



# Tucson Jewish Museum & Holocaust Center and USHMM Museum Teacher Fellows

## Objective:

Four Museum Teacher Fellows (MTFs) from the United States Holocaust Memorial Museum (USHMM) working as independent contractors created lessons and activities based on the themes and exhibitions at the Tucson Jewish Museum & Holocaust Center. These four teachers used a common format for the lesson plans and worked together to create lessons utilizing resources from USHMM and Echoes & Reflections, but also brand new activities and lessons to support the exhibitions at TJMHC.

## Process to create the lessons:

We used the philosophy behind [Understanding by Design](#) in creating the unit and the lessons. We think it's important for teachers to familiarize themselves with the [USHMM Guidelines for Teaching the Holocaust](#), especially the [Rationale and Learning Objectives](#). Our unit and lessons have been designed with these guidelines.

## Essential Questions

We also created some guiding essential questions that we think students could think about through the whole unit:

- How did Arizona survivors experience the Holocaust--before, during, and after--and what similarities do they share with each other?
- Why is it important for Arizona students to learn about the experiences of local survivors? How can this enhance their learning of the Holocaust?
- How and why did the Holocaust happen in a modern nation?
- Based on what you are learning about the Holocaust, what can we learn about how people made decisions to do the things they did?

# Lessons for High School Classrooms

# LESSON: Jewish Life Before the Holocaust (HS)

## Grade Level:

This unit was developed for high school students. We are following the [Age Appropriate](#) Guidelines from the USHMM.

## Subject:

History; English/Language Arts; Multi-disciplinary. This lesson would fit within a unit about the 1930s and/or the Holocaust/World War II; however, it could be done as a stand-alone lesson.

## Rationale:

It is important that students understand that people led rich lives in pre-WWII Europe and Russia and that there are similarities to their own lives. This lesson provides materials and questions that ask students to analyze primary source documents to understand what life before the Holocaust was like for some Jewish families while reflecting on their own lives.

## Overview:

### Key Question(s):

- What was life like for Jews in Poland, Eastern Europe, and Russia before the Holocaust?
- How are pre-WWII experiences similar? Different?

### Educational Outcomes. At the end of this lesson, the students will be able to:

- Describe how some Jewish families lived before the Holocaust.
- Analyze primary source documents to understand what life before the Holocaust was like for some Jewish families.

## Teacher preparation

It's important for teachers to familiarize themselves with the [USHMM Guidelines for Teaching the Holocaust](#), especially the [Rationale and Learning Objectives](#). We encourage teachers to familiarize themselves with background knowledge on the Holocaust by viewing this [site](#) at the USHMM and view the [Introduction to the Holocaust](#). Additional information on teaching about this topic can be gleaned from the full-length version of [The Path to Nazi Genocide](#).

## Materials

- Worksheet: Jewish Life Before the Holocaust.
- Prepare access to materials, including making copies if needed.
- Set up necessary technology to support activity and ensure the links work from the lesson and the worksheet.

## Lesson:

1. With students, open the link to “Jewish Population of Europe in 1933: Populatic.” (<https://encyclopedia.ushmm.org/content/en/article/jewish-population-of-europe-in-1933-population-data-by-country>). This information could be shared through Padlet, Nearpod, or other collaborative tech method.
  - a. Ask what they notice about Jewish population (small percentage, in all countries, where the largest population is located, etc.). You might also ask students what they believe life for Jewish families was like in the years before the Holocaust.
2. Next, share with students that while so long ago and from many different countries, Jewish families before 1933 lived and loved very similarly as families do all over the world today.
  - a. Ask students to brainstorm important events and activities within their own families, something they might photograph or celebrate
3. Share the document “Jewish Life Before the Holocaust” either digitally or on paper.
  - a. Give time for students to complete each of the three sections (or take one section at a time as a class and share together afterwards). To conserve time, limit to one or two selections.
  - b. Students read the selections from *After All: Life Can Be Beautiful*. For each section, students are responding to articles, analysis, and self-reflection questions.
  - c. Watch the Centropa film “The Importance of a Good Vacation” ([\) to illustrate families before the Holocaust were no different in how they spent their leisure time and what they liked to photograph. Students answer the questions.](https://www.centropa.org/node/45553?subtitle_language=)
  - d. Before the final sections, preview the USHMM Photo Archives page, practicing how to use the archives by going through the steps to find a Jewish family photograph to share with the class. Then have students on their own find a photo to learn about another Jewish family from before WWII. Incorporating the photos from local Arizona people is a good connection.
4. Bring the class back together to discuss the wrap-up questions:
  - a. What was an assumption you had about life before the Holocaust?
  - b. What is something you learned or realized about life before the Holocaust for some Jewish families?
  - c. Why is it important for us to learn about life before the Holocaust when studying about the Holocaust?

## Additional Resources:

For further study, students can complete the more detailed “Exploring Pre-World War II Jewish Life from USHMM” ([https://www.ushmm.org/m/pdfs/USHMM\\_PreWorldWar2\\_Lesson.pdf](https://www.ushmm.org/m/pdfs/USHMM_PreWorldWar2_Lesson.pdf))

# Jewish Life Before the Holocaust

**Directions:** Complete each activity.

## Read

The four excerpts from *After All: Life Can Be Beautiful*

1. Highlight any unfamiliar word. Write the definitions in the right column.
2. Answer the questions for each passage.

*My earliest memories go back to when I was very young and my parents and I lived with my grandfather, Jakow Szturman, who was a tailor. I was very close to my Grandfather. I loved him more than anything, and he loved me. He took care of me. He sang to me in Yiddish, and I remember that he had a beautiful voice. He was religious and attended synagogue(19)...When my grandfather was a young man, he was supposed to serve in the Russian army. They would take Jews to serve for twenty-plus years. Most never came home. Grandfather had his little toe removed, so he did not have to serve. This saved his life(20).*

**Definitions of Unfamiliar Words:**

Jews experienced antisemitism long before the Holocaust. What did Jewish soldiers face according to the article? Then read this article from Facing History about life before WWII (<https://www.facinghistory.org/resource-library/resistance-during-holocaust/jewish-life-poland-holocaust>) What were the pogroms and how did they also illustrate early antisemitism?

Share a favorite memory of one of your own grandparents or describe a favorite "grandparent" from a book or film.

*I always loved animals, especially dogs, and I remember seeing a puppy and wanting one so that I could have something of my own, something that would belong only to me. My father told me I couldn't have a dog, which made me very mad. It was the only thing I'd ever wanted. When he asked*

The punishment for throwing the book is extremely harsh, and yet she felt "proud" of receiving the beating. Explain the value of education to their family.

<p><i>me later to bring him a book, instead of handing the book to him, I threw it at him. He put me over his knee, took off his belt, and gave me a beating, leaving belt marks all over my thighs. I used to wear short dresses, and everyone could see the evidence of the beating on my thighs. When I went out on the street other children asked me what had happened, I wasn't ashamed to tell them. I was very proud to have received that beating because my father had also taught me a lesson. He pointed to the book and said, "You see that book? When you learn how to read, you are going to find knowledge in books. You don't throw them; you cherish them." He was absolutely right. After I learned how to read, I never stopped. To this day I can't go to sleep without first reading part of a book(21).</i></p>	<p><b>Read this article on Jewish pet ownership today. (<a href="https://www.myjewishlearning.com/article/animals-in-judaism/">https://www.myjewishlearning.com/article/animals-in-judaism/</a>). List two interesting facts you've learned about owning a pet while Jewish.</b></p>
<p><i>My mother had graduated from high school and wanted to attend a vocational school. She spoke Polish fluently, which was unusual for Jews in Poland, who mostly spoke Yiddish. One of her cousins was doing manicures and encouraged mother to learn the trade so she could go into business for herself. Mother liked the idea, so she learned how to do manicures and pedicures. She was very good at her job, and she built up a good clientele. Most of her clients were wealthy non-Jews. She was really all on her own. It wasn't easy for her, because she was always working. She needed to make a living for us...my mother always did whatever she could do for me, especially when it came to special kinds of food. Before the war in Poland they had watermelons which had been imported from Italy. There were peddlers on the street with carts who sold watermelon by the slice, and whenever we walked by them I would ask for a slice. I can still see the wagons full of those round watermelons...since my mother didn't have a lot of time for me, maybe that was her way of showing love(22-23).</i></p>	<p><b>Do you have a favorite pet? If so, tell something about them or if not, would you ever want one?</b></p>
<p><i>There were only three Jewish children at the preschool. There was another girl, a boy, and me. All the others were Christians and they bullied us for being Jewish. They called us names like "Christ Killer" and "Dirty Jew." Every time someone called</i></p>	<p><b>What connections do you see with her mother and modern mothers of today?</b></p> <p><b>Why would a Holocaust survivor remember a scene like this when telling their story?</b></p> <p><b>Describe a time a family member made sure you felt especially loved and cared for.</b></p> <p><b>Definitions of Unfamiliar Words or phrases:</b></p> <p><b>Watch this short film on antisemitism from the United States Holocaust Memorial Museum. (<a href="https://www.ushmm.org/antisemitism/what-is-">https://www.ushmm.org/antisemitism/what-is-</a></b></p>

me a "Dirty Jew," I would look at myself. I couldn't understand why they were calling me dirty. I was cleaner than some of them. I also didn't understand why they called me a "Christ killer." I didn't know who Christ was. How could I kill him? I was a small child. I didn't kill anybody... The name calling happened all the time. There was only one seesaw in the preschool, and to use it, you had to wait your turn. One day, the other Jewish girl was waiting patiently for her turn to use the seesaw, but when her turn came a Polish boy went to her and pushed her. He said, "I'm going to on the seesaw now, you dirty Jew." Even though he was the biggest kid, and much stronger than me, I couldn't stand by and watch this injustice. I went over and punched him in the nose. He began to bleed and cry. I said, "She was waiting, and now you can wait." From that day forward, he was afraid of me, and stopped going after defenseless kids. I was kind of a tomboy. I wasn't afraid of anything. All my life I fought for underdogs. I learned very quickly not to show fear(24-25).

**[antisemitism/why-the-jews-history-of-antisemitism](#)**

Answer the following questions:

How have Jews been affected by antisemitism?

What is the meaning of "scapegoat"? What do people gain from scapegoating?

How has antisemitism changed throughout history?

Why do you think she was proud of punching the young Polish boy? How do you think those skills might be a benefit later during the Holocaust?

## Watch & Listen

Watch the video of Katarina Loefflerova "The Importance of a Good Vacation" and answer the following questions.

[https://www.centropa.org/node/45553?subtitle\\_language=](https://www.centropa.org/node/45553?subtitle_language=)

Where did Katarina grow up?

Name four activities that her family photographed.

What happened to her family?

What is Loefflerova's message for us?

## Research and Create

Photographs from the past can teach us so much about the lives and culture of European Jewish people. Before Nazi rule, Jewish families lived much like other families in Europe. Use the listed website to further your

knowledge of Jewish life long ago. Read the Holocaust Encyclopedia articles "[Jewish Communities of Prewar Germany](#)" and "[Jewish Life in Europe Before the Holocaust](#)" and view the animated map "[The Holocaust.](#)"

Use the USHMM Photo Archives Page

[https://collections.ushmm.org/search/?f%5B%5D%5B%5D=all\\_images](https://collections.ushmm.org/search/?f%5B%5D%5B%5D=all_images)

<p>Type into the search bar <b>"prewar Jewish life" + a keyword of an activity either your family or Sevek or Katarina talked about</b> (sports, family, pets, vacation, etc.). Copy and paste the photograph in the column to the right.</p>	
<p>Type the title or caption of the photograph, the date it was taken, and the location.</p>	
<p>What is happening in the photograph? Are there any objects or people you notice?</p>	
<p>Now read the story underneath the photograph. What's something that sticks out to you from the story?</p>	
<p>What questions do you still have after reading the story?</p>	
<p>Research the town/city that is the setting of your photo by using "name of your town"+ Jewish+ history/population/occupation) in Google to determine the following:</p>	<ol style="list-style-type: none"> <li>1. How large was the town's/city's/country's Jewish population and how long had Jews been living there?</li> <li>2. What was Jewish life/culture like prior to the Nazi invasion (using either Google or by searching for more photos taken in your city and reading the family stories underneath their captions)</li> <li>3. Where is or was that town/city located (southeast, northwest, etc.)?</li> </ol>



	4. When and how did the town/city come under Nazi rule (search for “German occupation”)?
	5. What was the fate of this particular town’s/city’s Jews during the Holocaust (deported to ghettos? Escaped or rescued? Sent to concentration camps?)? Try to convey the exact number still existing after the war and if possible, how many still live in the town today?

**Wrap-Up**

What was an assumption you had about life before the Holocaust before this?	
What is something you learned or realized about life before the Holocaust for some Jewish families?	
Why is it important for us to learn about life before the Holocaust when studying about the Holocaust?	



