



Those Who Cannot Remember the Past are Doomed to Repeat It.

A Thematic Interdisciplinary Unit on the Holocaust
Ridge View High School
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**Unit Title:
Those Who Cannot Remember the Past
are Doomed to Repeat It.**

OVERVIEW

I. CONTENT:

No single century in history experienced the deaths of more civilians than did the 20th century. Along with disease, famine, and war came the most extensive genocide in the history of man--the Holocaust. Because of the sheer numbers involved, in addition to its horrors and supposed justification by a "civilized" and "modern" culture, this period must be taught to and studied by every generation.

II. PROCESS:

Critical thinking skills will be refined through learning activities that promote an integrated, interdisciplinary study of the Holocaust. In-depth study of interdisciplinary connections will help deepen the students' understandings of this topic.

III. PRODUCT:

Upon completion of this unit students will understand the events that surrounded the Holocaust and the effects of this event. They will examine the "Kulture" which executed the Holocaust and will consider the moral and ethical implications of relating this horror to future generations.

**Unit Overview: Alignment with
State/District Pupil Performance Outcomes**

GOAL 1: South Carolina Social Studies Standards; Standard 10.2.13: The learner will demonstrate an understanding of the major developments in the history of the world during the modern era, circa 1500 to the present. The student should be able to describe reform, revolution and social change in the world from 1900 to 1939.

GOAL 2: South Carolina Social Studies Standards; Standard 10.2.14: The learner will demonstrate an understanding of the major developments in the history of the world during the modern era, circa 1500 to the present. The student should be able to describe the consequences of the rise of totalitarian states.

GOAL 3: South Carolina Social Studies Standards; Standard 10.2.15: The learner will demonstrate an understanding of the major developments in the history of the world during the modern era, circa 1500 to the present. The student should be able to analyze the causes, course and global consequences of World Wars I and II.

GOAL 4: South Carolina Social Studies Standards; Standard 10.2.16: The learner will demonstrate an understanding of the major developments in the history of the world during the modern era, circa 1500 to the present. The student should be able to analyze the conflict between diverse socioeconomic systems and perspectives.

GOAL 5: South Carolina Social Studies Standards; Standard 10.2.18: The learner will demonstrate an understanding of the major developments in the history of the world during the modern era, circa 1500 to the present. The student should be able to analyze oppression of groups and the struggle for human rights across the world.

GOAL 6: South Carolina Social Studies Standards; Standard 10.2.19: The learner will demonstrate an understanding of the major developments in the history of the world during the modern era, circa 1500 to the present. The student should be able to describe the effort to attain stability, peace and a sense of community in an interdependent world.

GOAL 7: South Carolina Social Studies Standards; Standard 10.3:1: The learner will demonstrate an understanding of the world in spatial terms. The student should be able to use maps and other graphic representations to depict geographic problems.

GOAL 8: South Carolina Social Studies Standards; Standard 10.6:3: The learner will demonstrate an understanding of the role of human systems on Earth. The student should be able to explain how culture influences ways of life.

GOAL 9: South Carolina Social Studies Standards; Standard 10.6:4: The learner will demonstrate an understanding of the role of human systems on Earth. The student should be able to describe how transportation and communications technology contribute to cultural convergence and divergence.

GOAL 10: South Carolina Social Studies Standards; Standard 10.6:13: The learner will demonstrate an understanding of the role of human systems on Earth. The student should be able to explain how people's lives are affected by the social, political and economic entities on Earth.

GOAL 11: South Carolina Social Studies Standards; Standard 10.7:1: The learner will demonstrate an understanding of interactions between the environment and society. The student should be able to evaluate ways in which technology has expanded the human capability to modify the physical environment.

GOAL 12: South Carolina Language Arts Standards; Standard I.A: The student will read and critique literary works from a variety of eras in a variety of cultures.

GOAL 13: South Carolina Language Arts Standards; Standard I.C: The student will read and critique a variety of poetry.

GOAL 14: South Carolina Language Arts Standards; Standard I.I: The student will recognize, evaluate and demonstrate variations in intent, purpose, and audience in written text.

GOAL 15: South Carolina Language Arts Standards; Standard II.C: The student will listen critically and ask appropriate questions to clarify the viewpoint of others, to develop new understandings, to view findings from various perspectives, and to make learning personally relevant when participating in discussions or interviews.

GOAL 16: South Carolina Language Arts Standards; Standard II.E: The student will recognize, evaluate, and demonstrate variations in intent, purpose and audience in media presentations.

GOAL 17: South Carolina Language Arts Standards; Standard III.D: The student will analyze spoken text to determine accuracy, bias, point of view, plots and subplots, assumptions, and their intent and purpose.

GOAL 18: South Carolina Language Arts Standards; Standard IV.B: The student will compose in a variety of forms.

GOAL 19: South Carolina Language Arts Standards; Standard IV.I: The student will keep journals.

GOAL 20: South Carolina Language Arts Standards; Standard V.A: The student will collect, evaluate and organize information.

I-SEARCH INDEPENDENT RESEARCH ROJECTS FOR GIFTED AND TALENTED STUDENTS

1. PARADOXES:

As an American your policy is against the concentration camps. Defend the need for American concentration camps for the Japanese.

2. ATTRIBUTES:

Create a crossword puzzle using as “across” attributes needed to be a Nazi, “down” would be attributes needed to support democracy.

3. ANALOGIES:

Prepare a bulletin board comparing Allied and Axis propaganda.

4. DISCREPANCIES:

Prepare fact tiles comparing current historical education on the Holocaust in Germany and the United States.

5. PROVOCATIVE QUESTIONS:

Hitler won the war and never lost his principle scientists. Write a science fiction story relating the German conquest of space.

