

UNIT OF WORK

MINORITIES

Minorities during World War War II

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SELF-ASSESSMENT

TEAM

DIDACTIC APPROACH

OBJETIVES	• Understanding the meaning of the term „minorities“ in the historical context • Thinking in context • Deeper understanding of the historical context in the history of Europe • To get acquainted with the issues of minorities in selected European countries
LANGUAGE	English—working language Spanish, Turkish, Italian, Norwegian, Czech—complementary languages
LANGUAGE LEVELS	From A2 till B2
NUMBER OF LESSONS	10—15
TOPICS	Jews, Homosexuals, Religious Minorities, Alan Turing, Ghettos, Concentration Camps
TASKS	This must be seen in the didactic sheets for each of the activities
VOCABULARY	Vocabulary about minorities and social studies, Nazism, holocaust and political ideologies in both the native language and in English as working language.
LANGUAGE SKILLS	Using a foreign language and own language in doing the tasks. Reading, understanding, writing, and building a vocabulary.
CLASS ORGANIZATION	Work in pairs, work in groups, individual work
LOCAL CONTENTS	War history of minorities in individual countries
MAIN COMPETENCES	Developing competencies for learning, working competencies, social skills, interaction in group,
EVALUATION	SELF ASSESSMENT and Open space

1 HISTORICAL TRIP

Historical trip	
OBJECTIVES	Deeper knowledges about history of their own city
LANGUAGE English/Spanish	English
LANGUAGE LEVELS	Advanced
TIME REQUIRED	Cca 90 min.
TOPICS	Local history
TASKS	Fill in the worksheet (with a map and photos!)
VOCABULARY	Historical vocabulary and vocabulary for planning a trip
LANGUAGE SKILLS	Advanced
CLASS ORGANIZATION	Available for individuals and also for small groups
LOCAL CONTENTS	Local history, famous citizens
MAIN COMPETENCES	Communication in foreign and native language, Social and civic competences, culture awareness and expression
CRITERIA OF SUCCESS	Each activity is different and will have different kinds of evaluation. Teachers can check the knowledge of the students in the acitivities, the students can make self evaluations and evaluations of each others' work. SELF ASSESSMENT and Open space



Historical trip

Imagine that foreign friend of you decided to visit your city and you want to show him/her some monument, which is related to some person in WW2. IT can be some statue, painting, or whatever you think is suitable.

Your goal:

Please fill in this worksheet and plan whole trip for friend of you.

Worksheet:

Name of your object?

What's it?

Why did you choose it?

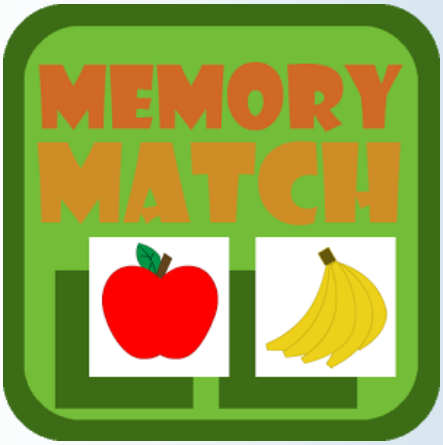
Do you know something about history of the monument?

How it's related to WW2?

How you can get to the monument? (Prepare a map!)

Take some photos of the monument!

2 MINORITY MEMORY MATCH



Minority memory match	
OBJECTIVES	Knowledge of minority issues in concentration camps
LANGUAGE English/Spanish	English
LANGUAGE LEVELS	Advanced
TIME REQUIRED	Depending on the players' skills and the possible discussions about the topics, minimum about 15-20 minutes
TOPICS	Minority groups, specific members of those groups, concentrations camps
TASKS	Match the cards to form logical pairs of questions and answers
VOCABULARY	vocabulary about the World War II, getting to know more about the events/things/people/places that are on the cards
LANGUAGE SKILLS	Elementary vocabulary knowledge necessary, if the pupils don't have enough knowledge of specific WWII vocabulary, it can be translated by the teacher beforehand.
CLASS ORGANIZATION	Available for individuals and also for small groups
LOCAL CONTENTS	Local history, famous citizens
MAIN COMPETENCES	Communication in foreign and native language, Social and civic competences, culture awareness and expression
CRITERIA OF SUCCESS	When all cards are cleared, be the one with the biggest number of matched pairs

MMM – Minority memory match

Based on the game "concentration" – see https://en.wikipedia.org/wiki/Concentration_(game)

Preparations:

- Prepare 36 paper squares – 2 for each pair (valid for 18 questions – if you reduce the number of questions, reduce the number of quares consequently)
- Write (or print out) the questions and answers – one square with a question, and another one with an answer
- Shuffle all of the cards
- Lay them all on the board facing down (6x6)

Game play:

- The first player chooses one card, turns it around and then chooses another card. If the two cards are matching (question – answer), the player takes the two cards and he/she can try to match another pair. If the cards don't match, they have to be returned face-down to the same spot where they were before, and it's the next players turn.
- The game continues in this manner until all of the cards are matched. The player with the biggest number of pairs wins the game.

Additional ideas:

- The players might mention at least one thing that they know about what's written on each matched pair, and if no one knows of any fact, the activity coordinator can inform them
- Certain local people/information might not be known by most of the students from other countries, therefore, it's advisable to do a short briefing on those before the game or remove the cards from the playing deck. However, the players may also try to match them, and in the process learn about them.

Questions and answers (picture answers are attached on the next page)

Question	Answer
How did the Germans treat the disabled or mentally ill?	They were killed or sterilized.
The biggest concentration camp?	Auschwitz
Sir Nicholas George Winton	Picture 1)
What letter was put on the ID cards of Jewish population?	„J“
Who said the there are no homosexuals in Italy	B. Mussolini
Which other groups (besides Jews) were targeted in the Holocaust?	Gypsy, Homosexuals and Jehovah’s witnesses
A Norwegian work camp	Berg
The traditional Jewish head cover	Kippah – attach picture 2)
The old-new synagogue in Prague	Picture 3)
Jehovah’s witnesses magazine	The Watchtower
Before the Jews were sent to the concentration camps, they were forced to live in?	Ghettos
How many Jews were approximately murdered during the Holocaust?	5 860 000
A Norwegian Jew - survivor of the Holocaust	Samuel Steinmann
The only concentration camp in the Czech Republic	Terezín (Theresienstadt)
How were the Kapos identified?	Picture 4) (green triangle)
How were the Homosexuals identified?	Picture 5) (pink triangle)
Who was Primo Levi?	Italian Jewish writer, author of „If This Is a Man“
How were the Jehovah’s witnesses identified?	Picture 6) (purple triangle)

Picture 1)



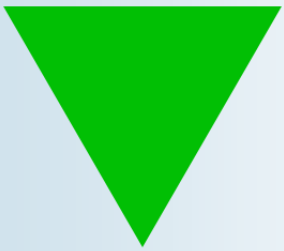
Picture 2)



Picture 3)



Picture 4)



Picture 5)



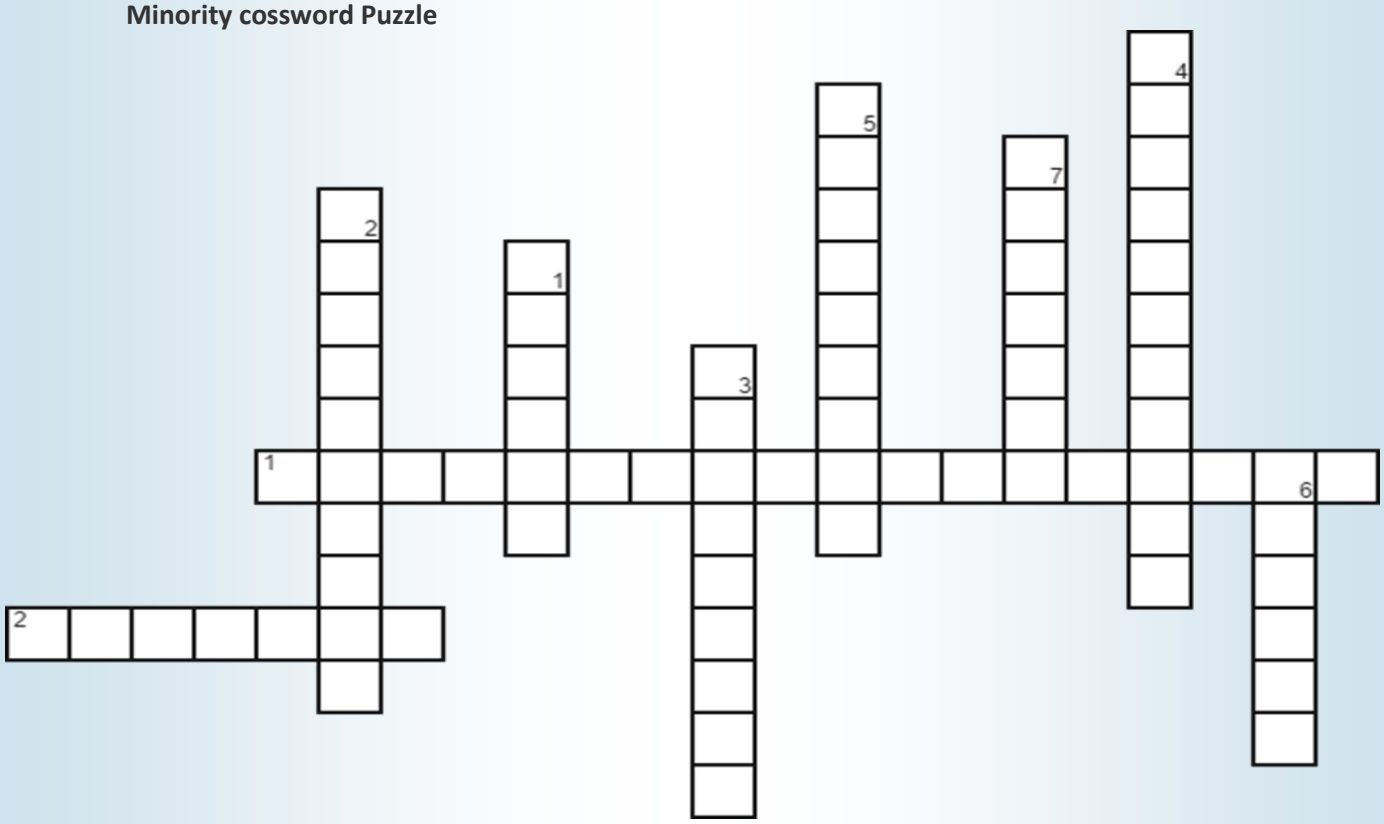
Picture 6)



3 CROSSWORD

Crossword	
OBJETIVES	Practice of vocabulary in the context of historical theme
LANGUAGE English/Spanish	English
LANGUAGE LEVELS	Advanced
TIME REQUIRED	15 min.
TOPICS	Minority groups, Nazi Party, concentrations camps
TASKS	Fill in the crossword
VOCABULARY	Vocabulary about the World War II
LANGUAGE SKILLS	Elementary vocabulary knowledge necessary, if the pupils don't have enough knowledge of specific WWII vocabulary, it can be translated by the teacher beforehand.
CLASS ORGANIZATION	Available for individuals
LOCAL CONTENTS	Local history, general facts within the subject
MAIN COMPETENCES	Communication in foreign and native language, Social and civic competences, culture awareness and expression, competence to solve problems
CRITERIA OF SUCCESS	Fill in the whole crossword

Minority cossword Puzzle



Definitions

Across

1. Sachsenhausen, Ravensbrück and Mauthausen are examples of....
2 The synonym for the Romani people

Down

1. Leader of the Nazi Party
2. The Jewish house of worship
3. Nazi laws introduced in 1935
4. Minority group
5. The biggest extermination camp
6. The colour of the Jehova witnesses badge
7. The ghetto which is located in Czech Republic

Key

Across

1. Concentrationcamps
2. Gypsies

Down

1. Hitler
2. Synagogues
3. Nuremberg
4. Homosexuals
5. Auschwitz
6. Purple
7. Terezín

4 DOUBLES

Doubles	
OBJETIVES	Deeper knowledges about the people of the Holocaust
LANGUAGE English/Spanish	English
LANGUAGE LEVELS	Beginner
TIME REQUIRED	1 lesson
TOPICS	Minorities, famous people
TASKS	Get rid of all your cards, but don't end up with the black card.
VOCABULARY	Basic conversational vocabulary
LANGUAGE SKILLS	Beginner
CLASS ORGANIZATION	In small groups (2-4 people)
LOCAL CONTENTS	Holocaust, famous victims/survivors/people
MAIN COMPETENCES	Communication in foreign and native language, Social and civic competences, culture awareness and expression, competence to solve problems
CRITERIA OF SUCCESS	The player with the most points wins



CARDS—print two copies



Nicolas Winton



Richard Feder



Anne Frank



Petr Ginz



Alfréd Wetzler

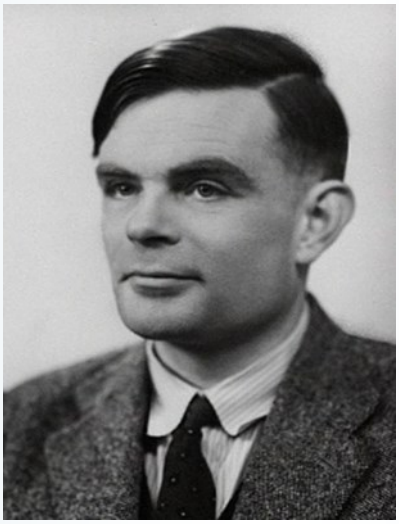


Rudolf Vrba

CARDS



Fredy Hirsch



Alan Turing



5 LUDO

Ludo	
OBJECTIVES	Affirm what you remmbered about the minority groups during World War II
LANGUAGE	Any – instructions in English
LANGUAGE LEVELS	Any
TIME REQUIRED	1 lesson
TOPICS	Minorities, Holocaust
TASKS	Be able to present a fact about the topic
VOCABULARY	Vocabulary about the World War II
LANGUAGE SKILLS	Any
CLASS ORGANIZATION	1. Small groups of 4 people play together, each person individually 2. The whole class is divided into 4 teams, each representing one color (recommended)
LOCAL CONTENTS	Holocaust, survivors, life in concentration camps
MAIN COMPETENCES	Communication in foreign and native language, Social and civic competences, culture awareness and expression, competence to solve pro-blems
CRITERIA OF SUCCESS	The first player to get all of his four pegs into the „home“ wins



Ludo

Based on the Czech – German version of the game Ludo – see https://en.wikipedia.org/wiki/Mensch_%C3%A4rgere_dich_nicht

Preparations:

- Print out the game field – attached on the next page
- Prepare 4 pegs for each player / group and one dice
- Chose the topics. The attached game field is prepared for 3 topics – Concentration camps (life in them, facts about them…), Persecution of minorities (Nürnberg laws, what was prohibited – important to mention which minority did it concern…) and specific stories of Holocaust survivors (Some fact about a survivor, mention his name). However, you can easily change those topics, or even get a blank game field and add more than just three.
- Divide the students – either in small groups of 4 where each player represents one colour, or into 4 larger groups, each of those representing one colour
- Place the four pegs into the corners (the "out" area)

Game play: (rules also available on the Wikipedia page – see title)

