Infectious Disease in the Lodz Ghetto

<table>
<thead>
<tr>
<th>Subject</th>
<th>Science</th>
<th>Teacher</th>
<th>Marg Tomnay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Title</td>
<td>Infectious diseases in the Lodz Ghetto</td>
<td>Unit Duration</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Students</td>
<td>Advanced Learning Program</td>
<td>Learning Area</td>
<td>Infectious diseases</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 8</td>
<td>VELS Standards</td>
<td>Working towards and beyond Level 6</td>
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</tbody>
</table>

RATIONALE OF THE PROJECT

Students will have a well developed understanding and voice against non acceptance and misunderstanding of individuals through exploration and critical analysis of social, historical and cultural values presented in a variety of literary and visual text on the Holocaust while studying infectious diseases. They will demonstrate through their responses a respect and empathy for individuality in local and global cultural contexts while acknowledging and celebrating the diversity of these individuals in the past and the present. Students will acquire respect for evidence and openness of mind and learn about misguided judgments and their consequences for others and the use and detrimental effect of propaganda and pseudo science as tools to promote these.

AREAS ALREADY STUDIED BEFORE THIS UNIT

- Read the texts “Once” and “Then by Morris Gleitzman and completed units.
Students will critically examine and analyse:

- Historical accounts
- Survivor testimonies
- Various literary works including text, poems, lyrics and artworks

To produce:

- Ghetto infectious disease posters
- Analytical essays
- Holocaust Journey Entries

Will be challenged to develop:

- A respect for evidence and openness of mind
- A deeper understanding of the social, economic and political agendas that play a significant part in historical events and our understanding of them
- Understanding and acceptance for all people in their time and place
- An understanding that writers, poets and artists can have many levels of commentary in their works
- An understanding of the power of propaganda and pseudo-science

Students will gain a rigorous understanding of:

- Pre war life of the Jews
- Events that led up to the Holocaust
- Events of the Holocaust with a focus on life in Lodz ghetto
- Ethical questions unique to the Holocaust
- The power of different types of literature
**Learning Activities**

Students will complete attached Assessment Tasks as they:

- Read passages from “The Drowned and the Saved” and “Escape from Sobibor” and answer analytical questions.
- Read a compilation of Holocaust poetry.
- View the films “Uprising” and “Defiance”.
- Listen to the rap song “Perpetrators, Bystanders, Victims” by Yezterdae.
- Answered questions from “The Most Commonly Asked Questions about the Holocaust”.
- Listen to and read Survivor Testimonies.
- Are involved in classes and discussions on “The Legend of the Lodz Ghetto Children” art work.
- Attend “The Israeli and Jewish Life Full Day Program” organised by the Zionist Council of Victoria.
- Keep a “Holocaust Journey” journal.

**Units of Work**

See attached “Disease in the Lodz Ghetto during WWII”

<table>
<thead>
<tr>
<th>Victorian Essential Learning Standards</th>
<th>Progression point</th>
<th>Students will be involved in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>5.75</td>
<td>• Discussion of the impact of aspects of texts; for example the use of imagery and symbolism</td>
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<td>6.75</td>
<td>• Identification of multiple purposes within the same text</td>
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<td></td>
<td>• Critical analyse of and responses to a wide range of imaginative, informative and persuasive texts</td>
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<tr>
<td></td>
<td></td>
<td>• Critical analysis of social, historical and/or cultural values</td>
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</tbody>
</table>
| Writing | 5.75 | • Use of appropriate strategies to review and edit texts for fluency and coherence  
  • Consistent control of the conventions of spelling, punctuation and syntax  
  • Composition of expressive and sustained narratives with attention to chronology and coherence of viewpoint  
  • Use writing to explore, speculate and reflect on complex ideas and issues  
  • Present strong arguments for particular points of view, using effective language to persuade readers  
  • Use a range of strategies for gathering information, planning, structuring, composing, proofreading, revising and editing |
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<tbody>
<tr>
<td>Speaking and Listening</td>
<td>5.75</td>
<td>• Participate in discussion and debate, drawing on the ideas and arguments presented in texts</td>
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<td>and arguments presented by others</td>
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<tr>
<td>• Select and shape information, ideas and arguments</td>
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<tr>
<td>• Understand the relationship between purpose, form, language and audience in a range of oral and multimodal text types</td>
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<tr>
<td>• Recognise the ways in which speakers express or imply a point of view and values</td>
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<tr>
<td>• Identify key ideas and information in order to develop responses to spoken texts</td>
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<tr>
<td>• Present coherent arguments for particular points of view using evidence to systemically support the point of view</td>
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<tr>
<td>• Critically respond to a range of spoken texts dealing with complex subject matter</td>
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Learning Intentions

