Banish Bullying:
Using Lessons from the Holocaust
A Unit for Middle School

Developed By

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(Poster by Santonique Butler – 7th Grade Lake Stevens Middle School)

Banish Bullying - Using Lessons from the Holocaust

Rationale

Bullying is no longer considered a rite of passage for school children but rather a form of persecution that can leave lasting scars on its victims. Empowering students by giving them the educational tools to empathize with the victims and identify with resisters may be the key to breaking the bullying cycle. One such tool is to examine the antecedents of the Holocaust a time when bullying was the norm in a society, how citizens resisted these bullies and apply those lessons today.

Overview

Students examined events history where stereotyping and prejudice led to scapegoating and persecution. They learned that beginning in ancient times, Jews were considered the “others”, not accepted in the societies in which they lived. Centuries before Jews were required to wear the yellow star, students discovered that various forms of clothing and patches we required attire for minorities in several societies Students examined doctrines that were enacted in medieval times that became the basis of Nazi ideology.

The Basis of this ideology was Hitler’s Mein Kampf and then the Nuremberg Laws. Students examined excerpts from these primary documents. They compared them to other laws such as the Jim Crow Laws that were the embedded in the culture many of our states until recent history.

In another lesson, Students read personal histories and diary excerpts written by children who lived during the Holocaust. They viewed interviews of partisan fighters and analyzed photographs of actions and scenes that were forbidden under the Nazi rule. They researched those who were involved in spiritual cultural and physical resistance against the Nazis and understood that courage can come in many forms.

Students came to the conclusion that many aspects of school bullying resemble the foundation of the Holocaust-stereotyping, prejudice scapegoating and persecution. They view and analyze short videos that depict children, who are bullied, create digital reviews of bully related fiction and non fiction and design scenarios that combat cyber-bullying. Students learn about the ten aspects of positive speech and their importance.

Through these activities, students develop compassion for their peers and the strength to break the bullying cycle.

Goals and Objectives

1. The students will read and analyze primary and secondary sources in order to develop an understanding of the attitudes and events in history that began as discrimination and prejudice and resulted in persecution and catastrophe.

2. The students will search Internet sources to gather information about Anti Semitism that led to the Holocaust.

3. The students will use creativity skills to write poetry, design comic books, create art and develop Power Points in order to reinforce and enhance lessons on combating hatred and bullying.

4. The students will recognize that the choices they make and the actions they take can make a difference in banishing bullying.

The Students

Sixth and seventh grade gifted language Arts classes participated in this project. It can be adapted for use by sixth through 8th grade social studies and language arts classes.

The Staff

This project was designed by Sharon Glueck. Mrs. Glueck has been an educator for 37 years. This is her 20th year with M-DCPS. She has been a sixth grade language arts instructor, a gifted facilitator and presently a library media specialist and gifted facilitator for sixth and seventh grade gifted language arts students. She is the recipient of four Education Fund Teacher Mini Grants. In 2010 she received The Laura Bush Foundation for America Libraries Award.

Mrs. Glueck received a scholarship from Seton Hill Catholic University in 2007 to study at the Yad Vashem Holocaust Summer Institute in Jerusalem. She was invited back to present to educators from around the world during its 6th International Conference on Holocaust Education – "Fighting Racism and Prejudice. She also has taught at the Holocaust Documentation Center in Hollywood Florida. Mrs. Glueck previously developed a Holocaust education project for the IMPACT II 2009-2010 conference entitled "A Powerful Choice: Bystander or Rescuer?"

Common Core Standards

English Language Arts Standards Reading Informational Text

Grade 6

RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Grade 7

RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Common Core Standards History/Social Studies: Grades 6-8

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RESOURCES

Print and non-print materials are available in media centers in MDCPS and in the public library. Videos can be ordered from the Miami-Dade County Public Schools Media Division. Survivors are available to speak to classes by through the Holocaust Documentation and Educational Center: 2031Harrison Street, Hollywood, Florida 33030-5019 Tel (954) 929-5690 e-mail www.hdec.org

Holocaust Educational Trunks for various grades can be ordered through The Florida Holocaust Museum in St. Petersburg, 55 fifth Street South, St. Petersburg, Florida 33701. Tel 727-820-0100 www.floholocaustmuseum.org

Field trips to the Holocaust Memorial on Miami Beach 1933-1945 Meridian Avenue, Miami Beach 33139 can be arranged by calling (305) 538-2423 or by email info@holocaustmmb.org

For information on seminars and workshops and any Holocaust education related questions please contact Dr. Miriam Klein Kassenoff Director of Holocaust Studies for the Miami-Dade Public School System. (305) 995-1201 mkassenoff@dadeschools.net

LESSON ONE: LEARNING ABOUT STEREOTYPES

Objectives:
Students will understand the meaning how presumptions can lead to stereotyping.
Students will understand that there is no such thing as a “good stereotype”.

Materials:
Journals, dictionaries, markers, chart paper

Vocabulary:
Classification, presumption, stereotyping, bias

Procedure:
Discuss with students how it is natural for humans to categorize objects around them and in nature. Have them give examples and write them on the board. They can include examples such as the Periodic table of the Elements, Dewey Decimal System, and The Binomial Classification System for classifying organisms, Geographical Classification etc.

Ask students why people have a need to categorize objects (an answer may be humans need to organize objects so that they may better understand what is around them).

Explain how people tend to categorize each other, but often make presumptions or believe something without proof about individuals or groups of people.

Ask students to compare how people may categorize other people with how they categorize objects.

Divide the students into small groups. Give each group a marker and chart paper to hang a wall. Give each group one of the selected categories below. Have them list as many adjective as they can about their category. Have one person record each group’s answers

List: Class presidents, homeless people, supermodels, the elderly, immigrants, football players, celebrities/rap singers, doctors, honor roll students, sanitation workers, wealthy people, judges, people on welfare.

Have each group choose a representative to present the adjectives to the class. Ask the class if they can add any more adjectives to the list.
1. Do the other students agree with each group’s descriptions? Why or why not? On what did the students base their answers?
2. How many of the students actually had contact with each of the groups on the list?
3. Why were some thoughts about a group on the list positive while others were negative?
Have students write their definition of stereotype in their journal. Discuss their definitions.
Give students the definition of the word stereotype:

A stereotype* is *a fixed, over generalized belief about a particular group or class of people, without considering the differences between individuals in that group

Ask students to look at words they originally wrote in their journals:
1. Do you still agree with the presumptions you wrote about each group?
2. Do you think you have formed responses that stereotype groups of people?
3. Do you think people hold the same stereotypes about different groups? Why or why not?
4. How does stereotyping a group affect how you behave toward them?
5. How do the stereotypes recorded by the class make you feel?
6. Is there such a thing as a "good stereotype"? How can a so called "good" stereotype lead to negative stereotyping? Give students examples, such as, "Those supermodels are so beautiful, but they probably have no brains to be able to do anything else" or "Those politicians know how to get the votes, but most are liars". Ask students if either good or bad stereotyping is based on facts.

Activities:

1. Write about a time that stereotyping or *bias* was expressed toward you – having to do with your religion, skin color, and economic situation, how you dressed, or spoke etc. Think about how the words or actions were used toward you because of stereotypes. How did these actions make you feel? How did you respond?

2. Write a poem about how stereotypes affect people.

3. Design a mural explaining stereotyping using magazine clipping Internet photos and their own written reactions toward stereotypes.

