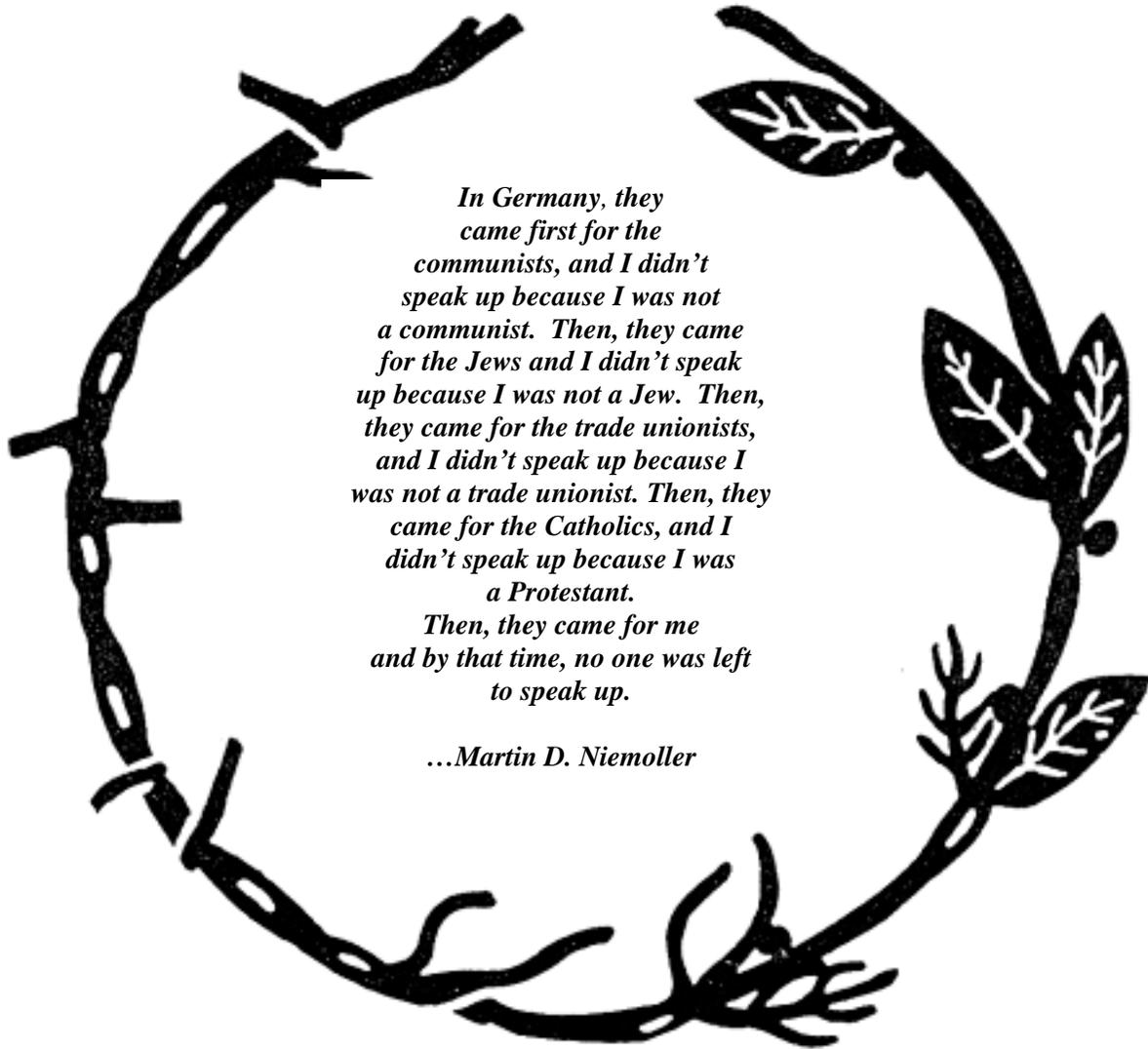


YES, VIRGINIA, THERE WAS A HOLOCAUST:

IS ANYONE OUT THERE?



In Germany, they came first for the communists, and I didn't speak up because I was 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.

...Martin D. Niemoller

***An integrated, interdisciplinary examination of persecution during World War II.
Eighth Grade***

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Unit Title:
Yes, Virginia, There Was A Holocaust: Is Anyone Out There?
An Integrated, Interdisciplinary, Thematic Examination of Persecution During World War II.

OVERVIEW

I. CONTENT

The Jewish Holocaust and United States Japanese detainment camps of World War II and similar events before and since certainly represent low-water marks in human behavior. All such persecutions find their roots in prejudice, nationalistic fervor, and the like. As George Santayana said, "Those who cannot remember the past are condemned to repeat it." As the 20th century proceeded there seemed to be a decline in such outlandish occurrences of large-scale persecution. In recent years in the Western world, more and more allegations have arisen that the Holocaust never existed. One of the purposes of this unit is to present and uncover factual information which, for our students, will cause them to learn of an actual factual event, giving them the knowledge to potentially reject the hoax allegations.

II. PROCESS

The many facets of prejudice and persecution will be explored from foundational to upper-level thinking. Careful planning has occurred that provides background experiences and information necessary to rise to higher order thinking skills. A balance between academic and divergent/productive thinking skills has been a goal. Activities encourage a student's strength of one domain yet require the student to develop/explore in what may not be his/her strength.