Students will understand the normal and disease processes of the human body with a focus on the unique conditions in the Lodz Ghetto during WWII.

Students will use the story and a selection of posters from “The Legend of the Lodz Ghetto Children” as a reference for the design of their own disease posters. These will contain two levels of meaning, a surface level meaning and a subtext to highlight their understanding of the unique circumstances of the Lodz Ghetto.

Learning Tasks

Assessment Task 1  Infectious disease questions
Assessment Task 2  Kilo joule consumption and homeostasis questions
Assessment Task 3  Infectious diseases in the Lodz Ghettos
Major Assessment  Infectious disease poster with two levels of Meaning. Analytical essay on the motivation for the poster.
Examination       Two part exam
**SUCCESS CRITERIA**

<table>
<thead>
<tr>
<th>I will have been successful when I have:</th>
<th>Completed at or above expected standard</th>
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<tbody>
<tr>
<td>Answered, in detail, all of the infectious disease questions.</td>
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<tr>
<td>Completed a daily and weekly kilojoules consumption table.</td>
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</tr>
<tr>
<td>Explained the process and importance of one area of homeostasis and the effects of starvation on this area of homeostasis.</td>
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<tr>
<td>Investigated one of the infectious diseases of the Lodz Ghetto and its effect on one area of homeostasis.</td>
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**MAJOR ASSESSMENT TASK**

Constructed an infectious disease poster with two levels of meaning and an analytical essay that explains my choices and reason for my chosen sub-text message.
The following questions are to be completed as a homework task and used as a resource during class discussions and activities.

1. When you consider yourself ‘fit and well’, how would you describe your condition?
2. When you feel unwell, what symptoms indicate the presence of illness?
3. What is your experience of methods used to fight disease?
4. What is homeostasis and how is it important in maintaining your health.
5. Why do you think we learnt so little about infectious disease until the 18th century?
6. Why do you think more people suffer from disease in developing countries? Compare their experience to those of developing countries.
7. Outline some of the effects an epidemic could have on a community of people.
8. Why is the spread of pathogens into a previously unexposed population so dangerous?
9. Describe how bacteria can play a beneficial role.
10. Outline the different ways in which bacteria can harm the host.
11. Explain how viruses differ from bacteria. Include well labelled diagrams
12. Why do you think that viruses were discovered only recently?
13. Describe how viruses infect cells. Include a diagram of the process.
14. Explain why you think viruses are spread so easily and are so hard to eradicate?
15. Describe some of the methods used by hospitals to minimise the risk of patients picking up bacterial infections.

Due date ..........................................................
Starvation

The most grievous form of the indirect extermination of the ghetto inhabitants was starvation. In 1940, the daily caloric ration in the ghetto was equal to that for regular prisoners – about 1800 kcal. By mid-1942 the ration fluctuated to about 600 kcal. The caloric deficit increased from 40% to 80%, which in practice appeared as a feeling of constant hunger and subsequent wasting away, famine tremors and death from starvation.

The death rate due to starvation increased in geometric progression. In 1940, starvation was the cause of only 206 deaths, but in 1942, 2811 people died from starvation. In other words, a 10-fold increase.

“However, thanks to the rationed distribution of food the rate of deaths caused by starvation was 50% lower at Lodz than in the Warsaw ghetto, which was much wealthier and supported by smuggling”. 

http://www.HolocaustResearchProject.org (p.6)

ASSESSMENT TASK 1 – ‘Kilo joule consumption and relationship to homeostasis’

Keep a concise record of your kilo joule intake for one week. Work out the average kilo joule consumption for each day. How does this compare to the kilojoules allowed for the people in Lodz Ghetto? Answer the questions below in your evaluation. To be presented as a word document.

