

Holocaust DBQ

Directions

Read the documents found in Part A and answer the question or questions after each document. Then, answer the questions in Part B using the documents, your answers to the questions and your own knowledge of Adolf Hitler, the Nazi's and the Holocaust.

Historical Context

Adolf Hitler rose to power on “the empty stomachs of the German people,” but he maintained and strengthened his rule through fear and hatred. Throughout the Holocaust, many atrocities to human rights occurred, most notably to people of Jewish decent. Millions of innocent men, women and children suffered and lost their lives due to the propaganda filled hatred of Adolf Hitler.

Task: Using the information from the documents and your knowledge of global history write an essay, in which you:

- Describe three reasons for these human rights violations
- Describe three different human rights violations during the Holocaust
- Describe the reaction of the international community to the human rights violations.
- Your essay must include an introduction and a conclusion.

Part A

Kristallnacht Order

Document 1

The document on this Web page was retrieved from the archives of Shamash: The Jewish Internet Consortium.

Message from SS-Gruppenführer Heydrich to all State Police Main Offices and Field Offices, November 10 1938 (before *Kristallnacht*, the "night of broken glass," the first large scale pogrom against the Jews).
Nazi Conspiracy and Aggression - Washington, U.S Govt. Print. Off., 1946, Vol. III, p. 545-547.

Regards: Measures against Jews tonight.

.a) Only such measures may be taken which do not jeopardize German life or property (for instance, burning of synagogues only if there is no danger of fires for the neighbourhoods).

b) Business establishments and homes of Jews may be destroyed but not looted. The police have been instructed to supervise the execution of these directives and to arrest looters.

c) In Business streets special care is to be taken that non-Jewish establishments will be safeguarded at all cost against damage.

As soon as the events of this night permit the use of the designated officers, as many Jews, particularly wealthy ones, as the local jails will hold, are to be arrested in all districts. Initially only healthy male Jews, not too old, are to be arrested. After the arrests have been carried out the appropriate concentration camp is to be contacted immediately with a view to a quick transfer of the Jews to the camps

1. How would The Kristallnacht Order change life for the Jews?

2. Were German citizens treated the same way as the Jews were?

Document #2

Life in the Warsaw Ghetto

Life in the Warsaw Ghetto, Emanuel Ringelblum quoted in Yad Vashem Documents on the Holocaust, pp 228-229:

Smuggling began at the very moment that the Jewish area of residence was established; its inhabitants were forced to live on 180 grams of bread a day, 220 grams of sugar a month, 1 kg. of jam and 1 kg. of honey, etc. It was calculated that the officially supplied rations did not cover even 10 percent of the normal requirements. If one had wanted really to restrict oneself to the official rations then the entire population of the ghetto would have had to die of hunger in a very short time.... The German authorities did everything to seal off the ghetto hermetically and not to allow in a single gram of food. A wall was put up around the ghetto on all sides that did not leave a single millimeter of open space.... They fixed barbed wire and broken glass to the top of the wall.

1. List three characteristics of ghetto life?

Document # 3- Diary Excerpt

On Her Old Country, Germany

"Fine specimens of humanity, those Germans, and to think I'm actually one of them! No, that's not true, Hitler took away our nationality long ago. And besides, there are no greater enemies on earth than the Germans and Jews." - October 9, 1942

1. According to this diary entry, why did Anne Frank feel that the Germans were the enemy?

Document # 4

Discriminatory Decrees Against the Jews

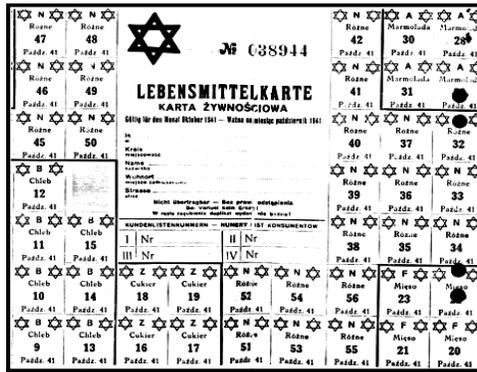
This document was retrieved from the archives of Nizkor. Source: Nazi Conspiracy & Aggression, Volume I, Chapter XII, Office of the United States Chief Counsel for Prosecution of Axis Criminality, United States Government Printing Office, Washington, 1946, pp. 980-982.

