

Teaching the New 3 R's

Respect,
Responsibility,
and
Remembrance

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Goals and Objectives

Instructional Goal

Students learn the valuable lessons of the Holocaust, including the importance of respect, responsibility, and remembrance, through a series of activities culminating in a presentation to an audience of peers and a Holocaust survivor.

Grade Level and Curriculum Areas

High school students in English, World History, and American Government can benefit from lessons contained within this unit.

Short-Term Objectives

Students work independently and in cooperative groups to:

- Read critically
- Actively participate in Paideia Socratic seminars
- Analyze information
- Write stories, poems, and/or plays
- Apply their knowledge to current events
- Evaluate conflicting sources
- Gather information from maps and charts
- Create timelines
- Use the Internet and other sources to research topics and create presentations



Overall Value of the Unit

By participating in this unit, students will improve their writing abilities, their critical thinking abilities, and become aware of the power of personal responsibility. As a result, they will understand the importance of applying the lessons of the Holocaust to current history and to their own lives. They will learn that, in fact, one person *can* make a difference. Presenting their project to a survivor of the Holocaust will encourage them to do their very best.

Teacher Training Module

In addition to the specific lesson plans, I also wanted to create a teacher-training module. Florida has mandated the teaching of the Holocaust in the schools under Florida Statute 233.061. Although many teachers are familiar with the Holocaust in broad terms (perhaps they have seen Schindler's List or have read accounts of the Swiss bank judgments), they need to have some basic information and some ideas for teaching techniques. A teacher survey was created to determine what types of information teachers might need to know. A brief outline for a workshop is included in this packet. Also refer to the section titled "Paideia Seminar Discussions and Coached Projects" for information about those teaching techniques. The basic Paideia seminar could also be taught in the workshop.

Adaptations

You can easily adapt the ideas in this packet to your classes and you will find that by choosing a motivating subject, many of the Sunshine State Standards can be mastered with ease. Please see the section entitled "Correlation with Sunshine State Standards" for a complete listing of all objectives addressed within each of the three classes.

The ideas in this packet were developed for regular diploma high school English, World History, and American Government classes. Although there are enough activities listed for 4-5 weeks of instruction in English and World History, you can choose to do just some of the activities with your students. For

example, the World History unit is a 4-week unit; you could choose to do only activities in selected areas (i.e. the refugee crisis, resistance, and the Universal Declaration of Human Rights). In English, students could do a writing activity related to stereotypes and prejudice. Finally, in American Government, students could compare the propaganda used in World War II with propaganda used by our government today – a small portion of the unit described in this packet.

Students working toward a high school special diploma could also benefit from adaptations to the ideas described in this packet. For example, they could participate in a Paideia seminar using the allegory, "Terrible Things." This is an easy to read story that students can use to discover the negative effects of being a bystander. This is where the issue of personal responsibility can be addressed. After reading the story, students can relate their ideas to their everyday lives. In addition, students working toward a special diploma could benefit from working in cooperative group on activities related to discrimination.

Students at other grade levels could also benefit from some of the ideas described in this packet. Certainly, gifted students at the middle school level could benefit from most of the activities. Also, adaptations of activities such as the poetry writing and "The Hangman" poem can be used in middle school. The State of Florida will be publishing a middle school guide about teaching the lessons of the Holocaust in 2000. Information in this guide should be very beneficial to teachers.

Special education students are particularly interested in discussions about how the Nazis discriminated against the mentally handicapped and the mentally ill in addition to the better known groups such as the Jewish people, the Communists, and the Gypsies. In fact, all of my students are severely emotionally disturbed and this part of the unit was interesting to them. They worked in groups to research information about why and how the Nazis choose these groups to exterminate.

If you are interested in adapting this project as part of the IMPACT program, please contact me for further information and additional resources.



Paideia Seminar Discussions and Coached Projects

What is Paideia?

Paideia is the New American Schools reform initiative chosen by our school; staff and students have been trained in basic seminar principles and some staff have also been trained in the "coached project" aspect of the program.

What are the components of Paideia?

The Paideia classroom features three complementary teaching techniques:

- Didactic instruction (teacher-led)
- Academic coaching (teacher-coached)
- Seminar discussions (teacher-facilitated)

According to the National Paideia Center in North Carolina:

Inspired didactic instruction is the most efficient way to introduce a body of information in any subject area; coached projects allow students to practice the application of that information; and seminars teach them to appreciate and manipulate the ideas and values inherent to the topic.

What, specifically, is academic coaching?

Academic coaching involves students practicing intellectual skills while teachers facilitate that practice: correcting bad habits, asking evocative questions, and helping students measure their progress. The coached project usually engages multiple intelligences. Students are very involved in planning the project and assessing common progress toward a product of real-world value. This product often has an audience and, in part because of this audience, has value in the world outside the classroom. Because of this real-world audience, students become invested in producing a quality product and accept high standards for the academic work that is involved in producing the product.

How is the coached project used in these units?

Students in each of the classes choose a project that they work on independently with teacher coaching; the aim is to present their project to an audience of their peers *and* a survivor of the Holocaust. The fact that the survivor is in the audience gives their project great meaning.

How is the seminar used in these units?

Seminar discussions are used throughout these units. In American Government, students read selections from actual elementary and middle school textbooks written in Germany in the early 1930's. They participate in a Paideia seminar to discuss the purpose of these selections (Nazi propaganda) and the ethics of this type of influence. English students read a selection about a civilian bystander and answer questions about the reading and their feelings about the morality of his decision. World History students listen to *The Sounds of Silence* by Simon and Garfunkel and analyze it, relating it to the events of the 1930's and 1940's. Sample worksheets for Paideia seminars are in the Student Materials section.



Project Summary

The following is a summary of the project. In the next section, a lesson plan outline will be given for each of the classes (English, World History, and American Government). Within those specific lesson plans, there are suggested time frames. Sunshine State Standards information is in the section following the lesson plans. A teacher training module is also included in this packet, with suggestions for creating a workshop for teachers at your school. I created lesson plans using the lessons of the Holocaust as the theme for the three standard diploma high school classes listed above.

Lesson plans varied according to the subject area. In American Government, students studied propaganda techniques in depth, eventually applying their knowledge to the techniques used by the Nazi Party to influence public opinion. Students also made the connection between being a good citizen and being aware of propaganda techniques.

In English, students learned background information about the Holocaust and wrote and analyzed poems, short stories, and plays. They learned about the numerous groups targeted by the Nazis by researching information and working in cooperative groups.

World History students studied the Holocaust concentrating on the history of prejudice, the effects of genocide, and the world reaction to the events of the Holocaust. They used a number of historical sources including firsthand reports, court transcripts, interviews, timelines, charts, and maps.

All students participated in a culminating activity involving a presentation to their peers and a Holocaust survivor. Students were assigned this long-term project at the beginning of the unit and worked on it in addition to other class activities. Anecdotal research has shown that students' performance for projects improves if they have an audience other than simply the teacher. In this case, because of our unique ability to have a Holocaust survivor in the audience, students performed very well. They knew they had a serious mission and it made a difference.

As mentioned previously, a second part of the project includes a teacher-training module. Within this packet, you will find a survey to give teachers to discover what they know about the Holocaust. After using the survey, you can create a workshop to help teachers become more aware of the importance of teaching the lessons of the Holocaust and to enable them to find resources to use in their classrooms. You will also find a list of resources to use to follow the lesson plans within this packet and to create your own lessons.

Many schools are using the block system of scheduling, with 90-minute classes for half the year. My course outlines for English and World History are for classes using a block schedule; however, they could be adapted for schools using a traditional schedule. Because some of my students do not have computers at home, I allowed some time in class for them to work on their long-term projects. There is a suggested time frame at the end of each set of lessons.

Assessment measures are suggested and examples are given throughout the plans. Assessment measures include self-evaluation, rubrics for projects, quizzes, and teacher evaluation of participation in cooperative groups. Most importantly, the presentation of the Paideia coached project is evaluated by the student, his/hers peers, and the audience. Worksheets and assessment devices included in this packet are noted with an asterisk (*). You will find these materials in the section titled "Student Materials."

