

Module Title: 7. The Structures of the National Socialist Persecution.

Module Learning Outcome: Understands the events of World War II in Latvia, Liepaja, recognizes the connection between these events and those in Germany.

The total number of lessons: 30

Subject	Lessons	Learning Outcomes	Concepts	Available sources
Structures that enabled and facilitated National Socialist Persecution	8	<ul style="list-style-type: none"> Understands the mechanisms of persecution. Evaluates impact on individuals and communities. 	<ul style="list-style-type: none"> Gestapo SS SA 	<p><i>The Nazi Camps and the Persecution and Murder of the Jews:</i> https://training.ehri-project.eu/nazi-concentration-camps</p> <p><i>The Enabling Act:</i> https://encyclopedia.ushmm.org/content/en/article/the-enabling-act</p> <p><i>The Nazi Party:</i> https://encyclopedia.ushmm.org/content/en/article/the-nazi-party-1</p> <p><i>Rise of the Nazi Party:</i> https://www.hmd.org.uk/learn-about-the-holocaust-and-genocides/the-holocaust/rise-of-the-nazi-party/</p> <p><i>Survival In a Nazi Concentration Camp: The Spanish prisoners of Mauthausen:</i> https://direct.mit.edu/jinh/article/52/3/351/1087</p>

				26/Survival-in-a-Nazi-Concentration-Camp-The-Spanish
National Socialist suborganisations and which purposes they served.	8	<ul style="list-style-type: none"> ✚ Identifies key suborganisations ✚ Assesses impact on society 	<ul style="list-style-type: none"> ✚ Schutzstaffel (SS) ✚ Gestapo ✚ Sturmabteilung (SA) ✚ Einsatzgruppen ✚ Hitler Youth (Hitlerjugend) ✚ Sicherheitsdienst (SD) 	<p><i>The Nazi Party: Military Organizations of the Third Reich:</i> https://www.jewishvirtuallibrary.org/military-organization-of-the-third-reich</p> <p><i>Gestapo, SS and SA:</i> https://bergen-belsen.stiftung-ng.de/en/your-visit/sonderausstellungen/ausstellung-niedersachsen/gestapo-ss-sa/</p> <p><i>SS Police State:</i> https://encyclopedia.ushmm.org/content/en/article/ss-police-state</p> <p><i>Storm Troopers, Elite Guards, and Secret Police:</i> https://www.facinghistory.org/resource-library/storm-troopers-elite-guards-secret-police</p> <p><i>Life in Nazi Germany, 1933-1939-OCR:</i> https://www.bbc.co.uk/bitesize/guides/z2932p3/revision/1</p> <p><i>Nazi Terror Begins:</i> https://encyclopedia.ushmm.org/content/en/article/nazi-terror-begins</p>
Different institution in	7	✚ Analyses the purpose and function of camps	✚ Concentration camps	<i>Concentration camps:</i> https://www.britannica.com/topic/concentration-

National Socialism.		<ul style="list-style-type: none"> ✚ Reflects on human rights violation. 	<ul style="list-style-type: none"> ✚ Extermination camps ✚ Final solution ✚ Labor camps 	<p>camp</p> <p><i>Nazi camps:</i> https://encyclopedia.ushmm.org/content/en/article/nazi-camps</p> <p><i>Concentration camps, 1942-45-Animated Map/Map:</i> https://encyclopedia.ushmm.org/content/en/gallery/concentration-camps-1942-45-maps</p> <p><i>Types of camps:</i> https://www.theholocaustexplained.org/the-camps/types-of-camps/concentration-camps/</p> <p><i>Germany and the Camp System:</i> https://www.pbs.org/auschwitz/40-45/background/auschwitz.html</p> <p><i>Salaspils camp. History and Memory:</i> https://vecais.okupacijasmuzejs.lv/en/history/nazi-occupation/salaspils-camp-history-and-memory</p> <p><i>Salaspils Camp (1941-1944):</i> https://salaspilsmemorials.lv/en/salaspils-camp/</p>
Prisoners' biographies (their journey through various concentration/	7	<ul style="list-style-type: none"> ✚ Analyses individual experiences ✚ Reflects a historical context and human rights 	<ul style="list-style-type: none"> ✚ Dehumanization ✚ Survivor Testimony ✚ Forced Labor 	<p><i>Jeanette Wolff: I Survived Riga:</i> https://www.riga-komitee.eu/en/fates/jeanette-wolff-i-survived-riga</p>

