

GEORGIA COMMISSION ON THE HOLOCAUST

HOLOCAUST LEARNING TRUNK PROJECT

EACH TRUNK HAS A STORY...



The Holocaust Learning Trunk Project provides learning trunks to middle schools throughout the entire state of Georgia. Each trunk contains a full complement of educational materials about the Holocaust. These trunks and the materials within are meant to be an interdisciplinary supplement to curriculum already in place according to Common Core and assist educators in fulfilling the State's Standards of Excellence by teaching the lessons of the Holocaust.

The Georgia Commission on the Holocaust and the Georgia Department of Education are working in concert to ensure the Holocaust Learning Trunk Project will cultivate positive character development and foster students' understanding of the importance of good citizenship.

CORE OBJECTIVES

- Emphasize that hate is taught, not an innate trait by birth; it is a person's choices that determine their roles
- Emphasize stories of rescue to demonstrate the significance of personal responsibility
- Emphasize personal testimony and not statistics
- Emphasize that all Jews were victims but not all victims were Jews



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ABOUT THE TRUNKS

The exterior of each trunk is decorated by schools/organizations in Georgia to answer the question "What are the lessons of the Holocaust?" or to commemorate Rescuers, Liberators, or Upstanders.

Trunk decorating allows students to express the lessons of the Holocaust through the medium of art. No two trunk designs are alike and that is part of what makes this project so unique and meaningful. Trunk decorating is a wonderful opportunity for students to become involved in such an instrumental project.

After a trunk is decorated, it is brought back to the Georgia Commission on the Holocaust, packed full of materials, and delivered to its respective district for distribution. Some trunks will be launched in a special presentation at a school with a Holocaust speaker. For the trunk presentation schedule, please see page 13.

There are currently two versions of trunks circulating in districts throughout the state: pilot program trunks and second edition trunks.



PILOT PROGRAM TRUNKS

The project began with a set of 33 trunks "pilot program" trunks during the 2011-2012 academic year. These trunks were distributed among all 16 RESA (Regional Educational Service Agencies) in the state of Georgia and are available to middle school teachers in all districts. To view the scope of this distribution and the availability of these trunks, please see pages 10-12.



SECOND EDITION TRUNKS

A second set of trunks was launched in the 2012-2013 academic year to school districts in the state of Georgia based on need and the feedback provided during the pilot program. These trunks are available to all middle school educators in corresponding districts. In addition to the second edition trunks, the pilot program trunks remain in circulation via the 16 RESA throughout the state. To view the scope of this distribution and the availability of these trunks, please see pages 10-12.

TRUNK DECORATING

Students throughout Georgia are contributing their time and artistic talent to decorating trunks for the Holocaust Learning Trunk Project. The use of art and history unifies students of various backgrounds and beliefs, connecting them through their experiences of learning about the Holocaust. Students participating in this project are able to express their social conscience, sensitivity and appreciation for diversity, respect for all people, and inspire teaching and learning for all humanity.



No two trunk designs are alike and that is part of what makes this project so unique and meaningful.

2011-2012 PARTICIPANTS

A total of 33 trunks were decorated by 16 participating schools and organizations from September of 2011 through January of 2012.

2012-2013 PARTICIPANTS

A total of 20 trunks were decorated by 10 participating schools and organizations from March through November of 2012.

ARTISTS' STATEMENTS

Some trunks are accompanied by a 200 to 400 word statement written by the students who decorated the exterior. The statement includes a message the students would most like to convey to the students that will receive the trunk; What did they learn while decorating the trunk? What inspired the concept of the art on the trunk?

GUIDELINES FOR DECORATING

The message of the artwork on the trunks should reflect one of the following themes: Liberators, Rescuers, Anne Frank, or dedication to an Upstander (Examples: Martin Luther King Jr., Rosa Parks, Tuskegee Airmen.)

The Commission encourages the themes and motifs on each trunk reflect on stories of rescue or liberation. The artwork on the trunk must adhere to these guidelines:

1. The art must cover all sides of the trunk.
2. No swastikas and no images of Hitler permitted.
3. Please refrain from using media that will smudge or be altered by handling. If necessary include proper fixatives.
4. On the left or right side of the trunk, in an area no larger than 4"x 6" please write "This trunk was decorated by students at (name of school/organization) in the (spring/fall/summer) of 2013."
5. Although text in the form of words or quotes may be used, it is not required in the design.
6. Although decoration on the inside of the trunk is not required, if students choose to do so, please do not use 3D features. Each trunk will be filled to capacity with books and materials, so the interior of each trunk must remain empty and free of obstruction.
7. Each trunk will be used for years and will succumb to bumping and scraping along the way. The artwork on each trunk should be as durable as possible.