# LESSON: The Rise of the Nazi Party (HS)

## Grade Level:

This unit was developed for high school students. We are following the [Age Appropriate](#) Guidelines from the USHMM.

## Subject:

History; English/Language Arts; Multi-disciplinary.

## Rationale:

The Holocaust was not inevitable. This lesson provides an overview of how the Nazi Party manipulated a fragile democracy to rise to power in Weimar Germany and how those conditions led to the Nazis being able to seize power. The seizure of power's impact on targeted groups is also important to understand.

*Note: Several components of this lesson are adapted, with permission, from lessons created by Echoes & Reflections.*

## Overview:

### Key Question(s):

- How did the Nazi party rise to power in Weimar Germany?
- What conditions in 1920s and early 1930s Germany fostered the rise of the Nazi Party?
- How did the Nazi Party seize power in Germany?
- What was the impact of this seizure of power on the citizens, especially the groups targeted by the Nazis?

### Educational Outcomes. At the end of this lesson, the students will be able to:

- Describe the basic structure of the Weimar Republic.
- List reasons why the Weimar Republic was a fragile democracy.
- Identify ways in which Hitler and the Nazi party exploited the fragility of the Weimar Republic.
- Construct a timeline of key events showing the Nazi seizure of power.
- Write a persuasive essay on the Nazi rise to power.

## Teacher preparation

It's important for teachers to familiarize themselves with the [USHMM Guidelines for Teaching the Holocaust](#), especially the [Rationale and Learning Objectives](#). We encourage teachers to familiarize themselves with

background knowledge on the Holocaust by viewing this [site](#) at the USHMM and view the [Introduction to the Holocaust](#). Additional information on teaching about this topic can be gleaned from the full-length version of [The Path to Nazi Genocide](#).

## Preparation:

- Prepare access to materials, including making copies if needed.
- Set up necessary technology to support activity.

## Materials

- Handout: [The Weimar Republic and the Rise of the Nazi Party](#)
- [Graphic Organizer: The Weimar Republic and the Rise of the Nazi Party](#)
- Access to Interactive Technology such as [Google Slides](#) or [Google Jamboard](#) (or paper if this is not an option)
- [The Timeline of the Holocaust](#)
- Writing Rubric of teacher's choosing

## Lesson:

### Introduction

1. Ask students to define the term “Democracy.” When they think of our democracy, what comes to mind? What about democracies in other countries? Did students know that Germany was a democracy at the time that Adolf Hitler came to power? Note: This could be done via Jamboard or Padlet for an online interactive.
2. Next, ask students what types of things can make a democracy fragile?
3. Let students know that while the Weimar Republic was a democracy, it was a new form of government in Germany at that time. It was also structured a bit differently than our democracy in the United States; however, all democracies can be susceptible to the things that led to its overthrow by Hitler and the Nazi Party.

### Body of lesson

1. Distribute the handout, [The Weimar Republic and the Rise of the Nazi Party](#), and the [accompanying graphic organizer](#). Ask students to complete in small groups or individually, then share answers. The following questions can be used to help guide the discussion:
  - a. What political, economic, social, or cultural factors do you think were most pivotal in setting the stage for the rise of the Nazi Party? Why?
  - b. What were the conditions under which the Weimar Republic was formed? How do you think ordinary German citizens felt about this government?
  - c. What were the conditions under which the Weimar Republic was formed? How do you think ordinary German citizens felt about this government?
  - d. What principles in the platform do you think appealed to German people in the 1930s? Why did Nazi ideology engender support even though it went against democratic values?
2. Set the stage for the next activity by explaining to students that they will be reviewing primary and secondary source materials via a pre-curated [Timeline of the Holocaust](#). From there, they will be asked

to select the 5 most critical events on the Timeline that illustrate the path of the Nazi rise to power. They should note the name and date of the event, write a brief description for each event in their own words and choose at least one primary source to accompany their brief description. This can be curated into an online resource such as [Google Slides](#) or [Google Jamboard](#) OR on paper.

3. Allow students to explore each other's timelines In person, they can do so gallery walk style - if done in a virtual setting, encourage students to begin at Slide/Frame 1 and advance through completed segments. As students are exploring, they should jot down content they can use in their final task, writing a persuasive essay related to how Hitler and the Nazi party were able to seize power due to the fragility of Germany's democracy in the 1920s and 1930s.

## CONCLUSION

1. For a final reflection, ask students to create a writing response of the teacher's choice based on the following prompt: Margaret Atwood once said, *"The fabric of democracy is always fragile everywhere because it depends on the will of citizens to protect it, and when they become scared, when it becomes dangerous for them to defend it, it can go very quickly."* Based on your exploration, what event(s) during the Nazi rise to power do you think were most pivotal in instilling fear in the population? Explain why you chose this event(s) in a 5 paragraph essay including evidence gleaned from your creation and exploration of the timelines.
  - a. Note, teachers could provide possible introduction prompts such as:
    - i. Events that caused fear during the Nazis' rise to power included....
    - ii. The Nazi rise to power instilled fear in the population by....
2. Once students have created their reflections, ask a few students to share their main points with the class before dismissal if time permits.

# LESSON: Life in the Ghettos (HS)

## Grade Level:

This lesson was developed for high school students. We are following the [Age Appropriate](#) Guidelines from the USHMM.

## Subject:

History; English/Language Arts; Multi-disciplinary. This lesson would fit within a unit about the 1930s and/or the Holocaust/World War II; however, it could be done as a stand-alone lesson.

## Rationale:

The Holocaust was not inevitable. The Holocaust was the systematic, state-sponsored persecution and murder of six million Jews by the Nazi regime and its allies and collaborators. As a result of antisemitic ideology, the Nazis developed ghettos to segregate and control Jews.

## Overview:

### Key Question(s):

- What were the ghettos like during the Holocaust?
  - What types of ghettos were there?
- Why were ghettos used?
- What forms of resistance can be seen in the ghettos?
- Why was this resistance important?

### Educational Outcomes. At the end of this lesson, the students will be able to:

- Understand that during the Holocaust, the creation of ghettos was a key step in the Nazi process of brutally separating, persecuting, and ultimately destroying Europe's Jews.
- Describe how ghettos were part of the systematic process of dehumanization and separation of Jews: a second step toward the complete destruction of European Jews.
- Classify different types of ghettos and some of the experiences of those who were imprisoned within them.
- Define “ghettos” during the Holocaust and identify the three types of ghettos.
- Examine one of the stories from an Arizona survivor and apply knowledge of ghettos to what that person experienced.

# Teacher preparation

It's important for teachers to familiarize themselves with the [USHMM Guidelines for Teaching the Holocaust](#), especially the [Rationale and Learning Objectives](#). We encourage teachers to familiarize themselves with background knowledge on the Holocaust by viewing this [site](#) at the USHMM and view the [Introduction to the Holocaust](#). Additional information on teaching about this topic can be gleaned from the full-length version of [The Path to Nazi Genocide](#).

## Materials

- Life in the Ghettos WS
- Excerpt from Anonymous Girl
- Anonymous Girl Questions.
- Copies of the ghetto survivor testimonies
- Videos:
  - [The Ghettos](#) from Echoes and Reflections,
  - [The Lodz Ghetto Animated Map](#) from USHMM
  - [USHMM Holocaust Encyclopedia The Ghettos](#)

## Lesson:

1. Distribute the [Life in the Ghettos WS](#) to students. Read through to ensure students understand the format.
  - a. Students will first watch a film about life in the ghettos. Before watching, explain that they are using the chart to record their thinking during the 16-minute film: What do you “see” or observe while watching, what do you infer or “think,” and finally what questions or connections are made while viewing or “wonder.”
2. With the students, watch the video [The Ghettos](#) by Echoes and Reflections.
3. Once finished, give students time to capture their notes. If needed, watch again.
4. Next, have students share their opinions within small groups, having a group leader share out to the whole class.
  - a. Or have students record one or two of their own observations on three SEE, THINK, WONDER posters to be shared out to the class.
5. On the second day, have students open the “Life in the Ghettos” file (or distribute as a handout). Tell students they will more concretely define the term “ghetto” and the three types of ghettos.
6. Once finished with the first section, they will choose one of the ID Cards (Can be photocopied or online links) from the local Arizona survivors to personalize the experience of life in the Holocaust ghettos.
7. Students then will open (or teachers can distribute) the [Excerpt from Anonymous Girl](#) diary in Alexandra Zapruder’s *Salvaged Pages: Young Writers’ Diaries of the Holocaust*.
8. They will first watch a short, animated map video to understand the timeline of the Lodz ghetto.
9. Then they will read an excerpt from a teenage girl’s diary from Lodz to understand the physical and psychological effects of extreme starvation on individuals and families in the ghettos.
10. Students will complete the [Anonymous Girl Questions WS](#)
11. Finally, have students reflect on the various forms of research and testimonies from the ghetto films and diaries.
12. As an extended assignment, students could either choose another ID card for comparison or research the ghetto mentioned in the Arizona survivor account.

# *Life in the Ghettos*

*(See-Think-Wonder)*

**Directions:** Complete each activity. Be sure to write **COMPLETE SENTENCES** in each box with complete thoughts!

## Research

Visit the USHMM Holocaust Encyclopedia links about the ghettos during the Holocaust on the left to answer the following questions on the right:

<https://encyclopedia.ushmm.org/content/en/article/ghettos>

Define ghetto:

Why did the Nazis resort to a system of ghettos?

How were the Hungarian ghettos different than in other occupied regions?

<https://encyclopedia.ushmm.org/content/en/article/types-of-ghettos?series=17>

Define the three types of ghettos:

Open:

Closed:

Destruction:

Why were there three types of ghettos?

	How did the different types of ghettos affect the lives of the Jews? Explain.
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**Read**

Some of the local Arizona survivors experienced life in the ghettos during the Holocaust. Choose ONE of the survivor ID cards from the choices below and answer the following questions about the person's story.

Mina Dimont      Blima Friedman      Chris Tanz      Robert G. Varady  
 Edith Fox      Chava Gasch      Sara Turkin

Name of the Survivor	
From what country?	
What was the name of the survivor's ghetto or city the ghetto was located in?	
From the description can you tell which of the three types of ghettos it is?	
Describe the conditions of the ghetto.	
How long did the family stay in the ghetto?	
What happened that caused the family to leave the ghetto?	

**“Anonymous Girl” Diary from *Salvaged Pages***

On the attached pages is an excerpt from the diary of a teenage girl forced to live in the Lodz ghetto. First, read the description of the ghetto and watch the USHMM animated map while taking notes. Then complete the handout while reading her description of the starvation in Lodz.



## Wrap-Up

What was an assumption you had about life in the ghettos during the Holocaust before this?	
What is something you learned or realized about life in the ghettos?	
Why is it important for us to learn about life in the ghettos when studying about the Holocaust?	

## Excerpts from “Anonymous Girl: Łódź Ghetto”: *Salvaged Pages: Young Writers’ Diaries of the Holocaust* by Alexandra Zapruder.

(New Haven: Yale University Press, 2002 – All Rights Reserved to the Author and Publishing House)

### [Undated entry]

1. ...Our family consists of five people. My mom and my brother are working in the leather and saddler workshop. Mom works on a machine (she’s a senior machine operator) and my brother (sixteen years old) is a leather worker. My sister, who is seventeen, works in the same workshop. At work they get fifteen decagrams of bread and five decagrams of meat. They take twenty decagrams of bread from home. This is their meal for the entire day, and they work so hard.
2. My father is a painter and works in the construction division. He gets some soup there—it’s practically water really—and takes twenty-five decagrams of bread from home. Can a man like my father who works so hard live on this? My father looks terrible. He’s lost thirty kilograms. My brother and sister also look very bad, but nothing can be done about it. I stay at home and look quite well, but I don’t have more than twenty decagrams of bread for the entire day. My mother used to leave me a little soup—but recently it stopped.
3. Starvation is terrifying. People die like poisoned flies. Today I got one kilogram of parsley. My father, brother, and I ate it raw. O fate! O irony! Will it ever end? I’m sick of life. We live worse than animals. Human life is miserable, but one still fights for it...

