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To this end, Prentice Hall has developed a number of instructional tools, some of which are built into your program and others which we publish periodically to coincide with key events and learning opportunities. For example, enclosed you will find a series of lessons and student handouts related to prejudice, discrimination, conflict, genocide, and the Holocaust. These lessons can be integrated into your existing curriculum and can be used to extend discussions of current events including the anniversary of the end of World War II and the war in Bosnia.

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Understanding Prejudice

Including . . .

- Five easy-to-use lessons on prejudice, discrimination, conflict, and genocide
- Interdisciplinary activities and student handouts
- Materials from the United States Holocaust Memorial Museum

See the back cover for information on what’s new from PRENTICE HALL.
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To the Teacher

The April 1995 bombing in Oklahoma City and the anniversary of the liberation of Holocaust concentration camps in Europe have once again reminded Americans of the pain and violence caused by prejudice, hatred, and intolerance. In an effort to support teachers in their goal to make students more aware of the roots of such violence, Prentice Hall has prepared this brief, five-class-period curriculum on prejudice.

This curriculum is intended as an introduction to the concepts of prejudice, discrimination, conflict, genocide, and the Holocaust. The materials in these lessons can be integrated into traditional social studies courses or interdisciplinary units of study. (See pages 27–28.) A resource directory is included for teachers who wish to develop longer units of study on these topics.
Research tells us that young people are more likely to resist prejudice if they have a way of talking about it, i.e., if they understand such terms as stereotyping, prejudice, discrimination, and scapegoating. Common sense tells us that they will also be more likely to intervene in conflicts related to prejudice and discrimination if they have some examples of how this can be done. This lesson focuses on helping students acquire and understand the vocabulary of prejudice by building their own experience with these concepts. It goes on to help students examine effective and ineffective ways to handle prejudice-related conflicts.

Objectives

Upon completion of this lesson, students will be able to:

• define stereotyping, prejudice, discrimination, and scapegoating
• give examples of each
• describe how each is potentially dangerous and can contribute to conflict
• identify six conflict styles
• identify strategies for dealing with prejudice-related conflicts

A. Introduce Stereotyping

Handouts: None

1. Explain that today’s lesson focuses on stereotyping and prejudice. Note that as young people everyone in the class has been a victim of some kind of stereotyping.

2. Write on the board the sample sentence “All kids . . .” (or “All teenagers . . .”). Ask students to brainstorm all the ways they have heard people complete that sentence, such as: “All kids are noisy,” “All kids break things,” “All kids are ignorant,” etc. Write their responses on the board.

3. Continue the brainstorming as long as energy is high. When responses slow down, ask for last contributions and close the exercise.

4. Discuss the following questions with the class:

• Who do you hear say these things about young people?
• Which of these would you call positive? negative?
• Are they true for all young people?
• Are they true for some young people?
• How does it feel to have people assume you are included just because you are a young person?

5. When the discussion of the brainstorm is complete, explain that all of these are examples of stereotypes. Ask students “What might be a good definition of the term stereotype?”

6. Have students form small groups of three or four. Give each student two minutes to address the following points. Remember to signal each time two minutes is up.

• How could these stereotypes harm young people?
• Tell about a time when you were hurt by a stereotype.
• What feelings did you have?

B. Define Stereotyping, Prejudice, Discrimination, and Scapegoating

Handouts: 1.1 Understanding Prejudice: Some Definitions

1. Distribute handout 1.1, Understanding Prejudice: Some Definitions

2. Present the following brief lecture/discussion.

*Adapted from Conflict Resolution in the Middle School by William J. Kreidler, © 1994 Educators for Social Responsibility and William J. Kreidler. Used by permission.
A stereotype, as we saw, is a mental image of a group based on opinion without regard to individual differences. A stereotype says that all the members of a group are the same. One problem with stereotypes is that while some members of the group, maybe even most members of the group, are like the stereotype in some ways, no member of the group is like the stereotype in all ways. As has been noted, some young people fit some of the stereotypes you named, but no one fits them all. Unfortunately, stereotypes easily lead to prejudice.

Prejudice is a negative judgment or opinion formed about a group without knowledge of the facts. It is based on stereotypes. A prejudiced person assumes that all the members of a group will act a certain way. Prejudice is the first step to discrimination.

Discrimination means treating people in a less favorable way simply because they are members of a particular group. Discrimination is prejudice in action. Discrimination may mean leaving people out of things (like clubs or organizations), not allowing them to have things they need (like education or housing), or simply treating other people better than the members of the group being discriminated against.

Scapegoating is projecting one’s weaknesses or faults onto others and the resulting hostile behavior (either actions or words) toward those individuals or groups. Scapegoating is usually done against people who cannot fight back.

C. Discuss How Stereotyping, Prejudice, Discrimination, and Scapegoating Are Harmful

Handouts: 1.2 We All Lose (one copy for each group of three to four students), and 1.3 Prejudice Situation Cards (one set for each group)

1. Divide students into small groups of three or four. Give each group a copy of handout 1.2, We All Lose, and a set of handout 1.3, Prejudice Situation Cards.

2. Have a student in the group draw one of the cards and read it to the group. The group then fills in the first box on the handout, identifying the act involved and how it harms the people in the situation.

3. When the group is satisfied with its responses to the first situation, a second student draws another card, and the process is repeated. The group keeps drawing cards until the handout is filled in completely.

4. Begin a discussion by having each group share with the class its responses to one of the situations. Discuss the following:
   - What are some of the ways people in these situations “lost” as a result of stereotyping, prejudice, discrimination, or scapegoating?
   - What are some ways the people who did the stereotyping, prejudice, discrimination, or scapegoating “lost”?
   - What is the role of stereotyping, prejudice, discrimination, or scapegoating in the conflicts—is it the cause of the conflict?
   - Can you think of other examples where people have lost out because of stereotyping, prejudice, discrimination, or scapegoating—either as victims or perpetrators?
   - How do you think people in these situations learned stereotypes or prejudices?
   - Have you ever been the victim of stereotyping, prejudice, discrimination, or scapegoating?

D. Introduce Conflict Styles

Handouts: 1.4 Six Ways of Handling Conflict, and 1.5 Conflict-Resolution Styles Skits

1. Conflict-resolution education is about helping students learn that they have many options and choices in conflict situations. This lesson introduces students to six styles of conflict resolution: Aggression, Collaboration, Compromise, Giving In, Avoiding/Delaying, and Appealing to Authority. Point out to students that each of these styles has potential uses and limitations and that not all conflict styles will work in all situations.

2. Present the following short lecture/discussion:
   All animals, including humans, are equipped with two possible responses or ways of dealing with conflict. One is “fight” and the other is “flight,” or running away. When we say “fight” we tend to think of physical fighting, but humans have ways of fighting other than physically.
   - Some of those ways of fighting are . . . ?
   Whatever form fighting takes, it is almost always a Win-Lose approach to conflict. One person will almost always win the fight while the other will lose. Similarly, while flight might be physically running away, it could take other forms as well.
• Some forms of flight that are not physically running away are . . .?

Flight is almost always a Lose-Win approach to conflict. One person deliberately loses so therefore the other automatically wins.

There are times when everyone uses some form of fight and flight. But humans have other ways of handling conflict other than fight and flight.

3. Distribute handout 1.4, Six Ways of Handling Conflict. Review the styles.

4. Distribute handout 1.5, Conflict-Resolution Styles Skits, and ask volunteers to read or act out each conflict style skit. After each skit, have students identify the style they think was demonstrated. Discuss the following:
   • What would be the potential advantages to each style?
   • What would be the potential disadvantages to each style?
   • Which style do you think you use most often? Does it work for you?

