CURR 355 - Introduction to Teaching History
8 Lessons: The Holocaust
Grade 10 Academic Canadian History
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Unit Overview:

This unit is designed to teach grade 10 Canadian history students about the Holocaust during World War II through a variety of activities. The unit is comprised of 8 lessons that are based around the big six historical thinking concepts developed by Peter Seixas. Students will start the unit by looking at an introduction to primary and secondary sources as a preliminary assessment of their previous knowledge of source types. They will go on to use these skills throughout the rest of the unit. Students will work through a variety of different genres of writing and presenting, including a panel discussion, debate, reflection, and a letter to a Holocaust survivor. The letter will be their culminating assignment, while their formative assessments will be a series of worksheets, reflections and presentations to demonstrate their knowledge and understanding. These assessments will be based on the content that is presented in class through lecture style class discussions, videos, books and internet sources. The content will be based on the following curriculum expectations.

Curriculum Expectations:

The three following curriculum expectations are the focus of this set of lessons. By the end of the unit, students must demonstrate knowledge and understanding of the following concepts and expectations:

- Distinguish between primary and secondary sources of information (e.g., primary: artifacts, diaries, documents; secondary: books, articles), and use both in historical research;
- Analyse significant events related to the Holocaust (e.g., the rise of anti-Semitism and Nazism; concentration camps, and death camps) and Canada’s response to those events;
- Describe atrocities committed during World War II and assess Canada’s response to them (e.g., concentration camps).
Lesson 1: Introduction

Learning Goal: Students will demonstrate their understanding of the difference between primary and secondary sources. Students will also be introduced to the 5 W’s of the Holocaust.

Materials:
A selection of books, journals, photographs and websites with primary and secondary sources (listed under Student Resources found at the end).
Worksheet #1.
Primary Source Documents: Appendix 1.1, 1.2

Plan of Instruction

Step 1: Warm up (10 minutes)
Ask the students what they know about the Holocaust from previous classes, books, movies, television and other sources. After a brief discussion, project the images 1.1 and 1.2 from the appendix and ask prompting questions;
What do you see in these images?
How do these images make you feel?

Step 2: Discussion (10 minutes)
Give a brief introduction to the Holocaust, discussing who, what, where, when and why. Have the students take notes on the worksheet and ask questions as you go through the introduction.

Step 3: Modeling (10 minutes)
Show examples of both primary and secondary sources and explain the differences. Start with a few of the sources from the student resource list, but encourage them to find other sources of their own. On worksheet #1 have them write down the definitions of primary and secondary sources for their notes.

Step 4: Guided Practice (15 minutes)
Give the students time to look through books and online at a list of resources. Have them categorize these resources on the T-chart from handout #1 into primary and secondary. They should find examples of 5 primary and 5 secondary sources. Spend time with individual students to make sure they understand.

Step 5: Independent Activity (15 minutes)
Have the students write 1 paragraph about 1 of the resources that they find. They should briefly explain what type of resource it was and why they thought it was important.

Step 6: Sharing / Discussing / Teaching (15 minutes)
Put the students into small groups of 4 or 5 and have each of them share their resource with the group and explain why they chose it.
Assessment:
Collect worksheet #1 with their notes, T-chart and paragraph to make sure they were working and understand the material, and to see how each individual has connected with a resource. This will be their preliminary assessment and will be worth a mark for unit understanding once completed.
Lesson 2: Cause and Consequence

Learning Goals: Revisit the causes of World War II and discover the links that lead to the Holocaust, and discuss the consequences of the Holocaust. Students will understand that not all Germans were Nazis, and why non-anti-semitic. Germans voted for the Nazi Party.

Materials:
Worksheet #2,
German voters' profiles,
origins of Anti-Semitism video:
http://www.ushmm.org/confront-antisemitism/european-antisemitism-from-its-origins-to-the-holocaust

Primary Source Documents: Appendix 2.1, 2.2

Plan of Instruction

Step 1: Warm up (15 min)
Start by showing the class the video “European Anti-Semitism from its origins to the Holocaust” as an introduction to anti-semitism. Then project the Nazi’s anti-semitic propaganda posters (2.1 and 2.2) for the class to see.

Step 2: Discussion (15 min)
Start a discussion with the class about the causes of World War II. This will be a way for the students to revisit what they have already learned about World War II and connect it to how the Holocaust began. The discussion will mainly focus on the Treaty of Versailles, the aftermath of World I in Europe and Germany in the 1920s-30s.

Step 3: Modeling (15 min)
The teacher will explain the unrest of the German people after WWI. The teacher will then read out the three different Party Platforms from the 1932 German elections. As the teacher reads aloud, they will use reading strategies such as highlighting and defining difficult words.

Step 4: Guided Practice (10 min)
Divide the students into 7 groups. Each group will be given a case study of a German Voter (four of which would have voted for the Nazi Party). As a group they will read the case study aloud, and then answer as a group the questions on their worksheet. Students will present their findings to the class. The class will discuss if they agree with the findings. The teacher will compile their results and students will fill in the rest of their worksheet.

Step 5: Sharing / Discussing / Teaching (10 min)
The teacher will discuss that their findings reflect that voting for the Nazi Party was a consequence of the terrible conditions which the German people were facing after WWI and the Treaty of Versailles. Students will then be asked to fill in the rest of their worksheet which asks them to relate causes of the holocaust to the consequence of the Holocaust.
Step 6: Independent Activity (10 min)

Student will fill in the Cause and Consequence diagram independently.

Assessment:

Students will hand in their Cause and Consequence diagram as part of their formative assessment.
Lesson 3: Evidence

Learning Goal: Students will be able expand their knowledge of primary and secondary sources. Students will use sources as evidence to prove that the Holocaust really happened.

