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HOLOCAUST EDUCATION

The Legacy of the Holocaust

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How We Remember the Holocaust

Shoes on the Danube Bank, Budapest, Hungary

The Shoes on the Danube Bank in Budapest, Hungary was installed in 2005 to commemorate the murder of approximately 3,500 people, 800 of them Jews, by the fascist Hungarian militia during World War II.

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WHY TEACH THE HOLOCAUST?

Commissioner of Education's Task Force on Holocaust Education

In 1994, the Florida Legislature passed the Holocaust Education Bill (SB 660) which amended Section 233.061 of the Florida Statutes (s. 1003.42(g), Florida Statutes) relating to required instruction. The law requires all school districts to incorporate lessons on the Holocaust as part of public-school instruction. This mandate identifies both rationales and strategies for achieving Holocaust literacy. By focusing on key elements, the Task Force has created specific recommendations for the scope, content, and outcomes for Holocaust education in Florida schools.

Section 1003.42(g), Florida Statutes, reads as follows:

- The history of the Holocaust (1933-1945), the systematic planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

As a result of the legislation requiring instruction on the Holocaust, then Commissioner of Education Doug Jamerson appointed a special Commissioner's Task Force on Holocaust Education. The Task Force continues to pursue efforts to help teachers, school administrators, and other educators identify effective instructional strategies and materials for integrating the Holocaust into K-12 classrooms.

https://www.fldoe.org/core/fileparse.php/19868/urlt/FL-HolocaustMandate.pdf

MORE REASONS FOR TEACHING ABOUT THE HOLOCAUST

● The Holocaust was an unprecedented attempt to murder all European Jews and thus to extinguish their culture; it fundamentally challenged the foundations of human values.

● Study of the Holocaust underlines that genocide is a process which can be challenged or perhaps stopped rather than a spontaneous or inevitable event. The Holocaust demonstrated how a nation can utilize its bureaucratic structures, processes and technical expertise while enlisting multiple segments of society to implement policies over time ranging from exclusion and discrimination to genocide.

● Examination of the history of the Holocaust can illustrate the roles of historical, social, religious, political, and economic factors in the erosion and disintegration of democratic values and human rights. This study can prompt learners to develop an understanding of the mechanisms and processes that lead to genocide, in turn leading to reflection on the importance of the rule of law and democratic institutions. This can enable learners to identify circumstances that can threaten or erode these structures and reflect on their own role and responsibility in safeguarding these principles in order to prevent human rights violations that are liable to explode into mass atrocities.

● Teaching and learning about the Holocaust is an opportunity to unpack and analyze the decisions and actions taken (or not taken) by a range of people in an emerging time of crisis. This should be a reminder that decisions have consequences, regardless of the complexity of the situations in which they are taken. The Holocaust involved a range of individuals, institutions, organizations, and government agencies at the local, national, regional and global levels. Analyzing and understanding actions taken or not taken at different levels during the Holocaust raises complicated questions about how individuals and groups responded to the events of the Holocaust. Whether the focus is on the political calculations of nations or the daily concerns of individuals (including fear, peer pressure, greed or indifference, for example), it is clear that

dynamics that felt familiar and ordinary led to extraordinary outcomes. Teaching and learning about the Holocaust may equip learners to more critically interpret and evaluate cultural manifestations and representations of this event and thereby minimize the risk of manipulation. In many countries, the Holocaust has become a theme or motif commonly reflected in both popular culture and in political discourse, often through media representation. Teaching and learning about the Holocaust can help learners to identify distortion and inaccuracy when the Holocaust is used as a rhetorical device in the service of social, political and moral agendas.

● Studying antisemitism in the context of Nazi ideology illuminates the manifestations and ramifications of prejudice, stereotyping, xenophobia, and racism. Antisemitism persists in the aftermath of the Holocaust and evidence demonstrates it is on the rise. Teaching and learning about the Holocaust creates a forum for examining the history and evolution of antisemitism – an essential factor that made the Holocaust possible. Examination of different tools used to promote antisemitism and hatred, including dangerous speech, propaganda, manipulation of the media, and group-targeted violence, can help learners to understand the mechanisms employed to divide communities.

● Teaching and learning about the Holocaust can also support learners in commemorating Holocaust victims, which has in many countries become part of cultural practice. As part of their school curriculum learners are often invited to participate in international and local memorial days and commemoration events. Commemoration cannot replace learning, but study of the Holocaust is essential to help learners build the necessary knowledge and understanding for meaningful present-day commemorations and to continue this cultural practice in the future. Similarly, commemoration can help participants to engage with the emotional labor that forms a part of studying sensitive or traumatic history, creating space for philosophical, religious or political reflection that the academic curriculum may struggle to accommodate.

2.1 SCOPE AND SCALE OF THE HOLOCAUST

Learners should know and understand that the Holocaust was a continent-wide genocide that destroyed not only individuals and families but entire communities and cultures that had developed in Europe over centuries.

2.2 WHY AND HOW DID IT HAPPEN

Learners should be given opportunities to explore why and how the Holocaust happened, including:

● What were the key stages, turning points and decisions in the process of genocide?

● How and why did people participate/ perpetrate/ become complicit in these crimes?

● How did Jews respond to persecution and mass murder?

2.3 CONTEXTS AND DEVELOPMENTS

In order to understand how the Holocaust was possible, one needs to consider it from several perspectives and in the context of a variety of processes, taking the following questions as a starting point. Incorporating connections to and examination of the national and local contexts is essential throughout.

2.3.1 PRECURSORS OF THE HOLOCAUST

● What was European anti-Judaism and how was it related to Christian teachings?

● How did antisemitism and racial thinking develop in the nineteenth century and how was it related to nationalist ideologies?

● What was the impact of the First World War and political developments in Europe in the interwar period on Jewish/Non-Jewish Relations?

2.3.4 POST-WAR AFTERMATH

● What challenges were faced by survivors of the Holocaust after liberation? How did the situation of surviving Jews after liberation differ from the situation of non-Jewish victims of persecution and warfare?
● What elements of transitional justice were provided after the end of the Nazi regime and the war in Europe? In what way were they successful? What was not achieved?

2.4 CONCEPTUAL UNDERSTANDING Learners should be able to differentiate between different mass atrocities committed by the Nazis and their collaborators, each with their own causes and outcomes. Questions to consider might include:
● Which groups became victims of Nazi persecution and mass murder, out of which motivations, and with what outcomes?
● How does the genocide of the Jews relate to the other atrocities committed by the Nazis and their collaborators including the genocide against the Roma and Sinti?

2.4.1 RESPONSIBILITY: If learners are to begin to understand how the Holocaust was possible, and to consider what questions this raises for societies today, then they need to recognize that it is not sufficient to limit responsibility for these crimes to Hitler and the Nazis. Questions to consider might include:
● Who was responsible and complicit and what were their motivations? What are the differences between responsibility and complicity?
● Men were overwhelmingly involved in the killing actions, but what supporting roles did women play, and what responsibility did women also bear for these crimes?
● What were the roles of local non-Jewish and Jewish populations (including rescue and collaboration)?
● What attitudes did most of the population in occupied countries adopt toward the persecution and murder of the Jews?
● Who were the individuals and groups who took the risk to help and rescue Jews? What motivated them? What prevented or discouraged others from taking similar action?
● What was known about the persecution and murder of the Jews and when?
● How did the world respond to information about the persecution and murder of the Jews?
● What was known about the genocide of the Roma and why did it not receive attention outside the Nazi-dominated region?
● What did the Allies, neutral countries, the Churches and others do to rescue victims of Nazi crimes, and could they have done more?

2.4.2 AGENCY OF VICTIMS It is essential that the Holocaust is not seen only from the perspective of the perpetrators' sources, actions or narratives. Jews and additional targeted victims must appear on the historical stage as individuals and communities with their own contexts and histories rather than as passive objects to be murdered en masse. As such, educators need to ensure that learners recognize that the victims had agency and responded to the unfolding crimes as best they could, considering their previous understanding of the world and their place in it, and the information available at the time. This might include an examination of: Pre-war life
● How did Jews live in their home countries and how were their lives affected by the persecution initiated by the Nazis, their allies and collaborators? Responses and resistance

● How did the Nazis isolate Jews from the rest of their societies? How did Jews respond to this isolation?
● What characterized Jewish leadership, education, community, religious practice and culture during the Holocaust?
● To what degree and in what ways could Jews offer resistance? To what extent did they do so? What constrained or empowered them in these decisions and actions?
● How were men, women and children affected differently by Nazi persecution and how did they respond?

2.4.3 REVELANCE Learners should be given the opportunity to discuss the relevance of the historical experience of the Holocaust for today. Questions to be addressed may include:
● How can the study of the persecution of the victims of Nazi ideology advance the understanding of the impact of human rights violations on societies today? In particular, what can it tell us about the relationships between stereotypes, prejudices, scapegoating, discrimination, persecution, and genocide?
● How can knowledge about Jewish refugees before, during and after the Holocaust be relevant for understanding contemporary refugee crises?
● What can learn about the Holocaust tell us about the process of genocide, its warning signs, and possibilities for intervention that might strengthen contemporary efforts at genocide prevention?
● Are there contexts where the use of Holocaust imagery and discourse are unhelpful or actively problematic? Are there representations of the Holocaust which are particularly problematic?

GOALS AND OBJECTIVES

- To enhance students' content knowledge on major topics about the Holocaust, including antisemitism, Nazi ideology, the ghettos, the "Final Solution," and resistance.

- To provide superior, research-based professional development with a focus on modeling sound pedagogy and instructional strategies for teaching about the Holocaust.

- To develop standards-based, interdisciplinary resources that foster knowledge and understanding of the Holocaust and its relevance to contemporary society.
- To promote critical thinking through the study of the Holocaust.
- To support students' development of the skills necessary to examine the effects of prejudice and antisemitism.
- To encourage the use of visual history testimony in the classroom, thereby exposing students to the narratives of those who were witnesses to history and providing opportunities for them to examine their own personal narratives.
- To support students across disciplines as they integrate Holocaust and genocide education into their course of study
- Understand the Holocaust as an event that affected individuals differently Teaching with Holocaust Survivor Testimony
-
- Consider how time, memory, and contemporary context shape our understanding of historical events
- To Recognize that Holocaust survivors make choices when sharing their own experiences
- To Enhance active listening skills and ability to identify context clues
- To use the knowledge acquired from Survivor Testimony and apply it to problem solve real world situations
- To Comprehend Oral History Interview Guidelines and identify agenda and emotions

OBJECTIVES:
The students will comprehend how seemingly ordinary individuals could participate and commit horrific acts. Through the active engagement students will analyze testimonies and share their written and oral perspectives. Students will dive deep in defining and gaining a sense of empathy when utilizing primary and secondary resources that explore the notion of memory and rejects Holocaust denial. Lessons and activities will encourage collaborative teambuilding and decision-making skills.
EDUCATOR OBJECTIVES: Teachers will obtain a plethora of practical resources to utilize with middle to high school students. The gradual release strategies applied will target academic deficiencies and promote critical thinking in civic learning and Holocaust studies.

MDCPS STANDARDS

Explore a sound pedagogy for planning and implementing Holocaust education in the classroom
Enhance personal knowledge about the Holocaust, its historical legacy, and memorialization
Explore multimedia assets including the correlated visual history testimonies and other primary resources and materials

Investigate the concepts of justice, accountability, and punishment of Nazi perpetrators at the International Military Tribunal of Nuremberg and its effects on survivors and future generations
Analyze the tremendous impact of the Holocaust on all facets of human life, from the trauma of survivors to academic studies in psychology and sociology to culture and our understanding of human nature

SOCIAL SCIENCE HOLOCAUST TARGETED STANDARDS:

SS.912.HE.1.1
Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.
Students will explain why the Holocaust is history's most extreme example of antisemitism.
SS.912.HE.1.2
Analyze how the Nazi regime utilized and built on historical antisemitism to create a common enemy of the Jews.
Students will explain the origins of antisemitism and trace it from the Ancient World through the twenty-first century (e.g., Pagan, Christian, Muslim, Middle Ages, Modern era).
Students will explain the political, social and economic applications of antisemitism that led to the organized pogroms against Jewish people.
Students will examine propaganda (e.g., the Protocols of the Elders of Zion; The Poisonous Mushroom) that was and still is utilized against Jewish people both in Europe and around the world.
SS.912.HE.1.3
Analyze how the Treaty of Versailles was a causal factor leading the rise of the Nazis, and how the increasing spread of antisemitism was manipulated to the Nazis' advantage.
Students will explain how the Nazis used antisemitism to foment hate and create a shared enemy in order to gain power prior to World War II.
Students will explain how events during the Weimar Republic led to the rise of Nazism (e.g., Dolchstoss, Ruhr Crisis, hyperinflation, the Great Depression, unemployment, the 1920's Nazi platform, the Dawes Plan, the Golden Age, the failure of the Weimar Republic).
Students will recognize German culpability, reparations and military downsizing as effects of the Treaty of Versailles.
SS.912.HE.1.4
Explain how the National Socialist German Workers' Party, or Nazi Party, grew into a mass movement and gained and maintained power in Germany through totalitarian means from 1933 to 1945 under the leadership of Adolf Hitler.
Students will compare Germany's political parties and their system of proportional representation in national elections from 1920 to 1932.
Students will explain how the Sturmabteilung (SA), the Schutzstaffel (SS), the Wehrmacht, the Gestapo and Hitler's inner circle helped him gain and maintain power after 1933.
Students will explain how the following contributed to Hitler's rise to power: Adolf Hitler's Munich Beer Hall Putsch, Hitler's arrest and trial, Mein Kampf, the Reichstag fire, the Enabling Act, the Concordat of 1933, the Night of the Long Knives (the Rohm Purge), Hindenburg's death and Hitler as Fuhrer.
SS.912.HE.1.5

Describe how the Nazis utilized various forms of propaganda to indoctrinate the German population.
Students will explain how opposing views were eliminated (e.g., book burnings, censorship, state control over the media).
Students will explain how identification, legal status, economic status and pseudoscience supported propaganda that was used to perpetuate the Nazi ideology of the “Master Race.”
SS.912.HE.1.6
Examine how the Nazis used education and youth programs to indoctrinate young people into the Nazi ideology.
Students will explain the impact of the Hitler Youth Program and Band of German Maidens (German: Bund Deutscher Mädel).
Students will examine how the Nazis used the public education system to indoctrinate youth and children.
Students will explain how Nazi ideology supplanted prior beliefs.
SS.912.HE.1.7
Explain what is meant by “the Aryan Race” and why this terminology was used.
Students will compare the meaning of Aryan to the Nazi meaning of Aryan Race.
Students will explain how the Nazis used propaganda, pseudoscience and the law to transform Judaism from a religion to a race.
Students will examine the manipulation of the international community to obtain the votes to host the 1936 Olympics and how the Berlin Games were utilized as propaganda for Nazi ideology to bolster the “superiority” of the Aryan race.
Students will explain how eugenics, scientific racism and Social Darwinism provided a foundation for Nazi racial beliefs.
SS.912.HE.2.1
Describe how the life of Jews deteriorated under the Third Reich and the Nuremberg Laws in Germany and its annexed territories (e.g., the Rhineland, Sudetenland, Austria) from 1933 to 1938.
Students will analyze the Nuremberg Laws and describe their effects.
Students will explain how the Nazis used birth records, religious symbols and practices to identify and target Jews.
SS.912.HE.2.3
Analyze the causes and effects of Kristallnacht and how it became a watershed event in the transition from targeted persecution and anti-Jewish policy to open, public violence against Jews in Nazi-controlled Europe.
Students will understand the reasons for Herschel Grynszpan’s actions at the German embassy in Paris and how the assassination of Ernst vom Rath was a pretext used by the Nazis for Kristallnacht.
Students will describe the different types of persecution that were utilized during Kristallnacht, both inside and outside Germany.
Students will analyze the effects of Kristallnacht on European and world Jewry using primary sources (e.g., newspapers, images, video, survivor testimony).
Students will analyze the effects of Kristallnacht on the international community using primary sources (e.g., newspapers, images, video, survivor testimony).
SS.912.HE.2.5

Explain the effect Nazi policies had on other groups targeted by the government of Nazi Germany.
Students will explain the effects of Nazi “racial hygiene” policies on various groups including, but not limited to, ethnic (e.g., Roma-Sinti, Slavs) and religious groups (e.g., Jehovah’s Witnesses), political opposition, the physically and mentally disabled and homosexuals.
SS.912.HE.2.6
Identify the various armed and unarmed resistance efforts in Europe from 1933 to 1945.
Students will recognize resistance efforts including, but not limited to, the White Rose, the Rosenstrasse Protest, Bishop Clemens von Galen, the Swing Movement, Reverend Niemöller, Dietrich Bonhoeffer, the Bielski Brothers and the Partisans in Eastern and Western Europe.
Students will discuss resistance and uprisings in the ghettos using primary sources (e.g., newspapers, images, video, survivor testimony).
SS.912.HE.2.7
Examine the role that bystanders, collaborators and perpetrators played in the implementation of Nazi policies against Jewish people and other targeted groups, as well as the role of rescuers in opposing the Nazis and their policies.
Students will discuss the choices and actions of heroes and heroines in defying Nazi policy at great personal risk, to help rescue Jews (e.g., the Righteous Among the Nations designation).
SS.912.HE.2.8
Analyze how corporate complicity aided Nazi goals.
Students will analyze corporate complicity as including, but not limited to, supporting methods of identification and record keeping, continuing trade relationships, financial resources, the use of slave labor, production for the war effort and moral and ethical corporate decisions (1930–1945).
SS.912.HE.2.9
Explain how killing squads, including the Einsatzgruppen, conducted mass shooting operations in Eastern Europe with the assistance of the Schutzstaffel (SS), police units, the army and local collaborators.
• Students will discuss major events of the killing squads to include, but not be limited to, Babi Yar, Vilnius, Rumbula, Kovno, Ponar and the Palmiry Forest.
• Students will describe the psychological and physical impact on the Einsatzgruppen and how it led to the implementation of the Final Solution.
• Students will explain the purpose of the Wannsee Conference and how it impacted the Final Solution.
SS.912.HE.2.10
Explain the origins and purpose of ghettos in Europe.
• Students will trace the use of ghettos in Europe prior to World War II.
• Students will explain the methods used for the identification, displacement and deportation of Jews to ghettos.
• Students will explain what ghettos were in context of World War II and Nazi ideology.
SS.912.HE.2.11
Discuss life in the various ghettos.
• Students will explain the origins and purpose of the Judenrat.
• Students will explain the effects of the Judenrat on daily life in ghettos, specifically students should recognize Adam Czerniakow (Warsaw) and Mordechai Chaim Rumkowski

(Lodz) and how these men differed in their approach to leading the Judenrat in their respective ghettos.
Students will discuss the difference between open ghettos and closed ghettos and how that impacted life within those ghettos.
Students will describe various attempts at escape and forms of armed and unarmed resistance (before liquidation and liberation) including, but not limited to, the Warsaw Ghetto Uprising.
Students will explain how and why the Nazis liquidated the ghettos, including the forced decisions of the Judenrat to select individuals for deportation transports to the camps.
SS.912.HE.2.12
Define “partisan” and explain the role partisans played in World War II.
Students will identify countries that had partisan groups who fought the Nazis.
Students will explain the warfare tactics utilized by the resistance movements against the Nazis.
Students will recognize that not all resistance movements accepted Jews.
SS.912.HE.2.13
Examine the origins, purpose and conditions associated with various types of camps.
Students will explain the differences between forced labor camps, concentration camps, transit camps and death camps, including the geographic location, physical structure, camp commandants and SS leadership and mechanics of murder.
Students will describe the daily routines within the camps to include food intake, showers, bathrooms, sleeping arrangements, roll call, work details, illness, environmental conditions, clothing, selection process, torture, medical experiments, public executions, suicides and other aspects of daily life.
Students will describe various attempts at escape and forms of resistance within the camps.
Students will discuss how the use of existing transportation infrastructure facilitated the deportation of Jewish people to the camps, including the non-Aryan management of the transportation system that collaborated with the Nazis.
Students will describe life in Terezin, including its function as a transit camp, its unique culture that generated art, music, literature, poetry, opera (notably Brundibar) and the production of Vedem Magazine as a form of resistance; its use by the Nazis as propaganda to fool the International Red Cross; and the creation of the film “Terezin: A Documentary Film of Jewish Resettlement.”
Students will identify and examine the 6 death camps (e.g., Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor, Treblinka) and their locations.
Students will explain why the 6 death camps were only in Nazi-occupied Poland.
Students will describe the significance of Auschwitz-Birkenau as the most prolific site of mass murder in the history of mankind.
SS.912.HE.2.14
Explain the purpose of the death marches.
Students will recognize death marches as the forcible movement of prisoners by Nazis with the dual purpose of removing evidence and murdering as many people as possible (toward the end of World War II and the Holocaust) from Eastern Europe to Germany proper.
SS.912.HE.2.15
Describe the experience of Holocaust survivors following World War II.