III. PRODUCT

After completing this unit students will be aware of the Holocaust and the Japanese internment in America. After considering recent examples of man's inhumanity to man students will realize that unrecognized mistakes are often repeated. Students will also learn about the role of tolerance in a multicultural world.

Unit Overview

GOAL 1: To learn of the events, causes, and outcomes of persecution of persons suffering at the hands of the Axis Powers of W.W.II and the United States to Japanese Americans.

GOAL 2: To experience appropriate literature, poetry, music, art, dance, and media as vehicles of authentic learning.

GOAL 3: To relate the experiences of persecuted persons to the students' present day experiences and current events.

I-SEARCH INDEPENDENT RESEARCH PROJECTS

1. PARADOXES

You are the President of the United States and your policy is against Hitler's concentration camps. The issue of Japanese internment camps arises in a press conference. Be prepared to defend your policy in a two minute defensive argument.

2. ATTRIBUTES

Think about the individuals who hid the Frank family in the "Diary of Anne Frank." Describe these individuals summarizing their personal qualities.

3. ANALOGIES

Compare the Japanese American internment camps to the Nazi concentration camps. Develop a thematic art gallery about these camps.

4. DISCREPANCIES

Prepare a debate between revisionist historians and traditional historians over the issue of the existence of the Holocaust.

5. PROVOCATIVE QUESTIONS

Recently released information proves that the American government knew about the concentration camps. Write an editorial defending our behavior at that time.

6. EXAMPLES OF CHANGE

How is Judaism changed completely by the Holocaust? E.g. politics, personal, social, religious.

7. EXAMPLES OF HABIT

As a result of over six million people dying, many whom wanted to leave but had no place to go, create a petition stating your opinion on immigration quotas.

8. ORGANIZED RANDOM SEARCH

Research the conditions of a typical concentration camp and rewrite the Ten Commandments for a prisoner or a German S.S. soldier.

9. SKILLS OF SEARCH

Describe medical research which was performed on prisoners and give your opinion. Develop a news clip in the style of Edward R. Murrow.

10. TOLERANCE FOR AMBIGUITY

Why were the German Jews and the Japanese Americans relatively passive regarding their plight? Write a slogan which provided them with their inner strength.

11. INTUITIVE EXPRESSION

Write a poem from a child's point of view as you board one train and your parents and siblings board another train heading for concentration camps.

12. ADJUSTMENT TO DEVELOPMENT

You are the United States ambassador to the United Nations. Present your strategic plan to the General Assembly towards Bosnia or other possible holocausts in the world.

13. STUDY CREATIVE PEOPLE AND PROCESS

Analyze the traits of German composers, artist, or government officials. Make a collage or mobile demonstrating personality traits of creativity.

14. EVALUATE SITUATIONS

What if the Japanese Americans were not put in concentration camps and were actually helping Japan? Summarize the consequences of this situation.

15. CREATIVE READING SKILL

After reading the "Diary of Anne Frank," "Bury My Heart at Wounded Knee," and viewing "Killing Fields Underfire," read the biblical account from Luke of Harod ordering the killing of first-born Jewish children. If genocide of the people has been common throughout history, why was the Holocaust so horrific in its scope. Write a poem using a different stanza for each holocaust ending with the W.W.II Holocaust as the most tragic to tie your poem together.

16. CREATIVE LISTENING SKILL

Listen to Billy Joel's "We Didn't Start the Fire" and rewrite the song concerning prejudices and persecution throughout history.

17. CREATIVE WRITING SKILL

Write a newspaper dated 1940-1945. Choose your specific date and base it in Germany. Include front page, editorials, obituaries, advertisements, and cartoons.

18. VISUALIZATION SKILL

Show your rage towards concentration camps by the creation of a sculpture and be prepared to explain it to the class.

ANALYZING HUMAN ACTIVITIES (AHA!)

1. Producing, Exchanging, and Distributing (Economics)

KNOWLEDGE: After reading "Storming to Power" by Virginia Alexander, pp. 37-47, and while listening to "Brother, Can You Lend Me a Dime?" list five examples of the economic conditions that existed between W.W.I and the start of W.W.II (e.g. hunger).

COMPREHENSION: Using the above list of economic conditions, write a letter explaining your family's lifestyle between W.W.I and the start of W.W.II (e.g. high unemployment).

APPLICATION: After viewing a video clip of Hitler speaking to a crowd and considering the economic conditions, prepare an editorial essay reflecting the feelings of the German people towards Hitler (e.g. awestruck by his charisma).

HIGHER ORDER THINKING SKILLS: After viewing the clip where the Music Man comes to town from "The Music Man," create or compose a persuasive presentation to convince the German people that you alone have the solution to their economic challenges (e.g. you have many new economic plans).

2. Transportation

KNOWLEDGE: After viewing "Transportation Revolution: Story of America's Growth," label the types of transportation available in the 1930's in a detailed illustration (e.g. steamship).

COMPREHENSION: Explain why transportation over distances and borders was difficult in the 1930's (e.g. quotas). Discuss and then view "Diamonds of the Night."

APPLICATION: Prepare in a diary entry why your family did not flee to a safe environment (e.g. family discussion).

