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<http://web.esc20.net/k12databases>

Instructional Recipe

Why Didn't Anyone Prevent the Holocaust from Happening?

High School, U.S. History

Step 1 – Ask

Objectives: Students will research America's position in the Holocaust and the reasons why. They will compare America's involvement with countries in need today and in the past.

Introduction: When the American troops arrived to central Germany in April of 1945, the shocking horrors of the Nazi regime were finally revealed to the world. U.S. soldiers witnessed the atrocities committed against people held in the concentration camps. Is it possible that no one knew about these camps or were people indifferent? Were Jews the only people prosecuted by the Nazi regime? What lessons did we learn from this horrible experience?



Image source: "Jewish Persecution". EBSCO Image Collection. San Antonio, TX. 11/22/08. <

<http://search.ebscohost.com/login.aspx?direct=true&db=imh&AN=imh222151&site=src-live>

Ask:

- How were Jews perceived before World War II?
- How much information did Americans have about the concentration camps?
- What role did the Great Depression and isolationism play?
- What was the position of major religious leaders?
- What was the role of the media?

Vocabulary:

- ★ Yad Vashem
- ★ concentration camp
- * extermination camp
- * transit camps

Book: *Night* by Elie Wiesel

Social Studies TEKS:

(6) History. The student understands the impact of significant national and international decisions and conflicts from World War II and the Cold War to the present on the United States. The student is expected to:

(B) analyze major issues and events of World War II such as fighting the war on multiple fronts, the internment of Japanese-Americans, the Holocaust, the battle of Midway, the invasion of Normandy, and the development of and Harry Truman's decision to use the atomic bomb.

(18) Citizenship. The student understands the historical development of significant legal and political concepts, including ideas about rights, republicanism, constitutionalism, and democracy. The student is expected to:

(C) identify examples of political, economic, and social oppression and violations of human rights throughout history, including slavery, the Holocaust, other examples of genocide, and politically-motivated mass murders in Cambodia, China, and the Soviet Union.

(25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(B) locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information; (D) explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context; (E) use the process of historical inquiry to research, interpret, and use multiple sources of evidence

Step 2 – Investigate

K-12 Databases:

- ★ "[Holocaust](#)." Encyclopædia Britannica. 2008. Encyclopædia Britannica Online School Edition. 16 Nov. 2008 <<http://school.eb.com/eb/article-9040821>>.
- ★ [America and the Holocaust](#). By: Vanden Heuvel, William J.. American Heritage, Jul/Aug99, Vol. 50 Issue 4, p34
- ★ [America, FDR, and the Holocaust](#). By: Vanden Heuvel, William J.. Society, Sep/Oct97, Vol. 34 Issue 6, p54-65
- ★ [Did F.D.R. do Enough?](#) By: Elson, John; Levy, Daniel S.. Time, 4/18/94, Vol. 143 Issue 16, p83
- ★ [PIUS XII & THE HOLOCAUST](#). By: Baumann, Paul. Commonweal, 12/01/2000, Vol. 127 Issue 21, p8
- ★ ['IN THE BEGINNING THERE WAS NO HOLOCAUST'](#). By: Linenthal, Edward. Humanities, Jan/Feb2003, Vol. 24 Issue 1, p42, 4p

Search Strategies: - holocaust AND Roosevelt
 - holocaust AND "united states" AND WWII
 - "concentration camp" AND nazi

Additional Websites: **United Nations** at www.un.org
 US Holocaust Memorial Museum at www.ushmm.org

Technology Applications TEKS

(4) **Information acquisition**
(B) apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies

(6) **Information acquisition**
(B) resolve information conflicts and validate information through accessing, researching, and comparing data

(7) **Solving problems**
(A) plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings. (G) integrate two or more productivity tools into a document including, but not limited to, tables, charts and graphs, graphics from paint or draw programs, and mail merge

(11) **Communication**
(A) publish in a variety of ways including, but not limited to, printed copy, monitor display, Internet documents, and video

Step 3 – Create

- ★ Before reading any article, book or website, or conducting and search, ask students to form small groups. Using the Primary Source Analysis handout, analyze the photograph that appears on page 1 of this instructional recipe. What are their objective and subjective observations? What conclusions can they draw?
- ★ Using the [Holocaust maps](#) at the U.S. Holocaust Memorial Museum, compare the Jewish population before and after World War II, and locate the Nazi concentration camps, extermination camps and transition camps. What changes and patterns do you observe?

🔗 Technology Link – Students may use Inspiration software or a free web mind mapping tool such as Bubbl.us to map their ideas.

Step 4 – Discuss

Choose one or both of the following projects:

1. Debate on whether it was a good decision for America to become involved or not become involved in the Holocaust. Provide arguments to support both sides of the debate.
2. You are a junior delegate to the United Nations and it is your chance to not let history repeat itself. Explain how the Holocaust relates to today's human rights conflicts. Propose a new international law to prevent the Holocaust and other human rights violations from happening in the future. Provide evidence to support your proposed law. Explain how people can get involved and become part of the solution.

🔗 Technology Link –

- Conduct video interviews of junior United Nations delegates, or leaders of the past and present.
- Create a multimedia presentation to increase awareness of human rights violations in the past and present.