prison camps), evaluation task.				<p><i>New England Holocaust Memorial:</i> https://www.nehm.org/learning/survivor-stories/</p> <p><i>Concentration Camp Survivors Share Their Stories:</i> https://www.iwm.org.uk/history/concentration-camp-survivors-share-their-stories</p> <p><i>Holocaust survivor shares her story of courage, resilience:</i> https://www.jbsa.mil/News/News/Article/3368834/holocaust-survivor-shares-her-story-of-courage-resilience/</p>
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Table for tasks

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Module Learning Outcome: Understands the events of World War II in Latvia, Liepaja, recognizes the connection between these events and those in Germany.

Topic	Lessons	Task
Structures that enabled and facilitated National Socialist Persecution	10	<p>1) <u>To understand key events leading to Nazi persecution, create a timeline of significant events from the rise of the Nazi Party in 1920 to the implementation of the Nuremberg Laws in 1935.</u></p> <p>2) <u>Create mind map that connects different structures (e.g. legal, social, political) that enabled persecution under the Nazis. Include specific examples for each connection.</u></p> <p>3) 1. <u>With the help of teacher find a quote from Nazi official or document regarding treatment of Jews or other persecuted groups.</u></p> <p>You can use the following database: https://collections.arolsen-archives.org/en/search</p> <p>2. Questions for analysis:</p> <ul style="list-style-type: none"> - What is the exact quote you found from Nazi official or document? Provide context for where and when it was said or written? -Who was the Nazi official or author of the document that provided this quote? What was their role in the Nazi regime?

		<ul style="list-style-type: none"> - In what ways does this quote illustrate the broader policies and ideologies of the Nazi regime regarding persecution? Identify key themes or ideas presented in the statement. - What does the quote convey about the Nazi perspective on Jews or other persecuted groups? Identify key themes or ideas presented in the statement. - How might this statement have influenced public opinion or behaviour towards Jews and other targeted groups in Germany that time? - What lessons can contemporary society learn from this quote about the dangers of hate speech, discrimination, and state-sponsored persecution? <p>3. In the class, discuss the answers and share your opinion.</p>
<p>National Socialist suborganisations and which purposes they served.</p>	<p>10</p>	<p>1) <u>1. Choose one National Socialist suborganisation (e.g., the SA, SS)</u></p> <ul style="list-style-type: none"> 2. Create a poster that includes its name, purpose, key figures, and impact on society. Use visuals and bullet points to make it engage. 3. Present your work to your classmates. <p>2) <u>1. Explore the symbolism used by Nazi organisations.</u></p> <ul style="list-style-type: none"> 2. create an artwork (drawing, painting or digital art) that represents their ideology of one National Socialist suborganisation: <ul style="list-style-type: none"> - Include symbols, colours, and imagery associated with the organisations. - Write a short explanation of your artistic choices and their historical significance.

		<p>3) 1. <u>Familiarize yourself with the content of the article:</u> https://www.bbc.co.uk/bitesize/guides/z2932p3/revision/7</p> <p>2. Answer the questions and discuss the answers together in the class:</p> <ul style="list-style-type: none"> - How did Nazi ideology shape the function of its suborganisation? - What were the key differences between the SA and the SS in terms of power and purpose? - How did these organisations affect individual freedoms in Nazi Germany? - What factors led to compliance or resistance against Nazi policies among citizens?
<p>Different institution in National Socialism.</p>	<p>7</p>	<p>1) 1. <u>Investigate the different types of Nazi camps - choose one type of camp (concentration camp, extermination camp, or labour camp).</u></p> <p>2. Create a detailed report that includes:</p> <ul style="list-style-type: none"> - The purpose and function of the camp. - Key historical events associated with it. <p>Format: 2 - 3 pages with visuals and citations</p> <p>2) 1. <u>Create a visual diary that illustrates a typical day of a prisoner in a specific camp. Include drawings or digital images that represent key</u></p>