The one critical element of these units is the presentation to an audience. Anecdotal research has shown that students perform at a higher level when they know that they are preparing materials for an audience. In this case, in South Florida, an ideal audience would be one or more Holocaust survivors.

American Government Unit Outline



"When you ride
alone, you ride
with Hitler!"

I incorporated the lessons of the Holocaust into my American Government classes through the study of propaganda. The understanding of propaganda and its effects is essential for students to become good citizens. They need to be able to sift through the enormous amount of information they are bombarded with and make good decisions. The understanding of propaganda and how it is used is critical.

Students first learned the definition of propaganda, practiced finding examples of it in such areas as political advertising in the U.S., and then learned how it was used during World War II – on both sides. The Nazi Party used propaganda very effectively in their efforts to influence public opinion in Germany. The U.S. and its allies also used propaganda. In addition, students wrote a speech using various types of propaganda techniques. These lessons helped students answer the following questions:

- ◆ What is propaganda?
- ◆ What are the various forms of propaganda?
- ◆ Why do nations use propaganda?
- ◆ How was propaganda used to influence public opinion during World War II?
- ◆ How effective was the Nazi Party's propaganda campaign against the Jews?
- ◆ How is propaganda used in political campaigns?
- ◆ How can I become a better citizen by being aware of propaganda techniques?

Students were given a long-term assignment with guidelines, deadlines, and a rubric. Their presentations were given at an assembly attended by peers and a Holocaust survivor. These plans cover a fourteen-day period (50-minute classes).

I. General discussion with students about the unit

A. Goals

1. Define propaganda and the techniques used to influence people
2. Analyze information to discover propaganda techniques
3. Create a bulletin board to inform about various techniques
4. Write a political speech using various types of propaganda

B. General timeline/evaluation

1. Evaluation (self, peer, and teacher evaluation)
2. Long-term assignment: research the Nazi use of propaganda to influence public opinion and present at assembly

II. Definition of propaganda and types of propaganda

A. Define propaganda

B. Discussion various types and analyze information

1. Resource: Propaganda Analysis at http://carmen.artsci.washington.edu/propaganda_home.htm
2. Lecture, with students taking notes; discuss name-calling, glittering generalities, euphemisms, transfer, testimonials, plain folks, bandwagon, and fear.

- 1. Project
 - a. Assign one technique to a group of students
 - a. Students create bulletin board which includes a definition of the technique and examples of it found on the Internet and in print media (this is general propaganda – not Nazi propaganda)
 - a. Students present their information
 - a. Evaluation using Cooperative Groups Rubric
 - A. Quiz on techniques
- I. **Relate use of propaganda techniques to American Government**
 - A. Discuss use in WWI, WWII, and Vietnam by U.S. government
 - A. Students find examples of posters, etc. on the Internet and analyze them for the types of techniques used
 - A. Students write a reflective essay on their feelings about the use of propaganda by our government, giving specific examples; teacher rubric for evaluation
- I. **Discuss use of propaganda by the Nazi government to promote anti-Jewish sentiments**
 - A. Show students examples of actual elementary and middle school textbook selections (circa 1933 Germany) in geography and biology (<http://www.calvin.edu/academic>)
 - 1. Give groups of students the selections and have them work together to highlight what they believe is evidence of propaganda – and what type it is
 - 1. Students participate in a Paideia seminar to discuss the purpose and ethics of this type of political, genocidal propaganda
 - B. Students view one of two German propaganda films (“Der Ewige Jude” or “Triumph of the Will” to analyze for use of propaganda techniques; create a tally sheet
- II. **Other resources**
 - A. Use video* to show an example of Japanese use of film propaganda during WWII; film shows Australian POW’s in a country club-like setting
 - B. Show video that gives examples of U.S. political advertisements; analyze

English III/IV Unit Outline

In my English class, I used materials about the Holocaust in a number of different ways. Students participated in both individual and group activities/projects; some were short-term and one was long-term. The culminating event was a presentation of their work (a Paideia "coached project") to their peers as well as to a survivor of the Holocaust.

This plan is a four-week plan. It can be modified by eliminating some of the supplementary activities or adding time to existing activities. Students were able to use the Internet to find information and also used the extensive resource collection that I have in the classroom. The resources I used are listed in the Resources section at the end of this packet and some are cited within the outline.

Before even discussing the term "Holocaust," the students did an activity using Eve Bunting's allegory "Terrible Things"; they discovered the meaning of the allegory and then related it to Pastor Neimoller's famous poem "First They Came for the Jews." Later, we referred back to it when discussing the issue of bystander responsibility.



Then students were given a pre-test to determine what they knew about the Holocaust. Students then participated in a KWL activity that enabled me to discover even more about what they needed to learn.

At that point, I explained to the students that we were going to have about four weeks to discover and share information about the Holocaust. Students were given their long-term assignment with guidelines, deadlines, and a rubric. Students were given access to the media center and the Internet for their research. A guide to how much time to allot to each activity is located at the end of the outline.

Studying the Holocaust and the lessons we learn from it could be a yearlong endeavor. However, time was limited and I wanted to give them as much information as possible and allow them to discover information too. I decided to cover the following topics:

- ◆ History of the Jews in Europe
- ◆ Rise of Hitler and the Nazi Party
- ◆ The Nuremberg Laws
- ◆ Other groups affected by the Nazi Party
- ◆ Perpetrators – Who were they?
- ◆ Bystanders – Why didn't they do something?
- ◆ Resisters – Who resisted and was it a success?
- ◆ Rescuers – What types of people helped and why?
- ◆ Survivors – Why did they survive and how were they affected?

My purpose in this English class was for the students to read, write, and speak about specific topics related to the Holocaust and they needed to time to do that. I felt that it would be best for me to use a lecture format to discuss the history of the Jews in Europe, the rise of Hitler, and the Nazi Party. I found much information about the history from various sources (see resource guide). Other topics were covered in various ways, including cooperative groups, videos, and seminar discussions.

Long-term project

Students were given the opportunity to choose from a menu. This was the project that would be shared with their peers and the Holocaust survivor.

Menu of Topics

Diary of a Teenager

- ◆ Cover a specific time period and correlate historical events to diary entries
- ◆ Can be fiction or non-fiction (adapted from a story)
- ◆ Include events of everyday life



- ◆ Discuss feelings

◆ Poetry Writing

- ◆ Write a collection of poems related to what you've read about the Holocaust
- ◆ Write in at least two different styles

◆ Poetry Reading/Illustration

- ◆ Choose two poems related to the Holocaust
- ◆ Illustrate them using some type of media

◆ A Short Story

- ◆ Write a short story about an event related to the Holocaust

◆ The Children

- ◆ Write a report about how Jewish and other persecuted children lived during the Holocaust

◆ The Bystanders

- ◆ Write a report about the bystanders. Who were they? Why didn't they do anything to help?
- ◆ Use information from "Hitler's Willing Executioners" and other resources

◆ The Perpetrators

- ◆ Write a series of "letters home" from a disillusioned perpetrator to his/her family at the end of the war
- ◆ Discuss daily life

◆ The Camp

- ◆ Write about life in a concentration camp from a "first person" perspective
- ◆ Choose a particular camp, find out about it and describe it.

◆ In Hiding

- ◆ Write a "first person" account about life as a teenager hiding in a specific country
- ◆ Describe your family and your life previous to the Holocaust
- ◆ Use facts to back up your story

◆ Resistance

- ◆ Write either a one-act play, a short story, or diary entries about either a fictional and real resistance worker or group of workers



- ◆ **A Rescuer's Diary**
- ◆ Write diary entries that a real rescuer might have written
- ◆ Back up your information with facts
- ◆ Explain why you decided to help those being persecuted

- ◆ **A Play**
- ◆ Write a one-act play relating to some aspect of the Holocaust

After discussing their long-term project and choosing which one they were going to do, students then were involved in a series of activities related to the Holocaust. The outline on the following pages and the worksheets that follow describe lessons in detail. Also, rubrics for rating students' performance individually and in cooperative groups are given.

