









Module Title: 3. "The Peat Bog Soldiers"

Module Learning Outcome: Understands the impact of National Socialism on society and analyses its consequences.

The total number of lessons: 30

Subject	Lessons	Learning outcome	Concepts	Available sources
The message of National Socialist propaganda in various media	2	<ul style="list-style-type: none"> Understands the principles and impact of implementing National Socialist propaganda in society 	<ul style="list-style-type: none"> National Socialism, Antisemitism, Jew, Aryan, Dehumanization 	<p><i>Propaganda of National Socialism in various media</i> https://encyclopedia.ushmm.org/content/en/article/nazi-propaganda <i>The power of Nazi propaganda</i> https://exhibitions.ushmm.org/propaganda/home/how-does-propaganda-work <i>Nazi and anti-Nazi posters</i> https://exhibitions.ushmm.org/propaganda/home/how-does-propaganda-work <i>Analysis of Nazi Propaganda</i> https://archive.blogs.harvard.edu/karthik/files/2011/04/HIST-1572-Analysis-of-Nazi-Propaganda-KNarayanaswami.pdf Dehumanization definition https://www.dictionary.com/browse/dehumanization</p>

The impact of National Socialist propaganda on the segregation of residents	4	 Understands the segregation of residents by nationality and political affiliation due to the National Socialist propaganda	 Segregation,  Discrimination  Ghetto	<i>Segregation definition</i> https://www.dictionary.com/browse/segregation <i>Discrimination definition</i> https://www.dictionary.com/browse/discrimination <i>Nazi radical ideology</i> https://encyclopedia.ushmm.org/content/en/article/victims-of-the-nazi-era-nazi-racial-ideology <i>Nazi Germany and the Establishment of Ghetto</i> https://www.nationalww2museum.org/war/articles/nazi-germany-and-establishment-ghettos <i>The Life of the Jews in Germany After the Nazi Rise to Power (video)</i> https://youtu.be/d5p_F1KaCfY?si=ANAZv0dmbsdrjM_J <i>The Ghetto (video)</i> https://youtu.be/97BmfWWsuM4?si=SuZxYTI95BvibIWZ <i>Everyday Life in the Ghettos (video)</i> https://youtu.be/p4VqngTaiPg?si=yT1xjue_KSWxAmE <i>Nazi Camps</i> https://encyclopedia.ushmm.org/content/en/article/nazi-camps <i>Types of Camps</i> https://www.theholocaustexplained.org/the-camps/types-of-camps/work-camps/
Living conditions in concentration/ prison camps	4	 Describes the living conditions in concentration camps	 Concentration camp,  Death camp,  Labour camp	<i>The life of the Prisoners in the Concentration Camps of Nazi Germany (video)</i> https://youtu.be/UAp_dMMQL8A?si=fPR_LrSZ_JkZnzGe <i>The Nazi camps – An Overview (video)</i> https://youtu.be/fq0HshZFQLs?si=PGwun_XvRBUpH_A_H <i>The Nazi Concentration camps – daily life</i>

				http://www.camps.bbk.ac.uk/themes/daily-life.html <i>Life in Camp</i> https://www.kz-gedenkstaette-neuengamme.de/en/history/concentration-camp/life-in-camp/
The daily work of prisoners in concentrations/prison camps	6	 Describes the exploitation of prisoners through forced labour	 Forced labour	<i>Forced labour: An overview</i> https://encyclopedia.ushmm.org/content/en/article/forced-labor-an-overview <i>Slave labour</i> http://www.camps.bbk.ac.uk/themes/slave-labour.html <i>Forced labour in Nazi Germany during World War II</i> https://www.britannica.com/video/180231/Discussion-use-labourers-territories-Nazi-weapons-armaments <i>Hitler's Slaves: Forced Labour Under the Nazis</i> https://youtu.be/fc69otQxclA?si=vAR7yIkANMfDiUR <i>Nazi Labour Camps: Esterwegen</i> https://www.jewishvirtuallibrary.org/esterwegen-labor-camp?utm_content=cmp-true
The significance and impact of the song "The Peat Bog Soldiers" ("Moorsoldaten")	4	Analyses the message, purpose and legacy of the song "The Peat Bog Soldiers"	 Resistance,  Non-violent resistance	<i>Peat bog soldiers song</i> https://youtu.be/ZNxnXQrWWj4?si=SY7rOyXQp_k9bJqv <i>Peat bog soldiers song lyrics</i> https://en.wikipedia.org/wiki/Peat_Bog_Soldiers
Personal life tragedies as testimony of life in concentration/prison camps	10	Understands personal life tragedies experienced in the camps		Concentration Camp Survivors Share Their Stories https://www.iwm.org.uk/history/concentration-camp-survivors-share-their-stories Tales from Auschwitz: survivor stories

		through the analysis of examples		https://www.theguardian.com/world/2015/jan/26/tales-from-auschwitz-survivor-stories
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Table for tasks

Module Title: 3. "The Peat Bog Soldiers"

Module Learning Outcome: Understands the impact of National Socialism on society and analyses its consequences.

