The Holocaust

WebQuest Description: This WebQuest will introduce students to the Holocaust through primary and secondary sources. Students will explore the United States Holocaust Memorial Museum, Museum of Tolerance, London Jewish Cultural Centre, & Anne Frank House websites.

Grade Level: 6-8
Curriculum: Social Studies
Keywords: Holocaust, Genocide, ghettos, Anne Frank
Published On: 2014-12-15 15:01:33
Last Modified: 2014-12-15 17:24:32

WebQuest URL: http://zunal.com/webquest.php?w=267658

Introduction

As you begin to learn about the Holocaust, reflect upon the above photograph, a somber reminder of the pain inflicted on millions of innocent people. This woman bears a tattoo, a number which was once used to dehumanize her upon arrival at a concentration camp. Millions of individuals received the same tattoo during the Holocaust, an ever present scar etched upon the arms of survivors. Learning about the Holocaust should not be taken lightly. The following articles will help you understand the vocabulary associated with the Holocaust. You will also see photographs of individuals and artifacts as you move forward. This is not a time to laugh, mock, or make jokes. Remember, the individuals you learn about were people - children, friends, siblings, students - just as you are. Honor their memory by learning their story.

Tasks

During this WebQuest students will: Define and use the following terms to discuss the Holocaust: Holocaust, Kristallnacht, concentration camps, "final solution", genocide, & ghettos Examine artifacts and personal accounts to better understand life in Nazi Europe Analyze timelines to place historical events in chronological order Analyze articles to compare the Jewish population in Europe before and after the Holocaust Interpret maps to better understand the location and establishment of various ghettos Students will answer all questions on a Word document (on Microsoft Cloud). WebQuests will not be considered complete until the document is shared with the teacher. This WebQuest is to be completed independently.

Process

Phase One - Understanding the Vocabulary
1) Create a Word document on Microsoft Cloud. Name this document "WEBQUEST_YourFirstNameLastName". Copy and paste all questions (everything with a bullet) onto this document and then type in your answers. All answers must be in your own words. DO NOT copy and paste answers.
2) Visit the United States Holocaust Memorial Museum's Holocaust Encyclopedia. Search this encyclopedia for an "Introduction to the Holocaust". After reading the first two paragraphs, write a statement defining the term Holocaust. When did the Holocaust begin? (1-2 sentences) Search this encyclopedia to answer:
B) What happened on November 9-10, 1938? (1-2 sentences)
C) Concentration camps were established during the first year of the &nbsp;Holocaust. Search the encyclopedia to learn about the concentration camp system. From 1933 - 1939 what were the primary roles of the concentration camps? (1-2 sentences)
D) Search for an overview of the "Final Solution". What was the "Final Solution"? (1-2 sentences)
E) Search this encyclopedia to answer:
F) What is genocide? How and why was this term created? (2-3 sentences)
G) From 1939 - 1945 what were the primary roles of the concentration camps? (1-2 sentences)
H) Search for an overview of ghettos. What were living conditions like in ghettos? (1-2 sentences)
I) Before being sent to concentration camps, Jews were forced to live in crowded ghettos. Read about ghettos and the Holocaust Explained. When and where was the first ghetto established? How many ghettos were ultimately established? (1-2 sentences)
J) Look at the map. Describe where the majority of ghettos were located. Name 3 of the first 6 ghettos to be established. (1-2 sentences)
K) What were living conditions like in ghettos? (1-2 sentences)

Phase Two - Isolation of the Jewish Population, Life During the Holocaust, & The Diary of a Young Girl by Anne Frank
1) Visit the Timeline of the Holocaust at the Museum of Tolerance. Notice that when Adolf Hitler rises to power in Germany, life changes significantly for all Jewish citizens. For example, on April 1, 1933 a boycott of all Jewish shops and businesses began. List five other events which caused further discrimination and isolation of the Jewish population. Include the year.
2) Now you will return to the United States Holocaust Memorial Museum and explore Identification Cards. Each ID card explains the experiences of an individual during the Holocaust. Once here, browse the list of ID cards describing experiences of children and youth during the Holocaust.
3) Pick one child and learn about his or her story. Write a brief summary (1-2 paragraphs) of the child's experience. Be sure to include the child's name, date of birth, and where the child was born. Did this child survive the Holocaust? Before being sent to concentration camps, Jews were forced to live in crowded ghettos. Read about ghettos and The Holocaust Explained.
4) When and where was the first ghetto established? How many ghettos were ultimately established? (1-2 sentences)
5) Look at the map. Describe where the majority of ghettos were located. Name 3 of the first 6 ghettos to be established. (1-2 sentences)
6) What were living conditions like in ghettos? (1-2 sentences)

Next you will learn about Anne Frank and her family by investigating The Story of Anne Frank. Begin by reading "Life in Germany - 1927". Click on each title to learn more about Anne's life. Continue to read about the Frank family by looking at the Anne Frank Timeline on the same website. While looking at the timeline, focus on events which occurred from 1940 - 1945. When you have read all you can about Anne Frank, answer the following questions. Each answer should be in complete sentences. Write enough to fully answer each question.