E. Identify Strategies for Prejudice-Related Conflicts

Handouts: 1.6 Interrupting Prejudice Case Studies (two case studies for each group of three or four students), and 1.7 Strategies for Interrupting Prejudice.

1. Remind students that all six of the styles for handling conflict described on handout 1.4, Six Ways of Handling Conflicts, can be used to deal with prejudice- and stereotype-related conflict.

2. Divide students into groups of three or four and give each group a copy of handout 1.7, Strategies for Interrupting Prejudice. Explain that each group will receive two different case studies that tell of how someone dealt with or “interrupted” prejudice in a conflict. Some of the people were effective; some were not. The group will have about five minutes to read a case, then discuss the questions on the handout and decide what they think. (You may allow more time for this activity if you choose.)

3. Distribute two case studies to each group. Some groups will have the same case studies as others. You will want to consider the standards of your community in choosing which case studies to use. Allow about five minutes for each case study. As the groups work, give them time warnings. After five minutes, they should move on to the second case study, unless you are able to give them more time.

4. When the groups have finished, have each group share with the class one of the case studies they discussed. Discuss the following questions as a class:
   • What were the most ineffective ways of dealing with these conflicts?
   • What values were at work in these conflicts?
   • What role did values play in the conflicts?
   • Did any of the people in these cases use conflict productively? How?
   • Have you ever been in similar situations? What did you do?

F. Summarize the Key Points from the Lesson

Handouts: None

Summarize the following key points with students at the end of the lesson:
   • Stereotyping can lead to prejudice, which can lead to discrimination, and scapegoating. Each of these actions harms all the people involved.
   • There are different styles of dealing with conflict and these fit the broad categories of Fight, Flight, Working It Out/Collaboration, and Compromise.
   • Conflict-resolution skills can help in handling prejudice-related conflicts.
# Understanding Prejudice: Some Definitions

<table>
<thead>
<tr>
<th><strong>Stereotype</strong></th>
<th>A mental image of a group based on opinion without regard to individual differences.</th>
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<td><strong>Prejudice</strong></td>
<td>A negative judgment or opinion formed about a group without knowledge of the facts.</td>
</tr>
<tr>
<td><strong>Discrimination</strong></td>
<td>Treating people in a less favorable way because they are members of a particular group. Discrimination is prejudice in action.</td>
</tr>
<tr>
<td><strong>Scapegoating</strong></td>
<td>Projecting one's weaknesses or faults onto others and the resulting hostile behavior (either actions or words) toward those individuals or groups.</td>
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# STUDENT HANDOUT 1.2

## We All Lose!

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<th>Card Number</th>
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<th>Harm caused by stereotype or prejudice to each person in the situation:</th>
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1. Steven was hit in the eye with a softball, and to everyone’s surprise, he started to cry. The other guys then started to snicker. Jorge felt bad for him, but laughed along with the other guys.

2. Some Latino students asked Shirley to join their group to do a math project. She thought that because their English wasn’t good, they couldn’t be very smart. She joined another group. The Latino group got an A. Shirley’s group didn’t.

3. Gabe was a great dancer. One day the physical education teacher suggested that Gabe might want to take up ballet. Gabe liked the idea, but the more he thought about it, the more he was afraid that the other guys would make fun of him. He dropped the idea, along with lots of good exercise and a possible career.

4. Joan’s family doesn’t have much money and lives in a different neighborhood from Lu Ellen’s. When Joan invited Lu Ellen to a birthday party, Lu Ellen assumed the house would be messy and dirty. She didn’t go. Later everyone told her how nice the house was, and how good the food was.

5. Arnie’s younger sister keeps calling her friend a “wild Indian.” She shoots him again and again with a toy gun. Arnie is bothered by this name-calling, but he doesn’t say anything.

6. Karen is having trouble in math class. She keeps going for extra help, but her grades are not improving. The teacher tells her it’s okay because girls don’t do well at math.
AGGRESSION
• Physical Fighting
• Yell
• Make the Other Person Feel Bad

COLLABORATE
• Problem-Solve Together
• Talk It Over
• Come Up with a Solution You Both Like
• Negotiate

COMPROMISE
• Everyone Gives a Little
• No One Gets Exactly What They Want

GIVE IN
• Let Them Have Their Way
• You Don’t Care That Much
• The Other Person Has All the Power

AVOID or DELAY
• Pretend Nothing’s Wrong
• Run Away
• Stay Away from the Other Person

APPEAL TO AUTHORITY
• Get an Authority to Decide or Settle the Dispute
STUDENT HANDOUT 1.5
Conflict-Resolution Styles Skits

Theresa and Denisha in the school library:

1. Theresa: Hey, that’s my book. I reserved it last week!
   Denisha: Then why was it on the shelf? I got it first.
   Theresa: (Walking away angrily) Okay, then. She’s so pushy! I reserved it first.

2. Denisha: I need this book for class.
   Theresa: I reserved it and I need it, too. Can we work something out?
   Denisha: I need to have it read by Friday. When do you need it?
   Theresa: Let me have it first, and I’ll have it finished by Wednesday.
   Denisha: I was hoping to have it a little longer, but I can live with that.

3. Denisha: I need this book for class.
   Theresa: But I reserved it! I can prove it.
   Librarian: Yes, Theresa reserved it. Denisha, you can have it next week.

   Theresa: I reserved it, and I need it, too. Can we work something out?
   Denisha: I’m writing a paper, and I need it for research. It’s due Friday.
   Theresa: I have to write a book report on this book. And it’s due Friday. Do you have to use this book or could you get the information from another book?
   Denisha: Sure, if there was another book with this information.
   Theresa: Actually, I know of a couple. Come here, I’ll show you.

5. Theresa: Hey, give me that book. I reserved it last week!
   Denisha: Too bad. I got it first.
   Theresa: Give it to me. (She grabs at it and knocks Denisha’s notebook out of her hands.)
   Denisha: Look what you did! What a jerk you are!
   Theresa: (Sarcastically) Thanks for the book.

6. Theresa: Denisha, don’t take that book. I reserved it last week. I need it for class.
   Denisha: Okay. I was just looking at it. It looks good. Let me know when you’ve finished.
Case 1  Five students were concerned about racial conflicts in their school. One of them had heard about a group of athletes that would come to school and talk with students about prejudice and racism. The students wanted to bring this group to their school. They met with the assistant principal and a guidance counselor and got their help in arranging an assembly. They raised money for the speakers by having a bake sale and by asking some business people to help them. The athletes came and spoke to the students, and everyone was inspired by them.

Case 2  Martin saw a group of three younger students picking on a mentally disabled man in his neighborhood. The man was getting upset, and this made the children tease him all the more. It made Martin angry to see this. “Hey you kids, knock it off, or I’m going to come after you myself.” The children saw who was yelling and ran off.

Case 3  Eileen hangs out with some girls who are very popular. They often tease and laugh at Charlene, a girl in their class who doesn’t have much money. Eileen hates the way they pick on Charlene, but goes along with it because she really wants this group of girls to like her.

Case 4  Liu is new to the country and doesn’t speak much English. She has been teased by a group of boys in school. Now, whenever she sees these boys coming, she walks away quickly. She tries never to be where they are.

