THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

2019-2020

Ideas with IMPACT

idea packet

sponsored by:

Robert Russell Memorial Foundation

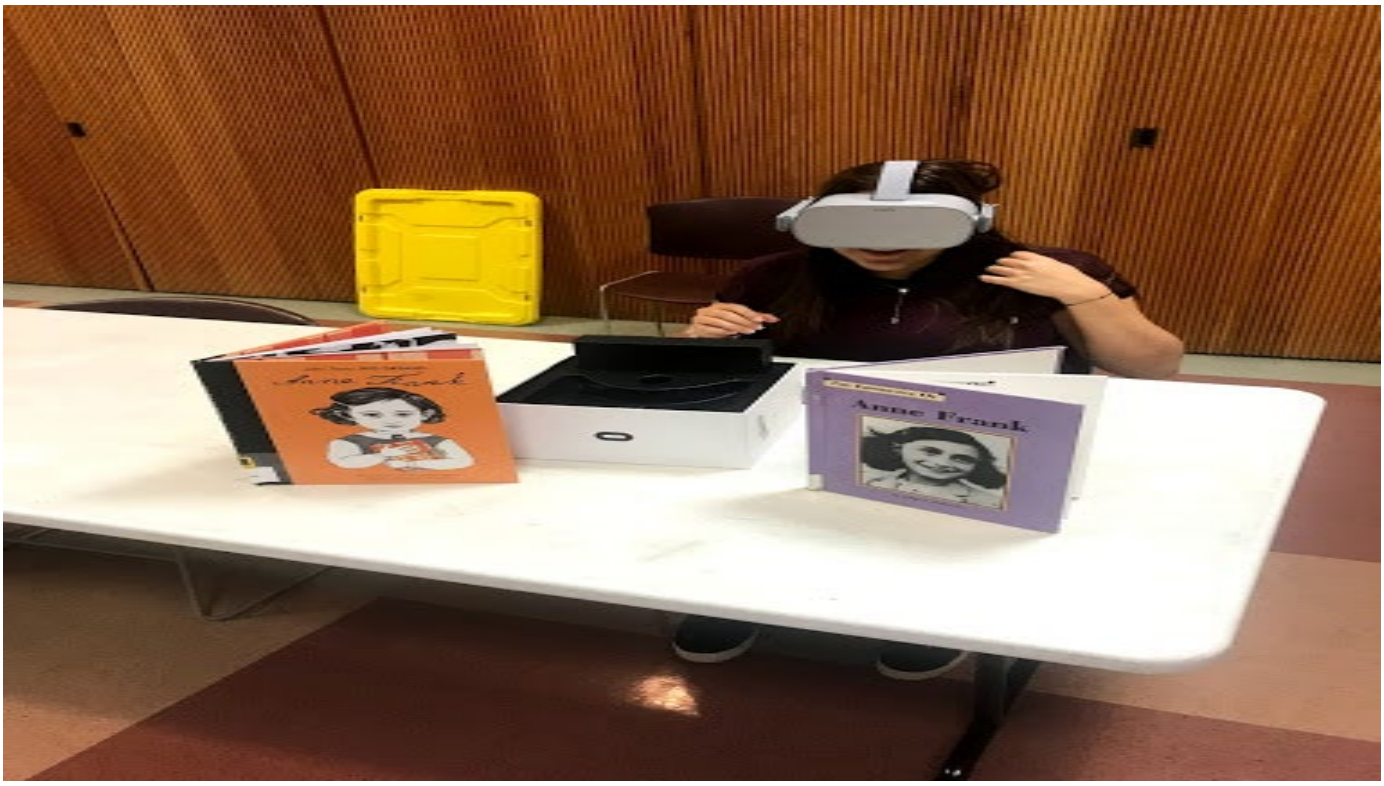
School District Education Foundation Matching Grant Program

Anne Frank's (Virtual) Reality

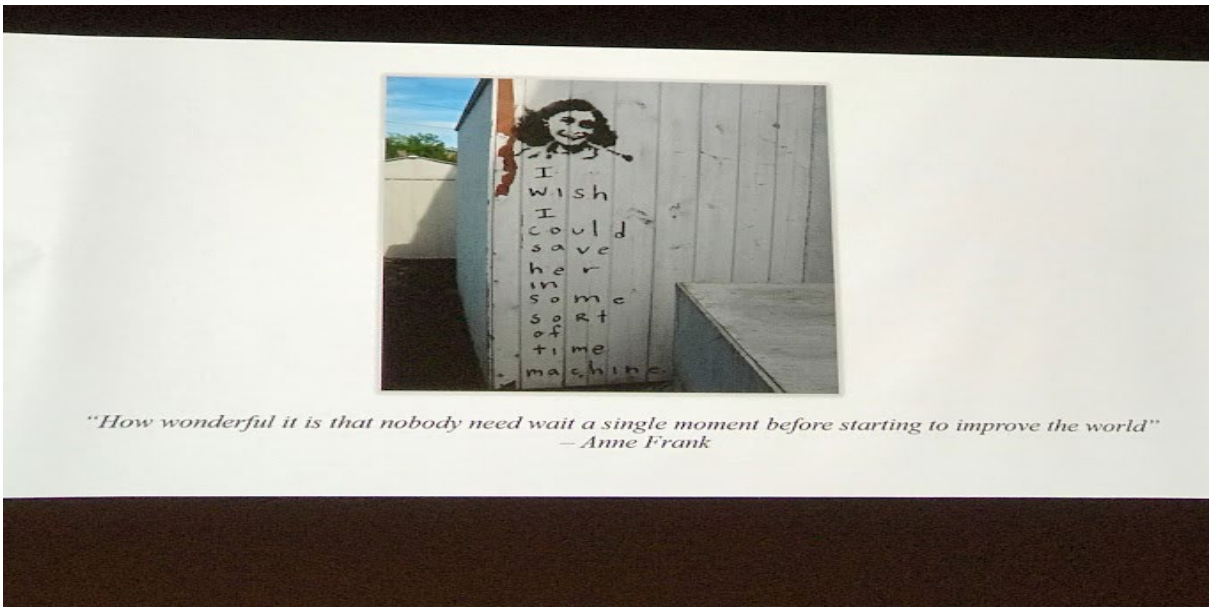
2019 Disseminator Grant
Project Title: Experience Anne Frank's (Virtual) Reality "

Jacqueline Torres-Quinones, Ed.D
j.torresquinones@dadeschools.net
South Dade Senior High School
7701

What a wonderful thought it is that some of the best days of our lives haven't even happened yet.
Anne Frank



For Information concerning ideas with Impact opportunities including
Adapter and Disseminator grants, please contact:
Audrey Onyeike Program Manager
Ideas with Impact
The Education Fund
Office | 305.558.4544 ext. 113
Mobile | 917.217.1999
audery@educationfund.org
www.educationfund.org



First and foremost, the Experience Anne Frank's (Virtual) Reality Grant, has led to the development of a practical and relevant Holocaust unit filled with various lessons that can be chunked and accessible resources for secondary teachers to use. The supportive guidance was provided by The Echoes and Reflections, and the Anti-Defamation League Organizations. Within this grant, teachers will be able to acquire knowledge of how to help students understand the Holocaust better and assist them to make critical thinking connective decisions as well of how they can make a positive difference today- when dealing with challenging social and political issues.

This project is followed by the innovated project titled Experience Anne Frank's (Virtual) Reality Grant. The project uses Interactive notebooks and Virtual Reality headsets as a tool for classroom literacy instruction and the arts to occur. The project uses interactive notebooks to record their acquired researched knowledge of primary and secondary resources such as testimonies. The project also encompasses Oculus Quest units to engage students in reading and the art program. The units will also be used to observe Anne Frank's living quarters in three-dimensional manner. Using Oculus units to scaffold prior knowledge, enable experimental learning through virtual field trips. Virtual Reality engages students with realistic sensory experiences. The envisioned activities will empower students to interrelate their acquired reading, social science, social emotional learning and technological knowledge of the Holocaust and demonstrate it onto their work in progress interactive notebooks, power points, recorded video clips, art illustrations, poster boards, and poetry writing pieces. Attendance, participation, Reading, communication, and writing deficiencies will improve which in turn will result positively in student performance and standardized assessment grade level proficient accountability efforts.

Purpose for Teaching the Holocaust and strategies in how to teach the Holocaust appropriately
Pedagogical principles for effective Holocaust instruction

1) Define Terms- define the Holocaust. The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of approximately six million Jews by the Nazi regime and its collaborators. 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, Jehovah's Witnesses, and homosexuals.
In addition, review phrases necessary to fully understand the content being studied.

2) Provide Background on the History of Antisemitism- Ensure students comprehend the role that antisemitism played in allowing the Holocaust to occur.

3) Contextualize the History to identify perspectives - Help students understand what happened before and after a specific event, who was involved, and where the event took place, this helps to reinforce that the Holocaust was not inevitable, but rather the result of choices and decisions made by individuals, institutions, and nations over years. Focusing on the results, leads to insights into history and human nature and can support students to become better critical thinkers.
Most students' express empathy for victims of mass murder. However, it is not uncommon for students to assume that the victims may have done something to justify the actions against them and for students to thus place inappropriate blame on the victims themselves. One helpful technique for engaging students in a discussion of the Holocaust is to think of the participants as belonging to one of four categories: victims, perpetrators, rescuers, or bystanders. Examine the actions, motives, and decisions of each group. Portray all individuals, including victims and perpetrators, as human beings who are capable of moral judgment and independent decision making.
As with any topic, students should make careful distinctions about sources of information. Students should be encouraged to consider why a text was written, who wrote it, who the intended audience was, whether any biases were inherent in the information, whether any gaps occurred in discussion, whether omissions in certain passages were inadvertent or not, and how the information has been used to interpret various events. Because scholars often base their research on different bodies of information, varying interpretations of history can emerge. Consequently, all interpretations are subject to analytical evaluation. Strongly encourage your students to investigate carefully the origin and authorship of all material, particularly anything found on the Internet.

4) Teach the Human Story- While connecting individuals and events to the larger story, educators should:
• Be wary of simplification. Seek instead to convey the nuances of this history. Allow students to think about the many factors and events that contributed to the Holocaust and that often made decision making difficult and uncertain.
• Translate statistics into personal stories; use survivor and witness testimony whenever possible; emphasizing, however, that survivor voices are the exception. Show that individual people—grandparents, parents, and children—are behind the statistics and emphasize the diversity of personal experiences within the larger historical narrative. Precisely because they portray people in the fullness of their lives and not just as victims, first-person accounts and memoir literature adds individual voices to a collective experience and help students make meaning out of the statistics.
• Highlight instances of how victims attempted to retain their humanity in the face of dehumanization such as 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 or escape.
• Introduce victims' prewar life; return to life to provide context for their choices, dilemmas, and actions.

5)Focus on small and large decisions- made by individuals who had the ability and the opportunity to choose between morally right and wrong decisions prior to, during, and after the Holocaust, including

bystanders, collaborators, perpetrators, and rescuers.

6) Use Primary Source Material- Graphic material should be used judiciously and only to the extent necessary to achieve the lesson objective. Try to select images and texts that do not exploit the students' emotional vulnerability or that might be construed as disrespectful to the victims themselves Enrich students' understanding of the Holocaust by providing an abundance of print and digital resources such as visual testimonies, interviews, quotes, paintings, and poetry from a variety of perspectives. People who risked their lives to rescue victims of Nazi oppression provide useful, important, and compelling role models for students. But given that only a small fraction of non-Jews under Nazi occupation helped rescue Jews, an overemphasis on heroic actions in a unit on the Holocaust can result in an inaccurate and unbalanced account of the history. Similarly, in exposing students to the worst aspects of human nature as revealed in the history of the Holocaust, you run the risk of fostering cynicism in your students. Accuracy of fact, together with a balanced perspective on the history, must be a priority. http://echoesandreflections.org/wp-content/uploads/2017/07/Using-Testimony-in-Classroom.pdf

7) Make the Holocaust Relevant - Link what students are learning to contemporary events, while distinguishing between the unique history of the Holocaust and what can be learned from this history Any study of the Holocaust touches upon nuances of human behavior. Because of the complexity of the history, there is a temptation to generalize and, thus, to distort the facts such as "all concentration camps were killing centers" or "all Germans were collaborators". Avoid this by helping students to clarify the information presented and encourage them to distinguish, for example, the differences between prejudice and discrimination, collaborators and bystanders, armed and spiritual resistance, direct and assumed orders, concentration camps and killing centers, and guilt and responsibility.
Words that describe human behavior often have multiple meanings. Resistance, for example, usually refers to a physical act of armed revolt. During the Holocaust, it also encompassed partisan activity; the smuggling of messages, food, and weapons; sabotage; and actual military engagement. Resistance may also be thought of as willful disobedience, such as continuing to practice religious and cultural traditions in defiance of the rules or creating fine art, music, and poetry inside ghettos and concentration camps. For many, simply maintaining the will to live in the face of abject brutality was an act of spiritual resistance. Try to avoid stereotypical descriptions. Though all Jews were targeted for destruction by the Nazis, the experiences of all Jews were not the same. Remind your students that, although members of a group may share common experiences and beliefs, generalizations about them without benefit of modifying or qualifying terms such as "sometimes," "usually," "in many cases but not all" tend to stereotype group behavior and distort historical reality. Thus, all Germans cannot be characterized as Nazis, nor should any nationality be reduced to a singular or one-dimensional description.

8) Encourage Inquiry- Avoid generalizations that suggest exclusivity such as "The victims of the Holocaust suffered the most cruelty ever faced by a people in the history of humanity. "Events of the Holocaust, and particularly how individuals and organizations behaved at that time, should be placed in historical context. The Holocaust must be studied in the context of European history to give students a perspective on the precedents and circumstances that may have contributed to it. Similarly, the Holocaust should be studied within its contemporaneous context, so students can begin to comprehend the circumstances that encouraged or discouraged actions or events. For example, when thinking about resistance, consider when and where an act took place; the immediate consequences of one's actions to self and family; the degree of control the Nazis had on a country or local population; the cultural attitudes of native populations toward different victim groups historically; and the availability and risk of potential hiding places.

Inspire your students not to categorize groups of people only since their experiences during the Holocaust; contextualization is critical so that victims are not perceived only as victims. By exposing students to some of the cultural contributions and achievements of 2,000 years of European Jewish life, for example, you help them to balance their perception of Jews as victims and to appreciate more fully the traumatic disruption in Jewish history caused by the Holocaust. Based Learning and Critical Thinking Support students' sharing of ideas and asking questions of themselves and others.

9) Foster Empathy - Challenge students to comprehend individuals, their attitudes and actions in a historical context using sound methods and strategies, refraining from the use of simulation activities. 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. For students to understand the significance of the Holocaust as a historical event and as part of our shared human story, it is critical for teachers to have a sound pedagogy for instruction. The pedagogy-in-practice" principles permit students to study this multifaceted topic in a meaningful way and to eventually apply what they have learned to their daily lives.

10) Avoid Simulations-In studying complex human behavior, many teachers rely upon simulation exercises meant to help students "experience" unfamiliar situations. Even when great care is taken to prepare a class for such an activity, simulating experiences from the Holocaust remains pedagogically fallacious. The activity may engage students, but they often forget the purpose of the lesson and, even worse, they are left with the impression that they now know what it was like to suffer or even to participate during the Holocaust. It is best to draw upon numerous primary sources, provide survivor testimony, and refrain from simulation games that lead to a trivialization of the subject matter.

• Word scrambles, crossword puzzles, counting objects, model building, and other gimmicky exercises tend not to encourage critical analysis but lead instead to low-level types of thinking and, in the case of Holocaust curricula, trivialization of the history. If the effects of an activity, even when popular with you and your students, run counter to the rationale for studying the history, then that activity should not be used.
• They are pedagogically unsound because they trivialize the experience of the victims and can leave students with the impression at the end of the activity that they know what it was like to experience these injustices.
• They stereotype group behavior and distort historical reality by reducing groups of people and their experiences and actions to one-dimensional representations.
• They can reinforce negative views of the victims.
• They can put students in the position of defending and/or identifying with the oppressors.
• They impede critical analysis by oversimplifying complex historical events and human behavior, leaving students with a skewed view of history.
• They disconnect these events from the context of global history. They can be emotionally upsetting or damaging for students who are sensitive and/or who may identify with the victims.
While teachers want students to think about their own choices and decisions, asking students to consider what they would have done under the same circumstances is an artificial question, as there is no way to know what decisions teachers will make until we are faced with them. Such an exercise also inherently judges the decisions that were made by individuals, decisions that were often "choiceless choices" where no decision was a good decision, but a choice had to be made. Often these decisions—which had to be made very quickly—could mean the difference between life and death.

Below are some examples of effective and pedagogically-sound methods that can be used to help foster

a sense of empathy and help students begin to understand the motivations, thoughts, feelings and actions of those who lived through atrocities like these.
• Provide ample opportunities for students to examine primary source materials, including photographs, artwork, diary entries, letters, government documents, and visual history testimony. Such an exploration allows for a deeper level of interest and inquiry on a range of topics from many perspectives and in proper historical context.
• Assign reflective writing exercises or lead class discussions that explore various aspects of human behavior such as scapegoating or making difficult moral choices. These activities allow students to develop compassion and empathy, share how they feel about what they're learning and consider how it has meaning in their own lives.
• Invite the voices of survivors and other eyewitnesses to share their stories with students. One of the goals for teaching about these horrific historical events is for students to determine their own roles and responsibilities in the world around them. To advance this thinking and learning, consider offering opportunities in your classroom for students to perform meaningful actions and tactfully respond to injustices that negatively influence moral and ethical decisions.

Supportive Resource: Guidelines for Teaching about the Holocaust
https://www.ushmm.org/educators/teaching-about-the-holocaust/ general-teaching-guidelines
https://www.ushmm.org/educators/teaching-about-the-holocaust

Begin with Brainstorming, questioning, and responding to Mini-Lesson Prompts
1. Why did Hitler choose the swastika to be the symbol of the Nazi Party? The swastika is an ancient symbol that has been used as a positive symbol of good luck and success. Because of its link to ancient Eurasian and Indian civilizations, the Nazis used the swastika to connect themselves to the ancient Aryans, who they believed were a blond, blue-eyed race originating in India that had migrated to Europe by way of Asia. They were considered by German and Nazi racial thought to be the creators of human civilization. The swastika for the Nazis and their followers came to stand for the greatness of the Aryan race, its culture, and ancient nature

2. Why didn't Germans speak out against laws that stripped Jews of their rights after the Nazis came to power? One of the first things the Nazi regime did when it came to power in 1933 was to establish concentration camps for its political opponents to suppress opposition. The Nazis used these camps, together with other measures that terrorized Germany's population, to safeguard that the atmosphere in Germany would be one of fear, terror, and conformity. In addition, antisemitism existed in Germany prior to the rise of the Nazis, and Nazi propaganda exploited this antisemitism to marginalize Jews. Nazi legislation progressively isolated and stripped Jews of their rights. The combination of terror, propaganda, and pre-existing prejudice against Jews created a situation where Germans were afraid to speak out in general and were even less likely to speak out on behalf of the Jews. Moreover, there was not a significant and clear moral authority such as the Church that encouraged people to voice their dissent.

3. Why didn't Jews leave Germany when they saw what was happening in the 1930s? Many Jewish people did leave Germany and Nazi-occupied territories in the 1930s. However, many others were not able to leave. The German Jews were one of the oldest Jewish communities in Europe. They were proud citizens who saw themselves as no less German than their non-Jewish neighbors. When the persecution of Jews began, it was difficult for most to grasp that anyone could strip them of their rights as Germans, let alone murder them. In the 1930s, the Nazis themselves were far from formulating a policy of murder. This persecution didn't occur overnight—it started with a boycott of Jewish businesses, much street

violence against Jews, and a series of laws that took away rights gradually. The biggest obstacle to emigration was finding a haven and organizing departure. The bureaucratic process in Germany itself were difficult, Jewish funds in Germany were blocked by the government, and obtaining visas to enter possible countries of refuge were very difficult. Some families couldn't afford the fees associated with emigration; others were unable to secure the proper paperwork guaranteeing employment and other conditions to be met in a new country. Still others, even those with the financial means to emigrate, could not find a country willing to accept them. In all, over 25% of the Jewish population fled Germany between 1933 and 1938. With the outbreak of WWII, emigration became more difficult, until the Nazi government finally prohibited it altogether in October 1941. Despite the difficulties, from the end of 1938 until autumn 1941 another third of German Jewry managed to leave.

4. Why were so many countries, including the United States, unwilling to accept Jews who wanted to leave Germany? There are interlocking reasons why countries were unwilling to accept Jews who wanted to leave Germany or were willing to accept only relatively few. The first was the belief that new immigrants would take already scant jobs, especially during the Great Depression. Second, to differing degrees, negative attitudes and stereotypes about Jews made Jewish immigrants even more unwelcome than others. In the United States in particular, in the period following two huge waves of immigration between the 1880s and the early 1920s, a surge of isolationism, hatred of strangers, and anti-immigration attitudes swept the country. This resulted in quotas for all immigrants and limitation of certain groups considered ethnically or racially undesirable from entering the country. In 1938, at the Evian Conference, President Roosevelt worked with other world leaders to decide how to deal with the rising numbers of Jewish refugees. During the conference it became clear that neither the United States nor any other country, but one would volunteer to open its doors widely. Only the tiny Dominican Republic agreed to do so, in exchange for large sums of money.

5. Did people who lived near ghettos and camps know what was going on? Why didn't they do anything to stop what was happening, were they afraid? Yes, many individuals knew what was happening, often in quite a bit of detail. Even after the Nazis and their collaborators implemented the "Final Solution" and tried to obscure their brutal activities, many people even far from the scene of murder still had access to quite a bit of information—through letters, soldiers' home on leave, businesspeople and others who had been to the areas where murder was happening, etc. It is true that some people tried not to understand and willingly chose to ignore what was happening. The frequently uttered mantra "we didn't know" by Germans and others after the war was more of an attempt to avoid responsibility than it was a statement of fact. It is important to remember that even in the most oppressive regimes, individuals retain the ability to make decisions about how they will behave. Nothing is a more striking example of this than those people across Europe who, at great peril, chose to risk their lives to aid Jews. To date, 26,513 of these individuals and groups have been recognized as "Righteous Among the Nations" for their efforts. In 1963 Yad Vashem embarked upon a worldwide project to pay tribute to the Righteous Among the Nations who risked their lives to save Jews during the Holocaust. This represents a unique and unprecedented attempt by the victims to honor individuals from within the nations of perpetrators, collaborators and bystanders, who stood by the victims' side and acted in stark contrast to the mainstream of indifference and hostility that prevailed in the darkest time of history.

6. When did the United States realize what was happening to Jews in Europe and what was the response? Information about the mass murders of Jews began to reach the US (and the rest of the world) soon after these actions began in the Soviet Union in late June 1941. By the winter of 1942, the US and the Allies had enough information to issue a proclamation condemning the "extermination" of the Jewish people in Europe and declaring that they would punish the perpetrators. Notwithstanding

this, it remains unclear to what extent Allied and neutral leaders understood the full import of their information. The shock of senior Allied commanders who liberated camps at the end of the war may indicate that this understanding was not complete.

7. What was the role of the Catholic Church during the Holocaust? It is not easy to assess the role of the Catholic Church during the Holocaust because the Church itself is multifaceted. There were different responses at different times and in different places by Pope Pius XII, the leadership in the Vatican, cardinals, bishops, priests, nuns, and lay people. It could be said that in Nazi-dominated Europe, Church leaders' priority was to keep the Church as fully intact as possible. The Vatican faced a threat from the Nazis as well as from Communism. It sought to protect itself from Nazism by reaching official agreement with the Reich by which the Vatican recognized the political legitimacy of Nazi Germany, in exchange for a guarantee that the Nazis would not interfere with Catholic institutions. The issue of the persecution of Jews, therefore, was not the Vatican's priority, and speaking out clearly about it was apparently considered to be too risky. There were examples of priests who played a central role in the murder of the Jews, yet there were also members of the clergy who opposed the persecution of the Jews, some vocally and some by their rescue actions. For example, quite a few convents became places of refuge for Jews in hiding, especially children.

