Project created by Jairo Saenz

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Replicas of Life during the Holocaust

By

Meital Taly Furer

REPLICAS OF LIFE DURING THE HOLOCAUST

Project created by Laura Luna

"Replicas of Life during the Holocaust" infuses history, tolerance, and humanity into today's classrooms and brings them to life.

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Project created by Justin Villafane

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Goals and Objectives

Curriculum Areas: Language Arts and Social Studies

Goals: The key to success as an educator is to instill enthusiasm and a desire and yearning to learn far beyond the expected curriculum; "Replicas of Life during the Holocaust" does just that. Students begin with a lecture on basic facts as to how the Holocaust began, when, where and by whom. They begin to make a connection between some of the beliefs of that time in comparison to what is believed today. They research various aspects of genocide and as a result, the laws that are brought about. Students involve their parents and grandparents by interviewing them as to where they were during that time and what they know. This enables students to look into their own personal background as well. The overall target of this project is to create awareness and a sense of feeling and compassion towards history and the world. In addition, to be able to duplicate a scene from such a long time ago, by using research (primary and secondary sources), internet, literature, poetry, imagination, creativity, and sensitivity. Essentially, the aim is to bring history back to life and both learn and appreciate the lesson that was learned back then as well as now.

Objectives: Students will be able to identify Europe during the time of 1938 – 1945. They will be able to explain the meaning of genocide and tolerance. What it meant to be different from the accepted norm at the time and how the Nazi Regime was ran. They will focus on

creating a research project that depicts life during the Holocaust. They will outline the differences between then and now. Students will write a paper to describe the specific scene they chose to depict and create a three-dimensional replica of the scene. Students will synthesize information researched as well as create their own interpretations.

Sunshine State Standards: LA.A.1.4.1 selects and uses prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions.
LA.A.2.2.7 recognizes the use of comparison and contrast in a text.
LA.A.2.4.1 determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written materials.
LA.A.2.4.2 determines the author's purpose and point of view and their effects on the task.
LA.A.2.4.4 locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real world tasks, and self improvement.
LA.A.2.4.7 analyzes the validity and reliability of primary source information and uses the information appropriately.
LA.A.2.4.8 synthesizes information from multiple sources to draw conclusions.
LA.E.2.2.1 recognizes cause-and-effect relationships in literary text.
LA.E.2.4.1 analyzes the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

Course Outline / Overview

The Disseminator: Taly Furer is a graduate of Florida International University with a Bachelors of English Literature and a Masters in English Education. She has graduated from the University of Miami Holocaust Summer Institute. She is a graduate of the United States Holocaust Memorial Belfer Conference. She has been teaching for eight years. She is a MINT mentor with Miami Dade County Public Schools.

Course Outline:

- The students begin the project with a journal assignment. Without discussing the meaning, they are to choose whether they would rather be persecutors, victims or bystanders. Then as a class we discuss the meaning of each choice as it relates to Germany prior to 1938. We go over the different situations people were placed in. The students are then asked again to choose which they prefer to be. This activity leads into an introduction on Nazi propaganda followed by a PowerPoint Presentation of "The Poisonous Mushroom" (PowerPoint presentation available upon request). We discuss the root of anti-Semitism and the Nazi Youth Movement.
- At this point students are introduced to the idea of "reference cards." They receive a due date three weeks from the given day. They will be required to create 15 reference cards (lesson plan and requirements attached) on various sources they have researched and encountered.
- Next, we go through a timeline of events beginning from the 1930's in Nazi Germany. Then they carefully view a PowerPoint presentation

made by former students depicting a complete timeline of events through 1946. (*A copy of presentation is available upon request from tfurer@dadeschools.net or englitteacher@aol.com).