I. "Terrible Things"/"First They Came for the Jews"

- A. Whole group activity
 1. Read "Terrible Things" aloud
 2. Discussion of possible relationship to a world event
 3. Discovery of link to Holocaust
- B. Cooperative groups
 1. Read Pastor Niemoller's "First They Came for the Jews"
 2. Compare to "Terrible Things"
 3. Share with whole group

II. General discussion with students about the Holocaust unit

- A. Goals (students should help generate these)
 1. To remember what happened
 2. To work toward goals that will prevent it from happening again
 3. To understand the power of personal responsibility and respect
 4. To understand the various types of resistance
 - a. Spiritual
 - b. Armed
 - c. Sabotage
 5. To work cooperatively with peers on short term activities
 6. To present a final product of research to a Holocaust survivor and peers (a five-ten minute presentation)
 - a. Reading
 - b. Writing
 - c. Analyzing
 - d. Applying
- B. General timeline/Evaluation/Pre-test and KWL
 1. Length of unit (4 weeks)
 2. Due dates for long-term project (draft and final versions)
 3. Students choose top three project ideas; teacher assigns
 4. Short-term activities discussion
 5. Evaluation methods*
 - a. Self-evaluation
 - b. Peer evaluation
 - c. Teacher evaluation
 6. Give students the short pre-test*
 7. Begin the KWL activity

III. The History of the Jews in Europe

- A. Teacher lecture using information from

1. State of Florida Resource Manual "20th Century Antecedents to the Holocaust"
 2. Scholastic Magazine's "Teaching the Diary of Anne Frank"
 3. "The Holocaust: A Guide for Teachers" by Gary Grobman
 4. Other materials from Resources section
- B. Quiz
- IV. **The Rise of Hitler, the Nazi Party, and the Nuremberg Laws**
- A. Teacher lectures, using materials from *State of Florida Resource Manual* and other materials to help students answer the following questions
 1. Who was Hitler?
 2. How was Hitler able to come to power?
 3. Why did the Nazi Party appeal to many Germans?
 4. What methods did the Nazis use to influence people's opinions and actions?
 - B. Use "Suggested Activities" from the resource manual (Unit 3, pages 15-17) as an in-class activity and homework
 - C. Show selections from either "*Der Erwig Jude*" or "*Triumph of the Will*" to illustrate the use of propaganda
 - D. Show copies of posters, flyers, etc. to illustrate the use of propaganda
 - E. Define "euphemism" and discuss euphemisms used by the Nazis ("*Teaching the Diary of Anne Frank*", pages 56 and 57)
 - F. Quiz
- V. **The groups discriminated against by the Nazis**
- A. Introduction: "*Stereotypes and Prejudices*" from "*The Holocaust: A Guide for Teachers*"
 1. Students work in cooperative groups using sentence completion exercise; students share with whole group
 2. Discussion of stereotyping
 3. Evaluation questions
 - B. Students break into groups (or could be an individual activity) to write a short report about the treatment of individuals by the Nazis in one of the following group. (There are many resources, including the 1999 Teacher Resource Guide from *The Holocaust Remembrance Project* and pamphlets from the United States Holocaust Memorial Museum). Students follow outline* to describe the groups: definition, discrimination, concentration, and extermination
 1. Jews
 2. Communists
 3. Other political prisoners
 4. Homosexuals
 5. Gypsies
 6. Mentally handicapped
 7. Mentally ill
 8. Jehovah's Witnesses
 - C. Groups share their reports with whole class
- VI. **Bystanders**
- A. "38 Witnesses" activity from State of Florida Resource Manual – the Kitty Genovese incident in N.Y. City (Unit 10, pages 98-101)
 - B. Paideia seminar on "You're the Jury: The Case Against Hans Brenner" *
 1. Students read about a German laborer who was a bystander who did nothing to help the persecuted
 2. Students listened to song "Sounds of Silence" and then read lyrics.
 3. Teacher read poem related to bystander issue
 4. Students participated in a Paideia seminar discussion using the interview*, song lyrics*, and poem*.

VII. Resistance

- A. Discussion of the three types of resistance: spiritual, armed, and sabotage
- B. Students break into three groups to investigate examples of one of the types of resistance and create a report and a poster illustrating what they discovered
- C. Students present their information and poster to the whole class

VIII. Rescuers

- A. Students read an account by a rescuer during the Holocaust from a book available on the Internet entitled "To Save a Life: Stories of Jewish Rescue" (<http://www.humboldt.edu/~rescuers/>)
- B. Students complete worksheet*, answering questions relating to what the person did and why

IX. Survivors – Students read and share various survivor accounts

X. Holocaust Poetry

- A. Students read selections from "Holocaust Poetry" compiled by Hilda Schiff and discuss
- B. "The Hangman" poem by Maurice Ogden (State of Florida Resource Manual, Unit 10 Pages 70-75)
 - 1. Students fill out Hangman Checklist (p. 75) before reading poem
 - 2. Students review Hangman vocabulary (see worksheet*)
 - 3. Students read poem aloud and discuss in a seminar (see Paideia guidelines worksheet* or discussion questions on page 72 of the State of Florida Resource Manual)
 - 4. As an evaluation, students complete Hangman Worksheet (pp. 73-4)

XI. "One vote: One person *can* make a difference"

- A. Teacher reads selection in State of Florida Resource Manual, Unit 10 page 82
- B. Students answer questions and relate to their study of the Holocaust

XII. Post-test

XIII. Presentation of individual projects

Suggested Timeframe

Day One:	I
Day Two:	II
Day Three:	III
Day Four:	IVA & IVB
Day Five:	IVC - IVF
Day Six:	Time to work on projects
Days Seven & Eight:	V
Day Nine:	VI
Days Ten & Eleven:	VII
Day Twelve:	Time to work on projects
Days Thirteen & Fourteen:	VIII
Days Fifteen & Sixteen:	IX
Days Seventeen & Eighteen:	X
Day Nineteen:	XI, XII and time to work on projects
Day Twenty:	Project presentation

World History Unit Outline

This unit emphasizes the history of the period and incorporates the use of various techniques such as map-reading, timelines, analyzing political events, and evaluating conflicting sources in the interpretation of historical events. The unit begins with a survey of worldwide prejudice and genocide. The culminating activity is the same – a presentation at an assembly. Please see the informational sheet about Paideia, its principles, and Paideia coached projects for further information.

This plan is a four-week plan. It can be modified by eliminating or extending some of the activities. Please see suggested times per activity located at the end of the outline.

The World History unit included both individual and group activities. Students were able to use the Internet to find information and also used the extensive resource collection that I had in the classroom. Students worked on their long-term projects at home and at various times during class. The majority of class time, however, was spent working either directly with me or within cooperative groups, learning about the history of the Holocaust. The resources I used are listed in the Resources section at the end of this packet and some are cited within the outline.

Although studying the Holocaust could be a course in itself, my purpose was to cover the main points and incorporate as much as possible into my existing World History class. I decided to cover the following topics:

- Stereotyping to Genocide – the Continuum
- History of the Jews in Europe
- Effects of the peace treaties at the end of WWI
- Rise of Hitler

- The Nazi Party and its leaders
- Groups discriminated against by the Nazis
- The refugee crisis and the persecution
- World reaction to the Nazis
- The ghettos
- The Final Solution
- Resistance
- Rescue
- Liberation and the pursuit of justice
- Universal Declaration of Human Rights



Students learned to read critically, analyze documents, gather information from maps and charts, create timelines, and create a presentation through a long-term project. Short-term activities related to the topics above were also incorporated into the unit plan.

Long term project

Students were given the opportunity to choose from a menu of project topics. This was the project that would be shared with their peers and the Holocaust survivor.