Students will explain how Allied Forces liberated camps, including the relocation and treatment of the survivors.
Students will discuss the experiences of survivors after liberation (e.g., repatriations, displaced persons camps, pogroms, relocation).
Students will explain the various ways that Holocaust survivors lived through the state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators (e.g., became partisans, escaped from Nazi controlled territory, went into hiding).
Students will describe the psychological and physical struggles of Holocaust survivors.
Students will examine the settlement patterns of Holocaust survivors after World War II, including immigration to the United States and other countries, and the establishment of the modern state of Israel.
SS.912.HE.3.1
Analyze the international community's efforts to hold perpetrators responsible for their involvement in the Holocaust.
Students will discuss the purpose and outcomes of the Nuremberg Trials and other subsequent trials related to the Holocaust.
Students will compare arguments by the prosecution and recognize the falsehoods offered by the defense during the Nuremberg Trials (e.g., Justice Robert Jackson's opening statement, Prosecutor Ben Ferencz's opening statement, ex post facto laws, non-existent terminology, crimes against humanity, genocide, statute of limitations, jurisdictional issues).
• Students will discuss how members of the international community were complicit in assisting perpetrators' escape from both Germany and justice following World War II.
SS.912.HE.3.2
Explain the impact of the Eichmann Trial on policy concerning crimes against humanity, capital punishment, accountability, the testimony of survivors and acknowledgment of the international community.
• Students will recognize the Eichmann Trial as the first time that Israel held a Nazi war criminal accountable.
SS.912.HE.3.3
Explain the effects of Holocaust denial on contemporary society.
Students will explain how Holocaust denial has helped contribute to the creation of contemporary propaganda and the facile denial of political and social realities.
SS.912.HE.3.4
Explain why it is important for current and future generations to learn from the Holocaust.
Students will explain the significance of learning from Holocaust era primary sources created by Jews who perished and those who survived.
Students will explain the significance of listening to the testimony of Holocaust survivors (e.g., live and through organizations that offer pre-recorded digital testimony).
Students will describe the contributions of the Jews (e.g., arts, culture, medicine, sciences) to the United States and the world.
• Students will explain the significance of "Never Again."
SS.912.HE.3.5

Recognize that antisemitism includes a certain perception of the Jewish people, which may be expressed as hatred toward Jewish people, rhetorical and physical manifestations of antisemitism directed toward a person or his or her property or toward Jewish community institutions or religious facilities.
Students will analyze examples of antisemitism (e.g., calling for, aiding, or justifying the killing or harming of Jews, often in the name of a radical ideology or an extremist view of religion; making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews as such or the power of Jews as a collective, especially, but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government or other societal institutions; accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, the State of Israel, or even for acts committed by non-Jews; accusing Jews as a people or the State of Israel of inventing or exaggerating the Holocaust; accusing Jewish citizens of being more loyal to Israel, or the alleged priorities of Jews worldwide, than to the interest of their own nations).
Students will analyze examples of antisemitism related to Israel (e.g., demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis, drawing comparisons of contemporary Israeli policy to that of the Nazis, or blaming Israel for all inter-religious or political tensions; applying a double standard to Israel by requiring behavior of Israel that is not expected or demanded of any other democratic nation or focusing peace or human rights investigations only on Israel; delegitimizing Israel by denying the Jewish people their right to self-determination and denying Israel the right to exist).
SS.912. W.8.6
Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS. 7CG 1.11 Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.
SS.7 CG2.9 Analyze media and political communications and identify examples of bias, symbolism, and propaganda.

Language Arts Standards:

ELAK12 EE1.1 Cite evidence to explain and justify reasoning
ELA. K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1
Make inferences to support comprehension.
ELA.K12.EE.4.1
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1
Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1
Use appropriate voice and tone when speaking or writing.
ELD.K12.ELL.SI.1
English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL. SS.1
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HOW TO TEACH HOLOCAUST EFFECTIVELY

1	Define terms In addition to key terms like antisemitism, Holocaust, and genocide, review key terms and phrases necessary to fully understand the content being studied.
2	Provide background on the history of antisemitism Ensure students understand the role that antisemitism played in allowing the Holocaust to occur.
3	Contextualize the history Help students understand what happened before and after a specific event, who was involved, where the event took place, etc; this helps to reinforce that the Holocaust wasn't inevitable but rather was the result of choices and decisions made by individuals, institutions, and nations over years.
4	Teach the human story *While connecting people and events to the larger story, educators should:* • Translate statistics into personal stories; use survivor and witness testimony whenever possible; emphasizing, however, that survivor voices are the exception. • Highlight examples of how victims attempted to retain their humanity in the face of dehumanization (efforts to maintain identity and continuity of life, expression of values/beliefs, forms of resistance). • Stress the "choiceless choices" of the victims with limited or no power to escape. • Introduce victims' prewar life/return to life to provide context for their choices, dilemmas, and actions. • Focus on small and large decisions made by individuals who had the ability and the opportunity to choose between morally right and morally wrong decisions prior to, during, and after the Holocaust, including bystanders, collaborators, perpetrators, and rescuers.
5	Use primary source materials Enrich students' understanding of the Holocaust by providing an abundance of print and digital resources from a variety of perspectives.
6	Make the Holocaust relevant Connect what students are learning to contemporary events, while distinguishing between the unique history of the Holocaust and what can be learned from this history.

7	Encourage inquiry-based learning and critical thinking Support students' sharing of ideas and asking questions of themselves and others.
8	Foster empathy Challenge students to understand people and their attitudes and actions in a historical context using sound approaches and strategies, refraining from the use of simulation activities.
9	Ensure a supportive learning environment Guide students "safely in and safely out" of this study; use age-appropriate materials and always be mindful of the social and emotional needs of individual students.

These principles reflect approaches appropriate for effective teaching in general and are especially relevant to Holocaust education. Some principles, like teaching historical context, and emphasizing the human story and the individual voice of victims of the Holocaust can seem implicit when talking to students. However, avoiding simple answers to complex questions, or comparisons of pain, and centering the voices of victims and survivors should also inform our teaching.

Specific pedagogical principles:
• **Contextualizing History**: Help students understand what happened to reinforce that the Holocaust wasn't inevitable but rather the result of choices and decisions made by individuals, institutions, and nations over years.
• **Human story**: 6 million Jews, 1.5 million Jewish children alone perished in the Holocaust. Statistics show scope, but not impact. If we humanize this story, we can help students connect and foster empathy with the victims.
• **Supportive learning environment**: Lean into best practices for social-emotional learning by building a caring and conscious culture.
• **Make the Holocaust relevant:** Connect the history of the Holocaust, its impact, and how we remember and memorialize the event into students' understanding of contemporary society.

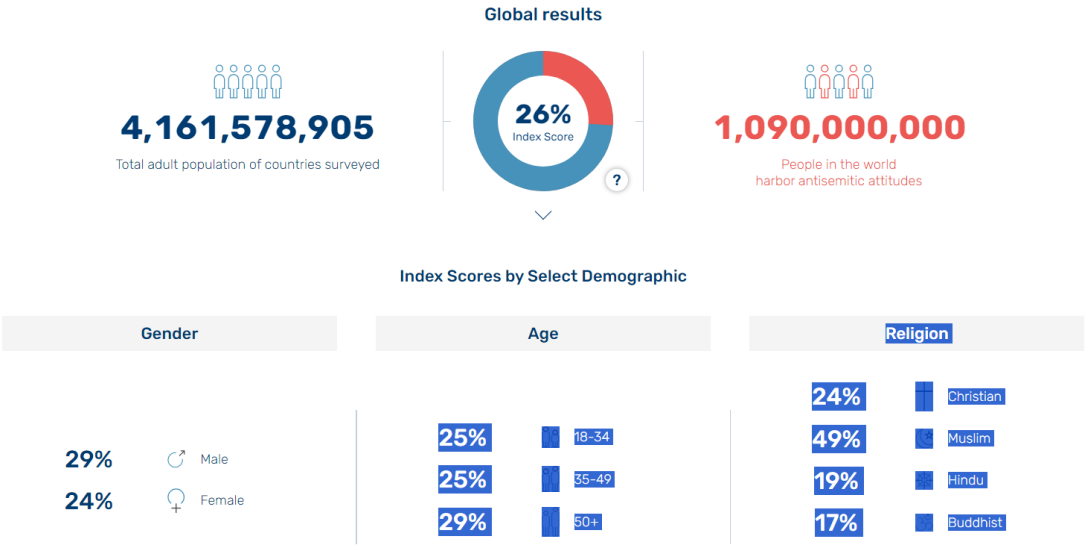
SELECTED SAMPLE LESSONS

GRADES:7-12th; ESE, ESOL, and GENERAL ED.
DURATION: 90 Minute lesson for two weeks
MATERIALS: Pyramid of Hatred handouts, Testimonies and video clips ,and Photographs

INTRODUCTION: The effects and consequences of bigotry and intolerance.

The exercise integrates first-person video testimonies from the USC Shoah Foundation Institute's archive with the Pyramid of Hate, a curricular tool developed by the Anti-Defamation League that provides students with an opportunity to explore the ways in which hate can escalate in society. Through this exercise, students will explore their own attitudes about, and experiences

with, prejudice and bigotry; examine the individual's roles and responsibilities regarding ethnic, racial, and religious bias; and think critically about examples of prejudiced attitudes, acts of prejudice, discrimination, violence, and genocide. Rationale History provides examples of the ways in which stereotyping, scapegoating, dehumanization, and discrimination can escalate to mass murders that have, in some instances, resulted in genocide. This activity provides participants with the opportunity to understand the pain caused by bias and the ways in which prejudice can escalate. It is designed to promote recognition of the value of interrupting that progression. Students must learn to track hatred and find ways to eliminate it. https://global100.adl.org/map Student must know that Antisemitism impacts millions of Jews and people of all backgrounds in the U.S. and around the globe, tearing the fabric of societies wherever it spreads. The anti-defamation League ADL is the world's leading expert on antisemitism and is on the front lines, shining a light on all forms of antisemitism and empowering individuals and communities with tools to address this age-old hate.



LESSON 1: Adopted by the ADL agenda

Pyramid of Hate Lesson Objective: To provide an opportunity to define and recognize hatred in all its forms, examine the escalating steps of hate, and how hate and prejudice can escalate when no one speaks up or acts.

STANDARDS

● CCSS.ELA-Literacy.SL.1 (Speaking & Listening: Collaborative Discussions)
● CCSS.ELA-Literacy.SL.2 (S & L: Analyze information presented in diverse media & formats)
● CCSS.ELA-Literacy.CCRA.SL.1 (College & Career Readiness S & L: Collaborative Discussions)
● CCSS.ELA-Literacy.CCRA.SL.2 (CCRA S & L: Analyze information presented in diverse media & formats) ● CCSS.ELA-Literacy.L.4 (Language: Vocabulary acquisition and use)
● CCSS.ELA-Literacy.RH.4 (Reading History/Soc. Studies: Vocabulary key words and phrases)
● CCSS.ELA.Literacy.RH.7 (Reading History/Soc. Studies: Integrate visual information with other information
● SSS3 (Social Studies Standards, Deliberates public issues)
● C4 (Civics, understands civic involvement)

● H1 (History, understands historical chronology)
● H2 (History, Understands and analyzes causal factors that have shaped major events in history)
● H4 (History, understands how historical events inform analysis of contemporary issues and events) I.

RATIONALE: Bias-motivated violence, in addition to genocide, represent mere tips of an iceberg; a result that is seen. Beneath what we can see lie attitudes, behaviors, actions and inactions that, if unchecked, create the conditions necessary for that end, tragic result. Unchecked, those attitudes and behaviors become normalized, with the potential to escalate. This lesson, with at least two options, engages students to consider that bias-motivated violence and genocide is not inevitable, encouraging them to realize that their actions (and inactions) have consequences, and that they CAN make a difference.

OBJECTIVES: • Examine how discrimination based on bias can escalate into acts of violence. • Discuss the impact of prejudice on individuals and on society.
• Recognize the role of individuals in interrupting the escalation of hate. Procedures 1. Distribute Have You Ever? handout to students and tell them that they are to answer "yes" or "no" to each of the questions in the handout. Assure the students that the handouts are for their eyes only. [3 minutes] 2. When students have completed their questionnaires, lead a discussion using some or all the questions listed below. List students' responses on chart paper or on the chalkboard. [10 minutes]
: Grades 9-12 Materials for Lesson:
DO NOW: Prompt: Engage students by encouraging background knowledge about the Holocaust and Hatred. Ask what they have heard or seen on social media? Ask how and these incidents continue to occur in our society?

DEFINE TERMS: Use a vocabulary Map to define and review terms

. ● Bias An inclination or preference either for or against an individual or group that interferes with impartial judgment.
● Discrimination Unfair treatment of one person or a group of people because of their identity (e.g., race, religion, gender ability, culture, etc.). Discrimination is an action that can come from prejudice.
● Genocide The act of or intent to deliberately and systematically annihilate an entire religious, racial, national or cultural group.
● Hate Crime A criminal act directed at a person or group because of the victim's real or perceived race, ethnicity, gender, religion, national origin, sexual orientation or ability
. ● Prejudice Judging or forming an idea about someone or a group of people before you know them. Prejudice is often directed toward people in a certain identity group (e.g., race, religion, gender, etc.)
● Scapegoating Blaming a person or group for something, when the fault actually lies elsewhere. Scapegoating includes hostile words or actions that can lead to verbal or physical violence; a person or group is blamed for something because of some aspect of their identity, but they usually lack the power or opportunity to fight back.
● Stereotype The false idea that all members of a group are the same and think and behave in the same way.

● Bias-motivated Violence An action that emotionally or physically harms a person or group and that is motivated by the identity of the person or group (e.g., race, religion, gender, sexual orientation, ability, etc.).

Discrimination, Genocide, Hate Crime, Prejudice, Scapegoating, Stereotyping, Bias and Bias-Motivated Violence

Term	Example
	Fashion magazines rarely include photographs of plus-size models in a positive way.
	A group of LGBTQ teens who attend a peaceful rally in support of same sex marriage are taunted and violently attacked by a group of teens.
	In Rwanda in the 1990s, the ruling majority Hutus engaged in efforts to systematically destroy their nation's Tutsi population, brutally killing 800,000 Tutsi through violent executions, murders with clubs and machetes and massacres in churches and hospitals.
	An employer does not hire a male candidate who is otherwise qualified because the candidate is wearing a turban as part of his religious tradition.
	A teacher doesn't recommend one of her top students for a leadership program in Washington DC because she believes the family couldn't afford the required expenses.
	A synagogue in a Midwest city is spray-painted with swastikas and hateful graffiti about Jews.
	A group of employees, all from Ivy League schools, are going out to lunch to discuss an exciting new potential client and her case. They have heard that one of five new hires to their law firm, Wayne, also attended an Ivy League school. They invite Wayne to lunch to talk about this prospective client, but not the other new hires, even though the others are widely considered better qualified for this type of case.
	A school installs a metal detector by the front entrance of the school because of a perceived increase in students' carrying weapons to school. Many of the students are upset with the new procedures this creates and blame Muslim students at the school because of people's concerns about terrorism.

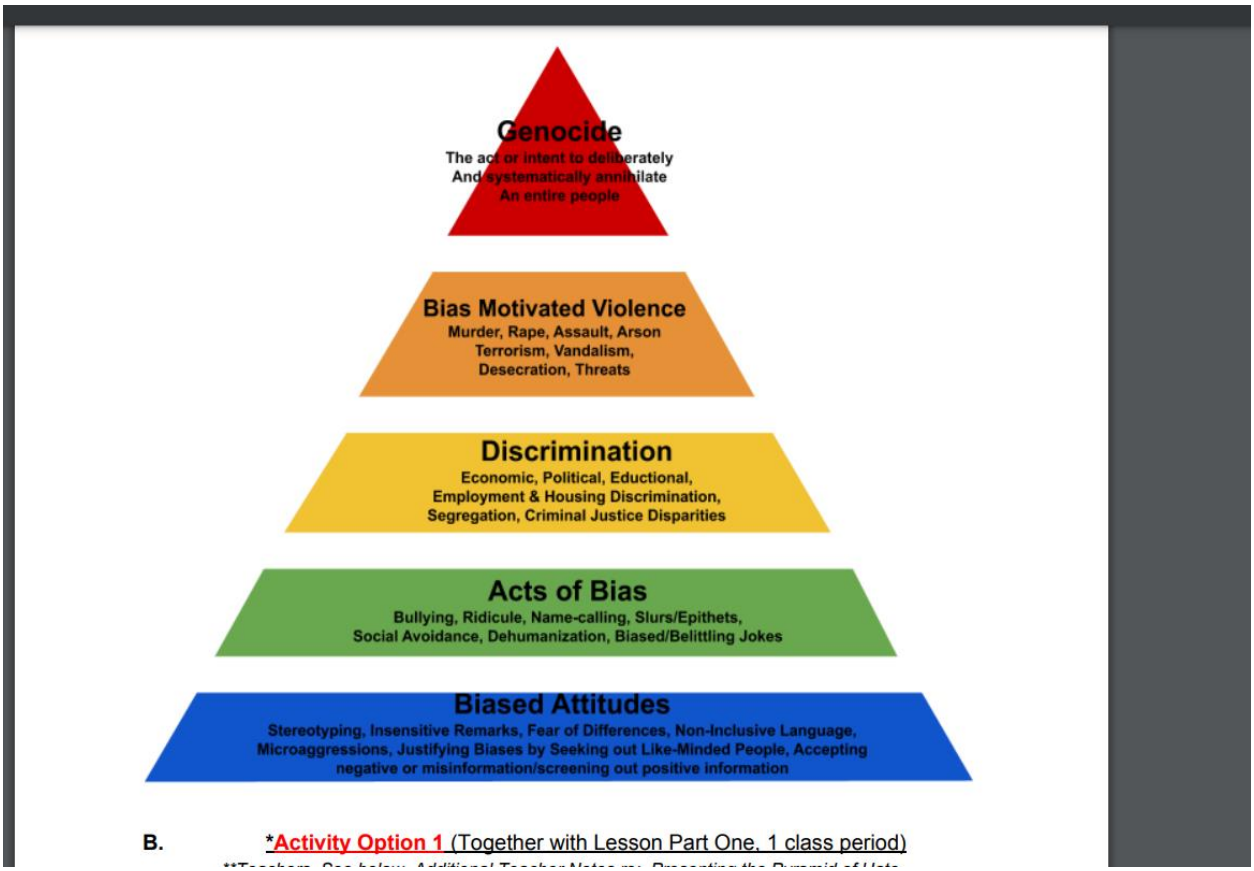
Adapted from Anti-Defamation League (2016) Empowering Young People in the Aftermath of Hate

(Potential -- though not exclusive -- answers are at the bottom of this document)

II.B. Definition of the Holocaust: Ask students what wonders they have regarding this definition, either asking them to post them on an actual or virtual word wall, entering them into chat, google jam board, etc. Save this document, indicating that hopefully most of their wonders will be answered by the end of their learning.

DEFINITION: The Holocaust was the systematic, bureaucratic, state sponsored persecution and murder of approximately six million Jews by the Nazi regime and its collaborators. "Holocaust" is a word of Greek origin meaning "sacrifice by fire." The Nazis, who came to power in Germany in January 1933, believed that Germans were "racially superior" and that the Jews, deemed "inferior," were an alien threat to the so-called German racial community. During the era of the Holocaust, German authorities also targeted other groups because of their perceived "racial inferiority": Roma (Gypsies), the disabled, and some of the Slavic peoples (Poles, Russians, and others). Other groups were persecuted on political, ideological, and behavioral grounds, among them Communists, Socialists, and Jehovah's Witnesses.

A. Consider the Pyramid of Hate, below. The Pyramid shows biased behaviors, growing in complexity from the bottom to the top. Although the behaviors at each level negatively impact individuals and groups, as one moves up the pyramid, the behaviors have more life-threatening consequences. Like a pyramid, the upper levels are supported by the lower levels. If people or institutions treat behaviors on the lower levels as being acceptable or "normal," it results in the behaviors at the next level becoming more accepted. In response to the questions of the world community about where the hate of genocide comes from, the Pyramid of Hate demonstrates that the hate of genocide is built upon the acceptance of behaviors described in the lower levels of the pyramid.