Case 5  Jon is at his relative’s house on Sunday afternoon. He’s sitting with all the men in his family, watching the football game. One of his uncles starts to say racist things about some of the players on the team. Jon is uncomfortable, but doesn’t know what to do. His father isn’t saying anything either. Jon thinks, “If I don’t say anything, he’ll stop. I’ll just let it go. It’s his house.”
Case 6  Ruth, who is African-American, is constantly in conflict with Isabella, a Latina girl in her grade. Ruth feels that Isabella is always putting her down and making racist comments about her. Isabella makes the comments in Spanish, so Ruth isn’t sure. Ruth likes to go to the Youth Center, but doesn’t feel comfortable when Isabella is there. She is tired of these conflicts, so she approaches Isabella one day. “Look,” she says, “We really get on each other’s nerves. So I’ll make a deal with you. I’ll stay out of your way for the whole school day, if you stay out of the Youth Center.” Isabella agrees to the deal.

Case 7  One day Mario’s friend Dan started making jokes about Italians, saying they were stupid and dirty. Mario, who is Italian, didn’t say anything. But as he walked home from Dan’s house, he thought to himself, “I’m going to say something. I just need to calm down and figure out how I want to say it. Then I’m going to call him tonight.”

Case 8  Because of surgery she had on her leg, Casel walks with a brace and a cane. Before the surgery she couldn’t walk at all. Now she goes to a new school where a group of boys taunt her every day on her way to her sixth period class. She’s tried ignoring them, but they keep doing it. One day she sees one of the boys in the library, sitting by himself. She goes up to him and says, “Why do you and your friends pick on me? I never did anything to you? The boy mumbles an apology. “Will you stop?” Casel asks. The boy agrees, then leaves.

Case 9  The students in one school stick pretty much with their own racial and ethnic group. They don’t mix much, and when they do, it’s often because they’re in conflict. But one of the teachers has organized a project to paint a mural on the side of the school. Eight students have been chosen to design and paint the mural. They are students from all different racial and ethnic backgrounds, and they have to make decisions together and work together. As a result of working on the project, they get to be friends and start hanging out together.
Case Study Number ______________

Which conflict styles did you see in this situation?

_____ Aggressive  _____ Give In

_____ Collaborate  _____ Avoid or Delay

_____ Compromise  _____ Get Help

If you were the person in this situation, would you feel satisfied with the way it turned out?

In what ways was this response effective?

In what ways was it ineffective?

Identify three other possible responses:

------------------------------------------------------------------------

Case Study Number ______________

Which conflict styles did you see in this situation?

_____ Aggressive  _____ Give In

_____ Collaborate  _____ Avoid or Delay

_____ Compromise  _____ Get Help

If you were the person in this situation, would you feel satisfied with the way it turned out?

In what ways was this response effective?

In what ways was it ineffective?

Identify three other possible responses:

------------------------------------------------------------------------
LESSON TWO

Discrimination—A Simulation

Research shows that students are more likely to be made aware of their attitudes when they are engaged in a program that has both affective and cognitive elements. This simulation allows students to experience how it feels to be treated unjustly without recourse. No simulation can imitate what it actually feels like to suffer discrimination; however, this activity will help students gain an understanding of discrimination and how it violates civil rights. In this simulation, students will experience preferential treatment based solely on the color of a group to which they are randomly assigned. Although the simulation requires only one class period, you may want to use it more than once to give students the chance to be members of more than one color group. You should carefully conduct and monitor this or any discrimination simulation. Keep in mind that discrimination can create strong emotional responses; you are the best judge of how your students will respond to such a demonstration. Before and during the simulation, be sure students understand that they are taking on randomly selected roles in a hypothetical situation. The length of time they assume these roles is up to you, but a suggested time is 30 minutes.

Objectives

Upon completion of this lesson, students will be able to:

- understand the concept of discrimination
- recognize that discrimination is a violation of civil rights

Materials

- Blue slips of paper for 50 percent of the class
- Green slips of paper for 25 percent of the class
- Purple slips of paper for 25 percent of the class
- One paper bag

A. Introduce the Simulation

Tell students that they will be taking part in a simulation that demonstrates the concept of discrimination. Explain that during the simulation many students in the class will be discriminated against based on the color of a group to which they are randomly assigned. This period of discrimination will be 30 minutes. Afterwards, the class will have an opportunity to discuss their reactions to the simulation.

B. Randomly Divide the Class into Three Color Groups

Place all the slips of paper in the bag and have each student select a slip. The color of the paper selected determines the group to which the student belongs. Identify students as members of the blue, green, or purple group. Tell students that you are going to be a member of the blue group. You may want students from each color group to sit together in one area of the room, or you may want each student to display his or her color group in some obvious way.

C. Explain Group Rules

Tell students that for the next 30 minutes class will be conducted under a set of rules based on group color. Write the following rules on the chalkboard or distribute them in writing.

1. Members of the same color group may speak freely among themselves.
2. “Blues” may speak to members of any other group.
3. “Greens” may speak freely to “purples,” yet may speak to “blues” only when spoken to first.
4. “Purples” may speak only to members of their own color group, unless spoken to first.
5. “Blues” may raise their hands at any time to ask or answer a question. “Greens” and “purples” may raise their hands to ask a question, but not to answer a question.

6. Group rules cannot be changed or disobeyed.

D. Lead the Simulation

Begin the day’s lesson as usual, making sure to ask questions throughout the 30-minute simulation. You can use your own questions or use questions from your text. As you lead the simulation, monitor classroom activity to make sure student behavior is appropriate.

E. End the Simulation and Discuss the Results

At the end of the 30 minutes, tell students that the simulation has ended and group rules no longer apply. Then elicit students’ reactions to the simulation. How did it feel to be a member of each group? To extend the simulation, you may wish to have students write one or two paragraphs on their feelings about this simulation. They might also write down the ways in which discrimination manifested itself during the simulation.

F. Connect the Concept of Discrimination to Current and Historical Events

Discrimination can occur at many levels. Individuals and groups can discriminate against others within a neighborhood, town, city, or state. Point out to students that discrimination can be informal, that is random, or it can become formalized and systematically incorporated into the legal system of a society. Ask students to brainstorm examples of formal and informal discrimination. Students should include both contemporary and historical examples on their list. If students are having trouble, remind students that segregation is a form of discrimination.
This three-part lesson aims to help students consider the following questions: 1) How are prejudice and discrimination learned and taught? 2) What are some of the consequences of prejudice and discrimination?

Objectives

Upon completion of this lesson, students will be able to:

• discuss some of the ways that prejudice and discrimination are learned and taught
• understand that prejudice and discrimination can lead to violence and hate crimes
• define anti-Semitism, racism, ethnocentrism, propaganda, and bigotry

A. How People Learn Prejudice*

Handouts: 3.1 Learning About Hatred

1. Explain that as a class you are going to brainstorm a list of ways that people may learn prejudice. Assign one student to record the list on the blackboard and then conduct the brainstorming session. (Possible suggestions: from society and the media, from participation in a war, from books and speeches, from propaganda.)

2. Distribute Handout 3.1, Learning About Hatred. Ask students to describe what is happening in each of the photographs. Introduce to students the concepts of propaganda, ethnocentrism, bigotry, racism, and anti-Semitism either by asking volunteers to look up the definitions in the dictionary or by writing the definitions on the board. Discuss with students the idea that scholars believe that children can be taught prejudice at a young age. One scholar found that children get their first hint of what prejudice really means from language—from certain powerful words loaded with emotional impact, such as “redneck,” which are used to put down a whole category of people. Children who hear adults using this language learn to reject people who are the target of such verbal slurs. They blindly condemn all members of the hated category.

