

HOLOCAUST MEMORIAL

Holocaust Memorial Miami Beach

Lesson Plan: Nazi Deception and Use of Language

Time	Objectives & Activities	Standards / -Benchmarks
It is estimated that this lesson should take approximately 40 minutes	<p><u>Objectives: Grades 9 - 12</u></p> <ol style="list-style-type: none"> 1. Students will understand how deception and propaganda were tools used to control the Jews and their imminent killing. 2. Students will identify the appropriate words used in the manner of deception. 3. Students will identify how deception was used to put forward the Nazi's plan for the Final Solution. 4. Students will understand how important use of language and propaganda was to Nazis ideology 	<p>LAFS.910.L.1 <i>Language Standards</i></p> <p>LAFS.1112.L.3 <i>Vocabulary Acquisition & Use</i></p> <p>SS.912.W <i>World History</i></p> <p>SS.912.W.1 <i>Utilize historical inquiry skills and analytical processes</i></p>
	<p><u>Materials:</u></p> <ol style="list-style-type: none"> 1. Photographs of the ARBEIT MACH FREI sign 2. Whiteboard or chart tablet 3. Writing material 4. http://www.yadvashem.org/yv/en/holocaust/about/03/terezin.asp (Yad Vashem web site on Terezin) -for teacher to use with class. 	<p>SS.912.W.1.3 -Interpret and evaluate primary and secondary sources</p>
	<p><u>Procedures/Activities:</u></p> <ol style="list-style-type: none"> 1. List vocabulary words to be used in the lesson: (<i>Fuhrer, Arbeit, Macht, Frei, propaganda, deception, Munich Agreement, Therezenstadt, International Red Cross</i>) 2. Show photograph of the sign <i>Arbeit Macht Frei</i> <ol style="list-style-type: none"> a. This was the sign erected in 1940 above the entrance to a number of concentration camps particularly the most infamous of all the Death Camps. What camp might that be? (Auschwitz) b. Who do you think made the sign? (Jewish metal workers) c. What was the purpose of this sign? 3. In terms of Nazi deception as workers enter the camp what do you think these words mean in English? (<i>work makes (you) free</i>) 4. Deception was an integral part of Nazi success. They led their population to believe as truth a myriad of false ideas. <ol style="list-style-type: none"> a. What might be some of those lies that the Nazis told their populace? (Myths about Jews, the world is against Germany, they need more land for their people, etc.) 5. Propaganda was a critical part of the plan of deception as well. What might have been some forms of propaganda? (Parades, giant gatherings at squares, Utopian world under National Socialism – NAZI, Hitler's speeches, posters reflecting Aryan greatness, Anti-Semitic games and books, etc.) 6. Deception was also used in international agreements. Hitler signed an agreement with Stalin (USSR) that they would split Poland and he would never attack USSR) as well as signed an agreement with Chamberlain (UK) that in exchange for Czechoslovakia they would not go to war. 	<p>SS.912.W.1.4 -Explain how historians use historical inquiry and other sciences to understand the past</p> <p>SS.912W.7 <i>Recognize significant causes, events, figures and consequences of the Great War period and the impact on worldwide balance of power.</i></p> <p>SS.912W.7.6 -Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories</p> <p>SS.912.W.7.7 -Trace the causes and key events related to WWII.</p> <p>SS.912.W.7.8 -Explain the causes, events and effects of the Holocaust (1933-1945) including its roots in the long tradition of</p>

