

MI OPEN BOOK PROJECT

World History

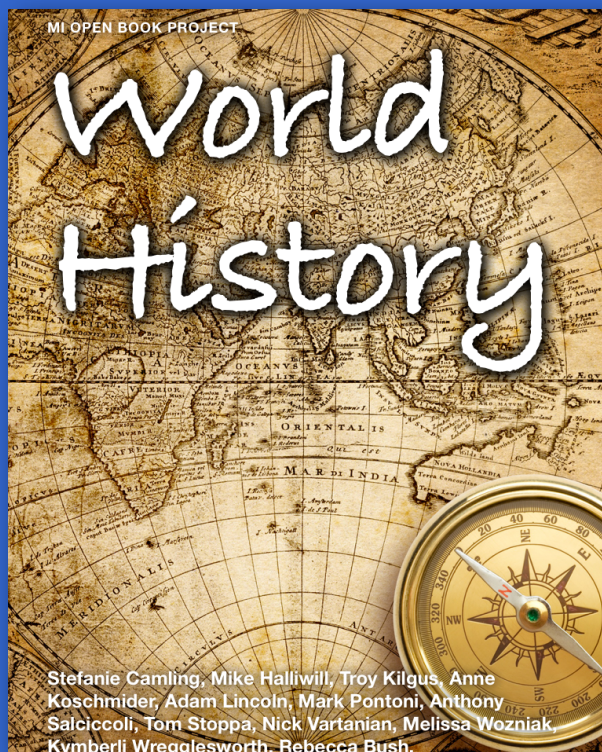
Stefanie Camling, Mike Halliwill, Troy Kilgus, Anne Koschmider, Adam Lincoln, Mark Pontoni, Anthony Salciccioli, Tom Stoppa, Nick Vartanian, Melissa Wozniak, Kymberli Wregglesworth, Rebecca Bush.



About the Authors



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Information on the latest version and updates are available on the project homepage: <http://textbooks.wmisd.org/dashboard.html>



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Stefanie Camling

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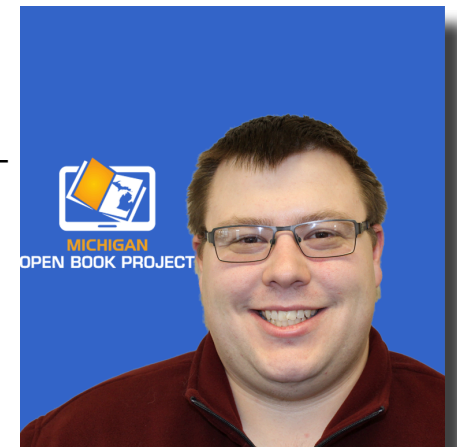
Stefanie has been teaching for twenty two years. She received her Bachelors of Arts in Social Studies as well as her Masters in Education Leadership from Grand Valley State University. She is currently teaching at Coopersville High School in sociology, world history, and AP world history. Stefanie has served as the student council advisor, junior class advisor, coach, and Vision Team chair. Stefanie was one of the writers for Performance Assessments of Social Studies Thinking (P.A.S.S.T) for World History. Stefanie resides in Grand Rapids, Michigan with her husband Tom and son Tommy Jr.

Mike Halliwill

Shepherd High School

Shepherd Public Schools

Mike is the High School World History teacher at Shepherd High School in Shepherd Michigan. He has a Bachelors degree in history education from Saginaw Valley State University with minors in Political Science and Sociology. During his time at Shepherd Mike has served as the Model UN and boys golf coach. Mike has also been an item writer for Performance Assessments of Social Studies Thinking (PASST).



Troy Kilgus

Standish-Sterling Central High School

Standish-Sterling Community Schools

Troy Kilgus serves as the high school social studies chair at Standish-Sterling Central High School. In his eight years of teaching, he has taught various social studies courses including AP US History and multiple levels of French. Mr. Kilgus earned his undergraduate degree in French Education and his Masters in Teaching from Saginaw Valley State University.



Anne Koschmider

Cadillac High School

Cadillac Area Public Schools

Anne has been a social studies teacher at Cadillac High School since 2005. She has taught World History & Geography, AP World History, Psychology, AP Psychology, and History of the Rock and Roll Era with a particular interest in using instructional technology to engage students and promote literacy. In addition, she has served as the social studies department chair and a student council adviser. She holds a Bachelor of Arts degree from Alma College and a Master of Arts degree in Curriculum, Instruction and Assessment from Walden University. Beyond the classroom, Anne enjoys traveling, reading, and

Adam Lincoln

Ithaca Jr/Sr High School

Ithaca Public Schools

Adam began his teaching career at Cadillac High School in Cadillac, Michigan where he taught US History, Global Studies, and AP World History. After 7 years, he moved back home to central Michigan to teach at Ithaca Public Schools. While his main charge has been teaching World History and starting the AP World History program, Adam also teaches 8th Grade History, US History, History in Popular Culture and all sorts of computer science classes. Adam coaches Model United Nations, and runs the Jumbotron at Ithaca Community Stadium during events. Adam has served as a member of the Michigan Council for the Social Studies for over a decade and has worked to unite his twin passions of Social Studies and effectively integrating technology into the classroom. Outside of school, Adam has served on the Content Advisory Committee, as a Social Studies item writer for the Department of Education, and worked for the PASST project. Adam teaches History and Social Studies methods classes at Alma College as adjunct faculty. Apart from the world of education, Adam enjoys spending time with his family especially traveling on new adventures.



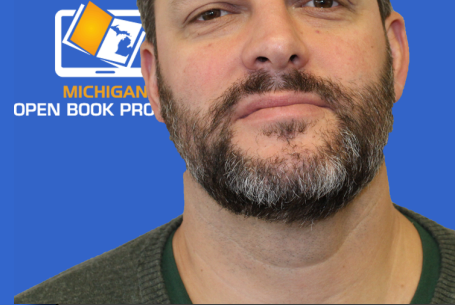
Mark Pontoni

Boyne City High School

Boyne City Public Schools

After a long career running a business, I returned to the University of Michigan for my Masters and Certification and began teaching in Owosso 11 years ago. A marriage, a move north, and a couple of job changes later, I now teach at Boyne City. I run a state-wide Model United Nations program attended by over 1000 students annually. I have also been an AP Reader in US Government and Politics, Comparative Government, and World History.