Topic	Lessons	Task
The message of National Socialist propaganda in various media	2	<ol style="list-style-type: none"> 1) <u>Watch the video and answer the questions.</u> <ol style="list-style-type: none"> 1. What is propaganda? 2. How does it affect society? 2) <u>Choose a question you want to find the answer to. Familiarize yourself with the attached text and use online resources to find the answer:</u> <ol style="list-style-type: none"> 1. What was the primary goal of Nazi propaganda? 2. What was the role of the Ministry of Public enlightenment and Propaganda in Nazi Germany? 3. How did Nazi propaganda contribute to the persecution and destruction of European Jews? 4. What was the significance of Nazi propaganda in mobilizing the German population to support wars of conquest? 5. What were the consequences of the message spread through Nazi propaganda?
The impact of National Socialist propaganda on the segregation of residents	4	<ol style="list-style-type: none"> 1) <u>Familiarize yourself with the content of the images: What is the main message of this picture?</u> <ol style="list-style-type: none"> 1. Who is the target audience for this picture? 2. What visual elements are used to convey the message? 3. What emotions does the picture aim to evoke? 4. What historical event or movement is this picture related to?

		<p>5. What is the purpose of the picture? 6. How does the picture reflect the values and beliefs of the time?</p> <p>2) <u>Engage with the information on the attached link:</u></p> <p>1. What ideal image of a person do the Nazis create? What appearance and characteristics must this person have? 2. How do such posters affect society? Argue your opinion</p>
Living conditions in concentration/ prison camps	4	<p>1) <u>Watch the videos.</u></p> <p>1. What are they about? 2. Use your knowledge and understanding from completing the previous tasks and describe why, in your opinion, society did not intervene in the actions of the Nazis.</p> <p>2) <u>Watch the video and infer how the information provided in this video complements what was seen in the previous videos.</u></p> <p>3) <u>Get acquainted with the main types of Nazi concentration camps.</u></p> <p>1. Choose one, find an example and describe this camp (operational period, location, inmates). 2. Find information on the living conditions in this camp. Share your findings with others.</p>
The daily work of prisoners in concentrations/prison camps	6	<p>1) <u>Explain the concept of forced labour.</u></p> <p>2) <u>Choose one of the historical sources provided at the bottom of the information source and answer the questions.</u></p> <p>1. What indicates that the document is a historical source?</p>

		<ol style="list-style-type: none"> 2. Who is the author of the text? 3. What is the intended audience for the source? 4. What is purpose of the document? 5. What have you learned about the historical event by reading this text? 6. What did you read in the text that might have influenced your opinion or viewpoint? <p>3) <u>Discuss what you have learned before and debate the following questions:</u></p> <ol style="list-style-type: none"> 1. How were the conditions in Nazi concentration camps similar or different from slavery in the American South or other historical slave labour systems? 2. What did prisoners in Nazi concentration camps and slaves in other systems have in common, and what were the main differences?
The significance and impact of the song "The Peat Bog Soldiers" ("Moorsoldaten")	4	<p><u>Listen to the song and discuss the added questions in groups:</u></p> <ol style="list-style-type: none"> 1. Describe the overall mood or tone conveyed by the music and vocals. 2. How does this song make you feel? What emotions or images does it evoke for you? 3. If you had to guess, what time period or historical context do you think this song is from? 4. What is the historical significance of this song? How did it come to be written and performed? 5. How did the song become a symbol of resistance during World War II? 6. What is the significance of the lyrics "Up and down the guards are pacing, No one, no one can get past"? How do these lines relate to the overall theme of the song? 7. How does the song's message of defiance and hope resonate with you?

		<p>8. What does the song reveal about the conditions and experiences of prisoners in Nazi concentration camps?</p> <p>9. What is the historical context of the Emslandlager concentration camps where the song was written and performed?</p> <p>10. How does the song's message of defiance and hope continue to resonate today?</p>
Personal life tragedies as testimony of life in concentration/ prison camps (evaluation task)	10	<p><u>1. Create small work groups.</u></p> <p><u>2. Choose one survivor testimony.</u></p> <p><u>3. Using answers to the questions create a video.</u></p> <p><u>4. After watching the video, follow a discussion using discussion questions.</u></p> <p><u>5. As conclusion reflections, students can write a poem.</u></p>

Module 3

Task 1

Watch the video and answer the questions.