3. After students have read the text at the bottom of the handout, explain that racial extremists include hate groups such as neo-Nazis, skinheads, white supremacists, and the Ku Klux Klan. Ask students to discuss the following question: Under what types of circumstances or living situations might a person learn to be fearful, threatened, and distrustful of others? (Possible answers: in areas where there is crime; in homes and neighborhoods where there is distrust or physical and verbal bullying, abuse, and violence; while living under repressive dictatorships.) To conclude this part of the lesson, suggest that while there are no simple answers to explain the origins of prejudice in human society, perhaps these circumstances are some of the root causes of prejudice and hatred.

B. Violence and Hate Crimes

Handouts: 3.2 Hate Crimes

Explain to students that extreme prejudice and scapegoating can lead people to commit violent crimes and “hate crimes” against individuals and groups. The bombing of the federal (government) building in Oklahoma City in April 1995 was a violent crime committed by an individual or group of individuals who may have blamed the government for all of the problems of society. Distribute Handout 3.2, Hate Crimes, and ask students to answer the questions below the table.

Answers to Handout 3.2

4. Blacks
5. Jewish
6. Answers will vary.

This photograph shows German children looking at a schoolbook, *The Poisonous Mushroom*, which was distributed by the Nazi government in the 1930s. The book was aimed to instill hatred of Jews in the very young.

### Racial Extremists

While few people are completely unbiased toward people of other races, cultures, or religions, most people temper their biases with a genuine desire to get along with other people. But some people are racial extremists. They organize their lives by the dictionary definition of racism: the notion that one’s own ethnic group is superior to that of everyone else.

### Research on racial extremism indicates that . . .

- Racial extremists see “enemies” over every hill and blame all of society’s problems on people who are somehow different from themselves, either by color or belief. This process of placing blame elsewhere is called scapegoating. For example, people who may subscribe to extreme racism may think, “Maybe Group X really is to blame for the fact that I am unemployed, or that the future looks more bleak than it did ten years ago. Maybe Group Y is to blame for inflation.” These are the thoughts that go on in the minds of those who are attracted to a philosophy of extremism.

- Racial extremists seem to offer answers to every question and solutions to every problem. This is reassuring to people who are unsure of themselves and feel a strong need for authority. Their need for authority reflects a deep distrust of human beings and an attitude that all people are basically evil and dangerous.

- Racial extremists try to spread their ideas through speeches or writing. Their goal is to exploit the fears of those in the audience who are also looking for scapegoats. These are usually people who feel constantly threatened, frustrated, and angry, and who feel that they have no control over their lives. Often these people feel that they are not participants in the democratic process.

In 1990 Congress passed the Hate Crime Statistics Act which requires law enforcement officials to collect data on hate crimes. Most of the hate crimes are characterized as intimidation, destruction of property, and simple and aggravated assault. The crimes also include murder, robbery, burglary, and arson. The following table shows some of the data that has been collected for 1991, 1992, and 1993. Review the data in the table below and then answer the questions that follow.

<table>
<thead>
<tr>
<th>Bias Motivations in Hate Crimes Known to Police, 1991-1993</th>
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<td>Number of Offenses****</td>
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<td>Anti-other ethnicity /national origin</td>
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<td><strong>Religion</strong></td>
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<td>Anti-Protestant</td>
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<td>Anti-Islamic (Muslim)</td>
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<td>Anti-other religion</td>
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<tr>
<td>Anti-multireligious group</td>
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<tr>
<td>Anti-atheism /agnosticism/etc.</td>
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<tr>
<td><strong>Sexual Orientation</strong></td>
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<tr>
<td>Anti-multireligious group</td>
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</table>

*Data for 1991 were supplied by 2,771 law enforcement agencies in 32 states.
**Data for 1992 were supplied by 6,180 law enforcement agencies in 41 states and the District of Columbia.
***Data for 1993 were supplied by approximately 6,900 law enforcement agencies in 46 states and the District of Colombia.
****Because the number of states and law enforcement agencies collecting and reporting the data has increased each year, it is not possible to compare statistics from one year to the next.

**Source:** Hate Crime Statistics, 1991-1993, U.S. Department of Justice, Federal Bureau of Investigation

1. What was the total number of reported hate crimes in 1991? ______ 1992? ______ 1993? ______
2. What was the total number of reported hate crimes against Asians and Pacific Islanders in 1991? ______ 1992? ______ 1993? ______
3. What was the total number of reported hate crimes against Hispanics in 1991? ______ 1992? ______ 1993? ______
4. Which racial group has been the target of the greatest number of reported hate crimes in all three years?
5. Which religious group has been the target of the greatest number of reported hate crimes in all three years?
6. Why do you think there has been a rise in the number of hate crimes?
LESSON FOUR

An Introduction to Genocide and the Holocaust

In Lessons Four and Five students will explore the concept of genocide and how it represents the most extreme result of widespread prejudice, discrimination, and scapegoating. Genocide is defined as “the deliberate, systematic destruction of a racial, cultural, or political group.”

In recent years the world has witnessed several incidents of genocide including those in Bosnia, Rwanda, and Cambodia. In addition to conducting small group research on various incidents of genocide in the twentieth century, Lessons Four and Five will introduce students to the complex history of the Holocaust. It is recommended that teachers review the publication “Guidelines for Teaching about the Holocaust,” written by the United States Holocaust Memorial Museum, in preparation for teaching Lessons 4 and 5. Information on how to obtain the publication can be found in the Resource Directory beginning on page 31.

Objectives

Upon completion of this lesson, students will be able to:

• define genocide and describe how it relates to prejudice, discrimination, and scapegoating
• describe basic information about the Holocaust
• understand some of the causes of genocide and what can be done to prevent it

A. Introducing Genocide and the Holocaust

Handouts: 4.2 Frequently Asked Questions About the Holocaust, and 4.3 Estimated Jewish Losses In the Holocaust (Map)

1. Define Genocide Explain to students that in this lesson you are going to discuss genocide—the deliberate, systematic destruction of a racial, cultural, or political group. Point out the genocide is a very disturbing and very complex topic in which there are no easy answers to explain how and why it can happen. In recent years the world has witnessed several incidents of genocide including those in Bosnia, Rwanda, and Cambodia. Ask students to discuss how they think genocide may be linked to prejudice, discrimination, and scapegoating.

2. Introduce the Holocaust Next distribute Handout 4.2, Frequently Asked Questions About the Holocaust, explaining that the Holocaust is especially well-documented. Ask students to answer the questions at the end of the reading and discuss the answers as a class. Next distribute Handout 4.3, Estimated Jewish Losses in the Holocaust (Map), and ask students to answer the questions below the map and discuss the answers as a class. Explain that in all cases of genocide it is difficult to comprehend the sheer number of victims. Point out that in Lesson 5 students will read first-person accounts of survivors of the Holocaust.

Answers to Student Handout 4.1

1. Jews, Roma (Gypsies), disabled persons, Soviet prisoners of war, Poles, Slavs, homosexuals, political and religious dissidents, communists, socialists, trade unionists, and Jehovah’s Witnesses were all targets of Nazi persecution.

2. Approximately two out of every three or 66 percent.

3. The Nazi Party assumed power in 1933.

4. Adolf Hitler

5. Because they believed that Germans were “racially superior” and that others posed a threat to the “German (Aryan) Race”. Others were killed on political or behavioral grounds.

6. The United States and Great Britain did not alter their refugee policy due to anti-Semitism and fear of a massive influx of refugees.

Answers to Student Handout 4.2

1. 88–91%
2. 72–81%
3. Poland
4. Slovakia (76–80%), Latvia (77–78%), Greece (78–87%), Poland (88–91%), and Lithuania (83–85%).