Anthony Saliccioli

Clarenceville High School

Clarenceville Public Schools

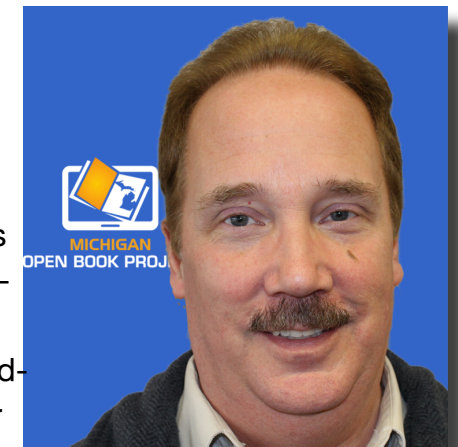
Saliccioli has been teaching since 2001. Throughout these years, he has taught students from grades 6-12 U.S. History, Government, Sociology, Law, Big History, Philosophy and his present course in World History. During his tenure he coached football, wrestling and track and field. He received his B.A. in political science-prelaw from Michigan State University in 1996, a second B.A. in History from the University of Michigan-Dearborn in 2001 and his Master in the Art of Teaching from Marygrove College in 2006. Saliccioli served as the President of the Michigan Council for the Social Studies from 2012-2014 and has been awarded the McConnell History Educator Award in 2014, the Fishman Prize Honor Roll in 2015 and the Gilder Lehrman Michigan History Teacher of the Year in 2016. He is a lifetime resident of Metro Detroit where he attempts to live with joy and purpose along with his wife

Tom Stoppa

Alpena High School

Alpena Public Schools

Tom earned his Bachelors of Science in Education from CMU and his Master in Education from Marygrove. Tom taught at Orchard Lake St. Mary's before moving to Alpena. Tom has worked in the Alpena district for the past 20 years teaching World History, Advanced Placement European History, Current Events, Michigan/Alpena History., and United States History. During his tenure in Alpena, Tom has served as School Improvement Chair, Social Studies Department Chair, and History Club Adviser. He is a member of the National Council for the Social Studies. Outside of the school day, Tom volunteers with the Water and Woods Boy Scout Field Service Council and the Northeast Michigan Youth Advisory Council



Nick Vartanian

Holland High School

Holland Public Schools

I teach World History and A.P. World History at Holland High School. I earned my bachelor's degree in History from Alma College in 2001 and earned my master's degree in Educational Leadership from Grand Valley State University in 2011. I am the SLIC (Student Leaders Initiating Change) Coordinator at Holland High and serve as Chairperson of the Reading Now Network for Holland High. I am very interested in Project Based Learning and technology integration in the classroom. I was a writer for the Performance Assessments of Social Studies Thinking (PASST) Project. In addition, I have participated in the IChallengeU program, working with students, civic, and community leaders to develop solutions to real problems as posed by area businesses in the greater Holland area.

Melissa Wozniak

Rogers City High School

Rogers City Area Schools

A proud graduate of both Posen High School and Saginaw Valley State University. #WECARDNIALS I have a love of teaching, learning, reading, family time, traveling, and of LIFE! I love using technology to keep my students engaged, and to keep track of my family members escapades. I hope to someday achieve my ultimate goal of competing on Jeopardy, winning at least one day and making Alex Trebek say my name!!



The Michigan Open Book Project Team would like to thank the following individuals for their help in reviewing some content in the book and guiding the development process.

Eric Hemenway - Director of Repatriation, Archives and Records, Little Traverse Bay Bands of Odawa Indians

Jim Cameron, Michigan Department of Education

Melissa Kieswetter, Michigan Department of Civil Rights



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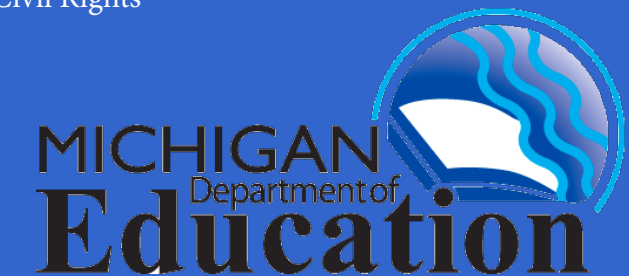
Kymberli has a BA in history and political science from Alma College, a MA in education from Michigan State University, and a MA in American History and Government from Ashland University. She was named a James Madison Fellow in 2011, was chosen as the Michigan Council for the Social Studies High School Educator of the Year in 2015, and is a two year member of the iCivics Educator Network. Kymberli teaches at her high school alma mater where her courses include Civics, World History, Current Events, Women's Studies, and World Cultures, as well as serving on the school's technology committee and school improvement team. Additionally, she teaches Intro to American Government at North Central Michigan College, and will be expanding to teach a history

Rebecca Bush

Instructional Consultant

Ottawa Area Intermediate School District

Rebecca Bush is currently the Social Studies Consultant at the Ottawa Area Intermediate School District (OAISD), where she assists K-12 social studies teachers in developing curriculum, modeling instructional strategies in social studies literacy, and designing district-level formative and summative assessments. Additionally, as Project Director, she has written and received multiple Teaching American History grants, working with teachers throughout an eight-county radius. She has presented at various national conferences on multiple topics surrounding social studies instruction as well as innovative techniques and topics in formative and summative assessment design. Currently she is Co-Project Director of The Performance Assessments of Social Studies Thinking (PASST) Project and assists with the professional development of teacher writers for the MI Open Book Project where she serves as an editor of several of the project's texts. Rebecca currently leads



Is Genocide Preventable?

1. What is genocide?
2. What factors and circumstances caused the Holocaust and other genocide to happen?
3. What lessons can be derived from learning about genocide and how can you apply them to today's world?

What is Genocide?

QUESTIONS TO GUIDE INQUIRY

1. What is genocide?
2. What factors and circumstances caused the Holocaust and other genocide to happen?
3. What lessons can be derived from learning about genocide and how can you apply them to today's world?

Defining and Identifying Genocide

Genocide has been endemic throughout human history. There have been instances of genocide from the time of the Amalekites in the Old Testament to Sudan at the beginning of the 21st century. Genocide is defined in international law as any of the following acts committed with intent to destroy, in whole or in part, a national, ethnic, racial or religious group, as such:

- Killing members of the group;
- Causing serious bodily or mental harm to members of the group;
- Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- Imposing measures intended to prevent births within the group;
- Forcibly transferring children of the group to another group.

In 1996, researchers presented a model of genocide that followed eight sequential stages. Although presented as, "predictable but not inexorable", these steps provide description and structure for historical research. These stages also serve as early warnings and evidence-based suggestions on how to prevent genocides from occurring in the future.

Scholars studying the genocide found patterns that exist in all genocides. Through their efforts, the organization Genocide Watch, has expanded the original list of eight, identifying ten stages that genocides follow. These ten stages provide a model to analyze genocides of the past and identify present conditions that could lead to genocidal acts in the future.

Ten Stages of Genocide:

1) Classification- This stage occurs when people categorize people in their society to distinguish, “us and them”. All cultures have categories to distinguish people into “us and them” by ethnicity, race, religion, or nationality. This isn’t inherently dangerous, if a society possesses cultural pluralism. Culturally pluralistic societies encourage smaller groups within a larger society to maintain their unique cultural identities, and their values and embrace and accepted these differences. These are in contrast to bicomunal societies that attach negative stigmas to diverse groups. These societies are the most likely to have genocide. The main preventive measure at this early stage is to develop institutions that actively promote tolerance and understanding. This search for common ground is vital to early prevention of genocide.