- This is when we begin to read the chosen literature, (this year my students read, some reread: *The Diary of Anne Frank* (Anne Frank), *The Sunflower* (Simon Wiesenthal), *All But My Life* (Gerda Weissman Klein), *Number the Star* (Lois Lowry). Students can either read independently, within small groups or as a class. They will discuss in class major events in the stories as well as moral dilemmas that occur.
- Students will watch a documentary on life during the Holocaust as well as any other films. Films can vary from "The Diary of Anne Frank", "Schindler's List", "The Devil's Arithmetic," " A Day in October" " A Friendship in Vienna" "Forbidden"
- In groups of four students will receive packet ("1900 – 2000 A Genocidal Century", "Life in Shadows", and "Deadly Medicine") each group will receive poster boards and will be required to paraphrase the information in their specific packets onto a visual display to present to the class. Students will receive a grade for their physical display as well as oral presentation.
- Finally students will be required to create a 3-dimensional "replica" of life during the Holocaust. They must choose one scene from a movie, book, poem, or documentary and depict it three-dimensionally using sensitivity and discretion. The scene must have a written description of the place and event that is taking place. All of the projects will be displayed in the classroom, or Media Center. Every participant will receive a certificate of Participation and the top three winners will receive a prize.

- At the end of the unit, Students will be asked to research a name of "Righteous among our Nations" and create a 5x7 card honoring their efforts and kindness, indicating what they did during the Holocaust to help and what happened to them. They will then be asked to present their person to the class. Teachers can extend this activity even further by asking students to find friends and family members that they know that they belief deserve mentioning for a random act of kindness they did. A great modern movie to end this particular unit with is "Pay it Forward."

The Students: This project was designed so that it can be adapted to eighth grade students through twelfth grade students. For my action research I used 75 freshman students and 5 seniors. We met every other day for the duration of two hours. This unit was completed within one nine week marking period. This project can be extended further or shortened depending on how in-depth or basic the adaptor wants to remain.

Materials and Resources: All resources are listed in this packet. The project can be kept to a minimal cost or extended further based on the available funds of the individual teacher and or school. The students can in most cases provide their own materials; they can use anything from dried goods, paper, shoe boxes, or arts and crafts materials. I have often provided materials for students that do not have the means to buy some basic crafts (such as: play dough, markers, crayons, and other such materials). Students use the Library (in and out of school), computer labs, classroom and homes to complete their projects. Reference books are provided in the classroom as well as a list of internet addresses and other resources.

Lesson Plan One

Objective: *The students will be able to use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions. The student will also determine the author's purpose and point of view and their effects on the task.*

Materials: Chalkboard, "The Struma: The boat that never made it", narrative by "Gerda Blachmann Wilchfort" and "Interactive Quiz" (all enclosed in this packet).

Do now journal entry: "I would prefer to be a Persecutor, Victim, or Bystander.

Activities:

1. Independent Journal entry
2. Class discussion, students will go to one corner if they chose Persecutor, the other if they chose Victim, and they will remain in the center if they chose to be Bystanders. Those who choose Bystanders will be asked questions in terms of what they would do in certain situations. They will either chose to become persecutors or victims. The Bystander center will disappear proving that if you did nothing you automatically became a persecutor. Refer to additional sources for actual questions and scenarios.
3. Then will show and discuss a slide show on Nazi Propaganda called "The Poisonous Mushroom" (*A copy of the packets are available upon request from tfurer@dadeschools.net or englitteacher@aol.com).

Lesson Plan One continued…

4. Go over root of Anti-Semitism and the importance of the Nazi Youth movement.

Assessment: Observation, journal entry and oral discussions.

Additional sources can be found at:

http://history1900s.about.com/od/holocaust/a/struma.htm

http://history1900s.about.com/od/holocaust/a/struma_2.htm

http://www.ushmm.org/outreach/gws0048f.htm

http://fcit.usf.edu/holocaust/people/BYSTAND5.htm

Sunshine State Standards: LA.A.1.4.1, LA.A.2.4.1, LA.A.2.4.2, LA.A.2.4.8, LA.E.2.2.1.

Lesson Plan Two

Objective: *The students will be able to locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real world tasks, and self improvement. The student will also analyze the validity and reliability of primary source information and use the information appropriately.*

Materials: Index cards, Reference books, internet access and computers.