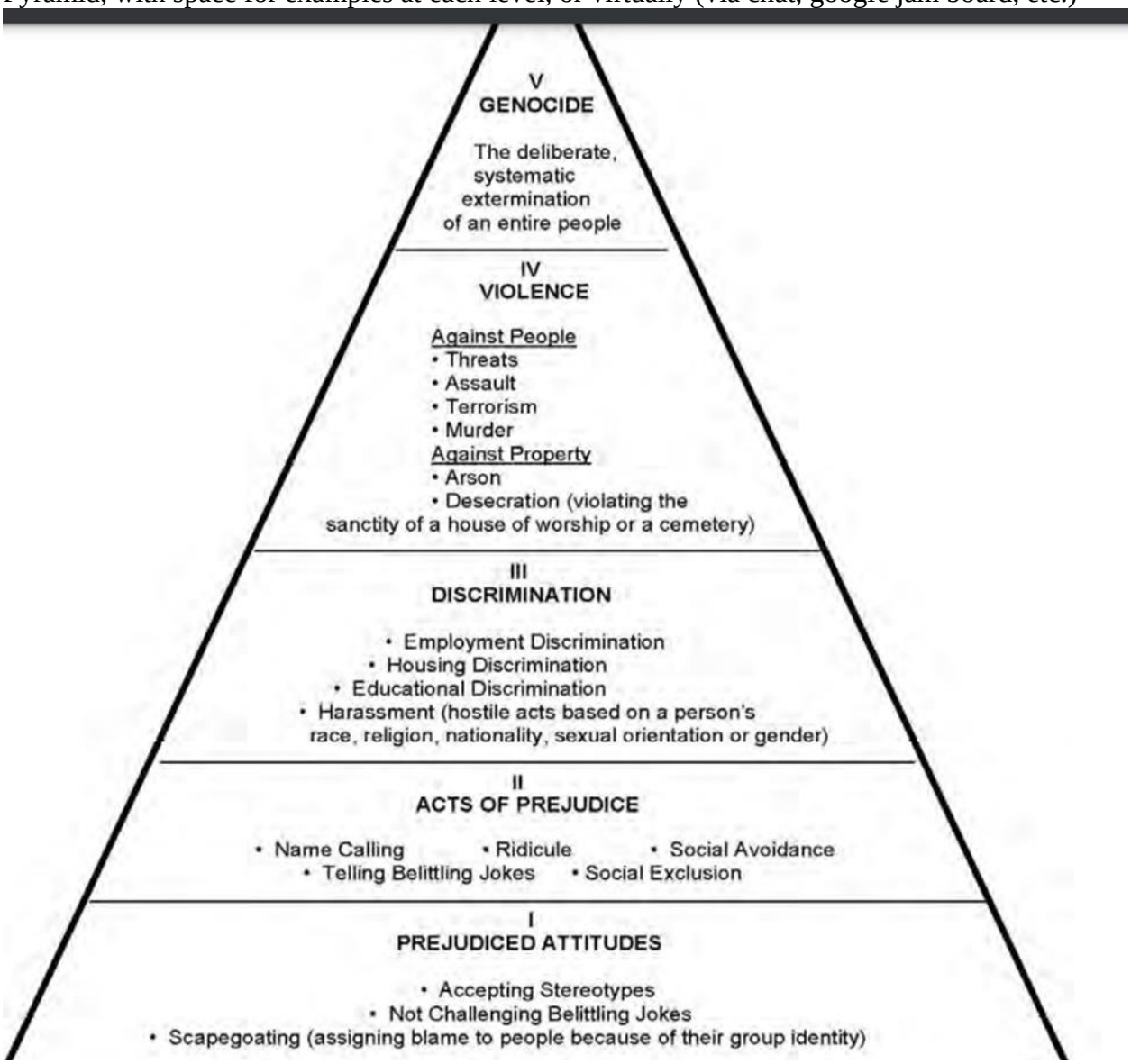


*Activity Option 1 (Together with Lesson Part One, 1 class period) 1. For each level of the pyramid, ask students to provide one or two additional examples from their own experiences, situations they have heard or read about or in history that also exemplify the level.
2. Lead a brief whole group discussion, using some or all the questions that follow. a. What are some of the factors that make it more likely that hate will escalate? (e.g., hate behaviors are tolerated; the media reinforces stereotypes; friends or family members may communicate agreement with one another's prejudices) b. Once the actions of a person involved in a bias incident began to escalate, do you think it's difficult to stop? Why or why not? c. What are some things that might stop the escalation of hate? (e.g., education; new laws; enforcement of existing school policies and laws) d. At what level of the pyramid do you think it would be easiest for someone to intervene? What are the possible consequences of waiting until behaviors escalate to act? e. What are some actions people can take to interrupt the escalation of hate? What can communities do? f. In what ways does this understanding of the tendency of hate to escalate relate to [the current incident being discussed]?

ALTERNATIVE ACTIVITY 2

(Together with Lesson Part One, 2 class periods): Presenting the Pyramid of Hate I. For an analysis and application more specific to the Holocaust, explain to the students that you will be showing a series of images and video clips (links below). For each, a) Provide time for students to reflect, converse and/or offer their ideas of which stage of the Pyramid of Hate that each such image or clip exemplifies, and why. Note that it is possible for some to attach to more than one category. b) Encourage students to offer one or more examples of other situations, events, etc.,

that they have seen, experienced and/or learned about which would also come under each category on the Pyramid. These can be entered and saved live (on a class poster showing the Pyramid, with space for examples at each level, or virtually (via chat, google jam board, etc.)



ADDITIONAL MATERIALS https://www.youtube.com/watch?v=w1RfEQkYRvM

♦ Testimony of Klaus Stern: Klaus was born in Breslau, Germany on May 7, 1921. With the rise of the Nazi party, Klaus began to feel increasingly ostracized, even among his childhood friends. He married his girlfriend Paula in July 1942, but in April 1943, they were deported to Auschwitz and separated. Over the next two years, Klaus was imprisoned in Auschwitz, Sachsenhausen, Flossenburg, Leonberg, and Mühldorf. He was liberated in May 1945 by American troops. After liberation, Klaus reunited with us wife and they immigrated to the United States in 1946, becoming the first Holocaust survivors to settle in Seattle, where they raised two children. When the war began, Klaus was eighteen years old.)

♦ Testimony of Eva Tannenbaum-Cummins (video clip) https://www.youtube.com/watch?v=5EM9cWF0mIs&t=5s Eva was born in Berlin, Germany on November 26, 1922. When Hitler came to power, her life changed dramatically: her father was

fired from his job as a newspaper critic, and Eva and her Jewish peers were expelled from school. Her father died of a heart attack only a couple of years later. After more than a year of desperately trying to leave Germany, Eva's mother arranged an affidavit from a cousin in Seattle, and they left Germany in July 1939 with only $20. Eva attended high school in Seattle, married, and raised two children. She became a successful actress and wrote an auto-biographical one-woman show, "A Page from the Past...Or Is It?" When the war began, Eva was sixteen years old.)

♦ Testimony of Sam Farkas https://www.youtube.com/watch?v=030Q7DgK_c8 Sam was born in Teresva, Czech Republic on July 14, 1928. His dad worked in the timber industry, and Sam and his five siblings lived a comfortable life. After his town was invaded by Nazi-collaborating Hungarians in 1939, even teachers would tell him and the other Jewish kids, "Hitler will get you." His father, believing no one would harm them, refused many offers from gentile friends to hide the family. In January 1944, they were deported to the Mateszalka ghetto in Hungary, where they were routinely abused and overworked. One month later, the family was deported to Auschwitz. After liberation, Sam returned home to find out that only his eldest brother had survived. He met his future wife Ruth in a tuberculosis ward in 1946. They married in 1949 and settled in Seattle in 1951, where Sam volunteered at many Jewish organizations and food banks. When the war began, Sam was eleven years old.)

♦

b) Testimony of Stella Tarica (https://www.youtube.com/watch?v=1EqK-Uj70wk : Stella was born on the Island of Rhodes on January 24, 1931. By 1942, her family did not yet understand the threat of the Nazis, as they were being bombed by the British and were therefore sympathetic to the Italian army. On July 23, 1944, the Nazis and their collaborators deported 1,700 Jews from Rhodes and Cos to Auschwitz-Birkenau. Only 151 survived, including Stella and her three siblings. Upon arrival at Auschwitz, the family was separated, and Stella never saw her parents again. While in Auschwitz, Stella became very sick and, since no one in her barrack spoke Spanish or Italian, she felt very isolated. While on a death march in 1945, Stella was liberated by the Russian army. She found her siblings through the Red Cross, and their uncle brought them to the United States in 1946. She settled in Seattle and married Morris Tarica in 1949, with whom she had two daughters. When the war began, Stella was eight years old.)

II. Reflections/Post-Activity Discussion: A Pyramid of Alliance … Solidarity … Respect….
Below is the Pyramid of Hate, but with respective breaks between each escalating layer allowing for discussion and consideration of things and steps students believe they/society can do to prevent each above layer from becoming reality. 1) Ask students to consider -- alone or working in pairs -- what can be done (preventative strategies), from the bottom layer to the top. Consider the role of individuals, institutions, states. 2) What do you notice about the preventative strategies at each layer? Are the preventative strategies from the bottom of the Pyramid less difficult to actualize than the ones closer to the top? What does that tell you about your/our challenges in response to hatred? Our responsibilities? 3) Finally, ask students to look at the bottom of the Pyramid, ie., before there is hatred or hateful acts. What do you believe people (including groups, institutions, states…) should know, consider, believe and how they should act INSTEAD of the hateful acts and biases that sets the Pyramid in motion? What can/will you do about this? Are your ideas attainable -- why or why not? What would you say to anyone who believes they are unattainable? https://www.adl.org/resources/tools-to-track-hate

EVALUATION: Summarize lesson using 15 words of what you learned today.

How can we make our society free from bias and hatred?
https://www.adl.org/sites/default/files/documents/2023-08/responding-to-bias-incidents-guide.pdf

LESSON 2- USING MORE TESTIMONIES AND OTHER PRIMARY SOURCES TO TEACH THE PYRAMID OF HATRED

Time Requirement: 45-60 minutes Space: Room for students to work in small groups 2

MATERIALS:

Have You Ever? handout (one copy for each participant

Answer YES or NO to each of the following questions (Answer truthfully. This is for your eyes only!): Have You Ever:
1. Overheard a joke that made fun of a person of a different ethnic background, race, religion, gender or sexual orientation?
2. Been the target of name calling because of your ethnic group, race, religion, gender, or sexual orientation?
3. Made fun of someone different from you?
4. Left someone out of an activity because he/she was different from you?
5. Not been invited to attend an activity or social function because many of the people there were different from you?
6. Engaged in stereotyping (lumping together all people of a particular race, religion, or sexual orientation? Ex: White men can't jump!)
7. Been threatened by someone who is different from you because of your difference?
8. Committed an act of violence against someone because that person was different from you?

• Genocide transparency (attached) • USC Shoah Foundation Institute testimony video (Can be viewed or downloaded via the USC Shoah Foundation Institute's website http://college.usc.edu/vhi/ education/pyramid)
• Photographs of survivors with quotes (optional, can be downloaded via the USC Shoah Foundation Institute's website http://college.usc.edu/vhi/education/ pyramid)
• Pyramid of Hate handout (attached)
• Pyramid of Hate activity sheet (attached)
• Chart paper, markers and push pins, or velcro

QUESTIONS:

• Why do you think people tell ethnic jokes about other groups, insult others, or exclude them socially? (A possible response might be that "others" are different.)

• Why would these differences cause a person to "put down" someone else? (Possible responses might be that it makes the person feel superior or more important, that he/she is afraid of the "other," or that he/she fails to understand another's culture.)

• Where do people learn to disrespect people who seem different? (Responses may include home, school, friends, or the media-- newspapers, television, movies, and music.)

• Can you give examples of a prejudice you have perceived and/or learned through the media? 3. Read the following case study: In one school, a group of four boys began whispering and laughing about another boy in their school that they thought was gay. They began making comments when they walked by him in the hall. Soon, they started calling the boy insulting antigay slurs. By the end of the month, they had taken their harassment to another level, tripping him when he walked by and pushing him into a locker while they yelled slurs. Sometime during the next month, they increased the seriousness of their conduct – they surrounded him, and two boys held his arms while the others hit and kicked him. Eventually, one of the boys threatened to bring his father's gun into school the next day to kill the boy. At this point another student

overheard the threat and the police were notified. (Description of school incident from "Sticks and Stones" by Stephen L. Wessler. Educational Leadership, December 2000/January 2001 (p. 28). Used with permission.)

4. Ask the students if something like this could happen at their school. How do they think a situation like this could affect the entire school? What could have been done to stop the situation from escalating? Who should have stopped it? [7-8 minutes for case study and discussion] 5. Tell the students that they have been discussing a situation that started out as "whispering and laughing" and became more intense, escalating to violence. A visual way of describing this type of progression is called a Pyramid of Hate.

LESSON 3 ANALYZE THE PYRAMID STEP BY STEP

- Distribute the Pyramid of Hate handout or draw a Pyramid on chart paper or on the chalkboard. Briefly review each level of the Pyramid starting with Level I. Ask students to provide one or two examples to exemplify each level. [5 minutes] Based on the case study, ask students the following questions:
- Where would you place "whispering and laughing" on the Pyramid? (Level I)
- Why do you think that what seemed harmless initially progressed into violence? (Answers might include that nobody stopped it, that the perpetrators gained confidence that they could continue without interference or consequences, or that the victim did not seek help, etc.)
- Even if it seemed harmless to the perpetrators and bystanders, do you think it felt harmless to the victim? How do you think he felt?
- At what level of the Pyramid do you think it would be easiest for someone to intervene? What would be some possible ways to intervene? [5 minutes]
- Ask the students if they can think of examples of genocide in which groups were subjected based on their race, national origin, religion, sexual orientation, etc. (e.g., Native Americans, Aboriginals of Australia, enslaved Africans, Rwandans, Armenians, Muslim Bosnians, and Jews in Nazi occupied Europe.) Chart their responses. [2 minutes]
- Present the United Nation's definition of "genocide" by using the Genocide transparency. [3 minutes]
- Ask the students what they have heard about the Holocaust and list their responses on chart paper or on the chalkboard. (Make sure that the students are aware that this was the deliberate and systematic murder of 6 million Jews based upon their religious or cultural identity, as well as the death of thousands of political dissidents, Roma, Polish intellectuals, people with disabilities, homosexuals and other targeted groups.) [3 minutes],
- Divide the students into groups of four or five. Explain that they are about to see some brief video clips of survivors of the Holocaust talking about their personal experiences during this period. Tell them that when the video is over, each group will be assigned the story of one survivor. The task of the small groups will be to decide where on the

Pyramid of Hate that person's experience belongs. [2 minutes] 10. Show the first five video clips watched from the USC Shoah Foundation Institute website:
http://college.usc.edu/vhi/education/pyramid. Distribute to each group a photo of a different survivor. Have each group select a reporter and, when the group members have reached a consensus, instruct the reporter to bring the photo of the survivor to the large Pyramid and affix it to the appropriate level. Explain to the students that there is no one correct placement. When all

the photos have been placed on the Pyramid, ask the reporters to explain why their group selected the level they did for the survivor they have been assigned. [3 minutes]

Alternative procedure: Divide the students into groups of four or five and give each a Pyramid of Hate and individual photos of each survivor accompanied by a quote from his or her testimony. Have each group decide where on the Pyramid each survivor's testimony should be placed. Remind the students that there is no one correct placement. After 10 minutes, have the groups bring their Pyramids to the front of the room for display.)

After all the photos have been put in place, ask if there is agreement with the placement of the photos. If students don't agree, have them explain their thinking. [4-8 minutes] 14. Ask students what they learned during this activity.

Recalling the testimony of Milton Belfer, ask the students what could have been done by individuals or groups to change the situation he recounted.

EVALUATION: Conclude the activity by showing the testimony of Mollie Stauber (clip #6), which is a message for future generations.

LIVING HISTORIES: USING TESTIMONIES IN SMALL GROUP INSTRUCTION: Seven Voices from the Holocaust 5 Living Histories: Seven Voices from the Holocaust Optional Activities
VARIATIONS: Distribute the Pyramid of Hate. Divide the whole group into small groups of 5 to 6 participants. Assign one level of the Pyramid to each small group and have the students brainstorm examples from history, current events, or their personal experiences that demonstrate the word. Before showing the video, distribute the Pyramid of Hate activity sheet to each student. Tell students that as they watch the video to draw a line from each survivor's photo to the level on the Pyramid that they think he or she is describing.

FOLLOW-UP ACTIVITY: Have students work in groups to research other genocides that have occurred in the 20th Century, such as in Cambodia, Rwanda, and Bosnia-Herzegovina. Assign each group a genocide to research and present in the form of a case study using the Case Study Activity Sheet.
Lesson Resources To view the survivors' testimonies and download this lesson, visit http://college.usc.edu/vhi/education/pyramid.

SUMMARIZED MINI-LESSON Presenting the Pyramid of Hate Level One: Biased Attitudes The base of the pyramid describes biased attitudes we see and hear every day in schools, workplaces, communities and even at the dinner table. These include things like non-inclusive language, stereotypes, microaggressions or insensitive remarks.

♦ One might regard these attitudes as "not a big deal" or they don't necessarily hurt anyone. But biased attitudes that begin with a simple stereotype about a group, if left unchallenged, can easily grow into sustained feelings about that group. These attitudes serve as the foundation of the pyramid, supporting more extreme levels of hate.

♦ Level Two: Acts of Bias Based on biased attitudes, we then form prejudicial feelings about a group which can lead to actions like bullying, scapegoating, biased jokes, ridicule, and name-calling. Acts of bias move the biased attitude that "All those people are lazy and stupid" to Acts that perpetuate that "I don't like or trust those people."

♦ Level Three: Discrimination Once biased attitudes and acts of bias have taken hold, discrimination can follow. Discrimination moves the biased attitude "I don't like or trust those

people" discrimination, "I won't hire those people to work in my store" or "I won't let those people live in my neighborhood." Once hate has progressed up the bottom three levels of the pyramid, it is not a far step to move from actions to Acts of Violence….

♦ Level Four: Bias-Motivated Violence When discrimination is unchecked, acts of bias-motivated violence can occur in schools and communities, including desecration of property, threats and assaults, but also arson, terrorism, vandalism, assault and murder.

♦ Level Five: Genocide The top level of the pyramid is Genocide, the act of or intent to deliberately and systematically annihilate an entire people. During the Holocaust the Nazi's committed genocide against the Jewish people, Gays, people with disabilities, Roma and Jehovah's Witnesses. The Pyramid of Hate demonstrates how ideas, feelings/attitudes and actions can form a basis for the denial of justice. Although not every act of bias will lead to genocide, it is important to realize that every historical instance of genocide began with the acts of bias described on the lowest level. The most effective opportunity to act is when we witness behaviors that fall within the lowest level of the pyramid. We can safeguard our schools and communities by modeling respect, promoting respectful behavior in others and engaging in efforts to stamp out hate

EVALUATION: Summary of the event (Present the basic facts: what happened, by whom, when, and where.) The background (Prepare a summary of the political, economic, social, and geographic factors that contributed to the problem.) Organizers (What group or groups of people were responsible for the mass killings? Motives?) Victims (What group(s) of people were victimized? What survival tactics were used? What was the ultimate death toll?)
Enrichment: World Response (What was the response of the other countries to the mass killing? Could this genocide have been prevented?) Aftermath (How has this genocide affected both perpetrators and victims and their families? What is the general situation in this country at the present time?)

SAMPLE UNIT ON APPLYING MORE TESTIMONIES INTO LESSONS TO COMBAT HATRED

As teachers consider important pedagogical principles to teach the Holocaust, like teaching the human story, by utilizing survivor testimony will ensure that students have exposure to individuals who experienced this history. Watching survivors talk about their lives through testimony has been found to correlate to engendering empathy, tolerance, and civic awareness.

TESTIMONY REFLECTIONS

In order to deepen their understanding of and connection to this content. For additional information, refer to Using Visual History Testimony in the Classroom. Teachers are strongly discouraged from using simulations when teaching about the Holocaust and other genocides, and from asking students to assume the voice of someone who experienced the Holocaust (e.g., writing a diary entry from the perspective of a ghetto resident). To build empathy, it may be more useful for students to take on the role of someone from a neutral country responding to events, for example a journalist writing an article or a concerned citizen reaching out to a politician. In addition to deepening understanding of historical events, such activities can

highlight possible courses of action that students can take in response to issues that concern them in the world today.
The second lesson in this unit ("Prewar Jewish Life") honors the memory of the Jews who were murdered in the Holocaust not by remembering how they died, but how they lived. It is important for students to understand that the Jews who lived in the 1920s and 1930s did not have the ominous shadow of the Holocaust hanging over them – they were just living their lives. Teachers should note that Jewish communities in Europe in the 1920s and 1930s were diverse in their customs, practices, and experiences. The majority were more assimilated and less religious than the stereotypes that many students may hold of European Jews in this period. Many – especially the younger generation – were struggling with notions of traditional identity, which often conflicted with their desire to become part of the modern world. These are important and universal themes that can help middle and high school students connect to this history and the individuals that they will meet in this unit.

This unit introduces students to the Holocaust by providing a vocabulary for studying the Holocaust and establishing a rationale for the importance of learning about instances of mass atrocity and genocide. Students explore the value of examining different types of source material when studying the Holocaust, with a special emphasis on visual history testimony. Before delving into the Nazi era in subsequent units, students spend time exploring prewar Jewish life in order to appreciate the rich diversity of the Jewish world. Students consider who the Jews of Europe were before persecution by the Nazis, and the commonalities they share with young people from different times and places.

LESSON 1: Analyzing the Holocaust.
Grade 9-12th (90 Minutes) ESE, ESOL, and General Educational Students
Bell Ringer: Quote
"Racism, antisemitism…bigotry and prejudice…all that hating and more. That stuff is still with us. And it's up to us to…fight it." –LEON BASS, LIBERATOR

ACTIVITY 1: Response by stating meaning in three sentences

FRONTLOAD: Background Knowledge: The Holocaust is one of the most documented events in human history and students are encouraged to analyze and compare varied accounts and perspectives. Survivor testimonies are an extremely personal and important source of learning, as are the diary entries, photographs, and other personal documents of Jews and non-Jews who experienced the Holocaust. The perpetrators produced much of the evidence of the Holocaust, and official Nazi documents are available for examination. Likewise, there are many Allied documents and accounts, and post-war records from the trials of Nazi criminals. Together these sources will help students bring complex topics into sharper focus. Throughout the lessons, students will be asked to record their observations and reactions to testimonies using the graphic organizer,

ESSENTIAL QUESTIONS:

• Why do we study the Holocaust and instances of mass atrocity and genocide?
What sources of information can provide a balanced and accurate understanding of the Holocaust?
• Who were the Jews of Europe before they were persecuted, and why is it important to understand their lives prior to the devastation of the Holocaust?