2) Symbolization- This is when names and/or symbols are forced upon people to designate an inferior status. Names or other symbols to the classifications distinguish people by colors or dress; and apply the symbols to members of groups. Like classification, symbolization does not necessarily result in genocide unless they lead to dehumanization. When combined with hatred, symbols may be forced upon unwilling members of unwanted groups. To combat symbolization, hate symbols can be legally forbidden. as can hate speech, if supported by popular cultural enforcement.

3) Discrimination- This is when the group that has hegemony, or dominance within a society uses law, custom, and political power to deny the rights of other groups. The powerless group may not be accorded full civil rights, voting rights, or even citizenship. The dominant group is driven by an exclusionary ideology that would deprive less powerful groups of their rights and legitimizes the victimization of weaker groups. Advocates of exclusionary ideologies are often populist, and charismatic. They express and exacerbate resentments of their followers that attracts support from the masses. Prevention against discrimination means full political empowerment and citizenship rights for all groups in a society. Discrimination on the basis of nationality, ethnicity, race or religion are all forms of discrimination.

4) Dehumanization- This step occurs when one group denies the humanity of the other group. Members of the subjugated people are equated with animals, vermin, insects, or diseases by the people oppressing them. Dehumanization overcomes the normal revulsion against murder. At this stage, hate propaganda in media is used to vilify the victim group. The dominant group is taught to regard the minority group as less than human, and even alien to their society. This creates the perception of the subjugated group so depersonalized that they are actually given numbers rather than names. To combat dehumanization, incitement to genocide should not be confused with protected speech. Genocidal societies lack constitutional protection for countervailing speech, and should be treated differently than democracies. Local and international leaders should condemn the use of hate speech and make it culturally unacceptable. Leaders who incite genocide should be banned from international travel and have their foreign finances frozen. Hate crimes and atrocities should be promptly punished in order to prevent further wrongdoings by the perpetrators.

5) Organization- This is the step where plans become formalized in order to commit genocidal acts. Genocide is always organized, usually by the state, often using militias to free the state of responsibility. Arms are purchased by states and militias, often in violation of international law, to facilitate acts of genocide. States organize secret police to spy on, arrest, torture, and murder people suspected of opposition to political leaders. Special

training is given to murderous militias and special army killing units. To combat this stage, membership in genocidal militias should be outlawed. Their leaders should be denied visas for foreign travel and their foreign assets frozen. International organizations should impose arms embargoes on governments and citizens of countries involved in genocidal massacres, and create commissions to investigate violations.

6) Polarization- When extremists drive groups apart and separate targeted people from their homes this signifies the movement into the sixth step. Also during this stage, hate groups broadcast polarizing propaganda. Laws may forbid intermarriage and/or social interaction. Extremist terrorism targets moderates, intimidating and silencing the center. Moderates from the perpetrators' own group are most able to stop genocide, so are the first to be arrested and killed. Prevention may mean security protection for moderate leaders or assistance to human rights groups. Assets of extremists may be seized, and visas for international travel denied to them. Coups d'état by extremists should be opposed by international sanctions in order to prevent escalation by potentially genocidal regimes.

7) Preparation- This stage occurs when victims are identified and separated out and death lists are drawn up. National or perpetrator group leaders plan the final destruction of the targeted group of people. Euphemisms are often used to cloak their intentions, such as referring to their goals as "ethnic

cleansing,” “purification,” or “counter-terrorism.” Perpetrators then build armies, buy weapons and train their troops and militias. They indoctrinate the populace with fear of the victim group. Leaders often claim that “if we don’t kill them, they will kill us.” Prevention of preparation may include arms embargos and commissions to enforce them. It should include prosecution of incitement and conspiracy to commit genocide by International bodies of law.

8) Persecution- At this stage victims because of their ethnic or religious identity are subjected to significant mistreatment ranging from humiliation and assault to outright murder. Property is often expropriated. Sometimes subjugated people are segregated into ghettos, deported into concentration camps, or confined to a famine-struck region and starved. At this stage, a Genocide Emergency must be declared. If the political will of the great powers, regional alliances, or the U.N. Security Council can be mobilized, armed international intervention should be prepared, or heavy assistance provided to the victim group to prepare for its self-defense. Humanitarian assistance should be organized by the U.N. and private relief groups for the inevitable tide of refugees to come.

9) Extermination- This stage begins when the victims are killed in mass. It is deemed, “extermination” by the killers because they do not believe their victims to be fully human. When killing is sponsored by the state, the armed forces often work with militias

to do the killing. At this stage, only rapid and overwhelming armed intervention can stop genocide. Safe areas, or refugee escape corridors should be established with heavily armed international protection. It becomes international responsibility to provide troops to intervene directly, and provide the airlifts, equipment, and financial means necessary for regional states to intervene.

10) Denial- When perpetrators deny they committed any crimes, and often blame what happened on the victims. They block investigations of the crimes, make false claims, and place the genocide in another construct such as war, self-defense, or a necessary preemptive measure. Denial is the final stage that lasts throughout and always follows a genocide. It is among the surest indicators of further genocidal massacres. The perpetrators of genocide dig up the mass graves, burn the bodies, try to cover up the evidence and intimidate the witnesses. Response to denial needs to be punishment by an international tribunal or national courts. There the evidence can be heard, and the perpetrators punished. Political will has to be such where perpetrators are arrested

Interactive 14.1 Stages of Genocide



In order to reiterate what you’ve read about the 10 stages of genocide, drag the following visuals into the stage of genocide it represents.

and prosecuted in order to be brought to justice.

Additional genocide terms to use throughout this chapter:

1. Genocide- The deliberate and systematic destruction of a racial, political, or cultural group. (e.g., From the Greek, “genos”, meaning, “race”, and the English, “cide”, meaning, “denoting an act of killing”).
2. Endemic- A condition or characteristic that is commonplace in an area.
3. Inexorable- Impossible to stop or prevent
4. Cultural Pluralism- When smaller groups within a larger society maintain their unique cultural identities, and their values and practices are accepted by the wider culture provided they are consistent with the laws and values of the wider society.
5. Bicomunal Societies- A society where over 80 percent of the population belongs to one of two well-defined identity groups. Bicomunal societies are marked by social differentiation and segregation, which often results in political separation or conflict.
6. Hegemony- Preponderant influence or authority over others. Synonymous with dominance.

7. Populism- A belief in the power of regular people, and in their right to have control over their government rather than a small group of political insiders or a wealthy elite.