### [Wednesday, March 11, 1942]

1. Today I wanted to get dressed a little later because I had nothing to do. But in the morning I was called by our neighbor to go to the attic and take out the laundry. I have bad luck with this laundry. What am I supposed to do? It’s still wet. She left me only two clotheslines and all the laundry had to be squeezed on them.
2. When I went out to the street, I heard that there was a food ration for those who were not getting any food in the kitchen. This ration could be eaten only on the sixteenth. I was reading the announcements with a pounding heart, because two weeks of keeping ourselves alive depend on this ration. My whole body was shivering. The ration is as follows:

50 decagrams	of rye flour
10 “	of white sugar
30 “	of sugar
15”	of margarine
15”	of honey
10”	of coffee
2 kilograms	of pickled beets
10 decagrams	of rutabagas
6”	of vegetable salad
3. This ration is much worse than the previous one. Terrible hunger is awaiting us again. I got the vegetable ration right away. There is only vinegar and ice in the beets. There is no food, we are going to starve to death. All of my teeth ache and I am very hungry. My left leg is frostbitten. I ate almost all the honey. What have I done? I’m so selfish. What are they going to put on their bread now, what will they say? Mom, I’m unworthy of you. You work so hard. Besides working in the workshop, she also moonlights by working for a woman who sells clothes in the street. My mom looks awful, like a shadow. She works very hard. When I wake up at twelve or one o’clock at

night, I see her exhaustedly struggling to keep working. I must have a heart of stone. I'm ruthless. I eat everything I can lay my hands on.

4. Today I had a fight with my father. I swore at him, even cursed him. It happened because yesterday I weighed twenty decagrams of zacierki and then sneaked a spoonful. When my father came back, he immediately noticed that some zacierki were missing. My father started yelling at me and he was right. But since the chairman [Mordechai Chaim Rumkowski, the head of the Jewish Council of Łódź] gave out these zacierki to be cooked, why can't I have some? I became very upset and cursed my father. What have I done? I regret it so much, but it can't be undone. My father is not going to forgive me. How will I ever look him in the eyes? He stood by the window and cried like a baby. Not even a stranger has ever insulted him before. The whole family witnessed this incident. I went to bed as soon as possible, without dinner. I thought I would die of hunger, because we have our meal only in the evening. I fell asleep and woke up at twelve. My mom was still working at the sewing machine. I couldn't stand the hunger, so I got up and took a piece of meal. We would be a happy family, if I didn't fight with everyone. All the fights are started by me. I must be manipulated by some evil force. I would like to be different, but I don't have a strong enough will. There is nobody I can talk to. Why isn't there anybody who would guide me, why can't anybody teach me? I hate my sister. She is a stranger to me. God, show me what is right. Today there was a ration of eight kilograms of briquettes for those who don't get provisions in the kitchen.

## **[Sunday, March 15, 1942]**

1. I can hardly get up. I have a terrible headache and I'm very cold. I didn't warmer during the night. I got up at ten o'clock, put on some clothes, and went out to pay for the coal. On the way I dropped in to see Dad, but was told he had finished his work. There was a long line at the cashier's, but it was moving very fast. On the way back I dropped in again. My father was there. Perhaps they hadn't known before, because he works in a different place. He gave me some food. I ate it on the spot. I didn't get the coal, because they charged five reichmarks for a delivery. R. Wajs came to see me, but nobody was home. I met her at the cashier's. Today Mom received her ration.

## **[Monday, March 16, 1942]**

1. Bread for seven days! Horror!  
When I went to the cooperative in the morning to get some bread, I was told it was for seven days. I shivered. I stood in line for a long time, getting cold, before they let us in. I received two loaves. There is nothing in the ghetto. One has to struggle for everything...

**Name** \_\_\_\_\_

Reading Guide for excerpts from “Anonymous Girl: Łódź Ghetto”: *Salvaged Pages: Young Writers’ Diaries of the Holocaust* by Alexandra Zapruder

One week after Germany invaded Poland beginning World War II, German troops occupied the city of Łódź (pronounced “Loge”). In early February 1940, the Germans established the Łódź ghetto, forcing 160,000 Jews, approximately one-third of the city’s population, into an area encircled with fences and barbed wire. Because the city of Łódź was already a center of industry in prewar Poland, German forces quickly established factories for the war effort and exploited the ghetto’s residents for forced labor.

In 1941–42 another 40,000 people were deported to Łódź from Germany, Austria, and other German-occupied lands, including a sizable population of Roma from Austria. Beginning in January 1942, the Germans began deporting these same Jews to the nearby killing site of Chelmno. While the Jews in Łódź did not know with absolute certainty the fate of the deportees, they lived in terror of being forced to go into the unknown. It was in 1942, amid a period of frequent deportations from the ghetto, that the Anonymous Girl began writing in her diary. While her diary offers little information about her or her life before the war, it includes important details about the deportations and how they were viewed by those inside the ghetto. *From Facing History*

**Part 1: Watch the animated map of the Łódź ghetto found here:**

<https://encyclopedia.ushmm.org/content/en/animated-map/the-lodz-ghetto>

**List below three important facts you learned from the film.**

**Then using the copy of the Anonymous Girl Diary, answer the questions below.**

1. Read these four diary entries. Underline any unclear words or phrases. In the margin guess at the meaning of at least three words.
2. Circle any word that has to do with food.
3. Vocabulary: Which words that you underlined do you need to understand the text? Write them below along with each dictionary definition.

- a. : \_\_\_\_\_
- b. : \_\_\_\_\_
- c. : \_\_\_\_\_
- d. : \_\_\_\_\_
- e. : \_\_\_\_\_

4. Where does this diary take place? Describe the conditions, highlighting the textual evidence.

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5. Identify the jobs of each member of the family:

- a. Father \_\_\_\_\_
- b. Mother \_\_\_\_\_
- c. Brother \_\_\_\_\_
- d. Sister \_\_\_\_\_

6. As the youngest member of the family, what is Anonymous Girl's "job"? In other words what does she do every day, all day? \_\_\_\_\_

\_\_\_\_\_

7. The diarist struggled with the daily agony of starvation. Give examples of her thoughts and/or activities that centered around food.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. How does starvation affect the family physically?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Explain why the diarist feels guilt when it comes to food and starvation.

\_\_\_\_\_  
\_\_\_\_\_

10. What internal conflict does the diarist struggle with concerning food?

\_\_\_\_\_  
\_\_\_\_\_

11. The diarist said she was “manipulated by some evil force” when she fought with her father. Why did they fight? Describe how starvation affected the family (besides physically) with textual evidence.

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# LESSON: Historical Antisemitism (HS)

## Grade Level:

This unit was developed for high school students. We are following the [Age Appropriate](#) Guidelines from the USHMM.

## Subject:

History; English/Language Arts; Multi-disciplinary. This lesson would ideally fit within a unit about the Holocaust/World War II; however, it could be done as a stand-alone lesson on antisemitism.

## Rationale:

During the Nazi era, German authorities also persecuted other groups because of their perceived racial and biological inferiority. Using propaganda, the Nazi Party gained popularity in part by presenting "Jews" as the source for a variety of political, social, economic, and ethical problems facing the German people. This lesson provides an historical overview of antisemitism in the context of Nazi Germany and highlights the stories of two survivors.

## Overview:

### Key Question(s):

- What is antisemitism?
- How did it contribute to the occurrence of the Holocaust?
- How was antisemitism fostered in Nazi Germany and Nazi-occupied Europe?
- What was the impact of antisemitism on those who were targeted?
- What role did propaganda and ideology play in antisemitism?
- What lessons can we learn from Nazi-era propaganda for today?
- How do ideologies circulate within societies and influence individuals and groups?
- How do survivors describe their experience of antisemitism?

### Educational Outcomes. At the end of this lesson, the students will be able to:

- Define antisemitism, propaganda and ideology.
- Describe how antisemitism was fostered at this time in Nazi-Germany and Nazi-occupied Europe.
- Describe the impact of antisemitism on Jews in Nazi Germany and Nazi-occupied Europe at this time.
- Analyze Nazi-era antisemitic propaganda and consider lessons for today.
- Explain how antisemitism contributed to the occurrence of the Holocaust.
- Describe the effects of antisemitism on individuals' lives.



# Teacher preparation

It's important for teachers to familiarize themselves with the [USHMM Guidelines for Teaching the Holocaust](#), especially the [Rationale and Learning Objectives](#). We encourage teachers to familiarize themselves with background knowledge on the Holocaust by viewing this [site](#) at the USHMM and view the [Introduction to the Holocaust](#). Additional information on teaching about this topic can be gleaned from the full-length version of [The Path to Nazi Genocide](#).

*Note: This lesson is adapted, with permission, from lessons created by Echoes & Reflections. Portions of this lesson are adapted from Echoes & Reflections Unit 2: Antisemitism at <https://echoesandreflections.org/unit-2-antisemitism/?state=open#content>*

## Materials

- [Testimony of Selma Neuhauser](#)
- [Testimony of Sol Rosner](#)
- **Maps of Pre-World War Jewish Life**
- Definition of Antisemitism
- Summary of Antisemitism
- Handout: How are Ideology and Propaganda Related?
- [Image Analysis Sheet](#)
- [Nazi Propaganda Example](#)
- Journal Rubric

## Lesson:

### INTRODUCTION

1. Explain to students that we are going to begin by learning about the lives of two individuals who grew up in Germany before the Nazi Rise to Power. Share the clips of Selma Neuhauser and Sol Rosner, first introducing them with their biographies.
2. Upon watching the clips, pose the following questions to students:
  - a. How do Selma Neuhauser and Sol Rosner describe their lives prior to the Nazi occupation?
  - b. Is this surprising to you? Why?
  - c. How do their testimonies foreshadow that something is going to change?

### LESSON

1. Connecting to the concept of changes forthcoming, ask students if they know what antisemitism is? Do any segments from the videos help give you an idea of what it could be? Have you ever experienced or witnessed antisemitism?
  - a. Share [Definition of Antisemitism](#).
  - b. Ask a student to read out loud or read the definition out loud to students.
  - c. Ask a student to summarize antisemitism (hatred of Jews or those perceived to be Jewish).
  - d. Then narrow down the definition to the first sentence, “Antisemitism is the term for hatred of Jews **as a group or as a concept.**” Work with students to determine the difference between a group (individuals one has personal experiences with) versus a concept (individuals one has likely never met). How does this tie into issues such as stereotyping and prejudice?

2. Next, share the [Summary of Antisemitism](#) with students. Have them read silently or out loud as a class. While students are reading, ask them to identify the five roots of antisemitism (Racial, Social, Economic, Political and Religious). List these on the board or on a slide for students in a virtual setting.
3. Share the handout, [How are Ideology and Propaganda Related?](#). Review the definitions of “ideology” and “propaganda.” Then ask students to read the handout, listing examples that support a connection between these two concepts. Focus on propaganda as a tool to disseminate ideology beliefs during the student debriefing.
4. Display the map, [Jewish Communities in Europe Before the Nazi Rise to Power](#). Ask students for their initial reactions, then have students consider the following (creating a chart of responses if you wish):
  - a. What information do I observe on the map?
  - b. What conclusions can I draw about the ability of the Nazis to spread anti-Jewish propaganda?
  - c. What questions do I have after analyzing the map?
5. Set up a gallery walk (in-person or virtual) for students to review the [Nazi Propaganda Examples](#) and distribute the [Image Analysis Sheet](#). Allow students to analyze examples.
6. Following their survey of these images, ask students the following:
  - a. Do you think people were able to recognize this propaganda as false? Among those who did, what might they have been thinking and feeling at the time?
  - b. How did the propaganda and stereotypes used by the Nazis dehumanize Jews? What might have been the effects of such dehumanization for both individuals and Jewish communities in Germany?
  - c. Why do you think few people spoke out against anti-Jewish propaganda?
  - d. Can you think of examples of societies today in which it is dangerous to criticize government propaganda?

## CONCLUSION

1. **Ask students to reflect on their learnings from today’s class and** create a rough brainstorm list.
2. To conclude the lesson, have students create a journal addressing the question: “How do ideologies circulate within societies and influence individuals and groups?” Students should use examples from today’s lesson and also make connections to modern day societies in these reflections.

Historical Antisemitism  
Journal Rubric

Criteria	3 Points Above Average Effort	2 Points Average Effort	1 Point Below Average Effort	0 Points No Effort	Total Points
Student addressed prompt.					
Student providing reasoning within entry.					
Student followed directions (length, style, etc.)					
Journal posted on time.					
Total					

Comments:

# **LESSON: Americans and the Holocaust - Spotlight Tucson (HS)**

## **Grade Level:**

This unit was developed for high school students. We are following the [Age Appropriate](#) Guidelines from the USHMM. This unit could be used with middle school students with some adaptations if the teacher feels students are able to perform this research.

## **Subject:**

History; English/Language Arts; Multi-disciplinary.

## **Rationale:**

Holocaust history raises important questions about what Europeans could have done to stop the rise of Nazism in Germany and its assault on Europe's Jews. Questions also must be asked of the international community, including the United States. Therefore, students will benefit from grappling with such questions as: What did the US government and the American people know about the threats posed by Nazi Germany? What responses were possible? And when

## **Overview:**

### **Key Question(s):**

- What did Americans and more specifically, individuals in Tucson, know about the Holocaust as it was happening?
- How did Americans respond to the events that they were reading about in the media?

