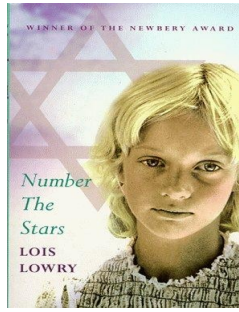


Beginning Holocaust Studies

by

Adam Welcher



FEATURED SELECTION:

Lowry, Lois. *Number the Stars*, Laurel Leaf, 1998

Number the Stars is told from the point of view of ten-year-old Annemarie Johansen. The story is set in the city of Copenhagen, Denmark in September 1943, the third year of the Nazi occupation of Denmark. Annemarie and her best friend Ellen, who is Jewish, are stopped by soldiers on their way home from school. The two girls become more and more unsettled by the constant Nazi presence. Mrs. Johansen and Mrs. Rosen are concerned and ask the girls to take a new route to school. Later in the fall, Annemarie and her younger sister Kirsti discover that Mrs. Hirsch's, (a Jewish store owner's) neighborhood shop has been closed. This event further alarms Mrs. Johansen, though Annemarie does not understand why. The book continues to documents the family's struggles and adventures during the Nazi occupation of Denmark.

RELATED MATERIALS:

-Adler, D. (2001). *Hiding from the Nazis*. Holiday House.

People's resistance to the Nazi maltreatment of people is discussed in further detail. The story helps to show the deep attachment of a child to their host family. The book continues to display the stereotyping and prejudices of the Nazi's.

-Polacco, P. (2009 (Republication)). *The butterfly*. Puffin.

The book also discusses more instances of Nazi soldier's mistreating people based on predetermined stereotypes. The story also discusses acceptance and understanding of people that you may not know very well at first.

-Deedy, C.A. (2000). *The yellow star: The legend of king Christian X on Denmark*. Peachtree Publishers.

The book discusses acts of courage and group unity and acceptance in a tough time. People are forced to come together to become stronger in light of the Nazi's persecution and discrimination.

-Adler, D.A. (1995). *Child of the Warsaw ghetto*. Holiday House.

Written in biography format, the book discusses a young boy's personal encounters and life during WWII. The details that are given and personal accounts show the boys courage and the often times strong bonds that were developed between him and others.

-Cohn, J. (2000). *The Christmas menorahs: How a town fought hate*. Albert Whitman and Company.

Inspired by the Danish helping out their Jewish neighbors in WWII, the story discusses people in Montana putting menorahs in their windows to take a stand against bigotry. The book does a great job of discussing prejudice and hate crimes.

GOALS:

Goals:

- Students will gain an age appropriate introduction to the Holocaust by reading the selected materials.
- Students will learn what life was like for different groups of people that were persecuted by the Nazi's, and some of the struggles that they had to go through.
- The students will improve their reading comprehension skills.
- Students will make connections between their personal lives and what they read in the books.
- Students will develop an understanding of the culture and society that allowed the Nazi's to do what they did. What was going on in the German society that allowed Hitler to take over and his party to gain such power?

Skills:

- Students will be able to identify comprehension strategies of prediction and connection.
- Students will be able on a map to identify Germany and the countries immediately surrounding it.
- Students will be able to use a scale on a map to conduct measurements.
- Students will be able to identify on a map Germany's capital city and major cities where certain concentration camps, head German headquarters, etc...where located.
- Students will be able to write fictional journals with a Holocaust theme. (For example: The children are a Jewish child in hiding, what are some of the things they think they would need to survive, and what are some of the feelings they think they would have?)

ACADEMIC STANDARDS

English

- 6.1 Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
- 6.2 Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List (<http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/readinglist.shtml>) illustrate the quality and complexity of the materials to be read by students. At Grade 6, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, magazines, newspapers, reference and technical materials, and online information.
- 6.6 Students write using Standard English conventions appropriate to this grade level.
- 6.7 Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

Social Studies:

- 6.1 Students will explore the key historic movements, events and figures that contributed to the development of modern Europe and America from early civilizations through modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.
- 6.2 Students will compare and contrast forms of government in different historical periods with contemporary political structures of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems.