Materials:
Cut outs of timeline
5 Laptops-5 dvds,
photocopy of chapters
Worksheet #3
Primary Source Documents: Appendix 3.1, 3.2

Plan of Instruction:

Step 1: Warm up (15 min)
Students will be given a piece of paper, on which there will be one key event in the evolution of Holocaust denial. As a class, they will all get up and lineup chronological based on the year on their sheet. Students will be asked to read aloud their event as we go through the interactive timeline. There are 33 events so use discretion if your class is smaller and take some out if necessary.

Step 2: Discussion (10 min)
The Holocaust is one of the most well documented events in history. Have students discuss what primary source evidence they have seen thus far in this unit that proves that the Holocaust happened and make a list. Ask students what motivations people have for denying the Holocaust.

Step 3: Modeling (15 min)
As a class the teacher will demonstrate the steps involved in the worksheet using page 52-23 from the book. The students will use Holocaust: The Events and their Impact on Real People. This book includes a compilation of primary resources (3.1).

Step 4: Guided Practice/ Group Work (60 min)
Students will be divided in 5 groups. Each group will be given a chapter from Spielberg’s book Holocaust: The Events and their Impact on Real People. Chapters are: The Ghettos, The Murder of the Victims, Clinging to Life, The End of the War, The Aftermath. Each group will then divide the chapter so that it is evenly distributed. Students will: summarize their chapter, identify primary and secondary sources, reflect on video clips of survivor stories (3.2), and use the evidence they found as a group to prove to the class that their part of the Holocaust really happened.

Step 5: Sharing / Discussing / Teaching (12 min)
Each group of students will have 3 minutes to present their topic and proof that the Holocaust did happen.

Assessment:
Collect worksheet #3 from each group as part of their formative assessment.

Lesson 4: Perspective
Learning Goal: Students will study Canadian, German, Nazi, and Jewish perspectives from World War II in order to further understand the Holocaust and the motivations behind each group.

Materials:
Student Resources, specifically the following sources:
United States Holocaust Memorial Museum Website (warm up activity)
Canadian Perspective: http://www.cic.gc.ca/english/multiculturalism/holocaust/history.asp
http://www.whitepinepictures.com/seeds/iii/36/sidebar.html
Ordinary German: http://www.historyplace.com/pointsofview/goldhagen.htm
Nazi: http://www.bbc.co.uk/history/worldwars/wwtwo/nazi_propaganda_gallery.shtml
Jewish: http://holocaustcentre.com/Educators-Students/Student-Symposium
Primary Source Documents: Appendix 4.1, 4.2

Plan of Instruction:

Step 1: Warm up (10)
Use the following website to do a brief photo activity (4.1 and 4.2). Ask the students to describe the images without any background knowledge. After gathering some preliminary ideas, reveal the description to see if they made correct or incorrect assumptions.

Step 2: Discussion (5)
Give a brief introduction of 4 perspectives (Jewish, Nazi, German and Canadian) and discuss each with the class.

Step 3: Modeling (5 minutes)
Explain to the class how a panel discussion works. Give some examples and write down a format for them to follow on the board.

Step 4: Guided Practice (30 minutes)
Divide the students into 4 groups and assign each group a perspective with which to work. Give the students access to the internet and books in order to collect information to develop their perspective with examples and resources. Go around to each group and help them form an argument to present to the class.

Step 5: Sharing / Discussing / Teaching (25 minutes)
Start the panel discussion. Each group gets 5 minutes to present their perspective.

Assessment:
This can be assessed formatively as a presentation grade. Make sure the students know ahead of time that they will be marked on the level of content that they present at the end.
Notes:
There is no Independent Activity in this lesson because they are working in groups.

Lesson 5: Ethics
**Learning Goal:** Students will continue to work with their knowledge, from the previous class on perspective, to discuss, in more depth, the problematic ethical decisions Canada made during the Holocaust.

**Materials:**
Student Resources,
http://www.cic.gc.ca/english/multiculturalism/holocaust/history.asp

**Primary Source Documents:** Appendix 5.1, 5.2

**Plan of Instruction:**

**Step 1: Warm up (5 minutes)**
Start off by asking 1 member of each of the panel groups from the last class to briefly summarize their perspectives as a refresher.

**Step 2: Discussion (10 minutes)**
Number off each of the 4 panels and split the class into new groups with at least 1 person from each perspective group in each group. Ask them to generate a discussion and ask questions that may have gone unanswered from the previous lesson.

**Step 3: Modeling (10 minutes)**
Give a short introduction to debates. Write out the proper debate format on the board and explain the rules and etiquette of a classroom debate. Get two volunteers to come up to the front of the class to give an example such as peanut butter vs. nutella. Have each student pick a side and demonstrate a very simple debate for the class.

**Step 4: Guided Practice (10 minutes)**
Divide the class into 2 groups. One side will represent Canadian Jewish sympathizers who would have argued why Canada should help the Jewish people during World War II. The second group will represent those who did not sympathize and did not feel that Canadians needed to help them. This will be difficult for the students because they will automatically want to argue ethically in terms of what we believe to be the right thing to do based on modern views and hindsight.

**Step 5: Independent Activity (45 minutes)**
Give the students time to work out 3 arguments for each side. Spend time with each group discussing the ethical implications of each decision. The students will need access to the internet and books from the student resource list for their research of both opinions.

**Step 6: Sharing / Discussing / Teaching (40 minutes)**

Have the students present their debate. This would be best to do the next day so that the class has more time to develop their ideas and prepare for a presentation. After giving the class about 10 minutes to
practice the next day, have them present. After the debate have an open forum discussion where the students can express their own opinions on the issue.

**Assessment:**

Make sure the students know that they will be marked for participation. While they work in groups, look around and take notes on each student and how they are involved in the activity. Also write down notes during their presentations. These will be part of their formative assessment.