8. Why didn't the Jews fight back? Many Jews did fight back; some with weapons, some by doing whatever they could to stay alive or by helping others stay alive, and some fought back by maintaining their human dignity. In many ghettos, Jewish organizations did their best to distribute food and medicines. In many places, Jews organized cultural, educational, and religious activities, which were expressions of their human spirit. Many also tried to flee or hide beyond the ghetto borders, often with false papers as non-Jews. All these actions are forms of resistance. As Jews became aware of the fact that the Nazis were out to annihilate them, armed underground organizations came into being. In more than 100 ghettos, groups prepared for armed resistance against the Nazis. The longest armed uprising occurred during three weeks in the spring of 1943 in the Warsaw ghetto. Some Jews escaped from ghettos that were relatively near to forests, mountains, or swamps—areas more suitable for hiding and for partisan activities. In several Nazi camps, Jews, sometimes with other prisoners, engaged in armed uprisings. In three of the six extermination camps—Treblinka, Sobibor, and Auschwitz-Birkenau—Jewish prisoners fought back. Jews also escaped from many camps.

9.Why were Jews singled out for mass murder; why did people hate them so much? The answer to this question goes back to the long history of Jew-hatred in Western Civilization. Living in many countries as a minority, Jews continued to practice their own religion, Judaism, which was different from their neighbors' religions. Jews were kept apart and not allowed to integrate into society until the modern period. Over centuries, many negative stereotypes about them took root. Jews became the ultimate "other." The Nazis had a racial view of the world and saw Jewishness as a race more than a religion. They adopted the idea that the Jewish "race" was the cause of all the world's ills (especially communism, modernization, and capitalism) and their foremost enemy. They believed the Jews sought to dominate the world and enslave and destroy the Nordic Aryan race (the Germans). The Nazis believed that they had to get rid of this "Jewish Problem"; their "Final Solution" was murder.

10. How were the Nazis able to identify who was Jewish, especially in places where they were assimilated? Nazis were able to identify Jews throughout Europe, whether they were assimilated. They used records such as tax returns, membership lists in synagogues (or parish lists for converted Jews), police registration forms, and census information. Information was also provided by people who knew their neighbors were Jewish. Especially in occupied territories during the war, they employed local

intelligence networks and individuals who were willing to identify Jews because they received rewards for doing so. These people may not always have personally known the Jews they betrayed to the Nazis, so, they also used outward appearances, accents in their speech, and other clues to identify those they suspected of being Jewish.

11. Did some Jews collaborate with the Nazis? We must be careful in using the word “collaboration” too broadly since every Jew was under a death sentence once the Nazis had adopted the policy of the “Final Solution.” The word “collaboration,” with its negative moral connotation, does not fit many of the “choiceless choices” made by Jews out of fear and terror, hoping to save their own lives or the lives of their families, or to improve impossible conditions (in a ghetto or camp). There is a great difference between this type of cooperation and collaborating with the Nazis out of greed or profit motive, a choice made by those who collaborated as bureaucrats, informants, hunters of Jews in hiding, and even hands-on murderers. There were cases where Jews collaborated, but these black-and-white cases are rare; more frequently Jews cooperated or submitted in a very gray area, facing the threat of death.

12. What is anti-Semitism, and has it declined?
It is the belief or behavior hostile toward Jews just because they are Jewish. It may take the form of religious teachings that proclaim the inferiority of Jews, for instance, or political efforts to isolate, oppress, or otherwise injure them. It may also include prejudiced or stereotyped views about Jews. Hostility toward Jews dates to ancient times, perhaps to the beginning of Jewish history. From the days of the Bible until the Roman Empire, Jews were criticized and sometimes punished for their efforts to remain a separate social and religious group — one that refused to adopt the values and the way of life of the non-Jewish societies in which it lived. The rise of Christianity greatly increased hatred of Jews. They became seen not merely as outsiders but as a people who rejected Jesus and crucified him — even though the Roman authorities ordered and carried out the crucifixion. By the high middle ages (11th-14th centuries), Jews were widely persecuted as barely human "Christ-killers" and "Devils." Forced to live in all-Jewish ghettos, they were accused of poisoning rivers and wells during times of disease. Some were tortured and executed for supposedly abducting and killing Christian children to drink their blood or to use it in baking matzoh — a charge known as the "blood libel." A large number were forced to convert to Christianity to avoid death, torture, or expulsion, though many secretly practiced Judaism after their conversions.

In the 18th century, as the influence of Christianity began to lessen during the Enlightenment — which celebrated the rights and possibilities of men and women to a far greater extent than ever before — religiously based hatred of Jewishness gave way to non-religious criticism: Judaism was attacked as an outdated belief that blocked human progress. Jewish separatism was again targeted. As European countries began to take modern shape in the 19th century and national pride grew, Jews, who were still usually deprived of civil rights and lived throughout Europe as outsiders, were subjected to further hostility. This hostility resulted at times in deadly persecution, as in the late-19th century Russian pogroms — violent attacks on Jewish communities with the aid or indifference of the government.
At the same time, in response to the decline of Christian belief and the growing number of Jews beginning to join the mainstream of European society (a trend known as "assimilation"), anti-Semites turned to the new "racial science," an attempt, since discredited, by various scientists and writers to "prove" the supremacy of non-Jewish whites. The opponents of Jews argued that Jewishness was not a religion but a racial category, and that the Jewish "race" was biologically inferior.

The belief in a Jewish race would later become Germany's justification for seeking to kill every Jewish person in lands Germany occupied during World War II, whether the person practiced Judaism or not. In

fact, even the children or grandchildren of those who had converted to Christianity were murdered as members of the Jewish race. The Holocaust, as this systematic mass extermination between 1939-1945 is known, resulted in the death of six million Jews — more than a third of the world's Jewish population. While the rise to power of the Nazis (Germany's leaders during World War II) in the 1920s and 1930s involved numerous social and political factors, the views that helped turn anti-Semitism into official government policy included belief in the inborn superiority of "Aryans," or whites; belief that Jews destroyed societies; that Jews secretly worked together to gain control of the world; and that Jews already controlled world finance, business, media, entertainment, and Communism.

In the half-century since World War II, public anti-Semitism has become much less frequent in the Western world. While stereotypes about Jews remain common, Jews face little physical danger. The hatred of Jewishness and the conspiracy beliefs of past eras are for the most part shared only by tiny numbers of those on the fringes of society (although as the World Trade Center and Oklahoma bombings showed, even a handful of extremists can carry out acts of great violence). There are exceptions, of course: disagreement over policy toward the State of Israel has created opportunities in which the expression "Zionist" — support for Israel as the Jewish homeland — is often used as an anti-Semitic code word for "Jew" in mainstream debate. Holocaust denial and other recent re-writings of history — such as the false claim that Jews controlled the Atlantic slave trade — lie about the events of the past to make Jews seem underhanded and evil. More seriously, many nations in Europe and in the former Soviet empire are struggling, mostly due to unsettled or chaotic economic and social conditions, with movements opposing "foreigners" — including recent immigrants and traditional enemies. These movements champion racial or national supremacy, and call for the type of charismatic, authoritarian leader that historically persecuted Jews and other minorities.

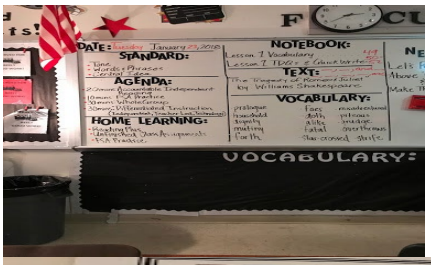
But while parts of Europe remain caught up in racial unrest, the Middle East is home to the harshest anti-Semitism in the world today. Nazi-like language is regularly expressed by the media and governments in the countries that oppose Israel and the West. And as dozens and dozens of terrorists incidents have demonstrated, there are many in Middle Eastern countries willing to act on these beliefs.

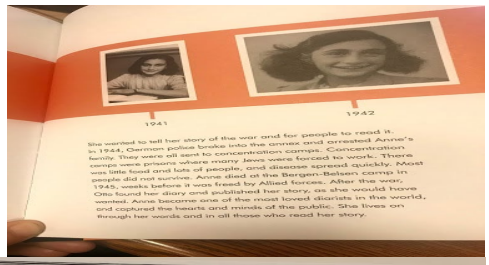
A global phenomenon with more than one billion people holding anti-Semitic views. This statistic is among revelations of ADL's groundbreaking poll tracking anti-Semitic attitudes worldwide: the 2014 ADL Global 100. Conducted in 101 countries and territories, the poll provided a rare glimpse of prevailing worldwide sentiments about Jews. Some results were expected. Others offered fresh insights: 35% of people never heard of the Holocaust. 41% believe Jews are more loyal to Israel than their own country, and 74% of people in the Middle East and North Africa are anti-Semitic—the highest regional percentage in the world. Of the 26% of people who hold anti-Semitic views, 70% have never actually met a Jewish person. Anti-Semitism has not declined. It has increased.

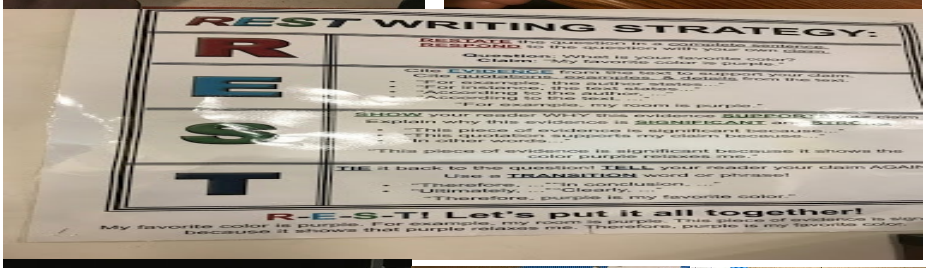
Lesson Plan Strategies

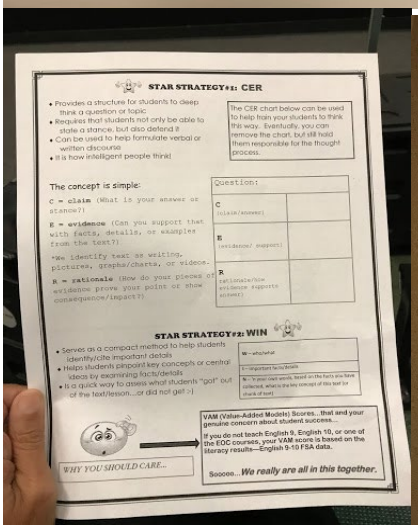
Frontload with the historical information of the Holocaust

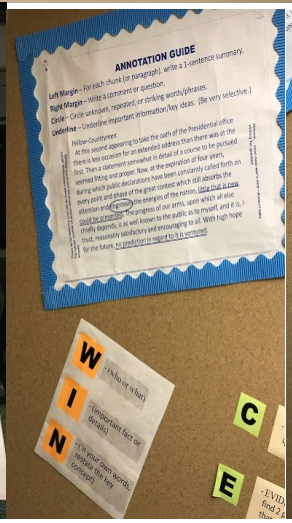
Then focus attention on Anne Frank

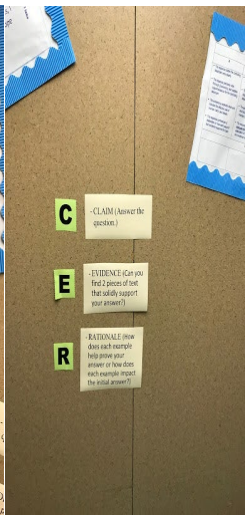




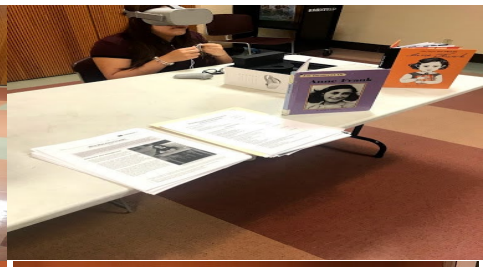


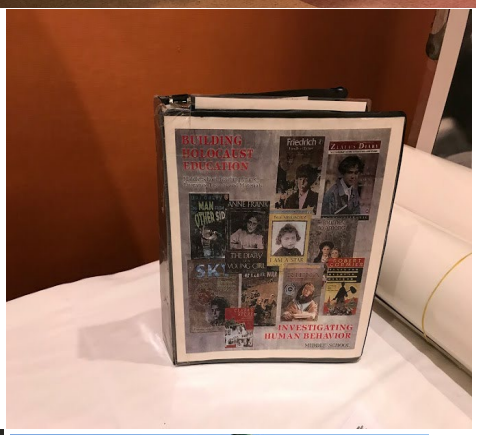






Instructional Activities





Lessons solely focusing on Anne Frank:

Background:

A young Jewish girl named Anne Frank (1929-1945), her parents and older sister moved to the Netherlands from Germany after Adolf Hilter and the Nazis came to power there in 1933 and made life increasingly difficult for Jews. In 1942, Frank and her family went into hiding in a secret apartment behind her father's business in German-occupied Amsterdam. The Franks were discovered in 1944 and sent to concentration camps; only Anne's father survived. Anne Frank's diary of her family's time in hiding, first published in 1947, has been translated into almost 70 languages and is one of the most widely read accounts of the Holocaust.

Anne Frank's Childhood

Anne Frank was born Anneliese Marie Frank in Frankfurt, Germany, on June 12, 1929, to Edith Hollander Frank (1900-45) and Otto Frank (1889-1980), a prosperous businessman. Less than four years later, in January 1933, Adolf Hitler became chancellor of Germany and he and his Nazi government instituted a series of measures aimed at persecuting Germany's Jewish citizens.

Did you know? In 1960, the building at Prinsengracht 263, home to the Secret Annex, opened to the public as a museum devoted to the life of Anne Frank. Her original diary is on display there.

By the fall of 1933, Otto Frank moved to Amsterdam, where he established a small but successful company that produced a gelling substance used to make jam. After staying behind in Germany with her grandmother in the city of Aachen, Anne joined her parents and sister Margot (1926-45) in the Dutch capital in February 1934. In 1935, Anne started school in Amsterdam and earned a reputation as an energetic, popular girl. In May 1940, the Germans, who had entered World War II in September of the previous year, invaded the Netherlands and quickly made life increasingly restrictive and dangerous for Jewish people there. Between the summer of 1942 and September 1944, the Nazis and their Dutch collaborators deported more than 100,000 Jews in Holland to extermination camps.

Anne Frank's Family Goes into Hiding

In early July 1942, after Margot Frank received a letter ordering her to report to a work camp in Germany, Anne Frank's family went into hiding in an attic apartment behind Otto Frank's business, located at Prinsengracht 263 in Amsterdam. To avoid detection, the family left a false trail suggesting they'd fled to Switzerland. A week after they had gone into hiding, the Franks were joined by Otto's business associate Hermann van Pels (1898-1944), along with his wife Auguste (1900-45) and their son Peter (1926-45), who were also Jewish. A small group of Otto Frank's employees, including his Austrian-born secretary, Miep Gies (1909-2010), risked their own lives to smuggle food, supplies and news of the outside world into the secret apartment, whose entrance was situated behind a movable bookcase. In November 1942, the Franks and Van Pels were joined by Fritz Pfeffer (1889-1944), Miep Gies' Jewish dentist.

Life for the eight people in the small apartment, which Anne Frank referred to as the Secret Annex, was tense. The group lived in constant fear of being discovered and could never go outside. They had to remain quiet during daytime in order to avoid detection by the people working in the warehouse below. Anne passed the time, in part, by chronicling her observations and feelings in a diary she had received for her 13th birthday, a month before her family went into hiding. Addressing her diary entries to an imaginary friend she called Kitty, Anne Frank wrote about life in hiding, including her impressions of the other inhabitants of the Secret Annex, her feelings of loneliness and her frustration over the lack of privacy. While she detailed typical teenage issues such as crushes on boys, arguments with her mother and resentments toward her sister, Frank also displayed keen insight and maturity when she wrote about the war, humanity and her own identity. She also penned short stories and essays during her time in hiding.

The Franks are Captured by the Nazis

On August 4, 1944, after 25 months in hiding, Anne Frank and the seven others in the Secret Annex were discovered by the Gestapo, the German secret state police, who had learned about the hiding place from an anonymous tipster (who has never been definitively identified).
After their arrest, the Franks, Van Pels and Fritz Pfeffer were sent by the Gestapo to Westerbork, a holding camp in the northern Netherlands. From there, in September 1944, the group was transported by freight train to the Auschwitz-Birkenau extermination and concentration camp complex in German-occupied Poland. Anne and Margot Frank were spared immediate death in the Auschwitz gas chambers and instead were sent to Bergen-Belsen, a concentration camp in northern Germany. In February 1945, the Frank sisters died of typhus at Bergen-Belsen; their bodies were thrown into a mass grave. Several weeks later, on April 15, 1945, British forces liberated the camp.

Edith Frank died of starvation at Auschwitz in January 1945. Hermann van Pels died in the gas chambers at Auschwitz soon after his arrival there in 1944; his wife is believed to have likely died at the Theresienstadt concentration camp in what is now the Czech Republic in the spring of 1945. Peter van Pels died at the Mauthausen concentration camp in Austria in May 1945. Fritz Pfeffer died from illness in late December 1944 at the Neuengamme concentration camp in Germany. Anne Frank's father, Otto, was the only member of the group to survive; he was liberated from Auschwitz by Soviet troops on January 27, 1945.

Anne Frank's Diary

When Otto Frank returned to Amsterdam following his release from Auschwitz, Miep Gies gave him five notebooks and some 300 loose papers containing Anne's writings. Gies had recovered the materials from the Secret Annex shortly after the Franks' arrest by the Nazis and had hidden them in her desk. (Margot Frank also kept a diary, but it was never found.) Otto Frank knew that Anne wanted to become an author or journalist and had hoped her wartime writings would one day be published. Anne had even been inspired to edit her diary for posterity after hearing a March 1944 radio broadcast from an exiled Dutch government official who urged the Dutch people to keep journals and letters that would help provide a record of what life was like under the Nazis. After his daughter's writings were returned to him, Otto Frank helped compile them into a manuscript that was published in the Netherlands in 1947 under the title "Het Acheterhuis" ("Rear Annex"). Although U.S. publishers initially rejected the work as too depressing and dull, it was eventually published in America in 1952 as "The Diary of a Young Girl." The book, which went on to sell tens of millions of copies worldwide, has been labeled a testament to the indestructible nature of the human spirit. It is required reading at schools around the globe and has been adapted for the stage and screen.

Citation Information
Article Title
Anne Frank
Author
History.com Editors
Website Name
HISTORY

URL
https://www.history.com/topics/world-war-ii/anne-frank-1
https://www.annefrank.org/en/anne-frank/secret-annex/
Access Date
August 4, 2019

Publisher
A&E Television Networks

Last Updated
July 17, 2019

Original Published Date
November 9, 2009

The Anne Frank Wall project activity Lesson Plan
Guided Questions:

- Who was Anne Frank and why was she so well known?
- Describe her personality traits and explain how these traits empowered her to manage her daily trial and tribulations.

Strand: READING STANDARDS FOR LITERATURE

• Cluster 1: Key Ideas and Details
LAFS.910.RL.1.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

• Cluster 2: Craft and Structure
LAFS.910.RL.2.6 - Analyze a point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

• Cluster 3: Integration of Knowledge and Ideas
LAFS.910.RL.3.9 - Analyze how an author draws on and transforms source material in a specific work.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

• Cluster 1: Key Ideas and Details

LAFS.910.RI.1.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

• Cluster 2: Craft and Structure
LAFS.910.RI.2.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

• Cluster 3: Integration of Knowledge and Ideas
LAFS.910.RI.3.7 - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
Strand: WRITING STANDARDS

• Cluster 1: Text Types and Purposes
LAFS.9.10. W.1.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

o Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

o Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

o Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

o Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

o Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

• Cluster 2: Production and Distribution of Writing

LAFS.9.10. W.2.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

• Cluster 3: Research to Build and Present Knowledge

LAFS.9.10. W.3.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
• Cluster 4: Range of Writing
LAFS.9.10. W.4.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for arrange of tasks, purposes, and audiences.

Strand: STANDARDS FOR SPEAKING AND LISTENING

• Cluster 1: Comprehension and Collaboration

LAFS.910.SL.1.2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

• Cluster 2: Presentation of Knowledge and Ideas

LAFS.910.SL.2.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Strand: LANGUAGE STANDARDS

• Cluster 1: Conventions of Standard English
LAFS.9.10. L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Learning Objectives

- The experience of creating The Anne Frank Wall each year is very powerful. Students see it grow gradually, a few pictures a day. As it grows, its size and the variety of people, languages, and countries represented make a strong, easily grasped impact on students at all levels of learning maturity.

- The assignment itself is easy to communicate. I asked students to bring in a photo of someone holding a copy of her diary in a language other than the version we read each year in English. I encouraged them to involve family members and experimented with giving them a small amount of extra credit for photos taken in other countries.

- I had always taught Anne Frank's diary in the spring and so we extended the building of the wall until a few days before 8th grade graduation. We always displayed the wall at the graduation ceremony. Many parents were quite moved to see the whole wall for the first time.

- This year, we had the opportunity to display it during our school's Cultural Fair in mid-May. The wall's display was mentioned in our neighbor paper's article on the Cultural Fair. Click here to read the article.

Learning Objectives

- Students will discover the power of writing: The idea to build the wall first came from my desire to show students the power of the act of writing. Because writing is portable in time and space, it takes on a life of its own, separate from its author. As a teenager, Anne Frank tried honestly to capture her life experience in writing and because she made that effort daily, we now can carry her experience with us throughout our lives. That act of writing has, in some way, granted that wish to "go on living, even after (her) death."
- Students will discover the power of the human spirit to rise above adversity-The Holocaust is a difficult but necessary subject for all students to study fully. Each year I show the Oscar-winning documentary, Anne Frank Remembered after we study her diary. In viewing this, students learn of her life in Wester Bork, Auschwitz, and her death in the Bergen-Belsen concentration camp.

The building of this wall then becomes an act which shows that her spirit lives on in the millions of people all over the world who continue to read her diary. When she was taken from her family's hiding place and her diary abandoned in a pile of papers stuffed in a briefcase, she had no idea that her effort to communicate her life and her spirit to others would ever be realized. The building of this wall each year shows students graphically how powerfully her words and spirit continue to live in others all over the world.

Guiding Question:

Anne Frank's life:

- How will learning about her life change the way you live yours?
- How will learning about her life and the lives of the children in Promises change the way you live yours? I put up a poster I made with this question on it and I introduce the overall study of her diary with this thought. At the end of the study (i.e., after reading her diary, viewing the 1959 film version and Anne Frank Remembered and listening to local Holocaust speakers discuss their experiences), they write an essay answering this question.

Preparing to Teach this Lesson

1. First, a discussion should be held to help students understand the purposes of the Anne Frank Wall: --to show in a simple way how Anne Frank's act of writing realized her wish to "go on living, even after (her) death"
--to convey in a single impression the power of a teenager's writing--i.e., the power of writing to transcend time and space
--to show graphically the power of the human spirit to rise above adversity
They need to buy into the value of contributing personally to building the wall. To help them with this, I always have them look at the fate of her diary from Anne Frank's point of view. When she is captured, her diary is abandoned, and she lives the rest of her life with no hope that her diary will ever be read by another. In their looting, the Germans consider it worthless, so it's left on the annex floor to be found long after by Miep Gies. Also, Anne Frank believed until her death that her father Otto was executed immediately upon arrival at Auschwitz because he was 55 years old--much older than the acceptable range for slave labor. Lise Goslar states in Anne Frank Remembered that he looked relatively healthy because he had only been in Westerbork labor camp for a month. Also, he always looked much younger than he really was. (His last interview on shown in the movie occurred when he was 90. I always pause the frame and ask students how old he appears. Most guess he was in his 70s'.) Ironically, her strongest advocate whom she believed she'd lost, endured terrible suffering to champion her diary so that her spirit would live on.

2. This year's assignment: When I first conceived of the wall project, I let students search the internet for versions of the diary in other languages and allowed them to photograph themselves in San Jose with copies of the diary found in local libraries in other languages. This past year, I challenged students to photograph themselves with copies of the diary found in libraries and bookstores from other communities outside of Santa Clara County. Since previous students have presumably found photos from the internet of the diary in other languages, I won't be accepting these anymore.

