

Not Only the Jews: Other Victims of the Holocaust

Rationale:

This course will provide participants with information and resources about the five and a half million other victims murdered by the Nazis as an aid to the teaching of the Holocaust to students in 6th through 12th grade. The materials will allow educators to highlight different aspects of those who experienced the Holocaust from life before the event through life after the tragedy as well as reinforcing the importance of recognizing that the Holocaust was a global tragedy.

Course Goal:

Provide information and support for those educators teaching the themes of the Holocaust and practice in using primary the many resources available as valuable teaching tools.

Course Objectives:

1. Teachers will develop confidence in their ability to teach the subject of the Holocaust
2. Teachers will learn how to access primary and secondary source material in print and online about the many victims in the Holocaust
3. Teachers will be able to use the information about the topic to provide learning experiences in different modalities for students with varying learning abilities and styles
4. Teachers will be able to share a variety of resources with their students
5. Teachers will become familiar with resources such as the **IWitness Program**, available artifacts, propaganda posters, diaries, journals, memoirs, and photographs
6. Teachers will compare and contrast the propaganda used by the Nazi's about Jews with propaganda about other victims
7. Teachers will identify propaganda that is used today and compare with propaganda used during the era of the Holocaust.
8. Teachers will show the relevance of photos, memorabilia, art, and music as a record of a particular era in history
9. Teachers will be able to bring relevant materials to their students to help them understand the different types of victims of the Holocaust

Course Description:

Not Only the Jews: Other Victims of the Holocaust will provide an in-depth look at resources available to teach about the non-Jewish victims of the Holocaust.

Topics covered will be:

- Eugenics as a rationale for extermination of those with mental and physical differences
- Persecution of the Roma and Sinti peoples (Insensitively called "Gypsies")
- Incarceration and elimination of those with differing sexual orientations
- Poles, Communists, political dissidents
- Seventh Day Adventists, Jehovah's Witnesses, Roman Catholics as undesirables

Using first person testimony, online and print resources, government documents, maps, and memoirs and diaries, teachers will identify and

become familiar with the best sources of information about the many victims of the Holocaust.

Course Outline:

- **Session I – Physical or Mental disabilities – the First Victims**
 - Define the science of *eugenics* and discuss how it was used to justify the Nazi concept of the “Master Race.”
 - Show the film ***The Wave***
 - Discuss the film and how it or the novel can be used in a classroom
 - Cooperative Learning
 - Chose a propaganda poster and identify the symbols and the message of the materials.
 - Identify sources of propaganda today
 - Whole group Activity
 - Share information that each group discovered
 - **Break – 15 minutes**
 - Listen to *iwitness* testimony about euthanasia: Robert Wagemann <http://iwitness.usc.edu/SFI/Watch.aspx?testimonyID=44728&segmentNumber=25&returnIndex=0&contentView=1&pg=2>
 - Look at photographs of Dachau. Find Dachau on a map.
 - Write a one paragraph reaction to what you have heard about the eugenics program
 - Review and wrap up
- **Session II – Roma and Sinti**
 - Presentation by Roma 3rd generation survivor, Laura RomSanda
 - Questions and answers after presentation
 - Explore photos available about the Roma experience <https://www.bing.com/images/search?q=Holocaust+Roma+and+Sinti+Gypsies&FORM=RESTAB>
 - Teachers will chose one photograph and write a short paragraph talking about the life the person in the photo might have experienced
 - **Break – 15 minutes**
 - Learning Centers
 - Work in a group and read *Sinti & Roma* handout. Use the information to make a timeline of the Roma history through the Holocaust
 - After reading the handout *Sinti & Roma*, work as a group to act out a dramatic play about the Roma experience in the Holocaust.
 - Map work – Complete a map of Europe showing Sinti and Roma population before and after WW II
 - Whole Group Activity
 - Share work completed in learning centers
 - Share information about Mengele’s experiments on “Gypsy” twins. Read and discuss article about using information from Nazi medical experiments.
- **Session III – The Pink Triangle and the Red Triangle**
 - Read selection from *The Pink Triangle* about life before the war for homosexuals

