

**United States Holocaust Memorial Museum Teacher Fellowship, 2008-2009**

**Lesson Plans Correlated with Tennessee Language Arts Content Standards for 2009-2010**

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**Lesson 1, “What is the Holocaust?”**

\*This lesson is intended to be used as an opening lesson for a unit on the Holocaust. It is appropriate for either Language Arts or Social Studies, from middle school through high school. However, the content standards specifically covered are those in middle school Language Arts.

Content Standards addressed:

A) Grade Level Expectations (GLE's)

--0801.1.1 [Demonstrate control of Standard English through the use of grammar, usage, and mechanics: punctuation, capitalization, and spelling.]

--0801.1.2 [Employ a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.]

B) Checks for Understanding (Formative/Summative Assessment)

--0801.1.3 [Use capitalization correctly; for example: titles, business letters, quotations, proper nouns and adjectives.]

--0801.1.4 [Demonstrate the correct use of commas . . .]

--0801.1.5 [Spell correctly high-frequency, misspelled words, appropriate to grade level, and words commonly used in content specific vocabulary]

--0801.1.10 [Use printed and electronic dictionaries, thesauruses, and glossaries to determine the pronunciation, spelling, and part of speech of words; to clarify meaning, and improve understanding of words (including connotation and denotation); and to distinguish among contextually appropriate synonyms and definitions]

--0801.1.11 [Define and recognize word synonyms, antonyms, and homonyms.]

--0801.1.13 [Use roots and affixes to determine the meaning of unfamiliar words, to clarify the meaning of familiar words, and to make connections with word families (e.g., suffixes such as -phobia and -ology).]

--0801.1.14 [Continue to use previously learned strategies to distinguish among multi-meaning words and to determine the meaning of unfamiliar words.]

--0801.1.17 [Choose the correct meaning/usage of a multi-meaning word by replacing the word in context with an appropriate synonym or antonym.]

--0801.1.19 [Recognize and use grade appropriate and/or content specific vocabulary.]

--0801.7.4 [Draw an inference from a non-print medium.]

--0801.7.6 [Select the type of conflict represented in a non-print medium.]

--0801.8.18 [Distinguish among the types of literary plot conflicts.]

C) State Performance Indicators (SPI's)

--0801.1.16 [Use context clues and/or knowledge of roots and affixes to determine the meaning of unfamiliar words.]

--0801.1.17 [Choose the correct meaning/usage of a multi-meaning word by replacing the word in context with an appropriate synonym or antonym.]

--0801.1.19 [Recognize and use grade appropriate and/or content specific vocabulary.]

A) Grade Level Expectations (GLE's)

--0801.2.7 [Participate in work teams and group discussions.]

B) Checks for Understanding (Formative/Summative Assessment)

--0801.2.1 [Follow multi-step spoken instructions to perform single tasks, to answer questions, and to solve problems.]

--0801.2.3 [Summarize information presented orally by others in which the main ideas may be explicitly or implicitly stated, including the purposes, major ideas, and supporting details or evidence.]

--0801.2.4 [Paraphrase accurately ideas and information presented orally by others.]

--0801.2.9 [Listen actively in group discussions by asking clarifying and elaborating questions and by managing internal (e.g., emotional state, prejudices) and external (e.g., physical setting, difficulty hearing, recovering from distractions) barriers to aid comprehension.]

--0801.2.18 [Participate productively in self-directed work teams for a particular purpose (e.g., to interpret literature, solve a problem, make a decision) by adhering to the rules of behavior of individuals within the group.]

C) State Performance Indicators (SPI's)

--0801.2.7 [Select the most appropriate strategies for participating productively in a team (e.g., gain the floor in orderly ways, meet or set deadlines for completing each task, come to agreement by seeking consensus or following the majority).]

Set/Introduction:

Begin class by asking the students to tell you what they know about the Holocaust. Most likely, you will get many answers, mostly things such as, "It was when Hitler killed all the Jews." As students call out their answers, jot them down on the board or on chart paper and leave them for the remainder of the lesson. Be careful not to correct them if they are wrong, unless instances of prejudice or intolerance arise. Tell the students that you will be guiding them in their discovery of the Holocaust. However, you first need a good, solid, clear definition. Explain that the definition you will be using comes from the United States Holocaust Memorial Museum in Washington, D.C.

Lesson:

Activity # 1: Definition

Write the USHMM's definition for the word Holocaust on the board, overhead, or have it on the LCD. The definition is listed below:

“The state-sponsored, systematic persecution and annihilation of European Jewry and others by Nazi Germany and its collaborators from 1933 to 1945.”

In their notebooks, students should copy the definition as you have just shown them and then highlight any unknown, difficult, or important words. Ask students which words they highlighted and then write them on the board/chart paper. More than likely, they will have highlighted all of the important words in the definition.

Divide the students into nine groups. Give each group a card with one of the following terms printed on it:

--state-sponsored

--systematic

--persecution

--annihilation

--European

--Jewry

--others

--Nazi Germany

--collaborators

Each group should also be given a dictionary. Instruct them to look up the denotation (dictionary definition) of the term. Go around the room and have each group explain to the rest of the class what their term means as found in the dictionary.

Once the terms have been discussed, pass out the photo cards. Give each group one or two photos from the years 1933-1945 and which adequately depict what the particular term means in relation to the Holocaust (word connotation). Have them to

discuss these photos within their groups. Circulate among the groups and discuss the photographs with them.

Once again, have each group to show their photos to the rest of the class. (Note: The photos could also be on the LCD projector.) As a class, discuss how each photograph correctly depicts the term. Collect the photo cards. Call on students at random and ask them what a specific term means. Do this until every student has been called upon and every term has been covered two or three times.

#### Guided Practice:

Have students return to their seats and look once again at the USHMM's definition of the Holocaust. Underneath this definition, have each student to paraphrase the definition into his or her own words. Students should then pair off and read their paraphrased definitions to their partners. The teacher should circulate throughout this entire process to ensure that the objectives of the lesson are being met.

#### Independent Practice:

For homework, instruct students to list at least one synonym and one antonym for each of the nine vocabulary terms.

### Lesson 2, "T-Chart Subtitles" using the book, The World Must Know

- I. Standards:** GLE=0801.6.1, 0801.6.2, 0801.6.3;  
SPI=0801.6.1 (Formulate appropriate questions before, during, and after reading.),  
0801.6.2 (Identify the main idea and supporting details in text.), 0801.6.3 (Use text features to locate information and make meaning from text, such as, headings, key words, captions, and footnotes.), 0801.6.6 (Identify the organizational structure of a text, such as, chronological order, cause-effect, comparison-contrast, sequential, problem-solution);  
**Checks for Understanding**=0801.6.1, 0801.6.3, 0801.6.4, 0801.6.5, 0801.6.6, 0801.6.11, 0801.6.14.