TRUNK CONTENTS

Each trunk contains a full complement of books, DVDs, posters, activity sets, and other educational materials about the Holocaust.

There are two types of trunk contents: one set for the pilot program trunks and one set for the second edition trunks. Inventories of both types of trunk contents can be found online: <https://holocaust.georgia.gov/inventories-instructions>

CRITERIA

The Holocaust Learning Trunk Project coordinators, Georgia Commission on the Holocaust's Educator Advisory Committee, and other advisors have selected challenging, thought-provoking resources and reviewed the materials in the trunks based on the following criteria: age appropriateness, historical accuracy, variety of genres, social, political, and cultural context. As a whole, the contents should provide a balance of personal stories, primary sources, and factual evidence

These materials provide students with the opportunity to expand their understanding of the past by using multiple sources and perspectives to build interpretations of past events. Materials are varied according to general learning styles: visual, audio, and kinetic/tactile.

Materials that can have accompanying lesson modules must provide ability to teach the following: geography, vocabulary, examination of historical events, combination of testimony and factual evidence, relevance to today. In addition, using the material(s) in the trunk student should be able to: construct a timeline, discuss themes, write response journal reflecting on themes, develop critical thinking skills, as well as examine and process historical and textual evidence.

Materials and activities should not trivialize the Holocaust. Activities and teaching strategies that should be avoided: word scrambles, crossword puzzles, counting objects, model building, and other gimmicky exercises. Simulation exercises are forbidden.



EACH TRUNK HAS A STORY ...

One of the main objectives of the trunk contents is to give the Holocaust a human voice. While studying the Holocaust, it is important to read first person accounts, eyewitness testimonies, or stories focusing on individual experiences. Doing so provides a greater understanding of the complexity of the Holocaust by demonstrating through personal accounts and stories that the Holocaust is more than analyses, statistics, and a period in history. The statistics especially, though staggering, should not be the emphasis of Holocaust studies.

Furthermore, providing students with the opportunity to learn about the themes of the Holocaust through personal accounts allows students to connect with what they are learning. The legacy of Anne Frank and her belief that "despite everything people are truly good at heart" has connected with millions throughout the world for decades.

In this way, stories of survival, resilience, and standing up in the face of bigotry and discrimination are more powerful than the legacy and reputation of the Nazis and their crimes.

HOW IT WORKS

TRUNK CHECK-OUT

A learning trunk is available to all middle school educators in Georgia. Educators interested in checking-out a trunk for use in their classroom do so by filling out a form online at <https://holocaust.georgia.gov/check-out-trunk>. Once the form is submitted, the local RESA or school district coordinator will contact the educator to follow-up and make arrangements according to availability. In addition, after submitting the form, the educator will receive an automatic email with instructions on how to prepare for the use of the trunk in his or her classroom. This email includes links to the online copy of the corresponding teaching guide for the type of trunk the educator will receive.

USE OF TRUNK

A trunk may be checked-out to a school for a maximum of three weeks unless other arrangements are made with the local RESA or school district contact responsible for coordinating the Holocaust Learning Trunk Project. It is encouraged that when a trunk is checked-out to a school, the trunk itself remains on display in the media center while educators access the materials within via the media specialist. This allows for the artwork on the exterior of a trunk to convey messages regarding the Holocaust to students visiting the media center while multiple educators use the various materials provided inside the trunk in his or her classroom. This maximizes exposure to the lessons of the Holocaust for students and assures the availability of useful resources for educators.

ARRIVAL OF TRUNK

Before a trunk arrives at a school, it is recommended that educators intending to utilize the contents communicate with each other about the various book sets, visual aides, and resources in order to promote collaboration and guarantee an appropriate division of the contents to multiple classrooms.

Educators are also encourage to prepare by reviewing the introductory portion of the Teaching Guide online at <http://holocaust.georgia.gov/teaching-guide>

EDUCATOR EVALUATIONS

Evaluations are a requirement of the sponsoring grant organization and are the only means to directly measure the success and scope of the Holocaust Learning Trunk Project. After an educator has used a trunk or any Holocaust Learning Trunk Project related materials in a classroom, he or she is required to complete and submit an evaluation within 30 days of accessing a trunk.

Evaluations are submitted online: <http://holocaust.georgia.gov/evaluations>

IMPORTANT LESSONS FOR STUDENTS

"The Holocaust provides one of the most effective subjects for an examination of basic moral issues. Study of the event also addresses one of the central mandates of education in the United States, which is to examine what it means to be a responsible citizen."