		<p><u>activities (e.g. work, meals, roll calls)</u></p> <p>2. Create at least 5 entries with captions explaining each part of the day.</p> <p>3) <u>Watch a documentary (e.g. "Auschwitz: Inside the Nazi State") and write a review that includes:</u></p> <ul style="list-style-type: none"> - key themes presented. - personal reflection on what you learned how the documentary portrays life in the camps.
<p>Prisoners' biographies (their journey through various concentration/ prison camps).</p>	<p>8</p>	<p>1) 1. Use the following resources to gather information about different Holocaust survivors:</p> <p>https://www.riga-komitee.eu/en/fates/jeanette-wolff-i-survived-riga</p> <p>https://www.nehm.org/learning/survivor-stories/</p> <p>https://www.iwm.org.uk/history/concentration-camp-survivors-share-their-stories</p> <p>https://www.jbsa.mil/News/News/Article/3368834/holocaust-survivor-shares-her-story-of-courage-resilience/</p> <p>2. Select one survivor from the resources above the focus on for your project.</p> <p>3. Summarize your findings in a video documentary - produce short video (3 - 5 minutes) summarizing your chosen survivor's story, incorporating images, voiceovers or interviews with classmates discussing what they have learned.</p>

Task 1

To understand key events leading to Nazi persecution, create a timeline of significant events from the rise of the Nazi Party in 1920 to the implementation of the Nuremberg Laws in 1935.

<https://training.ehri-project.eu/nazi-concentration-camps>

<https://encyclopedia.ushmm.org/content/en/article/the-enabling-act>

<https://encyclopedia.ushmm.org/content/en/article/the-nazi-party-1>

<https://www.hmd.org.uk/learn-about-the-holocaust-and-genocides/the-holocaust/rise-of-the-nazi-party/>

Task 2

Create mind map that connects different structures (e.g. legal, social, political) that enabled persecution under the Nazis. Include specific examples for each connection.

Task 3

1) With the help of teacher find a quote from Nazi official or document regarding treatment of Jews or other persecuted groups.

You can use the following database: <https://collections.rolsen-archives.org/en/search>

2) Questions for analysis:

- What is the exact quote you found from Nazi official or document? Provide context for where and when it was said or written?
- Who was the Nazi official or author of the document that provided this quote? What was their role in the Nazi regime?
- In what ways does this quote illustrate the broader policies and ideologies of the Nazi regime regarding persecution? Identify key themes or ideas presented in the statement.
- What does the quote convey about the Nazi perspective on Jews or other persecuted groups? Identify key themes or ideas presented in the statement.
- How might this statement have influenced public opinion or behaviour towards Jews and other targeted groups in Germany that time?
- What lessons can contemporary society learn from this quote about the dangers of hate speech, discrimination, and state-sponsored persecution?

3) In the class, discuss the answers and share your opinion.

Task 4

- 1) Choose one National Socialist suborganisation (e.g., the SA, SS e.g.)
- 2) Create a poster that includes its name, purpose, key figures, and impact on society. Use visuals and bullet points to make it engage.
- 3) Present your work to your classmates.

Task 5

- 1) Explore the symbolism used by Nazi organisations.
- 2) create an artwork (drawing, painting or digital art) that represents their ideology of one National Socialist suborganisation:
 - Include symbols, colours, and imagery associated with the organisations.
 - Write a short explanation of your artistic choices and their historical significance.

Task 6

- 1) Familiarize yourself with the content of the article:

<https://www.bbc.co.uk/bitesize/guides/z2932p3/revision/7>

- 2) Answer the questions and discuss the answers together in the class:
 - How did Nazi ideology shape the function of its suborganisation?
 - What were the key differences between the SA and the SS in terms of power and purpose?
 - How did these organisations affect individual freedoms in Nazi Germany?
 - What factors led to compliance or resistance against Nazi policies among citizens?

Task 7

- 1) Investigate the different types of Nazi camps - choose one type of camp (concentration camp, extermination camp, or labour camp).
- 2) Create a detailed report that includes:
 - The purpose and function of the camp.
 - Key historical events associated with it.