**II. Set:**

Teacher will ask students questions pertaining to Dr. Michael Berenbaum's book, The World Must Know. Some sample questions are as follows:

- A. What comes to mind when you hear the word "ghetto?"
- B. What do you think of when you hear the word "prejudice?"

- C. Can you imagine having to say goodbye to your family and friends without ever being able to see them again? That happened to millions of people during the Holocaust.

Today, we're going to try and answer some of these very important questions, and we'll discuss some extremely sensitive information from Dr. Michael Berenbaum's book, The World Must Know.

### **III. Lesson:**

Teacher will pose the question, "Can anyone recall the definition of the word 'Holocaust' from our lesson yesterday? Teacher will rewrite the correct definition on the board (*The United States Holocaust Memorial Museum defines the term, "Holocaust" as follows: "the state-sponsored, systematic persecution and annihilation of European Jewry by Nazi Germany and its collaborators between 1933 and 1945."*). Afterwards, teacher will show a picture of orphaned children during the Holocaust. Teacher will also show some photos of the Lodz ghetto and the Warsaw ghetto. Allow time for students to think about the images. Students will then be divided into seven groups. Teacher will explain to students how to analyze the organizational structures of complex informational and technical texts. Next, teacher will distribute to each of the groups a different subtitled portion copy of Chapter Two, "The Holocaust," from Dr. Michael Berenbaum's text, The World Must Know. It will be each group's responsibility to analyze the information within that particular subtitled reading passage. Teacher will stress to students the importance of analyzing the key points.

### **IV. Guided Practice:**

Teacher will distribute a box of Crayola markers to each group. The learning groups will each have a sheet of butcher paper with a T-Chart drawn on it. The groups will also have a handout with the T-Chart questions from which to formulate their own ideas for the activity. For example, students oftentimes will use statements made within the reading, reverse those statements into questions, and post them on the T-Chart. Each of the groups will choose a recorder to write the name of the subtitle at the top of the T-Chart. Then, as students discuss the informational text within its subtitled reading, they will begin to answer questions on the chart by using various colored markers for each question. Once the entire class has finished, students will select a spokesperson from each group to inform the class about that particular group's subtitled reading. Teacher will post the T-Charts around the classroom for all to read. The T-Charts should focus on these subtitles from Chapter Two: (1) *Ghettos 1940-1944*, pages 72-83, (2) *The Mobile Killing Squad/Babi Yar*, pages 92-98, (3) *The Wannsee Conference/Genocide as State Policy*, pages 100-105, (4) *Deportations*, pages 109-114, (5) *Killing Centers*, pages 119-125, (6) *Slave Labor*, pages 128-131,

and (7) *The Final Days of a Shtetl*, pages 153-155. Teacher should make certain that the most important key points from each of the selected readings are listed on the T-Chart before posting for the class.

**V. Conclusion:**

Have students define, in their own words, the terms Holocaust, ghetto, and prejudice inside their previously made Holocaust journals. Discussion will follow as students finish journaling. Students may have some additional questions at the close of the lesson. Teacher may want to post questions on the board for classes to consider.

Thematic Unit

“Doing the Right Thing”

\*This unit is intended for those teachers who may have a limited amount of time to spend teaching the Holocaust. It can also be incorporated into an existing unit by those teachers who have a longer period of time to study the Holocaust.

\*Use the lesson entitled “What is the Holocaust?” as the unit opener.

Lesson # 3

Grade Level Expectations (GLE’s):

--0801.8.2 [Understand the characteristics of various literary genres.]

--0801.8.3 [Recognize the conventions of various literary genres.]

--0801.8.4 [Analyze works of literature for what they suggest about the historical period in which they are written.]

--0801.8.5 [Identify and analyze common literary terms.]

Checks for Understanding (Formative and Summative Assessment):

--0801.8.2 [Sequence and identify the plot’s events, their causes, and the influence of each event on future actions.]

- 0801.8.3 [Identify plot development techniques and explain their function in the text.]
- 0801.8.4 [Identify and describe characters' features and relationships in literary texts.]
- 0801.8.5 [Identify and analyze moral dilemmas in works of literature, as revealed by characters' motivation and behavior.]
- 0801.8.6 [Differentiate between internal and external conflict.]
- 0801.8.7 [Identify the kinds of conflict present in literary plots.]
- 0801.8.8 [Identify the basic elements of plot.]
- 0801.8.9 [Identify and analyze the setting and its impact on plot, character, and theme in literary texts.]
- 0801.8.10 [Identify how the author reveals character.]
- 0801.8.11 [Analyze the narration and point of view in literary texts.]
- 0801.8.16 [Identify and explain the theme of a literary text, distinguishing theme from topic.]
- 0801.8.18 [Distinguish among the types of literary plot conflicts.]
- 0801.8.19 [Identify the historical period in which a literary text was written and explain the text in light of this understanding.]
- 0801.8.20 [Recognize that the author's viewpoint may or may not reflect the culture or mores of the time in which the author lives.]

Student/State Performance Indicators:

- 0801.8.1 [Demonstrate an understanding of the basic elements of plot . . .]
- 0801.8.2 [Identify and analyze the author's point of view.]
- 0801.8.3 [Determine how a story changes if the point of view is changed.]
- 0801.8.4 [Distinguish among different genres using their distinguishing characteristics.]
- 0801.8.6 [Identify and analyze how the author reveals character.]
- 0801.8.7 [Identify and analyze examples of literary elements that shape meaning within context.]
- 0801.8.10 [Identify the kinds of conflict present in a literary plot.]
- 0801.8.11 [Identify and analyze a literary character's moral dilemma.]

--0801.8.12 [Recognize and identify words within context that reveal particular time periods and cultures.]

--0801.8.13 [Determine the influence of culture and ethnicity on the themes and issues of literary texts.]

Set/Introduction:

Teacher begins by passing out the “Guiding Questions” to each student and tells them that these will be used periodically throughout the unit. The questions are listed below:

Facts about the topic

- Guiding question: “What do you know about the topic?”

Feelings/emotions about the topic

- Guiding Question? “How do you feel about the topic?”

Positive things about the topic

- Guiding Question: “What are the benefits of understanding/studying the topic?”

Judging a topic (the disadvantages and problems)

- Guiding Question: “What problems might be attached to understanding/studying the topic?”

Other thoughts, new ideas, creativity

- Guiding Question: What if the topic had never happened/did not exist? How would life on Earth be different?”

Summary of the whole topic; most important learning; plans

for future learning on the topic

- “What do you think is the most important idea about the topic that all humans need to understand?”

\*Obviously, when employing the guiding questions, the teacher will substitute the words “the Holocaust” for “the topic.”

Ask students the first guiding question (What do you know about the Holocaust?). Students may answer the question orally, or the teacher may direct them to answer on index cards, note-taking sheets, etc. Teacher should list student responses on board, chart paper, etc., to refer to later.

