

Unit 1 / Lesson 1.1 / Video Note-taking Guide

Unit 1: The Context

Lesson 1.1: Anti-Judaism and Antisemitism

Question	
What is anti-Judaism?	
What is antisemitism?	
Why did Christian society not trust Jews?	
During the Age of Religion, why were Jewish communities segregated from other communities?	
What were some of the false charges that were made against the Jews?	
When did segregation and expulsion of the Jews begin?	
How did the Reformation and Martin Luther impact anti-Judaism?	

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During the Enlightenment, what actions did Napoleon take on behalf of the Jews?	
How did the Enlightenment and Napoleon's actions on behalf of the Jews change attitudes towards Jews?	
What are Edicts of Tolerance?	
How is antisemitism different from anti-Judaism?	
What is "The Jewish Question" (also known as the Jewish "problem")?	
During the Age of Pseudoscience, how did the understanding of "The Jewish Question" evolve and how was antisemitism expressed?	
What were the <i>Protocols of the Elders of Zion</i> and how were they used?	
How did Henry Ford promote antisemitism?	

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Answer Key

Question	Possible Answers
What is anti-Judaism?	<ul style="list-style-type: none"> • Hatred of the Jews based on their religion and culture (Slide 3, 4)
What is antisemitism?	<ul style="list-style-type: none"> • The hatred of Jews as a "race," which is a false view; Jews are not a race (Slide 4)
Why did Christian society not trust Jews?	<ul style="list-style-type: none"> • Fear of the “Other,” the Jews being the “Other” • Jews were seen as isolated and secretive • Had different rituals • Different culture • Different language • Did not accept Christ as their savior • Jews were seen as both mysterious and dangerous • They were not seen as part of Christian society (Slide 4)
During the Age of Religion, why were Jewish communities segregated from other communities?	<ul style="list-style-type: none"> • The concern about the Jews was their religion and their beliefs • The solution to the fear or hatred of Jews was to segregate Jewish communities (Slide 5)
What were some of the false charges that were made against the Jews?	<ul style="list-style-type: none"> • Blood Libel • Black Death • Deicide (Slide 6, 7)
When did segregation and expulsion of the Jews begin?	<ul style="list-style-type: none"> • As early as the 1200s • Venice ghetto established in 1516 • Jewish expulsions from European countries ranged from England in 1290 through Portugal in 1497 (Slide 8, 9)
How did the Reformation and Martin Luther impact anti-Judaism?	<ul style="list-style-type: none"> • Luther denounced Jews when they did not convert to Catholicism • Became a hater of Jews and preached this hate that had a major impact on the spread of anti-Judaism (Slide 10)

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During the Enlightenment, what actions did Napoleon take on behalf of the Jews?	<ul style="list-style-type: none"> • Granted freedom of worship to the Jews • Emancipated its Jewish population entitling them to equality and citizenship • In countries that France conquered, Napoleon did away with laws that restricted Jewish rights and freedom of movement, and emancipated the Jews of those nations (Slide 11)
How did the Enlightenment and Napoleon's actions on behalf of the Jews change attitudes towards Jews?	<ul style="list-style-type: none"> • The concern with the Jews was no longer their religion, but their culture and traditions • With the emancipation of the Jews, the Christian population saw the solution as conversion and assimilation (Slide 12)
What are Edicts of Tolerance?	<ul style="list-style-type: none"> • Edicts of Tolerance granted Jews certain basic rights, including citizenship, in most Western European countries (Slide 13)
How is antisemitism different from anti-Judaism?	<ul style="list-style-type: none"> • Antisemitism is based on race, not religion • Jews are NOT a race (Slide 15)
What is "The Jewish Question" (also known as the Jewish "problem")?	<ul style="list-style-type: none"> • How could Jews exist in Christian society and what was to be done about the Jews (Slide 15, 16)
During the Age of Pseudoscience, how did the understanding of "The Jewish Question" evolve and how was antisemitism expressed?	<ul style="list-style-type: none"> • Antisemitism is anti-Judaism cloaked in pseudoscience • Is focused on characteristics "in the blood" • Delegitimized equality and recreated social boundaries (Slide 16)

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What were the <i>Protocols of the Elders of Zion</i> and how were they used?	<ul style="list-style-type: none">• The <i>Protocols</i> falsely claimed to be minutes from an alleged meeting of the world's Jewish leaders in their quest to take over the world• This was fraudulent propaganda• Circulated across Europe, the United States, South America, and Japan• Used by Henry Ford to spread antisemitic propaganda• Promoted antisemitism (Slide 17, 18)
How did Henry Ford promote antisemitism?	<ul style="list-style-type: none">• Ford used his newspaper, <i>The Dearborn Independent</i>, to spread antisemitism across the United States• Because of Ford's prominence in America, other newspapers would pick up articles, and thus his newspaper had national impact• Ford published the 4-volume collection, <i>The International Jew</i>, and reprinted <i>The Protocols of the Elders of Zion</i> in <i>The Dearborn Independent</i>• Hitler quoted Ford in <i>Mein Kampf</i> (Slide 18)

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Unit 1: The Context

Lesson 1.2: The Early Interwar Period

Question	
What led to the formation of the Weimar Republic?	
What led to the rise of right-wing groups?	
What were some of the terms of the Treaty of Versailles?	
On whom did the Kaiser and the German military blame the loss of World War I?	
Array the political parties into three main groups based on their ideology.	
What percentage of the vote did a political party need to “win” the election? How did political parties work together to gain the percent needed?	
How often did the Nazi Party win the majority of the vote?	

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What were the Nazi Party's tenets?	
What was the role of the SA/Storm Troop?	
Why was 1923 a crisis for the Weimar Republic?	
What was the goal and outcome of the Beer Hall Putsch?	
How did Hitler lay out his political and social ideas for Germany?	
What flourished in the Weimar Republic during the years of stability and who were some of the main individuals in these fields?	
What were factors that led to growth in the Nazi Party?	
How did Hitler gain power and become the Chancellor of Germany?	

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Answer Key

Question	Possible Answer
What led to the formation of the Weimar Republic?	<ul style="list-style-type: none"> As World War I came to an end, Kaiser Wilhelm II was forced to abdicate the throne A new German democratic republic, the Weimar Republic, was established (Slide 4)
What led to the rise of right-wing groups?	<ul style="list-style-type: none"> Germans thought the terms of the Treaty of Versailles were unfair and this resulted in political division within Germany throughout the 1920s (Slide 5)
What were some of the terms of the Treaty of Versailles?	<ul style="list-style-type: none"> The nation was demilitarized Germany lost its 11 colonies in Africa and Asia Lost land and population to other European countries, such as France, Belgium, and a reestablished Poland Germany had to accept blame for the war, “War Guilt Clause” Germany was heavily fined (Slide 6)
On whom did the Kaiser and the German military blame the loss of World War I?	<ul style="list-style-type: none"> Traitors on the home front were blamed Jews Bolsheviks Socialists This false and politically motivated myth was known as “stab in the back.” (Slide 6)
Array the political parties into three main groups based on their ideology.	<ul style="list-style-type: none"> Left Wing – Communist Party of Germany (KPD), Social Democratic Party of Germany (SPD) Centrist – Center Party (Zentrum), Bavarian People’s Party (BVP), German Democratic Party (DDP), German People’s Party (DVP) Right Wing – National Socialist German Workers’ Party (NSDAP/Nazi) (Slide 8)

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What percentage of the vote did a political party need to “win” the election? How did political parties work together to gain the percent needed?	<ul style="list-style-type: none"> • 50.1% • In order to reach 50.1 % a coalition had to be formed with other parties (Slide 8)
How often did the Nazi Party win the majority of the vote?	<ul style="list-style-type: none"> • The Nazi Party never won a majority in any election (Slide 8)
What were the Nazi Party’s tenets?	<ul style="list-style-type: none"> • Antisemitism • Racism • Fascism • Militarism • Traditional gender roles • Commitment to the <i>Volksgemeinschaft</i>, (German community) • No Jews or others could be part of the German community (Slide 9)
What was the role of the SA/Storm Troop?	<ul style="list-style-type: none"> • The SA provided Hitler his security detail, provided military support to enforce Hitler’s orders • Prevented the functioning of opposing parties • Interfered with the meetings of opposing political parties • Fought in the streets with other paramilitaries • Intimidated Jews and others • Kept people from voting (Slide 10)
Why was 1923 a crisis for the Weimar Republic?	<ul style="list-style-type: none"> • High inflation • High unemployment • Money was worthless • Shortage of goods • Food was expensive (Slide 12, 13)