1. Show on a table your daily kilo joule consumption. Show your daily average and the average for the week. Compare this with the kilo joule count for the average person in the Lodz Ghetto. Use this information to discuss the questions below.

2. Explain one process of homeostasis in relation to human functioning and explain what is required for it to be maintained properly. Explain how the starvation conditions of the Lodz Ghetto would have affected its functioning and set the scene for the contraction of an infectious disease.

In subsequent years starvation was still the direct cause of 18% of all deaths.

Searching for food at the ghetto dump
Diseases

"The general weakening of the body caused by starvation added to the danger of contracting diseases.

Tuberculosis increased rapidly due to a lack of vitamins and malnutrition. Officially, TB was discovered in 20% of the population, but as many as 60% of the ghetto inhabitants may have been infected.

In 1940, 589 persons died of tuberculosis – in 1942 this had risen to 2182 persons. In the final days of the ghetto in 1944 tuberculosis was the cause of 39% of all deaths. Altogether 7269 persons died from TB in the Lodz ghetto.

Other contagious diseases were widespread also. An epidemic of dysentery broke out in 1940, which killed 1117 persons of the several thousand infected. As many as 6431 ghetto inhabitants contracted typhus - 320 died. The proportion of patients with diphtheria, diarrhoea, scarlet fever, trachoma, and meningitis was three times higher than in the years between the wars.

Starvation, heavy labour, uncertain future and constant fear of deportation had a great impact on the increase in the number of heart and circulatory system diseases. These were most often the cause of death until 1942. In mid-1942, 3066 persons died from cardiovascular disorders. The death rate was particularly high among Jews from Western Europe. Often elderly and formerly wealthy, these people quickly lost their strength and health under the extremely hard conditions in the ghetto. During only 7 months of their stay in the ghetto between October 1941 and May 1942, 3418 Western Jews died.

The number of births decreased considerably in the ghetto. Many children were stillborn. Within the entire period of the ghetto’s existence only 2306 children were born, less than any single year before the war”.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of People</th>
<th>Deaths</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940</td>
<td>160320</td>
<td>8474</td>
</tr>
<tr>
<td>1941</td>
<td>145992</td>
<td>11456</td>
</tr>
<tr>
<td>1942</td>
<td>103034</td>
<td>18046</td>
</tr>
<tr>
<td>1943</td>
<td>84226</td>
<td>4573</td>
</tr>
<tr>
<td>1944</td>
<td>72551</td>
<td>2778</td>
</tr>
</tbody>
</table>


ASSESSMENT TASK 2 - Present in a word document.

Read the information presented above and select one of the infectious diseases mentioned for an “Extensive Research Task into Diseases in the Lodz Ghetto during WWII”. Include clear, large, well labelled diagrams and tables to further clarify your information.

Include information concerning the signs and symptoms of your selected infectious disease.

Discuss how knowledge of the infectious process would have been used during WWII in the Lodz Ghetto. Remember the specific historical conditions imposed and resources available to people during this time. Review the photographic information of Mendel Grossman in the Lodz Ghetto and use in this section and as a reference resource for your examination at


REFER TO ATTACHED ASSESSMENT RUBRIC TO GUIDE YOU IN WHAT IS NECESSARY TO ACHIEVE THE BEST RESULTS.

