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Inclusive Remembrance of the Holocaust Through Multimedia Awareness

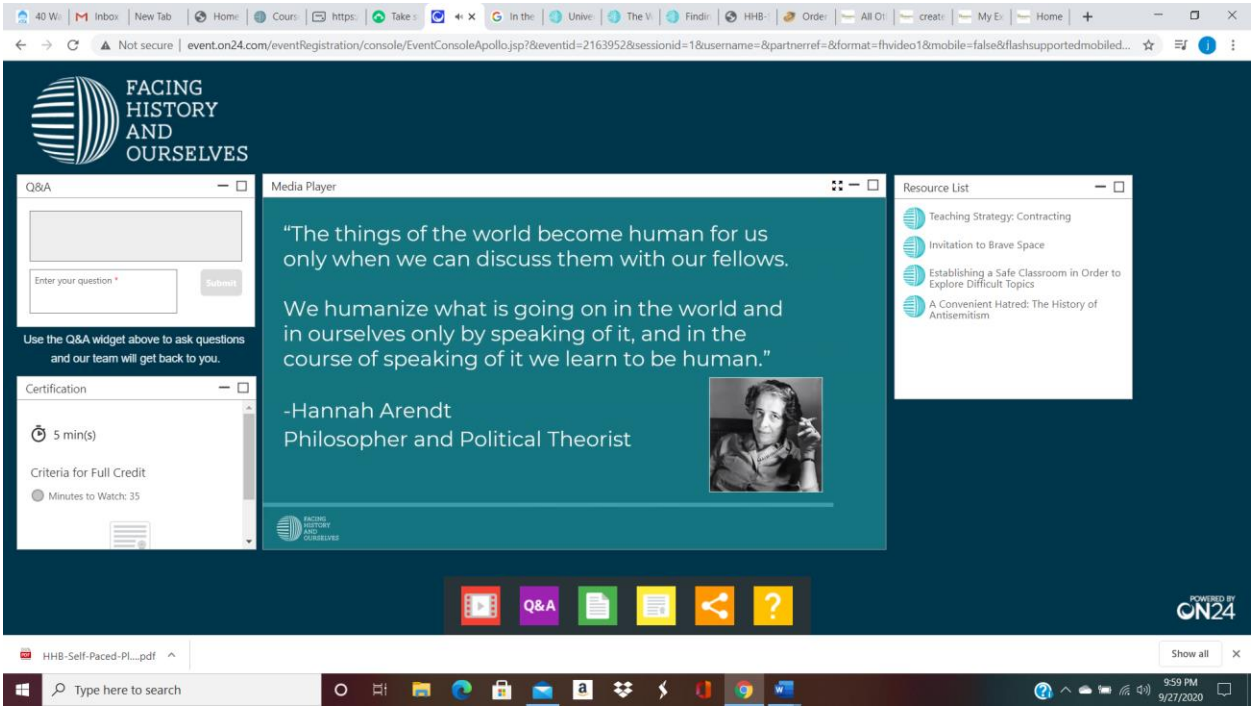
Project: *Inclusive Remembrance of the Holocaust through Multimedia Awareness*

Name: Dr. Jacqueline Torres-Quinones

Email: j.torresquinones@dadeschools.net

School: South Dade Senior High

Mail Code: 7701



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audrey@educationfund.org | www.educationfund.org

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Required Public School Instruction on the History of the Holocaust Florida Statute 1003.42

(2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following: 9g) The history of the Holocaust (1933-1945), the systematic planned annihilation of European Jews and other groups by Nazi German, a watershed event in the history of humanity to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society for nurturing and protecting democratic values and institutions.

Miami-Dade Public Schools Monitors of Statute Implementation

Division of Academics, Department for Social Science

Mr. Robert C. Brazofsky Executive Director

Dr, Miriam Klein Kassenoff

Educational Specialist/ Holocaust Studies

mkassenoff@dadeschools.net. Net

miriamk10@aol.com

PEDAGOGICAL PRINCIPLES FOR EFFECTIVE HOLOCAUST INSTRUCTION

1.Define terms

- In addition to key terms like antisemitism, Holocaust, and genocide, review key terms and phrases necessary to fully understand the content being studied.

2. Provide background on the history of Antisemitism

- Ensure students understand the role that antisemitism played in allowing the Holocaust to occur.

3. Contextualize the history

- Help students understand what happened before and after a specific event, who was involved, and where the event took place, this helps to reinforce that the Holocaust wasn't inevitable but rather was the result of choices and decisions made by individuals, institutions, and nations over years.

4.Teach the human story

- While connecting people and events to the larger story, educators should:
- Translate statistics into personal stories; use survivor and witness testimony whenever possible; emphasizing, however, that survivor voices are the exception.
- Highlight examples of how victims attempted to retain their humanity in the face of dehumanization (efforts to maintain identity and continuity of life, expression of values/beliefs, forms of resistance).
- Stress the "choiceless choices" of the victims with limited or no power to escape.
- Introduce victims' prewar life/return to life to provide context for their choices, dilemmas, and actions.
- Focus on small and large decisions made by individuals who had the ability and the opportunity to choose between morally right and morally wrong decisions prior to, during, and after the Holocaust, including bystanders, collaborators, perpetrators, and rescuers.

5.Use primary source materials

- Enrich students' understanding of the Holocaust by providing an abundance of print and digital resources from a variety of perspectives.

6. Make the Holocaust relevant

- Connect what students are learning to contemporary events, while distinguishing between the unique history of the Holocaust and what can be learned from this history.

7. Encourage inquiry-based learning and critical thinking

- Support students' sharing of ideas and asking questions of themselves and others.

8. Foster empathy

- Challenge students to understand people and their attitudes and actions in a historical context using sound approaches and strategies, refraining from the use of simulation activities.

9. Ensure a supportive learning environment

- Guide students "safely in and safely out" of this study; use age-appropriate materials and always be mindful of the social and emotional needs of individual students.

Basically, for students to understand the importance 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. Echoes & Reflections recommends the following "pedagogy-in-practice" principles for teachers to apply to their planning and implementation of a comprehensive Holocaust education program, allowing students to study this complex topic in a meaningful way and to ultimately apply what they have learned to their daily lives.

PURPOSE OF PROJECT

Project Title:
Inclusive Remembrance of the Holocaust through Multimedia Awareness
Curriculum Areas
Reading, Language Arts, Social Science, Social Emotional and Civic Education
What is the estimated cost for a teacher to adapt the project? Please give a low- and high-end estimate.
$100.00-$750.00

This project will enable enhance, empower, all diverse, ESOL, ESE, Reluctant learner to gain long term emotional growth and academic success. The low 25 -35 percent readers will be encouraged and engaged to effectively express themselves eloquently and explicitly about the Holocaust events, Students will be motivated to participate actively using various forms of hands-on materials and multimedia resources to communicate their level of comprehension. All students will be motivated to share their experiences digitally, verbally, and visually.

Moreover, the purpose of teaching this inclusive and interdisciplinary project is to acquire accurate Holocaust knowledge, find interactive ways to disseminate the historical timeline information explicitly, and to empower diverse students to empathetically create ways to positively transform self-behaviors and surroundings through the utilization of technological tools. One of the projects used will be to technologically examine the stages of genocide through testimonies.

The sources for the ideas have been developed from past Miami Dade County Public School 2020 Remote Digital Learning teaching experiences , reviewing multiple published Holocaust Education curriculum packets, the avid attendance of the yearly summer University of Miami Holocaust Institute, Facing History Ourselves and being an engaged adult learner of differentiated instructional webinars offered by Echoes and Reflections, and I Witness monthly.

GOALS and OBJECTIVES

For Holocaust educators, modern computer technology provides ways that can give depth and breadth to this difficult topic. Not only can we access archives and documents of historical and current events related to the Holocaust, modern technology provides educators and students ways to connect with others that were unthought of just a few years ago. According to Holocaust educators, teaching about the Holocaust should be more than teaching about facts and figures. It should have an emotional impact so that its lessons will not be easily forgotten. The goal of Holocaust education is not merely to inform, but to bring an end to the violence and hatred that bring about genocide and mass killing.

The students will be encouraged to deeply involve themselves into learning more about the Holocaust using technological resources that allow them to experience the specific event virtually. The viewer is reminded that this is about a specific human life, not just some person who has no past or no future. One of the critical components of this format is that it "closes the circle" so that the viewer can gain an understanding of the survivor's whole life experience. The lessons will require students to identify word choices, phrases, comprehend perspectives, and become proactive witnesses. The students will work collaboratively to share their findings and explore solutions in how to eliminate bystanders and collaborators in the community that all hate crimes to occur.

In NEW YORK, on September 16, 2020 – Gideon Taylor, President of the Conference on Jewish Material Claims Against Germany (Claims Conference), today announced the release of the U.S. Millennial Holocaust Knowledge and Awareness Survey, the first-ever 50-state survey on Holocaust knowledge among Millennials and Gen Z. The surprising state-by-state results highlight a worrying lack of basic Holocaust knowledge, a growing problem as fewer and fewer Holocaust survivors – eyewitnesses to a state-sponsored genocide – are alive to share the lessons of the Holocaust.

Nationally, there is a clear lack of awareness of key historical facts; 63 percent of all national survey respondents do not know that six million Jews were murdered and 36 percent thought that "two million or fewer Jews" were killed during the Holocaust. Additionally, although there were more than 40,000 camps and ghettos in Europe during the Holocaust, 48 percent of national survey respondents cannot name one.

https://www.nbcnews.com/news/world/survey-finds-shocking-lack-holocaust-knowledge-among-millennials-gen-z-n1240031

http://www.claimscon.org/millennial-study /

FLORIDA STANDARDS

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.

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 claim.

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.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

• 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.

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

• 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.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.

LAFS.910.RL.3.9 - Analyze how an author draws on and transforms source material in a specific work.

Strand: STANDARDS FOR SPEAKING AND LISTENING STANDARDS

• 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.

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.

Strand: LANGUAGE STANDARDS

• Cluster 1: Conventions of Standard English

LAFS.910. L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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.

Description:

After listening to specific Holocaust testimonies students will write their reflections on issues of honesty, kindness, empathy, integrity, tolerance, patience, respect, and more.

•Approximately one hundred and fifty ninth grade students will actively be engaged in understanding:

•History of Anti-Semitism; Nazi Racial Ideology.

•The Progress of the Final Solution.

•Life and Death in the Ghetto.

•Resistance Movements.

•Gentile Rescue during the Holocaust.

•The Aftermath and Impact on Survivors and Their Children Today.

Strand: WRITING STANDARDS

• Cluster 1: Text Types and Purposes

LAFS.910. 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, 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, heard or resolved over the course of the narrative or testimony.

• Cluster 2: Production and Distribution of Writing

LAFS.910. 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.910. W.3.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

• Cluster 4: Range of Writing

LAFS.910. 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.

TECHNOLOGICAL STANDRADS

Body of Knowledge: COMPUTER SCIENCE - PERSONAL, COMMUNITY, GLOBAL, AND ETHICAL IMPACT

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.

Standard 1: Responsible use of technology and information

SC.912.CS-PC.1.1 Compare and contrast appropriate and inappropriate social networking behaviors.

SC.912.CS-PC.1.2 Describe and demonstrate ethical and responsible use of modern communication media and devices.

SC.912.CS-PC.1.3 Evaluate the impacts of irresponsible use of information (e.g., plagiarism and falsification of data) on collaborative projects.

SC.912.CS-PC.1.4 Explain the principles of cryptography by examining encryption, digital signatures, and authentication methods (e.g., explain why and how certificates are used with “https” for authentication and encryption).

SC.912.CS-PC.1.5 Implement an encryption, digital signature, or authentication method.

SC.912.CS-PC.1.6 Describe computer security vulnerabilities and methods of attack and evaluate their social and economic impact on computer systems and people.

Standard 2: The impact of computing resources on local and global society

BENCHMARK

SC.912.CS-PC.2.1 Describe how the Internet facilitates global communication.

SC.912.CS-PC.2.10 Describe and evaluate the challenges (e.g., political, social, and economic) in providing equal access and distribution of technology in a global society.

SC.912.CS-PC.2.11 Construct writings and/or communications using developmentally appropriate terminology.

SC.912.CS-PC.2.13 Predict future careers and the technologies that may exist based on current technology trends.

SC.912.CS-PC.2.2 Identify ways to use technology to support lifelong learning.

SC.912.CS-PC.2.3 Discuss and analyze the impact of values and points of view that are presented in media messages (e.g., racial, gender, and political).

SC.912.CS-PC.2.4 Analyze the positive and negative impacts of technology on popular culture and personal life.

SC.912.CS-PC.2.7 Describe how technology has changed the way people build and manage organizations and how technology impacts personal life.

Standard 3: Evaluation of digital information resources

SC.912.CS-PC.3.1 Evaluate the quality of digital resources for reliability (i.e., currency, relevancy, authority, accuracy, and purpose of digital information).

SC.912.CS-PC.3.2 Evaluate the accuracy, relevance, comprehensiveness, appropriateness, and bias of electronic information resources.

SC.912.CS-PC.3.3 Conduct research using peer reviewed articles, newspapers, magazine articles, and online books.

SC.912.CS-PC.4.2 Explain how access to information may not include the right to distribute the information.

SC.912.CS-PC.4.7 Evaluate and use digital citation tools to cite sources.

UTILIZATION OF TESTIMONIES

Learning and Remembrance

"In Jewish tradition, the command to remember is absolute. But its obligation does not end with the cognitive act of memory- it must be connected to both meaning and action. Today, we for whom the memory is burned in our hearts and on our flesh gather to pass the torch of memory to the next generation. We pass to you, as well, the fundamental lesson of Judaism: that memory must be accompanied by action of ethical and moral intent. This must be the foundation and the focus of your energies toward the creation of a better world."ZVi GIll

The act of learning is the act of acquiring knowledge, and it is based on knowledge that we can learn lessons, take action, and strive to improve ourselves. One of the conditions for learning from the past is knowing about it. In the context of the Holocaust, this idea is of crucial importance. Since the Holocaust is one of the most important events in history and an event of extreme human and ethical significance, knowledge about the murder of European Jewry is a human obligation. Knowledge, however, is not a value that stands alone. The quotation above is from a paper written by Holocaust survivors and read by the Holocaust survivor Zvi Gill at an international conference, “The Legacy of Holocaust Survivors,” that took place at Yad Vashem in April 2002. In their statement, these people, who experienced the atrocities of the Nazis and their collaborators, express their view of Holocaust memory and its role in the legacy of humankind. Educating about the Holocaust, as seen by Yad Vashem, resembles the way the survivors describe the importance of memory – knowledge accompanied by ethical and moral value and intent.

Questions

Many teachers use audiovisual testimonies and try to invite survivors to testify in front of their classes. This raises several key questions: what role does a testimony play in the educational process? What is the right way to approach a testimony? Can a testimony be used as a history lesson? Can it be the only Holocaust-related activity in which the students will take part? What role should the students play when hearing a testimony? Is every testimony suitable for every class? If not, what criteria should be kept in mind when choosing a testimony? These are only a few of the questions that teachers involved in Holocaust education face. Within this packet some answers have been provided.

The Role of Testimonies

Testimonies are the authentic declarations used to enlighten the future critical thinkers to prevent reoccurrence of the past atrocities. One of the questions that often occupy Holocaust educators is how to determine the right way to teach the subject and, more specifically, which sources should be used. The corpus of knowledge of any historical event is consolidated by combining many sources of different types. The Holocaust is one of the most documented events in history; official Nazi documents, official Allied documents, and personal documents of Jews and non-Jews are only a few general categories into which millions of documents from this period fall. Apart from documents produced during the Holocaust, one should also refer to

sources produced after the war. Records from the trials of Nazi criminals, for instance, include testimonies of both perpetrators and victims who survived. Holocaust documentation may also be divided since its origin, Jewish or other. Acquaintance with Jewish documents in general and Jewish personal documents (diaries, letters, testimonies) may offer added value. Such documents allow us to hear the personal voice of those who fell victim to the persecution. In the context of Holocaust education, this personal voice enhances the effectiveness of the learning process.

Over the years, many survivors chose to testify in different media and their testimonies are now being used for educational purposes. It is best to learn about the Holocaust from a combination of diverse sources, among which survivors' testimonies are extremely important.

- The role of survivors' testimonies in Holocaust remembrance and education is crucial for two main reasons:
- "The creation of the ghetto is, of course, only an interim measure […]. The final aim must in any case be to totally cauterize this plague spot," said Friedrich Übelhör, head of Kalisz District, in his order to ghettoize the Jews of Lodz (December, 19, 1939).2 On July 19, 1944, the Germans began rounding up the 2,000 Jews of Rhodes and Kos. After being detained for several days, the victims were loaded onto barges headed for Athens and were thence transported to Auschwitz-Birkenau. During their eight-day journey, the ships stopped at Leros and collected the island's sole Jewish resident. These are two of many sources, statements, and events that teach us that the Nazis regarded Jews not as human beings but as parasites that had to be completely exterminated. Therefore, they set themselves the goal of eliminating every Jew on whom they could lay hands and obliterating all evidence of the crime. Given this intent, the fact that the surviving Jews were able to speak of what happened, recount those who did not survive, and tell their human experience is of great power and importance.
- Speaking about the Holocaust entails dealing with numbers. If people are to gain historical knowledge and understanding of the event, they need to know that approximately 6,000,000 Jews were murdered. If they wish to understand the inhuman conditions in the Warsaw ghetto, for instance, they ought to know that the daily food ration that the Germans allocated to each resident of the ghetto provided 184 calories of nutrition. However, since the Holocaust was a series of atrocities inflicted by people on people and a matter of great moral and ethical significance, it is crucial that the human experience of the victims be told in the first person so that it may be at least partly understood. Here it is proper to note the importance of learning about the human aspects of people in categories other than the Jews, such as rescuers, bystanders, collaborators, and perpetrators. This, however, requires separate discussion.

Goals in the Use of Testimonies in the Classroom

- Re-humanizing the victims. The personal stories told by Holocaust survivors present the Jews as human beings and restore their identities, thereby allowing the audience to sympathize and empathize with them in their terrible plight.

- Making the inconceivable more tangible. Learning about the Holocaust through historical documentation combined with hearing personal stories from people who experienced this period helps to make those events more tangible and realistic.
- Delivering moral messages. Educators carry the important role of linking Holocaust education to moral lessons. A moral message delivered by a person who experienced the atrocities of the Holocaust has a special power that is amplified more when delivered through personal contact between a survivor and students.
- Promoting the moral obligation to be aware of human suffering. One of the major moral lessons that may be taught through the Holocaust is self-responsibility. This issue may be discussed, for instance, through the themes of perpetrators, collaborators, and bystanders. Meeting a survivor and listening to his or her testimony is one way to encourage obligation as well as self-responsibility, as Roger Simon expresses it: "Memorialization insists that in the face of the historical record, and reinforced by one's emotional engagement with the suffering of others, one has obligation to maintain – always – a just and tolerant timeless present, never foreclosed to any form of human existence."
- Transforming students into carriers of the torch of memory: "When one bears witness through the provision of testimony, one always bears witness to someone," writes Roger Simon, suggesting the desired outcome of hearing a live testimony as well as an audiovisual one. As professionals who deal with Holocaust remembrance and education, we must prepare for an era in which there will be no one left to recount the Holocaust in the first person. Preparations for this era take different forms, one of which is the amassing of collections of audiovisual testimonies. When using a testimony in class, the desired outcome of the encounter is that the students will feel obligated to carry the memory. This goal may also be linked to the notion of self-responsibility, as noted above. The idea of transforming students into torchbearers of memory is also important when one considers the phenomenon of Holocaust denial.

Use of Testimony in the Classroom – Practical Issues to Consider

- Choice of Medium. The victim's personal voice may be articulated in various ways: presentation of testimony in the classroom by a survivor, audiovisual testimony, or written testimony in the form of a diary or memoir. Works of art such as a short story, a novel, a poem, a painting, or a sculpture may be also regarded as types of testimony.
- Students' age: Age is a crucial criterion in deciding whether and what to teach about the Holocaust. According to the pedagogical philosophy of Yad Vashem, the Holocaust can be taught from a young age if it is done correctly.

Use of one individual's story.

- Choice of a story that has optimistic aspects: the protagonist survived, acts of human kindness were performed. This spares the child from exposure to a horror story and demonstrates the existence of positive human values along with the inevitable bad aspects of the story.

- In this kind of discussion, the teacher and the children explore basic aspects of the changing reality of one person, preferably a child, e.g., a girl who must move into a ghetto: What does she take with her? What does her life in the ghetto look like? How does wearing a Jewish badge make her feel? What does it mean to grow up in the ghetto?
- The next stage, for older children, elicits a wider discussion that refers to a family. Acquaintance with a family includes more characters, more instances of fate, and attention to relations between people and groups. Discussion at the family level is important because this is a social setting that all students are familiar with and can relate to. At this stage, the children may also be encouraged to address not only the victims' perspective but also that of the rescuer.
- When children enter adolescence, they start to consolidate their personal identity, social and national identity, and human values. Therefore, in this third phase they can relate to a wider social circle – a community at large. Since their cognitive and emotional perception has matured, adolescents can deal with psychological issues of a complexity that transcends those of the victim only. They can now address the dilemmas of the rescuer , the issue of the bystander, and finally the perpetrator.
- In sum, exposure to the topic of the Holocaust should be established gradually, in a manner that corresponds with the students' stage of emotional and cognitive development.
- The encounter with these different human circles creates awareness of the diverse situations and problems that Jews faced in the Holocaust. If conducted in the right way, it reduces the tendency to judge and encourages self-reflection.

The choice of testimony should also be guided by the following key criteria:

Testimonies for high-school students: By high school, students are prepared to deal with more difficult stories. Therefore, personal materials of people who did not survive also may be used with older students. It is still, however, the responsibility of the teacher to make an initial inquiry into the story beforehand and use proper judgment in choosing testimonies that will correspond with the students' cognitive and emotional characteristics.

The choice of live versus taped testimony. A live encounter with a Holocaust survivor has the added value of the quality of direct personal interaction; therefore, it is usually preferable to use live testimonies if possible.

Preparation

One of the most important steps is to provide historical context. A survivor's physical testimony is micro-history, one person's story told from a specific and subjective perspective. Therefore, it is the teacher's obligation to provide students with sufficient historical context before they meet the survivor face-to-face. Next a live Holocaust survivor has the added value of the quality of direct personal interaction; therefore, it is usually preferable to use live testimonies if possible. It will contribute clarified class expectations.

Challenges

While working with testimonies and benefiting from their values, the teacher, and in certain cases the students as well, should be aware of specific characteristics related to this source of knowledge.

"Human memory is a marvelous but fallacious instrument. This is a threadbare truth known not only to psychologists but also to anyone who has paid attention to the behavior of those who surround him, or even to his own behavior."9 Thus Primo Levi notes one of the main limitations of survivors' testimonies. Never will two people who shared an experience remember it in the same manner. The human memory is influenced by various elements that shape it. Beliefs, personality traits, life experiences, posterior knowledge, repression, and erosion caused by passing time are just a few of the elements that affect the way our memory is shaped. Discrepancies between a testimony given shortly after the events and another testimony by the same witness years later are quite common. Inaccuracies in dates and details are also an integral part of the medium of testimony. It is the teacher's duty to be aware of these characteristics. It is also his/her duty either to be prepared for questions from the students about those issues or to initiate a discussion about the issue of memory and testimonies.

The Holocaust was the systematic killing, for ideological reasons, of approximately 6,000,000 Jews during World War II. Stories about personal experiences at that time are of course recounted by those who survived. They are the stories of the living rather than of the dead. Therefore, we need to be very careful not to construct a biased view of what happened. Such a bias may occur, for example, in a discussion about Auschwitz-Birkenau. Concurrent to the mass murder of Jews, Birkenau operated as a labor camp that exploited thousands of Jewish and non-Jewish prisoners. Trains delivered thousands of Jews to the camp each day. Most of these Jews were sent to the gas chambers immediately. The death sentence of the minority, who were chosen for labor, was postponed. Eventually, most of them died from labor and starvation or were eventually sent to the gas chambers. When one hears the testimonies of former prisoners at Auschwitz, one may easily fixate on the account of "life in the camp" and forget that Auschwitz was above all a death camp and that those who lived to tell the tale are a small minority of the people who were taken there.

Testimonies should be utilized to provide live evidence, deliver a moral message, and stimulate remembrance and future accountability

References

1.Remarks by Zvi Gill (in Hebrew) Closing Message to the Conference on the Legacy of Holocaust Survivors (April 2002 at Yad Vashem). Translated into English in Our Living Legacy, Yad Vashem, 2003, p.

Legacy of Holocaust Survivors (April 2002 at Yad Vashem). Translated into English in Our Living Legacy, Yad Vashem, 2003, p. 7.

Roger Simon, "The Contribution of Holocaust Audio-Visual Testimony to Remembrance, Learning and Hope," in Cahier International sur le Témoignage Audiovisual 1 (1998), p. 144.

Strategies when using testimonies with students

Testimonies should be used to activate background knowledge, guide the lesson process, foster the development of new skills, and promote reflection when teaching about specific event of the holocaust.

- Previewing -through KWL and biographies
  It is crucial to provide the students with some basic facts about the survivor and his or her story. The teacher may point out important places and terms that may come up in the story and set them in the historical context that he or she has already given over. Knowing the significance of the historical terms, the students will be able to focus on the human experience of the story. The teacher may also advise the students to write down questions while listening to the testimony and present them at the end. It is important to encourage the students to ask questions and the witness to be prepared to answer, because the reciprocal human contact is the added value of a live meeting with the witness.
- Viewing and asking leveled questions
  Leveled 1-questions about details of the story
  Level2: Questions that compare information
  Level 3 Questions that seek reason or explanation; promote relevancy
  Level 4-Questions that ask for evidence to support a claim
- Post viewing using sentence frames, nonverbal examination, focus on facial expression, and writing
  Sentence frames_ _____can impact_____
  because_____
  _____ (Name of the survivor)'s testimony makes me
  realize_____
  _____ (Name of the survivor)'s testimony makes me think
  about_____
- Testimony analysis SOAPSTONE-
  S- Who is the speaker; O: What is the occasion; A: Who is the audience; P: what is the purpose; S- What is the subject; T what time is it.
- Rhetorical triangle
  PATHOS-emotions; LOGOS-logic; ETHOS: credibility

https://www.adl.org/education/resources/webinars/making-the-holocaust-relevant-through-visual-history-testimony

https://echoesandreflections.org/

https://iwitness.usc.edu/sfi/Search.aspx?term=testimony

SAMPLE SECONDARY CLASSROOM UNITS

STUDYING THE HOLOCAUST

Quote

SOME OF THE PEOPLE DISAPPROVED, BUT THEIR DISAPPROVAL WAS ONLY SILENCE.

- KURT MESSERSCHMIDT, JEWISH SURVIVOR

KEY WORDS

•Brownshirts

•collaborator

•concentration camp

•discrimination

•European Jewry

•genocide

•Gestapo

•Gypsies

•Holocaust

PREPARING TO TEACH THIS UNIT

This material is intended to help teachers consider the complexities of teaching about the Holocaust and to deliver accurate and sensitive instruction.

INTRODUCTION

This unit provides an opportunity for students to discuss the value and importance of studying human catastrophes, in general, and the Holocaust, in particular. The lesson also provides an opportunity for students to consider the importance of examining both primary and secondary source materials when studying historical events and to begin to develop a common vocabulary for studying the Holocaust and other genocides.

OBJECTIVES

•Differentiate between natural and human catastrophes.

•Develop a rationale for studying human catastrophes.

•Compare and contrast several definitions of the Holocaust.

•Define genocide

•Distinguish 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.

LANGUAGE STANDARDS

RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, 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 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

L.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.

HISTORY 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.9-10.7 Analyze various accounts of a subject told in different mediums, determining which details are

emphasized in each account

MATERIALS

TESTIMONY VIDEO GUIDE

https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2020/07/NEW-2020-Testimony-Video-Guide-w-Links-1.pdf

ASSET RESOURCE GUIDE

https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2020/04/NEW-2020-Asset-Resource-Guide.pdf

ESTIMATED COMPLETION TIME

60-90 minutes

LESSON PLAN: Defining Terms for Studying the Holocaust

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

1.Begin this lesson by writing the word "catastrophe" on the board or on chart paper. Ask students to define the term and identify what factors they believe make an event a catastrophe. Have students give examples of both natural and human catastrophes. Chart student responses. For example:

CATASTROPHE

Natural

•earthquake

•drought

•tsunami

•hurricanes

•Co-vid 19

Human Involvement

•Holocaust

•September 11th

•Boston Marathon Bombing

2. Discuss the difference between natural and human catastrophes. Emphasize that natural catastrophes are most often out of people's control, whereas human catastrophes are the direct result of actions that people take.

3. Divide the class into pairs or small groups and have each group select a recorder. Instruct students to answer the following questions:

- Who is likely to study human catastrophes (e.g., historians, social scientists, theologians) and why?

•What kinds of questions do you think people studying human catastrophes would want to answer?

•How might the questions be different from questions asked about natural catastrophes?

4.Have each group select a reporter to share its ideas with the whole group. [Optional: Chart responses on the board or on chart paper.]

5. Explain to students that they will be studying about a time in history in which a great human catastrophe occurred. This catastrophe, the Holocaust (in Hebrew, Shoah), is the name given for the murder of some six million Jews by the Nazis and their collaborators. See corresponding Note for additional background. After reviewing the background information, have students volunteer possible reasons why this period of history is studied. Encourage students to consider that this period of history is studied because it is an important part of world history and because many of the underlying causes and effects of the Holocaust have had a profound influence on later historical events.

6. 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.

7. Distribute or display the definitions of the Holocaust handout used by three different organizations. Review the definitions with students, analyzing the cumulative impact of specific word choices. Have students compare the definitions and consider possible reasons why the definitions are not all the same. [Optional: Divide the class into three groups and provide each group with one of the definitions to study. Follow with each group sharing its findings and then have students compare the definitions.]

BOARD NOTES

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.

STUDENT HANDOUT 1

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

Holocaust Definitions

7. 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 (e.g., Native Americans, Armenians, Tutsi, Darfurians).

8. 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 (e.g., the state), the targeted group (e.g., an ethnic, racial, tribal, national, or religious group) and the intent (deliberate). Present the United Nations' definition of genocide handout 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.

STUDENT HANDOUT 2

Genocide

https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/01-01-08_StudentHandout_GenocideDefinition.pdf

9. 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 (source: Schindler's List)

•Allied troops liberated the concentration camps (source: textbook, a survivor of the Holocaust, a relative who fought in World War II)

10. 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. Review how the many types of sources (e.g., 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.

11. Explain that throughout this study of the Holocaust, students will examine many primary and secondary source materials. Explain that the Holocaust is one of the most documented events in human history and that the perpetrators produced much of the evidence. The Holocaust occurred in modern times, and the Nazi system was a highly bureaucratic one. When the historian wants to know what happened, when, and why, there is a sea of official records, private papers, and first-

person accounts ready to be investigated. Naturally, sources must be studied carefully, and all require interpretation. Such documents highlight the historian's tools and tasks and bring complex topics into sharper focus. ESTIMATED COMPLETION TIME

60-90 minutes

LESSON PLAN: Kristallnacht: "Night of Broken Glass"

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

2. 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.