Explain that these responses will be proven to be true or false throughout the thematic unit of study on the Holocaust. Explain that this unit will be taught through the use of several literary selections on the Holocaust from various literary genres. It may be necessary to clarify the meaning of the word “genre.”

Activities/Lesson:

“Building Meaning One Word at a Time”

1. Have the following words on the board or projector:
  - Denmark
  - Great Danes
  - King Christian
  - Copenhagen
  - beloved
  - bodyguard
  - fierce
  - Nazi soldiers
  - flag
  - yellow star
  - shot
  - palace
  - leaflets
  - Gentiles
  - riddle
  - hide
  - sisters
  - tailor
  - dawn
  - courage
  - defiance
  - subjects
  - Danes

Divide students into groups of three or four. Give each group the handout entitled “Building Meaning One Word at a Time.” (note: This activity can also be completed by students individually rather than in groups.) Instruct students to write the title of the children’s book *The Yellow Star* by Carmen Agra Deedy in the appropriate blank on the hand-out. They should then categorize the words from the hand-out and write them in the appropriate boxes on the handout.

The teacher may need to explain the categories; they comprise the plot outline of the book. Once the words have been categorized, students should write a gist statement based upon the categories. Once everyone has finished, ask each group to read their gist statements aloud. Ask for volunteers to explain why they put words in certain categories, why they chose to write the gist statement the way they did, etc. Explain that the gist statements they wrote serve as predictions of what the book will be about.

## 2. Read-aloud

Instruct students to put the hand-outs and guiding questions aside. They are to simply listen to the story being read. Read the children's book entitled *The Yellow Star* by Carmen Agra Deedy. Discuss it with the students as you progress. Have students to think of the first guiding question. Ask them how they felt about the book, what emotions it evoked in them. Ask them to recall specific parts of the book or specific words that caused them to feel this way. Discuss the point of view of the book (First Person, Third Person, Limited, Omniscient).

### Guided Practice

In their groups, have students to discuss how the story would be different if the point of view were changed.

### Independent Practice

Assign students to write a response paper explaining how the story would change if told from the viewpoint of either King Christian or his tailor.

## Lesson # 4: excerpts from *The Sunflower* by Simon Wiesenthal

\*Note: This lesson most likely will be a greater success with students who read at higher levels because of the difficulty and vocabulary of the text. The same activities and standards can be employed with alternate texts.

Goal(s): Students should discuss prejudice and diversity. They should also discuss basic human behavior and basic morals, including the literary element of moral dilemma faced by characters. This lesson is intended to bear witness of the six million Jews who were systematically murdered by the Nazis and their collaborators.

### Grade Level Expectations (GLE's):

--0801.1.1 [Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling).]

--0801.1.2 [Employ a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.]

--0801.2.1 [Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.]

--0801.2.9 [Listen actively in group discussions by asking clarifying and elaborating questions and by managing internal and external barriers to aid comprehension.]

--0801.3.1 [Write in a variety of modes for a variety of audiences and purposes.]

--0801.3.2 [Employ a variety of prewriting strategies.]

--0801.3.3 [Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions.]

--0801.5.5 [Identify and analyze premises, including false premises.]

--0801.7.4 [Apply and adapt the principles of written composition to create coherent media productions.]

--0801.8.1 [Read and comprehend a variety of works from various forms of literature.]

--0801.8.2 [Understand the characteristics of various literary genres.]

--0801.8.4 [Analyze works of literature for what they suggest about the historical period in which they were written.]

--0801.8.5 [Identify and analyze common literary terms.]

### Checks for Understanding (Formative and Summative Assessment):

--0801.1.14 [Continue to use previously learned strategies to distinguish among multi-meaning words and to determine the meaning of unfamiliar words.]

--0801.1.15 [Use textual structure (e.g., examples of cause-effect and compare-contrast relationships) to determine the meaning of unfamiliar words or distinguish multi-meaning words in texts about concrete and abstract topics . . .]

--0801.1.16 [Recognize and appreciate cultural and regional differences signaled by word usage and vocabulary.]

--0801.3.1 [Write in a variety of modes and genres . . .]

--0801.3.5 [Create a thesis statement and include relevant facts, details, reasons, and examples that support the thesis.]

--0801.5.1 [Make logical predictions of future events in text.]

--0801.5.2 [Identify sequence of events in text.]

--0801.5.7 [Compare and contrast evidence and conclusions between two or more arguments on the same topic.]

--0801.5.10 [Identify a variety of false premises, including those involving categorical claims.]

--0801.5.13 [Analyze examples of concepts of stereotyping and bias in text.]

--0801.6.4 [Make inferences and draw conclusions.]

--0801.6.15 [Recognize and analyze written techniques such as understatement, overstatement, and irony.]

--0801.8.2 [Sequence and identify the plot's events, their causes, and the influence of each event on future actions.]

--0801.8.3 [Identify plot development techniques (e.g., foreshadowing, flashbacks) and explain their function in the text.]

--0801.8.5 [Identify and analyze moral dilemmas in works of literature, as revealed by characters' motivation and behavior.]

--0801.8.6 [Differentiate between internal and external conflict.]

--0801.8.7 [Identify the kind(s) of conflict (e.g., person vs. person, person vs. self, person vs. environment, person vs. technology) present in literary plots.]

--0801.8.8 [Identify the basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement.)]

--0801.8.9 [Identify and analyze the setting and its impact on plot, character, and theme in literary texts.]

--0801.8.10 [Identify how the author reveals character.]

--0801.8.11 [Analyze the narration and point of view in literary texts.]

--0801.8.16 [Identify and explain the theme of a literary text, distinguishing theme from topic.]

--0801.8.18 [Distinguish among the types of literary plot conflicts.]

--0801.8.19 [Identify the historical period in which a literary text was written and explain the text in light of this understanding.]

--0801.8.20 [Recognize that the author's viewpoint may or may not reflect the culture or mores of the time in which the author lives.]

#### Student Performance Indicators (SPI's):

--0801.1.16 [Use context clues and/or knowledge of roots and affixes to determine the meaning of unfamiliar words.]

--0801.1.19 [Recognize and use grade appropriate and/or content specific vocabulary.]

--0801.3.1 [Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade, to entertain).]

--0801.5.1 [Recognize a reasonable prediction of future events of a given text.]

--0801.5.8 [Identify instances of bias and stereotyping in print and non-print texts.]

--0801.5.9 [Make inferences and draw conclusions based on evidence in text.]

--0801.6.1 [Formulate appropriate questions before, during, and after reading.]

--0801.7.1 [Choose the most appropriate medium for a prescribed purpose and audience.]

--0801.7.2 [Select a visual image that best reinforces a viewpoint or enhances a presentation.]