**Lesson 6: Continuity and Change**
Learning Goal: Students will explore how opinions about Nazis and the Holocaust have continued and/or changed throughout time.

Materials:
Vice Article
Handout #4
Student Resources
Primary Source Documents: Appendix 6.1, 6.2, 6.3

Plan of Instruction:

Step 1: Warm up (5 minutes)


Show students Appendix 6.1 and ask them to when they think this propaganda poster was created? Deconstructing antisemitism:
i. What messages does this cartoon send?
2. What stereotypes are used?
3. How is it similar to the Nazi cartoon from 1938? How is it different?
4. To whom do you think this cartoon is trying to appeal? What fears are drawn upon?
5. What can you do to counter such images and messages?

Explain to students that this is a contemporary Image of Antisemitism created in 2005. This type of dehumanizing imagery is found on white supremacist group websites that “target Jews, people of color, immigrants, gays and lesbians.”

Step 2: Discussion (10 minutes)

Have the students break up into small groups of 4 or 5 and discuss how racism negatively affects everyday life all around the world. Have each group chose a story of something happening in the news or that has happened recently that is a direct result of racism.

Step 3: Modeling (5 minutes)

Make connections to anti-semitism in Germany during World War II. Project the image 6.1 from the appendix. Explain that racism and anti-semitism still exist in the world today.

Step 4: Guided Practice (15 minutes)

Give the students a hand out of the Vice article “A New Look at Calgary’s Neo-Nazi Movement” (6.2). Display a few of the images on a projector to give the students visual representations of what the article is discussing. Have the students take turns reading out loud.
**Step 5: Independent Activity (30 minutes)**
Have the students answer the questions about the article on worksheet #4 independently.

**Step 6: Sharing / Discussing / Teaching (10 minutes)**
Ask students to share their answers with the class. Guide a brief discussion about each question.

**Assessment:**
Collect their activity sheets to make sure that the students have completed the work. This worksheet will be counted towards their formative assessment.

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**Lesson 7: Significance**
Learning Goal: Students will connect everything that they have learned throughout the unit in order to identify and explain the significance of the Holocaust.

Materials:
youtube video: [http://www.youtube.com/watch?v=zYMSzbkYgx4](http://www.youtube.com/watch?v=zYMSzbkYgx4)

Primary Source Documents: Appendix 7.1, 7.2

Plan of Instruction:

Step 1: Warm up (25 minutes)
Watch clips from video of concentration camps: [http://www.youtube.com/watch?v=zYMSzbkYgx4](http://www.youtube.com/watch?v=zYMSzbkYgx4)

Step 2: Discussion (5 minutes)
After watching the film, discuss the concentration camps with the class. Ask the students “Why is it important to learn about the Holocaust?” Give students the opportunity to reflect on what they have learned so far by discussing this question in small groups of 4 or 5.

Step 3: Modeling (5 minutes)
Display the images 7.1 and 7.2 on the projector. Discuss how genocides did not end with the Holocaust and that these atrocities still continue to happen. Use that as an example of why the Holocaust is significant and relay a few sentences of detail using 7.1 and 7.2 as evidence to support that point to your class. This will be your way of modelling for the class how to present an idea and to back up your opinion with facts.

Step 4: Guided Practice (5 minutes)
Explain to the class that you would like them to work independently to develop a reflection answering the question from the beginning of class, “Why is it important to learn about the Holocaust?”. Each student must include at least 3 pieces of evidence to support their opinions and the reflection must be at least 1 page long.

Step 5: Group Activity (25 minutes)
The students will continue to work independently to develop their answer. Walk around and help the students when necessary.

Step 6: Sharing / Discussing / Teaching (10 minutes)
Ask some of the students if they would like to share their reflections with the class. Give students the opportunity to share.

Assessment:
Students are told to include 3 pieces of evidence and that the reflection be 1 page long. This will count towards their formative assessment and start preparing them for their culminating assessment.
Lesson 8: Conclusion
**Learning Goal:**
Students will demonstrate what they have learned throughout the unit and present their thoughts in a letter to a Holocaust survivor.

**Materials:**
Rubric

**Primary Source Documents:** Appendix 8.1, 8.2

**Plan of Instruction:**

**Step 1: Warm up (10 minutes)**
Use a projector to show them the images 8.1 and 8.2 and discuss how it must have felt to finally be freed after the horrors of the Holocaust. Present an overview of what has been discussed throughout the unit. Ask the students to share some of their thoughts about the Holocaust and review what they have learned as a class. Have students organize their knowledge by coming up to the board and creating a giant class mind map.

**Step 2: Discussion (10 minutes)**
Explain to the students the options of their assignment. Move on to review writing skills and present the students with a list of criteria they need to follow.

**Step 3: Modeling (5 minutes)**
Direct the class through the different options for the assignment and provide assignment sheets with specific instructions and examples for students. (a letter to a Holocaust Survivor, Poster, Photo essay, Newspaper Report, Movie Analysis)

**Step 4: Guided Practice/Independent Activity (50 minutes)**
Give the students the rest of class to gather any research and work on their rough drafts. Give students the option to conference with you or ask for any extra help during this time. If they finish their rough draft they can conference with the teacher and then continue on to complete the good copy.

**Step 5: Sharing / Discussing / Teaching (5 minutes)**
Explain to the students that they will have more class time to work on it the next day but if it is not finished they will have to finish it for homework.