### **Educational Outcomes. At the end of this lesson, the students will be able to:**

- Define the Holocaust
- Understand how American received their news during this time period.
- Learn how to perform research with historical newspapers.
- Identify that Nazi persecution of Jews and others gradually increased over time
- Recognize that while awareness may have been possible, action was a different step that wasn't always taken.
- Examine article layout, placement and wording to understand the impact they have on readers.
- Make inferences about the interrelatedness of time and geographic location to events and how that affected individuals and groups

# Teacher preparation

It's important for teachers to familiarize themselves with the [USHMM Guidelines for Teaching the Holocaust](#), especially the [Rationale and Learning Objectives](#). We encourage teachers to familiarize themselves with background knowledge on the Holocaust by viewing this [site](#) at the USHMM and view the [Introduction to the Holocaust](#). Additional information on teaching about this topic can be gleaned from the full-length version of [The Path to Nazi Genocide](#).

At a minimum, we suggest that students have an understanding of the climate of America during the 1930s and 1940s, as well as a basic understanding of what the Holocaust is - this would be placed in the middle or near the end of a unit on the Holocaust and/or World War II.

In addition, we suggest:

- Prepare access to handout and student packet.
- Line up access to newspaper archives.
- Familiarize self with archive access and layout of newspapers.ushmm.org including the submission process.
- Queue videos from [USHMM Americans and the Holocaust exhibition](#) for 1933, 1938, 1942 & 1945.

\*\*Note: Components of this learning plan are adapted or taken from the United States Holocaust Memorial Museum's lesson for *History Unfolded* found at newspapers.ushmm.org. This lesson is adapted, with permission, from the History Unfolded Lesson Plan created for USHMM by Jennifer Goss and David Klevan. \*\*

## Materials

- [Handout: How Americans Got Their News in the 1930s and 1940s](#)
- [Student Packet](#)
- Access to Microfilm or an online newspaper archives such as newspapers.com (check with your librarian)
- Project Rubric

## Lesson:

### INTRODUCTION

1. Ask students what they think Americans knew about the events of the Holocaust as they were happening? What is their rationale for their belief? It may be helpful to remind students that many modern forms of communication did not exist.
2. Ask students how they think Americans received their news at this time? Share "[How Americans Got Their News in the 1930s and 1940s.](#)" Identify how student perceptions changed and/or remained the same after reading this piece.
3. Next, ask students to consider how individuals in Tucson (or their city) received the news in the 1930s and 1940s? What newspapers existed? How can we discover this information?
4. What else is happening during this time in the United States? (Share scene setting videos from USHMM's Americans exhibition - 1933, 1938, 1942, 1945)

5. Based on what you know about the Holocaust today - do you think news about the events we now know as the Holocaust was widely available in Tucson? Why or why not? Form a hypothesis.

## RESEARCH

1. Explain to students that they will be assuming the role of amateur historians investigating what their local community knew about events during the time of the Holocaust. Their research will be part of an online national database and may appear in the United States Holocaust Memorial Museum's upcoming exhibition on Americans and the Holocaust. It will contribute to the Museum's data collection, and it will help scholars to better understand the information available to Americans during the Holocaust.
2. Distribute [student packets](#) and ask students to assign themselves roles within their groups: Researcher, Analyst, Recorder, Reporter (student packet, page 1).
3. Assign students at least [one specific event](#) to focus their research.
4. Using page four of the student packet and the information for their assigned event(s), students should:
  - a) Read about their event
  - b) Create a list of keywords and research questions and consider challenges they might face in their research
  - c) Make predictions about what they expect to find in media coverage of their event(s)
5. Demonstrate how to perform research using local database(s). Share ["How to Read Newspapers from the 1930s and 1940s."](#) Also, demonstrate how to enter information into the USHMM database, including creating a screen capture.
6. Allow students time to perform research - provide support as students perform these tasks.
7. Ask each group to share their challenges and successes with the research process.
  - a. Did they find material related to their topics? If so, what? If not, what was going on in your community that the newspaper editors thought was important?
  - b. What did you learn from the research process?

## ANALYSIS

1. In groups, review the article(s) collected the previous day. If students performed research offsite at a library or archive, they should briefly share their experiences with the group. If one group has multiple articles and another group has none, the teacher can reallocate articles so that each group has an article to analyze, but also ask groups to reflect on their originally assigned piece and their predictions related to the success of their research. (student packet, page 2)
2. Demonstrate how to fill out the online form used to submit data to the United States Holocaust Memorial Museum. Refer to the sample article and completed model form (student packet, page 5), if needed. Ask students to wait to fill out the online form until their group has held a preliminary discussion.
3. Next, ask students to analyze and discuss their article(s). The Recorder documents their findings and fills out the data collection form provided in the student packet (page 4).
4. The group should create a summary of their event(s) that addresses the "article comparison" questions in the student packet (page 7).
5. Students double-check their group's data collection form for accuracy, then submit findings using the History Unfolded article submission form - double-checking that the article has not previously been submitting.
6. Each group shares their predictions and findings with the class. As they do, students should complete the charts in their packets (page 8) using data for events from the different group presentations.

## CREATION

1. Based on information presented by each group, draw conclusions about the local community's access to information about the Holocaust.
  - a) Did the local paper report on some events but not others?
  - b) What titles were chosen for headlines and where were the articles placed in the paper? Did any particular words/ phrases within the article stand out to you? Why do you think these titles, words, and article placements were chosen?
  - c) Were you surprised by what you found? Why/why not?
  - d) What non-Holocaust related events were deemed important by the local press, and how might this have influenced local community responses to the Holocaust?
  - e) What role should the press play in the American response to persecution and violence against groups today?
2. Create a product to display these findings.

## CONCLUSION

1. Have students share their findings in a virtual or in-person gallery walk.
2. Ask students to summarize their findings in a class discussion centered around the following questions:
  - a) Do you think the news media in your community was representative of news media in the rest of the country? Why or why not?
  - b) What other information might you need to answer this question? (Students may use the project's database to compare your community newspaper's reporting with that from other newspapers during this time.)
  - c) What are the implications of this conversation for us today?

# Performance Rubric



These are the scoring criteria teachers may use to grade completed student activities. Each category is allocated an individual weight towards the final score.

Category	Score 4	Score 3	Score 2	Score 1	Score 0
<b>Completion of the History Unfolded Assignment (10%)</b>	Student has completed <b>all</b> of the History Unfolded Assignment and submitted a final product.	Student has completed <b>most</b> of the History Unfolded Assignment and submitted a final product.	Student has completed <b>some</b> of the History Unfolded Assignment and submitted a final product.	Student has completed <b>little</b> of the History Unfolded Assignment and submitted a final product.	Student has <b>not submitted materials showing completion of any portion of the activity.</b>
<b>Consider (20%)</b>	Student's responses <b>clearly</b> utilize appropriate evidence and show <b>specific</b> evidence of critical thinking and reflection.	Student's responses utilize appropriate evidence and show <b>some</b> evidence of critical thinking and reflection.	Student's responses utilize appropriate evidence <b>but do not show evidence of critical thinking and reflection.</b>	Student's responses <b>attempt to use evidence but do not show evidence of critical thinking and reflection.</b>	Student's responses <b>do not use appropriate evidence, nor does it show evidence of critical thinking and reflection.</b>
<b>Collect (20%)</b>	Student's responses <b>clearly</b> utilize appropriate evidence and show <b>specific</b> evidence of critical thinking and reflection.	Student's responses utilize appropriate evidence and show <b>some</b> evidence of critical thinking and reflection.	Student's responses utilize appropriate evidence <b>but do not show evidence of critical thinking and reflection.</b>	Student's responses <b>attempt to use evidence but do not show evidence of critical thinking and reflection.</b>	Student's responses <b>do not use appropriate evidence, nor does it show evidence of critical thinking and reflection.</b>
<b>Contribute (20%)</b>	Student/Group completes a thorough analysis of researched article or lack thereof and properly submits data to the USHMM database. A complete summary is prepared to share with the class.	Student/Group completes an analysis of researched article or lack thereof <b>that includes most details</b> and properly submits data to the USHMM database. A <b>broad</b> summary is prepared to share with the class.	Student/Group completes an analysis of researched article or lack thereof <b>that is missing numerous details</b> and properly submits data to the USHMM database. A summary is prepared to share with the class.	Student/Group completes an analysis of researched article or lack thereof <b>that is missing most important details</b> and submits data to the USHMM database. A <b>summary</b> is prepared to share with the class.	Student/Group <b>does not complete an analysis</b> of researched article or lack thereof and <b>does not submit data</b> to the USHMM database. A summary is <b>not prepared</b> to share with the class.
<b>Communicate (20%)</b>	Student completes a product <b>clearly addressing</b> not only their own submission but also the research submissions of classmates.	Student completes a product addressing not only their own submission but also the research submissions of classmates.	Student completes a product that only addresses their own submission.	Student completes a product that <b>does not fully address the prompt.</b>	Student <b>completes a product that does not address the prompt.</b>
<b>Group Effort (10%)</b>	Group works together cohesively with a fair division of labor that accomplishes the task at hand with no difficulties.	Group works together cohesively; however, one or more member's shoulder more of the workload. Group accomplishes the task at hand with no difficulties.	Group works together with minor disruptions and accomplishes the task at hand.	Group has difficulties working together but manages to accomplish the task at hand.	Group is unable to work together to complete the task at hand.



# LESSON: Displaced Persons' Camp Lesson (HS)

## Grade Level:

This unit was developed for high school students. We are following the [Age Appropriate](#) Guidelines from the USHMM.

## Subject:

History; English/Language Arts; Multi-disciplinary. \*\*Note: This lesson is designed to be taught after a unit on the Holocaust\*\*

## Rationale:

Many students think that the Holocaust ended in 1945 and life went back to normal. This is not the case. From 1945 to 1952, more than 250,000 Jewish displaced persons (DPs) lived in camps and urban centers in Germany, Austria, and Italy. Among the concerns facing these Jewish DPs in the years following the Holocaust were the problems of daily life in the displaced persons camps, Zionism, and emigration. This lesson helps complicate students' thinking about displaced persons.

## Overview:

### Key Question(s):

- What are some of the varied experiences survivors of the Holocaust had immediately after liberation?
- What can we learn from individual stories about the post-Holocaust experience?
- What challenges did survivors face in the DP camps?
- What responsibilities do (or should) other nations have regarding refugees from war and genocide?

### Educational Outcomes. At the end of this lesson, the students will be able to:

- Describe the post-Holocaust experience of one survivor
- Consider the possible reactions nations have to respond to refugees?

## Teacher preparation

It's important for teachers to familiarize themselves with the [USHMM Guidelines for Teaching the Holocaust](#), especially the [Rationale and Learning Objectives](#). We encourage teachers to familiarize themselves with background knowledge on the Holocaust by viewing this [site](#) at the USHMM and view the [Introduction to the](#)

[Holocaust](#). Additional information on teaching about this topic can be gleaned from the full-length version of [The Path to Nazi Genocide](#).

## Materials

- Excerpts from [To See You Again](#)
- Worksheet for group work

## Lesson:

1. After a unit on the Holocaust, ask students what they think happened to survivors once they were liberated? How soon were they able to go home? If they were able to return home, how did they get there? What obstacles stood in their way of returning to their former homes and lives? What new considerations did they face?
2. Share the photos found at <https://echoesandreflections.org/unit-8/?state=open#content>
  - a. (3 photos in the Displaced Persons Camps After the Holocaust lesson) and ask students what they notice about the photos. What do they think is happening in each? Where do they believe the photos were taken?
3. If you have time, students can do the IWitness activity, “Understanding Displaced Persons Camps,” found at <https://iwitness.usc.edu/sfi/Activity/Detail.aspx?activityID=4575&retainFilter=true>.
4. Share the excerpts from Betty Schimmel’s book *To See You Again* (attached). Explain that Mrs. Schimmel was a survivor who moved to Arizona and spoke in many schools about her experiences, including her years in displaced persons camps.
5. Explain that each group will receive one excerpt, and that they begin in one displaced person camp and progress to her coming to America. Each group will work together to fill in the attached worksheet as they read the excerpts.
6. After completing the worksheets as a group, bring the groups back together to share an overview of the excerpt they read and one significant quote from the passages.
7. After all groups have presented, discuss the difficulties for displaced persons after liberation, and how urgent it was for many to try to “return to life.”
8. Discuss how students’ views changed from reading the excerpts and remind students that this is only one family’s experience; there were many like them in several DP camps.