6. EXAMPLES OF CHANGE:

Do a two-block picture story comparing the changes in Jewish life, pre- to post-war, to changes in Jewish society in post-war Israel today.

7. EXAMPLES OF HABIT:

Create mobile depicting habits that can lead to a situation such as the Holocaust.

8. ORGANIZED RANDOM SEARCH:

Create an edible display of the daily diet of a current American teenager compared to the diet of a American teenager of the 1930's, a Nazi soldier during the war, and a teenager in a concentration camp.

9. SKILLS OF SEARCH:

Research the medical experiments performed on prisoners and prepare a pamphlet of Jewish law regarding the use of research acquired through these experiments.

10. TOLERANCE FOR AMBIGUITY:

Hitler did not fit his criteria for the Aryan Master Race. Create a petition and slogan for his removal from power based on his criteria.

11. INTUITIVE EXPRESSION:

Write a piece of music or a poem expressing your feeling toward Yahweh at the time of internment.

12. ADJUSTMENT TO DEVELOPMENT:

Create a document or plan designed by a survivor to prevent the progression of what happened to them from happening somewhere else.

13. STUDY CREATIVE PEOPLE AND PROCESS:

Develop an exhibit of art and poetry done by camp survivors. Discuss the traits of these people and how they coped with tragedy through art.

14. EVALUATE SITUATIONS:

Imagine Hitler lived and was put on trial at Nuremberg. As Hitler, give your justification speech to the jury.

15. **CREATIVE READING SKILL:**

Read Herod's orders from Luke regarding first-born Jews, Bury My Heart at Wounded Knee, and current articles on Bosnia and Somalia. Make a collage of various attempts at genocide through time.

16. **CREATIVE LISTENING SKILL:**

After listening to Wagner and John Philip Sousa, put together an audiotape of clips that typify America.

17. **CREATIVE WRITING SKILL:**

Write a fable, which is a metaphor, for prejudice.

18. **VISUALIZATION SKILL:**

Create a model (i.e. sculpture, paper Mache, graphic, web page) for a Holocaust memorial.

**CRITICAL THINKING SKILLS – ACADEMIC STRANDS
ANALYZING HUMAN ACTIVITIES! (AHA!)**

**STATE STANDARD: Language Arts: II.D and IV.I
Social Studies: 10.2.13, 10.2.18 and 10.6.13**

1. **PRODUCING, EXCHANGING, AND DISTRIBUTING [ECONOMICS]**

KNOWLEDGE:

Anticipatory Set: The students will listen to the song, "Leavin' On A Jet Plane."

The students will make a list of five items that they would take along on a trip from which they knew they would not return.

COMPREHENSION:

Anticipatory Set: The students will view the video clip from *Schindler's List* of the Jews being boarded onto the cattle cars destined for the slave labor camps. The next scene shows the Germans having the Jewish belongings rifled through.

The students will explain what items were considered important to the Nazi economy and thus confiscated.

APPLICATION:

Anticipatory Set: The students will read contemporary articles relating to reparations being paid to surviving slave laborers.

The students will construct a chart comparing the labor costs of German workers, Polish workers and slave laborers.

The students will predict what sort of industries would benefit from the use of slave labor.

The students will identify industries, which benefited from slave laborers.

MULTICULTURAL LINK:

The students will construct a Venn Diagram showing the differences/similarities in the treatment of Polish and Jewish slave labor.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: The students will examine a recent study indicating those most responsible for the Holocaust.

The students will discuss and rearrange the list in the order of greatest to least responsible.

INDIVIDUAL JOURNAL ASSIGNMENT:

Anticipatory Set: The students will view the luncheon scene from *Schindler's List* in which the industrialists discussed moving their factories inside the forced labor camps to increase productivity.

The students will write a journal entry in which they justify the economics of slave labor.

HOMELINK:

The students will ask their parents if they have ever known of anyone who has benefited from illegal labor practices.

STATE STANDARD # **Language Arts:** **I.I, II.C, II.E and IV.I**
Social Studies: **10.3.1**

2. **TRANSPORTATION**

KNOWLEDGE:

Anticipatory Set: The teacher will play the song, "Folsom City Blues."

The students will label a map of World War II Europe showing the locations of six (6) major concentration camps and the railroad lines on which they were located.

COMPREHENSION:

The students will explain the choice of this location as they relate to the major railway lines of World War II Germany and the nations under her control.

APPLICATION:

Anticipatory Set: The teacher will show a map of World War II Europe which identifies the locations of the Nazi death camps.

The students will write a propaganda article explaining to local inhabitants the increase in rail traffic through their villages and towns.

MATHEMATICS LINK:

The students will compute the estimated rail transport time between three (3) occupied cities and three (3) concentration camps.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: The students will read an excerpt from Weisel's, *Night*.

The students will generate a list of feelings/emotions of Weisel as his family was transported from their home to the camp.

INDIVIDUAL JOURNAL ASSIGNMENT:

The students will write a journal entry from the perspective of Jewish transportee after realizing that they are not going to a relocation camp but to a slave camp.

HOMELINK:

The students will ask their parents if they have ever lied about where they were taking someone in order to soothe that person's anxiety.

STATE STANDARD: Language Arts: **I.I, II.C, and IV.I**
Social Studies: **10.6.4**

3. **COMMUNICATIONS**

KNOWLEDGE:

Anticipatory Set: The teacher will read aloud Joseph Goebbels' comments concerning "The Big Lie." Students will match a set of individuals with the "big lie" associated with each, for example, Nixon's, "I am not a crook," or Clinton's, "I did not have sex with that women. . ."

COMPREHENSION:

The students will list three (3) examples of propaganda, which they have encountered in their own lives.