4. Identify stereotypes in the media by examining TV, Internet or print material. Record your findings over several days on a chart. The chart should include the date, type of media viewed, the stereotype depicted and their reactions toward them. Are there any patterns of certain types of stereotyping? Share your results with the class

What I Deserve

by Elizabeth Mcperebo

I'm not a can of soup,
So I don't see why I deserve a label,
I'm me myself and I,
Not some girl who's greedy for money,
Not some girl who's considered trailer trash,
Not some guy who only knows Kung Fu,
Not some girl who loves jumping borders,

I'm not who you think I am,
Nor do I fit your description,
So take your so called facts far, far, away,
For your stereotypes are only for the weak minded

I said it once and I'll say it again,
I'm not a can of soup that deserves a label,
But I am a human being who deserves respect!

LESSON 2: HOW STEREOTYPING GROWS INTO PREJUDICE AND BEYOND

Objectives:
Students will understand how the forms of thinking such as stereotyping and prejudice can lead into actions such as discrimination and persecution.

Students will understand the cause and effect relationships between stereotyping, prejudice, discrimination, scapegoating and persecution,

Students will be able to give examples of each of the terms listed below.

Students will research historical events that were rooted in bigotry and persecution.

Vocabulary:
Stereotyping, prejudice, discrimination, ostracism, scapegoating and persecution

Procedure:
Review the definitions of prejudice and discrimination.

Ask the following questions:
1. Which words are associated with thoughts and feelings?
2. Which words are associated with actions that are a result of certain thoughts feelings?
3. What is the meaning and origin of the word "scapegoat"?
4. What is the meaning and origin of the word ostracism?

Students will work in groups to research examples of how a chain of events in history began with stereotyping and ended in violence. Each group will present its findings to the class in chart form or as a Power Point presentation.

Begin with the Example of the witch hunts in the Middle Ages and Salem Witch Trials.

Stereotyping and Prejudice→	Discrimination and Ostracism→	Scapegoating→	Persecution
Women who were outspoken, self sufficient, women past childbearing age were often seen as odd	Some of these women were looked on as outcasts by society	Women who were looked on as outcasts might be accused of being "devils" or "witches"	These women were burned at the stake

http://www.nationalgeographic.com/salem/
http://public.wsu.edu/~campbelld/amlit/witch.htm

Ask students after the presentations:
1. How many of the examples are rooted in ignorance?
2. How can education play a role in preventing stereotyping?

Examples for Research:

1. Albinos in Tanzania face deadly threat
www.nytimes.com/2008/06/08/.../08iht-**tanzania**.1.13549207.html

2.Image Archive on the AmericanThe Eugenics movement :
http://www.eugenicsarchive.org/eugenics/list3.pl/
America's Dark Secret
http://www.cbsnews.com/2100-18560_162-614728.html

3. Euthanasia program in Nazi Germany
http://www.ushmm.org/wlc/en/article.php?ModuleId=10005200

4. Japanese American Relocation Digital Archives
http://www.calisphere.universityofcalifornia.edu/jarda/historical-context.html
Japanese Internment during Word War II
http://www.teachamericanhistory.org/File/Japanese_Internment.pdf
Children of the Camps
http://www.pbs.org/childofcamp/index.html

5. The Rise and fall of Jim Crow
http://www.pbs.org/wnet/jimcrow/stories.html
Remembering Jim Crow
http://americanradioworks.publicradio.org/features/remembering/

"Accused of Witchcraft"
Painting by Douglas Volk (1856-1935)
Corcoran Gallery, Washington D.C.

Japanese Americans being loaded onto trains heading to the Manzanar Internment Camp in California in 1942

LESSON 3: THE ANTI IN ANTI-SEMITISM: AS PREJUDICE TURNS TO HATRED

Objectives:
Students will examine how an imbalance of power between a majority and minority can cause the powerful to victimize the powerless.

Students will understand origins of the term anti-Semitism and how it exited long before the Holocaust.

Students will learn how throughout history Jews were demonized and ostracized by the people of the countries in which they lived.

Students will research events in history when the demonizing Jews lead to tragedy.

Materials:
From the Star of Shame to the Star of Courage: The Story of the Yellow Star.
Journals, World Map

Procedure:
Have students look up and define the term *Anti-Semitism*

Discuss with the students that although it was coined in 1879 in Germany, Anti-Semitism existed long before that time. Explain to the students that they will follow the chain of stereotyping and prejudice that lead to Anti-Semitism in early times.

Provide students the following quote:

"That the desires of the majority of the people are often for injustice and inhumanity against the minority is demonstrated by every page of the history of the whole world."
John Adams, second president of the United States 1735-1826

Have the students write down what they think John Adams meant by this quote.
What may have caused John Adams to express this opinion?

Have students write in their journals about periods in history when the majority has demonstrated discrimination and inhumanity to the minority.

Why do you think a majority might enact methods to identify minorities in their midst (answers might be so that the majority would make it clear to the minority that they were more powerful and in control; They may be fearful or jealous of the minority)?

What might some of the methods be that a majority enacts to separate itself from minorities living in their country? (Some answers may be: Have minorities wear different clothes, live in separate areas, attend separate schools etc.) ?

Read *From the Star Shame,* pages 2-6 with the students. Have students identify on a world map places that are mentioned in the text and in discussions, during this lesson.

Students learn that one of the first examples of Jews being singled out from the majority was in Tunisia in the Middle East. Non-Muslims or *dhimmis were* forced to wear a white patch of fabric on the shoulder of their outer garments. The patch for Jews had an image of an ape; the patch for Christians had an image of a monkey.

In Mamluk Egypt, beginning with a decree in 1301, Christians were forced to wear blue turbans and Jews yellow turbans.

1. How do you think differences in belief and faith played a part in the identifying Jews and Moslems separate from Christians?
2. Why do you think non Moslems were singled out to wear a particular mark on their clothing?
3. What was the purpose of the symbols on the patches? (Jews - an ape symbol, Moslems - a monkey symbol)? Introduce the word *degradation*
4. Why would a majority want to degrade the minorities living among them?

In Rome, on November 11, 1215, The Fourth Lateran Council with Pope Innocent III presiding, decreed that "Jews and Saracens (early term for Muslims) in every Christian province and at all times shall be marked off in the eye of the public from other peoples through the character of their dress"

"Each Jew after he is seven years old shall wear a distinguishing mark on his outer garment that is to say the form of two Tables joined of yellow felt." King Edward I of England 1274.

All Jews are required to wear a yellow ring on the left side of the chest or dress within coming to reside in any town, Decree of Emperor Ferdinand I of Austria, 1551.

From: Badge, Jewish;
Encyclopedia Judaica 1971, vol. 4

The Jewish poet Süßkind von Trimberg wearing a "Jewish hat" (Codex Manesse, 14th century.)

5. What do you think was motivation behind the Catholic Church's edict to distinguish Jews and Moslems from Christians?
6. What do you think caused the spread of these decrees throughout Europe?
7. Why do you think the target of these decrees was later focused mainly on Jews?

Write the word *demonize* on the board. Explain to students that it meant to make into a demon or to characterize or conceive of as evil or cruel.

Ask students if they think it is easier for people to discriminate and then persecute others if they do not believe that they *demons* or not as human as they are. Why or why not?

Divide students into small groups. Each group will be research an event in history where prejudice against Jews lead to discrimination and catastrophe. Have the groups present their finding to the class.