**Assessment:**
This letter will be their summative assessment for the unit. Their demonstration of knowledge and understanding that is presented in the letter will be marked accordingly.
Appendix


2.1 1938 Antisemitic cartoon by Jose Plank. United States Holocaust Memorial Museum. [http://www.ushmm.org/]
2.2 United States Holocaust Memorial Museum. *La Propagande Nazie.*


4.1 United States Holocaust Memorial Museum.*Some Were Neighbours: Collaboration and Compliance in the Holocaust-Photo activity.*

4.2 United States Holocaust Memorial Museum.*Some Were Neighbours: Collaboration and Compliance in the Holocaust-Photo activity.*


7.2 Never Again. http://s211.photobucket.com/user/hibuttwipe52793/media/Darfur.gif.html
8.1 Struthof: Site of the Former Natzweiler Concentration Camp. “Discovery of the Camp: Liberation of Dachau concentration Camp.”

http://www.huffingtonpost.com/caroline-stoessinger/never-too-old-words-of-wi_1_b_1437266.html
**Annotated Bibliography**


This source is a secondary source book with a dvd. This source is a compilation of primary sources such as: pictures, political cartoons, art, artifacts, newspaper headlines, diary entries, and written and video testimonials from survivors. The book is well organized and easy for students to work with because it uses a collage layout of primary source evidence with secondary source short explanations as well as maps, timelines, charts of figures, and short bibliographic profiles. The book is broken into 7 parts, ranging from the origins of the Jews in Europe to the Aftermath of the Holocaust.


Although this book is older and American it is full of lesson plans, activities and reproducible worksheets that allow students to do web research about the holocaust. They can be easily adapted to work with modern websites and the historical thinking concepts.


This book is a chronological study of the holocaust from 1933-1946. This is a 700 pages long book so students might work with sections of the book at a time. This source is a compilation of primary sources such as: pictures, political cartoons, art, artifacts, newspaper headlines. The book demonstrates the use of primary source evidence to illustrate historical narrative.

United States Holocaust Memorial Museum. *United States Holocaust Memorial Museum.*


This website is a great resource with many teaching resources some of which are adapted and in this document. It also has a many perspectives and primary sources.

Student Resource List:


Open Hearts/Closed Doors
http://www.museevirtuel-virtualmuseum.ca/sgc-cms/expositions-exhibitions/orphelins-orphans/english/

Jewish Virtual Library: The Holocaust
http://www.jewishvirtuallibrary.org/jsource/holo.html

United States Holocaust Memorial Museum
http://www.ushmm.org/outreach/

Voice/Vision Holocaust Survivor Oral History Archive
http://holocaust.umd.umich.edu

Anne Frank Center, USA
http://www.annefrank.com/education/resources

36 Questions about the Holocaust

Auschwitz/Birkenau
http://remember.org/jacobs/index.html

A Brief History of Canada and the Holocaust
http://www.cic.gc.ca/english/multiculturalism/holocaust/history.asp

Holocaust History Project
urwiv.holocaust-history.org

Holocaust Denial on Trial
www.holocaustdenialontrial.org

Holocaust on Trial (Channel 4)
www.channel4.com/history/microsites/H/holocaust

Holocaust on Trial (PBS)
www.pbs.org/wgbh/nova/holocaust
(The Guardian Special Report)
www.guardianunlimited.co.uk/iruing

Nizkor Project
www.nizkor.org

Genocide Watch
www.preventgenocide.org

Committee on Conscience
www.committeeonconscience.org

Save Darfur Coalition
www.savedarfur.org

Amnesty International
www.amnesty.org

Human Rights Watch
www.hrw.org

International Crisis Grc
www.icg.org

American Jewish
World Service
www.ajws.org

InterAction
www.interaction.org

The Intelligence Project
www.intelligenceproject.org

Tolerance.org
www.tolerance.org

Anti-Defamation League
www.adl.org/extremism

The Centre for New Community
http://newcomm.org/
## Work Sheets

### Lesson 1. Introduction Worksheets

**Name:**  
The 5 W’s of the Holocaust  
Fill in each row with details that answer the question.

<table>
<thead>
<tr>
<th>What happened?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When did it happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where did it happen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who was there?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Why did it happen?

Name:
Identifying Primary and Secondary Sources

Your job is to look through books and online at a list of resources and identify whether they are primary or secondary sources. Cite the source in the column you think it belongs and write a short explanation of your reasoning. Find 5 primary sources and 5 secondary sources.

<table>
<thead>
<tr>
<th>Primary Sources</th>
<th>Secondary Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Choose one of the sources from you list and write one paragraph describing what type of source is it and why do you think it is important?

Lesson 2: Cause and Consequence Worksheets

Adapted From Why did the German’s Vote for the Nazi Party? United States Holocaust Memorial

Germany, 1932

In 1932, Hitler narrowly lost his race for the German presidency to the conservative incumbent and legendary World War I general, Paul von Hindenburg. Eighty-four percent of all eligible voters cast ballots. Parliamentary elections that year were no less spirited, for German voters had to decide which party offered the best solution to the nation’s seemingly endless problems—unemployment, political violence and upheaval, and national humiliation. The decision was not an easy one, and the German electorate was deeply divided.

To appreciate the choices faced by German voters at the time, compare the platforms of the Social Democratic Party (SPD), the Communist Party (KPD), and the Nazis (NSDAP).

Social Democratic Party Platform

We are committed to maintaining the Republic and a policy that will allow Germany to take its rightful place among the free governments of Europe.

We will support the present German Republic so that freedom, democracy, and justice will live in the hearts of our German countrymen.

We will honor all of Germany’s obligations, political and financial, in order that Germany’s honor and respect will not be decreased in the eyes of the world.

We plan to create more jobs by undertaking an extensive program of public works.

We will cut government expenditures to lower taxes.

We believe in the right of those who disagree with the party to speak and write on those issues without interference.

Communist Party Platform

We are committed to the overthrow of the presently existing, oppressive Republic and all of its economic and social institutions. We favor:

- The abolition of private property.
- The establishment of land reform programs, so that the government can take over the land and distribute it for the common good.
- Government ownership of all industrial productive forces, so that they can be run for the benefit of the people rather than the capitalists.