8. Exacerbate- When a problem, bad situation, or negative feeling is made worse.

9. Subjugation- To be brought under domination or control, especially by conquest.

10. Revulsion- a feeling of disgust and loathing.

11. Propaganda- A way of creating a socially constructed reality with a clear political intention.

12. Vilify- Speaking or writing about someone, or something, making them out to be wholly negative.

13. Incitement- When people are encouraged to engage in unlawful behavior.

14. Embargoes- An official ban on trade or other commercial activity with a particular country.

15. Coups d'état- A sudden, violent, and illegal seizure of power from a government

16. Euphemisms- When a mild or indirect word or expression is substituted for one considered to be too harsh or blunt. Generally used when referring to something unpleasant or embarrassing.

17. Expropriated- When the state takes away property away from its rightful owner.

18. Dichotomous- A division or contrast between two things that are or are represented as being opposed or entirely different.

19. Scientific Racism- When the scientific community create and enforce pseudo-scientific assertions that justify the subjugation and mistreatment of another group of people.

20. Eugenics- A notion that a people can be improved via selective reproduction.

21. Mass Murder/Massacre- The act or an instance of killing a number of human beings under circumstances of atrocity or cruelty. This includes pogroms, mass executions, and crimes against humanity that lead to death. Although it is not considered to be genocide, these acts are no less vicious and no less tragically final for the victims.

22. Nationalism- Loyalty and devotion to a nation, especially in a sense of national consciousness exalting one nation above all others and placing primary emphasis on promotion of its culture and interests as opposed to those of other nations or supranational groups.

23. Scapegoat- An individual or group unfairly blamed from problems not of their making

24. Stereotype- A simplistic, firmly held belief, often negative, about individual characteristics generalized to all people within that group.

25. Racism- A set of beliefs based on perceived “racial” superiority and inferiority; a system of domination that is played out in everyday interactions, and the unequal distribution of privilege, resources and power.

26. Pan-Turkism- An ideology seeking the creation of a new Turkish empire stretching from Anatolia into Central Asia whose population would be exclusively Turkic.

27. Anti-Semitism- Hostility towards Jews as an ethnic or religious group, often accompanied by social, economic, and political discrimination.

28. Holocaust- A historical event that took place in Europe between 1933 and 1945, where over six million Jews were systematically murdered by the Nazis and their collaborators.

29. Shoah- (which has been used to mean “destruction” since the Middle Ages) became the standard Hebrew term for the murder of European Jewry as early as the early 1940s. The word Holocaust, which came into use in the 1950s as the corresponding term, originally meant a sacrifice burned entirely on the altar. The selection of these two words with religious origins reflects recognition of the unprecedented nature and magnitude of the events.

30. Fascism- a governmental system led by a dictator having complete power, forcibly suppressing opposition and criticism, regimenting all industry, commerce, etc., and emphasizing an aggressive nationalism and often racism.

31. Holodomor- Mass starvation in the Ukrainian Famine of 1932-33, occurring between the Russian Revolution and the Second World War.

32. Collectivization- Process where private property rights are abolished and people are forced to work and share all proceeds with the community.

33. Stalin's Five-Year Plan- When Joseph Stalin from 1928-1932 created a plan for the Soviet economy based on collectivizing resources. It resulted in mass starvation.

34. Great Leap Forward- Initiative led by Mao Zedong that was intended to promote industrialism, but ultimately resulted in a famine that killed over 20,000,000 people.

35. Chinese Cultural Revolution- A movement in China, beginning in the mid-1960s and led by Mao Zedong, to restore the vitality of communism in China. When it was over 1.5 million people were killed and millions of others suffered imprisonment, seizure of property, torture or general humiliation.

36. UN Declaration of Human Rights 1948- A United Nations' declaration identifying common standards of rights and freedoms for all peoples and all nations.

37. Tyranny- A cruel and oppressive government or ruler.

38. Dissident- A person who opposes official policy, especially that of an authoritarian state.

39. Shtetls- A small Jewish town or village in eastern Europe.

40. Fascism- A political system headed by a dictator in which the government controls business and labor and opposition is not permitted.

41. Perpetrator- A person who carries out a harmful, illegal, or immoral act.

42. Bystander- A person who is present at an event or incident but does not take part in perpetrating the act.

43. "Final Solution"- The Nazi policy of exterminating European Jews. Introduced by Heinrich Himmler and administered by Adolf Eichmann, the policy resulted in the murder of over 6 million Jews in concentration camps between 1941 and 1945.

44. Altruism- The belief in or practice of disinterested and selfless concern for the well-being of others.

What Factors and Circumstances Caused the Holocaust and Other Genocide To Happen?

QUESTIONS TO GUIDE INQUIRY

1. What is genocide?
2. What factors and circumstances caused the Holocaust and other genocide to happen?
3. What lessons can be derived from learning about genocide and how can you apply them to today's world?

The Twentieth Century:

Charles Dickens famously opened his, *A Tale of Two Cities*, “It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair.” These words reflect the dichotomous nature of the twentieth century. In this century, an age of modernity was ushered in via the inventions of electricity, mass communications, transportation, and industrial production. Humankind eradicated diseases and increased life expectancies. On the other hand, humankind created industrialized and nuclear weapons that created destruction on a scale unseen. Also, there were major genocides, often predicated on scientific racism and eugenics that stand as atrocities that defies reason. According to the University of Hawaii, 262,000,000 people were killed during the twentieth century due to state-sponsored actions, including war and genocide.

The Armenian Genocide:

The Armenian Genocide was carried out by the “Young Turk” government of the Ottoman Empire from 1915 to 1923. Starting on April 24, 1915, Armenians in the Ottoman armies, serving separately in unarmed labor battalions, were removed and murdered. Of the remaining population, the adult and teenage males were

separated from the deportation caravans and killed under the direction of Young Turk functionaries. Women and children were driven for months over mountains and desert, often raped, tortured, and mutilated. Deprived of food and water, they fell by the hundreds of thousands along the route to the desert. Ultimately, more than half the Armenian population, more than 1,500,000 people, was annihilated. Pontic Greeks and Assyrians were also targeted by the Ottoman Turks. On April 24, 2015, there were international commemorations of the Armenian Genocide, although, the Turkish government denies it was a genocide.

Interactive 14.2 Primary Source Analysis



Study the two quotes in this Google Doc and use the graphic organizer to record your thoughts and questions.

The Ukrainian Genocide/The Great Famine (Holodomor)

In 1932-33, Joseph Stalin, leader of the Soviet Union, imposed the system of land management known as collectivization. Collectivization is when ownership of economic resources is given to the state, abolishing private ownership. Stalin and the Soviet government seized all privately-owned farmland and livestock. By 1932, much of the wheat crop was sold on the foreign market to generate cash to aid Stalin's economic re-shifting of the Soviet economy known as the Five-Year Plan. Laws demanded that no grain could be given to feed the peasants until a quota was met. By the spring of 1933, an estimated 25,000 people died every day in the Ukraine. Deprived of the food they had grown with their own hands, an estimated 7,000,000 persons perished due to the resulting famine in this area known as the breadbasket of Europe.

