



Amsterdam 1943 - A school class at the Van Dethschool (domestic science school) with Jewish girls wearing Stars of David.  
© Verzetsmuseum Amsterdam



Set photograph taken during the shooting of the Anne Frank video diary.



This video explains how scapegoating works. During the occupation, Jews were excluded and persecuted. This started with Hitler designating them as scapegoats. What was the impact this had on the Jews?

## TASK 1

Watch episode 7 ► [Antisemitism](#)  
and the accompanying ► [EXTRA Scapegoats](#)

## TASK 2

### Searching for information

The Holocaust or Shoah is also called a genocide. It started when a specific group was scapegoated and ended with 6 million innocent victims. The Holocaust is not the only genocide in history.

**a) Do you know of any other examples of genocide?**

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**b) Which group was scapegoated in your example?**

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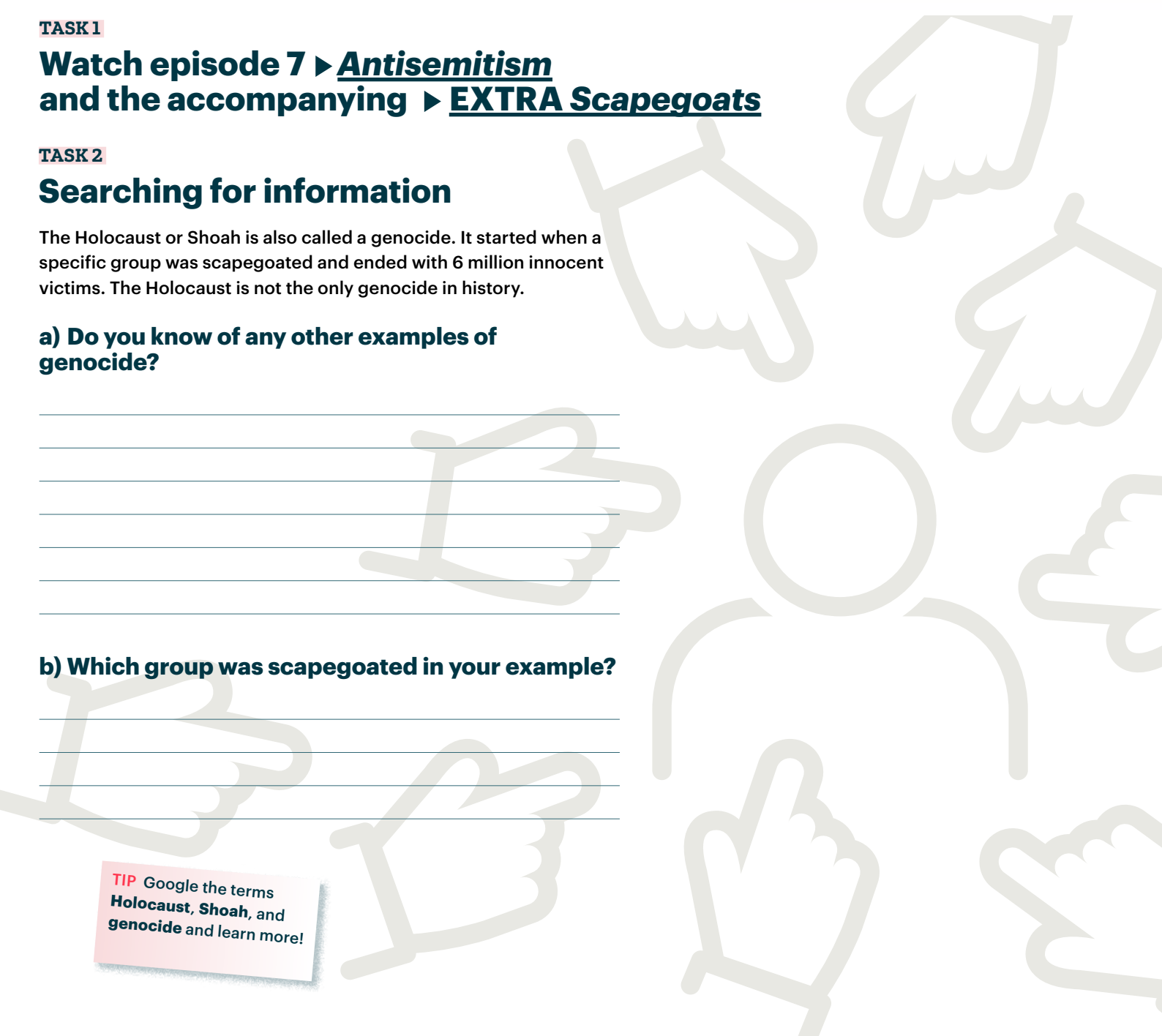
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**TIP** Google the terms **Holocaust, Shoah, and genocide** and learn more!



