

Social Studies Lesson Plan
Grade 10 - Lesson 3 – German Invasion of the Soviet Union

| Unit of Study | Lesson Title | Duration of Lesson | Date(s) |
|--|--|---|---------|
| The Axis Advances 1939-43 | Germany's Invasion of the Soviet Union and the development and implementation of the Holocaust | 55 Minutes | |
| Design Question/Focus of the Lesson/Addressing Content | | | |
| <ul style="list-style-type: none"> Why did Germany invade the Soviet Union? Under what rules or orders did the German army conduct its war against the Soviet Union? Why did Germany massacre Jews in the lands of the former Soviet Union? How did the Holocaust in the Soviet Union differ from the Holocaust in western Europe and Poland? | | | |
| <input checked="" type="checkbox"/> Introducing New Knowledge | <input checked="" type="checkbox"/> Deepening or Practicing | <input checked="" type="checkbox"/> Generating and Testing Hypotheses | |
| Learning Goals/Objective (Based on standards.) | | | |
| <ul style="list-style-type: none"> SS.912. W.7.7: Trace the causes and key events related to World War II. SS.912. W.7.8: Explain the causes, events, and effects of the Holocaust (1933-1945), including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims. RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. RH.11-12.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. | | | |
| Scale | | | |
| 2.0 Simpler Content | 3.0 Target (Objective) | 4.0 More Complex | |
| Students will be able to identify the military and political orders that governed Germany's invasion goals in the Soviet Union. | Students will understand the relationship between political violence against Communists and violence against Jews in the Soviet Union. | Students will understand how and why the unprecedented violence of the war between Germany and the Soviet Union resulted in the Holocaust, massacre of Jews in the east, and killing centers for all European Jews in Poland. | |
| Assessment and Monitoring (Checks for content and desired effect.) | | | |
| <ul style="list-style-type: none"> Student group work: lists and brief explanations responding to "critical questions" in each of three activities. Student participation in class review of group work responses to "critical questions." Students' ability to compare their predictive responses to the documents they studied and to draw accurate conclusions about the Holocaust in the former Soviet Union. | | | |
| Critical Information Chunks/Close Read (As determined by learning targets.) | | | |
| Essential Vocabulary: genocide, Pale of Settlement, Baltic states, ethnic homogeneity, <i>lebensraum</i> (living space); Bolshevik, Jewish-Bolshevik Commissars, Einsatzgruppen, collaborators, partisans, sabotage, annihilation, mass murder, massacre | | | |
| Instructional Strategies/Lesson Activity | | | |

Opening Activity

On the white board, teacher will list the three major goals of the Nazi attack on the Soviet Union (1. Complete destruction of Communist Russia, 2. Ethnic Homogeneity/elimination of Jews, Communists and others from all German Occupied lands, 3. Economic Self-sufficiency/Lebensraum). Ask students to read each goal aloud. Ask students to view the film segment: [http://ww2history.com/videos/Eastern/A different kind of war](http://ww2history.com/videos/Eastern/A_different_kind_of_war)

Note: if the link does not play when you click on it, copy the link into your browser and hit enter to see the short video.

Based on viewing the film, teacher will ask the class to respond to the following questions and record responses on white board: (5 minutes)

The Nazis viewed the war against the Soviet Union as a “different kind of war.”

- 1) Why?
- 2) How do we know?
- 3) What do you think will be the impact of the German invasion on Communists and Jews?

Activity 1: von Reichenau’s Orders on German Troop Behavior.

The teacher will give students a copy of **Worksheet 1, Orders to German Soldiers**. Teacher will place students in teams of four and ask each group to read the orders and answer these questions: (15 minutes)

- What were the Nazi objectives for the Soviet Invasion?
- What did the Nazi government require German soldiers on the eastern front to do?
- Predict what these orders mean for Communists and Jews as German armies marched through the Soviet Union.

Teacher will record responses of each group on white board.

Activity 2: Who were the *Einsatzgruppen*?/What was their relationship to Jews in the former Soviet Union?

Students will remain in teams of four (25 minutes). Teacher will distribute **Worksheets 2 and 3**, maps for reference as students watch the film.