To the German people: The cause of your misery is the fact that French, British, and American capitalists are exploiting German workers to get rich themselves. Germans, unite to get rid of this terrible burden.
Nazi Party Platform

We demand the following:

1. A union of all Germans to form a great Germany on the basis of the right to self-determination of peoples.
3. Return lands lost in World War I and colonies to give German adequate living space.
4. German blood as a requirement for German citizenship. No Jew can be a member of the nation.
5. Non-citizens can live in Germany only as foreigners, subject to the law of aliens.
6. Only citizens can vote or hold public office.
7. The state insures that every citizen live decently and earn his livelihood. If it is impossible to provide food for the whole population, then aliens must be expelled.
9. No further immigration of non-Germans. Any non-German who entered Germany after August 2, 1914, shall leave immediately.
10. A thorough reconstruction of our national system of education. The science of citizenship shall be taught from the beginning.
11. That German citizens and owners must publish all newspapers in the German language.
12. Eliminate the Marxist threat.

Using the Party platforms for reference you and your group will be given a profile based on a
really German Voter in the 1932 election. With your group you will read aloud the profile and and answer the questions in each of the horizontal columns. As a class we will complete the chart.

<table>
<thead>
<tr>
<th>Voters Name</th>
<th>Description of voter</th>
<th>Who do you think they voted for?</th>
<th>Why do you think they voted for that party?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eric von Ronheim</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hermann Struts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wilhelm Schultz</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Otto Hauptmann</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Gerda Munchen</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Elisabeth von Kohler</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>----------------------</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Karl Schmidt</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In today’s class we looked at three causes of the Holocaust. In each of the boxes below describe what you understand each cause and each consequence. Consider:
How did this help set the stage for the Holocaust?
What actions might have been taken to break the chain of events?

**CAUSE:** Anti-Semitism

**CAUSE:** The Treaty of Versailles

**CAUSE:** The Aftermath of WWI and the Depression

**CONSEQUENCE**
Nazi Leadership

**CONSEQUENCE**
Holocaust

was an action that led to...

.. and..

Instructor Guide to Chart Completion

KEY: Voter, Profession/social class, probably vote
Why, what was the appeal?

HAUPTMANN: employed factory worker; SD
Status quo not great, but better than alternatives; disagrees with colleagues who are more for worker rights

MUNCHEN: middle-class shop owner, N
Anti-Communist, would lose shop, anti-Weimar, economic policies hurt middle-class

SCHMIDT: unemployed factory worker; C
Anti-Weimar (SD); economic policies not helping workers; favors worker rights

SCHULTZ: peasant farmer, N
Against Versailles Treaty (loss of land and population; border change); anti-Communist, would lose farm

STRUTS: career military; N
Against Versailles treaty (demobilization); nationalistic

VON KOHLER, attorney; wealthy, SD or N
Nationalistic; prefers rule of law; anti-Communist

VON RONHEIM: factory executive, wealthy, N
Against Versailles treaty; especially anti-Communist (would lose factory)
These case studies are based on actual German voters.

**Eric von Ronheim**

Eric von Ronheim, the head of a Frankfurt textile factory, is very concerned about the depression. Sales are down and so are profits. If only Germany had not been treated so ruthlessly at Versailles, he argues, the nation would be far better off. Instead the government has had to impose heavy taxes to pay reparations to its former enemies. As a result, Germans are overtaxed with little money to spend on textiles and other consumer goods. The worldwide depression has made matters worse by eliminating possible foreign markets for German products. Even if the depression were over, Ronheim does not think taxes would come down because of reparation payments.

Ronheim considers the Communists a serious threat to Germany. He fears that if they set up a government like the one in the Soviet Union, capitalists like him would receive no mercy from the workers. He also thinks that Germany would become subservient to its old enemy, the Soviet Union.

**Hermann Struts**

Hermann Struts, a major in the German army, fought bravely during the war. He comes from a long line of army officers and is himself a graduate of the German military academy. Struts has always taken pride in the army’s able defense of the nation and its strong leadership.

Yet Struts is bitter about the fact that he has not had a promotion in over ten years. Few soldiers have, mainly because the German army was so drastically reduced by the Treaty of Versailles. In the old army, Struts would have been at least a captain by now and possibly a major. The treaty, he argues, has done irreparable harm not only to Germany’s honor but also to his own honor as a soldier. He feels that if the civilian government had refused to sign the treaty and allowed the army to fight, both he and Germany would be better off.

**Wilhelm Schultz**

Wilhelm Schultz works with his father on the family farm in eastern Brandenburg near the Polish border. The Versailles treaty has had a profound effect on Schultz and his family. The treaty turned part of Pomerania, Poznan, and West Prussia over to Poland. Even though his uncle lives just a few miles away, his home is now in Poland rather than Germany. Schultz’s grandfather lives in Danzig, now an independent city under the mandate of the League of Nations. Schultz can only visit his grandfather by traveling through Poland; he now needs a passport and other official documents. This does not seem right to Schultz. As a child, he was taught to admire Germany’s heroes, some of whom fought the Poles. So, he is dismayed that his government signed the treaty of Versailles that has subjected many Germans, including his uncle, to Polish rule.
**Otto Hauptmann**

Otto Hauptmann works in a factory in Berlin. Although his trade union has actively worked for better conditions and higher wages, it has recently been losing ground in the Depression. Hauptmann blames their lack of success on the 1923 inflation and the current depression. He believes that the union would be more successful if the economy were more stable. Still, it is the union that has kept him employed. At a time when many of his friends have been laid off, his union persuaded the owners of his factory to keep men with seniority. In factories with weaker unions, managers kept only the young, claiming they would be more productive. As long as the Depression deepens, however, the chances that he will keep his job diminish.

