

## East Asia Seminar Lesson Plan One – Lost Names

Class:	9 <sup>th</sup> Grade World History
Lesson Length:	Two 55 minute class periods
Resources:	Prentice Hall <u>World History</u> copyright 2009 Chapter 32, Section 2 (Rwandan Genocide) Digital Copies Included  “Lost Names” chapter form the book <u>Lost Names</u> by Richard E. Kim
Content Standards:	7.1.3 Twentieth Century Genocide – Use various sources including works of journalists, journals, oral histories, films, interviews, and writings of participants to analyze the causes and consequences of the genocides of Armenians, Romas (Gypsies), and Jews, and the mass exterminations of Ukrainians and Chinese. (See 7.2.3)  CG4 Conflict, Cooperation, and Security Analyze the causes and challenges of continuing and new conflicts by describing • causes of and responses to ethnic cleansing/genocide/mass extermination (e.g., Darfur, Rwanda, Cambodia, Bosnia)
Objectives:	Students will thoroughly read the text provided and use their background knowledge of other genocides (Holocaust, Armenia, and Rwanda etc...) to compare the Japanese attempt at cultural genocide in Korea.
Prior Learning:	Students will have already been studying the concept of genocide and previous examples of it in various times and regions in World History.
Guiding Question:	<i>Compare the various genocides that we have already studied in this class (Rwanda, Armenia, and the Holocaust) with the Japanese attempt to erase the culture of Korea.</i>
Procedure:	DAY 1: 15 minutes to review previous examples of genocides with details of specific actions taken and the major details and causes of the genocides (Use of a Graphic Organizer on the Smart Board, access prior knowledge and earlier portions of the textbook)

10 minutes to review the major events prior to WWII in the Pacific including the Japanese colonization of Korea and the conquest of Manchuria.

25 minutes for students to read the excerpt from Lost Names (the “Lost Names” chapter) in small groups (3-4 students). Each group will need to read and analyze the text, taking notes on the major events in the excerpt. Students should also list any questions they may have about the reading including vocabulary and background. Some students may have to take the text home to finish the reading.

5 minutes to briefly go over and debrief the major events of the sections

#### DAY 2:

20 minutes for student groups to report out their analysis of the excerpt, ask questions, make comparisons with other genocides. This will use the Smartboard so students can take notes from other people’s observations.

20 minutes to model a short essay comparing one of the other genocides with the information from the excerpt. Students will be expected to express similarities and differences beyond just other genocides resulted in death.

Final 15 Minutes for students to write a short (3 paragraphs) essay in response to the guiding question. Students should include specific examples from the textbook and from the reading of Lost Names. Students will complete this writing outside of class and turn it in the next class day.

Assessment: The essay that will be turned in the next class day.

**The Armenian Genocide:**

**When:**

**Where:**

**What group(s) committed the genocide:**

**What reason are given for trying to eliminate this group of people:**

**Misc. Details:**

**The Holocaust:**

**When:**

**Where:**

**What group(s) committed the genocide:**

**What reason are given for trying to eliminate this group of people:**

**Misc. Details:**

**Rwanda:**

**When:**

**Where:**

**What group(s) committed the genocide:**

**What reason are given for trying to eliminate this group of people:**

**Misc. Details:**



## SECTION 2 Step-by-Step Instruction

### Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Describe how the Axis powers came to control much of Europe, but failed to conquer Britain.
- Summarize Germany's invasion of the Soviet Union.
- Understand the horror of the genocide the Nazis committed.
- Describe the role of the United States before and after joining World War II.

### Prepare to Read

#### Build Background Knowledge

Remind students that the German attack on Poland signaled the outbreak of the war. Ask them to preview the section and predict what will happen next.


#### Set a Purpose

- **WITNESS HISTORY** Read the selection aloud or play the audio.

 **Witness History Audio CD,**  
Janina's War Story

Ask How does Janina describe the German attack on Poland? (Sample: loud, destructive, confusing, horrifying)  
How do you predict airplanes might be used in World War II? (Sample: for bombing, transportation, reconnaissance)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (Answer appears with Section 2 Assessment answers.)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Note Taking** Have students read this section using the Structured Read Aloud strategy (TE, p. T20). As they read, have students fill in the flowchart sequencing events in World War II.

