This week in Year 9 History we will complete our study of the Holocaust.

- We will be looking back at the cycle as a whole. Throughout the slides this week, you will find it useful to make notes as we go, and there are questions to guide you. These can just be rough notes. **You only need to submit the ‘apply’ task (on the second to last slide) to your Learning Consultants. As a guide the whole lesson, including all the activities, should take approximately 2 hours.**
- Don’t forget, you should be using your Q4K to support you in your work. There are useful terms and facts there to support your writing.
- On some of the slides there are yellow boxes with a link to a short video from Dr McKay. The content of the video will be clear from the box. Some of these boxes will be there to give extra support — for example, reading through and explaining the information, just as would happen in the classroom. Other boxes will add thoughts on the material, modelling the way you might respond. These clips are there to support your learning and are part of the lesson.
- Send your work in to your normal History Learning Consultant (Dr McKay or Mr Dale).
- **Don’t forget, you should only be studying the lessons you would be normally be taking in Cycle 4 in the Academy. So X Band in Year 9 are now studying History, whereas Y Band are now studying Geography.**

Complete the activities on the following slides. Where possible, use lined paper and a biro to complete your answers. Please date your work and title with “History Year 9 WC 13.07.20” — this will help you to keep your work organised!
Explain how Nazis were brought to justice in Germany after the Second World War.

Your answer should include the following elements:

• A topic sentence at the start summing up, in just one sentence, what your paragraph is about and how it answers the question.
• At least ten pieces of specific contextual knowledge (CK), showing how well you know the detail. Share these out.
• Clear explanations showing how your CK helps us to understand the question

You can see the different elements of the success criteria highlighted in their colours, below.

Following the Second World War, the Nazi Party was held to account for its crimes, through criminal trials and wider social action, though the degree to which individuals faced justice varied from case to case. Following the invasion and zoning of Germany by the Allied Powers, a process started to distinguish the perpetrators and collaborators of the Holocaust (those who directly carried it out, and those who enabled it), from the bystanders and resisters (those who did nothing to stop the murder, and those who decided to fight back). For perpetrators and collaborators, there were a series of consequences put in place. The most famous of these were the Nuremberg Trials of leading Nazis in 1945-46. 21 senior Nazis were tried at Nuremberg, and 10 were hanged. Nor was it just Nazi leaders who faced consequences. For example, Paul Salitter was a German policeman in Nazi Germany. In December 1941 he accompanied a train transporting Jews from Germany to Riga, where they were to be put in a ghetto. After the war, Salitter was investigated and was not allowed to continue as a policeman. However, justice was not evenly felt. Millions were involved in the crimes of the Nazis, yet only thousands ever faced a court for their crimes. Therefore proportionally, the vast majority escaped justice. In West Germany alone (one of the states Germany was split up into, after the Second World War) 106,000 suspects were investigated, yet only 6000 people ended up in court, with only 4000 being punished. Even Salitter received his pension until his death in the 1970s. Hitler shot himself before he could be captured, and therefore avoided being held to account for his crimes. Josef Mengele, an infamous Nazi who conducted countless barbaric experiments on prisoners in Auschwitz, escaped at the end of the war and was never captured. Nevertheless, there was also a wider social effort to remove the influence of the Nazi Party from Germany. Under ‘denazification’, the Nazi Party was banned, Nazis were removed from positions of power (as with Salitter), and a new school curriculum was introduced, so students would not be exposed to Nazi propaganda.
Lockdown and remote learning has not been easy for anyone. Mr Dale and Dr McKay have been very conscious that students have faced all sorts of challenges completing work away from the classroom.

That said, we have been incredibly impressed by the quality of work that has come in. Once again, you are living up to the title of being the #hardestworkingstudentsinSandwell

Mr Dale and Dr McKay would particularly like to mention the following students, whose work has been so impressive in lockdown. Well done for everything you have learned in these very difficult circumstances and keep up the amazing work!

M. Abdullah
Safah M
Maisie R
Ellie F
Jack M
Ashanti L
Simran T
Elise BM

Oliver A
Puneeta B
Pavun S
Deeyah M
Abigail M
Priya R
Samanta S
Rajveer S
Big Question

How did a country of rational people commit the Holocaust?
The Holocaust is not the only example of genocide in history. Sadly, genocides have happened before and will almost certainly happen again. One way that we can respond to the Big Question is by understanding that when genocides happen, they often follow the same steps, which we have considered before:

• Step 1: Definition. This is when a group of people are made to look different to everyone else. They are made to look like they are not the same as ‘us’. Without defining a group as ‘different’, the next steps of genocide cannot happen.
• Step 2: Isolation. This is where the ‘different’ group are cut off from society. Maybe they are made to live under different laws, or not allowed to do certain jobs. This builds on Step 1, and extends it.
• Step 3: Ghettoization. After the group is defined and isolated, they are then physically made to live somewhere else. A ghetto is a slum where one ethnic group lives. This builds on Steps 1 and 2, and extends them.
• Step 4: Extermination. Once the group has been defined, isolated and ghettoized, then the mass killing (extermination) can begin. This is when genocide takes place.