1. Worms, Germany massacre, 1096
2. The Black Death
3. The Spanish Inquisition
4. The Expulsion of the Jews from Spain, 1492
5. The Blood Libels through history
6. Martin Luther and the Jews, 1544
7. First Jewish Ghettos in Italy, 1516
8. Chmielnicki Massacre in the Ukraine, 1648
9. The Damascus Affair, Syria, 1840
10. Abduction of a 6 year-old Jewish child, Edgardo Mortara for conversion in Papal States Italy, 1858
11. The Alfred Dreyfuss Affair in France, 1894
12. The Protocols of the Elders of Zion Russia, 1903

After the presentations ask the students to revisit the quote from President John Adams. Ask them how his quote relates to the class presentations.

Write the following quote on the board:

Those who cannot learn from history are doomed to repeat it.
George Santayana, poet, philosopher, novelist 1863-1952

Have students explain the relationship between the events they have learned in this lesson in relatation to Santayana's quote.

Why is it important to study about persecuted minorities in history? How will it prevent future persecutions?

Discuss the violence of the Crusades – Christendom's wars to capture the Holyland from Muslim rule. *In addition to legal restrictions, Anti-Semitic beliefs also caused great violence against Jews. During the crusades, many Jewish communities were destroyed and many Jews were killed. Originally, the crusades were a series of military expeditions to the Eastern Mediterranean because Europeans believed that God wanted them to conquer the "Holy Land" where Jesus had lived. Muslim armies had captured this area from Christian rulers centuries earlier. Some crusaders believed that God wanted them to kill all non-Christians, so they attacked European Jews. Scholars estimate that between one-quarter and one-third of the Jews in northern France and Germany were killed during the First Crusade. It is important to note that even though Church teachings helped fuel these massacres, the Church spoke out against these attacks and many bishops tried to protect Jews in their communities.*
Jews also faced violence because they were often scapegoated, or unfairly blamed, for tragedies and natural disasters. For example, many people falsely blamed Jews for the Bubonic Plague which killed millions of people. If a child disappeared, Jews were sometimes accused of murdering the child. These false accusations often led to attacks on Jewish communities. See www.icsresources.org/edmaterials (Used with permission of Ben Chaika, Director of Curriculum, Institute for Curriculum Services: National Resource Center for Accurate Jewish Content in Schools (ICS).

Sources for Research:

Timeline of Anti Semitism before the Holocaust
http://library.thinkquest.org/12307/astl_fr.html

History of Christian Jewish Relations
http://www.jewishvirtuallibrary.org

A Brief Chronology of Anti Semitism
http://www.jewishagency.org/JewishAgency/English/Jewish+Education/Compelling+Content/Jewish+History/Chronology+of+Antisemitism.htm

Activities:
1. Research, compare and contrast the various dress badges and hats that Jews were forced to wear during the Middle Ages.

2. Pick one of the tragic events listed in the unit and create a memorial to the victims. It should include a fact about the event.

3. Imagine you are a Jew living in a city where you must wear a symbol identifying yourself as a Jew. Write a letter to a family member or friend who lives in a place without these restrictions. Describe to them what you must wear, why you must wear it, and how you feel about wearing it.

LESSON 4: LEARNING ABOUT ANTI-SEMITISM IN THE UNITED STATES

Objectives:
Students will learn that Anti-Semitism was an accepted practice in many parts of the United States.

Students will analyze non-print and primary documents in order to understand certain anti-Semitic events in American History

Materials:
Student journals, *The Jewish Americans* website - a series by David Grubin http://www.pbs.org/jewishamericans/watch/index.html#5

Procedure:
View the video clips *Anti-Semitism in America* from the PBS Series *The Jewish Americans*. Encourage students to share their reactions to the Leo Frank trial and lynching, the rise of the Ku Klux Klan the anti-Semitic opinions of Henry Ford, the experience of Justice Ruth Bader Ginsberg as a child and other events depicted in the clips.

Have students write their reactions in their journals to one of the incidents shown in the videos and discuss them in class.

Ask students if their previous definition in their journals of anti-Semitism supports or differs from the information given on the video clips they have seen.

Read the primary document of Henry Ford's apology to Jewish Americans with the students. Show them the how the Nazis used Ford's books for propaganda purposes.

Questions:
1. What do you think Justice Ginsberg's meant when she said her experience seeing the Anti-Semitic sign was unsettling?
2. What would your reaction be if you witnessed the man at the casino calling the slot machine an anti Semitic name?
3. How did Henry Ford's actions and statements pose a threat to Jewish Americans?
4. Explain how Henry Ford played into the "fears" of Americans?
5. What evidence is there that Henry Ford's apology to American Jews was insincere?
6. Compare the action of Aaron Sapiro to those of those of Justice Luis Brandeis. How did each show that they would not be bullied?
7. What did the narrator of the video clips mean when he said Anti-Semitism was more of a custom, tradition or gentleman's agreement rather than a statute? Tell how each is harmful to a society**.**

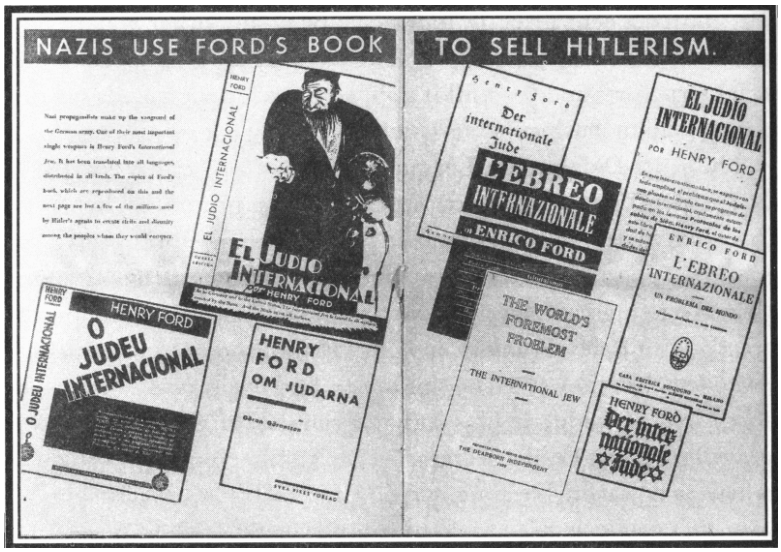
Activities:
1. Examine the *Audit of Anti-Semitic incidents* at www.adl.org which is a compilation of criminal and non criminal acts of harassment and intimidation that have taken place

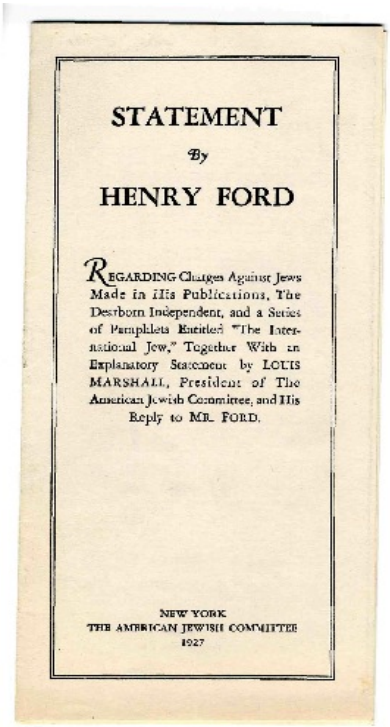
during certain years. Compare the data of recent years to see if Anti-Semitism is declining or is on the rise.

2. Research the Leo Frank Case. Write an editorial from the point of view of a New York Times editor whose newspaper led a crusade to exonerate Frank.