STUDENT HANDOUT 2

Heydrich's Instructions, November 1938

https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/01-02-02-01_StudentHandout_HeydrichsInstructions.pdf

STUDENT HANDOUT 3

Letter By Margarete Drexler To The Gestapo

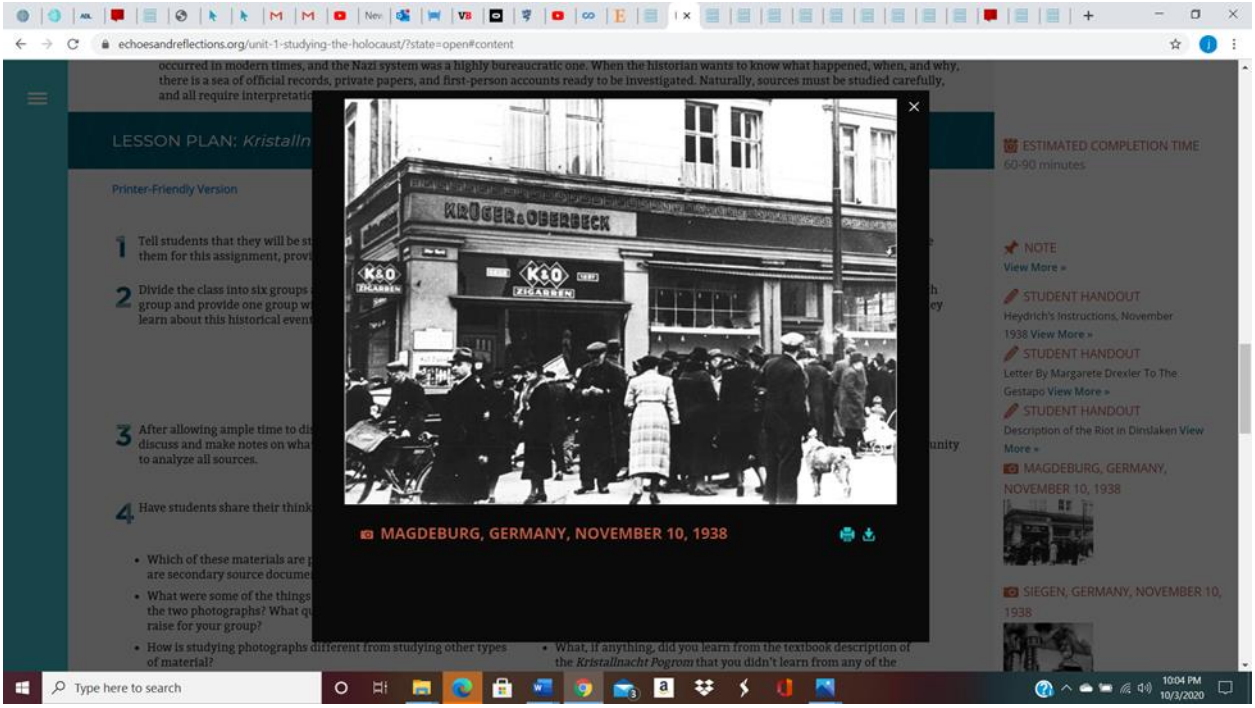
https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/01-02-02-02-02_StudentHandout_LetterbyMargareteDrexler.pdf

STUDENT HANDOUT 4

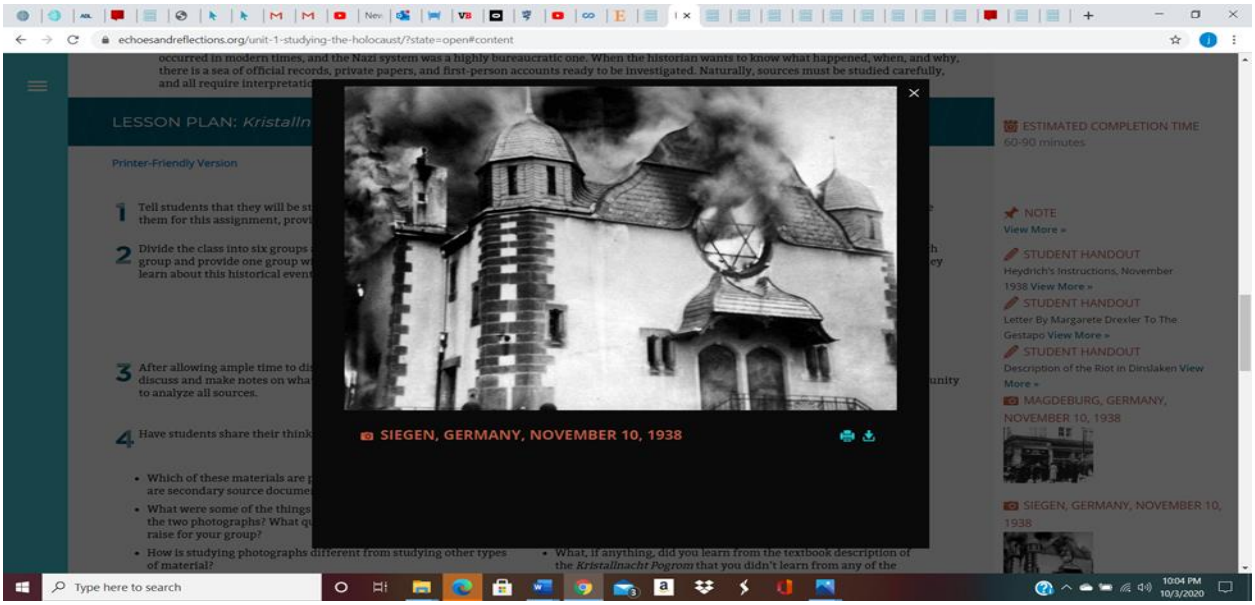
Riot in Dinslaken

https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/01-02-02-03_StudentHandout_DescriptionoftheRiotinDinslaken.pdf

MAGDEBURG, GERMANY, NOVEMBER 10, 1938

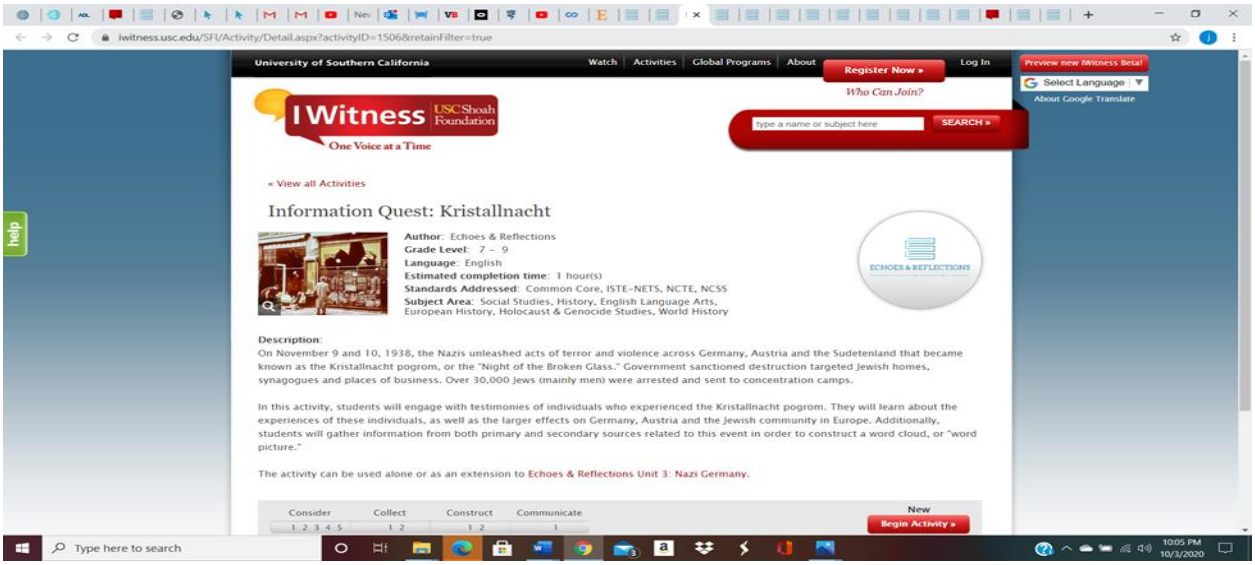


SIEGEN, GERMANY, NOVEMBER 10, 1938



IWITNESS ACTIVITY

Info Quest: Kristallnacht



1. 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.

2. Have students share their thinking about the six documents in a whole-group discussion. Following are suggested questions:

•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?

•What argument does Margarete Drexler use in her letter to the Gestapo to try to get her money returned? Why is this information important to know?

•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?

3. Explain to students that another source of information about the Holocaust is survivor and witness testimony. Survivor and witness testimonies, unlike documents or words from a book, communicate the crucial role of the individual's experiences through his or her stories. The interviewees in these testimonies are not "simply" Holocaust survivors and other witnesses. They are students, teachers, brothers, sisters, friends, and family members. They tell stories that recount anger, frustration, humor, surprise, relief, and fear. Viewing first-person, visual history testimony is a personal experience—no two people necessarily react to hearing a clip of testimony exactly the same way. Tell students that the visual history testimony that they will hear was collected by USC Shoah Foundation.

4. After introducing students to Kurt Messerschmidt (bio), have them watch his testimony. Follow with a discussion using some or all the questions below.

KURT MESSERSCHMIDT

BIOGRAPHICAL PROFILE

Kurt Messerschmidt was born on January 2, 1915, in Werneuchen, Germany, and was raised by his mother, Else. Kurt moved with his mother to Berlin in 1918, where Else was a seamstress and designer. Kurt had a younger half-brother, Henry Oertelt.

In 1921, Kurt entered public school and attended classes in Jewish education. Kurt excelled as a linguistics scholar, musician, and athlete. He represented his Gymnasium (European secondary school that prepares students for the university) in an annual gymnastics' competition in Berlin in 1932. Referred to by friends and teachers as the "exceptional Jew," Kurt witnessed the intensifying persecution of Jews after the Nazis came to power in 1933.

Although offered a scholarship through his Gymnasium, Kurt knew he was unlikely to be admitted to Berlin University because of the antisemitic laws, which also prohibited him from being a published author in Germany. With limited options, Kurt worked as an interpreter in the Far East for a year before returning to Berlin to teach and coach in a Jewish school. On the day following the Kristallnacht Pogrom in November 1938, Kurt remembered arriving at his vandalized school to comfort and protect his students from attacks by the Hitler Youth.

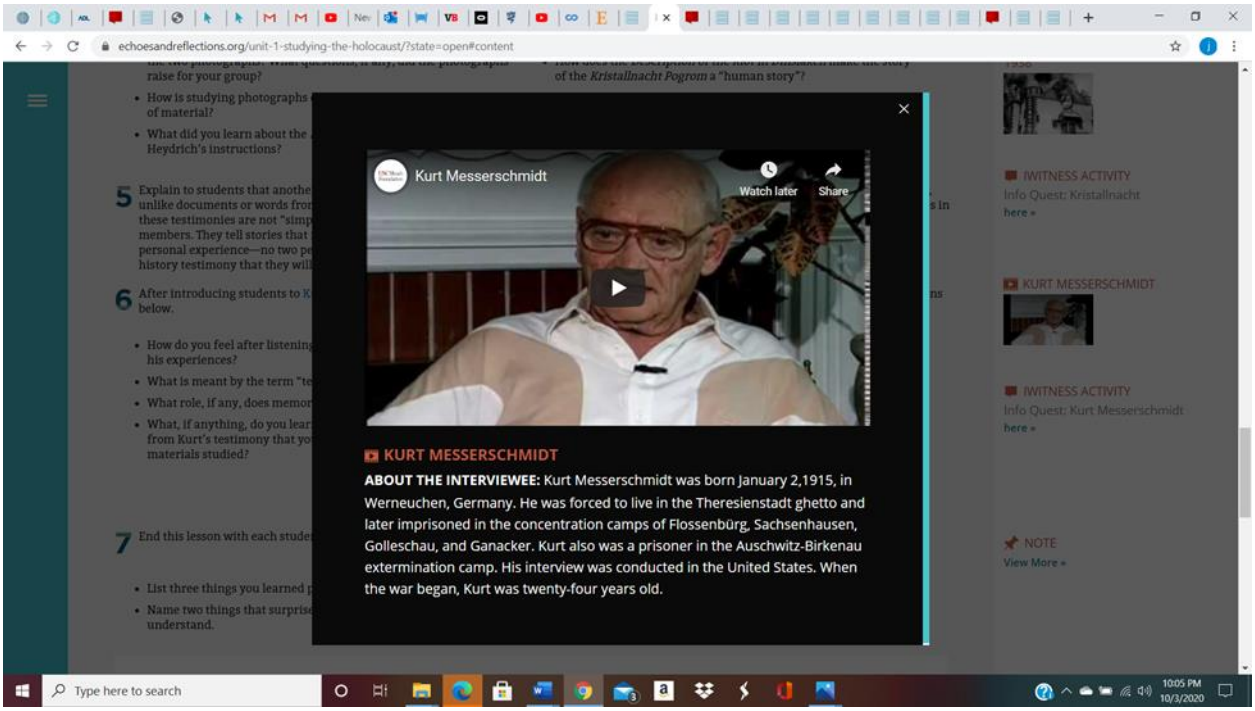
In 1942, after the dissolution of his school, Kurt worked for a German furniture-moving firm whose owner, Mr. Schäffler, employed former Jewish educators to help them avoid deportation. Kurt's family remained in

Berlin until 1943, when they were deported, along with Kurt's fiancée, Sonja to the Theresienstadt ghetto in Czechoslovakia. Within the ghetto, despite long days of forced labor, Kurt sought to be a source of comfort and leadership. Kurt and Sonja married in Theresienstadt but soon were separated when Kurt and his brother, Henry, were deported to Auschwitz-Birkenau and assigned to work detail at Golleschau. There, through his musical talents, Kurt continued to provide comfort to fellow inmates.

Kurt and Henry remained at Golleschau until January 1945 when the camp was evacuated due to the approach of the Soviet Army. After surviving a death march, the brothers arrived first to

Sachsenhausen and shortly thereafter to Flossenbürg, where they were separated when Kurt continued to Ganacker. Despite worsening illness, Kurt managed to survive until he was liberated near Traunstein, Germany, on May 1, 1945.

In the early post-war days, Kurt worked as a teacher and translator in Germany while searching for news of his family. After Kurt's reunion with Sonja, they lived in Munich where Kurt was a soloist in a radio choir broadcast across Europe. On July 3, 1950, they left Germany for Brooklyn, New York, and then settled in Portland, Maine, where Kurt continued his profession as teacher and musician. Kurt's brother, Henry, arrived in America a few years later. Their mother, Else, was murdered at Auschwitz-Birkenau. At the time of Kurt's interview in 1997, he and Sonja had two children, Eva and Michael, and two grandchildren, Sarah and David.



https://youtu.be/hI-tHAoO358

IWITNESS ACTIVITY

Information Quest: Kurt Messerschmidt

ECHOES and REFLECTIONS

GRADE LEVELS: 9th-10TH LANGUAGE: English

ESTIMATED TIME:1.5 hour(s)

STANDARDS ADDRESSED: Common Core

SUBJECT AREAS: Social Studies, History, English Language Arts, Holocaust & Genocide Studies, Humanities, Media & Digital Literacy

DESCRIPTION:

Information Quest is a brief activity designed for students to view a selected experience from survivor Kurt Messerschmidt's testimony. Students will engage with their assigned story using a built-in tool that enables each to create a word cloud, a fitting title, a meaningful quotation, and a personal response to reflect individual feelings and perceptions about the story. To culminate the activity, students will post their completed Information Quests to discuss with their classmates.

•How do you feel after listening to Kurt Messerschmidt talk about his experiences?

•What is meant by the term "testimony"?

•What role, if any, does memory play when giving testimony?

•What, if anything, do you learn about the Kristallnacht Pogrom from Kurt's testimony that you didn't learn from any of the other materials studied?

•How does Kurt's testimony reinforce what you learned from other sources?

•What are the benefits and challenges of using visual history testimony?

•What role does the testimony collected by the Shoah Foundation play in the study of the Holocaust? How is this role different from the role and responsibility of historians? How is each important?

End this lesson with each student completing a "3-2-1 Assessment."

•List three things you learned participating in this lesson.

•Name two things that surprised you or that you didn't understand.

•Identify one question you still have.

REFLECT & RESPOND

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.

MAKING CONNECTIONS

The additional activities and projects listed below can be integrated directly into the lessons in this unit or can used to extend lessons once they have been completed. The topics lend themselves to students' continued study of the Holocaust as well as opportunities for students to make meaningful connections to other people and events, including relevant contemporary issues. These activities may include instructional strategies and techniques and/or address academic standards in addition to those that were identified for the unit.

1. Visit IWitness (iwitness.usc.edu) for testimonies, resources, and activities to help students learn more about the Kristallnacht Pogrom.

2. Have each student or pairs of students prepare a list of three to five questions that they would like to ask Kurt Messerschmidt after listening to his clip of testimony. After developing the questions, students should go to Kurt's Biographical Profile and see if the answers to their questions are included in the text. If unable to answer all their questions from the Biographical Profile, have students go to IWitness (iwitness.usc.edu) and identify clips of testimony from Kurt's full testimony that may help answer the questions.

3. If the class has a dedicated classroom wiki, have one of the students volunteer to pose a question to the group based on what was covered in this lesson and have other students respond. Another option would be for students to start a wiki based on Kurt Messerschmidt's testimony and his decision not to be silent in the face of injustice. Students could then contribute to the discussion; add stories, videos, etc. As the class continues its study of the Holocaust, different students could take a leadership role in posting new material and questions and inviting others to respond.

4. Instruct students to gather relevant information from multiple print and digital sources about a recent catastrophe (either human or natural), including both primary sources (e.g., an interview) and secondary sources (e.g., a news report) regarding the event. Students should then write an informational essay that introduces the topic, compares the information gathered from various sources, and explain how, if at all, the use of both types of sources led to a more complete understanding of the event.

5. Have students research how the Kristallnacht Pogrom was covered in media, especially newspapers, in their state, city, or town. After gathering relevant information, instruct students to develop an argument to support or refute the idea that this event was accurately covered and reported to the public. If unable to locate local or state coverage of the Kristallnacht Pogrom, research how this historical event was covered in national or international media. Have students prepare a written or oral summary of their findings and conclusions.

6. As an alternative to the activity above, have students research how editorial/political cartoonists in major national and international newspapers reacted to the events of the Kristallnacht Pogrom. Have students develop a PowerPoint or cloud-based presentation (e.g., Prezi), a written report, or decide on another format to present their work. Their presentations should include examples of political cartoons published following the Kristallnacht Pogrom, information about how people responded to the cartoons if possible, as well as their interpretations of the cartoons and what they learned from studying them.

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Quote

ANTISEMITISM HAD BECOME SUDDENLY VERY RAMPANT...

- H. HENRY SINASON, JEWISH SURVIVOR

KEY WORDS

- antisemitism
- Aryan
- Bar Mitzvah
- blood libel
- boycott
- cantor
- caricature
- Chanukah
- Christianity

PREPARING TO TEACH THIS UNIT

This material is intended to help teachers consider the complexities of teaching about antisemitism, Nazi racial ideology, and propaganda and to deliver accurate and sensitive instruction.

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, students will better understand the historical context about the rise of racial antisemitic ideology in Nazi Germany.

This unit has been designed to help teachers translate abstract ideas (e.g., antisemitism, propaganda, stereotypes, scapegoating) into active learning experiences, thereby creating a framework for processing and organizing information that otherwise might be difficult for students to understand. For some students it will be difficult to comprehend circumstances that are outside their immediate environment or experiences for which they have little or no previous background. There is also the possibility that students will be introduced to the concept of hatred against the cultural group to which they belong.

Propaganda is an effective tool that has been used by both tyrants and democracies. Throughout this lesson, reinforce the idea that propaganda is manipulative, and no one is immune to it.

When discussing stereotypes with students, there is always the risk of introducing them to generalizations that they did not know before. Special care should be taken when debriefing this lesson to reinforce the idea that while stereotypes and myths are easy to believe that does not make them true. It is also important to create an environment where students feel comfortable asking questions about the origins of specific stereotypes and why certain stereotypes continue to be believed. When discussing these issues with students, be cautious of the effect this discussion might have on them.

Some students may be uncomfortable with some of the subject matter associated with antisemitism and should be given opportunities to discuss their thoughts and feelings about the topic. Within the context of that conversation, it is important to stress that while antisemitism was a fundamental part of Christianity for centuries, it was also a product of world events and history. It is important, whenever possible, to accentuate the humanitarian aspect of Christianity as evidenced in many of the individuals identified as "Righteous Among the Nations." Information about the "Righteous Among the Nations" can be found in the Rescuers and Non-Jewish Resistance unit.

INTRODUCTION

This unit provides an opportunity for students to learn about the origins of antisemitism. Students will also learn about prewar Jewish life in Germany and antisemitism in Nazi ideology and its similarities and differences from pre-Nazi antisemitism. Students will also examine propaganda methods that were used to exploit antisemitic attitudes among the German people and to create an atmosphere of terror.

OBJECTIVES

- Define antisemitism and trace its origins.
- Explain how pre-Nazi antisemitism and Nazi racial ideology are similar and different.
- Discuss both the content and the messages in clips of visual history testimony.
- Describe propaganda methods.
- Give examples of propaganda methods that the Nazis used to exploit antisemitic attitudes among the German people and to isolate Jews from the rest of the population.
- Identify historical and contemporary examples of antisemitism, propaganda, and stereotyping

ENGLISH STANDARDS

RI.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.

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 the 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.

HISTORY 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.

RH.9-10.3 Analyze in detail a series of events described in a text; determine

whether earlier events caused later ones or simply preceded them.

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.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative

analysis in print or digital text.

RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary

sources

TESTIMONY VIDEO GUIDE

https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2020/07/NEW-2020-Testimony-Video-Guide-w-Links-1.pdf

ASSET RESOURCE GUIDE

https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2020/04/NEW-2020-Asset-Resource-Guide.pdf

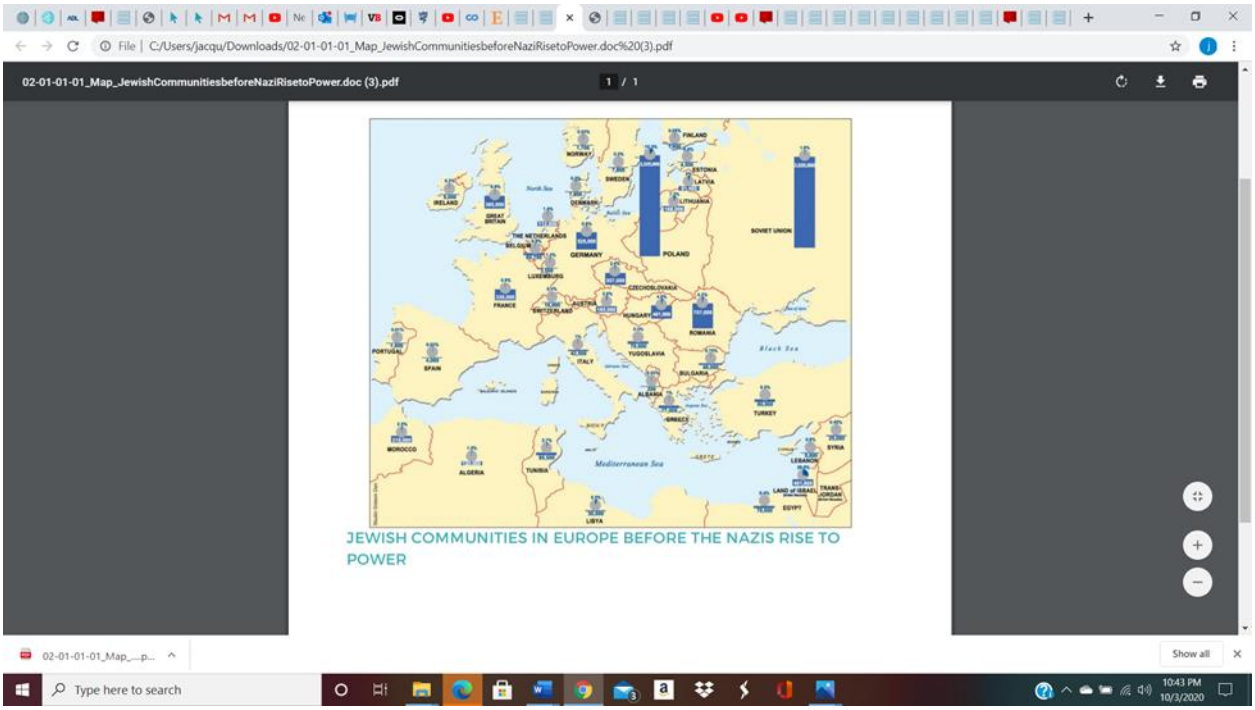
ESTIMATED COMPLETION TIME

60-90 minutes

LESSON PLAN: Prewar Jewish Life and Nazi Antisemitism

1.Begin this lesson by showing students the map Jewish Communities in Europe before the Nazis Rise to Power. Provide time for students to share their observations and to consider the importance of demographic data when studying historical events; how can such data help us address questions or be integrated into a coherent understanding of an event?

JEWISH COMMUNITIES IN EUROPE BEFORE THE NAZIS RISE TO POWER



NOTE 1

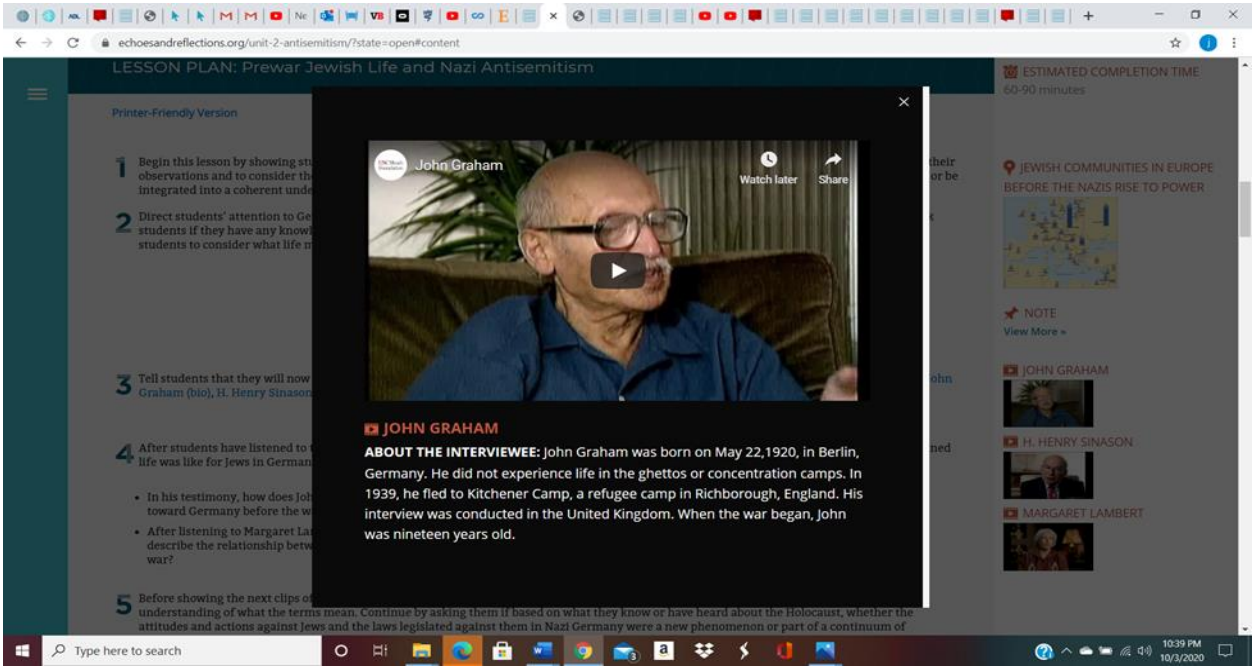
The numbers on this map are based on official censuses of the population and, within it, the Jewish population, in each country before the war. They are based on research done by Sergio Della Pergola, a recognized expert in the field of Jewish demographics. It is important to note that the numbers are not exact because the map is not static. While these are the populations of "prewar" Jewish communities, there is no precise year given because the sizes of these communities were constantly in flux through 1939 due to emigration, territorial expansions, and modifications and other prewar factors.

2.Direct students' attention to Germany and note the Jewish population as well as the percentage of the total population that Jews represented. Ask students if they have any knowledge regarding Jewish life in Germany prior to the Holocaust and if so, what they have learned. Follow by asking students to consider what life might have been like for Jews in Germany prior to Hitler's rise to power.

2. Direct students' attention to Germany and note the Jewish population as well as the percentage of the total population that Jews represented. Ask students if they have any knowledge regarding Jewish life in Germany prior to the Holocaust and if so, what they have learned. Follow by asking students to consider what life might have been like for Jews in Germany prior to Hitler's rise to power.

3. Tell students that they will now hear from individuals who experienced life in Germany prior to the rise of the Nazi Party. Introduce students to John Graham (bio), H. Henry Sinason (bio), and Margaret Lambert (bio), and show the three clips of testimony.