Activities:

1. The students will be introduced to the library media sources such as reference books, internet servers and databases.
2. They will be given an example of a complete index card.
3. They will work independently to find sources they would like to use for their research part of the project.

Assessment: Collection of index cards.

Sunshine State Standards: LA.A.2.4.4, LA.A.2.4.7.

Lesson Plan Three

Objective: *The students will be able to exam the Holocaust from a chronological perspective, make connections between the Holocaust events and contemporaneous events in the world. This will also enable students to acquire a frame of reference for comparing their reading with actual events during the time of the Holocaust.*

Materials: Poster board, markers, printouts of the timelines, paper, pencils, rulers, and any other arts and crafts materials the teacher has available. *A copy of the packets are available upon request from tfurer@dadeschools.net or englitteacher@aol.com.

Do now journal entry: Create a timeline of your life, include all of the important events that have happened thus far, include pictures and anecdotes. This should be completed for homework.

Activities:

1. The students will begin with creating their own timeline. They will get excited and creative in illustrating their life up until now. Some guidelines will be included to help those less motivated, such as: a focus on elementary school days, middle school days, birthdays, trips, and major events should be included. The students will be asked to complete their individual timelines at home and return them for a grade.
2. The students will then be placed in groups of twos. Each group will receive a timeline of events that occurred during the Holocaust, a poster board, and crayons and markers. Students will be asked to create a visual timeline depicting events that they feel are most relevant to understanding the Holocaust.

Lesson Plan Three continued…

In addition to using the timeline students will also be allowed to use the internet to elaborate on some of the details outlined in their packets and expand their interpretations. Students will receive at least two – three class periods to work on these projects. Students will then be asked to present their poster boards to the class for an oral presentation grade as well as turn their projects in for a written grade.

Assessment: Group participation, observation, oral presentation, and written project/poster board.

Sunshine State Standards: LA.A.2.4.1, LA.A.2.4.4, LA.A.2.4.7, LA.A.2.4.8.

Lesson Plan Four

Objective: *The students will determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written materials. The student will also analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.*

Materials: sets of the following novels: For younger grades: *The Diary of Anne Frank* (Anne Frank), For older grades: *Night* (Eli Wiesel) *The Sunflower* (Simon Wiesenthal), *All But My Life* (Gerda Weissman Klein), *Number the Star* (Lois Lowry).

Activities:

1. Select to do this using a. Reading Circles or b. Read as a Class.
    a. Ask the class to get into groups of four, this way the students are responsible for selecting to be with people that might or might not complete the work, explain to them that it is very important to select people that they know they can work with. Each group will be given copies of one of the above mentioned books.
    b. The teacher will select one of the above mentioned books to read as a class, can also select another Holocaust title if preferred or even available in school.
2. Either as a class or in little groups students will begin to read the books, it is their responsibility to create a reading guideline of the book they are reading. Included in the requirement is:
    a. At least 3 questions and answers for each chapter.

Lesson Plan Four continued…

b. A summary of character.
c. A summary of major events that took place in the book.
d. A book review to be done at the conclusion of the book.
e. A new title for the book that they believe will better suit the story.

3. This assignment will be followed by a movie from any of the following titles, or others that the teacher might find available in the school's Media Center: "The Diary of Anne Frank", "Schindler's List", "The Devil's Arithmetic," " A Day in October" " A Friendship in Vienna" "Forbidden" ending with for older grades: "Hotel Rwanda."

Assessment: Group participation, observation, written assignments, questions, summaries and reviews.

Additional sources can be found at: Facing History and Ourselves: http://www.facinghistory.org Subscribe to receive free documentation and access to the lending library, Extremely Recommended.

Sunshine State Standards: LA.A.2.4.1, LA.A.2.4.7

Lesson Plan Five

Objective: *The students will determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written materials. The student will also select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions. In addition, the student will synthesize information from multiple sources to draw conclusions.*

Materials: Holocaust Documentation packets ("1900 – 2000 A Genocidal Century", "Life in Shadows", and "Deadly Medicine").