Menu of Topics

The Role of the Media during the Holocaust

- ◆ German propaganda
- ◆ Allied propaganda, including BBC broadcasts



◆ **Rescuers**

- ◆ Read about a rescuer
- ◆ Write a paper
- ◆ Create a map of his/her country, city, or neighborhood

◆ **The French Resistance Movement**

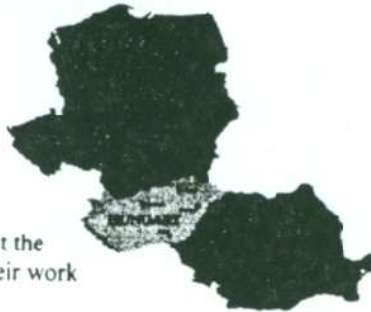
- ◆ Describe what one particular group did and how successful they were
- ◆ Draw a map of the areas in which they worked

◆ **Timeline/Map of the Final Solution**

- ◆ Create a timeline or a flowchart showing the stages of the Final Solution
- ◆ Write a paper describing who was involved

◆ **Corporate Profits and Slave Labor during the Holocaust**

- ◆ Discuss how some German companies profited from the Holocaust
- ◆ Describe why the Nazis felt that some people should be slaves
- ◆ Include 1999-2000 information about the plans to compensate survivors for their work



◆ **Interview with a Survivor or Liberator**

- ◆ Ask a survivor or liberator for permission to interview him/her (see teacher first for guidelines)
- ◆ Write a paper describing the events discussed

◆ **The Jewish People: A History of Expulsion**

- ◆ Create a timeline of the various times Jews were expelled from various countries
- ◆ Make a map showing the countries
- ◆ Write a report about the reasons for the expulsions

◆ **The Catholic and Protestant Churches and the Holocaust**

- ◆ Examine what the churches' official "stands" on the Holocaust were
- ◆ Research and write about one Catholic or Protestant leader who spoke out about the Holocaust

◆ **The Life of (a Nazi Official)**

- ◆ Choose a Nazi official (i.e. Himmler, Heydrich, Eichmann, etc.)
- ◆ Write a report, including a timeline, of his life



- ◆ **Dachau (or any other) Concentration Camp**
- ◆ Create a timeline for the camp related to other events in Germany history
- ◆ Write a report about the purposes of the camp and illustrate it with a map of location within Europe and, if possible, a map of the camp itself

- ◆ **Adolf Hitler, 1889-1933**
- ◆ Research and write about Hitler's life prior to becoming the leader of Germany
- ◆ Create a timeline of his life

- ◆ **Adolf Hitler, 1933-1945**
- ◆ Research Hitler's rise to power in 1933
- ◆ Write a report about his leadership of Germany between 1933 and 1945

- ◆ **The Abandonment of the Jews: America and the Holocaust**
- ◆ Find out when officials in America knew about the Holocaust
- ◆ Write about the reactions and actions of officials and the public

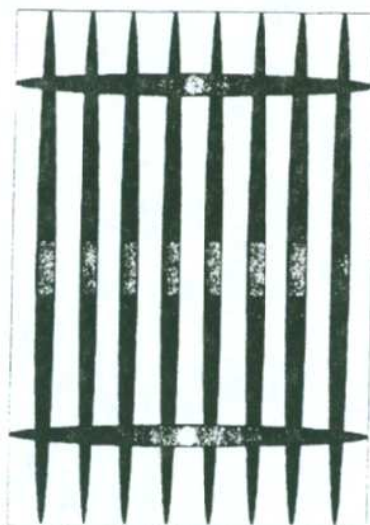
- ◆ **The Nuremberg Laws**
- ◆ What were they, who developed them, and why were they developed?
- ◆ How did they affect people in Europe?

- ◆ **The Ghettos**
- ◆ Describe the purpose of the ghettos
- ◆ Describe what life was like in the ghettos

- ◆ **Armed Resistance**
- ◆ Describe one instance of Jewish armed resistance against the Nazis or
- ◆ Describe one Jewish resistance group and its effects

- ◆ **The Danish People and the Rescue of the Jews**
- ◆ Draw a map showing Denmark's location and it's relation to Germany
- ◆ Describe the rescue of Denmark's Jews

- ◆ **The Displaced Persons Camps**
- ◆ What was their purpose?
- ◆ Who was in the camps and what was it like to live there?



After discussing their long-term project and choosing which one they were going to do, students then were involved in a series of activities related to the Holocaust. The outline on the following pages and the worksheets that follow describe step-by-step lessons. Also, rubrics are given to assist in rating students' performances individually and in cooperative groups.

I. General discussion with students about the Holocaust unit

- A. Goals (students should help generate)
 1. To remember what happened
 2. To work toward goals that will prevent it from happening again
 3. To understand the power of personal responsibility
 4. To understand the importance of respect

5. To understand why it happened
 6. To understand how various groups of people reacted to the events
 7. To work cooperatively with peers on short term activities
 8. To present a final product of research to a Holocaust survivor and peers
- B. General timeline/Evaluation
1. Length of unit – 4 weeks
 2. Due dates for long-term project (draft and final version)
 3. Short-term activities discussion
 4. Evaluation methods*
 - a. Self-evaluation
 - b. Peer evaluation
 - c. Teacher evaluation

II. Pre-test and KWL activity

- A. Give students the pre-test and discuss how they will learn what they didn't know
- B. Do first part of KWL activity ("What do you know?" "What do you want to know?"), with the "What did you learn?" at the end of the unit.

III. Stereotypes and Prejudices Worldwide

- A. Whole group activity
 1. Teacher lecture using information from *The State of Florida Resource Manual* and *The Holocaust: A Guide for Teachers*
 2. Discussion of the continuum of denial of justice, isolation, persecution, dehumanization, violence, and mass executions
- B. Cooperative groups or individual activity
 1. Students are assigned one of the following groups; they find information about how that group was affected by genocide
 - a. Native Americans
 - b. African Americans
 - c. Armenians
 - d. Ukrainians
 - e. Bengalis (Bangladesh)
 - f. Rwandan Tutsi
 2. Students present finding to class in a short report (5 W's and H), following outline handout*

IV. The History of the Jews in Europe

- A. Teacher lecture using information from
 1. *State of Florida Resource Manual "20th Century Antecedents to the Holocaust"*
 2. Scholastic Magazine's "*Teaching the Diary of Anne Frank*"
 3. "*The Holocaust: A Guide for Teachers*" by Gary Grobman
 3. Internet resources (see Resource section)
 4. Other resources listed in the Resource section
- B. Quiz

V. The WWI Peace Treaties and the Rise of Hitler

- A. Teacher lecture to help students answer the following questions:
 1. What were the terms of the treaties that ended WWI?
 2. How did those terms affect the German people?
 3. Who was Hitler?
 4. How did Hitler use the failure of the treaties to his own benefit?
 5. Why did the Nazi Party appeal to many Germans?
 6. What methods did the Nazis use over time to influence people's opinions and actions?