JOHN GRAHAM



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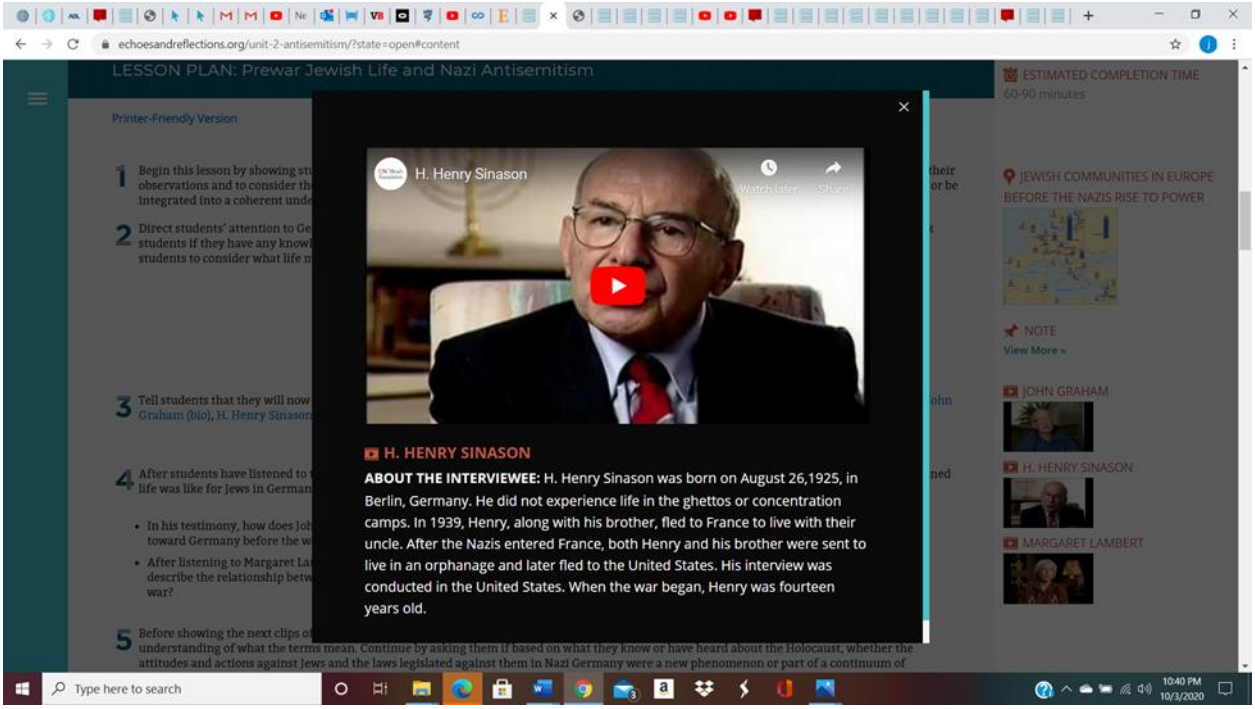
H. HENRY SINASON



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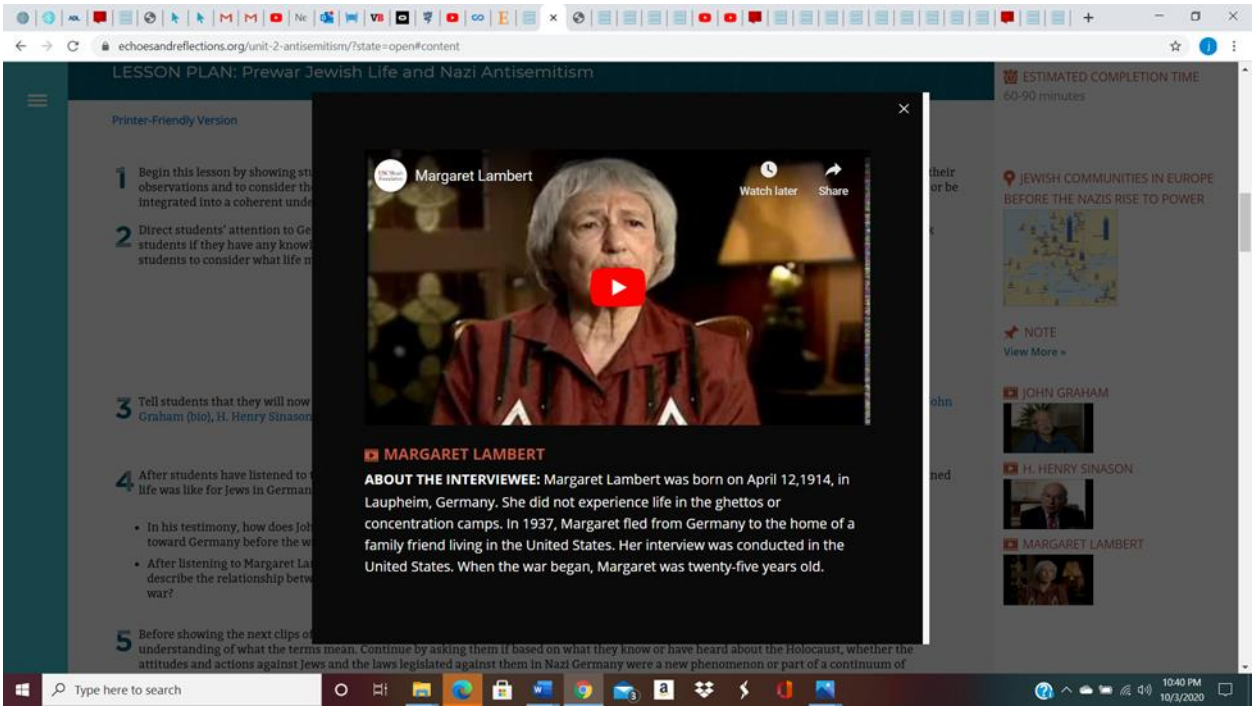
MARGARET LAMBERT



https://youtu.be/azUviKHKIYQ

4.After students have listened to the testimony, ask them if they heard anything in the testimony that supported or differed from what they imagined life was like for Jews in Germany before 1933. Additional questions for discussion might include:

In his testimony, how does John Graham describe his feelings toward Germany before the war?

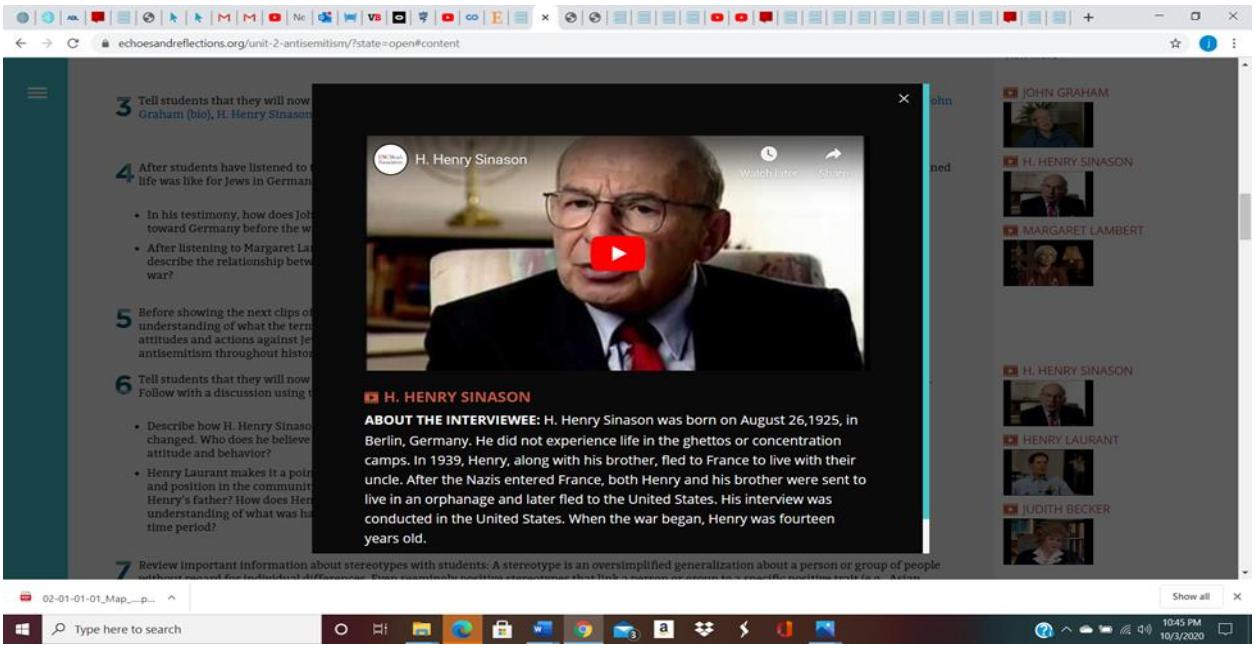
After listening to Margaret Lambert's testimony, how does she describe the relationship between Jews and non-Jews before the war?

Henry Sinason mentions that his father considered himself German first and Jewish second. What does this lead you to believe about how many Jews might have identified with their country during this time period?

5.Before showing the next clips of testimony, ask students if they are familiar with the terms "stereotype" and "antisemitism" and to share their understanding of what the terms mean. Continue by asking them if based on what they know or have heard about the Holocaust, whether the attitudes and actions against Jews and the laws legislated against them in Nazi Germany were a new phenomenon or part of a continuum of antisemitism throughout history.

6.Tell students that they will now be introduced to H. Henry Sinason (bio), Henry Laurant (bio), and Judith Becker (bio) and watch their testimonies. Follow with a discussion using the questions below.

H. HENRY SINASON



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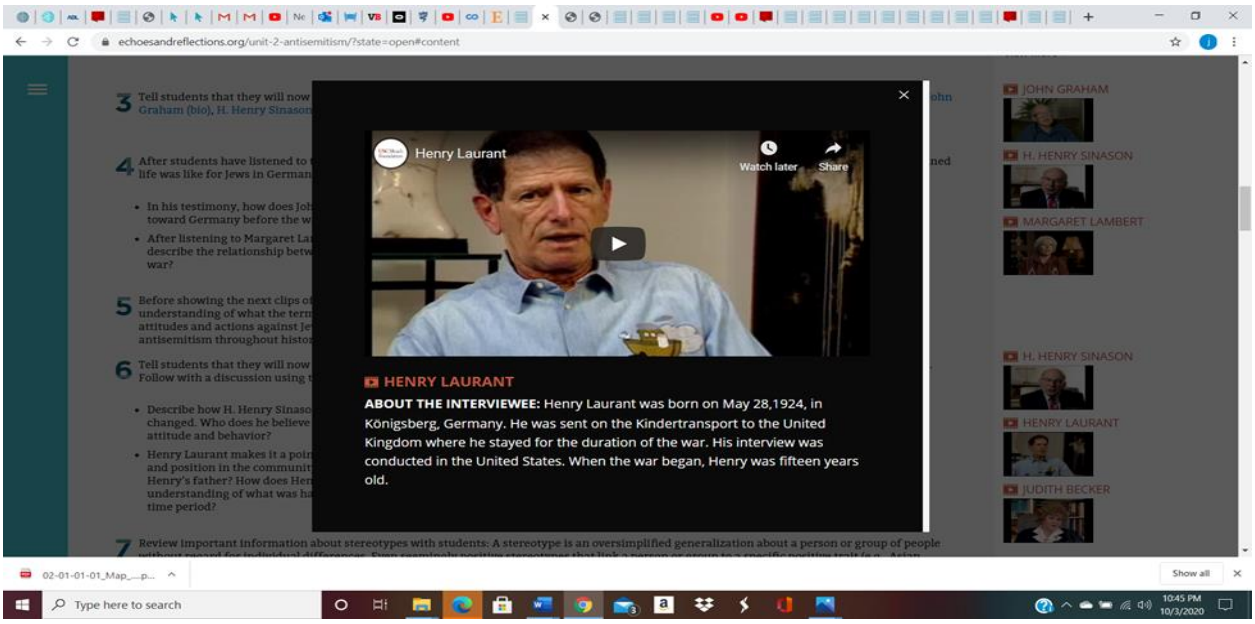
HENRY LAURANT



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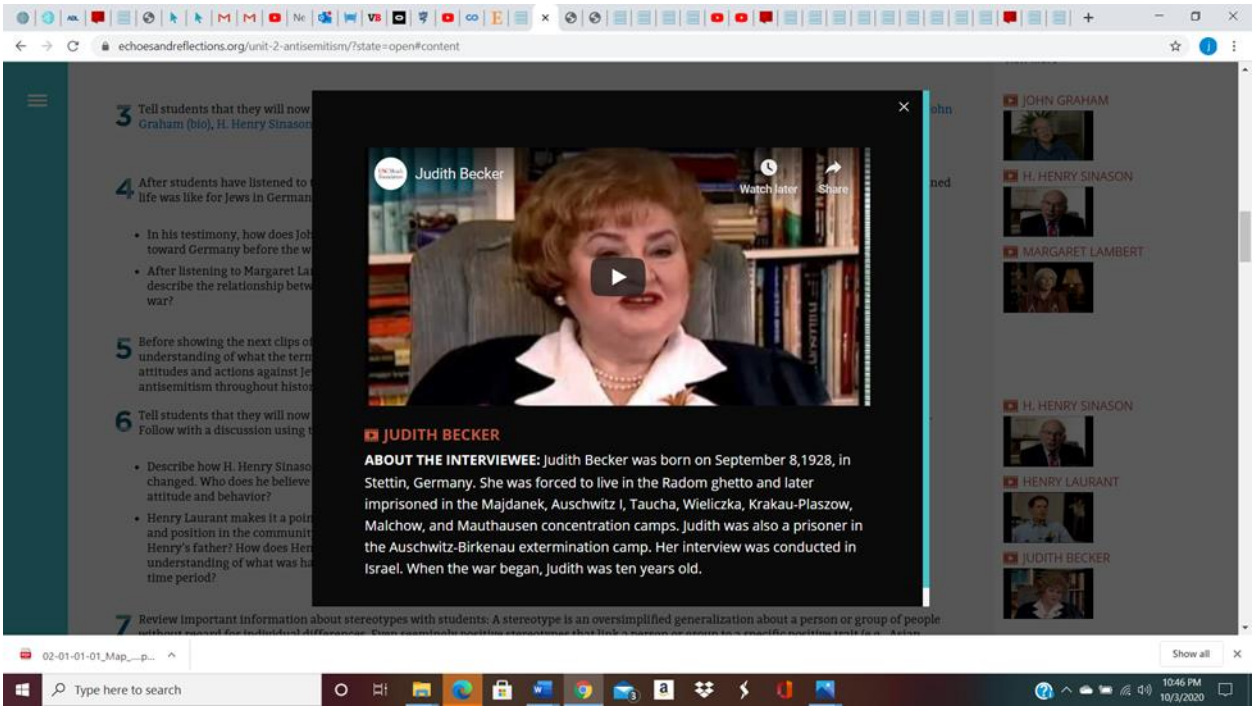
JUDITH BECKER



https://youtu.be/P4v1Vgc4ayI

Describe how H. Henry Sinason says that his friends have changed. Who does he believe is responsible for their change in attitude and behavior?

Henry Laurant makes it a point to discuss his father's occupation and position in the community. What did the vandalism signal for Henry's father? How does Henry's testimony add to your understanding of what was happening in Germany during this time period?

In her testimony, Judith Becker speaks about a course on racism that was taught in schools. What was the irony that Judith describes? Why do you think the Nazis wanted to target young people with their racial ideology?

From listening to these testimonies, what do you learn about how the atmosphere in Germany was changing?

7.Review important information about stereotypes with students: A stereotype is an oversimplified generalization about a person or group of people without regard for individual differences. Even seemingly positive stereotypes that link a person or group to a specific positive trait (e.g., Asian Americans are good in math) can have negative consequences because they ignore an individual's interests and abilities. While all stereotypes are hurtful because they group people into one category, some stereotypes are particularly dangerous because they express very negative things about a group of people (e.g., violent, greedy). Such stereotypes perpetuate

hateful attitudes and hurt individuals and entire communities. There is also the danger that targets of such stereotypes may begin to believe they are true.

8. Elicit from students' examples of how a group to which they belong is stereotyped. Have students discuss why they think people believe and perpetuate stereotypes and why stereotypes are dangerous.

9. Display or distribute the Definition of Antisemitism handout; read and discuss together.

STUDENT HANDOUT1

Antisemitism

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

10. Prepare students for reading the Summary of Antisemitism handout by reviewing key terms and phrases as necessary. Distribute the text and have students study it as a whole group, in small groups, or individually. Instruct students to identify and underline or highlight examples of stereotypes or accusations made against Jews in the selection.

STUDENT HANDOUT 2

Summary of Antisemitism

https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/02-01-10_StudentHandout_SummaryofAntisemitism.pdf

11.After reading the handout, conduct a class discussion based on some or all of the questions below.

•What examples of stereotypes or accusations against Jews were discussed in the text? [Optional: Chart responses on the board or on chart paper.]

•In what way did Nazi ideology create a new form of antisemitism?

•What does the term "scapegoat" mean?

•What are some situations when people may be likely to scapegoat a group of people?

•Can you name groups of people in the United States who have been unfairly blamed for circumstances or events? (e.g., immigrants blamed for unemployment, Japanese Americans blamed for bombing of Pearl Harbor)

•Why do you think many people didn't question or protest what they were being told about Jews?

•How is antisemitism like or different from scapegoating?

12. Ask students to consider whether antisemitism was only a problem of the past or if it remains an area of concern today. Have them support their thinking and, if possible, give contemporary examples of antisemitism at the local, national, or international level. Share with students that ADL (adl.org) identifies both criminal and non-criminal acts of harassment and intimidation, including distribution of hate propaganda, threats, and slurs and compiles the information into annual reports. Updates and information about antisemitism—both nationally and internationally—are also posted regularly on the website.

13. Provide students with the Not in Our Town handout and review together. Follow with a discussion using some or all the questions below.

STUDENT HANDOUT 3

Our Town

https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/02-01-13-01_StudentHandout_NotinOurTown.pdf

•What is a hate group?

•Why do you think some people choose to join hate groups?

•How do you think people are recruited to join hate groups?

•How, if at all, is the ideology of hate groups today similar to Nazi racial ideology?

•What is meant by the term "ally"?

•What specifically did the people of Billings, Montana do to show that they were allies to those who had become targets of antisemitism and other forms of bigotry?

•What risks did the people of Billings take when they decided to take action against what was happening in their community?

•What are some of the possible risks that a person takes when he or she decides to become an ally?

Note 2

The 1995 broadcast of the film Not in Our Town, which told the story about the events in Billings, Montana, sparked many other communities to join the Not in Our Town campaign. The campaign niot.org, which continues today, includes such events as public statements by community leaders promising that the community will stand together against prejudice and hate toward any group or individual, educational programs, workshops and conferences, contests, and online programs.

14. Distribute a sticky note to each student. Have each student write a response to one of the following questions which have been posted on the board and "post" the response under the appropriate question prior to leaving class:

•What specifically did you learn about antisemitism that you didn't know before studying the topic in class?

•Which of the testimonies that you watched today do you think you will remember and why?

•Why do you think the story of what happened in Billings, Montana still resonates for people more than twenty years later?

ESTIMATED COMPLETION TIME

60-90 minutes

LESSON PLAN: Nazi Antisemitic Ideology and Propaganda

1. Begin this lesson by having students brainstorm the meaning of the word "ideology" and share what they think constitutes an ideology (e.g., a pattern of beliefs; a way of thinking; a system of ideas that organizes one's goals, expectations, and actions).

2. Distribute the Nazi Ideology handout and have students individually, in pairs, or in small groups cite textual evidence to support their responses to the following questions:

STUDENT HANDOUT 4

Nazi Ideology

https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2017/07/02-02-02-01_StudentHandout_NaziIdeology.pdf

STUDENT HANDOUT 5

Summary of Antisemitism

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

•How did the Nazi ideology depict Jews?

•Compare and contrast this text to Summary of Antisemitism handout. What new ideas appear in Hitler's writings? What ideas reflect continuity with previous antisemitic thinking?

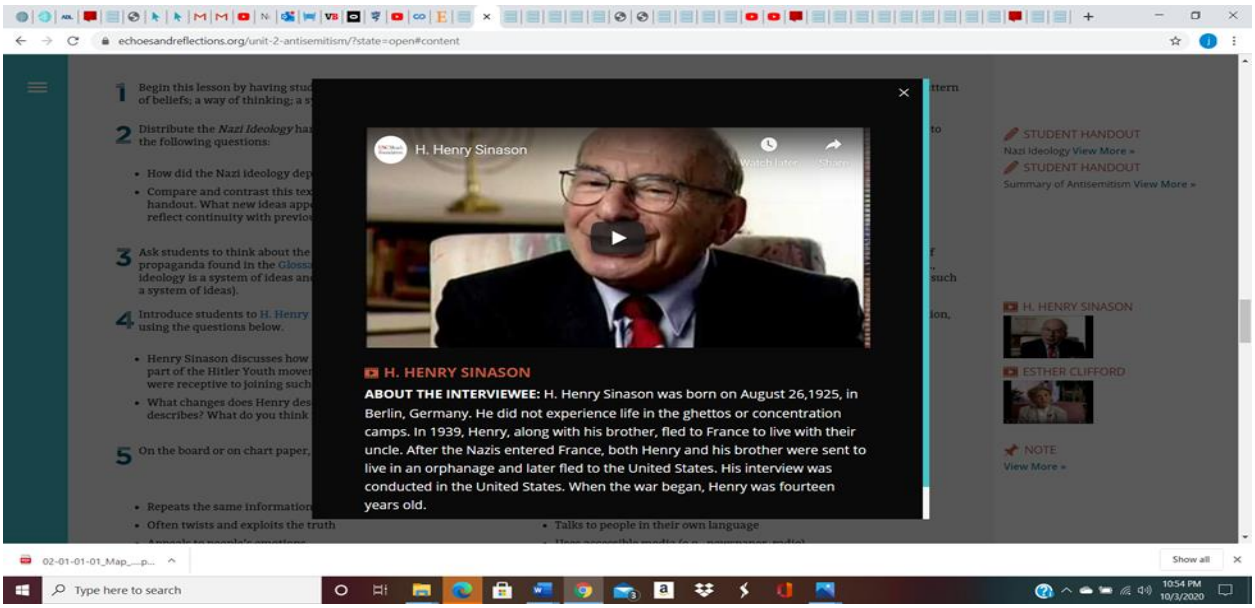
•How do you think these ideas might have influenced people in Germany who were exposed to them?

3. Ask students to think about the term "propaganda" and share what they understand it to mean. Continue by having students post what they see as the distinction between "propaganda" and

"ideology" (i.e., ideology is a system of ideas and principles on which a political or economic theory is based; propaganda is a tool or method used to disseminate such a system of ideas).

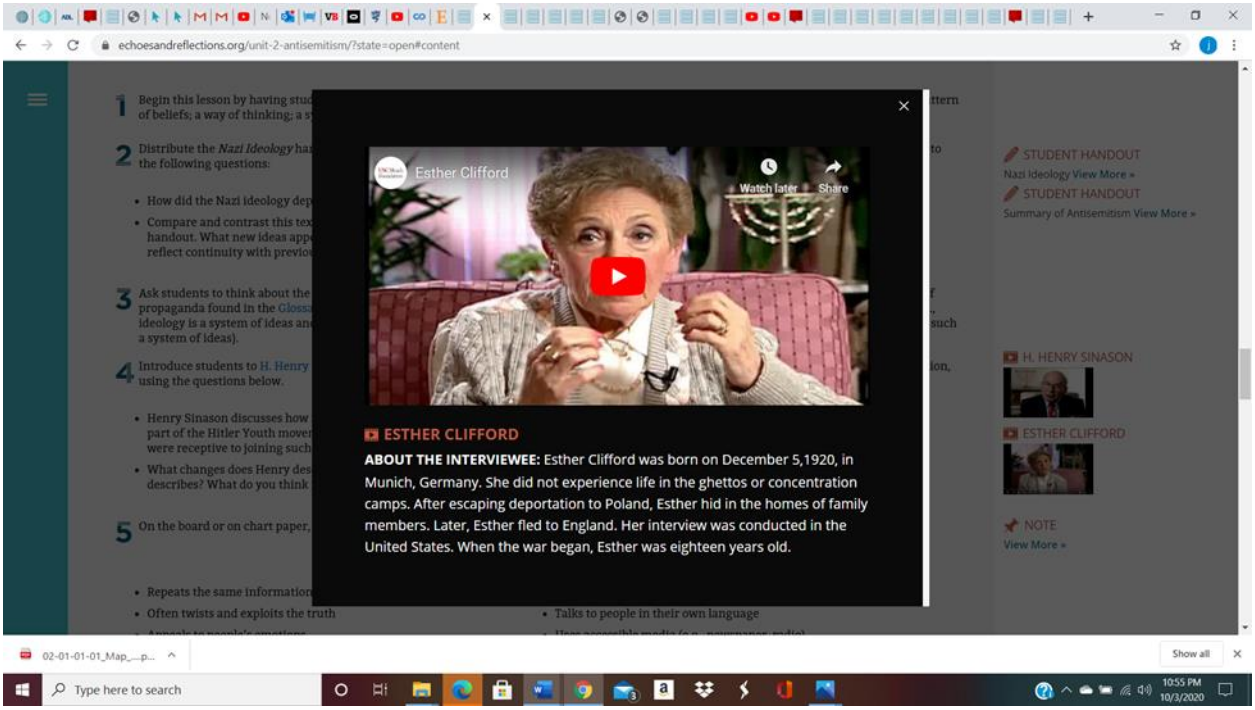
4. Introduce students to H. Henry Sinason (bio) and Esther Clifford (bio) and have students watch the two clips of testimonies. Follow with a discussion, using the questions below.

H. HENRY SINASON



https://youtu.be/c8NQKUJPlY8

ESTHER CLIFFORD



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NOTE 3

Der Stürmer is probably the most infamous antisemitic newspaper in history. For twenty-two years, beginning in May 1923, every weekly issue denounced Jews in crude, vicious, and vivid ways. The paper's publisher and editor was Julius Streicher, a virulent antisemite and senior member of the Nazi Party. Streicher's goal was to capture the attention of the masses; therefore, he wrote in a way that the masses could understand, in a style that was simple and easy to comprehend. By 1925, Streicher realized that a cartoon or photograph could be absorbed even faster than a simply written article. He hired the cartoonist Philipp Rupprecht (pen name Fips), who went on to draw thousands of vivid and revolting anti-Jewish caricatures for Der Stürmer.

Henry Sinason discusses how many of his former friends became part of the Hitler Youth movement.

•Why do you think the children were receptive to joining such a movement?

•What changes does Henry describe? What is the process he describes? What do you think influenced this process of change?

• What were some of the visual images that Esther Clifford talks about seeing on her way to school? What effect did see such things have on her?

5. On the board or on chart paper, write the heading "How does propaganda work?" and then write the following list:

•Repeats the same information over and over

•Often twists and exploits the truth

•Appeals to people's emotions

•Gives the illusion that most people agree with the message

•Talks to people in their own language

•Uses accessible media (e.g., newspaper, radio)

6. Have students suggest examples of propaganda that they have seen and explain which of the techniques listed above was/were used. They might want to consider advertisements, political campaigns, social movements, and so forth in their examples.

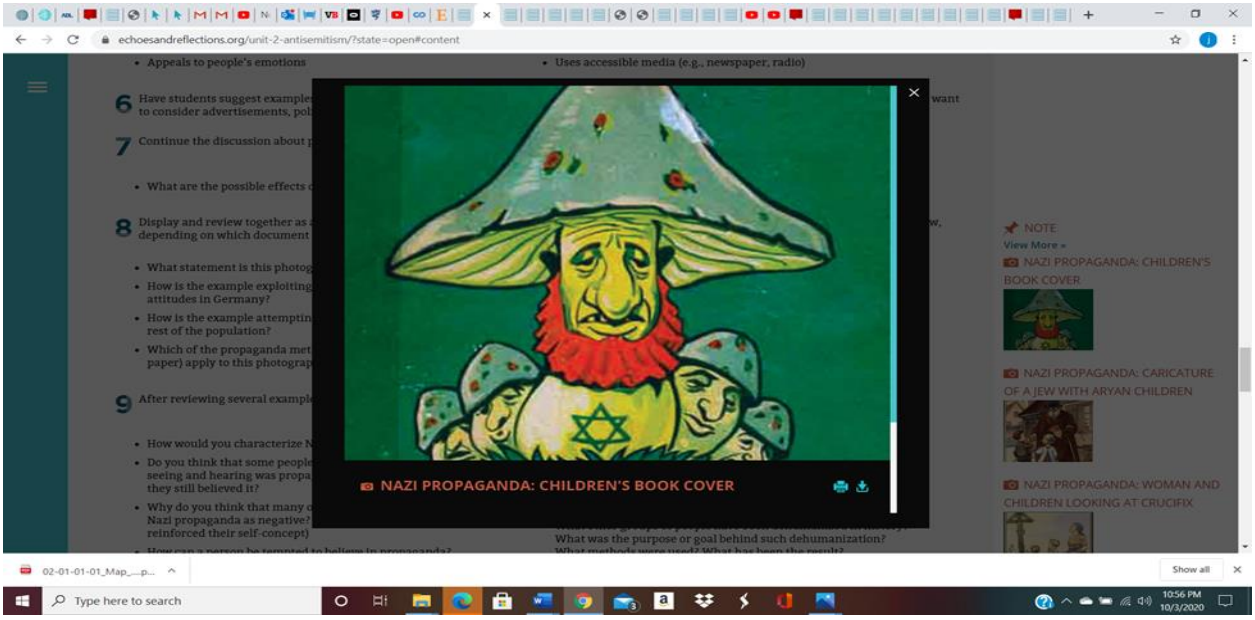
7. Continue the discussion about propaganda by asking the following:

•What are the possible effects of propaganda?

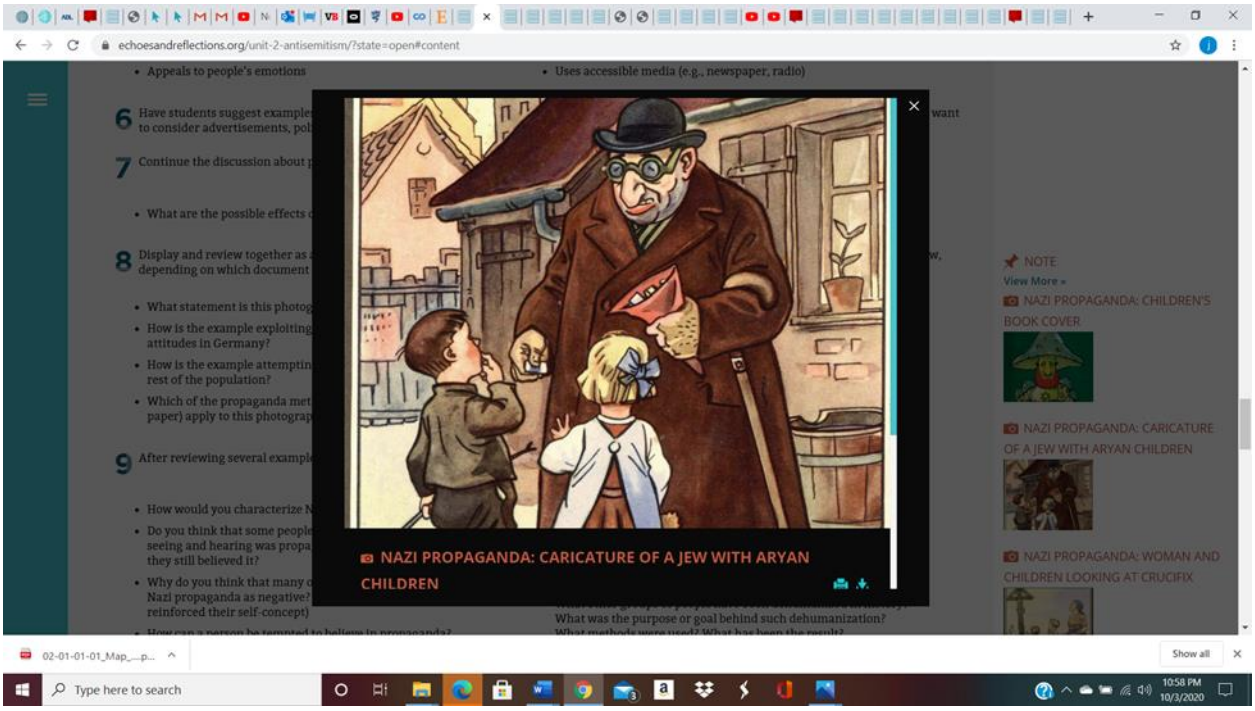
•Can one become critical toward propaganda? Why or why not?

8.Display and review together as a whole group some of the examples of Nazi propaganda. Have students consider some or all the questions below, depending on which document they are analyzing.