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What was the goal and outcome of the Beer Hall Putsch?	<ul style="list-style-type: none"> • The goal was to take control of the state government in Bavaria • Later to take over the federal government in Berlin • 16 Nazis were killed and became the blood martyrs of the Nazi Party • The <i>putsch</i> was a failure • Hitler fled, was arrested, charged with high treason, and imprisoned • Nazi Party was declared illegal (Slide 14, 15)
How did Hitler lay out his political and social ideas for Germany?	<ul style="list-style-type: none"> • While in prison, Hitler wrote <i>Mein Kampf</i>, or “My Struggle” • He vowed to establish the Nazi Party as a viable political party and win elections democratically • His ultimate goal was to establish a Nazi dictatorship (Slide 15)
What flourished in the Weimar Republic during the years of stability and who were some of the main individuals in these fields?	<ul style="list-style-type: none"> • Science – Albert Einstein • Art – Bertolt Brecht; Mies van der Rohe; Walter Gropius • Literature – Thoman Mann; Stefan Zweig (Slide 17)
What were factors that led to growth in the Nazi Party?	<ul style="list-style-type: none"> • Unemployment • The scarcity of consumer goods, such as food • People were fearful and angry • Increasing antisemitism (Slide 18)

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<p>How did Hitler gain power and become the Chancellor of Germany?</p>	<ul style="list-style-type: none">• Franz von Papen resigned as Chancellor of Germany• In January 1933, President Paul von Hindenburg, seeing no other viable option, appointed Adolf Hitler as Germany's new chancellor• Hindenburg and other government elites believed that Hitler was their best option because they thought he would be the easiest to control• August 2, 1934, President Paul von Hindenburg died, and on the same day, Hitler announced that the office of the President would be abolished, and he would be Führer and Chancellor• Confirmed by popular vote on August 19, 1934 <p>(Slide 19)</p>
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Unit 2: Nazism In Power

Lesson 2.1: Hitler's Rise to Power

Question	
On the Nazi Propaganda poster, what are some symbols you can see?	
What were the Nazi core beliefs?	
What were the results of the failed <i>Putsch</i> ?	
How many elections did the Nazi Party win?	
How did Hitler use the events of the Reichstag fire, Article 48 (declaring a state of emergency), and the Enabling Act to gain power?	
What factors did Hitler and the Nazi Party use to consolidate power?	
How did the Nuremberg laws change life for Germany's Jews?	

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Based on the Nazi state's rigid hierarchy, who had final say on everything?	
What do the four main groups (the SS, SA, Army, and Police) all have in common?	
What was the net effect of the consolidation and centralization of police power?	

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Answer Key

Question	Possible Answers
On the Nazi Propaganda poster, what are some symbols you can see?	<ul style="list-style-type: none"> • Symbols of Communism – Hammer and Sickle, Red Flag of Soviet Union • Jewish Symbol – Star of David on pocket watch chain • Flags of WWII Allies – United States and Great Britain (Slide 4)
What were the Nazi core beliefs?	<ul style="list-style-type: none"> • Antisemitism • Anti-Communism • Social Darwinism • Nationalism • <i>Lebensraum</i> (room to live) (Slide 4)
What were the results of the failed <i>Putsch</i> ?	<ul style="list-style-type: none"> • The Nazi Party was banned • Hitler was not allowed to speak publicly until 1927 • Hitler was tried for high treason and sentenced to five years in prison, but only served a sentence from April until December 1924 • While imprisoned, he wrote <i>Mein Kampf</i> – My Struggle • The SA and the Nazi Party were banned for a time after the <i>Putsch</i> (Slide 5)
How many elections did the Nazi Party win?	<ul style="list-style-type: none"> • 0 – The Nazi Party never won an election (Slide 6)
How did Hitler use the events of the Reichstag fire, Article 48 (declaring a state of emergency), and the Enabling Act to gain power?	<ul style="list-style-type: none"> • The fire led to the declaration of a state of emergency in which martial law was declared and individual rights were curtailed, resulting in Hitler gaining control of the government (Slide 7)
What factors did Hitler and the Nazi Party use to consolidate power?	<ul style="list-style-type: none"> • Indifference of the German people • Interests of the elites coincided with those of the Nazi Party • Intimidation of the German population • Indoctrination of the German people (Slide 8)

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How did the Nuremberg laws change life for Germany's Jews?	<ul style="list-style-type: none">• Removed Jews from German society and left them more isolated• Stripped Jews of full citizenship• Forbade marriage between Germans and Jews• Lineage of one's grandparents determined if one was a Jew (Slide 9)
Based on the Nazi state's rigid hierarchy, who had final say on everything?	<ul style="list-style-type: none">• The Führer• Hitler was above the law (Slide 11)
What do the four main groups (the SS, SA, Army, and Police) all have in common?	<ul style="list-style-type: none">• Ruled with fear and were often violent, secretive, and focused on enemies of the state, including Jews and anyone who did not follow the Nazi Party (Slide 12)
What was the net effect of the consolidation and centralization of police power?	<ul style="list-style-type: none">• Enabled Himmler to have total control over the "Final Solution"• Permitted the Gestapo, which answered to no judicial or legal oversight and had no fear of repercussions, to carry out the racial goals of the Nazi Party• Gestapo operated outside the law (Slide 13)

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Unit 2: Nazism in Power

Lesson 2.2: “The Jewish Question”

Question	
What does “The Jewish Question” refer to?	
What did signs posted throughout Nazi Germany in the 1930s say about the Jews?	
What did emancipation do for Jews?	
Did emancipation change people’s minds about the Jews?	
What was Jewish life like before the war?	
How did Nazi Germany promote antisemitism in the 1930s?	
How did eugenics change anti-Judaism (hatred of Jews based on religion) to antisemitism (hatred of Jews due to their race – which is a false concept)?	

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How did the fictional <i>Protocols of the Elders of Zion</i> promote antisemitism?	
How did the Nazis use the concept of the <i>Volk</i> (German tribe) to promote antisemitism?	
How did the phrase “the Jews are our misfortune” answer “The Jewish Question?”	
How was “assimilation” twisted and used against the Jews?	
After World War I, how did many Germans regard the Jews?	
How did the Nuremberg Laws evolve from 1935 – 1938?	
What was Kristallnacht, and what was its effect?	
How was propaganda used by the Germans?	

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How were the press and publishing companies compliant with the Nazis?	
What was the Madagascar Plan, and did it work?	
What was decided at the Wannsee Conference?	

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Answer Key

Question	Possible Answers
What does “The Jewish Question” refer to?	<ul style="list-style-type: none"> The way in which Germans and Germany viewed and interacted with the Jewish population (Slide 2)
What did signs posted throughout Nazi Germany in the 1930s say about the Jews?	<ul style="list-style-type: none"> The Jews are our misfortune He who buys from Jews is a traitor to the nation Jews not wanted here (Slide 2, 3)
What did emancipation do for Jews?	<ul style="list-style-type: none"> Emancipation is being set free from legal, social, or political restrictions Emancipation gave Jews the right to vote To be full and equal citizens (Slide 5)
Did emancipation change people’s minds about the Jews?	<ul style="list-style-type: none"> No, between 1878 and 1933, antisemitism grew (Slide 6)
What was Jewish life like before the war?	<ul style="list-style-type: none"> Jewish life was diverse Jewish life was dynamic and highly developed culturally Children went to school, celebrated birthdays, participated in sports, dances, youth groups, and theater performances Jews were rich and poor, religious and secular, urban and small-town, modern and traditional (Slide 7, 8, 9, 10)
How did Nazi Germany promote antisemitism in the 1930s?	<ul style="list-style-type: none"> Through posters and signs Antisemitic exhibition at Vienna Railway Station in 1938 Associated Jews with Communists, both were considered enemies of the German state (Slide 11)

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How did eugenics change anti-Judaism (hatred of Jews based on religion) to antisemitism (hatred of Jews due to their race – which is a false concept)?	<ul style="list-style-type: none"> Eugenics is “race science” – one can determine human superiority and inferiority by race Determined Jews were a race This determination was based on “science” Jews are not a race Wilhelm Marr coined the term antisemitism (Slide 12)
How did the fictional <i>Protocols of the Elders of Zion</i> promote antisemitism?	<ul style="list-style-type: none"> Spread lies and conspiracy theories blaming the Jews for the world’s greatest problems Hitler and propaganda minister Goebbels referenced the <i>Protocols</i> in Nazi speeches and propaganda (Slide 13)
How did the Nazis use the concept of the <i>Volk</i> (German tribe) to promote antisemitism?	<ul style="list-style-type: none"> Jews were the “Other” and were never part of the <i>Volk</i> Jews were seen as biologically, culturally, and politically different from Germans Jews were seen as a danger to the German <i>Volk</i> Jews were seen as threatening to Aryan race and to the German <i>Volk</i> (Slide 14)
How did the phrase “the Jews are our misfortune” answer “The Jewish Question?”	<ul style="list-style-type: none"> Let Germans know that Jews should not be part of German society Germans feared Jewish interference in their economic, intellectual, cultural, and political life Scholars called for expulsion of Jews Entrenched antisemitism into society (Slide 15)
How was “assimilation” twisted and used against the Jews?	<ul style="list-style-type: none"> Assimilated Jews were accused of hiding their identity and tricking Germans Germans questioned Jewish support of the military and their service during World War I (Slide 16)