2. DISCRIMINATORY DECREES AGAINST JEWS

When the Nazi Party gained control of the German State, the conspirators used the means of official decrees as a weapon against the Jews. In this way the force of the state was applied against them. Jewish immigrants were denaturalized (1933 Reichsgesetzblatt, Part I, page 480, signed by Friank and Neurath). Native Jews were precluded from citizenship (1935 Reichsgesetzblatt, Part I, page 1146, signed by Frick). Jews were forbidden to live in marriage or to have extramarital relations with persons of German blood (1935 Reichsgesetzblatt, Part I, page 1146, signed by Frick and Hess). Jews were denied the right to vote (1936 Reichsgesetzblatt, Part I, page 133, signed by Frick). Jews were denied the right to hold public office or civil service positions (1933 Reichsgesetzblatt, Part I, page 277, signed by Frick). Jews were relegated to an inferior status by the denial of common privileges and freedoms. Thus, they were denied access to certain city areas, sidewalks, transportation, places of amusement, restaurants (1938 Reichsgesetzblatt, Part I, page 1676). Progressively, more and more stringent measures were applied, even to the denial of private pursuits. They were excluded from the practice of dentistry (1939 Reichsgesetzblatt, Part I, page 47, signed by Hess). The practice of law was denied to them (1938 Reichsgesetzblatt, Part I, page 1403, signed by Frick and Hess). The practice of medicine was forbidden them (1938 Reichsgesetzblatt, Part I, page 969, signed by Frick and Hess). They were denied employment by press and radio (1933 Reichsgesetzblatt, Part I, page 661). They were excluded from stock exchanges and stock brokerage (1934 Reichsgesetzblatt, Part I, page 661). They were excluded from farming (1933 Reichsgesetzblatt, Part I, page 685).

1. How did life change politically, economically, and socially for the Jews?

Document #5 - Ghetto Ration Card



Ghetto ration card for October 1941. This card officially entitled the holder to 300 calories daily.

Photo credit: Meczenstwo Walka, Zagłada Żydów Polsce 1939-1945. Poland. No. 137.

1. Why do you think the Nazis gave ration cards out to Jews in the ghetto?

2. Do you think that it would be possible to survive with this amount of food?

Document #6 -Testimonies of SS-Men from Various Camps

All of the documents on this Web page were retrieved from the archives of Shamash: The Jewish Internet Consortium. The comments inside the square [. . .] brackets were written by Daniel Keren for the Shamash archives.

Testimony of SS Scharführer **Erich Fuchs**, in the Sobibor-Bolender trial, Dusseldorf.

Quoted in "BELZEC, SOBIBOR, TREBLINKA - the Operation Reinhard Death Camps", Indiana University Press - Yitzhak Arad, 1987, p. 31-32:

If my memory serves me right, about thirty to forty women were gassed in one gas chamber. The Jewish women were forced to undress in an open place close to the gas chamber, and were driven into the gas chamber by the above mentioned SS members and the Ukrainian auxiliaries. when the women were shut up in the gas chamber I and Bolender set the motor in motion. The motor functioned first in neutral. Both of us stood by the motor and switched from "Neutral" (Freiauspuff) to "Cell" (Zelle), so that the gas was conveyed to the chamber. At the suggestion of the chemist, I fixed the motor on a definite speed so that it was unnecessary henceforth to press on the gas. About ten minutes later the thirty to forty women were dead. **From the testimony of SS-Unterscharfuehrer Wilhelm Bahr in his trial at Hamburg.**

Quoted in "Truth Prevails", ISBN 1-879437

1. Based on the testimony of this SS officer, what happened to the women prisoners of the Sobibor Concentration camp?

Document # 7 - Early Nazi



"Beware, do not shop in Jewish stores."

Policies

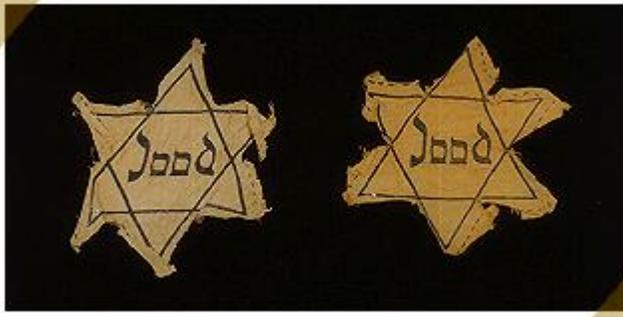
Nazi boycott of Jewish businesses

1. How would the boycott of Jewish businesses help the Nazis?

2. How would the boycott of the businesses change the economic livelihood of the Jews?

Document #8- Identification badges

living under Nazi rule



In May 1942, all Jews aged six and older are required to wear a yellow Star of David on their clothes to set them apart from non-Jews.