## Additional Resources:

Echoes & Reflections Lesson on Displaced Persons Camps After the Holocaust

<https://echoesandreflections.org/unit-8/?state=open#content>

Facing History: “Eleanor’s Visits to the Displaced Persons Camps”

<https://www.facinghistory.org/universal-declaration-human-rights/eleanor-visits-displaced-persons-camps>

USHMM's Holocaust Encyclopedia articles:

<https://encyclopedia.ushmm.org/content/en/article/displaced-persons>

Map: <https://encyclopedia.ushmm.org/content/en/map/major-camps-for-jewish-displaced-persons-1945-1946>

<https://encyclopedia.ushmm.org/content/en/article/displaced-persons-administration> (focused on US involvement in setting up the camps)

<https://encyclopedia.ushmm.org/tags/en/tag/displaced-persons-camps> (includes films)

Yad Vashem:

Sheryl Ochayon video "What Now?" <https://www.yadvashem.org/education/educational-videos/video-toolbox/hevt-return-to-life.html>

Article: <https://www.yadvashem.org/articles/general/displaced-persons-camps.html>

(including wedding invitations from various camps)

## Worksheet for Group Work with Excerpts from *To See You Again*

Group Members:

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Excerpt Number:

1. Write a brief summary (2-3 sentences) describing what Mrs. Schimmel is experiencing in this excerpt. (This will be shared with the larger group).
2. How does this experience fit into what you have learned so far about DP camps?
3. How is this different from your understanding of DP camps? What is surprising to you?
4. After reading this excerpt, what questions do you have? What else would you like to know?
5. Why is it important to learn about DP camps? What does this add to the narrative and the history of the Holocaust?

# LESSON: Contemporary Antisemitism (HS)

## Grade Level:

This lesson was developed for high school students. We are following the [Age Appropriate](#) Guidelines from the USHMM.

## Subject:

History; English/Language Arts; Multi-disciplinary. This lesson could fit within a unit about the Holocaust/World War II; however, it could be done as a stand-alone lesson on antisemitism or in a unit on contemporary issues.

## Rationale:

Antisemitism in Germany was a factor that led to the Holocaust. While not the sole factor, it was an important one and its continued existence and broad impact of contemporary antisemitism is prominent in our society today. Learning about the origins of antisemitism and applying them to our world today can help students better understand how prejudice and hate speech can contribute to violence and can help students think about its role in their lives today.

## Overview:

### Key Question(s):

- What is contemporary antisemitism?
- How does it impact our community today?
- How is antisemitism manifested in the world today? In our own community?
- Who does antisemitism affect in today's world?
- How do you recognize antisemitism today?
- When your community has encountered antisemitism, what measures have people taken in response?

### Educational Outcomes. At the end of this lesson, the students will be able to:

- Define antisemitism and contemporary antisemitism.
- Describe how antisemitism is manifested in today's world.
- Identify incidents of antisemitism in our local communities and the impact on Jews and others.
- Integrate knowledge through the creation of a Public Service Announcement about antisemitism today.

## Teacher preparation

It's important for teachers to familiarize themselves with the [USHMM Guidelines for Teaching the Holocaust](#), especially the [Rationale and Learning Objectives](#). We encourage teachers to familiarize themselves with

background knowledge on the Holocaust by viewing this [site](#) at the USHMM and view the [Introduction to the Holocaust](#). Additional information on teaching about this topic can be gleaned from the full-length version of [The Path to Nazi Genocide](#).

\*\*Note: The teacher will need to create an IWitness educator account, student group and assign activity.\*\*

\*\*Note: This lesson is adapted, with permission, from lessons created by Echoes & Reflections.

## Materials

- [Testimony of Maria Theresa Dulgov](#)
- [Definition of Antisemitism](#)
- [The Through Lines of Antisemitism](#)
- [Antisemitism Over Time](#)
- [Antisemitic Words & Images](#)
- [ADL Heat Map](#)
- [A Thing of the Past? Antisemitism Past and Present](#)
- [PSA Rubric](#)

## Lesson:

### INTRODUCTION

1. If one has not previously taught the topic of antisemitism - ask students what the term “antisemitism” means to them. For further reinforcement of this concept, the handout [Antisemitism](#), can be displayed or shared with students.
2. Share this Elie Wiesel quote with students from a 2014 interview: “Once I thought that antisemitism had ended; today it is clear to me that it will probably never end.” Ask students their reactions to this quote. Can they identify any examples of antisemitism that they had personally witnessed or heard about in the media?
3. Next, share the brief biography and then testimony of Maria Theresa Dulgov. Ask students: How does it feel to hear similar words from an individual in our community? What factors do you think are contributing to this rise in antisemitism?

### LESSON

1. Distribute the handout, [The Through Lines of Antisemitism](#). Ask students to review the charts and in small groups fill out chart based on one of the sources in [Antisemitism Over Time](#).
2. Once students have filled out their charts, either heterogeneously regroup them in jigsaw format OR allow groups to share out with the class.
3. In their first groups or in their new groups, ask students to review one statement and one visual from the [Antisemitic Words & Images](#) handout. Students should add notes to their original charts and make connections between historical and contemporary examples.
4. Upon finishing analysis, discuss the following questions with a student:
  - a. What stereotypes and prejudices about Jewish people have endured over time?
  - b. Are you surprised that these prejudices still exist? Why or why not?

- c. What similarities and differences did you notice between earlier and more recent examples of antisemitism?
  - d. What do you think are some of the characteristic features of contemporary antisemitism?
5. Begin the next activity by asking students if they have seen examples of antisemitism in their community? If so, if students are comfortable, invite them to share these examples and how they made the student(s) feel. Then, either as a class or individually, explore the [ADL Heat Map](#) for recent examples of antisemitic actions in the community. Review the examples and ask students the following questions:
  - a. Do these examples surprise you? Why or why not?
  - b. What similarities and differences do you notice between these examples and the other items explored earlier in class?
  - c. What do you think should be done about these examples?
6. Next, direct students to [iwitness.usc.edu](http://iwitness.usc.edu) - if they have not previously established accounts, they will need to set them up at this point using the access code to the group you have created. Students will complete the activity: [A Thing of the Past? Antisemitism Past and Present](#). Encourage students to bring in material from their local exploration to their end product.

## CONCLUSION

1. Have students share their PSAs with one another in a digital Gallery Walk.
2. Discuss with students next steps they can take with their PSA - who might they be interested in sharing it with? Why are they choosing these audiences?

# Lessons for Middle School Classrooms



# LESSON: Jewish Life Before the Holocaust (MS)

## Grade Level:

This unit was developed for middle school students. We are following the [Age Appropriate](#) Guidelines from the USHMM.

## Subject:

History; English/Language Arts; Multi-disciplinary. This lesson would fit within a unit about the 1930s and/or the Holocaust/World War II; however, it could be done as a stand-alone lesson.

## Rationale:

It is important that students understand that people led rich lives in pre-WWII Europe and Russia and that there are similarities to their own lives. This lesson provides materials and questions that ask students to analyze primary source documents to understand what life before the Holocaust was like for some Jewish families while reflecting on their own lives.

## Overview:

### Key Question(s):

- What was life like for Jews in Poland, Eastern Europe, and Russia before the Holocaust?
- How are pre-WWII experiences similar? Different?

### Educational Outcomes. At the end of this lesson, the students will be able to:

- Describe how some Jewish families lived before the Holocaust.
- Analyze primary source documents to understand what life before the Holocaust was like for some Jewish families.

## Teacher preparation

It's important for teachers to familiarize themselves with the [USHMM Guidelines for Teaching the Holocaust](#), especially the [Rationale and Learning Objectives](#). We encourage teachers to familiarize themselves with background knowledge on the Holocaust by viewing this [site](#) at the USHMM and view the [Introduction to the Holocaust](#). Additional information on teaching about this topic can be gleaned from the full-length version of [The Path to Nazi Genocide](#).

## Materials

- Worksheet: Jewish Life Before the Holocaust (see HS lesson for ws)
- Prepare access to materials, including making copies if needed.
- Set up necessary technology to support activity and ensure the links work from the lesson and the worksheet.

## Lesson:

1. With students, open the link to “Jewish Population of Europe in 1933:Populatic.” (<https://encyclopedia.ushmm.org/content/en/article/jewish-population-of-europe-in-1933-population-data-by-country>) . This could also be shared on Padlet, Nearpod, or any other collaborative program.
  - a. Ask what they notice about Jewish population (small percentage, in all countries, where the largest population is located, etc.). You might also ask students what they believe life for Jewish families was like in the years before the Holocaust.
2. Next, share with students that while so long ago and from many different countries, Jewish families before 1933 lived and loved very similarly as families do all over the world today.
  - a. Ask students to brainstorm important events and activities within their own families, something they might photograph or celebrate
3. Share the document “Jewish Life Before the Holocaust.”
  - a. Give time for students to complete each of the three sections (or take one section at a time as a class and share together afterwards).
  - b. Students read the selections from *After All: Life Can Be Beautiful*. For each section, students are responding to articles, analysis, and self-reflection questions.
  - c. Watch the Centropa film “The Importance of a Good Vacation” ([\) to illustrate families before the Holocaust were no different in how they spent their leisure time and what they liked to photograph. Students answer the questions.](https://www.centropa.org/node/45553?subtitle_language=)
  - d. Before the final sections, preview the USHMM Photo Archives page, practicing how to use the archives by going through the steps to find a Jewish family photograph to share with the class. Then have students on their own find a photo to learn about another Jewish family from before WWII. Incorporating the photos from local Arizona people is a good connection.
4. Bring the class back together to discuss the wrap-up questions:
  - a. What was an assumption you had about life before the Holocaust at the beginning of the lesson?
  - b. What is something you learned or realized about life before the Holocaust for some Jewish families?
  - c. Why is it important for us to learn about life before the Holocaust when studying about the Holocaust?

## Additional Resources:

For further study, students can complete the more detailed “Exploring Pre-World War II Jewish Life from USHMM ([https://www.ushmm.org/m/pdfs/USHMM\\_PreWorldWar2\\_Lesson.pdf](https://www.ushmm.org/m/pdfs/USHMM_PreWorldWar2_Lesson.pdf))

# LESSON: The Rise of the Nazi Party (MS)

## Grade Level:

This unit was developed for middle school students. We are following the [Age Appropriate](#) Guidelines from the USHMM.

## Subject:

History; English/Language Arts; Multi-disciplinary.

## Rationale:

The Holocaust was not inevitable. This lesson provide an overview of how the Nazi Party manipulated a fragile democracy to rise to power in Weimar Germany and how those conditions led to the Nazis being able to seize power. The seizure of power's impact on targeted groups is also important to understand.

*Note: Several components of this lesson are adapted, with permission, from lessons created by Echoes & Reflections.*

## Overview:

### Key Question(s):

- How did the Nazi party rise to power in Weimar Germany?
- What conditions in 1920s and early 1930s Germany fostered the rise of the Nazi Party?
- How did the Nazi Party seize power in Germany?
- What was the impact of this seizure of power on the citizens, especially the groups targeted by the Nazis?

### Educational Outcomes. At the end of this lesson, the students will be able to:

- Describe the basic structure of the Weimar Republic.
- List reasons why the Weimar Republic was a fragile democracy.
- Identify ways in which Hitler and the Nazi party exploited the fragility of the Weimar Republic.
- Construct a timeline of key events showing the Nazi seizure of power.
- 

## Teacher preparation

It's important for teachers to familiarize themselves with the [USHMM Guidelines for Teaching the Holocaust](#), especially the [Rationale and Learning Objectives](#). We encourage teachers to familiarize themselves with background knowledge on the Holocaust by viewing this [site](#) at the USHMM and view the [Introduction to the Holocaust](#). Additional information on teaching about this topic can be gleaned from the full-length version of [The Path to Nazi Genocide](#).

In addition, we suggest:

- Prepare access to materials, including making copies if needed.
- Set up necessary technology to support activity.
- Preview [The Path to Nazi Genocide](#).

## Materials

- Excerpt from *After All: Life Can Be Beautiful*
- [The Path to Nazi Genocide](#)
- [The Timeline of the Holocaust](#)
- Access to Interactive Technology such as [Google Slides](#) or [Google Jamboard](#) (or paper if this is not an option)
- Timeline Rubric

## Lesson:

### Introduction

1. Begin by asking students what they know about the Nazi rise to power? You may hear certain myths such as Hitler overthrew the government suddenly or that he was elected into his office rather than being appointed.
2. Once students have had a chance to share, distribute/share the excerpt from *After All: Life Can Be Beautiful* regarding the Nazi rise to power. Allow students to read through the excerpt and develop a list of further questions they have about this time period.
3. Allow students to share their questions with the class - jot down questions on a white board or internet platform such as [Google Jamboard](#).

### Body of lesson

1. Show the Intro of the film, [The Path to Nazi Genocide](#). Ask students what questions have been answered by this segment of the film? Repeat this process with Chapters 1 & 2.
2. Following the viewing of the film see what questions remain on the student's list. Let students know that the next phase of this activity may answer additional questions they have.
3. Set the stage for the next activity by explaining to students that they will be reviewing primary and secondary source materials via a pre-curated [Timeline of the Holocaust](#). From there, they will be asked to select the 5 most critical events on the Timeline that illustrate the path of the Nazi rise to power. They should note the name and date of the event, write a brief description for each event in their own words and choose at least one primary source to accompany their brief description. This can be curated into an online resource such as [Google Slides](#) or [Google Jamboard](#) OR on paper.
4. Allow students to explore each other's timelines. Discuss with students if any additional answers have appeared to their remaining questions.
5. Finally, assist students in strategies to find the answers to any remaining questions they have related to the Nazi rise to power.