HIGHER ORDER THINKING SKILLS: After viewing the escape at the end of "The Sound of Music" and using world maps, plan an escape route using at least two forms of transportation and include a realistic destination (e.g. bicycles).

3. Communications

KNOWLEDGE: After examining magazine advertisements students will list the seven types of propaganda (e.g. name-calling, faulty cause and effect).

COMPREHENSION: Students will give examples of propaganda they have observed in everyday life (e.g. name-calling).

APPLICATION: Produce an advertisement that demonstrated one or more of the propaganda techniques (e.g. a food can make you smart).

H.O.T.S.: After viewing 12 minutes of "And Nothing But the Truth," rewrite your own ending in a film.

4. Protecting and Conserving

KNOWLEDGE: After hearing a survivor, students identify the traditions and experiences which have been preserved since the Holocaust.

COMPREHENSION: Considering this quotation from George Santayana, "Those who cannot remember the past are condemned to repeat it," react to this quote in a written theme relating it to another time and place in history or current events (e.g. Bosnia).

APPLICATION: Adopt a holiday, event, or family tradition that would be special to you if you were removed as the Japanese and Jews were and describe this in a letter to a friend.

H.O.T.S.: After talking to your parents and researching your family history, compile a family tree and beside each person on the tree list three words to describe that person so you can remember them (e.g. mother, loving, kind, short).

5. Providing Education

KNOWLEDGE: After reading "Manzanar" pp. 107-114, define the state of education in the camps (e.g. teachers and lack of equipment).

COMPREHENSION: It was illegal to have Japanese teachers or speak Japanese at the internment camps. Debate whether this was fair to do to the Japanese.

APPLICATION: Considering the large number of Spanish speaking students in the United States today, develop an oral defense that demonstrates why or why not schools should offer bilingual education.

H.O.T.S.: After reading "Manzanar" pp. 107-114, compose a speech that you would deliver as class valedictorian of the first class of Japanese students at Manzanar (e.g. what does their future hold?)

6. Making Tools

KNOWLEDGE: After viewing "Time Life Series World War II: Weapons," name and list new inventions of destruction that were used against the Allied Powers and civilians by the Axis Powers: e.g. zyklon B.

COMPREHENSION: After reviewing the design and structure of a typical concentration camp, design a labeled diagram which explains the function and purpose of each area: e.g. "reception area," "showers."

APPLICATION: After reviewing the available tools and communication devices available at the time, plan and justify the supplies and materials you would use to plan for a family's two year effort to hide out in the Warsaw ghetto. Display this plan in a diorama (e.g. short wave radio).

H.O.T.S.: After reviewing the German's system of collection and transportation of civilian prisoners, be award that transportation played a key role in the Holocaust. Acting as if you were a leader of an active Jewish resistance movement in Poland in 1943, prepare and summarize a plan to disrupt the German's concentration camp system. Plan to hold a "press conference" with your key leaders: e.g. destruction of strategic railroad bridges.

7. Providing Recreation

KNOWLEDGE: Talking with your friends, identify your forms of recreation and tell what you gain from each one: e.g. baseball, respect. Bring a picture of you doing this recreation and make a photo essay,

bring in a musical instrument and demonstrate, bring a model and explain, or bring a collection and describe: e.g. team picture from baseball.

COMPREHENSION: After reading excerpts from "Diary of Anne Frank," demonstrate through a skit how the children entertained themselves.

APPLICATION: After reading "Diary of Anne Frank," predict what Anne Frank would have liked to do if she were not confined: e.g. go to the ice cream store.

H.O.T.S.: After reading "Diary of Anne Frank," make toys, games, musical instruments, or gifts from available materials in your home: e.g. drum or game board.

8. Organizing and Governing

KNOWLEDGE: After reading "Diary of Anne Frank," and while listening to John Denver's song, "I Want to be Free," students will name the freedoms which Anne Frank lost before going into hiding: e.g. loss of her bike. Reproduce these freedoms on a project cube.

COMPREHENSION: Imagine that you are being persecuted and give examples of how your life would change when you lose certain freedoms: e.g. strict curfew. Act this out in a play.

APPLICATION: Before and after hearing a local police officer speak to your class, students will rate local laws and ordinances governing minors and will display these results in a graph: e.g. curfew.

H.O.T.S.: After hearing the police and reviewing the Bill of Rights, make a new law for your community. It must be consistent with the Bill of Rights: e.g. limiting number of pets per household.

9. Moral, Ethical, and Religious Behavior

KNOWLEDGE: After participating in scapegoat activity where privileges or candy are given to a select few based on criteria such as blue eyes or wearing sneakers, make a feelings wheel word or deed. (Victims usually cannot fight back, for scapegoats are usually members of vulnerable minority groups. The essential cowardice of scapegoating is illustrated by the persecution of the Salem witches, a small frail handful of people who could not fight back.)

COMPREHENSION: After reading the Statement by Martin Niemoller:

"In Germany, they came first for the communists, and I didn't speak up because I was 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."

Students are to paraphrase this statement and include their statement in a class mural.

APPLICATION: After observing student behavior and communicating with other group members, write a poem or song expressing your feelings about experiences you have observed or have happened to you which relate to the Statement by Martin D. Niemoller. The second stanza should include a description of what would have happened if someone had helped.

H.O.T.S.: After viewing "The Courage to Care," in regard to why we must remember the Holocaust, design your own Day of Remembrance. Plan the ceremony which can include art, poetry, and choral reading.

