

## PURPOSE AND OBJECTIVES OF THIS CURRICULUM

Teaching about the Holocaust (*Shoah*) goes beyond understanding the historical fact that six million Jews and other innocent victims of the Germans and their collaborators were brutally murdered in Nazi-occupied Europe. The Holocaust is a lesson in what can happen when prejudice and discrimination are allowed to flourish and when individuals and governments fail to take a stand against injustice. A comprehensive study of the events leading up to the Holocaust, and of the Holocaust itself, provides students with opportunities to realize the relative ease with which fundamental human and civil rights can be denied and to understand the ramifications of stereotyping, prejudice, discrimination, and scapegoating.

Ultimately, studying the Holocaust provides students with an opportunity to define their own role as responsible citizens of the world. It is critical that today's youth examine the past in order to grapple with the devastating results of prejudice and bigotry and begin to implement what they have learned in their daily lives, so that ultimately they can better understand how to interrupt hateful behaviors in their schools, communities, society, and beyond.

Within that framework, the objectives for *Echoes and Reflections* are as follows:

Teachers will...

- foster a knowledge and understanding of the Holocaust and its relevance to contemporary society through a comprehensive, yet modular, multimedia curriculum.
- encourage students to examine their own personal narratives (e.g., choices, actions, beliefs, consequences of their actions) by exposing them to the narratives of others, through the use of visual history testimony.
- encourage students to become critical thinkers, particularly in order to affect a positive change in attitudes and behaviors.
- promote a common vocabulary for the study of the Holocaust.

Students will...

- understand the Holocaust as a significant event in history that continues to have universal implications.
- recognize the complexity of individual choices and dilemmas during the Holocaust.
- examine how prejudicial attitudes and discriminatory practices can escalate to violence.
- define the role and responsibility of the individual to uphold the principles of a democracy.

# Introduction

---

- Allow students opportunities to explore a variety of responses of the victims, including the many forms of resistance to the Nazis.
- Stress that the Holocaust was not inevitable; it was the result of choices and decisions made by individuals.
- Select appropriate learning activities and avoid using simulations that encourage students to identify with perpetrators or victims.
- Be responsive to the concerns and emotions of your students when studying this difficult and complex subject matter; allow sufficient time for students to share their feelings in either debriefing sessions or through the use of journal assignments.

Material in “Teaching the Holocaust” has been adapted with permission from the Education Working Group of the Task Force on International Cooperation on Holocaust Education, Remembrance and Research, ©2004. For more information on these guidelines, as well as other information on teaching about the Holocaust, visit <http://taskforce.ushmm.org>.

## ABOUT THIS CURRICULUM

### Overview of Lessons

*Echoes and Reflections* is divided into the ten instructional lessons listed on the following pages. Each lesson is divided into two, three, or four parts that relate to the overall topic. Used sequentially, the lessons provide students with opportunities to investigate major themes associated with the Holocaust in an order that is roughly chronological. All of the lessons provide both a historical context for the topic under investigation as well as numerous visual history testimonies and other primary source materials.

Each lesson begins with “Important Information to Keep in Mind When Using This Lesson.” In some cases, the notes that have been included in this section elaborate on the more general suggestions listed in the “Teaching the Holocaust” section above and are specific to the contents of the lesson. The material in this section is intended to help teachers consider complexities of the Holocaust and to deliver accurate and sensitive instruction.

Each lesson ends with “Additional Strategies and Procedures.” This section provides ideas for additional activities and projects that can be integrated into the lesson itself or that can be used to extend a lesson once it has been completed. The topics lend themselves to students’ continued study of the Holocaust on a range of themes and in a range of subject areas (e.g., art, music, poetry), and include independent research and projects, as well as small- and whole-group assignments. The additional strategies and procedures provided may include requirements, techniques, skills, and key words and phrases not listed in the actual lesson.

Clearly, teaching all ten lessons in this curriculum in the order in which they are presented is ideal. When teaching any of the lessons, described later in this section, it is important to provide an accurate context for the material; therefore, in some cases, lessons that teachers are strongly encouraged to review have been identified at the end of the lesson description.