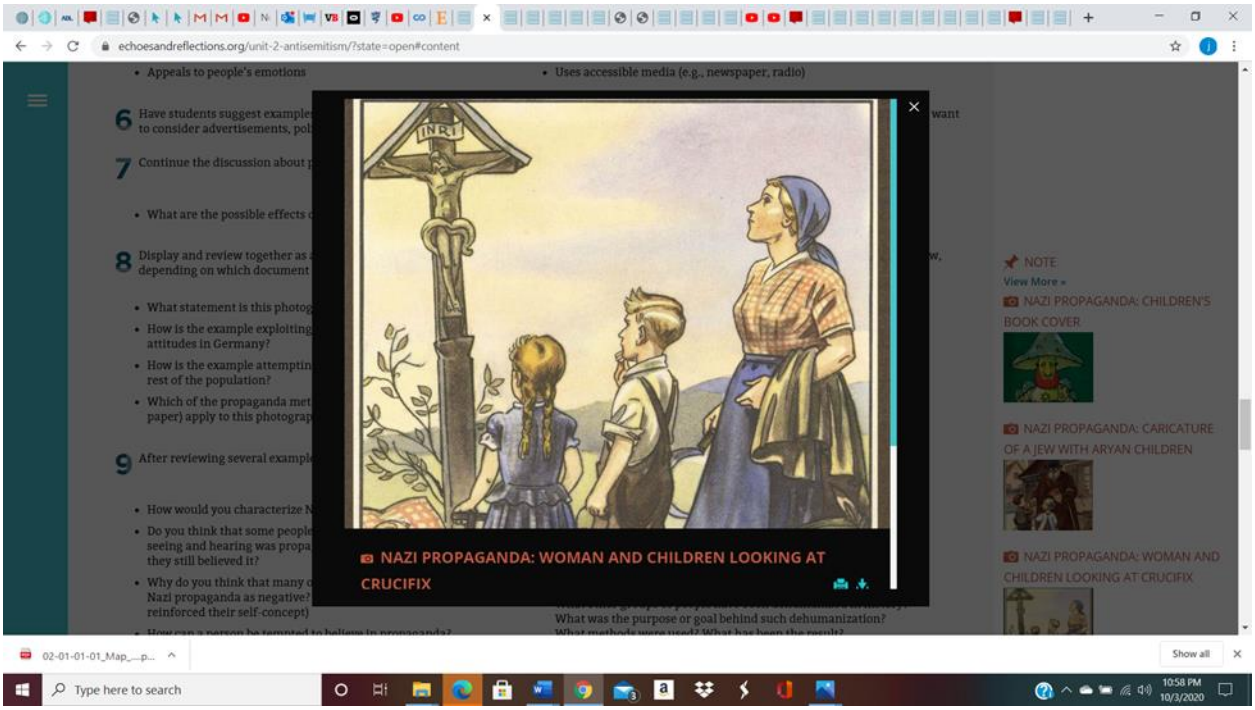
NAZI PROPAGANDA: CHILDREN'S BOOK COVER



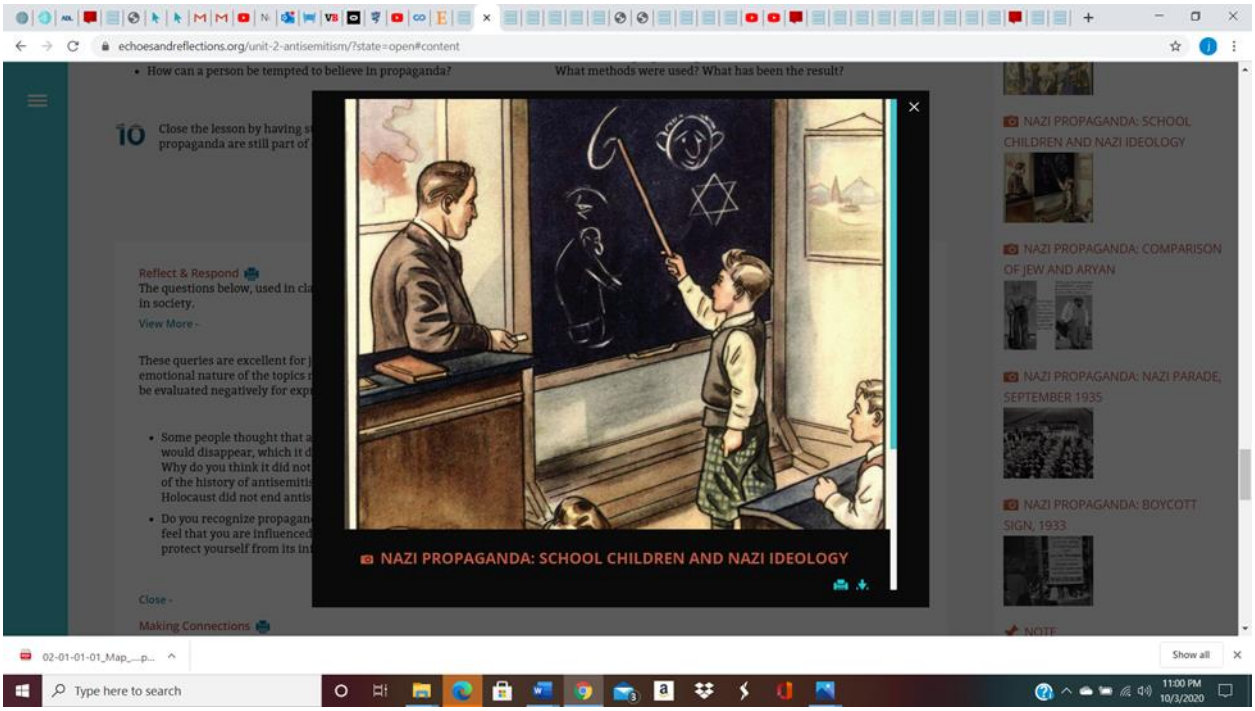
NAZI PROPAGANDA: CARICATURE OF A JEW WITH ARYAN CHILDREN



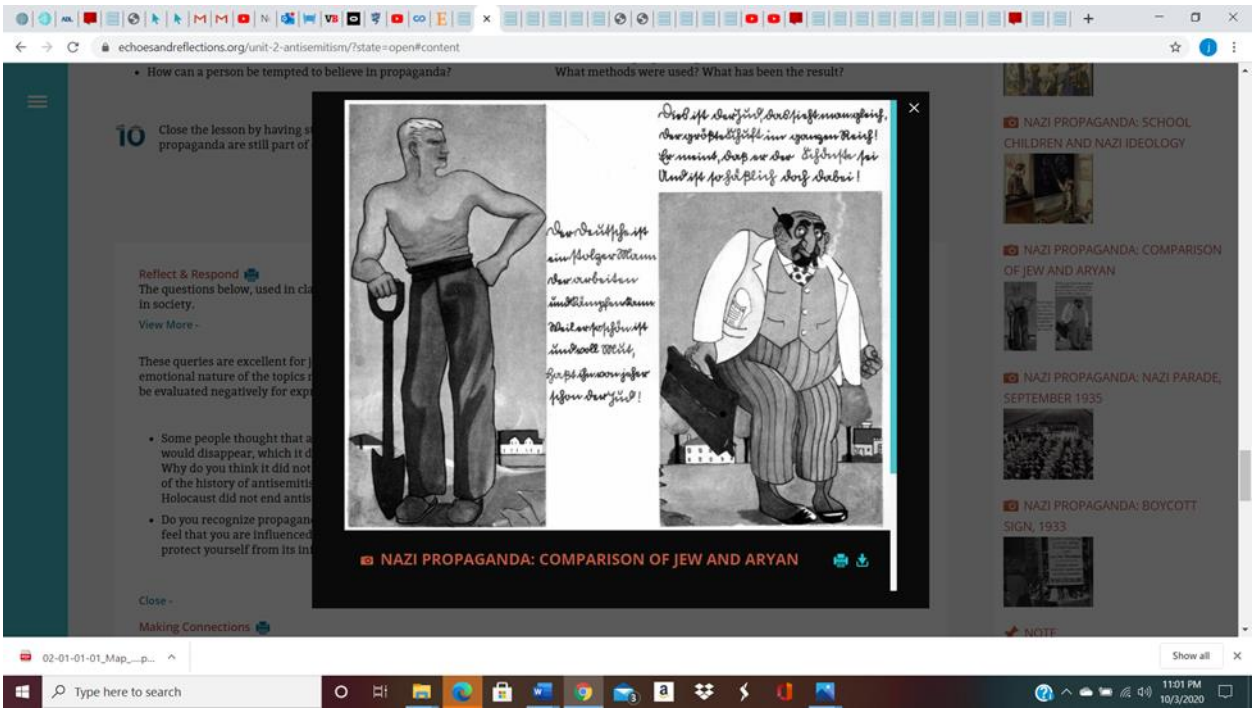
NAZI PROPAGANDA: WOMAN AND CHILDREN LOOKING AT CRUCIFIX



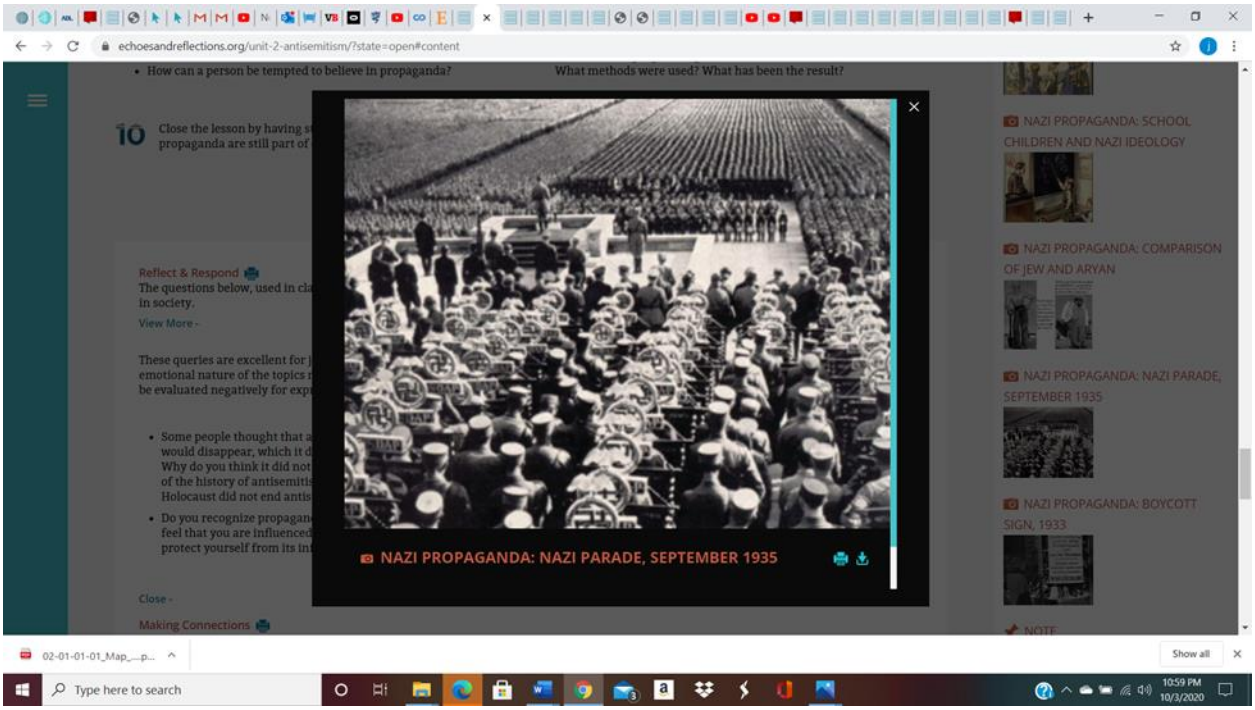
NAZI PROPAGANDA: SCHOOL CHILDREN AND NAZI IDEOLOGY



NAZI PROPAGANDA: COMPARISON OF JEW AND ARYAN

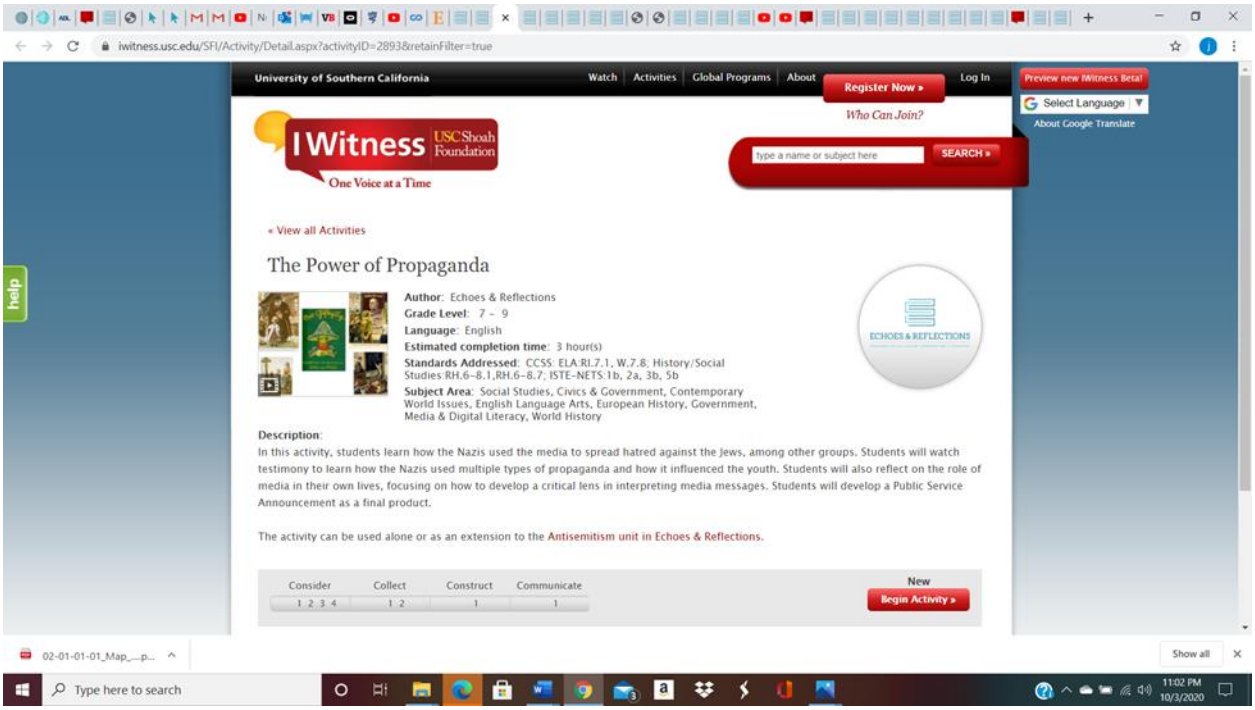


NAZI PROPAGANDA: NAZI PARADE, SEPTEMBER 1935



NAZI PROPAGANDA: BOYCOTT SIGN, 1933

IWITNESS ACTIVITY



The Power of Propaganda

•What statement is this photograph or caricature making?

•How is the example exploiting the already existing antisemitic attitudes in Germany?

•How is the example attempting to further isolate Jews from the rest of the population?

•Which of the propaganda methods (listed on the board or on chart paper) apply to this photograph or caricature?

•What is the irony of the photograph of the German woman reading the sign saying to beware of Jewish propaganda?

•In what ways do the caricatures and photographs depict the ideas expressed in Nazi ideology?

•Why did the Nazis use a variety of methods to spread their ideology?

9.After reviewing several examples, have a general discussion using the following questions:

•How ould you characterize Nazi propaganda?

• Do you think that some people recognized that what they were seeing, and hearing was propaganda? If they did, why do you think they still believed it?

•Why do you think that many of the German people did not see Nazi propaganda as negative? (e.g., it was pro-Aryan, so it reinforced their self-concept)

• How can a person be tempted to believe in propaganda?

- What is dehumanization?
- What are some examples of ways that the Nazis dehumanized Jews in their propaganda?
- How did the dehumanization of Jews make them an easy target for abuse?
- What other groups of people have been dehumanized in history? What was the purpose or goal behind such dehumanization? What methods were used? What has been the result?

10. Close the lesson by having students discuss specific examples of national and international events that demonstrate that antisemitism and propaganda are still part of contemporary society.

REFLECT & RESPOND

•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.

•These queries are excellent for journaling, allowing students to create their own primary source material. Keep in mind, the sensitive and emotional nature of the topics may preclude teacher evaluation. If journaling is used as an assessment tool, assure students that they will not be evaluated negatively for expressing opinions that may be different from others in class or from the teacher's.

•Some people thought that after the Holocaust, antisemitism would disappear, which it did not. How can you explain that? Why do you think it did not disappear? What have you learned of the history of antisemitism that might explain why the Holocaust did not end antisemitism?

•Do you recognize propaganda in your life and society? Do you feel that you are influenced by it? If so, how? If not, how do you protect yourself from its influence?

•Think about the dangers in stereotyping. Why are stereotypes so easy to believe and perpetuate? How can you combat stereotypes in your daily life? What would be the value of doing so?

•Many of the testimonies in this lesson related stories of hurtful, neglectful, and/or abusive behavior toward children who could not defend themselves. Who in a society is responsible for the care of children? What should those entrusted with this responsibility do to ensure that all children are emotionally and physically safe?

MAKING CONNECTIONS:

The additional activities and projects listed below can be integrated directly into a lesson or can be used to extend a lesson once it has been completed. The topics lend themselves to students' continued study of the Holocaust as well as opportunities for students to make meaningful connections to other people and events, including relevant contemporary issues. These activities may include instructional strategies and techniques and/or address academic standards in addition to those that were identified for the unit.

1. Visit IWitness (iwitness.usc.edu) for testimonies, resources, and activities to help students learn more about prewar Jewish life, propaganda, and antisemitism.

2. Assign students a research project that explores modern-day antisemitism and hate groups. The following questions can guide the research:

- What organized groups use antisemitism to advance their goals?

•How have these groups made use of Nazi ideology?

•What other groups of people do hate groups target?

•What recent events have served to increase the intensity and broaden the scope of modern antisemitism?

•What activities of these hate groups are banned by law? What activities are legal?

•Who joins hate groups? How are young people lured into joining hate groups?

•What role does the Internet play in spreading the message of hate groups?

The class might be divided into small groups, each one responsible for a particular aspect of the whole topic: e.g., origins of antisemitism in the United States, hate groups, the escalation of antisemitism. Research may be presented in written, oral, or in visual form (e.g., video). Encourage students to use ADL's website (adl.org) and the Southern Poverty Law Center's website (splcenter.org) in their research.

3. Divide the class in half. Provide time for groups to prepare an argument for debate. Have one group argue that the United States government should prohibit the activities of groups and individuals that promote hatred, as in Germany where the dissemination of racist and antisemitic material is illegal. Have the other group argue that the First Amendment must be upheld.

4. The antisemitic children's book The Poisonous Mushroom (Der Giftpilz in German) was written by Ernst Hiemer and published by Julius Streicher who also published the antisemitic newspaper Der Stürmer. Instruct students to gather relevant information from multiple print and digital sources about how children's books like The Poisonous Mushroom were used to promote Nazi ideology and prepare a PowerPoint or cloud-based presentation (e.g., Prezi), a written report, or decide on another format to present their work. Their presentations should include examples of children's books published during the time period, information about how people responded to the books if possible, as well as their interpretations of the books and what they learned about propaganda from studying them.

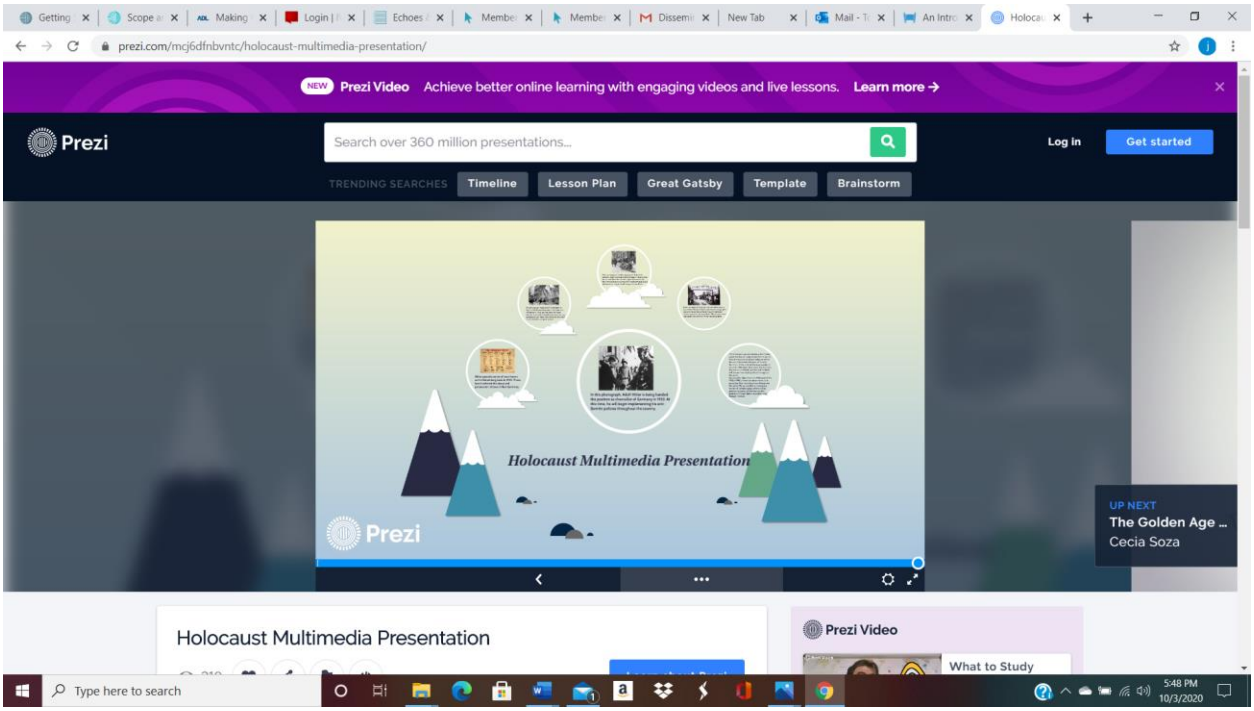
5. Have students answer the following question in an explanatory text or in a multimedia presentation: At what point does political discourse become propaganda? To begin, students should identify specific examples of politicians attempting to sway voters to vote for them or to agree with them on a issue. This can be accomplished by listening to or reading speeches or transcripts from community forums made by national, state, or local politicians. This investigation should be followed by an argument for why the techniques do or do not fit the definition of propaganda. Which techniques, if any, are the same as those of propaganda? If they are different, how are they different? What safeguards, if any, are in place to prevent political

discourse from becoming propaganda? The text or presentation should end with a concluding statement that answers the research question based on the evidence compiled.

6. Using online resources have students research and prepare a graphic that shows the Jewish experience in the United States at roughly the same time as the Nazis were coming to power in Germany. The graphic might include information on various regions of the country where Jews lived or the countries from which they emigrated. Include data about the attitude toward Jews based on polling data compiled at the time. Encourage students to consider the implications of their findings on whether the United States would intervene in the events that were to unfold in Europe.

MULTIMEDIA RELATABLE SAMPLES

POWERPOINTS



https://prezi.com/mcj6dfnbvntc/holocaust-multimedia-presentation/

https://dsvfmvr182ibt.cloudfront.net/prod/uploads/2020/03/Overview-of-the-Holocaust-2.pdf

https://literature.pppst.com/DEF/anne-frank.html

https://www.slideserve.com/menefer/anne-frank-the-holocaust

https://www.powershow.com/view4/5b0990-

https://www.freeclubweb.com/powerpoints/languagearts/annefrank.html

http://www.authorstream.com/Presentation/darlenemorris-1103763-anne-frank-powerpoint/

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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/

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

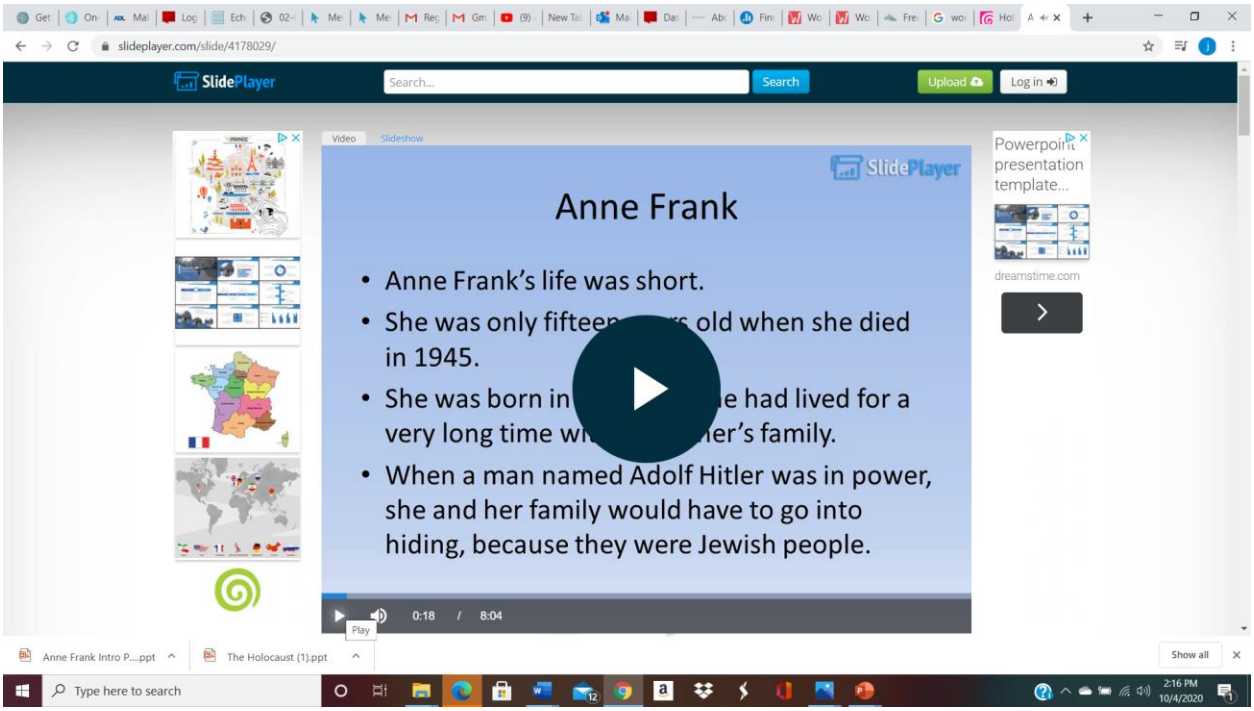
https://sharemylesson.com/teaching-resource/final-solution-holocaust-lesson-powerpoint-205003

VIRTUAL TOURS

https://remember.org/auschwitz/

https://remember.org/then-and-now

SLIDE PLAYER



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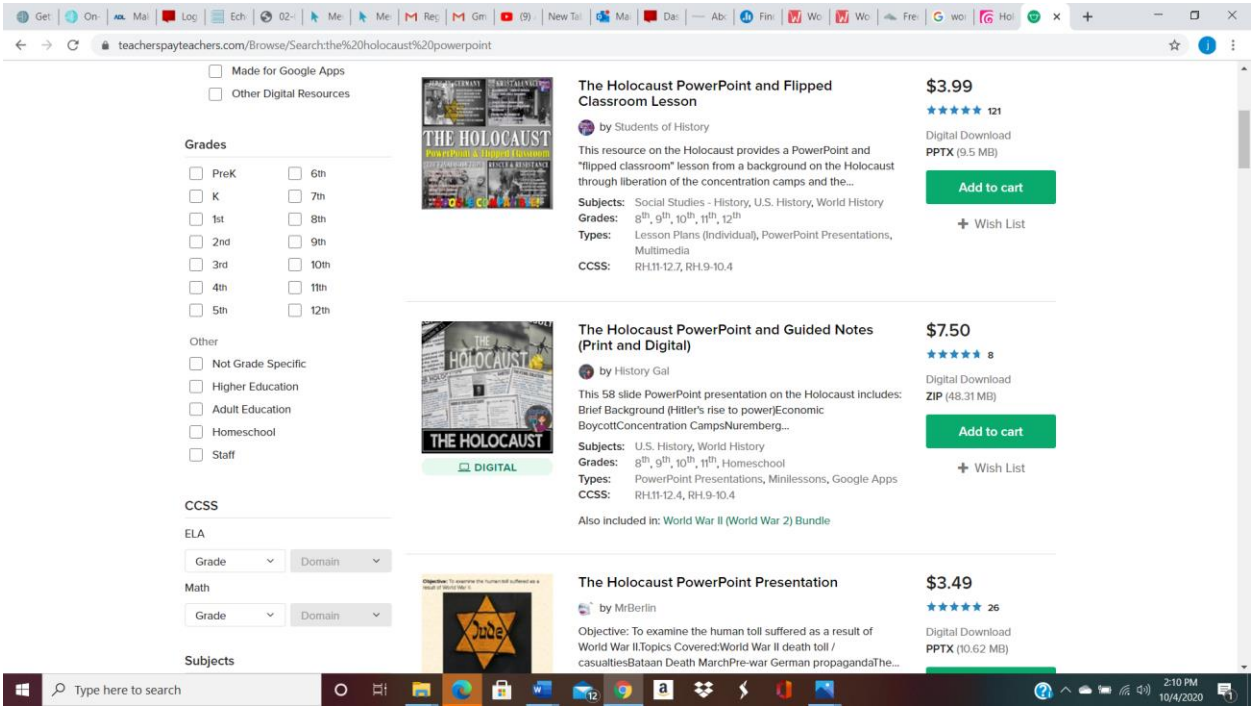
TEACHERS PAY TEACHERS



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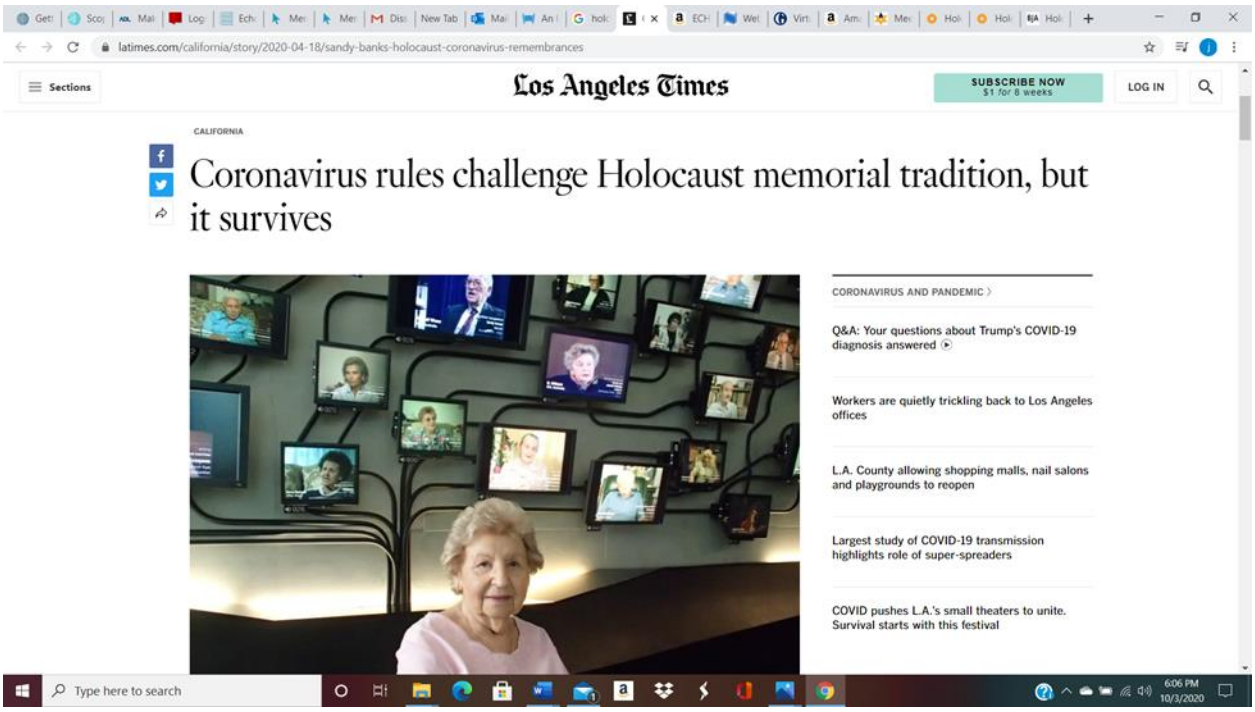
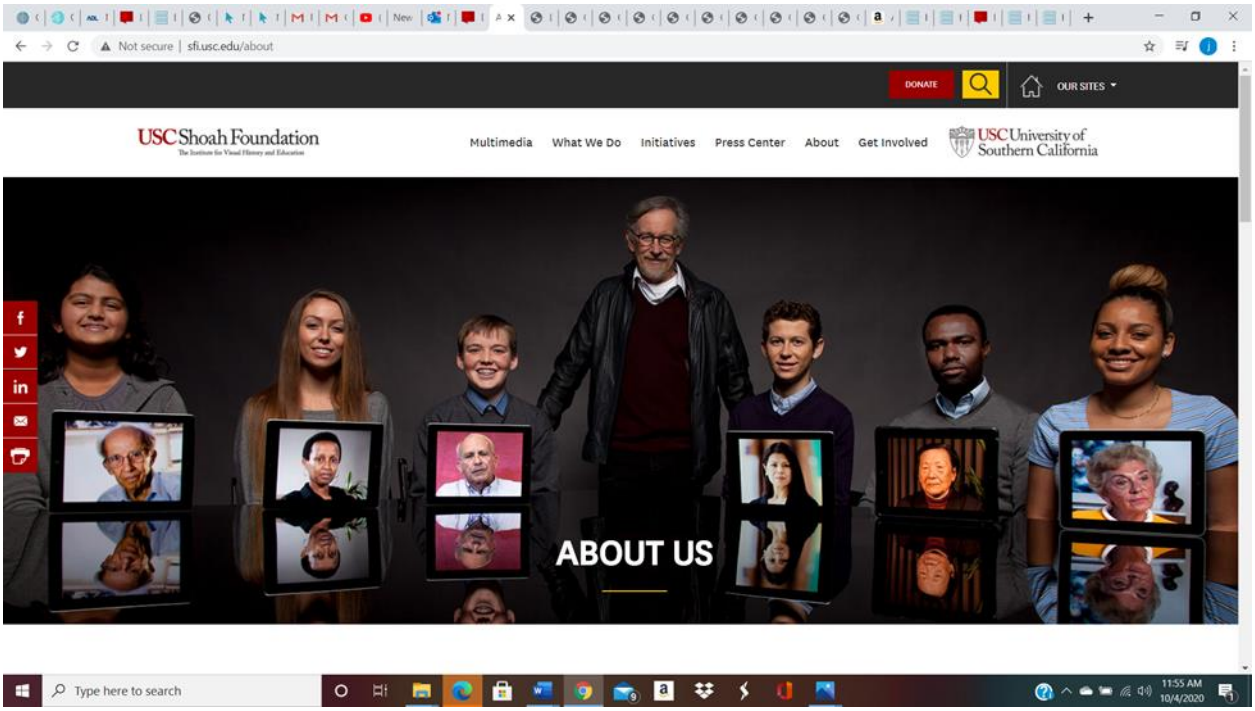
TESTIMONIES





Key Facts

•The Institute houses nearly 55,000 audio-visual testimonies conducted in 65 countries and in 43 languages.

