

The Holocaust

Close Read

Standards Alignment

Text with Close Read instructions for students

Intended to be the initial read in which students annotate the text as they read.

Students may want to circle unfamiliar vocabulary, underline key ideas, or comment on the information presented.

Standards Alignment

California State Standards for Grade 10

- 10.8 Students analyze the causes and consequences of World War II.
 - 4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).
 - 5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.
 - 6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

Common Core Reading Standards for Literacy in History/Social Science for Grades 9 & 10 Students:

- RH 1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH 2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
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Common Core Writing Standards for Literacy in History/Social Science for Grades 9 & 10 Students:

- WHST 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST 9 - Draw evidence from informational texts to support analysis, reflection, and research.

The Holocaust

Directions: As you read, circle unfamiliar vocabulary, underline key ideas, and comment on the information presented.

The Holocaust Begins

What was the Holocaust?

Part of Hitler's new order for Europe included getting rid of "inferior" people. Hitler believed that the Aryans, or German peoples, were a "master race." He had deep-seated hatred of people who were not German. He particularly hated the Jews. This led to the Holocaust, the killing of millions of Jews and other civilians.

During the 1930s, Hitler passed laws that took away the rights of German Jews. One night in November 1938, Nazi mobs attacked Jews throughout Germany. They destroyed homes and businesses and killed or beat many people. This night became known as Kristallnacht, or "Night of Broken Glass."

Kristallnacht was a major step-up in the Nazi policy of persecuting the Jews. The future for the Jews in Germany looked grim. Thousands of Jews tried to leave Germany. Other countries accepted a large number but were unwilling to take all those who wished to leave.

Hitler ordered all Jews in Germany and his conquered lands to live in certain parts of cities called ghettos. The Nazis then sealed off the ghettos with barbed wire and stone walls. They wanted the Jews inside to starve or die of disease. Even under these horrible conditions, the Jews hung on.

The Holocaust

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The “Final” Solution

What was the “Final Solution”?

Hitler soon got tired of waiting for the Jews to starve or die of disease in the ghettos. He decided to take more direct action. He was going to kill as many Jews as possible.

Hitler’s plan was called the “Final Solution” to what the Nazis called the “Jewish problem.” It was genocide, the systematic killing of an entire people. The Nazis also wanted to wipe out many other people to protect the “purity” of the Aryan race. These people included Roma (gypsies), Poles, Russians, and those who were mentally or physically disabled. The Germans paid the most attention on Jews, however.

Thousands of Jews were shot to death by “killing squads.” Millions were gathered and placed in concentration camps. These prisons used the inmates as slave workers. Many in the camps died of starvation or disease.

Starting in 1942, the Nazis built “death camps.” At these camps, thousands of Jews were gassed to death in huge gas chambers. In the end, six million Jews were killed by the Nazis. Fewer than four million European Jews survived.

The Holocaust

Standards Alignment

Reading Text

Analytical Questions Response Sheets

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Common Core Writing Standards for Literacy in History/Social Science for Grades 9 & 10 Students:

- WHST 1 - Write arguments focused on discipline-specific content.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
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The "Final" Solution

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Thousands of Jews were shot to death by "killing squads." Millions were gathered and placed in concentration camps. These prisons used the inmates as slave workers. Many in the camps died of starvation or disease.

Starting in 1942, the Nazis built "death camps." At these camps, thousands of Jews were gassed to death in huge gas chambers. In the end, six million Jews were killed by the Nazis. Fewer than four million European Jews survived.

Reading Questions

1. How did the Holocaust begin?

2. What happened to those trying to escape?

3. How was the “Final Solution” carried out?

4. What were the results of the “Final Solution”?

The Holocaust - Reading Questions

How did the Holocaust begin?



What happened to those trying to escape?



How was the "Final Solution" carried out?



What were the results of the "Final Solution"?



The Holocaust Text and Text Dependent Questions

Standards Alignment
Text with Questions

Standards Alignment

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Directions: Answer the text dependent questions as you read.

Describe Hitler's sentiments about the German peoples.