--0801.8.1 [Demonstrate an understanding of the basic elements of plot: exposition, rising action, climax, falling action, resolution/denouement.]

--0801.8.2 [Identify and analyze the author's point of view.]

--0801.8.6 [Identify and analyze how the author reveals character.]

--0801.8.7 [Identify and analyze examples of literary elements that shape meaning within context.]

--0801.8.10 [Identify the kinds of conflict present in a literary plot.]

--0801.8.11 [Identify and analyze a literary character's moral dilemma.]

--0801.8.12 [Recognize and identify words within context that reveal particular time periods and cultures.]

--0801.8.13 [Determine the influence of culture and ethnicity on the themes and issues of literary texts.]

Set/Introduction: The teacher begins class by asking the students about yesterday's lesson, particularly the children's book *The Yellow Star* by Carmen Agra Deedy. Students are asked what the yellow star represented to the Nazis, to the Jews, and to the population at large in Nazi-occupied countries during World War II. This is discussed with the class as a whole. The teacher then tells the students that the yellow star as used by the Nazis is an example of a literary element known as symbolism. This term could be put on a word wall, chart paper, etc., or added to students' notes. Ask students to brainstorm what this term might mean. Their responses should be added to the notes, chart paper, etc. Discuss the literary definition of symbolism (an author's use of one thing to stand for, represent, or evoke connections for or with something else). Ask students to call out or list anything they can think of about a sunflower (color, shape, appearance, etc.). Discuss these things with them and then ask them how a sunflower connects to the Holocaust. You may choose to list their responses on the board or on chart paper. (Note: This could be used as a journal entry as well.) Tell them to keep the definition of symbolism in mind as you read and discuss an excerpt or excerpts from the personal recollections of Simon Wiesenthal in *The Sunflower*.

Activities:

\*Note: Teachers may choose to use one or both of the excerpts from the book. Time may be an issue for some. The same standards are covered with each excerpt.

Excerpt # 1: Provide each student with a copy of pp. 52 – 55 of *The Sunflower*. Tell them to put a mark of some sort before the sentence on p. 52 which reads, "The pain became more and more unbearable." This is the starting point for this excerpt with the ending point being the break at the half of p. 55. Students should also have a pencil and a highlighter for this activity. Read the excerpt aloud as the students follow along on their own copies. After you have read the excerpt aloud, do not discuss it with the students. Instruct them to re-read it on their own. In the margins, they should jot down questions they may have about sections they are reading, such as "What happened to the Jews in the burning house of whom he keeps referring?" and "What does the sunflower have to do with this?" or thoughts they may have about what they are reading, such as "The dying Nazi speaks of his death chamber. That reminds me of a gas chamber, not a clean hospital room." When students are finished with this, discuss their questions and/or comments as a class. This should take at least fifteen to twenty minutes.

Excerpt # 2: (If time is limited, teachers can choose to omit this excerpt or use it in place of the first one, as this is the lengthier of the two. Excerpt # 2 lends itself very well to training students to recognize words in context.)

Provide each student with copies of pp. 61 – 68. Have students mark the beginning point on p. 61 at the paragraph which begins, “My gaze wandered to the pipe . . .” The ending point is the break in p. 68. Because this excerpt is lengthier, the teacher should break it into chunks, following the same procedures as with excerpt # 1. With each chunk of excerpt # 2, students should highlight any unknown vocabulary terms as well as their definitions in context. Examples of this include “Haolam Emes -- . . . life after death . . .” on p. 65. Some troublesome words for students may not have their meanings so clearly stated contextually; students should be instructed to highlight these as well. Again, class discussion of students’ questions and highlighted vocabulary should take place. Because the excerpt is longer, allow more time for the discussion than with excerpt # 1.

#### Guided Practice:

Have students to take out a clean sheet of paper, along with the guiding questions.

Guiding question # 1: “What are the benefits of understanding the topic?” Have students to write a good, structured paragraph explaining what they see as the positive things from the excerpts (e.g., “Is there anything that affects you positively from what we read? or “What are the advantages, if any, of Simon understanding the dying Nazi’s motivation for his heinous acts?”)

Guiding question # 2: “What problems might be attached to the topic?” Have students to write a good, structured paragraph in which they explain what the disadvantages and problems are in the excerpt (e.g., “For his own good, should Simon have forgiven the Nazi?” or “Is it really beneficial for Simon to name the child ‘Eli?’”)

\*Students will have their own questions and thoughts to include in their paragraphs, so they certainly are not limited to those above in parentheses.

#### Independent Practice:

\*Students should choose one of the following assignment options:

Option # 1: Write a brief, one-act drama of the portion of the book in which the dying Nazi explains his sins and asks for Simon's forgiveness.

Option # 2: Write an expository essay in which you explain why or why not you think Simon should or should not have forgiven the dying Nazi.

Option # 3: Re-read the conversation between Simon and his friends in excerpt # 2 and write a poem that summarizes the feelings of the men.

Option # 4: Create a piece of art which you feel best represents Simon's feelings about his time with the dying Nazi.

Option # 5: Answer the following question with a piece of art, a poem, a written monologue, or an expository essay: "What does the sunflower really represent in the book?"

Option # 6: Create your own graphic organizer (Venn Diagram, etc.) in which you answer the following two questions:

- 1) What is the book (or excerpts) about?
- 2) Why is it important?

**Lesson 5, "Setting and Conflict," through use of the text, The Journey that Saved Curious George**

**I. Standards:**

**GLE**=0801.5.1, 0801.5.2, 0801.8.4;

**SPI=0801.5.1** (Recognize a reasonable prediction of future events of a given text.),

**0801.5.3** (Analyze cause-effect relationships in text.), **0801.5.9** (Make inferences and draw conclusions based on evidence in text.), **0801.7.6** (Select the type of conflict, such as, person vs. person, person vs. self, person vs. environment, person vs. technology, represented in a non-print medium.).

**Checks for Understanding**=0801.5.4, 0801.5.6, 0801.5.8, 0801.6.4, 0801.6.8, 0801.6.14, 0801.8.7.

## II. Set:

Teacher will ask the students this question, “What do these titles have in common?” The titles are as follows: Curious George Takes a Job, Curious George Rides a Bike, Curious George Gets a Medal, and Curious George Goes to the Hospital. Students will obviously state that each title has the same character’s name, Curious George. In most cases, many of the students have heard of, or read, Curious George books at the elementary school level. Today, we will learn about the authors and illustrators of the Curious George books and how they narrowly escaped the Nazi attacks during the Holocaust.