- B. Show selections from either "*Der Ewige Jude*" or "*Triumph of the Will*" to illustrate the use of Nazi propaganda; discuss
- C. Show copies of Nazi posters, flyers, etc. to illustrate other vehicles for Propaganda
- D. Teacher passes out maps of pre- and post-WWI Europe* discussion
- E. Quiz

VI. The Progression of the Holocaust for the Jews

- A. Using "*Teaching the Diary of Anne Frank*" resource guide (pp. 27 and 28) and other materials, discuss with students the Nazi continuum of persecution: definition, expropriation, concentration, and annihilation and plot the approximate time frames on a large class timeline
 - 1. Definition
 - a. When were Jews "defined"
 - b. How were they defined?
 - 2. Expropriation
 - a. Define
 - b. How was it done?
 - 3. Concentration
 - a. Why was it done?
 - b. How was it done?
 - 4. Annihilation
 - a. Why was it done?
 - b. Who were the first targets and why?
- B. Discuss world reaction to these events
 - 1. In cooperative groups, students read primary source and other material; discuss and write short newspaper article (with a relevant map);
 - a. Nuremberg Laws and the world's reaction to them
 - b. Roosevelt's reactions to the refugee crisis
 - c. The Christian Churches' reactions
 - d. The Evian Conference
 - e. The journey of the St. Louis to Cuba /Miami
 - f. Countries in Europe that took Jewish (and other) refugees
 - 2. Groups read articles to class; groups are graded using Cooperative Groups Rating Scale*

VII. The Mosaic of Peoples who were Discriminated Against and Killed

- A. Teacher gives overview of the fact that Nazis discriminated against Jews, but also discriminated against many other groups of people.
- B. Students break into groups to create a poster about one of the following groups; materials from the United States Memorial Museum of the Holocaust (and other materials) are used to discover methods of definition, reasons why they were persecuted, and data regarding how they were treated and how many were killed (see student checklist*)
 - 1. Communists
 - 2. Other political prisoners
 - 3. Homosexuals
 - 4. Gypsies
 - 5. Mentally handicapped
 - 6. Mentally ill
 - 7. Jehovah's Witnesses
 - 8. Christians who spoke out against the Nazis
- C. Groups share posters with whole class and post on bulletin board; groups graded using Cooperative Groups Rating Scale*

VIII. "Options" for the Jews in German-controlled Europe

- A. Teacher facilitates discussion of the various "options" Jews had when the Nazis took control; class lists them (Note: these are not mutually exclusive)
 - 1. Leaving the country with proper papers (early)
 - 2. Leaving the country with false papers
 - 3. Going into hiding
 - 4. Joining a partisan resistance movement in the rural areas
 - 5. Living in the ghetto (later)
 - 6. Open rebellion
 - 7. Sabotage
- B. Whole group discusses the risks and rewards of each of the options
- C. Each student uses class resources to find one survivor's story (i.e. *State of Florida Resource Manual's* section on resistance or Spielberg's CD "*Survivors: Testimonies of the Holocaust*"); students describe to rest of class what "their" survivor did and why in a 2-3 minute presentation

IX. Life in the Jewish Ghettos

- A. View selections from videos of survivors talking about their experience
- B. Use materials in Unit 5, *State of Florida Resource Manual*
 - 1. Vocabulary
 - 2. Purpose of the ghettos
 - 3. Living conditions
 - 4. Community life
 - 5. Judenrat's power
 - 6. Resistance in the ghetto
- C. Quiz

X. Bystanders

- A. Play one or both of the following songs to the students: *Sounds of Silence* by Simon and Garfunkel and/or *Carefully Taught* by Rogers and Hammerstein; pass out lyrics* and read.
- B. Discuss how the songs relate to the issues of silence, indifference, and fear
- C. Read a selection related to bystanders and discuss in a Paideia seminar format*

XI. The Three Types of Resistance

- A. Discussion of the three types of resistance: spiritual, sabotage, and armed (Use the *State of Florida Resource Manual*, Unit 7)
- B. Students break into three groups to investigate examples of one of the types of resistance, write a report and a short quiz that goes along with the report
- C. Students share information with rest of class
- D. Students take combined quiz

XII. Rescuers

- A. Students view one of the videos recommended in the *State of Florida Resource Manual* related to rescue (pages 18 and 19 in Appendix)
- B. Discussion
- C. Students choose one of the following people or groups of people; students write a short report and share with class (Note: names with * are from the book "*To Save a Life: Stories of Jewish Rescue*" available on the Internet)
 - 1. Raoul Wallenberg
 - 2. Oskar Schindler
 - 3. Carrie ten Boom
 - 4. The residents of Le Chambon-sur-Lignon
 - 5. The people of Denmark
 - 6. Tina Strobos*

7. Barbara Makuch*
8. Bert Bochove*
9. Anna and Jaroslav Chlup*
10. John Damski*
11. Miriam Pinkhof*
12. Hannah Senesh
13. Jan Karski
14. Dietrich Bonhoeffer
15. Archbishop Saliege
16. Father Pierre Chaillet and Christian Friendship
17. Varian Fry
18. Chiune Sugihara
19. Cardinal Joseph-Ernest von Roey
20. The Finnish people
21. John Pehle and the War Refugee Board
22. Stefania Podgorska
23. Miep Gies

XIII. The Final Solution

- A. Use the "Language at War" section (pages 56-58) of the guide "Teaching the Diary of Anne Frank" and Unit 6 (pages 51-53) in the *State of Florida Resource Manual* for a discussion on the euphemisms used by the Nazis; apply knowledge to Goering's letter to Hitler regarding the Jews
- B. Wannsee Conference – discuss, using materials in the Resource section, including "Teaching the Diary of Anne Frank" pages 62-65
- C. Use selections from the *State of Florida Resource Manual*, Unit 6:
 1. Pages 6-22 (teacher summarizes information)
 2. Pages 29-87 have many activities related to the camps including
 - a. Maps of concentration camps
 - b. Poems
 - c. Firsthand accounts of life inside the camps
 - d. The children
 - e. Primary source documents to analyze
- D. Profit from the camps
 1. Use "Teaching the Diary of Anne Frank," pages 84-86 to discuss the profits (other than forced labor)the Nazis gained from the camp system
 - a. Pass out Top Secret inventory of camp goods worksheet, including clothing, hair, etc.
 - b. Activity on the "shoes" and poem about them
 2. Forced labor in the camps/ benefits to German industries

XIV. Liberation and the Pursuit of Justice

- A. Teacher lecture on liberation
- B. View videos of American liberators of concentration camps
- C. Discuss the efforts of the Simon Wiesenthal Center to search for fugitive Nazis

XV. Universal Declaration of Human Rights

- A. Teacher uses *State of Florida Resource Manual*, Unit 1, pages 23-28
- B. Students do questions 1 and 2 of worksheet page 28 (#1 in small group using "Our List of Essential Human Rights" worksheet* and #2 in whole group setting, creating a class list of human rights)
- C. Teacher and students read the Universal Declaration of Human Rights aloud and students fill in the rest of the worksheet; students share answers

XVI. Post-test

- XVI. Students present their long-term reports at the assembly with a survivor present

Suggested Timeframe

Day One:	I, II, & IIIA
Day Two:	IIIB
Day Three:	IV & VA
Day Four:	VB - D
Day Five:	Time to work on projects
Day Six:	VIA
Day Seven:	VIB
Days Eight & Nine:	VII
Day Ten:	VIII
Day Eleven:	IX & X
Day Twelve:	Time to work on projects
Day Thirteen:	XI
Days Fourteen & Fifteen:	XII
Day Sixteen:	XIII
Day Seventeen:	XIV
Day Eighteen:	XV & XVI
Day Nineteen:	Time to work on projects
Day Twenty:	Time to work on projects
Day Twenty-One:	Project presentation

Correlation with Sunshine State Standards



Social Studies, Grades 9-12

The following standards and benchmarks are addressed in this unit of study:

Time, Continuity, and Change (History)

- SS.A.1. The student understands historical chronology and the historical perspective.
- 4.1 The student understands how ideas and beliefs, decisions and chance events have been used in the process of writing and interpreting history.
 - 4.2 The student identifies and understands themes in history that cross scientific, economic, and cultural boundaries.
 - 4.3 The student evaluates conflicting sources and materials in the interpretation of a historical event or episode.
 - 4.4 The student uses chronology, sequencing, patterns, and periodization to examine interpretations of an event.
- SS.A.3. The student understands Western and Eastern civilization since the Renaissance.
- 4.7 The student understands significant political developments in Europe in the 19th century.
 - 4.9 The student analyzes major historical events of the first half of the 20th century.
- SS.A.5. The student understands U.S. history from 1880 to the present day.
- 4.3 The student understands significant events leading up to the United States involvement in World War I and the political, social, and economic results of that conflict in Europe and the United States.
 - 4.4 The student knows the origins and effects of the involvement of the United States in World War II.

People, Places and Environments (Geography)

- SS.B.2. The student understands the interactions of people and the physical environment.
- 4.1 The student understands how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.
 - 4.2 The student understands past and present trends in human migration and cultural interaction and their impact on physical and human systems.
 - 4.3 The student understands how the allocation of control of the Earth's surface affects interaction between people in different places.