5. Possible answers: Some countries were under direct German occupation, others were allies or under German, or Allied, control. Countries such as Denmark mounted successful rescue efforts.

**B. Small Group Research on Genocide**

**Handouts:** 4.3 A Partial Listing of Acts of Genocide During the Twentieth Century

Distribute Handout 4.3, A Partial Listing of Acts of Genocide During the Twentieth Century, and ask students to form small groups of 2–4 students. Each group should pick one incident of genocide from the list and conduct research on the event. Ask each group to investigate a different event. Remind students to research facts about the event as well as information on the causes of the genocide and the political, economic, and social aspects of the event. Ask each class to make a brief presentation to the class following the research. Following the last presentation, discuss with the class some of the common elements of genocide throughout the world. Ask students to suggest ways in which genocide can be prevented.
Frequently Asked Questions About the Holocaust*

The brief answers offered here are only meant as an introduction to the complex history of the Holocaust. Scholars have spent years writing and researching about these questions.

1. **What was the Holocaust?**
   The Holocaust was the state-sponsored, systematic persecution and annihilation of European Jewry by Nazi Germany and its collaborators between 1933 and 1945. Jews were the primary victims—six million were murdered; Gypsies, the handicapped, and Poles were also targeted for destruction or decimation for racial, ethnic, or national reasons. Millions more, including homosexuals, Jehovah’s Witnesses, Soviet prisoners of war, and political dissidents, also suffered grievous oppression and death under Nazi tyranny.

2. **Who were the Nazis?**
   “Nazi” is a short term for the National Socialist German Workers Party, a right-wing political party formed in 1919 primarily by unemployed German veterans of World War I. Adolf Hitler became head of the party in 1921, and under his leadership the party eventually became a powerful political force in German elections by the early 1930s. The Nazi party ideology was strongly anti-Communist, anti-Semitic, racist, nationalist, imperialistic, and militaristic.

   In 1933, the Nazi Party assumed power in Germany and Adolf Hitler was appointed Chancellor. He ended German democracy and severely restricted basic rights, such as freedom of speech, press, and assembly. He established a brutal dictatorship through a reign of terror. This created an atmosphere of fear, distrust, and suspicion in which people betrayed their neighbors and which helped the Nazis to obtain the acquiescence [consent] of social institutions such as the civil service, the educational system, churches, the judiciary, industry, business, and other professions.

3. **Why did the Nazis want to kill large numbers of innocent people?**
   The Nazis believed that Germans were “racially superior” and that there was a struggle for survival between them and “inferior races.” Jews, Roma and Sinti (Gypsies), and the handicapped were seen as a serious biological threat to the purity of the “German (Aryan) Race” and therefore had to be “exterminated.” The Nazis blamed the Jews for Germany’s defeat in World War I, for its economic problems, and for the spread of Communist parties throughout Europe. Slavic peoples (Poles, Russians, and others) were also considered “inferior” and destined to serve as slave labor for their German masters. Communists, socialists, Jehovah’s Witnesses, homosexuals, and Freemasons were persecuted, imprisoned, and often killed on political and behavioral (rather than racial) grounds. Sometimes the distinction was not very clear. Millions of Soviet prisoners of war perished from starvation, disease, and forced labor or were killed for racial or political reasons.

*Prepared by the United States Holocaust Memorial Museum. Used by permission.*
4. **How did the Nazis carry out their policy of genocide?**

In the late 1930s the Nazis killed thousands of handicapped Germans by lethal injection and poisonous gas. After the German invasion of the Soviet Union in June 1941, mobile killing units following in the wake of the German Army began shooting massive numbers of Jews and Gypsies in open fields and ravines on the outskirts of conquered cities and towns. Eventually the Nazis created a more secluded and organized method of killing enormous numbers of civilians—six extermination centers were established in occupied Poland where large-scale murder by gas and body disposal through cremation were conducted systematically. Victims were deported to these centers from German-occupied western Europe and from the ghettos in eastern Europe that the Nazis had established. In addition, millions died in the ghettos and concentration camps as a result of forced labor, starvation, exposure, brutality, disease, and execution.

5. **How did the world respond to the Holocaust?**

The United States and Great Britain as well as other nations outside Nazi Europe received numerous press reports in the 1930s about the persecution of Jews. By 1942 the governments of the United States and Great Britain had confirmed reports about “the final solution”—Germany’s intent to kill all the Jews of Europe. However, influenced by anti-Semitism and fear of a massive influx of refugees, neither country modified its refugee policies. Their stated intention to defeat Germany militarily took precedence over rescue efforts, and therefore no specific attempts to stop or slow the genocide were made until mounting pressure eventually forced the United States to undertake limited rescue efforts in 1944.

In Europe, rampant anti-Semitism incited citizens of many German-occupied countries to collaborate with the Nazis in their genocidal policies. There were, however, individuals and groups in every occupied nation who, at great personal risk, helped hide those targeted by the Nazis. One nation, Denmark, saved most of its Jews in a nighttime rescue operation in 1943 in which Jews were ferried in fishing boats to safety in neutral Sweden.

1. Which groups of people were targeted by the Nazis?

2. Approximately what percentage of European Jewish people died between 1933 and 1945 as a result of the Holocaust?

3. When did the Nazi Party assume power in Germany?

4. Who established a brutal dictatorship in Germany?

5. Why did the Nazis want to kill large numbers of people?

6. Why did the United States and Britain refuse to modify their refugee policies despite their knowledge of Germany’s “Final Solution“?
It is difficult to comprehend the extent of the killing during the Holocaust. Although it is impossible to determine the exact number of those killed by the Nazis, scholars have estimated the number killed in each country. As this map shows, approximately 6 million Jewish people were killed—a huge percentage of the Jewish population in Europe before the war. Millions of additional non-Jewish victims of the Nazis are not reflected on this map. Study the map and then answer the questions that follow.

1. What percentage of Polish Jews were killed as a result of the Holocaust? ____________________________
2. What percentage of Jews in Yugoslavia were killed as a result of the Holocaust? ____________________________
3. In which country were the greatest number of Jews killed? ____________________________
4. Which countries lost the greatest percentages of their Jewish populations? ____________________________
5. Why do you think some countries experienced greater losses than others? ____________________________
A Partial Listing of Acts of Genocide During the Twentieth Century*

*1904—Botswana The German government massacred 65,000 (out of a population of 80,000) people known as the Hereros in southern Africa.

*1915—1922—Turkey The Ottoman Empire killed at least 1,500,000 Armenians in an attempt to “destroy all of the Armenians living in Turkey.”

*1918—1921—Ukraine The Ukrainians slaughtered between 100,000 and 250,000 Jews in 2,000 different pogroms.

1932—1933—Soviet Union The Soviet Union purposely induced a famine in the Ukraine which resulted in 3 million to 8 million deaths.

1936—1939—Soviet Union At least 400,000—500,000 people were shot and killed in the Soviet Union for political reasons. In 1937—1938 there were days when up to 1,000 people were shot in Moscow alone.

*1939—1945—Europe 6,000,000 Jews in Europe were killed by the German Nazi government. This accounted for between 75 to 85 percent of all European Jews. The Nazis also murdered up to 6,000,000 other people which included Gypsies, handicapped individuals, homosexuals, political opponents, and huge numbers of Slavic peoples.

1940—1951—Soviet Union During this time Russia, under the dictatorship of Stalin, deported whole nations of people from their native lands which resulted in massive numbers of deaths. These included Germans, Crimean Tatars, Kalmuks, Chechens, Ingushes, Meskhetians, Karachai, Balkarians, and Greeks.