<https://www.youtube.com/watch?v=T8L8tGErQPs>

1. What is propaganda?
2. How does it affect society?

Task 2

Choose a question you want to find the answer to. Familiarize yourself with the attached text and use online resources to find the answer.

<https://encyclopedia.ushmm.org/content/en/article/nazi-propaganda>

Questions:

1. What was the primary goal of Nazi propaganda?
2. What was the role of the Ministry of Public Enlightenment and Propaganda in Nazi Germany?
3. How did Nazi propaganda contribute to the persecution and destruction of European Jews?
4. What was the significance of Nazi propaganda in mobilizing the German population to support wars of conquest?
5. What were the consequences of the message spread through Nazi propaganda?

Task 3

Familiarize yourself with the content of the images:

Picture 1



Picture 2



Questions to be analysed:

1. What is the main message of this picture?
2. Who is the target audience for this picture?
3. What visual elements are used to convey the message?
4. What emotions does the picture aim to evoke?
5. What historical event or movement is this picture related to?
6. What is the purpose of the picture?
7. How does the picture reflect the values and beliefs of the time?

Task 4

Engage with the information on the attached link:

- 1) What ideal image of a person do the Nazis create? What appearance and characteristics must this person have?
- 2) How do such posters affect society? Argue your opinion.

<https://encyclopedia.ushmm.org/content/en/article/victims-of-the-nazi-era-nazi-racial-ideology>

Task 5

Watch the videos.

- 1) What are they about?
- 2) Use your knowledge and understanding from completing the previous tasks and describe why, in your opinion, society did not intervene in the actions of the Nazis.

<https://youtu.be/97BmfWWsuM4?si=WhnvIS1dnfz9elcW>
<https://youtu.be/WBjfJrmiR7c?si=aQDyx5zfrGOAru-L>

Task 6

Watch the video and infer how the information provided in this video complements what was seen in the previous videos.

https://youtu.be/UAp_dMMQL8A?si=zGoLBb5QWkMGSqSk

Task 7

- 1) Get acquainted with the main types of Nazi concentration camps.
- 2) Choose one, find an example and describe this camp (operational period, location, inmates).
- 3) Find information on the living conditions in this camp. Share your findings with others.

The Nazi concentration camps were a network of facilities established by the Nazi regime during World War II to detain and persecute various groups of people deemed enemies of the state. These camps were used for forced labour, detention without trial and mass murder. Here the main types of Nazi concentration camps are:

Concentration Camps

- Main camps:

These were the primary detention centres, often run by the SS Main Economic and Administrative Office. Examples include Auschwitz, Buchenwald, Dachau, and Sachsenhausen.

- Satellite camps:

These were smaller camps that were part of a larger main camp, often used for specific purposes like forced labour or prisoner-of-war detention.

Forced-Labour Camps

These camps were used to exploit prisoners for their labour, often under brutal conditions. Prisoners were subjected to exhaustion, starvation and exposure, and many died as a result.

Transit Camps

These were temporary holding facilities for Jews and others awaiting deportation to killing centres. Examples include Westerbork in the Netherlands and Drancy in France.

Extermination Camps

These camps were specifically designed for mass murder, primarily targeting Jews and other groups deemed "degenerate." Examples include Auschwitz, Belzec, Chelmno, Majdanek, and Treblinka.

These camps were part of a larger network of internment facilities operated by the Nazi regime and its allies, with estimates suggesting over 44,000 sites were established during the time of the Third Reich.

Citations:

[1] <https://encyclopedia.ushmm.org/content/en/article/nazi-camps>

[2] <https://www.theholocaustexplained.org/the-camps/types-of-camps/>

[3] <http://www.camps.bbk.ac.uk/camps.html>

Task 8

- 1) *Explain the concept of forced labour.*
- 2) *Choose one of the historical sources provided at the bottom of the information source and answer the questions.*
 1. What indicates that the document is a historical source?
 2. Who is the author of the text?
 3. What is the intended audience for the source?
 4. What is purpose of the document?
 5. What have you learned about the historical event by reading this text?
 6. What did you read in the text that might have influenced your opinion or viewpoint?

<http://www.camps.bbk.ac.uk/themes/slave-labour.html>

Task 9

Discuss what you have learned before and debate the following questions:

1. How were the conditions in Nazi concentration camps similar or different from slavery in the American South or other historical slave labour systems?
2. What did prisoners in Nazi concentration camps and slaves in other systems have in common, and what were the main differences?