Government and the Citizen (Civics and Government)

- SS.C.1. The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government.
- 4.1 The student understands the nature of political authority and the nature of the relationship between government and civil society in limited governments (e.g., constitutional democracies) and unlimited governments (e.g., totalitarian regimes).
 - 4.4 The student understands the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts on the development of public policy and the political process.
- SS.C.2. The student understands the role of the citizen in American democracy.

- 4.3 The student understands issues of personal concern: the rights and responsibilities of the individual under the U.S. Constitution; the importance of civil liberties; the role of conflict resolution and compromise; and issues involving ethical behavior in politics.
- 4.7 The student knows the points at which citizens can monitor or influence the process of public policy formation.

Production, Distribution, and Consumption (Economics)

- SS.D.2. The student understands the characteristics of different economic systems and institutions.
 - 4.3 The student knows how government taxes, policies, and programs affect individuals, groups, businesses, and regions.

English Grades 9-12

Reading

- L.A.A.1. The student uses the reading process effectively.
 - 4.1 The student selects and uses prereading strategies that are appropriate to the text, such as discussion, making prediction, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.
 - 4.2 The student selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.
 - 4.4 The student applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- L.A.A.2. The student constructs meaning from a wide range of texts.
 - 4.1 The student determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.
 - 4.2 The student determines the author's purpose and point of view and their effects on the text.
 - 4.4 The student locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
 - 4.6 The student selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
 - 4.7 The student analyzes the validity and reliability of primary source information and uses the information appropriately.
 - 4.8 The student synthesizes information from multiple sources to draw conclusions.

Writing

- L.A.B.1. The student uses writing processes effectively.
 - 4.1 The student selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
 - 4.2 The student drafts and revises writing that
 - is focused, purposeful, and reflects insight into the writing situation;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has effective use of transitional devices that contribute to a sense of completeness;
 - has support that is substantial, specific, relevant, and concrete;
 - demonstrates a commitment to and involvement with the subject;
 - uses creative writing strategies as appropriate to the purpose of the paper;
 - demonstrates a mature command of language with precision of expression;
 - has varied sentence structure; and
 - has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
 - 4.3 The student produces final documents that have been edited for
 - correct spelling;
 - correct punctuation, including commas, colons, and common use of semicolons;
 - correct capitalization;
 - correct sentence formation;
 - correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
 - correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

- LA.B.2. The student writes to communicate ideas and information effectively.
- 4.1 The student writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
 - 4.2 The student organizes information using appropriate systems.
 - 4.3 The student writes fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
 - 4.4 The student selects and uses a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

Listening, Viewing, and Speaking

- LA.C.1. The student uses listening strategies effectively.
- 4.2 The student describes, evaluates, and expands personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.
 - 4.3 The student uses effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.2. The student uses viewing strategies effectively.
- 4.1 The student determines main concept and supporting details in order to analyze and evaluate nonprint media messages.
 - 4.2 The student understands factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
- LA.C.3. The student uses speaking strategies effectively.
- 4.1 The student uses volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
 - 4.2 The student selects and uses a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).
 - 4.3 The student applies oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
 - 4.4 The student develops and sustains a line of argument and provides appropriate support.

Language

- LA.D.1. The student understands the nature of language.
- 4.1 The student applies an understanding that language and literature are primary means by which culture is transmitted.
- LA.D.2. The student understands the power of language.
- 4.2 The student understands the subtleties of literary devices and techniques in the comprehension and creation of communication.
 - 4.3 The student recognizes production elements that contribute to the effectiveness of a specific medium.

Literature

- LA.E.2.
- 4.4 The student responds critically to fiction, nonfiction, poetry, and drama.
 - 4.4 The student understands the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
 - 4.5 The student analyzes the relationships among author's style, literary form, and intended impact on the reader.
 - 4.6 The student recognizes and explains those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
 - 4.7 The student examines a literary selection from several critical perspectives.
 - 4.8 The student knows that people respond differently to texts based on their background knowledge, purpose, and point of view.

Student Materials

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The KWL Activity: Know, Want to Know, and Learned

This activity is good to use at the beginning of your unit. This is an example of what my students said. You may use this or the pre-test.

Students in two classes (English and World History) helped create the goals for this unit. They said they wanted to:

- Learn, so we don't make the same mistakes
- Learn history and remember things
- Learn about human habits, ethics, and morals
- Relate what happened to current events
- Appreciate and respect life
- Understand acceptance
- Learn about responsibility

Following is the initial part of the KWL activity. I have listed the students' responses verbatim (English class on left, history class on right). You can see the similarities and differences between the two classes' responses.

KNOW

Mrs. Laster's story (Holocaust survivor)
Millions of Jews were slaughtered
Hitler was very bad
The Nazis blamed all their problems on the Jews
The Diary of Anne Frank
Many people were sent to concentration camps
Many people were killed or forced to work the land
There were mass executions and torture
Millions of dollars of valuables are now being returned
The Holocaust must be important because we are still talking about it

A lot of people died
I don't know too much
Different races were enslaved
People had things taken away from them
People lost their families
Hitler came to power with the Nazis
Hitler made concentration camps
People lost their valuables and their homes
Survivors probably need counseling
Nazis used people's labor to make war goods
It happened during the late 30's and early 40's

WANT TO KNOW

Why did the Jews let Hitler do what he did?
What snapped in Hitler's head to make him do the things he did?
What was Hitler's background?
What was Hitler's personality and emotional stability?
Who else in history was similar to Hitler, if anyone?
What was it like in a concentration camp?
How did the Nazi's use propaganda?
What did Dr. Mengele do and why did he do it?
Did people use Dr. Mengele's findings later?

Who were the different types of people who were discriminated against?
What was Hitler's ancestry?
What was it like being a prisoner and waiting to die?
How many people died?
What was it like to be starving?
What was Hitler's early life like?
What was Hitler's psychiatric diagnosis?
Why did German soldiers do what they did?
Did they have to? Were they forced?

What do you know about the Holocaust?

Name _____ Date _____ Class _____

Please answer the questions below to the best of your ability. Write a "T" for true and an "F" for false.

- _____ 1. Approximately twelve million Jews died.
- _____ 2. Approximately one million non-Jews died.
- _____ 3. Anti-Semitism began in Germany after WWI and the Treaty of Versailles.
- _____ 4. The U.S. government found out about the concentration camps early in 1944.
- _____ 5. Hitler's rise to power was assisted by Germany's poor economic stability.
- _____ 6. The Nuremberg Laws punished Nazi criminals.
- _____ 7. Many Catholic priests and nuns were sent to concentration camps.
- _____ 8. Eastern Europeans, such as Poles, were viewed by the Nazis as good examples of the Aryan race.
- _____ 9. The Catholic and Protestant churches were a strong, united front against the Nazis.
- _____ 10. After 1940, hiding a Jew and being discovered would most likely result in imprisonment, torture, and/or death.
- _____ 11. The Wannsee Conference was a meeting of generals who wanted to assassinate Hitler.
- _____ 12. About 3/4 of the Danish population wore the "Jewish star" when Germany forced their Jewish neighbors to wear it.
- _____ 13. The first prisoners in Dachau were political prisoners, criminals, homosexuals, and vagrants.
- _____ 14. The government-sanctioned persecutions of the Jews began early in 1939, as WW II began.
- _____ 15. The U.S. government refused to allow a ship with Jewish refugees to dock in Miami.
- _____ 16. The ghettos were the first step in the discrimination against the Jews.
- _____ 17. All concentration camps were "death camps."
- _____ 18. The Nazis defined a Jew as only "anyone with one Jewish grandparent."
- _____ 19. The Nazis set up a plan to sterilize or kill anyone who was mentally deficient or mentally ill, whether or not they were Jewish or Aryan.
- _____ 20. There were no large-scale protests about the treatment of Jews and others by the Germans.