10. Aesthetic Needs

KNOWLEDGE: Thinking of your home, school, and city, brainstorm all the aesthetic elements in this environment.

e.g. statute

COMPREHENSION: After viewing pictures of Japanese internment camps and Jewish concentration camps, give examples of attempts to maintain an aesthetic environment (e.g. rock gardens in internment camps).

APPLICATION: If you were in a prison in a room or barracks, what would you do to maintain an aesthetic environment? Show this in a mobile: e.g. drawing on prison wall.

H.O.T.S.: After viewing examples of the ways different communities provide aesthetic environment, devise a plan to decorate the city square that would be offensive to no one: e.g. manger scene.

11. Social Studies

KNOWLEDGE: Using an atlas and your social studies book, label a map of pre-war Europe.

COMPREHENSION: Using an atlas and your social studies book, summarize the differences between your pre-war Europe map and a post-war Europe map.

APPLICATION: After reading magazine articles about new-nazism students will create a political cartoon that ties the current nazi movement to pre-war Germany.

H.O.T.S.: After reading the social studies chapter on W.W.II describe our lifestyle in journal format based on the assumption that Hitler won the war (e.g. churches).

12. Mathematics

KNOWLEDGE: After viewing the facts of relative speed of different types of transportation, identify in graph form the length of time necessary for intercontinental travel in 1940 and today: e.g. steamship vs. jet.

COMPREHENSION: Estimate the number of people that must die per day over the course of one year to show the elimination of six million people.

APPLICATION: Compute the actual number of people who would have to die per day over the course of one year and then over the course of four years assuming the massacre of six million people. You may use your calculators. Show your answers in a graph for a bulletin board.

H.O.T.S.: Using an Almanac, graph the relative death rates of the Jewish people compared to German soldiers killed in W.W.II. Put this in perspective in a written summary.

13. Science

KNOWLEDGE: Using "Time Life Series: World War," list five inventions of the 1930's which aided the Germans in their military success: e.g. zyklon B.

COMPREHENSION: List some of the sciences such as biology and chemistry and create a science fiction story showing how science can be used against mankind.

APPLICATION: Predict what would happen if Hitler had today's technology in 1940: e.g. atomic bomb.

H.O.T.S.: Using your science book and current journals, name a science which is too dangerous to pursue and write a pamphlet urging that it be discontinued.

14. Reading

KNOWLEDGE: After reading "Journey to Topaz" by Yoshiko Uchida, list the changes in life the Japanese Americans to be imprisoned during W.W.II in an editorial essay e.g. security.

COMPREHENSION: Defend the United States' position in forcing the Japanese Americans to be imprisoned during World War II in an editorial essay: e.g. security.

APPLICATION: After reading excerpts from "Hiroshima" by John Hersey, relate the concept of the concentration camp to the incineration of the city of Hiroshima in Japan from the atomic bomb. Present an oral debate with team members.

H.O.T.S.: After reading the "Diary of Anne Frank" and "The Upstairs Room," compare and contrast in a summary the situations of the Jewish children in the two different stories.

15. Language Arts

KNOWLEDGE: Using the Cultural Literacy list, select some unusual terms and invent three false definitions for that term. List those definitions with the accurate definition and attempt to stump the class in selecting the real definition: e.g. goosestep: 1. A dance from the thirties 2. The graceful flight of geese together 3. The stiff legged movement of German soldiers 4. The heroic actions of the resistance.

COMPREHENSION: Using the Cultural Literacy list, extend these terms into a crossword puzzle. Complete and trade with another student: e.g. chutzpah.

APPLICATION: Label a map with the names of the concentration camps and learn the correct pronunciations: e.g. Mauthausen

H.O.T.S.: Using a German and Japanese language book, learn the foreign equivalent for the English words war, love, justice, peace, hate, and prejudice. Categorize these terms on a chart and summarize any similarities and differences in these terms: e.g. love.

16. Art/Music or Fine Arts

KNOWLEDGE: After singing "White Christmas" which was written in 1942, write a song that a prisoner in concentration camps might have written: e.g. I'm dreaming of food and drink.

COMPREHENSION: Defend the required singing of the National Anthem to a Japanese internee in an oral defense: e.g. land of the free.

APPLICATION: Using paper mache, make death masks and paint them to display in the class.

H.O.T.S.: After reading the "Diary of Anne Frank" rewrite the ending and act it out for the class: e.g. they are rescued.

17. Physical Ed

KNOWLEDGE: Using a holiday book about Hanukkah, name the games, songs, and dances which are used for this celebration: e.g. dreidle.

COMPREHENSION: Demonstrate and teach to the class a game, song, or dance from the Jewish faith: e.g. hora.

APPLICATION: Using the home economics room and equipment, cook a Jewish, German, or Japanese meal: e.g. sushi.

H.O.T.S.: After studying the pictures of the concentration camp, invent a game or construct a toy which children could have used to pass the time in concentration camps.

MORAL/ETHICAL/SPIRITUAL REASONING AND DILEMMAS

Ten Scenarios

1. Producing, Exchanging, and distributing [Economics]

DILEMMA

You are a star defensive football player on a team playing for the championship. If you win you could receive a college scholarship. Your coach has just told you to go in and "take out" (injure) the opposing quarterback. Do you do it?