3. Research General Ulysses Grant's General order number 11 to expel Jewish Americans from Kentucky. Pretend you are Kentucky merchant Cesar Kaskel meeting with President Lincoln. Write a letter to Lincoln explaining to him why this order must be rescinded.

4. Read George Washington's Letter to the Hebrew Congregation of Newport Rhode Island. Compare his message to the Jewish Americans to Lincoln's response to Cesar Kaskel. Design a poster that would be distributed throughout the United States espousing the President Washington's point of view toward the Jewish people and tolerance for all religions.





STATEMENT

By

HENRY FORD

REGARDING Charges Against Jews Made in His Publications, The Dearborn Independent, and a Series of Pamphlets Entitled "The International Jew," Together With an Explanatory Statement by LOUIS MARSHALL, President of The American Jewish Committee, and His Reply to MR. FORD.

NEW YORK
THE AMERICAN JEWISH COMMITTEE
1927

LESSON FIVE: ANATOMY OF A BULLY: HITLER'S RISE TO POWER

Objectives:
Students will learn about Adolph Hitler's early life and how he developed his hatred for Jews.
Students will analyze excerpts from a primary document.
Students will research other historical figures and determine what characterized them as bullies.

Materials:
An Introduction to the Holocaust for the Young Reader
Hitler and the Rise of the Nazi Party: Discovery Education (short video clip) http://search.discoveryeducation.com/
"Adolph Hitler" http://www.historylearningsite.co.uk/adolf_hitler.htm
Rise of Hitler: http://www.schoolhistory.co.uk/lessons/riseofhitler/index.htm
Excerpts from Hitler's "Mein Kampf": Holocaust and Human Rights Education C
http://www.holocausteducationctr.org/clientuploads/curriculum/HHREC Holocaust_Curriculum_Lesson2.pdf

Procedure:
Have students read the biographical information on Hitler from *An Introduction to the Holocaust for the Young Reader* (page 4), "Adolph Hitler" and "The Rise of Hitler".
Ask students:
1. What information from Hitler's early life would support the view that he used Jews as scapegoat for his failures?
2. What events after World War I made the German people vulnerable to Hitler's views?
3. How would you characterize the group of people know as the "brownshirts" who supported Hitler? What was their function?
4. How did Hitler's gift for public speaking influence the German people to adopt his beliefs?
5. Why did Hitler target German youth in his speeches and rallies?

Have students read the excerpts from Mein Kampf from the HHRE website document 10, page 117
1. How did Anti-Semitism in past history contribute to Hitler's views and his rise to power?
2. How did Hitler use religion to legitimize his views?
3. Which excerpt is reminiscent of pandemics such as the Black Plague? How does this excerpt dehumanize the Jews?

Activities:
1. Research other well known bullies in history. What characteristics of a bully do they share (Some examples are: King Henry the VIII, Father Charles Coughlin Joseph Stalin, Senator Joseph McCarthy, James Blake – Bus Driver of Rosa Parks, and Francois "Papa Doc" Duvalier.

2. Hitler's Mein Kampf is still read, legitimized and distributed by hate groups in many countries today including the United States. Design a Power Point "pamphlet" disproving several of the excerpts from Mein Kampf.

3. Imagine it is the 1920"s and Hitler's own bully group known as the S.A. or Brownshirts were beating Jews, communists and other opponents in the streets. Write an editorial expressing your views as if you were a German citizen against Hitler and this group.

4. Investigate what happened to the Brownshirts after Hitler had no use for them.

Brownshirts (SA) blocking entry into a Jewish dress shop
Photo credit: Bundesarchiv, Bild 102-14468 Berlin

Brownshirts (SA) burning books
Photo credit: USHMM Photo Archives

<u>The Wish</u>

No one liked the ghetto

Everyone wished to be free

They wished once more to see a tree

They wished one day to be somebody

They see beauty in the distance

Such as those who are free.

Kayla Everett, Sixth Grade
Lake Stevens Middle School

LESSON SIX: THE NUREMBERG LAWS- NAZIS LEARN FROM THE PAST

Objectives:
Students will learn that the Nazis embraced ideas, symbols and laws from other societies and past history that espoused prejudice and discrimination and made them their own.
Students will examine the Nuremberg laws and how they affected the Jews of Germany.
Students will compare the Jim Crow Laws to the Nuremberg Laws

Materials:
Video: *Daniel's Story*
http://www.ushmm.org/museum/exhibit/traveling/details/index.php?type=past&content=remember_children_daniel
Nuremburg Laws
http://www.teachervision.fen.com/tv/printables/TCR/1557342105_66-67.pdfp://www.ushmm.org/outreach/en/article.php?ModuleId=10007695
Jim Crow
h\ttp://americanradioworks.publicradio.org/features/remembering/:
http://www.loc.gov/teachers/classroommaterials/primarysourcesets/civil-rights
The Rise and Fall of Jim Crow
http://www.pbs.org/wnet/jimcrow/
Discovery Label for Kids*: What does Jim Crow mean?*
http://www.loc.gov/exhibits/brown/kidslabel-6.html

Advance Preparation:

Students will read the online student curriculum guide "**The Holocaust: We are Witnesses"** published by the ***Sun Sentinel News in Education Program.***
http://flholocausteducationtaskforce.org/Localization/HTF/Assets/PDFs/TheHolocaust-We%20are%20Witnesses.pdf

Students will see the video *Daniel's Story*.

Procedure:
Ask students what it means to them to be a citizen of the United States. Ask them how they would feel if one day the government stripped them of that citizenship because they were not of "pure blood" or "true Americans. Explain to them that the Jews were stripped of their citizenship in Nazi Germany, even though that Jews had been living in Germany for a thousand years.

Write the term *Eugenics Movement* on the board. (Some students may know what it means from their research)

Explain that Eugenics means "well born". In the early 20th century in the United States, there was a belief held by certain scientists that humans were divided into distinct races.

One of the concepts of this pseudo science or fake science was that those people with blond hair and blue eyes were superior and should be protected from those considered inferior. The superior race should be discouraged from intermarrying with those deemed beneath them. They believed that immigrants from Eastern and Southern Europe came from “inferior stock” Some of these scientists felt that those with mental disorders or feeblemindedness should be sterilized.

Introduce to the students some examples from the Nuremberg Laws:

Nuremberg Law for the Protection of German Blood and Honor
September 15, 1935

> Moved by the understanding that purity of blood is essential to the continued existence of the German people, and inspired by the inflexible determination to ensure the existence of the German nation for all time, the Reichstag has unanimously adopted the following Law, which is promulgated herewith:
>
> 1. Marriage between Jews and subjects of the state of German or related blood are forbidden. Marriages nevertheless concluded are invalid, even if concluded abroad to circumvent this law.
>
> 2. Extramarital intercourse between Jews and those of Germany or related blood is forbidden.
>
> 3. Jews may not employ in their households female subjects of the state German or related blood who are under 45 years old.

Ask students the following questions:

1. What similarities do you see between the Eugenics movement and the examples of the Nuremberg laws?
2. What words in the title of the Nuremberg Laws give you a clue as to what these laws are about?
3. Why do you think Jews were forbidden to employ women in their households under 45?
4. Do you think it was possible that the Nazis were influenced by the Eugenics movement in the United States? Why or why not?

The Jim Crow Laws:

Explain to the students that the term Jim Crow was a derogatory name for African Americans. The name Jim Crow originated in the 1830’s from a traveling act that featured a white character in Black Face. These shows were called minstrel shows. Minstrel shows lampooned black people as dim-witted, lazy, clownish, and musical.