This past year, I broke the assignment on the Anne Frank Wall project down into two different types of activities:
a. publicizing the website so that others view and contribute to building the global version

b. building the website by contributing photos of one's self or others with the diary

Publicizing Activities:

Students will choose one of the following activities on a first-come-first-served sign-up basis:

1. Use internet sites such as Epals to promote with other students

2. Use the internet to find Anne Frank lesson plan sites to contact other teachers who focus on Anne Frank's life

3. Contact local media (print, radio, TV stations) to solicit coverage of the project

4. Use the internet to find groups of independent international booksellers and design fliers for bulletin boards to promote building the global wall with patrons

5. Do activity #4 with groups on independent US booksellers

6. Contact independent travel agents to promote patrons' submission of photos while travelling abroad

7. Research the names of the publishers of the diary in other languages and contact them for help in building the global wall

8. Contact cruise line companies to promote building the global wall as an activity for vacationers

9. Contact Anne Frank websites and other related sites (e.g., the US Holocaust Museum, the Shoah Foundation) to establish the http://www.annefrankwall.org site as a link with their sites

10. Find at least five Language Arts teachers in each of the other states and contact them about building a wall with their own classes

11. Find out which countries have a predominance of inhabitants that speak the languages that have not yet been represented on our wall and devise strategies to publicize the building of the global wall

12. Survey our school to find which students have relatives in other countries. Contact those students' relatives to solicit help in building the global version of the wall

13. Work with the local branches and other branches of the NCCJ organization to promote the project

14. Contract the local school districts' and county's curriculum staff and other local county high schools and middle schools to promote the project

15. Find a list of media international journalists (i.e., travelling correspondents) and promote the project and solicit their photos with the diary

16. Engage in a daily clipping service activity to discover new avenues to publicize the project. Find five new avenues in two weeks

17. Use the internet to find a list of English language schools abroad and contact their Language Arts staff

18. Design an all-purpose flier that could be used in most of the above activities

19. Work as student webmasters to update the website by improving its 'look & feel' and ensuring that it's linked to major portals, fine-tuning its meta tags, etc. to improve its visibility across the web

Photo Contribution Activities:
Students should focus on those people they or their families know who live in or travel to other states and countries. They should contact these people for help in the project. Of course, as students travel with their families on vacations (e.g. Thanksgiving, Christmas, Presidents' Week, and Easter) they have opportunities to gather photos. Lastly, parents' and parents' co-worker's business travel also afford such opportunities. Several photos on the original wall come from these situations.
The second source for help will come from contacting those they don't know. The original wall contains photos from booksellers and overseas students who were contacted and emailed photos to us. Many of the publicizing activities offer potential for gathering photos from such sources.

New Directions for The Anne Frank Wall project: making photo trails with bookcrossing.com
Releasing Alicia, My Story into 'the wild', creating photo trails and building a wall to share with the author Alicia Appleman-Jurman, a local Holocaust survivor www.bookcrossing.com .
Anne Frank and Me Learning about discrimination and intolerance affords students an authentic learning opportunity to write with a genuine purpose and audience in mind.
Modified Lessons:
STANDARDS LANGUAGE ARTS LAFS.K12.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.K12.W.2.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LAFS.K12.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
LAFS.K12.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STUDENTS Multiple classes of 8th grade students participated over a nine-week period in conjunction with the 8th grade ELA Collection textbook and subsequent pacing guides. It is best adapted for middle and high school students with large and/or small groups and used to supplement any Holocaust instruction.

MATERIALS & RESOURCES Materials include a class set of The Diary of Anne Frank (the play) by Frances Goodrich and Albert Hackett; a set of tablets, laptops, and/or desktop computers; and a subscription to Kidblog or another classroom blogging platform. A lesson plan is provided to teach the drama, The Diary of Anne Frank, in order to build students' schema and background prior to implementing the project. Websites include The Secret Annex Online, the Anne Frank House, assignments and teacher guide and a speech by Miep Gies. Resources include the school media center, Smart/Promethean board, and Internet. Additional resources such as a field trip to the Holocaust museum, and expert Holocaust guest speaker, would supplement this project but are not necessary for implementation.
VR. Tool
https://www.google.com/search?q=anne+frank+vr&rlz=1C1GCEA_enUS798US798&oq=anne+frank+VR&aqs=chrome.0.0l6.3994j0j7&sourceid=chrome&ie=UTF-8

Sample Project Title:
Understanding the Holocaust Utilizing Interactive Literacy and Technological Tool Lens

Curriculum Area(s):
Reading, Language Arts, Social Science, Social Emotional and Civic Education
In this project ninth, tenth and eleventh grade students will be analyzing the Holocaust by exploring the events which led to the rise of Nazi Germany as well as the political climate which promoted the persecution of Jewish people though the use of propaganda and displacement of Jewish people into ghettos and concentration camps. Additionally, students will learn about discrimination and the history of anti-Semitism, and how these two factors combined with an economically ruined post World War I Germany led to the genocide of 6 million Jews and millions more "others." The goals of this project are for students to build a historical understanding of the Holocaust, observe the Holocaust through a variety of perspective lens, create an understanding of the factors which can lead to genocide, to help make ourselves more tolerant, accepting individuals and proactive citizens that can make a positive difference in the world.

Standards:
READING STANDARDS FOR INFORMATIONAL TEXT
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced, and developed, and the connections that are drawn between them.
RI.9-10.7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.

SPEAKING AND LISTENING STANDARDS
SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

WRITING STANDARDS
W.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Technological Standard
T.R. 9-10.10 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Social Science Reading Standard
RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
Social Science Reading Standard
RH.9-10.4 Determine the meaning of words and phrases as they are used in

a text, including vocabulary describing political, social, or economic aspects of history/social studies.
RH.9-10.8 Assess the extent to which the reasoning and evidence in a text
support the author's claims.
RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary source

Social Science writing Standards
WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

The Students:
One hundred and sixty ninth, tenth, and eleventh SPED/ESOL and low 25 percent low performing students ages 15-17 will participate in the project. The student's objectives will be daily monitored and evaluated through observations, tracking tools, pre and post assessments administered bi-weekly, oral and written participation and discussions sessions, peer conferencing forums, literature circle activities, completed interactive note summaries, exit slips and accurate completion of interdisciplinary project-based learning assignments. This proposed project can be modified and adapted from adults to middle school students by exposed them to an array of various nonfiction texts- 13 Children's Books to Help Remember the Holocaust by Liz Lesnick that can be purchased or borrowed from the school or local libraries. Every year, Jews around the world observe Holocaust Remembrance Day, known as Yom Hashoah in Hebrew, to ensure that the six million Jews murdered by the Nazis are never forgotten. The unimaginable horror of the Holocaust is hard for adults to fathom, so how do we talk to our children about it? These picture books, middle grade reads, and Young Adult titles are good places to start.

Picture Books:
"The Tree in the Courtyard: Looking Through Anne Frank's Window" by Jeff Gottesfeld, illustrated by Peter McCarty
Anne's story is told by a chestnut tree that grows in the courtyard of the factory where Anne and her family are in hiding. The tree observes Anne's activities and changes through the seasons. But this is also the tree's tale — one that is touching, surprising, and proof of the importance of bearing witness and sharing stories.

"I Will Come Back for You: A Family in Hiding During World War II" by Marisabina Russo
When a young American girl asks her nonna (Italian for "grandmother") why she never takes off her charm bracelet, her nonna answers with the story of how her Jewish family survived the second World War in Italy. Russo artfully manages to tell a story that is both hopeful and heartbreaking in language that's just right for young readers. An afterword provides the details of what Russo's grandmother, first husband, and children endured in warn-torn Italy.

"Benno and the Night of Broken Glass"by Meg Wiviott, illustrated by Josee Bisaillon
Benno the cat lives in Berlin, sleeps in the basement of an apartment building inhabited by Christian and Jewish families, and wanders his neighborhood getting scraps (and ear scratches) from the local businesspeople. He is "welcomed by all." But then men in brown shirts burn books in the streets and smash the windows of Jewish-owned businesses, and Benno's world is irreparably changed.

Middle Grade Books:
Hana's Suitcase: "The Quest to Solve a Holocaust Mystery"by Karen Levine

When the curator of a Holocaust museum in Japan receives an empty suitcase with the words “Hana Brady, May 16, 1931, Orphan” painted on it, she knows that she must find out what happened to Hana. This gripping real-life mystery will keep readers glued to the page.

"Hidden: A Child's Story of the Holocaust"by Loïc Dauvillier,” illustrated by Marc Lizano, colored by Greg Salsedo
Through captivating pictures and poetic language, a grandmother tells her granddaughter the story of how her non-Jewish neighbors in Paris kept her hidden after the Nazis sent her parents to a concentration camp.

" Odette’s Secrets" by Maryann Macdonald
Odette is young Jewish girl living in Paris during the occupation. After her father enlists in the French army and her mother joins the Resistance, she is sent to the countryside until the war ends. She knows she must pretend to be a regular French girl to stay safe but keeping her true identity a secret is exhausting and has her questioning who she really is.

"When Hitler Stole Pink Rabbit"by Judith Kerr
Judith Kerr’s autobiographical novel is considered a classic in the United Kingdom and rightly so. Young Anna doesn’t understand why her family must leave Germany because of the man in the posters she sees all around Berlin. Anna’s family spends the war on the move, lucky to have the means to live decently and safely. But they are refugees without a country, which makes this classic novel a resonant story for our times.

Young Adult Books:
"What the Night Sings"by Vesper Stamper
Few books about the Holocaust center on what came after liberation for concentration camp survivors — but that’s right where What the Night Sings begins. Now that Gerta is finally free from her imprisonment in the Bergen-Belson Concentration Camp, she must start the slow process of physical and mental recovery from all that she has lost and endured. Stunning illustrations capture Gerta’s every emotion in this powerful, heart-wrenching historical novel about human resilience.

"Mapping the Bones "by Jane Yolen
Known for his horrific experimentation on twins during WWII, Dr. Josef Mengele is one of the most infamous Nazi doctors who ever lived. In this deeply moving novel from the author of The Devil’s Arithmetic, such atrocities are retold when Chaim and his sister Gittel find themselves face to face with a cruel Nazi doctor who has an unsettling interest in twins. Yolen draws inspiration from the “Hansel and Gretel” fairy tale to paint a wholly original story of love and hope against all odds.

"Anna and the Swallow Man" by Gavriel Saviet
This story is of 7-year-old Anna who’s left to fend for herself in 1939 Krakow after German soldiers arrest her father. Then she meets the Swallow Man, a mysterious figure who takes her under his wing and, like her father, speaks several languages fluently. Is he her savior, her protector, or possibly a dangerous man? This novel, as much about friendship and trust as it is about the Holocaust, will keep tween and teen readers turning the pages.

"The Berlin Boxing Club" by Robert Sharenow
Set in Berlin just after Kristallnacht, this isn’t just a story about the terrible events in Nazi Germany, it’s also a story about identity, family, and growing up.

"In My Hands: Memories of a Holocaust Rescuer" by Irene Gut Opdyke as told to Jennifer Armstrong
How do we keep from despairing about human nature when we remember the Holocaust or the Armenian genocide or any number of atrocities? Reading books like In My Hands is a good place to start. My daughter couldn't put down this memoir of a Polish teenager who risked her own life to protect her Jewish friends. Irene Gut Opdyke's life embodies Anne Frank's belief, "Despite everything, I believe that people are really good at heart."

Sample Project Title:
"Experience Anne Frank's (Virtual) Reality"

Anne Frank House in Amsterdam

Holocaust Studies by using Interactive Notebooks and Virtual Reality Oculus Rift Touch Headset
In this project ninth and tenth grade students will be analyzing the Holocaust by exploring the events which led to the rise of Nazi Germany as well as the political climate which promoted the persecution of Jewish people though the use of propaganda and displacement of Jewish people into ghettos and concentration camps. Additionally, students will learn about discrimination and the history of anti-Semitism, and how these two factors combined with an economically ruined post World War I Germany led to the genocide of 6 million Jews and millions more "others." The goals of this project are for students to build a historical understanding of the Holocaust, observe the Holocaust through a variety of perspectives, create an understanding of the factors which can lead to genocide, to help make ourselves more tolerant, accepting individuals and proactive citizens that can make a positive difference in the world.
The materials used will be interactive notebooks, school textbooks, supplementary library story books, audio-books, magazines, videos, virtual Reality Oculus Rift Headsets,
Standards:
Targets LAFS.11-12.RI.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain. Reasoning Targets • Students must draw inferences from informational text to make and support an analysis that goes beyond the obvious by using strong and thorough evidence. • Students must determine where the text leaves matter uncertain and be able to infer what happens next. • Students must support their conclusions with explicit and implicit textual evidence. • Students must synthesize evidence from throughout the text to best support their conclusions. • Students must explain the relationship between their analysis/inference/conclusion and their textual evidence.
LAFS.11-12.RI.1.2 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain. Reasoning Targets • Students must analyze development of multiple themes throughout the text, including evidence from the text as support. • Students must synthesize the analysis of the major ideas within a text in order to compare the complexity and depth of each idea. • Students must summarize the text using the central themes as well as supporting details. • Students must use a range of textual evidence to support summaries and interpretations of texts (e.g., purpose, central idea)
Reasoning Targets • Students must draw inferences from informational text to make and support an analysis that goes beyond the obvious by using strong and thorough evidence. • Students must support their conclusions with explicit and implicit textual evidence. • Students must synthesize evidence collected from the text to best support their conclusions. • Students must explain the relationship between their analysis/inference/conclusion and their textual evidence

Sample Technological Resources:
Anne Frank Oculus App Information
https://www.oculus.com/experiences/rift/1801263533272595/
https://venturebeat.com/2018/06/20/a-haunting-journey-into-anne-franks-house-in-vr/
https://www.annefrank.org/en/about-us/news-and-press/news/2018/6/12/anne-frank-house-vr-launched/
https://www.annefrank.org/en/about-us/news-and-press/news/2019/7/4/renewed-vr-tour-anne-franks-secret-annex /
https://www.annefrank.org/en/about-us/what-we-do/publications/anne-frank-house-virtual-reality/
https://www.amazon.com/Oculus-Standalone-Virtual-Reality-Headset-pc/dp/B076CWS8C6/ref=asc_df_B076CWS8C6/?tag=hyprod-20&linkCode=df0&hvadid=312026001792&hvpos=1o4&hvnetw=g&hvrand=8834127580396080621&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9052878&hvtargid=pla-524082367586&psc=1
Helpful Apps
https://www.commonsense.org/education/top-picks/best-tools-for-back-to-school-2019?j=7389627&sfmc_sub=170244615&l=2048712_HTML&u=133006879&mid=6409703&jb=78&utm_source=edu_b2s_2019&utm_medium=email
Vocabulary Review and development
https://create.kahoot.it/search?filter=1&tags=Anne%20Frank
https://create.kahoot.it/search?filter=1&query=holocaust&tags=holocaust
https://quizizz.com/admin/quiz/56e17499232f94df253cf560/the-diary-of-anne-frank
https://www.ducksters.com/biography/quiz/anne_frank_questions.php
https://www.sparknotes.com/lit/annefrank/quiz /
https://www.gradesaver.com/the-diary-of-a-young-girl-by-anne-frank/study-guide/quiz1
https://www.proprofs.com/quiz-school/story.php?title=anne-frank-quiz-1
http://www.bookrags.com/studyguide-annefrank/free-quiz.html#gsc.tab=0
https://www.sporcle.com/games/mganka/anne-frank-the-diary-of-a-young-girl
https://www.funtrivia.com/quizzes/literature/authors_d-g/anne_frank.html
https://www.cliffsnotes.com/literature/d/the-diary-of-anne-frank/study-help/quiz
https://www.gotoquiz.com/the_anne_frank_quiz
https://www.goodreads.com/quizzes/12705-the-diary-of-a-young-girl-anne-frank
Discovery Resources:
https://app.discoveryeducation.com/learn/videos/528DDF07-70AC-447F-B4E9-E9BBC17D72F1?hasLocalHost=false
https://app.discoveryeducation.com/learn/channels/strategies
https://app.discoveryeducation.com/learn/standards
https://app.discoveryeducation.com/mycontent#MyContent/Favorites

Assessment
https://dadeschools.discoveryeducation.com/learn/assessment/636e6d15-02ba-4b69-92f8-55f796044dfa/preview
Definition of Struggling
Any student who has taken the Quiz at least 1 time and has not yet earned a passing grade.
Any student who has taken the Quiz 3 times and has 2 scores under 70%

Scholastic Magazine:
Learning about the Holocaust
Videos:
Defiance Edward Zwick
Anne Frank Remembered Jon Blair
The Courageous Heart of Irena Sendler
Bearing Witness: The Voices of Our Survivors Heather Elliott-Famularo
Lodz Ghetto Alan Adelson& Kate Taverna
High School Interactive Notebooks Resources:
https://www.youtube.com/watch?v=ANwaBdtg9-Y
https://www.youtube.com/watch?v=mUNGPf7jK_w
https://www.amsterdamapartments.com/do-the-anne-frank-virtual-reality-tour-with-a-free-app/

This interdisciplinary project is innovative because it has never been implemented with at risk students in a reading class at South Dade Senior High Schools. Students will be actively engaged about applying their knowledge of the Holocaust to using their notes and witnessing through technologically how individuals in the Holocaust dealt with their daily challenges example is using the Anne Frank House Virtual Reality App that offers a unique and emotional insight. Students experience the world-famous Secret Annex in a never seen way. students will travel back to the years of the Second World War and wander through the rooms of the Annex that housed the group of 8 Jewish people as they hid from the Nazis.

The project uses Virtual Reality as a tool for classroom literacy instruction and the arts. The project will use Oculus Quest units to engage students in reading and the art program. The units will also be used to observe Anne Frank's living quarters in three-dimensional manner. Using Oculus units to scaffold prior knowledge, enable experimental learning through virtual field trips. Virtual Reality engages students with realistic sensory experiences.

What are examples of envisioned student activities?
The envisioned activities will empower students to interrelate their acquired reading, social science and technological knowledge of the Holocaust and demonstrate it onto their work in progress interactive notebooks, PowerPoints, recorded video clips, art illustrations, poster boards, and poetry writing pieces. Reading, communication, and writing deficiencies will improve which in turn will result positively in student performance and assessment grade level proficient accountability efforts.

READING STANDARDS FOR INFORMATIONAL TEXT
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced, and developed, and the connections that are drawn between them.
RI.9-10.7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.

SPEAKING AND LISTENING STANDARDS
SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

WRITING STANDARDS
W.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
Technological Standards
T.R. 9-10.10 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions
and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Social Science Reading Standards
RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
Social Science Reading Standard
RH.9-10.4 Determine the meaning of words and phrases as they are used in
a text, including vocabulary describing political, social, or economic aspects of history/social studies.
RH.9-10.8 Assess the extent to which the reasoning and evidence in a text
support the author's claims.
RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary source
Social Science writing Standards
WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames for a range of discipline specific tasks, purposes, and audiences.

Project Evaluation:
The student's objectives will be daily monitored and evaluated through observations, tracking tools, pre and post assessments administered bi-weekly, oral and written participation and discussions sessions, peer conferencing forums, literature circle activities, completed interactive note summaries, exit slips and accurate completion of interdisciplinary project-based learning assignments

Budget Detail: For each item to be purchased with this grant, include (1) where you intend to buy the item; (2) the quantity; and (3) the cost of each item. Please also specify if anything is being provided by others.
Store: Office Depot
Purchase: Brand Wire bound Notebook, Perforated, 6" x 9 1/2", 3 Subjects, College Ruled, 150 Sheets, Assorted Colors (No Color Choice) Item # 498915 Three ring binders
Quantity:60
Price: $4.49
cost$269.40
Store: Amazon
Purchase: Oculus Rift Headsets
Quantity 2
Price: $399.99
Cost:799.98
Total: $1069.38
Extra taxes and fees will be covered by the teacher

Total project budget:
$1069.38
PowerPoint:
https://drive.google.com/file/d/1UrdSY7JiK3s1llDD5j4J2gdrIUYHhmCc/view
https://drive.google.com/file/d/1gp_HAPE7U-Ou2UQcV6gxZM_sHAbYqpUg/view
https://drive.google.com/file/d/12JYD287gbl7Zru8vlCsKG83pXfZSmNGB/view
YouTube Link
https://youtu.be/HCFUuyi-lIc
https://youtu.be/MzQcvwGh5M4
https://youtu.be/ttaQ0VaYG_I
https://youtu.be/4fKZ1NDqBo4
https://www.oculus.com/experiences/go/1596151970428159/

Resources for Holocaust Education
Speaking with Mr. Robert C. Brazofsky Miami Dade County Public School Department Social Science Executive Director (305)9951982
Speaking to Rodolfo Diaz from South Miami Senior - Holocaust Reality Project
Visiting to the Holocaust Museum, Miami Beach Florida
www.Holocaustmmb.org .
Contact The Florida Holocaust Museum directly to reserve a trunk to use at your school or classroom for up to six weeks, email: trunks@flholocaustmuseum.org or look for Teaching Trunks information in the Education section of The Florida Holocaust Museum website at www.flholocaustmuseum.org .

Teaching Trunks on the Holocaust
The Florida Holocaust Museum in St. Petersburg, contracted by the Florida Department of Education, invites you to use their dynamic literature-based lessons about the Holocaust, genocide, and character education. These large teaching trunks are designed to accommodate the needs of one class or a team of teachers from first grade to high school. The selected materials align with state standards and are grade appropriate. Loan periods for the trunks are for one month to six weeks and are available free of charge with free shipping to public schools throughout the state.

The curricula focus on integration of subject areas, cooperative learning, multiple intelligences, and an emphasis on reading and writing skills.
Themes include:
- Different and the Same for first and second grade;
- Creating Community for third and fourth grade;
- Beginning Holocaust Studies for fifth grade;
- Investigating Human Behavior for middle school;
- Historical Perspectives of the Holocaust for high school.

Requesting a survivor Speaker Greater Miami Jewish Federation
(305) 576-4000 ExT.489;490

Primary and Secondary resources from the following centers
Anti-Defamation League (1-561-988-2900
Shoah Foundation (213)740-6036
Facing History and Ourselves
www.facinghistory.org
Yad Vashem

www.vadshem.org
www.jewishmiami.org.
The materials used will be interactive notebooks, school textbooks, supplementary library story books, audiobooks, magazines, videos, Nearpod, Virtual Reality Oculus Rift Headsets,
Download Holocaust Worksheets from Common Lit
Digital form www.commonlit.org
Sample Technological Resources:
Anne Frank Oculus App Information
https://www.oculus.com/experiences/rift/1801263533272595/
https://venturebeat.com/2018/06/20/a-haunting-journey-into-anne-franks-house-in-vr/
https://www.annefrank.org/en/about-us/news-and-press/news/2018/6/12/anne-frank-house-vr-launched/
Scholastic Magazine:
Learning about the Holocaust
Videos:

- Defiance Edward Zwick
- Anne Frank Remembered Jon Blair
- The Courageous Heart of Irena Sendler
- Bearing Witness: The Voices of Our Survivors Heather Elliott-Famularo
- Lodz Ghetto Alan Adelson& Kate Taverna
- High School Interactive Notebooks

Resources :
https://www.youtube.com/watch?v=ANwaBdtg9-Y
https://www.youtube.com/watch?v=mUNGPf7jK_w

Overall Value: Write a few sentences that sell your project. Describe the project's best features, innovative aspects and contributions to student achievement (cognitive and affective). Explain why teachers would want to adapt it for their classes.
This interdisciplinary project can be implemented with at risk students in a reading class at South Dade Senior High Schools. Students will be actively engaged about applying their knowledge of the Holocaust to using their notes and witnessing through technologically how individuals in the Holocaust dealt with their daily challenges example is using the Anne Frank House Virtual Reality App that offers a unique and emotional insight. Students experience the world-famous Secret Annex in a never seen way. For example, the students will travel back to the years of the World War II and wander through the rooms of the Annex that housed the group of 8 Jewish people as they hid from the Nazis.
Resources used throughout the grant:
Founded in 2005, Echoes & Reflections is a comprehensive Holocaust education program that delivers professional development and a rich array of resources for teachers to help students make connections to the past, gain relevant insight into human dilemmas and difficult social challenges, and to determine their roles and responsibility in the world around them.
Some of Echoes & Reflections Goals:
• To enhance educators' content knowledge on major topics about the Holocaust, including antisemitism, Nazi ideology, the ghettos, the Final Solution, and resistance.
• To provide 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 and the use of visual historical narrative testimonies in the classroom.
https://echoesandreflections.org/
https://echoesandreflections.org/teach/?view=openl
https://echoes.instructure.com/courses/81/pages/

Anti-Defamation League
Founded in 1913, the Anti-Defamation League (ADL) is the nation's premier civil rights and human relations organization. A nonprofit, nonpartisan organization that is rooted in Jewish values. Their network engages by utilizing current researched based data to better serve the diverse society with pressing social and political issues. For example, they advocate awareness of antisemitism, and hate; actively shape laws locally and nationally and develop groundbreaking model legislation; work with students to respect inclusion and to challenge bias and bullying; and train law enforcement officers about extremism, terrorism and hate crimes. https://www.adl.org/who-we-are

Contact person Yael Hershfield Senior Associate Regional Director
yhershfield@adl.org
https://Florida.al.org
Educator's Purpose for Teaching the Holocaust:
The teacher should begin by thinking and reflecting upon the reasons for teaching the Holocaust.
• Why teach about the Holocaust?
• What are our goals as educators?
• What do we want students to understand about this historical event?
• What is an effective approach to make learning about the Holocaust relevant to students in today's world?