1965—Indonesia The government of Indonesia slaughtered up to 600,000 people it accused of being “Communists.” Many of these people were simply opponents of the government.

*1965—1972—Burundi The Tutsi killed between 100,000 and 300,000 Hutus in the African nation of Burundi.

1965—1990s—Guatemala More than 100,000 Indians in Guatemala have been killed by the military.


1971—Bangladesh The Pakistani government killed between 1,000,000 and 3,000,000 Bengalis in East Pakastan (now called Bangladesh).

*1972—1990s—Paraguay The Paraguayan government has enslaved, tortured, and killed thousands of Ache Indians in Paraquay.

*1975—1979—Cambodia Hundreds of thousands of Cambodians were killed in a series of purges by Pol Pot’s Khmer Rouge government. Even more people died on forced marches from the cities to the countryside, during forced labor, and from starvation. Altogether, between 1,000,000 and 3,000,000 people were killed.

1975—1990s—East Timor An estimated 100,000 citizens (out of a population of 600,000) of East Timor have been slain by Indonesian troops.

1991—Present—Bosnia “Ethnic cleansing” practiced in Bosnia and other newly formed republics of former Yugoslavia.

1994—Rwanda Between 100,000 and 500,000, primarily Tutsi, were massacred in a civil war between the Hutu and Tutsi tribes.

* From the National Council for the Social Studies. Used by permission. An asterisk appears by those dates and incidents that the United Nations Report on Genocide (2 July 1985) notes as examples of genocide in the twentieth century. The other mass killings were not identified as genocide in the UN Report either because they had not yet occurred or because the UN Genocide Convention and Treaty does not include mass killings of political, class, or gender groups within its definition. Nevertheless, many scholars have argued that the exclusion of political, class, and gender groups is arbitrary at best and unconscionable at worst.
In Lesson 4, students were introduced to the complex, historical facts of the Holocaust. Lesson 5 includes two first-person accounts of the Holocaust. Although no first-person account can represent the experiences of all Jews, it is important for students to see the Holocaust not just as a statistical, historical event, but as real acts committed against real people.

**Objective**
Upon completion of this lesson, students will be able to:

- understand that the Holocaust consisted of real acts committed against real people

**A. Life Before the War and in the Ghettos**

**Handouts:** 5.1 Life Before the War, and 5.2 Life in the Ghetto

1. Distribute Student Handout 5.1, Life Before the War with the photograph of Majlich Kisielnicki and his friends in the boat. Point out to students that Jews lived in both Eastern and Western Europe for thousands of years before the Holocaust and had a vibrant culture. The Holocaust was a traumatic disruption to Jewish history. Ask students to imagine the circumstances of Majlich’s life prior to the war based on what they see in this picture.

2. Distribute Student Handout 5.2, Life in the Ghetto. Ask students to read the excerpt and then answer the questions at the end of the handout. Go over the answers as a group. Explain to students that the Terezín ghetto, also known in German as Theresiendstadt, was established in November 1941 about 40 miles from Prague. The ghetto was presented to Red Cross investigators as a “model Jewish settlement.” In reality, thousands died from starvation and disease, and thousands more were deported and killed in extermination camps.

**Answers to Student Handout 5.2**

1. She envies them because they can at least visit their parents.
2. In the second paragraph she states: “Soon the war will be over and I’ll go home.”

3. In the third paragraph she states: “Why, I don’t know, nor why it has to be us and not Dad, it’s all a big mix up. . . . It isn’t clear to me . . .”
4. Charlotte has learned to appreciate ordinary things and not to be unhappy about “silly little things.”

**B. At the Concentration, Labor, and Extermination Camps**

**Handouts:** 5.3 Never Shall I Forget . . .

Distribute Handout 5.3, Never Shall I Forget, and ask students to read the excerpt and study the photograph. Discuss the answers to the questions at the end of the handout as a group.

**Answers to Student Handout 5.3**

1. Answers will vary but may include such words as: numbing, terrifying, disorienting, dehumanizing, torturous, and hellish.
2. Answers will vary but may include such words as: determined, uncertainty, fear, joy, numbness, weariness, lack of concern, hopeless, sad, incredulous.
3. His primary concern was not to be separated from his father. Perhaps because of his love for his father and wanting to be able to comfort or help him. Perhaps because the presence of his father was the only familiar part of his life still intact. Perhaps he longed for his father’s comfort and protection. He may have feared being alone.
4. Recent arrivals at the camp were intimidated with the threat of death; they were beaten by other prisoners (under orders); their clothes were taken; they were shaved; they were driven out into the cold and ordered to run from place to place; and they were given uniform, prisoners clothing. According to the narrator, he was no longer the same person at the end of the day.

5. About twenty prisoners are pulling a loaded cart through some trenches. They are bent over, and they are looking down. They seem to be under strain. There are other prisoners behind them as well as several carts on wheels. The cart they are pulling is labeled number six.
Jewish people lived in Europe for two thousand years before the outbreak of World War II. During that time, they built a vibrant culture and made numerous contributions to European civilization. Even before the Nazis came to power, however, members of the Jewish minority were often scapegoated because of anti-Semitism—prejudice and discrimination against Jews.

Majlech Kisielnicki (standing at right) was born on August 18, 1920, in Kaluszyn, Poland. In 1942, at age 22, he escaped the roundup of Jews in Kaluszyn for deportation. He fled to Warsaw where he bribed a guard to take him into the ghetto to join some of his cousins. In 1943 he was taken from the ghetto on a cattle-car train headed to Treblinka, a killing center. Despite the presence of guards with machine guns on the roof, Majlech was able to squeeze through a narrow window and jump from the train unharmed. Later he was sent on a forced march out of Auschwitz-Birkenau—another killing center.

After the war Majlech returned to his hometown in Poland and was reunited with his brother. They both emigrated to the United States.
The excerpt below, from the diary of fourteen-year-old Charlotte Veresova of Prague, describes her life in the ghetto of Terezín, in Czechoslovakia. A “ghetto” was a marked- or fenced-off section of a town or city where Jews were forced by the Nazis to live under terrible conditions.

Everything here [in the ghetto] is so strange—different from anywhere else in the world. . . . We sleep in bunks and everywhere lots of people are packed in. Husbands and wives do not live together and their children live separate from them in homes, or whatever you call it. When you hear the word “home” you imagine something quite nice. Well, it’s all quite different, because that is how it must be. Nevertheless, I envy the others a little because they can at least visit their parents. I am here completely alone—without mommy and dad and without my big brother whom I miss so much.

I was fourteen years old not long ago and I had never been away from home before, not even over the holidays, because I have no grandmother or aunt whom I could have gone to visit. So this is my first trip away from my parents and it’s so strange. I should be glad that my folks are not here, and actually it’s better that way. They will send me parcels and that’s fine and dandy, and soon the war will be over and I’ll go home. Everyone said that I’m going for only a couple of months and perhaps I can hold out that long.

My father is Jewish and my mommy is Aryan, so my brother and I are mixed, and children of mixed marriages must, according to some German laws, go to Terezín. Why, I don’t know, nor why it has to be us and not Dad, it’s all a big mix-up. They say Mom saves Dad from being sent in a transport, but not us. It isn’t clear to me, so I sit here in my bunk and write and am unhappy.

The food here stinks. I wonder that anyone can eat it. . . . We manage to get only one kilogram of bread every three days. They bring it in old hearses pulled by people. They also carry corpses in them. Sometimes we get mouldy bread. . . . We cut off the mouldy part and then we must slice the rest in very thin slices to make it stretch. . . . If only we get enough. Sometimes I’d cut off another slice, but I mustn’t. I’d just gobble it all down and then the third day I wouldn’t have any. Now I’ve begun to think too much about food. . . .