1. What was the purpose of Identification badges?

Document # 9 - Photo of Jewish Children



1. Based on this picture, what do you think the future of these two children would be like?

Document # 10 - Anne Frank in school

Anne Frank attends the local Montessori school, but after summer recess in 1941, she is not allowed to attend school with non-Jews.



1. How did education change for Anne Frank and other children after the Nazis came to power?

Document # 11 - Photo of a camp prisoner



A prisoner in Dachau is forced to stand without moving for endless hours as a punishment. He is wearing a triangle patch identification on his chest.

1. What was life like for prisoners in the Concentration Camp?

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High School

How to Write a DBQ Essay

- I. **What is A DBQ essay question?**
 - a. Is a question based on a series of up to 8 documents. The documents may be letters, parts of speeches, photographs, cartoons, maps, charts, graphs, or other written records.
 - b. The student is required to write a well organized essay that includes an introduction and conclusion.
 - c. The student is required to use evidence from the documents to support his or her response. A word of caution, the student should not just repeat or directly quote the information from the documents. Students must include specific historically relevant information not included in the documents.

- II. **Follow these steps as you write your DBQ essay.**
 -  **Step 1** Read the Historical background and task. **Do not look at the documents.**
 -  **Step 2** Underline the required tasks and the terms that are unique to the question.

Historical Context: The Industrial Revolution that began in Europe changed society in many ways. Some of these changes were positive while others were negative.

Task: Discuss both the positive effects and negative effects of the Industrial Revolution on European society.

 **Step 3** Develop a thesis statement.

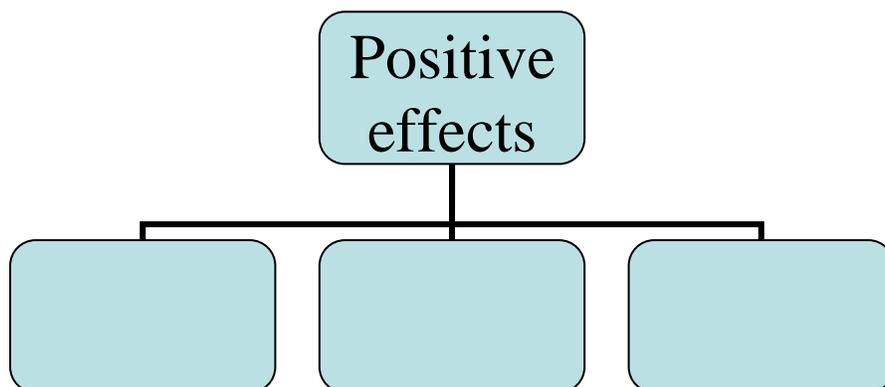
- A thesis statement defines the focus of your essay
- A thesis statement should reflect the point of view of your essay
- A thesis statement prepares the reader for the facts and details you will use.
- A thesis statement does not have to be long or complicated.
- The thesis statement can appear any where in the opening paragraph.

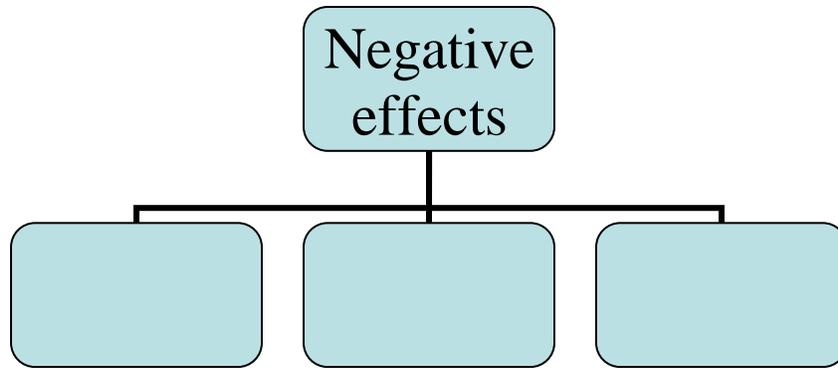
Sample thesis statement 1:

While the Industrial Revolution helped advance Europe politically and technologically, the effects it had on the civil aspect of society were catastrophic.