Task 1: Take a piece of paper and fold it into four. Flatten it out, and in each of the sections write the name of one of the four steps to genocide. Using your Q4K (weeks 1-5), and the material available at this BBC site, gather as much information as you can about what happened in each of the four steps. If you do not have your paper Q4K don’t forget you can download another copy from the website.
Another way that we can consider the Big Question is by considering how far the Holocaust was planned a long time in advance, and how far it developed over time. This is a question that’s been debated by historians for many years. There are two theories:

**Intentionalist viewpoint:**
If you intend to do something, you plan ahead in advance. Intentionalists believe that Hitler definitely had plans for the Holocaust as early as 1924, if not earlier. Some point to extreme anti-Semitic statements made by Hitler. However, none of these statements refer to killing the entire Jewish people; indeed, very few refer to killing Jews at all. Only once in Mein Kampf does Hitler ever refer to killing Jews.

**Functionalist view:**
Functionalism is the idea that all parts of a society or an organisation contribute to what happens overall. They all have a ‘function’, or a part to play. Rather than looking at the plans of Hitler and the other Nazi leaders, Functionalists believe that the momentum for Holocaust came from the lower ranks of the German Army/SS. Functionalists, such as Christopher Browning, believe that rivalry between Nazi officials provided the major driving force behind the Holocaust. At all levels Nazi officials were trying to impress their bosses, right the way up to Hitler. If they could find ever more efficient ways of killing the Jews they would likely be promoted. This idea is what is known as the bottom-up approach of the Holocaust.
We have digested lots of information about the Big Question.

Now it is time for a quick progress check.

Follow this link to the Socrative student page: https://b.socrative.com/login/student/

Once there, use this Room Code to see ten quick questions: DRMCKAY

The questions reflect back on the course as a whole. If you get all of them correct, that’s great, well done!

If you don’t, go back through the slides, your notes from previous classes, and your Q4K, and remind yourself of the key information we have covered so far.
Now we need to start planning our answer. We are going to write a full, three paragraph answer about this, so for each paragraph you need to decide:

• What topic it will be on (you might write a paragraph about Antisemitism, for example, and another about ghettoization)

• Which key facts and figures (Contextual Knowledge) you are going to include. Each paragraph in a three paragraph answer should include at least five separate pieces of CK, relevant to the topic of the paragraph.

• How you will add in explanations, to move the argument along. Look back at today’s Wagoll. The CK is in green, the explanations are in blue. Notice how Dr McKay has mixed them in together.

• A topic sentence for each of your three paragraphs. Remember, the topic sentence should sum up what the paragraph as a whole is about. You will find it easier to draft these last, with all the material in front of you.

The more time you spend planning your answer, the better your answer will be. However, this is just a plan. It does not need to be presented to a high standard and sent to your Learning Consultants.
Remember when we are thinking about this response, that it is not a simple question of good people versus evil people. History is far more complex than that. There are degrees of guilt – some people can have some responsibility for a crime, whereas others can have a lot of responsibility. We thought about that idea last week, reflecting on responsibility by using these different categories:

1. **Perpetrator** - Someone who joined in with persecuting and murdering the Jews. A guard at Auschwitz could be seen as a perpetrator.

2. **Collaborator** - Someone who didn’t persecute or murder Jews themselves, but might have helped the Nazis with their work. A train operator that organised the transport of Jews out of a country might be seen as a collaborator.

3. **Bystander** - Someone who saw or heard something of the events of the Holocaust at the time, and didn’t do anything about it. Maybe a person living nearby to the Walsall Ghetto could be a bystander.

4. **Resister** - Someone who acted in a way to try and stop Nazi actions. This could include helping to hide Jews to stop them being captured.
Write a three paragraph answer on the following topic: **How did a country of rational people commit the Holocaust?**

Your answer should include the following elements:

- A topic sentence at the start of each paragraph, summing up, in just one sentence, what your paragraph is about and how it answers the question (see below).
- At least five pieces of specific contextual knowledge (CK) per paragraph, showing how well you know the detail. Share these out show a broad range of knowledge, rather than going into lots of detail for just one example.
- Clear explanations showing how your CK helps us to understand the question.

**What kind of thing are we looking for in a topic sentence? Let's look Anti-Semitism for an example.**

The Blood Libel was an example of Anti-Semitism, which was when Christians accused Jews of murdering children to use in religious ceremonies.

<table>
<thead>
<tr>
<th>One way was Anti-Semitism.</th>
</tr>
</thead>
<tbody>
<tr>
<td>One way in which a country of rational people committed the Holocaust was through a long history of Anti-Semitism, which meant that the idea that Jews were somehow different and dangerous was widely shared in society.</td>
</tr>
</tbody>
</table>

No good. Not enough detail.

No good. Just jumping straight into the CK.

Looking good! A good introduction to the paragraph, without going into specifics.
That is the end of our Holocaust studies. We have taken in a great deal of information, and examined it in precise detail.

If you wish to explore the topic further, a great deal of literature has been inspired by the events we have studied. A number of Year 9 students, for example, have been reading *The Tattooist of Auschwitz*, pictured below. High-quality fiction can be an excellent way to exploring what different moments in history meant to people involved. Other works include Thomas Keneally’s *Schindler’s Ark*, which was filmed by Steven Spielberg as *Schindler’s List*. Your Learning Consultants would be interested to know your thoughts on these and other works.