I’ve learned here to appreciate ordinary things that, if we had them when we were still free, we didn’t notice at all. Like riding in a bus or a train, or walking freely along the road, to the water, say. Or to go buy ice cream. Such an ordinary thing and it is out of our reach.

Sometimes when I stand on the bastions and below me there is mud and swamp—jumping down would probably mean death. Sometimes it strikes me—would I jump if that would bring the end of the war? I should like to give my life so that it would. I should like to perform some great deed, so that my name would not die out, but I’ll not be able to do anything. I know it is stupid. . . .

It is rumored that they are building gas chambers here. People whisper about it and they really are building something mysterious in the fortification catacombs with airtight doors. They say a duck farm. What for? Might it be gas? I can’t believe it. It is too terrible. Never before have I truly admitted the idea of death, and now gas all of a sudden. It’s terrible, even if the longed-for end of the war is coming closer. Oh, how stupid I was when I was unhappy over silly little things. For example, that I was unlucky in love, or that I didn’t want to get up in the morning. Everything is so petty compared to this thing. Here it is a question of life and we have only one single life. No, it mustn’t happen, they can’t do it, no one will let them! But why shouldn’t they do it? Who prevented them from bringing us here and who will prevent the gas chambers, who—God?

From Terezín, Prague: Council of Jewish Communities in the Czech Lands, 1965. Used by permission.

1. Why does Charlotte envy the other children in the ghetto?
2. In which sentence does Charlotte express hope about her situation?
3. What words in the excerpt reveal Charlotte’s confusion about her situation?
4. What has Charlotte learned during her stay in the ghetto?
Never shall I forget that night, the first night in camp, which has turned my life into one long night, seven times cursed and seven times sealed. Never shall I forget that smoke. Never shall I forget the little faces of the children, whose bodies I saw turned into wreaths of smoke beneath a silent blue sky.

Never shall I forget those flames which consumed my faith forever.

Never shall I forget that nocturnal silence which deprived me, for all eternity, of the desire to live. Never shall I forget those moments which murdered my God and my soul and turned my dreams to dust. Never shall I forget these things, even if I am condemned to live as long as god Himself. Never.

The barracks we had been made to go into was very long. In the roof were some blue-tinged skylights. The antechamber of Hell must look like this. So many crazed men, so many cries, so much bestial brutality!

There were dozens of prisoners to receive us, truncheons in their hands, striking out anywhere, at anyone, without reason. Orders:

“Strip! Fast! Los! Keep only your belts and shoes in your hands...”

We had to throw our clothes at one end of the barracks. There was already a great heap there. New suits and old, torn coats, rags. For us, this was the true equality: nakedness. Shivering with the cold.

Some SS officers moved about in the room, looking for strong men. If they were so keen on strength, perhaps one should try to pass oneself off as sturdy? My father thought the reverse. It was better not to draw attention to oneself. Our fate would then be the same as the others. (Later, we were to learn that he was right. Those who were selected that day were enlisted in the Sonder-Kommando, the unit which worked in the crematories. Bela Katz—son of a big tradesman from our town—had arrived at Birkenau with the first transport, a week before us. When he heard of our arrival, he managed to get word to us that, having been chosen for his strength, he had himself put his father’s body into the crematory oven.)

Blows continued to rain down.

“To the barber!”

Belt and shoes in hand, I let myself be dragged off to the barbers. They took our hair off with clippers, and shaved off all the hair on our bodies. The same thought buzzed all the time in my head—not to be separated from my father.

Freed from the hands of the barbers, we began to wander in the crowd, meeting friends and acquaintances. These meetings filled us with joy—yes, joy—“Thank God! You’re still alive!”

But others were crying. They used all their remaining strength in weeping. Why had they let themselves be brought here? Why couldn’t they have died in their beds? Sobs choked their voices.

Suddenly, someone threw his arms round my neck in an embrace: Yechiel, brother of the rabbi of Sighet. He was sobbing bitterly. I thought he was weeping with joy at still being alive.

“Don’t cry, Yechiel,” I said. “Don’t waste your tears...”

“Not cry? We’re on the threshold of death... Soon we shall have crossed over... Don’t you understand? How could I not cry?”

Through the blue-tinged skylights I could see the darkness gradually fading. I had ceased to feel fear. And then I was overcome by an inhuman weariness.

Those absent no longer touched even the surface of our memories. We still spoke of them—“Who knows what may have become of them?”—but we had little concern for their fate. We were incapable of thinking of anything at all. Our senses were blunted; everything was blurred as in a fog. It was no longer possible to grasp anything. The instincts of self-preservation, of self-defense, of pride, had all deserted us. In one ultimate moment of lucidity it seemed to me that we were damned souls wandering in the half-world, souls con-
demned to wander through space till the generations of man came to an end, seeking their redemption, seeking oblivion—without hope of finding it.

Toward five o’clock in the morning, we were driven out of the barracks. The Kapos beat us once more, but I had ceased to feel any pain from their blows. An icy wind enveloped us. We were naked, our shoes and belts in our hands. The command: “Run!” And we ran. After a few minutes of racing, a new barracks.

A barrel of petrol at the entrance. Disinfection. Everyone was soaked in it. Then a hot shower. At high speed. As we came out from the water we were driven outside. More running. Another barracks, the store. Very long tables. Mountains of prison clothes. On we ran. As we passed, trousers, tunic, shirt, and socks were thrown to us.

Within a few seconds, we had ceased to be men. If the situation had not been tragic, we should have roared with laughter. Such outfits! Meir Katz, a giant, had a child’s trousers, and Stern, a thin little chap, a tunic which completely swamped him. We immediately began the necessary exchanges.

I glanced at my father. How he had changed! His eyes had grown dim. I would have liked to speak to him, but I did not know what to say.

The night was gone. The morning star was shining in the sky. I too had become a completely different person. The student of the Talmud, the child that I was, had been consumed in the flames. There remained only a shape that looked like me. A dark flame had entered into my soul and devoured it.

So much had happened within such a few hours that I had lost all sense of time. When had we left our houses? And the ghetto? And the train? Was it only a week? One night—one single night? How long had we been standing like this in the icy wind? An hour? Simply an hour? Sixty minutes? Surely it was a dream.


1. What one word would you use to describe the narrator’s first night in the camp?

2. List some of the emotions described in this passage.

3. What was the narrator’s primary concern? Why do you think this was so?

4. What did the camp guards do to recent arrivals to strip them of their identities? Based on the comments of the narrator, were they successful?

5. Describe the scene in the photograph.
Suggestions for Integrating “Understanding Prejudice” Lessons into Existing Courses

The following are suggestions for how to integrate the lessons into existing courses within the school curriculum.

**United States History**
You might use these lessons during study of Immigration, Nativism in the 1880s and 1920s, the Great Depression, World War II, or the Civil Rights Movement.

**World History**
You might use these lessons during study of the Aftermath of World War I, the Versailles Treaty, the Rise of Dictators and Fascism, World War II, Civil Rights, Human Rights, the Ottoman Empire, Cambodia, or the Soviet Union under Stalin.

**World Cultures**
You might use these lessons for examining the following topics: Conflicts Between Majorities and Minorities, Racism, Nationalism, the Role of Government, the Resilience or Survival of cultures under extreme circumstances, Civil Rights, Human Rights, and Genocide.