**TASK 3**

# Stages of exclusion

Genocide does not happen overnight. According to researcher Gregory Stanton, it is a ten-stage process with a beginning and an end.

**a) Read through the ten stages of exclusion and view the ten photographs on page 3.**  
Which stage belongs to which photograph? Add the stage to the photo.

**THE TEN STAGES OF STANTON** — Please note: they are in the wrong order!

<p><b>POLARISATION N</b> People are pitted against each other. You are either left-wing or right-wing, for or against. A clear separation between groups takes effect.</p>	<p><b>MURDER A</b> The actual large-scale killing of people begins. Supported by the state, the perpetrators murder their victims.</p>	<p><b>ORGANISATION O</b> The persecution of minorities is always an organised process, often by the state in cooperation with organisations and people.</p>	<p><b>DEPORTATION I</b> Victims are forcibly transported from organised gathering areas to the killing sites.</p>	<p><b>DISCRIMINATION E</b> The majority discriminates against the minority. Laws and power structures are used to deprive the minority group of their rights.</p>
<p><b>PREPARATION R</b> Before people are deported and murdered, preparations are made to ensure a smooth process.</p>	<p><b>SYMBOLISATION M</b> People are labelled using words and symbols. This makes the minority groups easy to recognise.</p>	<p><b>DEHUMANISATION M</b> People are portrayed as inferior, compared to animals, and treated like animals. Hate propaganda, full of stereotypical characterisations, contributes to this image.</p>	<p><b>CLASSIFICATION I</b> Appointing scapegoats. When tensions run high, minority groups are blamed.</p>	<p><b>DENIAL M</b> The perpetrators of the genocide try to cover their tracks and destroy the evidence.</p>

**b) Now put the ten stages in their proper order.**

Two are already in place.

**c) Discuss.**

At what stage is it still possible for individuals to intervene?

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What could you do, and who would you need to do it?

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Which word appears when you read the letters from the top down?

<b>STEP 1</b>		
<b>STEP 2</b>	<i>Polarization</i>	<b>N</b>
<b>STEP 3</b>		
<b>STEP 4</b>		
<b>STEP 5</b>		
<b>STEP 6</b>	<i>Organization</i>	<b>O</b>
<b>STEP 7</b>		
<b>STEP 8</b>		
<b>STEP 9</b>		
<b>STEP 10</b>		

**TASK 4**

# Can you imagine what it is like to be scapegoated?

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# EXTRA Scapegoats



Gas chamber at Majdanek extermination camp, situated in Germany-occupied Poland. © Wiki CC BY-SA 3.0 pl



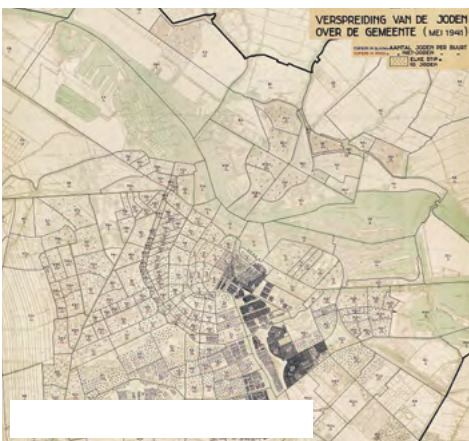
June 1941—after the introduction of the anti-Jewish measures, Jews were no longer allowed to do things, and they became increasingly isolated. © NIOD



1943—Deportation from Westerbork. From 15 July 1942 to 13 September 1944, a total of 97 trains left for the death camps. © NIOD



Auschwitz Birkenau, remains of a gas chamber and crematorium. Just before the liberation, the Nazis blew up the gas chambers and crematoriums © wiki CC BY 2.5 pl



Dutch civil servants made this 'dots map' in 1941 by order of the Nazis. It showed the houses where Jewish families lived. This accelerated the organisation of the round-up of Jews © Verzetsmuseum Amsterdam



1942—Amsterdam, Esther, Max, and Barend Smeer with Stars of David on their clothes. Wearing these became compulsory from May 1942 for everyone over the age of six. © Joods Historisch Museum



1934—This example illustrates the prejudice that Jews are power-hungry. They were compared to rats, spiders, and other pests.