Write your own thesis statement in the space provided below:

 **Step 4** Brainstorm using a graphic organizer. Make a list of everything you know about the topic that relates to the question.





 **Step 5** Read and answer the scaffolding questions that are under each document.

- As you read the documents try to determine if the document describes a positive or negative effect.
- Label the document with a P or N.(If it is a cause and effect essay look for causes and effects).

 **Step 6** After you have finished answering the scaffolding questions check them against the graphic organizer you developed.

- Cross out anything in your graphic organizer that is in the documents.
- What is left is the outside relevant outside information you will use in your document.

 **Step 7** complete an outline (see hand out)

 **Step 8** Write the Introduction.

- Include important terms, people, events, dates and locations.
- Include the thesis statement from step 3.
- The introductory paragraph should not develop in detail your main ideas or supporting details.

 **Step 9** Write the body paragraphs.

- Be sure to include a topic sentence, supporting and outside information in the body sentences. Topic sentences should relate back to the thesis.
- Analyze and interpret the document accurately. Use them as evidence to support your thesis. Use as many as possible.
- Use information from the documents in the body of the essay but avoid long quotations.
- Cite your documents e.g. (Doc. 1)
- Incorporate outside information. (From your outline/block)

 **Step 10** Write the conclusion.

- Summarize your essay.
- Restate your thesis statement and sum up the way the evidence backs up your thesis
- Do not include any new material in the conclusion.
- Look back at your introductory paragraph. Your conclusion should refocus on the DBQ topic and on your thesis.

Outline sheet for DBQ Essay Writing

Question:

Paragraph One:

Important terms, people, events, & dates

Thesis Statement:

Underline your thesis statement in your essay.

Paragraph 2:

Main Idea:

Paragraph 3:

Main Idea:

Paragraph 4:

Main Idea:

Doc.#_ Fact 1:	Outside Fact 1:	Doc.#_ Fact 1:	Outside Fact 1	Doc. #_ Fact 1	Outside Fact 1
Doc. #_ Fact 2	Outside Fact 2:	Doc.#_ Fact 2	Outside Fact 2	Doc.#_ Fact 2	Outside Fact 2
Doc.#_ Fact 3	Outside Fact 3	Doc.#_ Fact 3	Outside Fact 3	Doc.#_ Fact 3	Outside Fact 3

Closing Paragraph:



Things to avoid when writing an essay

- Do not restate the task
- Never write in the first person: **“I feel...”, “In my opinion...”, “I will show...”**
- Never begin an essay with: **“In this essay, I will show or write...”**
- Never address the reader directly: **“as you see...”**
- Never use informal language or slang
- Never end your essay with: **“In conclusion...”**
- Avoid mixing past and present tenses.
- Avoid the use of singular and plural in the same sentence
- Alot is not a word. Do not use it when writing your essay.

- ❑ Learn the difference between their (possession) and there (location, in a place).
- ❑ Learn the difference between affect (to influence or change) and effect (a result of consequence, brought about by a cause)
- ❑ Learn the difference between then (at that time, next in line, space, order. “If it snows then bring your skis.”) and than (used to introduce the second element or a clause of unequal comparison. “She is better than I.”)

Using Transitions to Connect Ideas in your DBQ and Thematic Essays

A transition is a word or a phrase that relates two parts of a piece of writing. Within paragraphs, transitions are used to connect sentences and, sometimes, parts of sentences. When you write for the Global History Regents Exam, make sure to use transitions to show how your ideas are connected to one another. The following are some transitions that you might find useful.

1. Transitions to show chronological order, or order in time:

- ❖ first, second, finally, next, then, afterward, later, before, eventually, in the future, in the past, recently.

2. Transitions to show degree order:

- ❖ more, less, most, least, most important, least important, more importantly

3. Transitions to show cause and effect order

- ❖ one cause, another effect, as a result, consequently, therefore

4. Transitions to show comparison and contrast

- ❖ likewise, similarly, in contrast, a different kind, unlike this, another difference

5. Transitions to introduce examples

- ❖ for example, one example, one kind, one type, one sort, for instance

6. Transitions to introduce a contradiction

- ❖ nonetheless, however, in spite of this, otherwise, instead, on the contrary

7. Transitions for classifications

- ❖ another group, the first type, one kind, one type, one sort, for instance

8. Transitions to introduce a conclusion, summary, or generalization

- ❖ therefore, as a result, in summary, in general