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	<p>a. Why would Hitler agree to sign an agreement which he never meant to keep?</p> <p>7. The <i>Theresienstadt Ghetto</i>, situated in Czechoslovakia, had the approval of the Czechoslovak Jewish community. It was thought that this would save them from deportation to the gas chambers.</p> <p>a. <i>Theresienstadt</i> was used by the Nazis as a “model Jewish settlement” so as to deceive the world. At the end of 1943, when word spread in the outside world of what was happening in the Nazi camps, the Germans decided to allow an international Red Cross investigation committee to visit Theresienstadt.</p> <p>b. In preparation, many prisoners were deported to Auschwitz, so as to reduce congestion. Dummy stores, a café, a bank, kindergartens, a school, and flower gardens were put up.</p> <p>c. The Red Cross committee’s visit took place on June 23, 1944; the meetings of the committee members with the prisoners had all been prepared in advance, down to the last detail. In the wake of the “inspection,” the Nazis made a propaganda film showing how the Jews were leading a new life under the protection of the Fuhrer. When filming was completed, most of the “cast” were deported to Auschwitz.</p> <p>d. <u>Possible questions to pose to discuss:</u></p> <p>a. Why would the Nazis employ deception?</p> <p>b. Who were the Nazis trying to deceive?</p> <p>c. Were the Nazis successful in their deception?</p> <p>8. Compare the following using a Venn Diagram</p> <p>a. <i>Theresienstadt</i> as a model camp</p> <p>b. Auschwitz “<i>Arbeit Mach Frei</i>”</p>	<p>anti-Semitism, 19th century ideas about race and nation and Nazi dehumanization of the Jews and other victims.</p> <p>SS.912.W.7.11 -Describe the effects of WWII</p> <p>SS.912.S <i>Sociology</i></p> <p>SS.912.S.1 <i>Foundation of Sociology as a Social Science / Identify methods and strategies of research and examine the contributions of sociology to the understanding of social issues.</i></p> <p>SS.912.S.1.6 -Distinguish facts from opinion in data sources to analyze various points of view about a social issue.</p> <p>SS.912.S.7 <i>Social Problems / Analyze a range of social problems in today’s world.</i></p> <p>SS.912.S.7.3 -Explain how patterns of behavior are found with certain social problems.</p>
	<p><u>Assessment:</u> Describe three examples of Nazi deception. Explain why you think the Jews believed or followed the deceptive practices. Research another time in history when deception was used. Write 1-2 pages comparing and contrasting this event and the Holocaust. (Armenian Genocide, Stalin in USSR, China’s Maoist Gov’t)</p>	
	<p><u>Follow Up (Homework, Reports, Etc as needed)</u> [To be Determined by the teacher]</p>	

NOTES:

The lesson plan corresponds to Holocaust Memorial panel #30 in the Arbor of History. It can be used as a pre or post visit classroom lesson and is also can be adapted to be used independent of a site visit.

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*Support for Reading/Strategic Imperatives:

This lesson plan supports “Areas of Focus” Number 1 – Strengthen Foundation Skills, of the Florida’s Next Generation PreK-20 Education Strategic Plan. Two of its objectives are “to increase rigor of standards to improve student achievement in VPK–12” and “to utilize assessment to direct instruction effect and student outcome.”

Link to PDF about Education Strategic Plan:

<http://fldoe.org/core/fileparse.php/7568/urlt/0073746-strategic.pdf>

Teacher presentation: This was the sign above the entrance to a number of concentration camps. The sign pictured here was above the entrance to Auschwitz. This sign was made by inmates with metalworking experience. Note the upside down ‘B’. Some say this was an act of defiance against the Nazis. The sign was erected in 1940.

The words mean – *work makes (you) free*.

This was the sign above the entrance to a number of concentration camps.

Other instances of Nazi deception:

Propaganda in Germany. Propaganda is information that is deliberately misleading or not true.

The Nazis propagandized the German people into thinking that they can have a utopian world.

The Germans created enemies against whom the German people must unite and fight against.

The **Munich agreement** was signed on September 29, 1938 by Germany stating that Germany will never go to war with Great Britain and other European states in exchange for annexing part of Czechoslovakia that held about 3 million Germans who were annexed after WW1. At the same moment Hitler had already given his military generals the order to launch a war no later than October 1 1939.

The **Theresienstadt Ghetto**, situated in Czechoslovakia, had the approval of the Czechoslovak Jewish community. It was thought that this would save them from deportation to the gas chambers. *Theresienstadt* was used by the Nazis as a “model Jewish settlement” so as to deceive the world. At the end of 1943, when word spread in the outside world of what was happening in the Nazi camps, the Germans decided to allow an international Red Cross investigation committee to visit Theresienstadt. In preparation, many prisoners were deported to Auschwitz, so as to reduce congestion. Dummy stores, a café, a bank, kindergartens, a school, and flower gardens were put up. The committee’s visit took place on June 23, 1944; the meetings of the committee members with the prisoners had all been prepared in advance, down to the last detail. In the wake of the “inspection,” the Nazis made a propaganda film showing how the Jews were leading a new life under the protection of the Fuhrer. When filming was completed, most of the “cast” were deported to Auschwitz.

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