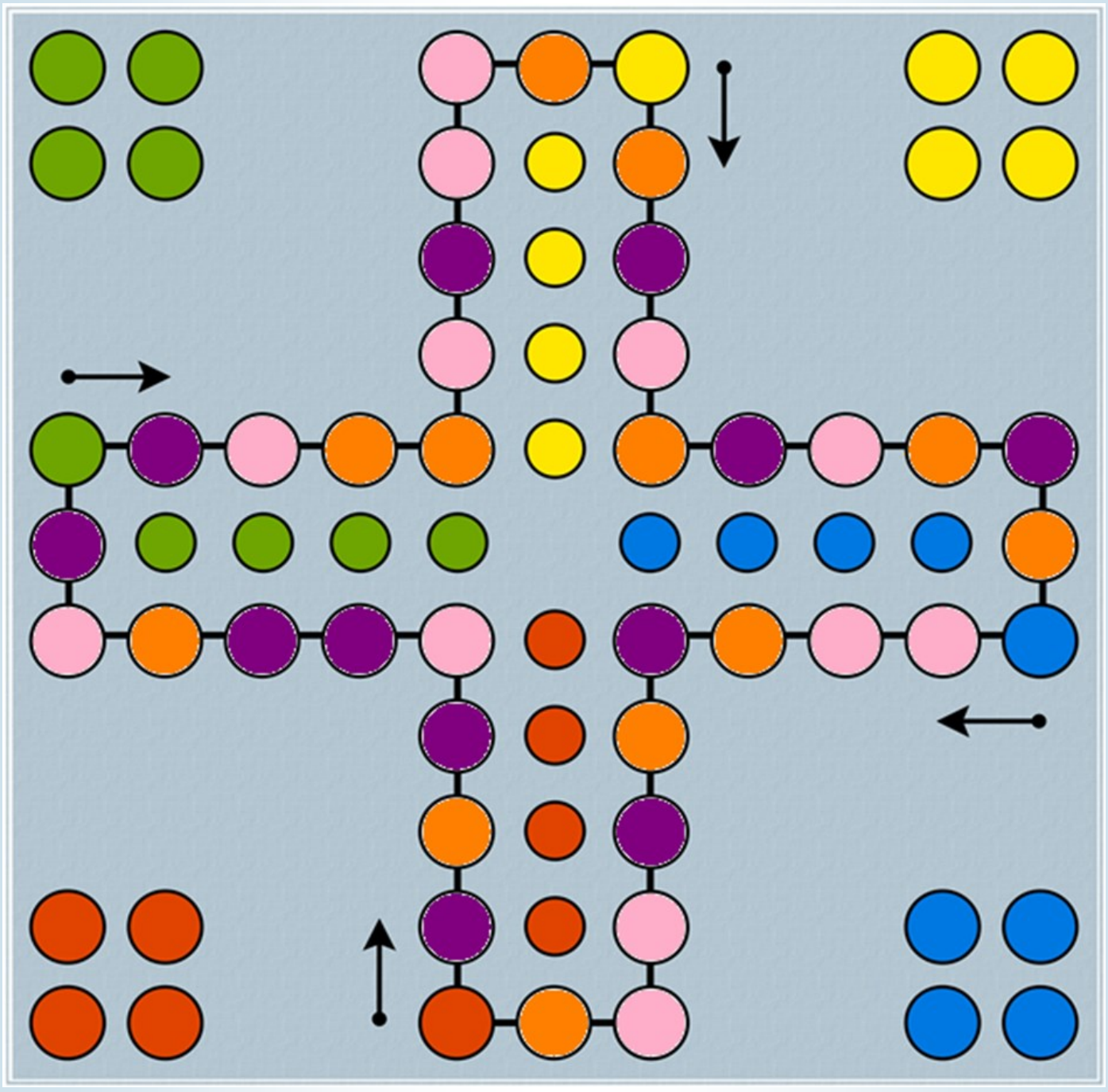
- First off, all groups/players (from now on only players) throw their dice
- The player with the biggest number begins, puts his peg on the start field (next to his out area) and throws the dice again. He moves by the number on the dice and has to say some information about the topic he landed on. If he fails to do that or the presented information is incorrect, he has to return to his position prior to the throw of the dice
- The other players follow suit clockwise (Yellow – blue – red – green)
- If the player lands on a field occupied by another peg of different colour, he has to say information about the topic of the field. If he succeeds, he throws out the peg of the other player back to its out area. If he fails, he has to return the peg to his out area (throw himself out)
- If the player lands on a field occupied by a peg of his colour, he advances by one more field
- To get more pegs into the game, a player has to throw a six – if that happenes, he put s another peg into the game, and throws his dice one more time to move it. If he doesn't have any pegs left, he progresses one of his current pegs.
- If a player doesn't have any pegs in the game (all thrown out) he can throw his dice up to 3 times, to try and get a six. Then it's the next player's turn
- To get to your "home" area, you have to throw the EXACT number you need – e.g. if you have four more steps to reach the home area, and you throw a 6, you cannot progress. You can occupy the places in "home" in any order (you don't have to occupy the last one first)

Game deck

Pink – Specific stories of survivors

Purple – Concentration camps and life in them

Orange – Persecution of minorities



6 GHETTOS AND NAZIS (A HISTORY GAME)

Ghettos and Nazis **(A history game)**	
OBJETCIVES	Answer the questions and find out if you'd survive during World War II
LANGUAGE English/Spanish	English
LANGUAGE LEVELS	Intermediate
TIME REQUIRED	1 lesson
TOPICS	Word War II, Nazi occupation, minorities, concentration camps, Jews during World War II
TASKS	Answering questions correctly.
VOCABULARY	Intermediate vocabulary and vocabulary used in reference to World War II
LANGUAGE SKILLS	Intermediate
CLASS ORGANIZATION	The game is played in pairs
LOCAL CONTENTS	Holocaust, famous victims/survivors/people
MAIN COMPETENCES	Communication in foreign and native language, Social and civic competences, culture awareness and expression, competence to solve problems
CRITERIA OF SUCCESS	See Score

Rules:

- One person is chosen to be the narrator. This person will get green cards with the story, which he will read to the player. After each story part, there is a question that will be written on the numbered red cards.
- A player will be chosen and they will move their game piece from question to question.
- The player will place their game piece on the start and the narrator will read the first card that will explain the story. After this, the player will read the first question. After answering, the narrator will read the correct answer and end of the story, exchanging information with the player. Then they will move to the next story part and repeat.
- Every question will be rewarded with three point. The amount of points received will be decided by the narrator, according to the answer and his own decision. The player does NOT have to say everything on the card. There is more information there for the narrator to tell the player after answering. Points will be written on a sheet of paper.
- At the end of the game, the narrator will count the points and tell the player his „fate".
- After the 11th question, the player can choose which path he will take (A - transit camps, B - work camps, C - death camps)

Score:

45-48 points - You escaped the concentration camp!
35-44 points - You and your family survived in the concentration camp!
25-34 points - You survived the concentration camp, but all of your relatives died!
15-24 points - You died before liberation!
0-14 points - You died right away!

QUESTION CARDS

QUESTION CARD #1

Describe your life at the beginning before the war.

QUESTION CARD #2

Name two things that the Nuremberg laws pre-vented
you to do.

QUESTION CARD #3

What was his name?

QUESTION CARD #4

What symbol did you have to wear?

QUESTION CARDS

QUESTION CARD #5

What was it called? What do you know about these places?

QUESTION CARD #6

Describe your life in the ghetto?

QUESTION CARD #7

Where could the Jews work outside the ghetto?

QUESTION CARD #8

What was the punishment for smuggling?

QUESTION CARDS

QUESTION CARD #9

What is this place called?

QUESTION CARD #10

Do you know any people that helped the Jews during the war?

QUESTION CARD #11

Name the three types of concentration camps?

QUESTION CARD #12

Describe the goal of the concentration camp?

QUESTION CARDS

QUESTION CARD #13

Name an example of the concentration camp you are in?

QUESTION CARD #14A

There are rumors about what was happening in the Theresien-stadt, so an international organi-zation decided to visit the ghetto and find out the truth. What was the name of this organization? Describe the situation?

QUESTION CARD #14B

Describe the type of work that the inmates had to do?

QUESTION CARD #14C

How did the Nazis ex-terminate the Jews?

QUESTION CARDS

QUESTION CARD #15A

Three men named Miloš Ešner, Josef Mattas a František Maršík escaped the camp. How did they do it?

QUESTION CARD #15B

Describe the death marches. Name an example of a death marches route (for example Prague-New York).

QUESTION CARD #15C

How many people escaped Auschwitz successfully?

QUESTION CARD #16

How many Jews died during World War Two?

ANSWER CARDS

ANSWER CARD #1

By 1933, the Jewish represented an urban, middle class in Europe and they were the largest minority in many countries (for example Poland). They lived a normal life and were prosperous in business and science (they were mostly lawyers, teachers, businessmen or doctors). Some families were rich, but a lot more were poor. They spoke their own language - Yiddish There were about nine million Jews living in the countries that would later be occupied by the Nazi forces (Poland, Germany, Hungary, the Soviet Union and Romania). After the war two out of three of these Jews would be dead.

ANSWER CARD #2

The two laws called the Law for the Protection of German Blood and German Honor and the Reich Citizenship Law. The first one forbade marriages and intercourse between Germans and Jews, as well as the employment of German females under the age of 45 in Jewish households. The second declared that only Germans could become Reich citizens.

ANSWER CARD #3

Nicholas Winton was a British man with German-Jewish descent. He flew to Prague at the end of 1938 to help his friend with Jewish refugee work because there were rumors of the upcoming Nazi occupation. He organized train transports to Great Britain for Jewish children and ultimately saved 669 Czechoslovak children. The first Kindertransport left on the 14th of March 1939 with twenty children. In the summer, every train transported about 100-200 children. The last transport was sent out on the 1st of September 1939, but was stopped by the Nazi forces and sent back because on the same day, World War 2 started. All these children were killed.

ANSWER CARD #4

The Yellow badge or the Jewish badge was a yellow symbol with the Star of David and the words “Jew” (“Jude” in Germany, “Juif” in France…) written in Hebraic style. It was a tactic used by the Germans to dehumanize and isolate the Jews from the Aryan race. Jewish people who didn’t wear the badge were executed or punished.

ANSWER CARDS

ANSWER CARD #5

The word ghetto was first introduced in Venice in the 16th century. It was a part of the city where Jews were allowed to live freely. The Nazi concept of ghettos was different and were created with the purpose of terrorizing and persecuting the Jews. The Germans created over 1000 ghettos in Nazi occupied countries - mainly Poland. There were three types of ghettos - open, closed and destruction ghettos. The most famous ghettos were in Warsaw and Łódź.

ANSWER CARD #6

The ghettos were small crowded districts with terrible living conditions. Up to ten families lived in apartments only meant for one and electricity hardly worked, leading to malfunctions in items like toilets. Trash and feces were often thrown into the streets which caused the rapid spread of diseases, contained within the small community. Those who didn't die due to disease often froze during the winter or died of starvation.

ANSWER CARD #7

The Nazis used Jews for labor because they didn't have to pay them much or at all. They usually worked in factories (for example factories that created weapons). Ghettos were a major place of production for the Germans. Jews also worked in workshops and made things such as clothes (hats and army uniforms), furniture (often made from the furniture taken from Jewish homes) and food (marmalade factories for example).

ANSWER CARD #8

Because of the lack of food and small rations (it hardly covered 10% of regular portions), little children (5-6 years old) often tried smuggling food into the ghetto through narrow openings in the wall. It was extremely dangerous because it was punishable by death. The Nazis did everything to stop the smuggling. For example they put barbed wire and glass on the top of the wall and made it higher at the expense of the Jews. But it never stopped.

ANSWER CARDS

ANSWER CARD #9

A concentration camp.

ANSWER CARD #10

Many answers, for example Nicholas Winton or Miep Gies, and Bep Voskuijl, who hid Anne Frank and her family.

ANSWER CARD #11

Transit camps, work camps and extermination camps.

ANSWER CARD #12A

Transit camps were set up in lands occupied by Nazis and it was where the Jews were imprisoned before being sent to a work or extermination camp.

ANSWER CARDS

ANSWER CARD #12B

Work or labor camps was a camp where inmates had to participate in forced labor as punishment. The goal was extermination by labor.

ANSWER CARD #12C

Extermination camps or death camps had the sole purpose of killing its inmates.

ANSWER CARD #13A

Theresienstadt, Westerbrook, Mechelen, Drancy…

ANSWER CARD #13B

Mauthausen-Gusen, Mittelbau-Dora …

ANSWER CARDS

ANSWER CARD #13C

Auschwitz-Birkenau, Belzec, Treblinka, Chelmno…

ANSWER CARD #14A

Theresienstadt served as propaganda to the Nazis. In the propaganda, the Nazis describe the transit camp as a "spa town", where Jews could live safely. In June 1944, the Nazis permitted the International Red Cross to visit Theresienstadt. Right before the visit, deportations intensified and the "town" was cleaned and made to look beautiful and normal. During the visit, cultural events were staged and propaganda videos of the "happy life" in Theresienstadt were filmed. The Nazis successfully disguised the true purpose of the camp and deportations continued until October 1944.

ANSWER CARD #14B

For example - mining in granite quarries, carrying rocks up long stairs, building roads, building houses or splitting stones by hand.

ANSWER CARD #14C

Einsatzgruppen firing squads or gas chambers.

ANSWER CARDS

ANSWER CARD #15A

These three men, who were part of a secret organisation of allies that rebelled against the Nazis, used a storm to their advantage and escaped the Small Fortress in Theresienstadt. They climbed over the wall, into the trench bellow and ran to safety. They could not be followed because the rain covered their tracks. They were the only people to escape from the Small Fortress.

ANSWER CARD #15B

Death marches occurred at the end of the war when the Nazis were frantically trying to move the inmates, first by trains and then by foot. These walks would be later referred to as the death marches. Inmates were forced to march with no water or food in very harsh weather. A famous route was for example Auschwitz -Mauthausen or Auschwitz- Wodzislaw.

ANSWER CARD #15C

144 people

ANSWER CARD #16

6 million Jews

STORY CARDS

STORY CARD #1

It is the year 1934. You are a Jew living in Prague with your brother, sister and parents.

STORY CARD #2

On September 15th, 1935, the Nuremberg laws were created, which were anti-Semitic laws in Nazi Germany by the Reichstag (the pseudo-parliament of Nazi Germany). In 1935 these laws were expanded to include the Romani and Afro-German people. They had a terrible effect on the Jewish community and people who broke them were arrested and sent to concentration camps.

STORY CARD #3

In 1938, a British man came to Czechoslovakia to help Jewish children escape the country before the Nazi occupation. He helped organize the Kindertransport nine months before the start of World War 2. Your family hears about this man and your little sister is offered transport with him to England.

(hint if needed: his initials are N.W.)

STORY CARD #4

After the start of World War 2, you and the rest of the Jews were forced to wear a symbol. The Jews in Europe had to wear distinguishing clothing (for example pointed hats) or symbols as far back as the 13th century. The Nazis resurrected this practice. It was first recommended by Reinhard Heydrich in 1938.

STORY CARDS

STORY CARD #5

The Nazi's needed a place to keep the Jewish population, so they created special city districts to contain and segregate Jews. You and hundreds of other Jewish families were sent to this place.

STORY CARD #6

You and your family are moved to a ghetto because you thought that it would mean a better life, away from the Nazi forces. But things aren't as you imagined.

STORY CARD #7

Ghettos utilized Jewish labor and only a selected group of Jews were allowed to leave the ghetto to go to work every morning. They were a source of new information for the people within the ghetto.

STORY CARD #8

Your friends from the ghetto tell you that they're going outside the ghetto walls to find food for their families and smuggle it in. You don't go and later find out that they were caught.

STORY CARDS

STORY CARD #9

Your parents receive a call-up letter telling them to attend a transport to leave the ghetto and travel to an unknown place.

STORY CARD #10

Before the transport could arrive, your brother escapes the ghetto and hides in a sewer. He is found by a worker, who decides to help him and bring him food. They are soon discovered by the Nazis and both are executed. Helping Jews resulted in execution of the person and their entire family. Over 50 000 people were executed because they helped Jews.

STORY CARD #11

You and your family are transported on the holocaust trains to a concentration camp. This railway system was under the strict supervision of the Nazis. The trains consisted of freight cars or cattle cars, and each car was filled with about 150 passengers. There was no water or food. There was only a small barred window, so many people died of suffocation or exposure to the elements. The transport took about five days. Out of the 6700 people in the 45 wagons of the train, 1500 were dead on arrival.

STORY CARD #12A

You and your family are transported to a transit camp.

STORY CARDS

STORY CARD #12B

You and your family are transported to a work camp.

STORY CARD #12C

You and your family are transported to an exter-mination camp.

STORY CARD #13

No story for 13A, 13B and 13C. Read question right away.

STORY CARD #14A

You arrive at Theresienstadt and are separated from your family. The living conditions are terrible and everyone lives in fear of being deported. Even though, the conditions were awful, you can still enjoy Theresienstadt's rich cultural life. It's the only camp where religious life never stopped.

STORY CARDS

STORY CARD #14B

You are deported to the Mauthausen work camp. The motto is “arbeit macht frei”, which means “work makes you free”. The conditions were terrible, inmates suffering from starvation, overpopulated living spaces and exhaustion. You have to do forced labor.

STORY CARD #14C

You are deported to Auschwitz-Birkenau and the living conditions are terrible, causing epidemics and disease to spread quickly. The rations are so small that people start experiencing organic deterioration that leads to the “Muzulman”, which ended in death by extreme physical exhaustion. German doctors also performed experiments on inmates.

STORY CARD #15A

People are dying every day, either due to hard labor or in extermination camps. In the end, about 140 000 Jews were deported from Theresienstadt and 90 000 died in the camp itself

STORY CARD #15B

The end of the war is nearing and you and thousands of inmates are forced to go on a death march.