## Conclusion

1. As an exit ticket, ask students to select an event from their timeline or a timeline by their peers that they feel was most pivotal in the Nazi rise to power. Students should identify the event and explain why they feel it is most pivotal.
2. Ask students to turn exit tickets in and/or share out their answers with the class.

# Timeline of the Holocaust<sup>1</sup>

## Rubric

CATEGORY	5 POINTS	3 POINTS	1 POINT
Content/Facts	Facts were accurate for all events reported on the timeline.	Facts were accurate for almost all events reported on the timeline.	Facts were often inaccurate for events reported on the timeline.
Sources	Chosen sources are effective and balanced with text use.	Chosen sources are fairly effective, but better options may exist.	Chosen sources do not effectively pair with events on the timeline.
Layout & Digital Citizenship	The overall appearance of the timeline is pleasing and easy to read. Sources are appropriately cited.	The overall appearance of the timeline is somewhat pleasing and easy to read. Source citations are attempted but incorrect.	The timeline is difficult to read. Sources are not included.
Requirements	Timeline includes 5 appropriately chosen events.	Timeline includes 3-4 appropriately chosen events.	Timeline includes 1-2 appropriately chosen events.

<sup>1</sup> Adapted from <https://www.anderson1.org/cms/lib04/SC01000609/Centricity/Domain/1389/Illustrated%20Timeline%20Rubric.pdf>

# LESSON: Life in the Ghettos (MS)

## Grade Level:

This lesson was developed for middle school students. We are following the [Age Appropriate](#) Guidelines from the USHMM.

## Subject:

History; English/Language Arts; Multi-disciplinary. This lesson would fit within a unit about the the 1930s and/or the Holocaust/World War II; however, it could be done as a stand-alone lesson.

## Rationale:

The Holocaust was not inevitable. The Holocaust was the systematic, state-sponsored persecution and murder of six million Jews by the Nazi regime and its allies and collaborators. As a result of antisemitic ideology, the Nazis developed ghettos to segregate and control Jews.

## Overview:

### Key Question(s):

- What were the ghettos like during the Holocaust?
  - What types of ghettos were there?
- Why were ghettos used?
- What forms of resistance can be seen in the ghettos?
- Why was this resistance important?

### Educational Outcomes. At the end of this lesson, the students will be able to:

- Understand that during the Holocaust, the creation of ghettos was a key step in the Nazi process of brutally separating, persecuting, and ultimately destroying Europe's Jews.
- Describe how ghettos were part of the systematic process of dehumanization and separation of Jews: a second step toward the complete destruction of European Jews.
- Classify different types of ghettos and some of the experiences of those who were imprisoned within them.
- Define “ghettos” during the Holocaust and identify the three types of ghettos.
- Examine one of the stories from an Arizona survivor and apply knowledge of ghettos to what that person experienced.

## Teacher preparation

It's important for teachers to familiarize themselves with the [USHMM Guidelines for Teaching the Holocaust](#), especially the [Rationale and Learning Objectives](#). We encourage teachers to familiarize themselves with

background knowledge on the Holocaust by viewing this [site](#) at the USHMM and view the [Introduction to the Holocaust](#). Additional information on teaching about this topic can be gleaned from the full-length version of [The Path to Nazi Genocide](#).

## Materials

- Life in the Ghettos WS (See HS lesson for ws)
- Excerpt from Anonymous Girl (See HS lesson for ws)
- Anonymous Girl Questions WS (See HS lesson for ws)
- Copies of the ghetto survivor testimonies
- Videos:
  - [The Ghettos from Echoes and Reflections](#),
  - [The Lodz Ghetto Animated Map from USHMM](#)
  - [USHMM Holocaust Encyclopedia The Ghettos](#)

## Lesson:

1. Distribute the Life in the Ghettos WS to students. Read through to ensure students understand the format.
  - a. Students will begin by watching a film. Before students watch, explain that they are using the chart to record their thinking during the 16-minute film: What do you “see” or observe while watching, what do you infer or “think,” and finally what questions or connections are made while viewing or “wonder.”
2. With the students, watch the video [The Ghettos](#) by Echoes and Reflections.
3. Once finished, give students time to capture their notes. If needed, watch again.
4. Next, have students share their opinions within small groups, having a group leader share out to the whole class.
  - a. Or have students record one or two of their own observations on three SEE, THINK, WONDER posters to be shared out to the class.
5. On the second day, have students open the “Life in the Ghettos” file (or distribute as a handout). Tell students they will more concretely define the term “ghetto” and the three types of ghettos.
6. Once finished with the first section, they will choose one of the ID Cards (Can be photocopied or online links) from the local Arizona survivors to personalize the experience of life in the Holocaust ghettos.
7. Finally, have students reflect on the various forms of research and testimonies from the ghetto films and diaries.
8. As an extended assignment, students could either choose another ID card for comparison or research the ghetto mentioned in the Arizona survivor account.



# LESSON: Historical Antisemitism (MS)

## Grade Level:

This unit was developed for middle school students. We are following the [Age Appropriate](#) Guidelines from the USHMM.

## Subject:

History; English/Language Arts; Multi-disciplinary. This lesson would ideally fit within a unit about the Holocaust/World War II; however, it could be done as a stand-alone lesson on antisemitism.

## Rationale:

During the Nazi era, German authorities also persecuted other groups because of their perceived racial and biological inferiority. The using propaganda, the Nazi Party gained popularity in part by presenting "Jews" as the source for a variety of political, social, economic, and ethical problems facing the German people. This lesson provides an historical overview of antisemitism in the context of Nazi Germany and highlights the stories of two survivors.

## Overview:

### Key Question(s):

- What is antisemitism?
- How did it contribute to the occurrence of the Holocaust?
- How was antisemitism fostered in Nazi Germany and Nazi-occupied Europe?
- How do survivors describe their experience of antisemitism?
- How do ideologies circulate within societies and influence individuals and groups?

### Educational Outcomes. At the end of this lesson, the students will be able to:

- Define antisemitism.
- Describe how antisemitism was fostered at this time in Nazi-Germany and Nazi-occupied Europe.
- Describe the impact of antisemitism on Jews in Nazi Germany and Nazi-occupied Europe at this time.
- Describe the effects of antisemitism on individuals' lives

## Teacher preparation

It's important for teachers to familiarize themselves with the [USHMM Guidelines for Teaching the Holocaust](#), especially the [Rationale and Learning Objectives](#). We encourage teachers to familiarize themselves with background knowledge on the Holocaust by viewing this [site](#) at the USHMM and view the [Introduction to the](#)

[Holocaust](#). Additional information on teaching about this topic can be gleaned from the full-length version of [The Path to Nazi Genocide](#).

*Note: This lesson is adapted, with permission, from lessons created by Echoes & Reflections. Portions of this lesson are adapted from Echoes & Reflections Unit 2: Antisemitism at <https://echoesandreflections.org/unit-2-antisemitism/?state=open#content>*

## Materials

- [Testimony of Selma Neuhauser](#)
- [Testimony of Sol Rosner](#)
- **K-W-L handout**
- **Maps of Pre-World War Jewish Life**
- [Definition of Antisemitism](#)
- [USHMM Holocaust Encyclopedia article on Antisemitism](#)
- [Pyramid of Hate](#)
- [Timeline of the Holocaust](#)
- [K-W-L Rubric](#)

## Lesson:

### INTRODUCTION

1. **Explain to students that we are going to begin by learning about the lives of two individuals who grew up in Germany before the Nazi Rise to Power. Share the clips of Selma Neuhauser and Sol Rosner, first introducing them with their biographies.**
2. **Upon watching the clips, pose the following questions to students:**
  - a. How do Selma Neuhauser and Sol Rosner their lives prior to the Nazi occupation?
  - b. Is this surprising to you? Why?
  - c. How do their testimonies foreshadow that something is going to change?

### LESSON

1. Connecting to the concept of changes forthcoming, ask students if they know what antisemitism is?
  - a. Share [Definition of Antisemitism](#).
  - b. Ask a student to read out loud or read the definition out loud to students.
  - c. Ask a student to summarize antisemitism (hatred of Jews or those perceived to be Jewish).
  - d. Then narrow down the definition to the first sentence, “Antisemitism is the term for hatred of Jews **as a group or as a concept.**” Work with students to determine the difference between a group (individuals one has personal experiences with) versus a concept (individuals one has likely never met). How does this tie in to issues such as stereotyping and prejudice?
2. Next, share the [Summary of Antisemitism](#) with students. Have them read silently or out loud as a class. While students are reading, ask them to identify the five roots of antisemitism (Racial, Social, Economic, Political and Religious). List these on the board or on a slide for students in a virtual setting.
3. Display the map, [Jewish Communities in Europe Before the Nazi Rise to Power](#). Ask students for their initial reactions, then have students consider the following (creating a chart of responses if you wish):
  - a. What information do I observe on the map?
  - b. What conclusions can I draw about the ability of the Nazis to spread anti-Jewish propaganda?

- c. What questions do I have after analyzing the map?
4. Set up a gallery walk (in-person or virtual) for students to review the [Nazi Propaganda Examples](#) and distribute the [Image Analysis Sheet](#). Allow students to analyze examples.
5. Following their survey of these images, ask students the following:
  - a. Do you think people were able to recognize this propaganda as false? Among those who did, what might they have been thinking and feeling at the time?
  - b. How did the propaganda and stereotypes used by the Nazis dehumanize Jews? What might have been the effects of such dehumanization for both individuals and Jewish communities in Germany?
  - c. Why do you think few people spoke out against anti-Jewish propaganda?
  - d. Can you think of examples of societies today in which it is dangerous to criticize government propaganda?

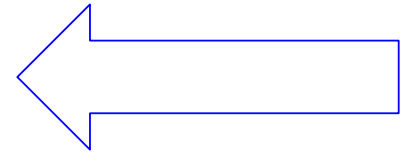
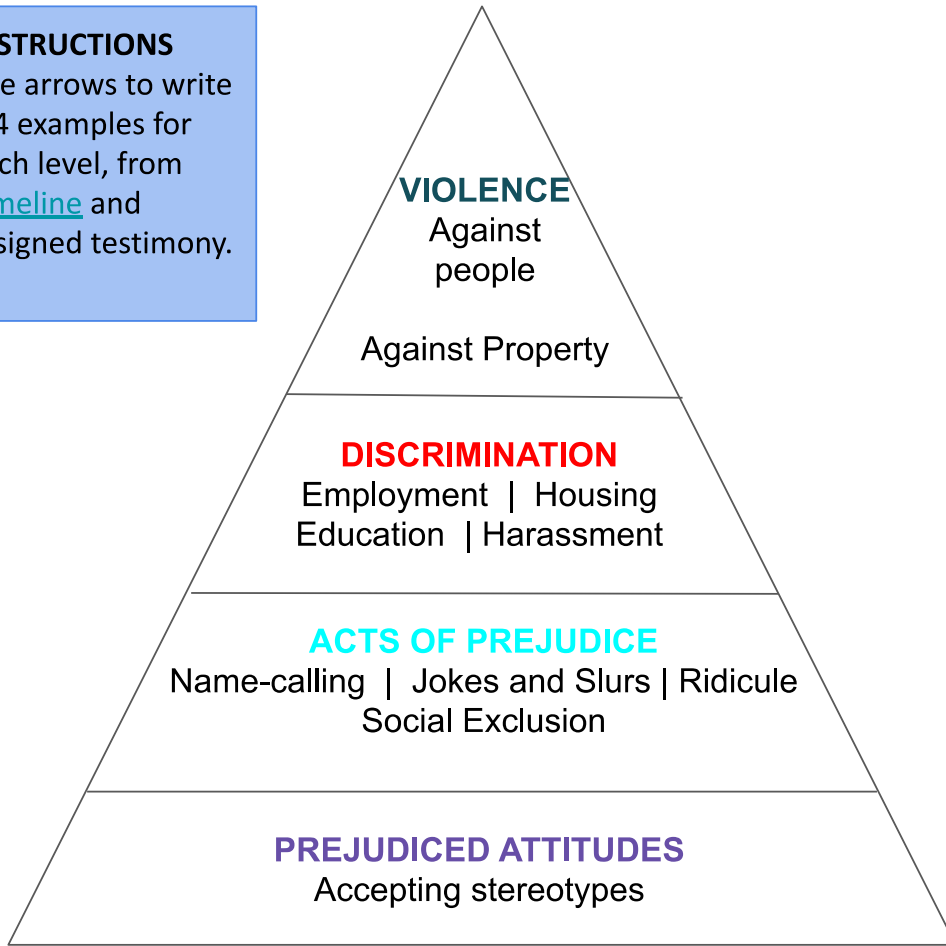
## CONCLUSION

1. **Ask students to reflect on their learnings from today's class and** create a rough brainstorm list.
2. To conclude the lesson, have students create a journal addressing the question: "How do ideologies circulate within societies and influence individuals and groups?" Students should use examples from today's lesson and also make connections to modern day societies in these reflections.