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After World War I, how did many Germans regard the Jews?	<ul style="list-style-type: none"> • Jews were considered a race • Jews were carriers of disease • Jews were responsible for Germany losing World War I • Weimar Republic granted too many liberties to the Jews • Statistics were collected to determine the disproportionate influence Jews had on German life (Slide 17, 18, 19)
How did the Nuremberg Laws evolve from 1935 – 1938?	<ul style="list-style-type: none"> • They became harsher • Supplemental Decree defined who was a Jew and who was a German • 3 or 4 Jewish grandparents made one a Jew • If you had 1 or 2 Jewish grandparents, you were considered a <i>mischling</i>, or mixed race • The Nazis initially determined if a <i>mischling</i> was a Jew or an Aryan based on their behavior and participation in the Jewish community (Slide 20)
What was Kristallnacht, and what was its effect?	<ul style="list-style-type: none"> • An organized violent attack on Jews, instigated by Goebbels as a response to the assassination of a German diplomat in Paris • A series of pogroms against Jews, destroying businesses, burning synagogues, and damaging Jewish property • 30,000 Jewish men arrested and sent to concentration camps • Jews forced to pay damages • Turning point for German Jews • Jews began to leave Germany; increase in Germany's persecution of Jews (Slide 21)

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How was propaganda used by the Germans?	<ul style="list-style-type: none"> • Used propaganda to defend actions like Kristallnacht and blamed the Jews • German government blamed the anti-German “atrocities propaganda” they said was spread by worldwide Jewish community • To intensify Germany’s antisemitic atmosphere (Slide 23)
How were the press and publishing companies compliant with the Nazis?	<ul style="list-style-type: none"> • Publications like <i>Der Stürmer</i>, pushed an antisemitic agenda • Educated German public to remove Jews from society • Textbooks written to teach and frighten children – <i>The Poisonous Mushroom</i> (Slide 24)
What was the Madagascar Plan, and did it work?	<ul style="list-style-type: none"> • A plan to relocate European Jews to Madagascar, an island off Africa • Never implemented due to the signing of the Atlantic Charter and the British alliance with the United States (Slide 26)
What was decided at the Wannsee Conference?	<ul style="list-style-type: none"> • 15 Nazi Party and German government officials met and determined who would be in charge of the annihilation of the Jews – the “Final Solution” (Slide 26)

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Unit 2: Nazism in Power

Lesson 2.3: Complicity of the Elites

Question	
Which groups of elites are the focus of this presentation?	
Why were judges and lawyers important to the Nazi Party?	
How did the Reichstag fire change the legal system?	
What did the Enabling Act call for?	
How did medical professionals foster antisemitism?	
What was the Sterilization law of July 14, 1933?	
What was the T4 Program?	

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What role did physicians have in the T4 Program?	
When did the T4 program end?	
How did the Nazis defend medical experiments?	
How did the T4 program lead to the mass murder of the Jews?	
Why was “big business” important to the Nazis?	
What happened to Jewish businesses and workers?	
Why were schools, teachers, and professors important to the Nazis?	
What happened to Jewish educators?	

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What was taught in schools?	
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Answer Key

Question	Possible Answers
Which groups of elites are the focus of this presentation?	<ul style="list-style-type: none"> • Law • Medicine • Business • Education (Slide 2)
Why were judges and lawyers important to the Nazi Party?	<ul style="list-style-type: none"> • They were important for the crafting of new laws for the new state • They fashioned their judicial decisions for the benefit of the state and the Nazi Party, and not the individual (Slide 3)
How did the Reichstag fire change the legal system?	<ul style="list-style-type: none"> • The Reichstag Fire Decree suspended individual liberties such as freedoms of speech, the press, and assembly • Germany was placed under martial law, and political opponents were arrested • Judicial review was suspended (Slide 4)
What did the Enabling Act call for?	<ul style="list-style-type: none"> • Gave Hitler the power to create laws which could not be challenged by the President or the Reichstag, laying the foundation for the complete Nazification of German society (Slide 5)
How did medical professionals foster antisemitism?	<ul style="list-style-type: none"> • German organized medicine was often antisemitic • In 1938, Jews were banned from the practice of medicine • There was rapid and widespread acceptance by the medical and scientific professions of race science and eugenics • Believed National Socialism was “nothing more than applied biology” (Slide 7)
What was the Sterilization law of July 14, 1933?	<ul style="list-style-type: none"> • People with mental illness and physical, intellectual, and developmental disabilities, as well as certain “asocials,” were to be sterilized without their consent (Slide 7)

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What was the T4 Program?	<ul style="list-style-type: none"> • It was a program of “euthanasia,” which was actually mass murder • Mentally ill or developmentally disabled patients would be transported from all over the Reich to one of 6 killing centers, where they would be examined by a doctor and then killed by gassing • Condolence letters and death certificates with fake diagnoses would be sent to the families • Victims of T4 were not terminally ill, not necessarily suffering, and never consented (Slide 8, 9)
What role did physicians have in the T4 Program?	<ul style="list-style-type: none"> • People were identified by physicians • Physicians administered the program • Physicians did the killing (Slide 7, 8, 9)
When did the T4 program end?	<ul style="list-style-type: none"> • Hitler ordered the T4 program to end in August 1941 • Killings continued until the end of the war (Slide 10)
How did the Nazis defend medical experiments?	<ul style="list-style-type: none"> • They claimed it was to benefit the German military • Some were simply medicalized torture and were done purely in the service of Nazi racial ideology (Slide 11)
How did the T4 program lead to the mass murder of the Jews?	<ul style="list-style-type: none"> • When one is able to murder one’s own, it is easier to murder the “Other,” and Jews were that “Other” • After the official T4 program ended in 1941, much of the personnel and the technology of mass murder was transferred to the death camps in the East • T4 was a dress rehearsal for the Holocaust (Slide 12)

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Why was “big business” important to the Nazis?	<ul style="list-style-type: none">• Provided the capital, influence, and finished goods the Reich needed• Steel factories produced weaponry and utilized slave labor and concentration camp inmates• Companies processed gold and silver plundered from Jews• Manufactured the poison gas Zyklon B used to kill prisoners in Auschwitz• Concentration camp inmates were used in drug trial experiments (Slide 14, 15)
What happened to Jewish businesses and workers?	<ul style="list-style-type: none">• Jewish businesses were forced to “Aryanize” and were sold to non-Jews for far less than they were worth• Large and small businesses acquiesced to Nazi demands• Companies demoted and then fired their Jewish directors and employees to comply with Nazi edicts (Slide 14)
Why were schools, teachers, and professors important to the Nazis?	<ul style="list-style-type: none">• Instilled Nazi ideals and loyalty to the state and encouraged antisemitism against Jews (Slide 16)
What happened to Jewish educators?	<ul style="list-style-type: none">• After the passage of the law restricting the civil service, which included teachers, to Aryans only, Jewish and Communist teachers were removed from their positions (Slide 17)

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What was taught in schools?	<ul style="list-style-type: none">• The National Socialist Teachers' League was founded in 1929 to encourage educators to adopt a National Socialist worldview and to learn how to indoctrinate their students• Race science and eugenics, and indoctrination with Nazi Party political and social propaganda, were mandated for all students and incorporated into mathematics and science word problems or woven into humanities discussions (Slide 17, 18)
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Unit 3 / Lesson 3.1 / Video Note-taking Guide

Unit 3: Impediments to Escape

Lesson 3.1: Refugee Policy

Question	
Why was it difficult for Jews to leave Germany?	
What was the outcome of the Évian Conference?	
What was the outcome of the Bermuda Conference?	
What was the Kindertransport, and which countries participated?	
What led to strict immigration laws in the United States?	
How did the Johnson-Reed Act of 1924 affect immigration?	
What impact did US Department of State Assistant Secretary Breckinridge Long have on US immigration policy?	

