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


Encountering the Holocaust: An Interdisciplinary Survey. Edited by Sherwin, Byron L. and Ament, Susan G.


Hershey, John. The Wall.


Time Life Series. World War II: Weapons.

Wiesel, Elie. TV Guide. "If Only We'd Had TV During Hitler's Time." January 6, 1989.

World Almanac.

II. Bibliography - Student Books


III. Educational Films/Videos

The Ascent of Man
Border Street (1948)
Courage to Care
Deportations
Der Fuhrer: 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 (Maximillan 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.
Bishop, Claire Huchet. (1952). Children of Bach. Scribner
Green, Gerald. Holocaust.
Haugard, Erik. Chase Me, Catch Me.
Smith, Doris B. Salted Lemons.

Non-Fiction
Arnothy, Christine. (1986). I Am Fifteen and I Don't Want to Die. Scholastic.
Burns, Marilyn. The Hanukkah Book.
Uchida, Yoshiko. "The Bracelet."

Poetry

Artists of Terezan.
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."
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)

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."

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) – Prokofiev
“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

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Washington, DC 20036

Local Police Officer

International Center for Holocaust Studies
ADL of B’Nai B’rith
823 United Nations Plaza
New York, NY 10017

(212)490-2525

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

(800)421-4246

National Council of Christians and Jews
43 West 57th Street
New York, NY 10019

(212)206-0006

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)