# Pyramid of Hate

## INSTRUCTIONS

Use arrows to write 2-4 examples for each level, from [Timeline](#) and assigned testimony.



# K-W-L Rubric

Criteria	5	3	1-0
KNOW	Student provides requested number of related items in K column.	Student attempts to provide requested number of related items in the K column.	Student does not provide related items in the K column.
WANT to Know	Student provides requested number of related items in W column.	Student attempts to provide requested number of related items in the W column.	Student does not provide related items in the W column.
LEARNED	Student provides requested number of related items in the L column. Student shows that they incorporated items learned during the lesson.	Student attempts to provide requested number of related items in the L column. Student shows that they incorporated items learned during the lesson.	Student does not provide related items in the L column.

TOTAL \_\_\_\_\_/15

# LESSON: Contemporary Antisemitism (MS)

## Grade Level:

This lesson was developed for middle school students. We are following the [Age Appropriate](#) Guidelines from the USHMM.

## Subject:

History; English/Language Arts; Multi-disciplinary. This lesson could fit within a unit about the Holocaust/World War II; however, it could be done as a stand-alone lesson on antisemitism or in a unit on contemporary issues.

## Rationale:

Antisemitism in Germany was a factor that led to the Holocaust. While not the sole factor, it was an important one and its continued existence and broad impact of contemporary antisemitism is prominent in our society today. Learning about the origins of antisemitism and applying them to our world today can help students better understand how prejudice and hate speech can contribute to violence and can help students think about its role in their lives today.

## Overview:

### Key Question(s):

- What is contemporary antisemitism?
- How does it impact our community today?
- How is antisemitism manifested in the world today? In our own community?
- Who does antisemitism affect in today's world?
- How do you recognize antisemitism today?
- When your community has encountered antisemitism, what measures have people taken in response?

### Educational Outcomes. At the end of this lesson, the students will be able to:

- Define antisemitism and contemporary antisemitism.
- Describe how antisemitism is manifested in today's world.
- Identify incidents of antisemitism in our local communities and the impact on Jews and others.
- Create a social media message about antisemitism today.

## Teacher preparation

It's important for teachers to familiarize themselves with the [USHMM Guidelines for Teaching the Holocaust](#), especially the [Rationale and Learning Objectives](#). We encourage teachers to familiarize themselves with

background knowledge on the Holocaust by viewing this [site](#) at the USHMM and view the [Introduction to the Holocaust](#). Additional information on teaching about this topic can be gleaned from the full-length version of [The Path to Nazi Genocide](#).

**\*\*Note:** The teacher will need to create an IWitness educator account, student group and assign activity.\*\*

**\*\*Note:** This lesson is adapted, with permission, from lessons created by Echoes & Reflections.

## Materials

- [Testimony of Maria Theresa Dulgov](#)
- [Definition of Antisemitism](#)
- [Antisemitism Today Video](#) (USHMM)
- [ADL Heat Map](#)
- [Antisemitism and the Bystander Effect](#)
- [Google Jamboard](#) or [Mentimeter](#)(or similar tool)
- [MiniQuest Rubric](#)

## Lesson:

### INTRODUCTION

1. If one has not previously taught the topic of antisemitism - ask students what the term “antisemitism” means to them. For further reinforcement of this concept, the handout [Antisemitism](#), can be displayed or shared with students.
2. Share this quote from survivor Joseph Gringlas with students: “Hatred goes into you like a disease. You have to be aware, you have to fight it.” Ask students their reactions for their reactions to this quote. Can they identify any examples of hatred that they had personally witnessed or heard about in the media? Have any of these acts of hatred been antisemitic in nature?
3. Next, share the brief biography and then testimony of Maria Theresa Dulgov. Ask students: How does it feel to hear similar words from an individual in our community? What factors do you think are contributing to this rise in antisemitism?

### LESSON

1. Show the film, [Antisemitism Today](#) by the United States Holocaust Memorial Museum. Upon viewing, ask students the following:
  - a. What is something in this video that reinforced what you already knew?
  - b. What is something from this video that was new knowledge to you?
  - c. What questions do you now have as a result of viewing this film?
2. Begin the next activity by asking students if they have seen examples of antisemitism in their community? If so, if students are comfortable, invite them to share these examples and how they made the student(s) feel. Then, either as a class or individually, explore the [ADL Heat Map](#) for recent examples of antisemitic actions in the community. Review the examples and ask students the following questions:
  - a. Do these examples surprise you? Why or why not?

- b. What similarities and differences do you notice between these examples and the other items explored earlier in class?
  - c. What do you think should be done about these examples?
3. Next, direct students to [iwitness.usc.edu](https://iwitness.usc.edu) - if they have not previously established accounts, they will need to set them up at this point using the access code to the group you have created. Students will complete the activity: [Antisemitism and the Bystander Effect](#). Encourage students to bring in material from their local exploration to their end product.

## CONCLUSION

1. Have students share their hashtags with one another in a digital display through a platform such as [Google Jamboard](#) or [Mentimeter](#).
2. Discuss with students next steps they can take with their social media message - who might they be interested in sharing it with? Why are they choosing these audiences?



# LESSON: Americans and the Holocaust - Spotlight Tucson (MS)

## Grade Level:

This unit was developed for middle school students. We are following the [Age Appropriate](#) Guidelines from the USHMM. This unit could be used with middle school students with some adaptations if the teacher feels students are able to perform this research. For middle school, we would recommend assigning topics to students and focusing on the pre-1939 events or events post-1939 that do not include the ghettos and camps.

## Subject:

History; English/Language Arts; Multi-disciplinary.

## Rationale:

Holocaust history raises important questions about what Europeans could have done to stop the rise of Nazism in Germany and its assault on Europe's Jews. Questions also must be asked of the international community, including the United States. Therefore, students will benefit from grappling with such questions as: What did the US government and the American people know about the threats posed by Nazi Germany? What responses were possible? And when?

## Overview:

### Key Question(s):

- What did Americans and more specifically, individuals in Tucson, know about the Holocaust as it was happening?

### Educational Outcomes. At the end of this lesson, the students will be able to:

- Define the Holocaust
- Describe how American received their news during this time period.
- Define methods used to analyze historical newspapers.
- Identify that Nazi persecution of Jews and others gradually increased over time.
- Recognize that while awareness may have been possible, action was a different step that wasn't always taken.
- Examine article layout, placement and wording to understand the impact they have on readers.
- Make inferences about the interrelatedness of time and geographic location to events and how that affected individuals and groups.

# Teacher preparation

It's important for teachers to familiarize themselves with the [USHMM Guidelines for Teaching the Holocaust](#), especially the [Rationale and Learning Objectives](#). We encourage teachers to familiarize themselves with background knowledge on the Holocaust by viewing this [site](#) at the USHMM and view the [Introduction to the Holocaust](#). Additional information on teaching about this topic can be gleaned from the full-length version of [The Path to Nazi Genocide](#).

At a minimum, we suggest that students have an understanding of the climate of America during the 1930s and 1940s, as well as a basic understanding of what the Holocaust is - this would be placed in the middle or near the end of a unit on the Holocaust and/or World War II.

In addition, we suggest:

- Prepare access to handout and [student packet](#).
- Make copies of related articles.
- Queue videos from [USHMM Americans and the Holocaust exhibition](#) for 1933 & 1938.

\*\*Note: Components of this learning plan are adapted or taken from the United States Holocaust Memorial Museum's lesson for *History Unfolded* found at [newspapers.ushmm.org](#). This lesson is adapted, with permission, from the History Unfolded Lesson Plan created for USHMM by Jennifer Goss and David Klevan. \*\*

## Materials

- [Handout: How Americans Got Their News in the 1930s and 1940s](#)
- Student Packet
- Access to Microfilm or an online newspaper archives such as [newspapers.com](#) (check with your librarian)
- Project Rubric (See HS lesson for rubric)

## Lesson:

### INTRODUCTION

1. Ask students what they think Americans knew about the events of the Holocaust as they were happening? What is their rationale for their belief? It may be helpful to remind students that many modern forms of communication did not exist.
2. Ask students how they think Americans received their news at this time? Share "[How Americans Got Their News in the 1930s and 1940s.](#)" Identify how student perceptions changed and/or remained the same after reading this piece.
3. Next, ask students to consider how individuals in Tucson (or their city) received the news in the 1930s and 1940s? What newspapers existed? How can we discover this information?
4. What else is happening during this time in the United States? (Share scene setting videos from USHMM's Americans exhibition - 1933, 1938, 1942, 1945)
5. Based on what you know about the Holocaust today - do you think news about the events we now know as the Holocaust was widely available in Tucson? Why or why not? Form a hypothesis.

## RESEARCH

1. Explain to students that they will be gathering information to prepare to use an online national database from the United States Holocaust Memorial Museum.
2. Distribute [student packets](#) and ask students to assign themselves roles within their groups: Researcher, Analyst, Recorder, Reporter (student packet, page 1).
3. Share with students that they will be looking at background information on 3 different events during the era of the Holocaust before learning what residents of Tucson knew about these events.
4. Allow students time to perform research - provide support as students perform these tasks using the *History Unfolded* event modules.
5. Ask groups to share background information and predictions with the class, sharing their rationales.

## ANALYSIS

1. Distribute articles to students from the *History Unfolded* database. If you wish, you can share the same article with all groups or multiple articles (if available). If you wish, you can examine the database yourself for additional articles.
2. Next, ask students to analyze and discuss their article(s).
3. The group should create a summary of their event(s) that addresses the “article comparison” questions in the student packet (page 3).
4. Each group shares their predictions and analysis findings with the class.

## CREATION

1. Based on information presented by each group, draw conclusions about the local community’s access to information about the Holocaust.
  - a) Did the local paper report on some events but not others?
  - b) What titles were chosen for headlines and where were the articles placed in the paper? Did any particular words/ phrases within the article stand out to you? Why do you think these titles, words, and article placements were chosen?
  - c) Were you surprised by what you found? Why/why not?
  - d) What non-Holocaust related events were deemed important by the local press, and how might this have influenced local community responses to the Holocaust?
  - e) What role should the press play in the American response to persecution and violence against groups today?
2. Create a product to display these findings.

## CONCLUSION

1. Have students share their findings in a virtual or in-person gallery walk.
2. Ask students to summarize their findings in a class discussion centered around the following questions:
  - a) Do you think the news media in your community was representative of news media in the rest of the country? Why or why not?
  - b) What other information might you need to answer this question? (Students may use the project’s database to compare your community newspaper’s reporting with that from other newspapers during this time.)
  - c) What are the implications of this conversation for us today?

# US Newspapers and the Holocaust

Student Name: \_\_\_\_\_



*The Front Page of The New York Times, November 11, 1938. Digital image. Wikipedia.org, 10 Oct. 2012. Web.*

The headline, “NAZIS SMASH, LOOT AND BURN ...” evokes strong reactions from readers, both now and at the time it was published. But it was not typical of how the US media conveyed news about the Holocaust, which often ran on the inside pages with less dramatic headlines. The United States Holocaust Memorial Museum is trying to reconstruct how Americans learned about the persecution and murder of European Jews during what later became known as the Holocaust. You will review how Nazi persecution was reported in your community as reported to the United States Holocaust Memorial Museum. In the process, you will learn valuable research skills and gain a new perspective on how news stories today add up to a bigger picture.

To begin, you will need to select a member of your group to fulfill each of the following roles:

**Researcher** - Lead your group’s research efforts by guiding the group discussion, particularly in setting up the module.

**Analyst** - Lead the group in reviewing the article(s) distributed to the group and help the group identify key information about the article.

**Recorder** - Record information identified by the analyst and group members on the attached sheet.

**Reporter** - You will report the group’s findings to the whole class during the final session.

List the individuals on your team who will fulfill these roles in the space below:

Researcher:

\_\_\_\_\_

Analyst:

\_\_\_\_\_

Recorder:

\_\_\_\_\_

Reporter:

---

Our first task is to learn more about the 3 events we will be examining. To do this, you will use the event modules at <https://newspapers.ushmm.org/events/events-all> . Please find your events and fill in the chart below:

Event Title & Date	Brief description of event	Do you think our paper covered it?	Why or why not?

Next, the Analyst should lead the group in discussing the following questions, which will be shared by the Reporter during the class discussion.

Reference Holocaust Encyclopedia article(s) on the relevant event page(s) to answer the questions below (as assigned by your teacher).