2. Transportation

DILEMMA

You are a railroad worker in rural Germany in 1942. On a daily basis you help care for the many locked boxcars that sit for the night. It's obvious they are full of people. Occasionally you think about freeing them or at least asking your supervisor what you should do. What do you decide to do?

3. Communications

DILEMMA

As an editor of a German newspaper in early 1941, you receive a letter and photographs that prove that Jews are being killed only 20 miles from your town. What do you do with the information?

4. Protecting and Conserving

DILEMMA

You are a first-generation immigrant to America and your parents do not read, write, or speak English. Your parents are totally involved with and supportive toward education. Your school open house is coming and you're afraid if they come you may be embarrassed. Do you invite them?

5. Providing Education

DILEMMA

As the student editor of a school newspaper you have received a well-written and informative story about students but it also has some negative racial overtones. The author insists on keeping it exactly as is. What is your decision?

6. Making Tools

DILEMMA

As an American scientist in 1944 you have the solution for a successful atomic bomb. You dream of its future possible use and abuse. Do you share your knowledge and solution?

7. Providing Recreation

DILEMMA

You have been in a concentration camp with other family members. You, as a musician, may remain and be in the camp band for officers while the rest of your family is scheduled to leave for another camp. Your family has relied on your strength during your ordeal. What do you decide?

8. Organizing and Governing

DILEMMA

As son/daughter of an interned parent/grandparent, how do you rationalize fighting for the United States Armed Forces during W.W.II?

9. Moral, Ethical, and Religious Behavior

DILEMMA

You and your family have been best friends with a Jewish family for decades. They will soon be taken away if you do not hide them. If your family is caught, you'll all go to jail or worse. What will you do?

10. Aesthetic Needs

DILEMMA

You are a Japanese American educator assigned to help design curriculum for post-war Japanese schools. You have learned that the pre-war history of Japan to be included is very brief and inaccurate. What will your reaction be at the next committee meeting?

1. BRAINSTORM MODEL

A. BRAINSTORM ALL OF THE _____.

1. feelings you have reading a diary of someone in hiding
2. things people need to survive
3. reasons German people turned their heads
4. charismatic methods used by Hitler
5. minority groups who have been made scapegoats
6. changes that would take place in the world if you had to go into hiding for two and a half years
7. ways you would entertain your younger brother and sister quietly while in hiding

B. BRAINSTORM AS MANY _____.

1. Items you would take into hiding
2. types of recreation used by those in hiding
3. ways the "protectors" got food to those in hiding
4. reasons why Americans did not help the Jews
5. reasons why Americans did not help the Japanese Americans
6. ways people are persecuted in your school
7. ways people are persecuted in our society

C. HOW MANY WAYS CAN YOU COME UP WITH TO _____?

1. go into hiding
2. cook potatoes and beans
3. disguise yourself as another nationality
4. explain our internment of the Japanese Americans
5. defend Hitler
6. explain why you, as a Japanese American, are safe to continue your normal lifestyle
7. rationalize your joining the United States military when your parents are interned in a concentration camp

2. VIEWPOINT MODEL

A. HOW WOULD _____ LOOK TO _____?

1. A typical meal of the Frank's / teenagers today
2. Hitler look to Abraham Lincoln
3. town hall meeting look to a German in 1941
4. David Duke look to Robert Kennedy
5. Hitler look to Saddam Hussein
6. the Ritz Carlton look to a German Jew
7. internment camp look to a German Jew

B. WHAT WOULD A _____ MEAN FROM THE VIEWPOINT OF A _____?

1. Yellow star mean from the viewpoint of a German soldier
2. American flag mean from the viewpoint of a Japanese-American interned in camp

3. a medal mean from the viewpoint of a Japanese-American soldier
4. a medal mean from Japanese-American parent who just lost their son fighting for the United States
5. a farmer's barbed wire fence mean from the viewpoint of a surviving Jew
6. a Dr. Kevorkian mean from the viewpoint of a surviving Jew
7. a train ride mean from the viewpoint of a surviving Jew

C. HOW WOULD ____ VIEW THIS?

1. Martin Luther King
2. Saddam Hussein
3. Mother Teresa
4. Abraham Lincoln
5. Jeffrey Dahmer
6. Machiavelli
7. slaves from the South during 1860

3. **INVOLVEMENT MODEL**

A. HOW WOULD YOU FEEL IF YOU WERE A ____?

1. Star of David
2. Hitler's pen
3. closed grocery store of a Japanese American
4. teddy bear taken from a Jewish child at a camp
5. invisible alien observing in a concentration camp
6. medal earned by a Japanese American soldier in W.W.II
7. garden left by a Japanese American

B. IF YOU WERE A ____, WHAT WOULD YOU (see, taste, smell, feel)?

1. Gas chamber
2. crematorium
3. crowded barracks in a concentration camp
4. concentration camp guard tower
5. store window during the "Crystal Night"
6. US Army barracks where Japanese/American soldiers lived
7. drawing by a child at Manzanar

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

1. Concentration camp guard
2. concentration camp commandant
3. young American friend of a Japanese American internee
4. young friend of a Jew killed in a camp
5. French border guard turning back German Jews
6. boxcar transporting Jews
7. barbed wire fence through which Jews are escaping

4. **CONSCIOUS SELF-DECEIT MODEL**

A. SUPPOSE YOU COULD _____.

How Might Our World Be Different (Science, Technology)?