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What was American sentiment after Kristallnacht?	
What happened to the passengers on the <i>MS St. Louis</i> ?	
How did American Jews respond?	

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Answer Key

Question	Possible Answers
Why was it difficult for Jews to leave Germany?	<ul style="list-style-type: none"> • Burdensome paperwork • Jews were not permitted to take their assets with them (Slide 4)
What was the outcome of the Évian Conference?	<ul style="list-style-type: none"> • Only the Dominican Republic was willing to accept some 645 German Jews to create an agricultural colony in Sosúa • The Évian Conference saved no other Jews (Slide 6)
What was the outcome of the Bermuda Conference?	<ul style="list-style-type: none"> • Nothing – no Jews were saved • By 1943, the majority of Jewish victims were already murdered (Slide 6)
What was the Kindertransport, and which countries participated?	<ul style="list-style-type: none"> • Between December 1938 and May 1940, 10,000 children from Germany, Austria, and Czechoslovakia were brought to Great Britain • Parents were not allowed to accompany their child/children (Slide 7)
What led to strict immigration laws in the United States?	<ul style="list-style-type: none"> • The US was war-weary • Isolationist • Xenophobic/nativist • White supremacist • Antisemitic • Racist • Anti-Catholic (Slide 9)
How did the Johnson-Reed Act of 1924 affect immigration?	<ul style="list-style-type: none"> • Reset yearly quotas by country • Visas were to be from the immigrant's country of birth, not where the person was currently living or leaving from. • The process was long, multistep, expensive, and complicated • Required multiple documents, fees, and waiting periods (Slide 10)

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What impact did US Department of State Assistant Secretary Breckinridge Long have on US immigration policy?	<ul style="list-style-type: none"> • He created barriers, so-called “paper walls” • “Paper walls” consisted of making forms lengthy and difficult to complete (Slide 10)
What was American sentiment after Kristallnacht?	<ul style="list-style-type: none"> • 94% disapproved of the Nazi treatment of the Jews • 72% said no to permitting increased numbers of German Jews to immigrate to the United States • 7% were indifferent • There was no change to US immigration policy (Slide 11)
What happened to the passengers on the <i>MS St. Louis</i> ?	<ul style="list-style-type: none"> • Before sailing from Germany, Cuba agreed to accept the Jewish refugees • Upon arrival in Cuba, Cuba refused to let the ship land and canceled all landing permits • The United States and Canada also refused to accept the refugees • The ship returned to Europe, where Great Britain, France, the Netherlands, and Belgium permitted them to disembark • Of the 937 passengers on the ship, 254 were murdered during the Holocaust (Slide 12)
How did American Jews respond?	<ul style="list-style-type: none"> • Held rallies • Raised funds to sponsor German refugees • Worked to change the US immigration policy • President Roosevelt did not change the policy (Slide 13)

Unit 4 / Lesson 4.1 / Video Note-taking Guide

Unit 4: The New Order in Europe

Lesson 4:1: The New Order in Europe

Question	
What was the Molotov-Ribbentrop Pact?	
What was the official beginning of WWII?	
What were the first countries in Western Europe Germany occupied?	
How was France divided?	
What was the Tripartite Pact and its goal?	
How were Soviet Prisoners of War treated?	
What was Operation Barbarossa, and what was its goal?	

Unit 4 / Lesson 4.1 / Video Note-taking Guide

Why was the invasion of the Soviet Union a turning point in the war?	
What were the goals of German occupation?	
How did Nazi racial policies affect occupied countries?	
How were the governments of occupied countries reorganized?	

Unit 4 / Lesson 4.1 / Video Note-taking Guide

Answer Key

Question	Possible Answers
What was the Molotov-Ribbentrop Pact?	<ul style="list-style-type: none">• A non-aggression pact between Germany and the Soviet Union• Commitment to last 10 years• Paved the way for the invasion, occupation, and division of Poland between Germany and the Soviet Union (Slide 3)
What was the official beginning of WWII?	<ul style="list-style-type: none">• Germany invaded Poland September 1, 1939 (Slide 4)
What were the first countries in Western Europe Germany occupied?	<ul style="list-style-type: none">• France• The Netherlands• Belgium• Luxembourg (Slide 6)
How was France divided?	<ul style="list-style-type: none">• Germany occupied Northern and Western France• Southern France, known as Vichy, was under indirect German control through a puppet government (Slide 6)
What was the Tripartite Pact and its goal?	<ul style="list-style-type: none">• A defensive military alliance among Germany, Italy, and Japan, which were known as the Axis Powers• Their goal was territorial expansion at the expense of their neighbors (Slide 7)
How were Soviet Prisoners of War treated?	<ul style="list-style-type: none">• Nazi Germany inhumanely treated Soviet POWs• Most would die from starvation, inhumane treatment, and use as slave labor for the German war effort (Slide 8)

Unit 4 / Lesson 4.1 / Video Note-taking Guide

What was Operation Barbarossa, and what was its goal?	<ul style="list-style-type: none"> • It was a plan to invade the Soviet Union • To conquer the western Soviet Union and repopulate it with Germans • To exploit the people and resources for German benefit through forced labor, starvation, and mass murder (Slide 9)
Why was the invasion of the Soviet Union a turning point in the war?	<ul style="list-style-type: none"> • The German army considerably stretched its supply lines • The terrain and climate were hostile • The Soviet army was a formidable enemy • Germany failed to conquer the Soviet Union quickly • With the failure to capture Moscow by December 1941, the Germans found themselves increasingly on the defensive and subject to the harsh weather of the Russian winter (Slide 9)
What were the goals of German occupation?	<ul style="list-style-type: none"> • Ethnic cleansing • National treasures, museums, and art galleries were plundered • Jewish property was stolen • Germany wanted to create an autarky, a self-sufficient and independent national economy (Slide 12)
How did Nazi racial policies affect occupied countries?	<ul style="list-style-type: none"> • In Eastern Europe, where these populations were considered to be racially inferior, German soldiers freely used force and violence to pillage and take personal belongings for themselves or to send home to Germany • Human and material resources were ripped from occupied communities to directly benefit Germany • Western Europe and Nordic countries were treated better as these populations were considered to be higher on the Nazi racial hierarchy (Slide 13)

Unit 4 / Lesson 4.1 / Video Note-taking Guide

<p>How were the governments of occupied countries reorganized?</p>	<ul style="list-style-type: none">• Governments of occupied countries were reorganized politically, determined by local economic conditions, and influenced by Nazi notions of racial hierarchy• In Poland, the entire government was dissolved, and the area was either annexed directly to the Reich or was run by the Germans as an occupied territory• The government of the Netherlands was not dissolved; it remained intact but was reorganized and was assisted by local Nazis who willingly collaborated with the Germans; the Dutch civil service was still allowed to function• Dutch administrators and policemen fully cooperated with Nazi officials in the removal of Dutch Jews and deportation to concentration and death camps <p>(Slide 15)</p>
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Unit 5 / Lesson 5.1 / Video Note-taking Guide

Unit 5: Jews in the Nazi Grip

Lesson 5.1: The Ghettos in the East

Question	
What were the ghettos and how were they used?	
What was an open ghetto?	
What was a closed ghetto?	
What were the conditions in the ghetto?	
What was the purpose of the <i>Judenrat</i> or Jewish Council?	
What were the Jewish Police responsible for?	
Why would someone agree to become a member of the Jewish Police and what happened after the war?	

Unit 5 / Lesson 5.1 / Video Note-taking Guide

What type of ghetto was the Warsaw ghetto and how did the residents participate in resistance?	
What type of ghetto was the Łódź Ghetto and how did the people there try to survive?	
What type of ghetto was the Kovno Ghetto?	
What type of ghetto was Theresienstadt? Was it a ghetto or a camp?	
What did Jews and other inhabitants of the ghetto know and not know about deportations?	