Between the 1880s and 1964 discriminatory laws that supported the separation of Caucasians and Blacks were enacted in most states of the U.S. These laws were called *Jim Crow Laws*.

Some examples of the Jim Crow Laws:

> The marriage of a person of Caucasian blood with a Negro shall be null and void. – *Arizona*

> All marriages between a white person and a Negro, or between a white person and a person of Negro descent to the fourth generation inclusive, are hereby forever prohibited. - *Florida*

> It is unlawful for a person of "pure white blood", who intermarries, or has intercourse, with any Negro or person having a distinct and visible admixture of African blood." Penalty: Fined up to $100, or imprisoned up to three months, or both. - *Ohio*

1. How did stereotyping play a role in the minstrel shows?
2. What word or words are similar in the examples of both the Jim Crow and Nuremberg laws?
3. Why do you think the laws emphasize the prohibition against marriage?
4. Do you think the Nazi movement may have been influenced by the Eugenics movement? Why or why not?

Activities:

1. Students will read about the Nuremburg Laws and the Jim Crow Laws.
On websites listed at the beginning of the lesson such as the Library of Congress website they will examine primary source documents that include images, song sheets, articles, legal documents, political cartoons that pertain to Jim Crow.
On the United States Holocaust Museum website, students will read about the Nuremberg laws and view primary documents such as photos, passports, and diaries.
Students will compare and contrast the two sets of laws. They will make a chart showing how the laws affected such areas as education, places to live, recreation and jobs and marriage.

2. Students will work with a partner to create a PowerPoint presentation that will demonstrate their understanding of the Jim Crow and Nuremberg Laws. They will include primary documents such as public domain photos and excerpts from diaries. They will include a brief history and background behind the laws. Their research will include any information as to the occurrence of similar laws today.

3. Students will examine and print out caricatures and cartoons that depicted African Americans during the Jim Crow era and Jews during the Holocaust. What stereotypes were being conveyed to the public? What is the underlying message of both types of caricatures?

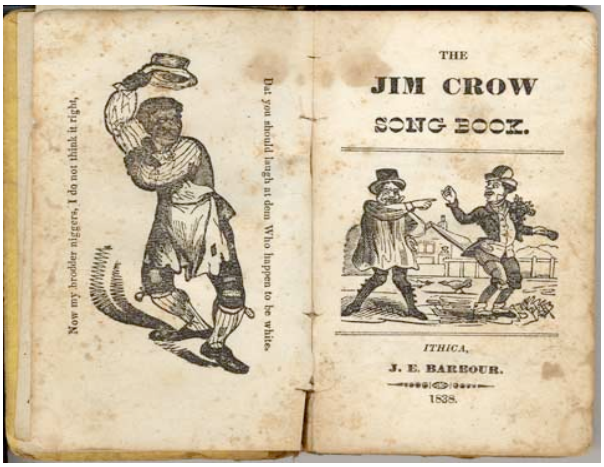
4. Have students select several images from the Jim Crow and Nuremberg eras using the Internet (no graphic violence or nudity). Have them paste them in collage form.
Within the collage they should include text that answers the following questions:

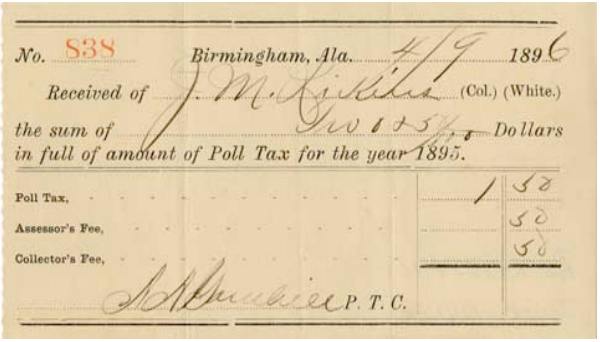
a. How do you think the people in the mages are feeling?
b. Is anyone standing up or trying to stop the discrimination?
c. How can laws like these be prevented form being passed?

5. Examine the badges Jews and others were force to wear in Europe during the Holocaust. Compare them to the symbols Jews were forced to wear during the Middle Ages. Do you think the Nazis were influenced by past history? Why or why not?

6. Are there any laws enacted today by governments that discriminate against a specific group of people?

7. Look through several days of the Miami Herald or another newspaper. Find articles that criticize the government or government leaders and cut them out. Circle the parts of the text that you think would be censored if a dictator like Adolph Hitler were in charge of our government. Paste them on poster board and present it to the class.




No. 838 Birmingham, Ala. 4/9 1896
Received of J. M. Kirkles (Col.) (White.)
the sum of Two & 50/100 Dollars
in full of amount of Poll Tax for the year 1895.

Poll Tax,	1	50
Assessor's Fee,		50
Collector's Fee,		50

P. T. C.

LESSON SEVEN: BEARING WITNESS: THE CHILDREN'S DIARIES

Objectives:
Students will learn how Jewish children felt about the Anti-Semitic laws of Nazi Germany by reading portions of their diaries

Students will examine primary documents

Students will examine the chronology of the enactment of the laws by reading the diary excerpts.

Materials:
Smart board, Internet

"You're Probably Tired, Dear Diary" - Children's Diaries During the Holocaust
http://www1.yadvashem.org/yv/en/education/lesson_plans/children_diaries.asp#

One and a half million Jewish children and teenagers were murdered between 1939 and 1945. Many of these children wrote diaries, but few accounts survived the Holocaust. The above website contains excerpts form some of these diaries.

Procedure:
This Yad Vashem website focuses on the excerpts of the diaries of five children. As students read the excerpts from the diaries they will observe the contrast between the children's prewar lives and their lives in Nazi occupied Europe.
At this site there are lesson plans that divide the excerpts into different subjects such as *The onslaught of occupation, First decrees, The yellow badge, and Everyday life in the Ghettos.* There is commentary and discussion questions between the different excerpts. Use a Smartboard to view the excerpts and discussion questions with the students together with the students.

Ask students if they have ever kept a journal or a diary. What topics would they write about? Tell the students that children kept diaries during the Holocaust. Sometimes they were written on scraps of paper. Others kept them in books. Some were given to family members for safekeeping, others were hidden or buried. Others may never be found and perished with the children.

Activities:
1. Compare and contrast the persecution the children faced in different countries under Nazi control.
2. Draw a scene that is described in one of the diary excerpts.
3. Write a poem that expresses your feelings about a diary entry.
4. Research several biographies of children who lived through during the Tell about their early lives Holocaust. Create a digital memory book using Power Point or other digital media. Use the following web sites:
http://www.ushmm.org/museum/exhibit/online/phistories/

http://www.museumoftolerance.com/site/apps/nlnet/content2.aspx?c=tmL6KfNVLtH&b=5759983&ct=7064883

DID YOU KNOW?

By Destiny Dawson (Grade 6 - Lake Stevens Middle School)

I was by myself, alone. With a bunch of people I didn't know.
I hope people will help. That's what I pray to myself.

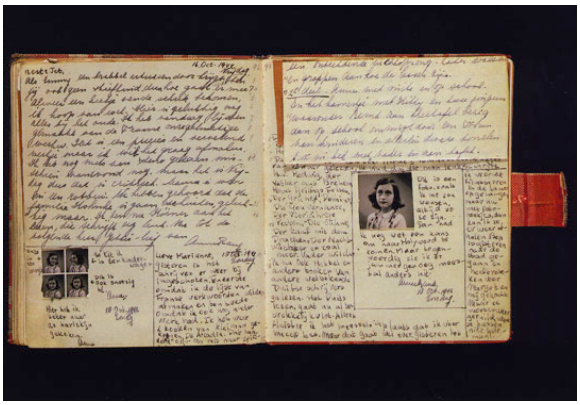
With no one to help. People are dead.
Having little to eat. Nowhere to sleep.
Is this the life of me?