1. Suppose all students in this school believed in George Santayana's words. How could this change our school?
2. Suppose you could eliminate prejudice. How would our world be different?
3. Suppose you could eliminate poverty. How would our world be different?
4. Suppose you could cure cancer or AIDS. How would our world be different?
5. Suppose you could eliminate nuclear and chemical weapons. What would this mean?
6. Suppose you could change one thing in history. How would the world be a different place?

7. Suppose you invent one thing that could change the world of tomorrow. What would you invent and why?

B. YOU CAN HAVE ALL OF THE _____. HOW COULD YOU USE IT TO _____?

- | | |
|------------------|------------------|
| 1. weapons | defeat the Nazis |
| 2. money | free the Jews |
| 3. propaganda | inform the world |
| 4. world leaders | have peace |
| 5. music | teach tolerance |
| 6. education | help others |
| 7. technology | keep peace |

5. **FORCED ASSOCIATION MODEL**

A. HOW IS _____ LIKE _____?

- | | |
|------------------------|---------------------|
| 1. Prejudice | tolerance |
| 2. train | Hitler |
| 3. watch | secret hiding place |
| 4. religion | an apple |
| 5. school | a prison camp |
| 6. race or nationality | marbles |
| 7. knowledge | freedom |

B. GET IDEAS FROM _____ TO IMPROVE _____.

- | | |
|-----------------------|------------------|
| 1. Martin Luther King | racial relations |
| 2. persecuted people | laws |
| 3. Frank family | family relations |
| 4. Roger Taylor | education |
| 5. your mother | world peace |
| 6. a colony of ants | cooperation |
| 7. Anne Frank | perseverance |

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

- | | |
|-----------------|----------------|
| 1. Love | prejudice |
| 2. freedom | prison camps |
| 3. prison camps | freedom |
| 4. receiving | self-sacrifice |
| 5. dark | light |
| 6. noise | quiet |
| 7. dust storms | fresh air |

6. **REORGANIZATION MODEL**

A. WHAT WOULD HAPPEN IF _____ WERE TRUE?

1. everyone looked alike
2. everyone had the same religion
3. no one had the same religion
4. Hitler won the war
5. all Jews were exterminated
6. Japanese-American was elected President in 1940
7. atomic power never existed

B. SUPPOSE _____ HAPPENED, WHAT WOULD BE THE CONSEQUENCES?

1. Japan was not an island nation
2. Germany was an island nation
3. Hitler had never been released from prison
4. all the Jews were deported to Palestine instead of to concentration camps

5. Japan had not bombed Pearl Harbor
6. the US had no quota system today
7. the Civil Rights movement had never occurred

C. WHAT WOULD HAPPEN IF THERE WERE NO _____?

1. weapons
2. different languages
3. borders
4. atomic weapons
5. religions
6. races
7. United Nations

**WORDS FROM
CULTURAL LITERACY**

1939-1945	demagogue	Hitler, Adolf
Abandon hope, all ye who enter here	Depression, Great	Holocaust
Actions speak louder than words	dictatorship	Hope springs eternal in the human
ad hominem	Do unto others as you would have	breast
Allies (W.W.II)	them do unto you	Inferno
Amsterdam	draft	Invictus
anti-Semitism	Dunkirk	Iron Curtain
Apocalypse	Ecclesiastes	isolationism
Armageddon	Eichmann, Adolf	Isaac
atlas	eleventh hour	It was the best of times, it was the
Auschwitz	Esther	worst of times
Axis powers	ethical relativism	Iwo Jima
Babylon	ethics	Jehovah
bar mitzvah	Exodus	Japan
bat mitzvah	France, fall of	Jerusalem
beyond the pale	fascism	Jew
black sheep	Final Solution	Joshua
burning bush	Forewarned is forearmed	Judas Iscariot
Ben-Gurion, David	fatalism	Judaism
bibliography	Four Horsemen	kamikaze
blitzkrieg	Franco, Francisco	kibbutz
blood, toil, tears, and sweat, I have	Frank, Anne	kosher
nothing to offer but	Gensis	lemmings to the sea, like
Bradley, Omar	genetics	life, there's hope, While there's
brain trust	genocide	Luftwaffe
Bunker, Archie	Gentile	meeek shall inherit the earth, The
Casals, Pablo	Gestapo	Machiavelli, Niccolo
catharsis	gilded cage	Mao Zedong (Mao Tse-tung)
cause celebre	Goebbels, Joseph	Marshall Plan
Chosen People	Goering, Heremann	matzo
Christian	golden calf	megalomania
chutzpah	"Gonna Lay Down My Burden"	Mein Kampf
coat of many colors	Goodman, Benny	Meir, Golda
Comparisons are odious	goose step	microcosm
covenant	handwriting on the wall, the	Midway Island, Battle of
crown of thorns	Hanukkah	more things in heaven and earth,
Dachau	Hope, Bob	Horatio
Diary of a Young Girl, The	hawks and doves	Mosaic Law
D-Day	Hebrew	Moses
Damascus	Hebrews	Munich Pact
Danke schoen	hell	Mussolini, Benito
Dead Sea scrolls	Himmler, Heinrich	Nazis
de facto	Hirohito	Nizism
De Gaulle, Charles	Hiroshima	Nazi-Soviet Non-Aggression Pact