•Steven Spielberg founded the Institute in 1994 to videotape and preserve interviews with survivors and other witnesses of the Holocaust.

•The Institute holds 11 patents on digital collection management technologies it developed.

•The Institute celebrated its 25th Anniversary in 2019.

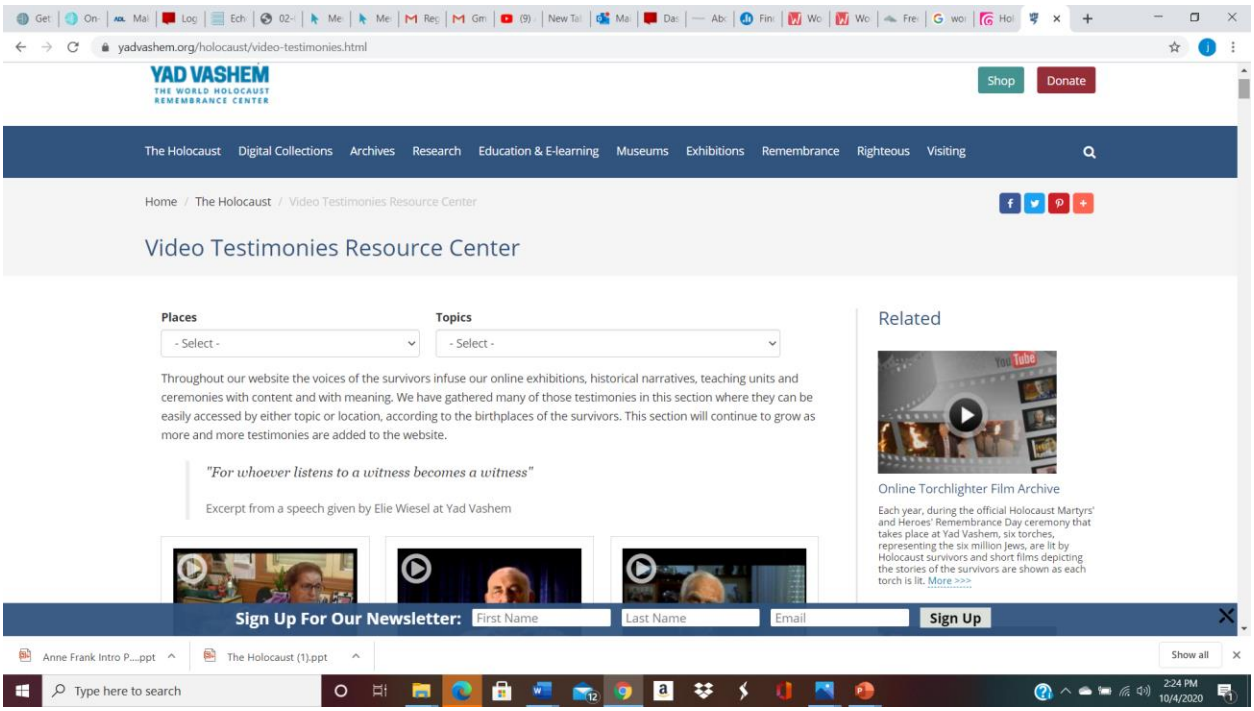
•The Shoah Foundation moved to its permanent home at the University of Southern California in January 2006.

•Testimonies average over two hours in length, including personal history before, during, and after firsthand experience with genocide.

•115,000 hours of video testimony have been recorded with all content indexed and searchable to the minute.

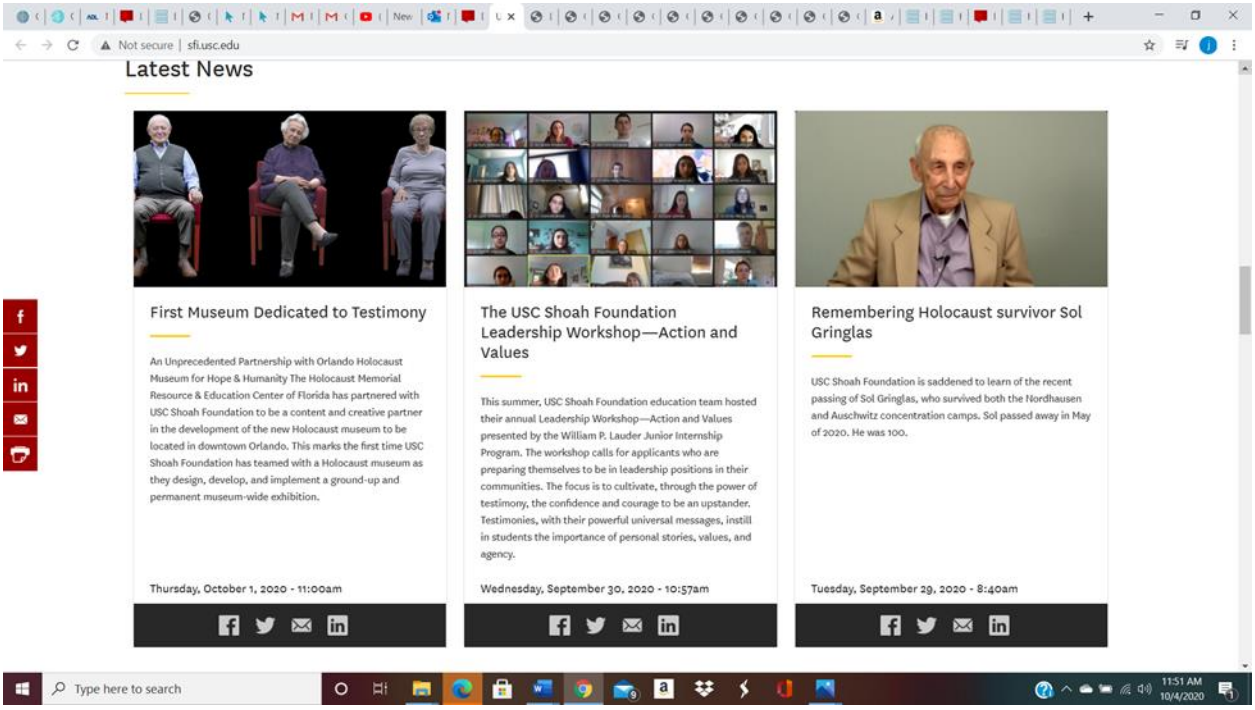
•Rwandan testimonies were added to the Visual History Archive and IWitness educational website in Spring 2013.

Dr. Stephen D. Smith serves as Executive Director of USC Shoah Foundation – The Institute for Visual History and Education



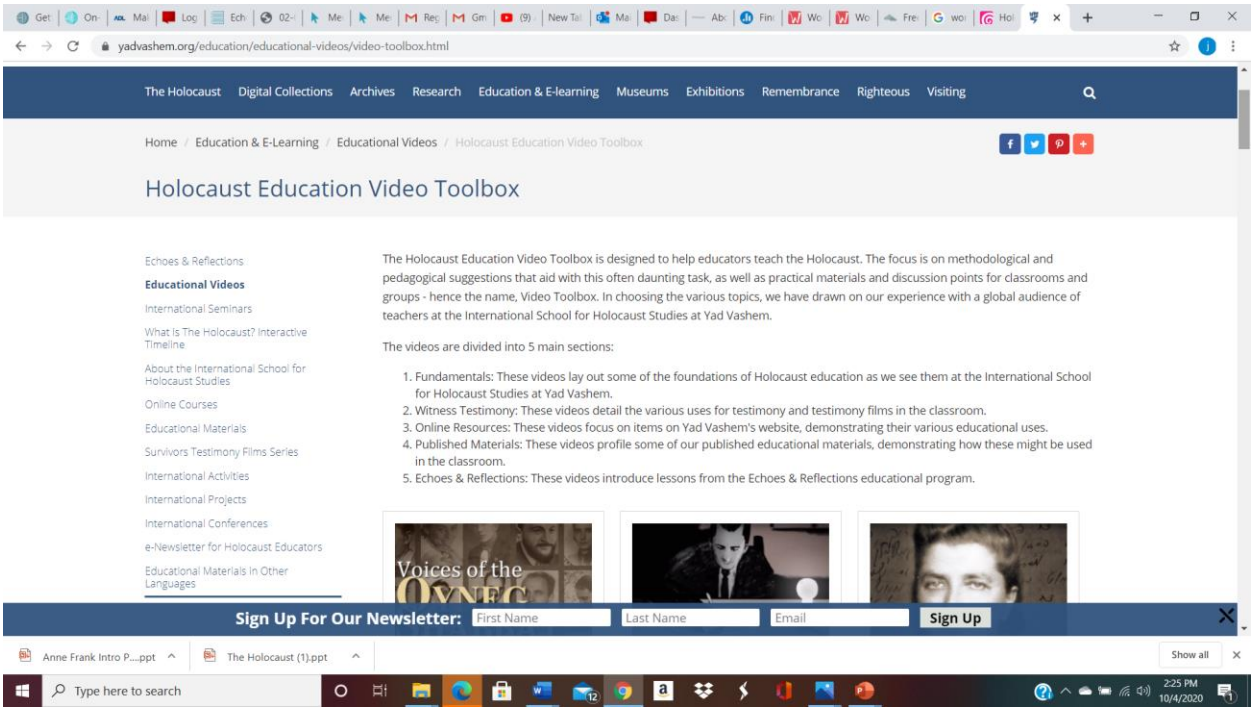
https://www.yadvashem.org/holocaust/video-testimonies.html

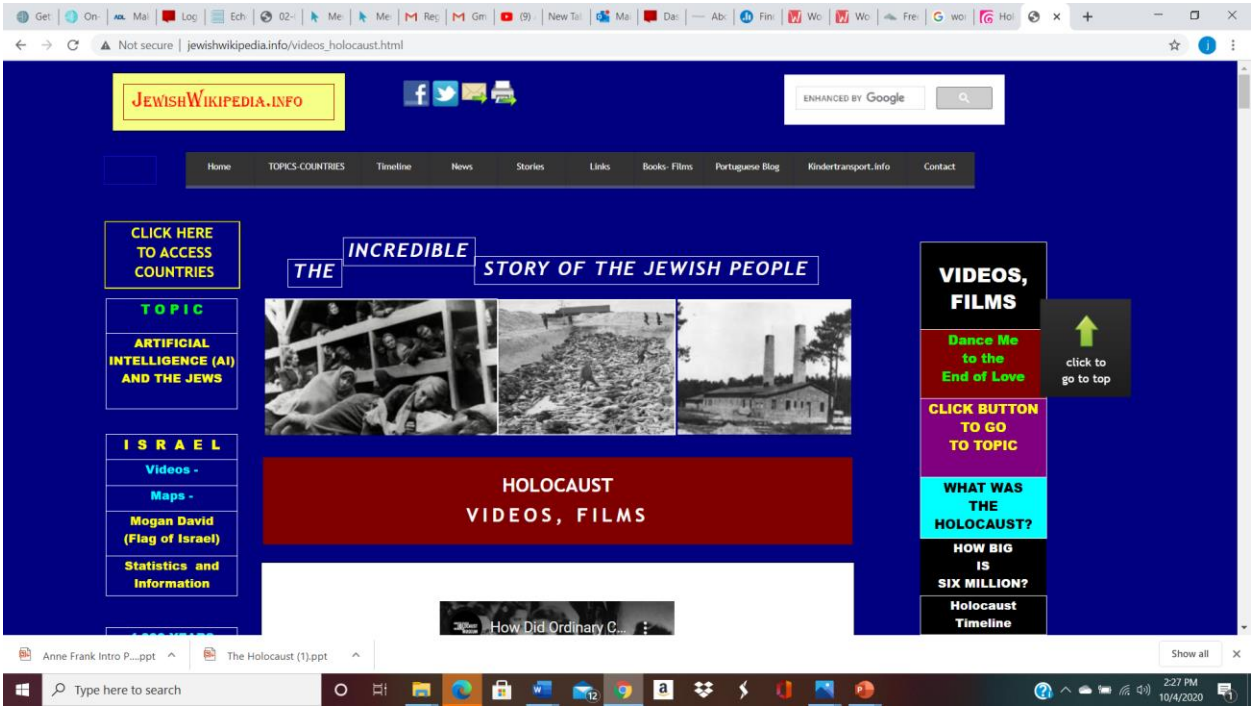
Survival Testimonies



https://www.facinghistory.org/professional-development/ondemand/using-survivor-testimony-preparation

VIDEOS and FILMS





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

Film Resources:

Freedom Writers (Free with ads on Vudu or purchase the DVD on Amazon) A comprehensive study guide can be found on: https://heartlandfilm.org/wp-content/uploads/FILM-freedomwriters-film-curriculum.pdf

Educational Film Holocaust Survivors with Archival footage

The Absence-La Ausencia Venezuelan Yad Vashem Committee

https://www.educationfund.org/file_download/6450c579-1f2c-40f1-9c59-5fce573ab15a

The Freedom Writers Diary Writing Prompts

https://phoenixacad.pbworks.com/f/THEMES%20AND%20WRITING%20PROMPTS.PDF

Free posters

https://echoesandreflections.org/classroom-poster-series1/

The Lady in Number 6

https://vimeo.com/ondemand/theladyinnumber6

Oprah Interviews Elie Weisel at Auschwitz

https://vimeo.com/220521583

Video Guide for Oprah Interviews Elie Weisel:

https://www.cusd80.com/cms/lib/AZ01001175/Centricity/Domain/8750/Oprah-Interview-with-Elie-Wiesel-Questions-UpdatedPDF.pdf

Schindler's List (Film) Unit and guides for the classroom:

https://www.facinghistory.org/resource-library/teachingschindlers-list

The Pianist (Film) Curriculum guide and worksheets:

https://www.studenthandouts.com/00/201801/pianist.pdf

http://curriculumproject.org/wpcontent/uploads/The%20Pianist.pdf

BLOGS

facingtoday.facinghistory.org/topic/holocaust

facingTODAY
A Facing History Blog

Home > Our Blogs > Facing Today > **Facing Today**

New Books on Genocide

*Posted by **Kaitlin Smith** on April 10, 2020*

During Genocide Awareness Month this April, we would like to draw educators' and parents' attention to Facing History's rich array of teaching resources on genocide. But we also invite you to deepen your own learning with these 7 brand new titles written by scholars and memoirists grappling with the nature of genocide, its impacts on people around the world, and the acts of resistance and humanity that persist amid horrific circumstances.

WELCOME

Welcome to Facing Today, a Facing History blog. Facing History and Ourselves combats racism and antisemitism by using history to teach tolerance in classrooms around the globe.

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facingtoday.facinghistory.org/topic/holocaust-education

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A Facing History Blog

Home > Our Blogs > Facing Today > **Facing Today**

Holocaust Education Amid Rising Antisemitism: An Interview with Leslie White

*Posted by **Julie Halterman** on March 20, 2020*

On March 2, 2019, a group of high school students in Southern California decided during a party to arrange red Solo cups in the shape of a swastika and took pictures of themselves next to the symbol.

WELCOME

Welcome to Facing Today, a Facing History blog. Facing History and Ourselves combats racism and antisemitism by using history to teach tolerance in classrooms around the globe.

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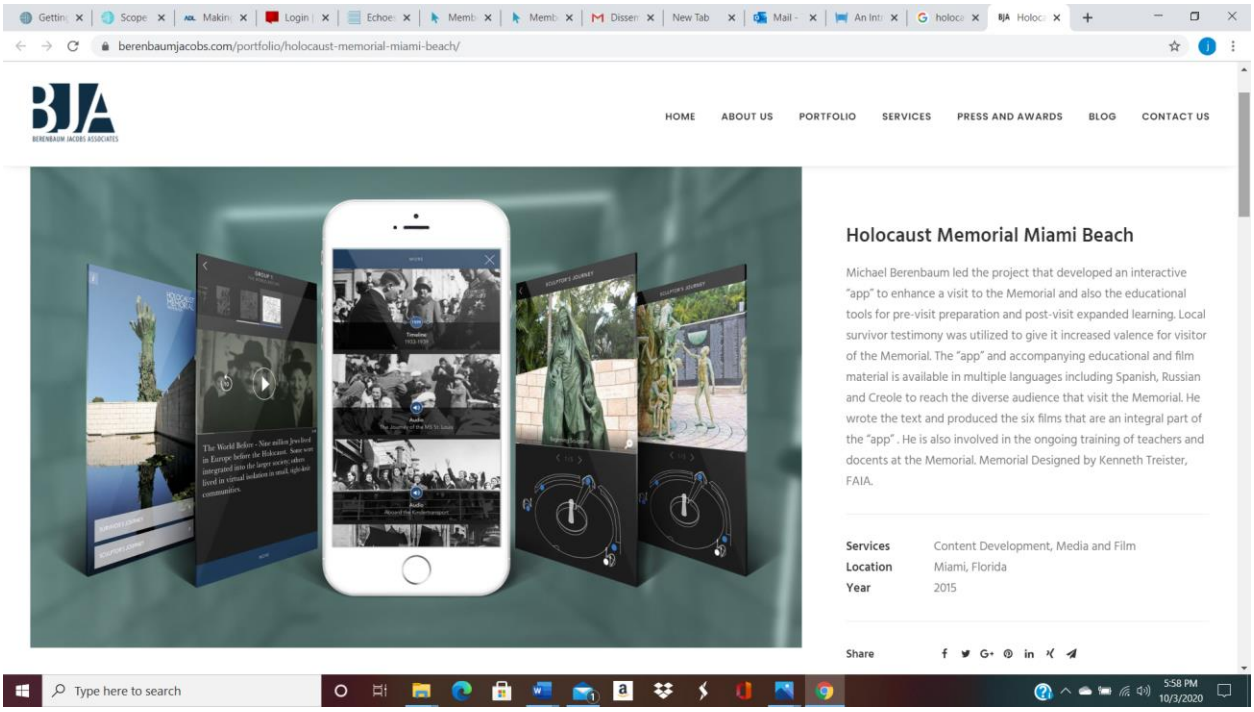
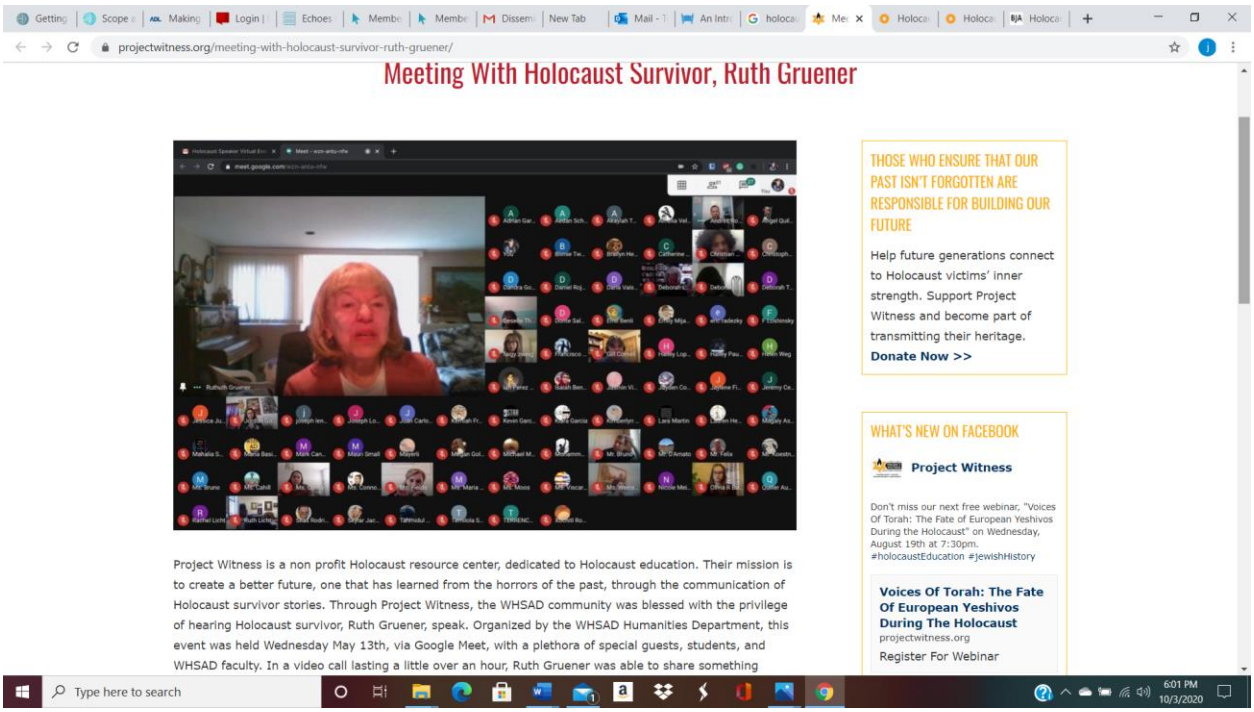
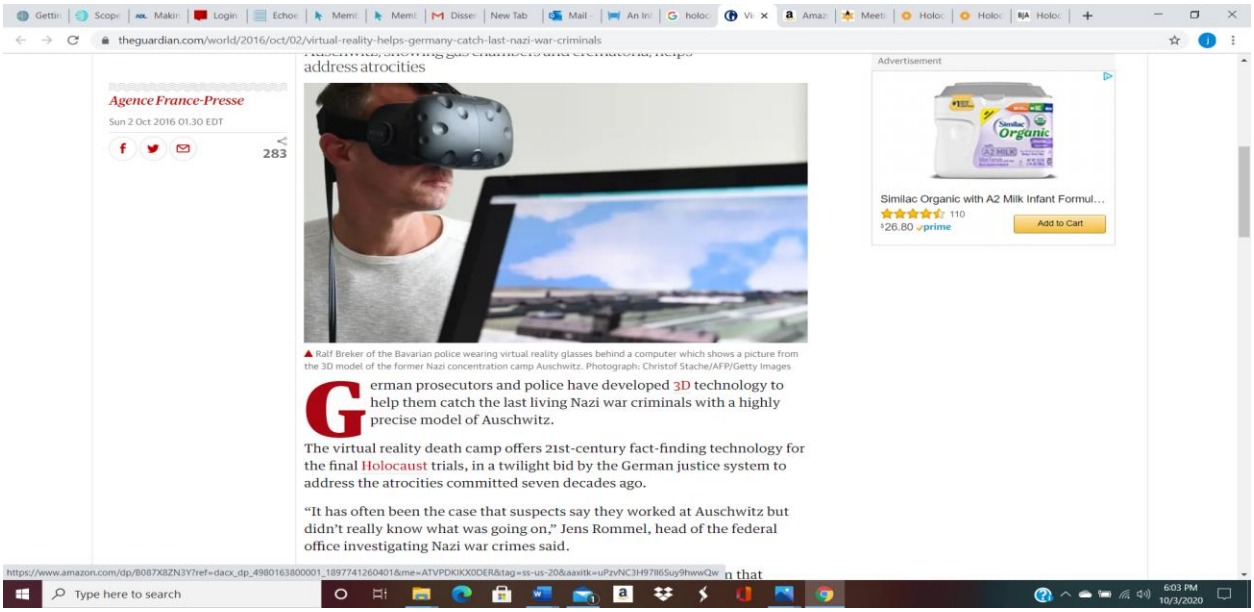
APPS



VIRTUAL PLATFORMS



3D TECHNOLOGY



theguardian.com/world/2016/oct/02/virtual-reality-helps-germany-catch-last-nazi-war-criminals

address atrocities

Agence France-Presse

Sun 2 Oct 2016 01.30 EDT

283

Ralf Breker of the Bavarian police wearing virtual reality glasses behind a computer which shows a picture from the 3D model of the former Nazi concentration camp Auschwitz. Photograph: Christof Stache/AFP/Getty Images

German prosecutors and police have developed 3D technology to help them catch the last living Nazi war criminals with a highly precise model of Auschwitz.

The virtual reality death camp offers 21st-century fact-finding technology for the final Holocaust trials, in a twilight bid by the German justice system to address the atrocities committed seven decades ago.

"It has often been the case that suspects say they worked at Auschwitz but didn't really know what was going on," Jens Rommel, head of the federal office investigating Nazi war crimes said.

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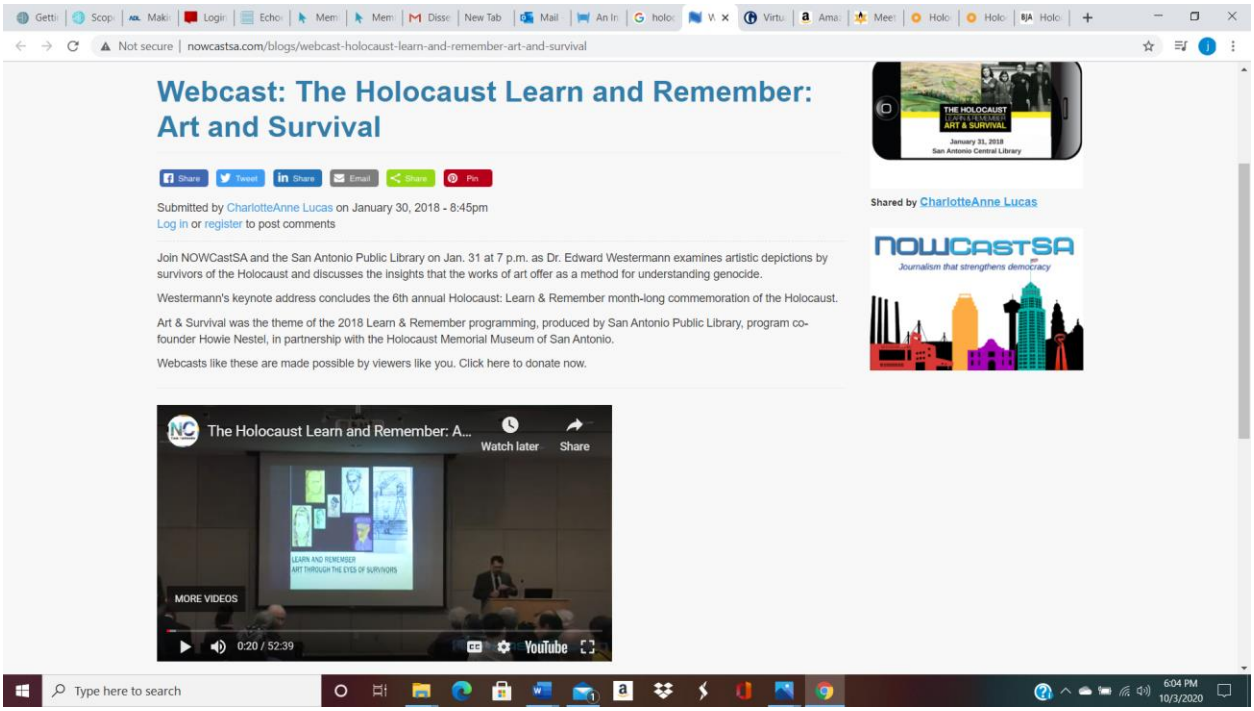
WEBCAST



Not secure | nowcastsa.com/blogs/webcast-holocaust-learn-and-remember-art-and-survival

Webcast: The Holocaust Learn and Remember: Art and Survival

Submitted by CharlotteAnne Lucas on January 30, 2018 - 8:45pm

Log in or register to post comments

Join NOWCastSA and the San Antonio Public Library on Jan. 31 at 7 p.m. as Dr. Edward Westermann examines artistic depictions by survivors of the Holocaust and discusses the insights that the works of art offer as a method for understanding genocide.

Westermann's keynote address concludes the 6th annual Holocaust: Learn & Remember month-long commemoration of the Holocaust.

Art & Survival was the theme of the 2018 Learn & Remember programming, produced by San Antonio Public Library, program co-founder Howie Nestel, in partnership with the Holocaust Memorial Museum of San Antonio.

Webcasts like these are made possible by viewers like you. Click here to donate now.

Shared by CharlotteAnne Lucas

The Holocaust Learn and Remember: A...