# Introduction

---

to armed resistance of partisans and ghetto and camp prisoners. (See Lesson 4: *The Ghettos* and Lesson 5: *The “Final Solution.”*)

## **Lesson 7: Rescuers and Non-Jewish Resistance**

The purpose of this lesson is to provide students with an understanding and overview of resistance and rescue efforts by non-Jews that took place during the Holocaust. The lesson provides an opportunity for students to learn about the types of rescue that occurred in Nazi-occupied Europe. (See Lesson 5: *The “Final Solution”* and Lesson 6: *Jewish Resistance.*)

## **Lesson 8: Survivors and Liberators**

The purpose of this lesson is to provide students with an understanding of the political, legal, social, and emotional status of the Jewish survivors. This lesson also examines the role of the liberators following the defeat of the Nazis at the end of World War II. (See Lesson 5: *The “Final Solution.”*)

## **Lesson 9: Perpetrators, Collaborators, and Bystanders**

This lesson provides an opportunity for students to critically examine the complex issue of relative guilt within the context of the Nazi occupation of Europe. Students will also learn about the war crimes trials following World War II and consider the responsibility of the free world to provide a safe haven for refugees attempting to escape Europe. (See Lesson 1: *Studying the Holocaust*, Lesson 3: *Nazi Germany*, and Lesson 5: *The “Final Solution.”*)

## **Lesson 10: The Children**

The purpose of this lesson is for students to understand the effects of the Holocaust on its most innocent victims — children — since targeting babies and children was an important step in the attempt of the Nazis to erase the Jews and their future. Students will also research post-Holocaust genocides and analyze children’s rights violations. In addition, students are provided an opportunity to develop a position on whether an event the magnitude of the Holocaust could happen again and to consider the role and responsibility of the individual in seeing that it does not. (See Lesson 1: *Studying the Holocaust*, Lesson 2: *Antisemitism*, Lesson 4: *The Ghettos*, Lesson 5: *The “Final Solution,”* Lesson 7: *Rescuers and Non-Jewish Resistance*, and Lesson 9: *Perpetrators, Collaborators, and Bystanders.*)

# Introduction

---

## Instructional Methods

Many of the methodologies used to present concepts in *Echoes and Reflections* promote critical thinking and interaction among students in a civil and socially responsible manner. The lessons include directed discussion, small-group work, brainstorming, journal writing, and the examination of primary source materials, including written and visual testimony of survivors and witnesses.

**Directed Discussion:** Every lesson in *Echoes and Reflections* includes numerous suggested discussion questions. Teachers should decide how many and which questions are most appropriate for their students. Some of these questions test student comprehension of the concepts presented; others ask students to formulate and share opinions, draw conclusions, make inferences, or connect material to parallel situations. These discussion questions probe students' thinking and provide students with opportunities to support their opinions or positions, and to consider important lessons about moral and ethical decision-making in addition to strictly factual information. Such questions, if used consistently in the classroom, become internalized by students as questions that they need to ask themselves. Review and reinforce the value of carefully listening to others during all directed discussions.

**Small-Group Work:** *Echoes and Reflections* provides numerous opportunities for students to work collaboratively. Teachers may want to use a variety of grouping methods including randomly assigned groups, self-selected groups, or teacher-selected groups. The experience of working with many different classmates increases the likelihood that students will be exposed to diverse perspectives and communication styles. This instructional technique also gives students time to explore what helps groups work well together and what can interfere with effective group process. To maximize student participation in the small-group process, make sure that all students clearly understand what is being asked of them and hold students accountable for the decisions and actions taken by the group. Emphasize that the goal of small-group work is not for everyone to agree (even though there are times when consensus is required) but to share information that will enhance the learning experience for all group members. Be sensitive to the academic requirements of each lesson and the abilities of your students. Everyone should contribute successfully to the group process.

**Brainstorming:** Throughout *Echoes and Reflections*, brainstorming sessions are used as a springboard to begin discussing new concepts. Because brainstorming separates the process of generating ideas from the process of discrimination and judgment, students have an opportunity to contribute ideas without fear of being "wrong." It is important to remind students throughout brainstorming sessions to work quickly, not to censor their own ideas, not to criticize any of the suggested ideas, and whenever possible, to expand on the ideas of others.

**Journal Writing:** In every lesson, suggested journal topics are provided. These journal assignments, which can be presented to students after completing all or part of a lesson, can be kept in a composition book, spiral notebook, or on computer disk. The purpose of the journals is for students to have a place where they can reflect on what they are learning, record their feelings and reactions to the information, and think about how the material has meaning in their own lives and in society. The journals also serve as a mechanism by which students create their own primary source material. The sensitive and emotional nature of these journal topics may preclude teacher evaluation. If journals are to be used as an evaluation tool, students should be assured that they will not be evaluated negatively for expressing opinions different from others in the class or from the teacher's.