"Nobody Knows the Trouble I've Seen"	Rember Pearl Harbor	Those who cannot remember the past are condemned to repeat it
Normandy, invasion of	Requiem	Time heals all wounds
Nuremburg trials	Rommel, Erwin	time to be born and a time to die
Orthodox Judaism	scapegoat	Temple
Old Testament	Semite	thrown to the lions
olive branch	Semitic	Tomorrow, and tomorrow, and tomorrow
Owens, Jesse	shalom	tragedy
Passover	Satan	turn over a new leaf
Patton, George	Shibboleth	Uncle Sam
Pearl Harbor	Sinai, Mount	United Nations
pen is mightier than the sword, The	Sodom and Gomorrah	valley of the shadow of death
Picasso, Pablo	so much owned by so many to so few, Never in the field of human conflict was	war crimes
plagues of Egypt	Something is rotten in the state of Denmark	Weimar Republic
pound of flesh	Stalin, Joseph	Welles, Orson
program	swastika	World War II
Promised Land	symbol	Yom Kippur
quality of mercy is not strained	synagogue	Zionism
realpolitik		
red tape		

RESOURCES

I. Bibliography - Teacher/Professional Books and Resources

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- Dwork, Deborah. (1991). Children with a Star: Jewish Youth in Nazi Europe. Yale University Press.
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- Hersey, John. The Wall
- Hirsch, E.D. (1988). Cultural Literacy: What Every American Needs to Know. Vintage Books.
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II. Bibliography - Student Books

- Adler, David. (1987). The Number on My Grandfather's Arm. New York: UAHC Press.
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Rogasky, Barbara. (1988). Smoke and Ashes. Holiday.
Rossel, Seymore. (1990). The Holocaust. Watts
Senesh, Hannah. (1972). Hannah Senesh, Her Life and Diary. Schocken Books.

III. Educational Films/Videos

The Ascent of Man
Border Street (1948)
Courage to Care
Deportations
Der Fuehrer: Rise and Fall of Adolf Hitler (15 minutes)
Final Solutions
The Hangman (12 minutes)
I Never Saw Another Butterfly (30 minutes)
Joseph Schultz (14 minutes)
Murrow, Edward, R. -news clip
Nuremberg Trial
Reflections
Rise of Hitler (28 minutes)
Summer of My German Soldier
Warsaw Ghetto

IV. Commercial Films/Videos

All the Right Moves
The Assisi Underground (Maximilian Schell)
The Best Christmas Pageant Ever
Coma
Diamonds of the Night
The Execution
Exodus (1960)
Forced March
Garden of the Finzi-Continis (1971)
The Great Dictator (1940) (Chaplin)
The Hiding Place
Hitler: The Road to Revenge (1984)
Holcroft Covenant (1985)
Holocaust (1978) (Meryl Streep- made for TV)
Holocaust Survivors...Remembrance of Love (1981) (Kirk Douglas- made for TV)
In a Glass Cage (violence)
Kanal (1956)
Kapo (1959)
Karate Kid
Killing Fields
The Last Metro (1980)
The Little Shop of Horrors
Max and Helen (1990)
Murderers Among Us: Simon Wiesenthal Story (1989)
Never Forget (1991)
Secret Space
Sylvia's Choice
Swing Kids
Under Fire

V. Literature/Language Arts

Fiction

Baylis-White, Mary. Sheltering Rebecca. Lodestar.
The Big Book of Peace. (1990). Edited by Ann Durell and Marilyn Sachs.
Bishop, Claire Huchet. (1952). Children of Bach. Scribner
Garrigue, Sheila (1985). The Eternal Spring of Mr. Ito. Bradbury Press.
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Innocenti, Roberto and Christophe Gallaz. (1985). Rose Blanche. Creative Education.
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Laird, Christa. (1990). Shadow on the Wall. Greenwillow.
Little, Jean. (1977). Listen for the Singing. Harper Collins.
Lowry, Lois. (1989). Number the Stars. Houghton
Matas, Carol. (1993). Daniel's Story. Scholastic.
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Morpurgo, Michael. (1991). Waiting for Anva. Viking.
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Roth-Hano, Renee. (1988). Touch Wood: A Girlhood in Occupied France. Puffin.
Smith, Doris B. Salted Lemons.
Treseder, Terry Walton. (1990). Hear O Israel: A Story of the Warsaw Ghetto. Atheneum.
Wild, Margaret. (1991). Let the Celebrations Begin! Orchard.
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Non-Fiction

