

Reporting on the Nuremberg Trials

The Holocaust

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Grade Level	9th – 12th Grade	**Time Frame**	4-5 class period(s)
Subject	Social Studies	**Duration**	200-250 minutes
Course	U.S. History		

Essential Question

Are actions during wartime justified? How did the US react to the Holocaust? Can future genocides be prevented?

Summary

Students will examine the results of the Holocaust and evaluate the defense of Nazi leaders at the Nuremberg Trials. Students will create a mini-documentary from guided research about the Holocaust and the subsequent trials as if they are reporting back to the American audience in 1946. Students will identify key elements that may prevent future genocides.

Snapshot

Engage

Students answer a hypothetical question and complete a Commit and Toss activity.

Explore

Students watch and discuss a World War II news reel of Jewish concentration camps.

Explain

Students research the evidence presented at the Nuremberg trials from varying perspectives and create and present a mini-documentary of the Nuremberg trials as if they have just been completed to report back to the American audience at home.

Extend

Students read a commentary on genocide in the world and its prevention through a Jigsaw reading activity and create a statement about the personal prevention of genocide from their reading.

Evaluate

The mini-documentary can serve as the assessment. The statements on genocide prevention can also serve as an assessment.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR402: Draw logical conclusions in somewhat challenging passages
IDT403: Summarize key supporting ideas and details in somewhat challenging passages
REL403: Identify clear cause-effect relationships in somewhat challenging passages

Oklahoma Academic Standards (Social Studies: United States History (9th through 12th grade))

USH.5.3: Summarize American reactions to the events of the Holocaust resulting in United States participation in the Nuremberg Trials which held Nazi leaders accountable for war crimes.

Attachments

- Documentary Rubric for Nuremberg Trials - Spanish.docx
- Documentary Rubric for Nuremberg Trials - Spanish.pdf
- Documentary Rubric for Nuremberg Trials.docx
- Documentary Rubric for Nuremberg Trials.pdf
- How We Can Prevent Genocide Commentary - Spanish.docx
- How We Can Prevent Genocide Commentary - Spanish.pdf
- How We Can Prevent Genocide Commentary.docx
- How We Can Prevent Genocide Commentary.pdf
- How to Write a Treatment - Spanish.docx
- How to Write a Treatment - Spanish.pdf
- How to Write a Treatment.docx
- How to Write a Treatment.pdf
- Storyboard template - Spanish.docx
- Storyboard template - Spanish.pdf
- Storyboard template.docx
- Storyboard template.pdf
- Student Research Resources for the Nuremberg Trials - Spanish.docx
- Student Research Resources for the Nuremberg Trials.docx
- Video Production Planning - Spanish.docx
- Video Production Planning - Spanish.pdf
- Video Production Planning.docx
- Video Production Planning.pdf

Materials

- Access to iPads with iMovie , power point, or Windows Movie Maker on student computers
- Student Resource list of websites for research and storyboard planner
- Video link to World War II news reel (https://www.youtube.com/watch?v=rtsnp1m85EI)
- Photo Gallery of Jewish victims of Nazi genocide (https://www.jewishvirtuallibrary.org/jsource/Holocaust/aumb1.html)
- Rubric for Multi-media presentation

Engage

Have these questions displayed on the board as students walk into the classroom. "What if you were told to do something that you KNEW to be wrong by a person in authority like a teacher? What would you do?" Ask them to write a response to these questions on a sheet of paper and crumple the paper for a Commit and Toss Activity. (An explanation of Commit and Toss is found in the link.) Have students share varying responses. Allow for as many responses as possible.

Have students watch a news reel taken at the time of the liberation of Jewish people. This YouTube video is a newsreel that is hyper linked here: American News Reel Caution: This is very graphic showing mass graves and near death starvation. This video was the least graphic of the videos reviewed. However, you may wish to preview or show only a brief segment. There are also alternative, less graphic photos at the photo galleries of the Jewish Virtual Library of Photos.

Tell students that we will investigate today the responses of Nazi leaders and soldiers who were told to kill Jewish citizens in the Nazi Death Camps. Were their actions justified because it was wartime? Would they have been killed for disobeying an order? Allow limited class time for discussion.

Explore

Students will move into groups of 3 or 4 to fulfill the following scenario:

The date is 1946 after World War II. *Your team has been hired to report back to the American public information about the Jewish Holocaust, its survivors, and the fate of the Nazi soldiers and leaders at and after the Nuremberg Trials. You will create a brief documentary that is as objective as possible so that it gives the American people multiple viewpoints.*

Pass out the rubric , the student research resource list, and the storyboard template for the documentary. Go over the expectations of the documentary from the rubric so that all student teams are clear about the documentary. The documentary can be done in power point or as a documentary movie (iMovie, Windows Movie Maker, etc.) depending on your school's technology capabilities.

Allow at least one to two class periods for research and planning the video. Students can share with the teacher the script/storyboard plan prior to formalizing the documentary. By the end of the third class period, students should have completed production of their documentary.

Teacher's Note

There are many online resources available to help students plan to create their videos: Storyboard That can help with creating storyboards; Georgetown University has information and production advice for every step of the process How to Make your Movie, which is a pay-for class online, has made its class's "Production Notebook" available without a log-on and can be used as a reference. The "Video Production Planning" and "How to Write a Treatment" documents, located under Attachments, can help some students plan for their documentaries but will not be necessary for all students. The "Video Production Planning" attachment does refer to shot logs and scene/take logs, which can be downloaded for use from Videomaker if you wish.

Explain

Day 4- Student teams will present their documentary to the class as they have interpreted the rubric. The teacher may use the rubric to score documentaries.

Extend

Day 4 to 5- Show students that genocides like the Holocaust continue to occur in the world.

1. Can future genocides be prevented?
2. What should be an American's role in preventing future genocides?
3. Can we (students) do something to prevent genocide now?

Jigsaw Reading Activity-- Place the three questions on the board and then divide students into groups by numbering students 1s, 2s, 3s, and 4s. If your class is large, you may have two groups of one, two groups of twos, etc. so that your student groups are not over 4. Pass out the paper on "How We can Prevent Genocide" commentary. Students should read ONLY the page of the commentary with the SAME number as their group. After they read, they should create a summary statement of what they have read and also answer the three questions as a group.

Have each numbered group share their summary and responses to the questions. The summary and the question responses can be used as an assessment.

Evaluate

The documentary will be the assessment. The story board can be used as a formative assessment. The Extend activity can also be assessed as a summative assessment.

Resources

- Storyboard That: https://www.storyboardthat.com/storyboard-creator
- Georgetown University Library: http://guides.library.georgetown.edu/documentary
- How to Make Your Movie: http://www.howtomakeyourmovie.com/PDF/production_notebook.pdf
- Videomaker: http://www.videomaker.com/video-production-forms-download
- TimeRime: http://timerime.com/en/timeline/1034900/Genocides+from+the+20th+Century+to+Now/
- United Nations, "Office of the special Adviser on the Prevention of Genocide:" http://www.un.org/en/preventgenocide/adviser/pdf/osapg_booklet_eng.pdf
- K20 Center. (n.d.). Commit and toss. Strategies. https://learn.k20center.ou.edu/strategy/119