STORY CARDS

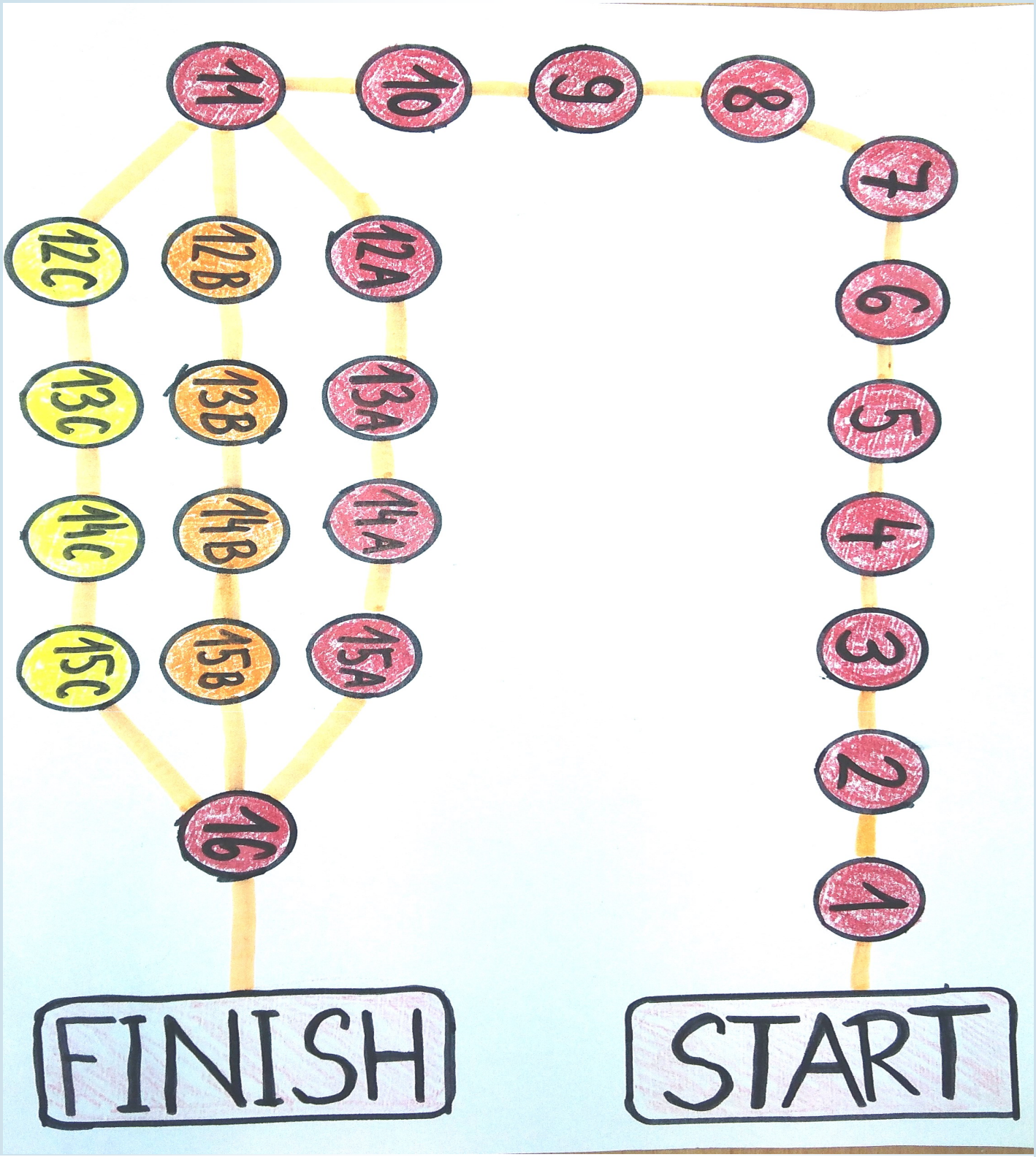
STORY CARD #15C

Over the years, almost 800 people tried to escape Auschwitz. For example, Alfréd Wetzler and Rudolf Vrba, who informed the Allies about what was happening in the camp.

STORY CARD #16

On May 9th 1945, the Stutthof death camp was the last camp liberated by the Allies.

GAME BOARD


11
10
9
8
7
6
5
4
3
2
1
12C
12B
12A
13C
13B
13A
14C
14B
14A
15C
15B
15A
16
FINISH
START

7.– Minorities in Norway

Minorities in Norway and Germany during World War II	
OBJECTIVES	Learn about minorities in Norway and Germany during WW2, work with what you have learned in a fun way afterwards.
LANGUAGE English/Spanish	English
LANGUAGE LEVELS	B1-B2
TIME REQUIRED	90-120 minutes
TOPICS	Word War II, Nazi occupation, minorities, concentration camps, Jews during World War II
TASKS	The students have to read a text in advance. Afterwards they will do a Kahoot based on this text. Kahoot is a type of quiz, which requires Internet for the teacher and the students. The crossword is printed out by the teachers and solved individually by the students. Each activity will have an instruction of how it will be solved.
VOCABULARY	Intermediate vocabulary and vocabulary used in reference to World War II
LANGUAGE SKILLS	Intermediate (reading and writing)
CLASS ORGANIZATION	Individually or in pairs
LOCAL CONTENTS	Holocaust, famous victims/survivors/people
MAIN COMPETENCES	Communication in foreign and native language, Social and civic competences, culture awareness and expression, competence to solve problems
CRITERIA OF SUCCESS	Answer most questions correct in the Kahoot – the one with the most correct answers will win. Find all the correct words in the crossword, and the final word.

7 Crossword

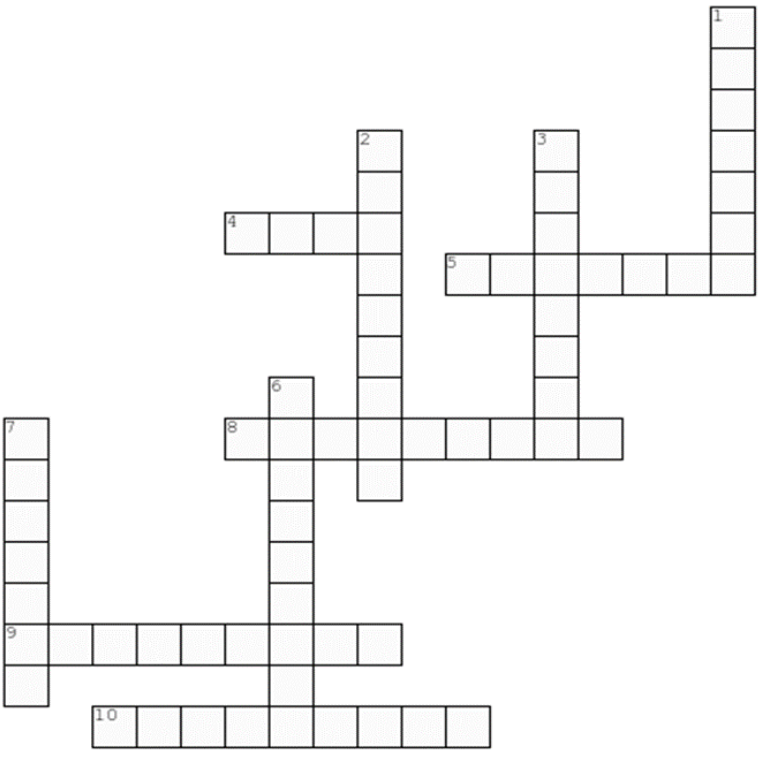
Instructions

This task should be solved individually, possibly in pairs. The teacher prints out one crossword for each student (make sure to print out the blank version). After solving the crossword, the students have to use the first letter from each word and make a “final word”. The teacher should inform the students that this word is related to the topic.

The final word is “minorities”, and this is what the students have to find.

Name: _____

Complete the crossword below



Created with TheTeachersCorner.net Crossword Puzzle Generator

Across

4. What transport did Samuel Steinmann take to the prison in Norway?
5. The Jews had to hand this over before they were deported
8. One of the ships that transported Jews from Norway
9. Jews were percecuted by their .....
10. Last name of the main character in the documentary 'Tram to Auschwitz'

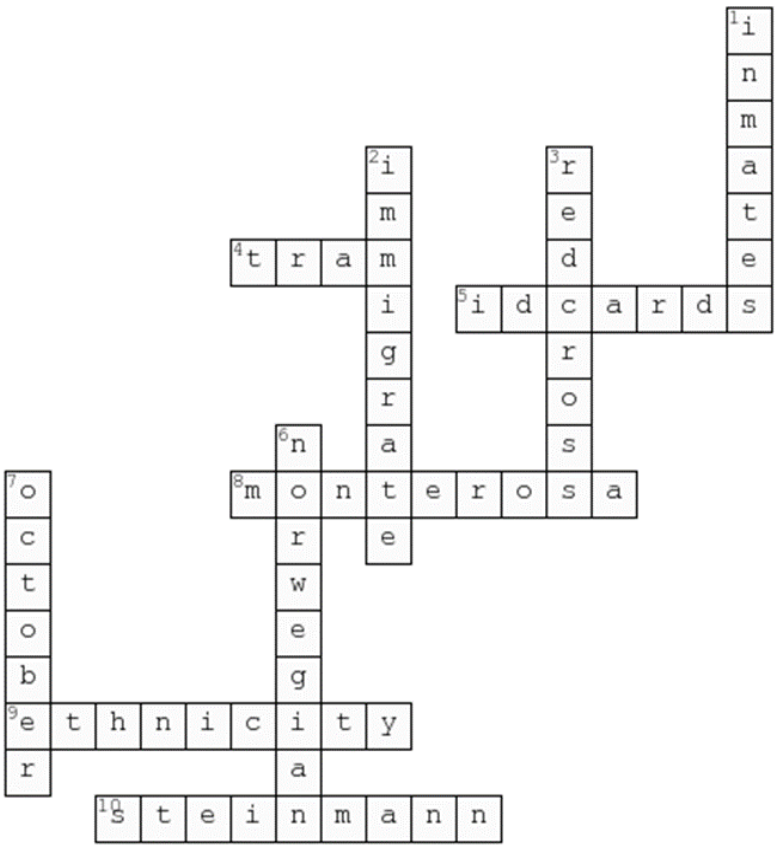
Down

1. The ..... that were Jehova's Witnesses had to wear a purple triangle
2. Jews were not allowd to ..... to Norway
3. Organization that sent help to concentration camps, such as Auschwitz
6. Nationality of Samuel Steinmann
7. Which month were all Jewish men ordered arrested in Norway?

CROSSWORD—KEY

Name: _____

Complete the crossword below



Created with TheTeachersCorner.net Crossword Puzzle Generator

Across

4. What transport did Samuel Steinmann take to the prison in Norway? (**tram**)
5. The Jews had to hand this over before they were deported (**idcards**)
8. One of the ships that transported Jews from Norway (**monterosa**)
9. Jews were percecuted by their ..... (**ethnicity**)
10. Last name of the main character in the documentary 'Tram to Auschwitz' (**steinmann**)

Down

1. The ..... that were Jehova's Witnesses had to wear a purple triangle (**inmates**)
2. Jews were not allowd to ..... to Norway (**immigrate**)
3. Organization that sent help to concentration camps, such as Auschwitz (**redcross**)
6. Nationality of Samuel Steinmann (**norwegian**)
7. Which month were all Jewish men ordered arrested in Norway? (**october**)

8.- Ladders and snake

Equipment:

Cut out patches with numbers 1-10
Dice
Printout of the playboard
Play checkers

Rules:

First read the enclosed text. Optional number of players put their play checkers at START. When it is your turn, roll the dice and move steps shown on the dice forward. When you land on a question mark, pull a patch and answer the question with the same number. If you are standing on a blue question mark, move up the ladder if the answer is right, and stay if the answer is wrong. If you are standing on a red question mark, stay if the answer is right, and move downwards if the answer is wrong. The first to reach END is the winner of the game.

Questions:

1) How many Jews were in the country when Norway was occupied during ww2?

2) The identification card of all Jews were marked, what were they marked with?

3) On what date were most of the Jews in Norway deported?

4) How many of the deported Jews survived?

5) What was the name of the main character in "The tram to Auschwitz"?

6) Were the jews allowed to bring food on the boat "Donau"

7) What's the name of their "magazine"?

8) What was the first concentration camp JW's were sent to?

9) What was so special about the JW's?

10) What kind of badge did the JW's had to wear?

11) What name was Simone forced to use?

12) Why was she sent to reform school?

13) What kind of badge indiciated that a prisoner were arrested based on his or hers sexual orientation?

14) How many gay men were sent to the concentration camps?

Answers:

1) 2173

2) "J"

3) November 26th 1942

4) 28

5) Samuel Steinmann

6) Yes, but only for two weeks

7) The Watchtower

8) Dachau

9) They put up great resistance against the Nazi's, and refused to do the Hitler salute

10) Purple triangle

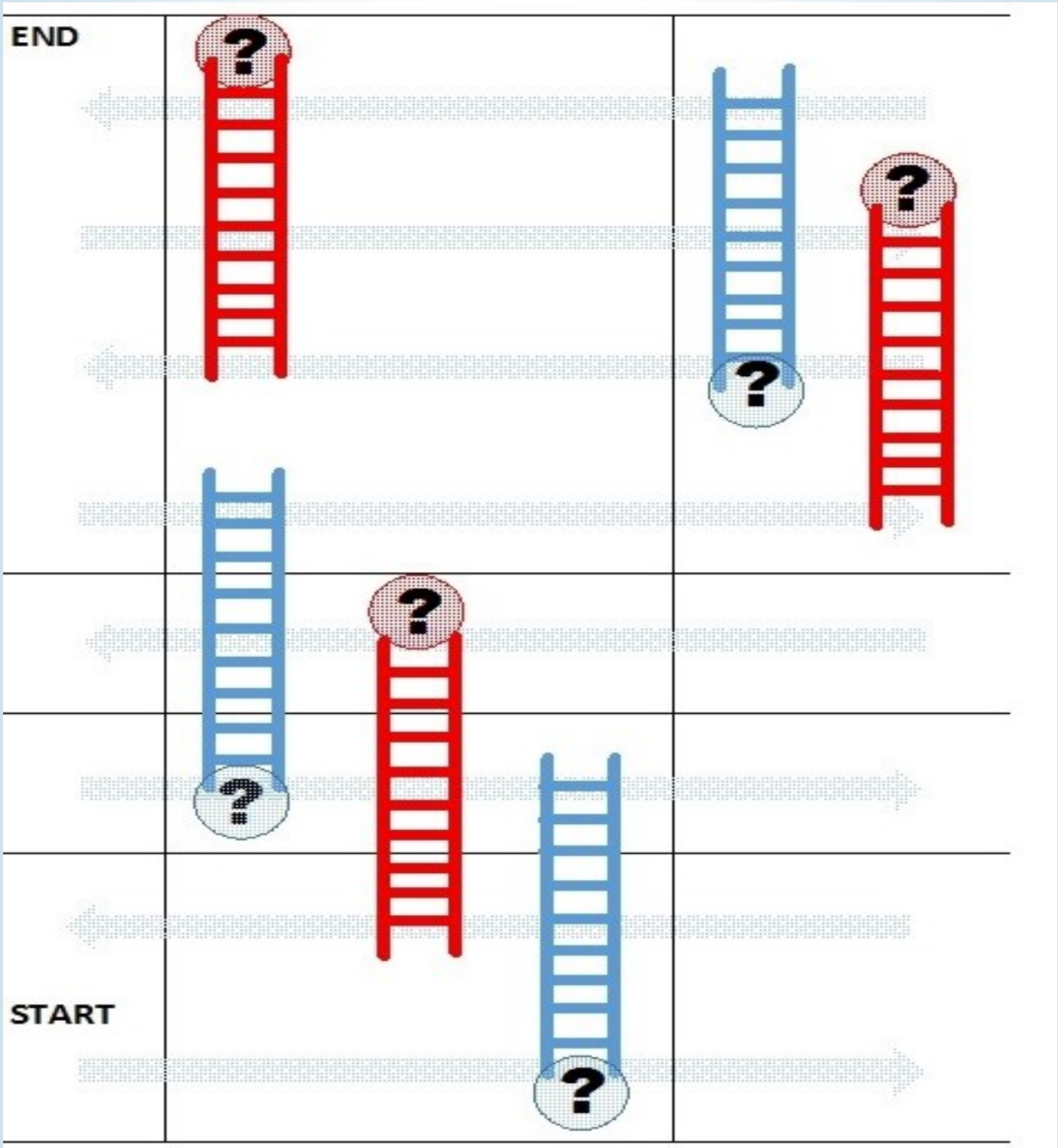
11) Maria

12) She refused to give up on her religion

13) Pink triangle

14) 5000-15000

GAME BOARD



9.- Minorities during World War



Minorities during the second world war

Jews

When the World War II started there were 2173 Jews in Norway. 1643 of them were Norwegian citizens, 240 were foreign citizens and the remaining 290 were stateless. Before the Jews were deported they were discriminated, persecuted and disenfranchised, meaning that the government prevented Jews the right to vote.

Jews were ordered to report to local police stations, to have their identification cards stamped with a "J". They had to fill in long forms about their holdings, profession, and family. As well as this, Jewish property was confiscated.

On October 26th, 1942 all Jewish men were ordered arrested, and sent to camps in Norway (among those: Berg, Grini and Falstad). In these camps they were held under harsh conditions until the deportation.
Women and children were arrested on November 26th, or right before this date. Their intention with keeping the men in camps, and arresting all women and children on the same day was to deport them all together at the same time. The arrest was done by Norwegian policemen, not by Germans.

On the day the Jews were being deported woman and children were joined with male family members at Akerskaia, before they were forcibly boarded on the SS Donau. Monte Rosa was another ship that also left Akerskaia the same day, with Jewish prisoners. Most of the Jews that were sent with Monte Rosa had been kept as prisoners at Grini.