Hauptmann worries about some of the ideas his fellow workers have expressed recently. They argue that when the owners are forced to cut back production, they take it out on the workers. So, the only way to end the depression is to let the workers control the factories and the government. Hauptmann disagrees. He thinks that the workers do get fair treatment as long as they have a strong union. Moreover, he believes that managing the factories and government should be left to those who understand these complicated jobs.

**Gerda Munchen**

Gerda Munchen is the owner of a small Munich grocery store started by her parents. For years, her parents had saved to send her to the university. But Munchen chose not to go and the money stayed in the bank. In 1923, she had planned to use the money to pay for her children’s education. But that year hyper-inflation hit Germany because the government had printed so much money, as she was told, to pay reparations invoked by the Versailles treaty. Just before her older daughter was to leave for the university, the bank informed the family that its savings were worthless. This was a blow to Munchen, but even more of a blow to her daughter, whose future hung in the balance.

Munchen does not think she will ever regain her savings. With so many people out of work, sales are down sharply. In addition, Munchen’s small grocery is having a tough time competing with the large chain stores, which can offer far lower prices. She and her children question a system that has made life so difficult for hardworking people.

**Elisabeth von Kohler**

Elisabeth von Kohler, a prominent attorney who attended the University of Bonn, has a strong sense of the German cultural, literary, and historical traditions. She believes that her people’s contributions to Western civilization have been ignored. Kohler would like to see the republic lead a democratic Europe. She disapproves of the methods the Weimar Republic often uses to repress extremist parties.

Her sense of justice is even more outraged by the way the Allies, particularly France, view Germany. She, and others like her, who believe in Germany and its traditions, would like to prove to these countries that the Germans are a great race. She is proud to be an attorney and a German woman in the
Weimar Republic.

Karl Schmidt

Karl Schmidt is an unemployed worker who lives in the rich steel-producing Ruhr Valley. Like so many men in the Ruhr, he lost his job because of the Depression. Many steel mills have been forced to shut down until there is a market for their goods. On the day that Karl’s mill closed, the owners announced that shrinking profits made it impossible to keep the workers on their jobs.

Such might be the case, Karl states, yet he notes that the owners of the steel mills still live in big houses and drive expensive cars. Why are they protected from the Depression while their former employees suffer? Although the government did provide unemployment compensation, the money was barely enough to support Schmidt, his wife, and their two children. The government claims that it could not afford to continue even these payments any longer.

Schmidt feels that the government would be in a stronger position to help people if it cut off all reparation payments. But he also knows that if the government did so, the French might occupy the Ruhr Valley just as they did in 1923. What is needed is a government that is responsive to the workers—perhaps even one that is run by the workers, as some of his friends maintain. And he is convinced that Germany needs a government strong enough to stop reparation payments.

Lesson 3: Evidence Materials

1942-1944: To conceal the evidence of their annihilation of Europe's Jews, Germans and their collaborators destroy evidence of mass graves at the Belzec, Sobibor, and Treblinka killing centers, and at thousands of sites of mass shooting operations throughout German-occupied Poland, the German-occupied Soviet Union, and Serbia, including Babi Yar, in an operation code named Aktion 1005.

1943: In a speech to SS Generals at Poznan, Heinrich Himmler, Reich Leader (Reichsführer) of the SS (Schutzstaffel; Protection Squadrons), remarks that the mass murder of the European Jews will be kept secret, never to be recorded.

1955: Willis Carto founds an influential, far right group based in Washington, DC, that eventually comes to be known as the Liberty Lobby. Led by Carto until its bankruptcy in 2001, the Liberty Lobby advocates a “racially pure” United States and blames Jews for problems facing the US and the world. The Liberty Lobby begins to publish Holocaust denial literature in 1969.
1959: American clergyman Gerald L. K. Smith's antisemitic publication, *Cross and the Flag*, claims that six million Jews were not killed during the Holocaust but immigrated to the United States during World War II.

1964: Paul Rassinier, a French Communist who had been interned by the Nazis, publishes *The Drama of European Jewry*, in which he claims that gas chambers were an invention of a “Zionist establishment.”

1966-67: American historian Harry Elmer Barnes publishes articles in the Libertarian periodical *Rampart Journal* claiming that the Allies overstated the extent of Nazi atrocities in order to justify a war of aggression against the Axis powers.


1976: Northwestern University engineering professor Arthur R. Butz publishes *The Hoax of the Twentieth Century: The Case Against the Presumed Extermination of European Jewry*. Butz was the first Holocaust denier to use the pretense of academic rigor to disguise his falsehoods. Northwestern responds by declaring Butz's statements an “embarrassment” to the university.

1977: Ernst Zündel, a German citizen living in Canada, establishes Samisdat Publishers, which issues neo-Nazi literature that includes Holocaust denial. In 1985 the Canadian government prosecuted Zündel with distributing information he knew to be false.
1977: David Irving publishes *Hitler's War*, arguing that Hitler neither ordered nor condoned the Nazi policy of the genocide of the European Jews. Irving distorts historical evidence and scholarly methods to lend legitimacy to his thesis.

1978: William David McCalden (also known as Lewis Brandon) and Willis Carto found the Institute for Historical Review (IHR) in California, which publishes material and sponsors conferences denying the Holocaust. The IHR masks its hateful, racist messages under the guise of valid academic inquiry.

1981: A French court convicts literature professor Robert Faurisson of inciting hatred and discrimination for calling the Holocaust a “historical lie.”

1984: In a landmark case, a Canadian court convicts public school teacher James Keegstra of “willfully promoting hatred against an identifiable group” for espousing Holocaust denial and other antisemitic views to his social studies students.

1986: On July 8, the Israeli parliament passes a law criminalizing denial of the Holocaust.

1987: California-based Bradley Smith founds the Committee for Open Debate on the Holocaust. During the early 1990s, Smith's organization places full-page advertisements or editorial pieces in more than a dozen American college newspapers under the headline “The Holocaust Story: How Much is False? The Case for Open Debate.” Smith's campaign helps to blur the line between hate mongering and freedom of speech.