*A copy of the packets are available upon request from tfurer@dadeschools.net or englitteacher@aol.com).

Activities:

1. In groups of three- four, or individually (if student prefers), students will receive one of three packets. They will be responsible for teaching the packet they receive to their classmates. They may use poster boards, blank books, PowerPoint presentations, or any other form of presentation.
2. Students will be required to read the packets and paraphrase the information they read and understand it enough to be able to present it to their classmates and answer questions. They must have at least 7 main aspects of the packet that they focus on for their presentation.

Assessment: Written projects and oral presentation. Students will also be graded based on the response and enthusiasm they receive from their classmates as they present their work.

Sunshine State Standards: LA.A.1.4.1, LA.A.2.4.1, LA.A.2.4.8

Lesson Plan Six

Objective: *The students will determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written materials. The students will also synthesize information from multiple sources to draw conclusions and analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.*

Materials: All previous assignments: index cards, summaries, timelines, film reviews and research. Any and all arts and crafts materials available in the classroom as well as out of the classroom.

Activities:

1. Students will be allowed to gather all of their previous works related to the Holocaust and compile a list of choices for a three-dimensional depiction of a single scene from life during the Holocaust.
2. Students will receive written assignment guidelines. Written assignment included on the next page of this packet.
3. They will receive three to four weeks to complete this project at home. This is a at home assignment. *I do not allow this project to be done in groups, but teacher may use his or her discretion.*

Assessment: Three-dimensional replica, written description, oral explanation.

Sunshine State Standards: LA.A.2.4.2, LA.A.2.4.8, LA.E.2.4.1

Lesson Plan Six Student Handout:

Replicas of life during the Holocaust
Mrs. Furer / English 2008

1. Review the materials we have covered in class in reference to the Holocaust. You may use timeline projects, summaries, reviews, and reference cards to compile a list of events that took place. We may research further what life was like during the Holocaust. Use the Media Center or Public Library's database, encyclopedias, and internet to develop a mental picture of the time period.
2. Choose a single scene from a Holocaust movie, book, or poem and create that scene in 3D. Be creative and descriptive. Your scene must tell a story (remember a picture is worth a thousand words). Because the Holocaust was a time filled with horrifying events, you must be careful not to offend or insult anyone, therefore all scenes must be tasteful, no gory or grotesque scenes **AT ALL.**
    a. You can use play-dough, clay, stick figures, dolls, or anything that is 3D (must stick out no pictures). Scene cannot be flat.
3. Include a written description of your scene, minimum of one page double-spaced. Description may be either dialogue or narrative.

**You are given a sufficient amount of time to work on this project, but do not wait until the last minute to gather supplies or begin the project. Projects must be turned in on time or grades will drop.

I will be in school early on both due dates to accept projects so that you do not have to carry them with you all day.

Due Dates:

BE CREATIVE AND HAVE FUN!

Lesson Plan Seven

<u>Objective</u>: *The students will determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written materials. In addition, the student will synthesize information from multiple sources to draw conclusions.*

Materials: Cardboard Paper, Card Stock, or 5x7 index cards.

Activities:

1. A list of Righteous among Our Nation will be posted in the classroom. Students will select one person from the list. *List can be found on the following page of this packet*
2. They will be responsible for researching the person to find a picture and information on what the person did during the Holocaust to help.
3. The students will rewrite a brief description of the person's accomplishments and whereabouts.
4. They will be required to create a plaque like award honoring the person they selected that will be displayed in the classroom.
5. Each student will present the award to the class giving a description of the person.

Assessment: Oral and written assignment and display.

Sunshine State Standards: LA.A.2.4.1, LA.A.2.4.8

Lesson Plan Seven

List of Righteous Among Our Nation

This is a per country list of people who helped victims to escape from the Nazi Holocaust during World War II, often called "rescuers". Yad Vashem, the Holocaust memorial in Israel, has recognized over 20,000 Righteous Among the Nations. [1].

