

LESSON: Non-Jewish Victim Timeline Extension

GRADE LEVEL: Adaptable for grades 7–12

This is an *extension to a foundational lesson that introduces key concepts and information to students.*

RATIONALE

The Nazi regime persecuted various groups of people on ideological grounds. Jews were the primary targets for systematic persecution and mass murder by the Nazis and their collaborators. But Nazi policies also led to the brutalization and persecution of millions of others. Nazi policies towards all victims were brutal, but not identical.

This extension highlights individual stories of non-Jewish victims and provides context for why the Nazis and their collaborators targeted various groups of people.

NOTE: This guide expands upon individual profile cards found in the [Timeline Activity](#).

OVERVIEW

GUIDING QUESTIONS

- Who were the primary victims of the Holocaust?
- What other groups of people did the Nazis target, and why?

TEACHER PREPARATION

- *Holocaust Encyclopedia* article: “[Who Were the Victims](#)”
- Review [Guidelines for Teaching about the Holocaust: Avoid Comparisons of Pain](#)
- Students can complete this extension
 - Immediately after completing step 2 of the foundational Timeline Activity
 - After completing the entire foundational Timeline Activity

MODIFICATIONS

The lesson is intentionally flexible to allow for individual teacher modifications to achieve the educational outcomes. Technology and teaching strategies are suggested in the instructional sequence; please use other options if they support the learning needs of your students. Consider utilizing graphic organizers, note taking strategies, reading choices and online engagement tools.

Educators may choose to use learner variability modifications specific to this lesson:

- Provide students with choices as to how they access information throughout lessons, i.e. read print alone, read print with a partner, read along while the teacher reads aloud, etc.
- Define additional terms that would clarify understanding for students.
- Use online discussion or engagement tools that work best in your classroom, such as Padlet.
- [Holocaust Encyclopedia](#) articles are available in various languages; refer to the word “Language” and select the Globe icon available on the lefthand side of the article.

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- The (i) buttons in *Holocaust Encyclopedia* articles provide definitions for terms students may be unfamiliar with.
- Consider the length of the article and difficulty of the vocabulary when assigning articles. For example, the shortest article in the chart below is for “Soviet Prisoners of War.”

The Timeline Activity cards can be accessed digitally through PDFs, printed from the PDFs, online through the online Timeline Activity, or teachers can request a free hard copy set from the USHMM. All versions of the Timeline Activity can be accessed [here](#).

INSTRUCTIONS

1. After completing the [Timeline Activity](#), students read the Holocaust Encyclopedia article “[Who Were the Victims](#).” Teachers can screen share the articles in class, assign them for homework prior to the extension, or have students read individually or in small groups. Optional reading: “[Nazi Racism: An Overview](#)”

ASK THE STUDENTS

- Why were Jews the primary victims of the Nazi regime?
- What other groups did Nazis target, and why?

2. The chart below highlights [individual profile cards](#) for non-Jewish victims available in the [Timeline Activity](#). Working individually, in pairs, or in small groups, assign students to focus on a victim group.
3. Students read the information on the profile card for the individuals in their assigned group and read the corresponding Holocaust Encyclopedia article(s).

Optional: all profile cards are read aloud for the entire class to hear.

Note: The number next to the individual’s name is the “page number” of the profile card in the PDF for that person.

VICTIM GROUP	INDIVIDUAL PROFILE CARDS	HOLOCAUST ENCYCLOPEDIA ARTICLES
1. People with disabilities	August Alzen (4); Alfred Woedl (43)	The Murder of People with Disabilities ; Euthanasia Program and Aktion T4 ; Nazi Racism: In Depth
2. Jehovah’s Witnesses	Magdalena Kusserow (18)	Nazi Persecution of Jehovah’s Witnesses

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3. Roma	Stefan Moise (25); Ossi Stojka (35)	Genocide of European Roma ; Nazi Racism: In Depth
4. Afro-Germans	Dorothea Diek (10)	Afro-Germans During the Holocaust ; Nazi Racism: In Depth
5. Soviet Prisoners of War	Alexander Pechersky (arrested as Soviet POW) (30); Alexander Tolupow (37)	Nazi Persecution of Soviet Prisoners of War
6. Gay Men	Harry Pauly (29)	Gay Men Under the Nazi Regime ; Lesbians Under the Nazi Regime ; Paragraph 175 and the Campaign Against Homosexuality
7. Political Opponents	Carl Gaertig (14); Carl von Ossietzky (39)	Political Prisoners
8. Non-Jewish Poles	Father Stanley Dabrowski (9); Wladyslaw Surmacki (36)	Polish Victims

4. Students then pair with another group:

- Group 1 works with group 2
- Group 3 works with group 4
- Group 5 works with group 6
- Group 7 works with group 8

Working together, students take [notes](#) and/or complete a Venn diagram to analyze intersections and differences between victims in their groups. Students can create their own Venn diagrams to share with the class using online generators like [Canva](#), or draw simple ones by hand.

5. After the research and Venn work:

ASK THE STUDENTS

- What groups did Nazis target, and how?

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- Nazi policies towards all the victim groups were brutal, but not identical. What are similarities and differences between the group you studied and the group you paired with? Does it intersect with Jewish victim experiences? How?

CONCLUSION

1. Students share their Venn diagrams with their classmates, merging it to one diagram that shows the different victims of Nazi persecuton and how they intersect and differ from the Nazi's primary target: Jewish people. Teachers can create a Venn diagram online or on the board where students can place their information.

ASSESSMENT OPTIONS

- Venn diagrams and questions can be assessed for understanding.
- Students use [Flipgrid](#) or [Padlet](#) to answer the last question, incorporating evidence from the lesson.
- Students construct a thesis statement addressing the question *“Nazi policies towards all the victim groups were brutal, but not identical. What are similarities and differences between Nazi policies toward the group you studied and the group you paired with? How does it intersect with Jewish victim experiences?”*
- Students write a six-word summary of the concluding Venn diagram activity.

FURTHER LEARNING

- [Online database of Identification Cards](#) (available in 18 languages, including Spanish)
 - Scroll to the bottom of the page and select “Languages” on the left hand side to find profile cards in different languages