

Remembering Young Holocaust Victims, Using Resources from the United States Holocaust Memorial Museum

Rationale:

The focus of Holocaust education is lessons for humanity. Students need to be aware of how past causes, forms, and effects of discrimination, hatred, and violence resulted in this watershed event in history. Students need to learn and practice democratic, moral, and ethical responsibilities in today's multicultural, technical, and complex world.

Guidelines:

The methodological considerations of this lesson follow the "Guidelines for Teaching about the Holocaust" from the United States Holocaust Memorial Museum (USHMM)[attachment #1], and allow students to create an overview of Holocaust history in the form of annotated personal profiles of individual Holocaust victims. This lesson focuses primarily on these "Guidelines": *1. Define the term "Holocaust"; 3. Avoid Simple Answers to Complex History; 6. Make Careful Distinctions about Sources of Information; 9. Contextualize the History You Are Teaching; 10. Translate Statistics into People; 13. Select Appropriate Learning Activities.*

Essential Questions:

- What are the dangers of ignoring racism and ethnic hatred?
- What are the relationships of individuals to events in the historical progression of violence to European Jews and other victims by Nazis and their collaborators during the Holocaust?
- How do individual voices represent the collective number of six million Jews and millions of other victims?

State Standards: This lesson connects to several Georgia's state standards for middle school language arts including:

Reading Process standards, comprehension strategies; *Research* standards, appropriate and accurate sources, and the gathering/evaluation of information; *Writing Process* standards, prewriting, drafting, and revising; *Writing Applications and Conventions* standards, producing informal writings; *Communications* standards, active speaking and listening; and *Technology* standard, gathering historical evidence in order to question and interpret.

Objectives:

The student will be able to apply chronological and spatial thinking to understand the meaning, implications, and the importance of historical events.

The student will be able to develop historical implications in terms of the complexity of cause and effect and in the context in which ideas and past events unfolded.

The student will research, analyze, and synthesize accurate information which focuses on different Holocaust victims?

Lesson Time:

- Research and writing process time: 3-4 class sessions
- Daily class presentation time: 3-4 weeks, where one or two students share visual displays and explain his/her researched Holocaust victim and historical event

Procedures:

- Each student selects a different Holocaust victim from the USHMM ID cards located on the internet.
- Student researches the victim, historical events, and completes teacher prepared questionnaire sheet using instructed reading strategies.

- Student paraphrases information to convey ideas and information from resources.
- Student prepares a rough draft and revision summary from resources about victim's experiences during the Holocaust.
- Using markers, student publishes summary onto a poster size paper bag for an informative display, the annotated personal profiles of individual Holocaust victims.
- Each day at the beginning of class, a student presents and explains his/her studied victim to the class including victim's name, birth date and place, and the victim's individual experiences during the Holocaust.
- Daily in chronological order, students present victims who represent all the persecuted groups and important events in history.
- Suggested daily presentations can be of : a Jehovah's Witness, a Pole, a homosexual, a handicapped victim, a Sinti & Roma (Gypsy), one who experienced the Nuremberg Laws, one in Kristallnacht, one who was on the St. Louis, one who was on a Kindertransport, a hidden child, one from a Polish ghetto, one in the Warsaw ghetto uprising, one in a labor camp, one as a partisan, one in a death camp, one as a rescuer, one on a death march, one who was in a Displaced Persons (DP) camp, etc.

Materials:

- Student lesson assignment sheet that gives directions for each step
- Teacher prepared information sheet of victim{attachment #2}
- Computers with internet access
- Large classroom map of WWII Europe
- Large classroom bulletin board for display of student's paper bag projects, the daily annotated personal profiles of individual Holocaust victims{as seen in photo attachment #3}

- Pens and markers
- Brown paper grocery bags cut in half and burnt around the edges by teacher prior to lesson

Resources:

USHMM website: www.ushmm.org/education/forstudents/, then click on the following:

- Identification cards
- Victims of the Nazi Era, 1933-1945 – five brochures about non-Jewish victims describe the experience of Jehovah’s Witnesses, Poles, Homosexuals, Handicapped, and Sinti & Roma (Gypsies)
- Holocaust Encyclopedia: Explore the History of the Holocaust
- Holocaust Personal Histories
- Photographs and Artifacts
- History of the Holocaust: An Overview
- Resistance during the Holocaust

Bachrach, Susan D. Tell Them We Remember: The Story of the Holocaust.

Boston: Little, Brown, and Co. 1994.

Berenbaum, Michael. The World Must Know the Holocaust as Told in the United States

Holocaust Memorial Museum. Boston: Little, Brown, and Co., 1993.

United States Holocaust Memorial Museum. Historical Atlas of the Holocaust. New York:

Macmillan Publishing, 1996.

Assessment:

- Rubric evaluations of writing process, research process, final product display, and presentation to class.
- Teacher observations of class discussions and engagement of learning.