**Examination of Interdisciplinary Primary Source Materials:** *Echoes and Reflections* is replete with photographs, art work, maps, diary entries, letters, government documents, poems, and written and visual history testimony. These materials invite teachers and students to confront a wide array of materials from many perspectives in

# Introduction

---

**Downloadable Curriculum Materials:** This feature allows teachers to download many of the photographs, maps, pictures, and other materials identified as “Transparency Master” and “Student Handout” in *Echoes and Reflections* directly onto their computers and then display them in the classroom using an LCD projector.

**Curriculum Updates:** This feature provides educators with revised facts and figures based on recent Holocaust research, changes to Web site addresses, and general corrections to the *Echoes and Reflections* curriculum. Some of the pages marked “Student Handout” and “Transparency Master” are available as PDFs to print, three-hole punch, and insert directly into the curriculum, ensuring that teachers are sharing the most accurate information with their students.

Additional Web site features include a review of evaluation efforts to measure the efficacy of *Echoes and Reflections*; upcoming professional development opportunities as well as training programs to date; testimonials from teachers around the country who are using the curriculum; and links to journal articles, photo galleries, press coverage, and sample materials (including a downloadable lesson and its accompanying visual history testimony) for those who may not be familiar with the resource.

## About Visual History Testimonies

Each visual history testimony in the USC Shoah Foundation Institute’s archive consists of a videotaped interview with a single Holocaust survivor or other eyewitness (e.g., aid provider, rescuer, liberator) speaking about his or her entire life before, during, and after the war, and guided by questions from a USC Shoah Foundation Institute interviewer. The interviews were recorded on videotape between 1994 and 2001; they average two-and-one-half hours in length.

In their testimonies, survivors and other witnesses speak not only about the tragedy that befell them and those they loved, but also about their childhood experiences and day-to-day life, their traditions, their friendships, their family. The personal accounts of Holocaust survivors and witnesses add an essential human side to the study of history. When watching testimonies, we see for ourselves a real face, a real voice, helping us understand that behind each statistic and each fact is a person. These life stories are an important historical resource and have considerable educational value: not only because they support the study of the Holocaust, but also because they often broach questions of fairness, justice, labeling, or scapegoating, just to name a few issues that today’s adolescents confront in their daily lives.

Video is an engaging educational medium for today’s students, and one to which they readily respond. Video testimonies also give students an important and rare opportunity to connect with a survivor or other witness to the Holocaust. Students can develop an immediate and intimate bond with the person on the screen and become personally and emotionally affected. This opportunity to affect students provides an opening for learning, and for that learning to be sustained even after students leave the classroom.

Visual history testimony, when combined with a standard written curriculum and provided with the proper historical context, is an unparalleled primary source material for teachers. It can be used in a classroom setting to get young people to think about their behaviors and biases today, and to inspire dialogue about their role in the history that is currently being made.