Donau left several intended deportees in Norway because of delays in transit from the camps outside of Oslo. The ones that didn't make it to the ship were imprisoned at Bredtveit concentration camp, where they were subjected to mistreatment and neglect. The remaining prisoners were sent with the Gotenland ship in February.

The deportation schedule for the major transports:

Departure date	**Ship**	**Number of Jewish deportees**	**Number of survivors**	**Destination**
November 20th 1942	Monte Rosa	19	0	Auschwitz
November 26th 1942	Monte Rosa	27	2	Auschwitz
November 26th 1942	Donau	532	9	Auschwitz
February 24th 1943	Gotenland	157	6	Auschwitz
Other (April 27th 1941- August 10th 1944	Various ships	30	11	
Total		**768**	**28**	

768 Jews were deported, only 28 survived. This gives us an idea of how horrible the conditions in the concentration camps were. A lot of the Jews deported from Norway were immediately killed when they arrived to the camp. One of the Jews who did survive was Samuel Steinmann, his story has given us great insight into the life of a Jewish prisoner during World War II.

The tram to "Auschwitz"

"The tram to Auschwitz" is a documentary about the Norwegian Jew Samuel Steinmann. He tells his story about Auschwitz and how it was to live in Norway during WW2 as a Jew. One day two policemen stood at their door and said that they wanted their house so they had to move. This split the family. Laws were made in Norway during WW2, one of them was that Jews were not allowed to immigrate to Norway. In 1942 Samuel was arrested. He had to take the tram to the prison. Later on he was sent to Berg concentration camp. November 26th Donau left Norway with hundreds of Norwegian Jews. According to the laws and the papers: The Jews that were deported were allowed to bring food for 14 days, but in reality they were not allowed. Women and children were supposed to bring food for only 4 days. When they boarded the boat they had to give up their ID-cards. When they arrived, they were sent directly to Auschwitz.



In the first 24 hours after they arrived at Auschwitz Samuel Steinmann had already lost 18-20 of his relatives. Samuel and his brother had to work while they stayed at Auschwitz. January 16th they were told to evacuate from Auschwitz. They walked in the very cold. They were sent to another concentration camp. In this camp they got help from the Red Cross. Later the Norwegian Jews were supposed to leave with the white buses. They gave away their good clothes and food to other prisoners. Samuel and four other Norwegians Jews were not picked up by the white buses.

He survived the war, and took a boat back to Norway. They arrived in Oslo 30th of May.

Jehovah's Witnesses



The Jehovah's Witnesses experienced a brutal persecution based on their religion. This happened especially during the Nazi regime in Germany, and other countries. As other minorities, the Jehovah's Witnesses or we could say JW's, were sent to concentration camps. The first concentration camp JW's were sent to was Dachau - which also was the very first concentration camp and for that matter the oldest one. As all the other inmates, they had a badge telling which category you belonged to, where the JW's had a purple triangle. When others were sent to these camps in 1944, some JW's had already been there for ten years! The conditions were horrible and unhuman. Despite all this, they managed to produce their magazine "The Watchtower" describing how the conditions in the concentration camps really were.

There is one thing that makes their situation during Nazi Germany special, because unlike to Jews they were not persecuted by their ethnicity, but their religion. And they had an opportunity to get free from captivity if they signed a document, but by signing this document they gave up on their beliefs. They had to support Hitler, and serve the regime - but so many couldn't because for them Hitler was seen as the Devil. And supporting the Devil was the last thing they would do, they would rather die, then to do so. Their story was and is unique because for the first they stood firm in their beliefs, and for the second they put up great resistance against the Nazi's. Which in fact very few had the guts to do, and that is what they will be remembered for.

Simone Liebster

Simone Arnold Liebster was a Jehovah's Witness, and one of the survivors. She was taken away from her family. Her father was taken away with SS-soldiers to several concentration camps. At school she experienced an up growing pressure to say "Heil Hitler". Several times



she had to stay in front of the whole school and was forced to say it. She refused to give up on her religion and was sent to a reform school in Konstanz, given a number to sew onto her clothes and told she must use a new name: Maria. Simone wrote about the school and described it as a place where nothing was allowed “no friendship, no talking, no books, no drawing and no hobbies.” She got suspended and later sent to a work camp. After much pain and suffering, Simone and her family was reunited at the end of the war.

Homosexuals

The Nazi homophobia was just as big as their contempt for the Jews. Already in year 1933 gay organizations and scholarly books regarding homosexuality, were banned. An estimated number of 100 000 men were arrested based upon on their sexual orientation between the years 1933 and 1945. Most of these men served time in prisons, and a raging number from 5 000 - 15 000 men were sent to concentration camps. The prisoners wore badges representing their reason for imprisonment. Both men and women convicted for homosexuality wore a pink triangle sewn onto their prison uniform.



Homosexuals were not only treated bad by the guards, but also by the other prisoners. There are no exact known numbers of how many of whom died in the camps. The lack of documentation of these statistics are due to the shame and embarrassment associated with being gay. The treatment of the gay men and women went unacknowledged by most countries, even in the time after the war. The situation of the homosexuals was not known until the 1980's and in 2002 the German government stated a public apology to the whole gay community.

SOURCES

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http://hmd.org.uk/resources/stories/simone-arnold-liebster

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http://chgs.umn.edu/educational/homosexuals.html

Simone Arnold Liebster	
Samuel Steinmann	
The badge of homosexuales	
The badge of the Jehovah's Witnesses	
The mark of the Norwegian Jewish identification card	"J"

Main character in “The tram to Auschwitz”	
First concentration camp	Dachau
How many of the deported Norwegian jews survived?	28
For how many days were the jews allowed to bring food on the boat “Donau”	14
How many gay men were sent to the concentration camps?	5000-15000
How many Jews were in the country when Norway was occupied during WW2?	2 173

10.- Make a story from a picture

Instructions:

- The teacher prints out the pictures.
- Divide the students into four or eight groups, and give each group one or two pictures, depending on how many groups there are. The teacher keeps the answers to him/her self.
- Every group makes up a story about the person/people in the picture.
- Every group presents their story to the rest of the class.
- The teacher shows the second picture and reads the true story about the person in the picture out loud to the class.



Simone Liebster

Simone Arnold Liebster was one of the survivors. She was taken away from her family. Her father was taken away with SS-soldiers to several concentration camps. At school she experienced an up growing pressure to say "Heil Hitler". Several times she had to stay in front of the whole school and was forced to say it. She refused to give up on her religion and was sent to a reform school in Konstanz, given a number to sew onto her clothes and told she must use a new name: Maria. Simone wrote about the school and described it as a place where nothing was allowed "no friendship, no talking, no books, no drawing and no hobbies." She got suspended and later sent to a work camp. After much pain and suffering, Simone and her family was reunited at the end of the war.





Samuel Steinmann

He was a Norwegian Jew whom survived the holocaust. He turned 91 before he died last year. He was the last Jewish survivor who could tell his experiences from the concentration camps during Nazi Germany. He became good friends with Herman Sachnowitz in the concentration camp Auschwitz - whom also survived the holocaust. Samuel was deported 26th of November 1942 with SS Donau, and during the 24 hours in Auschwitz he lost 18-20 of his relatives. After the war he kept silence for a long time of what he had experienced. In the documentary "The tram to Auschwitz" he opened up and told what he had been through during those awful years of our history.





Herman Sachnowitz

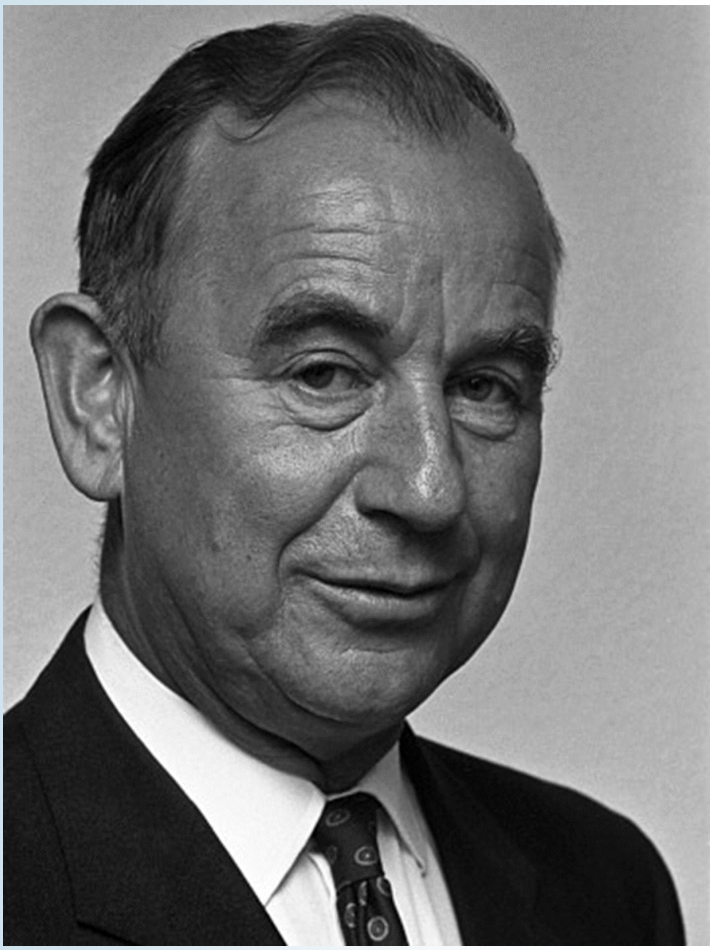
Herman Sachnowitz was born on 13th of June in 1921 in Norway, and died the 5th of March in 1978, also in Norway. He was a sails man and one of the few Norwegian Jews who survived Auschwitz. He was arrested together with the other men in his family in 1942 and lost his father, three sisters and four brothers in Auschwitz. Sachnowitz has told his story in the book "Det angår også deg", translated: "It concerns you as well."





Max Manus

He was a Norwegian resistance fighter during the WW2. He was the pioneer of the Norwegian resistance movement, and was one of those who sank several ships including DS Donau in Drøbak, Norway. He is mostly known for the sinking of Donau. As a result of his resistance and work during WW2, he received several medals from foreign countries and Norway. He received the Norwegian "Krigskorset" which is the most prestigious medal you could get here in Norway. The king himself gave him the medal during a ceremony later in Scotland.

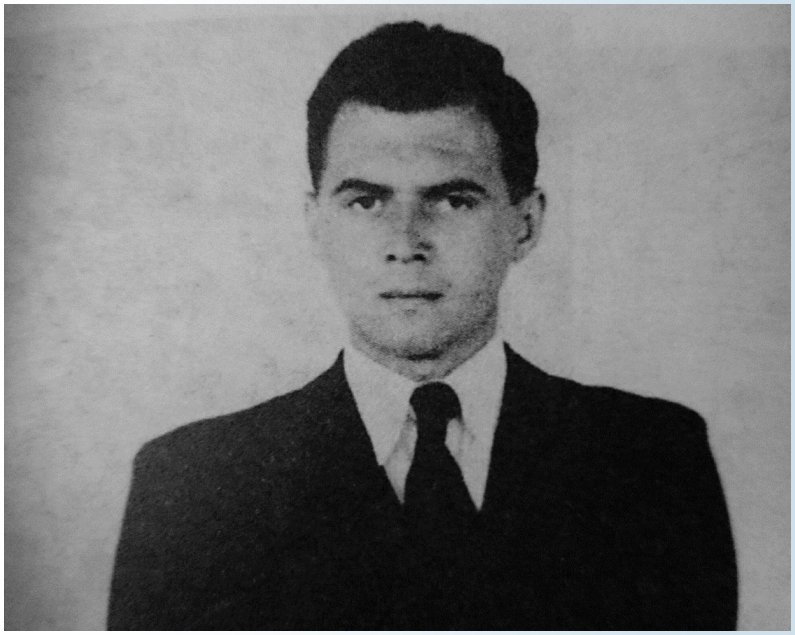




Josef Mengele

Josef Mengele was a Nazi doctor. He was born 16th of March, and died 7th of February 1979. In 1938 he became a part of SS, and later he began working in Auschwitz. During his staying at Auschwitz he got the name "The angel of Death", since he was one of the people that was deciding who was sent to the gas chamber. He was interested in human experimentation, especially on twins, dwarfs and people with physical abnormalities. He also did experiments to determine how much heat a human body could endure. An experiment Mengele performed was that he tried to stitch together twins, so they could be Siamese twins. This experiment ended very badly.





Alan Turing

Alan Turing was an English computer scientist, mathematician, logician, cryptanalyst and theoretical biologist. He is considered to be the father of computer science and during World War II he broke the German enigma code, which most likely shortened the war.

Alan Turing was gay, which was still illigal in the UK at the time. He had to choose between imprisonment or hormone treatment. He "accepted" estrogen therapy. In 1954, right before he turned 42 years old he died from prussic acid poisoning, it was most likely suicide.





Vidkun Quisling

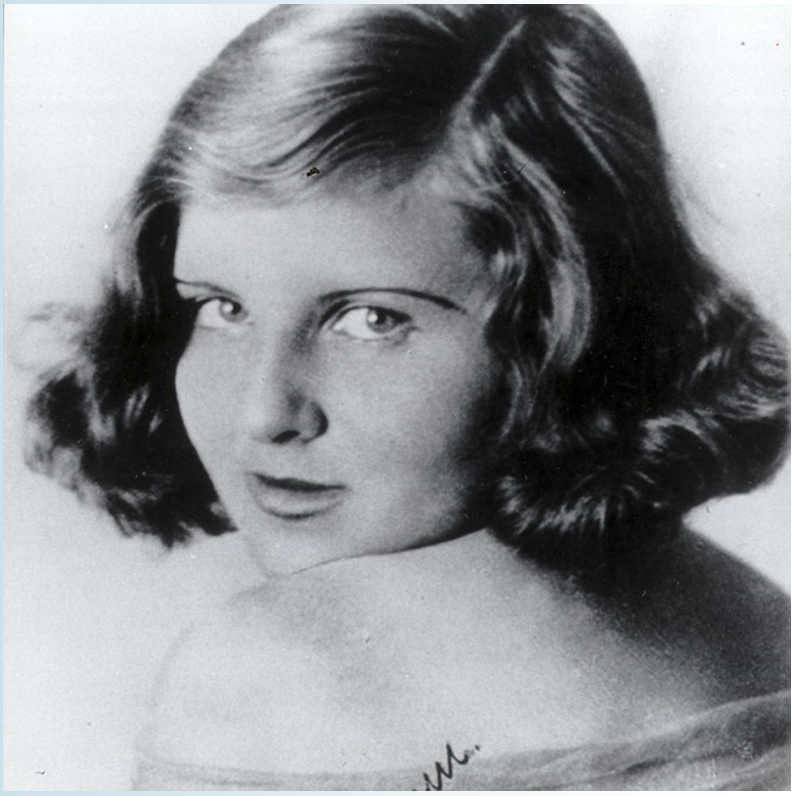
Vidkun Abraham Lauritz Jonssøn Quisling was born in July 18th and died October 24th. He became the prime minister after Norway was occupied by Germany in 1940. He was the leader of the political party called Nasjonal Samling (NS). Norway didn't want to be a part of Germany during WW2, but Quisling was on the same side as Hitler. He was a traitor to Norway, and after the war was over, he was found guilty of charges including murder and high treason against Norway and was sentenced to death.





Eva Braun

Eva Braun was married to Hitler, the man who can be blamed for a big amount of the horrible things that happened during WW2. She met Hitler for the first time in 1929, but they were only married for 40 hours before they both commited suicide. The two of them never appeared as a couple in public.
She had no influence on Hitler's politics, neither was she a member of the Nazi Party.





11.- Ghetto

Ghetto	
OBJECTIVES	Spotting Jews memories in your place
LANGUAGE	Any, except native language
LANGUAGE LEVELS	A2-C1
TIME REQUIRED	2 hours
TOPICS	Jew remains in the place where you live
TASKS	Matching photos with real places
VOCABULARY	Ghetto, gate, curfew, forbidden
LANGUAGE SKILLS	Describing places
CLASS ORGANIZATION	4/5 groups of 4/5 students
LOCAL CONTENTS	Your city, archives
MAIN COMPETENCES	Communication in foreign and native language, Social and civic competences, culture awareness and expression, competence to solve problems
CRITERIA OF SUCCESS	Being able to produce as many pictures as possible and organise A presentation

INSRUCTIONS

Class 1

Before going round the city, provide the students with these pictures, ask if they can regognise any places.