Will I be fed? Will I be dead?
I cry myself to sleep. Why does it have to be me?

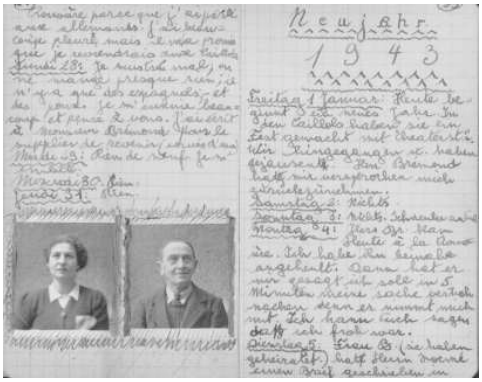
I look in people's eyes. And see fear arise
Could it be a dream? But it all looks bad to me.
Is this the life of me?

I don't know where to stand. This thing is the Holocaust
Where they might kill me. This all went down in history

But when Hitler is dead; my soul will be free.
And DID YOU KNOW? This is the dream I dreamed.



Page from the Diary of Anne Frank



Page from a child's diary

Dark Times

There were times of horror,
Where not all of us were free,
Humans,
They didn't allow us to be.
Sad and scared,
That's what we were,
We couldn't take it anymore.
Robbed of our freedom,
Future and pride,
There was nowhere to hide.
Dark times,
Yes they were,
But they still wanted more.
Our hopes and dreams were out of reach,
We weren't left with anything.
Then one day it all went dark,
And my heart would no longer start.

Mirella Martinez
Seventh Grade, Lake Stevens Middle School

Human

Big, bold, grateful, & strong.
You must think we have it all.
But some of the innocent
Are thought of as deadly pests.
Mistreated & abused,
They still begged to be accepted.
But the others refused.
Perfection was the law,
Though no one is perfect
They killed the innocent with hatred & disgust
Not understanding that being unique is being human.
Accept Us.
Human.

Jeileen Ceballos
Seventh Grade, Lake Stevens Middle School

No Escape

Chained to the cold hard wall
With no sign of freedom in sight
Worked as slaves in the day
Locked in a chamber to die
When night falls

Jesus Roque
Grade Six, Lake Stevens Middle School

LESSON EIGHT: RESISTANCE: THOSE WHO STOOD UP TO EVIL

Objectives:
Students will understand the word resistance and that it takes many forms.
Students will examine primary sources such as video interviews and photographs
Students will research the lives of those who were involved in resistance during the Holocaust.
Students will analyze poetry and song.

Materials:
Journals, Internet, Smartboard (if possible) to display photos, copies of "To Resist Was"

Procedure:
Have students look up the definition of the word resistance and record it in their journals. Discuss one of the definitions as the "capacity of an organism to fight disease." Call to the students' attention that this is a biological definition that can pertain to a person's body fighting an illness.

Ask the students to apply this definition in a different context – societal (political, military, etc.) instead of biological. How do people resist persecutors, or governments that persecute their people?

Write the definition of the word Resistance Movement on the board:
"an organized effort by some portion of the civil population of a country to resist the legally established government or an occupying power and to disrupt civil order and stability."

Ask students to brainstorm Resistance movements from the past:
(Boston Tea Party, Civil Rights Movement, Anti Vietnam War Protests, etc.).
Tell students that there were men and women, Jewish and non-Jewish during the Holocaust who risked their lives to fight against the Nazis. Some of these resisters were called "Partisans".
Have students view the video clips at the Untied States Holocaust Museum website of Miles Lerman, discussing his life as a Jewish partisan fighter.

http://www.ushmm.org/memoriam/details/lerman/video/?video=partisan_life

To Resist Was…

to smuggle a loaf of bread
to teach in secret,
to cry out warning and shatter illusions
to rescue a Torah Scroll,
to forge documents,
to smuggle people across borders,
to chronicle events and conceal the records (diaries, documents)
to hold out a helping hand to the needy,

to contact those under siege and smuggle weapons,
to fight with weapons in the streets, mountains and forest,
to rebel in the death and concentration camps
to rise up in the ghettos in revolt

-The Ghetto Fighters' House

Students can understand the difference between *physical/armed* resistance and spiritual and cultural resistance by reading "To Resist Was".

Explain to them that unarmed resistance was the struggle of individuals to maintain their dignity and their values in spite of dehumanization and degradation by the Nazis, Some of these acts involved preserving religious tradition and observance despite Nazi rule. Other acts of unarmed resistance were acts of that helped to preserve the "Jewish Community" while the Nazis sought to destroy it.

Physical/armed resistance is defined as acts using weapons such as bombings, revolts and battles. Some examples are ghetto uprisings, bombing of trains, and sabotage at death camps.

Have students read "To Resist Was". Have students work in groups to categorize the different kinds of resistance mentioned in a charts As they learn more about resistance, have them add them to the charts

Examples of Armed Resistance	Examples of Unarmed Resistance
To fight with weapons in the streets	To smuggle a loaf of bread

Have students examine the following photographs:

1.

1. This photograph was taken in Germany 1932.
Describe what you see on the picture.
What was happening in Germany in 1932?
What is in the window? What is in the background?
Do you think someone passing by would see the menorah in the window?
How could this scene endanger the owners of the menorah?
How is this a form of resistance?

In the home of Rabbi and Mrs. Akiva Posner of Kiel, Germany during Chanukah 1932

2.

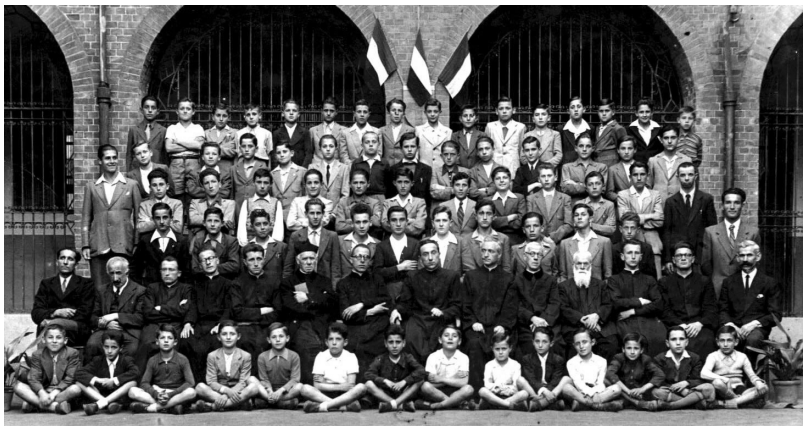
2. Describe the photograph.
What are the men wearing on their suits?
What is happening to the Jews of Amsterdam in 1942?
Look at the wedding party members. What are some of the hardships they had to overcome to come to this wedding and in this attire?
What message of hope does this photograph express?
How is this an act of resistance?

From the United States Holocaust Memorial Museum - Amsterdam, 1942

3.

3. Describe this photograph.
One of the Nazi decrees was that it was illegal for Jews to own radios?
Why do you think this law was enacted?
How is this photograph an act of resistance?

4.