## III. Lesson:

Teacher will write these names on the board for students to see: *Hans Augusto Reyersbach* and *Margarete Waldstein*. Teacher will also write these pen names: *Margret* and *H.A. Rey*. Students will be asked to speculate how these names are affiliated with Curious George books, and how the books came into existence. Possible answers will vary among each class. Through the use of the book, The Journey that Saved Curious George, by Louise Borden and Allan Drummond, the teacher will summarize important events which took place during Margarete and Hans’s lives. It can be summarized as follows:

“Margarete and Hans were both born into Jewish families living in Hamburg, Germany, long before Adolf Hitler took control. Throughout his lifetime, Hans learned to speak seven languages while moving to various countries around the world. He even served as a German soldier during World War I. After Germany lost the war, Hans decided to move to Brazil for new opportunities since Germany had very few to offer university students. He packed his sketch books, paintbrushes, and pipe for the trip. Nine years after Hans had left Germany, Adolf Hitler came to power. Margarete Waldstein, a family friend of Hans’s, also felt compelled to move away from home at this critical time in Germany’s history. Do you think you would have wanted to move away from your family and your country if there were no opportunities for you? That’s exactly what Hans and Margarete did. Margarete traveled to Rio de Janeiro, Brazil, looking for work and adventure. While there, Hans and Margarete began to work together in business, sharing their talents in writing and drawing. The two were soon married. The Brazilians had difficulty pronouncing Margarete and Reyersbach, so the couple shortened their names to Margret and H.A. Rey. Those became their pen names (Teacher will define pen name for students.). Shortly afterwards, the Reys moved to Paris, France, which started out as a honeymoon trip to Europe. During these years, the Reys began writing and illustrating their books for children. On September 1, 1939, war began in Europe. Parisians were looking for safer places to move until the war was over. Eventually, many of

them returned home when the war had not yet reached France. On May 10, 1940, terrible things began to happen around them. Germany had crossed over to the neutral countries of Holland and Belgium. On May 13, the Nazi tanks moved like lightning onto the northern French border. Margarete and Hans would then begin their escape to resist the Nazis. They escaped by bicycle to train, by train to ship, by ship to Brazil, and then by ship to New York City, all the while, carrying their children's book ideas inside their satchels. The couple had to leave everything else behind in order to flee to safety. After living in America for one year, their first book was published. It was called, Curious George. To date, the couple has written and published over thirty-seven children's books, even some having been published after the authors' deaths."

Teacher will then ask pertinent questions pertaining to the story, history, and current events, such as, "Do you think the Reys were worried about World War II at first? Why or why not?" "Would you have thought to carry your illustrations and writings in a special bag if you weren't sure whether or not you'd be returning home?" "What do you think would have been some hardships they may have faced while traveling from country to country?" "Do you think the Reys knew much about the persecution of the Jews?" "Do you think they knew about the Holocaust?" "What do you think the authors felt once they landed freely in America?" "Why do none of the Curious George books reflect anything of the lives of the authors during the Holocaust?" "Is there anything happening in our country today that would make you want to flee for safety?" Allow time for discussions. Teacher may want to record various answers on the board for further discussion at a later time.

#### **IV. Guided Practice:**

Using prior knowledge of types of conflict (person vs. person, person vs. self, person vs. environment, and person vs. technology), have students discuss various struggles within the story. List these on the board or butcher paper for all to see. Next, have students create a pyramid/diorama in which they will write the various types of conflicts encountered by the authors as they fled for safety. The diorama will have four sides where students will divide the types and examples of conflicts into separate sections. Students will also make inferences and draw conclusions regarding the outcome of the story. Discuss the cause-effect relationships within the story, as well.

#### **V. Independent Practice:**

Have students write a story where there is a conflict between two or more characters. Students should identify the type of conflict, list various ways to resolve the conflict, and make predictions about future encounters with similar problems.

## **VI. Conclusion:**

Ask students to restate the four types of conflict within a story. Have them provide examples of each type of conflict. Ask for a volunteer to explain, in his/her own words, the cause-effect relationship between events in a story.

Lesson 6 is being written at this time.

## **Lesson 7, “Research” through the use of the text and Internet, Living On: Portraits of Tennessee Survivors and Liberators, a project of the Tennessee Holocaust Commission**

### **I. Standards:**

**GLE**=0801.4.1, 0801.4.2, 0801.4.3;

**SPI=0801.4.3** (Determine the most appropriate research source for a given topic.),

**0801.4.4** (Distinguish between primary sources, such as, interviews, letters, diaries, newspapers, autobiographies, and personal narratives, and secondary sources, such as, reference books, periodicals, Internet, biographies, and informational texts.).

**Checks for Understanding**=0801.4.3, 0801.4.4, 0801.4.5, 0801.4.6, 0801.4.7, 0801.4.8, 0801.4.10, 0801.4.13, 0801.4.17, 0801.4.18.

### **II. Set:**

How many of you are familiar with the Internet social network, *MySpace*? What kinds of images, statements, facts, etc. are found on people’s sites? Do you always believe everything you read on *MySpace*? How can you tell if someone is quoting someone else, fabricating a statement, or trying to evoke certain feelings in the reader? Today, I’m going to lead you to a very important website created by the Tennessee Holocaust Commission. On that website, you will find extremely interesting and important biographies, as well as, photographs of some very special people living in Tennessee. The project we’re going to be working with is called, “Living On.” It began as a documentary project that includes portraits of survivors, liberators, U.S. Army witnesses, hidden children, and refugees from the Holocaust who now reside in our great state. The portraits were first revealed to a select group of individuals, including the people photographed, and later became a traveling exhibition. Then, the project became available for viewing on the Internet through the Tennessee Holocaust Commission’s website, which is where we will conduct our lesson today. Now, there is a book called, Living On, that contains all of the photographic portraits and biographical sketches that we will be discussing (Teacher will show the book to the class.).

### **III. Lesson: (Students will need Internet access to participate in this lesson.)**

Teacher will write the following information on the board for all students to see:

*Primary sources include, but aren't limited to, interviews, letters, diaries, newspapers, autobiographies, and personal narratives. Secondary sources include, but aren't limited to, reference books, periodicals, Internet, biographies, and informational texts.*

Today, we are researching information by using a secondary source, the Internet. There are seventy-four individual photographic portraits online at the Tennessee Holocaust Commission's "Living On" website. The portraits/biographies are listed by these categories: *Survivors, Refugees, Hidden Children, Liberators, and U.S. Army Witnesses*. Students will be assigned a name of an individual who is portrayed in the "Living On" section of the website. Students will locate information by going to: [www.tennesseeholocaustcommission.org](http://www.tennesseeholocaustcommission.org). It will be each student's responsibility to record biographical information by taking notes on the assigned person. After the students have conducted the research, and watched the web video of their assigned person, they will be ready to informally discuss their findings.