1931—Otto with his daughters Margot (left) and Anne (right). The Frank family was Jewish.



1943— A German student is instructed in the differences between Arians and Jews. The ideology of the superiority of the German race was the foundation for National Socialism. © Deutsches Historisches Museum, Berlin



1943—Jews are taken to the Hollandsche Schouwburg before being sent to the Westerbork transit camp. Before that, they had to hand in their possessions and live in Jewish neighbourhoods. © Verzetsmuseum Amsterdam

# annefrank

## video diary

### EXTRA

To accompany the Anne Frank video diary, we have created seven educational EXTRAs that tie the episodes to the context of the persecution of the Jews and the Second World War. It is helpful to view the EXTRAs with the class before working on the activities. The activities share the following components:

- 1 Students watch the EXTRA in the classroom.
- 2 Students interpret the historical source material themselves.
- 3 Students work on group assignments in small groups.
- 4 Students engage in a whole-class discussion about the critical thinking question shown at the end of the EXTRA.

### Step 1

#### WATCHING THE VIDEO TOGETHER

Watch the EXTRA video Scapegoat with the class. This video explains how scapegoating works. The Nazis excluded and persecuted the Jews. This started with Hitler designating them as scapegoats. What did that mean?

### Step 2

#### INTERPRETING

##### Answers to a+b

Some examples:

- In Cambodia, an estimated 1.7 million people were murdered by the strict communist Khmer Rouge led by Pol Pot between 1975 and 1979. Scapegoats: intellectuals, scholars, believers, townspeople and families; anyone who did not adhere to a rural and communist lifestyle.
- The genocide in Rwanda in 1994 is estimated to have resulted in over half a million Tutsi deaths. Scapegoats: mainly Tutsi.
- Between 1895 and 1923, an estimated 1 million Armenians were murdered by the Ottoman authorities (present-day Turkey). To this day, this genocide is denied by Turkey. Scapegoats: Indigenous Armenian population.

For more info, go to the website of [► NIOD](#)

### Step 3

#### GROUP ASSIGNMENT

#### STEPS OF EXCLUSION

##### Method

- Divide the student into pairs.
- Have the pairs work on assignments A and B for approx. 15 minutes.
- Then hand out the answers and discuss assignment C with the whole group.

##### Tips for discussing C

- Explain that many of the stages may coexist; these are processes. These processes are always instigated and carried out by people. You could predict them, in a sense. Stanton's theory rests on the premise that by predicting the stages, you could prevent genocide.
- Especially during the first stages, you, as a citizen, still have influence. However, your influence is restricted as the situation escalates and the process enters its final stages.
- What can you do? Consider: a critical approach to media/information/sources, awareness when it comes to your own prejudices and ideas about others, being open to other ideas, everyone has the right to vote, organising petitions and demonstrations when you see injustice happening around you, the anti-discrimination hotline, filing a police report when you witness unequal treatment.
- The 'ten stages of genocide' theory was conceived by Gregory Stanton. For more information, go to: [► Genocide watch](#)

#### EXTRA

Video Diary Episode 7  
*Antisemitism*

##### For whom

Students in lower secondary school (history, citizenship, social studies)

##### Duration

30 minutes

##### Themes

WWII, persecution of the Jews, discrimination, scapegoats, genocide

##### Format

Individual and group assignments plus whole-class wrap-up

##### Supplies

Video Extra Scapegoats Worksheets PDF (download & print at 100%)

##### Learning objective

Students know the term genocide and can name other examples of genocide; Students know the concepts associated with the 10 stages of a genocide; Students recognise that the persecution of the Jews was a process made up of stages.

The succession of these steps eventually resulted in the murder of 6 million Jews; Students reflect on the concept of scapegoating and their own experiences.