Interactive 14.3 Holodomor Analysis



Using the linked website, fill in the T-Chart in the attached Google Doc.

The Holocaust

In 1933, the Jewish population of Europe stood at over nine million. Most European Jews lived in countries that the Third Reich would occupy or influence during World War II. By 1945, close to two out of three European Jews had been killed as part of the “Final Solution”, the Nazi policy to murder the Jews of Europe. Although Jews were the primary victims of Nazi racism, other victims included tens of thousands of Roma (Gypsies). At least 200,000 mentally or physically disabled people were murdered in the Euthanasia Program. As Nazi tyranny spread across Europe, the Nazis persecuted and murdered millions of other people. More than three million Soviet prisoners of war were murdered or died of starvation, disease, neglect, or maltreatment. Germans targeted the non-Jewish Polish leadership for killing and deported millions of Polish and Soviet citizens for forced labor in Germany or in occupied Poland. From the earliest years of the Nazi regime, homosexuals and others deemed to be behaving in a socially unacceptable way were persecuted. Thousands of political dissidents, such as communists, socialists, and trade union members were persecuted as well. Religious dissidents, in particular Jehovah’s Witnesses were harmed by Nazi actions as well. Many dissidents died due to their incarceration and maltreatment. By the end of the war millions were murdered, including 6,258,484 Jewish people. Its legacy is still very much being contended with by a world indelibly altered by what happened.

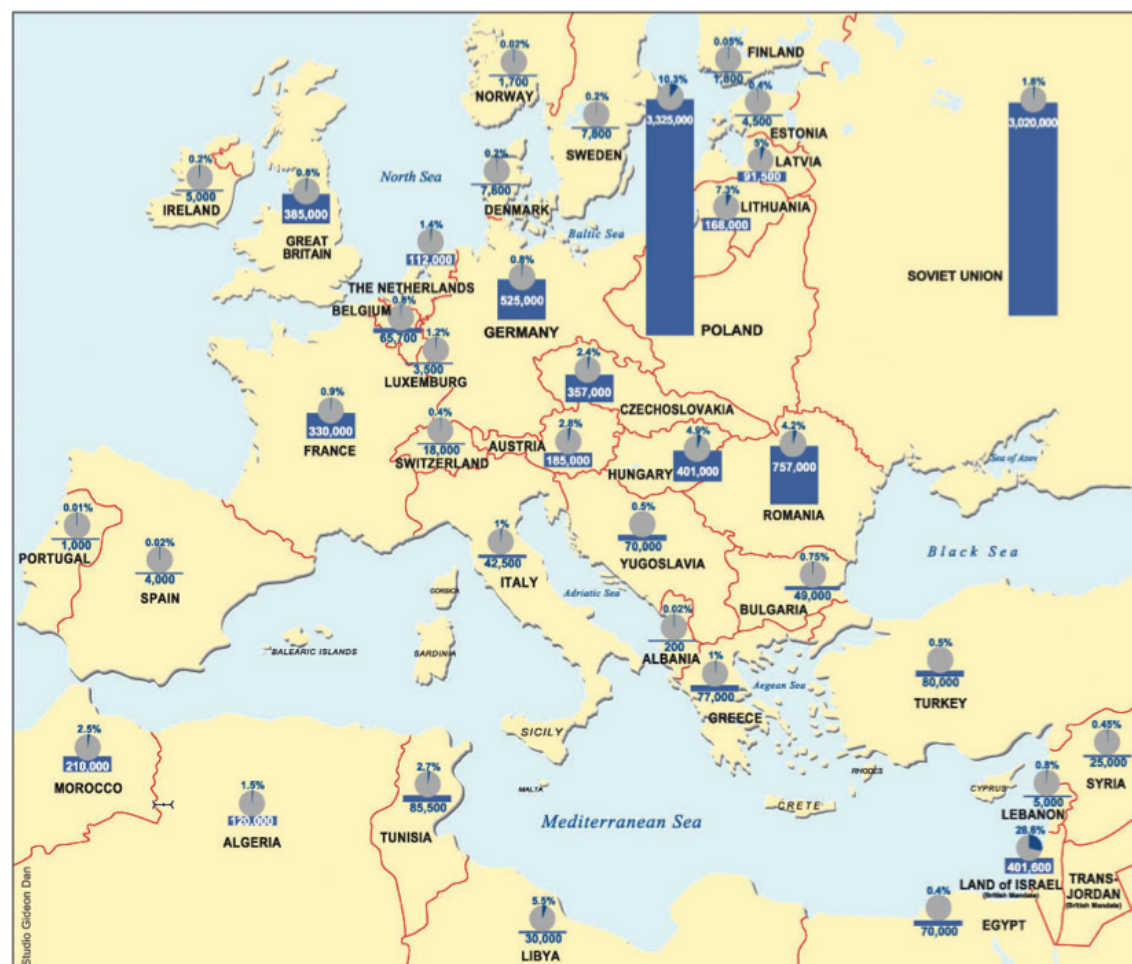
Life Before the War

Prior to the Second World War, there were roughly 11,043,100 Jewish people living in Europe, the Middle East, and Soviet Union. Many of these Jewish populations resided in these nations for centuries. In 1933 the largest Jewish populations were concentrated in eastern Europe, including Poland, the Soviet Union, Hungary, and Romania. Many of the Jews of eastern Europe lived in predominantly Jewish towns or villages, called shtetls (‘SHtetl,’SHtātł). Eastern European Jews lived a separate life as a minority within the culture of the majority. They spoke their own language, Yiddish, which combines elements of German and Hebrew. They read Yiddish books, and attended Yiddish theater and movies. Although many younger Jews in larger towns were beginning to adopt modern ways and dress, older people often dressed traditionally, the men wearing hats or caps, and the women modestly covering their hair with wigs or kerchiefs.

In comparison, the Jews in western Europe—Germany, France, Italy, the Netherlands, and Belgium—made up much less of the population and tended to adopt the culture of their non-Jewish neighbors. They dressed and talked like their countrymen, and traditional religious practices and Yiddish culture played a less important part in their lives. They tended to have had more formal education than eastern European Jews and to live in towns or cities.

Jews could be found in all walks of life, as farmers, tailors, seamstresses, factory hands, accountants, doctors, teachers, and small-business owners. Some families were wealthy; many more were poor. Many children ended their schooling early to work in a craft or trade; others looked forward to continuing their education at the university level. Still, whatever their differences, they were the same in one respect: by the 1930s, with the rise of the Nazis to power in Germany, they all became potential victims, and their lives were forever changed.

Image 14.1 Jewish communities in Europe prior to the Nazi rise to power.