K) Where did the Frank family move to escape Hitler? When did Anne receive her diary? Look at pictures of the family's hiding place. Where was it located and what was the space like? Who shared the secret annex with the Frank family? What was life like for these individuals? What ultimately happens to Anne and her family? When is Anne's diary published? Who publishes Anne's diary? After D-Day on June 6,
1944, Allied troops began marching through Europe liberating concentration camps. Soviet troops were the first to reach a major concentration camp. Although the war had not yet ended, the liberation of concentration camps helped to unravel Nazi control in Europe. As Allied and Soviet troops liberated camps, evidence of the horrendous acts was collected to be used in future war crimes trials. Search the encyclopedia to learn more about the "Liberation of Nazi Camps".

Q) Before camps were liberated, what did German troops do to hide the evidence of their crimes? R) Upon liberation, what were the conditions of most of the concentration camps and the individuals that remained at the facilities? 12) Read the article discussing the Jewish population in Europe in the early 1930's. S) About how many members of the Jewish community lived in Poland in 1933? One of the largest single Jewish communities lived in Germany. How many Jews lived in this one community? (1 - 2) Now, read the related article "Jewish Population of Europe in 1945". T) Choose one concentration camp from this list to learn more about. Again, you will search the United States Holocaust Memorial Museum's Holocaust Encyclopedia. Find and important about the concentration camp you picked. Be sure to include the following information: Tell about the location of the concentration camp. Describe the size of this camp. Does the name refer to one camp or multiple camps? Discuss the number of people who were at this camp. How many people were killed here? Were medical experiments done at this camp? Talk about the liberation of the concentration camp. Were there any survivors? Take good notes. You should be able to teach your classmates about the concentration camp once you have finished taking notes.

Evaluation

Evaluation Rubric - What grade do you think you will receive? Use the following rubric as you complete your WebQuest. This rubric explains the expectations of this assignment. Read it carefully before you submit your work. Have you done enough to receive a 4? What about a 5? To receive a 4, you must complete phases 1, 2 & 3. Phase 4 is extra work for students who want a 5. Remember to share your Word document with the teacher once you have completed the WebQuest.

<table>
<thead>
<tr>
<th>Category and Score</th>
<th>2 - Needs Significant Work</th>
<th>3 - Needs Improvement</th>
<th>4 - Meets Expectations</th>
<th>5 - Exceeds Expectations</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this WebQuest complete? Did you follow WebQuest directions?</td>
<td>No. Work is largely incomplete.</td>
<td>No. Not all questions are copied onto the Word document and/or answers are missing.</td>
<td>Yes. All questions are copied onto the Word document and all answers are complete. Word document is labeled correctly.</td>
<td>Yes. All questions are copied into the Word document and all answers are complete. Word document is labeled correctly. Word document is well organized (same font, etc.) and easy to follow.</td>
<td>1-5</td>
</tr>
<tr>
<td>Is this work free of spelling, punctuation, and capitalization errors?</td>
<td>No. Many mistakes are present in spelling, punctuation, and capitalization. Also, sentences may not be complete and may be difficult to read.</td>
<td>No. There are several spelling, punctuation, and capitalization errors.</td>
<td>Yes. There may be 1 or 2 minor spelling, punctuation, and/or capitalization errors. All answers are in complete sentences.</td>
<td>Yes. There are no spelling, punctuation, or capitalization errors. Answers are in complete sentences.</td>
<td>1-5</td>
</tr>
<tr>
<td>Are your answers complete (required length) and fully related to the question being asked?</td>
<td>No. Many answers are off topic and incomplete.</td>
<td>No. Some answers are incomplete and/or off topic.</td>
<td>Yes. Answers are complete (required length) and all questions are fully answered.</td>
<td>Yes. Answers are complete and all questions are fully answered. Answers show an in-depth understanding of the topic and exceeds length requirements.</td>
<td>1-5</td>
</tr>
</tbody>
</table>

Total Score

Conclusion

Across the world many memorials are dedicated to the memory of those who lost their lives during the Holocaust. The New England Holocaust Memorial in Boston is one of many examples (pictured above). Six tall, glass towers rise amongst surrounding buildings. Inscribed in the glass are 6 million numbers - representing the tattoos which were inscribed on many victims’ arms. Located in Washington, D.C. is the United States Holocaust Memorial Museum. The USHMM website has been crucial in the creation of this WebQuest. Yet their online resources are far from the experience of visiting this living memorial in person. Through powerful exhibits, first-hand accounts, and artifacts from the Holocaust, USHMM inspires individuals to put an end to hatred and genocide permanently. "And yet, when I look up at the sky, I somehow feel that everything will change for the better, that this cruelty too shall end, that peace and tranquility will return once more" - Anne Frank, July 15, 1944. Follow these links to read more: The New England Holocaust Memorial, United States Holocaust Memorial Museum, and Anne Frank Diary. Excerpts.
This WebQuest was designed for use in a 7th grade classroom.

Credits
Task (Image): "Jewish Prisoners in a Nazi Concentration Camp" http://www.theguardian.com/world/2012/apr/19/holocaust-survivor-struggle-money-israel
Process (Image):
Conclusion: "Numbers on Memorial" http://www.flavinarchitects.com/news/blog?page=1

Other