Supportive Resource: Florida Statute 233.061 requires public school instruction of the history of the Holocaust http://socialsciences.dadeschools.net/
https://youtu.be/2NPvL541wi0
Teaching Holocaust history demands a high level of sensitivity and keen awareness of the complexity of the subject matter. Teaching about the Holocaust can be overwhelming. With the end of WWII as the horrors of the Holocaust were revealed the world was shocked. The dimension of the catastrophe was unprecedented. It was the first time that an attempt was made to annihilate an entire nation. Every single Jew was targeted. It was not a battle over territory assets or power. This was a murder motivated by anti-Semitic, racist ideology. Seventy years passed Genocides and wars have happened since then. Why is it still so, important to teach about Holocaust? The Holocaust is a human story. A story relevant to us all. It was perpetrated by human beings against human beings in the center of civilization. The Holocaust raises deep questions of morality, ethics, and human behavior that continue today. Jewish deported to concentration camps after Kristallnacht- Night of Broken Glass. Jewish victims, perpetrators, watching are the bystanders, Primary source raises questions why these innocent people are being deported? Why are not the bystanders doing something to help? To answer, we must contextualize primary sources which will assist in understanding the events of the period. The story of the Jewish victims are at the center of our study of the Holocaust.
Teaching the Holocaust in Today's World https://youtu.be/1f_xs9UGoR8

Map Tool

Ask students to notice that the Jewish population of Germany prior to the Nazis rise to power was relatively small. Why would this be important for students to understand as they learn about antisemitism and the Holocaust? Have them share their thoughts in the discussion

Communities in Europe before the Nazis Rise to Power
Extension 60-90-minute lesson
9th-12th Graders lesson can be modified to address ESOL and SPED students' needs.
Consider the complexities of teaching about the Holocaust and to deliver accurate and sensitive instruction. Determine what students know about the Holocaust and how they have come to possess that knowledge.

References for Background knowledge
https://www.ushmm.org/educators/teaching-about-the-holocaust/general-teaching-guidelines?utm_source=WeAreTeachers&utm_medium=ArticleTwo&utm_content=TeachingGuides&utcampaign=HolocaustMuseumArticles2016#language
Conversations Leading to Genocide
https://echoesandreflections.org/prepare/?class=genocide-additional

Reading Standards:
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.4 Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on

meaning and tone.
RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance the point of view or purpose.
Speaking and Listening Standard:
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-directed) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
Writing Standard:
W.9-10.10 Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes, and audiences.

Vocabulary:

- Brownshirts
- collaborator
- concentration camp
- discrimination
- European Jewry
- genocide
- Gestapo
- Gypsies
- Holocaust
- Jehovah's Witness
- Kristallnacht Pogrom
- Nazi
- pogrom
- propaganda
- Reich
- Shoah
- Sinti-Roma
- Timeline
- United Nations
- Visual history testimony

Objectives:
• Compare several definitions of the Holocaust.
• Define genocide.
• Differentiate between primary and secondary source materials and explain how each is important when studying historical events.
• Summarize the causes and effects of the Kristallnacht Pogrom based on analysis of primary and secondary source materials.
• Discuss both the content and the messages in a clip of visual history testimony
Whole Group Activities:

1. Brainstorm the word holocaust

2. Distribute or display the definitions of the Holocaust used by three different organizations. Review the definitions with students, analyzing the cumulative impact of specific word choices.

3. Have students compare the definitions and consider possible reasons why the definitions are

not all the same. A differentiation can be made between the general meaning of the word "holocaust" and the use of "the Holocaust" to describe a series of events at a historic time. Compare the use of "the Holocaust" to the use of "9/11" in that both refer to a specific historic event during a time.

4. Discuss the Holocaust occurred during what is known as the Nazi era from 1933 until 1945, during which time Jews were persecuted with increasing severity. After the outbreak of World War II in September 1939, and especially after the Nazis and their collaborators invaded the Soviet Union in June 1941, they began the systematic mass murder of Jews to kill all Jews everywhere. Although only Jews were targeted for complete annihilation, many others also fell victim to the Nazis and their allies during World War II which lasted until 1945: scores of thousands of Sinti-Roma; at least 250,000 people with mental or physical disabilities; more than three million Soviet prisoners, about two million Poles; and thousands of homosexuals, Communists, Socialists, trades unionists, and Jehovah's Witnesses.

5. Write the word "genocide" on the board or on chart paper. Ask students for their thoughts on what the word means or in what context/s they have heard the word used. Ask students for examples of genocides based on material they may have studied in other classes or know from current events for example Native Americans, Armenians, and Tutsi.

6. Inform students that the United Nations has defined genocide as a crime. Before presenting the legal definition of genocide, ask students how they would define genocide to include the instigator for example the state, the targeted group such as an ethnic, racial, tribal, national, or religious group and the intent the deliberate. Present the United Nations' definition of genocide and have students compare their definition to the United Nations' definition. Have students consider which definition they think best fits the Holocaust and consider why the Holocaust fits the definition of genocide.

7. Ask students to share what they already know about the Holocaust and to identify whenever possible their source or sources of information. List responses on the board or chart paper. Examples: Some Jews went into hiding (source: Anne Frank: Diary of a Young Girl) Some non-Jews tried to rescue Jews (video source teachers can use is the: Schindler's List
Allied troops liberated the concentration camps (source: textbook, a survivor of the Holocaust, a relative who fought in World War II) Review the list of sources that was developed. Help students understand the difference between the primary sources and secondary sources on the list and have them consider primary and secondary sources not identified on the list that might also be useful in studying the Holocaust.
8. Review how the many types of sources such as diaries, letters, historical fiction, written and visual history testimony, autobiographies, photographs, textbooks may differ in the type of information included. Initiate a discussion on the accuracy of such sources and reasons why source material must be scrutinized for accuracy.

9. Background note About Kristallnacht-From the time the Nazis came to power in 1933 they began isolating Jews in Germany and passed many laws to that effect. In the first half of 1938, additional laws were passed in Germany restricting Jewish economic activity and occupational opportunities. In July 1938, a law was passed requiring all Jews to carry identification cards. Later that year, 17,000 Jews of Polish citizenship, many of whom had been living in Germany for decades were arrested and relocated across the Polish border. The Polish government refused

to admit them, so they were interned in “relocation camps” on the Polish frontier.

10. Tell students that they will be studying several documents related to the same event to compare source material. To prepare them for this assignment, provide students with some or all the background about the Kristallnacht Pogrom.

11. Divide the class into six groups and have each group select a recorder. Distribute one of the primary source documents about Kristallnacht to each group and provide one group with a textbook that includes a description of Kristallnacht. Instruct students to discuss and make notes on what they learn about this historical event from studying the material.
12. After allowing ample time to discuss the documents, instruct students to pass their documents to another group. Group members should again discuss and make notes on what they learn about the topic from studying the material. Continue this process until all groups have had an opportunity to analyze all sources.

13. Have students share their thinking about the six documents in a whole-group discussion.

Hand out 1: Holocaust Definitions https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/01-01-06-02_StudentHandout_HolocaustDefinitions.pdf

Handout 2: Genocide
https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/01-01-08_StudentHandout_GenocideDefinition.pdf
Handout3: Heydrich’s Instructions
https://echoesandreflections.org/wpcontent/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/01-02-02-01_StudentHandout_HeydrichsInstructions.pdf

Handout 4: Letter By Margarete Drexler To The Gestapo
https://echoesandreflections.org/wpcontent/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/01-02-02-02- 02StudentHandout_LetterbyMargareteDrexler.pdf

Handout 5: Description of the Riot in Dinslaken
https://echoesandreflections.org/wpcontent/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/01-02-02-

MAGDEBURG, GERMANY, NOVEMBER 10, 19:

SIEGEN, GERMANY, NOVEMBER 10, 1938

SIEGEN, GERMANY, NOVEMBER 10, 1938

Small Group Instruction:
Have student to analysis clip and answer the questions below:

Kurt Messerschimidt's testimony
file:///C:/Users/Owner/Downloads/01-02-06-01-Messerschmidt.Kurt_Biography.pdf
https://youtu.be/hI-tHAoO358
https://iwitness.usc.edu/sfi/Activity/Detail.aspx?activityID=209&retainFilter=true

• Which of these materials are primary source documents? Which are secondary source documents?
• What were some of the things your group noticed while studying the two photographs? What questions, if any, did the photographs raise for your group?
• How is studying photographs different from studying other types of material?
• What did you learn about the Kristallnacht Pogrom by reading Heydrich's instructions?
• How does the Description of the Riot in Dinslaken make the story of the Kristallnacht Pogrom a "human story"?
• What, if anything, did you learn from the textbook description of the Kristallnacht Pogrom that you didn't learn from any of the primary sources?

Evaluation:
1. Observation

2. Class discussion
3. Questions and Responses
4. Completion of Activities
5. Orally summary

Reflect & Respond:
In his testimony, Kurt Messerschmidt talks about helping the cigar shop owner pick up pieces of glass from the street. He says that he was sure some of the people disapproved of what was happening that night, but their disapproval was only silence. Why do you think that people are often unwilling to speak? out when they see something wrong happening? What are the dangers of being silent in the face of injustice?
What thoughts and feelings come to mind when you hear reference to "the Holocaust"? What do you know about this event and how have you learned your information? Discuss your thoughts on the importance of studying the Holocaust. Place all responses in journals.

Resources:

http://echoesandreflections.org/wp-content/uploads/2017/09/EducationalPhilosophyInTeachingTheHolocaust.pdf
http://www.pbs.org/newshour/extra/app/uploads/2014/03/Holocaust-Questionnaire.doc_.pdf
https://echoesandreflections.org/prepare/?class=genocide-glossary
https://echoesandreflections.org/prepare/?class=genocide-how-to-use

Sample Lesson #2 Extension 60-90 Minutes
Subject/Grade Level: Interdisciplinary Reading and Social Sciences 9th-10th
Modified and Adapted for ESE, ESOL 9th-12th grade students

Learning Objective(s):
• Review the definition of antisemitism and trace its origins.
• Clarify how pre-Nazi antisemitism and Nazi racial ideology are similar and different.
• Give examples of propaganda methods that the Nazis used to exploit anti-Semitic attitudes among the German people and to isolate Jews from the rest of the population.
• Recognize historical and contemporary examples of antisemitism, propaganda, and stereotyping by using visual testimonies.
Reading Standards
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Writing Standards:
W.9-10.10 Write routinely overextended time frames and shorter time frames for a range of discipline specific tasks, purposes, and audience.
Listening and Speaking Standards:
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.

Background Knowledge:
Review the Frontload Notes of the previous lesson:
Antisemitism did not begin when Adolf Hitler came to power in January 1933. Antisemitism had long been entrenched in Germany and other European countries, and Jews for many centuries had been victims of widespread hatred and suspicion. By studying the roots of antisemitism, and its different forms, there will be a better understanding of the historical context about the rise of racial anti-Semitic ideology in Nazi Germany. Propaganda is an effective tool that has been used by both tyrants and democracies and no one are immune to it.
The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of approximately six million Jews by the Nazi regime and its collaborators. 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, Jehovah's Witnesses, and homosexuals.
Vocabulary: 1. Anti-Semitism 2. Propaganda 3. Exploitation 4. Stereotyping 5. Genocide 6. Nazi Ideology
https://echoesandreflections.org/prepare/?class=genocide-glossary

Materials Needed:

NAZI PROPAGANDA: CHILDREN'S BOOK COVER

NAZI PROPAGANDA: COMPARISON OF JEW AND ARYAN

Photograph 1

Photograph 2

Handout 1Antisemitism-
https://echoesandreflections.org/wpcontent/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/02-01-09_StudentHandout_AntisemitismDefinition.pdf

Handout 2 Summary of Antisemitism-
https://echoesandreflections.org/wpcontent/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/02-01-10_StudentHandout_SummaryofAntisemitism.pdf

Whole Group Activity: 20 minutes

1. After the video the teacher will elicit questions and distribute two handouts for students to read and complete a jigsaw activity.

Handout 1
https://echoesandreflections.org/wpcontent/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/02-01-09_StudentHandout_AntisemitismDefinition.pdf

Handout 2
https://echoesandreflections.org/wpcontent/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/02-01-10_StudentHandout_SummaryofAntisemitism.pd

2. During the jigsaw Activity students will share responsibility for each other's learning by using critical thinking and social skills to complete an assignment. Subsequently, this strategy helps to improve listening, communication, and problem-solving skills. Monitoring each student's participation within the groups will provide information about how much the students already know about the topic. This allows for the teacher to tailor instruction accordingly.

3. Assign each group a section within the handout read and summarize. Create "expert groups" that consist of students across "home groups" who will read the same selection.

4. Give all students a framework for managing their time on the various parts of the jigsaw task. Provide key questions to help the "expert groups" gather information in their area. Provide materials and resources necessary for all students to learn about their topics and become "experts". Discuss the rules for reconvening into "home groups" and provide guidelines as each "expert" reports the information learned. Prepare a summary chart or graphic organizer for each "home group" as a guide for organizing the experts' information report. Remind students that "home group" members are responsible to learn all content from one another. Students are directed to read the selection of text assigned to them. When the reading has been completed, the students meet for approximately 20 minutes with others assigned to the same topic. They discuss the material, identify the most important learning points, and return to their "home groups" to instruct the others about information in which they have become an "expert".

5. Each student takes turns teaching what he or she has learned to the other "home group" members. As the students are working the teacher will facilitate the reading and clarify any questions made. If appropriate, have students fill out a graphic organizer in the "home group" to gather all the information presented by each "expert". "Home groups" then present results to the entire class, or they may participate in some assessment activity. Teachers may assign a team grade based upon academic and cooperative performance.

Small Group Instruction: 5 minutes

Each student will be assigned to read the bibliographical profile and view one testimony and write a summary of individuals who experienced life in Germany prior to the rise of the Nazi Party.

6. The three clips will be used

John Graham's testimony
file:///C:/Users/Owner/Downloads/02-01-03-01-Graham.John_Biography%20(2).pdf
https://youtu.be/wD4Clsz-GHc

H. Henry Sinason's testimony
file:///C:/Users/Owner/Downloads/02-02-04-01-Sinason.H_Biography.pdf
https://youtu.be/OB-Rejx6A4s
Margaret Lambert's Testimony
file:///C:/Users/Owner/Downloads/02-01-03-03-Lambert.Margaret_Biography%20(1).pdf
https://youtu.be/azUviKHKIYQ

Assessment Ongoing Evaluation:
1. Observation
2. Class Discussions
3. Completion of Activities
4. Jigsaw Checklist
Wrap up: 5 minutes
Students will complete a 3-2-1 Exit slip of what they learned in the lesson and what two words they could define without using a dictionary.
Home learning Enrichment Activities:
1. Visit IWitness (iwitness.usc.edu) for testimonies, resources, and activities to help students learn more about topics covered in this unit.
2. Students and parents can a visit to a local museum or center, or after meeting with a guest speaker, have students conduct a short research project to answer a self-generated question based on something they have seen or heard that they would like to explore further.
3. Encourage students to and parents consult the United States Holocaust Memorial Museum (ushmm.org), Southern Poverty Law Center (splcenter.org), and Anti-Defamation League's website (adl.org) websites while conducting their research.
4. Have students share their findings in a whole-group discussion. Students with the assistance of their parents can create their own PowerPoint or padlet and share their research with the rest of the class.
5. Students and parents can complete a project-based learning board builder on discover and use the teacher's model boards as a guide:

Holocaust Resources
https://app.discoveryeducation.com/builders/boards/assetGuid/CA422747-F257-8AD4-C51B-51B273D6DD77/#mode=preview
A Virtual View of Auschwitz
https://app.discoveryeducation.com/builders/boards/assetGuid/3CB0B05C-F05A-4BB3-8044-AFCC772CD873/#mode=edit
Genocide Research Project
https://app.discoveryeducation.com/builders/boards/assetGuid/88218790-AB59-4F21-B6B8-10B7F72F783E/#mode=preview
The Holocaust: The Pain and the Aftermath
https://app.discoveryeducation.com/builders/boards/assetGuid/7DDB500D-B842-4BE8-9789-EBF3CFF0CE39/#mode=preview
Seminar Spotlight on Contemporary Antisemitism
https://zoom.us/w/451591347?tk=CNhcNqQcH2WkvYvHzPXBDxQKSUX0-7WwMWKdfjAkI.DQEAAAAAGuq8sxY5ajhLYlRnY1RfbUdEQmEtV1VVeVRnAA

Sample Lesson#3
Learning about THE GHETTOS

Grades9th-12th Modified and Adapted for ESE, ESOL students

The educator will formulate a unit where students will have a better understanding the reason and development of ghettos and how they negatively impacted the Jew community. Many primary and secondary sources will be utilized to make difficult terminologies comprehensive and relevant for current connections.

KEY WORDS

- Aktion
- Auschwitz-Birkenau
- Chelmno
- concentration camp
- death march
- Einsatzgruppen
- extermination camp
- "Final Solution of the Jewish Question"
- Gentile
- Ghetto
- Holocaust
- Judenrat
- Liquidated
- Lodz ghetto
- Nazi ideology
- Occupation
- Propaganda
- Purim
- Refugee
- Reich
- Warsaw ghetto
- Zionist

Objectives:

Students will learn about the ghettos established throughout Nazi Europe and understand that the ghettos were one phase in the continuum of Nazi racial policies that sought to solve the so-called "Jewish problem." Students will also learn about the conditions in most ghettos and how those conditions severely limited Jewish life and led to feelings of humiliation and loss of dignity.

Students will have an opportunity to learn that despite severe overcrowding, starvation, diseases, and grief, Jews still did their utmost to conduct their lives and retain their human dignity by using primary sources.

Reading Standards

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing Standards:

W.9-10.10 Write routinely overextended time frames and shorter time frames for a range of discipline specific tasks, purposes, and audience.

Listening and Speaking Standards:

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners,

building on others' ideas and expressing their own clearly and persuasively.
SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.

Whole Group Instruction:

1. Write the word "ghetto" on the board. Have students share what they know about the word and record their responses. Follow this discussion by sharing the history of the word.
2. Share Aloud: Throughout history, a ghetto referred to a street or city section where only Jews lived. The word ghetto was first used in Venice in 1516, meaning "New Foundry." This referred to the closed Jewish section of the city, which had originally been the site of a foundry. During World War II, the Jews of Eastern Europe were forced to leave their homes and move to ghettos where they were essentially held as prisoners.
3. Explain to students that Nazi ideology called for expanding the rule of Germany. After conquering Poland in September 1939 Germany sought to dominate the whole world along with its partners and arrange it in a "new order" based on Nazi racial ideology. According to the Nazi racial view, the populations living in Poland were deemed to be Slavs, who were considered inferior and therefore treated as such.
4. Distribute the Ghettos handout; have students read the text individually or group. Have a whole-class discussion based on the questions below. Encourage students to cite evidence from the text to support their answers

Questions about Nazi ideology:

• What were the Nazis' intentions in closing Jews in the ghettos?
The Germans wanted to concentrate Jews living in the countryside into the larger cities and establish ghettos near railroad junctions.
• What do you think was the purpose of concentrating Jews together in certain central locations?
• Why did the Germans want to establish ghettos near railway transports?
Heydrich writes, "For the time being, the first step toward the final goal is the concentration of the Jews...."
• What do you think Heydrich meant by "for the time being"?
• What do you think Heydrich meant by "the final goal"?
• Why did the Germans establish a Jewish Council, or Judenrat, in each ghetto?
• What are some possible reasons why the Germans themselves didn't govern the ghettos?
• How might the establishment of a Judenrat have given Jews in the ghetto a false sense of security?

Questions about Jewish responses:

Share the following statement made by Chaim A. Kaplan, a teacher from the Warsaw ghetto: "Ghetto life does not flow-rather it is stagnant and frozen. Around us-are walls! We have no space, we have no freedom of movement and action."
• What is the main feeling that emerges from hearing this passage?
Identify some of the dilemmas that the Jews faced daily in the ghettos.
• What were some ways that Jews attempted to keep their dignity and sanity in the ghettos?
• How does this description of ghetto life compare to the descriptions of ghetto life presented in the testimonies at the beginning of this lesson?
Discuss the difference between physical and economic segregation.
• When people describe a neighborhood today as a "ghetto," how is it different from the Nazi ghettos? Are there any similarities?

https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/04-MonopolyGameFromTheresienstadt.pdf
https://echoesandreflections.org/unit-04-the-ghettos/?state=open#content

https://echoesandreflections.org/wpcontent/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2018/06/04-01-05_StudentHandout_TheGhettos-REVISED.pdf
file:///C:/Users/Owner/Downloads/04-JewsCrossingBridge.pdf

2 Introduce students to Joseph Morton and Ellis Lewin. As students watch the two clips of testimony, encourage them to listen for specific examples of how ghettos during the Holocaust were different from their understanding of what is referred to as a "ghetto" today.

Biographical Profiles
Ellis Lewin's Testimony
file:///C:/Users/Owner/Downloads/04-Ellis_Lewin.pdf
https://youtu.be/bIrSsNF6g6o
Joesph mortion's Testimony
file:///C:/Users/Owner/Downloads/04-Joseph_Morton%20(1).pdf
https://youtu.be/bIrSsNF6g6o

Discuss the testimonies using the questions below:
In their testimonies, Ellis Lewin and Joseph Morton share some of their early feelings and experiences in the ghetto. How does Ellis say his life changed after being forced into the ghetto? What does Joseph share about his observations of life in the ghetto?
Based on the testimonies you just watched, how were ghettos during the Holocaust different from your understanding of what a ghetto is today?
• What images have begun to emerge for you about ghetto life after listening to these two testimonies?
• How do you think Ellis and Joseph felt sharing these memories? How did you feel listening to them?

https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2018/06/04-01-

09_StudentHandout_TheLodzGhetto-REVISED.pdf
In which countries were the ghettos located? (Poland, Latvia, Lithuania, Czechoslovakia, Romania, Hungary, Soviet Union)
Looking at this map, how many ghettos would you estimate were established across Eastern and Central Europe?

- Why do you think that there were no ghettos in Western Europe?
- What other observations do you have after looking at this map?
- Explain to students that they will now concentrate on one ghetto, the Lodz ghetto in Poland. Tell
- students that in addition to learning background information on this ghetto, they will also analyze primary source documents and watch first-person visual history testimonies from survivors of the Lodz ghetto. These sources will provide a glimpse into what life was like for Jews living in ghettos between 1940 and 1944.
- Distribute a copy of The Lodz Ghetto to each student and read together as a whole class. Follow

with a discussion using the questions below. Have students cite evidence from the text to support their answers.

• Why did the Nazis completely seal the Lodz ghetto?
• What was the reasoning behind having children work in the workshops?
• Why were the city inhabitants' hostile to Jews in the Lodz ghetto?