 Reading and Note Taking Study Guide, p. 265

► Janina Sulkowska in the early 1930s



► German fighter plane



#### WITNESS HISTORY

##### Janina's War Story

“It was 10:30 in the morning and I was helping my mother and a servant girl with bags and baskets as they set out for the market. . . . Suddenly the high-pitch scream of diving planes caused everyone to freeze. . . . Countless explosions shook our house followed by the *rat-tat-tat* of strafing machine guns. We could only stare at each other in horror. Later reports would confirm that several German Stukas had screamed out of a blue sky and . . . dropped several bombs along the main street—and then returned to strafe the market. The carnage was terrible.”

—Janina Sulkowska, Krzemieniec, Poland, September 12, 1939

**Focus Question** Which regions were attacked and occupied by the Axis powers, and what was life like under their occupation?

## The Axis Advances

### Objectives

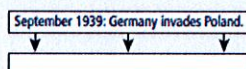
- Describe how the Axis powers came to control much of Europe, but failed to conquer Britain.
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### Terms, People, and Places

blitzkrieg	General Erwin Rommel
Luftwaffe	concentration camps
Dunkirk	Holocaust
Vichy	Lend-Lease Act

### Note Taking

Reading Skill: Recognize Sequence Sequence events as you read in a flowchart.



Diplomacy and compromise had not satisfied the Axis powers' hunger for empire. Western democracies had hoped that appeasement would help establish a peaceful world order. But Nazi Germany, Fascist Italy, and imperial Japan plunged ahead with their plans for conquest.

### The Axis Attacks


On September 1, 1939, Nazi forces stormed into Poland, revealing the enormous power of Hitler's **blitzkrieg**, or “lightning war.” The blitzkrieg utilized improved tank and airpower technology to strike a devastating blow against the enemy. First, the **Luftwaffe**, or German air force, bombed airfields, factories, towns, and cities, and screaming dive bombers fired on troops and civilians. Then, fast-moving tanks and troop transports pushed their way into the defending Polish army, encircling whole divisions of troops and forcing them to surrender.

While Germany attacked from the west, Stalin's forces invaded from the east, grabbing lands promised to them under the Nazi-Soviet Pact. Within a month, Poland ceased to exist. Because of Poland's location and the speed of the attacks, Britain and France could do nothing to help beyond declaring war on Germany.

Hitler passed the winter without much further action. Stalin's armies, however, forced the Baltic states of Estonia, Latvia, and

### Vocabulary Builder

Use the information below and the following resources to teach the high-use words from this section.

 Teaching Resources, Unit 6, p. 70; Teaching Resources, Skills Handbook, p. 3

#### High-Use Words

available, p. 931

nullified, p. 933

#### Definitions and Sample Sentences

*adj.* ready for use; at hand

After Susan ran out of butter, she had to use whatever ingredients were **available**.

*vt.* made invalid

After the students were caught cheating, the instructor **nullified** their exam grades.



Lithuania to agree to host bases for the Soviet military. Soviet forces also seized part of Finland, which put up stiff but unsuccessful resistance.

**The Miracle of Dunkirk** During that first winter, the French hunkered down behind the Maginot Line. Britain sent troops to wait with them. Some reporters referred to this quiet time as the “phony war.” Then, in April 1940, Hitler launched a blitzkrieg against Norway and Denmark, both of which soon fell. Next, his forces slammed into the Netherlands and Belgium.

In May, German forces surprised the French and British by attacking through the Ardennes Forest in Belgium, an area that was considered invasion proof. Bypassing the Maginot Line, German troops poured into France. Retreating British forces were soon trapped between the Nazi army and the English Channel. In a desperate gamble, the British sent all available naval vessels, merchant ships, and even fishing and pleasure boats across the channel to pluck stranded troops off the beaches of **Dunkirk**. Despite German air attacks, the improvised armada ferried more than 300,000 troops to safety in Britain. This heroic rescue raised British morale.

**France Falls** Meanwhile, German forces headed south toward Paris. Italy declared war on France and attacked from the south. Overrun and demoralized, France surrendered. On June 22, 1940, Hitler forced the French to sign the surrender documents in the same railroad car in which Germany had signed the armistice ending World War I. Following the surrender, Germany occupied northern France. In the south, the Germans set up a “puppet state,” with its capital at **Vichy** (VEE shee).

Some French officers escaped to England and set up a government-in-exile. Led by Charles de Gaulle, these “free French” worked to liberate their homeland. Within France, resistance fighters used guerrilla tactics against German forces.