Step 5 – Reflect

Allow students to present their projects to the rest of the class. Use the following suggested rubric to assess the students' work. Make sure that the students are familiar with the rubric *before* they begin creating their project. They should refer to the rubric repeatedly to monitor their progress in creating their project.

🔗 Technology Link: You can also create your own rubric with your students at <http://rubistar.4teachers.org/index.php>.

Rubric - Debate

CATEGORY	4	3	2	1
Opening & Closing Statements	Thorough, well-organized presentation of arguments and evidence. Opening statement engages the interest of audience. Closing statement leaves no unanswered issues and resonates with the audience.	Organized and generally complete presentation of arguments and evidence. Opening statement outlines arguments and evidence but does not generate interest. Closing statement does not reflect remarks made during debate.	Somewhat organized presentation of arguments and evidence. Opening statement minimally outlines arguments. Closing argument briefly restates the ideas offered in the opening statement.	Arguments are unorganized, incomplete, or lacking in evidence. Opening statement and closing statements do little more than state the position of the team.
Rebuttals	Responds to issues raised by opponents with concise, accurate, logical answers.	Responds to most of the issues raised by opponents with generally accurate answers.	Seems to be caught off-guard by opponent; offers tentative, somewhat accurate, but possibly vague or illogical responses.	Is unable to respond to issues raised by opponents in a meaningful or accurate way.
Effective use of historical evidence / content knowledge	Demonstrates a sophisticated understanding of the issues, events and facts relevant to the topic; makes original connections and interpretations.	Demonstrates a basic and accurate understanding of the issues, events and facts relevant to the topic; makes basic connections between facts and concepts.	Demonstrates a generally accurate understanding of relevant issues, events and facts, but may exhibit minor confusion or misunderstandings.	Demonstrates an inadequate understanding of the history content relevant to the topic.
Language Use	Uses language that is stylistically sophisticated and appropriate.	Uses language that is appropriate.	Generally uses language that is appropriate.	Uses colloquial, overly simplistic language.
Performance	Exhibits confidence, energy, and passion in the course of the hearing. Maintains respectful tone. Accesses preparation materials with ease.	Appears nervous, yet somewhat confident. Maintains respectful tone. Use of preparation materials does not distract.	Lacks confidence. Maintains respectful tone. Use of preparation materials distracts from quality of performance.	Demonstrates little or no preparation. Fails to maintain respectful tone.

Rubric Video Interview

CATEGORY	4	3	2	1
Sound Quality	Both the interviewer and the person being interviewed can be heard/ understood very clearly.	Both the interviewer and the person being interviewed can be heard/ understood very clearly but there is some background noise.	The person being interviewed can be heard/ understood clearly but the interviewer's voice is not easily heard.	The sound quality is poor making it hard to hear/ understand the person being interviewed.
Videography	Video does not rock/shake and the focus is excellent throughout.	Video does not rock/shake and the focus is adequate throughout.	Video has a little rocking or shaking, but the focus is good throughout.	The video rocks/shakes often or the focus is not adequate.
Knowledge Gained	Student can accurately answer several questions about the person who was interviewed and can tell how this interview relates to human rights issues.	Student can accurately answer a few questions about the person who was interviewed and can tell how this interview relates to human rights issues.	Student can accurately answer a few questions about the person who was interviewed.	Student cannot accurately answer questions about the person who was interviewed.
Preparation	The student prepared several relevant, in-depth questions for the interview.	The student prepared a couple of relevant, in-depth questions for the interview.	The student prepared only factual questions for the interview.	The student did not prepare any interesting questions for the interview.
Formatting & Editing	The student edited and organized the video interview in a way that supported the new proposed law.	The student edited and organized the video interview in a way that made the information clear.	The student edited and organized the video interview but the information was not as interesting as it could have been.	The editing and organization of the video interview were poor and did not support the case for the proposed law.

Rubric Multimedia Presentation

CATEGORY	4	3	2	1
Accuracy of information	Student accurately describes the problem, its causes and consequences.	Student accurately describes most causes and consequences of global warming.	Student accurately describes some causes and consequences of global warming	Student describes only a few causes and consequences of global warming.
Persuasiveness	Student provides numerous convincing reasons and steps to reduce global warming.	Student provides several convincing reasons and steps to reduce global warming.	Student provides only few convincing reasons or steps to reduce global warming.	Student does not provide any convincing reasons to reduce global warming.
Creativity	The student includes many creative elements in the presentation.	The student includes some creative elements in the presentation.	The student includes very little creative elements in the presentation,	The presentation lacks any creative elements.
Delivery of Presentation	Student delivers the presentation with enthusiasm and fluency. Student has obviously practiced for the presentation.	Student delivers the presentation with enthusiasm and fluency. Student has obviously rehearsed for the presentation, although he or she may make a few minor mistakes.	Student struggles with the delivery of the presentation, but the information is still easily understood by the audience.	Student struggles with the delivery of the presentation, making it difficult for the audience to hear or understand the information.

Primary Source Analysis

(handout created by the Library of Congress and modified by ESC-20)

Objective Observation Describe what you see in the photograph	Subjective Observation Describe your personal feelings and judgments about the image.	Knowledge What do you already know about this image?	Deduction What can you conclude?
Questions: What else would you like to know about this photograph? How will you find out?			