What did Hitler believe should happen to other populations? Who was his specific target?

What types of laws did Hitler pass?

Explain Kristallnacht.

How did other countries handle the influx of foreigners?

What did Hitler order all Jews to do?

What was his intent with the ghettos?

The Holocaust

The “Final” Solution

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Directions: Answer the text dependent questions as you read.

What was Hitler’s problem with the ghettos?

What was the “Final Solution”?

Who else did the “Final Solution” effect?

How did many Jews die?

What were concentration camps and what happened to these people?

What were Nazi death camps?

What was the outcome for Jews?

The Holocaust Dialectical Journal

Standards Alignment
Quotes Analysis Guide
Text quotes with student directions

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 - RH 5 - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
 - RH 8 - Assess the extent to which the reasoning and evidence in a text support the author's claims.

- Common Core Writing Standards for Literacy in History/Social Science for Grades 9 & 10 Students:
 - WHST 1 - Write arguments focused on discipline-specific content.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - WHST 2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
 - WHST 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - WHST 9 - Draw evidence from informational texts to support analysis, reflection, and research.

Read to Analyze Quotes

The purpose of a dialectical journal is to analyze significant quotes from the text to make authentic connections between the text and other related concepts. After reading the quote and locating it in the document, write a response that shows your ability to question, analyze, interpret, evaluate, reflect, or predict.

Response Starters to help start journal feedback:

- Asking Questions
 - I wonder why...
 - What if...
 - How come...
- Revising Meaning/Analyzing
 - At first I thought, but now I...
 - My latest thought about this is...
 - I'm getting a different picture here because...
- Forming Interpretations
 - What this means to me is...
 - I think this represents...
 - The idea I'm getting is...
- Evaluating
 - I like/don't like...
 - This could be more effective if...
 - The most important message is...
- Reflecting and Relating
 - So, the big idea is...
 - A conclusion I'm drawing is...
 - This is relevant to my life because...
- Predicting
 - I'll bet that...
 - I think...
 - If, then...

The Holocaust - Dialectical Journal

Quote from Reading:

- "Part of Hitler's new order for Europe included getting rid of "inferior" people. Hitler believed that the Aryans, or German peoples, were a "master race."
- "He had deep-seated hatred of people who were not German. He particularly hated the Jews."
- "During the 1930s, Hitler passed laws that took away the rights of German Jews."
- "One night in November 1938, Nazi mobs attacked Jews throughout Germany. They destroyed homes and businesses and killed or beat many people. This night became known as Kristallnacht, or "Night of Broken Glass."
- "Thousands of Jews tried to leave Germany. Other countries accepted a large number but were unwilling to take all those who wished to leave."
- "Hitler ordered all Jews in Germany and his conquered lands to live in certain parts of cities called ghettos."
- "The Nazis then sealed off the ghettos with barbed wire and stone walls. They wanted the Jews inside to starve or die of disease."

Student Response (Question, Analyze, Interpret, Evaluate, Reflect, Predict)

The Holocaust - Dialectical Journal

Quote from Reading:

Student Response (Question, Analyze, Interpret, Evaluate, Reflect, Predict)

- "Hitler soon got tired of waiting for the Jews to starve or die of disease in the ghettos. He was going to kill as many Jews as possible."

- "Hitler's plan was called the "Final Solution" to what the Nazis called the "Jewish problem." It was genocide, the systematic killing of an entire people."

- "The Nazis also wanted to wipe out many other people to protect the "purity" of the Aryan race. These people included Roma (gypsies), Poles, Russians, and those who were mentally or physically disabled."

- "Thousands of Jews were shot to death by "killing squads." Millions were gathered and placed in concentration camps. These prisons used the inmates as slave workers. Many in the camps died of starvation or disease."

- "Starting in 1942, the Nazis built "death camps." At these camps, thousands of Jews were gassed to death in huge gas chambers."

- "In the end, six million Jews were killed by the Nazis. Fewer than four million European Jews survived."