• What were the major trends taking place in Jewish communities before World War II?
• How did antisemitism impact prewar Jewish life?

OBJECTIVES:

- Students will Identify prior knowledge about the Holocaust and the sources of their knowledge.
- Define Holocaust and genocide and compare several definitions of the Holocaust.
- Distinguish between primary and secondary source material and explain why each is important when studying historical events.
- Investigate the diversity of prewar Jewish society through the voices of teenagers of that era.
- Describe trends and challenges in the prewar Jewish world. • Reflect on visual history testimony from Jewish survivors and others who witnessed the Holocaust. • Explain why it is important to study the Holocaust and instances of mass atrocity and genocide.

Grade 7-12th

Time:90 Minutes
Individual activities may be completed in class or as assessments. 90 minutes SECTION I: Why Testimony? 30 minutes SECTION II: Sources & Perspectives 40 minutes
Providing Context 20 minutes
Making Meaning 60 minutes

Bearing Witness Section I functions as the introduction. Other sections may be selected and completed independently based on desired educational outcomes. This is a thematic resource that builds on fundamental knowledge and provides in-depth exploration of a topic.
RATIONALE: Students will examine Holocaust survivor testimonies as both personal memories and as deliberately created historical records and will evaluate how the Holocaust affected the lives of individuals, as well as the role of memory in our understanding of history.

LESSON OUTCOMES● Understand the Holocaust as an event that affected individuals differently Teaching with Holocaust Survivor Testimony |
● Consider how time, memory, and contemporary context shape our understanding of historical events
● Recognize that Holocaust survivors make choices when sharing their own experiences
● Enhance active listening skills and ability to identify context clues
● Guidelines for Teaching with Survivor Testimony
● Oral History Interview Guidelines (optional)
● USC Visual History Foundation iWitness project (optional, external resource)
● USC Shoah Foundation guidelines and strategies for using testimonies (optional, external resource)
● A basic understanding of how and why the Holocaust happened is required to make the most of these activities. Foundational resources and introductory lessons are available on the Museum website.

MATERIALS

Venn Diagram Handout
Testimony Clips Organized by Topic

Worksheet: Gerda Weissmann Klein's testimony
Worksheet: Primary Source Analysis (liberation of the camps)
Worksheet: Analyzing Survivor Testimony
Venn Diagram (multiple testimonies)
Map of Europe, 1939
Basic Timeline
Artist Statement

QUESTIONS

● What is the purpose of oral histories (such as Holocaust survivor testimonies) and what role do they play in our understanding of history?
● How are oral histories (eyewitness testimonies) different from other primary sources? What can we learn about individual experiences, actions, and choices from testimonies?
● Why is it important to bear witness to history (and the Holocaust, specifically)?

ACCOMODATIONS: The lesson is intentionally flexible to allow for individual teacher modifications to achieve educational outcomes. Technology and teaching strategies are suggested in the instructional sequence; please use other options if they support the learning needs of your students. Consider utilizing graphic organizers, note-taking strategies, reading choices, and online engagement tools. Educators may choose to use learner variability modifications specific to this lesson:
●Teachers can provide students with choices as to how they access information throughout lessons, i.e., read print alone, read print with a partner, read along while the teacher reads aloud, etc.
● Define terms that would clarify understanding for students.
● Use online discussion or engagement tools that work best in your classroom, such as Padlet.
● Holocaust Encyclopedia articles are available in various languages; refer to the word "Language" and select the Globe icon available on the Lefthand side of the article.
● The Path to Nazi Genocide is subtitled in 12 languages. Scroll below the video to see the options.
● Incorporate strategies such as think-pair-share and jigsaw to enhance student engagement.
● Although this lesson includes a timeline, which has been shortened from the USHMM foundational Timeline Activity lesson, teachers may opt to print and post relevant timeline cards from the larger activity as reminders for students. This lesson is available as an online, asynchronous experience for students, which can be accessed through a web browser or LMS files. The online lessons are accessible for all students for in-person and virtual learning, and they provide specific support for students using screen readers. Teachers can also create their own lesson, utilizing USHMM oral testimonies as a resource or use any of these activities as introductions to using Holocaust survivor testimonies in the classroom.

TIME: 60-90 mins.

TESTIMONIES:

● Review the Guidelines for Teaching with Survivor Testimony. This activity is intended for use toward the beginning of a unit on the Holocaust.
It prepares students to critically analyze primary source materials and evaluate the unique role of eyewitness testimony as historical sources. 15 min.

● What is the purpose of oral histories, and what role do they play in our understanding of the Holocaust?
● How are oral histories (eyewitness testimonies) different from other primary sources?
● What can we learn about individual experiences, actions, and choices from
testimonies?
● Students understand the unique value of survivor testimonies as both personal memories and as deliberately created historical records, and
● Students learn that they can critically evaluate testimonies as historical sources

DEFINING KEY TERMS 1. Explain to students that one of the ways that they will be learning about the Holocaust is through testimonies provided by Holocaust survivors themselves -- that is, people who experienced the history and were interviewed years after the events in order to preserve their memories. Before getting started, it is good to make sure everyone understands the terms being used.

LESSON2: Teaching with Holocaust Survivor Testimony 2. Define: Holocaust Survivor. Different people and organizations define who is a Holocaust survivor differently. Not even all survivors agree about the definition. The United States Holocaust Memorial Museum acknowledges as Holocaust survivors, Jews who experienced the persecution and survived the mass murder that was carried out by the Nazis and their collaborators between 1933 and 1945. This included those who were in concentration camps, killing centers, ghettos, and prisons, as well as refugees or those in hiding. Holocaust survivors also include people who did not self-identify as Jewish but were categorized as such by the perpetrators. Roma and Sinti, Poles and other Slavic peoples, Soviet prisoners of war, persons with disabilities, political prisoners, trade union leaders, "subversive" artists, those Catholic and Lutheran clergy who were seen as opponents of the regime, resisters, Jehovah's Witnesses, male homosexuals, and criminal offenders, among others were also victims of Nazi persecution. 3. Discuss the word testimony. How have students heard it used before? In what context? Review the word's meanings. A testimony has:

● Legal meanings: a) all such declarations, spoken or written, offered in a legal case or deliberative hearing; and b) something that serves as evidence.

● Meanings related to authentication that do not necessarily have a legal connection: a) an assertion that offers first-hand authentication of a fact; and b) evidence or proof in support of a fact or an assertion. 1 Let students know that in the context of the Holocaust, the phrase oral history is often used interchangeably with testimony. Typically, these are audio or video recordings of interviews with individuals having personal knowledge of a past event -- in this case, the Holocaust.

DIFFERENTIATED INSTRUCTION: Rather than simply presenting these definitions, some teachers may wish to project and fill in a Frayer model to assist students with these definitions. 15 min.

TEACHER-LED DISCUSSION:
Ask students what they think is the biggest difference between learning about an event from someone who experienced it versus learning from a history book or other secondary source. What is the benefit of learning about an event from someone who experienced it directly?.
https://www.yadvashem.org/education/educational-materials/lesson-plans/use-of-testimony.html

ACTIVITY: EVALUATING TESTIMONY AS A HISTORICAL SOURCE

Explain to students that they will examine an oral history excerpt recorded by a Holocaust survivor approximately 45 years after the events she describes. As a class, watch the following testimony clip of Gerda Weissmann Klein (02:52 min) describing her liberation; while watching the video, students should fill out the provided worksheet. Teacher Note: To maximize efficient use of classroom time, students may do this for homework the night before the lesson.

Assign students to think/pair/share discussing their worksheet answers. Briefly synthesize their conclusions as a class. 8. Now, in small groups, ask students to use the primary source analysis worksheet to examine each of the sources below and investigate more about the liberation of other Nazi camps.

● Liberated prisoners at Ebensee (photo) and Survivors of the death march to Volary, Czechoslovakia (photo)
● Liberation of Ohrdruf (film 01:21)
● Aaron Eiferman letter to his wife re: liberation (5 pages, handwritten in cursive; transcription)
● Ghastly Nazi Extermination Camp Seized, Portland Press Herald (newspaper article, PDF

QUESTIONS For small groups, as a jigsaw, or whole class discussion)

● Was there anything that you learned from the testimony that would have been difficult or impossible to discover from any of the other sources?
● Were there things you learned from the other sources that would have been difficult to learn from a survivor's testimony?
● Describe the difference between learning from a primary versus a secondary source?
● What might explain differences in the information that each source chose to record or emphasize? (Consider, the people who produced the source, the different camps described in each source, the time in which it was recorded, and the purpose of the source)
● How do these sources complement each other and provide a fuller understanding of what liberation of the camps was like?

OPTIONAL: Conclude this activity by watching Gerda and Kurt Klein's combined testimonies (YouTube video, 03:44 min). If you do not have access to YouTube, Kurt Klein's description of liberation is available on the Museum's website. Discuss how the pairing of Gerda's and Kurt's different perspectives changes one's understanding of the liberation experience. *Teachers and students who wish to further explore Gerda Weissmann Klein's experiences may access for free the Academy Award-winning documentary, One Survivor Remembers (41:30 min) based on her written memoir, All But My Life. **To learn more about the death march that Gerda endured from Gruenberg camp to Volary, Czechoslovakia, see Yad Vashem's online feature The Death March to Volary.

Teaching with Holocaust Survivor Testimony
LESSON: Teaching with Holocaust Survivor Testimony 30 min.

SECTION TWO: SOURCES AND PERSPECTIVES This section helps students to understand and evaluate oral testimonies as purposefully created sources that reveal the unique impact of the Holocaust on everyone.

KEY QUESTIONS

● What role do oral histories play in our understanding of the Holocaust?
● What can we learn about individual experiences, actions, and choices from testimonies?
● Why is it important to seek out multiple perspectives when using eyewitness testimonies to study history?

EDUCATIONAL OUTCOME
● Students understand the Holocaust as an event that affected individuals differently

Recognize that Holocaust survivors make choices when sharing about their own experiences 30 min.
ACTIVITY: ENHANCING UNDERSTANDING THROUGH MULTIPLE PERSPECTIVES
Assign to students in pairs or ask students to choose the testimonies of two eyewitnesses (survivors, liberators, or rescuers) describing the same event from the list below. While listening to the testimonies, students should take notes on each testimony clip using the provided worksheet. Examples:
● 1936 Olympics: Gary Bigus (01:09), John Woodruff (02:03), and Gretel Bergmann (07:45)
● Kristallnacht: Survivors Remember Kristallnacht (Students may be assigned options from eight different survivor testimony clips averaging 5-9 minutes each.)
● Hidden Children: Sarah (Sheila) Peretz Etons (01:37), Fred Deutsch (01:56 & 01:42), Freya (Alice) Lang Rosen (02:06), Anita Magnus Frank (1:27), Jerry Von Halle (01:34) ● Deportations: Cecily Klein-Pollack (02:23), Leo Schneiderman (02:31), Selma (Wijnberg) Engel (01:51), Bart Stern (02:54), and Vladka Meed (01:54) ● Warsaw ghetto uprising: Estelle Laughlin (06:28) and Vladka Meed (01:53)
● Mobile killing squad massacres: Frima L. (02:49 and 03:27) and Martin Spett (02:42)
● Rescue in Denmark: Leif Donde(01:26), Preben Munch-Nielsen (01:02 and 01:22)
● Liberation: Gerda Weissmann Klein (02:52), Norbert Wollheim (02:13), Kurt Klein (03:35), Pat Lynch (01:02), James Rose (01:12)

Invite students to think/pair/share the acquired information and answer the question, "How do the two interviewees describe the same experience from different perspectives?"
Teachers may choose to provide a Venn diagram or organizer of your choice for students to organize their thoughts about similarities and differences in the testimonies.

DISCUSSION QUESTIONS
● What emotions do they convey?
● How does their choice of words and description of events contribute to the tone of their narrative?
● What is the same in each testimony and what is different?
● Did you learn anything by listening to more than one perspective?
● What questions do the different testimonies raise for you about the event that they describe?

EXTENDED LESSON: Teaching with Holocaust Survivor Testimony 60 min.

PROVIDING CONTEXT This section helps students place survivors' testimony about personal experiences and events in historical context. KEY QUESTIONS
● What role do oral histories play in our understanding of the Holocaust?
● What can we learn about individual experiences, actions, and choices from testimonies?

EDUCATIONAL OUTCOME

● Students understand the Holocaust as an event that affected individuals differently

● Students recognize that Holocaust survivors make choices when sharing about their own experiences

● Students understand the unique value of survivor testimony as personal memories and as deliberately constructed historical records, and they can critically evaluate testimonies as historical sources 60 min.

ACTIVITY: PRE-CLASS HOMEWORK: Assign students to listen to testimonies of survivors from the provided collection of testimony clips that reflect multiple perspectives of the varying experiences, events, and geographies of the Holocaust. Have students fill out the Analyzing Survivor Testimony worksheet as they listen to the testimonies.

1. Begin class with a discussion of what stood out the most for students from the testimonies they watched. What questions did the testimonies raise?
2. Using the Museum's Timeline Activity, provide historical context for the testimony clips by asking students to place testimony interviewee cards on the timeline (in lieu of the regular individual profile cards). This activity culminates in a gallery walk and class discussion.
3. Alternatively, or as homework, teachers may ask students to use the Holocaust Encyclopedia to research the event or experience described by "their" survivor and answer the following questions

● Does the survivor describe experiences or details that are also included in the encyclopedia article?

● What details does the survivor describe that aren't in the encyclopedia article?

● What historical details are in the encyclopedia article that the survivor might not have known when they personally experienced the events described (or even when they were interviewed years later)?

● Based on the timeline*, what sorts of events might the survivor have excluded from their testimony intentionally? Why would someone choose not to include some information in their testimony?

ADDITIONAL CONTEXT: Students may read the biographical paragraphs provided with each testimony, and using the Holocaust Encyclopedia, research how the Holocaust occurred in the country where "their" survivor was living at the time. Using the Map of Europe 1939 or an online resource, pin locations with descriptive information (name, date, event/experience) for each testimony. Students can also trace a person's movement, if any is indicated in the testimony.

Ask students: ● How did the person's location--what country they were in, whether they were in an urban or rural setting--affect their experiences at different points in time during the Holocaust? Teachers may opt to have students create presentations to share the results of their research with the rest of the class while using the online timeline.

Utilizing Survivor Testimony https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2023/08/Testimony_Video_Guide_8_8_23.pdf

ECHOES & REFLECTIONS
TEACHING THE HOLOCAUST. INSPIRING THE CLASSROOM.

TESTIMONY VIDEO GUIDE

UNIT	LESSON	NAME OF PERSON ON CAMERA	DESCRIPTION AND LINK TO CLIP	LENGTH OF VIDEO CLIP
I. Studying the Holocaust	Building a Foundation for Studying the Holocaust	Roman Kent	The importance of not being a bystander	2:42
		Leon Bass	Challenging racism and bigotry	1:07
	Prewar Jewish Life	Penina Bowman	Description of Orthodox family	3:09
		Bernard Broclawski	Antisemitism in Poland	1:36
		Ivan Deutsch	Assimilated Jews in Hungary	1:19
		Regina Eisenstein	Description of Zionist upbringing	1:14
		Vera Gissing	Description of childhood in Czechoslovakia	2:04
		Pinchas Gutter	Description of Hasidic Jewish family and childhood	3:33
II. Antisemitism	Antisemitism Before the Holocaust	H. Henry Sinason	Jewish social life in prewar Germany	1:46
		Margaret Lambert	Prewar relationships with family and non-Jews	1:46
		H. Henry Sinason	Harassment of Jewish children by non-Jewish peers	2:06
		Henry Laurant	Vandalism of father's business	2:22

TESTIMONY REFLECTIONS

ECHOES & REFLECTIONS
TEACHING THE HOLOCAUST. INSPIRING THE CLASSROOM.

	Summarize what the survivor is speaking about in your own words. Include the who, what, when, where, why, and how. What was especially meaningful to you about the clip?	What emotions did you notice? Include the speaker's facial expressions, body language, voice intonations, pauses, and word choice. Why might they have felt this way?	What is your response after watching the testimony? Include any questions you still have after watching the clip, as well as your own emotional response. How do you feel after watching the clip?
Survivor's Name:			
Survivor's Name:			
Survivor's Name:			

https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2020/10/01-00-04_StudentHandout_TestimonyReflections.pdf

https://iwitness.usc.edu/activities/6405

SAMPLE PRIMARY AND SECONDARY RESOURCE LESSONS

GRADE: 7-12th

DURATION-90Minutes:

LESSON 1: Building a Foundation for Studying the Holocaust

INTRODUCTION In this lesson, students identify what they know and want to learn about the Holocaust and distinguish between primary and secondary sources of information. They compare different definitions of the Holocaust and begin to develop a vocabulary for discussing this subject matter.

Students are introduced to visual history testimony as an important source of learning about the Holocaust, and view testimonies that develop their understanding of why this is a critical topic of study.

DO NOW: Prompt

PART 1: WHAT DO WE KNOW ABOUT THE HOLOCAUST AND WHAT ARE OUR SOURCES OF INFORMATION?

Post the supporting question above for students as you begin this part of the lesson. Students learn that they will embark upon a study of the Holocaust. They are introduced to the Testimony Reflections handout, found at the beginning of this unit, and learn that visual history testimonies of people who survived and bore witness to the Holocaust will be a core aspect of their investigation.1 Students watch testimony clips from individuals – a Jewish survivor and a liberator – who share their personal reasons for giving testimony and educating about the Holocaust: Roman Kent (bio) and Leon Bass (bio). As they watch the clips, students take notes on the handout, Testimony Reflections, found at the beginning of this unit. 2 After viewing the testimony clips, students journal and/or participate in a whole group discussion in response to some of the following questions:

• What emotions did Roman Kent and Leon Bass exhibit as they described their reasons for speaking out about the Holocaust and against bigotry? What feelings did they stir in you?

https://youtu.be/W-HTJLHQ1zE

ROMAN KENT

ABOUT THE INTERVIEWEE: Roman Kent was born on April 18,1929, in Lodz, Poland. He was incarcerated in the Lodz ghetto and was later imprisoned in the Flossenbürg, Auschwitz, and Gross-Rosen concentration camps. Roman was also imprisoned in the Auschwitz-Birkenau extermination camp. His interview was conducted in the United States. When the war began, Roman was ten years old.

file:///C:/Users/jacqu/Downloads/10-01-01-02-Roman-Kent.pdf

LEON BASS

ABOUT THE INTERVIEWEE: Leon Bass was born on January 23, 1925, in Philadelphia, Pennsylvania. In 1943, after his high school graduation, Leon voluntarily enlisted in the United States Army. In April 1945, Leon was told to drive a truck to Buchenwald, a recently liberated concentration camp near the city of Weimar, Germany. His interview was conducted in the United States. When the war began, Leon was fourteen years old.

file:///C:/Users/jacqu/Downloads/Leon-Bass-Biography%20(1).pdf

• What motivations do you think these two men share? What might a survivor of the Holocaust from Poland and a Black man from Philadelphia have in common?

• How do you think Leon's experience of racism at home (including serving in a segregated military) shaped the way he viewed antisemitism abroad?

• What examples of what Leon calls "the evil" do you see in your community or the wider world today? Based on Leon's and Roman's comments and your own experiences, what are the keys to fighting this "evil"? 1 Impress upon students that the survivors they will meet in the visual history testimonies are the exception – about 6 million of the 9.5 million Jews who lived in Europe before World War II were murdered during the Holocaust. 2 It is often beneficial for students to watch each clip twice, completing the Testimony Critical Thinking Guide during the second viewing. © Echoes & Reflections Partnership

• What examples can you provide to demonstrate Roman's claim that even during atrocities there is goodness? How did it make you feel when he said, "You have the right to be good, you should be good"?
• Based on these testimonies and your own prior knowledge, why do you think the Holocaust is an important topic for us to study? The following prompt is posted on the board: "Roman Kent described the Holocaust as 'the atrocities which happened…because…the world stood by and did nothing.' What do you actually know about the Holocaust?"

SMALL GROUP ACTIVITY:
In small groups, students discuss and record (on large chart paper) what they know about the Holocaust, their sources of information, and what they want to learn during their study of the Holocaust. When they are done, groups post their charts and take a brief "gallery walk" in order to see what their classmates have noted. The class discusses any key observations or items that require immediate clarification.3 The class discusses the following questions: "How would you categorize the sources listed on the charts? What are the different types of sources?"

FRONTLOAD SUPPORT:
The distinction between primary and secondary sources is highlighted, using the following definitions as needed:
• Primary sources are accounts of an event or a period by people who experienced them firsthand. Examples include diaries, letters, interviews, speeches, photos, and audio and video recordings.
• Secondary sources interpret primary sources. They are at least one step removed from the actual event or period and provide a secondhand account. Examples include books, articles, documentaries, and many of the handouts and textbook accounts used in schools. Students return to the charts created in step 4 and label the sources they listed as 'P' (primary) or 'S' (secondary). They note any additional sources they might use in their study of the Holocaust. The class discusses why using primary sources – particularly visual history testimony – to learn about the Holocaust is valuable, and what they can learn from this type of source material that they cannot from a textbook or other secondary source.

