



The Other Victims

First-Person Stories of Non-Jews Persecuted by the Nazis By Ina R. Friedman

Grade/Class/Subject:

9-12 Social Studies

Content Standards:

SS.912.W.1.3:

Interpret and evaluate primary and secondary sources.

SS.912.W.1.4:

Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.W.1.6:

Evaluate the role of history in shaping identity and character.

SS.912.W.7.6:

Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

SS.912.W.7.8:

Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.

Character Education: Responsibility, Kindness, Respect and Tolerance

Content Objectives:

Meets FL STATUTE 1003.42 – *The Holocaust*

Students will be able to apply the lessons of the Holocaust to the genocides of the late 20th and early 21st centuries.

Students will be able to apply the concepts of stereotype, prejudice, and discriminatory acts to the stories shared in this book and to experiences in their own life.

Students will recognize the consequences of discriminating against those who are perceived as different.

Students will learn and demonstrate ways to stand up for important values. They will be able to relate these values to the Character Traits of Responsibility, Kindness, Respect and Tolerance.

Language Objectives:

1. Students will be able to utilize multi-media to complete a brief research paper.
2. Students will prepare and present a group activity using compare/contrast strategies.

Grouping Configuration: Whole class and small groups

Book Synopsis:

This book is a compilation of stories shared, interviews and conversations focusing on the pervasiveness of Hitler's attack on humanity, as groups other than the Jewish population of Europe, were targeted for extermination. The targeted groups were the Jehovah's Witnesses, Gypsies, homosexuals, ethnicities and races that were considered racially impure, various Christian groups and political opponents and those who were handicapped. All chapters of this book have been fully researched and sources including the United States Holocaust Memorial Museum, the Simon Wiesenthal Center, Facing History and Ourselves are among those that provided authenticity and credence to this book. This book provides great insight into some of the "other" stories of the Holocaust, the "other victims". However, the theme remains the same always: It is the lessons learned that is the only thing that can prevent this happening again! The book contains stories of courage, hope, and the will to live, and in many cases, good luck.

Key Vocabulary:

The Holocaust, Master Race, other victims, persecution, extermination, racially impure, scapegoat, anti-Semitism, Gestapo, concentration camp, labor camp, Nuremberg Laws, Resistance, bear witness, censorship, indoctrination, dissenter, sterilization.

Supplementary Materials: Chart paper, index cards, laptops, and resource materials

Lesson Sequence

Introduction: Building Background

Pre-Reading Strategy: Prediction

1. While holding up the book for the class to see, ask students to predict what the book might be about based upon the title and the illustration on the front cover. Using either chart paper or the board, list the ideas that are shared by the students.
As conversation begins to ebb, discuss with students the genre of this book and the manner in which it is written and discuss primary source/secondary source materials.
Before introducing this book, students need to have a background in World History, inclusive of WWI, WWII and the Holocaust. It is important for students to understand that although the annihilation of the Jewish people was primary during the Holocaust, Hitler and the Third Reich targeted other victims, with approximately five million lives taken in addition to the six million Jews. Prepare students for what they are about to read. The groups represented were those targeted openly by Hitler.

Vocabulary

2. Introduce each term to the students. Advise the students that there might be many other words/terms that are new to them, and a great strategy is for students to begin their own **Want to Know** list.
3. Have the words posted on a Word Wall for students, and as they come across the word in the book, they can create a definition in their own words on index cards and attach them to the word as it's posted.

Modeling/Guided Instruction:

1. Discuss the meaning of the term, "victim". Share a personal experience from your own life or the life of someone you know that has experienced being a "victim".
2. Allow students to share a story.
3. Discuss the more contemporary term, "racial profiling". Ask students if they can identify a connection between "other victims" and "racial profiling".
4. As students read each section of the book, have them identify common threads.

Independent Study and Group Assignment:

1. Have each student choose a group identified in the book, and research, using other resource materials and/or the Internet (with supervision), to complete a two-page research paper on an individual from that particular group or the group as a whole.
2. Working in groups, have students create a compare/contrast activity highlighting one of the "other victims" groups and a group of people who have been victimized more currently.

Review/Assessment:

1. Set aside a period of time when students can share their research paper. Prepare a rubric so that students will know ahead of time what they are going to be graded on.
2. Each group will share their compare/contrast activity and then explain why they chose to compare/contrast the groups they did.
3. Assessment is the completion of the research paper and the group assignment.

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