The Holocaust

Text Summary Worksheet with student directions

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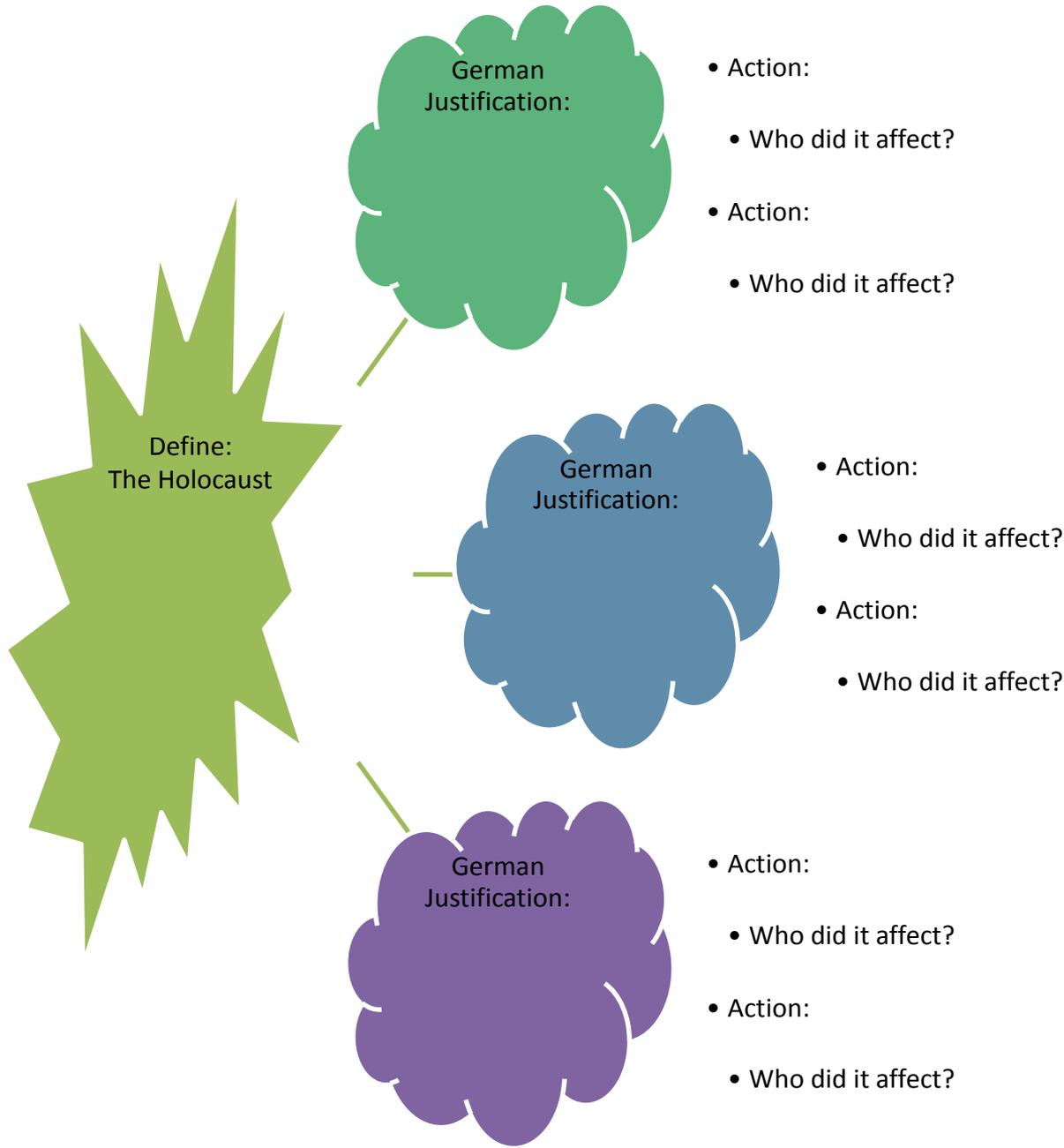
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- WHST 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST 5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST 9 - Draw evidence from informational texts to support analysis, reflection, and research.

The Holocaust

Directions: As you read the text, take notes on The Holocaust, the German justification and reasoning for their actions and who it affected.



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