Then if they have no ideas, provide some clues. Recommend them to interview somebody living inthat area today

Take them a bit far from the ghetto and give them about one hour to take pictures of the places using their mobile phone, a selfie is the best

Class 2



Cancello del ghetto in piazza Carlina (©)



Portone del ghetto, in via Bogino 17 (©)



Altro cancello del ghetto in via Maria Vittoria (©)



Il ghetto di piazza Carlina (©)

12.- Ada Gobetti and the city of Torino

Ada Gobetti and the city of Torino	
OBJETIVES	Find places in Turin linked to Ada Gobetti
LANGUAGE	English
LANGUAGE LEVELS	B2
TIME REQUIRED	4/5 hours
TOPICS	Women during the World War II
TASKS	Using a city map and the information about the writer
VOCABULARY	The one possessed by students of an advanced level
LANGUAGE SKILLS	
CLASS ORGANIZATION	4 groups of 5 students
LOCAL CONTENTS	Library, Archivio Storico of the city of Turin
MAIN COMPETENCES	Communication in foreign and native language, Social and civic competences, culture awareness and expression, competence to solve problems
CRITERIA OF SUCCESS	Learn more about this author and why she is very important for us



INSTRUCTION

Class 1

The 4 groups are provided with the biography of the writer and a map of Turin and have to provide evidences of the places found out

Class 2

The following day at school they work in group to organise the materials collected accompanied by short descriptions

Class 3

Produce the materials showing the photos taken the previous day and organising them in cronologiacal order

Class 4

Use a software to collect all the photos adding a speaking voice describing the whole work

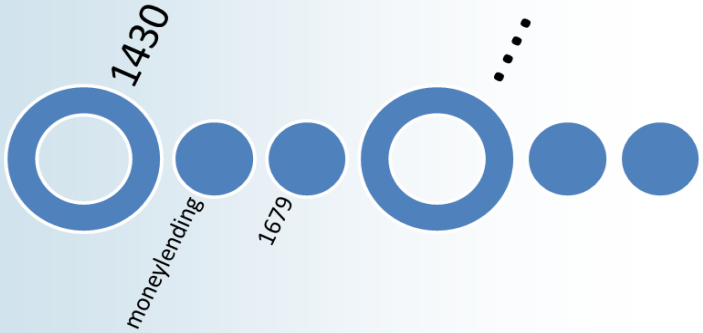
13.- Jews in Torino

Jews in Torino	
OBJETIVES	Learning about the presence of the Jews in Turin
LANGUAGE	ENGLISH
LANGUAGE LEVELS	B2
TIME REQUIRED	1/2 horus
TOPICS	3
TASKS	Draw a time line about the object
VOCABULARY	
LANGUAGE SKILLS	Comprehension, sense of the time
CLASS ORGANIZATION	Pair work
LOCAL CONTENTS	The city of Turin
MAIN COMPETENCES	Communication in foreign and native language, Social and civic competences, culture awareness and expression, competence to solve problems, working competence
CRITERIA OF SUCCESS	Put the facts in cronological order

INSTRUCTIONS

The teacher gives this documents to all students, after the reading they have to draw the time line using the most important dates and events

They can use a Word text to organise it, an example:



WORKING TEXT

The presence of Jews in Turin was recorded by Bishop Maximus in the fourth century, but thereafter no evidence of Jews exists until 1424 when the French Banker, Elias Alamanni, moved there with his family.

Turin was the capital of the duchy of Savoy and later of the kingdom of Sardinia; it is now the capital of Piedmont province. The presence of Jews in Turin was recorded by Bishop Maximus of Turin in the fourth century, but thereafter there is no evidence of Jews until 1424 when the French Jewish physicians and bankers Elias Alamanni and Amedeo Foa moved there with their families. They received a ducal privilege and a pontifical patent. The Turin Communal Council gave them the final authorization to settle there. Two documents dated to 1424 confirm it. The first document is a permission to live in the city and open a bank. The second mentions that the Jews could not be injured or insulted. Also a plot was purchased for a burial ground. Other Jewish bankers followed and a small group was formed. In 1425 the Jews were compelled to live in a restricted area where they could be watched more easily and prevented from lending money at excessive rates of interest. In 1430 Duke Amadeus VIII of Savoy issued statutes regulating Jewish residence, synagogues, civil and criminal jurisdiction, and relations with Christians. In addition, the statutes required Jewish men to wear a*badge in the shape of a disk, four fingers in width and red and white in color. For the following four centuries the interpretation of these regulations by the various rulers of Savoy ranged from literal to lenient. When in 1436 Ludovico of Savoy had the *Studium*, or university, erected, he decreed that the mansions of the Jews would be used by the students. At the same time the Jewish scholar and banker Bonafé de Chalon was invited to make low-interest loans to the university's students. During the pestilence of 1450–51 the care of the sick was given over to a Jewish doctor, Bono.

Jewish moneylending was permitted in Turin for a longer time than anywhere else in Italy. The taxes paid by the Jews were particularly high and the imposition of new taxes threatened the Jews with ruin or expulsion. In 1560 and 1566 Duke Emmanuel Philibert decreed that the Jews be expelled, but the decrees were canceled because of the intervention of influential people and the annual payment by the Jews of 20,000 florins.

From 1561 a guardian (*conservatore*) was given jurisdiction over the Jews and in some cases also represented them. The duke chose the guardian from among the senators from 1603 to 1626: thereafter he chose him from the names of three senators submitted by the Jews. Charles Emmanuel I (1580–1630) allowed the monopoly granted to Jewish moneylenders to remain in force, and he rejected Cardinal Carlo *Borromeo's demands for the expulsion of the Jews and the establishment of a ghetto in Turin. The most outstanding rabbi in the 16th century was Nethanel b. Shabbetai ha-Dani.

The majority of the Jews engaged in moneylending and were in close economic cooperation with the dukes of Savoy, extending to them large loans. In 1624 there were nine Jewish banks in Turin. The Talmud Torah Fraternity was founded in 1662. In 1679, after the death of Charles Emmanuel II, the reigning duchess, Maria Giovanna of Nemours, guardian of Duke Victor Amadeus II, decreed the establishment of the ghetto. Thus in 1680 the approximately 750 Jews of Turin were collected in one building which had been used as a hospital for beggars. The most important rabbis of 17th century Turin were Joseph Calvo, Daniel b. Joseph Calvo, and Joseph b. Michael Ravenna.

In 1702 there were 800 Jewish residents in Turin. In 1720 Victor Amadeus II transferred the Jewish codices that had been collected by his ancestors to the library of the University of Turin. These codices were described by Pasini Regi in the 18th century, B. Peyron in the 19th, and E.S. Artom in the 20th (*Soncino Blaetter* (1925), 43–70). However, at the beginning of the 20th century, they were almost entirely destroyed by fire. In the 17th and 18th centuries the Jews were urged to engage in the production and sale of fabrics.

Victor Amadeus II issued new statutes in 1723 and 1729 that substantially renewed those of 1430. The Jews were forbidden to own real estate and it was stipulated that they should live in the ghetto. Despite the trade in woolen and silk fabrics, the economic position of the Jews deteriorated. There are, however, no records of complaints; in fact, the Jewish population increased to about 1,300 by 1794. This implies that the Jews were better off in Turin than in other parts of Italy, both because of the comparative prosperity and the greater liberality of King Charles Emmanuel III. Turin continued to produce outstanding scholars. Eighteenth-century rabbis from Turin were Joshua Colon, Isaac Formiggini, Abraham Sanson b. Jacob ha-Levi Fubini, Michael Solomon Jonah, Gabriel Pontremoli, Jacob b. Joshua Benzion Segre, Abraham b. Jehuda Segre, and Daniel Valabrega.

The first real breath of liberty came with the French Revolution. Following the annexation to France in 1798, the Jews of Turin enjoyed greater liberty and were no longer compelled to live in the ghetto. Thus in 1797 a group of Jews, Ghidiglia, Guastalla, Treves, Nizza, Todros, and Malvano, bought a palace in front of the ghetto. In 1799 the Austro-Russian allies reconquered Piedmont from the French Republic, and the ancient statutes were reestablished. However, after Napoleon's victory at Marengo in 1800, Piedmont was annexed to France, and Turin became the capital of the new department. Turin's Jews were well established in the Napoleonic period and continued to purchase real estate outside the ghetto. Moreover, some of the Jews from the most prominent families were selected as guards of honor for Napoleon's visit.

With the fall of Napoleon in 1814, Victor Emmanuel I re-enacted all the previous regulations. In theory the Jews had to go back to the ghetto and wear the badge. However, the reality was different. The Jews were soon exempted, in 1816, from wearing the yellow badge. Moreover the Sardinian government found it impossible to force the Jews to sell their land outside the ghetto and reside inside the ghetto only. A series of extensions and respites continued under the rule of Carlo Felice, until the Emancipation in 1848 under Carlo Alberto. Some of Turin's Jews took part in the 1821 *carbonari* insurrection, such as the banker Davide Levi. In 1848 there were 3,200 Jews living in Turin. By this time, however, the spirit of liberty was asserting itself as the voices of Gioberti, Franchi, Maffoni, Romagnosi, *Cattaneo, and Roberto and Massimo D'*Azeglio were raised in favor of the emancipation of the Jews everywhere in Italy. In 1848 M. D'Azeglio published his booklet *Dell'emancipazione degli Israeliti*. In the same year King Carlo Alberto, on March 29, granted the Jews full emancipation, and hence liberation from the ghetto. The wealthier families left the ghetto immediately. Encouraged by the rabbi of Turin Lelio *Cantoni and the poet David Levi, the Jews of Turin participated in the First Italian War of Independence, and 65 Jews volunteered for the Sardinian Army. After the defeat in 1849, under the strong hand of Vittorio Emanuele II, the legal situation of the Jews living in the Kingdom of Sardinia became a model for the Jews living in the other states of Italy, which still lacked full emancipation. Jews had access to the administration and the diplomatic corps as well as the army. In 1852 Cavour, a friend of the Jews who had at one time asked for their emancipation became the prime minister under King Victor Emmanuel II. Cavour was aided by the Jews Isaac Artom, his secretary, and Giacomo Dina, director of *L'opinione*, a newspaper backing Cavour's policy.

Piedmont having become the center of Italian unification and the symbol of Jewish emancipation attracted some Jews to Turin. In 1871 4,500 Jews lived in Turin. In 1859 the Jewish community commissioned the architect Antonelli to plan a monumental synagogue, the tangible symbol of the emancipation. However the building, the so-called Mole Antonelliana, was so expensive that the Jewish community donated it to the Turin Municipality. The main synagogue of Turin was erected in 1884 in Moorish style on St. Pius V Street. Various Jewish scholars lived or worked in 19th century Turin, such as Abraham de *Cologna, a member of Napoleon's Sanhedrin, Felice Bachi, Elijah Aaron Lattes, Samuel Solomon Olper, Isaiah Foà, Lellio *Della Torre, director of the Rabbinical College of Padua, Sabbato Graziadio Treves, Giuseppe Lattes, and Samuel Ghiron. Rabbi Olper's decision in 1865 to shorten the period of mourning aroused controversy among Italian rabbis. The decision was accepted only within Turin, where it was carried out until the beginning of the 20th century.

Although the capital of Italy moved to Florence in 1861 and to Rome in 1870, Turin Jewry still played a disproportionate role in Italy's cultural history. Among Turin's outstanding Jewish personalities during the following period were E.S. *Artom; R. *Bachi; S. *Foa; and B. *Terracini, who studied the history and dialect of the Jews of Piedmont. Other notables included G. Bolaffi, the jurist M. *Falco, the writers *Carlo and Primo *Levi, the historian A. *Momigliano, E. *Artom, and Senator U. *Terracini.

A Hebrew printing establishment existed in Turin in the 18th century (E.S. Lattes, in *Mosè* (Corfu, 1879), 263–5). In the 20th century the Marietti graphics company published, under the guidance of Rabbi Disegni, the Bible and some *maḥzorim* with Italian translation; and, under the supervision of R. Bonfil, a Passover *Haggadah*.

In 1931 4,040 Jews lived in Turin. In 1938 the Racial Law particularly affected the Jewish community of Turin, much assimilated to Italian life. In 1942 a bomb destroyed the interior of the synagogue. In November and December 1943, the Germans began to deport the Jews of Turin. A total of 246 Jews were deported to Auschwitz. Only 21 came back. One of them was the writer Primo Levi. Various gentiles helped the Jews in ingenious ways. Thus Dr. Coggiola of Mauriziano Hospital organized a "quarantine section" housing Jews, and the judge Germano subpoenaed Jews as witnesses in various legal processes. Jews joined the local partisan movements, such as E. Artom, political commissar of the 5th Regiment of the Giustizia and Libertà brigades, and Giulio Bolaffi, who was the commander of the 4th Regiment of Giustizia and Libertà. At the end of World War II 2,885 Jews were left in Turin, apart from numerous refugees who were temporarily housed in the surrounding districts. The Jewish Brigade helped restore the confidence of the community. In 1949 the synagogue was repaired.

Various rabbis dominated Jewish life in Turin in the 20th century, such as Giacomo Bolaffio; Dario *Disegni, chief rabbi of Turin from 1924 to 1960, founder of the Margulies Rabbinical School, and editor of a translation of the Pentateuch and of the Bible; and Sergio Joseph *Sierra.

Due to a high mortality rate (as compared with their birthrate) the Jewish population of Turin in 1970 was around 2,000 (only 0.16% of the total inhabitants). Educational institutions included a school for higher Hebrew studies, the Margulies Disegni Rabbinic School, a kindergarten, an elementary school, and a Jewish high school. The other institutions included a rest home for elderly people and an orphanage, that are no longer in operation.The Jewish community of Turin continued to publish a monthly newspaper, *Notiziario della Comunita' ebraica di Torino*. In 2005, 924 Jews lived in Turin. The chief-rabbi was Alberto MoshÃ© Somekh. Starting in 2010, the chief-rabbi was Eliahu Birnbaum.

14.- Reading a poem

Reading a poem	
OBJETIVES	Reading a poem
LANGUAGE	English
LANGUAGE LEVELS	B2
TIME REQUIRED	1/2 hours
TOPICS	4
TASKS	Reading a poem and comparing the content with the present situation
VOCABULARY	
LANGUAGE SKILLS	Understanding, literature appreciation
CLASS ORGANIZATION	Pair work
LOCAL CONTENTS	
MAIN COMPETENCES	Communication in foreign and native language, Social and civic competences, culture awareness and expression, competence to solve problems
CRITERIA OF SUCCESS	Ability to understand the core of the poem, giving varied examples of today's situations

INSTRUCTION

The teacher introduces the poem " Refugee Blues" by Auden then ask the students to compare what is described into the poem to a situation of our time.



Jewish refugees from Czechoslovakia being marched away by British police at Croydon airport in March 1939

http://upload.wikimedia.org/wikipedia/commons/1/10/Jewish_refugees_at_Croydon_airport_1939%E2%80%8E%E2%80%8E.jpg

POEM

Say this city has ten million souls,
Some are living in mansions, some are living in holes:
Yet there's no place for us, my dear, yet there's no place for us.

Once we had a country and we thought it fair,
Look in the atlas and you'll find it there:
We cannot go there now, my dear, we cannot go there now.

In the village churchyard there grows an old yew,
Every spring it blossoms anew;
Old passports can't do that, my dear, old passports can't do that.

The consul banged the table and said:
'If you've got no passport, you're officially dead';
But we are still alive, my dear, but we are still alive.

Went to a committee; they offered me a chair;
Asked me politely to return next year:
But where shall we go today, my dear, but where shall we go today?

Came to a public meeting; the speaker got up and said:
'If we let them in, they will steal our daily bread';
He was talking of you and me, my dear, he was talking of you and me.

Thought I heard the thunder rumbling in the sky;
It was Hitler over Europe, saying: 'They must die';
We were in his mind, my dear, we were in his mind.

Saw a poodle in a jacket fastened with a pin,
Saw a door opened and a cat let in:
But they weren't German Jews, my dear, but they weren't German Jews.

Went down the harbour and stood upon the quay,
Saw the fish swimming as if they were free:
Only ten feet away, my dear, only ten feet away.

Walked through a wood, saw the birds in the trees;
They had no politicians and sang at their ease:
They weren't the human race, my dear, they weren't the human race.

Dreamed I saw a building with a thousand floors,
A thousand windows and a thousand doors;
Not one of them was ours, my dear, not one of them was ours.

Stood on a great plain in the falling snow;
Ten thousand soldiers marched to and fro:
Looking for you and me, my dear, looking for you and me.

15.- Remembrance Day

Remembrance Day	
OBJETIVES	Produce a video for "27th January : Remembrance Day"
LANGUAGE	English
LANGUAGE LEVELS	Intermediate
TIME REQUIRED	3 hours at school, 3 hours round the city (about)
TOPICS	Literature and history of WWII
TASKS	Show how it is easy to keep the memory of important historical events
VOCABULARY	The one possessed by students of an advanced level
LANGUAGE SKILLS	Translating into English, Reading books and using different sources of information
CLASS ORGANIZATION	4 groups of 5 students to organise the material that will be shown in class
MAIN COMPETENCES	Communication in foreign and native language, Social and civic competences, culture awareness and expression, competence to solve problems, working competence
CRITERIA OF SUCCESS	The video must clearly show the content, not too long, impress the viewers Have good technical qualities

INSTRUCTIONS

Class 1

The teacher told the students about some " unusual monuments " in Turin which commemorate the deaths of Jews living in Turin during the WWII. They were given one hour inside the IT laboratory to find the information.

Then two groups of studen (A) went to look for them around the city,spotting the places on a map, taking photographs and recording them.