EVALUATION: Exit slip 3-2-1 3 new things learned, 2 new definitions, and 1 Question

EXTENSION OF LESSON 1
PART 2: WHAT IS THE HOLOCAUST AND WHY IS IT IMPORTANT FOR US TO STUDY IT? Post the supporting question above for students as you begin this part of the lesson. In pairs or small groups, students review and discuss the handout, Holocaust Definitions, which includes overviews from three different organizations. They take notes and answer the questions on the handout, Holocaust Definitions: Sorting It Out. As a class, students discuss their observations, and 3 Students' notes can be added to this Learn and Confirm Chart and used as a tool to help them track ongoing learning throughout their study of the Holocaust. © Echoes & Reflections Partnership responses in order to discover common threads among the definitions and better understand the language used to define the Holocaust.
4 OPTIONS: Students form small groups and each group reviews one definition of the Holocaust. Groups report back on their findings and students discuss similarities and differences as a class. The handout, Genocide, is projected and students read this definition together. The following questions are discussed:
• How does the definition of genocide correspond with the Holocaust definitions you read?

• What other examples of genocide are you aware of? [Student examples are listed on the board.]
• How are all these examples connected? What common themes lie at the core of them all?
• Why do you think it's important for us to learn about the Holocaust and other examples of genocide?

SUMMATIVE TASK:
Students identify three reasons why the Holocaust is an important historical topic or time period to study and write them on individual index cards.
They are encouraged to think specifically about the persecution of Jewish people and make connections to other examples of injustice. Students' cards can be collected to check for understanding of lesson concepts. As a follow-up to this lesson, students work in small groups to sort and synthesize the reasons they identified in the summative task until they come up with a manageable list. Their reasons are written on a class chart, which is posted prominently and serves as a rationale for the class's study of the Holocaust.

1. How did the world respond when the reality of the Holocaust came to light? How can we learn from the international response to crimes against humanity in interpreting memory and history? Throughout this course, you will examine the pursuit of justice at Nuremberg, the effect the trials had on how we understand the Holocaust, how survivors coped with the trauma to build new lives in the aftermath, and how we remember and memorialize the Holocaust today.
Please watch the testimony of Edith Coliver.. Edith was born on July 26,1922, in Baden, Germany. She did not experience life in the ghettos or concentration camps. In 1938, she, along with her family, fled to the United States. When the war began, Edith was seventeen years old. Edith's testimony below begins during the Nuremberg Trials, after the war and Holocaust had ended, but Edith provides important details about the period of judgement that began to set the stage for how the world reckoned with the Holocaust and began to establish its legacy. Providing multiple perspectives through testimony is helpful to building students' understanding of this complex history.

Who are Perpetrators? Testimony and Discussion
Outside of the major ringleaders such as Hitler or Himmler, the resources you've studied largely portray the perpetrators that come to mind when studying the Holocaust: Einsatzgruppen, cargo trains to gas chambers, and other perpetrators that had a direct involvement in the murder of the Jews. Now we will expand our understanding of what a perpetrator is and analyze how Nazism was a complete collapse of civil society.

Begin by watching the testimony of Dora Iwler. Dora (born on July 1, 1923, in Chodorów, Poland, now Khodoriv, Ukraine) was present during the Nazi invasion of the Soviet Union and was imprisoned in Lemberg-Janowskastrasse, a forced labor and transit camp in Lwów. Although Dora was initially able to escape Lemberg-Janowskastrasse, she was captured and imprisoned there a second time after being identified and betrayed by a former classmate.
https://youtu.be/tKswCYAJJvs

It was not just individuals or groups that collaborated with the Nazis but companies and huge conglomerates. Next, read through the Profiting from Hatred. handout. Think about the role of organizations and corporate entities in the Holocaust.

Think about how Dora was discovered by the Nazis and who came to arrest her. Think about the role of conglomerates in the Profiting from Hatred document. Then in the discussion section below on this page, please consider these three questions:

- Why do you think Dora's former classmates turned her in? How would you categorize people like them who alerted the Nazis to where she was staying? Were they perpetrators? Collaborators? What responsibility to do they bear for their actions?
- How did groups, organizations, and corporations' profit from hate? What was their responsibility as perpetrators?
- What would you like your students to gain from this activity? What are some strategies you could use in the classroom to help students expand their understanding of who were the perpetrators and how the Holocaust was a total societal collapse?

https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2022/05/09-02-05_Student_Handout_Profiting_from_Hatred_upd1.pdf

SAMPLE LESSON 3

RESEARCH INDIVIDUALS' ROLES DURING THE HOLOCAUST

PROMPT: Who are Bystanders; Who were the collaborators; who were the perpetrators, and who could have been the upstanders?

Although not perpetrators or collaborators, bystanders--"regular people" who weren't soldiers, administrators, government officials, or police officers--had a powerful and impactful role in the Holocaust. Studies have shown that the inaction of others can and does embolden perpetrators to become more brutal and to see their indifference as tacit approval.

Consider that countries also acted as bystanders--the failed echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2022/04/09-03-05-01_Student-Handout_Evian-Conferernce.pdf site. and Bermuda Conferences demonstrated a global apathy toward the plight of Jews and other persecuted minorities in Germany and Nazi-occupied territories. Use the testimonies which illustrate three core types of bystanders: individuals, groups, and nations. Listen to the testimonies of Barbara Fischman Traub and Jan Karski below. Then study the photographs, looking for details in the foreground, background, and corners of the photos. Think about who might have been taking the photos, what they might have been doing at the time, and who is in the photos. Think about bystanders as individuals, groups, and nations.

https://youtu.be/Qf5BgFoaVmE

Testimony of Barbara Fischman Traub, a survivor of the Sighet Ghetto, the Auschwitz II-Birkenau death camp in Poland, and the Weisswasser concentration camp in Czechoslovakia. In May of 1945, she was finally liberated by the Soviet armed forces. Barbara lost both of her parents and a brother to the Holocaust.

https://youtu.be/HzlHzAlXKuk
https://echoesandreflections.org/unit-10/?state=open&test_title=EDITH_COLIVER

Students will then use the Testimony Reflection Guide again to foster social-emotional learning to think of their own experiences and to ask questions.

After watching his testimony, respond to the following prompts in the discussion below:
What main idea would you like your students to take away from Edith's testimony? Why?

How might you implement the Testimony Reflection Guide in your classroom?

https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2020/10/01-00-04_StudentHandout_TestimonyReflections.pdf

INDIVIDUAL ACTIVITY: INTERACTIVE WRITING ACTIVITY ESSAY
ESSAY 1
Title: Holocaust Testimonies: Preserving History, Sharing Stories

Introduction: The Holocaust was one of the darkest chapters in human history, where millions of innocent lives were tragically lost. To ensure that the memory of this horrific event lives on, Holocaust testimonies play a crucial role. These testimonies offer firsthand accounts of survivors, providing valuable insights into the atrocities committed during this period. In this essay, we will explore the importance of Holocaust testimonies, their impact on preserving history, and the lessons they teach us.

Body:

I. The Significance of Holocaust Testimonies A. Historical evidence: Holocaust testimonies serve as crucial historical evidence of the atrocities committed during World War II. They provide detailed accounts that complement and verify other documented evidence. B. Personal narratives: Testimonies give a voice to survivors, allowing them to share their experiences and bear witness to the horrors they endured. These personal narratives humanize the victims and make the Holocaust more relatable. C. Education and awareness: Testimonies serve as educational tools to ensure future generations learn from the past. They help cultivate empathy, promote understanding, and prevent the repetition of such atrocities.

II. Preserving History through Testimonies A. Documentation and archiving: Testimonies are recorded, transcribed, and stored in various archives around the world, ensuring their preservation for future generations. B. Oral history: Many survivors share their testimonies orally, providing a unique opportunity for listeners to engage with firsthand accounts. This form of storytelling provides a more personal connection and allows for immediate emotional impact. C. Technology advancements: In recent years, advancements in technology have allowed testimonies to be digitized, making them easily accessible to a wider audience.

III. Lessons Learned from Holocaust Testimonies A. Prejudice and discrimination: Testimonies remind us of the dangers of prejudice and discrimination, promoting acceptance, tolerance, and respect for all individuals. B. Human resilience: Survivors' stories showcase the incredible strength and resilience of the human spirit even in the face of unimaginable adversity. They inspire others to persevere in difficult times. C. Responsibility and accountability: Testimonies emphasize the importance of taking responsibility for our actions and holding individuals accountable for their choices, encouraging a more just and compassionate society.

EVALUATION: Holocaust testimonies are invaluable in preserving history, educating future generations, and promoting empathy and understanding. By listening to survivors' stories, we gain insight into the horrors of the past and are reminded of the importance of fostering a more compassionate and inclusive world. It is our responsibility to ensure that these testimonies are

shared, respected, and learned from.

INSTRUCTIONS FOR REVIEW AND GRADING:

Dear Students,

Now that you have read the essay on Holocaust testimonies, it is time to review and grade the work. Please consider the following questions while reflecting on what makes a good essay:

Did the essay effectively introduce the topic and capture your attention? Explain why or why not.
Did the essay present clear and logical arguments to support its thesis statement? Provide examples.
Did the essay provide sufficient evidence and examples to support the main points? Were they relevant and well-explained?
Did the essay effectively summarize the main ideas and provide a thoughtful conclusion?
Was the essay well-structured, with clear paragraphs and transitions between ideas?
Did the essay use appropriate language and vocabulary for the target audience (students grade 9-10)?
Did the essay engage you emotionally or intellectually? Explain how it impacted you personally.
Please provide constructive feedback and assign a grade based on the essay's overall quality, supporting your evaluation with specific examples. Remember to be respectful and considerate while providing feedback. Your input will help the writer improve their work and encourage further growth.

Thank you for your thoughtful evaluation!

Reflection Questions:

What did you learn from reading this essay about the significance of Holocaust testimonies?
How do you think Holocaust testimonies contribute to preserving history?
Did the essay effectively convey the importance of empathy and understanding in preventing future atrocities? Explain your answer.
How has reading about Holocaust testimonies impacted your understanding of this historical event?
How can you apply the lessons learned from Holocaust testimonies in your own life to promote tolerance and acceptance?
Remember to answer these questions based on your personal understanding and reflections from the essay.

What is the purpose of hearing Holocaust testimonies as a part of studying history? Explain why it is important to listen to personal accounts of survivors and how it enhances our understanding of the Holocaust.

How does the emotional impact of hearing a survivor's testimony differ from reading about the Holocaust in a textbook? Discuss the ways in which personal stories can provide a deeper connection to the events and individuals affected by the Holocaust.

In what ways can Holocaust testimonies challenge or confirm what we already know about this historical event? Analyze how firsthand accounts can shed light on different aspects of the Holocaust, such as the experiences of specific groups or the conditions in concentration camps.

Reflecting on a specific Holocaust survivor's testimony, how does their personal experience contribute to our understanding of the larger historical context? Explain how individual stories can help us grasp the scale and impact of the Holocaust on the lives of those affected.

How can hearing Holocaust testimonies promote empathy, compassion, and a sense of responsibility among students? Discuss how personal narratives can inspire actions to prevent similar atrocities in the future and contribute to the preservation of memory and historical truth.

DIFFERENTIATED ACTIVITIES
WORKSHEET

Instructions: Read the passages and answer the questions below. Choose the best answer for multiple-choice questions and match the vocabulary words with their definitions. Use critical thinking skills to answer the scenario-based, riddle, and real-world application questions.

PASSAGE1:

Max, a Holocaust survivor, remembers his experience in a concentration camp. He recalls the constant fear, hunger, and uncertainty that plagued the lives of those imprisoned. Max witnessed the loss of loved ones and endured physical and emotional hardships. Despite the darkness, Max's testimony serves as a reminder of the resilience and strength of the human spirit.

MULTIPLE CHOICE

What was one common experience in concentration camps? a) Joyful reunions with loved ones b) Abundant food and resources c) Fear and uncertainty d) Comfortable living conditions
According to Max's testimony, what was a significant consequence of the Holocaust? a) Economic growth in affected countries b) Improved social equality c) Loss of loved ones d) Technological advancements
What does Max's testimony demonstrate? a) The insignificance of resilience b) The importance of vulnerability c) The strength of the human spirit d) The lack of impact of emotional hardships

VOCABULARY MATCHING:

Resilience
Plagued
Endured
Testament
Hardships

a) To suffer or be subjected to something unpleasant or difficult. b) A written or spoken statement that serves as evidence or proof. c) The ability to recover quickly from difficulties. d) Causing trouble or distress to someone or something. e) Difficult or challenging experiences or situations.

PASSAGE2:

Sarah, another Holocaust survivor, recounts her escape from a concentration camp. She vividly describes the risks she took and the determination she had to survive. Sarah's testimony sheds light on the bravery and resourcefulness of individuals during one of history's darkest times.

SCENARIO BASED QUESTION:
If you were in Sarah's position, what risks would you consider taking to escape a concentration camp? Explain your answer.

How do you think Sarah's determination to survive helped her during her escape? Provide examples from the passage to support your answer.

Reflecting on Sarah's testimony, what lessons can be learned about the importance of bravery and resourcefulness in difficult situations?

REAL-WORLD QUESTIONS

How can the Holocaust testimonies of survivors like Max and Sarah contribute to promoting tolerance and preventing future genocides? Provide at least two examples.

In what ways can learning about historical events such as the Holocaust help us understand and appreciate the diversity of human experiences?

Discuss the role of empathy in understanding the experiences of Holocaust survivors. How can empathy be applied to other aspects of society to foster understanding and respect?

Answers:
Multiple Choice Questions: 1.c, 2.c, 3.c
Vocabulary Matching: 1.c, 2.d, 3.a, 4.b, 5.e
Scenario-Based Questions: Answers may vary.

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Note: Ensure that students have access to appropriate resources and support when discussing sensitive topics like the Holocaust. Encourage respectful dialogue and provide a safe space for students to express their thoughts and feelings.

DEBATE TOPC: The Significance of Holocaust Testimonies

Opposing Side 1: Holocaust Testimonies are Essential for Preserving History

POINTS OF RESEARCH:

Historical accuracy: Gather evidence supporting the accuracy and reliability of Holocaust testimonies, such as survivor accounts, memoirs, and documented interviews.
Emotional impact: Explore the emotional weight and personal connections that Holocaust testimonies provide, helping students understand the magnitude of the event on an individual

level.
Educational value: Investigate how Holocaust testimonies contribute to educational curriculums, helping students develop empathy, critical thinking, and a deeper understanding of human rights violations.
Learning from the past: Find examples of how studying Holocaust testimonies has influenced societies to prevent similar atrocities from happening in the future, such as the establishment of international human rights organizations.
Opposing Side 2: Holocaust Testimonies Have Limitations in Historical Accuracy
Memory distortion: Look into cognitive psychology to understand how memories can be influenced over time, leading to potential inaccuracies in Holocaust testimonies.
Lack of corroborating evidence: Find examples where Holocaust testimonies were challenged due to a lack of supporting documentation or conflicting accounts.
Bias and subjectivity: Explore how personal experiences and perspectives may impact the reliability of Holocaust testimonies, potentially leading to subjective interpretations.
Alternative sources: Investigate other historical documents, such as official records, photographs, and videos, that provide evidence of the Holocaust, questioning the necessity of relying solely on testimonies Remember, it is crucial to approach this topic with sensitivity and respect. Encourage students to critically analyze and evaluate the information they find to form informed opinions during the debate.

PROJECT: Title: "Voices of Resilience: Creating a Holocaust Testimony Project"

OBJECTIVE: The objective of this project is to empower students to deepen their understanding of the Holocaust through research, analysis, and the creation of a personal testimony. By engaging in this project, students will develop critical thinking skills, empathy, and a sense of historical responsibility.

OVERVIEW: In this project, you will step into the shoes of a Holocaust survivor or a rescuer, conduct thorough research, and create a multimedia testimony that captures their experiences, emotions, and acts of resilience during this dark period in history. This project will require the synthesis of various sources, such as survivor accounts, historical records, photographs, and videos, to create an authentic and impactful testimony.

STEPS:

Research: a. Choose a Holocaust survivor or a rescuer whose story resonates with you. b. Collect primary and secondary sources that provide a comprehensive understanding of your chosen individual's experiences. c. Take detailed notes, ensuring you organize information by key events, emotions, and personal insights.

Analysis: a. Analyze the information you have gathered, looking for patterns, themes, and emotions that emerge from your chosen individual's story. b. Reflect on the impact of these experiences on their life and the broader historical context of the Holocaust.

Creative Expression: a. Create a multimedia testimony that authentically captures the essence of your chosen individual's experiences. You can choose from the following options or combine them:

A written narrative or diary entry
A video or audio recording of an interview
A visual representation, such as a painting or a series of photographs
An interactive digital presentation or website
Reflection: a. Reflect on the process of creating this testimony and how it has deepened your understanding of the Holocaust. b. Consider the significance of preserving and sharing stories of resilience and hope amidst tragedy.

PRESENTATION: a. Present your testimony to your classmates, sharing the story and the emotions it evokes. b. Engage in a class discussion where students can ask questions, share their reflections, and discuss the importance of preserving Holocaust testimonies.

Assessment: Your project will be assessed based on the following criteria:

Research: The depth and accuracy of your research sources.

Analysis: Your ability to analyze and synthesize information to form a comprehensive understanding of your chosen individual's experiences.

Creative Expression: The authenticity, creativity, and impact of your multimedia testimony.

Reflection: The depth and insight of your personal reflection on the process and the significance of preserving Holocaust testimonies.

Presentation and Discussion: Your ability to effectively present your testimony and engage in a thoughtful discussion.

LESSON 4: UNRAVELING TESTIMONIES

GRADES:6-12th

DURATION:90 MINS

OBJECTIVE: The objective of this activity is to deepen students' understanding of the Holocaust through the exploration of testimonies from survivors. Students will work in teams to analyze and interpret firsthand accounts, fostering critical thinking and empathy.

MATERIALS:

Holocaust testimonies (printed or digital)
Large sheets of paper or poster boards
Markers, colored pencils, or other art supplies
Laptop or computer with internet access (if using digital testimonies)
Timer or stopwatch

PROCEDURES:

Divide the class into teams of 2-4 students each. Encourage diversity within the teams.

Provide each team with a different Holocaust testimony. You can choose testimonies from books, documentaries, or online resources. Ensure that the testimonies are appropriate for the grade level and do not contain sensitive or graphic content.

Explain to the teams that they will be working together to analyze and interpret the testimony they have been assigned. Their goal is to gain a deeper understanding of the survivor's experience during the Holocaust.

Set a time limit for this activity (e.g., 30 minutes).

Instruct the teams to read the testimony carefully, highlighting or underlining important details and key events.

Encourage teams to discuss the emotions, challenges, and resilience expressed in the testimony. They should also consider the historical context and the impact of the Holocaust on individuals and society.

Provide each team with a large sheet of paper or poster board and art supplies.

Instruct the teams to create a visual representation of the survivor's story. They can use drawings, symbols, or words to convey the key elements of the testimony.

After the allocated time, ask each team to present their visual representation to the class. Encourage them to share their insights, emotions, and thoughts about the survivor's experience.

DISCUSSION QUESTIONS:

How did the testimonies make you feel?
What challenges and hardships did the survivors face?
What lessons can we learn from their stories?

How can we apply these lessons to prevent similar atrocities from happening again?
EVALUATION:
Conclude the activity by emphasizing the importance of learning from history and promoting empathy and understanding.
EXTENSION: For an extended activity, consider inviting a guest speaker, such as a Holocaust survivor or a descendant of survivors, to share their personal story with the class. This can provide a more profound and meaningful connection to the topic.

NOTE: It is crucial to approach the Holocaust with sensitivity and respect. Ensure that the materials and discussions are appropriate for the age group and maintain a safe and inclusive environment where all students feel comfortable participating.

LESSON 2 JIGSAW ACTIVITY: Exploring Holocaust Testimonies
GRADES 6-12th
DURATION: 90 Mins
OBJECTIVE: The objective of this jigsaw activity is to engage students in a comprehensive exploration of Holocaust testimonies, fostering empathy, understanding, and critical thinking skills.

MATERIALS:
A selection of Holocaust testimonies (books, articles, or online resources)
Note-taking materials (paper, pens/pencils)

A timer or stopwatch
Large sheets of paper or whiteboards
Markers or colored pencils

PROCEDURES

Divide the class into smaller groups: Divide the students into five or six smaller groups, each containing an equal number of participants. It is recommended to have diverse groups to encourage collaboration and cooperative learning.

Assign specific testimonies: Assign each group a specific Holocaust testimony or survivor story to focus on. Make sure to provide a variety of experiences, perspectives, and narratives. Encourage students to approach each testimony with an open mind and respect.

Individual research: Provide students with ample time to read and research their assigned testimony. They should take notes on significant events, emotions, and key details related to their assigned story.

Expert groups: After individual research, organize students into "expert groups" consisting of one student from each initial smaller group who studied the same testimony. In these groups, students will have an opportunity to discuss their findings, share insights, and exchange information.

Expert group presentations: Allocate time for each expert group to prepare a short presentation summarizing their assigned testimony. Encourage creativity and the use of visual aids to engage the audience effectively.

Jigsaw groups: Reform new groups by assigning one expert from each initial expert group to a newly formed group. These new groups should have representation from each testimony. Each student will take turns sharing their expert group's findings and presenting their assigned testimony.