Unit 5 / Lesson 5.1 / Video Note-taking Guide

Answer Key

Question	Possible Answers
What were the ghettos and how were they used?	<ul style="list-style-type: none"> Isolated the Jews from the Christian population Holding center for Jews Made it easy for the Germans to round up and deport the Jews to killing centers In some ghettos, daily life carried on Located in towns and cities across Eastern Europe Not one typical ghetto Jews were forced to relocate into defined ghettos established by the Germans (Slide 3, 4)
What was an open ghetto?	<ul style="list-style-type: none"> Ghetto inhabitants might be able to leave Possible to smuggle items into ghetto (Slide 5)
What was a closed ghetto?	<ul style="list-style-type: none"> Surrounded by walls or fences No opportunity for ghetto inhabitants to leave No opportunity to bring items, food, medicine, into the ghetto (Slide 5)
What were the conditions in the ghetto?	<ul style="list-style-type: none"> Hunger was most common terror Disease was rampant No medications Overcrowding No fuel to heat living spaces Constant fear of <i>Aktions</i> and deportation Fear of random German brutality (Slide 7)
What was the purpose of the <i>Judenrat</i> or Jewish Council?	<ul style="list-style-type: none"> Responsible for the day-to-day running of the ghetto Served as a buffer between the Germans and ghetto inhabitants, sowing dissension and conflict among ghetto inhabitants Allowed the Germans to conserve their manpower (Slide 8)

Unit 5 / Lesson 5.1 / Video Note-taking Guide

What were the Jewish Police responsible for?	<ul style="list-style-type: none"> • Keeping order • Collecting ransoms and taxes • Rounding up Jews for deportation • Anything else the Germans wanted them to do (Slide 9)
Why would someone agree to become a member of the Jewish Police and what happened after the war?	<ul style="list-style-type: none"> • Extra rations • Protection for self and family • Other perks • Were deported along with ghetto inhabitants • After the war, some were prosecuted as collaborators (Slide 9)
What type of ghetto was the Warsaw ghetto and how did the residents participate in resistance?	<ul style="list-style-type: none"> • Sealed (closed) ghetto • Conditions were dire • If caught leaving the ghetto one would be shot • Massive deportations to Treblinka • Largest revolt during the Holocaust, those caught were sent to camps (Slide 10)
What type of ghetto was the Łódź Ghetto and how did the people there try to survive?	<ul style="list-style-type: none"> • Industrial ghetto • Production facility for Germans • Thought working for the Germans would keep them safe, essential to the war effort • Crippling starvation and overcrowding • One of the last ghettos to be liquidated (Slide 11)
What type of ghetto was the Kovno Ghetto?	<ul style="list-style-type: none"> • Resistance through writing, art, and culture • Suffered same treatment as other ghettos • Attempted to keep their humanity through the arts • Liquidated in July 1944, survivors sent to Dachau (Slide 12)

Unit 5 / Lesson 5.1 / Video Note-taking Guide

What type of ghetto was Theresienstadt? Was it a ghetto or a camp?	<ul style="list-style-type: none">• Hybrid transit camp and ghetto• Camp for individuals classified a “special merit” – celebrities, war veterans,• Camp “cleaned up” so the International Red Cross could visit – to show how good the Germans were to the Jews• Once the Red Cross visit was over, life reverted back (Slide 13)
What did Jews and other inhabitants of the ghetto know and not know about deportations?	<ul style="list-style-type: none">• Deportation was not a secret• People may not have fully known or understood the actual destination• <i>Judenrat</i> and Jewish police participated in roundups• Mass shooting sites were also destinations (Slides 14 and 15)

Unit 5 / Lesson 5.2 / Video Note-taking Guide

Unit 5: Jews in the Nazi Grip

Lesson 5.2: Western Europe: Jews in the Nazi Grip

Question	
What happened to the Jews in Western European countries after they were occupied by the Germans?	
What was the goal of seizing Jewish property and businesses?	
How were transit camps like ghettos?	
When Jewish communities in France were ordered to prepare deportation lists, which Jews were often placed first on the list?	
Describe what was one of the most infamous roundups of French Jews	
How were the events for Jews in the Netherlands parallel to the events in France?	
Where were Anne Frank and her family initially deported?	

Unit 5 / Lesson 5.2 / Video Note-taking Guide

Why was the number of Dutch Jews murdered during the Holocaust so high?	
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Unit 5 / Lesson 5.2 / Video Note-taking Guide

Answer Key

Question	Possible Answers
What happened to the Jews in Western European countries after they were occupied by the Germans?	<ul style="list-style-type: none"> • Jews were segregated and isolated • Wearing Jewish stars required • Jews were impoverished • Deportation to killing centers and camps • Anti-Jewish decrees were issued (Slide 2, 3, 4)
What was the goal of seizing Jewish property and businesses?	<ul style="list-style-type: none"> • For Germans to enrich themselves • Jewish communities became impoverished (Slide 4, 5)
How were transit camps like ghettos?	<ul style="list-style-type: none"> • Relocated and isolated Jews • Controlled and organized Jewish population prior to transportation to the east • Life was harsh and punishing • Food scarce • No medicine • Fear of deportation (Slide 5)
When Jewish communities in France were ordered to prepare deportation lists, which Jews were often placed first on the list?	<ul style="list-style-type: none"> • Foreign-born Jews • Followed by native-born French Jews (Side 6)
Describe what was one of the most infamous roundups of French Jews	<ul style="list-style-type: none"> • July 16, 1942 – <i>Vél d'Hiv Aktion</i> • 4,000 French police rounded up over 13,000 Jews of foreign nationality • Majority would be deported to Auschwitz (Slide 8)
How were the events for Jews in the Netherlands parallel to the events in France?	<ul style="list-style-type: none"> • Jews were relocated to a central location, Amsterdam • Deported to transit camp, most to Westerbork • Deported to the East, primarily to Auschwitz or Sobibór (Slide 10, 11)
Where were Anne Frank and her family initially deported?	<ul style="list-style-type: none"> • Westerbork (Side 11)

Unit 5 / Lesson 5.2 / Video Note-taking Guide

Why was the number of Dutch Jews murdered during the Holocaust so high?	<ul style="list-style-type: none">• Highly efficient Dutch governmental bureaucracy• Dutch kept meticulous records of its citizens categorized by religion, making the names and addresses of Dutch Jews accessible• The Netherlands is very flat and unforested, providing few places to hide (Slide 13)
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Unit 5 / Lesson 5.3 / Video Note-taking Guide

Unit 5: Jews in the Nazi Grip

Lesson 5.3: Resistance

Question	
What are some forms of spiritual and cultural resistance?	
What was the Ringelblum Archive?	
Why is the Ringelblum Archive important?	
What were the obstacles to armed resistance?	
What happened during the Warsaw Ghetto Uprising?	
Why was the Warsaw Ghetto Uprising important?	
What advantage did partisans have over the Germans?	

Unit 5 / Lesson 5.3 / Video Note-taking Guide

What did the FPO Partisans in Vilna do?	
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Unit 5 / Lesson 5.3 / Video Note-taking Guide

Answer Key

Question	Possible Answers
What are some forms of spiritual and cultural resistance?	<ul style="list-style-type: none"> • Orchestras • Soup kitchens were opened • Orphanages were set up • Smuggled food • Youth groups functioned • Political parties functioned • Prayer services were held • Schools and libraries were established • Newspapers were published • Theater performances and poetry readings were held (Slide 3, 4)
What was the Ringelblum Archive?	<ul style="list-style-type: none"> • Largest secret archive in German-occupied Poland • Included Jews from all walks of life in the Warsaw ghetto who wrote about Jewish life under Nazi occupation • Documented daily ghetto life through articles, artwork, candy wrappers, tram tickets, ration cards, theater posters, poems, songs, stories, journals, invitations to concerts and children's performances, and last wills and testaments • Collected an enormous range of material to document daily ghetto life (Slide 5)
Why is the Ringelblum Archive important?	<ul style="list-style-type: none"> • The residents of the Warsaw ghetto wrote their own history, not one defined by perpetrators (Slide 5)
What were the obstacles to armed resistance?	<ul style="list-style-type: none"> • Lack of weapons and training • Fighting against a much larger and better-equipped enemy • Agonizing decision of leaving family members and loved ones (Slide 6)

Unit 5 / Lesson 5.3 / Video Note-taking Guide

<p>What happened during the Warsaw Ghetto Uprising?</p>	<ul style="list-style-type: none"> • Armed resistance unit known as the Jewish Combat Organization or ŻOB planned to resist future German deportations • April 19, 1943, thousands of well-armed German soldiers entered the ghetto and were met with armed resistance from the ŻOB • ŻOB fighters and commanders were in their teens and early twenties • ŻOB had few weapons, smuggled in pistols, grenades, and small amounts of automatic weapons • Main weapon was homemade Molotov cocktails • Germans were forced to burn the ghetto to the ground to force those hiding in bunkers to surrender because of lack of air • Held back the Germans for a month • Jews captured during the uprising were sent to Auschwitz and other camps <p>(Slide 7)</p>
<p>Why was the Warsaw Ghetto Uprising important?</p>	<ul style="list-style-type: none"> • It was the largest, symbolically most important Jewish uprising in German-occupied Europe • Inspired other uprisings in ghettos, camps, and killing centers <p>(Slide 7)</p>
<p>What advantage did partisans have over the Germans?</p>	<ul style="list-style-type: none"> • The partisans used guerrilla warfare tactics <p>(Slide 8)</p>