The other two groups(B) were given the reading of Primo Levi's "Se questo è un uomo", they had to report the whole lass about the most relevant passages of it. In the meanwhile they went to film the hpuse where he lived.

Class 2

The groups are in the IT lab to produce the two videos with the gathered information.

Class 3

All the materials is shared, each student can add a comment, group A assesses group B and vice versa using the following:

VIDEOS

Primo Levi – video

https://drive.google.com/file/d/0B4EAdbdOuN1TSTRJWWhULTRBUFk/view?usp=sharing

Stolpersteine

https://drive.google.com/file/d/0B4EAdbdOuN1TaUw0ZkNocmo5bHc/view?usp=sharing

16.- Life in a Nazi concentration camp

Life in a Nazi concentration camp	
OBJECTIVES	To know what life in concentration camps was like
LANGUAGE SKILLS	Listening, reading and writing
LANGUAGE LEVELS	B1 Upper level
TIME REQUIRED	30 minutes
TOPICS	Life in concentration camps
TASKS	Reading and listening to complete gaps in texts.
VOCABULARY	Specific vocabu-lary:prisoners,hungry,cannibalism,forbidden,punishment,spared, stereo-type, lashes Cliff, cynicism and starving.
LANGUAGE SKILLS	Listening, reading and writing
CLASS ORGANIZATION	Pair work
LOCAL CONTENTS	European-Description of the life of prisoners in a concentration camp.
MAIN COMPETENCES	Linguistic
CRITERIA OF SUCCESS	Completion of the tasks

Working in pairs

You and your mate have received two different but complementary texts. Part of your text is completed but the other one has gaps that must be filled with your mate help.

Task1: Listen to your colleague in order to complete your gaps.

Task2: Read your complete text to your mate.

Task3: Check your work

LIFE IN A NAZI CONCENTRATION CAMP

The siren used to ring between 4 and 5 am. I had to wash myself up though there was always a shortage of water. Then a bowl of _____ _____, euphemistically called coffee, whose greatest virtue was to be hot, was distributed.

The only time to enjoy was the "food" time: a bowl of soup and the so-called "chunks", consisting of 300 g of bread bran or sawdust.

As time passed and the number of _____ in the camps increased food rations became non-existent. For the _____, anything was edible, whether peelings or dirty raw potatoes; in some fields, even acts of _____ in the wooden barracks were reported.

_____ _____ were part of everyday life. It was almost impossible to escape punishment because everything was _____: approach within two meters of the _____, sleep with or without underpants, jacket etc



THE SITUATION OF CHILDREN AND WOMEN

Generally young children were _____ immediately for being ___ _____ __ ____. If during selection, a mother took her son in her arms, both of them were sent to the ___ _____ because in these cases mother was described _____ __ ____. If it was the grandmother who carried the child, she was murdered with the child.

In the camp it was forbidden to drink water, because it was _____. However children drank because of a shortage of drinking water.

The situation was particularly serious for _____ _____. At first they were sent directly to the gas chambers. However, there were clandestine deliveries in the field, in most cases women died of septicemia. In any case, the newborn had almost no chance of survival. Physicians SS and his assistants ____ ____ the child to the mother, and _____ him.

If the child was born blond and blue-eyed, Aryan typical stereotype, the life of the child was spared and taken to Germanize him. On the contrary, if the child looked like a Jew, he was instantly drowned by the guards of the place. If a child came to live more than 2 weeks without problems it was registered in the concentration camp tattooing its identification number on the thighs or buttocks.

PHYSICAL AND PSYCHOLOGICAL PENALTIES

Smacking receiving prisoners were terrible. Prisoners were often punished to receive a certain amount of lashes that the prisoner had to count in German. If he was wrong he would start again.

In an atmosphere where death is omnipresent Nazis had to show that there were worse punishments than death, or ways of dying really atrociously. In Mauthausen, a way to kill a prisoner who has not carried a heavy enough stone was to throw him off a cliff about 80 meters. This cliff was known as the wall of the paratroopers (another example of the Nazis cynicism).

Another form of punishment was to lock up a prisoner in a small cell, about the size of a grave, and let him die of starvation. Torture, or wild experiments was done with the prisoners (enter ink in your eyes to make them blue eyes; timing how long it takes a person to die submerged in freezing water, or investigate new forms of mass sterilizations ...) all these inhumane acts made life in the camps a living hell.

Working in pairs

You and your mate have received two different but complementary texts. Part of your text is completed but the other one has gaps that must be filled with your mate help.

Task1: Read your complete text to your mate

Task2: Listen to your colleague in order to complete your gaps.

Task3: Check your work

LIFE IN A NAZI CONCENTRATION CAMP

The siren used to ring between 4 and 5 am. I had to wash myself up though there was always a shortage of water. Then a bowl of dirty water, euphemistically called coffee, whose greatest virtue was to be hot, was distributed.

The only time to enjoy was the "food" time: a bowl of soup and the so-called "chunks", consisting of 300 g of bread bran or sawdust.

As time passed and the number of prisoners in the camps increased food rations became non-existent. For the hungry, anything was edible, whether peelings or dirty raw potatoes; in some fields, even acts of cannibalism in the wooden barracks were reported.

Corporal punishments were part of everyday life. It was almost impossible to escape punishment because everything was forbidden: approach within two meters of the fence, sleep with or without underpants, jacket etc

THE SITUATION OF CHILDREN AND WOMEN

Generally young children were killed immediately for being too young to work. If during selection, a mother took her son in her arms, both of them were sent to the gas chamber because in these cases mother was described unfit to work. If it was the grandmother who carried the child, she was murdered with the child.

In the camp it was forbidden to drink water, because it was contaminated. However children drank because of a shortage of drinking water.

The situation was particularly serious for pregnant women. At first they were sent directly to the gas chambers. However, there were clandestine deliveries in the field, in most cases women died of septicemia. In any case, the newborn had almost no chance of survival. Physicians SS and his assistants took away the child to the mother, and murdered him.

If the child was born blond and blue-eyed, Aryan typical _____, the life of the child was _____ and taken to Germanize him. On the contrary, if the child looked like a Jew, he was instantly _____ by the guards of the place. If a child came to live more than 2 weeks without problems it was registered in the concentration camp _____ its identification number on the thighs or buttocks.

PHYSICAL AND PSYCHOLOGICAL PENALTIES

Smacking receiving prisoners were terrible. Prisoners were often punished to receive a certain amount of _____ that the prisoner had to _____ __ _____. If he was wrong he would start again.

In an atmosphere where _____ is omnipresent Nazis had to show that there were worse punishments than death, or ways of dying really _____. In Mauthausen, a way to kill a prisoner who has not carried a heavy enough stone was to throw him off a _____ about 80 meters. This cliff was known as the wall of the paratroopers (another example of the Nazis _____).

Another form of punishment was to lock up a prisoner in a small cell, about the size of a grave, and let him ___ __ _____. Torture, or wild _____ was done with the prisoners (enter ___ in your eyes to make them blue eyes; timing how long it takes a person to die submerged in freezing water, or investigate new forms of ____ _____ ...) all these inhumane acts made life in the camps a living ____.



KEY

Working in pairs

You and your mate have received two different but complementary texts. Part of your text is completed but the other one has gaps that must be filled with your mate help.

Task 1: Read your complete text to your mate

Task 2: Listen to your colleague in order to complete your gaps.

Task 3: Check your work

LIFE IN A NAZI CONCENTRATION CAMP

The siren used to ring between 4 and 5 am. I had to wash myself up though there was always a shortage of water. Then a bowl of dirty water, euphemistically called coffee, whose greatest virtue was to be hot, was distributed.

The only time to enjoy was the "food" time: a bowl of soup and the so-called "chunks", consisting of 300 g of bread bran or sawdust.

As time passed and the number of prisoners in the camps increased food rations became non-existent. For the hungry, anything was edible, whether peelings or dirty raw potatoes; in some fields, even acts of cannibalism in the wooden barracks were reported.

Corporal punishments were part of everyday life. It was almost impossible to escape punishment because everything was forbidden: approach within two meters of the fence, sleep with or without underpants, jacket etc

THE SITUATION OF CHILDREN AND WOMEN

Generally young children were killed immediately for being too young to work. If during selection, a mother took her son in her arms, both of them were sent to the gas chamber because in these cases mother was described unfit to work. If it was the grandmother who carried the child, she was murdered with the child.

In the camp it was forbidden to drink water, because it was contaminated. However children drank because of a shortage of drinking water.

The situation was particularly serious for pregnant women. At first they were sent directly to the gas chambers. However, there were clandestine deliveries in the field, in most cases women died of septicemia. In any case, the newborn had almost no chance of survival. Physicians SS and his assistants took away the child to the mother, and murdered him.

If the child was born blond and blue-eyed, Aryan typical stereotype, the life of the child was spared and taken to Germanize him. On the contrary, if the child looked like a Jew, he was instantly drowned by the guards of the place. If a child came to live more than 2 weeks without problems it was registered in the concentration camp tattooing its identification number on the thighs or buttocks.

PHYSICAL AND PSYCHOLOGICAL PENALTIES

Smacking receiving prisoners were terrible. Prisoners were often punished to receive a certain amount of lashes that the prisoner had to count in German. If he was wrong he would start again.

In an atmosphere where death is omnipresent Nazis had to show that there were worse punishments than death, or ways of dying really atrociously. In Mauthausen, a way to kill a prisoner who has not carried a heavy enough stone was to throw him off a cliff about 80 meters. This cliff was known as the wall of the paratroopers (another example of the Nazis cynicism).

Another form of punishment was to lock up a prisoner in a small cell, about the size of a grave, and let him die of starvation. Torture, or wild experiments was done with the prisoners (enter ink in your eyes to make them blue eyes; timing how long it takes a person to die submerged in freezing water, or investigate new forms of mass sterilizations ...) all these inhumane acts made life in the camps a living hell.

17.- My feelings

My feelings	
OBJECTIVES	To learn about important persons in WWII
LANGUAGE SKILLS	
LANGUAGE LEVELS	B1-B2
TIME REQUIRED	45’
TOPICS	Feelings and WWII
TASKS	To analize the life of differents persons from minority groups Reading the texts Match the words with the feelings
VOCABULARY	Feelings
LANGUAGE SKILLS	The past
CLASS ORGANIZATION	Individual/pairs
LOCAL CONTENTS	
MAIN COMPETENCES	Learn to Learn, social and civics
CRITERIA OF SUCCESS	Match properly all the words with the feeling.



Worksheet No. 1

Materials needed

- *This worksheet with the biography of a prisoner in a concentration camp.*
- *A pyramid made of fabric where you can see the hierarchy of the minority groups represented with their colored triangles.*
- *Plastic cards that contain emotional words, one word in each card.*

Task 1: Read the following text and be conscious about what you are feeling.

PAUL SAKOWSKI



Paul Sakowski was born in Breslau in 1920. In 1939, while a prisoner in Sachsenhausen, he offered his services to the camp administration, eventually aiding in the extermination of people in the camp. From November 1939 until March 1941 he was a prisoner overseer, during which time he mistreated prisoners, whipped them, withheld food, threw cold water on them, kept them outside during the winter, and took part in executions. In December 1940 he became the unofficial camp executioner and oversaw the hanging of 42 Soviets and Poles. In September 1941 while working in the crematoria, he oversaw the shooting of thirteen thousand, five hundred Soviet POWs, then supervised the transport of corpses to the morgue, their searching

there, and transfer to the crematoria. On 15 May 1942, he took part in the shooting of two hundred fifty Jews. From September 1943 until April 1945 he was a policeman in the Heinkelwerke, where his mistreatment and abuse of prisoners continued. It is estimated that during his time in the crematoria, he oversaw the burning of twenty-five thousand corpses. Following his trial by a Soviet Military Tribunal, he was sentenced to life prison with forced labor.

Task 2: Which minority group does this person belong to? _____

Task 3: Which color represents this group? _____

Task 3: Chose the emotional words from the pile of cards that better describe how you feel.

Task 4: Allocate these cards on the pyramid near the triangle that represents this particular minority group.

Worksheet No. 2

Materials needed

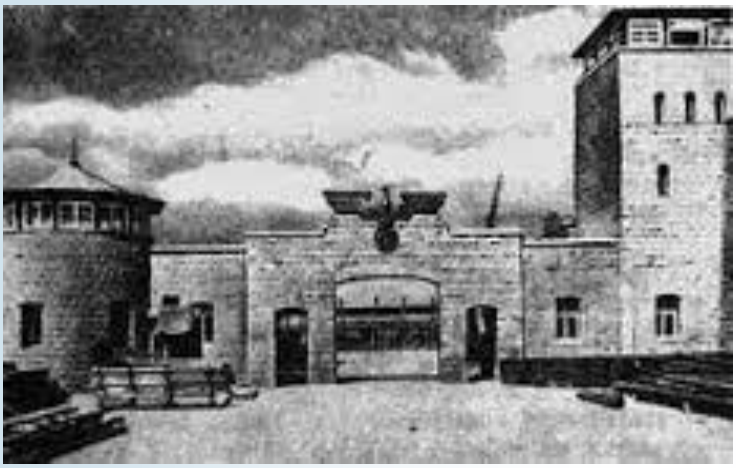
- *This worksheet with the biography of a prisoner in a concentration camp.*
- *A pyramid made of fabric where you can see the hierarchy of the minority groups represented with their colored triangles.*
- *Plastic cards that contain emotional words, one word in each card.*

Task 1: Read the following text and be conscious about what you are feeling.

CRISTOBAL SORIANO

Cristóbal Soriano, 96 years old, is one of the few Spanish Republicans who still lives and has memory for violence, death and famine that took place in the concentration camp of Mauthausen, called "the camp of the Spaniards".

More than 200,000 people were there during the Second World War, half of them were killed, most of them due to inhumane working conditions in which faint meant to shock or be topped shots. Some 7,500 Spaniards suffered the horror of the concentration camp and extermination, of which 4,816 died, most of the half million Republicans who had left Spain in recent years of the Civil War.



Mauthausen Concentration Camp

Cristóbal was born in Barcelona in 1919, he was deported first to Mauthausen on 25 November 1940 and subsequently to Gussen subfield. Violence, death and hunger are the three things that Cristóbal said they were worse in Mauthausen, where he arrived after being made prisoner of war. He and his brother enlisted and took part in several battles of the Spanish Civil War, but after Franco's victory later fled to France to enlist in the Foreign Legion to take part in the new war. His brother was wounded and he was taken prisoner of war and taken to a field to work the land and keep livestock. Soon he was sent with his brother to the concentration camp of Mauthausen. When they saw that some could not work anymore, they killed them, or send them to the gas chamber. Remember how hard it was to work in the granite quarry and endless days carrying stones for the 186 steps of the so-called "ladder of death". Worked to death, there were some who resisted, others not. When they saw they could not more, were killed, sticks or in the gas chamber, "says Christopher. They suffered much violence, they were beaten when they did things in the wrong way and could not complain.





Stairs of death

His brother could not work in the aftermath of the war and was sent to the subfield Gussen, known as "The slaughterhouse" where thousands of Spaniards also died and where he later got moved. He took care of his brother until he was killed in the gas chamber because due to war wounds he could not work. A was transferred to the Hartheim Castle.

This old man has participated in all the celebrations connected with his release from Mauthausen concentration camp. He now lives in Montpellier (France), although he usually visits his birthplace,Barcelona

Task 2: Which minority group does this person belong to? _____

Task 3: Which color represents this group? _____

Task 3: Chose the emotional words from the pile of cards that better describe how you feel.

Task 4: Allocate these cards on the pyramid near the triangle that represents this particular minority group.

Worksheet No. 3

Materials needed

- *This worksheet with the biography of a prisoner in a concentration camp.*
- *A pyramid made of fabric where you can see the hierarchy of the minority groups represented with their colored triangles.*
- *Plastic cards that contain emotional words, one word in each card.*

Task 1: Read the following text and be conscious about what you are feeling.

CHAIM ENGEL



Chaim's family came from a small town where his father owned a textile store. When antisemitic persecutions broke out in Brudzew, the Engels moved to the industrial city of Lodz. Chaim was then 5 years old. In Lodz he attended a Jewish school that also provided a secular education. After finishing middle school, Chaim went to work to his uncle's textile factory.

1933-39: Their neighborhood in Lodz was predominantly Jewish, so most of his friends were Jews. As a young adult he began his compulsory army service. On September 1, 1939, only two weeks before his guard was about to be over, the Germans invaded Poland. After a few weeks He was taken as a POW. One German captor knew he was Jewish, but he didn't shoot him. He was taken to Germany for forced labour.

1940-44: In March 1940 all Jewish POWs returned to Poland. He was deported to the **SOBIDOR** death camp in the summer of 1942. In October 1943 a small group of prisoners revolted. He stabbed Their overseer to death. With each jab He cried, "This is for my father, for my mother, for all the Jews you killed." The knife slipped, cutting Him, covering him with blood. Chaos took over; many prisoners ran out through the main gate. Some stepped on mines. Some gave up and didn't run at all. He grabbed his girlfriend and ran into the woods.

Chaim hid in the Polish woods with his girlfriend, Selma. After the war they married and lived in Europe and Israel. The Engels settled in the United States in 1957.