– United States Holocaust Memorial Museum

EXAMPLE A: TRUNK DECORATED BY STUDENTS AT GIVECENTER EAST

A unique participant in the trunk decorating is the G.I.V.E. Center East, one of two alternative schools in Gwinnett County for students with severe discipline issues and which provides a 30-day transition program for students exiting the juvenile justice system. In 2011, students at this school decorated three trunks that reflected specific lessons from the Holocaust they chose to highlight. In their research for developing trunk designs and during the process of decorating the trunks these students reflected on the experience in an artists' statement excerpted below:

We discovered through our creative process and meaningful discussions about the Holocaust that it is truly more than the statistics that have us reflecting on the importance of standing up for what we believe in and not be a collective bystander. We can stop ignorance. We can stop hate. We can stop apathy. We discussed how important it is to be a good citizen and fight for equality among all regardless of race, religion or circumstances. Studying the Holocaust has brought about better understanding and we hope that the students who open this trunk will use the materials to learn these lessons and find that compassion grows with knowledge. This Holocaust Trunk Project provided us with meaningful discussions on tolerance and acceptance, courage and heroism, hope and standing up against hate and bigotry. We worked together and learned together.



IMPORTANT LESSONS FOR STUDENTS

"The Holocaust provides one of the most effective subjects for an examination of basic moral issues. Study of the event also addresses one of the central mandates of education in the United States, which is to examine what it means to be a responsible citizen."

– United States Holocaust Memorial Museum

EXAMPLE B: TRUNK ACTIVITY AT SOUTHHALL MIDDLE SCHOOL

On October 20th, 2011, two learning trunks were launched in the Pioneer RESA district and presented at South Hall Middle School. General Russell Weiskircher spoke to 50 students that morning about his experience in the United States Army, specifically as a liberator of Dachau. A few weeks after this trunk presentation, Assistant Principal Joey Millwood notified the Georgia Commission on the Holocaust that the students had used one of the learning trunks "to develop their own 'trunks' in the form of boxcars. In these boxcars they placed various pieces of work that reflected what they were learning about the Holocaust and their feelings about what happened." The Commission also received a letter from a student who was in the audience that day stating that what she learned about the Holocaust will help her in the future.

Dear Important People

Thanks for coming! I really appreciated it. I sure learned alot about the Holocaust and that helps me on the future. Also thanks for all the books. I felt so lucky to be there. I am so proud to have been chosen to hear your words. Thanks again for everything.

From,
Araceli Cerda



RESOURCES FOR EDUCATORS



Each trunk contains a copy of the *Holocaust Learning Trunk Project: Teaching Guide*. There are two versions of the *Teaching Guide* currently in circulation with trunks. Both resource books were compiled by the Georgia Commission on the Holocaust in order to provide educators with guidelines for using the materials inside the trunks and for teaching the lessons of the Holocaust.

While creating these guides, the Georgia Commission on the Holocaust used resources from the leading authorities on Holocaust Education: the United States Holocaust Memorial Museum, The Simon Wiesenthal Center, Museum of Tolerance, and Yad Vashem: World Center for Holocaust Research, Documentation, Education and Commemoration.

Each lesson module, activity module, and worksheet were designed around or directly derived from the tasks, strategies, and themes outlined in the Common Core Georgia Performance Standards and the Lexile Framework for Reading in Action.

The modules are developed with the goal of teaching critical thinking skills to students in order to provide them with a broad view of societies, cultures, and belief systems. In gaining this perspective students can recognize and respect people's differences and realize the dangers of prejudice, bigotry, and discrimination. It encourages the acceptance of diversity in a pluralistic society.

It is important to learn the lessons of the Holocaust and the skill of critical thinking, so that students can apply these values and strategies to their own decision-making process. Each lesson module provides students with an opportunity to examine their daily lives, the choices they make, and how those choices impact others. Personal responsibility is a central theme of Holocaust education and the examination of this allows students to recognize when he/she is in a situation where he/she must make a choice instead of standing by in apathy. In learning the lessons of the Holocaust he/she will be able to use their critical thinking skills to arrive at the right decision and understand *why* it is the right decision.