The Rise of Nazi Germany

Primo Levi once said, “Monsters exist, but they are too few in number to be truly dangerous. More dangerous are the common men, the functionaries ready to believe and to act without asking questions.” Germany, demoralized and in economic shambles after the First World War adhered to the fascist policies of the National-Socialist German Workers' Party, otherwise known as Nazis. There is a misnomer that Nazis and their sympathizers were coerced into following this regime. According to Ernst Klee’s book, “The Good Old Days: The Holocaust as Seen by Its Perpetrators and Bystanders”, the rise of Nazism created three groups, victims, perpetrators, and bystanders. A quote from this book came from a policeman in the Einsatzgruppen where he stated, “It was made clear to us that we could refuse to obey and order to participate in the Sonderaktionen (special action) without adverse consequences”. Perpetrators are those who committed the atrocities of the Holocaust, whereas bystanders were those who said or did nothing to prevent the atrocities from happening. Both are complicit. Martin Niemöller, a prominent Protestant pastor who was an outspoken public foe of Adolf Hitler and spent the last seven years of Nazi rule in concentration camps. Wrote a poem demonstrating the destructiveness of collective bystanders.

*First, they came for the Socialists, and I did not speak out—
Because I was not a Socialist.*

*Then they came for the Trade Unionists, and I did not speak out —
Because I was not a Trade Unionist.*

*Then they came for the Jews, and I did not speak out —
Because I was not a Jew.*

Then they came for me—and there was no one left to speak for me.

Bystanders enabling the perpetrators is a theme that resonates today. Injustice and mistreatment of people continues today and the Holocaust demonstrates that it must be confronted, or it will

“Our strength consists in our speed and in our brutality. Genghis Khan led millions of women and children to slaughter- with premeditation and a happy heart. History sees in him solely the founder of a state. It’s a matter of indifference to me what a weak western European civilization will say about me.

I have issued the command- and I’ll have anybody who utters but one word of criticism executed by a firing squad- that our war aim does not consist in reaching certain lines, but it in the physical destruction of the enemy.

Accordingly, I have placed my death-head formations in readiness- for the present only in the East- with orders to them to send to death mercilessly and without compassion, men, women, and children of Polish derivation and language. Only thus shall we gain the living space (Lebensraum) which we need. WHO, AFTER ALL, SPEAKS TODAY OF THE ANNIHILATION OF THE ARMENIANS?

Hitler’s Words on Genocide to his Supreme Commanders and Commanding Generals as the Nazis marched into Poland (August 22, 1939):

continue. Nazis were able to perpetrate their actions for twelve years, from 1933-1945.

A Timeline of the Rise of the Nazi Party

- September 1, 1939- Germany invades Poland, beginning the Second World War.
- November 1938- Kristallnacht pogroms result in violence and destruction toward Jewish people, businesses, and synagogues. Jewish children are banned from attending school.
- June 1938- “Operation June” results in the mass arrest and banishment of Jewish peoples throughout Europe
- July 1937- Nazis establish their first concentration camp at Buchenwald
- March 1936- German troops enter the Rhineland, again violating the terms of the Treaty of Versailles
- September 1935- Nuremberg Laws established. These institutionalized many of the racial theories prevalent in Nazi ideology.
- January 1935- Germany reclaims the Saar Region, violating the agreement established in the Treaty of Versailles
- April 1933- Jewish people have their civil rights removed and their businesses are boycotted
- January 1933- Hitler becomes chancellor of Germany
- July 1925- Hitler publishes, “Mein Kampf”, a book that is instrumental in recruiting and solidifying Nazi membership
- April 1924- Hitler imprisoned for this role in the Beer Hall Putsch
- November 1923- Hitler leads failed coup called the Beer Hall Putsch
- July 1921- Adolf Hitler elected of the Nazi Party

The Ghettos and Jewish Resistance:

In the year 1516, the first official ghetto was established in Venice.

It was used to segregate the Jewish people and deprive them of equal access to economic and social resources. Centuries later Jewish people were forced in ghettos again and conditions were cramped and unsanitary. Jewish people in the Warsaw Ghetto



Where were most ghettos located? What was the Nazi rationale for creating these ghettos? Which stage of genocide are ghettos indicative of?

had to subsist on 187 calories a day. Despite, these conditions, there was resistance against their oppressors.

Resistance took on several forms throughout the Holocaust. Cultural and spiritual resistance was acts of opposition to undermine Nazi power and inspire hope among the persecuted Jews. These acts included creating schools in the ghettos; maintaining religious customs; writing poems and songs or performing concerts or plays; drawing, painting, or secretly photographing observed events; and keeping records of ghetto events and hiding them in the hopes they would be discovered after the war. Active armed resistance entailed acts of sabotage and guerilla attacks. Such resistance continued throughout the duration of the Holocaust.



Members of the United Partisan Organization, A Jewish resistance organization based in the Vilna ghetto.

The “Final Solution”

The Nazis frequently used euphemistic language to disguise the true nature of their crimes. They used the term “Final Solution” to refer to their plan to annihilate the Jewish people. It is not known when the leaders of Nazi Germany definitively decided to implement the "Final Solution." The genocide, or mass destruction, of the Jews was the culmination of a decade of increasingly severe discriminatory measures. After the June 1941 German invasion of the Soviet Union, SS and police units acting as mobile killing units began massive killing operations aimed at entire Jewish communities. By autumn 1941, the SS and police introduced mobile gas vans. These paneled trucks had exhaust pipes reconfigured to pump poisonous carbon monoxide gas into sealed spaces, killing those locked within. They were designed to complement ongoing shooting operations.

On July 17, 1941, four weeks after the invasion of the Soviet Union, Hitler tasked SS chief Heinrich Himmler with responsibility for all security matters in the occupied Soviet Union. Hitler gave Himmler broad authority to physically eliminate any perceived threats to permanent German rule. Two weeks later, on July 31, 1941, Nazi leader Hermann Goering authorized SS General Reinhard Heydrich to make preparations for the implementation of a "complete solution of the Jewish question."

In the autumn of 1941 Himmler implemented a plan to systematically murder the Jews of the General government. Nazi

leaders established three killing centers named Belzec, Sobibor, and Treblinka. Auschwitz-Birkenau, Chelmno, and Majdanek were built soon afterwards, making six death camps. These differed from work camps because these camps were created with the sole purpose of mass murder.

German SS and police murdered nearly 2,700,000 Jews in the killing centers either by asphyxiation with poison gas or by shooting. In its entirety, the "Final Solution" called for the murder of all European Jews by gassing, shooting, and other means.

Main Camps and Killing Sites During the Nazi Era.



What were the differences between work camps and death camps? Where did the Nazis set up the majority of their camps? What do you think their rationale was for doing so?

