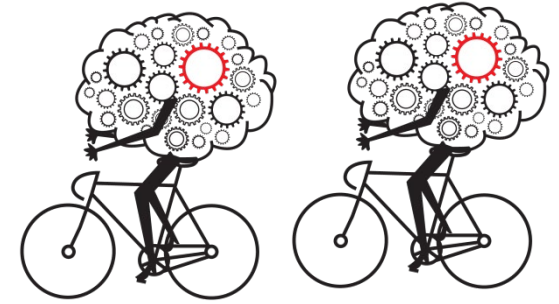


Livelihood: How did life begin to change for the Jewish community in the lead up to WWII?



What can we say about this photograph?



Answer your colour question in your booklet!

If you can't find the page, use the contents page on page 3!

Livelihood: How did life begin to change for the Jewish community in the lead up to WWII?

Lesson objectives:

-Describe life for the Jewish community before WWII.

-Identify ways the Nazis persecuted the Jews from 1934-1938.

-Explain the impact of the Nuremberg Laws on Jewish life in Germany before 1938.



Use a source and a video to identify life for Jews before the Holocaust.

Read sections of Hitler's Mein Kampf to identify the start of Jewish persecution 1934-1938.

Make a timeline to examine the laws used against Jews in the led up to WWII.

Use a source and a video to identify life for Jews before the Holocaust.

Read sections of Hitler's Mein Kampf to explain the start of Jewish persecution 1934-1938.

Make a timeline to examine the different types of laws used against Jews in the led up to WWII.

Use a source and a video to identify life for Jews before the Holocaust.

Read sections of Hitler's Mein Kampf to identify the start of Jewish persecution 1934-1938.

Make a timeline to explain the impact of the different types of laws used against Jews in the led up to WWII.



British value: Democracy, **The rule of law, Individual liberty,** Mutual respect, Tolerance

Lesson overview

- Lesson 1: **Introduction:** Where did the Holocaust come from?
- Lesson 2: **Responsibility:** How did Hitler's rise to power link to the Holocaust?
- **Lesson 3: Livelihood: How did life begin to change for the Jewish community in the lead up to WWII?**
- Lesson 4: **Turning-points:** What was life like for Jewish people in Germany from 1938-1942?
- Lesson 5: **A different perspective:** How did camps differ in the Holocaust?
- Lesson 6: **Reactions:** How did people respond to the Holocaust?
- Lesson 7: **Learning:** What can be learned from the Holocaust in the 20th century?



BIG Reflection



This photograph shows a football match between two teams. One of the teams was actually made up of two teams from Warsaw playing together. They are Spark Warsaw (Skra Warszawa) and the Star Club Warsaw (Gwiazda Warszawa).

Football first arrived in Warsaw in the early years of the 20th century. **By 1930 there were 73 football clubs in the WRFS (Warsaw Regional Football Society), 24 of these clubs were Jewish.** Many of these football clubs had links to political parties and organisations. Star Club Warsaw, a Jewish football team, was founded in 1923 and was influenced by the **Zionist Workers movement**. This movement fought for the Jewish community to make their own Jewish state (country) separate from other nations.

What does this tell us about Jewish life in communities like this before the Holocaust?

Why should we remember this side of Jewish life before the Holocaust?

Task 1: Life before the Holocaust



1. Where do the Jewish communities live at this time?
2. What is their life like in general?
3. How different is life for Jews in different countries?
4. Give examples of Jewish culture.

Task 2: The Nazi plan to attack the Jewish communities

From the moment Hitler appeared in Germany, it was not apparent that his end goal was the mass extermination of all Jews. He did, however, make his ideas on the Jewish communities of Europe clear in his famous text, *Mein Kampf (My Struggle)*.

These ideas are linked to the beliefs of the Nazis and give us an insight into the ideas behind the Holocaust. It is important to remember that these were ideas, and not a set plan. At the beginning of this period the solution to the problems viewed by the Nazis had not been set.



Task 2: The Nazi plan to attack the Jewish communities



1. What were Hitler's views on the Jews?
2. What does Hitler say the Jews wanted to do?

Challenge: How does this compare to previous historic anti-Semitism? Is it similar or is it different?

Green: Answer your questions in full sentences.

Yellow: Answer your questions in full sentences using quotes from the text.

Blue: Answer your questions in full sentences using quotes to explain your points.