OVERVIEW OF SECOND EDITION TEACHING GUIDE

RESOURCES

- 36 Common Questions about the Holocaust
- Glossary
- Timeline of the Holocaust
- Anne Frank: a timeline
- *What did each of the identifying badges mean?*

LESSON MODULES

- Summary
- Context: perspective of author, genre, historical background, geographical location(s), cultural and social environment
- Main characters
- Vocabulary
- Questions for consideration
- Writing prompts
- Recommended activities

ACTIVITY MODULES

- Objective
- Methodology
- Discussion questions
- Writing prompts

HANDOUTS AND WORKSHEETS

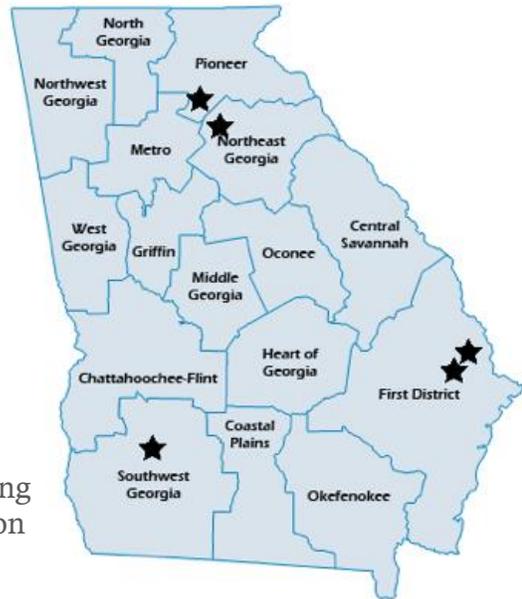
- Fill-in timeline
- Sociogram
- Vocabulary squares
- Biography synthesis
- Key concept analysis
- And more!

STATEWIDE DISTRIBUTION

The Holocaust Learning Trunk Project is available to all middle school educators in Georgia. Trunks are distributed to media centers and classrooms through a school’s local RESA or school district office.

TABLE I – RESA DISTRIBUTION

The strikethrough indicates districts that will not check-out trunks from their local RESA. These districts will be receiving their on trunk(s.) Please see Table II for the trunk distribution among these districts. If you are a Metro school, please see Table III.



★ Trunk presentation with speaker.

RESA	Districts	Quantity and Trunk Type
Central Savannah River Area	Burke, Columbia, Emanuel, Glascock, Jefferson, Jenkins, Lincoln, McDuffie, Richmond , Taliaferro, Warren, Wilkes	2 pilot program
Chattahoochee-Flint	Chattahoochee, Clay, Crisp, Dooly, Macon, Marion, Muscogee , Quitman, Randolph, Schley, Stewart, Sumter, Talbot, Taylor, Webster	2 pilot program
Coastal Plains	Ben Hill, Berrien , Brooks, Cook , Echols, Irwin, Lanier , Lowndes , Tift, Turner	1 pilot program
First District	Appling, Bryan , Bulloch, Camden, Candler, Chatham , Effingham , Evans, Glynn, Jeff Davis, Liberty , Long, McIntosh, Screven, Tattnall, Toombs, Wayne and Vidalia City	2 pilot program
Griffin	Butts, Fayette, Henry, Lamar, Newton, Pike, Spalding and Thomaston-Upson	2 pilot program
Heart of Georgia	Bleckley, Dodge, Laurens, Montgomery, Pulaski, Telfair, Treutlen, Wheeler, Wilcox and Dublin City	1 pilot program
Metro*	Atlanta City , Buford City, Clayton , Cobb , Decatur City, DeKalb , Douglas , Fulton , Gwinnett , Marietta City, Rockdale and Forsythe * See Table II for Metro RESA and metro area school systems distribution.	1 pilot program
Middle Georgia	Bibb, Crawford, Houston, Jasper Jones, Monroe, Peach, and Twiggs	2 pilot program
North Georgia	Cherokee, Fannin, Gilmer, Murray, Pickens, Whitfield and Dalton City	2 pilot program

STATEWIDE DISTRIBUTION

TABLE I – RESA DISTRIBUTION (CONTINUED...)

The strikethrough indicates districts that will not check-out trunks from their local RESA. These districts will be receiving their on trunk(s.) Please see Table II for the trunk distribution among these districts. If you are a Metro school, please see Table III.

RESA	Districts	Quantity and Trunk Type
Northeast Georgia	Barrow, Clarke, Elbert, Greene, Jackson, Madison, Morgan, Oconee, Oglethorpe, Walton, Commerce City, Jefferson City and Social Circle City	2 pilot program
Northwest Georgia	Bartow, Catoosa, Chattooga, Dade, Floyd, Gordon, Haralson, Paulding, Polk, Walker, Bremen City, Calhoun City, Cartersville City, Chickamauga City, Rome City and Trion City	2 pilot program
Oconee	Baldwin, Hancock, Johnson, Putnam, Washington and Wilkinson	1 pilot program
Okefenokee	Atkinson, Bacon , Brantley, Charlton, Clinch , Coffee, Pierce and Ware	2 pilot program
Pioneer	Banks, Dawson, Forsyth, Franklin, Habersham , Hall, Hart, Lumpkin, Rabun, Stephens , Towns , Union , White and Gainesville City	1 pilot program
Southwest Georgia	Baker, Calhoun, Colquitt, Decatur, Dougherty, Early, Grady, Lee, Miller, Mitchell, Seminole, Terrell, Thomas, Worth, Pelham City and Thomasville City	2 pilot program
West Georgia	Carroll, Coweta, Harris, Heard, Meriwether, Troup and Carrollton City	2 pilot program