APPLICATION:

Anticipatory Set: The students will watch the Nixon speech in which he declared, "I am not a crook." Students will prepare a propaganda poster encouraging Americans to expel illegal aliens.

MULTICULTURAL LINK:

The students will list stereotypical terms that have been applied to their own culture or nationality.

SCHOOL-TO-CAREER/TECH PREP LINK:

The students will discuss and list lies, which might be told by an employer in order to attract a potential employee into his workforce.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: The teacher will show the film clip from *Life Is Beautiful* where the father explains the transport trip to his son as a game.

The students will compose a speech, which attempts to convince their audience of a lie.

INDIVIDUAL JOURNAL ASSIGNMENT:

The students will write an entry about the greatest lie they every told or the greatest lie they ever believed.

HOMELINK:

The students will discuss with their parents or grandparents some common sales pitches for which they have fallen victim.

STATE STANDARD: Language Arts: I.I, II.C, and IV.I
Social Studies: 10.2.18

4. **PROTECTING AND CONSERVING**

KNOWLEDGE:

Anticipatory Set: The teacher will play a recording of "Memories" from the musical *Cats*. The students will explore the C.A.N.D.L.E.S Memorial website for pictures and biographies of three Holocaust victims. In addition, the students will list the names of five (5) Holocaust Memorials and their locations.

COMPREHENSION:

The students will defend the creation of museums and memorials dedicated to Holocaust victims and explain how these might promote healing.

APPLICATION:

Anticipatory Set: The students will read the introduction to Weisel's, *Night*. The students will create a video, musical, artistic or literary dedication to someone in there family and present it to the class.

SCHOOL-TO-CAREER/TECH PREP LINK:

The students will brainstorm a list of careers, which are built around the preservation of memories.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: The teacher will show the students a scrapbook of his or her family's memories. The students will demonstrate the ways in which their family preserves precious memories or artifacts.

INDIVIDUAL JOURNAL ASSIGNMENT:

The students will write an entry describing the way they would like to be remembered by their family and friends after their deaths.

HOMELINK:

The students will discuss with their parents how their parents wished to be remembered after their deaths.

STATE STANDARD	Language Arts:	I.I, II.C, IV.I, V.A and IV.I
	Social Studies:	10.2

5. **PROVIDING EDUCATION**

KNOWLEDGE:

Anticipatory Set: The teacher will read the selection from *South Carolina Voices: Lessons of the Holocaust* regarding the objectives of the Nazi educational system.

The students will identify the major purposes of the Nazi educational system as defined by the Minister of Education.

COMPREHENSION:

The students will explain the possible justifications for those educational objectives.

APPLICATION:

Anticipatory Set: The students will use the above anticipatory set for completion of this activity.

The students will prepare a list of educational objectives for their school or district.

MATHEMATICS LINK:

The students will review and solve the math and geography questions from the above-cited primary source.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

The students will compare and contrast Nazi and contemporary American educational objectives.

INDIVIDUAL JOURNAL ASSIGNMENT:

The students will write a journal entry on their own educational goals.

HOMELINK:

The students will discuss with their parents how education has changed since their parents were in school.

STATE STANDARD:	Language Arts:	II.C and IV.I
	Social Studies:	10.2.16, 10.2.19 and 10.7.1

6. **MAKING AND USING TOOLS AND/OR TECHNOLOGY**

KNOWLEDGE:

Anticipatory Set: The students will read an article on the I.G. Farben Company.

The students will list the items produced by that company for the war effort.

COMPREHENSION:

The students will infer how these Farben products might have been used for the war effort.

APPLICATION:

The students will design a plan for converting some peacetime item to war use.

SCIENCE LINK:

The students will compare the development of chemical products developed by Farben with those developed by Dow and DuPont for use in later conflicts.

SCHOOL-TO-CAREER/TECH PREP LINK:

The students will research current careers in companies involved in the manufacture of chemicals used in modern warfare.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

The students will justify the American inspection and destruction of chemical production facilities in Iraq following the Persian Gulf Conflict.

INDIVIDUAL JOURNAL ASSIGNMENT:

The students will prepare a journal entry on whether they would work for a company producing products of mass destruction.

HOMELINK:

The students will discuss with their parents whether they know of any items originally produced for war, which now have peacetime applications.

STATE STANDARD:

Language Arts:

II.E and IV.I

Social Studies:

10.2 and 10.7.1

7. **PROVIDING RECREATION**

KNOWLEDGE:

Anticipatory Set: The teacher will play a recording of "Tannhäuser" composed by Wagner. The students will describe the emotions evoked when listening to this selection.

COMPREHENSION:

The students will defend the position held by many Jewish musicians that they will not perform this piece.

APPLICATION:

The students will predict when the negative association between the Nazis and Wagner might end. They will explain why this association has lasted so long.

HIGHER ORDER THINKING SKILLS (H.O.T.S.)

Anticipatory Set: The teacher will play a recording of "Tannhäuser" composed by Wagner. The students will relate the themes found in Wagner's music with those found in the theory of the Aryan master race as proposed by the Nazis.

INDIVIDUAL JOURNAL ASSIGNMENT:

The students will write a journal entry explaining what their music says about their culture.

HOMELINK:

The students will ask their parents and/or grandparents what music they believe typifies the American culture.

STATE STANDARD: Language Arts:

II.E and IV.I

Social Studies:

10.2.13, 10.2.18, and 10.2.15

8. **ORGANIZING AND GOVERNING**

KNOWLEDGE:

Anticipatory Set: The students will read selections from the Nuremburg Laws.

The students will list laws enacted by the Nazis upon their assumption to power.

COMPREHENSION:

The students will give examples of how these laws differed from those of the previous government.