Cooperative Groups Rubric

Adapted from the San Diego County Department of Education

Name _____ Score _____ Rater* _____

A Thorough Understanding

- ⊖ Consistently and actively works toward group goals
- ⊖ Is sensitive to the feelings and learning needs of all group members
- ⊖ Willingly accepts and fulfills individual role in the group
- ⊖ Consistently and actively contributes knowledge and opinions
- ⊖ Values and reinforces the input of other group members
- ⊖ Consistently follows through with his/her part of the project
- ⊖ Helps group work together to identify tasks/changes

B Good Understanding

- ⊖ Works toward group goals without prompting
- ⊖ Accepts and fulfills individual role in the group
- ⊖ Contributes knowledge and opinions without prompting
- ⊖ Is sensitive to the feelings of others
- ⊖ Values the input of other group members
- ⊖ Follows through with his/her part of the project

C Satisfactory Understanding

- ⊖ Works toward group goals with occasional prompting
- ⊖ Contributes to the group with occasional prompting
- ⊖ Shows sensitivity to the feelings of others
- ⊖ Fulfills his/her role in project with occasional prompting

D Needs Improvement

- ⊖ Works toward group goals only when prompted
- ⊖ Contributes to the group only when prompted
- ⊖ Needs occasional reminders to be sensitive to the feelings of others
- ⊖ Participates in needed changes when prompted and encouraged

F Unsatisfactory

- ⊖ Rarely works toward group goals; is off task much of the time
- ⊖ Rarely contributes to the group, and if so, only when prompted
- ⊖ Displays insensitivity to peers/topic

*This may be a self-evaluation, a peer evaluation, or a teacher evaluation.

Student Project Rubric

(Draft/Final, No Presentation)

Name _____ Score _____ Rater* _____

Adherence to Time Frame

- 3 = Met both deadlines
- 2 = Met one deadline
- 1 = Attempted to meet deadlines, but didn't succeed
- 0 = Did not meet deadlines

Use of Time in Class

- 3 = Used class time efficiently and helped peers
- 2 = Used class time efficiently
- 1 = Sometimes used class time efficiently
- 0 = Did little class work related to project in class

Quality of Project

- 3 = Exceeded project requirements by used of creativity or exceptional use of resources
- 2 = Met all requirements; adequate, but not excellent
- 1 = Minimal information given
- 0 = Poor quality, little information given and/or off-topic material

- 9 = A
- 8 = B
- 6,7 = C
- 5 = D
- 0-4 = F

***This may be a self-evaluation or a teacher evaluation.**

Student Project Presentation Rubric

Name _____ Score _____ Rater _____

Adherence to Time Frame

- 3 = Met both deadlines
- 2 = Met one deadline
- 1 = Attempted to meet deadlines, but didn't succeed
- 0 = Did not meet deadlines

Use of Time in Class

- 3 = Used class time efficiently and helped peers
- 2 = Used class time efficiently
- 1 = Sometimes used class time efficiently
- 0 = Did little class work related to project in class

Quality of Project

- 3 = Exceeded project requirements by used of creativity or exceptional use of resources
- 2 = Met all requirements; adequate, but not excellent
- 1 = Minimal information given
- 0 = Poor quality, little information given and/or off-topic material

Presentation of Project

- 3 = Met time guidelines, was organized, good eye contact, appropriate visuals
- 2 = Met time guidelines and presented material effectively in an organized manner
- 1 = Did not meet time guidelines and/or presented some material, but not in detail; did not explain thoroughly; poor audience eye contact
- 0 = Was disorganized, material was hard to follow

Demonstration of Knowledge

- 3 = Was able to answer most questions and elaborate without referring to notes
- 2 = Was able to answer most questions about the material without referring to notes more than occasionally; did not elaborate
- 1 = Was unable to thoroughly answer most questions about the material without referring to notes
- 0 = Was not able to answer questions about the material

Grade Breakdown:

15	=	A
13,14	=	B
10,11,12	=	C
8,9	=	D
7 or less	=	F

Alternate Grade Breakdown*

12	=	A
10,11	=	B
8,9	=	C
6,7	=	D
5 or less	=	F

*Use this breakdown if you do not set up the presentation with a time for questions and answers. Simply delete the "Demonstration of Knowledge" section.

Rescuers – Internet Activity

“Ordinary people responding in extraordinary circumstances in a morally exemplary fashion”
Ellen Land-Weber, author of *To Save a Life: Stories of Jewish Rescue*

Name _____ Date _____ Class _____

Read one of the stories about a rescuer and the people s/he rescued. Fill in the blanks below and then answer the questions on a separate piece of paper.

Name of rescuer _____

Country where rescuer lived _____

1. How old was the rescuer when s/he first helped save peoples' lives?
2. What was the family composition of the rescuer's family (i.e. mother, father, and two children, etc.)?
3. What was the rescuer's occupation?
4. What country did the rescuer live in?
5. What were the policies about Jews in that country during the time when the rescuer was helping people?
6. Did the rescuer "act alone" or was s/he part of an underground organization? If an organization was involved, what was its name?
7. How did the rescuer find the people s/he rescued, or did they find the rescuer?
8. Did the rescuer obtain false papers for the people s/he was hiding? If so, how?
9. Was the rescuer ever arrested? If so, what happened?
10. Where, specifically, in the home did one of the rescued stay? Did s/he stay in a secret room?
11. How did the rescuer get enough food to feed the people s/he rescued?
12. Did the rescuer say why s/he risked his/her own life to save others? If so, describe what was said. If not, can you tell why by reading between the lines?
13. What do you think was the most interesting part of the stories you read? Why?
14. If you were in his/her situation, before making the decision to help, do you think you would have done the same thing or do you think you might have been a bystander? Why?

“The Hangman”

Vocabulary

Scaffold	A platform on which a criminal is executed
Capping sill	The top piece of lumber over a door
Hemp	A rope
Gallows	A frame made of two upright posts and a crossbeam from which people are hanged – also called a gallows tree
Usurer	A moneylender (usually lending at a high rate)
Infidel	One who is not a Christian
Tallied	Counted up
Henchmen	Trusted followers, “right hand” men

Paideia Questions for a Seminar Discussion

Opening Question: If you could give this poem another title, what would it be?

Core Questions: Who would like to share why they chose the title they chose?

Who does the Hangman represent?

What did the narrator do to seal his fate?

Concluding Questions: How does this poem relate to the information you already know about the Holocaust?

or

Relate this poem to the poem we read “First they came for the Jews”

The Case against Hans Brenner

You will be reading an interview of a worker who lived in Germany during the 1930's and 1940's.

I: Your wife has told us much about your family. I am curious, Hans, about when you began working for the munitions factory. What were conditions like then?

H: For me, they were very good. I had little training or experience, so I was thankful for the job.

I: What was your job at the plant?

H: I had several. First, I had to learn, so they put me under some specialists to teach me about electro-welding. I worked as an apprentice for a long time.

I: Who were the specialists?

H: Some of them were Jews.

I: Jews?

H: Yes, there were many Jews working in the plant.

I: Where did they come from?

H: There were camps close by. They would come from these camps.

I: Did you get along with them?

H: I learned my job from them, that's all. I did not speak to them nor spend time with them. It was difficult enough that I had to learn from them.

I: Were they unkind?

H: They were Jews. It was ironic that I should be learning from a Jew. I should have been teaching them a thing or two.

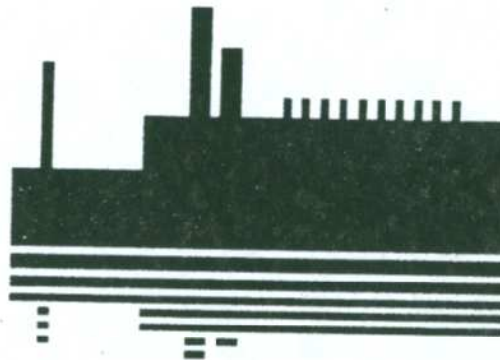
I: They were better skilled than you...