### **IV. Guided Practice:**

Students should now be familiar with the biographical sketches from "Living On." Each student will create a "His Space" or "Her Space" (on paper) by stating the most important facts about the individuals they've studied. In this activity, the student will list the name of the individual, his/her birth date and birthplace, outline/create a timeline of the journey made by this person during World War II, family information, religion, and how he/she came to live in Tennessee. Each student will have an opportunity to share his/her information with the class by stating some important facts about the researched individual. Another possibility is to have students begin their oral presentation by telling at least one thing that they will remember about their assigned person. Teachers should remember to stress the importance of subject matter to the students and its sensitivity. This is a means of paying tribute to the "Living On" participants by getting to know them better.

### **V. Independent Practice:**

Students will be instructed to continue their research at home by preparing a map locating the following information about their assigned individuals: birthplace, residence before, during, and after the war, possible camp locations, factories, hiding

places, liberated sites, etc. Time will be given at the beginning of next day's class for discussion.

(Provide these websites for further study: [www.ushmm.org](http://www.ushmm.org), [www.yadvashem.org](http://www.yadvashem.org), [www.jewishgenerations.org](http://www.jewishgenerations.org)).

## VI. Conclusion:

What is the difference between primary and secondary sources? Is the Internet considered a primary or secondary source? What is an autobiography called? What about a biography such as we've seen today? Remember, some of these sources can be interchangeable. For example, not all Internet sites are secondary sources, but for the most part, they are considered just that. Anything that is written by first-hand experience, discussion, etc. is a primary source. If someone has to relay the message, it's a secondary source.

## Lesson 8, "Logic and Propaganda," adapted from the EOP (Educational Outreach Program) by the Tennessee Holocaust Commission at Vanderbilt University

### (Day 1)

- I. **Standards:** GLE=0801.2.1, 0801.2.5, 0801.2.7, 0801.5.4, 0801.5.6, 0801.7.1, 0801.7.2;  
SPI=0801.2.2 (Identify the targeted audience of a speech.), 0801.2.7 (Select the most appropriate strategies for participating productively in a team, such as, gain the floor in orderly ways, meet or set deadlines for completing each task, come to agreement by seeking consensus or following the majority.), 0801.2.8 (Identify the functions and responsibilities of individuals within an organized group, such as, reporter, recorder, information gatherer, leader, timekeeper.), 0801.7.2 (Select a visual image that best reinforces a viewpoint or enhances a presentation.), 0801.7.3 (Identify the purpose of a medium, such as, to inform, to persuade, to entertain, to describe.), 0801.7.4 (Draw an inference from a non-print medium.), 0801.7.5 (Choose the statement that best summarized/communicates the message presented by a medium.);  
**Checks for Understanding**=0801.2.1, 0801.2.4, 0801.2.9, 0801.2.18, 0801.5.11, 0801.5.12, 0801.7.1, 0801.7.2, 0801.7.3, 0801.7.4, 0801.7.5.

## II. Set:

How many of you have been persuaded to buy something, eat something, or do something because of an ad, song, or slogan? Did you really need the item? Were you really hungry? Did you regret making the purchase later? Oftentimes, we are persuaded to do things or think in ways we ordinarily would not. This is called propaganda.

Today, we will begin our five- day study of propaganda. We will define, discuss, and analyze various forms of propaganda.

### **III. Lesson/Activity:**

#### Introducing Propaganda

Distribute the “Picture Frame” Activity Sheets. Have students write the word “propaganda” in the center circle. This lets them know that propaganda is the central focus of everything discussed today. The area around the circle provides space for students to write what they *think* they know about propaganda, where they may have heard it, how it was used, and possible examples of it. Teacher will then define propaganda as a “means of persuasion,” which the students will then write in the outside frame of their activity sheets. Examples will be given of current propaganda; students may write these in this space, as well. These sheets may be posted around the classroom or kept by the students, depending on teacher preference.

Allow students to brainstorm specific examples of propaganda they encounter on a daily basis. Teacher will list these on chart paper which will be folded in-half and then posted for the entire five- day study.

### **IV. Guided Practice:**

Give students magazines (or have them bring one from home the day before) and instruct them to find at least three examples of propaganda from them. Class discussion will take place concerning the results found in the magazines.

### **V. Independent Practice:**

Have students to pick one or two examples of propaganda at home (e.g.: T.V. commercials, newspaper ads, radio spots, signs, billboards, Internet spam, etc.) and have them informally share results tomorrow.

## Lesson 8, “Logic and Propaganda”

(Day2)

### I. **Introduction:**

Review lesson from yesterday by having students recall definition of propaganda, going over examples from chart, and discussing examples found by students from previous night’s assignment.

### II. **Activities:**

Give students a packet of types of propaganda (from Tennessee Holocaust Commission’s EOP, 2008).

Introduce the first four types of propaganda: Bandwagon, Testimonial, Loaded Words, and Logical Fallacies.

Divide students into eight groups, with group division being based on teacher discretion. Assign each group one of the four terms (Each term will be discussed in two separate groups). Have each group select a recorder and a spokesperson. Give each spokesperson a concrete example of that type of propaganda. Give each recorder a “What I Think I Know” Chart on chart/poster paper. Teacher directs recorder to write on the chart what each student in the group thinks the definition of the vocabulary word propaganda is. Recorder does the same with each of the sections on the chart. Once each group has completed the chart, they’ll post it for all to see. When all groups are finished, the group spokespersons share their findings with the rest of the class.

Allow time for questions and discussion.

### III. **Guided Practice:**

Look at the examples of propaganda from yesterday’s class, and determine if any of them fall into any of today’s four types of propaganda. Discuss possible answers.

### IV. **Independent Practice:**

Find an example of each of today’s four types of propaganda from any media source, and be ready to discuss it as tomorrow’s opening. Students should bring a hard copy of each of the types of propaganda, if possible.

## Lesson 8, “Logic and Propaganda”

### (Day 3)

#### **I. Introduction:**

Review yesterday’s learning and independent practice by having students recall the first three types of propaganda and by providing examples of each. Discuss where the examples of propaganda were found and how they made students feel.

#### **II. Activities:**

Divide students into six groups. Each of the three remaining types of propaganda will be discussed in two groups each, as yesterday’s lesson. Introduce the three remaining types of propaganda: Plain Folks, Name-calling, and Snob Appeal. Again, spokespersons and recorders, preferably different ones from yesterday, are selected by each group. Each group follows/completes the chart activity as they did yesterday and results are shared with the class as a whole after the charts are posted.

#### **III. Guided Practice:**

Teacher guides students in determining which types of propaganda the modern-day examples from Day 1’s chart fall into. Students will invariably discuss ways that various forms of propaganda will fall into more than one type. Teacher should be prepared for debates and discussions.

#### **IV. Independent Practice:**

Students will write a journal entry in which they expound upon how propaganda affects their daily lives. They may want to provide examples, or simply describe the various ways that propaganda is used today.