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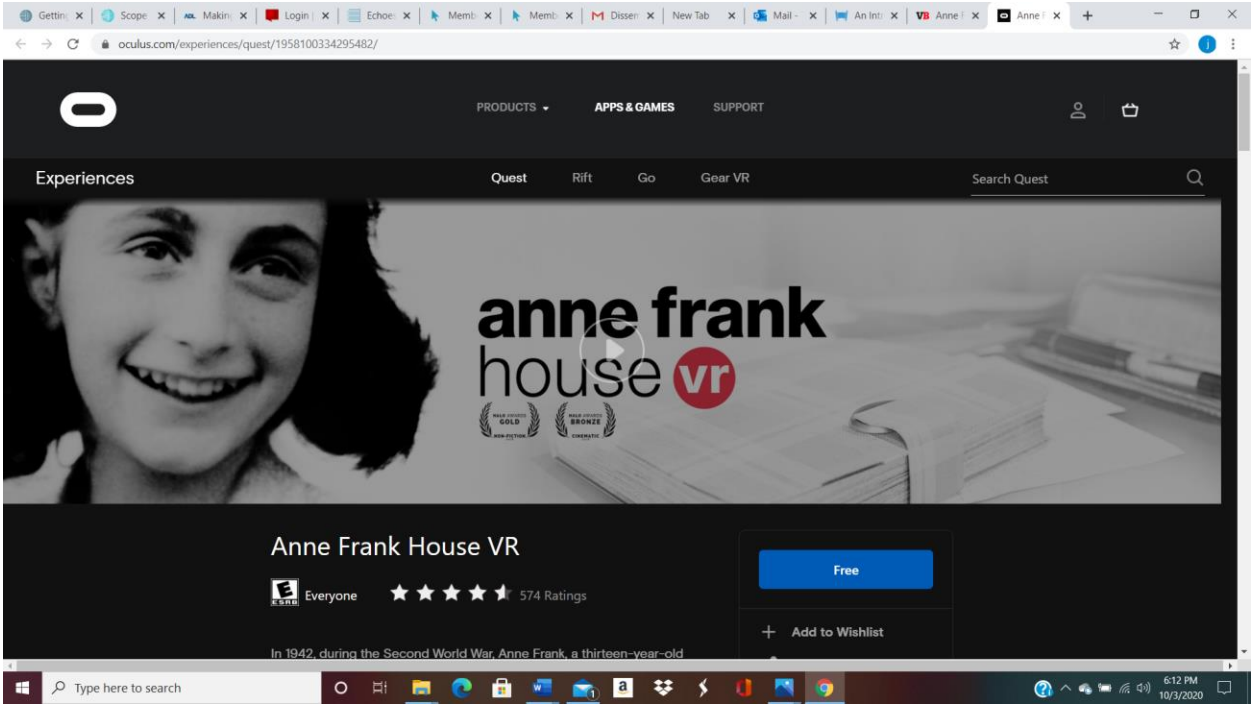
0:20 / 52:39

CDS

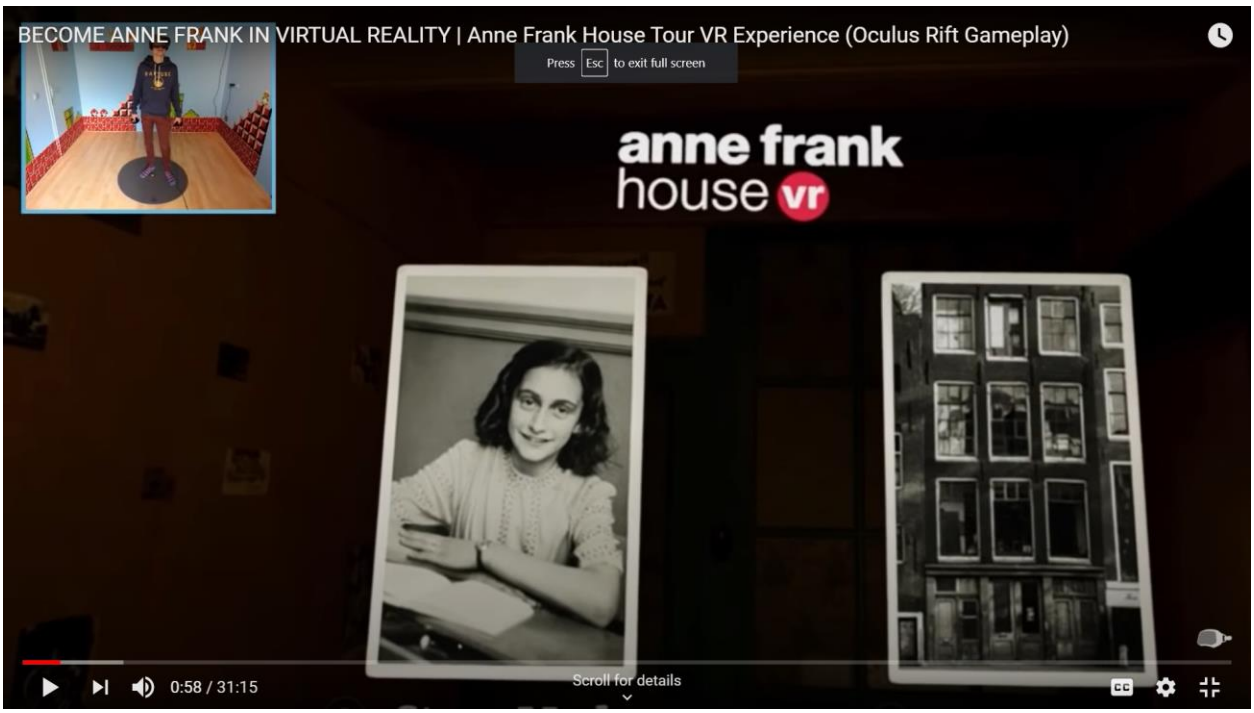
info@holocaustcenter.org; http://www.holocaustcenter.org

VR HEADT SETS/OCULUS

https://venturebeat.com/2019/06/30/anne-frank-house-vr-is-now-on-qculus-quest-for-free/



https://youtu.be/MzQcvwGh5M4?t=28



https://mail.google.com/mail/u/0/#search/disseminator+2020/FMfcgxwHMjtCNVQWJsqXfTnTTHhFgFMM?projector=1

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/

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 /

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

VR TOURS

Inside Auschwitz – English version in 360°/VR

https://www.youtube.com/watch?v=EOM_CxAKB_Y&authuser=0

https://mail.google.com/mail/u/0/#search/disseminator+2020/FMfcgxwHMjtCNVQWJsqXfTnTTHhFgFMM?projector=1

VIDEOS

https://youtu.be/EOM_CxAKB_Y

https://youtu.be/w-Ji1e2NVQA

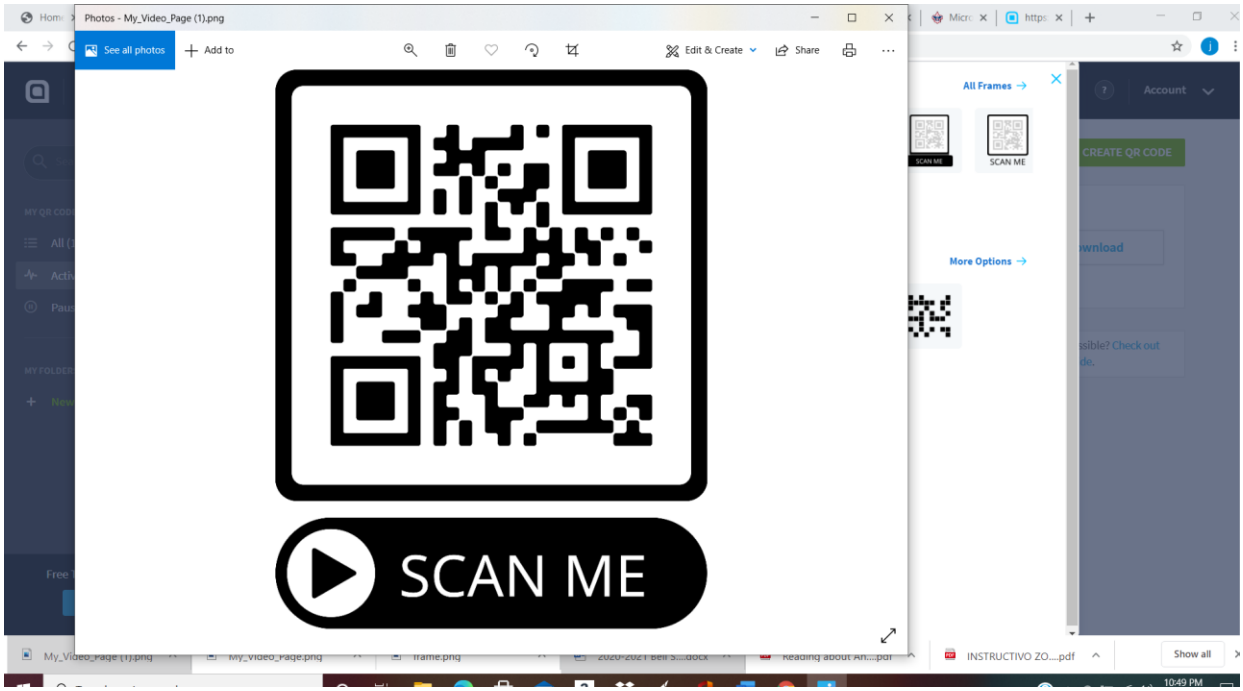
QR CODES

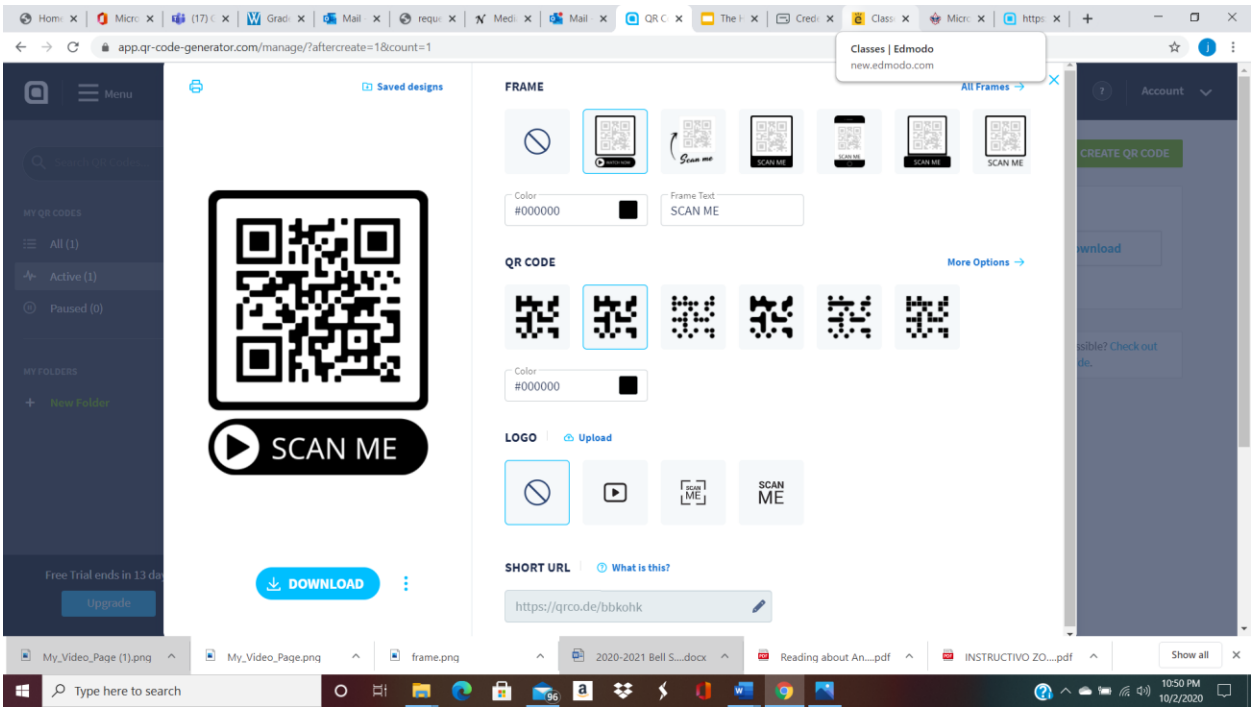
The world premier movie "Names, Not Numbers" as part of the Miami Jewish Film Festival. I think you will be overwhelmingly surprised, gratified and thrilled to see this movie about our

Miami students and Holocaust Survivors interacting in this very touching film which is so important today. The school project was brought to Miami and funded by the Holocaust Memorial of Miami Beach.

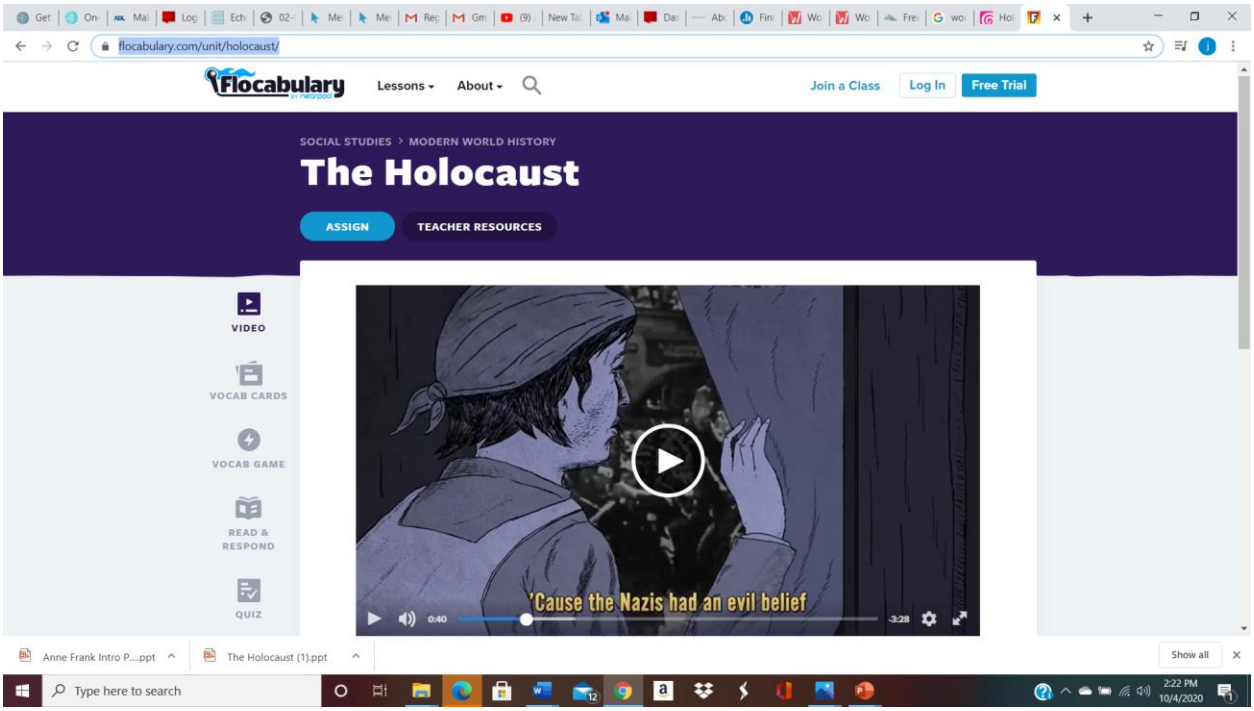
Names, Not Numbers INC © is an interactive, multi-media Holocaust oral history film documentary project created by educator, Tova Rosenberg--- www.namesnotnumbers.org

I have reserved 50 limited seats for you and arranged 5 Master Plan Points on MYLEARNINGPLAN as well as a discounted price.



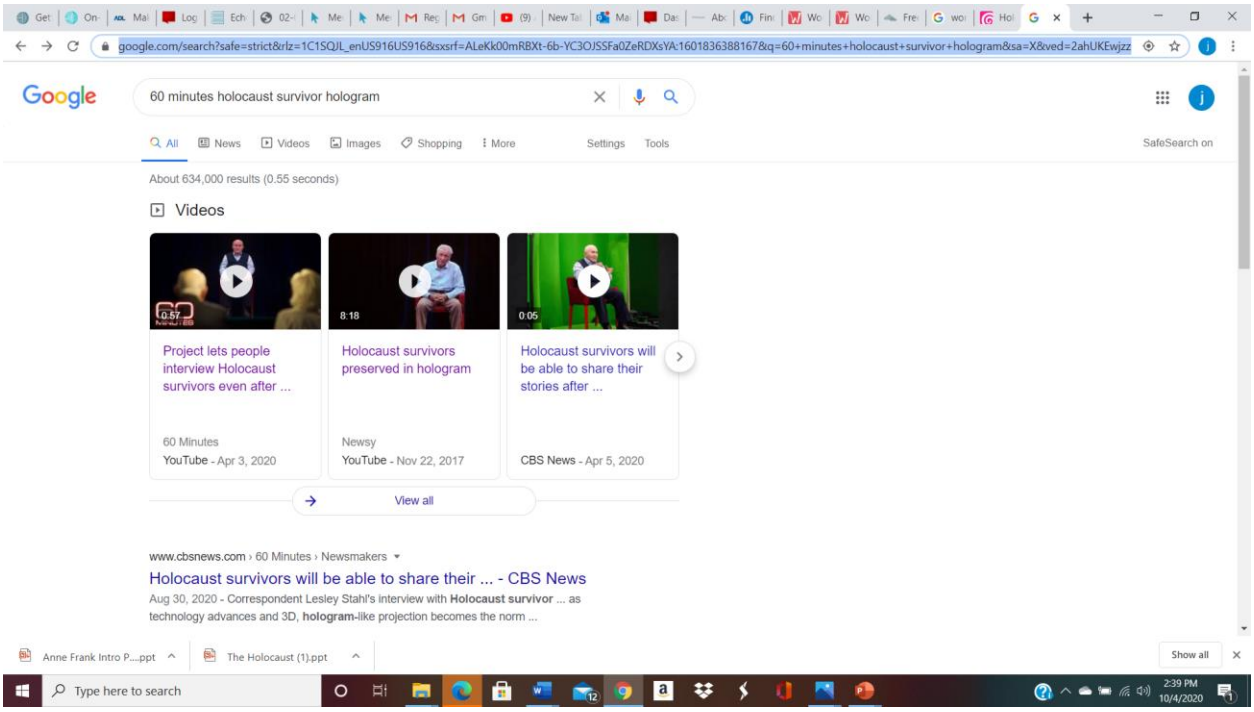


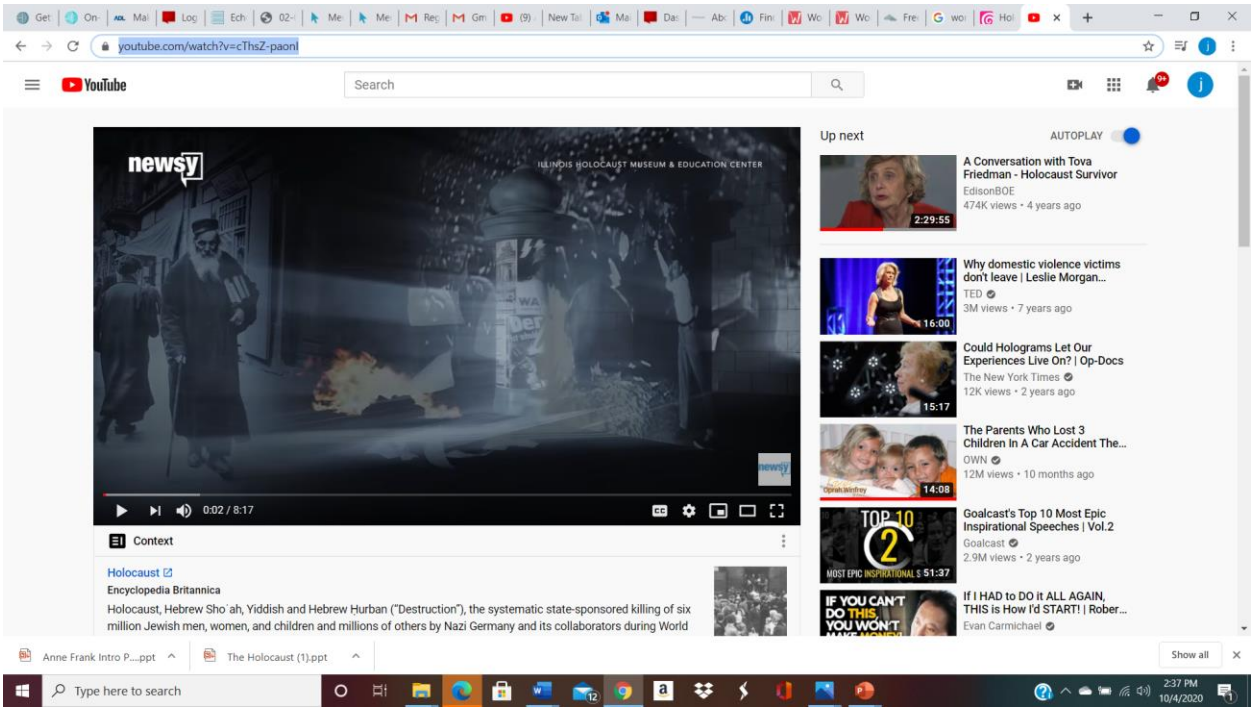
Flocabulary



https://www.flocabulary.com/unit/holocaust/

HOLOGRAMS

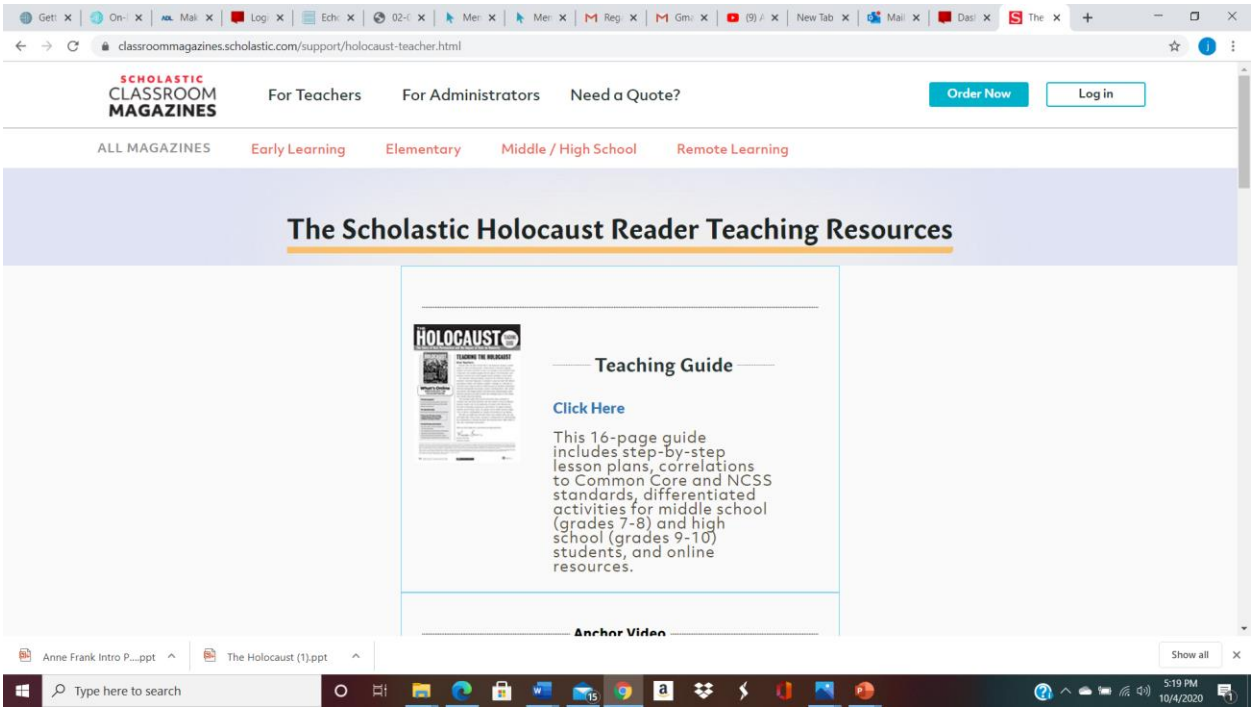




https://www.youtube.com/watch?v=cThsZ-paonI

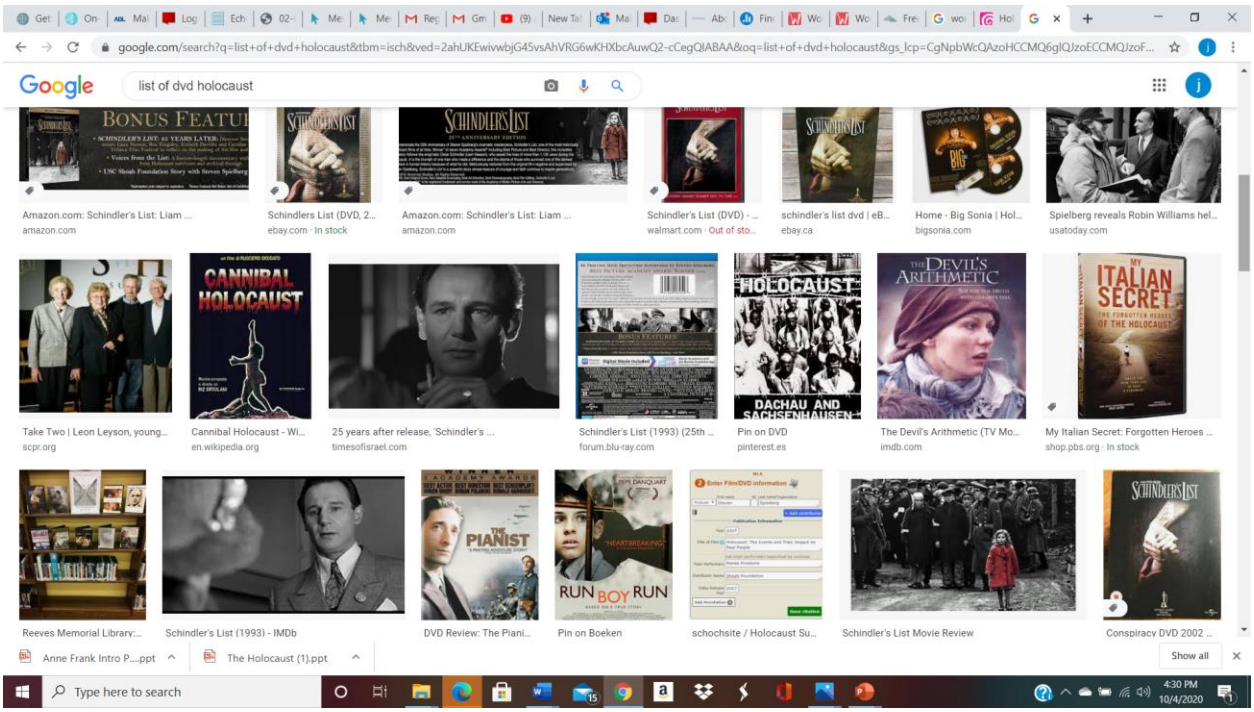
https://www.youtube.com/watch?v=aWT4zueWAt8

Scholastic Holocaust Materials



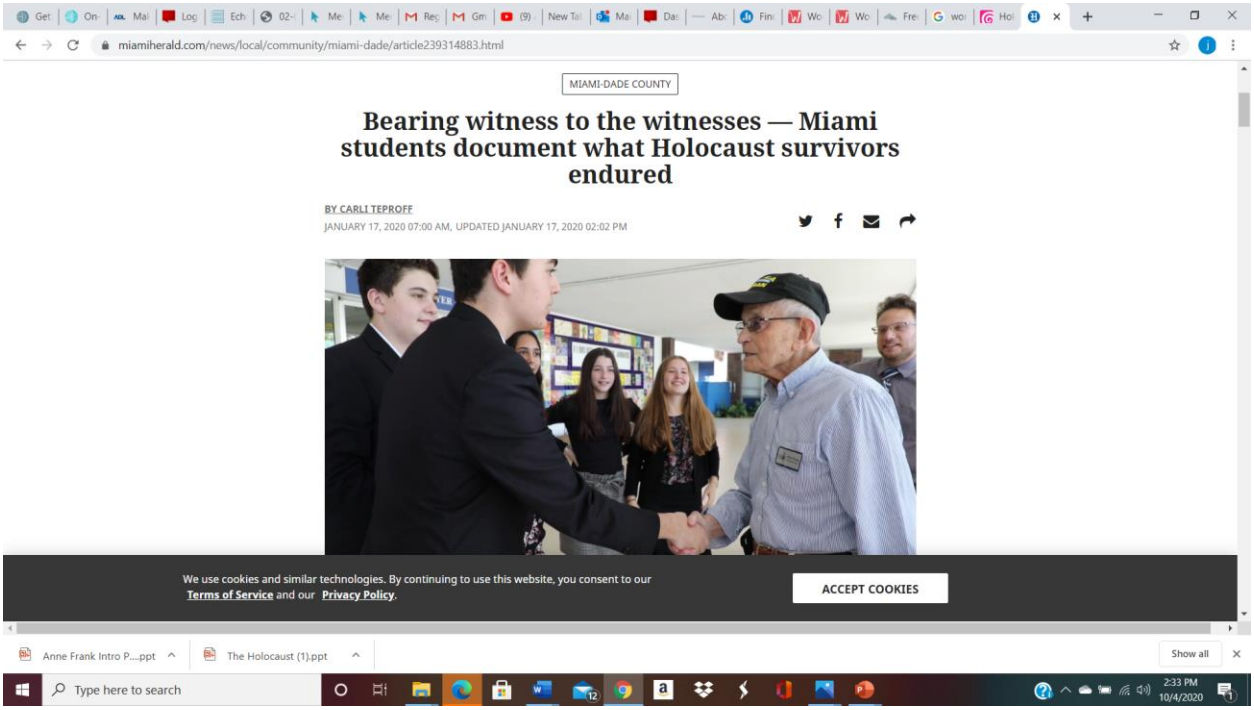
https://classroommagazines.scholastic.com/support/holocaust-teacher.html

HOLOCAUST DVDS



https://www.google.com/search?q=list+of+dvd+holocaust&tbm=isch&ved=2ahUKEwivwbjG45vsAhVRG6wKHXbcAuwQ2-cCegQIABAA&oq=list+of+dvd+holocaust&gs_lcp=CgNpbWcQAzoHCCMQ6gIQJzoECCMQJzoFCAAQsQM6AggAOggIABCxAxCDAToECAAQQzoECAAQGFC5bFiTowFgsKcBaAJwAHgAgAFUiAHkDJIBAjIymAEAoAEBqgELZ3dzLXdpei1pbWewAQrAAQE&sclient=img&ei=pTB6X-_aMdG2sAX2uIvgDg&bih=706&biw=1536&rlz=1C1SQJL_enUS916US916&safe=strict