Evaluation:
1. Observation
2. Completing of whole and small group activities
Reflect & Respond Activities:
The questions below, used in class or as homework, prompt students to reflect on what they are learning and its meaning in their own lives and in society.
• The establishment of ghettos marked the end of freedom of movement for Jews. Write about what freedom means to you in your life and what you think it would mean to lose it.
Have students research print or digital sources and identify an artifact from one of the ghettos. After studying the artifact, instruct students to report their observations using the following guiding questions:
• What was the artifact that you investigated and what ghetto was it from? Was there any information available about the artifact; if so, what information was supplied?
• What can be learned about ghetto life by studying this artifact?
• Reflect on the experience of locating and studying an artifact. How, if at all, was it different from studying other types of primary sources? Use the Butterfly poem to help guide your ideas

https://echoesandreflections.org/wpcontent/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/04-The-Butterfly.pdf

Sample Lesson#4 Extension 60-90 minutes
9th-12th lessons can be modified and adapted for ESE, ESOL students
The Final Solution:
Students will be taught to realize that millions of Jews died at the hands of the Nazis in the extermination camps, and to see these victims of the Holocaust as individuals. Only a few were chosen to work and of those, very few survived the harsh conditions, the beatings, the lack of food, extreme weather, and forced labor. They were parents, children, and professionals. Reflecting on the Holocaust as a human story will make it more meaningful in students' lives and will make them more likely to take the messages that can be learned from it to heart.
The six extermination camps were in occupied Poland. Poland had the largest population of Jews before the war and was considered a location where the Nazis could do as they pleased. In addition, Poland was far from the eyes of the Western Allies, yet it had a well-developed system of trains that made transporting Jews from all over Europe to Poland feasible. Even though these camps were on Polish soil, the Poles were not responsible for initiating the camps nor for the policies carried out in them. These were Nazi German extermination camps in Poland.
Reading standards:
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including

figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by sentences, paragraphs, or larger portions of a text.
RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance the point of view or purpose.
RI.9-10.7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account
Writing standard
W.9-10.10 Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes, and audiences.
Speaking and listening standards
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-directed) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Objectives:
• Students will summarize the role of Nazi ideology in the location of the extermination camps.
• Students will be able to Interpret a variety of primary sources—visual history testimony, artifacts, artwork—used to document conditions of life and death in the camps.
• Students will identify specific ways that Jews imprisoned in the extermination camps attempted to maintain their humanity.
KEY WORDS

- Antisemitism
- Appell
- Auschwitz-Birkenau
- Babi Yar
- Belzec
- Bergen-Belsen
- Chelmno
- collaborator
- Communist
- concentration camp
- crematoria
- Dachau
- dehumanization
- Einsatzgruppen
- European Jewry
- extermination camp
- "Final Solution of the Jewish Question"
- genocide
- Holocaust
- Majdanek

- Nazi ideology
- Perpetrator
- Reich
- selection
- Sinti-Roma
- Sobibor
- SS
- Theresienstadt
- Treblinka

Whole group instruction:

1. Help students develop a framework for studying the "Final Solution" by using the K-W-L strategy. Have students create a graphic organizer with three columns labeled "K" (What I Know), "W" (What I Want to Learn), and "L" (What I Learned). Instruct students to list what they know about the "Final Solution" and the extermination camps in the first column and what they would like to learn about this topic in the second column. Tell students that as they listen to the testimonies and participate in the activities that follow, they should go back to the chart and add information to the "L" column.

2. Introduce students to Elie Wiesel using the information in the corresponding Note and then distribute Excerpt from Night and have volunteers read the material aloud. Follow with a discussion using the following questions:

• In addition to being forcibly torn away from the rest of their family, what else did Elie Wiesel and his father "leave behind"?

• In this excerpt from Elie Wiesel's Night, how did the Nazis dehumanize Jews?

• Why do you think the older men did not want the younger men to revolt?

• Why were Elie Wiesel and his father told to lie about their ages?

Choose one moment identified in the excerpt that you think was a defining moment or a turning point in Elie Wiesel's life.

• How did this moment change his perception of the world, relationships, life, other people, and even himself?

• How is Elie Wiesel's account of arriving at Auschwitz like the account given in Ellis Lewin's testimony? What is the value of having both accounts available?

4 Distribute the handouts Poems from a Camp Survivor and Appell, 1944 then divide the class into small groups and assign each group one of the poems or the piece of art. Working in their small groups, have students discuss the questions below that pertain to the piece they have been assigned. After completing the small-group assignment, have groups share their observations and analysis with the rest of the class. Encourage students to listen for any differences in how groups with the same document interpreted the words or images.

• What do you notice in Appell, 1944? What message(s) do you think the artist was trying to convey?

• How do you feel looking at this piece of art?

• How is studying a piece of art different from studying a photograph?

• What feelings emerge from all these works? What do you learn about the artists through their works?

• What is communicated through poems and art that cannot be communicated in a textbook?

Handout1: Poems from a Camp Survivor https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/05-01-04-02_StudentHandout_PoemsCampSurvivor.pdf

Handout 2: Appell 1944 https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/05-01-04-03_StudentHandout_Art_Appell1944.pdf

Divide the class into four groups and distribute the "Final Solution" handout. Assign one section of the handout to each group. Have group members read their section of the handout together and prepare an oral presentation for the rest of the class on the material. Instruct each group to also develop one or two discussion questions based on its section of the reading material.
Have each group present its material to the class. After all groups have made their presentations, have a whole-group discussion using the discussion questions that the groups developed and/or the suggested questions below.

Handout:3 The Final Solution
https://echoesandreflections.org/wpcontent/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/05-02-05_StudentHandout_TheFinalSolution.pdf

• In what way did the invasion of the Soviet Union reflect the basic tenets of Nazi ideology?
• What was the difference between a concentration camp and an extermination camp?
• Why were the extermination camps located in Poland? What role did Nazi ideology play in this decision?
• In what ways did the Nazis apply modern technology to the mass murder of the people in the camps?
• How do we understand the word "modern" in the context of the Holocaust? What does modern mean to you? Does this term always imply enlightenment and humanity? Why or why not?
• The Nazis used deception in the extermination camps. What do you think was their purpose in using deception?
As noted in the reading, "hundreds of thousands of people were involved, either directly or indirectly, in implementing the 'Final Solution.'" In your opinion, were any of these people exempt from responsibility? Explain your thinking.
Reflect & Respond Activity:
Throughout this unit you have considered two important questions regarding the Holocaust: How was the Holocaust humanly possible? and Why did the Holocaust happen? Respond to either or both of those questions considering the material you have studied in your class journal.

Lesson #5 Extension 60-90 minutes
9th-12th lessons can be modified and adapted for ESE, ESOL students
The Resistance:
The term "resistance" when related to Jews in ghettos and camps during the Holocaust takes on a different meaning than the way students may understand the term. Jews faced an increasingly lethal situation in the ghettos, and once the Nazis adopted the "Final Solution" every single Jew living under Nazi tyranny was sentenced to death. Throughout this unit, students will understand that resistance required great courage and at times physical strength. Those who

chose to resist had to grapple with many dilemmas including the possible price of disobeying Nazi orders, the possible effect of their resistance on their families and communities, and the punishment they might have to endure for resisting.

Reading Standard:
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by sentences, paragraphs, or larger portions of a text.
RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance the point of view or purpose.
RI.9-10.7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account
Writing Standard:
W.9-10.10 Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes, and audiences.
Speaking and Listening Standard:
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-directed) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Objectives:
• Define resistance within the context of the Holocaust.
• Construct an argument, based on evidence from primary and secondary sources, to support the claim that Jews resisted the Nazi regime in a variety of ways.

Whole group instruction:
1. Begin this lesson by writing the word "resistance" on the board. Have students brainstorm the meaning of the word and suggest situations when an individual or group of people might decide that resistance is appropriate or necessary. Record students' responses on the board or on chart paper.
2. Introduce students to Roman Kent and show his clip of testimony
file:///C:/Users/Owner/Downloads/10-01-01-02-Roman-Kent.pdf
https://youtube/XK534xgnvLQ
3. After the following questions will be asked: What are the specific examples of resistance Roman Kent shares in his testimony?
4. In his testimony, Roman says, "sometimes the easiest resistance is with a gun and a bullet." What do you think he means by this statement? Do you agree with him? Explain your

thinking.
5. Ask students to think about the term “resistance” in the context of the Holocaust. Have them consider and respond to the question, “What were Jews resisting during the Holocaust?”
6. Explain to students that there were many examples of Jewish resistance during the Holocaust even though the risks of opposing the Nazi regime were grave. While an immediate response to this question might be the Nazis, students should also understand that Jews were resisting things like isolation, dehumanization, starvation, and the "Final Solution"—death.
7. Using the board or chart paper, record students’ thoughts on possible reasons why most people could not resist for example such as sickness, lack of weapons, care for children, parents, or other family members.
8. On the board or on chart paper, write the heading, “Jewish Resistance during the Holocaust” and below write the subheadings “Cultural/Spiritual Resistance” and “Active/Armed Resistance.” Share with the students that Cultural/spiritual resistance during the Holocaust was acts of opposition that originated or found their expression in culture, traditions, and the human spirit to undermine Nazi power and inspire hope among the persecuted Jews. For most Jews, acts of cultural and spiritual resistance were the only possible means to oppose Nazi tyranny. Examples of cultural resistance included creating schools in the ghettos; maintaining religious customs; writing poems and songs or performing concerts or plays; drawing, painting, or secretly photographing observed events; and keeping records of ghetto or camp life and hiding them in the hope that they would be discovered after the war. Acts of cultural/spiritual resistance could be intentional and conscious, or only understood to have been resistance in retrospect.

Small Group Instruction:
Have students read handouts, annotate, and chunk text then write a short summary of what it entailed. Distribute the handouts 4-6 and instruct students to read the material and identify textual evidence to support their responses to the questions below.

Handout 4: Partisans
https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/06-02-04_StudentHandout_Partisans.pdf
• What dilemmas did a Jewish person face when thinking about whether he or she should flee to the forest?
• What were the main differences between a Jewish partisan and a non-Jewish partisan?
• According to information provided in the text, why was it so difficult for people to flee to the forest? Why was it impossible for most Jews to flee to the forest?
• Why did partisans feel it necessary to keep their location secret— even from local farmers and peasants?
Handout 5: Armed Resistance in the Ghettoes and Camps
https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/06-02-07_StudentHandout_ArmedResistanceinGhettosandCamps-1.pdf
• Describe the armed resistance in the ghettos and camps

Handout 6: Personal Testimonies

https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/06-02-08_StudentHandout_PersonalTestimonies-1.pdf

• Describe the testimonies and identify the messages shared

Evaluation:

1. Observation
2. Discussion
3. Completion of activities

Reflect & Respond Activity:

Reflect on the meaning of unarmed and armed resistance based on the testimonies you read. Why is one form of resistance more appropriate than another in certain situations? Think of an example of a situation that might warrant each type of resistance. Please all responses in journal.

Make further connections:

Analysis these pieces of text and make a connection to what is happening in today's communities

Handout 7: Excerpts from On Both Sides of the Wall

https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/06-MakingConnections-04_StudentHandout_ExcerptsfromBothSideoftheWall-1.pdf

Handout 8: Never Say

https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/06_MakingConnections-05_StudentHandout_NeverSay-1.pdf

Lesson#6 Extension 60-90 minutes

9th-12th lessons can be modified and adapted for ESE, ESOL students

On the perpetrators, collaborators and bystanders:

While questions abound regarding whether the free world should have done more sooner to help the victims of the Holocaust, these questions in no way take away from the fact that Americans and all Allies in great numbers gave their lives to liberate Europe. The memory of the more than one million United States servicemen and women who were killed and wounded in World War II must be honored. When the Western Allies began to learn about Nazi atrocities, they declared, in December 1942, that at the end of the war leading Nazis would be tried for their part in the unprecedented devastation caused by the war that they had begun and the crimes they had committed. Those among the highest Nazis leaders who were still alive and could be brought to justice were charged with Conspiracy to Wage Aggressive War, Crimes against Peace, War Crimes, and Crimes against Humanity, and were tried at the International Military Tribunal at Nuremberg. In the wake of this trial, others were carried out in many places in Europe; however, in the end, only a small fraction of Nazi criminals were ever brought to justice.

Objectives:

• Define collaborator and collaboration within the context of World War II and the Holocaust.
• Describe the role of those who collaborated with the Nazis during World War II.
• Explain the purpose and outcomes of the Nuremberg Trials as well as other war crimes trials that took place after the war.
• Analyze the role and responsibility of the individual perpetrator within the Nazi system by learning about people like Rudolf Hoess and Adolf Eichmann.

• Summarize the goals and outcomes of the Evian Conference and Bermuda Conference.
Reading standard:
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by sentences, paragraphs, or larger portions of a text.
RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance the point of view or purpose.
RI.9-10.7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account
Writing standard:

W.9-10.10 Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes, and audiences.
Speaking and listening standards:
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-directed) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Whole group instruction:

Handout1: Salitter's Report
https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/09-MakingConnections-02-01_StudentHandout_SalitterReport.pdf

The teacher will model how to annotate the Salitter Report. Next, the students will be responding to specific questions within their groups.
• What are the main issues that Salitter refers to in the report?
• In his report on the argument he had with the stationmaster, Salitter complains that the latter clearly does not know the meaning of the term "Jew" and its implications. What does this seem to indicate about Salitter's attitude toward the task he is performing?
• What appears to be Salitter's reason for recommending that the Jews be provided with water?
• Why might Salitter have attempted to put children with their mothers?
• Is there any evidence of Salitter's attitude toward his role or toward Jews in the report? If so, explain his attitude toward each.
• Based on the report, how would you characterize Salitter's role in the murder process?

• Who of the perpetrators mentioned in the report is not German? What was their role?
• What were their possible motives for collaborating with the Germans?

To ensure that students understand the meaning of the word's "collaboration" and "collaborator" within the context of World War II and the Holocaust, distribute the Collaborators handout and read together.

Handout 2: Collaborators
https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/09-01-08_StudentHandout_Collaborators.pdf
• Why would people cooperate with the Germans in the military takeover and administration of their countries?
• Why did some people cooperate with the Nazis in the annihilation of the Jews?
• Why did the Germans use locals to help carry out the "Final Solution"?
• At what point does not intervening to stop a human catastrophe make a person (or nation) not just a bystander, but a collaborator?
• Were the collaborators responsible for what happened to the Jews? Explain your answer.
Distribute the Rudolf Hoess handout and read together as a whole group. Follow with a discussion, using some or all the questions below. Instruct students to cite textual evidence to support their answers.

Handout3: Rudolf Hoess
https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/09-02-03_StudentHandout_RudolfHoess.pdf
• What was Hoess's role in the "Final Solution"?
• How did Hoess describe the process of gassing at Auschwitz? Based on his choice of words, how would you characterize his tone as he described this process? What does this suggest about his attitude toward his crimes?
• What was Hoess's explanation for why he went through with the murders, despite admitting to feeling sympathy for the victims?
• In your opinion, what was the objective of the postwar criminal trials? After reading Hoess's testimony, do you think these aims were achieved? Explain your response.

Handout4: Adolf Eichmann
https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/09-02-04_StudentHandout_AdolfEichmann.pdf
Continue by distributing the Adolf Eichmann handout and read together. Ask students to consider some or all the following questions:
• What was Eichmann's role in the "Final Solution"?
• How were Eichmann's and Hoess's roles different?
• How does Eichmann explain his actions during the war?
• Eichmann and Hoess defend their actions as soldiers who were only following orders. Do you see this as justification for their actions? Why or why not? What were their choices?
• After reading Eichmann's answers, do you think he regretted his actions? Why or why not?
• Hoess commanded the largest extermination camp—Auschwitz-Birkenau—and was on the site of murder daily. Eichmann was responsible primarily for the logistics of deportation to camps

like Auschwitz-Birkenau. He generally worked out of an office far from those camps, although in his posting in Budapest in 1944, he directed the deportations to that camp. Do you think one of these men was guiltier than the other? Explain your response.
• What role might ideology have played in the motivations and actions of these men?
• What does "crimes against humanity" mean? [Optional: Have students look up "crimes against humanity" in the Glossary.]
• Do you think the perpetrators who carried out the Holocaust can ever be sufficiently punished? Explain your thinking

Small Group Instruction:

1. Provide students with background on the MS St Louis using the information and have them write reaction paper on responsibility.
• Nations should be responsible for the safety of other nations and ethnic groups who are in danger at any cost.
• Nations should be responsible for the safety of other nations and ethnic groups who are in danger if it suits their interests.
• Nations should be responsible for the safety of other nations and ethnic groups who are in danger only if it doesn't cost too much tax money.
• Nations should be responsible for the safety of other nations and ethnic groups who are in danger if it doesn't involve risking human lives.
• Nations should not be responsible for the safety of other nations and ethnic groups who are in danger.

Background Information for teachers and students to think aloud:

The MS St. Louis, a German ship, left Hamburg, Germany for Cuba on May 13, 1939, with 937 passengers, most of them Jewish refugees. These passengers possessed landing certificates for Cuba, arranged for them by Manuel Benitez Gonzalez, the Cuban Director General of Immigration. Officially, the certificates were free, but Gonzalez took money for them. Jealousy of Gonzalez's gain, local dislike of Jewish immigration, and the government's fascist tendencies led them to cancel the validity of the certificates on May 5, 1939, before the departure of the ship. When the ship reached Havana on May 27, its passengers were denied entry. The American Jewish Joint Distribution Committee tried to negotiate on their behalf, but the Cuban president insisted that the ship leave its harbor. The ship left Havana on June 2, steering in circles while negotiations continued. An agreement was reached whereby the JDC would pay $453,000 in exchange for entry into Cuba. The JDC could not meet its deadline, however, and the ship returned to Europe where the refugees were taken in by Belgium, France, Great Britain, and the Netherlands. Many of these refugees later came under the net of German occupation and were murdered by the Nazis.

2. Distribute and read the Evian Conference and Bermuda Conference handouts. Follow with a discussion using the questions below.
• Compare the two conferences; what were their official goals?
• What was the outcome of these conferences?
• Do you believe that antisemitism was a factor in the outcome of these conferences? On what have you based your response?
• What role, if any, should the United States play in helping to provide a haven to refugees from countries where gross human rights violations, genocide, or potential genocide is taking place?

Handout 4: Evian Conference

https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/09-03-05-01_StudentHandout_EvianConferernce.pdf

Handout 5: Bermuda Conference
https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/09-03-05-02_StudentHandout_BermudaConference.pdf

3. Read Felix Nussbaum's profile and interpret his art. Write the hidden message by using your critical lens.
4. Next answer all questions relating to the piece of art.

Bibliographical profile:

Felix Nussbaum was born in 1904 in Osnabrueck, Germany. Recognized as a true talent by his parents, Felix Nussbaum could pursue his art and enroll in art school in Hamburg in 1922. The young artist then went on to study in Berlin, where he received recognition and acclaim by critics and artists alike. This led to a scholarship in 1932 to paint and study in Rome, under the auspices of the Berlin Academy of Arts. He traveled to Rome together with his girlfriend, the Polish-Jewish artist, Felka Platek.

When the Nazis came to power in January 1933, the reach of Nazi culture and policy extended all the way to Rome, and a new type of art—an art that extolled the virtues of the Aryan race—became the only art tolerated in the new Germany. Nussbaum was no longer seen as a young artist on the rise. He was, according to Nazi doctrine, first and foremost a Jew. Nussbaum and Platek fled Rome in 1933, beginning a life as exiles, first in Italy, and eventually in Belgium, where they married in 1937. With the German occupation of Belgium in 1940, Felix's fears of discovery became a reality. He was arrested and sent to the internment camp of Saint Cyprian in southern France, along with other aliens. After applying as a German to be sent back to Germany, Nussbaum managed to escape while en route, and eventually was reunited with Felka in Brussels. There the two were forced into hiding, relying on the goodness of friends to shelter them from discovery, and to supply Nussbaum with art supplies. From this point, Nussbaum's artwork began to express his overwhelming feelings of dread, melancholy, persecution, and the approach of death, although occasionally portraying symbols of a fragile optimism.

This optimism was not to be realized. In July 1944, Felka Platek and Felix Nussbaum were arrested, sent to Mechelen transit camp and then to Auschwitz, where they were both murdered.

THE REFUGEE

• What do you believe the artist was attempting to say to the world through this work?
• What do you think the globe in the painting represents?

• What might the bundle next to the man represent?
• How does the man in the picture perceive the world?
• Comment on Nussbaum's choice of color, line, and shape. What is the overall effect of his choices?
• Do you think this piece of art accurately reflects how Jewish refugees felt during the late 1930s? Identify specific examples from one or more of the texts or visual history testimonies to support your response.
• Do you think this painting could have meaning for present-day refugees? Explain your thinking.
8. Next, show students Portrait of an Unidentified Man.

Have students study the painting and then share their interpretations of it by discussing the following questions:

• What do you think the title of this painting means?
• How does Nussbaum portray gloom and despair in this painting?
• Compare this painting to The Refugee. What similarities do you see in the artist's choice of light and color?
• Does viewing the two paintings together tell a story? If so, what is the story?
• Do you think that earlier works by Nussbaum (pre-1939) were similar in style to these paintings? Why or why not?

Evaluation:

1. Observation
2. Discussion
3. Completion of Activities

Reflect and Respond Activity:

What is the role of the individual within a society to ensure that all its citizens are free and safe? Is the responsibility of an individual in a democratic society even greater than that of an individual living in an autocratic society? Why or why not? Should the individual play the same or a similar role regarding the freedom and safety of people outside his or her community or country? Please writing in the journal.

Make further connections:

1. During the 1994 genocide in Rwanda, up to one million people perished and as many as 250,000 women were raped, leaving the country's population traumatized and its infrastructure decimated. Since then, Rwanda has embarked on an ambitious justice and reconciliation process with the aim of all Rwandans once again living in peace. In the years following the genocide, more than 120,000 people were detained and accused of bearing criminal responsibility for their participation in the murder of ethnic Tutsis. To deal with such an overwhelming number of

perpetrators, a judicial response was pursued on three levels:
• the International Criminal Tribunal for Rwanda,
• the national court system, and
• the Gacaca courts.
2. Have students research the structure and goals of each of these responses as well as what the effects have been on reconstructing Rwandan identity and securing justice for the victims and their families. Encourage students to gather relevant information from multiple print and digital sources and present their findings in a PowerPoint or cloud-based presentation (e.g., Prezi), a written report or decide on another format to present their work.

Lesson#7: Contemporary Anti-Semitism

Grades 9th-12th Modified and Adapted for ESE, ESOL students

When teaching about the Holocaust, it is essential to introduce students to the concept of antisemitism. The Antisemitism unit provides important context to understanding how the Holocaust could happen and delves into related concepts of propaganda, stereotypes, and scapegoating.

Introducing students to contemporary antisemitism will likely expose them to new and unique themes, including the demonization of Israel and its leaders. It is important to recognize that Israel, as any other democracy, can and should be receptive to fair and legitimate criticism; however, condemnations of Israel can cross the line from valid criticism into expressions of denigration that can be considered anti-Semitic. It is possible that students may witness an anti-Semitic incident in their own communities or schools, read or hear about an incident in the news or on social media, or may even be a victim of antisemitism themselves, but may not understand the source or impact of the act— they may even think that such words or actions are “no big deal.” This material provides teachers and their students with an opportunity to explore the complex phenomenon of contemporary antisemitism as well as options to respond and act to prevent it as they consider the importance of doing so.

It is important that students have a clear understanding of the vocabulary used in these lessons. Teachers may decide to distribute the Key Words to each student for reference or point out where students can access the Glossary

Because antisemitism did not end after the Holocaust, teachers can help make this history relevant and meaningful to students’ own lives by connecting past events to the present through the exploration of antisemitism today. It is recommended that teachers introduce students to contemporary expressions of antisemitism after they understand the traditional forms of antisemitism that have existed for centuries.

While this unit is specific to contemporary antisemitism, the material provides a springboard for discussion about prejudice and bias against other groups and the harm to individuals and society when such attitudes go unchecked. Students should be encouraged to discuss the role and responsibility of individuals to recognize and interrupt bias no matter what group is being targeted.

In advance of discussing the topics covered in this unit, teachers should think about whether they have any students in their class who are Jewish. Some students might feel relieved to discuss a topic that is relevant to their lives while others might feel awkward or embarrassed. This does not mean that teachers should not discuss the topic; however, be careful not to point out who is Jewish or put specific students on the spot to speak for Jewish people or about antisemitism. Consider talking with the students or their families in advance

Reading Standards:

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text,

including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.4 Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance the point of view or purpose.
Speaking and Listening Standard:
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-directed) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
Writing Standard:
W.9-10.10 Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes, and audiences.
Objectives:
• Define contemporary antisemitism.
• Explain how contemporary manifestations of antisemitism are both different and the same as traditional forms of antisemitism that were present before and during the Holocaust.
Key words:

- Anti-Semite
- Antisemitism
- Auschwitz
- Balfour Declaration
- Bat Mitzvah
- BDS Movement
- Bergen-Belsen
- blood libel
- British Mandate
- Bystander
- contemporary antisemitism
- hate speech
- hate crime
- Holocaust
- Holocaust denial
- Israel Defense Forces
- League of Nations
- Nationalism
- "new antisemitism"
- Palestine
- Parliamentary Democracy
- Protocols of the Elders of Zion
- Roma
- Star of David
- Stereotype
- Swastika
- Synagogue
- Treaty of Sevres

- Xenophobia
- Zionism

Bell ringer: Have students analyze the following quotes:
"Once I thought that anti-Semitism had ended; today it is clear to me that it will probably never end" Eli Wiesel 2014
"What hurts the victim most is not the cruelty of the oppressor, but the silence of the bystander" Elie Wiesel
"In the end, we will remember not the words of our enemies, but the silence of our friends"
Dr. Martin Luther King Jr.
Whole group instruction:
Begin this lesson by helping students develop a framework for learning about contemporary antisemitism by defining the term "antisemitism." Display the definition of antisemitism and read and discuss together.

