



## Holocaust Historic Timeline Activities

*The Holocaust was the systematic, state-sponsored murder of six million European Jews but Nazi Germany and their collaborators between 1933 and 1945. The Nazis targeted European Jewry as part of a larger system of racial persecution and war. Germany and collaborators persecuted and murdered millions more, including their Political Opponents, Persons with Disabilities, Roma and Sinti, Poles and Slavs, Soviet Prisoners of War, Gay Men, Afro-Germans, and others.*

During this timeframe of 1933-1945, numerous laws and decrees were passed to support this systemic murder, and various historical events occurred that changed the lives of millions. In the below activities, we encourage students to review these moments and legal actions along the timeline to understand the connections between historical occasions, individual experiences, Nazi ideology, and the disastrous effects of hatred unchecked.



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## Missouri Learning Standards

### Middle School World History: Grades 6-8

- 6-8.WH.1.CC.A = Create and use tools to analyze a chronological sequence of related events in world history.
- 6-8.WH.1.CC.B = Explain connections among historical context and peoples' perspectives at a time in world history.
- 6-8.WH.2.PC.C = Describe how the world view of social groups and institutions influence culture and define the position of the individual within various societies.

### High School World History: Grades 9-12

- 9-12.WH.1.CC.A = Create and use tools to analyze a chronological sequence of related events in world history.
- 9-12.WH.1.CC.B = Explain connections among historical context and peoples' perspectives at a time in world history.

- 9-12.WH.1.CC.C = Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies to an aspect of world history post c.1450 to a contemporary issue.
- 9-12.WH.1.CC.E = Analyze the causes and consequences of a specific problem in world history post c.1450 as well as the challenges and opportunities faced by those trying to address the problems.
- 9-12.WH.5.CC.B = Trace the origins, and relationship among the world wars, revolutions, and global conflicts of the 20<sup>th</sup> century to determine their impacts on the world today.
- 9-12.WH.1.GS.B = Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.
- 9-12.WH.1.GS.C = Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.WH.5.PC.A = Analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts.

### High School American History II: Grades 9-12

- 9-12.AH.4.CC.A = Trace the significant events and developments of the Great Depression and WWII.
- 9-12.AH.4.CC.B = Evaluate the responses of the United States leaders to the challenges of the Great Depression and World War II.
- 9-12.AH.4.CC.D = Evaluate the motivations for United States abandonment of isolationism and entry into World War II.
- 9-12.AH.6.CC.C = Evaluate the responses of United States' leaders to the challenges of global tensions.

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**Lesson Duration:** One class period or 50 minutes. *This can be modified to fit your class period length or lesson goals.*

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## Timeline Activities

### Historical Research Activity:

- Review the Timeline with your students.
- Have each student select a law, decree, or historical event that occurred during the Holocaust to research further in class.
  - o Give them about 20 minutes to research their particular moment. Then have them reflect upon the below questions:
    - What do they notice about this law, decree, or event?
    - What is it?
    - Who enacted or encouraged it?
    - What was the outcome of such a moment?

- How does it connect to the larger history of the Holocaust? Does it allow or encourage other laws, decrees, or events to occur?
- After they have completed their research, have them share their findings with the class. Ask your students how you think their historical moments connect, and how these historical moments contributed to the horrific outcomes of the Holocaust.

**Critical Analysis Activity:** International Relations in the Build-Up, During, and Aftermath of WWII

- World Involvement: There are several moments during the timeframe of the Holocaust in which the world reacted—or failed to react—to Hitler and the Nazi Party. Below are a few historical moments of highlight:
  - 1936: Olympic Games: Germany holds in the Olympics in Berlin, which brings Nazi Ideology to the international sports stage and the world’s attention.
  - 1938: Evian Conference: Officials from 32 Countries come together in Evian, France to discuss the German-Jewish refugee crisis.
  - 1945: Nuremberg Trials: Nazi Officials are put on trial for their crimes in front of an international audience.
- Looking at the examples above, and any others along the timeline that spark your students’ interest, consider these reflection questions. Have your students pair up with a partner to discuss their reflections, and then share their thoughts with the class.
  - Hitler becomes Chancellor of Germany in 1933, and immediately changes begin in the nation. Does the world respond immediately to these changes? Do you think they should? Or do you think other nations’ response at the time was expected?
  - Who do the laws and decrees affect the most?
  - By 1936, these changes are put on the mainstage with the Olympics. Why do you think certain nations chose to participate or not in the Olympics?
  - What message do you think the decision of the Evian Conference sent to Hitler and Nazi Germany?
  - What moment along the timeline do you think caused many in Germany to flee Nazi persecution? Was this a singular moment or a cumulation?
  - Considering the whole timeline, what conclusion can be made about international hesitation?
  - Why do you believe the world chose to hold an international trial following the war?
  - What questions does this analysis raise? Did this timeline make you consider things you hadn’t before?
- United States Involvement:
  - Hitler announces himself as Fuhrer of Germany in 1934, a position that threatens the ideas of democracy that the United States said they entered the war to defend. Why do you think they didn’t interfere in the first few years of the Holocaust timeframe? What issues or social ideas at home stopped the U.S. from stepping in earlier?
  - The United States chose to attend the 1936 Olympics and brought athletes of various religious and racial background. What do you think inspired their decisions?
  - Why did the U.S. wait until 1941 to enter the war?
  - Does the timeline reveal anything about the United States' awareness of the systematic mass murder that was happening in Europe?

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## Further Engagement

**For additional information and resources, please explore the link below!**

- <https://www.ushmm.org/teach/holocaust-lesson-plans/holocaust-timeline-activity>
- <https://www.ushmm.org/learn/holocaust/path-to-nazi-genocide/the-path-to-nazi-genocide/full-film>
- <https://echoesandreflections.org/wp-content/uploads/2019/02/TOTH-Activities-FINAL-1b.pdf>