Bishops and priests with Jewish children in a monastery in France during the Holocaust from the album of child survivor Louis Schneider, Speaker at Lake Stevens Middle School Holocaust Memorial Day, 2009

4. Describe this photograph.
Why do you think Bishops and Priests are caring for Jewish children in their monastery?
Why are there French flags at the top of the photo?

What kind of risks are the people of the monastery taking?
What kind of resistance is this?

5.

Jewish Partisan: Soviet Union, 1943 - from The United States Holocaust Memorial Museum

5. Describe the photograph.
What kinds of resistance do you see?
What dangers did the Partisans face?
Why do you think it was important for armed resistors to continue play music?

Song of the Jewish Partisans
Zog Nit Keyn Mol - Do Not Ever Say

Written by Hirsh Glik

Never say you are going on your final road,
Although leadened skies block out blue days,
Our longed-for hour will yet come
Our step will beat out - we are here!

From a land of green palm trees to the white land of snow
We arrive with our pain, with our woe,
Wherever a spurt of our blood fell,
On that spot shall spurt forth our courage and our spirit.

The morning sun will brighten our day
And yesterday will disappear with our foe.
But if the sun delays to rise at dawn,
Then let this song be a password for generations to come.

This song is written with our blood, not with lead,
It is not a song of a free bird flying overhead.
Amid crumbling walls, a people sang this song,

With grenades in their hands.

So, never say the road now ends for you,
Although skies of lead block out days of blue.
Our longed-for hour will yet come -
Our step will beat out - we are here!

http://www.youtube.com/watch?v=jzPShrawxLc
(Video - Sung by Paul Robson)

1. Why do you think Hirsh Glik wrote this song?
2. What place do you think the author is referring in “We are here!”
3. What do you think the author means by leaden skies block out blue days?
4. What is the author suggesting by saying if the sun delays to rise by dawn, let this song be a password for generations to come?
5. What lines convey that the fighters are not yet free?
6. Why do you think lines 1 and 17 are repeated?
7. Research information on Hirsh Glik. When did he write this song? What happened to him?

Activities:
Research a true story of resistance. Depict it in a Power Point presentation or in Movie Maker. Present it to the class.

1. The Bielski Brothers
2. Janusz Korczak
3. The White Rose
4. Hannah Szenes
5. The Warsaw Ghetto Uprising
6. Zegota
7. Emanuel Ringelblum and Oneg Shabbos
8. The Revolt at Sobibor
9. Underground Schools and Libraries in the ghettos
10. Vladka Meed

Website Resources:

http://www.jewishvirtuallibrary.org/jsource/Holocaust/resisttoc.html

http://www.ushmm.org/wlc/en/gallery_oi.php?ModuleId=10005441

http://fcit.usf.edu/holocaust/people/resister.htm

http://fcit.usf.edu/holocaust/timeline/resist.htm

1. Research songs of resistance from the past and present. Why has music played an important roe in protest movements?

Present your finding to the class.

2. Using ideas from this lesson, write an acrostic poem using the word “resistance”.

3. Design a flyer that resistance fighters might distribute secretly to recruit members to their organization.

4. Compare and contrast the Underground Railroad during the period of slavery in the United States and the smuggling of Jews by the partisans – the Underground - during World War II.

Jewish Partisan Jacques Marburger (brother of Mrs. Glueck’s neighbor Yvonne Lifschutz) being awarded the French Legion of Honor Medal by President François Mitterrand for smuggling over 2,000 people out of France to Switzerland.
http://www.memoresist.org/spip.php?page=oublionspas_detail&id=1084 (translate from French)

LESSON NINE: SAVE A LIFE OR DESTROY A LIFE: INDIVIDUAL ACTIONS CAN MAKE A DIFFERENCE

Objectives:
Students will understand how individual actions affect others in society

Students will analyze quotes, sayings and short poems from various sources and apply them to them to their experiences

Students will review literature about the topic and review it in a creative manner.

Material:
Chart paper, colored markers, and tape

Bullied to Death in School: News anchor Chris Cuomo presents a 40 minute in depth program on the bullying epidemic in today's schools. Parents whose children have committed suicide because of school bullying are interviewed as well as students who have been bullied and former bullies.

http://abc.go.com/watch/2020/SH559026/VD5592259/bullied-to-death-victims-stories%20

Procedure:
Write this quote on the board: Have students write in their journals what this saying means to them. Discuss their answers.

> *Whoever destroys a life, it is considered as if he destroyed an entire world. and whoever saves a life, it is considered as if he saved an entire world.*
> *The* Babylonian Talmud

Ask students how this saying applies to lessons about the Holocaust.
Is only one life destroyed when an individual is murdered? Who else is destroyed?

Discuss how all the offspring for all generations who might have been born from that individual will never be born; any person who might have been saved or helped by the one who is murdered or his offspring will never be saved or helped.

Discuss the opposite – He who saves one life saves that person and his future generations.

Have students view *Bullied to Death in School*.

Discuss these questions.

1. Why was Tyler Long ostracized by his classmates?
2. Why did having Asperger's syndrome make Tyler different from his classmates?

3. Is being “different” ever an excuse for bullying?
4. How did his classmates degrade and dehumanize Tyler?
5. Who do you think was responsible for Tyler’s suicide?
6. Do you think teachers shared a responsibility in Tyler’s death as well as those who bullied him?
7. Explain how the quote from the Talmud applies in this situation? Who else died along with Tyler?
8. How is it possible to kill someone emotionally?
9. Discuss actions that could have been taken by Tyler’s classmates and school community which could have produced a different outcome for Tyler.

Activity:

1. Write a quote, saying, poem or question that has to do with the topic of bullying on pieces of paper (some examples are listed below. Divide students into small groups (no more than three students if possible)
Have a student from each group draw one of the papers. Have another student write down the quote or tape it to a piece of chart paper. Students will quietly brainstorm their reactions. They all will have a turn writing down their answers. No reaction should be rejected. After a few minutes, they will rotate to the next saying and write down their reactions. When completed have the students discuss their reactions with the class.

a. *In the end, we will remember not the words of our enemies, but the silence of our friends.”* – Dr. Martin Luther King

b. *I found one day in school a boy of medium size ill-treating a smaller boy. I protested, but he replied: ‘The bigs hit me, so I hit the babies; that are fair. ‘In these words he epitomized the history of the human race.”*- Bertrand Russell

c. *“If you're horrible to me, I'm going to write a song about it, and you won't like it. That's how I operate.”*- Taylor Swift

d. *“The test of courage comes when we are in the minority. The test of tolerance comes when we are in the majority*.”- Ralph W. Sockman

e. *“Kind words can be short and easy to speak, but their echoes are endless.”* - Mother Teresa

f. *“John-John looked at me as if I was dirt or something. I think about what Daddy once said about not seeing yourself with other people’s eyes”* - Maleeka, in “The Skin I’m In” by Sharon Flake

g. “What I deserve” by Elizabeth Mcperebo (Above - page 9)

h. I am a prisoner of segregation
sitting on the back of the bus
Hated by all
Coming home the police stop me
For no reason at all
Now if you can feel what I feel
You know too

By Ariel Dominguez, 7th Grade - Lake Stevens Middle School

2. Have students choose a piece of literature that has to do to the Holocaust, bullying or other types of discrimination and create a digital review of the book using Powerpoint, moviemaker, or video. It can be also be in the form of an interview or dramatization of certain scenes. Examples of this literature is starred in the bibliography.

Raoul Wallenberg, a Swedish diplomat, saved nearly 100,000 Jews from the Nazi occupied Hungary in World War II by declaring them Swedish citizens.