**Operation Sea Lion** With the fall of France, Britain stood alone in Western Europe. Hitler was sure that the British would sue for peace. But Winston Churchill, who had replaced Neville Chamberlain as prime minister, had other plans. Faced with this defiance, Hitler made plans for Operation Sea Lion—the invasion of Britain. In preparation for the invasion, he launched massive air strikes against the island nation.

Beginning in August 1940, German bombers began a daily bombardment of England’s southern coast. For a month, Britain’s Royal Air Force valiantly battled the Luftwaffe. Then, the Germans changed their tactics. Instead of bombing military targets in the south, they began to bomb London and other cities.

**Germany Launches the Blitz** German bombers first appeared over London late on September 7, 1940. All through the night, relays of aircraft showered high explosives and firebombs on the sprawling capital. The bombing continued for 57 nights in a row and then sporadically until the next May. These bombing attacks are known as “the blitz.” Much of London was destroyed, and thousands of people lost their lives.

#### Vocabulary Builder

available—(uh VAYL uh bul) *adj.* ready for use; at hand



Winston Churchill’s defiance gave voice to the determination of the British. How did Churchill give weight to his speech?

#### Primary Source

“We shall defend our island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender.”

—Winston Churchill, June 4, 1940



AUDIO

## Teach

### The Axis Attacks



#### Instruct

■ **Introduce: Vocabulary Builder** Have students read the Vocabulary Builder term and definition. Ask **How did Germany use the technology available to it to strike at the Allies?**

(Germany used airplanes and high explosives in a “blitz” against its enemies.)

Explain to students that *blitz* is short for *blitzkrieg*, which means “lightning war” in German.

■ **Teach** Trace the Axis advance at the beginning of the war. Ask **How did the Axis powers achieve victories in 1939 and 1940?** (by striking fast, using the awesome power of modern technology, and never giving the enemy time to prepare or defend itself) **Which side do you think was winning at the end of 1942?** (the Axis because they controlled most of Europe and had won important victories in Africa)

■ **Quick Activity** Have students look at the Battle of Britain. To begin, read aloud or play the audio selection from the Primary Source. Then direct students to look at the Infographic on Surviving the Blitz, on the next page, and play that audio selection. Discuss the many ways in which the war hurt ordinary people. Then remind students that Britain had a strong navy. Ask **Why do you think the air strikes were important to Germany’s plan to invade Britain?** (Because Britain had a strong navy, Germany would need to ensure that it had control of the air in order to successfully invade the country.)



AUDIO Witness History Audio CD, Winston Churchill, June 4, 1940

## History Background

**The Trick of the Hitler Two-Step** After the surrender of France, the Western Allies saw news reels and photographs that seemingly showed a delighted Hitler doing a victory dance on the very spot where Germany had surrendered at the close of World War I. This humiliating image was continually shown in movie theaters and newspapers across Britain, the United States and Canada. It enraged viewers. How-

ever, the footage was really a clever editing trick by propagandist John Grierson, then the managing director of Canada’s Wartime Information Board. When he received footage of Hitler stamping his foot once, he edited the frames and looped them to show Hitler doing a dance. The Allies then continuously aired the fake footage to rally the public to join the war effort.

## Answer

**Caption** by using repetition and showing determination



## Independent Practice

Have students write a series of six to eight newspaper headlines that summarize the course of the war from the invasion of Poland to the German decision to break off the Battle of Britain. Encourage them to include not only battles but also important speeches by leaders involved in the war. Remind them that newspaper headlines should be short but informative.

## Monitor Progress


- As students fill in their flowcharts, circulate to make sure they are sequencing the events in Europe and in Africa correctly. For a completed version of the flowchart, see

 Note Taking Transparencies, 185A

- To review each country's status in 1941, ask students to create a three-column chart with the headings *Free of German Control*, *Axis Power*, and *Conquered by Axis*.

## INFOGRAPHIC

### SURVIVING THE BLITZ

From 1940 to 1941, Germany tried to pummel Britain into submission during a months-long bombing campaign known as "the blitz." From September through May, German pilots targeted London with night after night of bombing, but other cities such as Liverpool, Glasgow, and Belfast became targets, too. These nighttime raids sent ordinary civilians scrambling for safety—in crowded public shelters, in homemade shelters, or even in the London Underground. During the blitz, German bombers killed more than 40,000 British civilians and damaged millions of homes. 