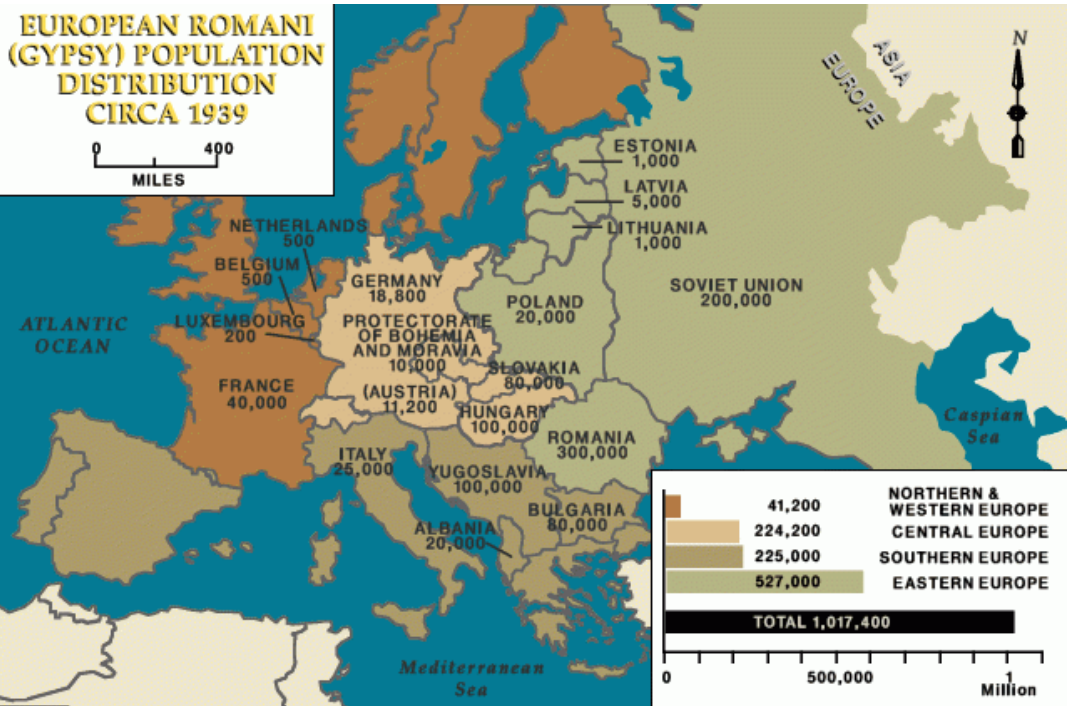
The death toll from these camps are staggering numbers and serve as one of the darkest chapters of human history. Final numbers of deaths and the percentages of populations are the following:

Country	Approximate number of Jews Killed	Percentage of Country's Jews Killed
Austria	50,000	36
Belgium	25,000	60
Belorussia	245,000	65
Bohemia/ Moravia	80,000	89
Bulgaria	11,400	14
Denmark	60	1.3
Estonia	1500	35
Finland	7	2.8
France	90,000	26
Germany	130,000	55
Great Britain	130	--
Greece	65,000	80
Hungary	450,000	70
Italy	7500	20
Latvia	70,000	77

Lithuania	220,000	94
Luxembourg	1950	50
The Netherlands	106,000	76
Norway	870	55
Poland	2,900,000	88
Russia	107,000	11
Romania	270,000	33
Slovakia	71,000	80
Spain	--	--
Sweden	--	--
Switzerland	--	--
Ukraine	900,000	60
Yugoslavia	60,000	80

The Destruction of the Sinti and Roma (Gypsies) during World War II

Roma Gypsies are an ethnic group originating from India which for unknown reasons took to a wandering lifestyle in the late middle ages. Eventually, the Romas reached Europe and became part of the ethnic mix of many countries, contributing in areas such a music and the arts. In June of 1936, the Nazis established an office to, “combat the Gypsy nuisance” that set-in motion the destruction of this group. Historians are uncertain about the numbers of these people prior to World War II, but up to 250,000 of these people were put to death. This constituted the second largest proportional mortality rate, second only to the Jewish people.



1. What nation had the highest gypsy population in 1939? How many gypsies were living there?
2. What region of Europe housed the largest gypsy population in 1939?
3. Using the estimate of 250,000 casualties, what percentage of the Gypsy population of Europe was killed?

Mao Tse-tung’s Cultural Revolution

October 1, 1949 marked Mao Tse-tung’s proclamation of the People’s Republic of China. This ushered in major changes, designed to destroy the traditional Chinese social and political system. At the philosophical foundation of these changes was collectivization. Mao believed that the peasants of China had to have their resources combined and shared in totality. In 1958, he launched the, “Great Leap Forward” campaign. This act was aimed at accomplishing economic and technical development of the country at a faster pace with greater results. Instead, the “Great Leap Forward” destroyed the agricultural system, causing a terrible famine in which 27 million people starved to death.

Why did China’s implementation of Communism result in death?

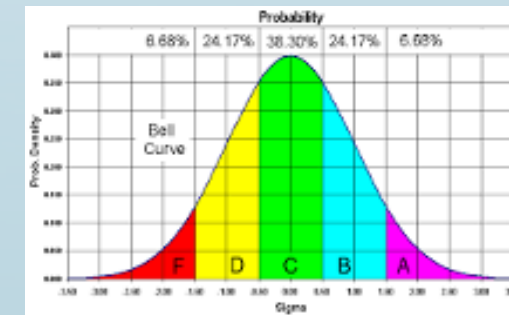
Karl Marx, considered the father of Communism, wrote in his 1875, “Critique of the Gotha Program”:

In a higher phase of communist society, after the enslaving subordination of the individual to the division of labor, and therewith also the antithesis between mental and physical labor, has vanished; after labor has become not only a means of life but life's prime want; after the productive forces have also increased with the all-around development of the individual, and all the springs of co-operative wealth flow more abundantly—only then can the narrow horizon of bourgeois right be crossed in its entirety

and society inscribe on its banners: From each according to his ability, to each according to his needs!

On the surface, this may appear as a kind notion, concerned about the, “development of the individual” and helping people, “according to his needs”. Although Communism’s intent is positive and a means to help people, how did its implementation in China result in mass suffering and death?

Teachers assign students’ letter grades based on their performances. Commonly, these grades in something known as a bell curve and for our purposes, let’s assume this is your class:



Ask yourself the factors of student performance that result in the varying grades. Most would agree that success is a combination of being in class, innate ability and work ethic. Lack of success would be the converse of these three things. This system of grading is founded on competition and stratifies levels of success, the same principles at the root of capitalism. Assume now that your teacher feels bad for the students who are receiving low grades and switches their grading model to a collective, communist model. Your teacher claims, “we’re all in this together” and, “we’re only as strong as our weakest link”. It is announced that every student in the class is receiving a “C” grade, because the entire class mean was 75%.