Poland (Total: 6,005)

Czeslaw Milosz

Irena Sendler

Jan Karski

Henryk Sławik

Wladyslaw Bartoszewski

Irene Gut Opdyke

Rudolf Weigl

Wladyslaw Kowalski

Anna Borkowska

Szczepan Bradlo and

his sons Tadeusz & Antoni

Ana & Jan Pulchalski

Józef Tkaczyk

Jan Żabiński, his wife

Antonina and their son Ryszard

Waclaw Nowinski

Andrzej Garbuliński

Maria Fedecka

Henryk Woliński

Antoni Gawrylkiewicz

Kystyna Danko

Stanislaw Jasinski and his

daughter, Emilia Słodkowska

née Jasinska

Stefan Jagodzinski

Maria Kotarba

Marian Burakowski and his

wife Dr.Alicja Burakowska

Henryk Iwański and his

wife Wiktora

Jan Dobraczyński

Mieczysław Fogg

Julian Grobelny

Aleksander Kamiński

Stefan Korboński

Zofia Kossak-Szczucka

Wanda Makuch-Korulska

Tadeusz Pankiewicz

Stefania Podgórska

Konrad Rudnicki

Jerzy Szacki

Henryk Sławik

Jerzy Zagórski

Igor Newerly

Jerzy Latoszynsky and his wife

Eugenia Latoszynsky and

their daughters, Theresa and Ela

Netherlands (Total: 4,767)

Miep Gies

Corrie ten Boom

Frits Philips

Johan Benders & his wife, Gerritdina Benders-Letterboer

Johan Hendrik Weidner

Victor Kugler

Jaap Penraat

Jan Zwartendijk Saved 3 000

Alida Bosshardt, also known as Majoor Bosshardt

Marion Pritchard

Dirk van Schaik

The Sietsma brothers, Hein & Henk

Joop Westerweel & his wife, Wilhelmina

Joop Woortman & Jaap Musch, from the N.V. Group

Jan Giliam

Clara Dijkstra

BARENT BINNENKANT

Dr. Gerrit J. ten Zythoff

France (Total: 2,740)

Reverend André Trocmé and his

wife, Magda Trocmé

Alexandre Glasberg

Vila Glasberg (Victor Vermont)

Edouard Theis

René and Hélène Bindel, their

Son Jean, and Clotilde Pava

Camille Ernst

Father Pierre-Marie Benoit

Father Jean Fleury

Marie-Rose Gineste

Dr. Adélaïde Hautval

Jean Deffaugt

Raoul Laporterie

Pastor Jean Séverin Lemaire

Gilbert Lesage

Anne-Marie Mingat and Marthe Lerme

Germaine Ribière

Monseigneur Jules-Gérard Saliège

Monseigneur Pierre Marie Théas

Edouard Vigneron

Ukraine (Total: 2,189)

Maria Podolian and her mother

Nikolay Leschinger

Yekaterina Panchenko Movchan

Raisa Makarevich and her mother,

Feokla Levitkaya

Belgium (Total: 1,443)

Joseph André (1908-1973),

Queen Élisabeth of The Belgians (1876-1965)

Édouard Froidure,

Andree Geulen-Herscovici

Jean-Baptiste Janssens (1889-1964),

Alphonse Lambrette (1884-1970)

Jean Maertens de Noordhout

Jeanne de Mulienaere

Yvonne Nevéjean

Henri Reynders

Suzanne Spaak (1905-1944)

Marie Taquet-Martens and her

husband, Major Emile Taquet

Henri Van Oostayen (1906 -1945)

Lithuania (Total: 693)

Jonas Paulavicius

Ona Simaite

Hungary (Total: 685)

Jozsef Antall

Vilmos Apor

Béla Király

Michnai Lazlo

Maria Olt

Sister Sara Salkahazi

Gábor Sztehlo

Belarus (Total: 576)

Slovakia (Total: 465)

Dr. Michal Majercik and wife Anna

Marta Haasova

Germany (Total: 443)

