

Lesson Title: The Aftermath - In Pursuit of Justice – The Nuremberg Trials

Lesson Details:		
<u>Unit:</u> The Aftermath	<u>Duration:</u> One 45-50 minute class period, not including extension activities	
Lesson Notes for Teachers:		
<p>How could there be justice in the aftermath of the Holocaust? What punishment could fit the crime? Many of the perpetrators, especially Adolf Hitler, Heinrich Himmler, and Joseph Goebbels could not be brought to trial. How could all of the perpetrators be identified and located? Could responsibility be assessed for complicity? Certainly, the Holocaust would not have been possible without the support of many people. How many could be held <u>legally</u> responsible? The Nuremberg Trial and subsequent prosecutions cannot be seen as the perfect answer to these questions, but on the other hand, failure to respond to the crimes was hardly an option either. These trials established a precedent of international jurisprudence that is still in force today. The Universal Declaration of Human Rights, The Genocide Convention, and the International Criminal Court are all part of this legacy. Still, the long-term effectiveness of this precedent is yet to be determined.</p>		
Design Questions/Lesson Focus/Marzano Elements:		
<ul style="list-style-type: none"> • How can guilt be established for a crime as enormous, complex, and far-reaching as the Holocaust? • Is justice possible for such a crime? • How should issues of compensation and restitution be handled for the victims? • How can genocide and other human rights crimes be prevented in the future? 		
<u>X</u> Introducing New Knowledge DQ2 Main Element: 6 Identifying critical content	<u>X</u> Deepening or Practicing DQ3 Main Element: 18 helping students examine their reasoning	<u>X</u> Generating Hypotheses DQ4 Main Element: 22 – Engaging students in cognitively complex tasks involving hypothesis generation and testing
Focus Standards/Benchmarks: Please note – These lessons are designed to be flexible for use in a variety of Florida-approved middle and high school Social Studies and ELA courses. With minor adaptations, the activities described in the lesson may be used in a variety of settings. Only a few of the standards and benchmarks listed below will be used in any particular class. Teachers should choose the main skill and content standards/benchmarks that are most applicable for the courses they teach.		
<p>SS.6.W.1.3 Interpret primary and secondary sources. SS.7.C.4.2-Recognize government and citizen participation in international organizations. SS.7.C.4.3-Describe examples of how the United States has dealt with international conflicts. SS.912.A.6.1-Examine causes, course, and consequences of World War II on the United States and the world. SS.912.A.6.3-Analyze the impact of the Holocaust during World War II on Jews as well as other groups. SS.912.A.6.7-Describe the attempts to promote international justice through the Nuremberg Trials. 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. SS.912.W.7.9 Identify the wartime strategy and post-war plans of the Allied leaders. SS.912.W.7.11-Describe the effects of World War II. SS.912.W.8.6-Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.</p>		
Daily Learning Goal and Scale (Student-friendly language)		
Students will evaluate the short and long-term impact of the Nuremberg Trials as an attempt to establish justice in the		

Lesson Title: The Aftermath - In Pursuit of Justice – The Nuremberg Trials

aftermath of the Holocaust and as a precedent to help prevent genocide and human rights abuses in the future.

2.0 Simpler Content

Students will:

1. Recognize the role of the Nuremberg Trials as an attempt to bring the perpetrators of the Holocaust to justice.
2. List the justifications for an international tribunal and for continuing prosecution of war criminals.
3. Summarize the results of the Nuremberg Trial and subsequent prosecutions.

3.0 Target

Students will:

1. Analyze the role of the Nuremberg Trials as an attempt to bring the perpetrators of the Holocaust to justice.
2. Evaluate the justifications for an international tribunal and for continuing prosecution of war criminals.
3. Assess the effectiveness of the Nuremberg Trial and subsequent prosecutions.

4.0 More Complex

Students will:

Create a sample model for preventing genocide that includes national and international governments and agencies, involvement of NGOs, political, legal, economic, cultural, and educational development, and opportunities for individual action. Assess the potential effectiveness of the model by comparing it to current anti-genocide efforts.

Formative Assessment Strategies/Monitoring for Desired Effect:

- Teacher observation and questioning of groups and individuals at each step of the instructional process and during transitions between activities.
- Teacher use of probing and redirecting questions based on the selected readings and video clip.
- Student written and oral discussion responses to the “In Pursuit of Justice” reading questions.
- Exit Slip: Write 2 to 3 sentences to complete the following statement: “The most important result of the Nuremberg Trials was _____ . I think this because _____ .”

Lesson Sequence:

Introduction/Hook: (May be done with students individually or organized into small groups.)

Play the first portion of U.S. Justice Robert Jackson’s opening statement at the International Military Tribunal Trial of major War Criminals (Nuremberg Trial). This segment is 1:08 minutes long.)