2 Distribute handout 1 Antisemitism https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/011-01-

01_StudentHandout_AntisemitismDefinition.pdf and handout 2 Antisemitism Today: Interpreting Data https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2018/03/011-0707_StudentHandout_AntisemitismTodayInterpretingData_ver2.pdf
After reviewing the definition, have students share their thoughts about whether antisemitism is primarily a problem of the past or if they think it is also a concern today. Invite students to share examples of antisemitism that they are aware of in their own communities or on a national and/or international level. If students have ever encountered or witnessed words or actions that they would describe as anti-Semitic, have them explain what happened and how they and/or others responded.

3.Display the photo of anti-Semitic graffiti and ask students to describe what they see and share their thoughts about the image and its message. Ask students if they are surprised at how recently this act of vandalism took place and whether the incident fits the definition of antisemitism and why.

4.Using the various examples discussed, elicit students' thoughts on whether they think the antisemitism of today is the same or different from the antisemitism expressed during the Holocaust.

5. Display the ADL Global 100: An Index of Anti-Semitism (global100.adl.org). Provide the following background information about the survey: This index is one source of data about the depth and breadth of anti-Semitic attitudes around the world. In May 2014, the Anti-Defamation League (ADL) released the results from its worldwide survey of 53,100 adults in 101 counties countries plus the West Bank and Gaza to measure the level and intensity of anti-Jewish sentiment across the world.

6. The ADL Global 100 Index scores for each country and region represent the percentage of respondents who answered "probably true" to six or more of 11 negative stereotypes about Jews. An 11-question index has been used by ADL as a key metric in measuring anti-Semitic attitudes in the United States for the last 50 years.

7.Display and direct students' attention to the "Map" section on the ADL 100 Global website and elicit responses to the following questions:

• What is the first thing you notice when you look at this map?
• What conclusions can you make about antisemitism today from looking at this map?
• What questions do you have after looking at this map?

8.Assign students to go the ADL Global 100 website on their own or in pairs and explore the "Did You Know" section. Distribute the Antisemitism Today: Interpreting Data handout and instruct students to answer the questions. Remind students to click on the links on the webpage, which provide important details.

Access Information

https://www.adl.org/education/resources/tools-and-strategies/anti-bias-tools-strategie s
http://global100.adl.org/

Handout 3: Introduction to Contemporary Antisemitism
https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/011-01-10_StudentHandout_IntroductionContemporaryAntisemitism.pdf

Handout4: Types of Antisemitism https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/011-02-05_StudentHandout_TypesofAntisemitism.pdf

9.Remind students that there are many ways for individuals to become involved in standing up to antisemitism and other forms of prejudice and hatred today. Elicit from students' ideas that they may have, including joining and becoming involved with various organizations.

10.Review the meaning of the term "bystander" from the Glossary. Have students think about whether being a bystander is a choice people make. Ask students why they think the individuals that they have learned about so far in this lesson chose NOT to be bystanders?

Handouts could be utilized during bell ringers or small group instruction

Handout 5: When Does Criticism of Israel Become Antisemitism?

https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/011-02-06_StudentHandout_WhenDoesCriticismIsraelbecomeAntisemitism.pdf

Handout6: A Brief History of Israel https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/011-02-07_StudentHandout_ABriefHistoryofIsrael.pdf

Handout 7: Anti-Semitic Words and Images: Past and Present https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2018/03/011-02-08_StudentHandout_AntisemiticWordsandImagesPastandPresent_ver2.pdf

Handout 8: Examples of Contemporary Antisemitism https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/011-02-010_StudentHandout_ExamplesContemporaryAntisemitism.pdf

Handout 9: Profiles of Young Activists https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/011-03-06_StudentHandout_ProfilesYoungActivists.pdf

11.To begin the conversation about what can be done to stand up to antisemitism, have students consider why it is important for individuals and communities to speak out against this and all forms of prejudice and bias. What are the benefits to a society when individuals and institutions speak out against unfairness? What are the costs to a society that allows bias and prejudice to go unchecked and uninterrupted?

12.Help bring the discussion to the individual level by asking students what exactly we mean by "society." Who comprises a society? If we are all part of the society in which we live, what is the role and responsibility of individuals to be vigilant about how people are treated and to speak out when they see injustice? Ask students whether they think individuals have the capacity to make a difference through their words and actions at home, in school, in the community, and beyond.

13.Share with students that ordinary people can inspire others to create positive change. While some actions require moral courage; many only require personal motivation, time, and energy. Tell students that they will be introduced to three young people who, through their words and actions, are confronting antisemitism.

Handout10 : The BDS Movement https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/011-03-08_StudentHandout_TheBDSMovement-1.pdf

14.Prior to reading the next profile, ask students if they have ever heard of the "BDS Movement," and if so, what do they understand it to be? Explain to students that the BDS Movement is a campaign to support the Palestinian cause by calling on the international community to impose boycotts and implement divestment efforts against Israel. Explain that some supporters of BDS may genuinely believe that these efforts will encourage Israel to change policies with which they disagree; however, the predominant drive of the campaign and its leadership is not criticism of Israel's policies; but an attempt

to delegitimize, punish, or isolate Israel unfairly and seek to place the entire onus of the conflict on one side.

Handout11: Taking Action: Scenarios for Discussion
https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2018/03/011-03015_StudentHandout_TakingActionScenariosforDiscussion_ver2.pdf

15.In this next section, inform students that they will be provided with a handout to read and annotate. Close the lesson by having students prepare a "Quick Write." Reflecting on what they have learned about contemporary antisemitism, have students share thoughts on the words of Samantha Power, former US Ambassador to the United Nations: "Antisemitism is not just an issue for Jewish groups or Jewish individuals. Antisemitism is a human rights threat, a human rights phenomenon, a human right problem. And it's important, I think, as a predictor of where society is going." Have student to also discuss the holocaust denial and how some individuals have used the media platform to disseminate misinformation.

Evaluation:

1.Observation
2. Discussion
3. Completion of activities

Reflect and respond activities:

1. Today, the amount of anti-Semitic content and messages being spread across the world via the Internet remains to grow exponentially. A 2016 global report from the Australian- based Online Hate Prevention Institute, "Measuring the Hate: The State of Antisemitism in Social Media," highlights that not enough is being done to combat antisemitism in social media. The report, based on tracking over 2,000 items of antisemitism posted over the last ten months, found that only 20% of the items were removed. What do you think is the responsibility of social media companies and media in general to monitor and remove anti-Semitic content and other forms of hatred and prejudice? What, if anything, do you think can be done so that individuals behave more respectfully and responsibly on these sites? How do we balance our Constitutional Right to free speech with the harm that what can only be described as hateful speech inflicts upon individuals, groups, and society in general?
2.Search IWitness (iwitness.usc.edu) for testimonies from individuals who have stood up to antisemitism and other forms of bigotry in their communities. Reflect on the actions these people have taken, their motivations, and what we can learn from those who have chosen not to be bystanders.
3. Students could start an awareness club and be involved in activities that foster character educational behaviors and positive service-learning projects that empower respect for diversity.

Sample Disseminator Grant:

Project Title: Unraveling the Past to Create a Better and Inclusive Future

Various educators and paraprofessionals from the Reading, English, ESOL, ESE, and Social Science Departments
Amount Requested: $993.84

Summary of project:

Through this innovative grant afternoon club will be formulated to made diverse students in the title one school have a clear understanding of how the Holocaust started, what were the historical events

from 1933 to 1939 occurred; how hate crimes caused specific groups to be excluded, ostracized, and ignored. For example, students will read, discuss, and view resources that comprehensively explain how six million Jews lost their lives during World War II and how it occurred four and a half years. There was no escape, reprieve, hope, possible amnesty, or chance for alleviation. Most of the Jews of Europe were dead by 1945. A civilization that had flourished for almost 2,000 years was no more. The survivors, dazed, emaciated, bereaved beyond measure, gathered the remnants of their vitality and the remaining sparks of their humanity and rebuilt. They never meted out justice to their tormentors – for what justice could ever be achieved after such a crime? Rather, they turned to rebuilding: new families forever under the shadow of those absent; new life stories, forever warped by the wounds; new communities, forever haunted by the loss."
-- Source: Yad Vashem, Holocaust Memorial Museum, Jerusalem, Israel
Why is this project innovative? This project has never been created in South Dade Senior High School.

This project will empower diverse 9th-12th students to learn about the Holocaust, Hate crimes, anti-bullying, antisemitism events, growth mindset strategies, peaceful resolution outcomes, transparency communication, written, and creativity artistic skills.
Describe your project idea in detail.
By the end of this lesson, students will be able to:
• Examine different ways survivors and others reflect on the lasting experience of the Holocaust
• Reflect on the words of survivors and respond to those words
• Craft a letter to a survivor
• See survivors as more than victims, as people who are doing something positive in the world because of their experiences
• Look outward to the world to see what can be done to improve it in our time

What are examples of envisioned student activities?
Students will have the opportunity to comprehend the legacy of the Holocaust and consider cultural, academic and personal perspectives through a series of enlightening lectures, community discussions and a film presentation offered throughout Miami-Dade County free of charge such as from the Holocaust Memorial Miami Beach, and from the Committee of the Greater Miami Jewish Federation. The teacher will invite the Holocaust Survivors could inspired students with their courageous stories, and shared round table discussions. from approximately 13 Holocaust survivors and a couple of second generation survivors who told their parents' stories. It gives them the opportunity to tell their story, share their story and make sure that their story doesn't become the story of the students that they impact during the day. That's their major focus and will and purpose – to make sure that what happened to them does not happen to these students. And that's why they tell their stories repeatedly no matter how painful and difficult it is."
A Student Awareness Day could be developed and have students be exposed to the following: Holocaust Documentation & Education Center Resources.
Anne Frank and Resisting Hitler Assignment
Anne Frank - Let's look at a person so well known for her strength and hope during the time of the Holocaust. What would it be like to be a teen during the Holocaust? What would you do if you were forced into hiding? Would you do it?
A short graphic novel style animation of Anne Frank and what led up to her family going into hiding...
The Diary of a Young Girl
by Anne Frank
One of the most famous accounts of the Holocaust is told by a teenage Jewish girl who from1942 to 1944, with her family, hid from the Gestapo in a tiny attic in Amsterdam. Young Anne wrote regularly in

her diary and, despite impending doom, continued to believe in human goodness and to express hope that one day she might live in a world without hate. On August 4, 1944, her family and friends were captured and sent to Auschwitz. Anne died in the Bergen-Belsen concentration camp, probably of typhus, several weeks prior to the camp's liberation. The book is recommended for junior high school and high school students.
It's difficult in times like these: ideals, dreams and cherished hopes rise within us, only to be crushed by grim reality. It's a wonder I haven't abandoned all my ideals, they seem so absurd and impractical. Yet I cling to them because I still believe, despite everything, that people are truly good at heart. It's utterly impossible for me to build my life on a foundation of chaos, suffering and death. I see the world being slowly transformed into a wilderness, I hear the approaching thunder that, one day, will destroy us too, I feel the suffering of millions. And yet, when I look up at the sky, I somehow feel that everything will change for the better, that this cruelty too shall end, that peace and tranquility will return once more. In the meantime, I must hold on to my ideals. Perhaps the day will come when I'll be able to realize them!

--The Diary of a Young Girl, eds. Otto H. Frank and Mirjam Pressler, p. 332
What part of this quote grabs you attention the most? Why? What does this passage say about Anne as a person? How would you describe her writing?
"Dear Kitty" - A short animation on Anne Frank from Youtube
Watch the following Youtube hosted Powerpoint on Anne Frank. It shows a variety of photos from her life... and memorials in recognition of her.

Information on Anne Frank will be given in class. To read about her, go to the virtual museum
http://www.annefrank.org/

Otto Frank, Anne's Father... Learn about how he came across the diary and some background information on Anne. What can we learn about what it was like to be a teen during the Holocaust?
Otto Frank says that "Anne inspires young people". Why does this young lady who lived decades ago, continue to inspire us??
Otto Frank - He was lucky to survive... One may wonder that if you lost your family to the Holocaust, what would you do if you found a diary of your child? Would you keep the memories contained within for yourself, or would you want the world to see the life as a Jewish teen in hiding during this time? What would you do?? Some say that Otto was on a mission to devote the rest of his life to Anne's memory? Would you do the same? Why or why not??
Video footage of Anne!
Tour of the Anne Frank House Site: Anne Frank Foundation
Directions:
· Visit the Anne Frank Foundation at URL: www.annefrank.org
· Under the heading “The Story of Anne Frank” click on “The Secret Annex Online.”
· Watch the video clip “Behind the Secret Entrance”
· Next, click “Go Straight Inside”
· Click on the prompts through the house and listen to the audio as you move through the secret annex.
· You can click on certain pictures to see what the rooms would have appeared like when occupied.

After touring the rooms, write a 2-page Response, and include answers to the following questions:

- What do you feel, or what do you think, as you look at the different rooms?

- What do the rooms tell you about the people living there?

- What most surprised or interested you as you moved through the tour?

4. What new things did you learn? Do you have any new questions that need to be answered?
ROLE PLAY OF WHAT IT'S LIKE TO BECOME A REFUGEE. Although this "Role play game" is supposed to represent issues that refugees face today, there are many connections to people who had their rights taken during WWII. Check out this link:
www.playagainstallodds.com

How does it feel? How are the events like the Jewish people of the Holocaust??

AUSCHWITZ - ONE OF THE CONCENTRATION CAMPS OF THE HOLOCAUST...

Virtual Museum from Auschwitz
http://en.auschwitz.org.pl/z/index.php?option=com_content&task=view&id=7&Itemid=35

http://en.auschwitz.org.pl/m/

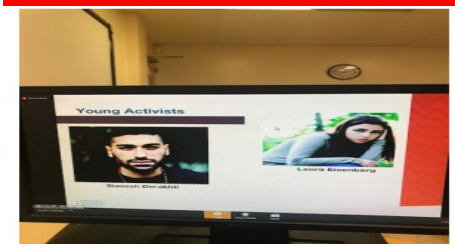
Picture Galley
http://en.auschwitz.org.pl/m/index.php?option=com_ponygallery&Itemid=3

Life at Auschwitz - Birkenau
http://en.auschwitz.org.pl/e/index.php?option=com_virtuemart&page=shop.browse&category_id=6&Itemid=11&vmcchk=1&Itemid=11

Heroes - Rescuers of the Holocaust... some images are disturbing... Be respectful of the memory of those who suffered from the Holocaust.
These may be disturbing...
http://www.photos.oskarschindler.net/index.html

http://www.auschwitz.dk/auschwitz.htm
The Virtual Museum Tribute Assignment
----In connection to our ELA unit, "Stand Up and Make a Difference".

HERO OF THE HOLOCAUST ASSIGNMENT



Miep Gies - Here's a special woman who like Helmuth, risked her life to help others during the Holocaust. Check out the video and learn more about this remarkable woman!

You are a designer for an On-line Virtual Museum. You have been given the task to create a "Virtual Collage" in Tribute to a survivor or hero of the Holocaust. Use Glogster (or other technological software approved by Ms. S-M) as a medium to showcase your Tribute. Include information about your survivor/hero summarized in your words, images, music, videos (embedded) to enhance the presentation for your on-line audience.

Potential Heroes to Research and Inspire You.
Raoul Wallenberg
http://www.jewishvirtuallibrary.org/jsource/biography/wallenberg.html

Miep Gies
http://www.jewishvirtuallibrary.org/jsource/biography/Miep_Gies.html

Oskar Schindler
http://www.auschwitz.dk/id2.htm

Heroines of the Holocaust
http://www.annefrank.dk/rescuers/index.htm

More Heroes of the Holocaust
http://www.findagrave.com/cgi-bin/fg.cgi?page=vcsr&GSvcid=64184
WEBOGRAPHY
www.annefrank.com
• Anne Frank On-line. This site is dedicated to everything about Anne Frank; her biography, photos, memoirs, virtual tour of the Anne Frank house and lesson ideas for educators and students
www.adl.org
• Anti-Defamation League, an organization founded in 1913 to fight antisemitism through programs and services that counteract hatred, prejudice and bigotry. The mission of the ADL is "to stop the defamation of Jewish people, to secure justice and fair treatment to all citizens alike." Many educational resources can be found on this site by reviewing and visiting the various links noted; particularly The Hidden Child Foundation
www.ahoinfo.org/
• The Association of Holocaust Organizations was established in 1985 to serve as a network of organizations and individuals for the advancement of Holocaust programming, awareness, education and research.
www.chgs.umn.edu/
• The Center for Holocaust and Genocide Studies was established by the University of Minnesota in the College of Liberal Arts in 1997. This extensive Web site serves as a resource for teaching and informing the public about the Holocaust and contemporary genocide.
www.coe.fau.edu/CentersAndPrograms/CHHRE
• The Center for Holocaust and Human Rights Education (CHHRE) at Florida Atlantic University offers training and resources to teachers involved in Holocaust and genocide education. Many programs including: scholar lectures, teacher seminars and institutes, film programs and educational curricula on the history of the Holocaust
www.centropa.org /
• Centropa. An Interactive Database of Jewish Memory "Where Jewish History Has A Name, A Face, A Story''. This program has a site with many links to follow which offer historical information, video testimonies and information on applying to go to their various summer seminars held each year

for teachers.
www.echoesandreflections.org/
• Echoes and Reflections: A HOLOCAUST EDUCATION PROGRAM that includes everything educators need to teach the complex issues of the Holocaust to 21st century students. A comprehensive curriculum and extensive teacher training program available in Israel and all over the United States.
www.elholocausto.org/
• El Holocaust is a comprehensive Spanish-language site covering the history of the Holocaust and educational resources as well.
www.facinghistory.org
• Facing History and Ourselves Homepage. Facing History and Ourselves is a national educational and professional development organization whose mission is to engage students of diverse backgrounds in an examination of racism, prejudice, and antisemitism to promote the development of a more humane and informed citizenry. Educational resources and books and films are available.
www.flholocausteducationtaskforce.org/
• Florida Department of Education Task Force on Holocaust Education. Lesson Plan Resources, Film Resources, and Florida statute for Mandate to Teach the Holocaust plus key listing of Florida Teaching institutes. All the information a Florida teacher needs for his/her school district needs.
www.flholocaustmuseum.org
• Florida Holocaust Museum. Features a vast collection of works of art, photographs and historical artifacts as well as excellent educational materials and hosts a summer Institute for teachers. The programs at the Museum include educational exhibits, teacher seminars throughout the year, teaching trunks and survivor testimonies.
http://www.gfh.org.il/eng/
• The Ghetto Fighter's House Museum in Israel focuses on lessons and projects of Jewish Resistance during the Holocaust. Many ideas, projects and lessons can be found on this website on Physical and Spiritual Resistance During the Holocaust.
www.jewishpartisans.org/
• Jewish Partisan Educational Foundation. A major resource exploring those who stood up to Nazi Tyranny and saved lives of thousands of Jews. The most comprehensive on-line lesson plans about the Jewish partisans and especially on Women Partisans are available as well as teacher trainings.
www.historychannel.com

• History Channel - Good resources for Holocaust film documentaries that can be used in 60-minute segments for classroom use and a basis for further research. www.hdec.org
The Holocaust Documentation & Education Center. Largest collection Center in Florida for information on survivor documentation. The Holocaust Documentation Center has many outreach programs including monthly library lectures and readings by Holocaust survivors, year-round programs for community and teachers and staff, essay writing contests, film presentations and an annual summer teaching institute www.holocaustresources.org/
• Holocaust Education Resource Council (HERC) provides the following resources for educators, students, and the community: educational programs and curricula Teacher training for educators, Holocaust Teaching Trunks, Speakers Bureau of survivors, witnesses, liberators, second generation online resources and tools, public programs, local writing and art contest, newsletter support and consultation for educators www.holocaustmemorialmiamibeach.org
• Holocaust Memorial Miami Beach. A unique outdoor memorial and educational site for resource for History of the Holocaust, many on site programs, outreach for cultural and educational programs, and guided student/teacher on site visitations as well as a Wall of Remembrance. The Memorial hosts a unique Holocaust Education Week program annually and hosts Kristallnacht and Yom Hashoah Programs

every year on site.www.holocaustedu.org/
• The Holocaust Memorial Resource and Education Center of Florida. This Center was built by people who believed in the power of knowledge. It focuses on guided tours, lesson plans, year-round cultural programs, scholar visits and a summer teaching institute.
www.holocaustmuseumswfl.org/
• The Holocaust Museum & Education Center of Southwest Florida. To promote respect and understanding by teaching the history and lessons of the Holocaust. Lesson plans for teachers, Institutes and guided tours of the exhibits in the Museum as well as a summer teaching institute are offered daily.
www.hrusa.org
Human Rights USA suggests ideas and tools for advocating and protecting human rights. Encourages community- based actions and student guided projects. www.socialsciences.dadeschools.net/
• Miami-Dade County Public Schools Department of Social Sciences is a major Resource for Holocaust Education Study Guides and for Florida Standards on Teaching the Holocaust. Speak to Dr. Miriam Kassenoff, M-DCPS Education Specialist, Holocaust Education Director and UM Holocaust Studies Institute Education Chairperson for further assistance. www.jewishmuseum.org.pl/en
Museum of the History of Polish Jews. Newest major museum on the history of Polish Jews. The Research and Publications Department documents, researches and disseminates knowledge about the history of Polish Jews. The Education Department offers guided tours and lesson plans.
www.mjhnyc.org
• Museum of Jewish Heritage - A Living Memorial to the Holocaust. The Museum honors those who died by celebrating their lives—cherishing the traditions that they embraced, examining their achievements and faith, and affirming the vibrant worldwide Jewish community that is their legacy today. New generations are taught how to recognize and fight contemporary instances of injustice and oppression. www.remember.org
Remember.org. Homepage of the Cybrary of the Holocaust. The Cybrary is a web site on the Holocaust. It contains a collection of Encyclopedic information, answers to frequently asked questions, survivor testimony, transcripts of Nazi speeches and official documents, artifact photos, historical photos, artwork, poetry, books written by survivors.www.wiesenthal.com
• The Simon Wiesenthal Center Homepage. Headquartered in Los Angeles, the Simon Wiesenthal Center is an international center for Holocaust remembrance, and the defense of human rights and the Jewish people. Contains answers to thirty-six frequently asked questions about the Holocaust, biographies of children who were hidden in the Holocaust and many other valuable educational resources www.socialstudies.com
• Social Studies School Service. An on-line catalog of Holocaust videos and resources. Teachers and students will find this site user friendly from which to order materials including films and memoirs
www.ushmm.org
• The United States Holocaust Memorial Museum Includes information about background history of the Holocaust and of the U.S. Holocaust Memorial Museum; how to plan a visit to the museum; community programs, films, lectures, conferences for educators, as well as guidelines for teaching about the Holocaust a videography for teachers, and answers to frequently asked questions about the Holocaust.
www.education.miami.edu/holocaust
• University of Miami School of Education and Human Development Holocaust Institute. Largest Teacher Holocaust Training Institute in South Florida. Film Programs, Curriculum Resources and year-round cultural programs hosting major scholars of the Holocaust are held in the Miami area with a following of hundreds of community guests to all programs. Dr. Kassenoff, Consultant to Holocaust Related Projects should be contacted for further guidance.www.sfi.usc.edu

• USC Shoah Foundation. Survivors of the Shoah: The Visual History Foundation created by Steven Spielberg has recorded more than 50,000 videotaped interviews with Holocaust survivors. These are being recorded electronically for computer d CD-ROMs to be distributed for museums and other Holocaust education sites. This site also has lesson plans and access to the unique iWITNESS program
www.yadvashem.org.il
Yad Vashem is the World Center for Holocaust Research, Education, Documentation and research. It includes: Educational Materials, Database of Shoah Victims' Names, Visiting the Holocaust History Museum, testimonies about the Righteous Among the Nations, extensive teacher training seminars every month for teachers from all over the world and a summer international Holocaust conference.
Reprinted with the permission of Dr. Miriam Kassenoff, M-DCPS Education Specialist, Holocaust Education Director and UM Holocaust Studies Institute Education Chairperson.
Projected Timeline:
January 2018- Students will learn the background of the Holocaust, the events sequentially and glossary of terms: Anschluss: in March 1938 Germany invades and incorporates Austria in what is known as the Anschluss. Overnight, Germany controls 200,000 more Jews.
Antisemitism: prejudice against the Jewish people
Auschwitz-Birkenau: located in Poland, largest death camp built by the Nazis; between 1.2 and 1.5 million people were murdered there by means of starvation, disease, and gassing; Birkenau is often referred to as Auschwitz II.
Bar Mitzvah: Ritual coming of age ceremony for Jewish boys 13 years of age.
Buchenwald: one of the first concentration camps; located in central Germany
Concentration Camps: work and death camps located in Germany and Poland to incarcerate and exterminate Jews, Gypsies, political dissidents, and others deemed “undesirable” by the Nazis.
Crematorium: a furnace used in the death camps to incinerate the bodies of victims.
Death Marches: forced marches of concentration camp prisoners as the Nazis tried to keep ahead of the Allied forces; approximately one-third of those in the death marches were killed as a result of either disease, starvation, overexposure to the elements, or being shot by their guards.
Deportation: forced removal of Jews from their homes in Nazi-occupied lands; under the pretense of resettlement, victims were sent to death and labor camps.
Holocaust: term used to describe the systematic annihilation of the Jewish people of Eastern Europe by the Nazi regime; by the end of World War II, approximately 6,000,000 Jewish men, women, and children had been killed.
Gestapo: the Nazi Secret State Police.
Ghetto: an area of a city to which the Jews were restricted and from which they were forbidden to leave.
Kapo: a prisoner appointed by the Nazis to oversee labor details in the concentration camps
Kristallnacht: “Night of Broken Glass,” the organized pogrom against Jews in Germany and Austria on November 9–10, 1938.
Mengele: Nazi Doctor in charge of the selection (deciding which prisoners will live and which will die), also performed medical experiments on prisoners.
Shtetl: a small Jewish village in the Pale of Settlement (modern-day Lithuania, Belarus, Poland, Moldova, Ukraine, and parts of western Russia).
Yom Kippur: The Jewish Day of Atonement, the holiest day of the Jewish calendar, observed by fasting from sunset to darkness the next night.
February 2018: Students will research using an array of multi-media to respond to grade level Social Science and Language Arts questions.
March 2018: Students will different books that explain the Holocaust in age appropriate manner. Students will complete graphic organizers quick writes, textual dependent questions, and create

power points that summarize their learning experiences.
April 2018: Letters will be written to invite survivors. Students will then be able ask questions in an open forum. Students may record and video their findings before, during, and after the presentation.
May 2018: Students will visit the Holocaust Memorial Museum located at Miami Beach. They will summarize their experiences through writing poetry and illustrations.
June 2018: Students will create and publish a book on their best literature pieces.