Worksheet 2: Einsatzgruppen routes into Soviet Union

http://www.yadvashem.org/untoldstories/img/barbarosa_map.pdf

Worksheet 3: Sites of the Holocaust in the former Soviet Union

http://www.ushmm.org/wlc/en/media_nm.php?ModuleId=10005130&MediaId=342

Ask each group to complete the following activities:

- **Definition activity:** view the short film about the Einsatzgruppen and record brief responses to the following questions: http://www.ushmm.org/wlc/en/media_nm.php?MediaId=8862 (12 minutes)
 - What are the Einsatzgruppen?
 - What is their relationship to the German army invading the Soviet Union?
 - What did they do?
 - Where did they do it?
- **Document analysis:** Teacher will distribute **Worksheet 4, Einsatzgruppen Report by SS Colonel Karl Jäger, Report listing all executions from 6/22/41 through 12/1/41**. Ask groups to read the report at <http://www.holocaustresearchproject.org/einsatz/jagerletter.html> And write a brief paragraph describing the relationship between the film segment and the report, based on the following questions:
 - What is the report about?

- Who wrote it?
- What does this report tell us about the impact of the Einsatzgruppen on Jews living in the former Soviet Union? In your opinion, do the German Army's invasion orders affect the fate of Jews in this region? If so, how? If not, explain.

ELL Students

All the activities in this lesson are completed together by the whole class and in small groups.

ELL students will work with group members to define essential vocabulary and to define the word and explain its significance in their native language.

ELL students will view short film clips and maps with students in small groups where the group will compile lists or write brief paragraphs.

Assignment(s)

Small group responses to questions following each film segment: lists and paragraphs

Resources and Materials

Textbook

Teacher Background information located at <http://www.yadvashem.org/untoldstories/database/homepage.asp>

Film: Nazi view of German Invasion of the Soviet Union located at http://ww2history.com/videos/Eastern/A_different_kind_of_war

Note: if the link does not play when you click on it, copy the link into your browser and hit enter to see the short video.

Film: The Einsatzgruppen located at http://www.ushmm.org/wlc/en/media_nm.php?MediaId=8862

Documents: Teacher will print copies of:

- Orders of General Field Marshall von Reichenau (Worksheet 1, attached)
- Maps: (Worksheets 2 and 3)
 - Einsatzgruppen routes into Soviet Union
http://www.yadvashem.org/untoldstories/img/barbarosa_map.pdf
 - Sites of the Holocaust in the former Soviet Union
http://www.ushmm.org/wlc/en/media_nm.php?ModuleId=10005130&MediaId=342
- SS Colonel Karl Jäger's Report (Worksheet 4)
<http://www.holocaustresearchproject.org/einsatz/jagerletter.html>

Worksheet 1. Von Reichenau's Orders to German Troops on the Eastern Front

[6th Army] Army H.Qu., 10 October 1941

Subject: Conduct of Troops in Eastern Territories.

Regarding the conduct of troops towards the Bolshevistic system The most essential aim of war against the Jewish-Bolshevistic system is a complete destruction of their means of power.The soldier in the Eastern territories is not merely a fighter according to the rules of the art of war but also a bearer of ruthless national ideology and the avenger of bestialities which have been inflicted upon German and racially related nations.

Therefore, the soldier must have full understanding for the necessity of a severe but just revenge on subhuman Jewry. The Army has to aim at another purpose, i.e. the annihilation of revolts in hinterland, which, as experience proves, have always been caused by Jews.

The fear of German counter-measures must be stronger than threats of the wandering Bolshevistic remnants. Regardless of all future political considerations the soldier has to fulfill two tasks:

- 1.) Complete annihilation of the false Bolshevik doctrine of the Soviet State and its armed forces.
- 2.) The pitiless extermination of foreign treachery and cruelty and thus the protection of the lives of military personnel in Russia.

This is the only way to fulfill our historic task to liberate the German people once and for all from the Asiatic-Jewish danger.

Commander-in-Chief

(signed) von Reichenau

Field Marshal