

WHAT IS THE HOLOCAUST?

Episode 4 • Student Handout • Noa Tishby Video Series • Grades 6–8

Name: _____

Date: _____

Period: _____

SECTION A: WHILE YOU WATCH

Complete this section while watching the video. Listen carefully and fill in as much as you can. You do not need to write in full sentences here — notes and key words are fine.

1. The word genocide was invented to describe the Holocaust. It comes from two root words:

• *Genos* (Greek) means: _____

• *Cide* (Latin) means: _____

2. Between 1941 and 1945, the Nazis murdered _____ Jews. That was _____ of Europe's Jewish population.

3. The Holocaust did NOT begin with gas chambers. According to the video, it began with:

4. List 3 things the **Nuremberg Laws (1935)** did:

a) _____

b) _____

c) _____

5. What were **ghettos**, and what happened to them later?

6. Name 2 death camps from the video:

1) _____ 2) _____

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

8. After the war, where did many survivors go? List two places:

1) _____ 2) _____

9. In your own words, why did the Holocaust make the idea of a Jewish state (Zionism) feel urgent?

SECTION B: MAP ACTIVITY — THE HOLOCAUST ACROSS EUROPE

Work with a partner. Use colored pencils to complete all four tasks on the map of Europe below.

Task 1 — BLUE: Label and shade: Germany, Poland, France, Hungary, Netherlands.

Task 2 — RED: Mark Auschwitz-Birkenau and Treblinka with a ♦ symbol and label.

Task 3 — ORANGE: Mark 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 went.

Draw or use the teacher-provided map of Europe here. Label all required locations.

What does seeing it on a map tell you about the Holocaust that numbers alone don't?

SECTION C: GROUP DISCUSSION

Your teacher will assign your group one lens to explore. Take notes, then prepare to share ONE key idea with the class.

Group A — What made someone 'Jewish' under Nazi law? How was that different from how Jewish people define themselves? Why does that matter?

Group B — What happened to Jewish communities? What parts of community life (families, schools, Shabbat, holidays) were destroyed? What is lost when a whole community disappears?

Group C — Why did survivors want to go to Israel? What is Zionism? Why does Noa Tishby call it a 'progressive movement'?

Group D — Who else was targeted, and why should everyone care? Noa says this was 'a human tragedy.' What does that mean for all of us — not just Jewish people?

My group was assigned: _____

Key ideas from our discussion:

Our one key idea to share with the class:

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

Prompt 1 — Timeline: Put these 4 events in the correct order by numbering them 1–4:

___ Death camps (Auschwitz-Birkenau, Treblinka) begin operating

___ Nuremberg Laws strip Jews of citizenship

___ Survivors seek refuge in displaced persons camps and travel to Israel

___ Jews forced into ghettos across Nazi-controlled Europe

Prompt 2 — Complete this sentence:

"The Holocaust was a human tragedy — not just a Jewish tragedy — because

_____.

Prompt 3 — Vocabulary:

In my own words, genocide means: _____