Unit 5 / Lesson 5.3 / Video Note-taking Guide

What did the FPO Partisans in Vilna do?	<ul style="list-style-type: none">• Left the ghetto on sabotage missions• Manufactured bombs• Trained fighters• Smuggled weapons into the ghetto• When the Germans liquidated the Vilna ghetto in September 1943, the remaining partisan fighters escaped to the Rudnicki Forest• Known as the "Avengers," the partisan fighters destroyed train tracks, train cars, and bridges• They fought, killed enemy soldiers, and rescued Jews• Kovner and the partisans returned to Vilna with the Soviet army in July 1944, and helped recapture the city from the Germans <p>(Slide 12)</p>
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Unit 6 / Lesson 6.1 / Video Note-taking Guide

Unit 6: The German Killers and Their Methods

Lesson 6.1: The Nazi Camp System

Question	
What types of camps were part of the Nazi camp system?	
What was the first camp, and when and why was it established?	
What were the functions of camps?	
What were the leading causes of death in the camps?	
Who was in charge of the Nazi camp system and what was the legal structure of the camps?	
How did the purpose of the camps change with the onset of World War II?	
Who were the first people in the camps?	

Unit 6 / Lesson 6.1 / Video Note-taking Guide

What were Operation Reinhard camps and what was their sole purpose?	
What were the main parts of the Auschwitz-Birkenau camp and what were their functions?	
What opened in Auschwitz II / Birkenau between March 22 and June 25-26, 1943?	
What was the purpose of the death marches?	
What are <i>stolpersteine</i> , and what is their purpose?	

Unit 6 / Lesson 6.1 / Video Note-taking Guide

Answer Key

Question	Possible Answers
What types of camps were part of the Nazi camp system?	<ul style="list-style-type: none"> • Concentration camps • Death camps/killing centers • Forced labor camps • Transit camps • Penal camps • Prisoner of War camps (Slide 3)
What was the first camp, and when and why was it established?	<ul style="list-style-type: none"> • Dachau, in March of 1933 • For political prisoners who were held in so-called “protective custody” (Slide 4)
What were the functions of camps?	<ul style="list-style-type: none"> • Punish people • Use prisoners as slave labor for the war effort (Slide 4)
What were the leading causes of death in the camps?	<ul style="list-style-type: none"> • Harsh conditions • Disease • Starvation rations • Unsanitary conditions (Slide 4)
Who was in charge of the Nazi camp system and what was the legal structure of the camps?	<ul style="list-style-type: none"> • The SS was responsible for running the concentration camp system • Heinrich Himmler was the head of the SS • The camp system existed outside the legal structure of the German state • People could be rounded up and held in camps indefinitely without trial or even access to a lawyer (Slide 6)
How did the purpose of the camps change with the onset of World War II?	<ul style="list-style-type: none"> • Before the start of World War II, camps were primarily used to imprison people considered to be enemies of the state • After the war started, camps were used to murder individuals who did not fit into the Nazi racial hierarchy, specifically Jews and others • Source for forced and slave labor (Slide 7)

Unit 6 / Lesson 6.1 / Video Note-taking Guide

Who were the first people in the camps?	<ul style="list-style-type: none"> • Opponents of the Nazi regime • German Communists • Socialists • Social Democrats • Jehovah's Witnesses • Homosexuals • "Asocials," a group comprised of habitual criminals, enemies of the state • Jews were members of some of the above groups (Slide 10)
What were Operation Reinhard camps and what was their sole purpose?	<ul style="list-style-type: none"> • Bełżec • Sobibór • Treblinka • They were death camps • There was no selection • Most prisoners were murdered upon arrival • Sole purpose was to murder Jews • Approximately 1.7 million Jews were murdered in Operation Reinhard camps (Slide 11)
What were the main parts of the Auschwitz-Birkenau camp and what were their functions?	<ul style="list-style-type: none"> • Auschwitz 1 – slave labor camp and killing center • Auschwitz II or Birkenau – slave labor and killing center • Auschwitz III or Monowitz – slave labor (Slide 12)
What opened in Auschwitz II / Birkenau between March 22 and June 25-26, 1943?	<ul style="list-style-type: none"> • Four large crematoria and gas chambers began operating • The Nazis were capable of murdering over 8,000 people each day (Slide 13)
What was the purpose of the death marches?	<ul style="list-style-type: none"> • Organized to relocate prisoners from the camps in the East and bring them to locations in the Reich to continue to be used as slave labor for the German war effort (Slide 15, 16)

Unit 6 / Lesson 6.1 / Video Note-taking Guide

What are <i>stolpersteine</i> , and what is their purpose?	<ul style="list-style-type: none">• Stumbling stone or block, which is placed in the pavement in front of buildings throughout Germany and other countries from which Jews and others were deported; purpose is to serve as a memorial (Slide 17)
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Unit 6 / Lesson 6.2 / Video Note-taking Guide

Unit 6: The German Killers and Their Methods

Lesson 6.2: Life in Camps

Question	
How did the Nazis identify prisoners which included nationality and reasons for imprisonment?	
What color badge were Jews and political prisoners assigned?	
Who were the non-Jewish prisoners of higher racial status and what type of work did they have?	
Which prisoners were considered to be of lower racial status and what type of work did lower racial status people have?	
What happened to Jewish prisoners upon arrival at a camp with selection?	
Why was roll call, <i>Appell</i> , so dangerous?	
What was the perpetrator structure in the camps?	

Unit 6 / Lesson 6.2 / Video Note-taking Guide

What were the three areas of German medical experiments in the camps?	
Do scientists today accept the results of German experiments on camp prisoners and why?	
What is the difference between a death camp and a concentration camp?	
What happened to prisoners not chosen for slave labor?	
What types of spiritual and cultural resistance were found in the camps?	
What was the Treblinka Uprising inspired by?	
What was the goal of the Birkenau Uprising?	
How successful was armed resistance in the camps?	

Unit 6 / Lesson 6.2 / Video Note-taking Guide

Answer Key

Question	Possible Answers
How did the Nazis identify prisoners which included nationality and reasons for imprisonment?	<ul style="list-style-type: none"> • Prisoners were identified by different colored triangular badges • Letters indicated nationality • Badges were sewn onto prisoner uniforms and enabled SS guards to identify different types of prisoners (Slide 4)
What color badge were Jews and political prisoners assigned?	<ul style="list-style-type: none"> • Jews wore a yellow triangle • Political prisoners wore a red triangle (Slide 4)
Who were the non-Jewish prisoners of higher racial status and what type of work did they have?	<ul style="list-style-type: none"> • Non-Jewish French, Dutch, and German prisoners were of high racial status • Better work assignments • Work indoors in administrative offices • Kitchens • Infirmarys (Slide 5)
Which prisoners were considered to be of lower racial status and what type of work did lower racial status people have?	<ul style="list-style-type: none"> • Jews were the lowest in the camp • Poles were also ranked lower racially • Physically demanding work • Factory work • Mining • Construction • Much higher mortality rate from physical exhaustion, low food rations, and brutal treatment from guards (Slide 5)
What happened to Jewish prisoners upon arrival at a camp with selection?	<ul style="list-style-type: none"> • Jews were separated into two groups: men, and women and children • SS physicians would determine if one was fit for work • Those fit for work were admitted into the camp to become slave labor • Those who were sick, babies, young children, pregnant women, elderly, and handicapped were sent directly to the gas chambers (Slide 6)

Unit 6 / Lesson 6.2 / Video Note-taking Guide

Why was roll call, <i>Appell</i> , so dangerous?	<ul style="list-style-type: none"> Prisoners were forced to stand completely still, often for hours at a time, in the bitter cold, snow, rain, or extreme heat Prisoners would often be beaten, even murdered, by SS guards or kapos during <i>Appell</i> A prisoner who did not follow an order, or for no reason at all, would be severely punished by whipping, solitary confinement, lost food rations or other forms of violent brutality, up to and including being killed on the spot (Slide 7)
What was the perpetrator structure in the camps?	<ul style="list-style-type: none"> Camp commandant was in charge SS Death head units administered the camps (Slide 9)
What were the three areas of German medical experiments in the camps?	<ul style="list-style-type: none"> Survival of German military personnel Testing of drugs and treatments for the military Advancing Nazi racial and ideological goals (Slide 10)
Do scientists today accept the results of German experiments on camp prisoners and why?	<ul style="list-style-type: none"> Scientists today reject use of results from camp experiments on ethical grounds (Slide 10)
What is the difference between a death camp and a concentration camp?	<ul style="list-style-type: none"> At death camps or killing centers, there was no selection process; arriving prisoners went directly to the gas chambers Concentration camps included both forced labor and killing units In concentration camps, there was often a selection (Slide 12)
What happened to prisoners not chosen for slave labor?	<ul style="list-style-type: none"> Prisoners were sent directly to the gas chambers Prisoners were undressed and forced into the gas chamber Bodies were burned in the crematoria (Slide 13)