Collaborative discussion: After each presentation, facilitate a collaborative discussion within the jigsaw group. Encourage students to compare and contrast the different testimonies, identify common themes, and discuss the impact of these stories on their understanding of the Holocaust.

Reflection and analysis: Have students individually reflect on the activity and write a short response, answering questions such as:

How did hearing multiple testimonies contribute to your understanding of the Holocaust?
What emotions did you experience while engaging with these stories, and why?
How do these testimonies impact your perception of historical events and their significance?
Whole class discussion: Conclude the jigsaw activity with a whole class discussion, allowing students to share their reflections and insights. Encourage respectful dialogue and highlight the importance of empathy, tolerance, and understanding in studying history.

NOTE: Throughout this activity, ensure that students are provided with appropriate support

and resources for sensitive topics. Create a safe and inclusive environment that fosters empathy, respect, and understanding.

LESSON PLAN: HOLOCAUST LEGACY

LENGTH OF LESSON:
Three class periods

GRADE LEVEL:
7th-12

SUBJECT AREA:
World History

STANDARDS (7-8): Understands that specific individuals and the values those individuals held had an impact on history.
(7-8): Analyzes the influence specific ideas and beliefs had on a period of history.
(7-8): Knows different types of primary and secondary sources and the motives, interests, and views expressed in them (e.g., eyewitness accounts, letters, diaries, artifacts, photos, magazine articles, newspaper accounts, and hearsay).
(9-12): Knows how to perceive the past with historical empathy.

OBJECTIVES:
Students will understand the following:

1. More than half a century after the Holocaust, people are still studying it and forming opinions about it.

2. Hate among human beings did not fade away with the end of the Holocaust.

MATERIALS:
For this lesson, you will need:

Computer with Internet access

Books, articles, and editorials concerning freedom of speech and hate groups in the United States

Index cards for note taking

VOCABULARY:
Cognizant
Knowledgeable of something, especially through personal experience.
Context:
The people who designed the Nazi death camps were cognizant of the intended use of the facilities.

Demoralize

To weaken the morale of; to upset or destroy the normal functioning of.
Context:
Concentration camp prisoners were forced to complete difficult and pointless tasks in order to discourage and demoralize them.

Fascism
A political philosophy, movement, or regime that stands for a centralized autocratic government headed by a dictatorial leader, severe economic and social regimentation, and forcible suppression of opposition.
Context:
Fascists believe in placing one's nation and race before oneself.

Ghetto
A quarter of a city in which members of a minority group live especially because of social, legal, or economic pressure.
Context:
Jews in Nazi Germany were forced to live in ghettos.

Nazi
A member of a German fascist party controlling Germany from 1933 to 1945 under Adolf Hitler.
Context:
The fascists who ruled Germany under Hitler were known as the Nazi Party.

Propaganda
The spreading of ideas, information, or rumor for the purpose of helping or injuring an institution, a cause, or a person.
Context:
Propaganda convinced many Germans that Hitler's lies about Jews were reality.

PROCEDURES:

1. Call to students' attention that despite the atrocities committed during World War II by the Nazis in Germany, there are still people today who support the Nazi Party and its beliefs. Further acknowledge that many observers argue that the First Amendment to the U.S. Constitution protects the actions and speech of hate groups.
In this two-part assignment, students will first investigate contemporary hate groups and then participate in a debate on tolerating their existence.

2. Assign students to groups in which they will conduct research, with each member checking different resources. In the debate, later in this activity, half of the groups will support the premise that hate groups must have freedom of speech, and the other half will support the premise that hate groups should not have freedom of speech. During the research phase, they should not know what side they will be asked to argue. That is, they should collect arguments on both sides of the question.
Have students use print and Web resources to identify one or more contemporary hate groups. They may share strategies for locating resources about hate groups.

3. Direct students, working in their groups, to find answers to the questions listed below. One

significant source of information is http://www.adl.org, the Web site of the Anti-Defamation League.

Suggest that during their research into hate groups students use index cards to take notes. When they come across an opinion or argument in favor of or against granting hate groups the freedom of speech, they should write that argument on a note card and identify the source of the argument. Tell them to keep index cards in support of tolerance in one pile and cards in opposition to tolerance in another pile.

GROUP QUESTIONS

What kinds of beliefs are espoused by the hate groups you located in your research?
What kinds of actions have these hate groups been known to take? What kinds of public statements have they made?
What are some landmark court cases that have involved these hate groups?

What arguments have you come across for and against tolerating the existence of hate groups in the United States?

When their research in print and Web sources is complete, students may want to go to friends, relatives, and even Holocaust survivors to solicit opinions about tolerating hate groups in the here and now.

EVALUATION:

After students have finished collecting arguments for and against tolerating hate groups in the United States, review with them the following points regarding the nature of a debate:

Debaters on each side will alternate presenting arguments to support their case.
After all students on both sides have spoken, any member of the group may offer arguments in *rebuttal*, or in opposition, to the argument made by a debater on the opposite side. The side that has been rebutted gets another chance to defend its position.
At the end of the debate, one person from each side will present a summary of that side's argument. After the summaries, each member of the audience will vote for the side he or she thinks has presented the most convincing argument.

Pair groups and tell them which group will argue for and which group will argue against tolerance for hate groups. Give each side time to review its notes and determine what specifics each person on that side will present to the audience and who will present the summary.
Allow time for each pair of groups to debate each other and for the audience to vote.

Lead a class discussion on the strengths and weaknesses of students' research and debates.

MODIFICATION:

Instead of assigning research and debates, you can present to students the arguments that have surfaced as Americans have had to deal with hate groups. Encourage class discussion about facts and opinions cited by each side on this issue.

HOMELEARNING QUESTIONS:

1. What factors led to Hitler and the Nazi Party taking power in Germany? Why do you think the German people supported their actions?

2. The Holocaust was a human tragedy on a global scale. Millions of lives were exterminated by Hitler and the Nazis, and many more people died trying to stop them. Do you believe it's possible that a similar tragedy could still happen in the world today, even though the human race has already experienced it before? Why or why not? Are similar, smaller events going on right now (and in the recent past)? If so, why do you think they are happening?

3. Imagine what it would have been like to be a German person your age during World War II. Do you think you would have been able to resist the propaganda and not join one of the many Hitler youth programs? Explain your response.

4. Anne Frank is famous for her statement that, despite her experiences during World War II, she still believed in the goodness of people. Knowing what you know about the events that transpired in Nazi concentration camps, do you have the same belief? Discuss the argument that the Nazi soldiers "were following orders" when they committed these war crimes. Discuss other factors that might also have contributed to their behaviors, such as propaganda and mob psychology.

5. Which do you think is a more effective way to learn about the Holocaust—through a careful analysis of historical facts or through listening to a wide selection of stories told by survivors? Does one of these methods offer a more realistic portrait of history? Explain your response.

6. It is said that we must learn about the past in order not to relive it. At the same time, however, we are told not to dwell in the past. How do you think these adages should or should not be applied to the Holocaust? Is one of them more applicable than the other? Can they both be true? Explain and defend your answers.

EVALUATION:

You can evaluate your students on their group's performance using the three-point rubric:

- **Three points:** substantial facts; well-organized presentation; logical, persuasive arguments

- **Two points:** more research needed; well-organized presentation; clear arguments

- **One point:** few facts, disorganized presentation; weak arguments

You can ask your students to contribute to the assessment rubric by determining how many facts should be required and what constitutes a well-organized presentation.

EXTENSION: **Holocaust Stories**

One of the most well-known stories of life during the Holocaust is the one we piece together from *Anne Frank: Diary of a Young Girl*and its related materials. Ask your students to use the Internet, films, and print resources to research another person who either survived the Holocaust

or, like Anne Frank, died during it; as an alternative, they may want to interview someone they know personally who lived through the Holocaust.

When their research is complete, have each student prepare a presentation about the person they researched. (You may want to ask students to create a Power Point.) When the students have shared their presentations with the class, lead a discussion about the stories they have heard. What common elements did they hear? What lessons can be learned from the lives of those who survived and those who perished?

Propaganda
During World War II, propaganda played a huge role in convincing the German people that the intolerance of Jews was acceptable. Have your students research the science of propaganda?

- What kinds of images and words does propaganda often make use of?

- What kind of rhetoric is involved?

- How can a poster be persuasive enough to generate abhorrent ideas?

When students have completed their research, ask them to create their own propaganda materials that support the tolerance of a diverse society. They might want to create posters, pamphlets, billboards, slogans, scripts for radio or television, and print advertisements. Students should view one another's finished products and discuss which are most effective and why.

EVALUATION: Conclude with a discussion about whether propaganda—even positive propaganda—is ethically right. Does it help people make up their own minds, or does it encourage them to subscribe to a position without thinking it through for themselves?

DIFFERENITATED LESSONS USING VISUAL HISTIORICAL RESOURCES

GRADE LEVEL:9-10 Subject: History / Social Studies

OBJECTIVES:

Remembering: Students will be able to recall key facts and details about the Holocaust testimonies. Understanding: Students will be able to analyze and comprehend the significance of Holocaust testimonies. Applying: Students will be able to apply their understanding of Holocaust testimonies to real-world situations.

Title: Top 10 Holocaust Testimonies: Inspiring Stories of Survival and Resilience

Anne Frank: Anne Frank's diary is one of the most well-known accounts of the Holocaust. Her story highlights the struggles and emotions experienced by a young Jewish girl hiding from the Nazis during World War II.

Elie Wiesel: Elie Wiesel, a Nobel laureate and Holocaust survivor, wrote the powerful memoir "Night." This book provides a raw and haunting account of his experiences in concentration camps, emphasizing the importance of remembering the past.

Primo Levi: Primo Levi's memoir, "If This Is a Man," offers a detailed analysis of life in Auschwitz. His story focuses on the moral and psychological challenges faced by prisoners and reflects on the human capacity for both cruelty and resilience.

Gerda Weissmann Klein: Gerda Weissmann Klein's memoir, "All But My Life," recounts her harrowing journey as a young Polish Jew from her hometown to concentration camps. Her story demonstrates the strength of the human spirit in the face of unimaginable adversity.

Simon Wiesenthal: Simon Wiesenthal, a Holocaust survivor and Nazi hunter, dedicated his life to pursuing justice for the victims. His memoir, "The Sunflower," raises profound ethical questions about forgiveness and the consequences of actions during the Holocaust.

Leon Leyson: Leon Leyson's memoir, "The Boy on the Wooden Box," tells the story of his survival as the youngest member of Schindler's List. His testimony sheds light on the heroic efforts of Oskar Schindler and the resilience of those he saved.

Irene Gut Opdyke: Irene Gut Opdyke's memoir, "In My Hands," recounts her experiences as a Polish Catholic woman who saved Jewish lives during the Holocaust. Her story highlights the bravery and compassion displayed by individuals in the face of overwhelming danger.

Anne Levy: Anne Levy's memoir, "The Children of Willesden Lane," focuses on her experiences as a child transported from Austria to England on the Kindertransport. Her testimony emphasizes the importance of hope and the power of music during times of darkness.

Eva Mozes Kor: Eva Mozes Kor, a survivor of Auschwitz, dedicated her life to promoting forgiveness and healing. Her story, documented in the memoir "Surviving the Angel of Death," encourages readers to transcend pain and find strength in forgiveness.

Man's Search for Meaning by Viktor Frankl: Although not a memoir, Viktor Frankl's book offers a unique perspective on the Holocaust. Frankl, a psychiatrist and Holocaust survivor, explores the concept of finding meaning and purpose in life, even in the midst of extreme suffering.

These testimonies provide a range of perspectives on the Holocaust, offering profound insights into the resilience, strength, and human spirit amidst unimaginable horrors. They serve as a reminder of the importance of empathy, understanding, and the eternal quest for justice and peace.

HOLOCAUST TESTIMONY RUBRIC

Criteria 1: Content Knowledge and Understanding 3 points: The testimony demonstrates a deep understanding of the Holocaust, including key events, causes, and consequences. The student provides accurate and relevant details, showing a comprehensive understanding of the topic. 2

points: The testimony includes some understanding of the Holocaust but lacks depth or accuracy in certain areas. The student provides some relevant details but may miss important aspects of the topic. 1 point: The testimony shows limited understanding of the Holocaust. The student provides minimal or inaccurate information about key events, causes, or consequences.

Criteria 2: Organization and Clarity 3 points: The testimony is well-organized and coherent, with a clear introduction, body paragraphs, and conclusion. The student effectively uses transitions and provides a logical flow of ideas. The main points are clearly stated and supported with evidence. 2 points: The testimony is somewhat organized and coherent, but may lack clarity in some areas. The student uses transitions but may not consistently provide a clear flow of ideas. The main points are somewhat clear but may lack strong evidence. 1 point: The testimony lacks organization and clarity. The student's ideas are disjointed or confusing, and transitions are weak or absent. The main points are unclear and lack supporting evidence.

Criteria 3: Writing Mechanics and Language Use 3 points: The testimony demonstrates strong writing mechanics, including proper grammar, spelling, and punctuation. The student effectively uses language appropriate for the audience and communicates ideas clearly and effectively. 2 points: The testimony includes some errors in writing mechanics, such as grammar, spelling, or punctuation. The student's language use is mostly appropriate, but there may be instances of unclear or ineffective communication. 1 point: The testimony shows significant errors in writing mechanics, making it difficult to understand the student's ideas. The language use is inappropriate or ineffective, hindering effective communication. You can use this rubric as an Excel spreadsheet by creating a table with the criteria as columns and each point value as rows. Add descriptions for each point value in the corresponding cells.

DIFFERENTIATED STRATEGIES

Research Skills: Assign students to find additional Holocaust testimonies or Photographs online and evaluate their credibility and significance.
Empathy and Compassion: Encourage students to volunteer or participate in local events related to preserving and honoring Holocaust testimonies.

Quick Facts: Provide students with a series of interesting and lesser-known facts about the Holocaust. Challenge them to share one fact with a partner in under a minute.
Picture Analysis: Show a photograph related to the Holocaust and ask students to observe the details and share their initial thoughts and emotions.
Word Association: Give students a Holocaust-related word (e.g., Auschwitz, liberation, resistance) and ask them to quickly write down the first three words that come to mind. Then, have them share and discuss their associations with a partner.
Timeline Challenge: Provide students with a timeline of significant events during the Holocaust and have them work in pairs to arrange the events in the correct chronological order as quickly as possible.
Quick Quiz: Prepare a set of five multiple-choice questions related to the Holocaust and ask students to answer them individually in under three minutes. Then, reveal the correct answers and discuss

Studying Primary Sources

Felix Nussbaum (1904-1944), **The Refugee (European Vision)**, 1939. Oil on canvas. © Yad Vashem.

Shlomo Breznitz' sister's comb. © Yad Vashem.

Felix Nussbaum (1904-1944), **Portrait of an Unidentified Man**, Brussels, 1941. © Yad Vashem.

Primary sources encourage students to analyze a wide array of materials from many perspectives in historical context. Photographs, artwork, diaries, letters, government documents, poems, visual history testimony, and other source material help students construct an authentic and comprehensive portrait of the past as they frame their own thoughts about what they are seeing or reading, resulting in a deeper level of interest and inquiry.

EXTENDED ACTIVITIES: UNDERSTANDING TESTIMONIES THROUGH POETRY, ART AND PHOTOGRAPHS

Poetry encourages students to view complex situations and emotions in new ways and to develop an understanding of other points of view and experiences. Including poetry in a unit of study about the Holocaust will provide a more varied approach to studying the subject matter and support the pedagogy that educators must help students "see" the victims as individuals rather than as statistics. The poetry included in Echoes & Reflections represents a range of experiences and perspectives. Some of the poems were created during the Holocaust by those who did not survive, others were written by survivors who through their poetry "bear witness" as they reflect on their experiences and attempt to make meaning of what they were forced to endure.

Help students analyze a poem using the following guidelines:

- Read the poem aloud a few times to get a sense of the language, tone, and rhythm
- Clarify the meaning (or possible meaning) of words and phrases the poet uses.
- Visualize the images--think about the picture the poet wants you to see.
- Evaluate the theme of the poem, consider what the poet wants you to learn or understand.

When using poetry as a primary source to study history, follow the above analysis with an examination of how the poem sheds light on a historical event.

The Ghettos to an external site. unit provides students with an opportunity to learn about the ghettos established throughout Nazi Europe. In 1939, guided by ideological principles and striving to establish a "New Order" in Europe based mainly on racial doctrine, Nazi Germany began to separate Jews from the rest of the population by establishing ghettos. The Germans wanted to isolate Jews and completely disconnect them from the world around them, from Jews in other places, and from everyday life. This gave them great control over the Jews.

Conditions in the ghettos were influenced by many factors, among them whether the ghetto was sealed or open to some extent, the size and location of the ghetto, and the personality of the Nazis who oversaw the ghetto. In many ghettos, many Jews died of starvation or various epidemics that raged due to harsh conditions and overcrowding. Ultimately, once the Germans developed a plan for the "Final Solution of the Jewish Question," they embarked on a process of closing and liquidating the ghettos, deporting most of the Jews who were still alive. Most Jews deported from the ghettos were murdered in the death camps.

In the shadow of chaos and terror that prevailed in the ghettos, Jews attempted to retain their humanity through operating relief organizations and underground education systems, and by participating in cultural and spiritual activities, most of which had to operate in secret.

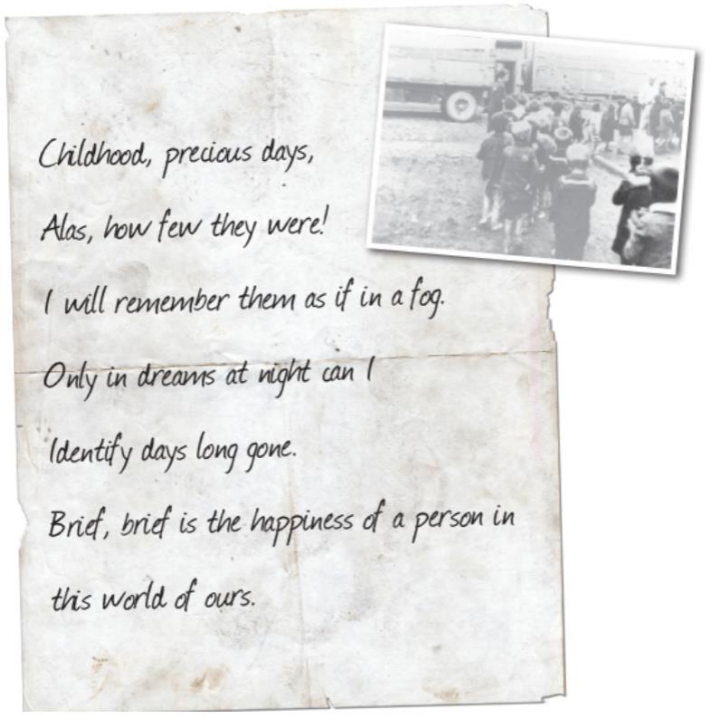
The Ghettos to an external site. unit is replete with primary and secondary sources to guide students through a comprehensive study of the ghettos with special emphasis on the Lodz ghetto, the second largest ghetto next to the Warsaw ghetto, and the last ghetto to be liquidated. More than 204,000 Jews passed through the Lodz ghetto during its four years of existence. Most of the inhabitants, who did not die in the ghetto from disease and starvation, were sent to their deaths in the Chelmno and Auschwitz extermination camps. An estimated 60,000 children passed through the Lodz ghetto.

TEACHER THOUGHTS

Prior to using the poem from the Establishment of the Ghettos and the Jewish Response .lesson with your students, share that it was written by an unidentified girl in the Lodz ghetto. While her fate is unknown, it must be assumed that she perished in the Holocaust**.** The poem should also be presented after students have background information on the ghettos, in general, and the Lodz ghetto.

Once they are comfortable with the poem, have them consider whether they think the poet thought she would survive and support their answer with specific words, phrases or lines from the poem. Have students consider what they learn about life in the ghettos by reading this poem and how the poem adds to their understanding of what children endured in the ghettos.

Before you use this poem with students, think about your own response to the poem: what you visualize and what you think the poet wants you to learn and understand



POEM BY AN UNKNOWN GIRL

This poem was written by an unknown girl who was left alone in the Lodz ghetto with her brother. Their fate is unknown, but it must be assumed that both brother and sister perished in the Holocaust.

ABOUT THE PHOTO
Deportation of Jewish children from orphanage in Marysin to Kulmhof extermination camp, Lodz ghetto, 1942.

Read through the poem. Then, in the discussion section below, answer the following questions:

Do you think achieving complete justice is possible for a crime with as many victims and perpetrators as the Holocaust? If not, what is the international responsibility of legal or political institutions and states in the pursuit of justice?
What image/thought/phrase are resonantly when you're reading this poem and how do you connect to it? What is the overall feeling or tone of the poem?