TABLE II – DISTRICT DISTRIBUTION

District(s)	Quantity and Trunk Type
Savannah-Chatham	2 second edition
Bryan, Liberty, Effingham	2 second edition
Tift, Cook, Berrien	1 second edition
White, Habersham	1 second edition
Stephens, Rabun, Towns, Union	1 second edition
Ware, Pierce, Bacon, Clinch	1 second edition

STATEWIDE DISTRIBUTION

TABLE II – DISTRICT DISTRIBUTION (CONTINUED...)

District(s)	Quantity and Type of Trunk
Lanier, Lowndes	1 second edition
Muscogee	3 second edition
Richmond	2 second edition
Rome City, Floyd	1 second edition

TABLE III – METRO AREA DISTRIBUTION

District(s)	Quantity and Trunk Type
Metro RESA: Atlanta City, Buford City, Clayton, Cobb, Decatur City, DeKalb, Douglas, Fulton, Forsyth Gwinnett, Marietta City, and Rockdale	1 pilot program
Atlanta City	2 pilot program
Clayton	1 second edition
Cobb	1 second edition
Dekalb	1 second edition
Douglas	1 pilot program
Fulton	1 second edition
Gwinnett	1 second edition

TRUNK PRESENTATIONS

A minimum of 20 trunks are launched each year in Georgia. Some of these trunks are launched through a special presentation with a Holocaust speaker at a middle school in the new trunk's designated district. These presentations are hosted by the Georgia Commission on the Holocaust and local legislators or trunk sponsors.



SEPTEMBER 20TH, 2011	Lee County Middle School	50 students	Speaker: Holocaust survivor William Breuner	with Representative Ed Rynders
	Leesburg Library	30 visitors	Speaker: second-generation Holocaust survivor Stan Lefco	with Representative Ed Rynders
SEPTEMBER 26TH, 2011	J.R. Trippe Middle School	200 students	Speaker: Holocaust survivor Dr. Eugen Schoenfeld	with Senator Tommie Williams and Representative Greg Morris,
SEPTEMBER 27TH, 2011	Southeast Bulloch Middle School	200 students	Speaker: Holocaust survivor Dr. Eugen Schoenfeld	with Senator Jack Hill
	Ochoopee Regional Library	50 visitors	Speaker: Holocaust survivor Dr. Eugen Schoenfeld	
OCTOBER 20TH, 2011	South Hall Middle School	50 students		with Lieutenant Governor Casey Cagle
OCTOBER 27TH, 2011	Westside Middle School & Russell Middle School	400 students	Speaker: second-generation Holocaust survivor Sandra Craine and second-generation Holocaust survivor Stan Lefco	with House of Representatives Chairman Terry England and Senator Frank Ginn
NOVEMBER 29TH, 2012	Jean Child Young Middle School	200 students	Speaker: Holocaust Survivor Dr. Eugen Schoenfeld	with Atlanta Mayor Kasim Reed
FEBRUARY 15TH, 2013	White County Middle School	800 students	Speaker: Holocaust survivor Dr. Eugen Schoenfeld	with Representative Terry Rogers and Senator Steve Gooch

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GEORGIA COMMISSION ON THE HOLOCAUST

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MISSION

Through awareness and education, instill a sense of personal responsibility to combat indifference and apathy so individuals will not be a bystander in the face of bigotry and discrimination.

The Georgia Commission on the Holocaust was established to educate the citizens of Georgia about the consequences of hate, prejudice, and discrimination through the lessons of the Holocaust. These lessons will be taught in order to cultivate positive character development and to foster the understanding of the significance of good citizenship.

ABOUT

The Commission was established by Executive Order by Joe Frank Harris in 1986. Governor Zell Miller re-established the Commission upon taking office and charged it with creating education programs for the citizens. Then in 1998 by act of the Georgia General Assembly the Commission became a permanent State Agency. The Commission consists of fifteen members appointed equally by the Governor, Lt. Governor and Speaker of the House. The Commission is administratively attached to the Secretary of State. The Georgia Commission on the Holocaust is bipartisan, nondenominational and multiracial.

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