Due date .................................................................
**“Diseases in the Lodz Ghetto during WWII” Assessment Rubric**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Above standard</th>
<th>Meets standard</th>
<th>Nearing standard</th>
<th>Below standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>tables and diagrams</td>
<td>Clear, accurate diagrams that are labelled as per scientific convention are included and make the paper easier to understand.</td>
<td>Diagrams are included and are generally labelled neatly and accurately.</td>
<td>Some diagrams are included and an attempt was made at labelling as per scientific convention.</td>
<td>Required diagrams are missing or are missing important labels.</td>
</tr>
<tr>
<td>followed instructions and independent participation</td>
<td>Instructions had obviously been read and understood. Used time well and worked independently.</td>
<td>Used time fairly well. Stayed focused on the investigation for most of the time. Some independent research evident.</td>
<td>Attempted the assignment but did not appear to understand the instructions. Focus was lost on several occasions. Little independent research evident.</td>
<td>Work output was minimal with little or no understanding of instructions evident. No independent research evident.</td>
</tr>
<tr>
<td>Discussion notes linked to concerns in the Lodz Ghettos</td>
<td>Discussion notes were clear and accurate, and used appropriate historical metalanguage.</td>
<td>Discussion notes were generally clear but left some holes in the information presented.</td>
<td>Discussion notes were presented occasionally, but accuracy could be improved for coherence.</td>
<td>Discussion notes poorly presented and of little use.</td>
</tr>
<tr>
<td>resources</td>
<td>Extensive and relevant resources were used and cited properly. Comprehensive bibliography included.</td>
<td>Generally found, used, comprehended and evaluated resources and cited them properly. Bibliography included.</td>
<td>Limitations were evident in the way the resources were found, used, comprehended and evaluated. Evident difficulty in citing them properly. Partial bibliography included.</td>
<td>No evidence of resources used. No bibliography evident.</td>
</tr>
<tr>
<td>Scientific Concepts in their historical and social time and place.</td>
<td>Report illustrates an accurate and thorough understanding of the scientific concepts in time and place underlying the research project.</td>
<td>Report illustrates an understanding of most of the scientific concepts in time and place underlying the research project.</td>
<td>Report illustrates a limited understanding of the scientific concepts in time and place underlying the research project.</td>
<td>Report illustrates inaccurate understanding of the scientific concepts in time and place underlying the research project.</td>
</tr>
<tr>
<td>Appearance/Organization</td>
<td>Investigative report is neatly presented and uses headings and subheadings to visually organize the material. No spelling or grammar errors.</td>
<td>Investigative report is generally neatly presented and uses headings and subheadings to visually organize the material. Less than 5 spelling and grammar errors were noted.</td>
<td>Investigative report is neatly presented but formatting does not help visually organize the material with more than 5 spelling and grammar errors.</td>
<td>Investigative report is not neatly presented and looks sloppy with many spelling and grammar errors.</td>
</tr>
</tbody>
</table>

Submitted by the due date: Yes [ ] No [ ]
Read the story and analyse the posters from “The Legend of the Lodz Ghetto Children”.

Keep in mind the specific conditions imposed and resources available to people in the Lodz Ghetto during World War II.

Take reference notes of the historical metaphor apparent in the story.

**MAJOR ASSESSMENT TASK**

Design an infectious disease poster that also has messages on two levels. Include a surface level message to be used to warn people about the spread of your selected infectious disease. It must include some artwork and may also include some limited words that are easily read and understood to have double meanings.

For the deeper level meaning you must choose to use symbolism to also convey a subtler message about life in the ghetto. Keep in mind that many artists only had this medium through which to present their ideas, experiences and fears about their life in the Lodz Ghetto.

Write a critique of your poster to explain your two levels of meaning to a person who has no knowledge of these events. Include information about why you chose to focus on these concerns and why they had such an impact on you.

**REFER TO ATTACHED ASSESSMENT RUBRIC TO GUIDE YOU IN THIS TASK.**

**Due date** .................................................................
## Analytical Essay of your Ghetto Infectious Disease Poster Assessment Rubric