Format: 2 - 3 pages with visuals and citations

Task 8

- 1) Create a visual diary that illustrates a typical day of a prisoner in a specific camp. Include drawings or digital images that represent key activities (e.g. work, meals, roll calls)
- 2) Create at least 5 entries with captions explaining each part of the day.

Task 9

- 1) Watch a documentary (e.g. "Auschwitz: Inside the Nazi State") and write a review that includes:
 - key themes presented.
 - personal reflection on what you learned how the documentary portrays life in the camps

Task 10

- 1) Use the following resources to gather information about Salaspils concentration camp:

- <https://visit.salaspils.lv/en/where-to-go/cultural-heritage-2/the-salaspils-memorial-ensemble-beyond-these-gates-the-land-groans/>
- <https://www.latvia.travel/en/sight/salaspils-memorial-ensemble>
- <https://vecais.okupacijasmuzejs.lv/en/history/nazi-occupation/salaspils-camp-history-and-memory>
- <https://salaspilsmemorials.lv/en/salaspils-camp/>

- 2) Research Salaspils concentration camp memorial architecture and discuss:

- What is the significance of the 100-meter concrete wall at the entrance of the Salaspils Memorial Ensemble, and how does it symbolize the border between life and death?
- How does the Inscription "Beyond these gates the land groans" contribute to the overall message of the memorial? What emotions or thoughts does it evoke in visitors?
- Discuss the emotional themes represented by the six main sculptures at the memorial (e.g. "Mother", "The Unbroken", "Humiliated")/ How do the sculptures convey the experiences of those who suffered in the camp?
- What role does the "Way of Sorrows" pathways play in guiding visitors through the memorial? How does it enhance the experience of remembrance and reflection?

Task 11

1) Use the following resources to gather information about different Holocaust survivors:

<https://www.riga-komitee.eu/en/fates/jeanette-wolff-i-survived-riga>

<https://www.nehm.org/learning/survivor-stories/>

<https://www.iwm.org.uk/history/concentration-camp-survivors-share-their-stories>

<https://www.jbsa.mil/News/News/Article/3368834/holocaust-survivor-shares-her-story-of-courage-resilience/>

2) Select one survivor from the resources above the focus on for your project.

3) Summarize your findings in a video documentary - produce short video (3 - 5 minutes) summarizing your chosen survivor's story, incorporating images, voiceovers or interviews with classmates discussing what they have learned.

	Started to Learn	Continues to Learn	Learned	Learned in Depth
Content Understanding	<ul style="list-style-type: none"> - Basic understanding of the survivor's story. - Minimal details included. 	<ul style="list-style-type: none"> - Some key details are included but lacks depth in context or significance. 	<ul style="list-style-type: none"> - Clear understanding of the survivor's experiences. - Includes relevant details and context. 	<ul style="list-style-type: none"> - Comprehensive understanding. - Connects survivor's story to broader historical themes and implications.
Research Quality	<ul style="list-style-type: none"> - Limited research. - Few sources used or cited. 	<ul style="list-style-type: none"> - Some research conducted. - A few relevant sources included but lacks diversity. 	<ul style="list-style-type: none"> - Good research. - Multiple relevant sources used, proving a well-rounded perspective 	<ul style="list-style-type: none"> - Extensive research. - Incorporates a wide range of credible sources, including primary accounts and historical context.
Creativity and Engagement	<ul style="list-style-type: none"> - Video lacks creativity. - Minimal effort in presentation style or visuals. 	<ul style="list-style-type: none"> - Some creative elements present, but overall engagement is limited. 	<ul style="list-style-type: none"> - Engaging presentation with creative use of voiceovers and editing techniques. 	<ul style="list-style-type: none"> - Highly creative and engaging. - Effectively uses visuals, sound; editing to enhance storytelling and maintain audience interest.
Reflection and analysis	<ul style="list-style-type: none"> - Minimal reflection on the survivor's story or its significance today. 	<ul style="list-style-type: none"> - Some reflection present but lacks depth in analysis of the survivor's impact or lessons learned. 	<ul style="list-style-type: none"> - Thoughtful reflection on the survivor's experiences. - Connects personal narratives to broader themes of resilience and human rights 	<ul style="list-style-type: none"> - Deeply insightful reflection that critically analyses the survivor's story and its relevance today. - Encourages audience contemplation on human rights issues.