# Introduction

## Echoes and Reflections: Visual History Clips by Lesson

LESSON	PART TITLE	NAME OF PERSON ON CAMERA	DESCRIPTION OF CLIP	LENGTH OF VIDEO CLIP	
<b>LESSON 1: Studying the Holocaust</b>	<i>Part 2: Primary and Secondary Source Materials</i>	Kurt Messerschmidt	Events of <i>Kristallnacht Pogrom</i>	4:25	
<b>LESSON 2: Antisemitism</b>	<i>Part 1: Pre-war Jewish Life and Nazi Antisemitism</i>	John Graham	Pre-war Jewish life in Germany	0:56	
		H. Sinason	Jewish social life and religious beliefs in pre-war Germany	1:45	
		Margaret Lambert	A young Jew's childhood and relationship with family before Nazi occupation	1:45	
		H. Sinason	Harrassment of German-Jewish children by their non-Jewish peers in the 1930s	2:05	
		Henry Laurant	Antisemitism and vandalism targeting Jewish homes and businesses	2:04	
		Judith Becker	Discussion of racist Nazi eugenics ideas in German schools	3:12	
		H. Sinason	The Hitler Youth movement and incidents of antisemitism	1:45	
<i>Part 2: Nazi Propaganda</i>	Esther Clifford	Nazi propaganda	1:40		
	<i>Part 1: Weimar Republic and Rise of the Nazi Party</i>	Alfred Caro	The Weimar Republic and subsequent governments	0:48	
		Frank Shurman	Inflation in pre-war Germany and its effects on society	1:04	
		Julia Lentini	An adolescent confronts the appeal of joining a German nationalist youth movement	1:51	
		<i>Part 2: Anti-Jewish Policy</i>	Herman Cohn	The Nuremberg Laws and their effects on Jewish life	0:40
			Margaret Lambert	Segregation and exclusion of Jews in 1933	1:31
			Esther Clifford	Events of <i>Kristallnacht Pogrom</i>	2:45
<i>Part 3: Pyramid of Hate</i>		Esther Clifford	Attempts by Jews to flee Germany in order to re-settle in other countries	3:01	
	Alfred Gottschalk	The increase in attacks against assimilated Jews	1:02		
	Ellen Brandt	Activities of a Jewish youth movement in pre-war Germany	1:36		
<b>Lesson 4: The Ghettos</b>	<i>Part 1: Life in the Ghettos</i>	Ellis Lewin	Deportation to the Lodz Ghetto	1:36	
		Joseph Morton	Confinement, starvation, and fear in the Lodz Ghetto	2:00	
		Leo Berkenwald	Segregation and crowding in the Lodz Ghetto	1:30	
	<i>Part 2: The Role of the Ghettos</i>	Milton Belfer	Restrictions and escape attempts within a ghetto	0:49	
		George Shainfarber	Hunger, sickness, and death in the ghettos	1:49	
		Eva Safferman	Loss of childhood, forced labor, and hiding in a ghetto	3:05	
		Ellis Lewin	One survivor's thoughts on why children were sometimes more likely to survive in the ghettos	0:48	
George Shainfarber	Coping in the ghettos; struggling to find food	1:41			
<b>LESSON 5: The "Final Solution"</b>	<i>Part 1: The Victims</i>	Ellis Lewin	Arrival at Auschwitz and separation of family members	3:19	
	<i>Journal Assignment #1</i>	Abraham Bomba	Arrival at Treblinka and selection for the gas chamber	4:00	
		Itka Zygmuntowicz	Recitation of a poem composed by a former Auschwitz inmate	2:20	
	<i>Part 2: The Perpetrators</i>	Itka Zygmuntowicz	A day in Auschwitz	2:10	
Nathan Offen	Surviving mass execution	1:42			
<b>LESSON 6: Jewish Resistance</b>	<i>Part 1: Spiritual and Cultural Resistance</i>	Roman Kent	Many forms of Jewish resistance	2:42	
		Helen Fagin	"Cultural Resistance" through education in the ghetto	2:29	
		Ruth Brand	Fasting on Yom Kippur in Auschwitz as a form of resistance	3:20	
	<i>Part 2: Partisans and Armed Resistance</i>	Mira Shelub	Jewish armed resistance; goals and methods used by Jewish partisans	2:17	
		Sol Liber	The Warsaw Ghetto Uprising	3:25	
<b>LESSON 7: Rescuers and Non-Jewish Resistance</b>	<i>Part 1: Rescue and Aid Providers</i>	Arie Van Mansum	Support for Jews evading persecution, and "Christian responsibility" to aid Jews	3:00	
		Leslie Banos	Union resistance efforts	2:37	
	<i>Part 2: "Righteous Among the Nations"</i>	Renee Scott	Creating false ID cards to save Jews	1:18	
		Kristine Keren	Hiding from the Nazis in the sewers	5:00	
		Ursula Levy	Hiding from the Nazis in a Catholic church	1:57	
<i>Part 3: Hidden Children</i>	Leslie Banos	Rescue efforts by a Hungarian officer	5:44		

