

WHAT IS THE HOLOCAUST?

Episode 4 • Student Viewing & Activity Handout • Noa Tishby Video Series

Name: _____

Date: _____

Period: _____

SECTION A: WHILE YOU WATCH

Complete this section while watching Episode 4: 'What is the Holocaust?' presented by Noa Tishby. Listen carefully and fill in as much as you can.

1. The word **genocide** comes from two root words. Write their meanings:

- *Genos* (Greek): _____
- *Cide* (Latin): _____

2. How many Jews were murdered in the Holocaust? _____ That was what fraction of European Jews? _____

3. List 3 other groups targeted by the Nazis:

- a) _____ b) _____ c) _____

4. According to the video, the Holocaust did **not** begin with gas chambers. What did it begin with?

5. What were the **Nuremberg Laws** (1935)? List two things they did:

- a) _____
- b) _____

6. Describe what life was like in the **ghettos**:

7. What was the Nazis' "**Final Solution**"?

8. Name 2 **death camps** mentioned in the video:

- 1) _____ 2) _____

9. How many children were murdered in the Holocaust? _____

10. After the war, where did many survivors go? Name two destinations:

- 1) _____ 2) _____

11. How did the Holocaust strengthen the case for **Zionism** and a Jewish state?

SECTION B: MAP ACTIVITY — THE HOLOCAUST IN EUROPE

Use the map of Europe below. With a partner, complete all four tasks. Use colored pencils.

- Task 1 (BLUE):** Label and shade 5 countries heavily impacted by Nazi occupation: Germany, Poland, France, Hungary, Netherlands.
- Task 2 (RED):** Mark the locations of Auschwitz-Birkenau (Poland) and Treblinka (Poland) with a ♦ symbol. Add a label.
- Task 3 (ORANGE):** Mark the location of the Warsaw Ghetto with a ★ symbol.
- Task 4 (GREEN arrows):** Draw arrows from Eastern Europe toward: (a) the Land of Israel and (b) the Americas — to show where survivors relocated after the war.

Use the map of Europe provided by your teacher OR draw a rough outline of Europe here. Label countries and mark locations as directed above.

Reflection: What does geography tell you about the scale and reach of the Holocaust?

SECTION C: GROUP DISCUSSION NOTES

Your teacher will assign your group one of the following discussion lenses. Take notes on your group's discussion, then prepare to share with the class.

Group A — Language & Law: How did the Nuremberg Laws redefine Jewish identity legally? What is the difference between how the Nazis defined 'Jewish' and how Jewish tradition defines it?

Group B — Community & Memory: What Jewish traditions of community were targeted by the Nazis, and why? What is lost when communities are destroyed?

Group C — Land & Belonging: Why did so many survivors seek to go to Israel? What is Zionism, and why does the video describe it as a 'progressive movement'?

Group D — Witness & Responsibility: 'The Holocaust wasn't just a Jewish tragedy — it was a human tragedy.' What does this mean? What is our responsibility to remember?

My group was assigned: _____

Key ideas from our discussion:

Our main point to share with the class (1–2 sentences):

SECTION D: EXIT TICKET (Individual — Turn In Before You Leave)

Prompt 1 — Knowledge: Name two specific laws, events, or places from Episode 4. For each one, explain its significance in 1–2 sentences.

Example 1:

Example 2:

Prompt 2 — Reflection: Complete this sentence thoughtfully:

"The most important thing I will remember from this lesson is _____ because

_____."