Unit 6 / Lesson 6.2 / Video Note-taking Guide

What types of spiritual and cultural resistance were found in the camps?	<ul style="list-style-type: none">• Stealing food and other necessities• Establishing secret communications• Keeping diaries• Sketching scenes of daily life• Holding secret religious services (Slides 15)
What was the Treblinka Uprising inspired by?	<ul style="list-style-type: none">• Warsaw Ghetto Uprising (Slide 16)
What was the goal of the Birkenau Uprising?	<ul style="list-style-type: none">• To destroy the gas chambers and crematoria (Slide 18)
How successful was armed resistance in the camps?	<ul style="list-style-type: none">• Most attempts at rebellion and escape were unsuccessful (Slide 19)

Unit 6 / Lesson 6.3 / Video Note-taking Guide

Unit 6: The German Killers and Their Methods

Lesson 6.3: The *Einsatzgruppen*

Question	
What was Operation Barbarossa?	
What was the military objective of Operation Barbarossa?	
What were the three German army groups and what were their objectives?	
What were the <i>Einsatzgruppen</i> ?	
What was the task of the <i>Einsatzgruppen</i> ?	
What was the killing process of the <i>Einsatzgruppen</i> ?	
The actions of the <i>Einsatzgruppen</i> in the Soviet Union are known today as what?	

Unit 6 / Lesson 6.3 / Video Note-taking Guide

How was the <i>Einsatzgruppen</i> the beginning of the “Final Solution?”	
What were the results of Operation Barbarossa?	

Unit 6 / Lesson 6.3 / Video Note-taking Guide

Answer Key

Question	Possible Answers
What was Operation Barbarossa?	<ul style="list-style-type: none"> • Surprise attack against the Soviet Union launched on June 22, 1941 • One of the largest military operations in history (Slide 3)
What was the military objective of Operation Barbarossa?	<ul style="list-style-type: none"> • To conquer the East • To destroy the Soviet Union by military force • To eliminate the threat of communism to Germany • To seize territory, <i>Lebensraum</i> (living space) for German settlement • To conduct a war of annihilation against the Jewish and Slavic peoples (Slide 4)
What were the three German army groups and what were their objectives?	<ul style="list-style-type: none"> • North – objective was Leningrad and conquering the Baltic states and Belorussia • Center – destruction of Soviet military in Belorussia and to capture Moscow • South – capture of Soviet Ukraine and Kyiv (Slide 4)
What were the <i>Einsatzgruppen</i> ?	<ul style="list-style-type: none"> • Mobile killing squads • Followed behind the three army groups • Mass shootings in daylight • Murdered some 2 million Jewish men, women, and children (Slide 5)
What was the task of the <i>Einsatzgruppen</i> ?	<ul style="list-style-type: none"> • To wage a war of annihilation against Germany's racial and ideological enemies – Jews, Communists, Roma/Sinti, and other Soviet civilians • Led to the annihilation of entire Jewish communities across Eastern Europe and the Soviet Union (Slide 6, 8, 9)

Unit 6 / Lesson 6.3 / Video Note-taking Guide

What was the killing process of the <i>Einsatzgruppen</i> ?	<ul style="list-style-type: none"> • Jewish residents of a village would be rounded up • Taken to a nearby killing site – usually a pit or a ravine • Often the victims would be forced to dig the pits • Victims were forced to undress • Victims were shot • Belongings of the victims would be looted • Killing pits would be filled in by the local non-Jewish population to hide the bodies (Slide 10)
The actions of the <i>Einsatzgruppen</i> in the Soviet Union are known today as what?	<ul style="list-style-type: none"> • The “Holocaust by Bullets” due to the manner in which the victims were killed (Slide 11)
How was the <i>Einsatzgruppen</i> the beginning of the “Final Solution?”	<ul style="list-style-type: none"> • It was not cost-effective • The rate of killing of Jews and other minorities was not fast enough for the Germans • Led to concentration camps (fixed locations) and gas chambers • Psychologically traumatic on killers (Slide 11, 12)
What were the results of Operation Barbarossa?	<ul style="list-style-type: none"> • Operation failed • Led to the defeat of Nazi Germany • <i>Einsatzgruppen</i> killed 2 million Jewish men, women and children, and hundreds of thousands of Soviet POWs and civilians (Slide 12)

Unit 7 / Lesson 7.1 / Video Note-taking Guide

Unit 7: Collaboration and its Limits

Lesson 7.1: Collaboration During the Holocaust

Question	
What is the definition of collaboration?	
What are the three types of collaboration discussed in the lesson?	
What are examples of national collaboration?	
What are examples of organizational collaboration?	
What are examples of individual collaboration?	
What were the motives for individuals to collaborate with the Germans?	

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Answer Key

Question	Possible Answers
What is the definition of collaboration?	<ul style="list-style-type: none"> Cooperating and working with an enemy occupier against one's own country. (Slide 4)
What are the three types of collaboration discussed in the lesson?	<ul style="list-style-type: none"> National Organizational Individual (Slide 5)
What are examples of national collaboration?	<ul style="list-style-type: none"> Deliberate steps by the government to collaborate with the Germans. Countries had a puppet government run by Nazi sympathizers Passing antisemitic laws Rounding up and deporting Jews (Slide 6, 7, 8, 9)
What are examples of organizational collaboration?	<ul style="list-style-type: none"> Police forces or other official or semi-official groups which collaborated with the Germans Political parties that collaborated with the puppet governments (Slide 10, 11, 12)
What are examples of individual collaboration?	<ul style="list-style-type: none"> Individuals who made the choice to collaborate Identified Jews in hiding Worked for the German administration Served as concentration camp guards Participated in pogroms Participated in killing actions against Jews (Slide 13, 14)
What were the motives for individuals to collaborate with the Germans?	<ul style="list-style-type: none"> Fear Personal or professional gain Antisemitism Ideological sympathies with the Nazis Rewarded with money, food, or other benefits (Slide 14)

Unit 8 / Lesson 8.1 / Video Note-taking Guide

Unit 8: Rescuing Jews – Means and Obstacles

Lesson 8.1: Rescue During the Holocaust

Question	
What forms did rescue take?	
Who were rescuers?	
In what countries did rescue take place?	
In what country did the majority of rescues occur?	
What is meant by “choiceless choices?”	
Who would try to pass as a non-Jew?	
What was collective responsibility?	

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What were the penalties in Eastern Europe for saving or helping Jews?	
What were the penalties in Western Europe for saving or helping Jews?	
Was there a typical rescuer; describe some of the characteristics of rescuers?	
What are some examples of rescue activities undertaken on behalf of Jews?	
What did Master Sgt. Roddie Edmonds do to save Jewish American GIs?	
What made it difficult for non-Jews to save Jews?	
Who are the Righteous Among the Nations?	
Why we will not know the actual number of rescuers of Jews during the Holocaust?	

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Were there a large number of rescuers?	
Why do rescuers offer a legacy of hope?	