H: That is because they had a better opportunity than I had to learn. They had all the advantages that I never had....

I: You, nevertheless, learned the skills, didn't you?

H: Oh yes, I was a good student. I soon became the supervisor of the electro-welding shop. It was good pay.

I: What happened to those Jews who taught you your skills?



- H: Many of them stayed on at the plant. Some of them were sent away to deportation centers.
- I: Those who stayed on, did they work for you?
- H: Of course. I was their supervisor. You must understand, however, I was only their supervisor at the plant.
- I: What were your responsibilities to them?
- H: I had none to them. My only concern was that our production quota be met. If a worker failed to meet the quota, he was reported.
- I: What happened to those workers?
- H: They did not return to work. I do not know what happened to them....
- I: What were the working conditions like at your plant?
- H: For us, it was good. There were opportunities for us to rest during the day. We were paid well. The working conditions for the Jews were different. You must understand, they were regarded as enemies of the people. They were carefully watched and had to work without rest. We had to work them very hard for many hours. When the work was done for the day, an SS soldier would line them up and march them back to the camp. No, I would not have liked to be one of them.
- I: Tell me about the Jews at your plant. What did they look like? How did they behave themselves?
- H: They were like robots. They did not speak. They only worked. What else can I say? They were different. They were from Hungary, Poland, Rumania, and so forth. They looked like they were starving.
- I: Did you talk to them?
- H: Only when absolutely necessary.
- I: Were they fed during the day at the plant?
- H: They had no break for lunch. We were told that they were fed before work at the camp.
- I: Did you make any effort to investigate whether they were fed?
- H: That was none of my business.
- I: Did any of them die at the plant?
- H: I personally did not see any of them die. Some of them collapsed on the job and were carried away. I do not know whether they died or not...they may have. All I know, they did not return to work the next day.
- I: Tell me, Hans, how were you paid? What determined how much you would be paid?

H: We were paid a salary and we received bonuses.

I: How were the bonuses determined?

H: If we exceeded the production quota, we received a bonus....

I: Was this bonus determined by the amount the individual himself exceeded his quota?

H: Oh, no. We worked as a team. If a section exceeded the quota, then all the workers in the section received the same bonus.

I: With the exception of the Jews?

H: They received no pay for their work.

I: Yet they contributed greatly through their work to your receiving a bonus?

H: Of course, we were a section.

I: Didn't you feel some guilt that you were receiving bonuses for their labor and they received nothing?

H: Why should I? There was nothing I could do about it. If the Jews did not receive pay for their work, that was their problem. If they did not work hard, then it was our problem because our bonuses would be less. We were all concerned about work...for different reasons. You asked if I felt guilty...my answer is no. It was not my fault that they were there. If I did not receive a bonus, then my family would do without – then that would be my fault. The Jew and the German both profited by hard work. The German received a bonus and the Jew stayed alive.

Paideia Seminar Plan

The Case against Hans Brenner

Big Ideas:

Courage, Liberty, Duty, Equality, Good & Evil, Judgment, Justice, Life & Death, Opposition, Punishment, Slavery, Tyranny, Virtue & Vice, Will, and War & Peace

Opening Question:

Do you think that Hans is guilty or innocent?

or

Pick out a line that speaks to his complicity.

Core Questions:

Why do you think he is guilty/innocent?

What motivated Hans to act the way he did?

Is it realistic to expect that Hans would act differently toward the Jews in light of his personal needs of income and security?

Closing Questions:

Hans gained his bonuses from the labor of others.

Is this a crime/immoral?

Has this happened in U.S. history?

or

Do you think Han is guilty or innocent? (use this if not used in the opening question)

Sounds of Silence

Paul Simon and Art Garfunkel

Hello, Darkness, my old friend.
I've come to talk with you again.
Because a vision softly creeping
Left its seeds while I was sleeping.
And the vision that was planted in my brain
Still remains
Within the sounds of silence.

In restless dreams I walked alone
Narrow streets of cobblestone.
'Neath the halo of a street lamp,
I turned my collar to the cold and damp
When my eyes were stabbed by the flash of a neon light
That split the night.
And I touched the sounds of silence.

And in the naked light I saw
Ten thousand people, maybe more.
People talking without speaking.
People hearing without listening.
People writings songs that voices never shared.
No one dared
Disturb the sounds of silence.

"Fools," said I, "You do not know.
Silence like a cancer grows.
Hear my words that I might teach you.
Take my arms that I might reach you."
But my words like silent raindrops fell.
And echoed in the wells of silence.

And the people bowed and prayed
To the neon god they made.
And the sign flashed out its warning
In the words that it was forming.
And the signs said "The words of the prophet
Are written on the subway walls
And tenement halls.
And whispered in the sounds of silence."

Sounds of Silence

Paideia Seminar Questions

- Opening Question: "Which phrase in the song affects your emotions the most?"
- Core Question: "Who would like to share why they chose their particular phrase?"
- Core Question: "Who can directly relate a phrase in the song to a specific incident or situation that they've learned about in the Holocaust unit?"
- Core Question: "What do you think the writers meant when they talked about the neon sign?"
- Core Question: "What other situations (other than the Holocaust) could this song relate to?"
- Concluding Question: "What do you think the message of the song is?"
- Concluding Question: "What could another title be for this song?"
- Concluding Question: "How can sounds be silent?"

Note: You do not need to ask all of the questions. In some cases, only three questions (Opening, Core, and Concluding) may provide enough stimulus for a good discussion.

Riddle

From Belsen a crate of gold teeth,
from Dachau a mountain of shoes,
from Auschwitz a skin lampshade.
Who killed the Jews?

Not I, cries the typist,
Not I, cries the engineer,
Not I, cries Adolf Eichmann,
Not I, cries Albert Speer.

My friend Fritz Nova lost his father –
a petty official had to choose.
My friend Lou Abrahms lost his brother.
Who killed the Jews?

David Nova swallowed gas,
Hyman Abrahms was beaten and starved.
Some men signed their papers,
And some stood guard.

and some herded them in,
and some dropped the pellets,
and some spread the ashes,
and some hosed the walls,

and some planted the wheat,
and some poured the steel,
and some cleared the rails,
and some raised the cattle.

Some smelled the smoke,
some just heard the news.
Were they Germans? Were they Nazis?
Were they human? Who killed the Jews?

The stars will remember the gold,
the sun will remember the shoes,
the moon will remember the skin.
But who killed the Jews?

William Heyen

Holocaust Poetry, compiled and introduced by Hilda Schiff
St. Martin's Press, N.Y. 1995

Resources

Top Ten List of Resources

Below are what I consider the top ten resources to use when teaching one or more of these units. In addition to the resources listed, the Internet has a wide variety of resources available for teachers relating to the Holocaust. I have listed several of my favorite sites; however, there are hundreds more you can access by using a search engine such as "Northernlight."

Holocaust Documentation and Education Center - Florida International University, N. Miami Campus, 3000 N.E. 151 St., Miami, FL 33181; e-mail xholocau@fiu.edu; web site - <http://holocaust.fiu.edu>

State of Florida Resource Manual on the Holocaust- contact Linda Medvin at METRIC in Broward County or Merle Saferstein at the Holocaust Documentation and Education Center in Dade County

Social Studies School Service catalogue- videos, posters, and texts related to the Holocaust; also available online

Teaching the Diary of Anne Frank - Scholastic (especially good for middle school students)

Propaganda Analysis - <http://carmen/artsci.washington.edu/propaganda/home.htm> - this provides a definition and examples of all the major types of propaganda

Der Ewige Jude - propaganda film made by the Nazis to discredit the Jews

The Holocaust: A Guide for Teachers - by Gary Grobman - <http://www.u.arizona.edu/~shaked/guide.html>

The United States Holocaust Memorial Museum, Washington D.C. - visit the museum or access information through <http://www.ushmm.org>

To Save a Life: Stories of Jewish Rescue - a complete book online at <http://sorrel.humboldt.edu/~rescuers/index.html>

A Cybrary of the Holocaust - <http://www.remember.org>