APPLICATION:

The students will demonstrate how these laws were later used to implement Hitler's Final Solution.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: The students will use the above anticipatory set.

The students will explain why some Jews saw the enactment of these laws as ominous and others refused to see their dangerous ramifications.

INDIVIDUAL JOURNAL ASSIGNMENT:

The students will write a journal entry in which they explain which freedom they would first remove if they were trying to establish a totalitarian regime.

HOMELINK:

The students and parents will discuss which government restrictions they feel most oppressive.

STATE STANDARD:	Language Arts:	V.A and IV.I
	Social Studies:	10.2.13, 10.2.15, and 10.6.13

9. **MORAL, ETHICAL, AND SPIRITUAL BEHAVIOR**

KNOWLEDGE:

Anticipatory Set: The students will view a film clip from *Judgment at Nuremberg*.

The students will list the justifications given by judges for the punishment of people who were judged guilty of violating the unjust Nuremberg Laws.

COMPREHENSION:

Anticipatory Set: The students will read the following statement by Martin Niemoller:

“In Germany, they came first for the communists, and I didn't speak up because I am not a communist. Then, they came for the Jews and I didn't speak up because I was not a Jew. Then, they came for the trade unionists, and I didn't speak up because I was not a trade unionist. Then they came for the Catholics, and I didn't speak up because I was a Protestant. Then, they came for me and by that time, no one was left to speak up.

The students will rewrite Niemoller's statement using unpopular groups in our society today.

APPLICATION:

Anticipatory Set: The teacher will read a portion of the Pope's speech in which he apologizes for the lack of Church involvement in opposing the Holocaust.

The students will use the statement to discuss how this shows a change in the attitude of the Church over the last 50 years.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

The students will compare and contrast the attitude of the Church toward totalitarian regimes of the 1930s and 1940s with the attitude of the Church toward totalitarian regimes of the 1980s and 1990s.

INDIVIDUAL JOURNAL ASSIGNMENT:

The students will write a letter to the Pope as if they were Jewish, either accepting or rejecting his apology.

HOMELINK:

The students and parents will discuss an apology that the parents refused to accept.

STATE STANDARD: **Language Arts:** **II.E, III.D and IV.I**
Social Studies: **10.2.13, 10.2.15, and 10.6.13**

10. **AESTHETIC NEEDS**

KNOWLEDGE:

Anticipatory Set: The students will view a clip from *Schindler's List*, which shows Spielberg's decision to use or not to use colorization.

The students will describe how color and symbolism communicates mood to an audience.

COMPREHENSION:

Anticipatory set: The students will examine examples of Nazi Architecture.

The students will explain Speer's choice of symbols in Nazi architecture.

APPLICATION:

The students will design a work of art incorporating three or more of symbols of Nazi nationalism.

SCHOOL-TO-CAREER/TECH PREP LINK:

The students will research the educational requirements for becoming an architect.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: The students will examine photographs of Farben-manufactured crematory ovens.

The students will explain several of the moral dilemmas an architect might encounter when faced with the realization the product which he is to design is to be used for inhumane purposes.

INDIVIDUAL JOURNAL ASSIGNMENT:

The students will write a journal entry explaining the moral responsibility an architect would have for the use of his designs.

HOMELINK:

The students will interview their parents or grandparents on the most inspiring architecture that they have ever seen.

STATE STANDARD: **Language Arts:** **I.A, II.C III.D and IV.I**
Social Studies: **10.2.13, 10.2.18, 10.6.3 and 10.7.1**

11. **RELIGION/PHILOSOPHY/LEARNING**

KNOWLEDGE:

Anticipatory Set: The students will view a scene from Schindler's List in which a Jewish couple is married. The teacher will read the following quote by Elie Weisel from Night " I spent most of my time talking to God more than to people."

The students will list religious traditions that they share with their family.

COMPREHENSION:

The students will explain the importance of religion in the lives of the Jews while they were held in the concentration camps.

APPLICATION:

Anticipatory Set: The students will consider the following quote from Elie Wiesel, "We studied the five books of Moses (the Pentateuch) and then, again, Talmud and Hasidic stories. . . They, of course, had a lasting influence on me. Secular literature? We had to go to school, so we went to school too, but I received the main impact from my religious schools as a child."

The students will relate this quote to their personal educational background.

MULTICULTURAL LINK:

The students will demonstrate an artifact that is related to their religion (i.e., a crucifix or a yarmulka).

MATHEMATICS LINK:

The students will graph the current percentages of followers for the various religions of the world. The students will prepare a separate list showing the religious make-up of the citizens of Germany today. The students will compare these lists to those at the time of the Holocaust.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: Dietrich Bonhoefer was a German Lutheran who died a martyr rather than leave Germany. The teacher will read an excerpt from Bonhoefer's writings, which supports his belief that as a religious leader he had an obligation to stand against the moral injustice of the Holocaust. The students will defend Bonhoefer's religious opposition to the Nazis.

INDIVIDUAL JOURNAL ASSIGNMENT:

The students will choose a current person who has drawn criticism for religious reasons. The students will write a journal entry opposing this person for religious reasons.

HOMELINK:

The students will discuss with a parent recent religious turmoil in the world and the significance that it has on global issues.

STATE STANDARD:**Language Arts:****I.A, II.C, III.D and IV.I****Social Studies:****10.2.13, 10.2.18, 10.6.13 and 10.7.1**12. **TOLERANCE****KNOWLEDGE:**

Anticipatory Set: The students will view the scene in *Schindler's List* in which the Jews were escorted from their homes and apartments to the Ghetto. This particular scene shows a German child screaming and throwing things at the exiting Jews.

The students will list the dehumanizing things that were done to the Jews in that particular scene.

COMPREHENSION:

The students will account for the behavior of the German child towards the Jews.