# Introduction

## *Echoes and Reflections: Connection to National Standards*

### *National Standards for Social Studies (Grades 5-12)*

THEMATIC STANDARD	LESSONS MEETING STANDARD
<b>I. Culture</b> Understand complex cultural concepts such as adaptation and explore how culture and cultural systems function	Lessons 2, 3, 4, 5, 6, 8, 9, 10
<b>II. Time, Continuity, and Change</b> Engage in sophisticated analysis and reconstruction of the past, examining its relationship to the present and extrapolating into the future	Lessons 1–10
<b>III. People, Places, and Environments</b> Apply geographic understanding across a broad range of fields, including fine arts, sciences, and humanities, and expand knowledge of diverse cultures, both historical and contemporary	Lessons 2, 3, 4, 5, 6, 9, 10
<b>IV. Individual Development and Identity</b> Examine contemporary patterns of human behavior and the way that personal identity and human behaviors are shaped by one's culture, by groups, and by institutional influences	Lessons 2–10
<b>V. Individuals, Groups, and Institutions</b> Study interactions among individuals, groups, and institutions, and examine the ways people and groups organize themselves around common needs, beliefs, and interests	Lessons 1–10
<b>VI. Power, Authority, and Governance</b> Study systems that were developed to allocate and employ power and authority in the governing process	Lessons 1, 2, 3, 4, 5, 6, 7, 9, 10
<b>VII. Production, Distribution, and Consumption</b> Analyze economic issues and apply economic knowledge to societal conditions	Lessons 3, 9
<b>IX. Global Connections</b> Encourages systematic thinking and analysis about personal, national, and global decisions, interactions, and consequences	Lessons 3, 5, 7, 8, 9, 10
<b>X. Civic Ideals and Practices</b> Recognize the rights and responsibilities of citizens in identifying societal needs, setting directions for public policies, and working to support both individual dignity and the common good	Lessons 1, 2, 3, 7, 8, 9, 10

Source: *Expectations of Excellence: The Curriculum Standards for Social Studies*, Silver Spring, MD: National Council on the Social Studies, 1994.

NOTE: Information outlining Holocaust education and specific states' social studies standards, prepared by David Nienkamp, is available at the Council of State Social Studies Specialists Web site: <http://www.cs4online.org/holocaust/>.

## Introduction

### *Echoes and Reflections: Connection to National Standards*

#### *National Standards for English/Language Arts*

STANDARD	LESSONS MEETING STANDARD
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.	Lessons 1–10
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.	Lessons 2, 4, 5, 8
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).	Lessons 1–10

Source: *Standards for the English Language Arts*, Urbana, IL: National Council of Teachers and International Reading Association, 1986.

#### *National Standards for Viewing and Media Literacy*

GRADES 9–12 VIEWING STANDARDS	LESSONS MEETING STANDARD
1. Uses a range of strategies to interpret visual media (e.g., draws conclusions, makes generalizations, synthesizes materials viewed, refers to images or information in visual media to support point of view)	Lessons 1–10
4. Understands that the rules and expectations about genres can be manipulated for particular effects or purposes (e.g., combining or altering conventions of different genres, such as presenting news as entertainment; blurring of genres, such as drama-documentaries)	Lessons 1, 2, 9
5. Uses strategies to analyze stereotypes in visual media (e.g., recognizes stereotypes that serve the interests of some groups in society at the expense of others; identifies techniques used in visual media that perpetuate stereotypes)	Lessons 2, 3
6. Understands the connection between context and values projected by visual media (e.g., the implication in television science programs that science is progressive and helps solve problems; influence of changing societal values on media products; political context, such as conflicts between loyalty and betrayal in “High Noon”, made in America during the McCarthy period; cultural values suggested by omissions from	Lessons 2, 4, 7, 9



# Introduction

## *Echoes and Reflections: Connection to National Standards*

### *National Standards for Viewing and Media Literacy*

GRADES 9-12 MEDIA STANDARDS	LESSONS MEETING STANDARD
packaging for similar products and their appeal to purchasers)	
7. Understands different aspects of advertising in media (e.g., advertising intertwined with media content, such as advertising copy presented in the form of news stories or the close association of feature articles with surrounding advertisements; the influence of advertising on virtually every aspect of the media, such as the structure of newspapers; advertisers as a pressure group; sponsorship as a form of advertising; ambience in media that is sympathetic to advertising, such as lifestyles portrayed on television)	Lesson 2
10. Understands the influence of media on society as a whole (e.g., influence in shaping various governmental, social, and cultural norms; influence on the democratic process; influence on beliefs, lifestyles and understanding of relationships and culture; how it shapes viewer's perceptions of reality; the various consequences in society of ideas and images in media)	Lessons 1, 2, 3, 4, 7, 8, 9, 10
12. Understands the role of the media in addressing social and cultural issues (e.g., creating or promoting causes: UN military action, election of political parties; use of media to achieve governmental, societal, and cultural goals)	Lessons 1, 2, 3, 4, 7, 8, 9, 10

*Source: Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education, Aurora, CO: Mid-continent Research for Education and Learning, 1999.*