◀ Fearing poisonous gas attacks, the British government issued gas masks to its citizens. However, gas was never used against British civilians.

Small gestures of kindness helped Londoners deal with the effects of bombing raids. ▼



▲ Nearly three million people were evacuated from Britain's cities to the safer countryside.

London did not break under the blitz. Defiantly, Parliament continued to meet. Citizens carried on their daily lives, seeking protection in shelters and then emerging to resume their routines when the all-clear sounded. Even the British king and queen chose to support Londoners by joining them in bomb shelters rather than fleeing to the countryside.

**Hitler Fails to Take Britain** German planes continued to bomb London and other cities off and on until May 1941. But contrary to Hitler's hopes, the Luftwaffe could not gain air superiority over Britain, and British morale was not destroyed. In fact, the bombing only made the British more determined to turn back the enemy. Operation Sea Lion was a failure.

**Africa and the Balkans** Axis armies also pushed into North Africa and the Balkans. In September 1940, Mussolini ordered forces from Italy's North African colony of Libya into Egypt. When the British army repulsed these invaders, Hitler sent one of his most brilliant commanders, General Erwin Rommel, to North Africa. The "Desert Fox," as he was called, chalked up a string of successes in 1941 and 1942. He pushed the British back across the desert toward Cairo, Egypt.

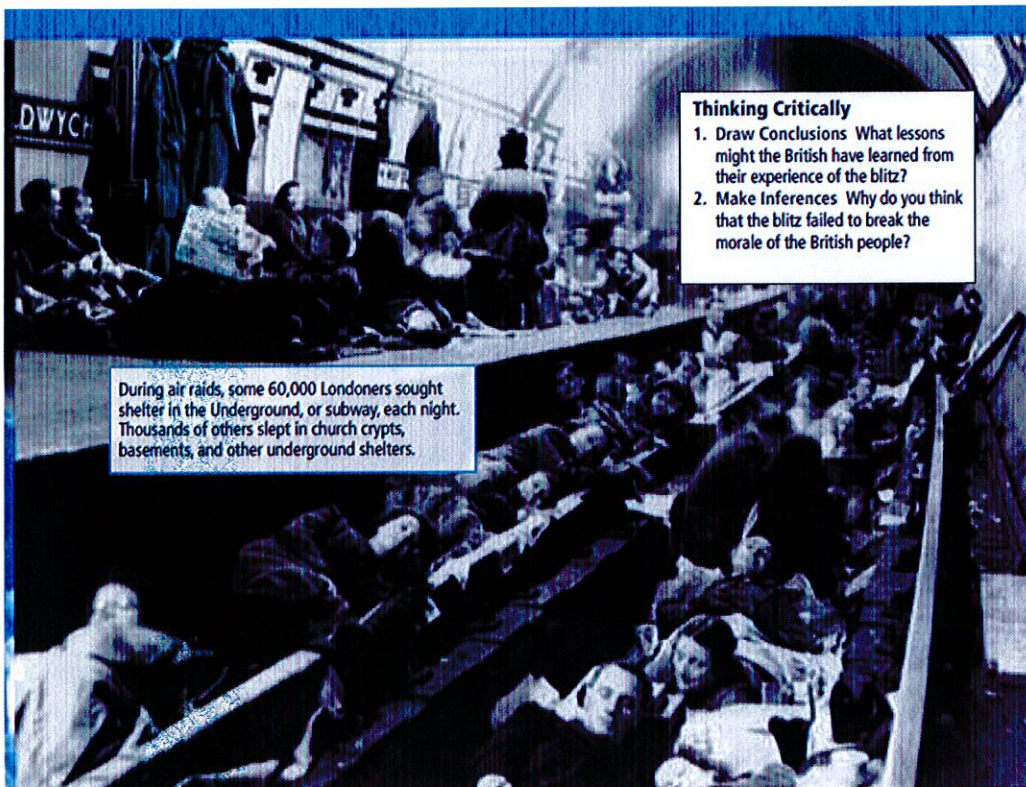
In October 1940, Italian forces invaded Greece. They encountered stiff resistance, and in 1941 German troops once again provided reinforcements. Both Greece and Yugoslavia were added to the growing Axis empire. Even after the Axis triumph, however, Greek and Yugoslav

## Link to Science

**The Role of Radar** Britain's Royal Air Force (RAF) was greatly outnumbered during the Battle of Britain, but it managed to fend off German attacks with remarkable success. One reason for this success was a new technology: radar (short for radio detecting and ranging), in which high frequency radio waves were emitted from stations. When those waves hit an object—like a German plane—they bounced off it and were sent back to the transmitter. A signal then

appeared on a screen showing the object's distance, direction, and, over time, speed. Britain had 21 long-range radar stations that could detect an enemy plane at a distance of 140 miles (225 kilometers). Reports from radar stations were fed to an information clearing-house near London. There, experts tracked the movements of enemy planes and telephoned information to RAF headquarters, which could order planes into the air to meet each attack.