APPLICATION:

The students will relate the attitude of this German child to the attitudes of some people towards groups persecuted in contemporary society.

HIGHER ORDER THINKING SKILLS (H.O.T.S.)

Anticipatory Set: The students will be shown film clips of police brutality during the Civil Rights era and the film clip from *Schindler's List* in which the Jews were being escorted from the ghetto as part of the final solution.

The students will compare and contrast the methods used by Southern law enforcement during the Civil Rights movement with the methods used by SS officers during the ghetto evacuation.

INDIVIDUAL JOURNAL ASSIGNMENT:

The students will write a journal entry as a German Jewish student recounting the forced movement from their home to the ghetto.

HOMELINK:

The students will interview a parent concerning their memories of the brutality of Southern law enforcement officers during the Civil Rights Movement.

STATE STANDARD: **Language Arts:** **I.I, II.E, V.A and IV.I**
Social Studies: **10.2.13, 10.2.18, and 10.6.13**

13. **RESPONSIBILITY**

KNOWLEDGE:

Anticipatory Set: The students will view selected scenes from *Judgement at Nuremberg*. The students will list the crimes for which these defendants were accused.

COMPREHENSION:

The students will select and defend one of the accused based upon evidence presented in the actual trial transcript.

APPLICATION:

The students will predict the verdict of a jury composed of (a) Jews, (b) German citizens, or (c) American citizens after hearing the testimony submitted during the Nuremberg trials.

MATHEMATICS LINK:

The students will create a pie chart depicting the number of people indicted for war crimes, the number of people convicted of war crimes and the number of people sentenced to death for war crimes.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: The students will be given a list of seven (7) groups or individuals that could be held responsible for the atrocities surrounding the Holocaust, including the Catholic Church, the Jews themselves, German Protestants, other European and world leaders, German industrialists, high-ranking Nazi personnel and members of the party, and German citizens.

The students will list the individuals or groups in the order, from greatest to least, of those responsible for the atrocities surrounding the Holocaust. The students will defend the order, which they selected.

INDIVIDUAL JOURNAL ASSIGNMENT:

The students will write a letter to the person or group most responsible for the Holocaust condemning their complicity.

HOMELINK:

The students will interview a grandparent or older community member about their feelings when they first heard about the Holocaust.

STATE STANDARD: **Language Arts:** **I.A, I.C. II.C and IV.I**
Social Studies: **10.2.18, 10.2.19, 10.6.13, and 10.7.1**

14. **DAILY LIFE**

KNOWLEDGE:

Anticipatory Set: The teacher will read an account from an actual Auschwitz survivor on the daily routine at the camp. **South Carolina Voices: Lessons from the Holocaust*, 1995.

The students will prepare an outline showing the routines as a typical day progressed at the camp.

COMPREHENSION:

The students will give specific examples of events, which were particularly dehumanizing or fear inducing.

APPLICATION:

Anticipatory Set: Same anticipatory set as above and a caloric chart.

The students will prepare a chart showing the average caloric consumption on a typical day at Auschwitz compared to an average caloric intake for a day in their own lives.

SCHOOL-TO-CAREER/TECH PREP LINK:

The students will review federal guidelines, which protect Americans in the workplace. Special attention will be paid to (1) the established minimum wage, (2) maximum work hours, and (3) required break times.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: The teacher will read an account from an actual Auschwitz survivor and a separate account from an actual Skarzysko (Polish Work Camp) survivor.

The students will compare and contrast daily life in these two facilities.

INDIVIDUAL JOURNAL ASSIGNMENT:

The students will prepare two journal entries. The first entry will be for a typical day in their own lives; the second entry will be for a person their own age "living" at Auschwitz.

HOMELINK:

The students will interview a person living in their own community who has served jail or prison time and prepare a schedule of their daily routine during their incarceration.

STATE STANDARD:	Language Arts:	I.A, I.I, II.C, III.D, IV.I and V.A
	Social Studies:	10.2.13, 10.2.14, 10.2.15, 10.2.16, 10.2.18, 10.2.19, 10.3.1, 10.6.3, 10.6.13, and 10.7.1

15. **HISTORY AND POLITICS**

KNOWLEDGE

Anticipatory Set: The students will view Adolf Hitler speaking in *Triumph of the Will* or in *Indiana Jones and the Last Crusade*. The teacher will present information about the Treaty of Versailles.

The students will list 6 punishments inflicted on the German people as reparations for initiating and carrying out World War I (i.e. confiscation of transport, money owed to nations harmed).

COMPREHENSION

Anticipatory Set: The teacher will explain how the punishment of the German people led to weaknesses within the Weimar Republic and how Hitler used the reparations and Great Depression to unite Germans against the non-Aryans.

The students will explain how Hitler united the Germans.

APPLICATION

Anticipatory Set: The students will view the film clip from the Discovery Channel's *Final Solution* in which the German doctor presents reasons for the elimination of the mentally and physically impaired for their own good and for the good of the German economy.

The students will produce an outline of the steps, which defined the Final Solution.

MULTICULTURAL LINK

The students will read a letter to President Harrison from General Sheridan in which he says "manifest destiny of the United States will never be reached unless I can cleanse the earth of the Indians. The only good Indian is a dead Indian." The students will watch a film clip of Candace Bergen in *Soldier Blue* or Dustin Hoffman in *Little Big Man*.

HUMANITIES LINK

The teacher will invite a prison camp survivor or European theatre veteran to discuss what it was like to live in or liberate a prison camp. The teacher will show clips from *Survivors of the Holocaust* where the survivors tell stories of liberation.

HIGHER ORDER THINKING SKILLS (H.O.T.S.)