Task 3: Antisemitism in Germany

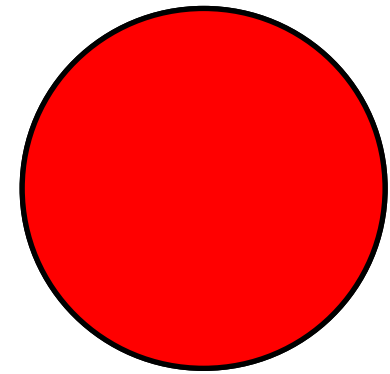
Mein Kampf was only part of the origin of Hitler and the Nazi's persecution of the Jewish community in Europe. To understand this, we must consider how they increased the persecution of Jews once they gained power in Germany in 1933.



3
minutes

You have 3 minutes to sort them chronologically and think about question 1.

What do you notice about how persecution was encouraged in Germany? What are all of these cards examples of?

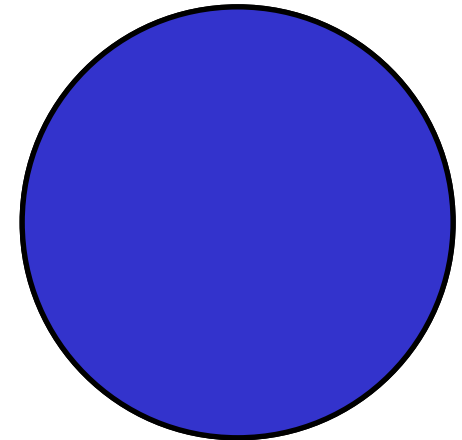


Task 3: Antisemitism in Germany

1. What do you notice about how persecution was encouraged in Germany? What are all of these cards examples of?
2. Looking at the timeline, what happened over the years?
3. What else can we learn about Nazi persecution of Jews from these laws?
4. Which law do you think was the most important? - Why?

Challenge: Which period(s) do you think was (were) the most important turning point(s) in the legal persecution of Jews in Germany? Why?

10 minutes



Jewish people are not allowed to be members of sports clubs



April 1933

© Holocaust Educational Trust

Jewish people lose the rights of German citizens



September 1935

© Holocaust Educational Trust

Did you notice anything about 1935?

Jewish people are not allowed to work for the government



April 1933

© Holocaust Educational Trust

Jewish people are not allowed to marry non-Jewish people



September 1935

© Holocaust Educational Trust

Jewish people are not allowed to marry non-Jewish people



September 1935

© Holocaust Educational Trust

Jewish doctors cannot treat non-Jewish patients



July 1938

© Holocaust Educational Trust

Jewish people are not allowed to attend the cinema



November 1938

© Holocaust Educational Trust

Jewish people are not allowed to drive cars



December 1938

© Holocaust Educational Trust

Did you notice any years where things changed?

Jewish children are not allowed to go to school with non-Jewish children



November 1938

© Holocaust Educational Trust

Jewish people are not allowed to own businesses



November 1938

© Holocaust Educational Trust

Jewish people are not allowed to go to university



December 1938

© Holocaust Educational Trust



Jewish people can be thrown out of their homes at any time



April 1939

© Holocaust Educational Trust

Jewish people are not allowed to use telephones



July 1940

© Holocaust Educational Trust

Did you notice any years where things changed?

Jewish people are not allowed to own radios



September 1939

© Holocaust Educational Trust

Jewish people must be at home from 8pm in the winter and 9pm in the summer



September 1939

© Holocaust Educational Trust



Jewish people over 6 years of age must wear a yellow star



September 1941

© Holocaust Educational Trust

Jewish people cannot buy magazines or newspapers



February 1942

© Holocaust Educational Trust

Did any of the laws stand out to you? Which one? Why?