1. What does a close read of the article tell you? What words and phrases stand out for you in how the author conveys this news? Are there any words that may convey bias to the reader? Are there any phrases that convey other emotions such as outrage, skepticism, or disbelief?
  
2. How does the reporting in this newspaper reflect the facts of this event?
  - a. Is the event fully and accurately reported, based on what we now know?
  
  - b. Does the byline credit an individual or wire service as the author? Why is that important? Does the article reflect any bias on the part of the author or editor?
  
  - c. What do the article’s headline, length, and placement in the paper indicate about how the editors viewed its importance?
  
3. Does the article give any sense of how government leaders, organizations, and individuals in the community or the nation responded to the threat of Nazism and the persecution and murder of European Jews?
  
  
4. What else was being reported in this newspaper at this time? Compare the placement, size, and tone of those articles to the one you researched. How might other events have influenced how readers viewed news related to the Holocaust?

# General Lessons

# LESSON: Blackout Poetry

## Grade Level:

This unit was developed for high school students. We are following the [Age Appropriate](#) Guidelines from the USHMM.

## Subject:

History; English/Language Arts; Multi-disciplinary.

## Rationale:

The study of the Holocaust can lend itself to creative expression. This lesson is designed to engage readers in deconstructing a text visually, allowing for new meaning and understanding.

## Overview:

### Key Question(s):

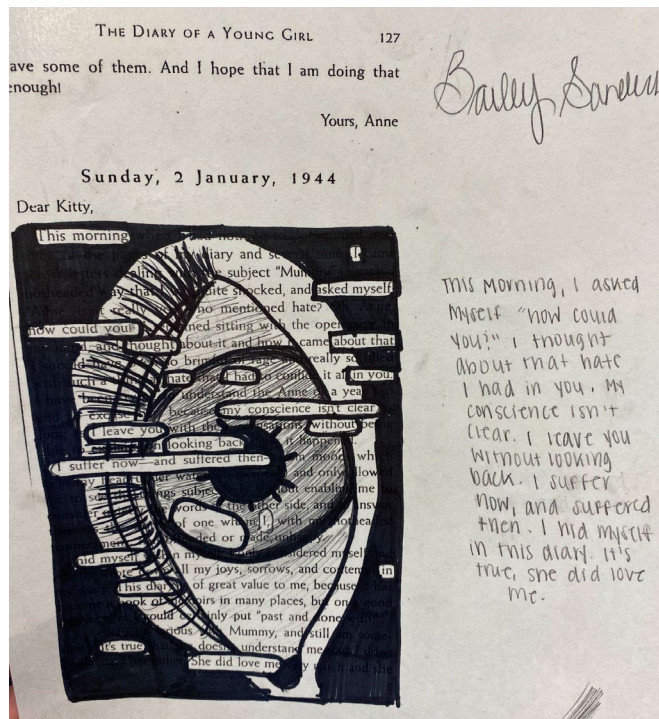
- How can poetry and its art help us experience a survivor's story through a different lens?
- How did the poem fit the theme or topic you chose?
- How can poetry and art help share survivor stories?

### Educational Outcomes. At the end of this lesson, the students will be able to:

- Create a poem using the Blackout Poetry Method that represents the experience of an Arizona survivor
- Describe the survivor's life using a new lens

## Teacher preparation

It's important for teachers to familiarize themselves with the [USHMM Guidelines for Teaching the Holocaust](#), especially the [Rationale and Learning Objectives](#). We encourage teachers to familiarize themselves with background knowledge on the Holocaust by viewing this [site](#) at the USHMM and view the [Introduction to the Holocaust](#). Additional information on teaching about this topic can be gleaned from the full-length version of [The Path to Nazi Genocide](#).





## Materials

- Copies of the Arizona Holocaust Survivor ID Cards to use as art, pencil, sharpie or other black markers

## Lesson:

1. Distribute to students a copy of one of the Arizona ID cards. You can also have stations with markers and copies of several ID cards available.
2. For background about Blackout Poetry, show the YouTube video *How to: Blackout Poetry* by Ariel Bissett (<https://www.youtube.com/watch?v=Nt5nguT3hEM>) . Discuss that this is a way to turn those survivor stories into another creative piece.
3. Have students first choose words and phrases that stand out to them. You can either say to choose words to represent this survivor, the Holocaust in general, or perhaps a theme from their story like “hope” or “resistance.” Remind them it has to be read logically (from top to bottom, for example) and cannot only be a random list of words. The goal is to have something that resembles free verse or a rhyming poem. Lightly circle those words in pencil.
4. Next determine the “blackout” part with either purely blackening the rest of the page or creating art to go along with the words or theme. Be sure the poetry words are left blank, but students should then begin blackening or drawing on the rest of the page.
5. Once the art or blackout poem is done, have each student write a reflection by answering the following: *What was your final poem? How did the poem fit the theme or topic you chose? What visual imagery did you create to accompany your poem and why choose those images?*
6. The poem should be related to the theme or topic chosen (such as “resistance”). Images should be clean and neat with the entire page covered in designs (or blacked out). The poem should be easily read (left to right or top to bottom) and makes grammatical sense (without having to rhyme).
7. \*An extension could be to compare the created poem with one from the museum

# LESSON: Monuments and Memorialization

## Grade Level:

This unit was developed for high school students. We are following the [Age Appropriate](#) Guidelines from the USHMM.

## Subject:

History; English/Language Arts; Multi-disciplinary.

## Rationale:

This lesson will allow students to consider why monuments are created and the design process that goes into creating such monuments and memorials. How do we keep history alive in our communities? Which events and people are worth remembering, and why? Memorials and monuments reflect, in part, the ways that communities and individuals have answered these questions.

## Overview:

### Key Question(s):

- How do we keep history alive in our communities?
- Which events and people are worth remembering, and why? Who decides the answers?
- What is the process for designing a memorial?
- Why is it important to consider all aspects of memorialization to honor those affected by the event?

### Educational Outcomes. At the end of this lesson, the students will be able to:

- Analyze a sampling of monuments and memorials to the Holocaust in Europe and the United States.
- Describe various aspects of monuments and memorials (design of memorials, who/what is honored, and the specific placement of the memorial, etc.).
- Create models of their own monuments and memorials to the Holocaust or other genocides that reflect their understandings.

## Teacher preparation

It's important for teachers to familiarize themselves with the [USHMM Guidelines for Teaching the Holocaust](#), especially the [Rationale and Learning Objectives](#). We encourage teachers to familiarize themselves with background knowledge on the Holocaust by viewing this [site](#) at the USHMM and view the [Introduction to the Holocaust](#). Additional information on teaching about this topic can be gleaned from the full-length version of [The Path to Nazi Genocide](#).

## Materials

- Final Project directions
- PowerPoint Presentation

## Lesson:

1. Ask students to provide examples of monuments and memorials that they have seen. These could be in their own community, some they have seen when on vacation, or some they have seen in the news.
2. Hold a class discussion about why an event or person is memorialized with a monument.
3. Show students the examples of Holocaust memorials in the PowerPoint presentation, discussing each. Include discussion of controversy around any of the monuments [include an article about the Berlin monument and/or stolpersteine, including AZ families]. Ask students to weigh in on their thoughts about the memorials; what they like and/or dislike about them.
4. Student handout with instructions; explain the steps and procedures students will follow. Emphasize that they do not need to buy materials to create their monument, but may use household items.
5. Check in regularly with students to see any difficulties they may have and to encourage regular work on the project.

Handout for students: Holocaust Literature

## Final Project

50 points

*Now that you have seen examples of many Holocaust memorials, you will create a model or plans of one of your own. On the presentation day, you will bring a model, drawing, etc. of your memorial, along with the answers to the questions below (written neatly and fully answered on your own paper). After the presentations, the class will vote on its favorite and the winner will earn 10 bonus points.*

1. Who would your memorial honor? (Group of people, individual, event, etc.)
  - a. Why did you select this?
  - b. Why should this group or person be represented?
2. What would your monument be made of (materials)?
  - a. Why this/these?
  - b. What symbolism would be incorporated?
  - c. Describe what it would look like and why you chose this.
3. Where would your monument be placed (specific city and spot, if possible)?
  - a. Why is this place appropriate and/or best?
4. Who might be offended by this memorial and why?
  - a. What controversy might it cause and why? (Think beyond deniers).

# LESSON: Memorialization with Partners in Other Places

## Grade Level:

This unit was developed for high school students. We are following the [Age Appropriate](#) Guidelines from the USHMM.

## Subject:

History; English/Language Arts; Multi-disciplinary. \*\*Note: We recommend teaching the “Monuments and Memorialization” lesson first.

## Rationale:

This lesson will allow students to learn the history of local monuments and to interact with visitors to be able to describe the events that are considered worth of memorializing and why to the community. How do we keep history alive in our communities? Which events and people are worth remembering, and why? Memorials and monuments reflect, in part, the ways that communities and individuals have answered these questions.

## Overview:

### Key Question(s):

- What do monuments in our community represent?
- What does it tell others about what is important to us and about our values?
- How are monuments in another community similar to ours? Different?

### Educational Outcomes. At the end of this lesson, the students will be able to:

- Students will understand memorials in their own community and share with students in another community, learning about other communities’ memorialization processes and which people and/or events are important to them.
- Students will understand that memorials and monuments can vary according to events that have happened in their area/on their soil.
- Students will learn and teach about a memorial in their own community.
- Students will meet other students in another community through the sharing of videos and possibly in an online setting.

- Students will learn about memorialization in their own community, analyzing and researching one in their groups.
- Students will learn about memorials in other communities.
- Students will find commonalities between communities and memorialization, and will find connections between themselves and students in another community.

## Teacher preparation

It's important for teachers to familiarize themselves with the [USHMM Guidelines for Teaching the Holocaust](#), especially the [Rationale and Learning Objectives](#). We encourage teachers to familiarize themselves with background knowledge on the Holocaust by viewing this [site](#) at the USHMM and view the [Introduction to the Holocaust](#). Additional information on teaching about this topic can be gleaned from the full-length version of [The Path to Nazi Genocide](#).

## Materials

- Monuments and Memory WS

## Lesson:

Directions:

1. Students will choose a monument or memorial in their community and will research its history, based on the questions on the handout and in their groups.
2. Students will visit the memorial site and create a video that educates and informs about the memorial.
  - a. Note: Discuss with your students how to interact with visitors at the site.
3. Students will edit the video, possibly adding music, checking for sound quality, and adding subtitles.
4. Students will share their video with the class, with feedback from the other students.
5. Students will share their videos with students in another community, which the teacher will arrange. After viewing each other's videos, the teacher may arrange an email exchange or a meeting with the students using a platform such as Microsoft Teams or Cisco WebEx, etc.
6. Students will write a reflection paragraph (attached).

Assessment and Evaluation:

Videos will be graded using the attached rubric. Student reflections will also be assessed.

## Monuments and Memory: A Cross-Cultural Lesson

### Group Meetings to discuss:

Roles:

- Videographer: \_\_\_\_\_
- Speaker(s): \_\_\_\_\_
- Interviews: \_\_\_\_\_
- Voice overs: \_\_\_\_\_
- Editing: \_\_\_\_\_
- Script writer: \_\_\_\_\_

Will/can the whole group go to the monument together? Set up dates and times to meet and record them here:

- Meeting date, time, purpose \_\_\_\_\_
- Meeting date, time, purpose \_\_\_\_\_
- Meeting date, time, purpose \_\_\_\_\_
- Meeting date, time, purpose \_\_\_\_\_
- Meeting date, time, purpose \_\_\_\_\_

### Timeline:

Video must be finished by: \_\_\_\_\_

Editing done by: \_\_\_\_\_

Shared with our classes by: \_\_\_\_\_

Posted on the private Facebook page by: \_\_\_\_\_

Comment on your classmates' videos by: \_\_\_\_\_

View and comment on Bosnian students; videos by: \_\_\_\_\_

Reflection due by: \_\_\_\_\_

# Research/Monument background:

Use these questions as you research your monument. Be prepared to answer these in your presentation.

1. What group/individual does it represent?
2. Where is it? Why do you think that location was chosen? Why is it appropriate?
3. How was the monument funded/paid for?
4. Walk around the monument, pointing out details.
5. What is the purpose of the monument? To educate? To mourn? To warn?
6. Was there an unveiling ceremony? When, and who attended?
7. Is the monument promoted or advertised in any way (by the city or state or group)?
8. Who do you think the target audience is for this monument?
9. Was there any controversy with either commissioning the monument or with its placement? Any controversy with its design?

# Questions to ask passers-by:

Set up a time to visit the monument and ask questions. Remember what we talked about in class: how to respect people who might not want to share their thoughts.

1. Do you know what this monument is? If not, what do you think it might represent?
2. Have you seen it before?
3. Did you come here specifically to see it, or for another reason?
4. (Tell the person about the monument if they don't know details about it) Now, what are your thoughts about the monument?