Abernathy, Hazel Shelton. "The Home Front: 1941-1945." Literature and Language. McDougal-Littell, 1994.
Adler, David. A Picture Book of Anne Frank. Holiday.
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Arnothy, Christine. (1986). I Am Fifteen and I Don't Want to Die. Scholastic.
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Auerbacher, Inge. (1987). I Am a Star: Child of the Holocaust. Simon & Schuster.
Burns, Marilyn. The Hanukkah Book.
Davis, Daniel. (1982). Beyond Barbed Wire: The Imprisonment of Japanese Americans during World War II.
Dolan, Edward. (1941, 1991). America in World War II. Millbrook.
Emmerich, Elsbeth. (1992). My Childhood in Nazi Germany. Bookwright.
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Fry, Varian. (1993). Assignment: Rescue. Scholastic.
Hart, Kitty. (1982). Return to Auschwitz: The Remarkable Life of a Girl Who Survived the Holocaust. Atheneum.
Hautzig, Ester. (1968). The Endless Steppe: Growing Up in Siberia. Harper Collins.
Isaacman, Clara and Joan A. Grossman. (1984). Clara's Story. Jewish Publication Society.
Japanese American Journey: The Story of a People. (1985). Edited by the Japanese Curriculum Project.
Kitano, Harry. (1987). Japanese Americans. Chelsea House.
Leitner, Isabella. (1992). The Big Lie: A True Story. Scholastic.
Nicholson, Michael and David Winner. (1989). Raoul Wallenberg: The Swedish Diplomat Who Saved 100,000 Jews from the Nazi Holocaust Before Mysteriously Disappearing. Morehouse.
Nostlinger, Christine. (1975). Fly Away Home. Watts
Reiss, Johanna. (1987). The Upstairs Room. Harper Collins/Trophy.
Senesh, Hannah. (1972). Hannah Senesh, Her Life and Diary. Schocken.
Siegal, Aranka. (1985). Grace in the Wilderness: After the Liberation 1945-1948. Farrar.
Takashima, Shizuye. (1991). A Child in Prison Camp. Tundra.

Toll, Nelly S. (1993). Behind the Secret Window: A Memoir of a Hidden Childhood. Dial.
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Uchida, Yoshiko. "The Bracelet."
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Uchida, Yoshiko. (1971). Journey to Topaz. Creative Arts.
Vogel, Ilse-Margret. (1992). Bad Times, Good Friends: A Personal Memoir. HBJ.
Vos, Ida. (1991). Hide and Seek. Houghton.

Poetry

Artists of Terezan.

The Big Book for Peace. (1990). Edited by Ann Durell and Marilyn Suchs.

Dickinson, Emily. "I'm Nobody, Who Are You?"

Dickinson, Emily. "I Years Had Been from Home."

Evans, Mari. "If There Be Sorrow."

Jarrell, Randall. "Burning the Letters."

Jarrell, Randall. "Eighth Air Force."

King, Martin Luther Junior. "I Have a Dream."

Niemoller, Martin. "Statement."

Pereira, Francesca Yetunde. "The Burden."

Drama

Goodrich, Frances and Hackett, Albert. "The Diary of Anne Frank."

Serling, Rod. "Back There."

"Silent Farewell." (written by a survivor)

Vonnegut, Kurt Jr. "The Kid Nobody Could Handle."

Art Works

Braque-cubism

Chagall. "The Juggler."

Kandinsky. "Blue Sky."

Klee, Paul. Various works

Low, David. Anti-Hitler cartoons

Matisse. "The Rumanian Blouse."

Picasso. "Guernica."

Picasso. "The Tomato Plant."

Rouault. "Homo Homini Lupus."

Toll, Nelly. (1992). Behind the Secret Window. Dial.

Verhoeven and van der Rol. (1992). Anne Frank: Beyond the Diary. A Photographic Remembrance.
Viking.

Music

"Accentuate the Positive"

"Blowing in the Wind" –Bob Dylan

"Born Free" (main theme)

"Bridge Over Troubled Water" –Paul Simon

"Brother, Can You Spare a Dime?"

"A Dreidel Song"

"Exodus" (main theme) –Ernest Gold

"Give Me Your Tired, Your Poor" –Irving Berlin

"God Bless America"

"Go Down Moses"

"I'd Like to Teach the World to Sing"

"If We Only Have Love"

“Imagine”
 “I Want to be Free” –John Denver
 “Let It Be”
 “Let there be Peace on Earth”
 “Music Man Comes to Town”
 “My Favorite Things”
 “Hanukkah”
 “Over the Rainbow”
 “Rock of Ages”
 “Sentimental Journey”
 “Symphony in C” –Stravinsky
 “Tradition” from Fiddler on the Roof
 “War and Peace” (opera) –Prokoflev
 “What the World Needs Now is Love” –Burt Bacharach
 “When You Wish Upon a Star”
 “Where is Love” –Lionel Bart
 “Who Can Retell?” (celebration of candles for Hanukkah)
 “You Must Be Carefully Taught” from South Pacific
 “White Christmas”–Irving Berlin

VI. Resource People/Mentors

Agudath B'nai Israel Synagogue: Meister Road; Lorain, Ohio
 Temple B'Nai Abraham: 530 Gulf Road; Elyria, Ohio

Office of Education US Telephone (202)653-9220
 Holocaust Memorial Council
 2000 L Street, NW
 Washington, DC 20036

Local Police Officer

International Center for Holocaust Studies (212)490-2525
 ADL of B'Nai B'rith
 823 United Nations Plaza
 New York, NY 10017

Social Studies School Service (800)421-4246
 10200 Jefferson Blvd – Room J-11
 PO Box 802
 Culver City, CA 90232

National Council of Christians and Jews (212)206-0006
 43 West 57th Street
 New York, NY 10019

Shansi
 Oberlin College
 Oberlin, OH

VII. Field Trips

Holocaust Museum, Washington, DC
 local museum
 synagogue

VIII. Other Material

American Ballet Theater began during W.W.II

Dreidel game

Hora (native Jewish dance)