During air raids, some 60,000 Londoners sought shelter in the Underground, or subway, each night. Thousands of others slept in church crypts, basements, and other underground shelters.

#### Thinking Critically

1. Draw Conclusions What lessons might the British have learned from their experience of the blitz?
2. Make Inferences Why do you think that the blitz failed to break the morale of the British people?

guerrillas plagued the occupying forces. Meanwhile, both Bulgaria and Hungary had joined the Axis alliance. By 1941, the Axis powers or their allies controlled most of Europe.

**Checkpoint** Which regions fell under Axis rule between 1939 and 1941?

## Germany Invades the Soviet Union

After the failure in Britain, Hitler turned his military might to a new target—the Soviet Union. The decision to invade the Soviet Union helped relieve Britain. It also proved to be one of Hitler's costliest mistakes.

**An Unstoppable German Army Stalls** In June 1941, Hitler nullified the Nazi-Soviet Pact by invading the Soviet Union in Operation Barbarossa, a plan which took its name from the medieval Germanic leader, Frederick Barbarossa. Hitler made his motives clear. "If I had the Ural Mountains with their incalculable store of treasures in raw materials," he declared, "Siberia with its vast forests, and the Ukraine with its tremendous wheat fields, Germany under National Socialist leadership would swim in plenty." He also wanted to crush communism in Europe and defeat his powerful rival, Stalin.

Hitler unleashed a new blitzkrieg in the Soviet Union. About three million German soldiers invaded. The Germans caught Stalin unprepared.

#### Vocabulary Builder

nullified—(NUL uh fyd) *vt.* made invalid

## Germany Invades the Soviet Union

### Instruct

■ **Introduce: Vocabulary Builder** Have students read the Vocabulary Builder term and definition. Ask **How did Hitler's invasion of the Soviet Union nullify the Nazi-Soviet Pact?** (Hitler had promised that Germany would not fight the Soviet Union.)

■ **Teach** Ask **Why did Hitler want to conquer the Soviet Union?** (He wanted its resources and he wanted to crush communism in Europe and break Stalin's power.) **How far did German troops advance in the first few months?** (They reached deep into the Soviet Union and were about to capture Moscow and Stalingrad.) **What prevented the Germans from gaining victory?** (stout defenses of those cities and Leningrad; the winter weather) **How did Hitler's invasion of the Soviet Union work against him?** (It led to cooperation between the Soviet Union and Britain and tied up troops and supplies with a fierce new enemy.)

### Differentiated Instruction

#### Solutions for All Learners

#### L1 Special Needs L2 Less Proficient Readers

Remind students that events in World War II were taking place in several areas at once. Since the text often focuses on one region at a time, students will need to piece together the information to sequence it properly for the Note Taking flowchart. Suggest that they record each date and event on a separate index card. Then they can easily shuffle the cards to put them in the proper order.

#### L2 English Language Learners

Use the following resources to help students acquire basic skills.

#### Adapted Reading and Note Taking Study Guide

- Adapted Note Taking Study Guide, p. 265
- Adapted Section Summary, p. 266

### Answers

- ✓ Poland, Norway, Denmark, the Netherlands, Belgium, France, parts of the region of North Africa, Greece, and Yugoslavia. In addition, Bulgaria and Hungary joined the Axis.

#### Thinking Critically

1. Sample: to be resourceful, to be defiant
2. Sample: The bombings angered the British people and rallied their support for their country.



## Independent Practice

Tell students to take the role of someone living in Leningrad in 1942, during the German siege. Have them write a journal entry describing what life was like within the city, including the shelling from German artillery, the physical destruction, and the difficulties of finding food and water. Encourage them to describe how they feel about the hardships they face. Invite volunteers to share their journal entries with the class.