Budget Detail:

Amazon-The Freedom Writers Diary: How a Teacher and 150 Teens Used Writing to Change Themselves and the World Around Them by The Freedom Writers
Paperback
$10.19
Teach with Your Heart: Lessons I Learned from The Freedom Writers by Erin Gruwell
Paperback
$14.81
The Freedom Writers Diary Teacher's Guide by Erin Gruwell
Paperback
$18.65
Rainbow of Diversity Motivational Posters Set of Seven Inspirational Art Prints Featuring Quotes From Maya Angelou, A.A. Milne, Mother Teresa, Helen Keller and
Price: $36.00 + $6.99 shipping
The Night Trilogy: Night, Dawn, Day Paperback – April 15, 2008
by Elie Wiesel (Author) Class set of 25
Each book: $11.00
Total: $275.00
Ashley Productions ASH10700 Hardcover Blank Book, 6" Wide, 8" Length, White
60 Books
Price: $4.63 & FREE Shipping on orders over $25.
Total: $277.80
Ashley Productions
5x5 hardcover chunky book
Price: $2.49 & FREE Shipping on orders over $25.
60 Books needed
Total: $149.40
Family Dollar
Writing and Art Supplies for 60 students $80.00
Office Depot eight Ink Cartridges and two cases paper $125.00
Total project budget:
$993.84
Total amount that you are requesting from The Education Fund:
$993.84

Book Study lessons#8

Modified lessons for 9th-12th
Anne Frank: The Diary of a Young Girl by Anne Frank. Dutch B. M. Mooyaart. New York: Doubleday
Story summary: On her thirteenth birthday, Jun12, 1942, Anne Frank received a diary as a gift. At that time, she and her family were living peacefully in Amsterdam Holland after being forced to flee Hilter's anti-Jewish regime in Germany. One month after receiving her diary, Anne and her family must go into hiding in the Secret Annex a hidden portion of the building where Anne's father worked. The diary chronicles two years in hiding with Anne, her family and four other people. The Holocaust is only

revealed by Anne's circumstances and her entries about radio broadcasts. Most of the diary focuses on Anne's desires and fears for the future and the tension between the inhabitants, especially Anne's strained relationship with her mother. On August 4th,1944, the gestapo raids the Secret Annex and all its inhabitant is sent to concentration camps. Anne, along with her mother and sister, died Bergen Belsen, two months before the liberation of Holland. Anne's father was the only resident of the Secret Annex to survive the war. https://padlet.com/ANGELS_LIVE_ON/anne_frank_holocaust

Reading Standards:

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.4 Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance the point of view or purpose.

Speaking and Listening Standard:

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-directed) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Writing Standard:

W.9-10.10 Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes, and audiences.

Objectives:

• Students should be able to clarify how Hilter's rise to power slowly and systematically took away basic human rights from Jews
• Comprehend that Jews were productive members of German society before Hilter's rise to
• power
• Identify the courage and determination of many non-Jews to help those persecuted by the Nazis
• Realize the characters as human beings and adolescents with very similar concerns and hopes as his or her own; and empathize with the characters and understand how the Nazis shattered their lives.

Topics for Discussion:

1. At the beginning of the diary Anne explains that paper is more patient than people. Explain what you think she meant by that statement and whether you agree or disagree with her.
2. Explain why Anne's experience of hiding is different from most that were forced to hide during the Holocaust.
3. What have you learned about the different ways people responded to the Nazis treatment of the Jewish people and others during World War II?
4. If you had an opportunity to speak to Anne Frank after reading her diary, what would you want to say and why?
5. Describe how this book is different from others you have read about the Holocaust.

Activity Ideas:

1. Keep a diary throughout the unit. Name it and express feelings about the readings.
2. Research a historical event which is described in the radio broadcast.

Related resources:

Adler, D. (1995). Child of Warsaw Ghetto. New York, Holiday Press.

Second Book: Lesson# 9

Lessons can be modified to address various learning styles

I Never saw another Butterfly edited by Hana Volavkova New York: Schoken Books Inc., 1993

Story Summary; This collection of the poetry, diary entries, and artwork was created by children who were imprisoned in the Terezin concentration camp from 1942 to 1944. Terezin was a ghetto/camp for Jews on their way to concentration camps and the Germans used the camp as a "model camp". There were facades of stories, houses, and cafes all used to fool the Red Cross. The children held in Terezin played, security, attended school, drew wrote, and acted. Within the camp they saw two very different realities: meadows, hills, and birds in some areas, and flies, food lines, starving people, concrete and bunks, beatings and executions in others. They saw the reality for what I was and yet continued to believe in the truth and hope. To pass the time and express their overwhelming emotions, they used whatever materials had been smuggled into the camp to create these pieces of art.

Reading Standards:

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.4 Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance the point of view or purpose.

Speaking and Listening Standard:

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-directed) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Writing Standard:

W.9-10.10 Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes, and audiences.

Objectives:

• Explain how and why the Nazis used Terezin to manipulate and deceive the international Red Cross;

• Recognize the courage and determination of many of the victims of the Holocaust;

• Understand that the artists and writers in this book had similar concerns and hopes as his or her owns; Empathize with the young artists and writers and understand how the Nazis shattered their lives; and give examples of how the young people of Terezin shared their feelings and experiences.

Suggested Topics for Discussion:

• Explain how the children reacted when they first arrived at the camp.

• What kinds of images do you see in artwork? Explain why you think these images were used by the children in their art.

• Tell why you believe the pieces of writing done by the children are short in length.

• List the themes of the writings. What similarities do you find between them? Explain the reasons for similarities?

• Explain how the children reacted when they first arrived at the camp.

Suggested Activities:
• Find a piece of artwork or writing and read the biographical notes on its creator. Take notes
• Use the artwork as a springboard and create a new poem to share with classmates
Related Resource:
Friedman, I (1952) Escape or Die: True stories of young People Who Survived the Holocaust. Reading, MA:
Addison Wesley.
Download Night of the Broken Glass
https://www.adl.org/media/11333/download
Lesson #10 Grades9th-12th Modified and Adapted for ESE, ESOL students
Reading Standards:
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.4 Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance the point of view or purpose.
Speaking and Listening Standard:
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-directed) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
Writing Standard:
W.9-10.10 Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes, and audiences.
Objectives:
Students will:
• Explore the role of being a bystander and its moral implications
• Understand the plight of the Jews in the Holocaust
• Draw thematic parallels between the history of the Holocaust and modern-day bigotry, prejudice and persecution
Essential Questions:
• In what ways is the past about me?
• How can the perspective I have about my own life experiences be viewed as part of the larger human story across time?
• Is conflict inevitable?

Materials:
Handouts All But My Life, Gerda's memoir
https://www.tolerance.org/sites/default/files/general/All_but_my_life.pdf
Bystanders Scenes from Our School handout
https://www.tolerance.org/sites/default/files/general/Bystander_handout.pdf
This lesson is an excerpt from the accompanying teacher's guide to One Survivor Remembers, a teaching kit built around the incredible life story of Holocaust survivor Gerda Weissmann Klein.

Background Information:

People involved in historical conflicts are often placed into one of two categories, "victim" or "perpetrator." Yet Gerda Weissmann Klein's story reminds us that there is an important third choice: the bystander. Many, many people witnessed Gerda's experience during the Holocaust—and did nothing, or otherwise denied her humanity. A select few reached out and showed kindness to her. This lesson reminds students that they, too, make choices about whether to stand aside—or stand up—when someone else is being maligned, bullied or harassed. In standing up, we honor not only the other person's humanity, but also our own.

Suggested Procedures

Step 1

- As a class, discuss: Who were the victims and who were the oppressors in One Survivor Remembers?
- Ask students to write responses on the board. Next, create definitions for "victim" and "oppressor."
- Possibilities include: Victim—one who is harmed, killed or made to suffer by another: a victim of the Holocaust.
- Oppressor—one who keeps another down by severe and unjust use of force or authority: Hitler was an oppressor.
- Explain that in addition to the roles of victim and oppressor during the Holocaust, there also was the role of "bystander."
- Bystander—a person who is present at an event without participating in the central actions of the event.
- Bystanders sometimes actively or passively condone or condemn the central actions by their words or actions or, alternately, by their silence or inaction.

Step 2

Individually or as a whole class, read the three scenes from All but My Life and answer the following questions:

1. In these scenes, who were the bystanders?
2. Did these bystanders harm or help others, or were they neutral? How so?
3. How might different actions of the bystanders have changed the events in each scene, or changed Gerda's experience?

Step 3

Deepen the discussion of the role of bystanders. Discuss the spectrum of violence, both physical and verbal. Help the students understand that choosing to say or do nothing in certain moments can perpetuate or even encourage violence. Allow students to draw examples from the film, the excerpt handout and their own lives.

1. What happens if we are silent when we witness an act of prejudice, injustice or violence against another person? What happens when we do nothing in the face of such things?
2. Was there a time when you were a bystander to violence, whether physical or verbal, such as a classmate being bullied? What did—or didn't—you do? What do you wish you had done differently?
3. How might our roles or choices shift, given the context or situation? Are we, as individuals, more likely to be subject to, participate in or ignore some forms of bullying over others, for example? Do I feel a greater need to speak up, or be quiet, if someone is being bullied because of a characteristic that I share with him or her (e.g., weight, race, sexual orientation, religion)?
4. What forces, internal and external, keep us from acting in such moments? Are some more excusable than others? What can be done to diminish the forces that keep us from acting?

Step 4

Introduce the following quote:

• "Thou shalt not be a victim.
• Thou shalt not be an oppressor.
• But most of all, thou shalt not be a bystander."
— Yehuda Bauer, Jewish historian

Ask students: "Why do you think Bauer presents being a bystander as the worst role to take?" Then ask, "Do you think it's worse to be a bystander or an oppressor? Why?" Let students wrestle with the complexities of this question.

Extend the inquiry further by exploring these words from Holocaust survivor Elie Wiesel: "I swore never to be silent whenever and wherever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim.

Ask students: "Why do you think Bauer presents being a bystander as the worst role to take?" Then ask, "Do you think it's worse to be a bystander or an oppressor? Why?" Let students wrestle with the complexities of this question.

Extend the inquiry further by exploring these words from Holocaust survivor Elie Wiesel: "I swore never to be silent whenever and wherever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented."

Step 5

• Share a narrative about an incident in which you—an adult in the school—were a bystander and did nothing.
• Introduce the Bystander Scenes from Our School handout. Ask students to write for 15 minutes to describe incidents, they've experienced.
• Over the course of the next few days, read a scene each day and brainstorm how someone could have actively and peacefully addressed the situation. Keep a running list in class of strategies you've identified to avoid being a silent bystander.

Extension Activity:

Researchers have confirmed that children who experience bullying and/or cyberbullying are more likely to consider suicide than children who do not. When Gerda receives letters from classrooms, she says, "I always have one or two letters that ask me about suicide. It is usually framed as 'my best friend has the problem' kind of thing, but I have gotten enough of them to know it when I read it."

There was a time during her ordeal, in the summer of 1943, when Gerda thought of suicide. And she remembered once promising her father never to do "that." She even felt the touch of her father's hand on her neck in that moment. Today, when students ask Gerda about their own thoughts of suicide, "I beg young people never to give up. Do not make a permanent solution to a temporary problem."

Bullying has serious consequences for its victims, including suicide ideation, consequences bullies and bystanders rarely consider. Invite Gerda's words into your classroom and take a moment to remember children who have lost their lives—Carl Walker-Hoover, Phoebe Prince and others—when bullying overcame them.

Enrichment Activities:

Read and summarize the History.com website
https://www.history.com/topics/world-war-ii/anne-frank-1
Develop an Anne Frank Padlet
https://padlet.com/ANGELS_LIVE_ON/anne_frank_holocaust
Analysis Anne Frank's Arrest
Anne Frank's Arrest

Now that we are finished reading pieces of Anne Frank's diary and watching the video, use this link to read about the day she & the others were arrested and sent to concentration camps.
http://www.annefrank.org/en/Anne-Frank/Discovery-and-arrest/The-arrest/
Facts & pictures of concentration camps:
http://www.softschools.com/facts/world_history/auschwitz_facts/1379/
http://www.history.com/topics/world-war-ii/the-holocaust/pictures/holocaust-concentration-camps/poland-auschwitz-birkenau-death-camp
http://remember.org/camps

Facts about WWII
http://www.ducksters.com/history/world_war_ii/
Design A Newspaper
Front Page News: Holocaust Newspaper Front Page
You are to design a front page of a newspaper using the template found on my Padlet page (www.padlet/lisafalgi) You will research your assigned topic and write an article using that research. The newspaper page should consist of a headline, a by line, a picture, and four paragraphs.
The front page must consist of the following:

- Headline- must relate to the topic and what you discuss in your article
- By line- (your name) make the byline a smaller font than it appears originally
- 4 paragraphs- each paragraph must include topic sentence, supporting details, and concluding sentence Remember a paragraph is 5-7 sentences
- Picture to go with the article- must relate to your topic specifically the source for your picture should also appear in your works cited

Your works cited must include a total of four sources for your research. Remember graphics/pictures sources need to be cited as well.

Power Point Presentation
You will also make and present a two slide Power Point on your topic.
Each slide must consist of the following:

- 4 bullet points (talking points – you will use notes to present in further detail) 40 points
- A graphic to go with what is being discussed in your presentation 10 points
- A heading with your topic and your name at the top of each slide 10 points

You must also include a works cited slide (print sources and pictures/graphics sources 10 points
Your oral presentation will be part of this grade as well:

- Projected voice 10 points
- Eye contact 10 points
- Preparedness 10 points (Two index cards with notes to guide you through your presentation.)

Lesson Resources:
https://www.weareteachers.com/9-essential-lessons-for-teaching-the-holocaust/
Irene Vogel Weiss-Holocaust Survivor
https://www.youtube.com/watch?v=ayN-IhDYBBQ
The Life of Alex Gross - Holocaust Documentary // SMSH
https://www.youtube.com/watch?v=q297yjWYpxs
Pedagogical Principles for effective Holocaust Instruction
http://echoesandreflections.org/wp-content/uploads/2017/09/EducationalPhilosophyInTeachingTheHolocaust.pdf

Book Studies:

Night Share

Night Paperback by Elie Wiesel published in January 16, 2006. Elie Wiesel was born in Sighet, Romania in 1928, to an ultra-Orthodox Jewish Hasidic family. In 1944, he was deported to Auschwitz where he was imprisoned for a short time. From there, he was sent to the Buchenwald concentration camp. After liberation in 1945, Wiesel went to Paris where he eventually became a journalist. During an interview with the distinguished French writer, Francois Mauriac, Wiesel was persuaded to write about his experiences in the camps. The result was his internationally acclaimed memoir, Night (La Nuit), which has since been translated into more than thirty languages. In this memoir, Wiesel summarizes his experiences as a concentration camp prisoner. Wiesel went on to publish more than sixty books of fiction and non-fiction. He exerted an influence on world leaders regarding commemoration of the Holocaust—perceiving his role as that of society's conscience, which must be alert to wickedness and injustice. He was awarded the Nobel Peace Prize in 1986. Elie Wiesel died in New York City in 2016. Night is Elie Wiesel's masterwork, a candid, horrific, and deeply poignant autobiographical account of his survival as a teenager in the Nazi death camps. This new translation presents this seminal memoir in the language and spirit truest to the author's original intent and a, passionate dedication to ensuring that the world never forgets man's capacity for inhumanity to man. Night offers much more than a litany of the daily terrors, everyday perversions, and rampant sadism at Auschwitz and Buchenwald; it also expressively addresses many of the philosophical as well as personal questions implicit in any serious thought of what the Holocaust was, what it meant, and what its legacy is and will be.

The Nazi Titanic: The Incredible Untold Story of a Doomed Ship in World War II by Robert P. Watson Hardcover – Published on April 26, 2016 Built in 1927, the German ocean liner SS Cap Arcona was the greatest ship since the RMS Titanic and one of the most renowned luxury liners in the world. When the Nazis seized control in Germany, she was stripped down for use as a floating barracks and troop transport. Later, during the war, Hitler's minister, Joseph Goebbels, cast her as the "star" in his epic propaganda film about the sinking of the legendary Titanic. Following the film's enormous failure, the German navy used the Cap Arcona to transport German soldiers and civilians across the Baltic, away from the Red Army's advance. In the Third Reich's final days, the ill-fated ship was packed with thousands of concentration camp prisoners. Without adequate water, food, or sanitary facilities, the prisoners suffered as they waited for the end of the war. Just days before Germany surrendered, the Cap Arcona was mistakenly bombed by the British Royal Air Force, and nearly all the prisoners were killed in the last major tragedy of the Holocaust and one of history's worst maritime disasters. Although the British government sealed many documents pertaining to the ship's sinking, Robert P. Watson has unearthed forgotten records, conducted many interviews, and used over 100 sources, including diaries and oral histories, to expose this story. As a result, The Nazi Titanic is a riveting and astonishing account of an enigmatic ship that played a devastating role in World War II and the Holocaust.

Why?: Explaining the Holocaust by Peter Hayes Hardcover, 432 pages Published January 17th, 2017 by W. W. Norton Company. Historian Peter Hayes offers a comprehensive evaluation directed squarely at answering the most central and enduring questions about why and how the massacre of European Jewry unfolded. In this well written and persuasive book, he attempts to set the record straight regarding:

1. Targets: Why the Jews?
2. Attackers: Why the Germans?
3. Escalation: Why Murder?
4. Annihilation: Why This Swift and Sweeping?
5. Victims: Why Didn't More Jews Fight Back More Often?

6. Homelands: Why Did Survival Rates Diverge?
7. Onlookers: Why Such Limited Help from Outside?
8. Aftermath: What Legacies, What Lessons?

Lesson#11 Grades9th-12th Modified and Adapted for ESE, ESOL students

SS.912. S.8.9 Identify a community social problem and discuss appropriate actions to address the problem.

Subject Area: Social Studies Grade: 9-12

Strand: Sociology

Standard: Individual and Community/Examine the role of the individual as a member of the community; explore both individual and collective behavior.

- Students will be graded using rubrics.
- Some closing activities that will be evaluate are the following:
- Involvement in the Nova Writing and Art Contest

Written Personal Pieces:

- Write a letter to a survivor. It can be a "famous" survivor; it can be someone whose words you heard today, someone you know personally, someone from the films, and tell them what you are taking from their experience. Tell them how you will, as Israel "Joe" Sachs puts it:
- "Create a better world than what we have lived in."

Materials:

(A) Quotes for Reflection Walk (should be mounted on butcher paper for students to write around. I always thought it can happen again. It does happen again all over the world.

Anne Frank quotes
"How wonderful it is that nobody needs wait a single moment before starting to improve the world."
"It's really a wonder that I haven't dropped all my ideals, because they seem so absurd and impossible to carry out. Yet I keep them, because despite everything, I still believe that people are really good at heart."
"Think of all the beauty still left around you and be happy."
"I can shake off everything as I write; my sorrows disappear, my courage is reborn."
"I've found that there is always some beauty left -- in nature, sunshine, freedom, in yourself; these can all help you."
"No one has ever become poor by giving."
"I don't think of all the misery, but of the beauty that still remains."
"Parents can only give good advice or put them on the right paths, but the final forming of a person's character lies in their own hands."
"The best remedy for those who are afraid, lonely or unhappy is to go outside, somewhere where they can be quite alone with the heavens, nature and God. Because only then does one feel that all is as it should be and that God wishes to see people happy, amidst the simple beauty of nature. As longs as this exists, and it certainly always will, I know that then there will always be comfort for every sorrow, whatever the circumstances may be. And I firmly believe that nature brings solace in all troubles."
— Anne Frank, The Diary of a Young Girl
"Because paper has more patience than people. "
"Look at how a single candle can both defy and define the darkness."
"People can tell you to keep your mouth shut, but that doesn't stop you from having your own opinion."
"Whoever is happy will make others happy."

“In the long run, the sharpest weapon of all is a kind and gentle spirit.”
“Where there's hope, there's life. It fills us with fresh courage and makes us strong again.”
“In spite of everything, I still believe that people are really good at heart.”
“I don't want to have lived in vain like most people. I want to be useful or bring enjoyment to all people, even those I've never met. I want to go on living even after my death!”
“Women should be respected as well! Men are held in great esteem in all parts of the world, so why shouldn't women have their share? Soldiers and war heroes are honored and commemorated, explorers are granted immortal fame, martyrs are revered, but how many people look upon women too as soldiers?...Women, who struggle and suffer pain to ensure the continuation of the human race, make much tougher and more courageous soldiers than all those big-mouthed freedom-fighting heroes put together!”
“We all live with the objective of being happy; our lives are all different and yet the same.”
“I think a lot, but I don't say much.”
“Although I'm only fourteen, I know quite well what I want, I know who is right and who is wrong. I have my opinions, my own ideas and principles, and although it may sound pretty mad from an adolescent, I feel more of a person than a child, I feel quite independent of anyone.”
“A quiet conscience makes one strong!”
“In spite of everything I still believe that people are really good at heart. I simply can’t build up my hopes on a foundation consisting of confusion, misery, and death. I see the world gradually being turned into a wilderness, I hear the ever approaching thunder, which will destroy us too, I can feel the sufferings of millions and yet, if I look up into the heavens, I think that it will all come right, that this cruelty too will end, and that peace and tranquility will return again.”
“You can be lonely even when you are loved by many people, since you are still not anybody's one and only.”
“Human greatness does not lie in wealth or power, but in character and goodness. People are just people, and all people have faults and shortcomings, but all of us are born with a basic goodness.”
“As long as this exists, this sunshine and this cloudless sky, and as long as I can enjoy it, how can I be sad?”
“But feelings can't be ignored, no matter how unjust or ungrateful they seem.”
“There's only one rule you need to remember: laugh at everything and forget everybody else! It sounds egotistical, but it's actually the only cure for those suffering from self-pity.”
“Memories mean more to me than dresses.”
“Those who have courage and faith shall never perish in misery”

What’s going on Sudan, Cambodia, millions of people got killed there, too, and I’m trying to educate the people tell them what happened to me. —Herbert Karliner
These things repeat themselves unless they are in the forefront of your mind.
—Allan Hall

One thing I made sure. My children got something that I couldn’t get—an education.
—David Memelstein

I say to the kids, “Go out into the world and help make a better world. This is what you’re supposed to be doing for yourself and for your kids.” I say to them, “Create a better world than what we have lived in.” —Israel “Joe” Sachs

Only guard yourself and guard your soul carefully, lest you forget the things your eyes saw and lest these

things depart your heart all the days of your life. And you shall make them known to your children and your children's children. —Deuteronomy 4:9

I swore never to be silent whenever and wherever human beings endure suffering and humiliation. We must take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented. —Elie Wiesel, Nobel Peace Prize Winner, Holocaust Survivor, author of Night.