LESSON 2: 1. Create a "found poem." (This activity has been adapted from the Densho project.) Have students select a phrase that struck them as meaningful or important and one word that was significant or powerful, selecting either from different survivor testimonies or from a single testimony. Ask them to write the phrase and word each on different strips of paper (for in-person classrooms) or on a shared platform, like Jam board (for remote learning). Students will take turns constructing a "found poem." Each student will have two turns. In the first round, each one places their phrase or word somewhere into the poem. In the second round, they can move a phrase or word within the poem. After the turns are complete, make sure everyone can see the finished poem and ask for a volunteer to read the poem aloud to the class.
NOTE: This task can also be done individually where each student finds a minimum of ten words/phrases and arranges them to create a poem. Before students submit, they can find an image to pair with their poem and post both in the classroom/digital space to share with others.
DISCUSSION

● Why did you choose your phrase or word?
● How did you choose where to place a phrase or word in the poem? What guided your decisions?
● What themes from the testimonies are evident in the poem?
● What is included in the testimonies that are missing from the poem?
● What does the poem reveal about the tone (the survivor's voice and expression in their testimonies)?
● What mood (the emotions you feel as you read) does the poem evoke?
● Are themes in this poem specific only to the Holocaust or are they universal? Explain.
● What title would you give this poem to express what it means to you?

FORMATIVE ASSESSMENT: Create a 5-question quiz that assesses students' understanding of the aspects of the poem Holocaust and their ability to apply scientific thinking to historical events.

LESSON 1- Terezin camp
file:///C:/Users/jacqu/Downloads/HolocaustLessonPlansINeverSawAnotherButterfly-1%20(1).pdf

1. Start by passing out the butterfly poem page and the poetry or you can project it on the board as you read the poems.
2. Next, direct your students to a list of mood words
3. Begin instruction by giving an overview of the Terezin camp's purpose. See more information here: https://www.nonduality.com/terezin.htm
4. Instruct your students to write down mood words on the back of the butterfly poem page as you read through the poems.
5. After reading the poems, ask your students to identify the conflicting mood words and analyze what led to those conflicts.
6. Direct your students to the Holocaust Museum's list of people who were in Terezin's camp. https://www.ushmm.org/online/hsv/person_advance_search.php?SourceId=21680&sort=name_primary_sort
7. Have students create a remembrance poem for someone who was in the previous list. See the example on the next page for what students should do.

LESSON 2 Victim Remembrance

1. Begin your Holocaust unit by passing out ID Cards created by the Holocaust Museum. Find them here: https://encyclopedia.ushmm.org/landing/en/id-cards
2. Next, encourage your student to research the person on their ID card to find out as much as possible about their journey. *Be careful to not use wording like: "Pretend this is you" or anything else that would insinuate a role-play scenario. These are real people, and our students did not experience what they did. There needs to be a separation.
3. Throughout your unit, I encourage you to have students look back to their assigned ID card to make connections between their person's experience and the experience of whoever you're studying (Elie in Night, for example) .
4. Begin instruction by giving an overview of the Terezin camp's purpose. See more information here: https://www.nonduality.com/terezin.htm
5. Some people may have been at this camp, but many will not. Encourage students to see that each person has a unique story.
6. Have students create a remembrance poem for their assigned person. See the example on the next page for what students should do.

Name of Holocaust survivor or victim by coloring the butterfly.
Remembrance poem. Poetry is a free-flowing expression of emotions containing descriptive language. It does not have to rhyme unless you'd like to utilize that literary device.

Holocaust Remembrance Day in Observance of Yom Hashoah Terezin was unique among concentration camps. This was the fake city of safety, the ruse to fool the world. The determined preservation of music, art, education and all that creates culture amidst these appalling conditions is beyond remarkable. Two hundred thousand persons passed through there, fifteen thousand children. Only 132 of those children were known to have survived. These poems and were hidden at Terezin inside mattresses and stuffed in cracks between the walls of houses. They were recovered after the war. Many of these other poems and drawings are collected in a book which was published by the Holocaust Museum, "I Never Saw Another Butterfly."
https://www.holocaustcenterseattle.org/images/Education/I%20Never%20Saw%20Another%20Butterfly%20Packet%20of%20Readings.pdf

THE BUTTERFLY

The last, the very last,
So richly, brightly, dazzlingly yellow.
Perhaps if the sun's tears would sing
against a white stone. . . .

Such, such a yellow
Is carried lightly 'way up high.
It went away I'm sure because it wished to
kiss the world good-bye.

For seven weeks I've lived in here,
Penned up inside this ghetto.
But I have found what I love here.
The dandelions call to me
And the white chestnut branches in the court.
Only I never saw another butterfly.

That butterfly was the last one.
Butterflies don't live in here,
in the ghetto.

4. 6. 1942 Pavel Friedmann

HOMESICK

I've lived in the ghetto here for more than a
year,
In Terezin, in the black town now,
And when I remember my old home so dear,
I can love it more than I did, somehow.

Ah, home, home,
Why did they tear me away?
Here the weak die easy as a feather
And when they die, they die forever.

I'd like to go back home again,
It makes me think of sweet spring flowers.
Before, when I used to live at home,
It never seemed so dear and fair.

I remember now those golden days . . .
But maybe I'll be going there soon again.

THE GARDEN

Only take heed, and keep your soul diligently,
Lest you forget the things which your eyes have
seen,
And lest they depart from your hearts all the
days of your life;
Make them known to your children and your
children's children.
--Deuteronomy 4:9
A little garden,
Fragrant and full of roses.
The path is narrow
And a little boy walks along it.
A little boy, a sweet boy,
Like that growing blossom.
When the blossom comes to bloom,
The little boy will be no more.
--Franta Bass

AT TEREZIN

When a new child comes
Everything seems strange to him.
What, on the ground I have to lie?
Eat black potatoes? No! Not I!
I've got to stay? It's dirty here!

The floor- why, look, it's dirt, I fear!
And I'm supposed to sleep on it?
I'll get all dirty!
Here the sound of shouting, cries,
And oh, so many flies.
Everyone knows flies carry disease.
Oooh, something bit me! Wasn't that a bedbug?
Here in Terezin, life is hell
and when I'll go home again, I can't yet tell.
--"Teddy" 1943

ON A SUNNY EVENING
On a purple, sun-shot evening
Under wide-flowering chestnut trees
Upon the threshold full of dust
Yesterday, today, the days are all like these.
Trees flower forth in beauty,
Lovely too their very wood all gnarled and old
That I am half afraid to peer
Into their crowns of green and gold.
The sun has made a veil of gold
So lovely that my body aches.
Above, the heavens shriek with blue
Convinced I've smiled by some mistake.
The world's abloom and seems to smile.
I want to fly but where, how high?
If in barbed wire, things can bloom
Why couldn't I? I will not die!
--Michael Flack, 1944

THE LITTLE MOUSE
A mousie sat upon a shelf,
Catching fleas in his coat of fur.
But he couldn't catch her- what chagrin! -
She'd hidden 'way inside his skin.
He turned and wriggled, knew no rest,
That flea was such a nasty pest!
His daddy came
And searched his coat.
He caught the flea and off he ran
To cook her in the frying pan.
The little mouse cried, "Come and see!
For lunch we've got a nice, fat flea!"
--Koleba 1944

TEREZIN
The heaviest wheel rolls across our foreheads
To bury itself deep somewhere inside our memories.

We've suffered here more than enough,
Here in this clot of grief and shame,
Wanting a badge of blindness
To be a proof for their own children.
A fourth year of waiting, like standing above a swamp
From which any moment might gush forth a spring.
Meanwhile, the rivers flow another way,
Another way,
Not letting you die, not letting you live.
And the cannons don't scream, and the guns don't bark
And you don't see blood here.
Nothing, only silent hunger.
Children steal the bread here and ask and ask and ask
And all would wish to sleep, keep silent and just to go to sleep
again...
The heaviest wheel rolls across our foreheads
To bury itself deep somewhere inside our memories.
--Michael Flack, 1944

THE CLOSED TOWN

Everything leans, like tottering, hunched old women.
Every eye shine with fixed waiting
and for the word, "when?"
Here there are few soldiers.
Only shot-down birds tell of war.
You believe every bit of news you hear.
The buildings now are fuller,
Body smelling close to body,
And the garrets scream with light for long, long hours.
This evening I walked along the street of death.
On one wagon, they were taking the dead away.
Why have so many marches been drummed here?
Why so many soldiers?
Then
A week after the end,
Everything will be empty here.
A hungry dove will peck for bread.
In the middle of the street will stand
An empty, dirty
Hearse.
--Anonymous

BIRDSONG

He doesn't know the world at all
Who stays in his nest and doesn't go out.
He doesn't know what birds know best
Nor what I want to sing about,
That the world is full of loveliness.

When dewdrops sparkle in the grass
And earth's aflood with morning light,
A blackbird sings upon a bush
To greet the dawning after night.
Then I know how fine it is to live.
Hey, try to open up your heart
To beauty; go to the woods someday
And weave a wreath of memory there.
Then if the tears obscure your way
You'll know how wonderful it is
To be alive.
--Anonymous 1941

TO OLGA
Listen!
The boat whistle has sounded now
And we must sail
Out toward an unknown port.
We'll sail a long, long way
And dreams will turn to truth.
Oh, how sweet the name Morocco!
Listen!
Now it's time.
The wind sings songs of far away,
Just look up to heaven
And think about the violets.
Listen!
Now it's time.
--Alena Synkova
The last, the very last,
So richly, brightly, dazzlingly yellow.
Perhaps if the sun's tears would sing against a white stone…
Such, such a yellow
Is carried lightly ‘way up high.
It went away
I'm sure because it wished to kiss the world goodbye.
For seven weeks I've lived in here,
Penned up inside this ghetto
But I have found my people here.
The dandelions call to me
And the white chestnut candles in the court.
Only I never saw another butterfly.
That butterfly was the last one.
Butterflies don't live in here,
In the ghetto.

By Pavel Friedman
About the Author Born in Prague on Jan. 7, 1921. Deported to the Terezin Concentration Camp on April 26, 1942. Died in Auschwitz on Sept. 29, 1944. The Butterfly

2. Create a collage, image, or work of art that illustrates or is inspired by the survivor testimony or testimonies that have been assigned or chosen. This activity may be used alone or as an extension of the "found poem" activity above -- reflecting the words, tone, and mood of the poem that students created. Or it may be done as a stand-alone activity, using the United States Holocaust Memorial Museum website or collection to find images that are descriptive of events, geography, or themes related to a specific survivor's experiences to include in or inspire the artwork. Each student should produce an "Artist Statement" to explain in their own words their creative process, including motivations, inspirations, and their methods of approach. Gather the works together, do a gallery walk and conclude with a moment of silence to honor the lives and words of the survivors and their families.

LESSON ON LEGACY

Memory, like Justice, is a word with vast meaning that we will begin to contextualize through the lens of the Holocaust. Memory informs both historical perspective as well as how society remembers and memorializes major events.

NOTE: As individuals shift from the Holocaust to the period directly after, individuals must remember the extreme difficulty for survivors to live with the memory of the Holocaust. Many survivors chose not to speak about their experiences, partly because no one wanted to listen and partly due to their desire to move forward with their lives. This started to change with the arrest and trial of Adolf Eichmann in the early 1960s. The trial of Eichmann was broadcasted globally and utilized survivor testimony at the forefront. By bringing Eichmann to justice, the memory and legacy of the Holocaust was thrust into the international spotlight.

The trial of Adolph Eichmann was also an important catalyst for survivors to tell their stories to an international audience. Renewed attention on the horrors of the Holocaust and the crimes committed by its perpetrators gave survivors a renewed sense of purpose and urgency to share their stories and ensure there would "never again" be a Holocaust. This testimony is a vital resource for Holocaust education.

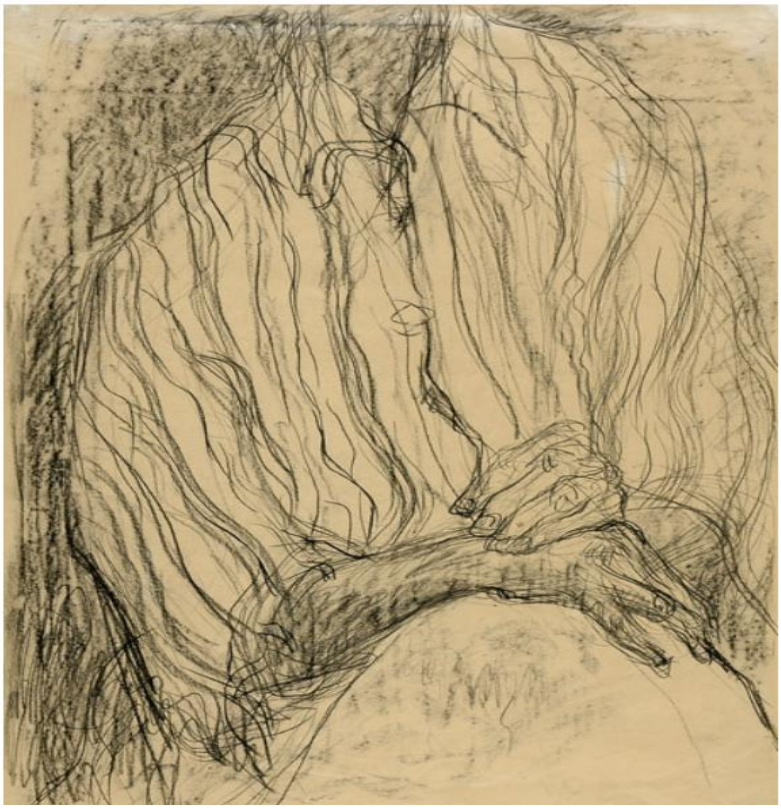
USHMM video: Deborah Lipstadt: The Eichmann Trial.
https://youtu.be/Wnpc8_hfxdQ
Next, watch the testimony of Fritzie FritzshallLinks to an external site..
https://youtu.be/aFb8VMPJKA8
In the Discussion Section below, please answer the following questions:

1. Why would a survivor want to tell their story?
2. How might telling such a traumatic story impact a survivor and their families?
3. What are the challenges, benefits, and detriments to sharing their stories?

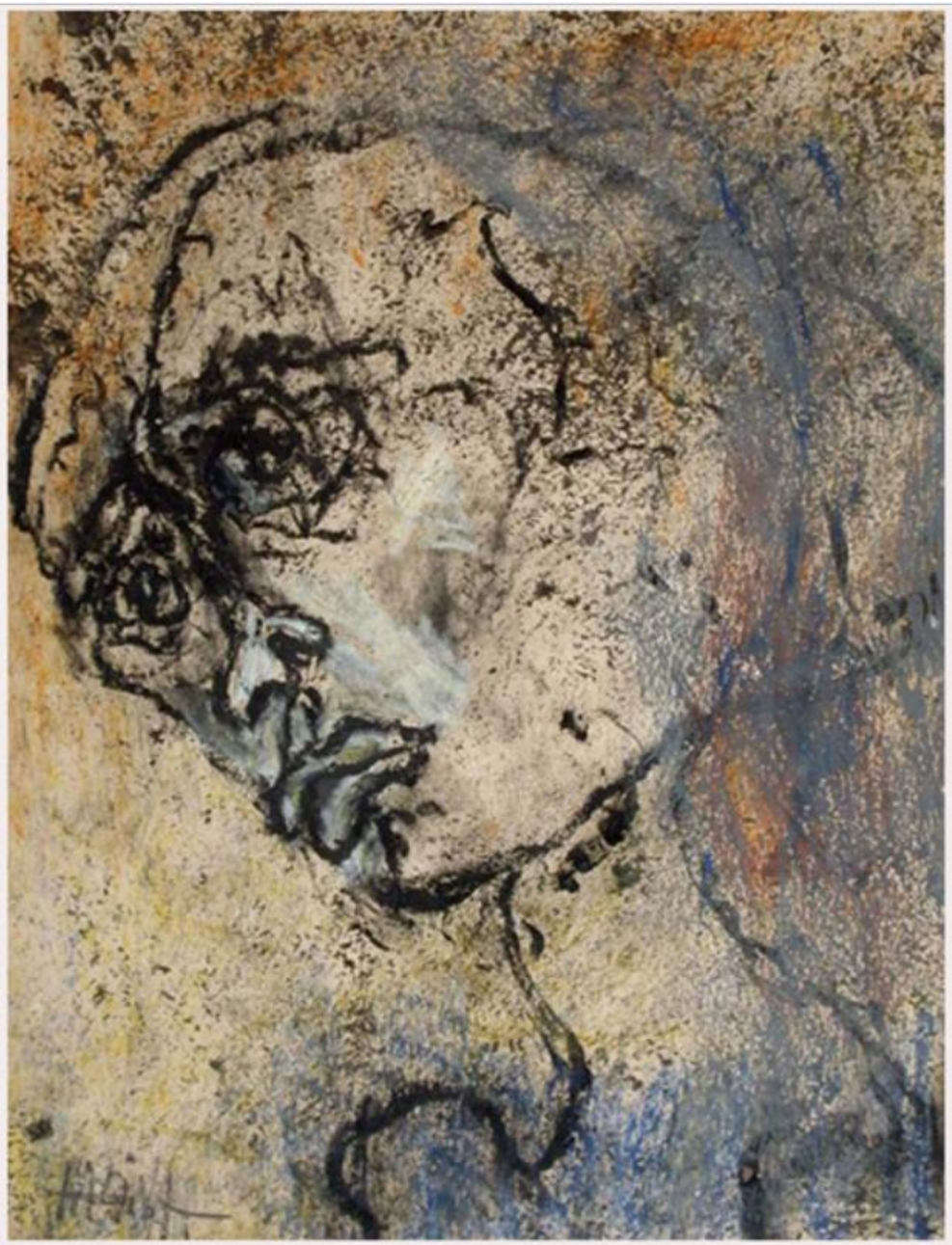
ENRICHMENT LESSON HUMAN IMAPACT USING ART

Trauma is a difficult psychological concept that manifests itself in a variety of ways based on a multitude of factors, but understanding it helps us contextualize the experiences of Holocaust survivors and how they choose to remember and memorialize their experiences. Many survivors chose to process their trauma through artwork. Begin by studying the artworks in the Artwork of Holocaust Survivors. handout. Artwork can be a powerful tool to help your students explore the thoughts and feelings of Holocaust survivors with visual media.

Yehuda Bakon (b.1929), In memory of the Czech transport to the gas chambers. 1946. Charcoal on paper. Yad Vashem Art Museum Collection, Jerusalem.



Ilka Gedo, Self-Portrait, 1947, Chalk on paper.



Halina Olomucki, When will it end? Enough! Enough!, 1955
From the cycle: Camp, oil crayon on paper.

Martin Spett, My Sister and I, 1993. Oil on canvas.

After reviewing the artwork, click into the Padlet activity below and complete the question activity before advancing to the next page:

https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2022/04/10-02-04_Student_Handout_Artwork_of_Holocaust_Survivors.pdf
Padlet
https://padlet.com/echoesprogram/understanding-trauma-and-the-human-impact-aa68ewl03mpj4u5w

LESSONS ON ANALYZING PHOTOGRAPHS AND WRITING AN ESSAY USING CREDIBLE RESOURCES ONLINE.

GRADES:7-12th DURATION:90 MINs

OBJECTIVE: Students will gain a deeper understanding of the Holocaust by examining primary sources and engaging in critical thinking and analysis.

DO NOW:(10 minutes): Show students a series of images related to the Holocaust, such as photographs of concentration camps, survivors, or propaganda posters. Ask students to silently reflect on what they already know about the Holocaust and write down their initial thoughts, feelings, or questions. After a few minutes, facilitate a brief class discussion to share some of their responses.

FRONT LOAD:(10 minutes): Provide a brief overview of the Holocaust, including key events, dates, and statistics. Explain the historical context, including the rise of Nazi Germany and the persecution of Jews and other targeted groups. Emphasize the importance of learning about the Holocaust to prevent such atrocities from happening again.

ACTIVITY (30 minutes): Divide students into small groups and provide each group with a set of primary source documents related to the Holocaust, such as survivor testimonies, diary entries, or official records. Instruct students to analyze the documents and discuss the following questions:

What do these documents reveal about the experiences of individuals during the Holocaust?
How do these sources contribute to our understanding of the historical context?
What emotions do these documents evoke, and why?
Are there any common themes or patterns that emerge from these sources?
How do these sources challenge or reinforce our prior knowledge of the Holocaust?
Encourage students to take notes and engage in thoughtful discussions within their groups. After the allotted time, reconvene as a class and allow each group to share their findings and insights.

EVALUATION:(10 minutes): Conduct a brief quiz or exit ticket to assess students' understanding of the lesson's objective. Ask students to individually answer the following questions:

What were the main causes and events that led to the Holocaust? Why is it important to study and remember the Holocaust? How do primary sources help us understand historical events? What were some of the common experiences and emotions expressed in the primary source documents? How did your understanding or perspective of the Holocaust change after analyzing the primary sources?

Reflection: After the lesson, teachers can reflect on the effectiveness of the activities and discussions. They can consider whether the objectives were met, if there were any challenges that arose during the lesson, and how they can improve future lessons on the Holocaust. Additionally, teachers can seek student feedback to assess their engagement and understanding of the topic.