Live interview with MIAMI DADE STUDENTS



MIAMI-DADE COUNTY

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

BY CARLI TEPROFF
JANUARY 17, 2020 07:00 AM, UPDATED JANUARY 17, 2020 02:02 PM

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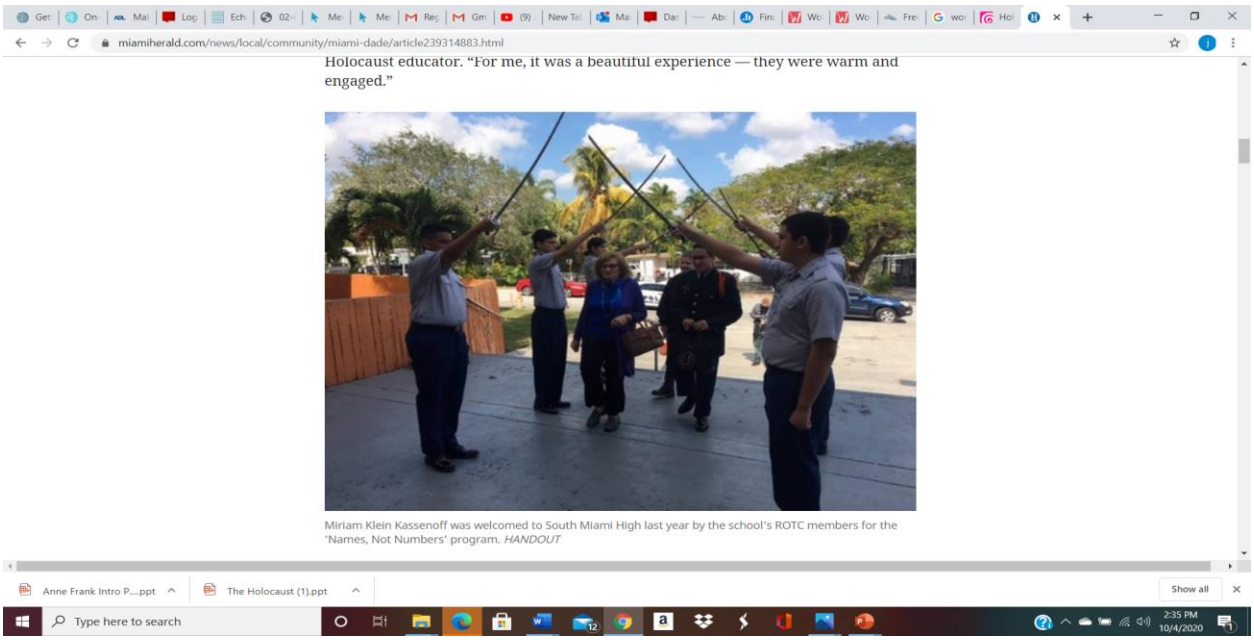
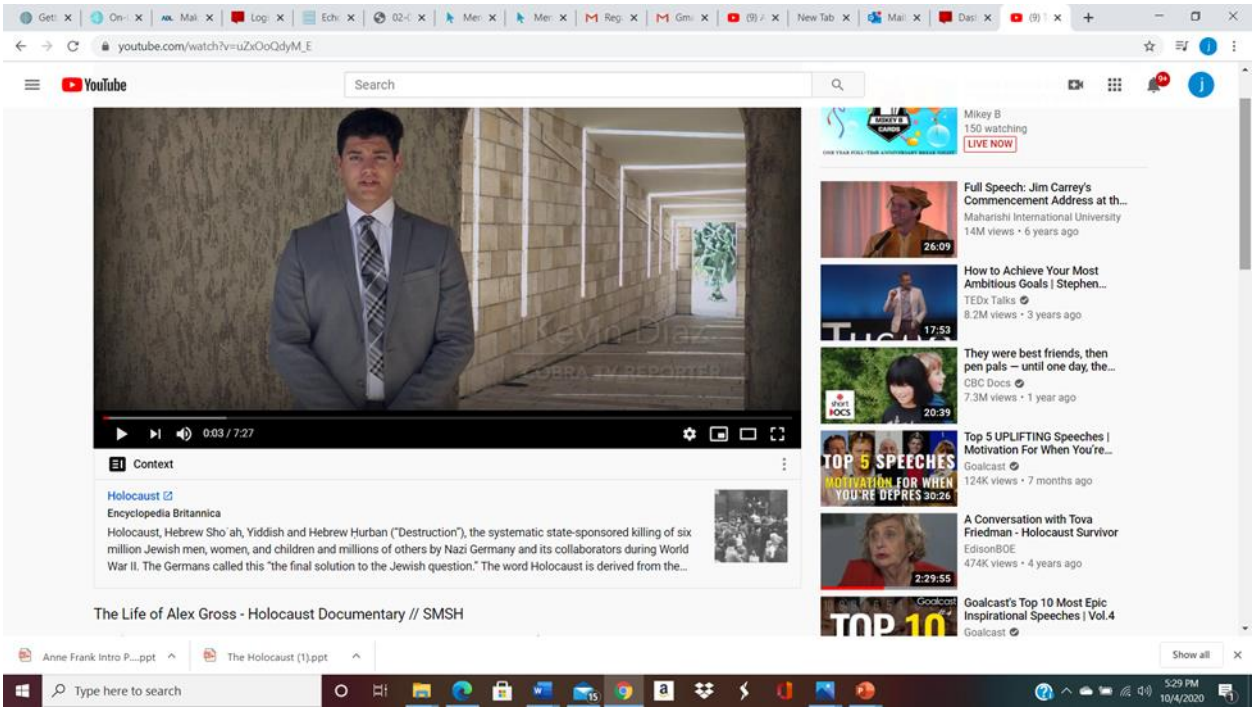


Holocaust educator. "For me, it was a beautiful experience — they were warm and engaged."

Miriam Klein Kassenoff was welcomed to South Miami High last year by the school's ROTC members for the 'Names, Not Numbers' program. *HANDOUT*



https://www.youtube.com/watch?v=uZxOoQdyM_E

https://youtu.be/uZxOoQdyM_E

A video produced by South Miami Senior High's TV Production Magnet Program under the direction of Rudy Diaz. He was the 2018 Miami Dade County Public School's Teacher of the year. Special Thanks to Alex Gross for letting us interview him and giving us so many personal details about his life.

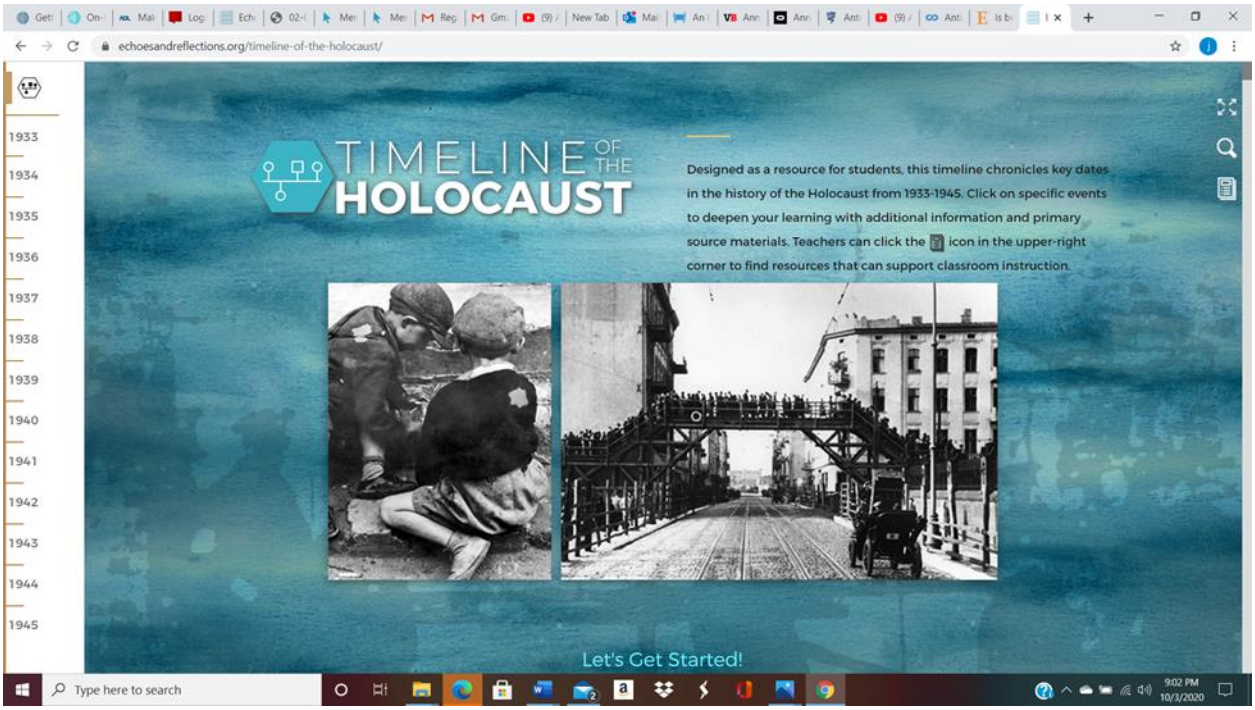
Our mission is to develop empathy, understanding, and respect through testimony

Leading Change Through Testimony

The Institute currently has more than 55,000 video testimonies, each one a unique source of insight and knowledge that offers powerful stories from history that demand to be explored and shared. The testimonies are preserved in the Visual History Archive, one of the largest digital collections of its kind in the world. They average a little over two hours each in length and were conducted in 65 countries and 43 languages. Most of the testimonies contain a complete personal history of life before, during, and after the interviewee's firsthand experience with genocide.

Echoes & Reflections

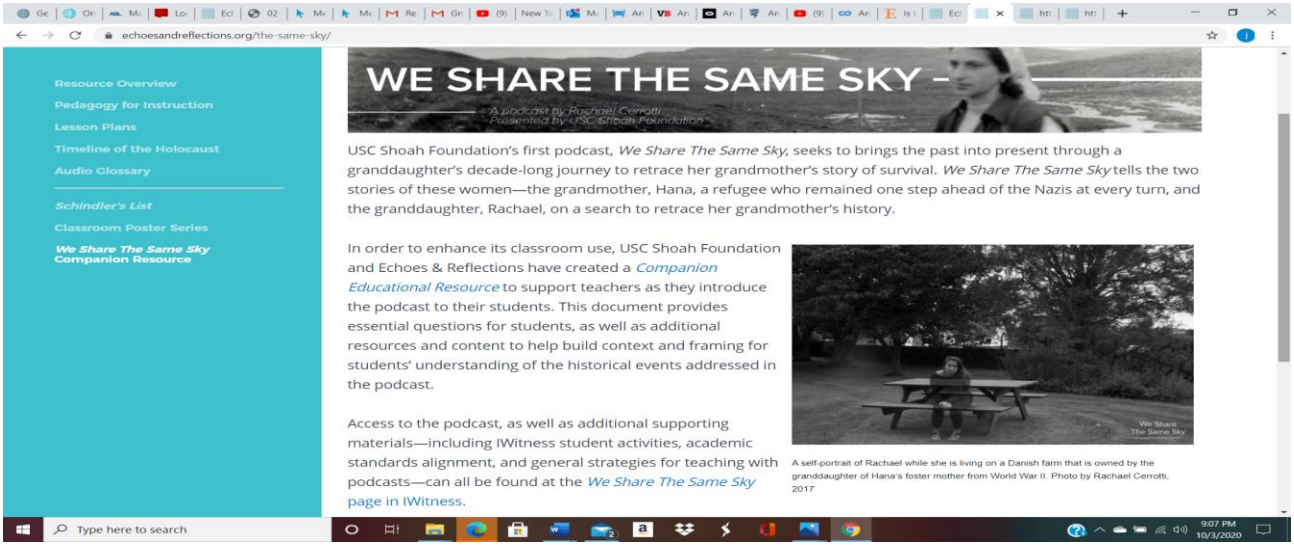
What is The Holocaust? Interactive Timeline



https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2020/09/TOTH-Full-Timeline.pdf

https://echoesandreflections.org/wp-content/themes/twentysixteenechoes/fileview.php?source=1&file_nm=2020/09/TOTH-Asset-Guide.pdf

PODCAST



About the International School for Holocaust Studies

- Online Courses
- Educational Materials
- Survivors Testimony Films Series
- International Activities
- International Projects
- International Conferences
- e-Newsletter for Holocaust Educators
- Educational Materials in Other Languages

Podcast resources

1. Go to www.followmyfootprints.co

2. Click on Podcast (top nav bar)

3. Choose episode

4. Enter Password = shoah

IWitness

Compare/Contrast Topics in IWitness

file:///C:/Users/jacqu/Downloads/GO_Compare-Contrast%20Primary-Secondary%20Sources.pdf

Locating and Analyzing Textual Evidence

file:///C:/Users/jacqu/Downloads/GO_Locating%20and%20Analyzing%20Textual%20Evidence.pdf

Testimony as Primary Source Venn Diagram

file:///C:/Users/jacqu/Downloads/GO_Compare-Contrast%20Primary-Secondary%20Sources%20(1).pdf

Critical Analysis with SOAPStone

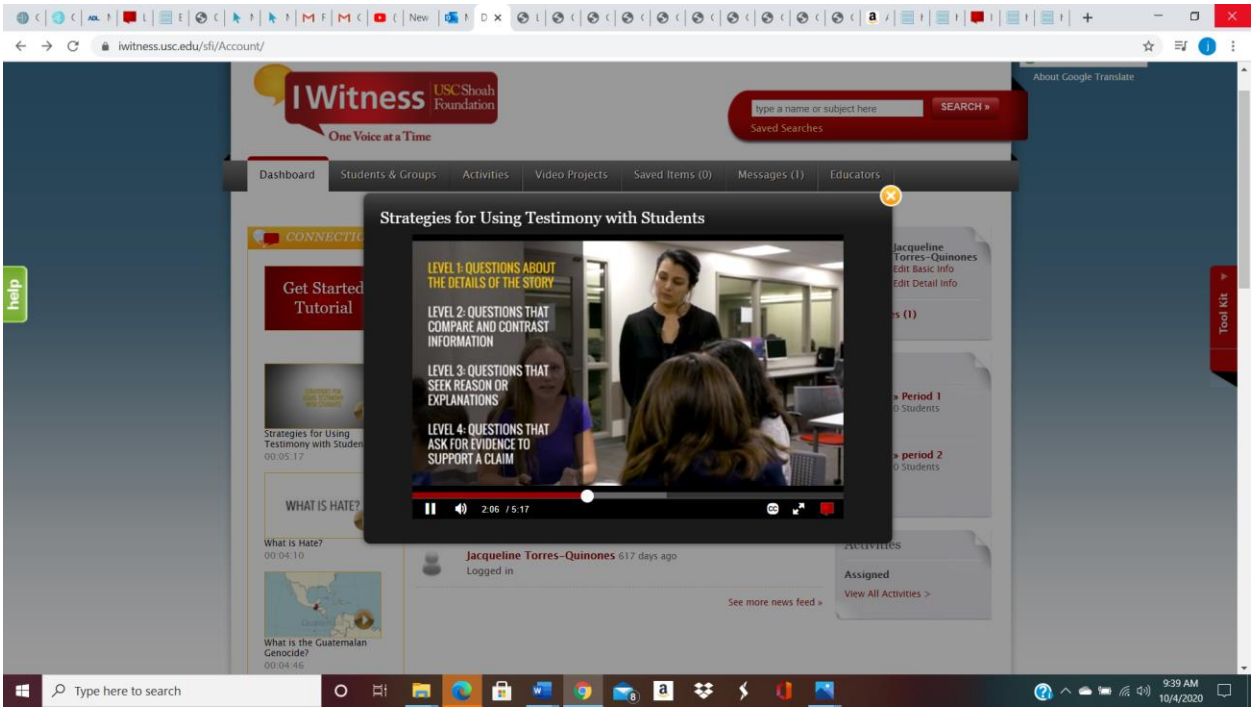
file:///C:/Users/jacqu/Downloads/GO_Critical%20Analysis%20with%20SOAPSTone.pdf

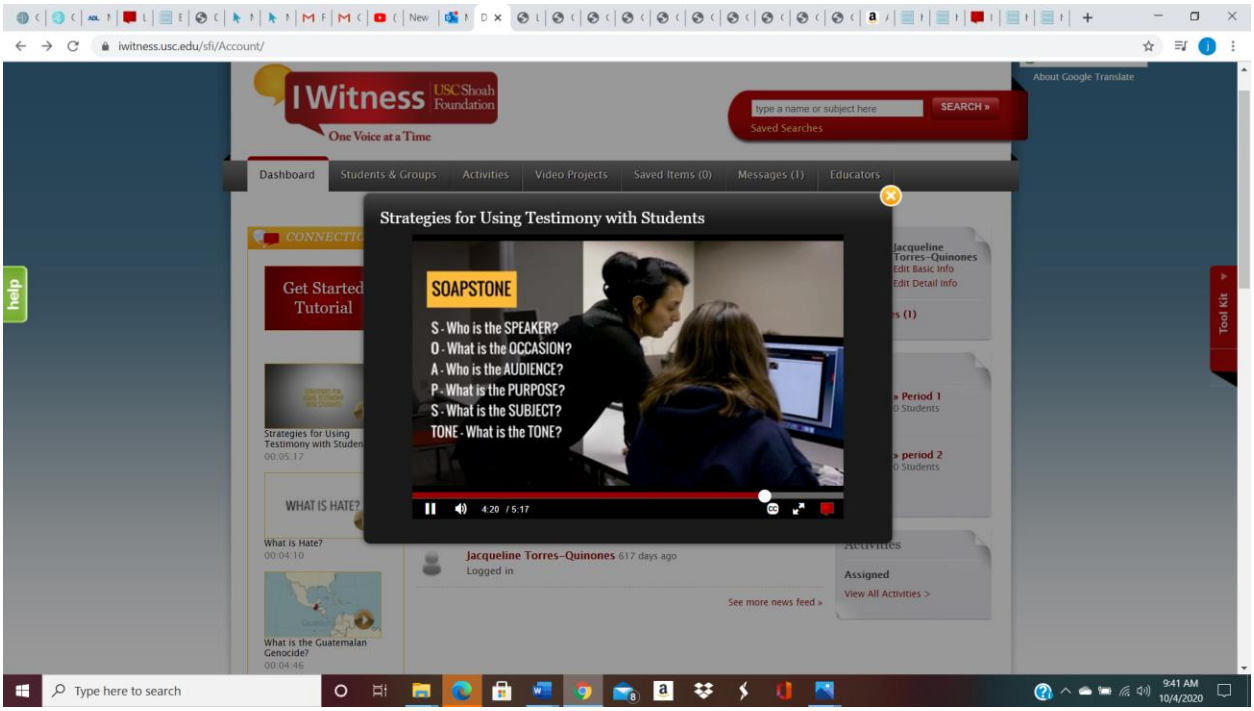
Using Visual History Testimony in the Classroom

https://iwitness.usc.edu/sfi/Data/EducatorData/Using-Testimony-in-Classroom.pdf

Constructivist Theory and the Use of Video Testimony in Education

This video explores the connection between Constructivist Theory and the principles of teaching with testimony. It also highlights how testimony encourages active learning, which allows for students to incorporate new information in order to change or reorganize their preexisting thoughts and beliefs.





https://iwitness.usc.edu/sfi/Account/

Professional Development Videos

https://iwitness.usc.edu/sfi/Educators/

Ethical Editing: A Workshop for Teachers using Video Testimony in Classrooms

Professors Holly Willis and Steve Anderson of USC's Institute for Multimedia Literacy lead a discussion with educators about considerations for making "ethical" editorial decision when developing videos that use eyewitness testimony.

Constructivist Theory and the Use of Video Testimony in Education

This video explores the connection between Constructivist Theory and the principles of teaching with testimony. It also highlights how testimony encourages active learning, which allows for students to incorporate new information in order to change or reorganize their preexisting thoughts and beliefs.

Explore original testimony-based lessons, developed by teachers, for teachers:

Graduates of USC Shoah Foundation's Master Teacher Program have designed classroom lessons that incorporate testimony from the Institute's archive. These lessons are now accessible on the USC Shoah Foundation website.

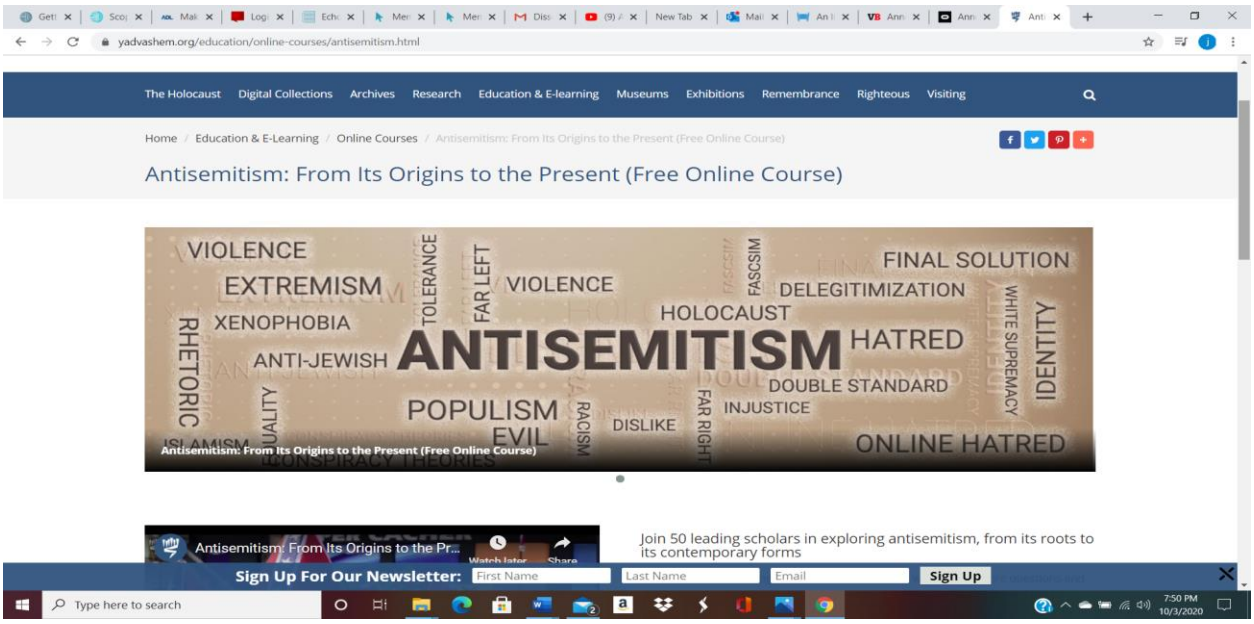
https://youtu.be/2NPvL541wi0?t=2

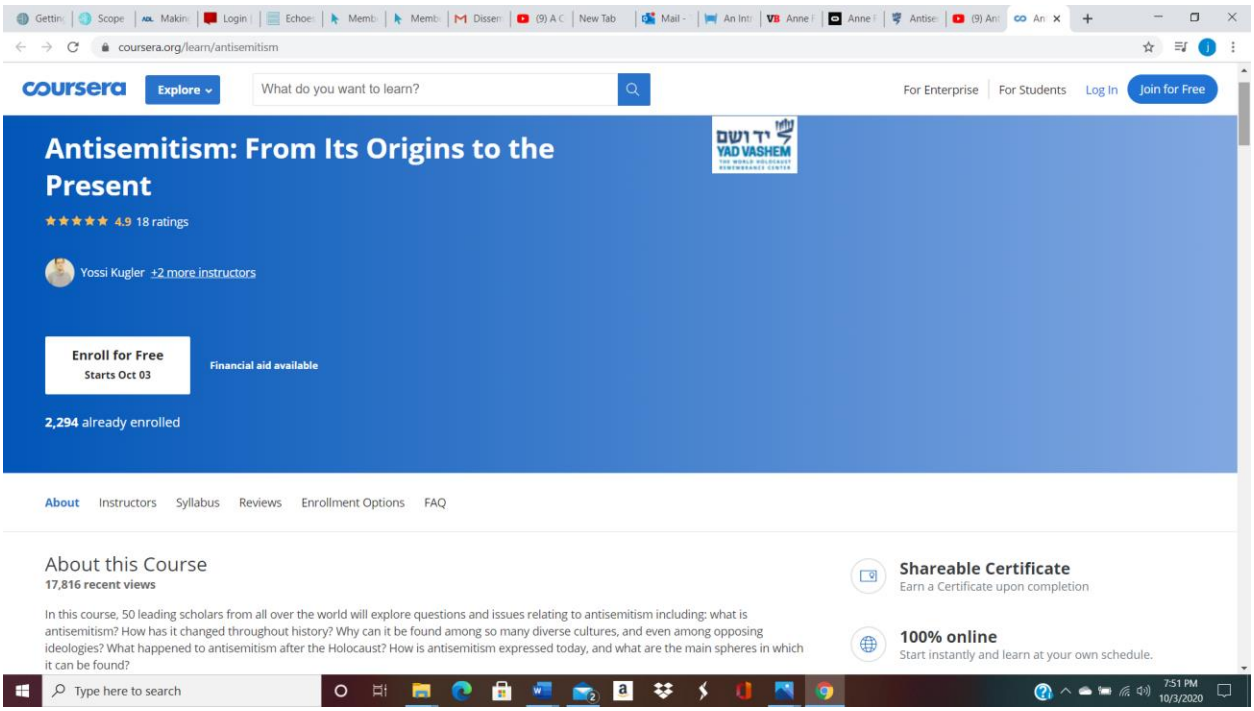
https://www.yadvashem.org/education/educational-videos.html

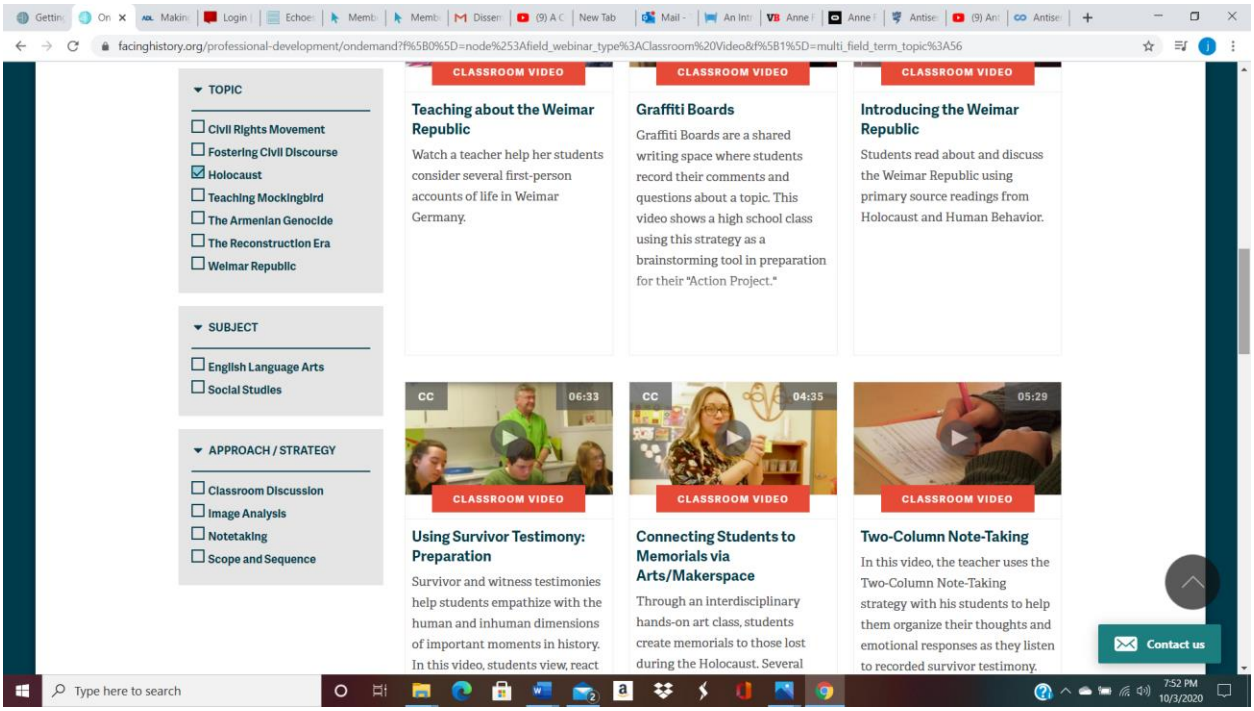
Digital toolbox

https://www.yadvashem.org/collections.html

Free online courses



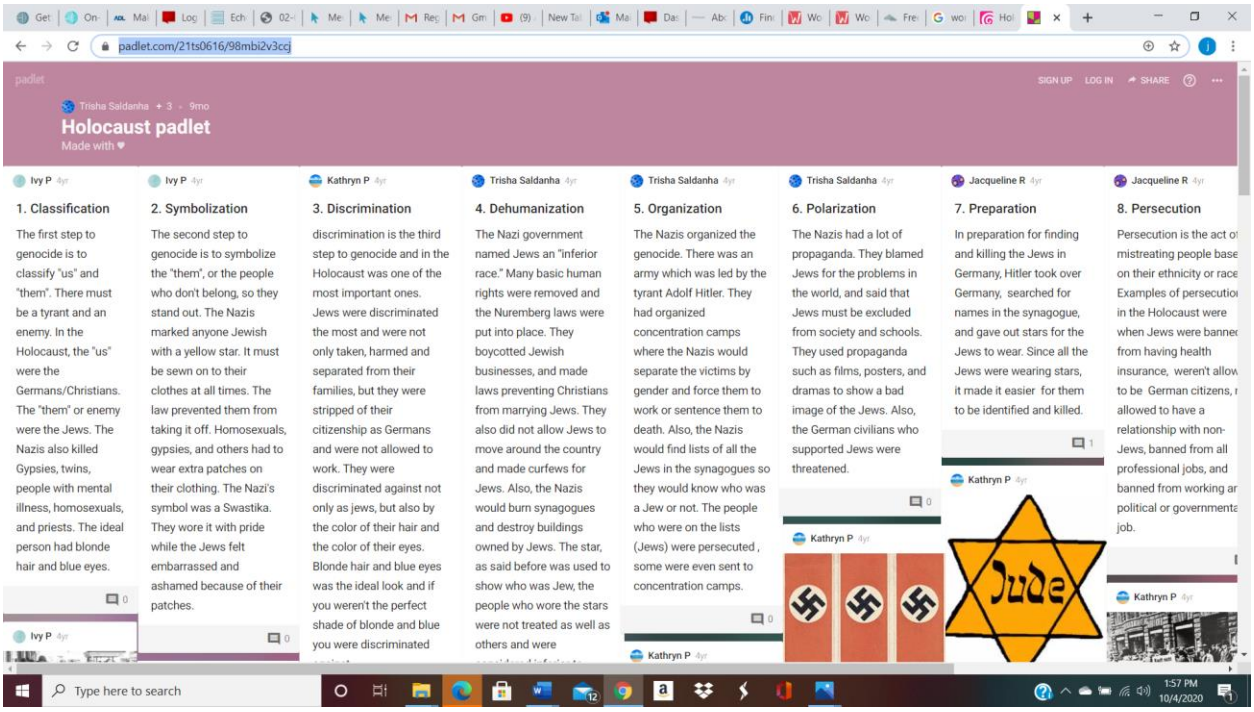




https://echoesandreflections.org/timeline-of-the-holocaust/

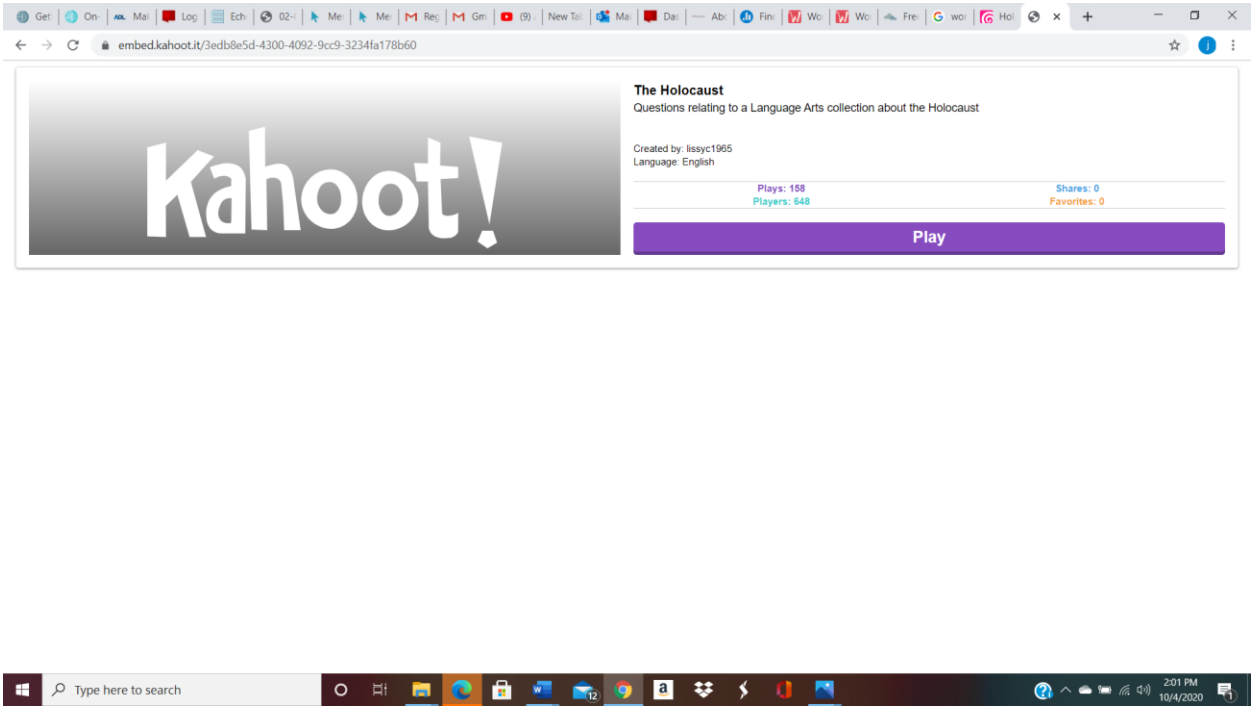
https://www.yadvashem.org/education/online-courses/antisemitism.html