**TIP** Personal narrative— have students find out what happened to the Smeer family (photo symbolisation) at [► Joods digital monument](#)

#### Answers to question 3b

<b>STAGE 1</b>	<b>Classification</b>	<b>I</b>
<b>STAGE 2</b>	<b>Polarisation</b>	<b>N</b>
<b>STAGE 3</b>	<b>Symbolisation</b>	<b>M</b>
<b>STAGE 4</b>	<b>Discrimination</b>	<b>E</b>
<b>STAGE 5</b>	<b>Dehumanisation</b>	<b>M</b>
<b>STAGE 6</b>	<b>Organisation</b>	<b>O</b>
<b>STAGE 7</b>	<b>Preparation</b>	<b>R</b>
<b>STAGE 8</b>	<b>Deportation</b>	<b>I</b>
<b>STAGE 9</b>	<b>Murder</b>	<b>A</b>
<b>STAGE 10</b>	<b>Denial</b>	<b>M</b>

## EXTRA Scapegoats

### Murder



Gas chamber in Majdanek death camp, located in German-occupied Poland. © Wiki CC BY-SA 3.0 pl

### Discrimination



une 1941 - after the introduction of the anti-Jewish measures, Jews were no longer allowed to do things, and they became increasingly isolated. © NIOD

### Classification



1931—Otto with his daughters Margot (left) and Anne (right). The Frank family is Jewish. © Anne Frank Stichting

### Deportation



1943—Transport from Westerbork From 15 July 1942 to 13 September 1944, a total of 97 transports left for the death camps. © NIOD

### Symbolisation



1942—Amsterdam, Esther, Max, and Barend Smeer with Stars of David on their clothes. Wearing these became compulsory from May 1942 for everyone over the age of six. © Joods Historisch Museum

### Polarisation



1943— A German student is instructed in the differences between Arians and Jews. The ideology of the superiority of the German race was the foundation for National Socialism. © Deutsches Historisches Museum, Berlin

### Denial



Auschwitz Birkenau, remains of a gas chamber and crematorium. Just before the liberation, the Nazis blew up the gas chambers and crematoriums © wiki CC BY 2.5 pl



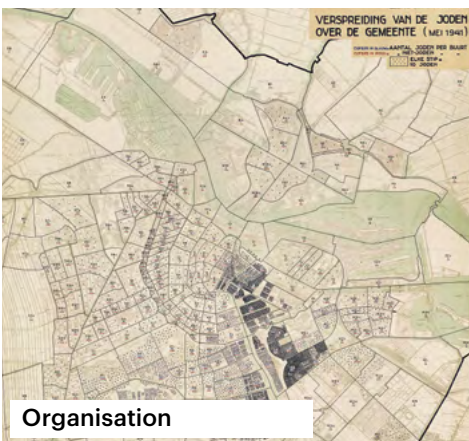
Dehumanisation  
1934—This example illustrates the prejudice that Jews are power-hungry. They are compared to rats, spiders, and other pests.

### Preparation



1943—Jews are taken to the Hollandse Schouwburg before they are sent on to the Westerbork transit camp. Before that, they had to hand in their possessions and live in Jewish neighbourhoods. © Verzetsmuseum Amsterdam

### Organisation



Dutch civil servants made this 'dots map' in 1941 by order of the Nazis. It showed the houses where Jewish families lived. This accelerated the organisation of the round-up of Jews. © Verzetsmuseum Amsterdam

## TIPS FOR ONLINE TEACHING

### In advance

Download the worksheet and teacher guide. Then, send the worksheet to your students and give them clear instructions on what you expect them to do.

*Are they all working on the assignments at the same time? Which assignments do you want them to do on their own and which ones will they do in groups?*

*How and via which platform do they collaborate? How much time do they have for each assignment? Where do you want them to hand in the worksheet? How do you communicate the answers to the assignments (found in the Teacher's Guide)?*

### Tasks 1 and 2 (duration approx. 15 min)

The first two assignments can be done individually: students can watch the video and complete the worksheets on their own.

If technically feasible, you can opt for starting collectively and watching the video together.

### Task 3 (duration approx. 15 min)

Task 3 is intended as a group assignment. There are two options:

- 1 Have your students work on the assignment on their own. They can enter their answers online.
- 2 Have them work on the assignment in groups. In this case, decide in advance how you want students to work together (in pairs or groups of four). They can enter their answers online.

### Task 4 (duration approx. 15 min)

Task 4 is meant to be discussed with the whole class. Here are some suggestions:

- 1 Have the students work on this assignment on their own. Students reflect on the critical thinking question and enter their answers online.
- 2 Have students create a vlog (individually or in pairs) in which they answer the thinking question: do they recognise scapegoating? Do they ever feel that they are being scapegoated or do they recognise it in others?
- 3 Start an online discussion about the critical thinking question. Who can relate?

**TIP** Together with the group, draw up discussion rules before you start. You can refer back to these rules during the discussion, if necessary. Include rules such as: we take a positive approach, listen to each other, react to the substance of what is said, rather than the way it is said.