Task 10

https://youtu.be/_sE0zQ9Ju5c?si=iIjSIz6baI-ZMfD2

Listen to the song and discuss the added questions in groups:

1. Describe the overall mood or tone conveyed by the music and vocals.
2. How does this song make you feel? What emotions or images does it evoke for you?
3. If you had to guess, what time period or historical context do you think this song is from?
4. What is the historical significance of this song? How did it come to be written and performed?
5. How did the song become a symbol of resistance during World War II?
6. What is the significance of the lyrics "Up and down the guards are pacing, No one, no one can get past"? How do these lines relate to the overall theme of the song?
7. How does the song's message of defiance and hope resonate with you?
8. What does the song reveal about the conditions and experiences of prisoners in Nazi concentration camps?
9. What is the historical context of the Emslandlager concentration camps where the song was written and performed?
10. How does the song's message of defiance and hope continue to resonate today?

Task 11

1. *Create small work groups.*
2. *Choose one survivor testimony.*
3. *Including answers to the questions and create a video.*
4. *After watching the video, follow a discussion using discussion questions.*
5. *As conclusion reflections, students can write a poem.*

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

<https://www.theguardian.com/world/2015/jan/26/tales-from-auschwitz-survivor-stories>

Questions for group work:

1. What were the key events leading up to the rise of Nazi Germany and the Holocaust? How did these events impact the lives of the survivors?

2. How did the Nazi occupation of various countries affect the daily lives of the survivors? What were some of the specific challenges they faced?
3. What role did antisemitism play in the Nazi ideology and how did it contribute to the Holocaust?
4. How did the survivors describe their daily lives before the war? What were some of the significant changes they experienced during the war?
2. What were some of the most traumatic events the survivors witnessed or experienced? How did these events affect them emotionally?
3. How did the survivors manage to maintain hope and resilience in the face of adversity? What specific strategies or coping mechanisms did they use?

Questions for discussion in classroom:

1. What common themes and motifs emerge from the testimonies? How do these themes relate to the broader historical context of the Holocaust?
2. How do the survivors' experiences reflect the broader themes of hope, resilience and loss that are often associated with the Holocaust?
3. How do the survivors express fear and anxiety in their testimonies? What specific events or situations triggered these emotions?
4. How do the survivors express loss and grief for their loved ones and communities? What specific memories or experiences evoke these emotions?
5. How do the survivors' testimonies reflect the broader historical context of the Holocaust? What insights do these testimonies provide into the experiences of those who lived through the Holocaust?
6. How do the survivors' experiences and emotions relate to contemporary issues of prejudice, discrimination and social justice?
7. What lessons can be learned from the survivors' testimonies about the importance of empathy, compassion and understanding in the face of adversity?

	Started to Learn	Continues to Learn	Learned	Learned in Depth
Understanding of the topic	<ul style="list-style-type: none"> - Demonstrates a basic understanding of the topic. - Struggles to grasp key concepts. 	<ul style="list-style-type: none"> - Generally, understands the topic, but incompletely. - Grasps some key concepts but has gaps in knowledge. 	<ul style="list-style-type: none"> - Displays a solid grasp of the topic. - Demonstrates a comprehensive understanding of key concepts. 	<ul style="list-style-type: none"> - Exhibits an advanced nuanced understanding of the topic. - Demonstrates mastery of key concepts and their interconnections.
Quality of the video	<ul style="list-style-type: none"> - The video content is basic, with limited use of survivor testimony excerpts and historical context. - The presentation is disorganized, and the overall quality is poor. 	<ul style="list-style-type: none"> - The video incorporates some survivor testimony excerpts and historical context, but the integration is not always seamless. - The presentation is somewhat organized, but the overall quality could be improved. 	<ul style="list-style-type: none"> - The video effectively integrates survivor testimony excerpts and historical context, creating a cohesive and informative presentation. - The overall quality of the video is good, with clear audio, visuals, and a well-structured flow. 	<ul style="list-style-type: none"> - The video masterfully incorporates survivor testimony excerpts and historical context, creating a powerful and impactful presentation. - The overall quality of the video is excellent, with exceptional audio, visuals, and a well-structured, engaging flow.
Answers to the questions	<ul style="list-style-type: none"> - Provides simple, surface-level answers. - Struggles to elaborate or 	<ul style="list-style-type: none"> - Offers satisfactory answers that demonstrate a particular understanding. 	<ul style="list-style-type: none"> - Provides detailed, accurate and insightful answers. - Can elaborate on concepts and make 	<ul style="list-style-type: none"> - Offers comprehensive, well-reasoned and thought-provoking answers.

	explain concepts in depth.	Can provide some additional details or explanations.	connections to broader contexts.	- Can critically analyse, synthesize and apply the knowledge to novel situations.
Participation in Discussion	- The student's contributions, when made, are limited, and lack depth or insight.	- The student's contributions show some understanding of the material, but lack depth or analysis.	- The student's contributions demonstrate a solid understanding of the material and the ability to analyse and synthesize the information.	- The student's contributions are insightful, thought-provoking, and demonstrate a deep understanding of the material and its historical and emotional significance.

According to the description of the performance level, the teacher can create his own table of assessment points.