Holocaust Padlet



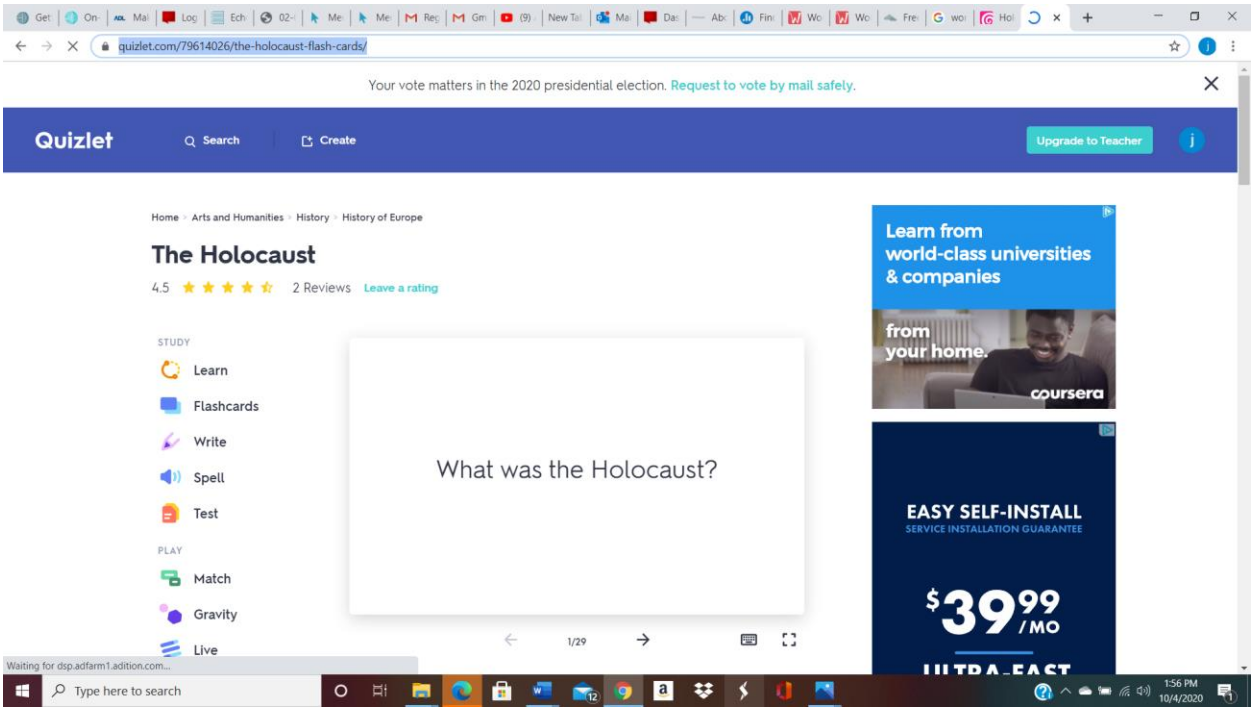
https://padlet.com/21ts0616/98mbi2v3ccj

Holocaust Kahoot



https://embed.kahoot.it/3edb8e5d-4300-4092-9cc9-3234fa178b60

Holocaust Quizlet

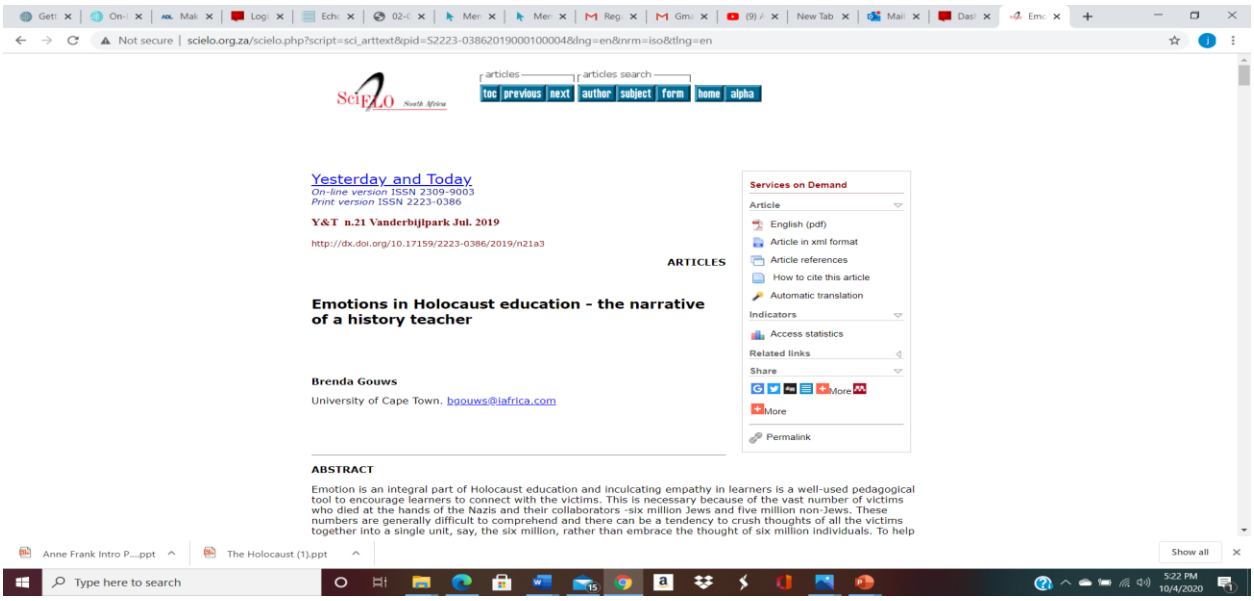


https://quizlet.com/79614026/the-holocaust-flash-cards/

https://quizlet.com/subject/holocaust/

https://quizlet.com/190136309/holocaust-terms-flash-cards/

Strategies for emotional and social learning growth mindset



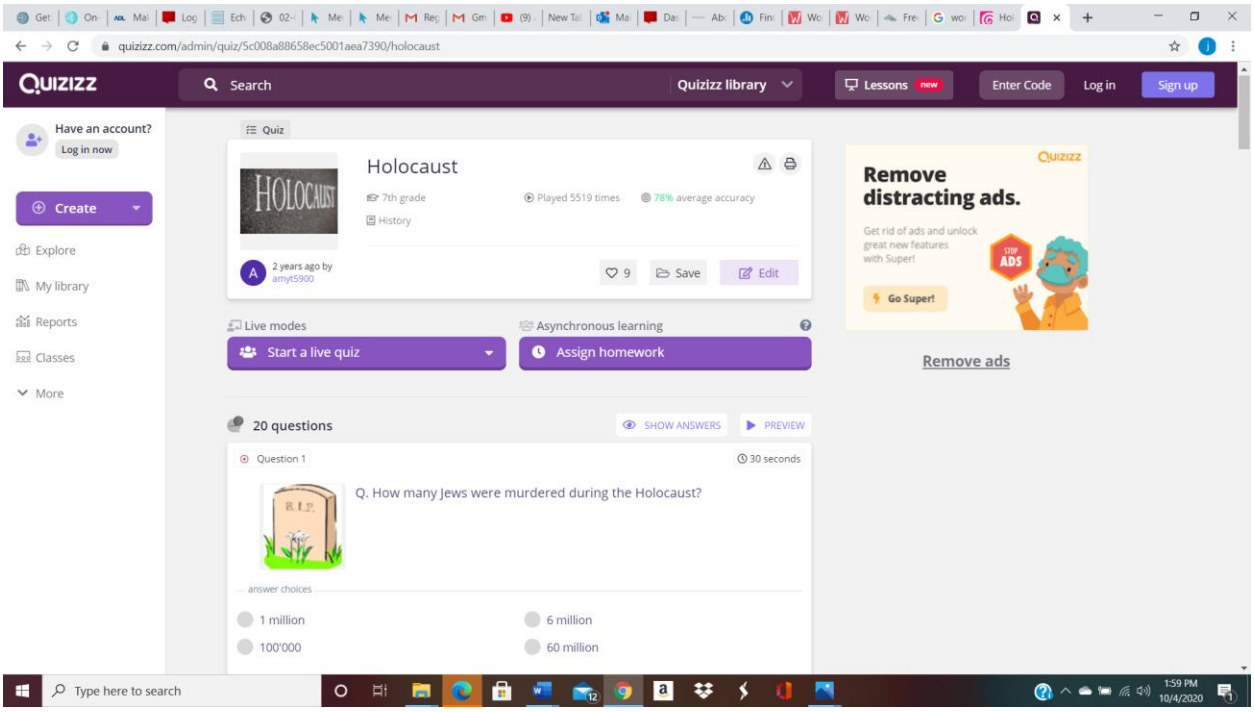
https://www.edutopia.org/topics

https://www.edutopia.org/videos

https://www.thrively.com/registration

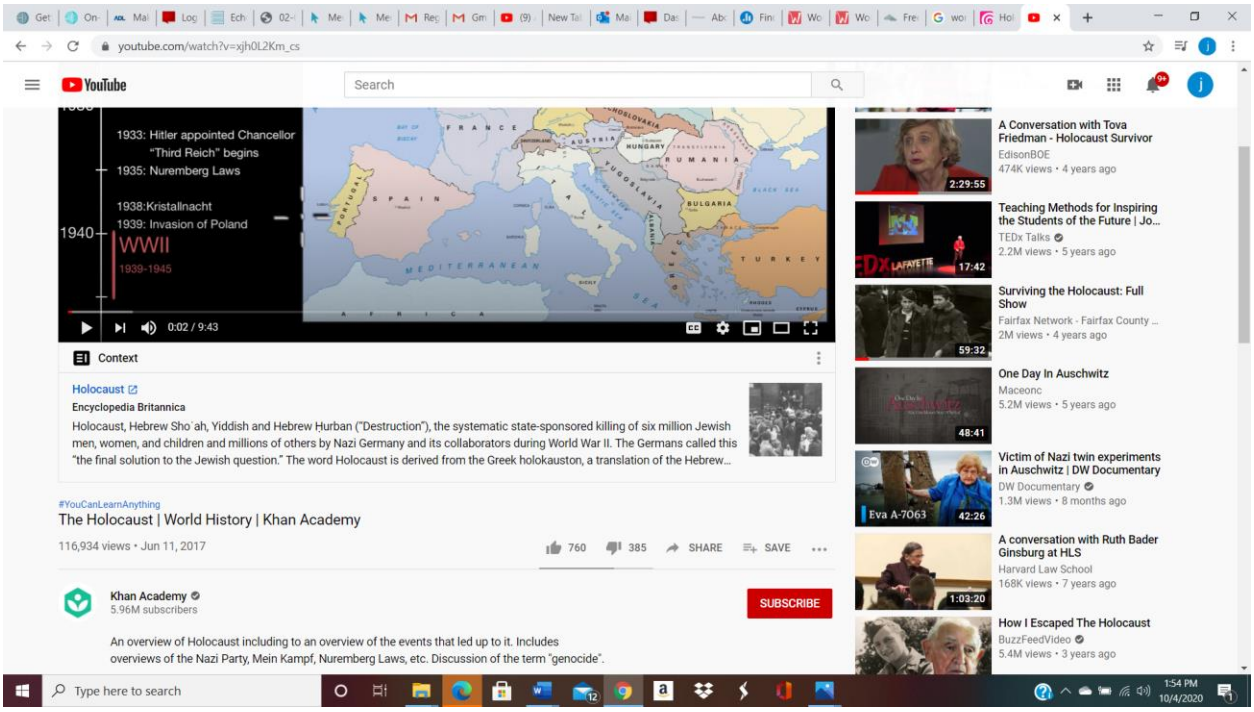
http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2223-03862019000100004&lng=en&nrm=iso&tlng=en

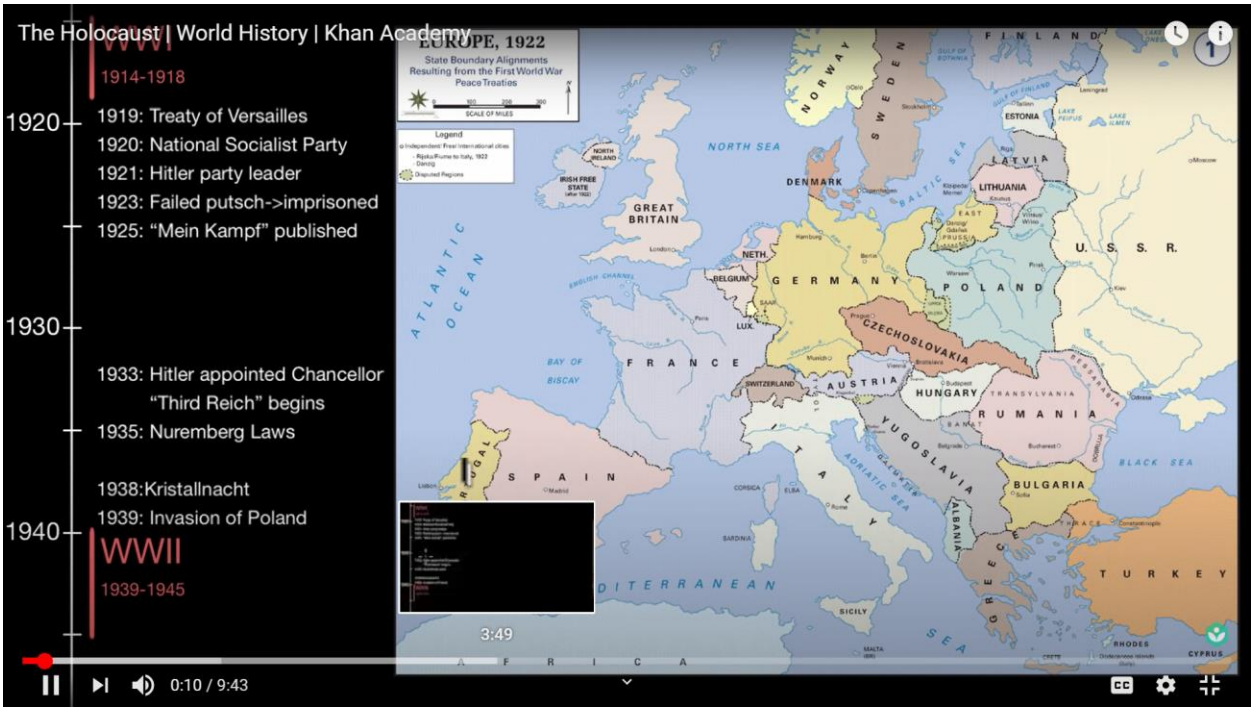
Holocaust Quizzes



https://quizizz.com/admin/quiz/5c008a88658ec5001aea7390/holocaust

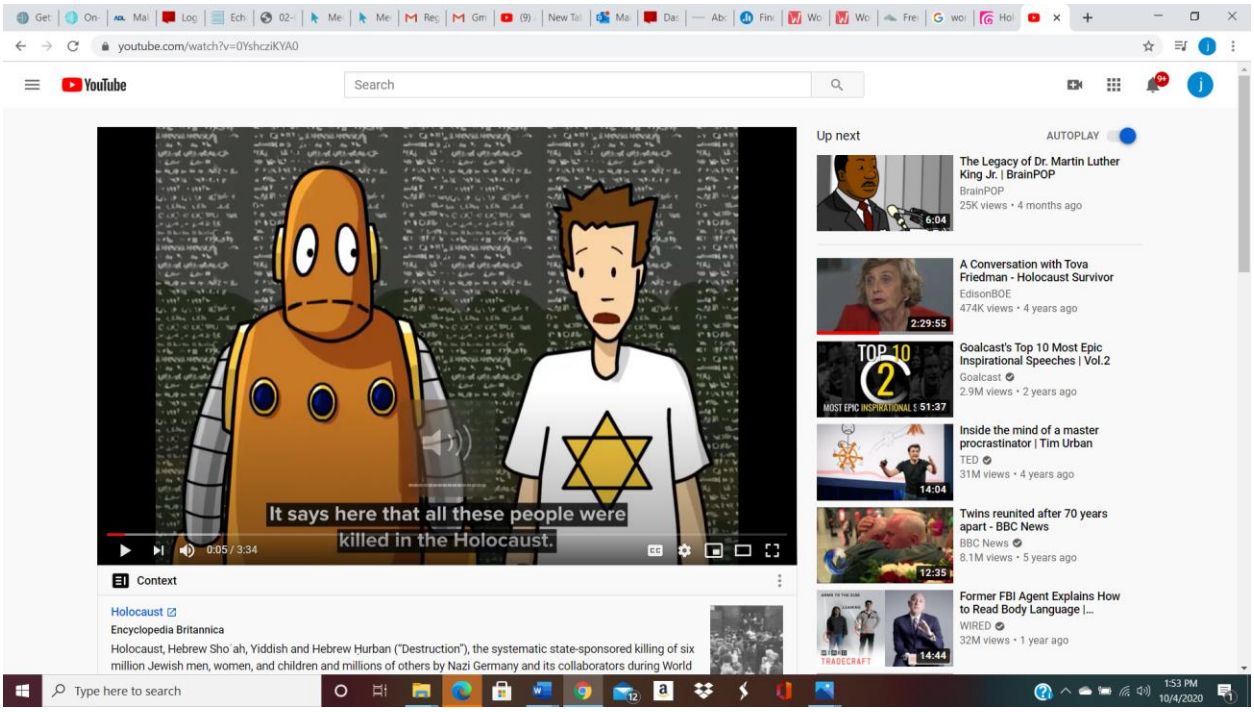
Khan Academy





https://youtu.be/xjh0L2Km_cs

Holocaust Brain pop

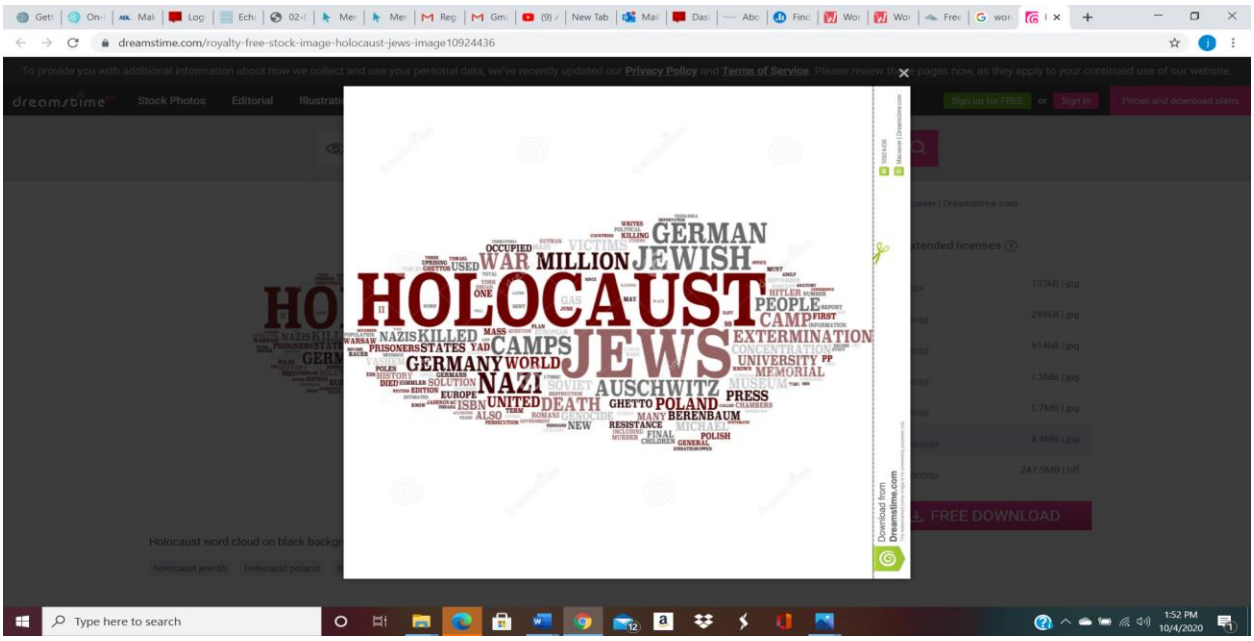


https://youtu.be/0YshcziKYA0

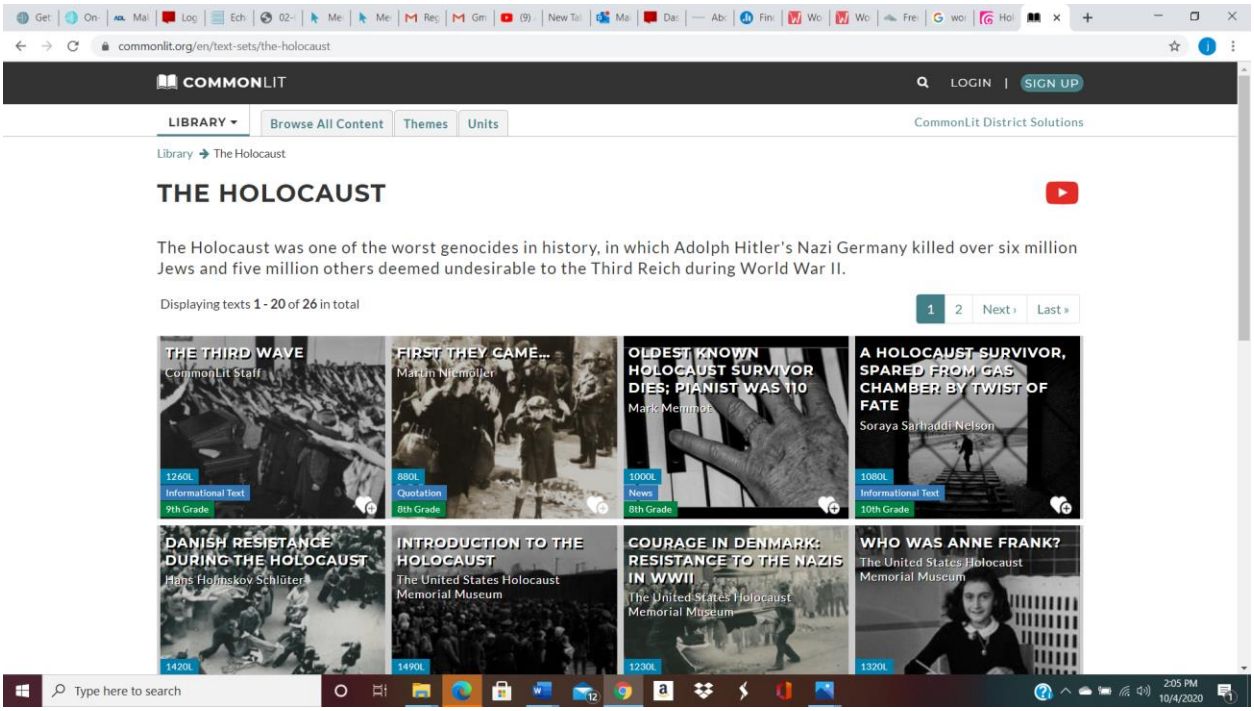
Holocaust Virtual Trip

https://www.ushmm.org/m/pdfs/USHMM-Holocaust-History-Memory-Lesson.pdf

Word Cloud



Free Literacy Materials



https://www.commonlit.org/en/enroll

https://www.commonlit.org/en/texts?query=the+holocaust

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-atschool0

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

The Sun Sentinel NIE Holocaust Education

Glueck Sharon. “A Powerful Choice: Rescuer or Bystander”

http://www.educationfund.org/programs/impactii/holocausteducation/

https://www.commonsense.org/education/lesson-plans/retelling-holocaust-survival-narrativesthrough-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

Literature Encouragement and Support

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

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

Poem

http://echoesandreflections.org/wp-content/uploads/2017/07/04-Poem_UnknownGirl-1.pdf

Suggestive Book Study lessons

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

How to Teach the Holocaust

https://Iwitness.usc.edu

USC IWitness username and password here:
http://echoesandreflections.org/prepare/?class=online

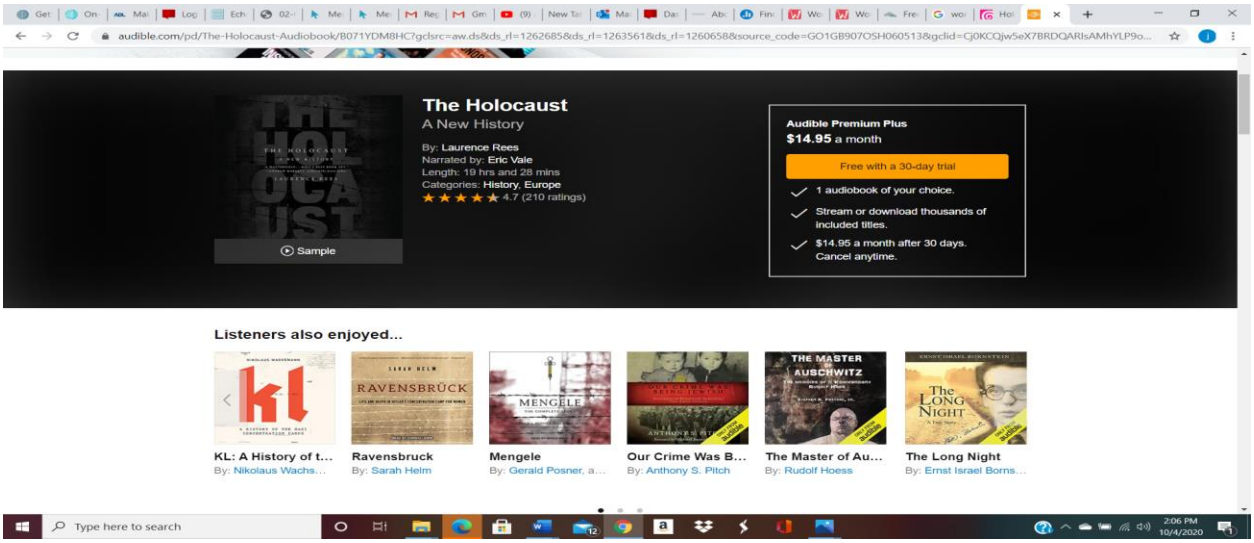
For more information contact Ariel Fried

Assistant Project Director, Echoes & Reflections

ADL 605 Third Avenue New York, NY 10158

Office: 917-940-7664 I Email: afried@adl.org

Audiobooks



https://www.audible.com/pd/The-Holocaust-Audiobook/B071YDM8HC?gclsrc=aw.ds&ds_rl=1262685&ds_rl=1263561&ds_rl=1260658&source_code=GO1GB907OSH060513&gclid=Cj0KCQjw5eX7BRDQARIsAMhYLP9oSvINLQi3qp3-vlVSkBUMXEXwY6mHJ2MTo1m12bbouk9GiwrXb2caAo1cEALw_wcB

RESOURCES LIST

http://www.ushmm.org/ The United States Holocaust Museum. Washington, D.C.

http://www.yadvashem.org/ Yad Vashem Holocaust Museum. Jerusalem, Israel

The Holocaust Memorial

www.Holocaustmmb.org

MIAMI -DADE SOCIAL SCIENCE DEPARTMENT

Director, Holocaust Studies Summer Institute/University of Miami Education Director,

Dr. Miriam Klein Kassenoff

MiriamK10@aol.com

MKassenoff@dadeschools.net

305-868-5127; 305-995-1201

Requesting shared testimonies from Holocaust survivors

Inviting monthly guest experts from, Miami Dade County Public School Social Science, Holocaust Greater Jewish Federation, Miami Beach Holocaust Museum Miami Dade College, Florida international University and from The University of Miami to speak to the high school students.

Available Online Websites and Webinars

http://www.adl.org/mainEducation/default.htm

The Anti-Defamation League.

http://www.calisphere.universityofcalifornia.edu/jarda/lessonplans/index.html

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

"Connecting the Past with Today: Jewish Refugees and the Holocaust"

https://zoom.us/w/604265984?tk=GivwpiYG2a9UqWGEaIN1CjVMCsXgJ3G4VxL6gezE5U.DQEAAAAAJAReABY2LWtFRXNEaFFEaXJHdEU5dl9fVjNnAA

"Creating Context for Teaching Night":

https://zoom.us/w/260367886?tk=SDyU5o3woHriMHq0wL1M8acCP_87FpN6RAWA7ZWHmA.DQEAAAAAD4TmDhZCQnZXb00zclFfQ29CMzVjQlE1eW5RA

https://Echoesandreflections.org

Anti-Defamation League

Contact person Yael Hershfield Senior Associate Regional Director

yhershfield@adl.org

https://Florida.al.org

Echoes & Reflections delivers value to both experienced Holocaust educators and for teachers new to Holocaust https://echoesandreflections.org/video_toolbox/education . https://echoesandreflections.org/our-approach

South Florida Holocaust Education and Documentation Center

www.hdec.org

National Resources U.S. Holocaust Museum

www.ushmm.org

The Craig and Barber Weiner Holocaust Reflection and resource Center- The Holocaust Learning the education Fund, Inc.

Alvin Sherman Library of Nova Southeastern University

www.holocausteducationfund.com

Readings

www.commonlit.com

Anti-Defamation League

www.adl.org

Shoah Foundation

https://sfi.isc.edu

Facing History and Ourselves

www.facinghistory.org