1987: Jean Marie Le Pen, leader of France's far right Nation Front party, suggests that gas chambers were merely a “detail” of World War II. Le Pen runs for president in France in 1988 and comes in fourth.

1987: Moroccan-Swedish writer Ahmed Rami begins broadcasting on Radio Islam, based in
Sweden. The station describes the Holocaust as a Zionist/Jewish claim. Radio Islam later posts *The Protocols of the Elders of Zion, Mein Kampf*, and other antisemitic texts on its website.

**1988:** At the request of Ernst Zündel, Fred Leuchter (a self-proclaimed specialist in execution methods) travels to the site of the Auschwitz killing center. He later issues the *Leuchter Report : An Engineering Report on the Alleged Execution Gas Chambers at Auschwitz, Birkenau and Majdanek, Poland*, which is cited by Holocaust deniers to cast doubt on the use of gas chambers for mass murder.

**1990:** After Illinois becomes the first American state to mandate teaching about the Holocaust in public schools, parents Ingeborg and Safet Sarich publicly protest by pulling their 13-year-old daughter out of school. The Sariches also mail 6,000 letters to public officials, scholars, journalists, and Holocaust survivors attacking the historical record as “rumors and exaggerations.”

**1990:** The French government enacts the Gayssot Law which declares that questioning the scale or existence of crimes against humanity (as defined in the London Charter of 1945) is a criminal offense. This act marks the first European statute explicitly outlawing denial of the Holocaust.

**1989:** David Duke, a white supremacist, wins a seat in the Louisiana State Legislature. Duke sells Holocaust denial literature from his legislative office.

**1990:** In the course of criminal proceedings brought against Fred Leuchter by the State of Massachusetts, it is revealed that Leuchter never actually earned an engineering degree or license. Leuchter admits that he has no training in biology, toxicology, or chemistry, all of which are crucial to the claims of the 1988 *Leuchter Report*, which is often cited to support claims made by Holocaust deniers.

**1990:** A Swedish court sentences Ahmed Rami to six months in jail for “hate speech” and revokes the broadcasting license of Radio Islam for one year.

**1991:** The American Historical Association, the oldest professional organization of historians,
issues a statement: “No serious historian questions that the Holocaust took place.”

2000: A British court declares David Irving an “active Holocaust denier.” Irving had sued Emory University historian Deborah Lipstadt for libel following the publication of her 1993 book *Denying the Holocaust The Growing Assault on Truth and Memory.*

2005: In a speech broadcast on live television on December 14, Iranian President Mahmoud Ahmadinejad calls the Holocaust a “myth.”


2007: On January 26, the United Nations adopts a resolution condemning denial of the Holocaust. The General Assembly declares that denial is “tantamount to approval of genocide in all its forms.”

2007: The European Union approves legislation that makes Holocaust denial a crime punishable by time in jail.

2009: English-born Catholic Bishop Richard Williamson denies the existence of gas chambers and minimizes the extent of killing during the Holocaust. The Vatican eventually calls on Williamson to retract his statements.

2010: Bradley Smith places his first online Holocaust denial advertisement, which appears on the website of the University of Wisconsin's *Badger Herald* in February. The Internet—because of its ease of access and dissemination, seeming anonymity, and perceived authority—is now the chief conduit of Holocaust denial.

Lesson 3: Evidence Worksheets

Historical Detectives: Can You prove the Holocaust Really Happened?
Name:

Group Topic:

Page numbers you are working from:

Your job is the be a historical detective and find evidence that proves the Holocaust Really Happened.

1. Write a one paragraph summary of your pages are about.

2. Describe 6 pieces of evidence you would use to prove the Holocaust really happened

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<th>Evidence</th>
<th>Description</th>
<th>Why is do you find this piece convincing?</th>
<th>Is it a Primary or Secondary Source?</th>
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5. Each group member must read their summary of their pages aloud to the group starting from the beginning of the chapter. Take point form notes on your group members summaries.

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4. Pick your most convincing piece of evidence and share it with your group. Fill in the chart below with one of each group members answers.
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5. As a group read aloud the VOICE section of your chapter. Then watch the survivors video clip for your topic on the laptop. After answer the questions below:

What surprised you what the survivors had to say?

What do you want to know more about what the survivors had to say?

What form of evidence are survivor statements. Primary or Secondary?

6. As a group get a piece of chart paper from the teacher and combine your groups research and evidence to prove to the class that your topic part of the Holocaust Really Happened. As a group you will have 3 minutes to present.

7. To truly prove that Holocaust happened you will need to have evidence on all parts of the Holocaust. So make notes on evidence provided by every group that presents.

The Ghettos

The Murder of the Victims
Clinging to Life

The End of the War

The Aftermath

Lesson 6- Continuity and Change Worksheet
A New Look at Calgary's Neo-Nazi Movement

By Brett Gundlock

There has been a lot of media attention surrounding the recent murder trial involving individuals who claim to be former members of a Calgary Neo-Nazi group. There has been much speculation, confusion and outrage surrounding the white supremacists involved in the grizzly and senseless slaying and the groups they were part of. Our friend Brett Gundlock spent years as a photojournalist documenting their world (a selection of his series – which included photos of the accused – appeared in the Vice Photo Issue 2011 as “The Movement”) so we asked him to share his experiences with them as well as a selection of previously unpublished photos.

I first approached these groups in Calgary in 2007, following their first annual White Pride March that weaved through the streets of downtown Calgary. This event was Calgary's first major introduction to the Aryan Guard, (aside from an anti-immigration flyering campaign) which quickly became the most notorious Neo-Nazi group in Canada.