## Monitor Progress

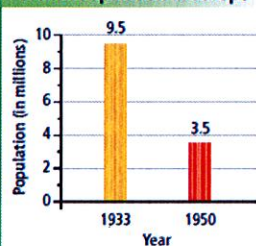
To review this section, ask **What role did the climate of the Soviet Union play in its battle to halt the German invasion?** (*The extreme winter weather stalled the German advance.*)

## INFOGRAPHIC

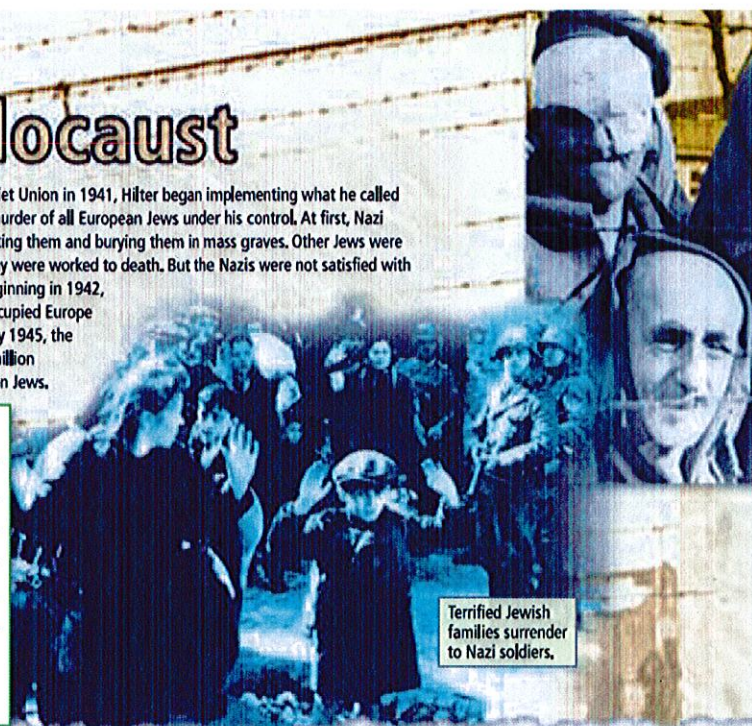
# The Holocaust

When Hitler's forces invaded the Soviet Union in 1941, Hitler began implementing what he called the "Final Solution"—the organized murder of all European Jews under his control. At first, Nazi troops began rounding up Jews, executing them and burying them in mass graves. Other Jews were sent to forced labor camps, where many were worked to death. But the Nazis were not satisfied with the pace of these ruthless murders. Beginning in 1942, they began to force Jews from Nazi-occupied Europe into specially designed death camps. By 1945, the Nazis had mercilessly killed some six million Jews—nearly two thirds of all European Jews.

Jewish Population in Europe



SOURCE: United States Holocaust Memorial Museum Online



His army was still suffering from the purges that had wiped out many of its top officers.

The Soviets lost two and a half million soldiers trying to fend off the invaders. As they were forced back, Soviet troops destroyed factories and farm equipment and burned crops to keep them out of enemy hands. But they could not stop the German war machine. By autumn, the Nazis had smashed deep into the Soviet Union and were poised to take Moscow and Leningrad (present-day St. Petersburg).

There, however, the German advance stalled. Like Napoleon's Grand Army in 1812, Hitler's forces were not prepared for the fury of "General Winter." By early December, temperatures plunged to  $-40^{\circ}\text{F}$  ( $-4^{\circ}\text{C}$ ). Thousands of German soldiers froze to death.

**Germany's Siege of Leningrad** The Soviets, meanwhile, suffered appalling hardships. In September 1941, the two-and-a-half-year siege of Leningrad began. Food was rationed to two pieces of bread a day. Desperate Leningraders ate almost anything. For example, they boiled wallpaper scraped off walls because its paste was said to contain potato flour.

Although more than a million Leningraders died during the siege, the city did not fall to the Germans. Hoping to gain some relief for his exhausted people, Stalin urged Britain to open a second front in Western Europe. Although Churchill could not offer much real help, the two powers did agree to work together.

**Checkpoint** What caused Hitler's invasion of the Soviet Union to stall?

## Differentiated

### Instruction Solutions for All Learners

#### L4 Advanced Readers L4 Gifted and Talented

By November 1941, the Nazis had cut off Leningrad's supply lines and had nearly surrounded the city. The city had already mobilized all its citizens who were able to fight. The siege would last 872 days.