Task 2: Which minority group does this person belong to? _____

Task 3: Which color represents this group? _____

Task 3: Chose the emotional words from the pile of cards that better describe how you feel.

Task 4: Allocate these cards on the pyramid near the triangle that represents this particular minority group.

Worksheet No. 4

Materials needed

- *This worksheet with the biography of a family prisoner in a concentration camp.*
- *A pyramid made of fabric where you can see the hierarchy of the minority groups represented with their colored triangles.*
- *Plastic cards that contain emotional words, one word in each card.*

Task 1: Read the following text and be conscious about what you are feeling.

Kusserow family






Wilhelm,1914 Magdalena,1924 Wolfgang, 1922 Hilda (the mother), 1888

They were 11 brothers and sisters. Their mother, Hilda, was born in Poland and married their father, Franz. They moved to western Germany before World War I. After she gave birth to all her children, they became Jehovah's Witnesses. After 1931 the Kusserow home in the small town of Bad Lippspringe was the headquarters of a Jehovah's Witness congregation.

She told her story:

The Nazis repeatedly searched our home because of our devotion to Jehovah. I continued doing missionary work even though it was banned. In 1936 I was arrested and imprisoned for six weeks. When I was released I continued hosting Bible study meetings in our home, even after my husband was imprisoned. In 1939 the police took away my three youngest children to be "reeducated" in foster homes.

Two of my sons were executed for refusing induction into the German army. My husband returned home on August 16, 1940. Because we kept hosting Bible studies, I was arrested along with my husband and our daughters Hildegard and Magdalena in April 1941. I served a two-year term. When released I was told that I could go home if I signed a statement renouncing my faith. I refused and was deported to the Ravensbrueck concentration camp, where I was reunited with two of my daughters who'd already been there for a year.

During a forced march from Ravensbrueck, Hilda and her two daughters were liberated by the Soviets in April 1945. When the war ended, they returned to Bad Lippspringe.

Task 2: Which minority group does this person belong to? _____

Task 3: Which color represents this group? _____

Task 3: Chose the emotional words from the pile of cards that better describe how you feel.

Task 4: Allocate these cards on the pyramid near the triangle that represents this particular minority group.

Worksheet No. 5

Materials needed

- *This worksheet with the biography of a prisoner in a concentration camp.*
- *A pyramid made of fabric where you can see the hierarchy of the minority groups represented with their colored triangles.*
- *Plastic cards that contain emotional words, one word in each card.*

Task 1: Read the following text and be conscious about what you are feeling.

PIERRE SEEL





Pierre Seel was a survivor and the only French person to have testified openly about his experience of deportation during World War II due to his homosexuality. His watch was stolen in an area known for stalking gay and he told the incident to the police. Germans found his police files. They saw his name on the list of homosexuals. Before going to the concentration camp Pierre was violated by the police with a piece of wood and locked up in a normal prison. He was also forced to watch the execution of his boyfriend:

One day the loudspeakers ordered us to go Appellplatz. We formed a square as we usually did during the morning counts. The commander and his officers were there too. Two SS men brought a young man to the center of the square that we formed. Horrified, I recognized Jo, my boyfriend since I was 18. I could not move from terror. I had prayed that he managed to escape from their lists, their humiliations. And there he was, before my eyes filled with tears. He had not carried dangerous letters, destroyed posters or signed any statement. Then, the loudspeaker played some kind of classical loud music while men stripped him, and put a bucket on his head. They set on ferocious German shepherds on him and they devoured him. I still often wake up screaming in the middle of the night. I will never forget the murder of my love in front of my eyes; there were hundreds of witnesses.

He says that gays were the most vulnerable in the concentration camps. They were not only abused and raped by guards but by other prisoners. Pierre did not speak for 40 years about what happened. Pierre survived the concentration camp and was released in 1941, when he was forced to join the German army. He never told anyone he was gay to stop people chasing him again.

He did not even tell his nightmare to his nearest relatives after his godfather disinherited because of his sexual orientation. He married and had three children. During his 28 year´s marriage he never told his wife he was a gay. After her death, he lived with his partner, Enric Feliu, for 12 years. It was then that he finally felt free to be and love as he always wanted. He died in 2005, at the age of 82 years.

Task 2: Which minority group does this person belong to? _____

Task 3: Which color represents this group? _____

Task 3: Chose the emotional words from the pile of cards that better describe how you feel.

Task 4: Allocate these cards on the pyramid near the triangle that represents this particular minority group.

Worksheet No. 6

Brill was born in the small town of Gräfenroda, Thuringia on February 9, 1895 as the son of a tailor; after finishing school, he attended the Herzog-Ernst-Seminar in Gotha to become a teacher. His political career began in 1918, when he entered the Independent Social Democratic Party of Germany; less than two years later, he became a member of the Thuringian parliament (Landtag) for the first time, where he stayed until 1933.

After Hitler came to power, scandalized he founded a resistance group in Berlín. Some time later he was discovered , convicted of high treason in 1938 and sentenced to 12 years in prison.

After being imprisoned in Brandenburg-Görden Zuchthaus, he was taken to Buchenwald concentration camp in 1943; after the liberation of Buchenwald on April 11, 1945, he wrote the Manifesto of Buchenwald.



The Buchenwald concentration camp was one of the largest concentration camps in Germany. It was in operation from July 1937 to April 1954 on Ettersberg Hill. It is estimated that some 250000 people were imprisoned from all European countries. The number of victims caused by disease, poor health, forced labor, torture, medical experiments and executions is estimated at about 56000

Numerous medical experiments were conducted on prisoners. Many of them died because of them. Among others, they were infected with typhus vaccine to test substances.

In addition, tests were performed infecting prisoners with tuberculosis bacteria. Since the prisoners lived in small spaces, some of the diseases that were being experienced spread quickly and led to epidemics that were not adequately addressed by the camp administration.

In later years after being released , Brill taught at the universities of Frankfurt and Speyer. He was responsible for the introduction of political science as a field of study in Germany and wrote several articles on issues such as German reunification.

Cards (feelings)

Ashamed feeling shame or guilt or embarrassment or remorse	**Aversion** a feeling of intense dislike	**Awful** exceptionally bad or displeasing	**Confused** unable to think with clarity or act intelligently
Despair a state in which all hope is lost or absent	**Dismayed** struck with fear, dread, or consternation	**Distant** remote in manner	**Embarrassed** feeling or caused to feel uneasy and self-conscious
Enraged marked by extreme anger	**Frustrated** disappointingly unsuccessful	**Furious** marked by extreme anger	**Guilty** showing a sense of wrongness

18.- Survey about prejudices

NAME OF THE ACTIVITY	SURVEY ABOUT PREJUDICES
OBJETIVES	TO KNOW ABOUT OUR OWN PREJUDICES OVER RACISM,
LANGUAGE English/Spanish	ENGLISH/SPANISH
LANGUAGE LEVELS	B1/B2
TIME REQUIRED	10'(ANSWERING) 50' (ANALYSING THE RESULTS)
TOPICS	PREJUDICES IN THE SOCIETY
TASKS	ANSWER THE SURVEY .- STUDENTS .-TEACHERS .- FAMILIES ANALYSING THE RESULTS
VOCABULARY	
LANGUAGE SKILLS	READING, WRITING, COMPREHENSIVE
CLASS ORGANIZATION	INDIVIDUAL
LOCAL CONTENTS	
MAIN COMPETENCES	DIGITAL COMPETENCE, LEARNING TO LEARN, SOCIAL AND CIVIC COMPETENCES
CRITERIA OF SUCCESS	REPORT ABOUT RESULTS IN EACH COUNTRY AND GROUP



Student tolerant survey

https://docs.google.com/forms/d/1Y85ntLrJLYg1iZ1HVwUI25kxo469MiORjalqRBTH0vU/edit

Parents tolerant survey

https://docs.google.com/forms/d/1P8CTCjgt2LrEOVOU4H8SzdFaQSRriF2o6IIFIWkEzzw/edit



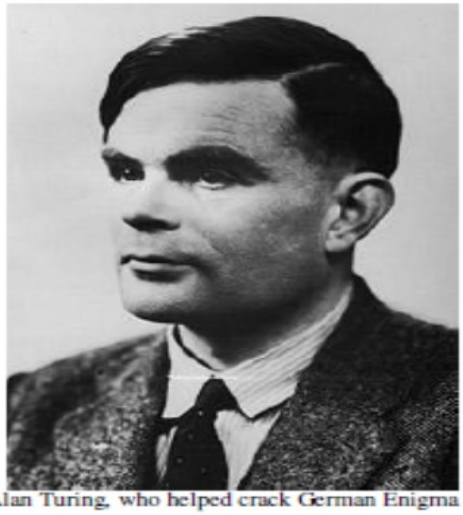
19.- Apology letter about Alan Turing

Apology letter about Alan Turing	APOLOGY LETTER ABOUT ALAN TURING
OBJECTIVES	To know how and why Alan Turing was unfairly treated
LANGUAGE English/Spanish	ENGLISH
LANGUAGE LEVELS	B1/B2
TIME REQUIRED	60’
TOPICS	Alan Turing and his role in the WWII and homosexual’s life
TASKS	To decrypt an encoded letter of Apology from the Prime
VOCABULARY	Code-breaker, outstanding, turn the tide, humankind,
LANGUAGE SKILLS	READING, WRITING, COMPREHENSIVE
CLASS ORGANIZATION	GROUPS OF FOUR PEOPLE
LOCAL CONTENTS	
MAIN COMPETENCES	MATHEMATICAL COMPENTENCE AND SCIENCE AND TECHNOLOGY, LEARNING TO LEARN, LINGUISTIC
CRITERIA OF SUCCESS	TO ACHIEVE THE LETTER DECODED



APOLOGY LETTER

The treatment of code-breaker Alan Turing was utterly unfair



Computer pioneer Alan Turing, who helped crack German Enigma codes during WWII

Turing was a quite brilliant mathematician, most famous for his work on breaking the German Enigma codes. It is no exaggeration to say that, without his outstanding contribution, the history of the Second World War could have been very different. He truly was one of those individuals we can point to whose unique contribution helped to turn the tide of war.

In 1952, he was convicted of "gross indecency" – in effect, tried for being gay. His sentence – and he was faced with the miserable choice of this or prison – was chemical castration by a series of injections of female hormones. He took his own life just two years later.

Alan deserves recognition for his contribution to humankind. For those of us born after 1945, into a Europe which is united, democratic and at peace, it is hard to imagine that our continent was once the theatre of mankind's darkest hour.

In 2009, the Prime Minister of the United Kingdom, Gordon Brown, apologized to code-breaker Alan Turing for the horrifying and utterly unfair treatment that he suffered.

Do you want to help Alan Turing to decrypt the letter of apology from the Prime Minister?





It can be easily broken by frequency analysis. The method was proposed by the 9th century polymath from Baghdad, al-Kindi (800-873AD), often called the philosopher of the Arabs.

Al-Kindi noticed that if a letter in a message is replaced with a different letter or symbol then the new letter will take on all the characteristics of the original one. Take the English language: the letter E is the most common letter, accounting for 12.7% of all letters, followed by T (9.06%), then A (8.17%) and so on. If the concealed message is sufficiently long then it is possible to reveal its content simply by analyzing the frequency of the new characters.

Letter Relative frequency in the English language

Letter	percentage
a	8,17%
b	1,49%
c	2,78%
d	4,25%
e	12,70%
f	2,23%
g	2,02%
h	6,09%
i	6,97%
j	0,15%
k	0,77%
l	4,03%
m	2,41%
n	6,75%
o	7,51%
p	1,93%
q	0,10%
r	5,99%
s	6,33%
t	9,06%
u	2,76%
v	0,98%
w	2,36%
x	0,15%
y	1,97%
z	0,07%

Simbol	Quantity	%
☂		
✿		
♦		
⌂		
✣		
☀		
☕		
☯		
☺		
☮		
❀		
☾		
♣		
✂		
☎		
♥		
✍		
✌		
☔		
✡		
❄		
♫		
Total		

APOLOGY LETTER, SOLUTION

KEY

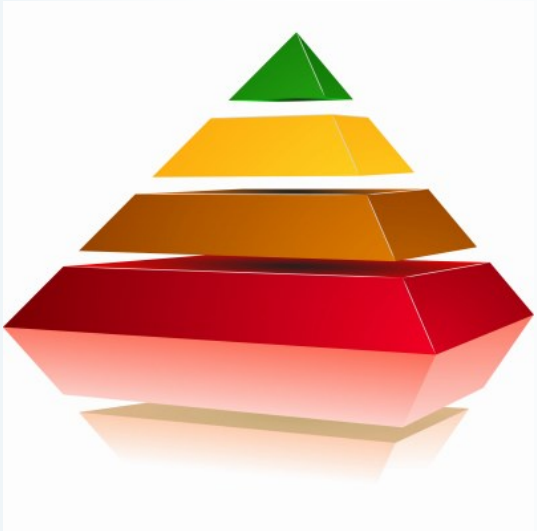
The treatment of code-breaker Alan Turing was utterly unfair

Simbol	Quantity	%
☂	19	0,06333333
✿	8	2,67%
♦	25	8,33%
♘	13	4,33%
✜	8	2,67%
☀	5	1,67%
☃	4	1,33%
☯	7	2,33%
☺	30	10,00%
☮	7	2,33%
❀	8	2,67%
☾	9	3,00%
♣	13	4,33%
✂	22	7,33%
☎	4	1,33%
♥	4	1,33%
✎	35	11,67%
✌	4	1,33%
☃	16	5,33%
✡	33	11,00%
❄	7	2,33%
♫	19	6,33%
Total	300	100,00%

simbol	Letter
✂	a
☃	b
♥	c
☾	d
✡	e
❀	f
☀	g
☃	h
♣	i
	j
☎	k
♘	l
✜	m
♫	n
✎	o
☮	p
	q
♦	r
☂	s
☺	t
❄	u
✌	v
✿	w
	x
☯	y
	z

20.- Hierarchy

Hierarchy	
OBJECTIVES	To learn about the different behavior with the minority groups in the concentration camps
LANGUAGE English/Spanish	ENGLISH
LANGUAGE LEVELS	B1
TIME REQUIRED	30 minutes
TOPICS	Life in the concentration camps
TASKS	Reading about differents groups and sings Put in the proper place the symbol in a board
VOCABULARY	Minorities
LANGUAGE SKILLS	LISTENING/SPEAKING/WRITING
CLASS ORGANIZATION	group
LOCAL CONTENTS	
MAIN COMPETENCES	COMMNICATION IN FOREIGN LANGUAGES/ SOCIAL AND CIVIC
CRITERIA OF SUCCESS	Put in the correct place the symbols



Hierarchy in the concentration camps

***Materials needed*:**

This worksheet
Colored triangles made of plastic
A big pyramid made of fabric

Task 1: Read the following text and try to guess the hierarchy they had in the concentration camps.

Task 2: Write the name of each group on the pyramid below. Place the best treated group on the top of the pyramid and the worst treated one at the bottom.

Task 3: Take the colored triangles (these triangles represent the different minority groups in a concentration camp). Allocate them on the pyramid made of fabric ordering them in the same way (from the best treated one , on the top, to the worst treated one at the bottom).

Hierarchy in the concentration camps

The brands that were worn by the prisoners classified them in categories, which led to a real hierarchy within the camps. The different groups had a very different consideration between the guards and prisoners

Identification in Nazi camps

Colored inverted triangles were used in the concentration camps in the Nazi-occupied countries to identify the reason the prisoners had been placed there. The triangles were made of fabric and were sewn on the prisoners´ jackets and shirts. These mandatory badges had specific meanings indicated by their color and shape. The system of badges varied somewhat between the camps. Such emblems helped guards assign tasks to the detainees: for example, a guard at a glance could see if someone was a convicted criminal (green patch) and thus likely of a "tough" temperament suitable for "kapo" duty.

David's star- **Jewish:** they belonged to the despised prisoners; sometimes the other prisoners also made them suffer.

Red- **political prisoners:** they were respected by other inmates.

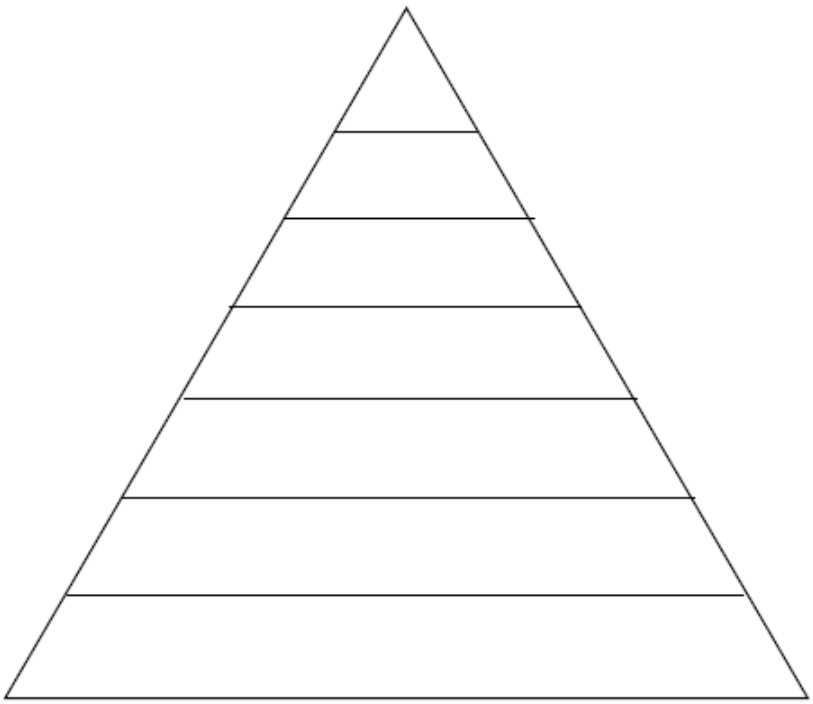
Green- **criminals:** they were in third place, they were used by the guards as <<Kapos>>. Some became famous.