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Answer Key

Question	Possible Answers
What forms did rescue take?	<ul style="list-style-type: none"> • Individuals acting alone • Families • Organized groups • Entire communities (Slide 3)
Who were rescuers?	<ul style="list-style-type: none"> • Courageous men and women who risked their lives and often the lives of their families to save Jewish friends, neighbors, relatives, and strangers from certain death (Slide 4)
In what countries did rescue take place?	<ul style="list-style-type: none"> • Every country occupied by the Germans (Slide 5)
In what country did the majority of rescues occur?	<ul style="list-style-type: none"> • Poland (Slide 5)
What is meant by “choiceless choices?”	<ul style="list-style-type: none"> • There were no good options (Slide 6)
Who would try to “pass” as a non-Jew?	<ul style="list-style-type: none"> • Someone young • Someone with no family responsibilities • Someone whose physical features would permit the person to “pass” as a non-Jewish person - perhaps having blond hair, blue eyes • Someone who could speak the national language (Slide 7)
What was collective responsibility?	<ul style="list-style-type: none"> • The idea that an entire family or community would be responsible for the acts of one individual, a terrifying reality during the Holocaust (Slide 9)
What were the penalties in Eastern Europe for saving or helping Jews?	<ul style="list-style-type: none"> • In Eastern Europe, if someone was caught helping Jews, the person and the person’s entire family would be killed along with the Jews being helped (Slide 9)

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What were the penalties in Western Europe for saving or helping Jews?	<ul style="list-style-type: none"> In Western Europe, if someone was caught helping Jews, the person might be arrested and sent to a concentration camp, but death was not the penalty in Western Europe (Slide 9)
Was there a typical rescuer; describe some of the characteristics of rescuers?	<ul style="list-style-type: none"> There was no typical rescuer Rescuers came from all walks of life Rescuers have a variety of motivations Rescuers were rich and poor Rescuers were young and old Rescuers were educated and others were uneducated Some were religious and others were not (Slide 12)
What are some examples of rescue activities undertaken on behalf of Jews?	<ul style="list-style-type: none"> Rescuers helped Jews escape to safety Provided shelter Obtained false documents for Jews Helped Jews “pass” as non-Jews Provided food, medicine, and other essentials (Slide 13)
What did Master Sgt. Roddie Edmonds do to save Jewish American GIs?	<ul style="list-style-type: none"> Master Sgt. Edmonds refused to identify the Jews in his command to the Germans (Slide 15)
What made it difficult for non-Jews to save Jews?	<ul style="list-style-type: none"> The nature of the German occupation The surrounding geographic environment The political conditions The prevalence of antisemitism in the country The extent of local collaboration Timing, what phase of war it was The consequences for the rescuer and the rescuer’s family (Slide 16)
Who are the Righteous Among the Nations?	<ul style="list-style-type: none"> The official name used by Yad Vashem, Israel’s Holocaust Remembrance Center, for non-Jews who rescued Jews (Slide 17)

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Why we will not know the actual number of rescuers of Jews during the Holocaust?	<ul style="list-style-type: none">• Dependent on documentation provided to Yad Vashem primarily by Jewish Holocaust survivors• Survivors may have passed away before they could submit materials to Yad Vashem• Jewish Holocaust survivors may not have been aware of the program or were unable to apply on behalf of their rescuer• Either the Jews and/or the rescuers were denounced and murdered by the Germans and the collaborators (Slide 17)
Were there a large number of rescuers?	<ul style="list-style-type: none">• No, rescuers were rare (Slide 18)
Why do rescuers offer a legacy of hope?	<ul style="list-style-type: none">• Saving one life is tantamount to saving the entire world• Many worlds were saved by rescuers• Anyone can make a difference• There are alternatives to being a bystander• Rescuers serve as role models• Rescuers were the precious few• Rescuers stepped up to help against tremendous odds when the vast majority did nothing (Slide 18, 19)

Unit 9 / Lesson 9.1 / Video Note-taking Guide

Unit 9: Aftermath

Lesson 9.1: Liberation and Afterwards

Question	
What was the first camp liberated? By whom and when?	
How and when did Hitler die?	
What did the Allied soldiers find when they liberated concentration camps?	
What was General Eisenhower's fear about the future as it relates to the Holocaust?	
What did General Eisenhower do about his fear?	
How long did it take the Allies to liberate the Nazi camps, starting with which camp and ending with which camps?	
How did the Allied Powers address the refugee crisis?	

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Initially, why were conditions in the DP camps difficult for Jewish DPs and what was the solution?	
What did most Jewish refugees desire most?	
When did the last DP camp close and where did the refugees go?	
What were the Nuremberg Trials?	
What were the four charges of the International Military Tribunal?	
Where were the judges from and which judge gave the opening statement?	
Why were the three acquittals considered so important?	
What is the statute of limitations for war crimes, crimes against humanity, and genocide?	

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Why was the Holocaust unprecedented?	
Approximately how many Jewish men, women and children were murdered during the Holocaust and how many were children?	
During what period were most Jews killed?	
In addition to the Jews, who were the other victims?	
What word did Roman Kent's father frequently utter to him during the Holocaust?	

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Answer Key

Question	Possible Answers
What was the first camp liberated? By whom and when?	<ul style="list-style-type: none"> • Majdanek in Poland • Liberated by the Soviet army in July 1944 (Slide 2)
How and when did Hitler die?	<ul style="list-style-type: none"> • April 30, 1945 • Committed suicide in his bunker in Berlin (Slide 4)
What did the Allied soldiers find when they liberated concentration camps?	<ul style="list-style-type: none"> • Horrible smell of death from decaying bodies • Emaciated, starving prisoners • Lice-infested prisoners • Prisoners infected with typhus • Thousands dying (Slide 5, 6)
What was General Eisenhower's fear about the future as it relates to the Holocaust?	<ul style="list-style-type: none"> • People in the future would say the Holocaust did not happen (Slide 7, 8)
What did General Eisenhower do about his fear?	<ul style="list-style-type: none"> • Required every American soldier in the area of camps liberated by the Americans walk through the camps to bear witness • Eisenhower also made German civilians walk through the camp (Slide 7, 8)
How long did it take the Allies to liberate the Nazi camps, starting with which camp and ending with which camps?	<ul style="list-style-type: none"> • July 23-24, 1944 to May 9, 1945 • Majdanek - July 23-24, 1944 • Theresienstadt and Stutthof on May 9, 1946 (Slide 9)
How did the Allied Powers address the refugee crisis?	<ul style="list-style-type: none"> • Jews and some others became displaced persons or DPs and were placed in emergency shelters because they did not have family (mostly murdered) or homes to go back to (Slide 10)

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Initially, why were conditions in the DP camps difficult for Jewish DPs and what was the solution?	<ul style="list-style-type: none"> • DP camps were organized by country of origin, which put Jews together with Nazis and Nazi collaborators • After the fact-finding mission of Earl G. Harrison, Jews were separated from other DPs (Slide 11)
What did most Jewish refugees desire most?	<ul style="list-style-type: none"> • Jewish survivors sought human relationships as most had lost all family members, parents, spouses, children, and siblings (Slide 11)
When did the last DP camp close and where did the refugees go?	<ul style="list-style-type: none"> • Last DP camp in Germany closed in 1957 • From DP camps, refugees went to the United States, Palestine (now Israel), Australia, Canada or several South American countries (Slide 12, 13)
What were the Nuremberg Trials?	<ul style="list-style-type: none"> • The Nuremberg Trial tried the main surviving leaders of Nazi Germany • An International Military Tribunal was convened • This was the first tribunal of its kind in history • Following the main trial, the United States held an additional twelve trials, the “subsequent Nuremberg trials” • Trials were held in the Palace of Justice in Nuremberg, Germany Slide (14)
What were the four charges of the International Military Tribunal?	<ul style="list-style-type: none"> • Participation in a common plan of conspiracy for the accomplishment of a crime against peace • Planning, initiating, and waging war of aggression and other crimes against peace • War crimes • Crimes against humanity (Slide 15)

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Where were the judges from and which judge gave the opening statement?	<ul style="list-style-type: none"> • America • England • France • Soviet Union • United States Supreme Court Justice, Robert H. Jackson (Slide 15)
Why were the three acquittals considered so important?	<ul style="list-style-type: none"> • It showed that the countries wanted the defendants to have fair and impartial trials, which they all did receive (Slide 15)
What is the statute of limitations for war crimes, crimes against humanity, and genocide?	<ul style="list-style-type: none"> • There is no statute of limitations (Slide 18)
Why was the Holocaust unprecedented?	<ul style="list-style-type: none"> • This scale of murder has not been seen before or since (Slide 19)
Approximately how many Jewish men, women and children were murdered during the Holocaust and how many were children?	<ul style="list-style-type: none"> • It is estimated that the number of Jews murdered during the Holocaust is approximately 6 million, with 1.5 million being children • Two-thirds of all the Jews of Europe were murdered during the Holocaust (Slide 21)
During what period were most Jews killed?	<ul style="list-style-type: none"> • Three-quarters of the nearly six million victims were killed within only twenty months, from June 1941 to February 1943 • Half of the total victims died within only the last eleven months of that time frame (Slide 21)

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In addition to the Jews, who were the other victims?	<ul style="list-style-type: none">• Non-Jewish Soviet civilians• Soviet POWs• Non-Jewish Polish civilians• Roma/Sinti• Serb civilians• People with physical and mental disabilities• German political prisoners• “Asocials”• Jehovah’s Witnesses• Homosexuals• Black people (Slide 22)
What word did Roman Kent’s father frequently utter to him during the Holocaust?	<ul style="list-style-type: none">• “Remember!” (Side 23)