Oskar and Emilie Schindler

Karl Plagge

Wilm Hosenfeld

Hermann Friedrich Graebe

Bernhard Lichtenberg

Hermann Maas

Armin T. Wegner

Baron Friedrich Carl von Oppenheim

Hans von Dohnanyi

Karl Gröger

Hugo Arman

Eberhard Helmrich

Joseph Höffner

Elisabeth Abegg

Adolf and Maria Althoff

Dr. Albert Battel

Major Max Liedtke

Berthold Beitz

Dr. H.G. Calmeyer

Loni and Albert Harder

Dr. Gertrud Luckner

Dr. Otto and Gertrud Mörike

Alfred Rossner

Gustav Schroeder

Otto Weidt

Italy (Total: 417)

Giovanni Palatucci

Giorgio Perlasca

Father Leone Maria Ehrhard

Monsignore Giuseppe Nicolini

Father Rufino Niccacci

Father Aldo Brunacci

Father Arrigo Beccari

Dr. Giusseppe Moreali

Dr. Emanuele Stablum

Lorenzo Perrone

Sister Cornelia Cordini

Carlo Travaglini

Sister Ester Busnelli

Gaetano Tantalo

Pietro Lestini

Giuliana Lestini

Father Antonio Dressino

Odoardo Focherini

Cardinal Pietro Palazzini

Cardinal Vincenzo Fagiolo

Greece (Total: 271)

Princess Alice of Greece

Archbishop Damaskinos

Dr. Nikolaou Kostas

Bishop Chrysostomos

Angelos Evert,

Loukas Carrer,

Archbishop Ioakim

Yerassimos Paloumbis Kephalonia

Russia (Total: 124)

Tatiana Zelenskaya

Latvia (Total: 103)

Janis Lipke

Austria (Total: 85)

Dorothea Neff

Gottfried von Einem

Romania (Total: 53)

Viorica Agarici

Traian Popovici

Raoul Şorban

Prince Constantin Karadja [2] ,

Norway (Total: 41)

Ingebjorg Sletten

Nic Waal

Nina Hasvold

Gerda Tanberg

Martin Solvang

Ola Rauken

Ola Breisjøberget

Sigrid Helliesen Lund

Per Faye-Hansen

Switzerland (Total: 38)

Paul Grueninger

Carl Lutz

Friedrich Born

Ernst Prodolliet

Elizabeth Eidenbenz

Denmark (Total: 21)

Per their request, Danish Underground

who participated in the

rescue of the Danish Jews are

listed as one group.

Bulgaria (Total: 17)

Dimitar Peshev

Dimo Kazasov

United Kingdom (Total: 13)

Charles Coward

Frank Foley

Major General Orde Wingate

(Sir Nicholas Winton - see individual entry)

Channel Islands

Albert Bedane

Armenia (Total: 10)

Sweden (Total: 9)

Raoul Wallenberg

Per Anger

Carl Ivan Danielsson

María Elisabetta Hesselblad

Erik B. Dupont

Slovenia (Total: 6)

Ivan Breskar

Zora Pičulin

Uroš Žun

Spain (Total: 3)

Angel Sanz Briz

Jose Santaella

Francisco Franco

Estonia (Total: 3)

Uko Masing

USA (Total:3)

Varian Fry,

Martha Sharp

Waitstill Sharp

China (Total: 2)

Pan Jun Shun

Ho Feng Shan

Brazil (Total: 2)

Luiz Martins de Souza Dantas

Aracy de Carvalho Guimarães Rosa

Finland Algoth Niska

Chile Maria Edwards McClure

Uruguay Alejandro Pou

Mexico

Gilberto Bosques Saldívar

Japan Chiune Sugihara,

Luxembourg

Victor Bodson,

Aristides Sousa Mendes

Turkey

Namik Kemal Yolga,

Necdet Kent,

Selahattin Ulkumen

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http://fcit.usf.edu/holocaust/people/BYSTAND5.htm

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"Replicas of Life During the Holocaust"

By
Meital Taly Furer