Anticipatory Set: The students will view a clip from *The Sound of Music* where Rolf is telling Lisel that he has joined the Nazi Party.

The students will compose a letter from Rolf three years later informing Lisel that the elimination of her cousin with cerebral palsy was for the glory of the Third Reich.

HOMELINK

The students will ask their parents if the Nazi's would have exterminated anyone in their extended family.

STATE STANDARD: **Language Arts:** **II.E, III.D, and IV.I**
 Social Studies: 10.2.2 and 10.6.4

16. **VISUAL ARTS**

KNOWLEDGE:

Anticipatory Set: The teacher will show a clip from "Life is Beautiful" where the son is rescued by the Allies.

The students will list the dates each concentration camp was liberated. The students will describe the feelings that the Holocaust survivors could have had at that moment when they realized they were free.

COMPREHENSION:

The students will estimate the number of Holocaust victims who died after the Allied liberation.

Students will compare this number with the number who died in the camps prior to liberation.

The students will compare the Allies' treatment of the SS following the war with the treatment of Jews by the SS during the war.

APPLICATION:

Anticipatory Set: The teacher will show examples of Germany propaganda posters and examples of United States propaganda posters.

The students will create visual propaganda for both Germany and the United States during World War II.

The students will create visual propaganda for the United States military today.

MULTICULTURAL and/or ESL and/or BILINGUAL LINK:

The students will predict the effectiveness of the poster.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: The students will watch a video of one of Hitler's speeches.

The students will create a ten-minute news segment summarizing the Allied movement into the camps recounting the scenes they witnessed.

The students will explain the implications of this entrance on the SS, American soldiers and the Holocaust victims themselves.

INDIVIDUAL JOURNAL ASSIGNMENT:

The student will construct a journal entry on what it would take to convince them to answer their country's call.

HOMELINK:

The students will ask their parents to describe items of propaganda from the parents' childhood. The student and parents will discuss the effectiveness of the various types of propaganda.

STATE STANDARD: **Language Arts:** **II.E, III.D, IV.B and IV.I**
 Social Studies: **10.2.2 and 10.6.4**

17. **MUSIC AND FINE ARTS**

KNOWLEDGE:

Anticipatory Set: The students will listen to an excerpt from The Story of Yiddish Folksongs by Ruth Rubin.

The students will list five American Folk Songs.

COMPREHENSION:

The students will read the poem, "To the Little Polish Boy Standing with His Arms Up," by Peter Fischl.

The students will participate in a chorale performance of the poem with movement for emotional impact.

APPLICATION:

Anticipatory Set: The students will listen to the song, "White Christmas," by Bing Crosby.

The students will compose a morale boosting song for their generation.

MULTICULTURAL and/or ESL and/or BILINGUAL LINK:

The students will present a protest song or protest poem from their culture.

SCHOOL-TO-CAREER/TECH PREP LINK:

The students will brainstorm a list of careers that require "morale booster" traits.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: The students will listen to several Negro spirituals.

The students will compare the tone of several Negro spirituals with the tone of the Jewish concentration camp marching songs.

INDIVIDUAL JOURNAL ASSIGNMENT:

The students will prepare a journal entry on the following topic: "Should your religion be threatened, what song of faith you would cling to and why?"

HOMELINK:

The students will ask their parents about particular morale boosting songs from their parents' teenage years.

MORAL/ETHICAL/SPIRITUAL REASONING AND DILEMMAS

1. **Producing, Exchanging, and Distributing** [Economics]
DILEMMA: Your major competition in business is Jewish. If he is forced to close, your family will be able to survive. Do you turn him into the Gestapo?
2. **Transportation**
DILEMMA: As a train employee, you know that leaving random cars unsecured may get you into trouble. You also know that some Jews escaping will be shot. Do you leave doors unsecured to save some and possibly risk yourself?
3. **Communications**
DILEMMA: You are one of Hitler's aides but sympathize with the prisoners. As the Allies approach the camps, Hitler tells you to send a message to the camps telling them to exterminate everyone. Do you send the message?
4. **Protecting and Conserving**
DILEMMA: You are the landlord of an apartment building. You have evicted the Jewish family who lived in 2C. One day, the Gestapo arrives and states that there are still Jews living in the building. You discover that your wife allowed the Jewish family to stay. The troopers say that she must be punished.
Do you let her take the heat?
5. **Providing Education**
DILEMMA: You are a German history professor at a university in 1938. You realize what is going to happen from listening to the propaganda. Do you warn your students knowing that some of them ascribe to the Nazi beliefs and might turn you in?
6. **Making and Using Tools and/or Technology**
DILEMMA: You are working on the Atom bomb. You discover the United States plans to use it in populated areas. Knowing the destructive effects of the bomb as well as the fact that it could end the war; do you delay its construction or speed it up?
7. **Providing Recreation**
DILEMMA: You are the Jewish mother of three young children who have been forced into an underground shelter to prevent discovery. Your children are climbing up the walls to play outside. Knowing that there are SS troops in the city, do you take them out tonight or not at all?
8. **Organizing and Governing**
DILEMMA: The principal of your school declares that students must wear school uniforms to prevent violence from occurring. Knowing that uniforms would cut down on the problems at school, you are hesitant because it threatens your individuality.
9. **Moral, Ethical, and Spiritual Behavior**
DILEMMA: Your good friends are Jewish and will be taken away unless you hide them. If they are found, you will all be punished. Do you hide them?
10. **Aesthetic Needs**
DILEMMA: You are a Jewish artist asked to do Nazi propaganda posters. You know if you refuse, you will be sent to the camp. You are very talented. If you consent, you will help the cause of the Reich. What do you do?