## Lesson 8, “Logic and Propaganda”

### (Day 4)

#### **I. Introduction/Set:**

Teacher provides photos of a concentration camp/ghetto/round-up from Nazi-occupied Europe and a photo of American women working in a war plant. Ask

students, “Why did Europeans allow this to happen to their former friends and neighbors?” and “What would make American women leave their homes and children to work in male-dominated war factories?” The answer to each of these questions is effective propaganda.

## **II. Lesson/Activity:**

Teacher provides examples of World War II American and Nazi propaganda (posters, transparencies, postcards, PowerPoint, USHMM website, etc.), and class discussion ensues. Students brainstorm types of propaganda being used in each piece, the intended audience, and the messages being sent through the images.

## **III. Guided Practice:**

Teacher has cards with photos and names of leaders from WWII (Eleanor Roosevelt, Franklin Roosevelt, Hitler, Churchill, Stalin, Queen Wilhemina of the Netherlands, etc.) posted around the classroom. Each student is given a quote (unnamed) by one of these people. At the teacher’s signal, students stand under the photo of the leader whom they think made the statement they are holding. Discussion is made of why students made these decisions, etc. Students will sit down at their desks while teacher then reveals the answers through PowerPoint. Afterwards, students will then return to the correct picture/name with their correct statement. This will give all students an opportunity to match the correct answers.

## **IV. Independent Practice:**

This activity will be done in class on the following day.

# **Lesson 8, “Logic and Propaganda”**

**(Day 5)**

## **I. Introduction:**

Teacher will ask students to name the seven types of propaganda studied this week. Hopefully, the students will be able to give at least one example of each type.

## **II. Independent Practice from Day 4:**

Art Activity/Assessment

(individual, not group)

Supplies needed:

--construction paper

--packet of quotes (anonymous) from different leaders, contemporary and historical (Rev. Wright, President Obama, John McCain, Sarah Palin, Nancy Pelosi, etc.)

--scissors

--glue

--photos/illustrations

--markers/colored pencils (optional)

Teacher distributes packet of quotes to each student. At a central location, teacher has construction paper and photos/illustrations. Students are instructed to choose one or two quotes. They are then allowed to choose construction paper and photos/illustrations. Students then create their own piece of propaganda. Once the student finishes, he or she writes a brief explanation stating what type of propaganda is being used, who the targeted audience is, and the message being sent. At the end, the student must try to guess who stated the quote. These are discussed in class and can be posted in the hallway, classroom, etc.

### Lesson 9, "Research," using personal diaries of Holocaust victims

Recommended books are as follows: **Salvaged Pages** by Alexandra Zapruder, **Survivors: True Stories of Children in the Holocaust** by Allan Zullo and Mara Bovsun, **Witness: Voices from the Holocaust** by Joshua Greene and Shiva Kumar, **The Diary of David Sierakowiak: Five Notebooks from the Lodz Ghetto** by Alan Adelson, **We are Witnesses: Five Diaries of Teenagers Who Died in the Holocaust** by Jacob Boas, **My Secret Camera: Life in the Lodz Ghetto** by Mendel Grossman.

**I. Standards:**

**GLE**=0801.4.2, 0801.4.3, 0801.5.1, 0801.5.2, 0801.6.2, 0801.6.3;

**SPI=0801.4.2** (Identify levels of reliability among resources, such as, eyewitness account, newspaper account, supermarket tabloid account, Internet source.), **0801.4.4** (Distinguish between primary sources, such as, interviews, letters, diaries, newspapers, autobiographies, personal narratives, and secondary sources, such as, reference books, periodicals, Internet, biographies, and informational texts.), **0801.5.3** (Analyze cause-effect relationships in text.), **0801.5.6** (Identify an example of deductive or inductive reasoning in text.), **0801.5.8** (Identify instances of bias and stereotyping in print and non-print texts.), **0801.5.9** (Make inferences and draw conclusions based on evidence in text.), **0801.6.1** (Formulate appropriate questions before, during, and after reading.), **0801.6.3** (Use text features to locate information and make meaning from text, such as, headings, key words, captions, footnotes.), **0801.6.4** (Interpret factual, quantitative, technical, or mathematical information presented in text features, such as, maps, charts, graphs, time lines, tables, and diagrams.), and **0801.6.6** (Identify the organizational structure of a text, such as, chronological, cause-effect, comparison-contrast, sequential, problem-solution.).  
**Checks for Understanding**=0801.4.2, 0801.4.3, 0801.4.5, 0801.4.7, 0801.4.8, 0801.4.10, 0801.4.13, 0801.4.17, 0801.4.18, 0801.5.1, 0801.5.2, 0801.5.6, 0801.5.8, 0801.6.1, 0801.6.8, 0801.6.14, 0801.8.7, 0801.8.20.

**II. Set:**

Teacher will provide various types of diaries to show students. Make sure these resources are diaries, not memoirs. Emphasize that a diary is written during the actual time of personal life occurrences (experiences and feelings), whereas a memoir is a reflective account of events in the past, or even a record of events based on the writer's personal observations. I, personally, would take a few copies of my own journals to show the students. Next, read a few selections/entries from selected diaries. Ask students to comment on what they think is a common thread woven throughout each selection. Answers will vary ranging from personal dilemmas to words of thankfulness. Teacher will then show students the selected Holocaust diaries written by survivors before, during, and after World War II. Today, we are going to explore the various reasons people use diaries/journals, we will create maps and time lines, and we're also going to create our own diary/journal as a means of independent practice. Explain that diaries/journals can be made from almost any type of writing material. Also be aware that some diaries/journals fall into the hands of unintended individuals. It's important to give an account of life's stories, but it's also important to consider the intended audience.

### **III. Lesson:**

Teacher will explain that the class will be divided into six groups. Each group will have a different collection of Holocaust diaries. Teacher will run-off enough copies of each collection for each member of the group to have his/her own hand-out. Each group will choose a reader, a recorder, and a spokesperson to lead the group, and keep the group on-task (or teacher can choose an appropriate way to select leaders within the groups). The other members of each group will have the responsibility of picking out important key points from the read diary entries as a means of discussion. Next, the reader will read marked passages (teacher selected beforehand) to the group. Students will discuss the meaning of each passage, recorder will log ideas, and group will formulate ideas for illustrating key elements of each passage. By formulating ideas, the group members will create either a map or a timeline based on the diary entries. These visuals will depict the locations of where the individuals were when they wrote the diaries, where the events took place, the time in which the entries were written, or the time at which the events occurred. The goal is to try and have a better *understanding* of what was taking place in the victims' lives at that particular time. Locations and dates are extremely important regarding the diary entries. These details give students a greater ability to empathize with the writers. We can never fully comprehend the atrocities of the Holocaust, but we can tirelessly search for answers. Stress that point to students.