<https://www.youtube.com/watch?v=SxSEqk8tNxl>

After viewing the video clip, ask students to respond to **one** of the two following questions:

- Explain why you agree or disagree with Justice Jackson’s statement when he said, describing the crimes to be prosecuted, “...civilization cannot tolerate their being ignored, because it cannot survive their being repeated.”
- What do you think Justice Jackson meant when he called the trial a “one of the most significant tributes that power has ever paid to reason”?

Instruction Steps:

1. Introduce the topic by reading pages 80 aloud from Tell Them We Remember.
2. Introduce the lesson by informing students that they will be reading about the quest for justice in the aftermath of the Holocaust. Ask students if finding such justice was possible.
3. Pass out The Holocaust: A History of Courage and Resistance textbook and assign chapters 22 and 21. Have students read chapter 22 first since it occurred first. Reading may be done silently or aloud.

(Please note: The evidence presented against the defendants at the Nuremberg Trial was gathered during the chaotic ending days of the war. It was compiled quickly to prepare for the trial, but had not yet been carefully studied by historians and other researchers. Much has been learned through careful scholarship in recent years that was not known at the time of the trials, or even in the early 1970s when this book was

Lesson Title: The Aftermath - In Pursuit of Justice – The Nuremberg Trials

written. While the basic contours of the Holocaust were established by documentary evidence by late 1945, many details have been reexamined and established with greater precision since then. Question #5 on the question sheet, “In Pursuit of Justice” deals with this issue. **Please make sure your students understand that the statistics quoted in this chapter have been revised.**)

- 3a. If you do not have access to the text for the readings above, you may use one or more of the following articles from the United States Holocaust Memorial Museum website:
- “War Crimes Trials” <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005140> (There are many links to specific sub-topics and topics for extended research after this article.)
 - “International Military Tribunal at Nuremberg”
<https://www.ushmm.org/wlc/en/article.php?ModuleId=10007069>
 - “International Military Tribunal at Nuremberg” – Abridged Version
<https://www.ushmm.org/wlc/en/article.php?ModuleId=10007983>
 - “International Military Tribunal: The Defendants”
<https://www.ushmm.org/wlc/en/article.php?ModuleId=10007070>
 - “Eichmann Trial” <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005179>
 - “Nazi Hunting: Simon Wiesenthal” <https://www.ushmm.org/wlc/en/article.php?ModuleId=10007151>
 - “The Search for Perpetrators” <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005167>
 - You may need to provide students with some specific, additional information to enable them to respond fully to the “In Pursuit of Justice – Reading Questions” worksheet
4. Pass out the worksheet and allow students time to complete the questions. They may work individually or in groups.
5. Discuss the students’ responses to the questions in class.

Adaptation/Differentiation Strategies:

- The teacher may divide the reading selections into smaller chunks and check for understanding at key points.
- The teacher may use non-text sources (such as documentary film) to supplement student understanding of the texts.
- The teacher may identify key terms in the texts and introduce this vocabulary prior to the lesson.
- The teacher may provide the students with basic background information the pursuit of justice after the war, in particular about the Nuremberg Trials and subsequent trials at the beginning of the lesson to help students successfully interpret the texts.

Extended Learning:

The Nuremberg Trial that began in the fall of 1945 was only the first of many trials. There were eventually trials of SS doctors, concentration camp officers and guards, *Einsatzgruppen* members, and numerous individuals. Some of these trials were held in Germany, others in the countries where the crimes were committed. Interested students could do reports on some of the other trials of Holocaust perpetrators. A great source of information for a study of some of these other trials may be found in the Holocaust section of the Jewish Virtual Library at <http://www.jewishvirtuallibrary.org/nazi-war-crimes-trials>.

Students may also choose to examine how war crimes and crimes against humanity are addressed today. Sadly, there are many post-World War II events from which to draw examples. One excellent source for information is the website of Genocide Watch at <http://genocidewatch.net/>.

Resources and Materials:

1. Tell Them We Remember by Susan Bachrach

Lesson Title: The Aftermath - In Pursuit of Justice – The Nuremberg Trials

2. The Holocaust: A History of Courage and Resistance by Bea Stadler
3. Worksheet: “In Pursuit of Justice : Reading Questions”
articles from the United States Holocaust Memorial Museum website:
 - “War Crimes Trials” <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005140> (There are many links to specific sub-topics and topics for extended research after this article.)
 - “International Military Tribunal at Nuremberg”
<https://www.ushmm.org/wlc/en/article.php?ModuleId=10007069>
 - “International Military Tribunal at Nuremberg” – Abridged Version
<https://www.ushmm.org/wlc/en/article.php?ModuleId=10007983>
 - “International Military Tribunal: The Defendants”
<https://www.ushmm.org/wlc/en/article.php?ModuleId=10007070>
 - “Eichmann Trial” <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005179>
 - “Nazi Hunting: Simon Wiesenthal” <https://www.ushmm.org/wlc/en/article.php?ModuleId=10007151>
 - “The Search for Perpetrators” <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005167>