**Government**
You might use these lessons to examine the following topics: Comparing Governmental Systems (Weimar and U.S; Nazi and U.S.), the development of public policy, the role of dissent, debate, and opposition, the collapse of democracies, factors leading to the rise of dictatorships and totalitarian governments, discrimination in the legal system, the role of bureaucracy in discrimination and in implementing public policy.
Interdisciplinary Activities

The following activities can be assigned before you teach these lessons or as culminating projects. You may want to work with teachers in other disciplines on these projects.

Social Studies

1. Stereotypes Ask students to work in groups or individually to look for examples of stereotypes in children’s and young adult books, magazines, newspapers, television commercials, or other advertising media. Ask the students to describe or show the advertisement or text and explain how it promotes stereotypes.

2. Hate Crime In small groups, research and report on hate crime in America or on one or more extremist groups such as Aryan Nations, the Militias, and Skinheads. Prepare a resource packet on hate groups for your school library. Read relevant articles in major newsmagazines and monitor local newspapers for incidents of hate crimes. Contact Klanwatch at P.O. Box 548, Montgomery, Alabama 36101 for current statistics on hate crimes or contact the Federal Bureau of Investigation for the latest copy of their annual publication, Hate Crime Statistics. Conclude your research with a class presentation.

3. Television Remind students that although some of the worst examples of stereotyping have been removed from television, subtle and blatant examples of stereotyping persist. Point out that television colors our perceptions of the world and its people without our being aware of it. If certain behaviors are repeated constantly on television, they reinforce the idea that such actions are acceptable. Ask students to keep a journal while watching television. Ask them to take notes and answer these questions as they watch: a) How are conflicts resolved? b) Do characters resort to violence quickly? c) Are women continually portrayed in terms of their sex appeal? d) Are there clear-cut distinctions between “good guys” and “bad guys”? Discuss students’ findings as a class. Ask students to name characters from their favorite television show and describe whether the role they play supports or contradicts common stereotypes.

Language Arts

1. The Diary of Anne Frank Coordinate the study of prejudice, discrimination, and the Holocaust in Social Studies with the teaching of Anne Frank’s diary. The Diary of a Young Girl (New York: Pocket Books, 1953) in Language Arts. Watch for local theatre productions of the play based on the diary.

2. Heroism In conjunction with a unit on heroism, ask students to read accounts of heroism during the Holocaust. For example, students could read accounts of couriers who smuggled messages, goods, and weapons in and out of the Warsaw Ghetto, the partisans who used arms to resist the Nazis, and the uprisings and revolts in various ghettos including Warsaw and in killing centers such as Treblinka. Students can also explore the heroism of spiritual resistance in the form of clandestine writings of diaries, poetry, and plays. Possible sources include:


Mathematics

1. Creating Circle Graphs Using the statistics on the table on Student Handout 3.2, ask students to determine if the number of hate crimes committed against each racial or religious group in proportion to that group’s percentage of the overall population in the United States. Create two circle graphs for each group, one showing the percentage of hate crimes directed at the group in one year and another showing the percentage of the population belonging to that group. Are the two percentages nearly equal? If not, what can you conclude?

2. Creating Bar Graphs Using the statistics on the map on Student Handout 4.2, ask students to create a bar graph comparing the number of Jewish victims in each of the European countries shown. Instruct students to place the bars for each country in order from lowest to highest number of victims.

Science

1. DNA and Genetics Obtain a copy of Shadows of Forgotten Ancestors by Carl Sagan and Ann Druyan. This book points out that while humans may differ on the outside in terms of size, skin color, and hair texture, we are all essentially identical on the inside. Humans share 99.9% of the same DNA sequences. Ask students to review the book or parts of the book and comment on the impact that scientific findings may or may not have on prejudice and discrimination in our society.

2. Race Ask students to work individually or in small groups to read about the scientific study of “race” in the first half of the twentieth century. Ask students to present their research to the class and to discuss the role of science in public opinion and public policy. For information and curriculum materials on “racial hygiene” in Nazi Germany, you may wish to obtain a copy of the “Artifact Poster Set” and Teacher Guide from the United States Holocaust Memorial Museum.
Organizations

The American-Arab Anti-Discrimination Committee
4201 Connecticut Avenue NW, Suite 500
Washington, DC 20008
(202) 244-2990
American Jewish Congress
Center for Prejudice Reduction
45 North Station Plaza, Suite 207
Great Neck, NY 11021
(516) 466-4650
Anti-Defamation League of B’nai B’rith
823 United Nations Plaza
New York, NY 10017
(212) 490-2525
Committee Against Anti-Asian Violence (CAAV)
Tompkins Square Station
P.O. Box 20756
New York, NY 10009
(718) 857-7419
Educators for Social Responsibility
23 Garden Street
Cambridge, MA 02138
(617) 492-1764
Facing History and Ourselves
National Foundation, Inc.
16 Hurd Road
Brookline, MA 02146
(617) 232-1595
Interagency Gang Task Force
500 W. Temple Street #343
Los Angeles, CA 90012
(213) 378-5945
The National Association for the Advancement of
Colored People (NAACP)
4805 Mt. Hope Drive
Baltimore, MD 21215
(410) 358-8900
The Southern Poverty Law Center
400 Washington Avenue
Montgomery, AL 36104
(205) 264-0286
Education Department
United States Holocaust Memorial Museum
100 Raoul Wallenberg Place, SW
Washington, DC 20024-2150
(202) 488-0400

Print and Multimedia Resources

Prejudice and Discrimination: Print Resources

Anti-Defamation League of B’nai B’rith.
ABC’s of Scapegoating, by Gordon W. Allport.
Addressing Racial & Ethnic Tensions: Combating
Hate Crimes in America’s Cities. New York:
Electronic Hate: Bigotry Comes to TV. New York:
The KKK Today: A 1991 Status Report. New York:
The Prejudice Book, by David Shiman et al.
Young Nazi Killers—The Rising Skinhead Danger.
Berrill, Kevin. Anti-Gay Violence: Causes, Consequences,
Bullard, Sara, ed. Ku Klux Klan: A History of Racism
and Violence, 3rd ed. Montgomery, AL: Southern
California Office of Criminal Justice Planning:
When Hate Comes to Town: Preventing and Inter-
vening in Community Hate Crime. Sacramento:
Hatamiya, Leslie. Walk With Pride: Taking Steps to
Address Anti-Asian Violence. San Francisco:
Johnson, K. “A New Generation of Racism is Seen.”
National Institute Against Prejudice and Violence.
“Prejudice and Violence: An Annotated Bibliog-
raphy of Selected Materials on Racial, Religious,
and Ethnic Violence and Intimidation.” Balti-
more: 1985.
U.S Department of Justice Hate Crime Statistics (An-
nual), U.S. Department of Justice, Federal Bureau
of Investigation. Telephone: 1-800-851-3420.

Prejudice and Discrimination: Video Resources

Beyond Hate, with Bill Moyers. 90 minutes. PBS
Video.

Prejudice: Answering Children’s Questions, with Peter Jennings, available from Social Studies School Services, P.O. Box 802, 10200 Jefferson Blvd., Culver City, CA 90232.

Racism 101 from “Frontline,” PBS Video.

**Genocide and the Holocaust*: Print Resources**


Frielick, Bill. “Teaching Genocide as a Contemporary Problem,” Social Science Record, 24, no. 2 (Fall 1987): 74-77.


**Genocide and the Holocaust*: Video Resources**


* The United States Holocaust Memorial Museum Education Department has created several useful resources that are available from the Education Office or via the Internet as follows:

- A Brief History of the Holocaust—http://www.ushmm.org/education/history.html