- **Salvaged Pages** – Alexandra Zapruder
 - With a partner, read diary excerpt relating to homosexuals
 - Develop discussion questions that could be used with students
- Share selection from *Cabaret*
- Small group activity – Use USHMM Nazi Persecution of Homosexuals https://www.ushmm.org/exhibition/persecution-of-homosexuals/pdf/NPH_cards.pdf . Each of four groups will use one person's story and make a storyboard of it highlighting most important facts. Each group will present the information about their person as if it were a TV documentary.
- Whole group – Presentations of group work
- **Break –15 minutes**
- Read aloud and discuss the following from Yad Vashem website:

2/27/1933 Reichstag arson leads to state of emergency

Shortly before election day, the Reichstag building went up in flames-most probably at the initiative of the Nazis themselves. Hearing about the arson, Hitler reportedly first said, "Now I've got them in my hands." The Nazis exploited the torching of the Reichstag to describe the act as a manifestation of an attempted Communist putsch and, on the basis of this allegation, to legitimize an all-out war against the Communists. That very night, Goering declared a supreme state of emergency throughout his police forces. The Nazis rounded up 4,000 political activists, mostly Communists, but including several nonboards of the Social-Democratic party were taken over. The heads of the Communist party in the Reichstag turned themselves over to the police voluntarily to prove that the charges were groundless. The next morning, Hitler presented President von Hindenburg with an emergency order, ready for his signature, that voided important basic civil rights, expanded substantially the list of crimes that carried the death penalty, and vastly boosted the central government's powers to pressure the individual states. The police were now empowered to imprison suspects and extend remand indefinitely at their discretion. They could keep relatives utterly uninformed about the reason for the arrest and the fate of the imprisoned person. They could prevent lawyers or other people from visiting detainees and reviewing their files. No court was entitled to intervene. The emergency order, "for the protection of the people and the State," was augmented that very day by an order "against treason and treachery." The two orders became the basis of jurisprudence and the foundation stones of the Nazi dictatorship. Thus, the emergency order of February 28, 1933, read:

"Paragraphs 114, 115, 117, 118, 123, 124, and 153 in the German Reich Constitution are provisionally null and void. Accordingly, the restrictions on personal freedom and the right to express opinions freely, including freedoms of the press, association, and assembly; monitoring of letters, cables, and telephone calls, searches of homes, and expropriation of property, and restrictions thereon, are hereby revoked within the limits previously stipulated in the law."

The order, to be in effect until 1945, replaced constitutional rule with a perpetual state of emergency.

- Work in a small group and compare the Nazi reaction to Communism with the U.S. policy as evidenced by the

- McCarthy hearings. Prepare a Venn diagram showing similarities and differences.
- View film from USHMM about Oranienburg, concentration camp for political prisoners
https://www.ushmm.org/wlc/en/media_fi.php?MediaId=2587
 - Reader's theater from *Making Bombs for Hitler*
 - Group discussion and review of class
- **Session IV – Poles, Jehovah's Witnesses, and Seventh Day Adventists, Roman Catholics**
 - Essential Question: Why were these groups persecuted?
 - Quick write about the essential question
 - Discussion
 - Listen to iWitness testimony of Jehovah's Witness
 - Small Group Activity - Library resource hunt—Participants will be assigned to work together to find at least two books about the persecution of one of the above groups in this library. Each group will be asked to write an annotation for each book.
 - **Break – 15 minutes**
 - Guest Speaker will be a Polish survivor who was a member of the Polish resistance
 - Show YouTube clip of Le Chambon
 - <https://www.youtube.com/watch?v=TdlJql-TY6c>
 - Discussion and review of entire class and how to use the information with the appropriate age group in a school setting.