### **IV. Guided Practice:**

Teacher will provide each group with the necessary supplies for creating maps and timelines to correspond with diary selections. Students will determine the necessary information to be recorded on chart paper. A visual representation will result from group effort. If possible, students will record any other pertinent information about the writers of the diaries. Once finished, the spokesperson for each group will lead the class in an informal presentation of his/her group's work.

### **V. Independent Practice:**

Students will write their own diary/journal entries for one week. These entries should include everyday occurrences, emotions, current events, family events, books being read, hobbies, pastimes, locations, etc. Teacher will provide questions for each day that must be addressed in student diaries. Students may use actual diaries, journals, notebooks, or hand-made booklets. After one week's time, allow students to share thoughts with classmates. Encourage students to continue journaling as a means of expressing thoughts and feelings.

## **VI. Conclusion:**

Are diaries and journals considered primary or secondary sources? Are charts and maps helpful in better understanding history? Why or why not? Is it important to have accurate information when writing a diary for publication? Name some challenges researchers face today regarding the validity of diaries. Teacher will encourage students to borrow or purchase a published diary to read during free time.

### Lesson 10, The Holocaust as seen through the Humanities

This lesson is intended to be used as the culminating activity for a thematic or chronological unit of study on the Holocaust. Consequently, the teacher should have previously instructed the students on reliability of resources.

Anticipated Time Frame: 5 – 7 class sessions (55 minute sessions)

#### Resources Needed:

--Mobile computer lab with wireless Internet access

--Note paper, writing utensils

--Art supplies (rulers, markers, scissors, glue, fabric, colored/construction paper, etc.)

--Tri-fold exhibition boards

Lesson Goal: Students will research the Holocaust as viewed through

the lens of the Humanities (i.e., literature, history, performing arts, visual arts, film) and will demonstrate comprehension through creation of multi-media exhibits and oral presentations.

Standards Addressed:

Grade Level Expectations (GLE's):

0801.2.1 [Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.]

0801.2.6 [Deliver effective oral presentations.]

0801.2.7 [Participate in work teams and group discussions.]

0801.4.1 [Define and narrow a problem or research topic.]

0801.4.2 [Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.]

0801.4.3 [Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from Web sites.]

0801.7.3 [Recognize how visual and sound techniques and design elements carry or influence messages in various media.]

Checks for Understanding:

0801.2.13 [Logically arrange ideas and group related ideas in ways that enhance a topic.]

0801.2.17 [Employ presentation skills such as good eye contact, clear enunciation, effective speaking rate and volume, and natural gestures.]

0802.18 [Participate productively in self-directed work teams for a particular purpose . . .]

0801.4.2 [Take and organize notes on what is known and what needs to be researched about the topic.]

0801.4.3 [Focus on relevant information and/or theories.]

0801.4.5 [Choose among sources provided and those found independently based on the usefulness, credibility, and reliability of the sources.]

0801.4.6 [Identify reasons for choosing one source over another, including those found on Web sites.]

0801.4.7 [Identify the characteristics and limitations of source material.]

0801.7.3 [Identify visual and sound techniques and design elements in various media . . .]

State Performance Indicators (SPI's):

0801.2.8 [Select the most appropriate strategies for participating productively in a team]

0801.4.2 [Identify levels of reliability among resources.]

0801.4.3 [Determine the most appropriate research source for a given research topic.]

0801.4.5 [Discern irrelevant research material from written text.]

Procedures:

- 1) Explain to students that this will be the final lesson/activity in the Holocaust unit of study.
- 2) Explain what the humanities are (visual arts, literature, music, history, performing arts, film, etc.)
- 3) Have students choose partners or groups for the project. Groups should consist of no more than three members.
- 4) Explain that each group is to choose a Holocaust or Holocaust-related topic from the humanities and then create an exhibit concerning that topic. Each group should be directed to the website for the Tennessee Holocaust Commission ([www.tennesseeholocaustcommission.org](http://www.tennesseeholocaustcommission.org)) in order to access the historical time-line and glossary of Holocaust-related terms. Each group should be given an index card on which is printed an age- and/or grade-appropriate topic. Below is a list of possible topics:

#### Eighth Grade

Film: *The Diary of Anne Frank*, *The Devil's Arithmetic*

Books/Literature: *The Sunflower* by Simon Wiesenthal, *The Devil's Arithmetic* by Jane Yolen, *Salvaged Pages* by Alexandra Zapruder, *The Journey That Saved Curious George*, etc.

Survivors: (Portrayed in *Living On: Portraits of Tennessee Survivors and Liberators*)

History: Specific concentration camps, Kristallnacht, *the St. Louis*, Contemporary genocides (Rwanda, Darfur), etc.

Individuals: Anne Frank, Simon Wiesenthal, Janus Korzacz, Miep Gies, Corrie ten Boom, etc.

Holocaust Organizations: Yad Vashem, USHMM, Houston Holocaust Museum, Tennessee Holocaust Commission, etc.

#### Higher Grades

Film: *The Pianist*, *Schindler's List*, etc.

Books/Literature: *Night* by Elie Wiesel, etc.

\*Note: Topics for the remaining three categories can be the same as eighth grade.

- 5) Each group should be allotted a laptop computer from the mobile lab. If these are not available, then this can be done in the school's computer lab. Students should be given two class periods to conduct Internet research on their topics. They should take notes from what they find on the Internet, and they should be allowed to print out research and/or photos, maps, etc. Below is a partial list of acceptable websites: (Teachers should carefully monitor the research and reliability of sources.)
  - [www.ushmm.org](http://www.ushmm.org)
  - [www.tennesseeholocaustcommission.org](http://www.tennesseeholocaustcommission.org)
- 6) The projects should be put together in class over a two to three class period time frame. They should be done on a tri-fold cardboard exhibition board. Students may use any materials they choose. Throughout the process, the teacher should continuously circulate among the students, offering advice and suggestions as to lay-out, materials, design, etc. The finished project must prove that the students understand what their topics are all about. This should be evident from the material gleaned from their research.
- 7) After all projects have been completed, each group must do an oral presentation explaining their topic to the rest of the class, using the project as a visual aid.
- 8) Final grades/evaluations of the projects should be based on the following rubric:

Exhibit (50 possible points)

Neatness\_\_\_\_(10 possible points)

Creativity\_\_\_\_(10 possible points)

Reliability of Information/Quality of Research\_\_\_\_ (15 possible  
points)

Comprehension of Topic as Exhibited in Project\_\_\_\_ (15 possible  
points)

Oral Presentation (50 possible points)

Clarity of Presentation\_\_\_\_(10 possible points)

Group Dynamics/Cooperation\_\_\_\_(10 possible points)

Length of Presentation\_\_\_\_(10 possible points)

Comprehension of Topic as Presented Orally\_\_\_\_(10 possible  
points)

Use of Visual Aids\_\_\_\_ (10 possible points)

All finished projects should be displayed to the entire school (e.g., in the library, hallways, cafeteria, office, auditorium, etc.)