**PRODUCTIVE THINKING SKILLS
DIVERGENT/CREATIVE THINKING**

1. **BRAINSTORM MODEL**

- A. BRAINSTORM ALL OF THE _____:
AHA #1. Ways to combat the Nazis.
AHA #2. New inventions which could be used for war.
AHA #3. Ways in which people were imprisoned.
AHA #4. Aspects of culture.
AHA #5. Methods for isolating people.
AHA #6. Uses for a crematorium after the war.
AHA #7. Things to do to occupy your time in a camp.
- B. BRAINSTORM AS MANY _____ AS YOU CAN THINK OF.
AHA #8. Persecuted minority groups
AHA #9. Reasons as you can to put others needs above your own
AHA #10. Abstract pleasures
AHA #11. Religious rules
AHA #12. People, which you have persecuted
AHA #13. Excuses for persecuting people
AHA #14. Different activities you enjoy
- C. HOW MANY WAYS CAN YOU COME UP WITH TO _____?
AHA #15. Perform acts of genocide
AHA #16. Visually express an idea
AHA #17. Show the pain of the Holocaust

2. **VIEWPOINT MODEL (Human or Animate) (Use Cultural Literacy Terms)**

- A. HOW WOULD _____ LOOK TO A (N) _____?
AHA #1. Cattle cars Gentile
AHA #2. Rescuer Jew
AHA #3. Yiddish (sound) German
AHA #4. Menorah Anne Frank
AHA #5. Star of David Himmler
AHA #6. A Bakery Oven Holocaust Survivor
AHA #7. Death camp Olympic athlete
AHA #8. einsatzgruppen headstone in a cemetery
- B. WHAT WOULD A _____ MEAN FROM THE VIEWPOINT OF A(N) _____?
AHA #9. Crematorium bird
AHA #10. Tattoo modern teenagers
AHA #11. Star of David Christian
AHA #12. Pink triangle homosexual
AHA #13. Democratic election Adolf Hitler
AHA #14. Torah Rabbi
AHA #15. Death camp American student
AHA #16. Swastika racist
AHA #17. Yiddish folksong Eva Braun
- C. HOW WOULD A CONCENTRATION CAMP SURVIVOR VIEW _____?
1. Gucci Shoes
2. Beverly Hills
3. An All-You-Can Eat Buffet
4. The Holocaust Memorial
5. A view of the sunrise through barbed wire

6. Germany

3. **INVOLVEMENT MODEL (Personification/Inanimate object brought to life)**

A. HOW WOULD YOU FEEL IF YOU WERE__?

- AHA #1. Food server in a concentration camp
- AHA #2. A railroad engineer transporting Jews to the concentration camp
- AHA #3. Radio engineer transmitting Hitler's speeches
- AHA #4. Dedicating a Holocaust memorial
- AHA #5. A Jewish author of a book being burned by the Germans
- AHA #6. A scientist developing a poisonous serum
- AHA #7. A Jewish child no longer allowed outside the Ghetto

B. IF YOU WERE A _____, WHAT WOULD YOU (SEE, TASTE, SMELL, FEEL)?

- AHA #8. SS guard at a concentration camp sees
- AHA #9. German pastor feel
- AHA #10. German artist see
- AHA #11. Jewish rabbi hear
- AHA #12. Jewish child wearing a Star of David hear
- AHA #13. SS officer feel
- AHA #14. Crematorium worker smell

C. YOU ARE A _____. DESCRIBE HOW IT FEELS.

- AHA #15. Allied liberator
- AHA #16. Jewish painter
- AHA #17. Hitler's favorite conductor

4. **CONSCIOUS SELF-DECEIT MODEL**

A. SUPPOSE _____. WHAT _____.

- AHA #1. The A-Bomb was completed earlier would have happened
- AHA #2. You could fly over a concentration camp would you see
- AHA #3. You possessed telepathy was Hitler thinking
- AHA #4. The Jews fought back would the Germans have done
- AHA #5. You were a teacher would you have taught
- AHA #6. You invented a peacekeeping machine would you have done with it
- AHA #7. You were a child at Auschwitz games would you have played
- AHA #8. Hitler had been assassinated would the Germans have done
- AHA #9. You had been a publisher would you do with *Mein Kampf*

B. SUPPOSE YOU HAD ALL THE _____.

- AHA #10. Greatest architects in Germany How could you have used them?
- AHA #11. All the German cardinals How could you have used them?
- AHA #12. Religious leaders of the world in on room How could you have used them?
- AHA #13. All the world leaders in a room How could you have used them?
- AHA #14. An unlimited supply of food How could you have used it?
- AHA #15. Unlimited power How could you have used it?
- AHA #16. Greatest artists in Germany How could you have used them?
- AHA #17. Finest musicians in Germany How could you have used them?

5. **FORCED ASSOCIATION MODEL (Use cultural literacy terms here)**

A. HOW IS (ARE)_____ LIKE _____?

- AHA #1. Jewish workers money
- AHA #2. A train of Jews a storm

AHA #3.	Ghetto	gossip
AHA #4.	Holocaust Memorials	Neosporin
AHA #5.	Hitler Youth	Boy Scouts
AHA #6.	Hitler on the Radio	the KKK on the Internet
AHA #7.	Forced marched	a marathon

B. GET IDEAS FROM _____ TO IMPROVE _____.

AHA #8.	Fascism	democracy
AHA #9.	Mother Theresa	Adolf Hitler
AHA #10.	Modern advertising	Nazi Propaganda
AHA #11.	Judaism	everyday life
AHA #12.	Martin Luther King, Jr.	Race relation
AHA #13.	Hammurabi's Code	the Nuremberg Laws
AHA #14.	Your mother	your friendships