Chiune Sugihara, the first Japanese diplomat posted in Lithuania, granted 10-day “transit” visas to Japan to hundreds of refugees who held Curaçao destination visas. Many ended up surviving the war in Shanghai, China. Because of the 1,800 or so visas he issued in a few weeks, there may be 40,000 or more people who owe their lives to him and his wife.

Bullying: A Phase or Something Worse
By Jonathan Tagoe, Seventh Grade, Lake Stevens Middle School

Bullying is a widespread epidemic across the United States. We see it everywhere, especially in schools. Bullying takes place in bathrooms, playgrounds, gymnasium, and elsewhere. This is a problem that needs a solution.

So, what is bullying? Most people don't know what it means. Bullying is the persistent behavior which uses fault- finding, isolation, name-calling, and even more. Some people deny the true meaning, saying that it is only a phase. The truth hurts when it is too late.

Over the years, bullying has become more diverse - from the traditional physical (punching, kicking, shoving, etc.) to verbal bullying (using mean words to hurt somebody) and social (destroying ones reputation). But the most modern one is cyber-bullying. This horrible form of humiliation uses everyday technology like computers, cell phones, social networking sites like Facebook and Twitter. This is a trend that is only going to go higher and higher.

Bullies are not as they seem. Under their tough guy cover, they are actually pretty anxious and insecure about themselves. There are some instances where bullies are popular and others where they are not. Here are some signs of a bully: view violence more favorably, more aggressive and impatient, have to dominate others, and appear tough and show little sympathy.

Bullying can occur anywhere and everywhere. In schools, it can happen in bathrooms, playgrounds, gymnasiums, cafeterias, etc. It can happen on the way to school and on the way back from school. It is not limited to school alone. Workplace bullying is another prime example.

People bully for a wide variety of reasons. They may have been brought up in that kind of environment that promotes bullying. Maybe their family life isn't the best in the world. Maybe just the sheer fact of having power over others is the reason. Even he or she was bullied one time or another.

Bullying another person can have long term effects on the victim. They can develop depression - long periods of sadness and loneliness. Losing interest in things they used to enjoy. They could have changes in everyday activities like eating or sleeping. There might even be a decrease in academic achievement. They don't care anymore, or may be absent from school out of fear of the bully. They could go a step further. Developing health problems like bulimia or anemia. Resorting to drugs like cocaine, methamphetamine, or heroin. They might hurt themselves on purpose, or maybe take the ultimate plunge, suicide.

The Holocaust and bullying are two sides of the same coin. They are one and the same. Bullies usually blame others for their problems. Hitler blamed the Jews for everything. His mom died because she had a Jewish doctor, he flunked out of art school because the professor was Jewish. Even World War I was lost because of high ranking officials who were Jewish and even more.

Bullies bully for attention, too. They try to look tough and fearless amongst their peers. When Hitler was in elementary school, he loved being the boss, always striving to be the boss. In middle school, the standards changed. He lost his popularity and his standing as a good leader. As a result, he hung out with the younger kids to be in charge.

Bullies bully those who are different: skin, race, religion, even ability and disability, physical or mental. In the Holocaust, Hitler killed 6,000,000 Jews and 5,000,000 others just because they were different.

People say that it takes two to tango, but in bullying it takes three. There's the bully, the victim and last of all, the bystander. In most cases, there is no innocent bystander. You have some that prod the bully to start, others that cheer on the bully (laughing, yelling, etc.). Some even join in with the bully. But in most cases the bystanders just let it go on and accept it. But in rare cases, the bystanders actually intervene and try to stop the bully directly. Even rarer, they try to tell a nearby adult.

Lesson Ten: Making a Better World by Using Positive Words

Objectives:
Students will understand the differences between the words rumor, gossip and slander

Students will become aware that cyberbullying is a form of the above words.

Students will examine how the use of positive speech can be applied to Internet interactions.

Materials:
Smartboard

Procedure:
Ask students to write the words. rumor, gossip and slander in their journals. Ask them if they know what each means.
Discuss with the students that a rumor is a piece of information that has not been verified that is spread from person to person. Gossip is a rumor that deals with something personal or sensational. Slander is the spreading of rumors and gossip maliciously to purposely hurt someone.

Read the following story with the students

Feathers in the Wind

> There is is a 19th century Jewish folktale about a man who went about town slandering his rabbi. One day, realizing that many of the things he had said were unfair, he went to the rabbi's home and begged for forgiveness. The rabbi told the man that he would forgive him on one condition: that he go home, take a feather pillow from his house, cut it up and scatter the feathers to the wind. After he had done so, he should then return to the rabbi's house. Though puzzled by the rabbi's strange request, the man was happy to be let off with so easy a penance. He quickly cut up the pillow, scattered the feathers, and returned to the rabbi.
> "Am I now forgiven?" he asked.
> "Just one more thing," the rabbi said. "Go now and gather up all the feathers."
> "But that's impossible. The wind has already scattered them."
> "Precisely," the rabbi answered. "And though you truly wish to correct the evil you have done, it is as impossible to repair the damage done by your words, as it is to recover the feathers."

Have students view the two short videos “You Can’t Take It Back” and “Broken Friendship”
http://www.netsmartz.org/reallifestories/canttakeitback

Questions for Discussion:

1. The final moments in both videos have something in common with the story you read. What is it? What does it represent?
2. How is cyberbullying like throwing feathers in the wind?
3. In the video Broken Friendship what was the impetus for Katie to give out her friend's password?
4. Explain which words from their journals define what the "bully girls" did.
5. In the video "You Can't Take It Back" the narrator says that he never would have said in person what he had written on the Internet. How does the Internet turn people who may never have been bullies before into cyberbullies?
6. How are victims of cyberbullying dehumanized and degraded by the cyberbullies?
7. What would you do in each of the video situations to prevent cyberbullying?

Show the following list on the Smartboard or use these as student handouts.

The 10 Habits of Positive Speech
Words can Hurt
Words can Heal

Lashon Hara (The literal meaning is "evil tongue") is the Hebrew term for speech that can cause pain or harm others.
Jewish tradition teaches that positive speech is one of the most important steps towards good relationships, tolerance, and a better world.
1. Say only positive statements. Derogatory statements, even if true, are forbidden
2. Promote people's well-being. Any statement that can cause soemone physical financial or emotional harm is "lashon hara".
3. Humor is great, but make sure jokes aren't at someone else's expense.
4. Avoid speaking badly even if its about yourself.
5. Communicating "lashon hara" through verbal hints, body language writing, and the Internet is just as bad as saying it.
6. It takes two to gossip. Don't listen. Change the topic or walk away if necessary.
7. Give others the benefit of the doubt.
8. Refrain from conveying negative stereotypes or information about a group of people or an organization.
9. Communicate with your family with kind and supportive words.
10. If you are unsure if what you are saying is "Lashon Harah" it is better to say nothing at all.

How can incorporating The Ten Habits of Positive Speech into your daily life help prevent bullying and cyberbullying?

How can you get your fellow classmates to "buy in" to The Ten Habits and adapt them into their daily lives?

Activities:

1. Design comic books to illustrate The Ten Habits of Positive Speech

2. View the interview of Holocaust survivor Samuel Gruber describing how a young German girl was shocked to find out that he did not have horns. Students will then research the origins of the rumor of Jews having horns and being “devil-like”. How did this mistranslation of a Biblical passage create rumors and slander that would last for generations?

3. Work in groups to develop scripts in order to dramatize anti- cyberbullying scenarios. Videotape the scenarios and play them for the school community.

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