Blue- **for migrants.** the Spanish Republicans exiled from France after the Spanish Civil War and deported to Mauthausen were included in this category

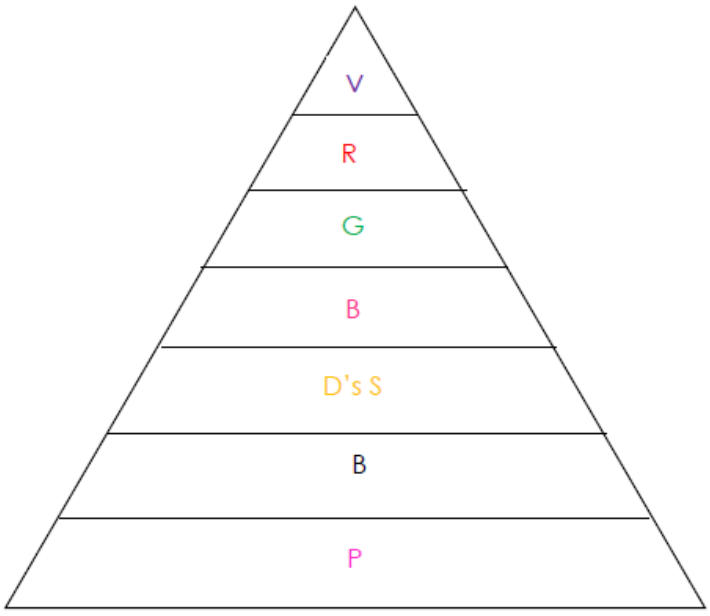
Violet- **prisoners by religion**: the direction used Jehovah's Witnesses as servants for good behavior.

Pink- **gays:** they were in the lowest position. They were despised and mistreated by other prisoners.

Black- **prostitutes, gypsies, alcoholics, slackers, miscreant, drug addicts mentally ill…:** they were in a very low position and they were very despised.



KEY



1º Violet- prisoners by religion

2º Red- political prisoners

3º Green- criminals

4º Blue- for migrants

5º David's star- Jewish

6º Black- asocial people

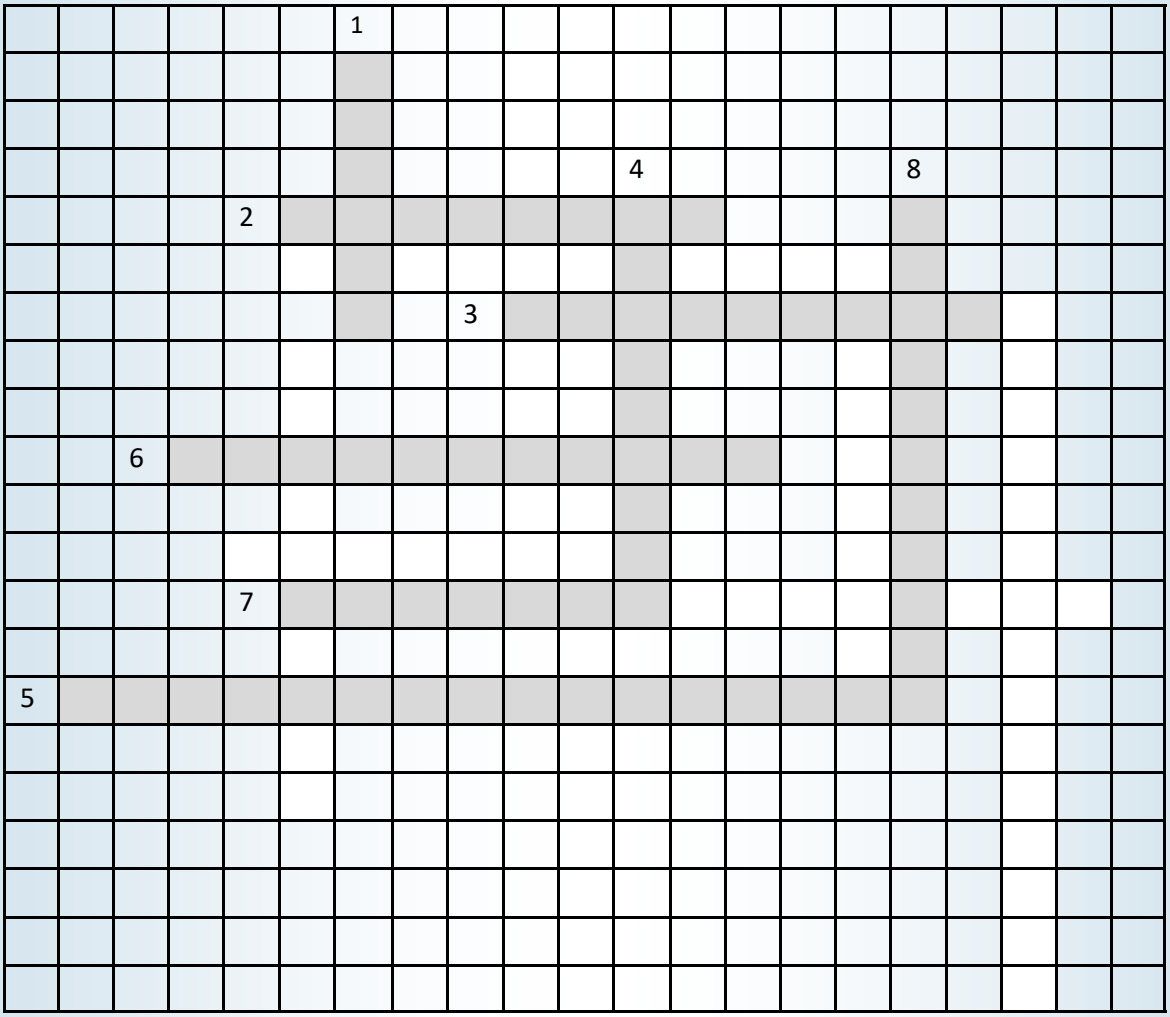
7º Pink- gays

21.- Crossword

Crossword	
OBJETIVES	Learn the hierarchy of the concentration camps
LANGUAGE SKILLS	Writing
LANGUAGE LEVELS	Medium level
TIME REQUIRED	30 minutes
TOPICS	Hierarchy of the concentration camps
TASKS	The students have to complete the crossword using the vocabulary that they have learned about the hierarchy in a concentration camp
VOCABULARY	
LANGUAGE SKILLS	Writing
CLASS ORGANIZATION	Individual
LOCAL CONTENTS	The specific vocabulary of the hierarchy in the concentration camp
MAIN COMPETENCES	Linguistic, working competence, competence to solve problems
CRITERIA OF SUCCESS	Complete the crossword



						1														
						J														
						E														
						W					4					8				
				2	D	I	S	A	B	L	E	D				P				
						S					M					O				
						H		3	C	R	I	M	I	N	A	L	S			
											G					I				
											R					T				
		6	H	O	M	O	S	E	X	U	A	L	S			I				
											N					C				
											T					I				
				7	G	Y	P	S	I	E	S					A				
																N				
5	J	E	H	O	V	A	-	W	I	T	N	E	S	S	E	S				


1
4
8
2
3
6
7
5

1. They were in concentration camps for their religion and beliefs. They wore a yellow triangle

2. They were locked up in concentration camps because they were considered inferior and a threat to the Aryan race because they had a metal or physical disability

3. They were locked up for their crimes or their robberies. They failed the law

4. Are people who have left their place of origin to stay in another.

5.They were in concentration camps for their religion and beliefs. They wore a purple triangle

6. They were locked up for loving people of the same sex.

7. They were locked up for being part of a village with characteristics and a culture that comes from India. They wore a brown triangle.

8. They were locked up for their political belief and because they were against the Nazi party.

22.- Crossword

Crossword	
OBJECTIVES	Learn about minorities during World War II
LANGUAGE English/Spanish	ENGLISH
LANGUAGE LEVELS	B1
TIME REQUIRED	20 minutes
TOPICS	WAR AND NATIONS
TASKS	DISCUSSION IN GROUP/ MAKING OPINIONS AND CONSİDER ALL OF THEM/ TAKING TO OLD RESOURCES
VOCABULARY	CONNECTED WITH STUDENTS KNOWLEDGE
LANGUAGE SKILLS	LISTENING/SPEAKING/WRITING
CLASS ORGANIZATION	INDIVIDUAL
LOCAL CONTENTS	
MAIN COMPETENCES	COMMUNICATION IN FOREIGN LANGUAGES/ SOCIAL AND CIVIC COMPETENCES/DIGITAL COMPETENCES
CRITERIA OF SUCCESS	REPORT ABOUT RESULTS IN EACH COUNTRY AND GROUP



M	F	D	H	Z	H	Q	U	W	H	C	A	M	P	S	W	S	S	P	D	
M	G	B	P	Z	V	W	L	C	P	A	J	L	X	E	G	D	V	G	P	
C	P	P	F	F	W	F	N	U	R	M	N	X	A	Y	O	F	G	H	E	
P	E	A	R	L	H	A	R	B	O	R	I	G	H	T	S	R	V	R	A	
P	I	B	F	C	Z	E	C	H	R	E	P	U	B	L	I	C	L	L	C	
N	P	P	A	E	S	U	U	W	A	U	S	C	H	W	I	T	Z	C	E	
O	F	L	W	K	P	Z	H	O	L	O	C	A	U	S	T	A	S	F	C	
R	V	M	O	H	O	L	F	T	E	G	H	D	T	J	R	V	N	W	L	
W	R	B	M	I	S	B	L	U	R	C	U	M	I	T	A	L	Y	A	N	
A	O	K	A	N	F	U	O	R	P	E	T	U	L	I	Z	U	V	R	J	
Y	O	Q	N	A	D	H	U	K	N	D	Z	S	R	L	J	N	Q	N	E	
A	S	A	S	Z	S	W	K	E	B	N	S	S	A	W	S	K	P	K	W	
O	E	I	J	I	D	Z	S	Y	P	N	T	O	C	T	P	R	U	X	I	
O	V	I	H	O	M	O	S	E	X	U	A	L	I	T	Y	X	E	S	S	
M	E	Y	P	O	A	Z	P	D	M	M	F	I	S	P	D	T	U	B	H	
Q	L	I	I	X	D	H	A	C	O	B	F	N	M	I	N	V	L	C	J	
O	T	U	R	I	P	A	I	Y	K	U	E	I	B	F	D	B	I	A	H	
B	X	K	Y	K	Q	I	N	T	F	Q	L	D	W	U	S	O	L	O	W	
X	W	T	H	B	G	Y	W	D	E	A	T	H	I	T	L	E	R	T	P	
A	C	Q	D	B	V	B	N	B	E	N	U	K	E	S	K	E	K	V	F	

CAMPS
WAR
PEACE
SPAIN
DEATH
NAZI
HOMOSEXUALITY
CZECH REPUBLIC
ROOSEVELT
HITLER
NORWAY
MUSSOLINI
RACISM
PEARL HARBOR
WOMAN
RIGHTS
AUSCHWITZ
TURKEY
JEWISH
HOLOCAUST
CAMPS

WAR
PEACE
SPAIN
DEATH
NAZI
HOMOSEXUALITY
CZECH REPUBLIC
ROOSEVELT
HITLER
NORWAY
MUSSOLINI
RACISM
PEARL HARBOR
WOMAN
RIGHTS
AUSCHWITZ
TURKEY
JEWISH
HOLOCAUST

1. In World War II; gays, jews, gypsies were killed in _____, which Nazis built.
2. "_____ at home, _____ in the World." Mustafa Kemal ATATÜRK.
3. In World War I, _____had no side, wasn't in the war.
4. What is the finish line?
5. _____ Germany have terrorrized the humanity for a long time.
6. according to the Nazis, _____ was a disease.
7. In 1941, _____ army have surrendered to Nazi soldiers.
8. _____, has suffered from polio.
9. In 1934, _____ has became a leader to Germany.
10. _____, has faced the Nazi's invasion in World War II.
11. Facist leader of Italy.
12. People from different race has faced _____ in those years.
13. Japan's invaved _____ _____, USA.
14. The most natural human right which they couldn't get in those terms.
15. Most of the killings happened in this concentration camp.
16. Because of İsmet İNÖNÜ, _____ didn't fought in World War II.
17. Nazis slaughtered them.
18. Programme of systematic state-sponsored murder by Nazi Germany.
19. What is the shortcut for SS in Nazis?
20. US used on Japans.
21. Gets pissed of when usage ketchup on pasta.

23.- Questions and answers

HOMOSEXUALS

Nazi propaganda lebeled homosexuals as antisocial parasites and enemies of the state.

Before Nazis Berlin was considered to be a liberal city and there were many gay bars, night clubs.Also there were many active lesbian, gay, bisexual, and transgender social movements.

According to Nazi's own acrhives between 1939 - 1945, over 100,000 lesbian, gay , bisexual, and transgender were arrasted.

More than 10,000 of them were sent to the concentration camps.

Most degrading tortures were reserved for these people along with starvation and beatings

THE PINK TRIANGLE: The badge homosexuals were forced to wear in the death camps

After the war Gay men were not recognised as victims of the holocaust.

ROMA HOLOCAUST

Roma were seen as inferior blood , asocial and impure, gypsy scum, excrement of humanity, the gypsy menace.

1939 Roma started being deported to concentration camps.

1942 , 23000 roma deported to the auschwits and 21000 died, they were the third biggest group after poles and jews and the was a section called gypsy section.

During the second World war between 220.000- 1.5 million Roma died. Either gassed, victims to diseases, undernourishment, or medical experiments.

No Roma were called to testify at the NUMBERG trails, and no one came forth to testify on their behalf.

Answer the questions according to the text you read.

QUESTIONS

- How many Jews were murdered during the Holocaust?
- What other groups besides Jews were killed in the Holocaust?
- What other religious group did the Germans kill in the concentration camps?
- Before the Jews were sent to the concentration camps they were forced to live in?
- The killing of all Jews at the end of the war?
- Which concentration camp was the largest and killed the most people?
- Why were gas chambers used to kill the prisoners in the camps?
- How did the Germans deal with the Disabled and mentally ill?
- What is a death camp? How many were there? Where were they located?

KEY

Answers:

1-While it is impossible to ascertain the exact number of Jewish victims, statistics indicate that the total was over 5,860,000. Six million is the round figure accepted by most authorities

2-Gypsy and Gays

3- Jehovah Witness.

4- Ghettos

5- your comment

6- Auschwitz

7-Because many could be killed at one time and it was cheap and efficent.

8-They were killed or sterilized

9-A death (or mass murder) camp is a concentration camp with special apparatus specifically designed for systematic murder. Six such camps existed: Auschwitz-Birkenau, Belzec, Chelmno,

24.- Description of the picture (make a story)



Write what you know about this photo or pink triangle:

.....
.

.....
.

.....
.

.....
.

.....
.

.....

SELF -ASSESSMENT

QUESTIONS ABOUT	VERY GOOD (4)	GOOD (3)	SATISFACTORY (2)	NOT SO GOOD (1)
Contents				
Skills				
Competencies				
Work Organ.				
Materials				
Outcome				

POSITIVE/PROS	NEGATIVE/CONS

What have I learnt as a History student?
How have I learnt?
Why didn't I learn? (if it is a fact)
As a Peace Messenger, what have I learnt?
As a Peace Messenger, what can I do to make the future better than the past?

TEAM

CZECH REPUBLIC

Lukáš Filip

Šárka Vlasáková

Kateřina Krejčí

Anna Marie Petráko-
vá

TEACHER

Lukáš Petřvalský

NORWAY

Thea Vindem

Kristian Alexander Hepworth

Helena Edvardsen Haugan

Yvonne Kjennerud Wollesund

Frida Engeset

TEACHER

Arne Johan Isaksen

ITALY

Saule Vicario

Matilda Fusaro

Alessio Fusaro

Martina Castellazzo

Elisa Arata

TEACHER

Giacoma Pace

SPAIN

Julieta Contreras Garnica

Laura Esteban Liñán

Carmen Ortega Castillo

Isabel Sánchez Gaona

TEACHERS

Clotilde García Sánchez

Candelas González Dengra

TURKEY