Pre-reading

- Teacher will arrange for a grandparent/great grandparent/veteran to come in that was alive during WWII and talk about some of the differences between then and now. The teacher will ask questions to the veteran that will prompt some of these comparisons. Questions should allow students to relate responses to their own lives. For the activity, students will research in groups of 4-5 information such as: What percentage of people had TV's?, telephones?, amount of people that shared phones or used "party lines", What method did people use to get information? Radio, Newspaper? They will present the information they found.
 - Assessment will be done by participation, questions asked, and validity of information found
- **Reading**
 - The instructor will read aloud the first chapter of the book to introduce the literature style. The students will be broken up into small groups, (3-4) to read the book. Each day however, a group will be assigned to become "the experts" on a certain chapter or group of pages, and present the important information from their section to the class. That group will be expected to write questions from the chapter, be able to answer questions about the chapter, and to summarize the chapter well. This allows the students connect to the reading and have it feel important, as well as let them be the "teacher", which they always seem to like.
 - Assessment will be the participation by the whole class, and in particular the group's ability to summarize the chapter, the ability to answer questions the class asks, and their ability to ask good study questions of the class. The rest of the class is assessed by their participation in the discussion and their ability to answer the study questions.
- **Responding**
 - Students will individually do two journal entries. The first one would be to have them imagine they were a child living in the United States during WWII, and they would have to describe how they think their lives would have been. They can use the information they learned from the speaker and their

research. What would it have been like to have a lot of the middle aged men of the country (ie: fathers, brothers, cousins, etc....) off at war? What would it have been like to have to ration and only be able to get a certain amount of things? Questions like that could help prompt them. The second journal is over them imagining themselves as a small Jewish child whose family is under persecution and is in hiding during WWII in Europe. What are some of the difficulties that they might have? What are some of the feelings that they would have had everyday, while they were constantly running?

- Students will be assessed by the completion of the journals and connections that they make.

- Exploring

- Students will create and label a map of Germany and its surrounding countries and label major cities and places that major concentration camps and ghettos were located. Students as an enrichment activity will need to find the distance between Germany's capitol and other major locations (capitols of these other countries, concentration camps etc...). This will show them how far these things were away. As the teacher, you can find things here in the US that are the same distance away from us, and compare these and tell the students for example, "The distance between Berlin and Auschwitz is like the distance between us and St. Louis."
- Students will be assessed by a map of actual Europe to check validity of answers, as well as a map that shows the distance between major cities.

- Applying

- Students will be split into groups of 4-5 and asked to make a presentation. One group is a group of kids living in the US during this time and what their lives are like. Their father is being sent off to war; their food is being rationed and so on. How will their lives change? One group can be a Jewish family that is being persecuted and has to run from the Nazi's. What are some of the things they have to go through to survive? A third group can be a family in Europe that hides Jewish families on the run. What are some of the fears that they have? Can they be punished for what they are doing? The fourth and final group could be a family living in a country nearby to Germany that the Nazi's take over. What is life like now that you cannot make your own decisions? What are some of the restrictions that you have? What are some of the feelings you have when one day a foreign army comes in and wants to free you? Would you be excited to help them?
- Students will be assessed individually by their participation and contributions to the group, and as a group they will be assessed by the quality of their presentation and connections that they make. Peer evaluations will also be filled out by each group member.

TIME SCHEDULE:

<p>Day 1</p> <ul style="list-style-type: none"> • Guest speaker • Ask reflection questions 	<p>Day 2</p> <ul style="list-style-type: none"> • Read pages 1-20. Experts for the day will present information and ask questions 	<p>Day 3</p> <ul style="list-style-type: none"> • Read pages 21-35. • Experts of the day will present and ask questions • Response Journal over being a member of Jewish family under persecution is due. 	<p>Day 4</p> <ul style="list-style-type: none"> • Read pages 36-56. • Experts present • 	<p>Day 5</p> <ul style="list-style-type: none"> • Read pages 57-70 • Experts present • Lesson on context clues to determine meaning of unknown words
<p>Day 6</p> <ul style="list-style-type: none"> • Read pages 71-91 • Experts present • Begin working on map project 	<p>Day 7</p> <ul style="list-style-type: none"> • Read pages 92-112 • Experts present • Completed map project due 	<p>Day 8</p> <ul style="list-style-type: none"> • Read pages 113-133. • Experts present • Response journal over living in America during WWII is due. 	<p>Day 9</p> <ul style="list-style-type: none"> • Read pages 134-144, (finish book) • Experts present • Begin work on projects 	<p>Day 10</p> <ul style="list-style-type: none"> • Work on projects
<p>Day 11</p>	<p>Day 12</p>			

• Work on projects	• Finish projects and present			
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ASSIGNMENT CHECKLIST:

Beginning Holocaust Studies
Holocaust Focus Unit

Name: _____

- _____ 1. Read *Number the Stars*
- _____ 2. Create a map of Germany and its surrounding countries with labels and distances
- _____ 3. Response Journal #1
- _____ 4. Was an “expert” on a portion of the reading at least once.
- _____ 5. Response Journal #2
- _____ 6. Group presentation over life in WWII and the Holocaust completed