C. I ONLY KNOW ABOUT _____. EXPLAIN _____ TO ME.

AHA #15.	Democracy	fascism
AHA #16.	Pornography	degenerate art
AHA #17.	Rap	Wagner

6. REORGANIZATION MODEL

A. WHAT WOULD HAPPEN IF _____ WAS TRUE?

AHA #1.	The argument supporting slave labor
AHA #2.	Rumors about what the trains were carrying
AHA #3.	The rumors we heard about Hitler's death
AHA #4.	The rumor about Hitler finding the Ark
AHA #5.	The rumors discounting the Holocaust
AHA #6.	The rumors about Farben going out of business
AHA #7.	The rumors about American soldiers playing on the beach

B. SUPPOSE _____ (HAPPENED)
WHAT WOULD BE THE CONSEQUENCES?

AHA #8.	Hitler died
AHA #9.	The Pope placed interdict on Germany
AHA #10.	The Germans ran out of yellow cloth
AHA #11.	The Jewish religion IS the only true religion
AHA #12.	Refused to support Hitler
AHA #13.	Hitler was not really responsible
AHA #14.	The German government did not control what its people heard and read

C. WHAT WOULD HAPPEN IF THERE WERE NO _____ ?

AHA #15.	Nazis
AHA #16.	Artists
AHA #17.	Musicians

CULTURAL LITERACY/SPELLING LIST

1939-1945	Auschwitz	Confiscate
Acculturation	Braun, Eva	Conformity
Annihilation	Captivity	Covenant
Anti-Semitism	Chosen people	Cruel and unusual punishment
Aryan Race	Churchill, Winston	Dachau
Atrocities	Concentration camps	Death camps

Dictatorship	Internment	Scapegoat
Discriminate	Jewish	Semitic
Eisenhower, General	Judaism	Stalin, Joseph
Ethical	Kosher	Star of David
Ethnic	Liberation	Stereotype
Ethnocentrism	Jew	Survival
Euthanasia	Judaism	Swastika
Exodus	Luftwaffe	Systematically exterminated
Extinct	Master race	Talmud
Final Solution	Mengela, Joseph	Ten Commandments
Frank, Anne	Menorah	Third Reich
Gentile	Nazis - Nazism	Torah
Genetics	Nuremberg	Victim
Genocide	Oppressor	Wagner, Richard
Germany	Passover	World War II
Gestapo	Persecuted	Zionism
Ghetto	Police state	
Hebrew	Prejudice	
Himmler, Heinrich	Propaganda	
Hitler, Adolf	Racism	
Holocaust	Relocation	
Homosexuality	Reparations	
Human rights	Rescuer	

RESOURCES

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Educational Films/Videos

Schindler'List
Life Is Beautiful
Sound of Music
Three Kings
Jacob the Liar
Yentl
Fiddler on the Roof
Playing for Time
Final Solution
Survivors of the Holocaust
Children Remember the Unthinkable
The Day the Clown Cried

Art Work

Selections from "Jansen's History of Art"
 The Paintings of Survivor Jan Komski

Music

"Memories"
 "Tannhäuser"
 "Jewish Folksongs"
 "Leavin' on a Jet Plane"

Resource People/Mentors

Henry S. Allen Sr.
 Leah F. Chase
 Robert L. Dreyfus
 Monroe Fink
 Claude Hipp
 Pincus Kolender
 Raymond Schilds
 Rose Shames
 Selden Smith, Ph.D.
 Bill Stern
 Sam Tenenbaum
 Latta Thomas
 Rabbi Sanford T. Marcus
 Linda Scher

Robert Herzstein, Ph.D.

Beth Shalom Synagogue
Tree of Life Synagogue
The Death Camps of Europe
C.A.N.D.L.E.S Memorial Museum

Field Trips

National Holocaust Memorial
South Carolina Holocaust Memorial

Other Material (CD-ROM, Laser Disc, Internet sites, etc.)

<http://www.friends-partners.org/partners/beyond-the-pole/eng-captions/54-5.html>

Poster of Jewish Symbols

www.bulldogs.net/issues_ford_suit

Ford Company

<http://fcit.coedu.usf.edu/Holocaust/>

A teacher's Guide to the Holocaust

<http://www.yadvashem.org>

Yad Vesham The Holocaust Martyrs' and Heroes

http://www.lastexpression.northwestern.edu/index2_frameset.html

The last expression of the Holocaust

<http://www.remember.org>

A Cybrary of the Holocaust

<http://www.fmv.ulg.ac.be/schmitz/holcaust.html>

Holocaust Picture Exhibition

<http://aish.com/holocaust/>

Understanding the Holocaust

<http://www.holocaust-history.org>

The Holocaust History Project

<http://www.pbs.org/daringtoresist/>

Daring to Resist-3 young girls face the Holocaust

<http://www.english.upenn.edu>

Literature of the Holocaust

<http://www.webster.edu/>

Holocaust and Genocide Studies

<http://www.us-isreal.org/jsource/holo.html>

The Jewish Virtual Library

<http://members.aol.com/elvissb/always.html>

Always Remember

<http://www.euyronet.nl/users/jbo/holocaust.html>

Do You Know? Will You Remember? *Book Reviews for Young Adults

<http://www.annefrank.com>

Anne Frank online

<http://www.ushmm.org>

United States Holocaust Memorial Museum

<http://www.pbs.org/fromswastickatojimcrow>

From the Swastika to Jim Crow PBS

<http://www.holocaustchronicle.org>

The Holocaust Chronicle

<http://www.holocaustechoes.com>

Echoes of the Holocaust

www.billwilliams.org/holocaust

www.fcit.coedu.usf.edu/holocaust/arts/art.htm

www.calvin.edu/academic/cas/gpa/ww2era

<http://www.nyu.edu/projects/hvt/>