monument is situated behind where the crematoria once stood and where the ashes of its victims were buried. The other is a stone monument with the words, "Think about how we died here." It stands at the entrance to the camp.

Another monument is called the Unknown Prisoners at Dachau. When the camp was liberated, the Allied troops found stacks of dead bodies, none could be identified. This monument is a sculpture of a prisoner with a shaved head and a very thin body. His clothing is ragged. He represents all the men and women who died and were buried in this area.



Monument representing the camp victims
(Courtesy of Emily R. Smith)



Name _____

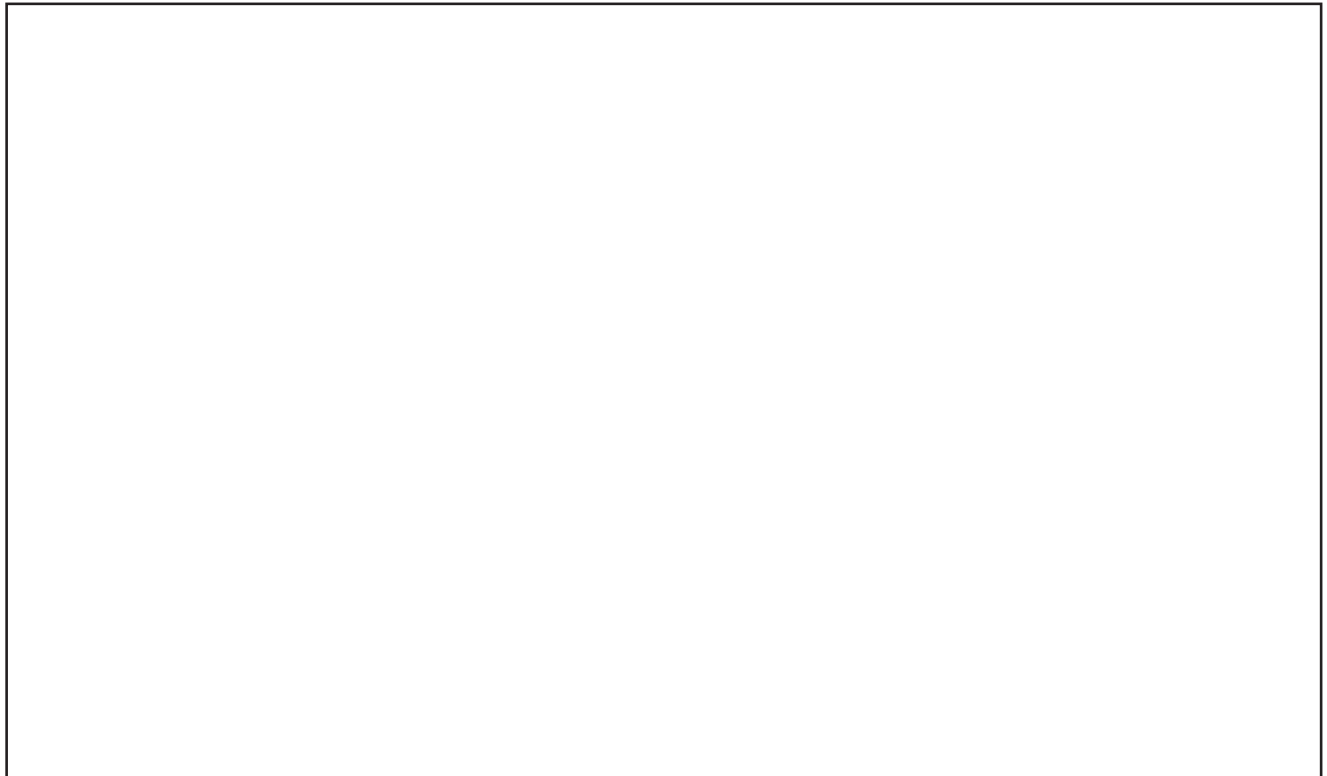
Dedicated to the Victims

Background Information

A United States medical soldier sketched a map of Dachau. He was there the day Dachau was liberated by the Allied troops. It is a crudely drawn map and shows the various locations within the camp. He labeled the brick house that was used by the guards. He showed where the piles of bodies were found and the rail cars where more bodies were stored. He described the camp saying that no grass could be found anywhere and barbed wire hemmed it in on all sides. Today, Dachau looks nothing like it did during the Holocaust. Beautiful memorials and monuments grace the area in honor of the many victims who died there.

Activity

Directions: Imagine you are an artist and have been commissioned to create a memorial or monument for a concentration camp. What will your piece look like and how will it help people to remember those who have died? Sketch your ideas in the space below and then create a model of this monument or memorial.



Challenge

Find out about the Auschwitz concentration camp today. Compare it to the Dachau camp today using a Venn diagram.

Dachau Map