Jewish people cannot keep pets



February 1942

© Holocaust Educational Trust

Jewish children are not allowed to go to school



June 1942

© Holocaust Educational Trust

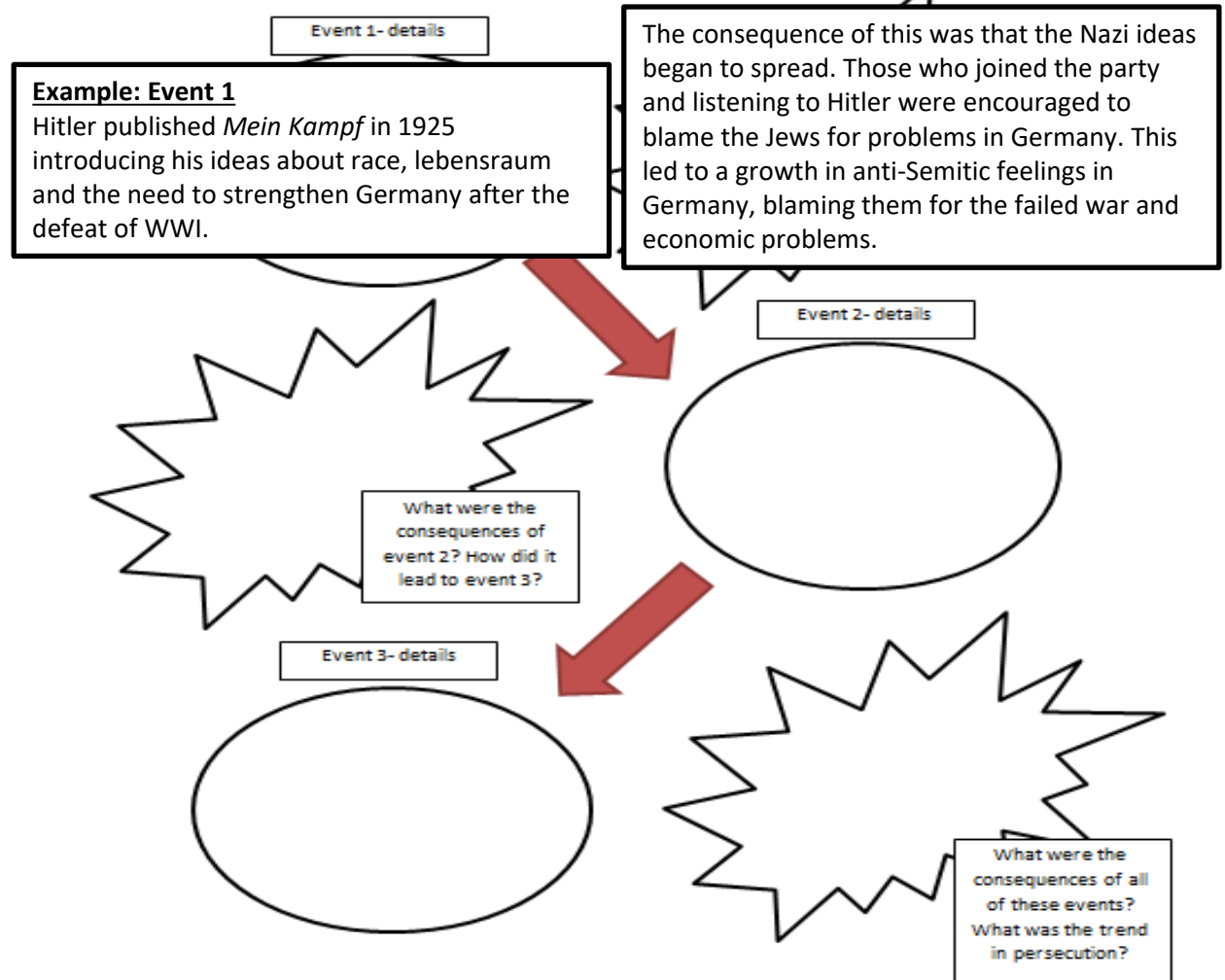


Reflection

Your task is to choose 3 events you have studied so far and plan a narrative for this. Use the template to help you.

Look at the example. Choose 2 other events you could add that show how persecution of the Jews increased.

Struggling?
Choose two laws that increased the attacks on Jews and explain how this would impact their lives.



Key words you should now know from today's lesson

<u>Key word</u>	<u>Definition</u>
Anti-Semitism	
Citizenship	
Collaborators	
Concentration Camps	
Crematorium	
Dictatorship	
Einsatzgruppen	
Expulsion	
Extermination Camps	
Extremism	
Final Solution	
Genocide	
Ghettos	
Hitler	
Holocaust	
Kristallnacht	
Labour Camps	
Liberation	
Mein Kampf	
Nazi	
Nuremberg Laws	
Persecution	
Pogrom	
Prejudice	
Prisoner of War Camps	
Resistance	
Responsibility	
Scapegoat	
Sonderkommando	
SS	

Check through the words in your booklet. Are there any you can now define?
Challenge yourself to use them in a sentence to show your understanding.