The origins of the group started with Kyle McKee who came to Calgary from Waterloo. McKee joined forces with other Nazi sympathizers to create the Aryan Guard. The group followed “The Fourteen Words,” which has become the adopted mantra of the international White Power movement: “We must secure the existence of our people and a future for White Children.” Traditionally Canadian Skinheads have kept their actions quiet, keeping out of the public eye as much as possible. The AG took the opposite direction with their actions, from handing out anti-immigration flyers, using White Pride CDs to recruit youth, and being more visible with their public marches, McKee and his comrades quickly gained national attention from the media, the public, racists, and non-racists alike.

Aside from the extremist views these individuals had, their lives are quite similar to anyone else in their demographic. Beer and girls were high on the list of priorities and macho challenges and drunken fights are not uncommon.

The Movement is mainly composed of people in their late teens and young adults. These groups offer a refuge for youth looking for an identity and companionship and individuals who are coming from a background of racist influences. I met people whose parents were KKK members, closet racists, or just regular rednecks. Other guys had been introduced to this theology in jail, by friends associated with these groups or just on the internet. Like many extreme subcultures the belief that general society is based on lies and they are getting a raw deal is enough to peak their interest. Once someone finds themselves inside that type of culture, surrounded by like-minded individuals, some of which are ex-university professors,
these “facts” become more and more believable. They drift further and further away from regular society to the point where this racist way of life becomes their new reality.

Once you’re inside, it is hard to get out. The psychological gravity is massive. It’s framed as an honour to be associated with The Movement, in order to save the “white world.” You are constantly tested to prove your loyalty, often through violence.

One of the most interesting people I met during my time was a teenager who traveled on the Greyhound from Hamilton to Calgary for the 2008 March. He had connected with the Calgary guys online, talking with them on Skype after drawing a fake Swastika on his body, which was backwards, in an attempt to impress his future friends.

We met him at the Greyhound station, he was a quiet, shaggy haired teenager wearing a backwards baseball cap, a hoodie, and a skateboarding backpack. He said that he has had racist beliefs since he was a kid, and he wanted to become involved in The Movement to take action.

After only a few days the shaggy hair and skateboard attire was gone, and he had a cleanly shaven head and a borrowed bomber jacket. Like some weird reality TV show, his appearance was changed from an average looking teenager to a stereotypical skinhead. He was in the club.

The next two years of his life was were less romantic than he had imagined. He fell to the bottom of the group’s social hierarchy when he hid in a bus stop to avoid projectiles while the White Pride demonstration he traveled across Canada to attend was clashing with Anti-Racist protesters.

In 2009, a warrant was issued for his arrest along with McKee, after two pipe bombs blew up outside the home of Tyler Sturrup, a rival Neo-Nazi Skinhead and his girlfriend who had previously been involved with the Aryan Guard.

He spent the next few months in jail before being released after being found not guilty. McKee, who ran to Winnipeg was found guilty of possession of bomb making materials.

At the time of this writing, Tyler Sturrup and Rob Reitmeier are sitting behind bars in a Calgary jail. They’re both facing charges of second degree murder, following the death of male in Calgary after a random attack turned lethal. Kyle McKee is sitting in jail, one of the many times since I have met him, for a random assault in Edmonton. Following his arrest, cops executed search warrants at McKee's home. They found numerous weapons, including shotguns, ammunition, knives, and machetes. Along with two assault-related charges, McKee was charged with 15 weapons-related offences.

Despite what some media might have you believe, there isn’t a Nazi epidemic sweeping across Canada. I am not worried about a race war erupting on our streets. Why document these Nazi's who have little impact overall? The fact that these ideologies still exist is an interesting perspective on the current level acceptance in our seemingly respectful country. I feel that any dialogue and education around these beliefs is a positive thing. Especially considering the numerous acts of random violence connected to these guys since they came into the public eye.

Name:  

Responding to Neo Nazism and Racist Issues
Write a one paragraph response for each question, use evidence from the article and knowledge from earlier part of this unit.

1. What elements contribute to continued racism in society? You must write about German society before and during the Nazi regime as well about Canadian society today. You can also think about racism in other parts of history and other countries today.

2. Why is it important to be aware of the existence of racist people and groups today

Lesson 8: Assignment Sheet

Choose an Assignment

Name:

Read through all of the possible assignments and choose the one that appeals the most to you.
1. **Write a letter to a Holocaust Survivor**
   Your assignment is to write a letter of appreciation to one or several Holocaust survivors whose testimony you have encountered on the *Open Hearts, Closed Door* web site <http://www.virtualmuseum.ca/Exhibitions/orphans/English/index.html>. It is also an opportunity to reflect on why the survivors’ experience is historically significant.

2. **Poster**
   Design a poster using your own drawings that depicts the life of a Jewish person during the holocaust. On the reverse, in one paragraph, explain what appears on your poster.

3. **Photo essay**
   Construct a thesis about the life of someone living in a concentration camp. Find photographs online that support your thesis. You should have at least 3 supporting arguments. Use captions to explain your arguments.

4. **Newspaper Report**
   You are a journalist. You have interviewed concentration camp survivor. Write an article for the paper based on your interview.

5. **Movie Analysis**
   You are a movie reviewer. Watch either ‘The Boy in the Striped Pajamas (2008)’ OR ‘The Pianist’. Write a summary of the movie for a newspaper. Rate the movie, describe the plot and judge the accuracy of the content
**EVALUATION**

**Research & quality of information:**

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<th>Minimal information</th>
<th>All information &amp; Questions are answered but lacks detail</th>
<th>Excellent &amp; complete details</th>
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**Historical Analysis:**

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<th>Little critical thinking</th>
<th>Clear &amp; detailed analysis</th>
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**Creativity/effort:**

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<th>Evidence of effort &amp; creativity</th>
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## Unit Understanding

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Total Marks: 7