Ask students to take the role of a German general at Leningrad in the winter of 1941, in the early days of the siege. Have students, using outside research, develop

an assessment of the situation and a German plan of action. Should they withdraw or launch a new offensive? When should the troops move? Have students include the relative positions of both armies, their numbers, their equipment, and the morale of their officers and fighting men. Have students offer reasons for their recommendation.

## Answer

- It was stalled by Soviet resistance, the difficulty of the harsh winter and by Stalin's tactics of destroying equipment and burning crops to keep resources and food out of German hands.





▲ Survivors of the Holocaust at the Auschwitz death camp in Poland

### Thinking Critically

1. **Map Skills** Where were the death camps located? How did this location reflect the goal of the "Final Solution"?
2. **Graph Skills** How does the graph show the horror of the Holocaust?

### Nazi Concentration Camps



## Life Under Nazi and Japanese Occupation

### Instruct

- **Introduce** Direct students' attention to the photograph of Jewish families being led off by Nazi soldiers in the Infographic on the Holocaust. Discuss the emotions shown on the people's faces. Ask students to predict what this photograph reveals about how the Nazis treated the civilians they conquered.
- **Teach** Ask What ideology was the basis for the Nazis' brutal treatment of conquered peoples? (belief that so-called Aryans, especially Germans, were a superior race and that all others were inferior, especially Jews, Slavs, and the Roma) How did the Nazis put these beliefs into practice? (They forced conquered peoples from these groups into slave labor in work camps and in concentration camps; millions were systematically killed. They also targeted political opponents, the elderly, the disabled, and homosexuals.)
- **Quick Activity** Discuss the issue of who bears the greatest responsibility for the murders committed in the German "death camps"—Hitler and the few other top officials who developed the plan to create the camps and execute people, or the many people who carried out that effort by running the camps under orders.

## Life Under Nazi and Japanese Occupation

While Nazi forces rampaged across Europe, the Japanese military conquered an empire in Asia and the Pacific. Each set out to build a "new order" in the occupied lands.

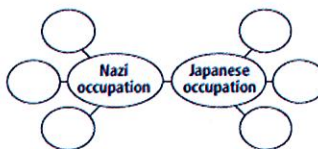
**Hitler's "New Order"** Hitler's new order grew out of his racial obsessions. As his forces conquered most of Europe, Hitler set up puppet governments in Western European countries that were peopled by Aryans, or light-skinned Europeans, whom Hitler and his followers believed to be a "master race." The Slavs of Eastern Europe were considered to be an inferior "race." They were shoved aside to provide more "living space" for Germans, the strongest of the Aryans.

To the Nazis, occupied lands were an economic resource to be plundered and looted. The Nazis systematically stripped conquered nations of their works of art, factories, and other resources. To counter resistance movements that emerged in occupied countries, the Nazis took savage revenge, shooting hostages and torturing prisoners.

But the Nazis' most sinister plans centered on the people of the occupied countries. During the 1930s, the Nazis had sent thousands of Jewish people and political opponents to **concentration camps**, detention centers for civilians considered enemies of the state. Over the course of the war, the Nazis forced these people, along with millions of Polish and Soviet Slavs and people from other parts of Europe, to work as slave laborers. Prisoners were poorly fed and often worked to death.

### Note Taking

**Reading Skill: Identify Supporting Details** In a concept web like the one below, fill in details about how the Nazis and Japanese military treated people under their power during World War II. Add circles as necessary.



### Connect to Our World

**Connections to Today** Along with other valuables, the Nazis often took works of art as plunder. At the end of the war, the Soviet army also seized art as reparations, while it occupied Germany. The government returned some of the art to East Germany. Other artworks remained in Russia, hidden or forgotten.

In 1991, the director of the Hermitage Museum in St. Petersburg stumbled across more than 70 works of

art by various masters taken from German museums and private collectors. The Hermitage exhibited these works in March 1995. Although the museum agreed to return some of the art to the heirs of the original collectors, the Russian government blocked the move. It still regarded the art taken from Germany as reparations for the great damage done to the Soviet Union during World War II.

### Answers

#### Thinking Critically

1. in Poland near the work camps; it shows that all detainees might eventually be moved from work camps to death camps and reveals the Nazis' ruthless policies towards Slavs and Central European Jews
2. It depicts the dramatic drop in the Jewish population of Europe.