Der Giftpilz
Erzählungen von Ernst Hiemer
Bilder von Fips

Deutsche
Reichsbahn
München
11689
G

MACHLA HABER
GEB. SCHECHTER
JG. 1888
DEPORTIERT 1940-1942
THERESIENSTADT
ERMORDET IN
AUSCHWITZ

HIER WOHNTE
ISAAK BER BURG
JG.1889
AUSGEWIESEN 1938
ERMORDET IM
BESETZTEN
POLEN
HIER WOHNTE
TAUBE WARECH
BURG
JG.1897
AUSGEWIESEN 1939
ERMORDET 1940
GHETTO KRAKAU
HIER WOHNTEN
CILLY BURG
JG.1915
UND IHR BABY
AUSGEWIESEN 1939
ERMORDET 1941
KOLOMYJA
HIER WOHNTE
SALLA BURG
JG.1921
AUSGEWIESEN 1939
ERMORDET IM
BESETZTEN
POLEN
HIER WOHNTE
PEPPI BURG
JG.1923
AUSGEWIESEN 1939
ERMORDET 1940
GHETTO KRAKAU
HIER WOHNTE
SABINA BURG
JG.1925
AUSGEWIESEN 1939
ERMORDET 1940
GHETTO KRAKAU
HIER WOHNTE
HELLA BURG
JG.1932
AUSGEWIESEN 1939
ERMORDET IM
BESETZTEN
POLEN

U.S. ARMY
215207-6

EITIGE

Picture	*Describe the clothing being worn and facial expressions.* *Describe what the people are doing.* *What do you think happened after this photo was taken?* *What questions does this photo raise in your mind?*
 Jewish mothers with baby carriages at the Landsberg Displaced persons camp. January 1, 1947.	

U.S. soldiers view the charred remains of victims of the Ohrdruf concentration camp. April 1945.

Mauthausen camp survivors cheer American soldiers soon after their liberation. May 1945.

Women inmates in Auschwitz sort through a huge pile of shoes from a transport of Hungarian Jews. May 1944.

A Jewish woman walks toward the gas champters with three young children after going through the selection process on the ramp at Auschwitz-Birkenau. May 1944.

German Jewish children in Berlin prior to the Nazi seizure of power. January 1929.

Germans read a poster in a busy Berlin street warning them not to buy from Jews. April 1933.

ENRICHMENT: Students can compare and contrast their predictions and inferences then write their own informative essay

ONLINE RESOURCES:

Google form sample
https://docs.google.com/forms/d/e/1FAIpQLSd5B0Bgf2QQ9aJWWTASvtJZBXWH38FGEELwKDE7Xn1Ofgno3Q/viewform?pli=1
https://echoesandreflections.org/mini-course-info-how-we-remember-the-legacy-of-the-holocaust-today/

- A Guide for Responding to School-Based Bias Incidents
https://www.adl.org/resources/tools-and-strategies/guide-responding-school-based-bias-incidents
- Pedagogical Principles for Effective Holocaust Instruction
https://echoesandreflections.org/pedagogical-principles/
- Testimony Reflection Guide
https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2020/10/01-00-04_StudentHandout_TestimonyReflections.pdf
- Visual History Testimony: Edith Coliver
https://echoesandreflections.org/unit-10/?state=open&test_title=EDITH_COLIVER
https://youtu.be/HzlHzAlXKuk

"Setting the Stage": The Potsdam Conference of 1945

To understand the historical legacy of the Holocaust and how it is memorialized today, we must first contextualize the history. We begin with the Potsdam conference, shortly after V E Day in Europe, where Allied leaders met for the first time to discuss how they would reckon with Nazi crimes, seek justice, and rebuild shattered lives and nations across Europe.

- Timeline of the Holocaust: The Potsdam Conference of 1945

https://timelineoftheholocaust.org/?evtyear=1945&evtmonth=7&evtday=16

- Video: President Truman Attends Potsdam Conference
https://youtu.be/J7WLk-KVYM4

Complicity and Responsibility: Who were the Perpetrators?

The primary actors in the Holocaust were the perpetrators and collaborators, the people across Europe who were active in the destruction of European Jewish life. In this section, we focused on the "average" perpetrators–the individuals, businesses, and nations–as well as their victims.

- Handout: The Final Solution
https://echoesandreflections.org/wp-content/uploads/2020/02/11-01-01_StudentHandout_AntisemitismDefinition-1.pdf
- Visual History Testimony: William Good
https://youtu.be/3QYUAkZcOZ8
- Excerpts from Ponary
https://echoesandreflections.org/wp-content/uploads/2022/05/09-01-03_Student_Handout_Excerpts_from_Ponary_upd1.pdf
- Letters from Karl Kretschmer to His Family
https://echoesandreflections.org/wp-content/uploads/2022/05/09-02-07_Student_Handout_Letters_from_Karl_Kretschmer_to_His_Family_upd1.pdf
- Dora Iwler Biography
https://echoesandreflections.org/wp-content/uploads/2022/05/Dora-Iwler-Biography.pdf
- Visual History Testimony: Dora Iwler
https://youtu.be/tKswCYAJJvs

- Profiting from Hatred
https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2022/05/09-02-05_Student_Handout_Profiting_from_Hatred_upd1.pdf

Who are Bystanders?
Although they were not perpetrators or collaborators, "regular people"–not soldiers, politicians, or administrators–had an important role in the Holocaust. Here we study how the inaction of others can enable and embolden perpetrators to become more brutal and see indifference as tacit approval.

- Evian Conference
https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2022/04/09-03-05-01_Student-Handout_Evian-Conferernce.pdf
- Bermuda Conference
https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2022/04/09-03-05-02_Student-Handout_Bermuda-Conference.pdf
- Visual History Testimony: Barbara Fischman Traub
https://youtu.be/Qf5BgFoaVmE
- Visual History Testimony: Jan Karski
https://youtu.be/MgwiBKhFbWU
- "Here are the Jews" Photograph Study
https://exhibitions.ushmm.org/some-were-neighbors/teachers/here-are-the-jews
- "Watching Neighbors" Photograph Study
https://exhibitions.ushmm.org/some-were-neighbors/neighbors/watching-neighbors

What is "Justice"?
This section explores the definition of "Justice" and the context of achieving justice for the victims of the Holocaust. Here we also ask difficult questions about whether or not justice could be achieved in full and how the Allies attempted to pursue justice through the Nuremberg Trials.

- V-E Day Photo Study
https://collections.ushmm.org/search/catalog/pa1050762
- Justice at Nuremberg
https://www.trumanlibrary.gov/education/presidential-inquiries/justice-nuremberg
- War Crimes Trial Handout
https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2022/04/10-01-03_Student_Handout_War_Crimes_Trial.pdf
- Rudolf Hoess Handout
https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2022/04/10-01-05_Student_Handout_Rudolf_Hoess.pdf
- Timeline of the Holocaust: Auschwitz-Birkenau
https://timelineoftheholocaust.org/?evtmonth=6&evtday=22&evtyear=1942
- Draft of a Reparations Agreement Handout
https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2022/04/10-01-06_Student_Handout_Draft_of_a_Reparations_Agreement.pdf

- How Should We Study the "Final Solution" Handout
https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2021/01/05-01-01_StudentHandout_HowWeStudy_FinalSolution.pdf
- "The One" Handout
https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2021/01/05-01-02_StudentHandout_TheOne.pdf

Memories of the Holocaust

Memory informs both historical perspective as well as how society remembers and memorializes major events. As we shift from the Holocaust to the period directly after, we must remember the extreme difficulty for survivors to live with the memory of the Holocaust.

- USHMM Video: Deborah Lipstadt: The Eichmann Trial
https://youtu.be/Wnpc8_hfxdQ
- Fritzie Fritzshall Biography
https://echoesandreflections.org/wp-content/uploads/2022/05/Fritzie-Fritzshall-Biography.pdf
- Visual History Testimony: Fritzie Fritzshall
https://youtu.be/aFb8VMPJKA8

Understanding Trauma and the Human Impact

Trauma is a difficult psychological concept that manifests itself in a variety of ways based on a multitude of factors, but understanding it helps us contextualize the experiences of Holocaust survivors and how they choose to remember and memorialize their experiences. Many survivors chose to process their trauma through artwork.

- Artwork of Holocaust Survivors Handout
https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2022/04/10-02-04_Student_Handout_Artwork_of_Holocaust_Survivors.pdf

Holocaust Memorials in Europe and the United States

As we reflect on the differences between "history" and "memory"–but also how each informs study of the other–we focus on the legacy of the Holocaust through memorials, which serve to both teach the history and also honor the legacy and memory of victims.

- Memorials in Europe Handout
https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2022/03/10-03-02_Student_Handout_Holocaust_Memorials_in_Europe.pdf

- Holocaust Memory and Memorialization at Riverside Park
https://echoesandreflections.org/connect/?postname=Holocaust-Memory-and-Memorialization-at-Riverside-Park:-Meaning-Making-at-Sites-of-Memory
- Warsaw Ghetto Memorial Plaza
https://riversideparknyc.org/warsaw-ghetto-memorial/

- The Holocaust Memorial Park
http://www.thmc.org/the_holocaust_memorial_park.html
- New England Holocaust Memorial
https://www.nehm.org/

- Baltimore Holocaust Memorial

https://www.josephsheppard.com/Holocaust/AboutMemorial.htm

- Anne Frank Human Rights Memorial

https://annefrankmemorial.org/virtual-memorial-tour/

- Holocaust Memorial at California Palace of the Legion of Honor

https://artandarchitecture-sf.com/sf-holocaust-memorial.html
https://youtu.be/J7WLk-KVYM4

Echoes & Reflections provides direct access to companion activities on USC Shoah Foundation's educational platform, IWitness . Featuring more than 1,500 classroom curated clips of survivors and witnesses to the Holocaust and other genocides, IWitness allows teachers and students to search, watch, and learn directly from the eyewitnesses to history, including the individuals who are featured in Echoes & Reflections.

ECHOES AND REFLECTION RESOURCES

https://echoesandreflections.org/
http://echoesandreflections.org/wp-content/uploads/2017/07/Echoes-Pedagogy_Flyer.pdf
https://timelineoftheholocaust.org/
https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2022/10/ER_Testimony_Guide_2022.pdf
https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2020/10/01-00-04_StudentHandout_TestimonyReflections.pdf
https://www.sutori.com/en/story/visual-history-testimony--nWPZKDBgjcK5xwzAJmWfv3ew

https://echoesandreflections.org/studentactivities/
https://www.youtube.com/watch?v=1f_xs9UGoR8
http://echoesandreflections.org/wp-content/uploads/2017/09/EducationalPhilosophyInTeachingTheHolocaust.pdf
http://echoesandreflections.org/wp-content/uploads/2017/07/Using-Testimony-in-Classroom.pdf
https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2020/09/College-Survey-Summary-Article-September-2020-a.pdf
https://iwitness.usc.edu/home

Why Do We Teach about the Holocaust?

https://youtu.be/2NPvL541wi0
https://echoesandreflections.org/teach/
https://echoesandreflections.org/wp-content/uploads/2020/12/Lesson-1.pdf
https://echoesandreflections.org/wp-content/uploads/2022/08/00_Student_Handout_Jewish_Communities_Before_Nazi_Rise_8.55x11.pdf
http://echoesandreflections.org/wp-content/uploads/2017/07/02-01-09_StudentHandout_AntisemitismDefinition.pdf
https://www.youtube.com/watch?v=re3kZcrKPmM
http://echoesandreflections.org/wp-content/uploads/2017/07/02-02-02-02_StudentHandout_SummaryofAntisemitism.pdf
https://iwitness.usc.edu/activities/6621

http://echoesandreflections.org/wp-content/uploads/2017/07/02-02-02-01_StudentHandout_NaziIdeology.pdf
https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2021/02/02-02-08_Student-Handout_NaziPropaganda-Examples.pdf
https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2020/12/02-02-01_StudentHandout_HowAre-IdeologyPropaganda-Related.pdf
https://timelineoftheholocaust.org/
https://iwitness.usc.edu/activities/6620
https://global100.adl.org/map
https://www.adl.org/adl-tracker
https://www.adl.org/resources/report/audit-antisemitic-incidents-2021
https://antisemitism.adl.org/
https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2021/02/02-02-08_Student-Handout_NaziPropaganda-Examples.pdf
http://echoesandreflections.org/wp-content/uploads/2017/07/02-02-02-01_StudentHandout_NaziIdeology.pdf
https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/02-01-10_StudentHandout_SummaryofAntisemitism.pdf
https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2020/08/03-00-04_StudentHandout_TestimonyReflections.pdf

http://echoesandreflections.org/wp-content/uploads/2017/07/02-01-03-03-Lambert.Margaret_Biography.pdf
https://echoes.instructure.com/courses/355/modules#module_702
https://echoesandreflections.org/unit-6/?state=open#content
https://echoesandreflections.org/wp-content/uploads/2021/09/06-03-07_Displaced%20Persons%20Camp%20Images.pdf
https://echoesandreflections.org/wp-content/uploads/2022/05/Fritzie-Fritzshall-Biography.pdf
https://youtu.be/aFb8VMPJKA8
https://echoesandreflections.org/unit-04-the-ghettos/#content
http://echoesandreflections.org/wp-content/uploads/2017/07/04-Poem_UnknownGirl-1.pdf
http://echoesandreflections.org/unit-04-the-ghettos/?state=open#lessn1
http://echoesandreflections.org/unit-5/?state=open#content

Holocaust Survivor Testimonies
Alex Gross.pdf
https://api.dadeschools.net/WMSFiles/186/Holocaust%20Education/Alex%20Gross.pdf

Flescher Final Draft 2.pdf
https://api.dadeschools.net/WMSFiles/186/Holocaust%20Education/Flescher%20Final%20Draft%202.pdf

Fred Mulbauer.pdf

https://api.dadeschools.net/WMSFiles/186/Holocaust%20Education/Fred%20Mulbauer.pdf

Issac Klein book 76pgs CV 2017_Lower_Res.pdf
https://api.dadeschools.net/WMSFiles/186/Holocaust%20Education/Issac%20Klein%20book%2076pgs%20CV%202017_Lower_Res.pdf

Karliner_book_v8.pdf
https://api.dadeschools.net/WMSFiles/186/Holocaust%20Education/Karliner_book_v8.pdf

Victor Farkas final Erica email.pdf

https://api.dadeschools.net/WMSFiles/186/Holocaust%20Education/Victor%20Farkas%20final%20Erica%20email.pdf

Dr. Miriam Klein Kassenoff - Running and Hiding from the Nazis

https://youtu.be/zdzWyFAoKfY?list=PLZpGKgsTb6KEz3yRNMtcsbKkTrBoxFjr1

Seven Tips for Teaching with Recorded Survivor Testimony**
1. Create a rationale
Be clear about your educational objectives, and why you are using video testimony to teach students about the Holocaust. Consider the following questions before showing the videos to your students: ***What do you wish to accomplish? Where and how can the clips be integrated into your learning and evaluation situations about the Holocaust or other genocides?***
2. Provide historical context
Before watching the video clips, ensure that your students learn about the history of the Holocaust and the specific circumstances of each individual's life from the supporting documents.
3. Introduce the video before screening
Introduce the clip by briefly describing the circumstances in which the story occurs, for example: living with a false identity and/or in hiding; being separated from one's parents; participating in the resistance, etc.
4. Ask a question or establish an angle from which the video can be viewed and analyzed, prior to screening it.
5. *For older students* – On interpreting and analysing historical memory
Explain to your students that the story conveyed is a **personal interpretation of the individual's lived experience**. They may speak about historical truths, such as living in a ghetto, or present exceptional events, such as escaping from camps. This is an opportunity for students to understand the many different elements offered by testimony.
6. Have the students watch the video clips more than once.
This will enable them to listen more carefully, re-read the subtitles, and note any items that they did not understand.
7. Provide ample time for discussion
After watching the clips, encourage students to reflect on and discuss their responses to the videos.
**** Source:** The information here is adapted from the **USC Shoah Foundation Institute For Visual History and Education**'s document "**Consideration and Guidelines for the Use of Visual History Testimony in Education**".

SUGGESTED READINGS:

The Hidden Children: The Secret Survivors of the Holocaust
Jane Marks. Fawcett Books, 1995.
This book depicts firsthand accounts of 22 survivors of the Holocaust. All survivors hid from the Nazis as children, and their compelling, honest, well-written experiences tell a tale of human courage.

Children in the Holocaust and World War II: Their Secret Diaries
Laurel Holliday, ed. Washington Square Press, 1996.
This is an anthology of diaries from 23 girls and boys ages 10 to 18 who experienced the horrors of the Holocaust. This is an excellent resource for teenagers to hear the story of the Holocaust and World War II through the voices of others their age.

WEB LINKS:

United States Holocaust Memorial Museum
The United States Holocaust Memorial Museum is America's national institution for the documentation, study, and interpretation of Holocaust history.
http://www.ushmm.org/index.html

Holocaust Memorial Day
This site is dedicated to the memory of the Holocaust victims and serves as a reminder of what human beings are capable of doing to one another.
http://www.vjholidays.com/yomhashoa/

The Mechelen Museum of Deportation and the Resistance
During World War II the barracks in this Belgian town were occupied by the Nazis and used as a gathering camp for the Jews prior to deporting them to the death camps.
http://www.cicb.be/shoah/

Museum of Tolerance Online Multimedia Learning Center
This site offers a comprehensive resource on the Holocaust and World War II, with over 3,000 text files, and tens of thousands of photos.
http://motlc.wiesenthal.com/

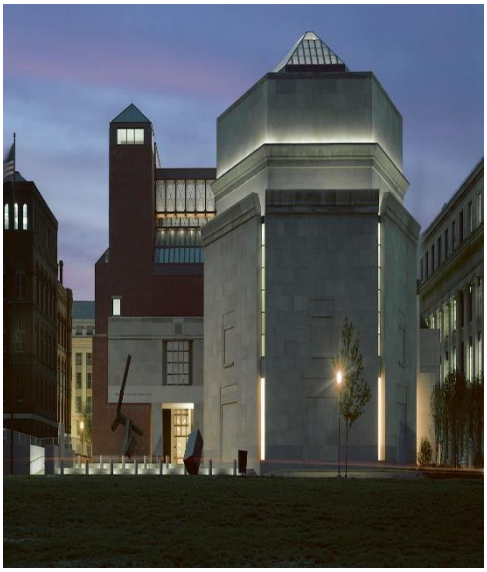
Welcome to Yad Vashem on the Internet
This site was established to serve as the "Holocaust heroes and remembrance authority. Yad Vashem is the pioneer of Holocaust commemoration in the world, housing the collective memory of the Jewish people."
http://www.yad-vashem.org.il/

A Teacher's Guide to the Holocaust
The content of A Teacher's Guide to the Holocaust is presented from three perspectives: Timeline, People, and The Arts.
http://fcit.coedu.usf.edu/holocaust/

- Books, mobile devices, apps, internet sites, audio/visuals (DVDs, software)
- Supplies and supplemental materials (Suppliers and approximate prices for most important items)
- Include organizations, museums, fieldtrips, speakers used if applicable.
- Student Work Samples (optional -- use only if it can be scanned clearly)

https://www.ushmm.org/
https://www.thefhm.org/

The Florida Holocaust Museum | St. Petersburg, FL
The Florida Holocaust Museum honors the millions of innocent men, women and children who suffered or died in the Holocaust.
www.thefhm.org



United States Holocaust Memorial Museum
A living memorial to the Holocaust, the United States Holocaust Memorial Museum inspires citizens and leaders worldwide to confront hatred, prevent genocide, and promote human dignity.
www.ushmm.org

https://holocaustmemorialmiamibeach.org/

Holocaust Memorial Miami Beach
/
holocaustmemorialmiamibeach.org

https://echoesandreflections.org/

Homepage - Echoes & Reflections
Holocaust Education - Teach about the Holocaust and empower middle and high school educators
echoesandreflections.org

https://www.yadvashem.org/

Yad Vashem. The World Holocaust Remembrance Center
The World Holocaust Remembrance Center
www.yadvashem.org

https://jfr.org/

Home - The Jewish Foundation for the Righteous
The Jewish Foundation for the Righteous provides financial support to aged and needy non-Jews who rescued Jews during the Holocaust and preserves their legacy through a [Read More]
jfr.org

https://www.auschwitz.org/en/

https://www.ushmm.org/teach/fundamentals/guidelines-for-teaching-the-holocaust

Guidelines for Teaching About the Holocaust
Teaching Holocaust history requires a high level of sensitivity and keen awareness of the complexity of the subject matter.
www.ushmm.org

https://www.holocaustremembrance.com/sites/default/files/inline-files/IHRA-Recommendations-Teaching-and-Learning-about-Holocaust.pdf

https://www.miamiherald.com/news/local/community/miami-dade/article239314883.html

Bearing witness to the witnesses — Miami students document what Holocaust survivors endured

When Miriam Klein Kassenoff went to South Miami High School last year to tell her story about surviving the Holocaust as a young child, she wasn't expecting anything different from the dozens of other times she's shared her story.

www.miamiherald.com

VIDEOS:
https://main-assets.ushmm.org/site/why-we-remember.mp4
https://www.ushmm.org/m/pdfs/DOR_2023_Social_Media_Toolkit.pdf
www.ushmm.org/DOR2023 For Days of Remembrance, I join the United States Holocaust Memorial Museum in remembering the six million Jews who were murdered and honoring the survivors. www.ushmm.org/DOR2023 Twitter: For Days of Remembrance, I join @HolocaustMuseum in remembering the six million Jews who were murdered and honoring the survivors. #WeRemember www.ushmm.org/DOR2023 For Days of Remembrance, I join @HolocaustMuseum in remembering the six million Jews who were murdered and honoring the survivors. #WeRemember www.ushmm.org/DOR2023

University of Miami School of Education and Human Development The Institute is open to Social Studies, Language Arts, Media Specialists & Art Teachers, grades 4-12. The Institute is open to teachers in Jewish Day School programs, as well as those from out of town working in the field of Holocaust Education.

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