**Student Name:** ____________________________  **TOTAL MARK**

**Submitted by the due date**  
Yes ☐  No ☐

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Above standard</th>
<th>Meets standard</th>
<th>Nearing standard</th>
<th>Below standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Poster message</strong></td>
<td>10</td>
<td>5</td>
<td>3</td>
<td>0</td>
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<tr>
<td>Diagrams and words were well thought out and clearly and accurately presented to make the understanding of the messages of the poster easier to understand.</td>
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<tr>
<td>Diagrams and words showed some thought and clearly and accurately presented to make the messages of the poster easier to understand.</td>
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<tr>
<td>Diagrams and words were present but did little to make the message of the poster easier to understand.</td>
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<tr>
<td>Required diagrams and/or words are missing. Little understood from the poster.</td>
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<tr>
<td><strong>Followed instructions and independent participation</strong></td>
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<tr>
<td>Instructions had obviously been read and understood. Used time well and researched independently.</td>
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<tr>
<td>Used time fairly well. Stayed focused on the design task for most of the time. Some independent research evident.</td>
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<tr>
<td>Attempted the task but did not appear to understand the instructions. Focus was lost on several occasions. Little independent research evident.</td>
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<tr>
<td>Work output was minimal with little or no understanding of instructions evident. No independent research evident.</td>
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<td><strong>Discussion notes linked to concerns in the Lodz Ghettos</strong></td>
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<tr>
<td>Analytical essay was clear and accurate, and used appropriate historical metalanguage</td>
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<tr>
<td>Analytical essay was generally clear but left some holes in the information presented.</td>
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<td>Attempts had been made at the analytical, but accuracy could be improved for coherence.</td>
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<tr>
<td>Discussion notes poorly presented and of little use.</td>
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<tr>
<td><strong>Resources</strong></td>
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<tr>
<td>Extensive and relevant resources were used and cited properly. Comprehensive bibliography included</td>
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<tr>
<td>Generally found, used, comprehended and evaluated resources and cited them properly. Bibliography included.</td>
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<tr>
<td>Limitations were evident in the way the resources were found, used, comprehended and evaluated. Evident difficulty in citing them properly. Partial bibliography included</td>
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<tr>
<td>No evidence of resources used. No bibliography evident.</td>
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<tr>
<td><strong>Experiences in their historical and social time and place.</strong></td>
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<tr>
<td>Essay illustrates an accurate and thorough understanding of the experiences of the people of Lodz Ghetto in time and place.</td>
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<tr>
<td>Essay illustrates a good understanding of some of the experiences of the people of the Lodz Ghetto in time and place.</td>
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<tr>
<td>Essay illustrates a limited understanding of the experiences of the people of Lodz Ghetto in time and place.</td>
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<tr>
<td>Essay illustrates inaccurate understanding of the experiences of the people of Lodz Ghetto in time and place.</td>
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<tr>
<td><strong>Appearance/Organization</strong></td>
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<tr>
<td>Essay was neatly presented and well organized. No spelling or grammar errors.</td>
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<tr>
<td>Essay was generally neatly presented and organized. Less than 5 spelling and grammar errors were noted.</td>
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<tr>
<td>Essay was neatly presented but formatting did not help with the organization the material. More than 5 spelling and grammar errors.</td>
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<tr>
<td>Essay was not neatly presented and looked sloppy with many spelling and grammar errors.</td>
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The Lodz Ghetto during WWII Examination

You are allowed to refer to the notes you have made from the information in “The Lodz Ghetto” from the Yad Vashem. Org website and “The Lodz Ghetto” Power Point and answer the following questions. At the end of the exam attach these notes to your sheets for an extra potential 20 marks.

If you require more space for an answer use the back of the page and be sure to number the question.

1. How big was the Lodz Ghetto and how many people did it contain at its most crowded? Compare this to the size of Morwell that contains 382 people /km².

2. What does ‘forced labour’ really mean and name two specific aspects in which it was used?

3. How were the Jews distinguished?

4. Why did the Nazis want the Jews concentrated in the ghetto?
5. Why did the Nazis believe the Jews had hidden treasures?

6. How was the Lodz Ghetto different from all other ghettos?

7. Why were the Jews relieved on some level to be imprisoned in the Lodz Ghetto?

8. How was the problem of obtaining food solved by the Judenrat?

9. How did the newer transport of wealthy Jews react to the conditions of the Lodz Ghetto? Why?

10. What natural event happened that made life in the ghetto even more severe?
11. What happened at Chelmno and later Auschwitz? How did the people of Lodz find out what was occurring in these places.

With an understanding of the above question complete the following poem to highlight your understanding and feelings of how the people on the transport may have felt.

Written in Pencil in the Sealed Freightcar by Dan Pagis

Here in this carload
I am Eve
With my son Abel
If you see my older boy
Cain son of Adam
Tell him that I...

EXTENSION QUESTION — In no less than 300 words complete this question on the paper supplied. Do not forget to write your name on each page.

Of the 255,000 people who were at Lodz Ghetto only a 900 remained. Why were they left? By the end of the war, except in Budapest, not a single ghetto remained in any shape. Why do you think the Germans may have wanted to get rid of them?