How would the students with “A” grades before the change feel about this? How would they act moving forward?

How would the students with “C” grades before the change feel about this? How would they act moving forward?

How would the students with “F” grades before the change feel about this? How would they act moving forward?

Most likely, the lowest performing students would be rather happy for this change. Students in the middle-performing group would be somewhat ambivalent and the highest-performing students would be angry. In this model, the collective grade would continue to get lower and lower due to the removal of incentive, meaning the reward given for work and positive actions.

This hypothetical thought exercise had to do with grades. In Mao’s china, it was food and resources needed for survival. When incentive was eliminated from the Chinese peasants, as it was from the students in the thought exercise, things progressively got worse until it resulted in a catastrophe of death on a mass scale.

What Lessons Can We Learn About Genocide?

QUESTIONS TO GUIDE INQUIRY

1. What is genocide?
2. What factors and circumstances caused the Holocaust and other genocide to happen?
3. What lessons can be derived from learning about genocide and how can you apply them to today's world?

Righteousness in the Face of Evil

A natural reaction to learning about genocide is attempting to rationalize and understand why, and how, such events can occur. It is understandable that the study of genocide would make one see human nature and human history in a less than favorable light. However, people did show courage, kindness, and decency during these dark historical episodes. There were people who shunned hatred and division and choose to embrace altruism, or the desire to help others just because it was the ethical, and moral way to behave. In Israel, Yad Vashem was built to commemorate the Holocaust. There they honor the righteous from nations throughout the world as a testament to goodness in the face of evil. We will be exploring some of these righteous individuals in the hope that they serve as inspiration to you to live a righteous life.



Garden of the Righteous



Armin Wegner

Armin Wegner was a German soldier and medic in World War I, a prolific author, and a human rights activist. While he was stationed in the Ottoman Empire during World War I, Wegner was a witness to the Armenian Genocide and the photographs he took documenting the plight of the Armenians today "comprises the core of witness images of the Genocide." In the years following the end of World War I, Wegner also voiced his opposition, at great risk to his own life, against the anti-Semitic policies of the Nazis. In 1933, he authored an impassioned plea to Adolf Hitler on behalf of the Jews of Germany. He suggested that the persecution of the Jews was not just a question of "the fate of our Jewish brothers alone, but also the fate of Germany." Noting that he was writing the letter as a proud German who could himself trace his Prussian familial roots back to the time of the Crusades, Wegner asked Hitler what would become of Germany if it continued its persecution of Jews. Answering his own question, Wegner declared, "There is no Fatherland without justice!" He was persecuted by the Nazis and, for his efforts, is recognized by Yad Vashem as Righteous among the Nations.



Nicholas Winton

Sir Nicholas Winton was a 29-year-old stockbroker who in 1939 organized trains out of Prague to secure the safe passage of 669 Jewish children from Czechoslovakia to England at the dawn of World War II. The evacuees, later known as "Winton's Children," knew little about their rescuer until the 1980s, when his work finally came to light. He was knighted in 2003 and died on July 1, 2015, at the age of 106. Please watch the video below about him.

Interactive 14.4 60 Minutes Story

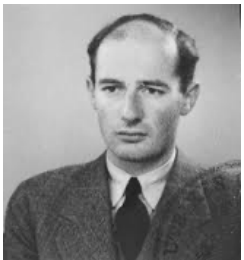




Irena Sendler

When Hitler and his Nazis built the Warsaw Ghetto and herded 500,000 Polish Jews behind its walls to await liquidation, many Polish gentiles turned their backs or applauded. Not Irena Sendler.

An unfamiliar name to most people, but this remarkable woman defied the Nazis and saved 2,500 Jewish children by smuggling them out of the Warsaw Ghetto. As a health worker, she sneaked the children out between 1942 and 1943 to safe hiding places and found non-Jewish families to adopt them.



Raoul Wallenberg

Wallenberg was a Swedish diplomat who helped save thousands of Hungarian Jews. Wallenberg provided thousands of Jews with special Swedish passports and also set up a bureaucracy

in Budapest designed to protect Jews by using "safe houses" where they could receive food and medical supplies. More than 90,000 Budapest Jews were deported to death camps; Wallenberg's efforts may have saved an equal number. Following the liberation of Budapest, Wallenberg was arrested by the Soviets and was never heard from again.



Oskar Schindler

One of the most famous Righteous Gentiles from the Holocaust, Schindler helped to save thousands of Polish Jews by shielding them as workers in his factories. Referring to them as his "Schindlerjuden", meaning, "Schindler's children". Schindler ensured that the Jews in his factories worked but were also fed, no-one was beaten, and no-one was killed. It became an oasis of humanity in a desert of moral torpor. His story is immortalized in a film called "**Schindler's List.**"

Yad Vashem, who houses the memorial and database of the Righteous Among the Nations, has a strict criterion their committee uses to determine who is considered part of the righteous. Righteous individuals must have had active involvement in being a rescuer with acknowledged mortal risk during the endeavor. Their motives must have been humanitarian and there must be testimonial or archival materials to support their actions. These individuals stand a testament to human goodness in the face of overwhelming evil. They remind us that we all have a choice to behave ethically and not be a perpetrator, or bystander, as many of their countrymen were.

Reflection writing: What do you feel were the motives behind the actions of these righteous individuals? What observations and conclusions can you make based upon evaluating these numbers?

Important sources for more information.

1. <http://www.genocidewatch.org/genocide/tenstagesofgenocide.html>: Explanation of the ten stages of genocide, along with a PowerPoint link found at the bottom of the page.
2. <http://twentyvoices.com>: 20 oral histories on the Armenian Genocide, multiple awards for excellence when it was launched in 2006.
3. <http://www.theforgotten.org/intro.html>: Comprehensive site on the Armenian Genocide, featuring a 1999 Peter Jennings newscast and the photos of Armin Wegner.
4. <http://www.ushmm.org>: Web site to the United States Holocaust Museum
5. <http://www.holocaust-trc.org>: Holocaust Teacher Resource Site
6. <http://www.holodomorct.org>: A site on the Holodomor, or Ukrainian mass killing of 1932-33
7. <https://cis.uchicago.edu/sites/cis.uchicago.edu/files/resources/110128-ukraine-holodomor-educators-curriculum.pdf>: Chicago School's Curriculum Guide on Holodomor
8. <http://chinese posters.net/themes/great-leap-forward.php>: Chinese propaganda posters. These are a stark contrast to the 45 million who died in four years under Mao Zedong.
9. http://www.ipahp.org/index.php?en_acts-of-genocide: Compilation of genocides since 1945 if you wish to further expand student investigation into genocide.
10. <http://www.yadvashem.org/righteous/about-the-righteous>: A source to explore righteousness and altruism as a contrast to the atrocities of genocide.
11. <http://www.un.org/en/documents/udhr>: Copy of Universal Declaration of Human Rights.