Introduction:

This lesson is approximately one hour in length. It can also be stretched into two lessons to give students more time to prepare and present. It can be used in conjunction with the other lessons in this series, or as a stand-alone lesson.

Theme:

The Holocaust happened to men, women and children, each with his or her own stories.

State Standards Map Grades 9–12
Standards Addressed in Grammar & Conventions Pathways
Standards Addressed in Writing Pathways
Building Compound and Complex Sentences
L.9–10.2.A
Use a semicolon (and perhaps a conjunctive adverb) to
link two or more closely related independent clauses.
Connecting Clauses with Colons and
Semicolons
L.9–10.2.A
Use a semicolon (and perhaps a conjunctive adverb) to
link two or more closely related independent clauses.
Hyphens
L.11–12.2.A
Observe hyphenation conventions.
Lists
L.9–10.2.B
Use a colon to introduce a list or quotation.
MLA Citation I
L.9–10.3.A
Write and edit work so that it conforms to the guidelines
in a style manual (e.g., MLA Handbook, Turabian's
Manual for Writers) appropriate for the discipline and
writing type.
Parallel Structure
L.9–10.1.A
Use parallel structure.
Punctuation with Conjunctions:
Conjunctive Adv. (THAMOs)
L.9–10.2.A
Use a semicolon (and perhaps a conjunctive adverb) to
link two or more closely related independent clauses.
Body Paragraphs: Claims, Evidence,

and Reasoning
W.9–12.1.B
Develop claim(s) and counterclaims fairly and
thoroughly, supplying the most relevant evidence for
each while pointing out the strengths and limitations of
both in a manner that anticipates the audience's
knowledge level, concerns, values, and possible biases.
W.9–12.9
Draw evidence from literary or informational texts to
support analysis, reflection, and research.
Body Paragraphs: Embedding Evidence
W.9–12.8
Gather relevant information from multiple authoritative
print and digital sources, using advanced searches
effectively; assess the usefulness of each source in
answering the research question; integrate information
into the text selectively to maintain the flow of ideas,
avoiding plagiarism and following a standard format for
citation.
Body Paragraphs: Transition Words
and Phrases
W.9–12.1.C
Use words, phrases, and clauses as well as varied
syntax to link the major sections of the text, create
cohesion, and clarify the relationships between claim(s)
and reasons, between reasons and evidence, and
between claim(s) and counterclaims. Conclusion Paragraphs
W.9–12.1.E
Provide a concluding statement or section that follows
from and supports the argument presented.
Embedding Evidence: Avoiding Plagiarism & Using Citations
W.9–12.8
Gather relevant information from multiple authoritative
print and digital sources, using advanced searches
effectively; assess the strengths and limitations of each
source in terms of the task, purpose, and audience;
integrate information into the text selectively to
maintain the flow of ideas, avoiding plagiarism and
overreliance on any one source and following a
standard format for citation.
Embedding Evidence: Mechanics of Quotations
L.9–10.3.A
Write and edit work so that it conforms to the guidelines
in a style manual (e.g., MLA Handbook, Turabian's
Manual for Writers) appropriate for the discipline and
writing type.

Embedding Evidence: Providing Strong
Context for Evidence
W.9–12.1.B
Develop claim(s) and counterclaims fairly and
thoroughly, supplying the most relevant evidence for
each while pointing out the strengths and limitations of
both in a manner that anticipates the audience's
knowledge level, concerns, values, and possible biases.
Introductory Paragraphs
W.9–12.1.A
Introduce precise, knowledgeable claim(s), establish the
significance of the claim(s), distinguish the claim(s) from
alternate or opposing claims, and create an
organization that logically sequences claim(s),
counterclaims, reasons, and evidence.
Thesis Statements
W.9–12.1.A
Introduce precise, knowledgeable claim(s), establish the
significance of the claim(s), distinguish the claim(s) from
alternate or opposing claims, and create an
organization that logically sequences claim(s),
counterclaims, reasons, and evidence.
Topic Sentences
W.9–12.1.A
Introduce precise, knowledgeable claim(s), establish the
significance of the claim(s), distinguish the claim(s) from
alternate or opposing claims, and create an
organization that logically sequences claim(s),
counterclaims, reasons, and evidence.
Standards Addressed in Writing Assignments
Peer Reviews
W.9–12.5
Develop and strengthen writing as needed by planning,
revising, editing, rewriting, or trying a new approach,
focusing on addressing what is most significant for a
specific purpose and audience. (Editing for conventions
should demonstrate command of Language standards
1–3 up to and including grades 9–12.)

Essential questions:

- How did the survivors' experience of the Holocaust change their lives?
- What are some of the different and shared experiences in the stories of survivors?
- What is our role in witnessing and passing along these stories?

Objectives:

By the end of this lesson, students will be able to:

• Students will be paraphrasing the quotes
Present the story of a survivor
• Explain the importance of telling the survivors' stories
• Examine the differences between survivor narratives
• Discuss the ways in which survivor's lives were altered by the events of the Holocaust

Materials:
• A: Jigsaw Handout for each group: "Survivors' Stories"
• B: Instruction sheet handout for each group of students
• C: Glossary of terms
Quick write: Have the students reflect on the following questions in writing for approximately 2-3 minutes
• What makes a story important? Memorable? Powerful? Lasting?
Students share their responses with a partner, and then the teacher can choose a few students to discuss with the class.
Learning Activities:
Jigsaw: Each group of students will retell a story of a survivor
• Teacher should put students into groups of 3-4 students per group
• Each group will receive a different survivor's story, drawn from the testimony in the opening film.
• In their groups, students will read their survivor's story. If there are unknown terms in the account, have the students look at the glossary of terms?
• Then, students will be asked to pull out of the narrative two quotations that speak to them.
• Around these two quotations, student groups craft a short 2-minute presentation that will convey the main parts of the story of their survivor to their classmates. These presentations can be oral, visual, or multimedia—whatever the time allows.
• Student groups will take turns presenting their survivor's stories.
• While other groups are presenting, students should take note of differences and similarities between the narratives.
Discussion:
o What were some differences and similarities between the narratives?
o What were some significant changes that the survivors experienced because of the Holocaust?
o Why is it so important to hear survivors tell their stories?
(Teacher's note: A point here can be that this generation of young people will be the last to hear survivors speak while they are alive— that they need to carry on these stories themselves, in the words of the survivors, students need to become witnesses to the witnesses.)
Closure: Depending on time, this can be done at the end of class, in a truncated format on an exit card, make a homework assignment, or as a class discussion. If the latter is used, make sure that each student can share his or her thoughts.
Writing reflection: What will you take away from these stories? What do you think you will never forget? Why?
Lesson#12 Book Talk Extension 60-90 minutes
Grades9th-12th Modified and Adapted for ESE, ESOL students
Reading Standards:
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of

the text.
RI.9-10.4 Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance the point of view or purpose.
Speaking and Listening Standard:
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-directed) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
Writing Standard:
W.9-10.10 Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes, and audiences.
Objectives:
• To create a journal reflecting upon a Holocaust themed book.
• To discuss a Holocaust themed book and a personal response to it with others using e-mail.
• Sunshine State Standards:
Materials:
• Class collection of young adult books related to the Holocaust
• Journals
• Writing supplies
Procedures:
1. Every student will be paired with a student from the participating class, based on the book they choose to read.
2. To help students in deciding what books to read, you may wish to bring in the books for a class period and have a book swap. Students sit in a circle and have one minute to glance through the book, look at the cover, and read the back. When you say, "Switch," students pass their book along to the next person, clockwise, and repeat the process until all books have been passed around the circle.
3. Pass around a sign-up sheet, where students may write their names and the Holocaust book they have chosen to read.
As students read their selected book, have them keep a response journal about what they are reading. Instead of summarizing the material, they are to reflect upon it and relate what they have read to their own lives. Responses might begin with a summary, or the statement, "The themes of this book are..." but the main portion of the response states, "This reminded me of a time in my life when..." or "These themes are relevant today because...."
Students are to write in their journals and correspond with their remote reading partner once a week, sharing portions of their journals, questions they might have, new words, dilemmas, and issues brought up by the novel that left them puzzled. The mission is to create an open book talk between the students.
After reading the book, students are to complete one of the following projects:
• Write a letter through one character's perspective to another character in the book.
• Write a poem based on the book.
• Create a dictionary of terms that would help someone reading this book.
• Write a short story about the Holocaust.
• Write a one-act play based on the book; include appropriate stage directions.
Assessment:
Evaluate the students based on the journals and projects they have completed. You may wish to develop a rubric specifying the criteria that you will be assessing.

Websites:
https://echoesandreflections.org/
Accommodation Activities
https://www.uticaschools.org/site/handlers/filedownload.ashx?moduleinstanceid=273&dataid=286&FileName=Carousel%20Activity%20Protocol.pdf
https://www.jigsaw.org/index.html#overview

Suggested ongoing Activity
Interactive Holocaust Notebook with Guidelines
The purpose of the interactive notebook is to enable the student to be creative, independent reflective thinker and writer throughout the year as you teach the Holocaust unit. Interactive notebooks will be used for class notes as well as for other activities where the students will be asked to express their own ideas and process and or apply information and skills learned in class. It also helps to review difficult terminology and concepts of the Holocaust.
What materials will be needed?
• Left side spiral bound notebook: college rued ,200 sheet minimum, 11x81/2 in, white paper, with three holes punched
• Highlighters
• Glue stick
• Assorted color pencils

How should the notebook be organized?
The notebook will be organized into a left side and right side. On the left side the student will write the following assigned teach input sections: Title and unit page; unit homework, calendars, class reading, primary source analysis, discussion, book, PowerPoint and video clip notes; informative handouts, essays, and any work assigned in class. On the right-side student input- students will demonstrate their understanding by reorganizing new information in creative formats; illustrating vocabulary, timeline, events, completing graphic organizers, expressing opinions, reactions, responses, and feelings, completing concepts through foldable procedures, exploring connections to what has been learned; and applying skill learned diagrams, making connections today, writing a letter to a Holocaust survivor after view the video clip, and using apolitical cartoon or article to write an argumentative summary.
https://www.youtube.com/watch?v=EOM_CxAKB_Y
https://www.wired.com/2017/04/vr-holocaust-history-preservation/
https://iwitness.usc.edu/SFI/Sites/360/

VR Library
Testimony-Based Virtual Reality

- A new addition to IWitness, IWitness360 combines educational immersive VR experiences with personal testimony to actively engage students with themes that cross the curriculum. Each VR experience will be supported by activities, resources and guidelines for bringing testimony-based VR into the classroom. It is expected that the Library of VR films will expand over time.

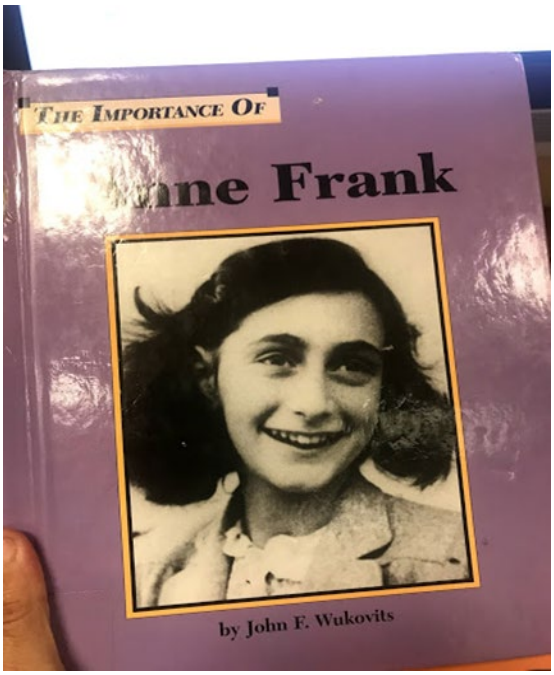
Lala

- Lala, an animated and live action VR film developed by USC Shoah Foundation in partnership with Discovery Communications, Discovery Education, and Global Nomads Group, is based on the testimony of Holocaust survivor Roman Kent. About his beloved dog, Lala, the story

demonstrates that even when human beings perpetrate the worst atrocities, “love is stronger than hate.”

The Last Goodbye

- In The Last Goodbye, powerful testimony of the tragedy of the Holocaust is preserved for the first time in poignant and interactive room-scale VR, as survivor Pinchas Gutter takes the audience with him on his final visit to Majdanek Concentration Camp where his parents and sister were murdered during World War II. Created in partnership with here Be Dragons, MPC, and OTOY, Inc.



WEB SITES

http://www.adl.org/mainEducation/default.htm
The Anti-Defamation League.
http://www.calisphere.universityofcalifornia.edu/jarda/lessonplans/index.html
Japanese American Relocation Archives.
http://www.flholocaustmuseum.org/ Florida Holocaust Museum. St. Petersburg, Florida.
http://www.hdec.org/ Holocaust Documentation Center. Hollywood, Florida
http://www.holocaustmmb.org/
Holocaust Memorial of the Greater Miami Jewish
Federation. Miami Beach, Florida.
http://www.museumoftolerance.com Museum of Tolerance. Los Angeles, California
http://www.partnersagainsthate.org/ Partners Against Hate.
http://www.tolerance.org/supplement/ resources-and-project-partners
Teaching Tolerance. Southern Poverty Law Center. Montgomery, Alabama.

http://www.fldoe.org/holocaust/mission.asp
The State of Florida Task Force on Holocaust Education
http://flholocausteducationtaskforce.org/Localization/HTF/Assets/PDFs/TheHolocaustWe%20are%20Witnesses.pdf

The Sun Sentinel NIE Holocaust Education
http://www.ushmm.org/ The United States Holocaust Museum. Washington, D.C.
http://www.yadvashem.org/ Yad Vashem Holocaust Museum. Jerusalem, Israel
Glueck Sharon. "A Powerful Choice: Rescuer or Bystander"
http://www.educationfund.org/programs/impactii/holocausteducation/
https://quizlet.com/subject/holocaust/
https://quizlet.com/190136309/holocaust-terms-flash-cards/
https://www.commonsense.org/education/lesson-plans/retelling-holocaust-survival-narratives-through-digital-storytelling
https://www.educationworld.com/a_lesson/lesson187.shtml
https://www.educationfund.org/file_download/inline/a28db5ea-03c2-4d12-861d-eed2a20ae67b
https://www.ushmm.org/learn/students/online-activities
http://fcit.usf.edu/holocaust/activity/HighSchl.ht
Inside Auschwitz – English version in 360°/VR
https://www.youtube.com/watch?v=EOM_CxAKB_Y&authuser=0

Powerpoints
https://literature.pppst.com/DEF/anne-frank.html
https://www.slideserve.com/menefer/anne-frank-the-holocaust
https://www.powershow.com/view4/5b0990-ZTU2Z/World_War_II_The_Holocaust_and_Anne_Frank_powerpoint_ppt_presentation
https://www.powershow.com/view/3bf9a3-NDJjY/Anne_Frank_and_Holocaust_Background_Information_powerpoint_ppt_presentation?varnishcahe=1
https://www.freeclubweb.com/powerpoints/languagearts/annefrank.html
http://www.authorstream.com/Presentation/darlenemorris-1103763-anne-frank-powerpoint/

Sample lessons Plans
https://fcit.usf.edu/holocaust/activity/68plan/afcntr1.htm
https://www.educationworld.com/a_lesson/00-2/lp2018.shtml
https://www.uen.org/annefrank/guidelines.shtml
https://www.brighthubeducation.com/high-school-english-lessons/66868-background-information-on-the-diary-of-anne-frank-the-play/

Videos
https://youtu.be/2NPvL541wi0?t=2

Locations of Resources
Greater Miami Jewish Federation
http://jewishmiami.org/?utm_content=Link+128195&utm_campaign=Community+Post+Emails&utm_source=The+Community+Post%3A+AIPAC+and+Network+Summer+Event%2C+Tu+b%27Av+White+Party%2C+IAC+Conference&utm_medium=Email
www.jewishmiami.org

http://jewishmiami.org/communitypost/?utm_content=Link+128555&utm_campaign=Community+Pos+Emails&utm_source=The+Community+Post%3A+Join+a+Synagogue%2C+JCS+Milk+%26+Honey%2C+Masa+Annual+Shalom+L%27Hitraot+Party&utm_medium=Email

Holocaust Education Resources and Overview

MLA

"Holocaust Heroes." Discovery Education, Discovery Education, 2005, app.discoveryeducation.com/learn/videos/528ddf07-70ac-447f-b4e9-e9bbc17d72f1 .

APA

Discovery Education, 2005. Holocaust Heroes. [Full Video]. Available from http://www.discoveryeducation.com

Chicago Manual of Style

Discovery Education. Holocaust Heroes. Full Video. 2005. http://www.discoveryeducation.com .

https://docs.google.com/presentation/d/1ivlgOZtXoqb94yKuTTIWClRaS7QBhXfY_v3jB7bLn4/edit#slide=id.p1

https://echoesandreflections.org/connect/

https://echoesandreflections.org/connect/?postcat=Holocaust%20Education

https://app.discoveryeducation.com/learn/search?q=holocaust&grade_band=9-12

https://www.slideshare.net/micha1kr/holocaust-2193143

https://www.powershow.com/view/85e3-ZDk4N/Holocaust_powerpoint_ppt_presentation

https://www.tes.com/teaching-resource/the-holocaust-ppt-with-supporting-resources-6429254

https://www.slideshare.net/atkinsonms/holocaust-power-point

https://www.ushmm.org/educators/teaching-about-the-holocaust/new-to-teaching-the-holocaust

https://sharemylesson.com/teaching-resource/final-solution-holocaust-lesson-powerpoint-205003

Ten Stages of Genocide

http://www.genocidewatch.org/genocide/tenstagesofgenocide.html

http://www.genocidewatch.org/10stagesofgenocide.ppt

Informative Blog Posts

https://echoesandreflections.org/connect/?init=1

Suggestive Book Study lessons

https://echoesandreflections.org/connect/?postcat=Classroom%20Lessons

Literature Encouragement and Support

https://dadeschools.facebook.com/photo.php?fbid=300494460705874&set=gm.207516213250465&type=3&ifg=1

https://echoesandreflections.org/connect/?postcat=Literature

Free Materials

https://www.tolerance.org/professional-development/webinars/diary-of-anne-frank

https://www.tolerance.org/classroom-resources/lessons

https://www.tolerance.org/classroom-resources/film-kits/one-survivor-remembers

https://www.tolerance.org/classroom-resources/one-world-posters

https://www.tolerance.org/professional-development/webinars/responding-to-hate-and-bias-atschool-0

http://sites.goodwaygroup-ma.com/echoesposters/

Strategies for emotional and social learning growth mindset

https://www.edutopia.org/topics

https://www.edutopia.org/videos
https://www.thrively.com/registration
Poem
http://echoesandreflections.org/wp-content/uploads/2017/07/04-Poem_UnknownGirl-1.pdf
Webinars
"Spotlight on Contemporary Antisemitism"
https://zoom.us/w/451591347?tk=CNhcNqQcH2WkvYvHzPXBDxQKSUX0-7WwMWK-df-jAkI.DQEAAAAAGuq8sxY5ajhLYlRnY1RfbUdEQmEtV1VVeVRnAA
"Connecting the Past with Today: Jewish Refugees and the Holocaust"
https://zoom.us/w/604265984?tk=Givwp_iYG2a9UqWGEaIN1CjVMCsXgJ3G4VxL6gezE5U.DQEAAAAAJAReABY2LWtFRXNEaFFEaXJHdEU5dl9fVjNnAA
"Creating Context for Teaching Night":
https://zoom.us/w/260367886?tk=SDyU5o3woHriMHq0wL1M8acCP_87FpN6RAWA7ZWHmA.DQEAAAAAD4TmDhZCQnZXb00zclFfQ29CMzVjQlE1eW5RA

How to Teach the Holocaust
https://Iwitness.usc.edu
USC IWitness username and password here: http://echoesandreflections.org/prepare/?class=online
For more information contact Ariel Fried
Assistant Project Director, Echoes & Reflections
ADL 605 Third Avenue New York, NY 10158
Office: 917-940-7664 I Email: afried@adl.org
https://Echoesandreflections.org

Anti-Defamation League
Contact person Yael Hershfield Senior Associate Regional Director
yhershfield@adl.org
https://Florida.al.org
Educational Film Holocaust Survivors with Archival footage
The Absence-La Ausencia Venezulan Yad Vahem Committee
Dr. Miriam Klein Kassenoff
Director, Holocaust Studies Summer Institute/ School of Education& Human Development
University of Miami, Coral Gables, Florida
District Education Specialist/ Holocaust Education
Miami-Dade County Public Schools
MiriamK10@aol.com
MKassenoff@dadeschools.net
305-868-5127
305-995-1201

Alissa Stein,
alissa.stein@gmail.com

ARFA Conference 2019 Madelyn Gonzalez mgonzalez@yadvashemusa.org
The Arfa Professional Development Conference on Holocaust Education - that will take place on Sunday, March 24th in NYC. Our theme this year is Survival, Courage and Resistance: Lessons from Parkland. The program is free of charge and open to all educators interested in teaching about the Holocaust, bringing its lessons to the classroom.This is our 21st program. Our aim is to raise awareness about the Holocaust

and its lessons and to empower educators to bring these important messages to all educational communities. The program is free of charge and open to all educators interested in and teaching about the Holocaust. Please feel free to contact me if you need more information.
https://mail.google.com/mail/u/1?ui=2&ik=0fd0f9378e&attid=0.1&permmsgid=msg-f:1627719957979290440&th=1696d2ad812b5b48&view=att&disp=safe

Teaching Trunk request form: https://www.flholocaustmuseum.org/trunk-request/
Charles J Dickens/ Resource and Tour Coordinator tours@thefhm.org
727.820.0100, ext. 230
The Florida Holocaust Museum www.thefhm.org
Podcast resources
1. Go to www.followmyfootprints.co
2. Click on Podcast (top nav bar)
3. Choose episode
4. Enter Password = shoah

Lindsay J. Friedman
Managing Director, Echoes & Reflections
120 S.LaSalle Street, Suite 1150 Chicago, IL 60603
Office: 312-533-3923 Cell: 224-725-0413
friedmal@usc.edu www.echoesandreflections.org
Echoes and Reflections | 605 Third Avenue, New York, NY 10158

Dr. Michael Berenbaum Defiant Requiem
https://FlHolocaustEducationTaskForce.org

Graphic Organizer
http://echoesandreflections.org/wpcontent/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/12/10_Stages_of_Genocide_Graphic_Organizer.pdf
Teaching Trunk filled with a plethora of holocaust books
https://www.flholocaustmuseum.org/learn/teaching-trunks /
If more information is needed contact:
Melissa Black / Resource and Tour Coordinator mblack@thefhm.org
727.820.0100, ext. 230 The Florida Holocaust Museum
*** Permission given by Echoes and reflection Course facilitator to utilize information to share:
New Comment for Why Do We Teach about the Holocaust? Teaching About the Holocaust | Echoes & Reflections XVI***
Alexis Morrisroe notifications@instructure.com
Jul 12,2019
Alexis Morrisroe posted a new comment on the thread Why Do We Teach about the Holocaust? for Teaching About the Holocaust | Echoes & Reflections XVI:
Jacqueline,
Yes, please share links to your colleagues. We always recommend teachers attend an online or in-person training to help them better utilize the resources. That said, yes, please share away! There are also self-guided online trainings, as well.
Thank you for checking in about this.