

## Year 9 Unit 2 Overview- the Holocaust



**Completion date:**

**You will learn about:** what led to the Holocaust, and the nature of the Final Solution.

**You will develop the skills of:** Analysing the importance/significance of historical events.

<p><b>Lesson Overview</b></p> <ul style="list-style-type: none"><li>• How did the Nazis come to power?</li><li>• Why did people support the Nazis?</li><li>• What were Nazi attitudes towards race?</li><li>• What was the final solution?</li><li>• Who was to blame for the Holocaust?</li><li>• Memorial Assessment and Socratic test</li></ul> <p><b>There might also be enrichment opportunities in...</b></p> <ul style="list-style-type: none"><li>• Reichstag 1932-1933: How did Hitler finally gain power? Role play.</li><li>• To what extent were Jews persecuted before the Nazis?</li></ul>	<p><b>Key Words</b></p> <p><b>Aryan</b> – a blonde hair, blue eyed, white person. <b>Bystander</b> - a person who is present at an event or incident but does not take part. <b>Concentration Camp</b> – a place in which large numbers of people were imprisoned with poor facilities. <b>The Final Solution</b> - The code name used by the Nazis to refer to the mass murder of the Jews. <b>Holocaust</b> – the mass murder of Jews and members of many other groups in Europe between 1940 and 1945 by the Nazis. <b>Perpetrator</b> - a person who carries out a harmful act. <b>Persecution</b> – cruel and unfair treatment of a person or group, especially because of their religious or political beliefs, or their race. <b>Propaganda</b> – the organized spreading of information, to help or damage the cause of a government. <b>Führer</b> – leader: applied especially to Adolf Hitler <b>Resistor</b> – Someone who tried to stop the Holocaust from happening.</p>
<p><b>Suggested reading or support available</b></p> <p><b>Once</b>, by Morris Gleitzman <b>The Book Thief</b>, by Markus Zusak <b>The Boy in the Striped Pyjamas</b>, by John Boyne</p> <p>Six Stories of Children who Survived the Holocaust, BBC Teach <a href="https://www.bbc.co.uk/programmes/articles/4W3yzYG6DzPBH08Ld0H9L9j/six-stories-of-children-who-survived-the-holocaust">https://www.bbc.co.uk/programmes/articles/4W3yzYG6DzPBH08Ld0H9L9j/six-stories-of-children-who-survived-the-holocaust</a></p> <p>Auschwitz: a short history of the largest mass murder site in human history, The Guardian <a href="https://www.theguardian.com/world/2015/jan/27/auschwitz-short-history-liberation-concentration-camp-holocaust">https://www.theguardian.com/world/2015/jan/27/auschwitz-short-history-liberation-concentration-camp-holocaust</a></p> <p>Life in the Shadows: Hidden Children and the Holocaust, US Holocaust Memorial Museum <a href="https://www.ushmm.org/exhibition/hidden-children/insideX/">https://www.ushmm.org/exhibition/hidden-children/insideX/</a></p> <p>Children’s Diaries During the Holocaust, US Holocaust Memorial Museum <a href="https://encyclopedia.ushmm.org/content/en/article/childrens-diaries-during-the-holocaust">https://encyclopedia.ushmm.org/content/en/article/childrens-diaries-during-the-holocaust</a></p>	<p><b>Cross Curricular Links</b></p> <p><b>SMSC:</b> explore emotional concepts, express and respect personal values and feelings, explore the ideas of right and wrong, explore moral and ethical issues linked to the Holocaust. Discuss the ideas of respect and tolerance. Use imagination and creativity to design the Holocaust memorial.</p> <p><b>Literacy:</b> PEEL paragraphs. Skimming and scanning text.</p> <p><b>Numeracy:</b> chronology of Hitler’s rise to power and of the steps towards the Holocaust.</p>